

**THE USE OF PICTURE DICTIONARIES TO IMPROVE THE
STUDENTS' VOCABULARY AT A JUNIOR HIGH SCHOOL**

THESIS

Submitted By

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**FAKULTAS TARBIYAH DAN KEGURUAN
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THESIS

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By

PUTRI BALQIS

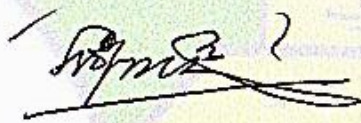
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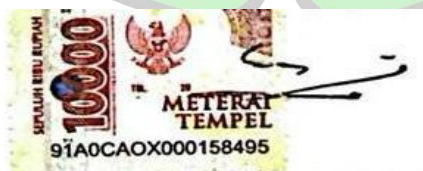
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adalah benar-benar karya saya, kecuali kutipan dan referensi yang disebutkan sumbernya. Apabila kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya

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Saya yang membuat surat pernyataan



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ABSTRACT

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Main Supervisor : Drs. Lukmanul Hakim, MA.

Keywords : Picture Dictionaries, Vocabulary Mastery, Eighth-Grade Students, Descriptive Statistics.

This research aimed to find out whether the use of picture dictionaries improves students' vocabulary mastery at SMP Negeri 1 Banda Aceh and to determine the extent of the improvement. This study employed a pre-experimental design, specifically the one group pre-test and post-test model. The sample consisted of 29 eighth-grade students of SMP Negeri 1 Banda Aceh. The data were collected through pre-test and post-test vocabulary tests consisting of 30 items. The data were analyzed by using descriptive statistics, including mean score, gain score, percentage, frequency, and class interval. The results showed that students' vocabulary mastery improved after the implementation of picture dictionaries. The mean score increased from 71.82 in the pre-test to 97.10 in the post-test, with a gain score of 25.28 points. In addition, the percentage of students categorized as "Excellent" increased from 20.7% in the pre-test to 89.7% in the post-test. All students experienced improvement in their vocabulary scores, although the level of improvement varied among students. The findings indicate that picture dictionaries positively contribute to improving students' vocabulary mastery and make vocabulary learning more interesting and effective.

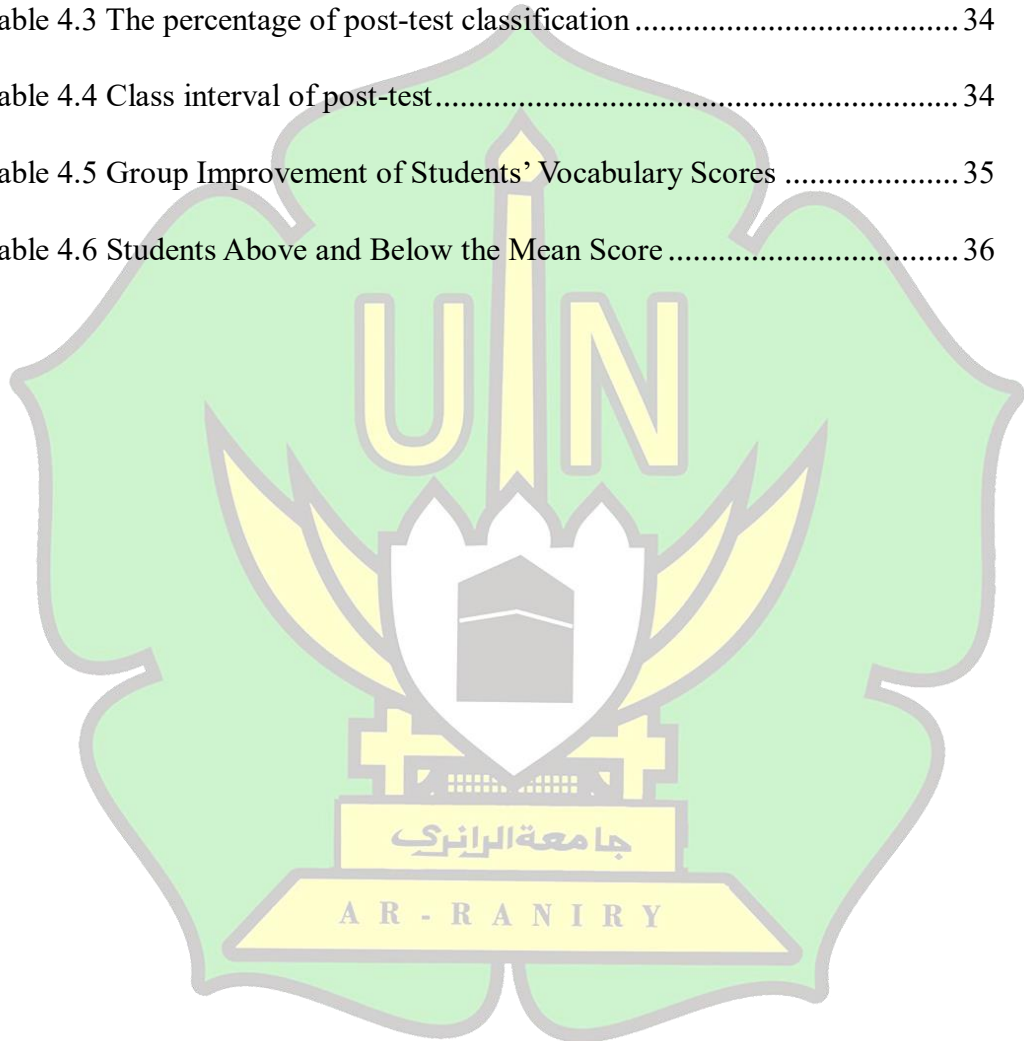
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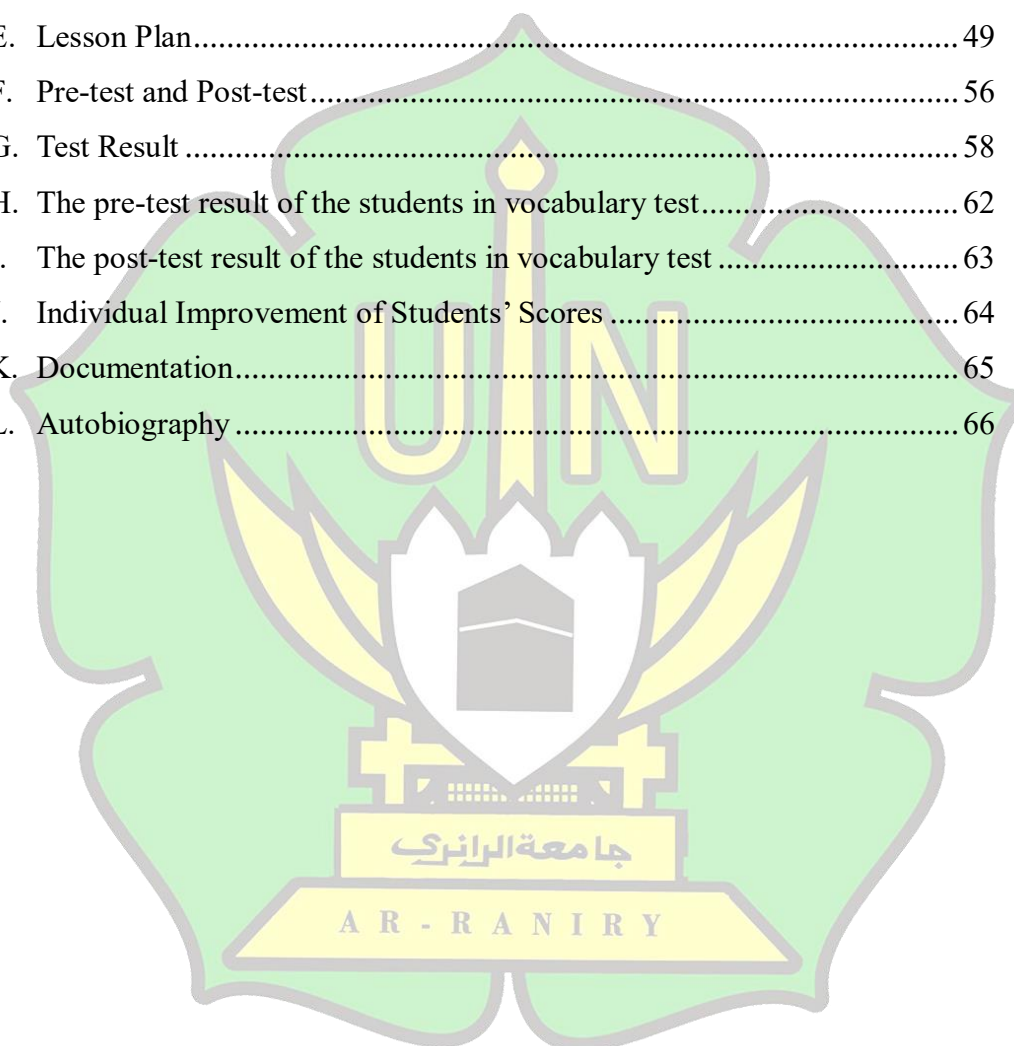
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CHAPTER I

INTRODUCTION

A. Background of Study

Vocabulary refers to the collection of words that learners need to understand and use in a language. In English learning, vocabulary is essential because students rely on words to make sense of what they hear, read, say, and write. Without knowing enough words, it becomes difficult for learners to communicate or understand messages effectively. This idea is supported by Alqahtani (2015) and Nation (2013), who explain that vocabulary is the basic foundation of language learning since it enables learners to build and understand meaningful communication. In the context of Indonesian junior high schools, many students still struggle to learn vocabulary due to limited exposure and few opportunities to use English in daily situations, which reduces their motivation and makes it harder for them to retain new words (Panjaitan et al., 2024).

Learning vocabulary is not only about memorizing word lists but also it involves understanding word meanings, comprehending words in contexts, and knowing the pronunciation of the words. However, many students find difficulties in memorizing vocabulary and its meaning in contexts. Besides that, the students are weak at understanding the words. Therefore, it is necessary to use effective vocabulary learning. According to Sumbing (2024) an effective vocabulary learning requires meaningful activities that engage multiple senses so that students can memorize and recall words more easily.

Traditional vocabulary teaching in many schools in Indonesia is still dependent mostly on textbooks and rote learning. These methods are not effective because the students are not interested in learning and even make them boring. When students are not engaged, they tend to lose motivation and do not put consistent effort into learning (Sugianti & Widyaningrum, 2024). This situation shows the need for more engaging and student-centered teaching tools that can make learning vocabulary more meaningful.

There are many media to be used in order to make students motivated in learning. One of the media is picture dictionaries. These media can present a powerful alternative to purely text-based vocabulary instruction. By pairing words with relevant images, these tools make abstract vocabulary tangible and easier to understand. Visual representation not only aids memory retention but also enhances motivation by making learning more enjoyable for students who thrive on multisensory input (Sumbing, 2024; Sugianti & Widyaningrum, 2024). This approach aligns with modern educational theories which emphasize the role of visual aids in learning.

Besides enhancing interest, picture dictionaries can support diverse learner needs, including those with varying proficiency levels or special learning challenges. Due to their concrete and visual nature, picture dictionaries serve as scaffolding tools that facilitate independent learning and encourage learners to explore vocabulary at their own pace (Sugianti & Widyaningrum, 2024). This flexibility is essential in classrooms characterized by heterogeneous student abilities.

Incorporating picture dictionaries into classroom activities helps connect words to real-world contexts, thus deepening understanding. Activities such as matching games, storytelling, and group work involving picture dictionaries create meaningful learning situations where students can apply vocabulary actively rather than passively memorizing it (Kamila et al., 2017; Panjaitan et al., 2024). Such interactive methodologies promote deeper language acquisition and engagement.

The benefits of picture dictionaries extend beyond individual vocabulary acquisition; they foster a collaborative classroom atmosphere. Students often work together in pairs or groups to discuss images and associated words, promoting peer learning and social interaction. This collaborative approach supports the development of communicative competence alongside vocabulary mastery (Sugianti & Widyaningrum, 2024).

With advances in educational technology, picture dictionaries have evolved to include digital versions featuring interactive elements such as

pronunciation guides, quizzes, and voice recognition. These features enhance personalized learning experiences and help overcome the limitations of traditional paper dictionaries by providing instant feedback and context-rich content (Sugianti & Widyaningrum, 2024). Digital tools also make vocabulary learning more accessible and engaging for today's tech-savvy students.

The use of picture dictionaries aligns with key second language acquisition theories, such as Paivio's Dual Coding Theory, which explains that information encoded both visually and verbally is more readily recalled. This makes picture dictionaries potent tools for facilitating durable vocabulary learning, especially for young and visual learners typical in junior high school settings (Panjaitan et al., 2024). Based on the consideration above, this study is designed to find out whether the use of picture dictionaries improves students' vocabulary and to analyze the extent to which the use of picture dictionaries improves students' vocabulary.

Although many previous studies have reported that picture dictionaries positively contribute to vocabulary learning, several gaps remain. Most previous studies focused on elementary school students or university students, while only a limited number investigated junior high school students, particularly in the Indonesian context. In addition, many studies emphasize students' perceptions or use qualitative approaches rather than quantitatively measuring vocabulary improvement through pre-test and post-test scores. Therefore, there is still a need for empirical evidence regarding the effectiveness of picture dictionaries in improving vocabulary achievement among junior high school students. This study attempts to fill this gap by employing a quantitative pre-experimental design using one-group pre-test and post-test to measure students' vocabulary improvement after learning through picture dictionaries.

However, existing research still shows methodological limitations in providing detailed statistical descriptions of vocabulary gains. Many studies that use pre-test and post-test designs do not consistently present a clear measurement of the magnitude of improvement, making it difficult to interpret the practical significance of the results. In addition, there is still limited focus on junior high school contexts where students generally have limited exposure to English outside

the classroom, which may influence learning outcomes. Therefore, more structured quantitative studies are needed to strengthen empirical evidence on how picture dictionaries contribute to measurable vocabulary improvement at this educational level.

B. Research Problems

In order to make it is necessary to formulate, the research questions as follows:

1. Does the use of picture dictionaries improve students vocabulary at a junior high school?
2. To what extent does the use of picture dictionaries affect students vocabulary?

C. Research Objectives

Based on the research questions, the objectives of this study are:

1. To find out whether the use of picture dictionaries significantly improves students' vocabulary learning achievement at a junior high school.
2. To analyze the extent of the use of picture dictionaries improve in students vocabulary.

D. Significance of The Study

1. Theoretical Significance:

This study is expected to provide empirical evidence about the effectiveness of using picture dictionaries to improve students' vocabulary learning achievement. The findings will contribute to the existing body of knowledge in language education by supporting theories related to the use of visual media in enhancing vocabulary acquisition. Furthermore, the results may strengthen the application of cognitive theories such as Dual Coding Theory and Multimedia Learning Theory in English language teaching, showing how visual aids can lead to measurable learning improvement.

2. Practical Significance:

a. For students:

This study is beneficial for students because picture dictionaries can help them understand and remember vocabulary more easily. The visual support makes learning more enjoyable and reduces the difficulty often felt when learning new words. With improved motivation and comprehension, students are expected to achieve better vocabulary mastery and become more confident in using English.

b. For teachers:

For teachers, the findings of this study can serve as a guide in selecting effective teaching strategies for vocabulary instruction. The study shows how picture dictionaries can be integrated into classroom activities to increase student engagement and improve learning outcomes. Teachers may use the results to design more interactive, student-centered lessons that support different learning styles.

c. For researchers:

For future researchers, this study provides valuable insight and empirical data that can be used as a reference in conducting similar or extended research. The findings highlight the importance of using visual tools in vocabulary instruction, opening opportunities for further quantitative or experimental studies in different settings, levels, or skill areas.

d. For institutions:

For educational institutions, the study offers evidence that can support decision-making in curriculum development or teaching material selection. Schools may consider integrating more visual-based learning resources, such as picture dictionaries, into English programs to enhance teaching quality. This research can also encourage institutions to provide training or workshops for teachers on effective use of visual aids in language learning.

E. Terminology

To avoid misunderstanding and to provide clarity, several key terms used in this study are defined as follows:

1. The use

According to the *Cambridge Dictionary* (2023), “use” means “*the act of employing something for a particular purpose.*” In educational contexts, Richards and Schmidt (2010) explain that use refers to how teaching tools or methods are applied in classroom instruction to achieve learning objectives.

In relation to this study, *the use* refers to the implementation of picture dictionaries as a teaching medium during vocabulary lessons. It includes how the teacher introduces, applies, and integrates picture dictionaries in classroom activities to support students’ vocabulary learning at a junior high school.

2. Picture dictionaries

The *Oxford Learner’s Dictionary* (2023) defines a picture dictionary as “a dictionary that explains the meaning of words using pictures rather than definitions.” Similarly, Nation (2013) explains that picture dictionaries combine visual images and written words to help learners understand and remember vocabulary more effectively, especially for beginner learners.

In this study, the picture dictionary used is *Kamus Anak Bergambar Inggris–Indonesia* by Kak Mei. This book presents

English vocabulary with Indonesian meanings and colorful illustrations, making it easier for students to understand word meanings through visual support. In this skripsi, the picture dictionary is used as instructional media to help students improve their vocabulary mastery.

3. To improve

According to the *Merriam-Webster Dictionary* (2023), “improve” means “*to make something better or to increase in quality, value, or effectiveness.*” In educational research, improvement often refers to measurable progress shown through assessment results (Creswell, 2012).

In relation to this study, *to improve* means an increase in students’ vocabulary achievement, which is measured by comparing students’ scores before and after the use of picture dictionaries through pre-test and post-test results.

4. Vocabulary

The *Oxford Learner’s Dictionary* (2023) defines vocabulary as “*the words that a person knows or uses.*” Nation (2013) further explains that vocabulary includes knowledge of word meaning, form, and use, which is essential for effective communication in a language.

In relation to this study, vocabulary refers to English words that junior high school students need to understand and use, including receptive vocabulary (words students can recognize) and productive vocabulary (words students can use in speaking or writing).

5. Junior high school

According to the Indonesian education system as stated by the Ministry of Education, junior high school refers to the secondary education level for students aged approximately 12–15 years.

In relation to this study, junior high school refers to eighth-grade students who are learning English as a foreign language and are still developing their basic vocabulary knowledge. This level is considered appropriate for examining the effectiveness of picture dictionaries in improving vocabulary learning.



CHAPTER II

LITERATURE REVIEW

A. The Definition of Vocabulary

Vocabulary is widely recognized as a central element of language that enables individuals to convey meaning and understand communication. The *Oxford Learner's Dictionary* (2023) defines vocabulary as all the words that a person knows or uses in a language. This definition positions vocabulary as a fundamental resource for both receptive and productive language use. Vocabulary knowledge allows learners to decode messages they hear or read and to encode ideas when they speak or write.

Linguists emphasize that vocabulary knowledge is not limited to knowing word meanings. Nation (2013) explains that vocabulary knowledge consists of three main components: form, meaning, and use. Word form includes spoken form, written form, and word parts such as prefixes and suffixes. Word meaning involves the concept the word represents, including associations and connotations. Word use refers to grammatical functions, collocations, and constraints on usage. These components indicate that vocabulary mastery requires more than simple memorization.

Thornbury (2002) highlights vocabulary as the foundation of language learning, stating that learners require words before they can construct sentences. Grammar provides structure, but vocabulary supplies the content of communication. Without adequate vocabulary knowledge, learners are unable to express ideas accurately or comprehend messages effectively. This view places vocabulary at the core of communicative competence.

Richards and Schmidt (2010) define vocabulary as a core element of language proficiency that supports communicative ability. Vocabulary knowledge allows language users to select appropriate words according to context, purpose, and audience. This perspective emphasizes vocabulary as a functional resource that enables effective interaction in real-life communication, rather than a static list of words.

Furthermore, Schmitt (2000) explains that vocabulary development is a gradual and cumulative process. Vocabulary knowledge expands through repeated exposure, contextual use, and meaningful practice. Learners continuously refine their understanding of words as they encounter them in different contexts. This explanation reinforces the idea that vocabulary learning is dynamic and ongoing throughout the language learning process.

Vocabulary knowledge is also considered as a core component of communicative competence in second language acquisition. Richards (1976) explains that knowing a language is not only about understanding grammar rules, but also about having sufficient knowledge of words and how they are used in different contexts. In line with this, vocabulary mastery determines learners' ability to participate effectively in communication because words function as the basic units of meaning in both spoken and written language. Moreover, learners who have a larger vocabulary size tend to perform better in language skills such as reading comprehension, listening comprehension, speaking fluency, and writing accuracy. Therefore, vocabulary is not only an isolated linguistic element, but an integrated part of overall language proficiency that directly influences students' success in learning English as a foreign language.

B. The Types of Vocabulary

Vocabulary is commonly classified into several types based on how words are recognized, stored, and used by language learners. Nation (2013) categorizes vocabulary into receptive vocabulary and productive vocabulary. Receptive vocabulary refers to words that learners are able to recognize and understand when they encounter them in listening or reading activities. This type of vocabulary is usually acquired earlier because recognition requires less cognitive effort than active use.

Productive vocabulary, on the other hand, refers to words that learners are able to use accurately in speaking and writing. Nation (2001) explains that productive vocabulary requires deeper knowledge of word form, meaning, and use. Learners must be able to recall words, pronounce them correctly, apply

appropriate grammatical patterns, and use them in suitable contexts. As a result, productive vocabulary is often smaller than receptive vocabulary.

Another distinction in vocabulary types is oral vocabulary and written vocabulary. Schmitt (2000) explains that oral vocabulary includes words used in listening and speaking, while written vocabulary includes words used in reading and writing. These two types develop differently because spoken language is typically more immediate and interactive, whereas written language requires more precision and formality.

Vocabulary can also be divided into active vocabulary and passive vocabulary. Active vocabulary refers to words that learners frequently use in communication, while passive vocabulary refers to words that learners can understand but rarely use. Harmer (2007) explains that passive vocabulary may gradually become active through repeated exposure, practice, and meaningful use in communicative activities.

In addition, vocabulary is classified into content words and function words. Thornbury (2002) explains that content words, such as nouns, verbs, adjectives, and adverbs, carry the main lexical meaning in sentences. Function words, such as prepositions, articles, and conjunctions, serve grammatical purposes and help structure sentences. Both types are essential for accurate and meaningful language use.

Vocabulary types can also be viewed from the perspective of depth of knowledge and frequency of use in language learning. Schmitt (2000) explains that vocabulary knowledge develops gradually from partial understanding to full mastery, meaning that learners may recognize a word before they are able to use it accurately in communication. In addition, vocabulary can be classified into high-frequency and low-frequency words, where high-frequency vocabulary consists of common words that frequently appear in daily communication and academic texts, while low-frequency vocabulary refers to less common words that are rarely used but still important for advanced language proficiency. Nation (2013) emphasizes that high-frequency vocabulary should be prioritized in early language learning because it provides the foundation for comprehension and

communication. Understanding these classifications helps teachers design more effective vocabulary instruction by focusing on words that are most useful for learners' communicative needs.

C. The Function of Vocabulary in Learning English

Vocabulary plays a fundamental role in the process of learning English as a foreign language. Wilkins (1972) states that while grammar allows learners to construct sentences, vocabulary provides the meaning needed for communication. Without sufficient vocabulary knowledge, learners are unable to understand messages or express ideas effectively, even if they possess grammatical knowledge. This view positions vocabulary as a primary element in language learning.

Vocabulary knowledge supports learners' comprehension skills, particularly in listening and reading. Nation (2013) explains that learners must understand a high proportion of words in spoken or written texts to achieve adequate comprehension. When learners lack vocabulary knowledge, they experience difficulty identifying main ideas, understanding details, and interpreting messages. Vocabulary limitations often lead to misunderstandings in both oral and written communication.

In speaking activities, vocabulary functions as a key factor in fluency and accuracy. Thornbury (2005) explains that learners require immediate access to a wide range of vocabulary items to express thoughts smoothly. Limited vocabulary knowledge often results in hesitation, frequent pauses, and reliance on the first language. A sufficient vocabulary repertoire allows learners to communicate ideas more confidently and effectively.

Vocabulary also plays a significant role in writing proficiency. Harmer (2007) states that vocabulary knowledge enables learners to express ideas clearly, accurately, and creatively in written form. A limited range of vocabulary restricts learners' ability to develop arguments, describe experiences, or convey opinions. Rich vocabulary knowledge contributes to better sentence variety and overall text quality.

Furthermore, vocabulary knowledge contributes to overall language proficiency and academic success. Richards and Renandya (2002) explain that vocabulary development is closely related to learners' performance across all language skills. Strong vocabulary knowledge supports comprehension, production, and interaction, making it an essential component in learning English as a foreign language.

Vocabulary plays a central role in all aspects of English language learning because it functions as the main carrier of meaning in communication. Without sufficient vocabulary knowledge, learners will struggle to understand input and express ideas effectively, even if they have a good understanding of grammar structures. According to Nation (2013), vocabulary knowledge is essential for developing all four language skills, as learners need to recognize and produce words accurately in listening, speaking, reading, and writing activities. Furthermore, vocabulary also supports learners' cognitive processing in understanding texts and constructing meaning from context. Wilkins (1972) emphasizes that "without grammar very little can be conveyed, but without vocabulary nothing can be conveyed," highlighting the fundamental importance of vocabulary in communication. Therefore, vocabulary mastery directly influences learners' overall language proficiency and determines their success in learning English as a foreign language.

D. Teaching Vocabulary Through Dictionary

Dictionaries have long been recognized as important tools in vocabulary teaching and learning. Hartmann (2001) explains that dictionaries provide essential information about words, including meanings, pronunciation, spelling, grammatical categories, and usage. These features make dictionaries valuable resources for learners who need reliable references to understand and use new vocabulary accurately.

The use of dictionaries in language learning is closely related to learner autonomy. Nation (2001) states that dictionary use enables learners to take responsibility for their own vocabulary learning by allowing them to independently explore word meanings and usage. Through regular dictionary

consultation, learners develop strategies for dealing with unfamiliar words encountered in listening, reading, speaking, and writing activities.

Dictionaries also support vocabulary learning by providing contextual information. According to Rundell (2010), learner dictionaries often include example sentences that illustrate how words are used in real contexts. These examples help learners understand collocations, grammatical patterns, and pragmatic usage, which are essential for accurate vocabulary acquisition.

In addition, dictionaries can support both receptive and productive vocabulary development. Schmitt (2000) explains that dictionaries assist learners in recognizing word meanings during reading and listening while also supporting word production in speaking and writing. By providing detailed lexical information, dictionaries help learners move vocabulary items from passive knowledge to active use.

Furthermore, dictionary use has been widely incorporated into vocabulary teaching practices. Harmer (2007) explains that dictionaries can be used effectively in classroom activities such as word exploration, vocabulary exercises, and independent learning tasks. When integrated appropriately, dictionaries contribute to systematic and meaningful vocabulary instruction.

In the context of English language teaching, dictionaries not only function as reference tools but also as instructional resources that encourage active vocabulary learning. By guiding students to explore word meanings, pronunciation, and usage independently, dictionaries help develop both language proficiency and learning autonomy. When teachers integrate dictionary-based activities into classroom instruction, students become more confident in expanding their vocabulary and applying newly learned words in meaningful communication. Therefore, the effective use of dictionaries plays an important role in supporting long-term vocabulary development and improving overall English language competence.

E. Vocabulary Learning in Language Education

Vocabulary learning is a central aspect of language education and plays a crucial role in second and foreign language acquisition. Ellis (1994) explains that

vocabulary acquisition occurs through both intentional learning and incidental learning. Intentional learning involves direct vocabulary instruction, while incidental learning occurs when learners acquire new words through exposure to language in context, such as reading or listening activities.

Effective vocabulary learning requires repeated exposure to words in meaningful contexts. Nation (2013) emphasizes that learners need multiple encounters with vocabulary items to develop a deeper understanding of their meanings, forms, and uses. Repetition allows learners to strengthen memory connections and gradually integrate new vocabulary into their mental lexicon.

Vocabulary learning is also influenced by cognitive processes involved in language acquisition. Schmitt (2000) explains that learners employ various strategies to learn vocabulary, including guessing from context, using dictionaries, and mnemonic techniques. These strategies help learners process, store, and retrieve vocabulary more effectively.

In language education, vocabulary learning is closely linked to the development of language skills. Richards and Renandya (2002) state that vocabulary knowledge supports learners' ability to comprehend texts, participate in oral communication, and produce written language. Vocabulary learning, therefore, contributes directly to overall language proficiency.

Furthermore, vocabulary learning is a gradual and cumulative process. Nation (2001) explains that vocabulary knowledge develops over time through continuous exposure and use. Learners refine their understanding of words as they encounter them in different contexts, which supports long-term vocabulary retention and language development.

In addition, successful vocabulary learning depends not only on the frequency of exposure but also on the quality of instructional methods and learning media used in the classroom. Teachers play a significant role in creating meaningful learning experiences by selecting appropriate strategies that encourage active student participation. The use of visual media, interactive activities, and contextualized learning can make vocabulary acquisition more engaging and effective. As a result, students are more likely to develop a broader vocabulary

repertoire, which supports their academic achievement and enhances their overall communicative competence in English.

F. Media in Vocabulary Learning

Learning media play an important role in supporting the teaching and learning of vocabulary. Arsyad (2017) defines learning media as tools used to deliver messages and information in instructional processes. Learning media help teachers present material more clearly and assist learners in understanding abstract concepts by providing concrete representations.

The use of media in vocabulary learning is closely related to students' learning experiences. Smaldino, Lowther, and Russell (2011) explain that instructional media can enhance learning by engaging learners' senses and increasing attention. When vocabulary is presented through various media, learners are more likely to understand and remember new words.

Media also function as facilitators in the learning process. Heinich et al. (2002) state that learning media support interaction between teachers and learners and encourage active participation. Media-assisted vocabulary instruction allows learners to observe, identify, and practice new words in more meaningful ways.

Visual and audiovisual media are frequently used in vocabulary learning. According to Kemp and Dayton (1985), visual media help learners associate words with images, which can improve comprehension and retention. These media are particularly useful for learners who benefit from visual input in language learning.

Furthermore, the use of learning media contributes to effective vocabulary instruction. Arsyad (2017) explains that appropriate media selection can improve learning outcomes by making lessons more interesting and understandable. Media in vocabulary learning, therefore, serve as essential tools that support language acquisition and learner engagement.

Among the various types of learning media, visual media are considered particularly effective for vocabulary instruction because they help learners establish meaningful connections between words and their meanings. Picture dictionaries, as one form of visual learning media, combine images with written

vocabulary to create a more engaging and interactive learning experience. This combination not only supports students in understanding and remembering new words more easily but also increases their motivation to participate in classroom activities. Therefore, the integration of appropriate learning media, such as picture dictionaries, can significantly enhance vocabulary learning and contribute to students' overall language development.

G. The Relationship of Visual Media to Vocabulary Learning

Visual media have a strong relationship with vocabulary learning in language education. Mayer (2009) explains through the Cognitive Theory of Multimedia Learning that learners understand information more effectively when verbal and visual elements are presented together. The combination of images and words supports deeper cognitive processing and facilitates vocabulary comprehension.

The relationship between visual media and vocabulary learning is also explained by Dual Coding Theory. Paivio (1986) states that verbal and visual information are processed through separate but interconnected cognitive systems. When learners associate vocabulary items with visual representations, memory retention is enhanced because information is stored in both verbal and visual forms.

Visual media support learners in understanding concrete and abstract vocabulary. According to Wright (1989), pictures help learners grasp word meanings more quickly by providing direct visual references. Visual representations reduce learners' dependence on translation and encourage direct associations between words and meanings.

The use of visual media also supports learners with different learning styles. Fleming (2001) explains that visual learners benefit significantly from instructional materials that include images, diagrams, and illustrations. Visual media provide additional support for learners who experience difficulty understanding vocabulary through verbal explanations alone.

Furthermore, visual media contribute to long-term vocabulary retention. Nation (2013) explains that meaningful associations between words and images

increase the likelihood that vocabulary items will be remembered and retrieved later. The relationship between visual media and vocabulary learning is therefore closely linked to comprehension, retention, and effective language use.

The relationship between visual media and vocabulary learning is strongly supported by cognitive theories of language learning. Mayer (2009) in the Cognitive Theory of Multimedia Learning explains that learners achieve better understanding when information is presented through both verbal and visual channels, as it allows dual processing that enhances comprehension and retention. Similarly, Paivio's Dual Coding Theory (1986) emphasizes that information encoded both visually and verbally is more likely to be stored and retrieved in long-term memory. In vocabulary learning, visual media such as pictures help students form direct associations between words and their meanings without relying heavily on translation, which strengthens conceptual understanding. Wright (1989) also argues that visual materials increase learners' ability to interpret and remember vocabulary by providing concrete representations of abstract words. Therefore, visual media plays an essential role in supporting meaningful vocabulary acquisition by improving comprehension, retention, and recall abilities.

H. The Effectiveness of Picture Dictionaries in Junior High School Settings

Picture dictionaries are widely recognized as effective tools for vocabulary learning, particularly for young learners and junior high school students. Oxford Learner's Dictionary (2023) defines a picture dictionary as a dictionary that uses pictures to explain word meanings. The visual representation of vocabulary items helps learners understand meanings more easily and reduces the cognitive load associated with abstract explanations.

The effectiveness of picture dictionaries is supported by theories of visual learning. Nation (2013) explains that visual support assists learners in forming direct connections between words and meanings, which enhances vocabulary comprehension. When learners encounter new words accompanied by images, they are more likely to understand and remember those words accurately.

Allen (1983) emphasizes that pictures can facilitate vocabulary learning by reducing learners' reliance on translation. By associating words directly with images, learners develop a more natural understanding of vocabulary in the target language. This approach is particularly effective for junior high school students who are still developing foundational vocabulary knowledge.

Research in secondary school contexts also highlights the effectiveness of picture dictionaries. Wright (1989) states that visual materials are especially useful for younger learners because they increase attention and interest. Picture dictionaries provide structured and systematic exposure to vocabulary, which supports comprehension and recall in classroom settings.

Furthermore, picture dictionaries support vocabulary learning by making learning activities more engaging. Harmer (2007) explains that visually rich materials can increase learners' motivation and participation. The effectiveness of picture dictionaries in junior high school settings is therefore linked to improved comprehension, memory retention, and learner engagement.

I. Teacher Perspectives on Picture Dictionary Implementation

Teacher perspectives play an important role in the successful implementation of instructional media, including picture dictionaries, in vocabulary learning. Borg (2006) explains that teachers' beliefs, knowledge, and experiences strongly influence their classroom practices and instructional decisions. Teachers tend to select teaching strategies and media that align with their beliefs about effective learning and student needs.

Teachers' perceptions of instructional media affect how consistently and effectively the media are used. Richards and Farrell (2005) state that teachers who perceive teaching materials as useful and appropriate are more likely to integrate them into daily classroom activities. Positive perceptions encourage teachers to employ picture dictionaries as supportive tools for vocabulary instruction.

Teacher perspectives are also shaped by students' learning characteristics. Harmer (2007) explains that teachers often adapt instructional media based on learners' age, proficiency level, and learning styles. Picture dictionaries are

commonly viewed as suitable for younger learners because they provide visual support that matches students' cognitive development.

Professional knowledge and training also influence teacher perspectives. Borg (2011) states that teachers' understanding of pedagogical principles and learning theories affects how they implement instructional tools. Teachers who are familiar with visual learning theories are more likely to value and use picture dictionaries in vocabulary teaching.

Furthermore, teacher perspectives contribute to classroom effectiveness. Richards and Rodgers (2014) explain that instructional success depends not only on materials but also on how teachers perceive and apply them. Teachers who view picture dictionaries as beneficial learning resources tend to integrate them more meaningfully into vocabulary instruction.

J. Impact on Student Engagement and Motivation

Student engagement and motivation are essential factors in successful language learning. Fredricks, Blumenfeld, and Paris (2004) define student engagement as the level of behavioral, emotional, and cognitive involvement in learning activities. High engagement is associated with increased attention, participation, and persistence in learning tasks, including vocabulary learning.

Motivation plays a crucial role in language acquisition. Dörnyei (2001) explains that motivated learners are more likely to invest effort in learning activities and persist in overcoming learning difficulties. Motivation influences learners' willingness to practice vocabulary and engage in meaningful language use.

Instructional media can significantly influence student engagement and motivation. Harmer (2007) states that visually appealing materials can capture learners' attention and maintain interest during lessons. The use of visual media, such as picture-based materials, can make vocabulary learning more enjoyable and interactive.

Visual materials also support emotional engagement in learning. Mayer (2009) explains that multimedia materials can reduce cognitive overload and increase learners' confidence in understanding new information. When learners

feel confident, their motivation to participate in learning activities tends to increase.

Furthermore, the use of appropriate learning media contributes to sustained motivation. Schunk, Pintrich, and Meece (2008) explain that meaningful and engaging learning experiences promote intrinsic motivation. Visual media that support vocabulary learning help create positive learning experiences, which enhance student engagement and motivation.

Increased student engagement and motivation have a positive impact on vocabulary acquisition and overall language learning outcomes. When students are actively involved in classroom activities and feel motivated to learn, they are more likely to participate in discussions, complete learning tasks, and practice newly acquired vocabulary consistently. This active participation strengthens vocabulary retention and encourages students to use new words confidently in various communicative contexts. Therefore, creating an engaging and motivating learning environment through the use of appropriate instructional media, such as picture dictionaries, can significantly support students' vocabulary development and overall English language proficiency.

K. Advantages and Challenges in Using Picture Dictionaries

Picture dictionaries offer several advantages in vocabulary learning, particularly for learners at the beginner and intermediate levels. Allen (1983) explains that pictures help clarify word meanings by providing concrete visual representations. This visual support allows learners to understand vocabulary without relying heavily on translation, which can facilitate more direct associations between words and meanings.

Another advantage of picture dictionaries is their contribution to vocabulary retention. Nation (2013) states that vocabulary items accompanied by visual support are more likely to be remembered because images strengthen memory connections. Visual cues help learners recall vocabulary more easily during language use in listening, speaking, reading, and writing activities.

Picture dictionaries also support learner motivation and engagement. Harmer (2007) explains that visually rich materials can make learning more

interesting and enjoyable. When learners find vocabulary learning enjoyable, they are more likely to participate actively in classroom activities and practice new words regularly.

Despite these advantages, several challenges are associated with the use of picture dictionaries. Schmitt (2000) explains that pictures may not always accurately represent abstract vocabulary items. Words related to emotions, concepts, or complex ideas can be difficult to illustrate visually, which may lead to incomplete or misleading understanding.

In addition, excessive reliance on pictures may limit learners' development of contextual understanding. Nation (2001) notes that while visual support is beneficial, learners also need exposure to vocabulary in varied contexts to develop deeper word knowledge. Therefore, picture dictionaries should be used alongside other instructional strategies to ensure balanced vocabulary learning.

Although picture dictionaries have some limitations, their advantages generally outweigh the challenges when they are used appropriately in classroom instruction. Teachers can maximize their effectiveness by combining picture dictionaries with contextual activities such as sentence construction, discussions, games, and reading exercises. This combination enables students not only to recognize and remember vocabulary through visual support but also to understand how words are used in authentic contexts. Consequently, picture dictionaries can serve as an effective supplementary learning resource that enhances vocabulary acquisition while supporting students' overall English language development.

L. Theoretical Framework

The theoretical framework of this study is based on several key theories in vocabulary acquisition and cognitive learning. According to Nation (2001) and Schmitt (2010), vocabulary learning involves understanding the meaning, form, and use of words, which can be developed through explicit instruction and contextual practice.

Paivio's Dual Coding Theory (1986) states that information processed both verbally and visually is more likely to be retained in long-term memory. Similarly, Mayer's Multimedia Learning Theory (2001) supports the idea that learning is

more effective when learners receive information through both words and pictures.

These theories provide a strong foundation for the present study, which aims to empirically test whether the use of picture dictionaries as a form of visual-verbal media can significantly improve students' vocabulary learning achievement. The combination of these theoretical perspectives supports the hypothesis that visual reinforcement enhances vocabulary learning outcomes, which will be verified through statistical analysis of students' pre-test and post-test results.

In addition, Wright (1989) supports the role of visual materials in language learning by stating that pictures provide meaningful contextual support that helps learners understand and remember new vocabulary more effectively. Visual input reduces learners' dependence on translation and encourages direct associations between words and their meanings in the target language. Furthermore, Harmer (2007) explains that the use of visually supported instructional media can increase learner engagement and motivation, which are important factors in successful vocabulary acquisition. In the context of junior high school learners, who are still in the early stages of developing English proficiency, visual reinforcement through picture dictionaries is particularly beneficial because it simplifies abstract concepts into concrete representations. Therefore, the integration of visual and verbal input in picture dictionaries is theoretically justified as an effective approach to enhancing vocabulary mastery in this study.

M. Review of Previous Studies

Several previous studies have investigated the use of picture dictionaries in vocabulary learning, and most findings show a positive effect. Nurfadhila (2025) conducted an experimental study at SMPN 11 Barru and found that students' vocabulary test scores improved significantly after the use of picture dictionaries. Similarly, Menggo (2024) reported that junior high school students who learned vocabulary through picture dictionaries achieved higher post-test results compared to those taught through conventional methods. These studies confirm that combining words and images enhances retention and comprehension.

Other studies, such as those by Haq and Madany (2025) and Muhaimin (2025), also emphasize the benefits of visual aids in supporting language learning, particularly for students with lower proficiency levels. However, these studies focused on general visual media rather than specifically on picture dictionaries, and some used qualitative or descriptive approaches instead of quantitative measurements.

Therefore, while previous research has provided valuable insights into the pedagogical potential of visual media, there remains a lack of quantitative studies that measure the statistical improvement in students' vocabulary learning achievement through picture dictionaries at the junior high school level. The present study aims to address this gap by applying a pre-experimental design (one group pre-test and post-test) to provide empirical evidence of the effectiveness of picture dictionaries in improving vocabulary learning achievement.

In addition, several studies in different EFL contexts have also highlighted the effectiveness of visual-based vocabulary instruction in improving learners' word acquisition. Simbolon (2024) found that the use of picture-based learning media significantly increased students' vocabulary mastery because it helped learners build direct associations between words and meanings. Similarly, Setiawan (2024) reported that audiovisual and visual learning materials contributed to better retention and comprehension of new vocabulary among secondary school students. These findings further strengthen the argument that visual support plays an important role in facilitating vocabulary learning, especially for young learners who rely heavily on concrete representations.

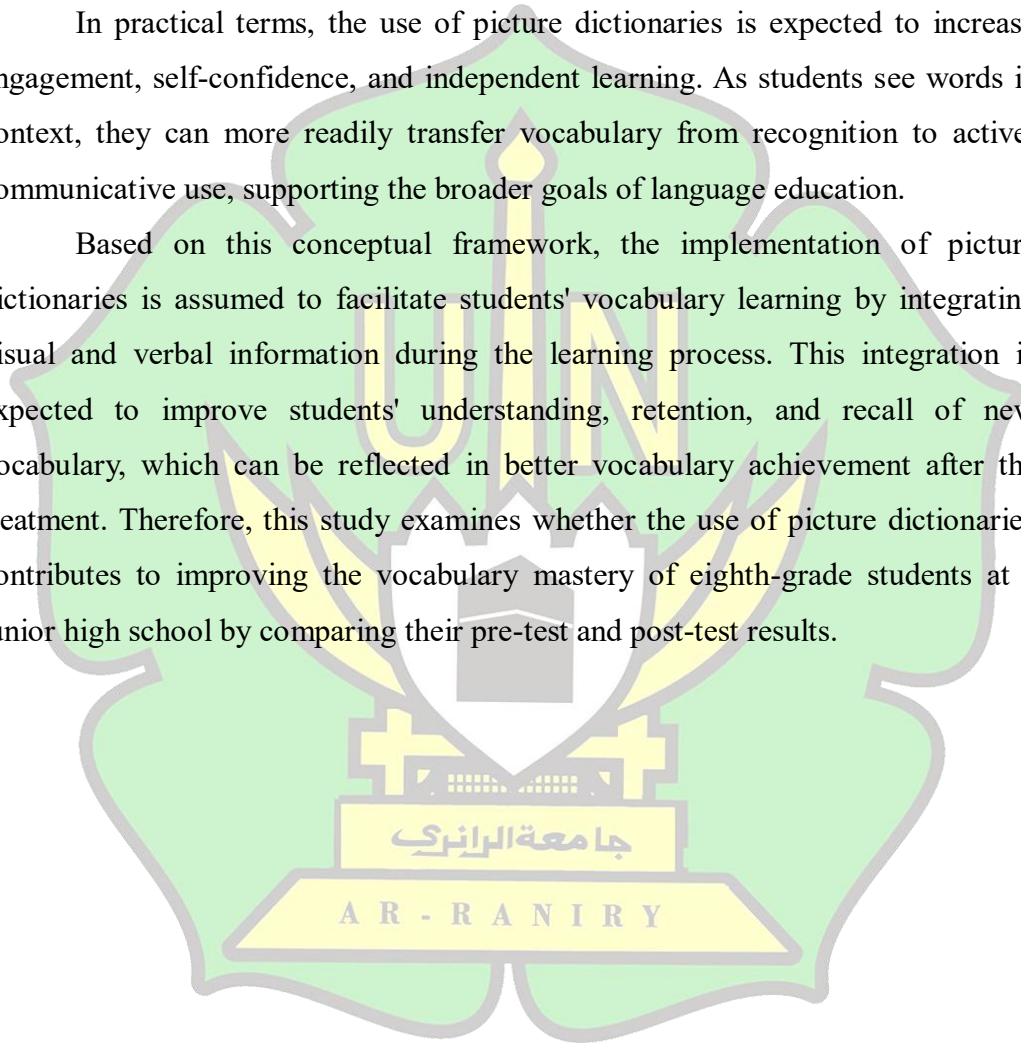
However, despite these consistent findings, most of the previous research still tends to focus on general visual media or combines various types of instructional tools without isolating the specific impact of picture dictionaries. As a result, the distinct contribution of picture dictionaries as a structured vocabulary learning tool has not been explored sufficiently. Therefore, there is still a need for more focused empirical research that specifically examines picture dictionaries as the main instructional medium in improving vocabulary achievement, particularly in junior high school contexts using quantitative measurement.

N. Conceptual Framework

Drawing from existing theory and research, this study hypothesizes that picture dictionaries function as cognitive and motivational scaffolds in vocabulary learning. By pairing new words with concrete visuals, they help students form richer mental representations, boost retention, and lower barriers faced by less proficient or struggling learners.

In practical terms, the use of picture dictionaries is expected to increase engagement, self-confidence, and independent learning. As students see words in context, they can more readily transfer vocabulary from recognition to active, communicative use, supporting the broader goals of language education.

Based on this conceptual framework, the implementation of picture dictionaries is assumed to facilitate students' vocabulary learning by integrating visual and verbal information during the learning process. This integration is expected to improve students' understanding, retention, and recall of new vocabulary, which can be reflected in better vocabulary achievement after the treatment. Therefore, this study examines whether the use of picture dictionaries contributes to improving the vocabulary mastery of eighth-grade students at a junior high school by comparing their pre-test and post-test results.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study employed a pre-experimental design, specifically the one group pre-test and post-test model. This design was selected to measure the effectiveness of the intervention, in this case, teaching vocabulary using picture dictionaries, by evaluating students' vocabulary knowledge before and after the treatment. Initially, a pre-test was administered to assess the students' starting vocabulary proficiency and to establish their initial capability. Following this, the students received treatment, where they will engage in vocabulary retention and comprehension through visual support. Finally, a post-test was administered to measure any improvements in vocabulary mastery as result of the treatment. The one group pre-test design allowed for a straightforward comparison of scores before and after the intervention, illustrating its impact on the students' learning progress.

Pre-experimental designs are often used in educational research to provide an initial indication of intervention effects when randomization or control groups are not feasible. As Creswell (2012) emphasizes, a pre-experimental design is suitable for small-scale studies aiming to determine the effectiveness of an instructional treatment by comparing pre-test and post-test results within the same group. According to Fraenkel, Wallen, & Hyun (2012), a pre-experimental one group pre-test post-test design “involves a single group that is pretested, exposed to a treatment, and posttested” and is useful for detecting observable changes resulting from the intervention, though it has limitations regarding control over extraneous variables and threats to internal validity. Cohen, Manion, & Morrison (2018) also note that pre-experimental studies are valuable for pilot studies and contexts where ethical or practical constraints limit more rigorous experimental approaches.

Multiple-choice questions are commonly used as research instruments in quantitative educational studies due to their practicality and objectivity. According

to Brown (2004), multiple-choice tests allow for efficient data collection and objective scoring, which reduces scorer bias and increases reliability. Hughes (2003) states that this type of test is effective for measuring students' vocabulary knowledge because it can assess recognition and understanding of word meanings. However, multiple-choice questions also have limitations, as they may not fully measure productive vocabulary or higher-order thinking skills (Heaton, 1990). Despite these limitations, multiple-choice questions remain suitable for vocabulary assessment when the research focuses on measuring students' vocabulary achievement objectively and efficiently.

Although this design lacks a control group and thus cannot control for all confounding variables, it remained a widely used and practical approach in educational research for preliminary investigations and instructional effectiveness studies.

B. Population and Sample

The population of this study included one eighth-grade class at SMP (State Junior High School) Negeri 1 Banda Aceh. This population represents the target group for this study of vocabulary learning supported by picture dictionaries in this educational context. To provide a focused and manageable scope, a purposive sampling technique was used to select one class from the population, consisting of approximately 29 students. This sample size aligned with the classroom reality and offer a sufficient number of participants to detect meaningful post-treatment changes. Purposive sampling ensured that the selected class represents the abilities and backgrounds of students generally at this grade level, thus supporting the validity of the study.

C. Research Instrument

The main instrument used to collect data in this study is a vocabulary test in the form of multiple-choice questions. The test is administered twice: as a pre-test and a post-test. Each test consists of 30 multiple-choice items that assess students' understanding of English vocabulary taught during the treatment. Each item presents one target word followed by four alternative answer, and students are required to select the correct meaning, picture, or contextual use of the word.

Multiple-choice format is chosen because it is efficient, easy to administer, and suitable for measuring students' recognition and comprehension of vocabulary. According to Nation (2013), multiple-choice tests are commonly used to evaluate receptive vocabulary knowledge, making them appropriate for studies involving vocabulary improvement.

The test items are constructed by the researcher under the thesis supervisor and based on the syllabus of English subject, especially vocabulary list appropriate for junior high school learners. All questions are checked to ensure they align with the learning objectives and represent the vocabulary targeted in the picture dictionary activities. The test format also allows clear scoring, where each correct answer is awarded one point, making the scoring process objective and reliable, for further information about the test can be seen in appendix.

D. Procedure of the Study

The research procedure will follow a systematic sequence:

1. Pre-test Administration: The researcher administered a pre-test before the treatment to identify the students' initial vocabulary achievement. The test consisted of 30 multiple-choice questions covering the vocabulary that would be taught during the treatment sessions.
2. Treatment Implementation: The treatment was conducted in several meetings by using picture dictionaries as the main instructional media. The teaching procedures were carried out based on the lesson plan provided in the appendix.
 - a. Meeting 1: The teacher introduced the learning objectives and motivated the students by asking several questions related to the topic. The teacher then introduced the picture dictionary and explained how to use it. Students observed pictures and identified the English words, repeated the pronunciation, and matched pictures with the correct vocabulary. At the end of the lesson, students completed simple vocabulary exercises individually.

- b. Meeting 2: The teacher reviewed the vocabulary from the previous meeting. Students worked individually and in groups using the picture dictionary to identify new vocabulary, discuss word meanings, and complete matching and classification activities. The teacher guided students throughout the learning process and provided feedback on their answers.
 - c. Meeting 3: Students reviewed all vocabulary that had been learned. They practiced using the vocabulary in classroom activities, answered review exercises, and participated in question-and-answer sessions. The teacher evaluated students' understanding before administering the post-test.
3. Post-test Administration: After all treatment sessions had been completed, the researcher administered the post-test using the same number and type of questions as the pre-test to determine students' vocabulary improvement.
 4. Data Collection: The researcher collected the students' pre-test and post-test scores. The data were organized, tabulated, and analyzed to determine the improvement in students' vocabulary achievement after the implementation of picture dictionaries.

This stepwise procedure will ensure clarity in data collection and supports the validity of the findings by linking changes in vocabulary ability directly to the treatment intervention.

E. Technique of Data Analysis

The data collected from the pre-test and post-test were analyzed using descriptive statistics. The analysis focused on describing and explaining the students' vocabulary achievement before and after the implementation of picture dictionaries. The pre-test and post-test scores were presented in the form of individual data and group data. The individual data showed each student's score in the vocabulary test, while the group data summarized the overall students' performance through classification tables and percentages.

To analyze the students' vocabulary achievement, the researcher calculated the mean score of the pre-test and post-test to identify the average performance of the students. The formula used to calculate the mean score is as follows:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

- $\bar{X}$ = Mean score
- $\sum X$ = Total score of students
- N = Number of students

In addition, the researcher also analyzed the highest score, lowest score, frequency, and percentage of students' scores to describe the students' vocabulary levels before and after the treatment. The percentage of each classification was calculated using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

- P = Percentage
- F = Frequency of students in each classification
- N = Total number of students

To identify students' improvement, the researcher also calculated the gain score by subtracting the pre-test score from the post-test score. The formula is presented as follows:

$$G = \text{Post-test Score} - \text{Pre-test Score}$$

Where:

- G = Gain score

The students' scores were then classified into several categories, namely excellent, good, fair, and very poor. The percentage of each category was

calculated to provide a clearer description of the improvement in students' vocabulary mastery after the implementation of picture dictionaries.

To classify the students' scores into several intervals, the researcher also used class interval calculation. The class interval was used to group students' scores based on the range of the data. The formula is presented as follows:

$$i = \frac{H - L}{K}$$

Where:

- i = interval class
- H = highest score
- L = lowest score
- K = number of classes

The class interval was used to describe the distribution of students' vocabulary scores in both the pre-test and post-test.

Through this descriptive statistical analysis, the researcher described and explained the students' vocabulary improvement based on the pre-test and post-test results without using hypothesis testing or inferential statistics.



CHAPTER IV

RESULT AND DISCUSSION

A. Research Findings

1. The Result of Students' Vocabulary Test

a. The Result of Students' in a Pre-tests of Vocabulary

The complete results of the students' pre-test are presented in Appendix H. The pre-test was administered before the implementation of picture dictionaries to identify the students' initial vocabulary achievement.

Based on the pre-test results, the total score obtained by the students was 2083, with a mean score of 71.82. The highest score was 90, while the lowest score was 33. These findings indicate that the students' vocabulary achievement before the treatment was still at a moderate level.

The students' pre-test scores were classified into several categories to identify their level of vocabulary mastery. The percentage of each classification can be seen in the following table.

Table 4.1 The percentage of pre-test classification

Classification	Score	Frequency	Percentage
Excellent	86-100	6	20,7%
Good	61-85	14	48,3%
Fair	47-60	8	27,6%
Very Poor	0-46	1	3,4%
Total		29	100%

Based on Table 4.2, most students were in the “Good” category (48.3%), followed by “Fair” (27.6%) and “Excellent” (20.7%). Only one student (3.4%) was categorized as “Very

Poor”. This indicates that students’ vocabulary mastery before the treatment was still at a moderate level.

Table 4.2 Class interval of pre-test

Classification	Score	Frequency
Excellent	92-78	10
Good	77-63	13
Fair	62-48	3
Very Poor	33-47	3
Total		29

Based on Table 4.7, most students were categorized in the “Good” classification with 13 students. Meanwhile, 10 students were categorized as “Excellent,” 3 students were categorized as “Fair,” and 3 students were categorized as “Very Poor.” These findings indicate that before the implementation of picture dictionaries, several students still had limited vocabulary mastery.

b. The Result of Students’ in a Post-tests of Vocabulary

The complete post-test results are presented in Appendix I. The post-test was administered after the implementation of picture dictionaries to determine the students' vocabulary improvement.

Based on the post-test results, the students obtained a total score of 2816, with a mean score of 97.10. The highest score was 100, while the lowest score increased to 80. These findings demonstrate that students' vocabulary achievement improved after learning through picture dictionaries.

The students’ post-test scores were classified into several categories to identify their level of vocabulary mastery. The

percentage of each classification can be seen in the following table.

Table 4.3 The percentage of post-test classification

Classification	Score	Frequency	Percentage
Excellent	86-100	26	89,7%
Good	61-85	3	10,3%
Fair	47-60	0	0%
Very Poor	0-46	0	0%
Total		29	100%

Based on Table 4.3, the majority of students (89.7%) were classified into the “Excellent” category. Only 10.3% of students were in the “Good” category, and no students were categorized as “Fair” or “Very Poor”. This indicates a significant improvement in students’ vocabulary mastery after the treatment.

Table 4.4 Class interval of post-test

Classification	Score	Frequency
Excellent	100-95	21
Excellent	94-90	7
Good	85-89	0
Good	80-84	1
Total		29

Based on Table 4.8, most students were categorized as “Excellent” after the implementation of picture dictionaries. A total of 21 students achieved scores between 95–100, while 7 students achieved scores between 90–94. Only one student remains in the “Good” category. This finding indicates a

significant improvement in students' vocabulary mastery after the treatment.

2. Individual Improvement of Students' Scores

The complete data of the students' individual improvement are presented in Appendix J.

Based on the data, all students demonstrated improvement in their vocabulary achievement after the implementation of picture dictionaries. The highest gain score was 47 points, while the lowest gain score was 10 points. Students who obtained lower scores in the pre-test generally showed greater improvement after the treatment.

3. Group Improvement Analysis

The students also showed improvement as a group after the implementation of picture dictionaries. The comparison between the pre-test and post-test results can be seen in the following table.

Table 4.5 Group Improvement of Students' Vocabulary Scores

Test	Total Score	Mean Score	Highest Score	Lowest Score	Gain Score
Pre-test	2083	71.82	90	33	-
Post-test	2816	97.10	100	80	25.28

Based on Table 4.6, the students' vocabulary achievement improved after the implementation of picture dictionaries. The total score increased from 2083 in the pre-test to 2816 in the post-test. In addition, the mean score increased from 71.82 to 97.10, with a gain score of 25.28 points.

The highest score also improved from 90 in the pre-test to 100 in the post-test. Meanwhile, the lowest score increased significantly

from 33 to 80. This finding indicates that students with lower vocabulary mastery also experienced improvement after the treatment.

Overall, the table shows that students' vocabulary mastery improved both individually and collectively after learning vocabulary through picture dictionaries.

4. Students Above and Below the Mean Score

The comparison of students above and below the mean score in the pre-test and post-test can be seen in the following table:

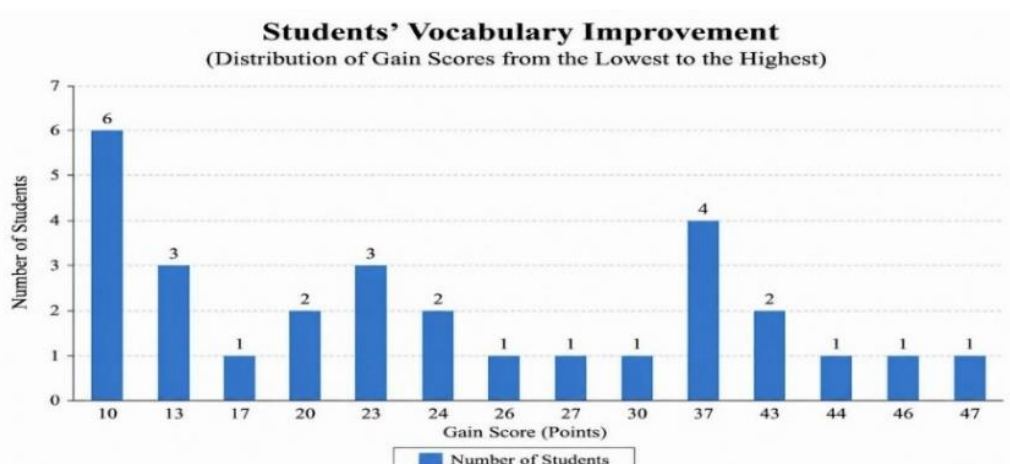
Table 4.6 Students Above and Below the Mean Score

Test	Mean Score	Students Above Mean	Students Below Mean
Pre-test	71.82	16 students	13 students
Post-test	97.10	18 students	11 students

Based on Table 4.9, in the pre-test, 16 students scored above the mean score, while 13 students scored below the mean score. After the implementation of picture dictionaries, the number of students above the mean score increased to 18 students. This finding indicates that students' vocabulary achievement improved after the treatment.

5. Graph of Improvement

The students' improvement scores can also be presented from the lowest gain score to the highest gain score as follows:



The graph above illustrates the distribution of students' vocabulary improvement after the implementation of picture dictionaries. The improvement scores were obtained by subtracting the pre-test scores from the post-test scores. Based on the graph, the lowest gain score was 10 points, achieved by six students, while the highest gain score was 47 points, achieved by one student. In addition, four students obtained a gain score of 37 points, indicating a considerable improvement in their vocabulary achievement.

Overall, the graph shows that all students experienced improvement after the treatment, although the level of improvement varied. Students who had higher pre-test scores generally showed smaller gains, whereas those with lower pre-test scores demonstrated greater improvement. These findings indicate that the use of picture dictionaries positively affected students' vocabulary mastery and contributed to improving their vocabulary achievement after the treatment.

B. Discussion

This section discusses the results of the research based on the research questions and relevant theories related to the use of picture dictionaries in improving students' vocabulary mastery.

The first research question was "Does the use of picture dictionaries improve students' vocabulary at the junior high school?" The results of the research showed that the use of picture dictionaries improved students' vocabulary mastery. The improvement could be seen from the comparison between the pre-test and post-test scores. The students' mean score increased from 71.82 in the pre-

test to 97.10 in the post-test. The gain score between the pre-test and post-test was 25.28 points, indicating that the students achieved better vocabulary mastery after learning through picture dictionaries.

The improvement was also shown in the students' individual scores. All students experienced improvement in their post-test scores, although the level of improvement varied among students. Some students showed lower improvement because they had already achieved high scores in the pre-test. Meanwhile, students with lower pre-test scores experienced greater improvement after the implementation of picture dictionaries. For example, student F improved from 33 in the pre-test to 80 in the post-test with a gain score of 47 points. This result indicates that picture dictionaries were able to help students improve their vocabulary understanding more effectively.

In addition, the classification results also showed considerable improvement. Before the treatment, only 20.7% of students were categorized as "Excellent," while after the treatment the percentage increased significantly to 89.7%. On the other hand, the number of students categorized as "Fair" and "Very Poor" decreased after the implementation of picture dictionaries. The results indicate that students' vocabulary mastery improved both individually and collectively after the treatment.

The results of this research support Thornbury's theory, which states that vocabulary is one of the most important aspects in language learning because students cannot communicate effectively without sufficient vocabulary mastery. Through picture dictionaries, students were able to understand and memorize vocabulary more easily because the pictures provided clear visual representations of the words. The pictures also attracted students' attention and increased their motivation during the learning process.

Furthermore, the findings are also in line with the Dual Coding Theory proposed by Paivio. According to Paivio, information can be remembered more effectively when it is presented in both verbal and visual forms. In this research, students learned vocabulary through written words accompanied by pictures in the picture dictionaries. The combination of words and images helps students

understand, store, and recall vocabulary more easily. As a result, students were able to remember vocabulary better during the post-test.

The second research question was "To what extent does the use of picture dictionaries affect students' vocabulary?" The results showed that the use of picture dictionaries gave a considerable effect on students' vocabulary mastery. The extent of the improvement could be seen from the increase in the students' mean scores, classification percentages, and gain scores. The mean score increased by 25.28 points from the pre-test to the post-test. In addition, most students achieved gain scores ranging from 20 to 47 points, which indicates a meaningful improvement after the treatment.

The students also become more active and interested during the learning process. The use of pictures made vocabulary learning more enjoyable and helped students understand unfamiliar words more easily. This result supports Wright's theory, which states that pictures can stimulate students' interest and help students understand the meaning of words more effectively. Therefore, picture dictionaries not only improved students' vocabulary scores but also created a more engaging learning atmosphere in the classroom.

Overall, the discussion indicates that the use of picture dictionaries positively affected students' vocabulary mastery at junior high school. Picture dictionaries can be considered an effective learning medium to help students improve their vocabulary achievement and make vocabulary learning more interesting, meaningful, and easier to understand.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research, it can be concluded that the use of picture dictionaries improved students' vocabulary mastery at junior high school. The improvement could be seen from the students' pre-test and post-test scores, both individually and collectively. The students' mean score increased from 71.82 in the pre-test to 97.10 in the post-test, with a gain score of 25.28 points. In addition, all students showed improvement in their vocabulary scores after the implementation of picture dictionaries.

The improvement was also reflected in the classification results. Before the treatment, only 20.7% of students were categorized as “Excellent,” while after the treatment the percentage increased significantly to 89.7%. Meanwhile, no students remained in the “Fair” or “Very Poor” categories in the post-test. This indicates that picture dictionaries positively affected students' vocabulary achievement.

Furthermore, the use of picture dictionaries helps students understand and remember vocabulary more easily because the pictures provided visual representations of the words. The students also become more interested, active, and motivated during the learning process. Therefore, picture dictionaries can be considered an effective learning medium for improving students' vocabulary mastery at junior high school.

B. Suggestion

1. Based on the conclusion above, the researcher would like to provide several suggestions for English teachers, schools, and future researcher. For English Teachers

English teachers are expected to use picture dictionaries as one of the media in teaching vocabulary because picture dictionaries can help students improve their vocabulary mastery

more effectively. The use of pictures makes students easier to understand and memorize new words.

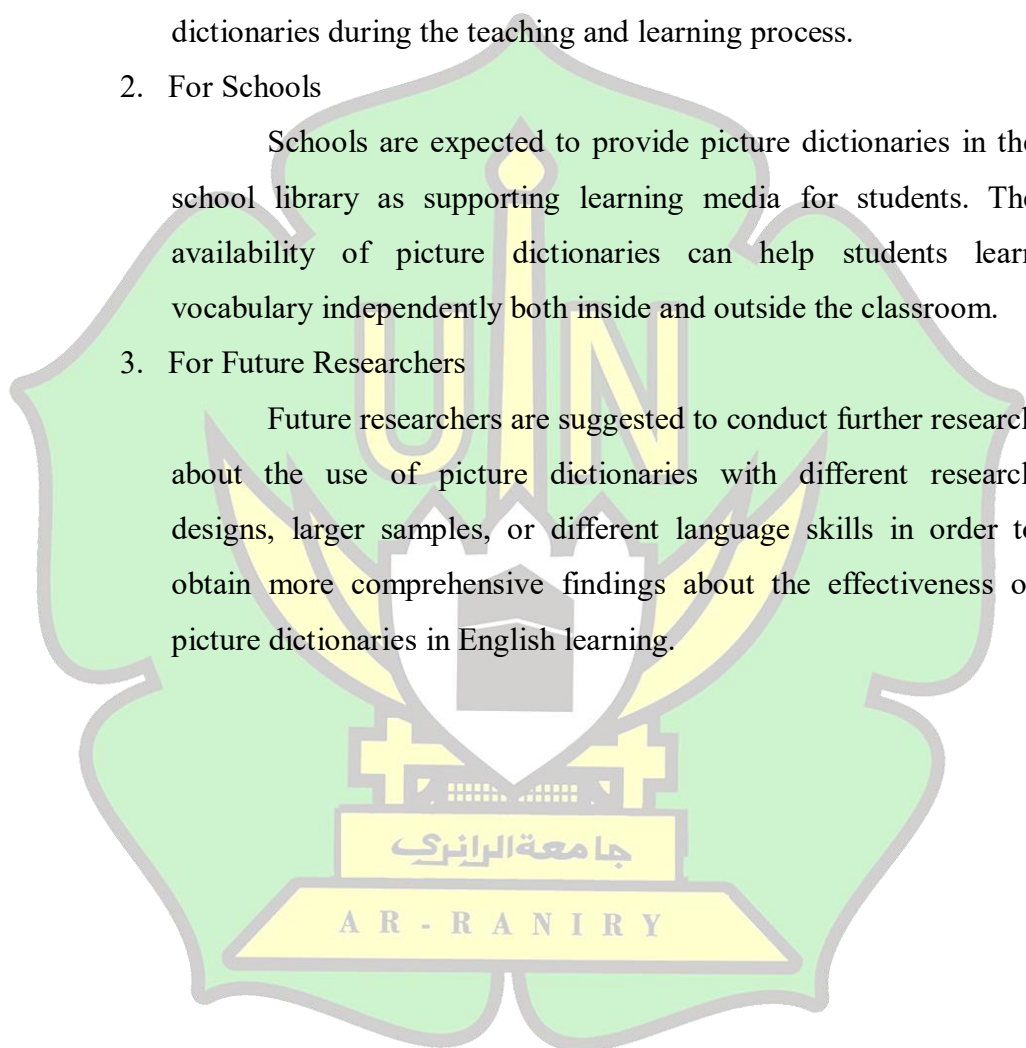
Teachers are also advised not to focus only on teaching grammar, but also pay attention to vocabulary mastery because vocabulary is an important component in learning English. One of the ways to improve students' vocabulary is by using picture dictionaries during the teaching and learning process.

2. For Schools

Schools are expected to provide picture dictionaries in the school library as supporting learning media for students. The availability of picture dictionaries can help students learn vocabulary independently both inside and outside the classroom.

3. For Future Researchers

Future researchers are suggested to conduct further research about the use of picture dictionaries with different research designs, larger samples, or different language skills in order to obtain more comprehensive findings about the effectiveness of picture dictionaries in English learning.



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APPENDICES

Appendix A: Appointment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 1484 TAHUN 2025

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang	: a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi; b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa; c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
Mengingat	: 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional; 2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen; 3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi; 4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum; 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi; 6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh; 7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh; 8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh; 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI; 10. Keputusan Menteri Keuangan Nomor 293/Km.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum; 11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.
MEMUTUSKAN	
Menetapkan	: Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.
KESATU	: Menunjuk Saudara : Drs. Lukmanul Hakim, M.A Untuk membimbing Skripsi Nama : Putri Balqis NIM : 220203094 Program Studi : Pendidikan Bahasa Inggris Judul Skripsi : The Use of Picture Dictionaries to Improve Students' Vocabulary Learning at Junior High Schools
KEDUA	: Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
KETIGA	: Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2025 Tanggal 02 Desember 2024 Tahun Anggaran 2025.
KEEMPAT	: Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;
KELIMA	: Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 30 Oktober 2025
Dekan,


Rafri Muluk

Tembusan

1. Salinan Kementerian Agama RI di Jakarta;
2. Ditara Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN) di Banda Aceh;
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Yang bersangkutan;
8. Arsip.



pusaka

Appendix B: Recommendation Letter from the *Fakultas Tarbiyah*



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax : 0651-752921

Nomor : B-2594/Un.08/FTK.1/TL.00/4/2026

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Kepala Dinas Pendidikan dan Kebudayaan Kota Banda Aceh ; Kepala SMP Negeri 1 Banda Aceh

Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 220203094

Nama : PUTRI BALQIS

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : Jl. kreung peusangan. No. 2 4 Geucue Komplek

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *THE USE OF PICTURE DICTIONARIES TO IMPROVE THE STUDENTS VOCABULARY AT A JUNIOR HIGH SCHOOL*

Banda Aceh, 20 April 2026

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Dr. Buhori Muslim, M.Ag.
NIP. 197508152001121002

Berlaku sampai : 29 Mei 2026

Appendix C: Recommendation Letter from Dinas Pendidikan

PEMERINTAH KOTA BANDA ACEH
DINAS PENDIDIKAN DAN KEBUDAYAAN
 Jalan Panglima Nyak Makam No. 23 Gp. Kota Baru Banda Aceh 23125
 Pos-el: dikbud@bandaacehkota.go.id Laman: www.dikbud.bandaacehkota.go.id

SURAT IZIN
NOMOR :074/A4/1419/2026
TENTANG
IZIN MENGUMPULKAN DATA

Berdasarkan Surat dari Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, nomor : B-25 94/Un.08/FTK.1/TL.00/4/2026 tanggal 20 April 2026, perihal Permohonan Izin Penelitian pada SMP Negeri 1 Banda Aceh, Kepala Dinas Pendidikan dan Kebudayaan Kota Banda Aceh memberikan izin kepada

nama : Putri Balqis
 NPM : 220203094
 Prodi : Pendidikan Bahasa Inggris
 Judul Tesis : *"The Use Of Picture Dictionaries To Improve The Student Vocabulary At A Junior High School."*

Dengan ketentuan sebagai berikut:

1. Harus berkonsultasi langsung dengan Kepala Sekolah yang bersangkutan dan sepanjang tidak mengganggu proses belajar mengajar.
2. Mahasiswa tidak dibenarkan memaksa penelitian pada lokus yang ditetapkan jika pihak sekolah merasa keberatan.
3. Bagi yang bersangkutan supaya menyampaikan fotocopy hasil pengumpulan data sebanyak 1 (satu) eksemplar kepada pihak sekolah.
4. Surat ini berlaku sejak tanggal 21 April s.d 21 Mei 2026.
5. Diharapkan kepada yang bersangkutan agar dapat menyelesaikan pengumpulan data tepat pada waktu yang telah ditetapkan.
6. Kepala Sekolah dibenarkan mengeluarkan surat keterangan hanya untuk yang benar-benar telah melakukan pengumpulan data.

Surat izin pengumpulan data ini dibuat untuk dapat dipergunakan sebagaimana mestinya

21 April 2026/3 Dzulqa'dah 1447 H
 a.n. Kepala Dinas Pendidikan dan
 Kebudayaan Kota Banda Aceh
 Kabid Pembinaan SMP

Syarifah Nargis, S.Ag., M.Pd
 Pembina Utama Muda
 NIP. 197509112002122002

Tembusan:

1. Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
2. Koordinator Pengawas Sekolah Banda Aceh.
3. Kepala SMP Negeri 1 Banda Aceh.

Appendix D: Letter Of Statement for Research From SMP N 1 Banda Aceh



PEMERINTAH KOTA BANDA ACEH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 BANDA ACEH

Jl. Prof. A. Majid Ibrahim 1, Gp. Punge Jurong, Kec. Meuraxa, Kota Banda Aceh, Kode Pos 23231
 pos-el: smpn1bandaaceh@gmail.com laman: smpn1bandaaceh.sch.id, Telp. (0651) 22506



SURAT KETERANGAN PENELITIAN
 No. 421/SMPN1/191/2026

Kepala Sekolah Menengah Pertama (SMP) Negeri 1 Kota Banda Aceh dengan ini menerangkan :

Nama	: Putri Balqis
NPM	: 220203094
Prodi	: Pendidikan Bahasa Inggris

Yang tersebut namanya diatas telah melakukan penelitian sesuai dengan judul *"The Use Of Picture Dictionaries To Improve The Student Vocabulary At a Junior High School "* tanggal 4 Mei 2026 sesuai dengan surat izin dari Dinas Pendidikan dan Kebudayaan Kota Banda Aceh No. 074/A4/1419/2026 tanggal 21 April 2026.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.



2026
 Kepala Sekolah
 Sarmita Pd.
 Pembina Utama Muda
 NIP. 197510202005042001

Appendix E: Lesson Plan

Modul Ajar

“Vocabulary About Animals Using Picture Dictionary”

INFORMASI UMUM	
A. Identitas Modul	
Penyusun	: Putri Balqis
Kelas / Fase	: VIII / D
Mata Pelajaran	: Bahasa Inggris
Topik	: Vocabulary About Animals
Alokasi Waktu	: 2x40 menit
Model Pembelajaran	: Picture Dictionary Learning
Capaian Pembelajaran:	
Pada akhir Fase D, peserta didik mampu memahami dan menggunakan kosakata Bahasa Inggris sederhana dalam konteks kehidupan sehari-hari secara lisan dan tulisan. Peserta didik mampu memahami makna kata, sinonim, antonim, dan penggunaan kosakata sederhana melalui media visual dan interaktif.	
B. Kompetensi Awal	
Sebelum pembelajaran dimulai, sebagian peserta didik masih memiliki keterbatasan dalam memahami dan mengingat kosakata Bahasa Inggris, khususnya nama-nama hewan. Setelah pembelajaran menggunakan picture dictionary, peserta didik diharapkan mampu memahami arti kata, sinonim, antonim, dan penggunaan kosakata tentang animals dengan lebih baik.	
C. Profil Pelajar Pancasila	
Beriman dan bertakwa kepada Tuhan Yang Maha Esa, mandiri, bernalar kritis, kreatif, bergotong royong dan berkebhinekaan global	
D. Sarana dan Prasarana	
Picture dictionary, buku siswa, papan tulis, spidol dan LKPD	
E. Metode Pembelajaran	
Picture Dictionary Method	

F. Target Siswa
Peserta didik kelas VIII SMP
KOMPONEN INTI
A. Tujuan Pembelajaran
Peserta didik mampu: 1. Mengidentifikasi kosakata tentang animals dalam Bahasa Inggris. 2. Memahami arti kata dari vocabulary tentang animals. 3. Menentukan sinonim dan antonim dari beberapa kosakata sederhana. 4. Menggunakan kosakata tentang animals dalam kalimat sederhana. 5. Meningkatkan penguasaan vocabulary melalui picture dictionary.
B. Pemahaman Bermakna
Vocabulary merupakan salah satu aspek penting dalam pembelajaran Bahasa Inggris. Penggunaan picture dictionary membantu peserta didik memahami dan mengingat kosakata dengan lebih mudah melalui gambar visual yang menarik.
C. Pertanyaan Pemantik
1. What is your favorite animal? 2. Can you mention animals in English? 3. What animal is the opposite of wild animal? 4. Do pictures help you remember vocabulary?
D. Kegiatan Pembelajaran
Pertemuan Pertama
KEGIATAN PENDAHULUAN (15 Minutes) • Guru memasuki kelas dan mengucapkan salam. • Guru mengajak peserta didik berdoa bersama. • Guru mengecek kehadiran siswa. • Guru memberikan pertanyaan pemantik tentang animals. • Guru memperkenalkan tujuan pembelajaran hari ini.

KEGIATAN INTI (50 Minutes)

Pre-Test

- Guru membagikan lembar pre-test vocabulary.
- Siswa menjawab soal tentang nama hewan, arti kata, sinonim, dan antonim sederhana.

Kegiatan Pembelajaran

- Guru memperkenalkan vocabulary tentang animals menggunakan picture dictionary.
- Guru menunjukkan gambar beberapa hewan seperti tiger, lion, elephant, rabbit, cat, dog, monkey, dan giraffe.
- Guru menjelaskan arti kata dari setiap vocabulary.
- Guru meminta siswa mengucapkan vocabulary bersama-sama.
- Guru menjelaskan beberapa sinonim sederhana, contohnya:
 - Big = Large
 - Small = Tiny
 - Smart = Clever
- Guru menjelaskan antonim sederhana, contohnya:
 - Big ↔ Small
 - Wild ↔ Tame
 - Fast ↔ Slow
- Siswa diminta mencocokkan gambar hewan dengan kosakata yang tepat.
- Guru memberikan latihan sederhana menggunakan picture dictionary.
- Guru membimbing siswa yang mengalami kesulitan.

KEGIATAN PENUTUP (15 Minutes)

- Guru dan siswa menyimpulkan pembelajaran hari ini.
- Guru memberikan refleksi singkat.
- Guru memberikan motivasi kepada siswa.
- Guru menutup pembelajaran dengan salam.

Pertemuan Kedua

KEGIATAN PENDAHULUAN (15 Minutes)

- Guru mengucapkan salam dan memimpin doa.
- Guru mengecek kehadiran siswa.
- Guru mengulas kembali vocabulary tentang animals yang telah dipelajari sebelumnya.
- Guru meminta siswa menyebutkan beberapa vocabulary secara lisan.

KEGIATAN INTI (50 Minutes)

Review Vocabulary

- Guru kembali menunjukkan picture dictionary tentang animals.
- Siswa menyebutkan arti kata berdasarkan gambar yang ditampilkan.

Synonym and Antonym Activity

- Guru menjelaskan lebih lanjut tentang sinonim dan antonim vocabulary.
- Guru memberikan beberapa contoh:
 - Clever = Smart
 - Tiny = Small
 - Strong ↔ Weak
 - Fast ↔ Slow
- Guru meminta siswa bekerja berpasangan untuk menemukan sinonim dan antonim dari beberapa kosakata.
- Siswa mengerjakan latihan vocabulary menggunakan picture dictionary.

Post-Test

- Guru membagikan lembar post-test kepada siswa.
- Siswa mengerjakan soal vocabulary tentang animals, meaning, synonym, dan antonym.

KEGIATAN PENUTUP (15 Minutes)

- Guru dan siswa melakukan refleksi pembelajaran.
- Guru memberikan pertanyaan terkait materi yang telah dipelajari.
- Guru memberikan motivasi dan apresiasi kepada siswa.

• Guru menutup pembelajaran dengan salam.
E. Asesmen
1. Penilaian Sikap Guru mengamati sikap siswa selama proses pembelajaran, seperti: • Keaktifan • Kerja sama • Tanggung jawab • Kepercayaan diri 2. Penilaian Pengetahuan Penilaian dilakukan melalui: • Pre-test • Post-test • Latihan vocabulary • Kegiatan sinonim dan antonim
F. Pengayaan dan Remedial
Pengayaan: Peserta didik yang memahami materi lebih cepat diberikan tambahan vocabulary tentang animals dan diminta membuat kalimat sederhana menggunakan vocabulary tersebut. Remedial: Peserta didik yang belum mencapai tujuan pembelajaran diberikan bimbingan tambahan menggunakan picture dictionary dengan latihan sederhana.
G. Refleksi Guru dan Peserta Didik
Refleksi Guru: 1. Apakah penggunaan picture dictionary membantu siswa memahami vocabulary? 2. Apakah siswa aktif selama proses pembelajaran? 3. Apakah tujuan pembelajaran tercapai?

Refleksi Peserta Didik:

1. Apa vocabulary baru yang kamu pelajari hari ini?
2. Apakah picture dictionary membantu kamu mengingat vocabulary?
3. Aktivitas apa yang paling kamu sukai hari ini?

H. Lampiran

A. Picture Dictionary About Animals



B. Sinonim dan Antonim




RANGKUMAN SINONIM & ANTONIM

Dari Soal Vocabulary tentang Hewan

SINONIM

Sinonim adalah kata yang memiliki arti sama atau mirip.

KATA	SINONIM (ARTI SAMA / MIRIP)
big (besar)	large
small (kecil)	tiny, little
smart (pintar)	clever
active (aktif)	energetic, lively, playful
fast (cepat)	quick
beautifully (dengan indah)	in a beautiful way
happy (senang)	glad
strong (kuat)	powerful
loudly (dengan keras)	noisy
tame (jinak)	domesticated, quiet
wild (liar)	fierce
clean (bersih)	tidy
heavy (berat)	big, large
hot (panas)	warm
open (buka)	unfolded
live (hidup)	alive



INGAT!
Sinonim membantu kita memperkaya kosakata.
Antonim membantu kita memahami arti dengan lebih baik.

ANTONIM

Antonim adalah kata yang memiliki arti berlawanan.

KATA	ANTONIM (ARTI BERLAWANAN)
big (besar)	small (kecil)
small (kecil), tiny	giant
fast (cepat)	slow (lambat)
strong (kuat)	weak
loudly (dengan keras)	softly, quietly
happy (senang)	sad
wild (liar)	tame (jinak)
active (aktif)	lazy
clean (bersih)	dirty
tall (tinggi)	short (pendek)
hot (panas)	cold (dingin)
open (buka)	closed (tertutup)
heavy (berat)	light (ringan)
live (hidup)	die (mati)
tiny (sangat kecil)	giant (sangat besar)
beautifully (dengan indah)	in a bad way (dengan cara buruk)
fastest (paling cepat)	slowest (paling lambat)

TIPS:
Belajar kosakata akan lebih mudah dengan picture dictionary dan sering berlatih!



I. Lembar Kerja Peserta Didik

Terlampir



Appendix F: Pre-test and Post-test

Choose one of the alternatives given below by crossing (x) on either a, b, c, or d which is the best answer in the questions below!

1. What is the meaning of a "cat" in Indonesian?

a. Anjing
b. Kucing
c. Domba
d. Ayam

2. What is the opposite of "big" in the context of an animal is

a. Small
b. Tall
c. Fast
d. Heavy

3. A rabbit eats....

a. Meat
b. Carrot
c. Fish
d. Chicken

4. The monkey is an animal that is (small and active) The meaning of the word in bracket is similar to....

a. Silent
b. Large
c. Timid
d. Playful

5. What is a *fish*?

a. An animal that lives on land and has fur like a mammal
b. An animal that can fly in the sky and has feathers

- c. An animal that lives in the water
d. An animal that has dry skin and lays eggs

6.



What animal is in the picture?

- a. Ladybug
b. Chicken
c. Bird
d. Cow

7. What animal runs fastest on the land?

- a. Cheetah
b. Rabbit
c. Monkey
d. Elephant

8. The animal that can fly is

- a. Monkey
b. Tiger
c. Bird
d. Frog

9. What is another related word for *fish*?

- a. Turtle
b. Whale
c. Squid
d. Salmon

10. A is small and can live in both water and land.

- a. Fish
b. Frog
c. Dog
d. Chicken

11. "The bird sings beautifully on the branch of trees"

Beautifully, means....

- a. In a loud way
b. In a beautiful way
c. In a slow way
d. In a sad way

12. A has a trunk and very big body.

- a. Dog
b. Elephant
c. Rabbit
d. Frog

13. The animal that has a shell and moves slowly is a....

- a. Turtle
b. Rabbit
c. Dog
d. Bird

14. "A tiny mouse entered the house" the antonym of the underlined word is

- a. Small
b. Giant
c. Little
d. Tall

15. What is the meaning of a "butterfly" in Indonesian?

- a. Kupu-kupu
b. Burung
c. Capung
d. Kelinci

16. A has a long neck and eats leaves from tall trees.

- a. Zebra
b. Tiger
c. Giraffe
d. Elephant

17. "The dog is very happy to see its owner"
What is the synonym of happy as underlined?

a. Sad
b. Angry
c. Glad
d. Tired

18. "The cheetah runs fast"
What is the opposite of fast as underlined?

a. Slowly
b. Sadly
c. Happily
d. Strongly

19. The animal that has black and white stripes is a

a. Giraffe
b. Zebra
c. Sheep
d. Lion

20. A lives in the jungle and is called the king of the forest

a. Tiger
b. Lion
c. Elephant
d. Monkey

21.



What animal is in the picture?

a. Tiger
b. Cat
c. Cow
d. Frog

22. A lion eats

a. Meat
b. Flower
c. Tomato
d. Carrot

23. "The horse is strong"
What is the opposite of strong in the underline word?

a. Weak
b. Tall
c. Small
d. Fast

24. The animal that gives us eggs is a

a. Cow
b. Chicken
c. Rabbit
d. Cat

25. "The lion roar loudly"
What is the antonym of loudly in underline word?

a. Quite
b. Soft
c. Noisy
d. Happy

26. What is a frog?

a. An animal that lives on land and has fur like a mammal
b. An animal that can fly in the sky and has feathers
c. An animal that lives in the water and on land
d. An animal that has dry skin and lays eggs

27. The animal that loves to eat bananas is a

a. Rabbit
b. Dog
c. Cat
d. Monkey

28. What is the meaning of a "crocodile" in Indonesian?

a. Ikan
b. Buaya
c. Semut
d. Gajah

29.



What animal is in the picture?

a. Snake
b. Monkey
c. Ant
d. Panda

30. Which animal is known as a pet?

a. Tiger
b. Cat
c. Shark
d. Eagle

Appendix G: Test Result

1. Pre-test

Arkana Sarizata Irwanda
8-3

Choose one of the alternatives given below by crossing (x) on either a, b, c, or d which is the best answer in the questions below!

- What is the meaning of a "cat" in Indonesian?
 a. Anjing
☒ b. Kucing
 c. Domba
 d. Ayam
- What is the opposite of "big" in the context of an animal is
 a. Small
 b. Tall
 c. Fast
☒ d. Heavy
- A rabbit eats....
 a. Meat
☒ b. Carrot
 c. Fish
 d. Chicken
- The monkey is an animal that is (small and active)
 The meaning of the word in bracket is similar to....
 a. Silent
 b. Large
 c. Timid
☒ d. Playful
- What is a *fish*?
☒ a. An animal that lives on land and has fur like a mammal
 b. An animal that can fly in the sky and has feathers
- What animal is in the picture?

☒ a. Ladybug
 b. Chicken
 c. Bird
 d. Cow
- What animal runs fastest on the land?
☒ a. Cheetah
 b. Rabbit
 c. Monkey
 d. Elephant
- The animal that can fly is
 a. Monkey
 b. Tiger
☒ c. Bird
 d. Frog
- What is another related word for *fish*?
 a. Turtle
 b. Whale
 c. Squid
☒ d. Salmon
- A is small and can live in both water and land.
 a. Fish
 b. Frog
 c. Dog
☒ d. Chicken
- An animal that lives in the water
 d. An animal that has dry skin and lays eggs
- "The bird sings beautifully on the branch of trees"
Beautifully means....
 a. In a loud way
☒ b. In a beautiful way
 c. In a slow way
 d. In a sad way
- A has a trunk and very big body.
 a. Dog
☒ b. Elephant
 c. Rabbit
 d. Frog
- The animal that has a shell and moves slowly is a....
☒ a. Turtle
 b. Rabbit
 c. Dog
 d. Bird
- "A tiny mouse entered the house"
 the antonym of the underlined word is
 a. Small
 b. Giant
☒ c. Little
 d. Tall
- What is the meaning of a "butterfly" in Indonesian?
☒ a. Kupu-kupu
 b. Burung
 c. Capung
 d. Kelinci
- A has a long neck and eats leaves from tall trees.
 a. Zebra
 b. Tiger
☒ c. Giraffe
 d. Elephant

17. "The dog is very happy to see its owner"
What is the synonym of happy as underlined?

☒ a. Sad
b. Angry
c. Glad
d. Tired

18. "The cheetah runs fast"
What is the opposite of fast as underlined?

☒ a. Slowly
b. Sadly
c. Happily
d. Strongly

19. The animal that has black and white stripes is a
a. Giraffe
☒ b. Zebra
c. Sheep
d. Lion

20. A lives in the jungle and is called the king of the forest
a. Tiger
b. Lion
☒ c. Elephant
d. Monkey

21.



What animal is in the picture?

☒ a. Tiger
b. Cat
c. Cow
d. Frog

22. A lion eats

☒ a. Meat
b. Flower
c. Tomato
d. Carrot

23. "The horse is strong"
What is the opposite of strong in the underline word?

☒ a. Weak
b. Tall
c. Small
d. Fast

24. The animal that gives us eggs is a

☒ a. Cow
☒ b. Chicken
c. Rabbit
d. Cat

25. "The lion roar loudly"

What is the antonym of loudly in underline word?

☒ a. Quite
☒ b. Soft
c. Noisy
d. Happy

26. What is a frog?

☒ a. An animal that lives on land and has fur like a mammal
b. An animal that can fly in the sky and has feathers
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27. The animal that loves to eat bananas is a

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b. Dog
c. Cat
d. Monkey

28. What is the meaning of a "crocodile" in Indonesian?

☒ a. Ikan
☒ b. Buaya
c. Semut
d. Gajah

29.



What animal is in the picture?

☒ a. Snake
b. Monkey
c. Ant
d. Panda

30. Which animal is known as a pet?

☒ a. Tiger
☒ b. Cat
c. Shark
d. Eagle

2. Post-test

Arkana Rajata iRwanda
Kelas : VIII-3

Choose one of the alternatives given below by crossing (x) on either a, b, c, or d which is the best answer in the questions below!

1. What is the meaning of a "cat" in Indonesian?
☒ a. Anjing
☒ b. Kucing
☐ c. Domba
☐ d. Ayam

2. What is the opposite of "big" in the context of an animal is
☒ a. Small
☐ b. Tall
☐ c. Fast
☐ d. Heavy

3. A rabbit eats....
☒ a. Meat
☒ b. Carrot
☐ c. Fish
☐ d. Chicken

4. The monkey is an animal that is (small and active)
 The meaning of the word in bracket is similar to....
☐ a. Silent
☐ b. Large
☐ c. Timid
☒ d. Playful

5. What is a *fish*?
☒ a. An animal that lives on land and has fur like a mammal
☐ b. An animal that can fly in the sky and has feathers

6. 
 What animal is in the picture?
☒ a. Ladybug
☐ b. Chicken
☐ c. Bird
☐ d. Cow

7. What animal runs fastest on the land?
☒ a. Cheetah
☐ b. Rabbit
☐ c. Monkey
☐ d. Elephant

8. The animal that can fly is
☒ a. Monkey
☐ b. Tiger
☒ c. Bird
☐ d. Frog

9. What is another related word for *fish*?
☒ a. Turtle
☐ b. Whale
☒ c. Squid
☒ d. Salmon

10. A is small and can live in both water and land.
☒ a. Fish
☒ b. Frog
☐ c. Dog
☐ d. Chicken

11. "The bird sings beautifully on the branch of trees"
Beautifully, means....
☒ a. In a loud way
☒ b. In a beautiful way
☐ c. In a slow way
☐ d. In a sad way

12. A has a trunk and very big body.
☒ a. Dog
☒ b. Elephant
☐ c. Rabbit
☐ d. Frog

13. The animal that has a shell and moves slowly is a....
☒ a. Turtle
☐ b. Rabbit
☐ c. Dog
☐ d. Bird

14. "A tiny mouse entered the house"
 the antonym of the underlined word is
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☒ b. Giant
☐ c. Little
☐ d. Tall

15. What is the meaning of a "butterfly" in Indonesian?
☒ a. Kupu-kupu
☐ b. Burung
☐ c. Capung
☐ d. Kelinci

16. A has a long neck and eats leaves from tall trees.
☐ a. Zebra
☐ b. Tiger
☒ c. Giraffe
☐ d. Elephant

17. "The dog is very happy to see its owner"
What is the synonym of happy as underlined?
☐ a. Sad
☒ b. Angry
☒ c. Glad
☐ d. Tired

18. "The cheetah runs fast"
What is the opposite of fast as underlined?
☒ a. Slowly
☐ b. Sadly
☐ c. Happily
☐ d. Strongly

19. The animal that has black and white stripes is a
☐ a. Giraffe
☒ b. Zebra
☐ c. Sheep
☐ d. Lion

20. A lives in the jungle and is called the king of the forest
☐ a. Tiger
☒ b. Lion
☐ c. Elephant
☐ d. Monkey

21.



- What animal is in the picture?
☒ a. Tiger
☐ b. Cat
☐ c. Cow
☐ d. Frog

22. A lion eats
☒ a. Meat
☐ b. Flower
☐ c. Tomato
☐ d. Carrot

23. "The horse is strong"
What is the opposite of strong in the underline word?
☒ a. Weak
☐ b. Tall
☐ c. Small
☐ d. Fast

24. The animal that gives us eggs is a
☒ a. Cow
☒ b. Chicken
☐ c. Rabbit
☐ d. Cat

25. "The lion roar loudly"
What is the antonym of loudly in underline word?
☒ a. Quite
☒ b. Soft
☒ c. Noisy
☐ d. Happy

26. What is a frog?
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28. What is the meaning of a "crocodile" in Indonesian?
☐ a. Ikan
☒ b. Buaya
☐ c. Semut
☐ d. Gajah

29.



- What animal is in the picture?
☒ a. Snake
☐ b. Monkey
☐ c. Ant
☐ d. Panda

30. Which animal is known as a pet?
☐ a. Tiger
☒ b. Cat
☐ c. Shark
☐ d. Eagle

Appendix H: The pre-test result of the students in vocabulary test

NO.	NAME (INITIAL)	TOTAL TEST ITEM	TOTAL CORRECT ANSWER	SCORE
1.	MAA	30	14	47
2.	AZ	30	19	63
3.	SHA	30	17	57
4.	AMQ	30	19	63
5.	ZAB	30	24	80
6.	F	30	10	33
7.	HA	30	21	70
8.	RR	30	21	70
9.	MFA	30	14	47
10.	KAA	30	27	90
11.	MSS	30	20	67
12.	MIA	30	19	63
13.	ARH	30	27	90
14.	CYQ	30	24	80
15.	AA	30	27	90
16.	APK	30	18	60
17.	A	30	27	90
18.	MYAA	30	26	87
19.	RAK	30	25	83
20.	MNAR	30	26	87
21.	ARI	30	21	70
22.	NU	30	22	73
23.	SA	30	23	77
24.	TBT	30	24	80
25.	RMB	30	22	73
26.	KHY	30	27	90
27.	MA	30	16	53
28.	NFN	30	22	73
29.	AA	30	27	90
Total score				2083
Mean				71,82

Appendix I: The post-test result of the students in vocabulary test

NO.	NAME (INITIAL)	TOTAL TEST ITEM	TOTAL CORRECT ANSWER	SCORE
1.	MAA	30	28	93
2.	AZ	30	30	100
3.	SHA	30	30	100
4.	AMQ	30	30	100
5.	ZAB	30	30	100
6.	F	30	24	80
7.	HA	30	28	93
8.	RR	30	28	93
9.	MFA	30	27	90
10.	KAA	30	30	100
11.	MSS	30	28	93
12.	MIA	30	30	100
13.	ARH	30	30	100
14.	CYQ	30	28	93
15.	AA	30	30	100
16.	APK	30	29	97
17.	A	30	30	100
18.	MYAA	30	30	100
19.	RAK	30	30	100
20.	MNAR	30	30	100
21.	ARI	30	30	100
22.	NU	30	29	97
23.	SA	30	30	100
24.	TBT	30	30	100
25.	RMB	30	30	100
26.	KHY	30	30	100
27.	MA	30	29	97
28.	NFN	30	29	97
29.	AA	30	30	100
Total score				2816
Mean				97,10

Appendix J: Individual Improvement of Students' Scores

NO.	NAME (INITIAL)	PRE- TEST SCORE	POST- TEST SCORE	GAIN SCORE	PERCENTAGE
1.	MAA	47	93	46	46%
2.	AZ	63	100	37	37%
3.	SHA	57	100	43	43%
4.	AMQ	63	100	37	37%
5.	ZAB	80	100	20	20%
6.	F	33	80	47	47%
7.	HA	70	93	23	23%
8.	RR	70	93	23	23%
9.	MFA	47	90	43	43%
10.	KAA	90	100	10	10%
11.	MSS	67	93	26	26%
12.	MIA	63	100	37	37%
13.	ARH	90	100	10	10%
14.	CYQ	80	93	13	13%
15.	AA	90	100	10	10%
16.	APK	60	97	37	37%
17.	A	90	100	10	10%
18.	MYAA	87	100	13	13%
19.	RAK	83	100	17	17%
20.	MNAR	87	100	13	13%
21.	ARI	70	100	30	30%
22.	NU	73	97	24	24%
23.	SA	77	100	23	23%
24.	TBT	80	100	20	20%
25.	RMB	73	100	27	27%
26.	KHY	90	100	10	10%
27.	MA	53	97	44	44%
28.	NFN	73	97	24	24%
29.	AA	90	100	10	10%

Appendix K: Documentations



Appendix L: Autobiography

Name : Putri Balqis
 Student Number : 220203094
 Place/Date of Birth : Banda Aceh /April 20th 2004
 Gender : Female
 Religion : Islam
 Status : Single
 Occupation : Student
 Nationality : Indonesia
 Address :Jl. Kr. Peusangan, No.2, Geucue Komplek, Banda Aceh
 Father's Name : Abdul Razak
 Father's occupation : Lecturer
 Mother's name : Erfitriawati Masri
 Mother's occupation : Teacher
 Elementary School : MIN Seutui Banda Aceh
 Junior High School : MTsS Al-Manar
 Senior High School : MAS Ruhul Islam Anak Bangsa
 University : UIN Ar-Raniry Banda Aceh