

The Use of Picture-Based English Materials to Improve Students' Vocabulary Mastery for State Elementary Schools

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Abstract

The research aimed to find out improving students' vocabulary mastery by using pictures. This research was conducted by using Classroom Action Research (CAR). The subject of this research was grade III of MIN 2 Mataram 2023/2024 academic year which consisted of 35 students consisting of 20 female and 15 male. The object of this research was to improve the students' vocabulary mastery through pictures. This researcher was conducted in two cycles which each consists' of planning, acting, observing, and reflecting. The data were gathered through qualitative and quantitative data. The qualitative data were gained by analyzing the test and observation result. Then, quantitative data were obtained from the students' vocabulary score of pre-test and post-test. Based on the result of this research showed that there was a development on the students' vocabulary mastery, it can be seen if the score of students who got >73 grew up. It can be seen from the mean score of pre-test were 61.31, the mean score of post-test 1 was 72.39, and the mean score of post-test cycle 2 was 82.39. In addition, there were 12 students (31,57%) who passed Minimum Mastery Criterion (KKM) in the post test of cycle 1. Meanwhile, in the cycle 2, there were 23 students (89,4%) who passed Minimum Mastery Criterion (KKM). so the criteria of success was achieved. Then, from the result of observation it showed that there was improvement of positive responses in the teaching-learning process of vocabulary through pictures as media and it also showed that the students were motivated in teaching-learning process during the implementation of pictures.

Keywords: Picture media; Vocabulary acquisition; Teaching vocabulary

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INTRODUCTION

In the current era of development, the world of education is increasingly crowded with the use of various learning media, it encourages renewal efforts in the use of technological results in the teaching and learning process (Liando & Martha, 2019). Teachers are required to be able to use the tools that can be provided by the school, and it is possible that these tools are in accordance with the developments and demands of the times. Tatipang, Manuas, Wuntu, Rorintulus & Lengkoan, (2022) Stating that "teachers can at least use inexpensive and efficient tools which simple and unpretentious, that being

a must in an effort to achieve the expected teaching goals". In addition, teachers are also required to be able to use these tools and be able to develop skills to make learning media used if the media is not yet available. English is an important language for everyone to learn as a second language or foreign language, including in Indonesia (Liando & Tatipang, 2022). In addition, English also has language components such as pronunciation, vocabulary, and grammar. Lengkoan, Rombepajung, Hampp & Andries, (2019) stated that, as one of the basic components of the four language skills, vocabulary must be mastered by students. Learning vocabulary is a fundamental step to learning a foreign language. So, to learn a foreign language, students must have a lot of vocabulary so that students can learn foreign languages very well. Vocabulary is the key to being able to communicate and make sentences (Andries, Hammp, Rombepajung, & Lengkoan, 2019). If students do not know a vocabulary, of course they also not able to translate the meaning of words or readings. They still feel unfamiliar with English words. Different treatment in the teaching and learning process needs to be done to reduce the level of difficulty experienced by students in learning English.

In the realm of English as a Foreign Language (EFL) for young learners, pictures emerge as a significantly beneficial medium, serving multiple crucial functions that enhance the learning experience (Tatipang et al., 2022). This stems from the inherent nature of visual aids in facilitating comprehension and retaining attention, especially among children. Pictures act as a bridge to understanding, particularly in scenarios where language barriers might lead to misinterpretation of textual content. By associating questions with visual representations, students are more likely to grasp the intended meaning, thereby minimizing misunderstandings and fostering a clearer comprehension of the subject matter. The importance of pictures extends beyond mere representation; they play a pivotal role in elucidating the meaning of new concepts and vocabulary. Through illustrations, abstract ideas become tangible, making the learning process more engaging and effective. The use of pictures not only aids in comprehension but also significantly enhances the ability to recall information. This visual support is particularly advantageous in the EFL context, where learners often encounter unfamiliar terms and concepts.

By providing a concrete illustration of such elements, pictures make the learning material more accessible, facilitating a smoother and more enjoyable educational journey. In the contemporary landscape of education, marked by rapid technological advancement and an ever-increasing array of learning media, pictures retain their significance amidst a plethora of digital resources. The ongoing evolution of educational methodologies has witnessed a significant incorporation of various technological tools, aimed at enriching the teaching and learning experience. This shift towards the integration of technology in education underscores the necessity for innovative approaches in utilizing these resources effectively. As highlighted by Liando and Martha (2019), the educational sector is experiencing a dynamic transformation, propelled by the integration of technological advancements. This trend not only enhances the diversity of learning materials but also encourages the continuous development of pedagogical strategies to leverage these technologies to their fullest potential. Consequently, the strategic use of pictures, whether traditional or digital, remains a fundamental aspect of teaching methodologies, particularly in the context of EFL learning for young students.

Teachers are required to be able to use the tools that can be provided by the school, and it is possible that these tools are in accordance with the developments and demands

of the times. Tatipang et al. (2022) state that "teachers can at least use inexpensive and efficient tools which simple and unpretentious, that being a must in an effort to achieve the expected teaching goals". In addition, teachers are also required to be able to use these tools and be able to develop skills to make learning media used if the media is not yet available.

In fact, Marianca, Liando & Mamentu, (2022) mentioned that many students still face many difficulties to understand English text and to answer reading questions because they lack vocabulary. They do not know the meaning of words in English text because their knowledge of vocabulary is low. So, they have difficulty memorizing and understanding vocabulary, because it is influenced by the mother tongue they use. Teaching English to students in Indonesia is not easy because English is a second language or even a foreign language is not the student's mother tongue (Dilago, Vliando, & Kukus, 2022). To teach English, teachers must be able to choose teaching and learning methods especially for teaching vocabulary. Teachers can also use visual media to facilitate students in receiving learning materials so they don't get bored in the teaching and learning process.

In line with above paragraph, the use of appropriate teaching media and with varied teaching methods used by teachers may make it easier for students to learn Vocabulary (Hamer & Rohimajaya, 2018). Because, Julaiha, Syahputri & Prihatini, (2022) claimed that the use of conventional media such as books, of course uninteresting to students. Especially in English, the use of books that are mostly filled with long sentences and monotonous verbal explanations by the teacher will make it difficult for students who are just learning this language. Therefore, Liando, Mangare & Olii, (2021) stated that there is a need for more innovative learning media that are tailored to the needs of both the characteristics of the subjects and also the characteristics of students. The difficulties experienced by students in increasing English vocabulary may be overcome by using learning media.

Moreover, English teachers always need learning media or additional teaching materials to help students imagine their ideas. In addition, these additional teaching materials can give students ideas to more easily remember and stimulate students' right brain stimulation. Zulkifli, (2019) says that visualization is the best way to teach new words for all subjects. This means that teachers in the teaching and learning process can use visual things as media, namely: videos, songs, stick pictures, pictures, flash cards, etc. So, students can receive learning materials very well. However, in this study, the researchers chose pictures as learning media that can be used to improve students' English vocabulary.

Review of Literature

Learning Media

Classified learning media based on several types. It is useful to find out which media is suitable for use in learning will be served. Media classification useful for determining which media selected at the time of study (Ristyani & Nurhayati, 2020). Because on actually, not all learning media can help the learning process. This matter must be adapted to the needs of field. For example, in students' learning at an early age, the media selected must be appropriate with the age and characteristics of the child, and indicators, themes and sub-themes of learning (Mozes & Liando, 2020). In addition, the selection of media must also be based on its use in stimulate the developmental needs of students. Therefore, the teacher must know that learning media is as important as other

learning components. If the selection of media is not right, then the result can be different from what expected (Luruk, Luruk, & Trivict, 2021). After being classified accordingly with the required media, then required management or management to the media which includes planning, procurement, utilization, care and evaluation.

Picture as a Learning Media

The picture is a certain form that has a striking color to attract the attention and interest of children (Octaberlina & Anggarini, 2020). Nurdini, (2018) mentioned that picture as a learning media including the type of visual media that does not move. To optimize children's exploration power, using picture media can present detailed images. For example, (Kurniati, Rukmini, Saleh, & Bharati, 2020) suggest in observing leaves, students at a glance will only see the leaves based on the shape, color, and vertebrae in the leaf. However, by using pictures students can see the leaf fibers clearly thanks to the help of a microscope the results are printed in the form of images.

Vocabulary as part of English Skill

Vocabulary learning must be enculturation. According to Syafrizal & Haerudin, (2018) enculturation is a process by which someone learns about something required by the surrounding culture of the students' life. This can make it easier for students to remember the vocabulary taught to them. In essence, Ristyan & Nurhayati, (2020) said that the main purpose of vocabulary teaching is for develop students' interest in words. Student skills in learning, vocabulary the way they "read" pictures, consider words and think critically. Without realizing it, every teacher is actually involved in the process of mastering students' vocabulary (Hamer & Rohimajaya, 2018). Every time the teacher talks to the students, the teacher is indirectly teaching the children new vocabulary. The vocabulary mastered by children is basically in the form of basic vocabulary (Lengkoan et al., 2019).

This study aims to investigate and develop appropriate English vocabulary materials for elementary schools. The objectives of the study are three fold. First, the study aims to conduct a need analysis of English vocabulary materials for elementary schools. This is to ensure that the materials are relevant and cater to the needs of the students. The need analysis considers the students' proficiency level, their preferred learning styles, and the specific vocabulary and language structures relevant to their environment and culture. Second, the study aims to describe the English vocabulary materials that are suitable for elementary schools. The materials should be designed with consideration of the culture and values, using Islamic themes and characters in order to make them more relevant and engaging to the students. The materials should also provide opportunities for students to practice their English skills, with a focus on vocabulary building, pronunciation, and fluency. Third, the study is focused to describe the quality of the English materials developed for elementary schools. Quality is a critical factor in ensuring that the materials are effective in facilitating the students' learning process.

RESEARCH METHOD

Research Design

This research is categorized as classroom action research. Stringer (2007:1) stated action research is systematic approach to investigation that enables people to find effective solutions to problems they confront in their everyday lives. Similarly, Ferguson (2011:8-9) states that the research process is the developmental process of following through the

idea, seeing how it goes, and continually checking whether it is in line with what you wish to happen. Seen in this way, action research is a form of self-evaluation. It is used widely in professional context such as appraisal, mentoring and self-assessment.

The action research process provides opportunity for teachers self-assess their practice and make timely instructional decisions based on student outcomes, as teacher-educators. Besides, action research as one form of teacher teacher- researcher, which has emerged as a methodology in educational research to help teachers engage in inquiry (Pinnegar & Hamilton, 2009). The action research had been conducted through the process follows.

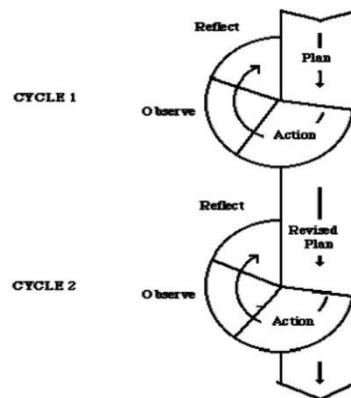


Figure1
Classroom Action Research Design

Model from Kemmis and Mc. Taggart (Ishak & Ugi Suproyogi, 2012:161) This figure describes that the researcher and collaborators had identified a problem, formulated a possible solution, implemented the action, and reflected on the outcome of the action. There were two cycles conducted in the research.

Research Participants

In the study conducted at MIN 2 Mataram, the cohort of research participants consisted of students enrolled in their second semester. This specific group included 25 students, whose ages ranged from 8 to 10 years old. The selection of these participants was guided by the research's objectives, aiming to explore the educational phenomena within a precise age group, thereby ensuring the relevance and accuracy of the findings in relation to the targeted demographic. Prior to the commencement of the study, it was imperative to adhere to ethical guidelines and protocols as stipulated by the institution. This adherence was demonstrated through the acquisition of formal written informed consent from all participating students. The consent form was comprehensive, detailing the study's objectives, the procedures to be undertaken, and the rights of the participants. This process was not merely a formality but a crucial step in ensuring transparency and fostering trust between the researchers and the participants. It underscored the participants' autonomy by informing them fully of the study's nature and their role within it, thus enabling them to make an informed decision about their involvement.

Furthermore, the study's adherence to ethical standards was further ensured through a meticulous review process conducted by the institution's ethics committee. This committee examined the research design, ethical considerations, and consent procedures with a critical eye, ensuring that all aspects of the study respected the rights, privacy, and overall well-being of the participants. This review process is a testament to

the rigorous ethical standards upheld by the institution, aiming to safeguard the participants against any potential harm or violation of privacy. Following the receipt of ethical approval, a signal that the study's methodology, ethical considerations, and participant engagement strategies met the requisite standards, the data collection phase was initiated. This phase marked the practical commencement of the research, allowing the investigators to gather the necessary data to address the research questions. The ethical approval was not just a procedural hurdle but served as a foundational aspect of the research, ensuring that the study was conducted with integrity and respect for the individuals involved.

Procedure of Action

This writer conducted by classroom action research (CAR). The writer procedure carried out in two cycles. Each cycle consists of four steps, namely planning, action, observation, and reflection. Before the first cycle begins, an orientation test conducted to determine the students' basic knowledge of vocabulary mastery.

Cycle 1

Planning

The writer planned the action dealing with preparing instructional materials and media, and determining the criteria of success. In this phase, the writer made a planning for the action research based upon the problems faced by students about vocabulary. Besides of making lesson plan, the researcher also prepared observation sheet to observe the students and researcher's activities in teaching learning process whether it was in line with the lesson plan had before or not. And the researcher also prepared the post-test 1 to collect the data, to know there are some students' improvement scores from pre-test to post-test. Next, the writer determined the criteria of success. The criteria of success of the students' vocabulary score achieved the minimum mastery criterion (KKM) of English is 73.

Action

Cycle I action is carried out by carrying out the teaching and learning process based on the lesson plans that have been made. At the first meeting, the researcher did according to the previous lesson plan. (1) The writer formed a group and gave a sheet containing several pictures in it (2) the writer asked the students to listen to the explanation of the learning procedure using pictures, so that they understood the lesson. (3) The writer gives the topic to the students. This means that writers think about their vocabulary, automatically they have new words. It makes them easy to understand sentences and they are able to make good sentences. (4) The writer asks students to pronounce and spell words. In the teaching and learning process, the writer gave them new words written on paper pasted on the blackboard, and then the writer said the words with good pronunciation. (5) The teacher asks students to repeat and memorize words then start the game at the end of the meeting. (6) The teacher closes the meeting and motivates students to study hard. This step is very important to do before the teaching and learning process is closed. Because motivation makes them enthusiastic in learning, especially in memorizing vocabulary.

Observation

Observations were made on how students behaved and what were the problems of students during the teaching and learning process in pre, while, and post vocabulary activities through observation. At the first meeting, the observer observed that students were interested in the lessons given through pictures as media, but there were some students who were less focused on learning because the group had been determined so that the class became noisy. Students cannot concentrate with the researcher, so they are still confused. At the second meeting, the observer observed a better class condition. They already know how to use their respective pre-shared drawings and students don't make much noise in class. Students are interested in following the teacher's instructions in learning. However, there are still some students who do not concentrate with the teacher and disturb other friends. But beyond the problem, the class can understand the lesson.

Reflection

After doing the first cycle, the writer evaluates the teaching and learning process at the end of the first cycle meeting. Based on the analysis of the vocabulary scores of students in post-test 1, they have not reached the success criteria, of students must achieve the minimum completeness criteria (KKM). It can be seen that only 31,57 % of students scored above the KKM. So, the application of picture as media has not given satisfactory results to increase students' vocabulary. Next talk about student participation. From the application of these pictures, the writer found that the class atmosphere or the children were quite enthusiastic, but also found the condition of the children who were less focused because of the predetermined group learning; sometimes they played with their friends in their group using the pictures. They get from the writer. Therefore, it is necessary to revise the action and planning before it is carried out to see the next cycle so that it can achieve the criteria for the success of this research.

Cycle 2

Planning

The writer plan actions to prepare learning materials and media using pictures, and determine success criteria. In this phase, the researcher makes an action research plan based on the problems faced by students regarding vocabulary. In addition to making lesson plans, writer also prepared observation sheets to observe the activities of students and writer in the teaching and learning process whether they were in accordance with the lesson plans that had been made previously or not. And the writer also prepared posttest 2 to collect data, to find out there was an increase in student scores from posttest 1 to posttest 2.

Action

Students in using picture media, the writer did it based on the previous lesson plans. (1) The researcher gave a picture randomly to each student as a topic they would work on individually. This means that the researcher gives them about vocabulary, automatically they have new words. (2) The researcher asked students to listen to an explanation of the procedures for using pictures in learning. Before the teaching and learning process began, the researcher had explained so that they understood the technique, made it easier for them to understand sentences and be able to make good sentences. (3) The writer asks students to pronounce and spell the words. In the teaching and learning process, the writer

gives them new words or sentences written on the whiteboard, and then the writer instructs the students to rewrite or do the tasks that have been given using picture media. (4) The teacher asks students to memorize the words drawn by each of them. (5) Giving games to students so that the class is more active then they have to memorize new words. Most students are very enthusiastic and serious in playing games; they count numbers, students who are wrong in playing games they will joke to make good new words into good sentences. They can have fun doing this game.

Observation

In the final phase of the research, observations were meticulously conducted to evaluate the impact of using pictures as a teaching aid on student engagement and learning outcomes, particularly focusing on their vocabulary acquisition. These observations were crucial in assessing the effectiveness of visual aids in enhancing the educational environment and facilitating a more interactive and productive learning experience for the students. The results of these observations highlighted a significant improvement in the overall condition of the classroom. Prior to the introduction of pictures into the learning process, the level of student focus and participation varied widely. However, with the integration of visual aids, a marked transformation was observed. The use of pictures seemed to captivate the students' attention, mitigating instances of distraction and disengagement that were previously noted. This shift not only improved the focus among students but also fostered an environment where every student was motivated to actively participate in the activities curated by the researcher.

The enhanced class atmosphere played a pivotal role in making the learning process more appealing to the students. The interactive and visually stimulating nature of the lessons, facilitated by the use of pictures, ignited an interest in the students, making them more eager to engage in the learning activities. This active participation is a critical component of effective learning, as it encourages students to immerse themselves fully in the educational content, thereby fostering a deeper understanding and retention of the material. Furthermore, one of the most significant outcomes observed from this change in teaching methodology was the improvement in students' vocabulary. The pictures served not only as a focal point for discussion and engagement but also as a powerful tool for introducing new vocabulary in a context that was both understandable and memorable for the students. This method of using visual aids to supplement verbal instruction proved to be highly effective in enhancing students' linguistic capabilities. The tangible connection between words and their visual representations helped in embedding these new terms into the students' lexicon, demonstrating the profound impact of visual aids on language acquisition.

Reflection

Upon the culmination of the teaching intervention that utilized pictures as a primary learning aid, an evaluative measure was undertaken to assess the impact of this method on the students' vocabulary mastery. This assessment took the form of a test designed specifically to gauge the extent of vocabulary acquisition among the students. The results of this test were revealing; they indicated a noticeable improvement in the students' vocabulary scores. This increase in scores was not merely statistical data but a testament to the effectiveness of using pictures as a tool for enhancing language learning. The correlation between the observational data and the test outcomes provided a

comprehensive understanding of how pictures facilitate the learning process. Through the observations, it was noted that students engaged more actively with the learning material when it was supplemented with visual aids. This engagement is crucial for deep learning and retention.

The test results further substantiated these observations, showing that the students did not only engage with the material temporarily but were also able to memorize and retain the new vocabulary introduced to them. This ability to recall and use the new words accurately in appropriate contexts was a clear indicator of the efficacy of pictures in reinforcing language acquisition. The conclusion drawn from these findings is significant and has implications for pedagogical strategies, especially in the context of language learning. It demonstrates that students can markedly improve their mastery of vocabulary through the use of pictures as a medium of instruction. This improvement is attributed to the multi-sensory learning environment that pictures create, appealing to both the visual and cognitive faculties of the learners. By establishing a link between visual representations and linguistic concepts, pictures facilitate a deeper understanding and retention of vocabulary. This method, therefore, represents a potent tool in the arsenal of language educators, offering a practical and effective means of enhancing vocabulary acquisition among learners. The success of this approach underscores the importance of integrating visual aids into the curriculum, not only to diversify teaching methodologies but also to cater to the varied learning preferences of students.

Research Instruments

In this study, three instruments were used to collect data: documentation notes, questionnaires, and interview guidelines. The documentation note was utilized to record information obtained by the researcher about the available textbooks that served as a comparison with the materials being developed (Cohen et al., 2018). The existing textbook of Elementary School was used to find out research data. The second instrument was questionnaires, which were distributed to gather information on students' needs in terms. The questionnaires were also used to assess the quality of the first draft of English materials and to collect information concerning the students' learning activities using the product and their responses towards the materials. The study used quantitative data to explain the use of qualitative data because the survey used questionnaires and document notes. The last instrument used was an interview, which was applied to collect data on the existing materials and determine whether the data were suitable for use in English materials. Overall, the combination of these three instruments allowed the researchers to collect both qualitative and quantitative data that were essential in the development of English materials for Elementary School students.

Data Analysis Technique

In this study, the data collected through documentation notes and interviews were analyzed using qualitative methods, specifically data condensation, data display, and drawing conclusions and verification (Cohen et al., 2018). The first step in the analysis process was data condensation, which involved the reduction of large amounts of information into a condensed form by selecting and summarizing key points. Next, the data were displayed in a way that allowed for meaningful interpretation and analysis. This included organizing the data into categories and themes to identify patterns and trends in the information. The final step in the analysis process was drawing conclusions and verification. This involved interpreting the data to identify important findings and drawing

conclusions based on the evidence. The validity of the conclusions was then verified by comparing them with the original data and seeking feedback from other researchers in the field (Fahmy El-Sabaa et al., 2017). By utilizing these qualitative methods, the researchers were able to analyze and interpret the data collected through documentation notes and interviews in a rigorous and systematic manner. This allowed for the development of meaningful insights and conclusions that were grounded in the data and supported by the research findings.

In this study, the data collected through questionnaires were analyzed using descriptive statistical analysis. Based on the results of the analysis, the high percentage options selected by both students and teachers were given final consideration in the design of the English-vocabulary materials. This ensured that the materials were developed in a way that met the needs and preferences of the target audience. Descriptive statistical analysis is a powerful tool for analyzing and interpreting large datasets in a clear and concise manner. By using this method, the researchers were able to identify key trends and patterns in the data, which provided valuable insights into the needs and preferences of the students and teachers. These insights were then used to guide the development of the English-vocabulary materials, ensuring that they were both relevant and engaging for the target audience.

RESEARCH FINDING AND DISCUSSION

The research conducted on the efficacy of using pictures as a learning medium for enhancing students' vocabulary mastery yielded compelling evidence of its success. An analytical approach was adopted to measure the impact of this teaching strategy, involving a comparative analysis of test scores across two distinct cycles of implementation. In the initial cycle of the study, the average mastery level of vocabulary among students was quantified at 31.57%. This baseline measurement provided a crucial reference point for assessing the effectiveness of the intervention. As the study progressed into the second cycle, a significant improvement was evident, with the average score soaring to 89.4%. This remarkable increase underscored the efficacy of incorporating visual aids into the vocabulary learning process. The contrast between the two cycles was stark, highlighting not just an improvement in raw scores but also a substantial enhancement in the overall grasp of vocabulary among the students. Furthermore, this improvement was reflected in the achievement of the minimum competency standards (KKM), with a noticeable rise in the percentage of students achieving scores of 73 points or above, a benchmark set for passing. Specifically, during the post-test of the first cycle, only 6 students, constituting 31.57% of the cohort, managed to score 73 points or above. However, by the second post-test, this number had dramatically increased to 17 students, representing 89.4% of the participants. Such data not only highlights the quantitative improvements in vocabulary mastery but also indicates a qualitative enhancement in students' understanding and use of new words.

The methodology adopted for teaching involved direct and interactive guidance from the teacher, who meticulously introduced each English word, ensuring that students not only recognized these words but were also proficient in their pronunciation (Fatiani et al., 2021; Karya et al., 2022). This hands-on approach, combined with the visual context provided by pictures, created a conducive learning environment. Students reported feeling engaged and happy throughout the process, a sentiment that significantly contributes to the effectiveness of learning. The success of this method aligns with existing research

findings, which advocate that young EFL learners acquire new vocabulary more readily when guided in a manner that is both appropriate and effective (Chonnia & Izzah, 2022; Sugesti et al., 2023). The combination of visual aids with direct instruction facilitates a deeper connection with the material, fostering a more engaging and productive learning experience. This study's findings contribute to the growing body of evidence supporting the use of pictures as a powerful tool in the vocabulary acquisition process, demonstrating its potential to significantly improve learning outcomes for young EFL students.

The trajectory of students' vocabulary mastery, from the initial to subsequent meetings, showcases a significant positive trend when serial pictures are employed as the primary instructional medium. The innovative approach of integrating various serial pictures into the curriculum has proven to be a pivotal factor in this improvement. This method involves students actively engaging with words presented in different pictorial contexts, which serves to enhance both their recognition and recall abilities. The visual stimuli provided by these pictures not only aid in memorizing English words but also in mastering their pronunciation, a critical aspect of language acquisition (Br-sembiring & Simanjuntak, 2023). Within this educational framework, the role of the teacher is to facilitate vocabulary training through a carefully curated selection of images. This approach is grounded in the understanding that visual learning can significantly augment the traditional verbal teaching methods, making the absorption of new vocabulary more accessible and engaging for students.

The effectiveness of the teaching media is evidenced by the students' active participation and enthusiasm during the learning process. Such engagement is indicative of a learning environment that not only captivates students' interest but also caters to their diverse learning needs. The positive impact of using pictures for vocabulary training extends beyond the students' learning outcomes. It also significantly enhances the teachers' ability to impart vocabulary knowledge efficiently. The visual aids serve as a versatile tool in the teachers' pedagogical arsenal, allowing for a more dynamic and interactive teaching approach. This method facilitates a clearer understanding of words, as students can directly associate terms with their corresponding images, thereby embedding the vocabulary more firmly in their memory Chonnia & Izzah, 2022; Sugesti et al., 2023. Furthermore, the use of pictures as a teaching aid underscores an important pedagogical implication: that the incorporation of visual elements into language instruction not only accelerates vocabulary acquisition among learners but also streamlines the teaching process, making it more effective and enjoyable. This approach aligns with the cognitive theory of multimedia learning, which posits that individuals learn better from words and pictures than from words alone. Consequently, the adoption of this method represents a significant advancement in teaching strategies, particularly in the context of language education, where the goal is to make learning as engaging, comprehensive, and effective as possible.

The conducted study provides compelling evidence that the use of pictures as a pedagogical tool significantly contributes to the retention and mastery of vocabulary among students. This assertion is supported by quantitative data collected before and after the intervention, showcasing a clear upward trajectory in students' scores, which serves as a direct indicator of their improved vocabulary retention. Initially, the mean score of the students' vocabulary knowledge, as measured by the pre-test, stood at 61.31. This baseline provides a snapshot of the students' vocabulary mastery prior to the implementation of picture-based learning. Following the introduction of pictures as a learning medium, a

noticeable enhancement in vocabulary acquisition was observed. The average score recorded in post-test 1, at the conclusion of cycle 1, was 72.39, indicating a substantial improvement as a direct result of the new teaching strategy. Motivated by the success of the first cycle, the research continued into a second cycle, further employing pictures as the central learning aid. The results of this continued effort were even more pronounced, with the average score in post-test 2 reaching 82.39, surpassing the minimum completeness criteria (KKM) of 73, which had been established as the benchmark for success.

The progression not only demonstrates the effectiveness of pictures in enhancing vocabulary mastery but also highlights the potential for sustained improvement through continuous application of this method. Beyond the quantitative improvements in student scores, the study also revealed qualitative benefits of using picture media in the vocabulary learning process. The students' positive reception to the use of pictures in their lessons underscores the value of engaging, interactive teaching methods. This enthusiasm for picture-based learning points to a deeper, more intrinsic motivation among students, driven by the visually stimulating and cognitively engaging nature of the learning materials. The positive feedback from students further reinforces the suitability of pictures as an effective medium for teaching vocabulary, aligning with pedagogical theories that advocate for the inclusion of diverse learning stimuli to cater to various learning styles and preferences. In summary, the study's findings offer a robust validation of the hypothesis that pictures can significantly enhance vocabulary retention and mastery among students. The data not only illustrates a marked improvement in scores, indicating a deeper understanding and retention of vocabulary, but also captures the positive impact of this method on the students' engagement and motivation during the learning process. These outcomes highlight the effectiveness of visual aids in educational settings and underscore the importance of incorporating diverse learning tools to facilitate more effective and enjoyable learning experiences.

CONCLUSION

The findings from this study are substantiated by a series of facts and observations that underscore the positive impact of this pedagogical approach. Firstly, a significant aspect of this study's outcomes relates to student achievement, particularly in meeting the minimum competency standards (KKM). The data reveals a remarkable progression in student performance, with 89.4% of the participants achieving scores above the KKM threshold of 73 by the end of the second cycle. This represents a drastic improvement from the initial pre-test phase, where not a single student managed to surpass the KKM mark. The initial post-test conducted at the conclusion of cycle I further highlights this upward trajectory, with 6 students, or 31.57% of the cohort, meeting the KKM criteria. The culmination of this study was the second cycle's post-test results, which demonstrated an impressive average vocabulary score of 82.39 among students, firmly indicating that the success criteria had been met. Secondly, the qualitative data gathered through observations during the study provide additional insight into the transformative effect of utilizing pictures in vocabulary teaching. These observations noted a marked increase in student engagement and participation throughout the teaching and learning process.

The pictures served as a catalyst, sparking enthusiasm and active involvement among the students. This enhanced engagement was not only evident in the students' improved scores over successive meetings but also in their overall demeanor and attitude towards learning. The use of pictorial aids made the learning content more accessible and

engaging, facilitating a deeper interaction with the material and fostering a positive learning environment. In conclusion, the results of the CAR at MIN 2 Mataram offer compelling evidence of the benefits of integrating pictures into vocabulary instruction. The quantitative improvements in student achievement, coupled with qualitative enhancements in engagement and enthusiasm, collectively affirm the effectiveness of this approach. The study convincingly demonstrates that pictures are not merely supplementary aids but powerful tools that can significantly enhance vocabulary learning, supporting students in achieving and exceeding competency standards while fostering a more dynamic and participatory learning experience.

RECOMMENDATION

This study is focused on students' learning vocabulary in ELT contexts with caring for meaningful learning activities. For the next studies, the further studies can be focused on students' motivation, self-accuracy, and metacognition to help students in remembering and applying the mastered vocabulary in practice. Researchers also recommend to the further studies to utilized this finding in designing learning vocabulary for the middle school level in terms implicit and explicit learning activities. In addition, the learning vocabulary materials should be designed in integrated language learning for the four language skills and vocabulary can be taught in explicit and implicit learning.

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