

**THE USE OF A VISUAL DICTIONARY IN TEACHING  
VOCABULARY TO ELEMENTARY SCHOOL STUDENTS  
(A Descriptive Study of Fourth Graders at SD IT Madani)**

**THESIS**

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TO ELEMENTARY SCHOOL STUDENTS**

**(A Descriptive Study of Fourth Graders at SD IT Madani)**

**THESIS**

**Has been Approved and Submitted to the Thesis Munaqasyah Defense  
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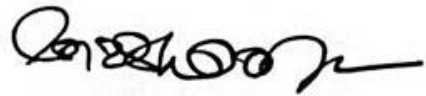
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**The Use of a Visual Dictionary in Teaching Vocabulary to Elementary School Students**

**(A Descriptive Study of Fourth Graders at SD IT Madani)**

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 22 Juli 2026

Saya yang membuat pernyataan



Yesy Pitry

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Banda Aceh, 22 Juli 2026

Yesy Pitry

## ABSTRACT

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This study aimed to describe the use of a visual dictionary in teaching English vocabulary to fourth-grade students at SD IT Madani and to explore students' responses toward its use. This study employed a qualitative descriptive design involving two English teachers and five fourth-grade students. Data were collected through classroom observation, semi-structured interviews, and documentation, and were analyzed using thematic analysis. The findings showed that the visual dictionary was used through pictures and written vocabulary, followed by explanations of meaning and pronunciation, repetition, and classroom activities. The students responded positively to its use, reporting that pictures helped them understand and remember vocabulary more easily, made learning more enjoyable, and encouraged them to participate more actively in classroom activities. The teachers also reported that the visual dictionary supported students' vocabulary understanding and retention, although some unfamiliar words still required additional explanations. Overall, the findings indicate that the visual dictionary supported vocabulary learning and created an interactive learning experience for fourth-grade students at SD IT Madani.

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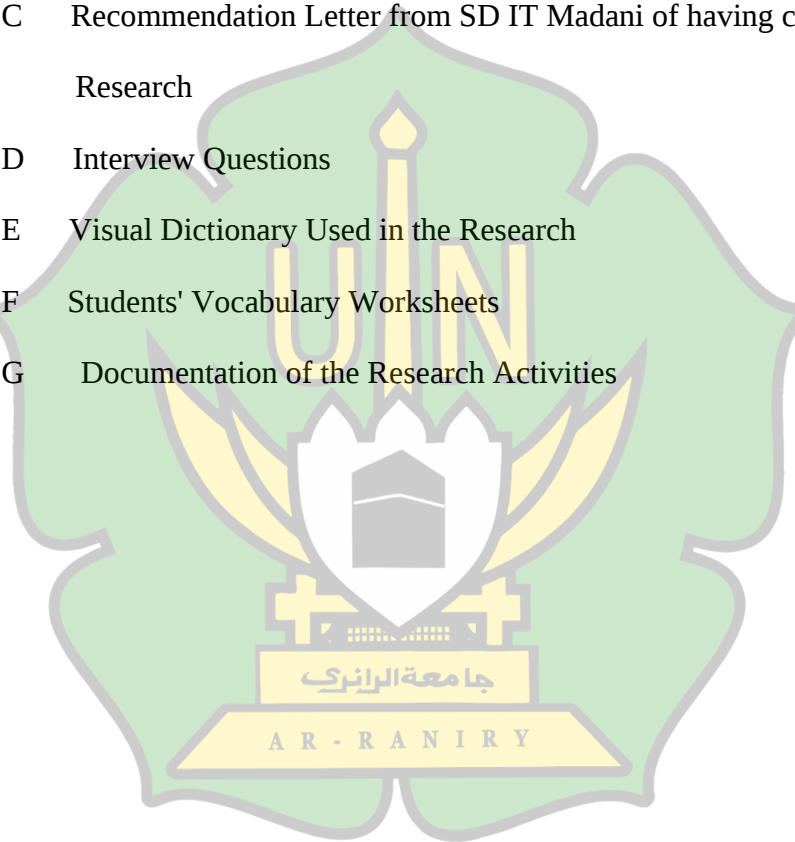
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# CHAPTER I

## INTRODUCTION

### A. Background of Study

A dictionary is a reference tool that provides information about words, including their meanings, spelling, and pronunciation. In English language learning, dictionaries are important because vocabulary is a fundamental component of language learning and communication. When learners encounter unfamiliar words, dictionaries can help them understand and learn their meanings more effectively. Zhang et al. (2021), through a meta-analysis of 44 studies involving 3,475 participants, found that dictionary use had a positive effect on second-language vocabulary acquisition. For young learners, the way vocabulary is presented is also important because they may understand new words more easily when meanings are supported by concrete visual representations. A visual dictionary, which combines words with labelled pictures, can help learners associate English words with their meanings and real-world objects. Somba and Widyaningrum (2024) explain that visual dictionaries can support vocabulary comprehension, word recognition, and retention among young English learners. Therefore, the use of a visual dictionary is particularly relevant to teaching English vocabulary to elementary school students.

However, teaching vocabulary to young learners can be challenging. Many elementary school students tend to forget new words and have difficulty pronouncing or spelling them correctly. This may occur when vocabulary is taught through monotonous methods, such as memorizing word lists or using traditional dictionaries without pictures. According to Anggraeni et al. (2023), students taught through conventional methods showed low motivation and poor vocabulary retention because they could not easily visualize word meanings or relate them to real contexts. This suggests that young learners need learning media that are more engaging, concrete, and contextual to support their vocabulary learning.

Visual media are considered useful tools for supporting vocabulary learning among young learners. They help students connect abstract language forms with

concrete meanings through visual representation. Andriani et al. (2025) found that the use of coloured pictures in teaching vocabulary improved students' vocabulary mastery and motivation. Similarly, Suci et al. (2023) emphasized that students are more enthusiastic and attentive when teachers use visual tools such as images, charts, or labelled objects. Visual representations can also help learners recall vocabulary by connecting words with concrete objects or situations. Therefore, visual media can provide meaningful support for young learners in understanding and remembering new vocabulary.

Among various types of visual media, the visual dictionary, also called a picture dictionary, is a relevant tool for vocabulary instruction. It presents words together with labelled images that represent their meanings in concrete contexts. Unlike traditional dictionaries that mainly provide verbal definitions, a visual dictionary helps students associate vocabulary with pictures of objects or actions. For example, when learning the word "apple," students see an image of an apple, helping them connect the English word with the object it represents. This approach can make vocabulary learning more concrete and meaningful, particularly for young learners. Ramdania et al. (2025) explain that visual dictionaries support vocabulary learning by providing visual representations that help learners understand and retain word meanings.

Several studies have also explored learners' experiences and perceptions of using pictures and picture dictionaries in vocabulary learning. Othman et al. (2022) investigated the use of a self-made picture dictionary with 36 Year 4 pupils in Malaysia and conducted interviews with ten pupils to explore their perceptions of the intervention. The interview findings indicated that associating vocabulary with pictures helped pupils remember the words for a longer period. Similarly, Kara and Kucuk (2023) examined the use of picture-dictionary-enriched instruction among tertiary-level EFL learners through a mixed-methods design that included interviews. Their qualitative findings indicated that students perceived the picture-dictionary activities as helpful for developing vocabulary and supporting pronunciation, spelling, listening, reading, and speaking. The students also

expressed positive attitudes toward learning with picture dictionaries. These findings suggest that picture dictionaries can support not only vocabulary learning but also learners' engagement, perceptions, and experiences during the learning process.

Nevertheless, although previous studies have explored the use of visual or picture dictionaries and learners' perceptions, research that specifically describes the implementation of a visual dictionary and students' responses in a fourth-grade elementary school classroom remains limited. Othman et al. (2022), for example, involved Year 4 pupils and examined their perceptions of a picture-dictionary intervention, while Kara and Kucuk (2023) explored learners' experiences in a tertiary-level context. However, limited attention has been given to describing how visual dictionaries are implemented in an actual fourth-grade elementary classroom and how students respond to their use during the learning process. According to Ningsih (2024), understanding students' attitudes and experiences is as important as measuring learning outcomes because positive emotional responses can strongly influence learning motivation and performance. Therefore, this study aims to provide a descriptive account of the use of a visual dictionary in teaching English vocabulary to fourth-grade students at SD IT Madani and to examine the students' responses to its use.

## **B. Research Questions**

1. How are visual dictionaries used in teaching English vocabulary to fourth grade students at SD IT Madani?
2. What are the students' responses to the use of visual dictionaries in learning English vocabulary?

## **C. Research Aims**

1. To describe the use of visual dictionaries in teaching English vocabulary to fourth grade students at SD IT Madani.
2. To investigate the students' responses to the use of visual dictionaries in learning English vocabulary.

## **D. Significance of The Study**

### **1. Theoretical Significance:**

This study is expected to contribute to the theoretical development of vocabulary teaching, particularly in the context of English as a Foreign Language (EFL) at the elementary level. It provides empirical evidence on the role of visual dictionaries in supporting vocabulary comprehension and retention among young learners. Furthermore, this research integrates perspectives from cognitive and visual learning theories, which suggest that students learn best when visual input complements verbal explanations (Mayer, 2020). The findings are also expected to enrich the existing literature on the use of visual learning media in teaching English vocabulary to young learners. In addition, this study is expected to provide a better understanding of how visual dictionaries can support vocabulary learning in elementary school contexts. It may also serve as a reference for future researchers who wish to explore multimodal learning media in English teaching.

### **2. Practical Significance:**

- 1) For teachers :** This study provides a model of how to effectively use visual dictionaries as a medium to enhance vocabulary instruction, thus helping them design more engaging and memorable lessons.
- 2) For students :** The use of visual dictionaries may increase motivation, stimulate curiosity, and improve their understanding and recall of new words.
- 3) For school administrators and curriculum designers :** The study's findings can serve as a consideration when developing teaching materials, training teachers, or designing curricula that incorporate visual learning strategies for early English education.
- 4) For future researchers :** This study offers a foundation and empirical reference for further investigations on visual-based learning tools and vocabulary acquisition in young learners.

## **E. Terminology**

### **1. Visual Dictionary**

A visual dictionary is a type of dictionary that presents words together with pictures or illustrations to help learners understand their meanings. Ramdania et al. (2025) explain that visual dictionaries provide vocabulary together with visual representations, allowing learners to connect words with their meanings more directly. In this study, the visual dictionary used by the teacher at SD IT Madani is Visual Dictionary for Children: Kamus Bergambar untuk Anak – Untuk Sekolah Dasar. The dictionary is designed for elementary school children and presents English vocabulary through pictures and labels of various objects, animals, people, and activities. For example, the book contains pictures of a panda, a house, a rabbit, and a child, which are accompanied by visual representations and vocabulary that help students associate English words with the objects they represent. The combination of words and pictures can support students in processing and remembering vocabulary because verbal and pictorial information can be learned together (Mayer, 2020). This is particularly relevant for young learners, as visual representations can make vocabulary learning more concrete, meaningful, and engaging (Andriani et al., 2025). In the context of this study, the visual dictionary refers specifically to Visual Dictionary for Children used by the teacher as a learning resource to facilitate fourth-grade students' English vocabulary learning at SD IT Madani.

### **2. Vocabulary**

Vocabulary refers to the words that learners know and use in communication. According to Nation (2013), knowing a word involves knowledge of its form, meaning, and use, including both receptive and productive aspects of vocabulary knowledge. In English language learning, vocabulary is an important component because learners need sufficient knowledge of words to understand and communicate meaning. Without adequate vocabulary, students may experience difficulties in understanding texts, expressing ideas, and participating in communication. As Thornbury (2002) also emphasizes, vocabulary is essential for conveying meaning in language. In this study, vocabulary refers specifically to

English words taught to and learned by fourth-grade students at SD IT Madani as part of their elementary English learning.

### **3. Fourth Grade Students**

The term fourth grade students refers to children typically aged between nine and ten years old who are in Grade 4 of elementary school (Shirin, 2020). At this stage, students are categorized as young learners, characterized by their curiosity, active imagination, and reliance on sensory learning (Cameron, 2001). They tend to learn best through concrete examples, visual stimulation, and interactive activities rather than abstract explanations. According to Harmer (2015), young learners have shorter attention spans but high enthusiasm when engaged with colorful, visual, and game-based materials. In this research, fourth grade students are the participants from SD IT Madani who are learning English vocabulary using visual dictionaries.

### **4. Implementation**

Implementation in the context of education refers to the process by which a teaching plan or instructional strategy is put into practice in the classroom (Richards & Rodgers, 2014). It involves several stages, including lesson planning, material preparation, classroom delivery, and evaluation. In this study, implementation refers to how the English teacher integrates and applies visual dictionaries in vocabulary teaching for fourth grade students. This includes how the teacher introduces the vocabulary, uses visual aids during instruction, and engages students in activities that encourage vocabulary retention. As noted by Brown (2007), effective implementation requires alignment between teaching objectives, chosen media, and learners' needs to ensure meaningful learning experiences.

### **5. Students' Responses**

Students' responses are the learners' affective, cognitive, and behavioral reactions toward a specific teaching method or learning medium (Oroujlou & Vahedi, 2011). These responses may include students' motivation, interest, attention, enjoyment, and perceived usefulness of the learning activity. According to Ningsih (2024), positive emotional responses enhance engagement and retention,

while negative experiences can hinder learning outcomes. In the context of this study, students' responses refer to how fourth grade learners perceive, feel, and behave when learning English vocabulary using visual dictionaries. These responses are identified through semi-structured interviews, focusing on indicators such as enthusiasm, participation, curiosity, and perceived ease in understanding and remembering new words.



## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Review

##### 1. Vocabulary in English Language Learning

Vocabulary is like the basic building blocks of any language, including English. It means knowing words and their meanings so you can talk, read, and write well. In English language learning, vocabulary is very important because without enough words, students cannot understand stories, follow lessons, or share their thoughts. For example, a child learning English needs to know simple words like "cat" or "run" to build sentences. Research shows that strong vocabulary helps young students in elementary school do better in all parts of language learning, such as listening and speaking (Putri, 2025). Studies from places like Indonesia explain that vocabulary is the key to success in English classes, as it lets kids connect with the world around them (Wibowo, 2025). This part of the review will look at why vocabulary matters, how it is defined, and ways to teach it effectively to young learners. Teachers often see that students with good vocabulary can join in class discussions more easily and enjoy reading books. Without it, learning English feels hard and confusing, like trying to build a house without bricks.

To understand vocabulary better, think of it as a collection of words that people use to communicate. It is not just about knowing a word's spelling or sound; it also includes how to use it in real life. For instance, the word "happy" can mean feeling good, and kids learn this by seeing examples in books or games. In elementary schools, teachers focus on teaching everyday words that relate to things like food, colors, or family, because these are easy for children to picture. Experts say that vocabulary grows step by step, starting from basic words and moving to harder ones as kids get older (Wibowo, 2025). Good vocabulary teaching helps students go from just understanding words when they hear them to actually using them in their own sentences. This process is important for fourth graders, who are at an age where they can start thinking about words more deeply (Wattimena,

2022). Overall, defining vocabulary this way shows how it supports all other language skills. For example, knowing words helps in math too, like understanding "add" or "subtract" in English.

Teaching vocabulary to elementary school students can be tricky because kids have different ways of learning and may not stay focused for long. One big problem is that young learners often forget words quickly if they do not practice them often. For example, a student might learn "apple" today but forget it tomorrow without reminders. In countries like Indonesia, where English is not spoken every day, students get less practice outside school, making it harder (Putri, 2025). Teachers also face challenges like dealing with students who learn at different speeds or have trouble with abstract words that cannot be touched. Research points out that boring lessons, like just repeating words, can make kids lose interest and not want to learn (Wibowo, 2025). These issues show why teachers need fun and simple methods to make vocabulary lessons more effective for children. Sometimes, students feel shy about saying words wrong, so teachers must create a safe space for trying new things.

A good way to solve these problems is by using visual aids in teaching. Visual aids are things like pictures, drawings, or videos that help kids see and remember words. For example, showing a picture of a dog next to the word "dog" makes it easier for a child to connect the image with the meaning. Studies show that visuals work well because they use more than one sense, like sight, which helps kids who learn best by looking at things (Wattimena, 2022). In elementary classrooms, teachers can use flashcards or posters to teach vocabulary, making lessons more exciting. This approach fits with how young brains work, as children often understand things better when they can see them (Wibowo, 2025). By adding visuals, teachers can make learning less stressful and more fun, helping students overcome common challenges. For instance, a video of animals can teach words like "lion" or "elephant" in a lively way.

One special type of visual aid is the visual dictionary, which is a book or app with pictures for each word. It is like a regular dictionary but with drawings

instead of just text, so kids can look up words and see what they mean right away. For instance, a visual dictionary might show a picture of a house for the word "house," helping students remember it better. Research shows that visual dictionaries are great for elementary students because they let kids learn on their own and feel proud when they figure things out (Anggraeni et al., 2021). Teachers can use them in class to show examples or give them to students as homework. Studies compare visual dictionaries to other tools and find they help kids keep words in their memory longer (Wattimena, 2022). This makes them a useful choice for teaching vocabulary in a way that matches how children learn best. Kids can even draw their own pictures to add to the dictionary, making it personal.

Vocabulary is a key part of learning English for elementary students, and it needs careful teaching to work well. While there are challenges like short attention spans and lack of practice, tools like visual aids and visual dictionaries offer simple solutions. They make words more real and easier to learn, which can lead to better results in school. This review helps explain why focusing on vocabulary with visuals is important, especially for fourth graders at places like SD IT Madani, where kids can grow their English skills step by step. By using these tools, teachers can help students feel more confident and enjoy learning English more.

## **2. Teaching Vocabulary to Young Learners**

Teaching vocabulary to young learners is one of the most essential yet challenging parts of English language education. Vocabulary acts as the foundation for communication, helping students express ideas, understand spoken and written texts, and build confidence in using English in daily life. According to Putri (2025), vocabulary mastery among young learners supports the development of other language skills, including listening, speaking, reading, and writing. In elementary schools, where students are still developing their cognitive and linguistic abilities, teachers must use techniques that fit children's age, interests, and learning styles. Effective vocabulary instruction should not only introduce new words but also help students retain and apply them in different contexts (Wattimena, 2023). This means that vocabulary teaching for children must be both meaningful and engaging to

create long-lasting learning outcomes.

Young learners differ from older students in several ways. They have shorter attention spans, learn better through play and visuals, and tend to understand words through context rather than abstract definitions. As noted in the Wibowo (2025), teachers must consider these characteristics when planning vocabulary lessons. For instance, simple and concrete words like “apple,” “ball,” or “run” are easier for children to learn because they can be associated with real-life objects or actions. Teaching abstract vocabulary, such as “freedom” or “honesty,” requires more time and visual explanation. Furthermore, young learners often learn new vocabulary implicitly by hearing and seeing words repeatedly in fun and interactive situations rather than through memorization (Permana, 2020). Thus, lessons that integrate songs, games, storytelling, and pictures tend to be more effective for elementary students than purely textbook-based teaching.

One of the biggest challenges teachers face in teaching vocabulary to children is retention. Young learners may quickly forget new words if they are not reinforced through practice. This is especially true in contexts like Indonesia, where English is a foreign language and daily exposure is limited (Putri, 2025). Without opportunities to use English outside the classroom, students struggle to maintain what they have learned. Another issue is that children often feel anxious or shy about making mistakes when speaking English. This can prevent them from practicing new words and reduce motivation. According to Wattimena (2022), creating a supportive and non-threatening environment encourages participation and helps students take risks in learning new vocabulary. Therefore, teachers should adopt activities that are repetitive yet enjoyable, such as interactive games, chants, or digital tools, to strengthen word recall.

A key factor in successful vocabulary instruction is the use of visual support. Visuals such as flashcards, pictures, posters, videos, and real objects help students link words to meanings quickly and naturally. Research has shown that children learn and remember vocabulary better when they can see what the word represents (Wibowo, 2025). For example, showing a picture of an “elephant” while

saying the word enables students to connect the sound, image, and meaning. This multisensory process supports deeper learning and makes abstract concepts easier to grasp. Moreover, visuals make lessons more interesting and interactive, reducing boredom and distraction among young learners (Wattimena, 2022). Teachers can also encourage students to draw pictures of new words or use flashcards in group activities, turning learning into a creative and social experience.

In recent years, educators have developed specific visual tools to improve vocabulary instruction, such as the visual dictionary. A visual dictionary presents vocabulary items alongside images or illustrations, allowing students to see the meaning immediately without translation. This method supports self-learning and autonomy among children (Anggraeni et al., 2021). By using visual dictionaries, students can explore and understand new words at their own pace, helping them remember words longer and use them correctly. Studies comparing visual dictionaries with traditional text-based dictionaries show that the visual format enhances comprehension and memory retention, particularly for beginners (Wattimena, 2022). In classrooms like SD IT Madani, teachers can integrate visual dictionaries into group activities, digital media, or classroom displays to strengthen vocabulary learning through continuous visual exposure.

Teaching vocabulary to young learners requires strategies that match their developmental and emotional needs. Since children learn best through engaging, concrete, and visual experiences, vocabulary teaching must go beyond rote memorization. Visual aids, games, and tools such as visual dictionaries can significantly improve comprehension and retention. As highlighted by previous studies (Putri, 2025; Wattimena, 2022; Wibowo, 2025), successful vocabulary teaching not only increases word knowledge but also motivates students to use English actively. Therefore, educators should integrate visual-based methods into their instruction to create a learning environment that is both effective and enjoyable for young learners. These approaches can help students, particularly in elementary schools like SD IT Madani, build a strong foundation for future English learning.

### 3. Visual Media in Vocabulary Learning

Vocabulary learning is one of the most essential components in second or foreign language acquisition. It serves as the foundation for all other language skills such as speaking, listening, reading, and writing. However, teaching vocabulary to young learners can be quite challenging, especially in English as a Foreign Language (EFL) contexts like Indonesia, where students are rarely exposed to English outside the classroom (Putri, 2025). To address this challenge, teachers often use various teaching aids to make learning more engaging and meaningful. One of the most effective aids is visual media, which has been proven to enhance vocabulary understanding, memory retention, and student motivation (Wattimena, 2022).

The use of visual media in vocabulary instruction is also supported by several psychological and linguistic theories. According to Dual Coding Theory, when information is presented both verbally and visually, it is stored in two different cognitive systems, increasing the chances of recall (Paivio, as cited in Wattimena, 2022). This means that when students learn new words through both sound (listening) and images (seeing), they are more likely to remember them. Similarly, Mayer's Multimedia Learning Theory suggests that learners understand new information better when it is presented using both visual and verbal formats because it helps reduce cognitive overload and enhances understanding (Aziz & Sulicha, 2013). Therefore, integrating visual materials in vocabulary lessons is not just about decoration or fun; it is grounded in cognitive learning principles that promote effective language acquisition.

In practical classroom settings, visual media can take many forms. Traditional visual tools such as flashcards, posters, and wall charts are commonly used in elementary schools. These tools are simple yet effective for introducing, drilling, and reviewing vocabulary. For example, flashcards can be used in interactive games such as "memory match" or "guess the word," which make vocabulary learning more active and engaging. According to the research from the Wibowo (2025), young learners become more motivated and responsive when teachers use pictures or real objects rather than relying only on verbal explanations.

Visual aids also help teachers explain meanings without translating into the students' native language, allowing children to think directly in English. This approach supports the principle of communicative language teaching, where meaning is understood through context and visuals instead of translation (Wattimena, 2022).

In addition to traditional tools, modern visual media such as digital slides, animations, videos, and visual dictionaries are increasingly being used in classrooms. These media are attractive and interactive, catering to the learning style of today's digital-native students. The Aziz & Sulicha (2013) found that digital visual media help sustain students' attention and improve vocabulary retention through repeated exposure and contextual examples. For instance, short video clips can show objects, actions, and contexts that make words meaningful. Visual dictionaries, in particular, combine both pictures and written forms of words, enabling students to build vocabulary through visual association. As explained by Anggraeni et al. (2021), visual dictionaries are especially beneficial for young learners because they allow children to recognize, understand, and remember new words without relying heavily on translation. They also encourage independent learning, as students can explore and learn new vocabulary items by themselves.

The benefits of visual media in vocabulary learning extend beyond comprehension and retention they also influence motivation and classroom participation. When learning activities involve colorful, attractive visuals, students are more enthusiastic and focused. According to the Wattimena (2022), visual materials reduce boredom and anxiety, particularly in large classes where maintaining engagement is difficult. Teachers who use visuals effectively can turn vocabulary learning into an enjoyable and memorable experience. For example, activities such as labeling classroom items, creating picture dictionaries, or drawing vocabulary scenes can transform passive learning into interactive exploration. The Wibowo (2025) emphasizes that such activities build a more positive attitude toward English learning and increase students' confidence in using new words in real communication.

However, the use of visual media also requires careful planning. Teachers must select visuals that are clear, culturally appropriate, and relevant to students' level and background. According to Permana (2020), one of the challenges teachers face is balancing visual attractiveness with pedagogical purpose too many visuals can distract students, while too few may fail to capture their interest. The teacher's role is to integrate visuals meaningfully into the lesson, not just as supplementary decoration but as central learning tools. For instance, before introducing a new topic, a teacher might use a series of related pictures to activate students' prior knowledge and help them predict the lesson content. This not only prepares their minds for learning but also connects new vocabulary to what they already know, fostering deeper understanding (Aziz & Sulicha, 2013).

Research evidence consistently supports the effectiveness of visual media in vocabulary instruction. Previous studies revealed that students who are taught using visual media achieved significantly better vocabulary learning outcomes than those taught through traditional text-based instruction (Wibowo, 2025; Aziz & Sulicha, 2013). These studies also found that visual media enhanced students' long-term retention and learning motivation. Similarly, Putri (2025) demonstrated that using word wall media, a type of visual display, helped young learners remember new words more easily because repeated visual exposure reinforced memory. These findings suggest that visual media are not only helpful tools but also essential components of effective English vocabulary instruction for young learners.

Visual media play a crucial role in vocabulary learning, especially for elementary school students. They make abstract concepts concrete, increase comprehension, promote retention, and enhance motivation. Teaching vocabulary through visuals aligns with how children naturally learn through seeing, touching, and experiencing. Visual media bridge the gap between words and meaning, creating a richer and more engaging learning environment. As highlighted by Wattimena (2022) and Wibowo (2025), the integration of visual media such as flashcards, posters, and visual dictionaries not only improves vocabulary acquisition but also fosters creativity and independent learning. Therefore,

teachers should consistently incorporate visual media as a central part of their vocabulary instruction to support the development of young learners' English language skills.

#### **4. Visual Dictionary as a Learning Tool**

A visual dictionary, also known as a picture dictionary, is a type of dictionary that presents vocabulary through images accompanied by labels or short descriptions (Ramdania, Marhum, & Wahyudin, 2025). Unlike traditional dictionaries that provide meanings in textual form, a visual dictionary integrates words with corresponding pictures, enabling learners to associate new vocabulary with concrete representations. According to Mayer (2020), the combination of verbal and visual inputs enhances understanding through multimodal learning, helping learners process and store information in both linguistic and visual memory channels. This approach aligns with Paivio's Dual Coding Theory, which states that people learn more effectively when information is encoded both verbally and visually (Paivio, as cited in Wattimena, 2022).

In language learning, especially for young learners, visual dictionaries are highly effective because they match the cognitive development stage of children. At the elementary level, students are typically in Piaget's concrete operational stage, where they understand concepts better through visual and tangible stimuli rather than abstract definitions (Cameron, 2001). Therefore, visual dictionaries help make vocabulary learning more meaningful and enjoyable, allowing students to relate English words to real-world objects and experiences (Putri, Intan, & Asnidar, 2025). In addition, visual dictionaries provide meaningful visual support that helps students understand and remember new vocabulary more effectively. They also create a more engaging learning environment, encouraging students to participate actively during vocabulary learning activities.

##### **1. Advantages of Visual Dictionaries**

The use of visual dictionaries in teaching vocabulary provides several pedagogical advantages that contribute to effective learning outcomes:

- 1) Enhancing comprehension. Learners can easily understand new

vocabulary by looking at related pictures. Visual images clarify word meanings without the need for lengthy explanations or translations, allowing students to learn directly in English (Andriani, Putri, & Ramdania, 2025).

- 2) Improving retention. Words that are connected to images are easier to remember. Visual association strengthens memory recall and supports long-term retention of vocabulary items (Wibowo, 2025). This is especially beneficial for young learners who learn best through repeated visual exposure.
- 3) Increasing motivation. Colorful and attractive visuals make learning more enjoyable. According to Suci and Andriani (2023), visual-based materials sustain students' attention and reduce boredom, encouraging a positive attitude toward English learning.
- 4) Supporting independent learning. Visual dictionaries allow students to learn autonomously. They can explore vocabulary at their own pace, using pictures as guides without always depending on teacher assistance (Ramdania et al., 2025). This encourages curiosity and self-directed learning.
- 5) Facilitating contextual learning. Many visual dictionaries organize vocabulary by themes such as "animals," "fruits," or "school objects." This helps learners understand the relationship between words and contexts, promoting functional and meaningful vocabulary use (Putri et al., 2025).

## **2. Limitations of Visual Dictionaries**

Despite their advantages, visual dictionaries also have several limitations that teachers must consider in classroom use:

- 1) Limited explanation. Visual dictionaries often lack detailed definitions or grammatical information. Therefore, they may not be sufficient for advanced learners or for understanding abstract words (Permana, 2020).

- 2) Cultural interpretation. Some images may not be familiar to students in certain cultural contexts. Teachers must ensure that visuals are culturally appropriate and easily recognizable to avoid confusion (Wibowo, 2025).
- 3) Overreliance on visuals. Excessive dependence on pictures can make students focus only on images rather than learning pronunciation, spelling, or usage. Teachers should balance visual aids with verbal practice (Aziz & Sulicha, 2013).

### 3. Classroom Application of Visual Dictionaries

In classroom settings such as at SD IT Madani visual dictionaries can be effectively implemented as part of vocabulary instruction. Teachers may introduce new words using printed or digital picture dictionaries, display them on classroom word walls, or integrate them into interactive learning activities. For instance, students can:

- 1) Match pictures with words to reinforce word-meaning connections.
- 2) Label classroom objects using words from the visual dictionary.
- 3) Create their own mini picture dictionaries as a project-based activity.
- 4) Use visual dictionaries during reading or storytelling sessions to understand unfamiliar words in context.

According to Wattimena (2022), such activities transform vocabulary learning into a more engaging and participatory process in which students are actively involved. Moreover, previous research found that students who learned using visual dictionaries performed better in vocabulary tests and demonstrated greater enthusiasm during classroom activities than those who learned through text-only materials (Wibowo, 2025).

In teaching vocabulary, visual dictionaries can be used through several steps. First, the teacher introduces new vocabulary by showing pictures together with the corresponding English words. Second, the teacher explains the meaning and models the correct pronunciation of each word. Third, students are asked to repeat and practice the vocabulary through simple activities, such as identifying pictures,

matching words with pictures, answering questions, and completing vocabulary exercises. Through these activities, students can connect the written words with their visual representations and practice using the vocabulary in a meaningful context. The visual dictionary functions not only as a source of vocabulary but also as a medium that guides students through the process of understanding, practicing, and remembering new words.

Therefore, the implementation of visual dictionaries in the classroom not only improves vocabulary mastery but also builds students' confidence and motivation in learning English. This tool helps bridge the gap between visual understanding and linguistic competence, making it particularly effective for young learners at the elementary level.

### **5. Students' Responses Toward Learning Media**

Learning media plays a crucial role in shaping students' engagement, motivation, and comprehension in the language learning process. According to Mayer (2020), appropriate learning media can stimulate multiple sensory channels visual, auditory, and kinesthetic which enhances students' understanding and retention of the material. In the context of teaching English vocabulary, the use of learning media such as visual dictionaries, flashcards, or digital illustrations can significantly influence students' attitudes and responses toward the learning process (Andriani, Putri, & Ramdania, 2025). Students' responses generally reflect their feelings, perceptions, and behavioral tendencies when they interact with certain media in the classroom.

Positive student responses toward learning media indicate that they feel interested, motivated, and comfortable with the learning process. Putri, Intan, and Asnidar (2025) stated that students tend to show enthusiasm when teachers use media that are visually attractive and easy to understand. This is because young learners are naturally drawn to colors, pictures, and interactive elements. When media involve visual support, students are more likely to participate actively, remember vocabulary longer, and connect words with real-life objects or experiences (Cameron, 2001).

Furthermore, Ramdania et al. (2025) found the use of visual dictionary in vocabulary learning helps create a more engaging and enjoyable classroom atmosphere. Students who were taught using visual dictionaries reported that they could understand new words more easily because the combination of pictures and words made meanings clearer. This visual-verbal link not only facilitates comprehension but also reduces students' anxiety in learning English vocabulary. Wibowo (2025) reported that students expressed positive perceptions of the use of visual media, stating that it helped them learn more independently and made vocabulary lessons more engaging than traditional teaching methods.

According to the study by Suci and Andriani (2023), the use of visual-based learning media can enhance students' motivation through emotional engagement. When students find learning materials interesting, their emotional responses such as curiosity and enjoyment increase, leading to higher participation and better vocabulary retention. In the context of elementary school students, these emotional responses are essential because motivation is a strong predictor of learning success (Wattimena, 2022). Visual media, therefore, act not only as teaching aids but also as motivational tools that sustain students' attention throughout the lesson.

However, students' responses toward learning media are not always uniformly positive. Some learners may encounter challenges, especially when media are not culturally relevant or too complex to interpret (Aziz & Sulicha, 2013). For example, if a visual dictionary contains images unfamiliar to the students' local context, it may cause confusion or misinterpretation of word meanings. Additionally, when media are used excessively without sufficient teacher explanation, students might become overly dependent on visual cues, which can limit their verbal and writing skills (Permana, 2020). Therefore, it is important for teachers to select and adapt media carefully to meet the students' needs and background.

In the case of SD IT Madani, students' responses toward the use of a visual dictionary are expected to be largely positive, considering their developmental stage and curiosity toward visual learning. Visual dictionaries align with their learning

preferences and cognitive style, as elementary learners benefit from concrete, image-based materials. As Putri et al. (2025) highlighted, interactive visual media foster not only understanding but also a sense of enjoyment and confidence in using new vocabulary. When students feel emotionally engaged and find learning enjoyable, they become more motivated to participate and retain what they have learned.

Students' responses toward learning media such as visual dictionaries are influenced by factors including media design, content relevance, and teacher facilitation. Positive responses indicate that the media successfully meet students' cognitive and affective needs. Hence, teachers should continuously evaluate students' feedback and adapt learning materials to ensure that the media particularly visual ones remain effective, enjoyable, and supportive of language learning objectives.

## **B. Previous Studies**

Ramdania, Marhum, and Wahyudin (2025) conducted a study at SMP Negeri 15 Palu, investigating the effectiveness the use of visual dictionary in improving students' vocabulary mastery. Their findings revealed that visual dictionaries made learning more interactive and enjoyable, leading to better vocabulary retention and higher student participation in class. The researchers emphasized that visual representations help students connect new words with concrete images, thus supporting long-term memory.

Similarly, Putri, Intan, and Asnidar (2025) examined the use of picture dictionaries at SMPN 11 Barru. The results indicated that students were more motivated and engaged when the use of visual dictionaries, as they could easily associate words with images. This approach simplified the process of understanding new vocabulary and reduced students' anxiety toward English learning. The study concluded that picture-based learning media effectively improved both vocabulary comprehension and classroom atmosphere.

A study by Andriani, Sari, and Rahmawati (2024) highlighted that colored and labeled pictures significantly enhanced students' vocabulary understanding.

The visual materials helped activate both the visual and linguistic memory systems, enabling students to retain new words more effectively. The researchers suggested that teachers integrate more visual elements into vocabulary lessons to sustain students' interest and focus during the learning process.

Furthermore, Suci et al. (2023) conducted research on the use of visual tools such as charts, flashcards, and labeled pictures in vocabulary teaching. Their study found that these tools increased students' attention and enthusiasm in learning new words. Students were able to recall vocabulary more easily and apply it in simple sentences, showing improvement not only in recognition but also in productive use of vocabulary.

Anggraeni and Fitria (2023) compared traditional vocabulary teaching methods such as rote memorization and translation with visual-based learning. They discovered that students in the visual media group demonstrated better retention, motivation, and classroom participation. Traditional methods tended to make students passive, whereas visual dictionaries encouraged exploration and independent learning.

From the previous studies above, it can be concluded that visual dictionaries and other visual learning tools have a positive effect on vocabulary mastery and students' learning motivation. However, most of the studies were conducted at the junior high school level, while research focusing on elementary school students particularly fourth graders remains limited. Moreover, few studies have examined students' emotional responses or perceptions toward the use of visual dictionaries. Therefore, the present study aims to explore the use of visual dictionaries in teaching vocabulary and to investigate students' responses at the elementary school level, especially at SD IT Madani.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

In this study, the researcher used a qualitative research design because it focuses on describing real classroom situations and understanding the use of visual dictionaries by teachers and students in vocabulary learning. According to Somba and Widyaningrum (2023), qualitative research helps the researcher explore events naturally without manipulating the environment. Therefore, this study aims to describe what really happens in the classroom when the use of visual dictionaries is applied in teaching vocabulary to elementary students.

The sub-design of this study is a case study. The researcher chose the case study approach because it allows the researcher to investigate deeply one particular case, namely the use of a visual dictionary in one English class at SD IT Madani. A case study is useful when the researcher wants to understand a phenomenon in its real context (Maulida, 2019). In this case, the researcher aims to find out how the teacher applies the use of visual dictionary, how students respond, and what challenges or benefits appear during the teaching process. This design enables the researcher to obtain a comprehensive understanding of the implementation of visual dictionaries in the natural classroom setting.

#### B. Research Participant

The participants of this research consist of two English teachers and five fourth-grade students of SD IT Madani. The participants were chosen because they represent the context where visual dictionaries are applied in English vocabulary learning. The fourth graders are suitable for this study since they are at a developmental stage where learning through visuals and concrete objects is more effective. According to Cameron (2001), young learners aged 9- 10 years are in the concrete operational stage, which means they learn better when lessons are supported by images and interactive materials. Therefore, the use of visual dictionaries is appropriate for helping them connect new words with their meanings

through visual associations.

The English teachers were selected because they were directly involved in teaching English vocabulary to fourth-grade students and in implementing the visual dictionary used in the classroom. They have several years of teaching experience and play an essential role in implementing the learning media. Meanwhile, the student participants consist of five fourth-grade students aged approximately 9-10 years old. They were selected purposively because they were directly involved in learning vocabulary through visual dictionaries and could provide rich information about their learning experiences. They have been learning English as a compulsory subject at school and are currently developing their basic vocabulary. Their participation is valuable in understanding how young learners respond to the use of visual dictionaries in real classroom conditions.

The participants were selected using purposive sampling, a non-probability sampling technique that allows the researcher to intentionally select participants based on specific criteria (Mardianti & Eliza, 2022). In this study, the fourth-grade class consisted of 30 students, from whom five students were purposively selected as student participants based on the predetermined criteria. The criteria for the student participants were that they were fourth-grade students at SD IT Madani, participated in English vocabulary learning using visual dictionaries, and were directly involved in the learning activities observed in this study. Meanwhile, the teacher participants were selected based on their direct involvement in teaching English vocabulary to fourth-grade students and implementing the visual dictionary in the classroom. These criteria were used to ensure that the selected participants could provide relevant information about the implementation of visual dictionaries and students' responses to their use.

Before conducting the study, the researcher met the school principal and English teacher to ask for permission. The researcher explained the purpose and procedures of the research and informed the participants that their participation was voluntary. The researcher also explained that the information collected would be used only for research purposes. An official permission letter from the university

was shown to the school to make the research process formal and ethical.

### **C. The Technique of Data Collection**

To collect accurate and complete information, the researcher used three techniques:

#### **1. Observation**

First, the researcher conducted classroom observations during the English lessons where visual dictionaries were used. The researcher did not join the teaching process directly but watched carefully as a non-participant observer. The researcher completed an observation checklist to record the teacher's teaching activities, the students' participation, and the use of the visual dictionary during the lesson. The observation involved the entire fourth-grade class to obtain a comprehensive understanding of the teaching and learning process. This helped the researcher see the real teaching process naturally (Somba & Widyaningrum, 2023).

#### **2. Interview**

After the observation, the researcher conducted semi-structured interviews with two English teachers and five fourth-grade students. The researcher prepared guiding questions but also allowed open discussions so the participants could express their opinions freely. The interviews were done face-to-face after class. The five students were selected purposively based on their participation in learning vocabulary using visual dictionaries. The researcher recorded the teacher's and students' responses with permission for data analysis. The purpose of the interviews was to understand their experiences and responses toward the use of visual dictionaries (Maulida, 2019).

#### **3. Documentation**

The researcher also collected supporting documents such as students' vocabulary worksheets, photographs of classroom activities, and interview recordings. These documents helped to confirm and strengthen the findings obtained from the observations and interviews (Anggraeni, Sari, & Febriyanti, 2021).

#### **D. The Technique of Data Analysis**

After all the data were collected through classroom observation, interviews, and documentation, the researcher analyzed them using thematic analysis, as proposed by Braun and Clarke (2006). This method was chosen because it allows the researcher to identify, analyze, and interpret patterns or themes that emerge from qualitative data. According to Braun and Clarke, thematic analysis provides flexibility in analyzing data while ensuring that the researcher can present a detailed, rich, and complex account of the data. It is suitable for descriptive qualitative research like this study, where the goal is to explore and describe teachers' and students' experiences naturally (Wibowo, 2025).

Thematic analysis was used to organize and explain the data obtained from classroom observation, interviews, and supporting documents. It helped the researcher understand how the English teacher implemented the use of visual dictionaries in teaching vocabulary, how students responded during learning, and what benefits or challenges appeared in the process. This analysis aimed to connect the findings with the research questions and provide a comprehensive picture of the use of visual dictionaries in real classroom settings (Wattimena, 2022).

The process of thematic analysis in this study followed several key steps based on Braun and Clarke's (2006) framework:

1. Data Familiarization

First, the researcher read and listened to all the data repeatedly to become fully familiar with them. The researcher reviewed the completed observation checklist, interview transcripts, and documentation to gain a deep understanding of the content. This stage helped the researcher notice initial ideas, patterns, and possible meanings in the data (Somba & Widyaningrum, 2023).

2. Generating Initial Codes

In this stage, the researcher highlighted important segments of the data and gave them short descriptive labels or "codes." For example, the researcher created codes such as "teacher's strategy," "students'

engagement,” “learning challenge,” or “benefits of visual media.” Coding helped organize the data into smaller units that were easier to analyze (Mardianti & Eliza, 2022).

### 3. Searching for Themes

The researcher then examined the codes to identify broader patterns of meaning, which were grouped into potential themes. For instance, codes related to students’ enthusiasm, curiosity, and participation were combined into a theme called “students’ responses toward visual learning.” Similarly, codes about the teacher’s methods and classroom techniques formed a theme called “teacher’s implementation of visual dictionary.”

### 4. Reviewing and Defining Themes

The next step was to review all the identified themes to ensure they accurately represented the data. The researcher refined them by combining similar themes or removing overlapping ones. Each theme was clearly defined and supported with data from the observation checklist, interview transcripts, and documentation (Wibowo, 2025).

### 5. Interpreting and Reporting the Data

Finally, The researcher interpreted the meaning of each theme in relation to the research objectives. The analysis was written in descriptive form, supported by evidence obtained from observation, interviews, documentation, and connected to previous studies discussed in Chapter II. This interpretation aimed to provide a meaningful explanation of how the use of visual dictionaries influenced students’ vocabulary learning and classroom interaction (Aziz & Sulicha, 2013).

Through these steps, the data analysis process transformed the raw qualitative data into organized and meaningful findings. The thematic analysis helped the researcher understand the real experiences of the teachers and students, providing a clear picture of the effectiveness and challenges of using visual dictionaries in vocabulary instruction for young learners.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

This study employed three data collection techniques: classroom observation, semi-structured interviews, and documentation. These techniques provided comprehensive information about the implementation of the visual dictionary in teaching English vocabulary to fourth-grade students at SD IT Madani. Observation enabled the researcher to directly examine the teacher's use of the visual dictionary, while interviews provided insights into the participants' experiences, opinions, and responses. Documentation, particularly students' vocabulary worksheets, supported the findings from the other techniques.

The participants consisted of two English teachers and five fourth-grade students. The teachers were selected because they were directly responsible for teaching English using the visual dictionary, while the students were purposively selected based on their participation in the learning activities. For confidentiality, the teachers were identified as Teacher 1 (T1) and Teacher 2 (T2), and the students as Student 1 (S1) to Student 5 (S5). All participants had direct experience with the visual dictionary, making them relevant sources of information.

Observation was conducted during English lessons using the visual dictionary as the main learning medium. An observation checklist was used to record instructional activities, student participation, classroom interaction, and the learning atmosphere. Interviews were conducted after the observation to explore the participants' perspectives, while students' completed vocabulary worksheets were collected as supporting evidence.

The findings are presented according to the two research questions in Chapter I and are based on data from observation, interviews, and documentation.

#### 1. The Use of Visual Dictionary in Teaching Vocabulary

To answer the first research question, the researcher analyzed data from classroom observation, semi-structured interviews with two English teachers, and supporting documentation. The observation checklist examined the teacher's

instructional activities, use of the visual dictionary, student participation, classroom interaction, and learning atmosphere. Interviews explored the teachers' experiences and perspectives, while students' vocabulary worksheets supported the findings. These three sources provided a comprehensive description of the implementation of the visual dictionary in teaching English vocabulary to fourth-grade students at SD IT Madani.

a. Results of Classroom Observation

| No | Observation Aspects      | Indicators                                                      | Yes | No | Notes                                                                                                   |
|----|--------------------------|-----------------------------------------------------------------|-----|----|---------------------------------------------------------------------------------------------------------|
| 1  | Opening Activity         | Teacher greets students and opens the lesson properly           | ✓   |    | The teacher greeted the students, checked attendance, and introduced the learning objectives            |
| 2  | Lesson Preparation       | Teacher prepares the visual dictionary before the lesson starts | ✓   |    | The visual dictionary was ready and distributed before the lesson began                                 |
| 3  | Topic Introduction       | Teacher introduces the vocabulary topic clearly                 | ✓   |    | The teacher introduced the topic using simple explanations and examples                                 |
| 4  | Use of Visual Dictionary | Teacher uses pictures and words simultaneously                  | ✓   |    | The teacher showed pictures together with English words and asked students to observe them              |
| 5  | Vocabulary Explanation   | Teacher explains vocabulary using visual support                | ✓   |    | The teacher explained the meaning and function of each word using the pictures in the visual dictionary |
| 6  | Pronunciation Practice   | Teacher asks students to repeat the pronunciation               | ✓   |    | Students repeated each vocabulary item together after the teacher                                       |
| 7  | Student Attention        | Students pay attention during the lesson                        | ✓   |    | Most students focused on the teacher and the visual                                                     |

|    |                       |                                                               |   |  |                                                                                                     |
|----|-----------------------|---------------------------------------------------------------|---|--|-----------------------------------------------------------------------------------------------------|
|    |                       |                                                               |   |  | dictionary throughout the lesson                                                                    |
| 8  | Student Participation | Students participate actively in classroom activities         | ✓ |  | Students answered questions, read vocabulary aloud, and completed classroom tasks                   |
| 9  | Student Enthusiasm    | Students look enthusiastic and interested                     | ✓ |  | Students appeared excited, smiled, and willingly participated in learning activities                |
| 10 | Student Understanding | Students understand vocabulary through pictures               | ✓ |  | Most students could identify and mention the correct vocabulary based on the pictures               |
| 11 | Classroom Interaction | Teacher and students interact actively                        | ✓ |  | There was active question-and-answer interaction between the teacher and students                   |
| 12 | Learning Atmosphere   | Classroom atmosphere is enjoyable and active                  | ✓ |  | The classroom atmosphere was positive, interactive, and conducive to learning                       |
| 13 | Media Effectiveness   | Visual dictionary helps students understand vocabulary easier | ✓ |  | Students understood new vocabulary more quickly because pictures supported the meaning of the words |
| 14 | Student Confidence    | Students are confident in answering questions                 | ✓ |  | Most students answered the teacher's questions confidently with minimal hesitation                  |
| 15 | Closing Activity      | Teacher reviews the lesson and vocabulary                     | ✓ |  | The teacher reviewed the vocabulary learned and concluded the lesson before closing                 |
| 16 | Students Motivation   | Students show motivation to learn                             | ✓ |  | Students were willing to participate and showed                                                     |

|    |                   |                                                                                             |   |  |                                                                                               |
|----|-------------------|---------------------------------------------------------------------------------------------|---|--|-----------------------------------------------------------------------------------------------|
|    |                   | vocabulary using the visual dictionary                                                      |   |  | interest throughout the lesson                                                                |
| 17 | Vocabulary Recall | Students are able to recall previously learned vocabulary after using the visual dictionary | ✓ |  | Most students successfully remembered and mentioned the vocabulary during the review session. |

Based on the classroom observation, the implementation of the visual dictionary was carried out systematically throughout the teaching and learning process. The lesson began with the teacher greeting the students, checking their attendance, and introducing the learning objectives. Before the lesson started, the teacher prepared the visual dictionary and students' worksheets to ensure that the learning activities could be conducted effectively.

During the main activity, the teacher introduced vocabulary related to body parts, animals, and fruits by displaying pictures together with the corresponding English words. The teacher explained the meaning of each vocabulary item, demonstrated the correct pronunciation, and asked the students to repeat the words several times. The teacher also encouraged students to answer simple questions and identify the pictures shown in the visual dictionary. This teaching strategy enabled students to associate the pictures with the corresponding English vocabulary more easily.

The observation further revealed that the students showed positive participation throughout the lesson. Most students paid close attention to the teacher's explanation, responded actively to questions, participated in pronunciation practice, and completed the vocabulary activities enthusiastically. The interaction between the teacher and students created an enjoyable and supportive classroom atmosphere that encouraged active learning.

The observation checklist also indicated that the visual dictionary functioned as an effective instructional medium. The use of pictures together with written vocabulary helped students understand the meaning of unfamiliar words more easily and improved their confidence in participating in classroom activities. Furthermore, the students were able to complete the vocabulary worksheets

correctly, indicating that they understood most of the vocabulary presented during the lesson.

Overall, the classroom observation demonstrated that the visual dictionary was implemented effectively throughout the teaching and learning process. The findings suggest that the visual dictionary supported both the teaching process and students' vocabulary learning by making the learning activities more interactive, meaningful, and engaging.

#### b. Findings from Teacher Interviews

To obtain a deeper understanding of how the visual dictionary was implemented in teaching English vocabulary, the researcher conducted semi-structured interviews with two English teachers at SD IT Madani. The interview data complemented the classroom observation by providing more detailed information about the teachers' experiences, instructional practices, and perceptions regarding the implementation of the visual dictionary. The analysis of the interview data revealed several themes related to the use of the visual dictionary, including the teachers' reasons for using the visual dictionary, its implementation during classroom instruction, students' participation, as well as the perceived benefits and challenges of using the visual dictionary in vocabulary learning.

These data were then analyzed through an initial coding process. Significant statements from the interview transcripts were identified and organized into initial codes to facilitate the development of themes related to the use of the visual dictionary in teaching vocabulary.

| Theme                                             | Initial Code                                       | Evidence from Transcript                                                                                                                             | Interpretation                                                                                                                             |
|---------------------------------------------------|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Teachers' Reasons for Using the Visual Dictionary | Pictures help students understanding word meanings | T1: <i>"I choose visual dictionaries because they help students understand the meaning of new words through pictures, making vocabulary learning</i> | Teacher 1 perceived that the visual dictionary facilitated vocabulary learning because pictures helped students understand the meanings of |

|                                         |                                                                    |                                                                                                                                                                                                                            |                                                                                                                                           |
|-----------------------------------------|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
|                                         |                                                                    | <i>easier and more interesting."</i>                                                                                                                                                                                       | unfamiliar words more easily.                                                                                                             |
|                                         | Pictures make vocabulary easier and increase interest              | T2: <i>"I choose visual dictionaries because they help students understand the meaning of words more quickly. The pictures make abstract vocabulary easier to understand and increase students' interest in learning."</i> | Teacher 2 believed that the visual dictionary simplified vocabulary learning while increasing students' interest and engagement.          |
| Implementation of the visual dictionary | Showing pictures and vocabulary words                              | T1: <i>"I show pictures and vocabulary words, explain their meanings, and ask students to repeat and practice the words in classroom activities."</i>                                                                      | The visual dictionary was implemented through picture presentation, explanation, repetition, and classroom practice.                      |
|                                         | Introducing vocabulary through pictures and pronunciation practice | T2: <i>"I introduce the vocabulary by showing the pictures, explain the meaning and pronunciation, ask students to repeat the words, and then practice them through classroom activities and simple exercises."</i>        | The implementation followed a systematic sequence consisting of vocabulary introduction, pronunciation practice, and learning activities. |
| Students responses during the lesson    | Students are interested and enthusiastic                           | T1: <i>"Students respond positively. They are more interested, enthusiastic, and focused during the lesson."</i>                                                                                                           | Teacher 1 observed that students showed positive responses and maintained attention throughout the lesson.                                |

|                                   |                                                    |                                                                                                                                                     |                                                                                                                         |
|-----------------------------------|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
|                                   | Students pay attention and enjoy learning          | T2: <i>"The students respond positively. They pay more attention, participate actively, and enjoy the learning activities."</i>                     | Teacher 2 observed that the visual dictionary created an enjoyable learning atmosphere that encouraged participation.   |
| Students participation            | Students answer questions and participate actively | T1: <i>"Yes, students become more active. They participate in activities, answer questions, and interact more confidently in class."</i>            | The visual dictionary encouraged students to become more active and confident during classroom interaction.             |
|                                   | Students participate confidently                   | T2: <i>"Yes, they become more active. They are more confident to answer questions, participate in discussions, and complete classroom tasks."</i>   | The visual dictionary increased students' confidence and classroom participation.                                       |
| Benefits of the visual dictionary | Improve understanding and memory                   | T1: <i>"Visual dictionaries help students understand, remember, and learn vocabulary more effectively. They also make learning more enjoyable."</i> | Teacher 1 perceived that the visual dictionary improved vocabulary comprehension, retention, and learning enjoyment.    |
|                                   | Improve understanding, memory, and motivation      | T2: <i>"Visual dictionaries help students understand vocabulary more easily, improve their memory, increase their motivation, and"</i>              | Teacher 2 believed that the visual dictionary supported both cognitive and motivational aspects of vocabulary learning. |

|                                           |                                               |                                                                                                                                                               |                                                                                                            |  |
|-------------------------------------------|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|--|
|                                           |                                               |                                                                                                                                                               | <p><i>make the learning process more enjoyable."</i></p>                                                   |  |
| Challenges in using the visual dictionary | Some vocabulary needs further explanation     | T1: <i>"Sometimes students still need additional explanations for unfamiliar words, and some pictures may not fully explain the meaning."</i>                 | Although effective, the visual dictionary could not explain every vocabulary item without teacher support. |  |
|                                           | Difficult words cannot rely only on pictures  | T2: <i>"Sometimes students still need additional explanations for difficult vocabulary, and a few words cannot be explained clearly with pictures alone."</i> | Teacher 2 considered teacher explanations necessary for difficult or abstract vocabulary.                  |  |
| Vocabulary retention                      | Students remember vocabulary through pictures | T1: <i>"Yes, it helps students remember vocabulary better because they can connect the words with pictures, making them easier to recall."</i>                | Associating words with pictures strengthened students' vocabulary retention.                               |  |
|                                           | Words are remembered longer                   | T2: <i>"Yes, it does. Students can remember vocabulary more easily because they associate the words with the pictures."</i>                                   | Teacher 2 believed that visual association helped students retain vocabulary more effectively.             |  |
| Future use of the visual dictionary       | Continue using the visual dictionary          | T1: <i>"Yes, I will continue using visual dictionaries because</i>                                                                                            | Teacher 1 intended to continue using the visual dictionary                                                 |  |

*they make vocabulary because of its learning easier, more effectiveness in effective, and more vocabulary enjoyable for instruction. students."*

Suitable for elementary students T2: "Yes, I will Teacher 2 regarded *continue using visual the visual dictionary dictionaries because as an appropriate they are effective, instructional medium practical, and for future English suitable for teaching lessons. vocabulary to elementary school students."*

#### a) Teachers' Reasons for Using the Visual Dictionary

The interview responses indicated that both teachers deliberately selected the visual dictionary as one of the primary instructional media for teaching English vocabulary to fourth-grade students at SD IT Madani. Based on their teaching experiences, they believed that young learners needed learning media that were interesting, meaningful, and appropriate to their cognitive development. The visual dictionary was chosen because it combines pictures with written vocabulary, enabling students to understand new words more easily than through text or verbal explanation alone.

Teacher 1 stated:

*"I choose visual dictionaries because they help students understand the meaning of new words through pictures, making vocabulary learning easier and more interesting."*

This response shows that Teacher 1 viewed the visual dictionary as an instructional medium that facilitated students' understanding of unfamiliar vocabulary through visual clues. By associating English words with corresponding pictures, students could understand word

meanings more easily. The teacher also perceived that this visual support made vocabulary learning more accessible and interesting for elementary school students.

Teacher 2 expressed a similar view, particularly emphasizing the role of pictures in making vocabulary easier and quicker to understand. The teacher stated:

*“I choose visual dictionaries because they help students understand the meaning of words more quickly. The pictures make abstract vocabulary easier to understand and increase students' interest in learning.”*

This statement indicates that Teacher 2 perceived the visual dictionary as useful not only for improving vocabulary comprehension but also for increasing students' interest in learning English. The pictures helped make abstract vocabulary more concrete and understandable, while the attractive visual representations encouraged students to participate more actively in classroom activities.

When asked whether the visual dictionary was effective for elementary school students, Teacher 2 further stated:

*“Yes, it is very effective for elementary school students.”*

This further supports the view that the visual dictionary was appropriate and effective for young learners.

Overall, both teachers agreed that the visual dictionary supported vocabulary comprehension and increased students' interest in learning English. These findings were consistent with the classroom observation, in which the teachers used pictures together with English words to introduce new vocabulary, while students paid attention and actively participated in vocabulary practice. The interview and observation findings therefore showed that the visual dictionary helped make vocabulary learning easier, more interesting, and meaningful for young learners. Thus, the visual dictionary served as an effective and engaging instructional medium for teaching English vocabulary to fourth-grade

students at SD IT Madani.

b) The Implementation of the Visual Dictionary During Classroom Instruction

The interview responses showed that both teachers implemented the visual dictionary through a systematic sequence of activities, including introducing vocabulary through pictures, explaining meanings and pronunciation, repetition, and classroom practice. The visual dictionary was used as the main medium to help students understand and practice new English vocabulary.

Teacher 1 explained that the lesson began with pictures and corresponding English words, followed by explanations, pronunciation practice, and classroom activities.

Teacher 1 stated:

*“I show pictures and vocabulary words, explain their meanings, and ask students to repeat and practice the words in classroom activities.”*

This response indicates that Teacher 1 followed a structured procedure in which pictures were used to introduce vocabulary before students practiced the words through repetition and classroom activities. This helped students understand the vocabulary and participate actively in the learning process.

Similarly, Teacher 2 described a sequence involving pictures, meaning and pronunciation explanations, repetition, and simple exercises.

Teacher 2 stated:

*“I introduce the vocabulary by showing the pictures, explain the meaning and pronunciation, ask students to repeat the words, and then practice them through classroom activities and simple exercises.”*

When asked whether students practiced the vocabulary after the explanation, Teacher 2 added:

*“Yes, they repeat and use the new words during the activities.”*

This statement shows that students were given opportunities to immediately practice and use the vocabulary through classroom activities. Repetition and practice supported their understanding and confidence in using the new words.

The interview findings were consistent with the classroom observation. The teacher introduced vocabulary related to body parts, animals, and fruits using pictures and corresponding English words, explained their meanings and pronunciation, and asked students to repeat and practice the vocabulary through question-and-answer activities and worksheets. The visual dictionary was consistently used as the primary instructional medium.

The students' completed vocabulary worksheets also supported these findings. They showed that students could recognize pictures, identify the appropriate English vocabulary, and complete the assigned activities successfully.

Overall, both teachers implemented the visual dictionary through a structured process of picture-based introduction, explanation, pronunciation practice, repetition, and classroom activities. The combination of visual support and practice helped students understand and apply new vocabulary while creating an interactive learning environment.

#### c) Students' Participation During Vocabulary Learning

The interview responses indicated that the use of the visual dictionary encouraged students to participate more actively during English vocabulary learning. Both teachers observed that pictures attracted students' attention, increased their enthusiasm, and encouraged them to interact during classroom activities.

According to Teacher 1, students responded positively when the visual dictionary was used because the pictures made the lesson more interesting and helped them remain focused.

Teacher 1 stated:

*“Students respond positively. They are more interested, enthusiastic, and focused during the lesson.”*

This response shows that the visual dictionary helped create a positive learning atmosphere in which students remained attentive and interested. Teacher 1 further explained:

*“Yes, students become more active. They participate in activities, answer questions, and interact more confidently in class.”*

This indicates that students were not only attentive but also actively involved in answering questions, participating in activities, and interacting confidently during the lesson.

Teacher 2 expressed a similar view, explaining that the pictures encouraged students to pay attention and participate actively.

Teacher 2 stated:

*“The students respond positively. They pay more attention, participate actively, and enjoy the learning activities.”*

When asked whether students were interested in the lesson, Teacher 2 added:

*“Yes, they are very interested in the lesson.”*

These responses indicate that the visual dictionary increased students' attention and enjoyment during vocabulary learning. Teacher 2 also explained that students became more confident in classroom activities:

*“Yes, they become more active. They are more confident to answer questions, participate in discussions, and complete classroom tasks.”*

The teacher further stated:

*“Yes, some students ask questions when they want to know new words.”*

This suggests that the visual dictionary encouraged students to interact, ask questions, and show curiosity about new vocabulary.

The interview findings were consistent with the classroom observation. During the lesson, students listened attentively, repeated vocabulary enthusiastically, answered questions, and actively participated in pronunciation practice, vocabulary games, and worksheet activities.

Overall, both teachers indicated that the visual dictionary encouraged greater attention, enthusiasm, confidence, and participation. Combined with interactive activities, its use supported vocabulary learning while creating an active and student-centered classroom environment at SD IT Madani.

d) Perceived Benefits of Using the Visual Dictionary

The interview data indicated that both teachers considered the visual dictionary an effective instructional medium. They believed that it helped students understand and remember new vocabulary, increased their motivation, and made learning more enjoyable.

Teacher 1 explained that the visual dictionary helped students understand and remember vocabulary through the combination of pictures and written words.

Teacher 1 stated:

*“Visual dictionaries help students understand, remember, and learn vocabulary more effectively. They also make learning more enjoyable.”*

This response indicates that the visual dictionary supported vocabulary comprehension and retention while creating a more enjoyable learning experience. Teacher 1 further explained:

*“Yes, it helps students remember vocabulary better because they can connect the words with pictures, making them easier to recall.”*

This suggests that connecting English words with pictures helped students retain and recall vocabulary more easily.

Teacher 2 expressed a similar view, emphasizing comprehension,

memory, motivation, and enjoyment.

Teacher 2 stated:

*“Visual dictionaries help students understand vocabulary more easily, improve their memory, increase their motivation, and make the learning process more enjoyable.”*

When asked about the most important benefit, Teacher 2 added:

*“Helping students understand and remember vocabulary is the most important benefit.”*

These responses show that vocabulary comprehension and retention were considered the main benefits, while the visual presentation also supported students’ motivation. Teacher 2 further explained:

*“Yes, it does. Students can remember vocabulary more easily because they associate the words with the pictures.”*

When asked whether students remembered the vocabulary for a longer time, the teacher added:

*“Yes, most students can remember the words for a longer time.”*

These statements indicate that the visual dictionary helped students retain vocabulary through the association between words and pictures.

The interview findings were supported by classroom observation and documentation. During the lesson, students correctly identified vocabulary from pictures, participated in pronunciation practice, answered questions, and completed the vocabulary worksheets successfully. The worksheets also showed that most students accurately matched pictures with the appropriate English words.

Overall, both teachers agreed that the visual dictionary supported students’ vocabulary comprehension and retention, increased motivation, and made learning more enjoyable. These findings indicate that it functioned not only as an attractive medium but also as an effective instructional tool for vocabulary learning in the fourth-grade classroom at SD IT Madani.

#### e) Challenges of Using the Visual Dictionary

The interview findings showed that although both teachers considered the visual dictionary effective, they encountered some challenges during its implementation. Some unfamiliar or abstract vocabulary could not be fully explained through pictures alone, so additional explanations and examples were sometimes needed.

Teacher 1 explained that some pictures were insufficient to convey the meaning of certain vocabulary.

Teacher 1 stated:

*“Sometimes students still need additional explanations for unfamiliar words, and some pictures may not fully explain the meaning.”*

This response indicates that pictures provided useful visual support but could not always explain unfamiliar vocabulary completely. Therefore, additional teacher guidance was needed to clarify certain words.

Teacher 2 expressed a similar view:

*“Sometimes students still need additional explanations for difficult vocabulary, and a few words cannot be explained clearly with pictures alone.”*

When asked how this challenge was addressed, Teacher 2 added:

*“I give simple explanations and examples to help students understand the words.”*

This shows that the teacher combined the visual dictionary with simple explanations and relevant examples to help students understand difficult vocabulary.

Both teachers therefore used additional explanations, contextual examples, and classroom discussion when students encountered unfamiliar words. The classroom observation also supported these findings. Although most students understood vocabulary through pictures, the teacher occasionally provided further explanations and

examples, while students were encouraged to ask questions about unfamiliar words.

Overall, the challenges did not reduce the effectiveness of the visual dictionary. Instead, they showed the importance of teacher guidance in supporting visual learning. By combining pictures with explanations, examples, and classroom interaction, the teachers were able to overcome the limitations of visual representations and help students understand the vocabulary accurately.

#### f) Vocabulary Retention and Future Implementation of the Visual Dictionary

The interview findings showed that both teachers believed the visual dictionary helped students understand and remember vocabulary over a longer period. They also intended to continue using it because they considered it effective and practical for elementary school students.

Teacher 1 explained that the visual dictionary supported vocabulary retention by helping students associate English words with pictures.

Teacher 1 stated:

*“Yes, it helps students remember vocabulary better because they can connect the words with pictures, making them easier to recall.”*

This response indicates that visual association helped students remember vocabulary more effectively. Teacher 1 also expressed a positive attitude toward its continued use:

*“Yes, I will continue using visual dictionaries because they make vocabulary learning easier, more effective, and more enjoyable for students.”*

This shows that Teacher 1 considered the visual dictionary useful for future English vocabulary lessons.

Teacher 2 expressed a similar view regarding vocabulary retention:

*“Yes, it does. Students can remember vocabulary more easily because they associate the words with the pictures.”*

When asked whether students could remember the vocabulary for a longer period, Teacher 2 added:

*“Yes, most students can remember the words for a longer time.”*

These responses indicate that the association between pictures and vocabulary supported students’ retention beyond the learning session.

Teacher 2 also supported its continued use:

*“Yes, I will continue using visual dictionaries because they are effective, practical, and suitable for teaching vocabulary to elementary school students.”*

When asked whether it should be recommended to other English teachers, Teacher 2 added:

*“Yes, I will because it makes vocabulary learning more effective and enjoyable.”*

These responses show that Teacher 2 considered the visual dictionary suitable not only for personal classroom use but also for wider vocabulary instruction.

The interview findings were supported by classroom observation and documentation. During the observation, students recognized previously introduced vocabulary, pronounced the words, and completed the worksheets with relatively few difficulties. Most students also matched pictures with the corresponding English words accurately and participated confidently in classroom activities.

Overall, both teachers viewed the visual dictionary as an effective medium for supporting vocabulary retention and future English instruction. They believed that combining pictures with written vocabulary helped students remember words more easily and made learning more enjoyable. Therefore, both teachers expressed their intention to continue using the visual dictionary in teaching English vocabulary to elementary school students.

## 2. Students Responses to the Use of a Visual Dictionary in Learning English Vocabulary

To answer the second research question, the researcher analyzed data from semi-structured interviews with five fourth-grade students at SD IT Madani. The interviews explored students' responses to learning English vocabulary through the visual dictionary, supported by classroom observation and documentation. The analysis revealed several themes, including students' interest in learning vocabulary, perceptions of learning through pictures, the effectiveness of the visual dictionary in understanding and remembering vocabulary, participation during classroom activities, difficulties encountered, and expectations for its future use.

The interview data were analyzed through an initial coding process, in which significant statements from the transcripts were identified and organized into initial codes to develop the main themes of the study.

| Theme                                                                          | Initial Code                                  | Evidence from Transcript                                                                                                  | Interpretation                                                                          |
|--------------------------------------------------------------------------------|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Students interest in learning english vocabulary through the visual dictionary | Interest in learning english vocabulary       | S1: <i>"Yes, I do. I like learning new English words."</i>                                                                | Student 1 showed a positive interest in learning English vocabulary.                    |
|                                                                                | Learning new vocabulary                       | S2: <i>"Yes, I do. I like learning new English words."</i><br>Follow-up: <i>"I like learning new words every lesson."</i> | Student 2 enjoyed learning vocabulary because each lesson introduced new English words. |
|                                                                                | Pictures make vocabulary easier to understand | S1: <i>"Yes, because the pictures make the words easier to understand."</i>                                               | Student 1 perceived that pictures helped make vocabulary easier to understand.          |
|                                                                                | Attractive visual media                       | S2: <i>"Yes, because the pictures help me understand the words faster."</i>                                               | Student 2 believed that colorful pictures increased interest and                        |

|                                       |                                                                                                                  |                                                                                                  |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
|                                       | <i>Follow-up: "Yes, they are colorful and interesting."</i>                                                      | supported vocabulary learning.                                                                   |
| Pictures support vocabulary learning  | S3: <i>"Yes, because the pictures help me understand the words."</i>                                             | Student 3 believed that pictures facilitated vocabulary learning.                                |
| Interesting learning activities       | S4: <i>"Yes, because pictures make the lesson more interesting."</i>                                             | Student 4 considered the visual dictionary an interesting learning medium.                       |
| Butter understanding through pictures | S5: <i>"Yes, because pictures help me understand the lesson better."</i>                                         | Student 5 perceived that pictures improved understanding during vocabulary learning.             |
| Enjoyable learning experience         | S1: <i>"Yes, I am happy because the lesson is fun."</i><br><i>Follow-up: "Yes, I enjoy the class very much."</i> | Student 1 experienced positive feelings while learning vocabulary through the visual dictionary. |
| Enjoyable english lesson              | S2: <i>"Yes, I am happy because the lesson is enjoyable."</i><br><i>Follow-up: "Yes, I do."</i>                  | Student 2 enjoyed the English lesson when the visual dictionary was used.                        |
| Fun and interesting learning          | S3: <i>"Yes, I am happy because it is fun and interesting."</i>                                                  | Student 3 expressed enjoyment during vocabulary learning.                                        |
| Reduced boredom                       | S4: <i>"Yes, I feel happy and I do not get bored easily."</i>                                                    | Student 4 felt that the visual dictionary created a more enjoyable classroom atmosphere.         |

|                      |                                                                    |                                                                                 |
|----------------------|--------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Interesting pictures | S5: <i>"Yes, I am happy because the pictures are interesting."</i> | Student 5 associated the visual dictionary with enjoyable learning experiences. |
|----------------------|--------------------------------------------------------------------|---------------------------------------------------------------------------------|

a. Students' Interest in Learning English Vocabulary through the Visual Dictionary

The interview findings revealed that all five students expressed positive attitudes toward learning English vocabulary through the visual dictionary. They explained that pictures helped them understand new words more easily and made vocabulary learning more interesting and enjoyable. When asked whether they liked learning English vocabulary, Student 1 stated:

*"Yes, I do. I like learning new English words."*

When asked why, Student 1 added:

*"Because I can learn many new words."*

This response indicates that Student 1 had a positive attitude toward learning English vocabulary and enjoyed learning new words.

Student 2 expressed a similar opinion:

*"Yes, I do. I like learning new English words."*

Student 2 further explained:

*"I like learning new words every lesson."*

This response shows that Student 2 was interested in learning new vocabulary during each lesson.

Student 3 also responded positively when asked whether they liked learning English vocabulary:

*"Yes, I do."*

This response indicates that Student 3 also showed a positive attitude toward learning English vocabulary.

Similarly, Student 4 stated:

*"Yes, I like learning English vocabulary."*

This response shows that Student 4 had an interest in learning English vocabulary.

Student 5 also gave a positive response:

*“Yes, I do.”*

This indicates that Student 5 likewise enjoyed learning English vocabulary. The students were also asked about learning vocabulary through pictures.

Student 1 explained:

*“Yes, because the pictures make the words easier to understand.”*

When asked which pictures were preferred, Student 1 added:

*“I like pictures of animals.”*

This response shows that Student 1 found pictures helpful for understanding vocabulary and particularly enjoyed animal pictures.

Student 2 stated:

*“Yes, because the pictures help me understand the words faster.”*

When asked whether the pictures were interesting, Student 2 added:

*“Yes, they are colorful and interesting.”*

This indicates that Student 2 considered the pictures helpful for understanding vocabulary and attractive for learning.

Student 3 also stated:

*“Yes, because the pictures help me understand the words.”*

This response indicates that Student 3 found pictures useful in making vocabulary easier to understand.

Student 4 explained:

*“Yes, because pictures make the lesson more interesting.”*

This shows that Student 4 perceived pictures as a factor that made the learning process more enjoyable.

Student 5 similarly responded:

*“Yes, because pictures help me understand the lesson better.”*

This indicates that Student 5 viewed pictures as helpful in understanding the lesson.

Overall, the students' responses show that pictures helped them understand unfamiliar vocabulary more easily while making the learning process more interesting and enjoyable.

The interview findings were consistent with the classroom observation. During the lesson, students paid close attention when the teacher introduced vocabulary using pictures from the visual dictionary. They responded to questions, identified pictures correctly, participated in pronunciation practice, and showed interest throughout the activities.

The documentation also supported these findings. The completed vocabulary worksheets showed that students were able to identify pictures and write the corresponding English vocabulary with relatively few errors.

Therefore, the findings indicate that the students responded positively to learning English vocabulary through the visual dictionary. The combination of pictures and written vocabulary helped them understand new words, increased their interest, and encouraged active participation during the learning process.

#### b. Students' Perceptions of the Visual Dictionary in Understanding Vocabulary

The interview findings revealed that all five students perceived the visual dictionary as an effective learning medium that helped them understand English vocabulary more easily. The combination of pictures and written words helped them recognize unfamiliar vocabulary and associate words with their visual representations.

Student 1 stated:

*“Yes, it helps me understand the meaning more easily.”*

When asked how the visual dictionary helped, Student 1 added:

*“I can see the picture and understand the word quickly.”*

This response indicates that the pictures helped Student 1 understand unfamiliar vocabulary through visual association.

Student 2 explained:

*“Yes, it helps me understand the meaning of the words.”*

When asked whether the vocabulary was easy to understand, Student 2 replied:

*“Yes, it is very easy.”*

This shows that Student 2 found the visual dictionary helpful in understanding vocabulary more easily.

Student 3 stated:

*“Yes, it helps me understand the meaning of new words.”*

This indicates that Student 3 also found the visual dictionary useful for understanding new vocabulary.

Student 4 explained:

*“Yes, I can understand the words more quickly when I see the pictures.”*

This response shows that pictures helped Student 4 understand vocabulary more quickly.

Student 5 stated:

*“Yes, it helps me learn the meaning of new vocabulary.”*

This indicates that Student 5 also perceived the visual dictionary as helpful for understanding new words. The students were also asked to compare learning vocabulary with and without pictures.

Student 1 stated:

*“Learning with pictures is much easier.”*

When asked why, Student 1 added:

*“Because I can remember the picture and the word together.”*

This shows that Student 1 found visual association helpful for remembering vocabulary.

Student 2 explained:

*“Learning with pictures is easier.”*

Student 2 added:

*“Because I can see the picture and remember the word.”*

This indicates that pictures helped Student 2 connect words with their meanings.

Student 3 responded:

*“Learning with pictures is easier.”*

This shows that Student 3 preferred learning vocabulary with pictures.

Student 4 stated:

*“Learning with pictures is easier because I can understand the meaning directly.”*

This indicates that pictures helped Student 4 understand vocabulary directly.

Student 5 explained:

*“Learning with pictures is easier and more enjoyable.”*

This shows that Student 5 found learning vocabulary through pictures both easier and more enjoyable.

Overall, all five students preferred learning vocabulary through pictures because the visual dictionary helped them understand unfamiliar words more easily and connect English vocabulary with meaningful visual representations.

The interview findings were consistent with the classroom observation. During the lesson, the teacher displayed pictures with the corresponding English words before explaining their meanings and pronunciation. The students paid close attention, answered questions correctly, and identified most of the vocabulary presented.

The documentation also supported these findings. Most students successfully matched pictures with the correct English vocabulary and completed the worksheets accurately. These findings indicate that the visual dictionary effectively supported students' vocabulary comprehension and increased their confidence in learning English vocabulary at SD IT Madani.

#### c. Students' Responses toward Learning Vocabulary through the Visual Dictionary

The interview findings revealed that all five students had positive emotional responses to learning English vocabulary through the visual dictionary. They stated that the pictures made the learning activities more

interesting, enjoyable, and less monotonous.

Student 1 stated:

*“Yes, I am happy because the lesson is fun.”*

When asked whether he enjoyed the English lesson, Student 1 added:

*“Yes, I enjoy the class very much.”*

This response indicates that the visual dictionary created an enjoyable learning experience for Student 1 and encouraged his participation in classroom activities.

Student 2 also expressed positive feelings:

*“Yes, I am happy because the lesson is enjoyable.”*

When asked whether she enjoyed learning English, Student 2 replied:

*“Yes, I do.”*

This shows that Student 2 enjoyed learning English through the visual dictionary.

Student 3 stated:

*“Yes, I am happy because it is fun and interesting.”*

This response indicates that Student 3 found the learning activities enjoyable and interesting.

Student 4 explained:

*“Yes, I feel happy and I do not get bored easily.”*

This shows that the visual dictionary helped Student 4 remain interested and reduced boredom during the lesson.

Student 5 stated:

*“Yes, I am happy because the pictures are interesting.”*

This indicates that the pictures contributed to Student 5's positive learning experience.

Overall, all five students associated the visual dictionary with enjoyable learning experiences. None expressed negative feelings, while the pictures made vocabulary learning more interesting and motivating.

The interview findings were supported by the classroom observation. During the lesson, students listened attentively, answered

questions willingly, repeated vocabulary enthusiastically, and actively participated in classroom activities. The classroom atmosphere was also active and interactive throughout the lesson.

The students' completed vocabulary worksheets further supported these findings, as most students completed the activities carefully and successfully. This indicates that they remained engaged during the learning process.

Therefore, the visual dictionary created a positive learning atmosphere, increased students' enjoyment and motivation, and reduced boredom during vocabulary learning. These responses also encouraged active participation and supported the effectiveness of the visual dictionary in teaching English vocabulary to fourth-grade students at SD IT Madani.

#### d. Students' Perceptions of Vocabulary Retention through the Visual Dictionary

The interview findings revealed that all five students believed the visual dictionary helped them remember English vocabulary more effectively. They explained that pictures made words easier to recall by connecting each vocabulary item with its corresponding image.

Student 1 stated:

*“Yes, it helps me remember words for a longer time.”*

When asked whether remembering vocabulary became easier, Student 1 added:

*“Yes, it is easier than learning without pictures.”*

This response indicates that the visual dictionary helped Student 1 retain vocabulary through the connection between words and pictures.

Student 2 expressed a similar opinion:

*“Yes, it helps me remember the words better.”*

When asked which vocabulary was remembered most clearly, Student 2 replied:

*“I remember animal names and fruits.”*

This shows that Student 2 was able to recall specific vocabulary learned through the visual dictionary.

Student 3 stated:

*“Yes, I can remember words more easily.”*

This indicates that pictures helped Student 3 recall vocabulary more easily.

Student 4 explained:

*“Yes, because I can remember both the picture and the word.”*

This response shows that Student 4 associated the visual image with the corresponding English word to support memory.

Student 5 stated:

*“Yes, I can remember the vocabulary more easily.”*

This indicates that Student 5 also perceived the visual dictionary as helpful for vocabulary retention.

Overall, all five students agreed that pictures made English vocabulary easier to remember and recall during learning activities.

The interview findings were consistent with the classroom observation. During the lesson, students answered questions correctly, identified pictures accurately, pronounced vocabulary appropriately, and completed the exercises confidently. Many students were also able to recall previously introduced vocabulary without repeated explanations from the teacher.

The documentation further supported these findings, as most students correctly matched pictures with the appropriate English words and wrote the vocabulary accurately on their worksheets, indicating that the visual dictionary helped them retain and recall previously learned vocabulary during classroom activities at SD IT Madani.

#### e. Students' Participation and Learning Difficulties during Vocabulary Learning

The interview findings revealed that the visual dictionary encouraged all five students to participate more actively in English vocabulary lessons. Although they experienced some difficulties, these

were mainly related to spelling, pronunciation, and memorizing unfamiliar words.

Student 1 stated:

*“Yes, I answer questions and join classroom activities.”*

When asked whether the student liked answering questions, Student 1 replied:

*“Yes, I do.”*

This indicates that Student 1 actively participated in classroom activities and was confident in answering questions.

Student 2 stated:

*“Yes, I like answering the teacher's questions.”*

During the follow-up interview, Student 2 added:

*“Yes, sometimes I ask questions.”*

This shows that Student 2 actively participated and was willing to interact during the lesson.

Student 3 explained:

*“Yes, I like answering questions and participating in class activities.”*

This indicates that Student 3 actively engaged in classroom activities.

Student 4 stated:

*“Yes, I answer the teacher's questions more often.”*

This shows that Student 4 became more active in responding to the teacher.

Student 5 explained:

*“Yes, I am more confident to ask and answer questions.”*

This indicates that Student 5 gained confidence in participating during the lesson.

Overall, the responses show that the visual dictionary encouraged students to participate actively and confidently in classroom activities.

The students also reported several learning difficulties. Student 1 stated:

*“Sometimes I forget the spelling of new words.”*

When asked how the difficulty was addressed, Student 1 answered:

*“I read the words again and practice them.”*

This indicates that Student 1 experienced spelling difficulties and overcame them through repeated reading and practice.

Student 2 stated:

*“Sometimes I forget how to spell some words.”*

Student 2 added:

*“I practice by reading the words again.”*

This shows that Student 2 also experienced spelling difficulties and used repetition to address them.

Student 3 explained:

*“Sometimes I find it difficult to pronounce some English words.”*

This indicates that pronunciation was one of the difficulties experienced by Student 3.

Student 4 stated:

*“Sometimes I forget how to pronounce some words.”*

This shows that Student 4 also experienced difficulties with pronunciation.

Student 5 explained:

*“Sometimes I find it difficult to memorize new words.”*

This indicates that Student 5 experienced difficulties in memorizing unfamiliar vocabulary.

Overall, the students experienced minor difficulties in spelling, pronunciation, and vocabulary memorization, but these challenges did not prevent them from participating actively. They attempted to overcome the difficulties through practice and repetition.

The interview findings were consistent with the classroom observation. Students actively answered questions, participated in pronunciation practice, and completed vocabulary activities. Although some students made minor spelling or pronunciation mistakes, they continued participating after receiving teacher guidance.

The students' worksheets also supported these findings. Most students completed the activities correctly with only a few minor errors, indicating that they understood the vocabulary despite some difficulties.

Therefore, the findings indicate that the visual dictionary encouraged active participation while supporting students in dealing with common vocabulary-learning difficulties. Although some students experienced problems with spelling, pronunciation, and memorization, these difficulties did not reduce their enthusiasm for learning English through the visual dictionary.

f. Students' Expectations for the Future Use of the Visual Dictionary

The interview findings revealed that all five students hoped the teacher would continue using the visual dictionary in future English lessons. They believed that it made vocabulary learning easier, more enjoyable, and more interesting, while pictures helped them understand and remember vocabulary better.

Student 1 stated:

*“Yes, because it helps me learn English vocabulary more easily.”*

When asked whether the visual dictionary was interesting, Student 1 added:

*“Yes, it is very interesting.”*

This indicates that Student 1 supported the continued use of the visual dictionary because it made vocabulary learning easier and interesting.

Student 2 stated:

*“Yes, because it makes learning English easier and more fun.”*

During the follow-up interview, Student 2 added:

*“Yes, I enjoy it very much.”*

This shows that Student 2 viewed the visual dictionary as an enjoyable and helpful learning medium.

Student 3 expressed a similar opinion:

*“Yes, because it helps me learn vocabulary and makes the lesson more enjoyable.”*

This indicates that Student 3 supported its continued use because it helped with vocabulary learning and made lessons more enjoyable.

Student 4 stated:

*“Yes, because it helps me learn vocabulary more easily.”*

This shows that Student 4 considered the visual dictionary helpful for learning vocabulary.

Student 5 also stated:

*“Yes, because visual dictionary makes English learning easier and more enjoyable.”*

This indicates that Student 5 also supported the continued use of the visual dictionary.

Overall, all five students expressed positive expectations toward its future use. They considered the visual dictionary helpful for vocabulary learning and capable of creating a more enjoyable classroom experience.

The interview findings were consistent with the classroom observation and students' vocabulary worksheets. During the lesson, students participated actively, showed enthusiasm, and completed the activities successfully. These findings indicate that the visual dictionary supported positive learning experiences and encouraged students to continue learning vocabulary through visual media.

Therefore, the students strongly supported the continued use of the visual dictionary because it made English vocabulary learning easier, more engaging, and more meaningful for fourth-grade students at SD IT Madani.

## **B. Discussion**

### **1. The Implementation of the Visual Dictionary in Teaching English Vocabulary**

The findings of this study demonstrate that the implementation of the visual dictionary contributed positively to the process of teaching English vocabulary to fourth-grade students at SD IT Madani. The data obtained from classroom observations, semi-structured interviews with the two English teachers, and supporting documentation consistently indicate

that the visual dictionary was integrated systematically throughout the teaching and learning process. The teachers used the visual dictionary not merely as a supplementary learning aid but as the primary instructional medium for introducing new vocabulary, explaining word meanings, practicing pronunciation, and engaging students in various vocabulary-learning activities. This systematic implementation enabled students to participate actively in the lesson while facilitating their understanding of new English vocabulary.

The classroom observation showed that the learning process followed a well-organized sequence. The teachers began the lesson by introducing the learning objectives and preparing the visual dictionary together with the students' worksheets before presenting the vocabulary materials. During the main learning activities, vocabulary related to body parts, animals, and fruits was introduced by displaying pictures accompanied by the corresponding English words. The teachers then explained the meaning of each vocabulary item, modeled its pronunciation, and encouraged the students to repeat and practice the words through classroom interaction. The observation also revealed that students remained attentive, actively answered questions, participated in pronunciation practice, and completed the vocabulary worksheets enthusiastically. These findings suggest that the visual dictionary successfully supported both the instructional process and students' engagement during classroom learning.

The interview findings further strengthened the observation results. Both teachers explained that they intentionally selected the visual dictionary because it helped students understand the meanings of unfamiliar vocabulary through pictures, making vocabulary learning easier, more interesting, and more meaningful. According to the teachers, elementary school students learn more effectively when vocabulary is presented visually rather than through verbal explanations alone. They also reported that the use of pictures increased students' attention, encouraged active participation, and created a more enjoyable learning atmosphere.

Furthermore, both teachers agreed that the visual dictionary improved students' vocabulary comprehension and supported long-term vocabulary retention because students could associate English words with meaningful visual representations.

These findings are consistent with Mayer's Multimedia Learning Theory (2020), which explains that students learn more effectively when verbal information is combined with meaningful visual representations. According to this theory, learning occurs more efficiently when learners process information through both verbal and visual channels simultaneously. In the present study, the teachers combined written vocabulary, spoken explanations, pronunciation practice, and pictures throughout the lesson. This combination enabled students to process vocabulary using multiple forms of information, thereby facilitating comprehension and improving the overall effectiveness of vocabulary instruction.

The findings also support Paivio's Dual Coding Theory, as discussed in Wattimena (2022), which states that information presented in both verbal and visual forms is more easily understood and remembered than information presented through words alone. Throughout the classroom observation, students were able to associate English vocabulary with the corresponding pictures shown in the visual dictionary. As a result, they demonstrated better understanding of vocabulary meanings, participated confidently in classroom activities, and successfully completed the vocabulary worksheets. These findings indicate that combining visual and verbal information supports vocabulary learning by strengthening students' cognitive processing and memory.

Furthermore, the results of this study are in line with the findings of Ramdania, Marhum, and Wahyudin (2025), who reported that the use of a visual dictionary improves students' vocabulary learning by making abstract vocabulary more concrete and easier to understand. Similarly, Putri, Intan, and Asnidar (2025) found that picture-based learning media help students

understand vocabulary more effectively because visual images provide meaningful learning experiences that facilitate vocabulary acquisition. The findings of the present study confirm these previous studies, demonstrating that the visual dictionary serves not only as an attractive instructional medium but also as an effective pedagogical tool for improving vocabulary learning among elementary school students.

Another important finding of this study is the consistency between the observation, interview, and documentation data. The observation showed that students actively participated throughout the lesson, while the interview findings confirmed that both teachers perceived the visual dictionary as an effective instructional medium. These findings were further supported by the students' completed vocabulary worksheets, which showed that most students were able to identify pictures correctly, match vocabulary with appropriate images, and write the target words accurately. The consistency among these three sources of data strengthens the credibility of the findings and demonstrates that the implementation of the visual dictionary effectively supported vocabulary instruction in the classroom.

Overall, the discussion indicates that the implementation of the visual dictionary at SD IT Madani was carried out systematically and effectively. The integration of pictures, written vocabulary, pronunciation practice, and interactive classroom activities created meaningful learning experiences that supported students' vocabulary development. By combining visual and verbal information, the visual dictionary facilitated students' comprehension, encouraged active participation, and created a positive learning environment. Therefore, the findings of this study suggest that the visual dictionary is an appropriate and effective instructional medium for teaching English vocabulary to elementary school students.

## 2. Students' Responses toward the Use of the Visual Dictionary

The second research question aimed to investigate the students' responses toward the use of the visual dictionary in learning English vocabulary. Based on the findings obtained from the interviews, classroom

observation, and supporting documentation, the students demonstrated overwhelmingly positive responses to the implementation of the visual dictionary. The students expressed that learning vocabulary through pictures made the lesson more enjoyable, helped them understand the meaning of unfamiliar words more easily, improved their ability to remember vocabulary, and encouraged them to participate more actively during classroom activities. These findings indicate that the visual dictionary positively influenced both the cognitive and affective aspects of students' vocabulary learning.

The interview findings revealed that all five students enjoyed learning English vocabulary through the visual dictionary. They consistently reported that pictures made the learning process more interesting and enjoyable compared with learning vocabulary through text alone. The students explained that they could understand the meaning of English words more quickly because each vocabulary item was accompanied by an appropriate picture. As a result, they felt more confident during classroom activities and became more motivated to participate in vocabulary learning. These positive responses were also reflected during the classroom observation, where students showed enthusiasm by answering questions, repeating vocabulary after the teacher, participating in discussions, and completing the learning activities with interest.

These findings support Mayer's Multimedia Learning Theory (2020), which explains that learning becomes more effective when verbal explanations are combined with meaningful visual representations. In the present study, the use of pictures together with written vocabulary enabled students to process information through both visual and verbal channels. This combination reduced the difficulty of understanding unfamiliar vocabulary and increased students' engagement throughout the learning process. Consequently, the students were able to understand new vocabulary more efficiently while maintaining their attention during classroom instruction.

The findings are also consistent with Paivio's Dual Coding Theory, which proposes that information presented through both verbal and visual forms is more likely to be retained in long-term memory than information presented through a single mode. The students repeatedly stated during the interviews that they remembered English vocabulary more easily because they could associate each word with its corresponding picture. This indicates that the visual dictionary supported vocabulary retention by helping students establish meaningful connections between images and words, thereby strengthening their memory of newly learned vocabulary.

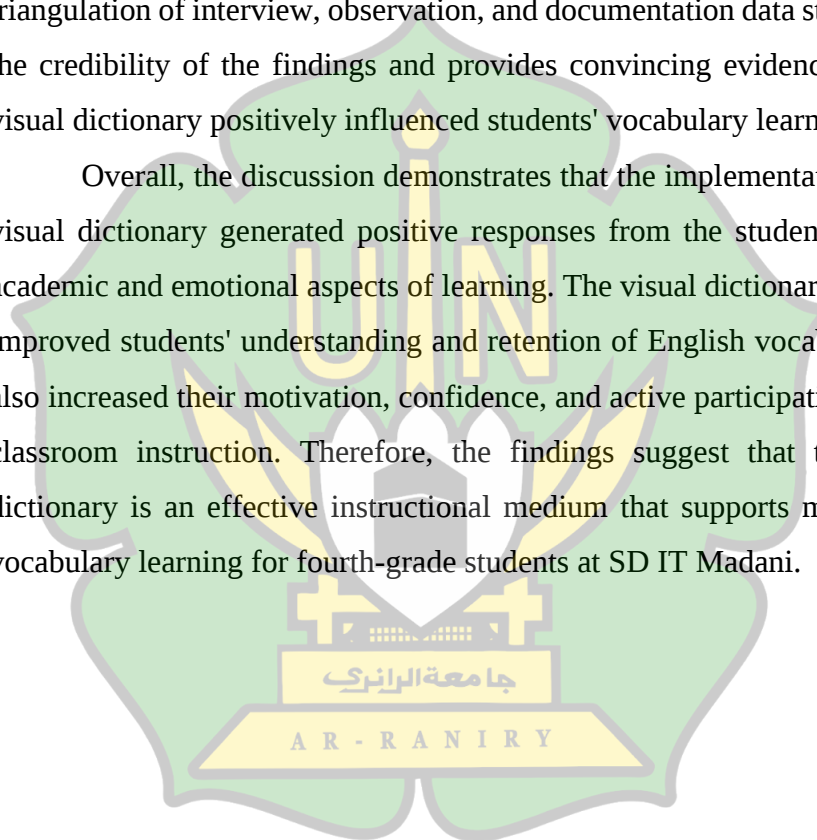
Furthermore, the positive responses expressed by the students are consistent with Cameron's (2001) explanation that young learners understand concepts more effectively through concrete and meaningful experiences. Since elementary school students are still developing their cognitive abilities, they tend to learn more successfully when abstract concepts are presented through visual materials. In this study, the visual dictionary transformed abstract English vocabulary into concrete visual representations, allowing students to understand and remember vocabulary more naturally. Therefore, the learning activities became more meaningful and appropriate for the characteristics of young learners.

The findings of this study also support previous studies discussed in Chapter II. Ramdania, Marhum, and Wahyudin (2025) found that visual dictionaries improve students' vocabulary mastery by presenting vocabulary through meaningful pictures that facilitate understanding and memory. Likewise, Putri, Intan, and Asnidar (2025) reported that picture-based vocabulary learning helps students acquire new vocabulary more effectively while increasing their learning motivation. The results of the present study confirm these previous findings, as the students not only demonstrated better vocabulary comprehension but also showed greater enthusiasm, confidence, and participation throughout the learning process.

Another important finding is the consistency among the three sources of data collected in this study. The interview findings showed that

students perceived the visual dictionary as helpful, enjoyable, and motivating. These perceptions were supported by the classroom observation, in which the students actively participated in pronunciation practice, answered the teacher's questions confidently, and interacted positively during the lesson. In addition, the students' completed vocabulary worksheets demonstrated that most of them successfully identified pictures, matched vocabulary correctly, and wrote English words accurately. This triangulation of interview, observation, and documentation data strengthens the credibility of the findings and provides convincing evidence that the visual dictionary positively influenced students' vocabulary learning.

Overall, the discussion demonstrates that the implementation of the visual dictionary generated positive responses from the students in both academic and emotional aspects of learning. The visual dictionary not only improved students' understanding and retention of English vocabulary but also increased their motivation, confidence, and active participation during classroom instruction. Therefore, the findings suggest that the visual dictionary is an effective instructional medium that supports meaningful vocabulary learning for fourth-grade students at SD IT Madani.



## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

This study aimed to investigate the use of a visual dictionary in teaching English vocabulary to fourth-grade students at SD IT Madani and to explore the students' responses toward its implementation. Based on the findings and discussion presented in Chapter IV, several conclusions can be drawn.

First, regarding the first research question, the results show that the visual dictionary was implemented systematically and effectively throughout the teaching and learning process. The teachers introduced vocabulary by presenting pictures together with English words, explaining their meanings and pronunciation, and providing classroom activities and worksheets to reinforce students' understanding. The classroom observation, teacher interviews, and documentation consistently showed that the visual dictionary helped students understand vocabulary more easily, encouraged active participation, and created an interactive and enjoyable learning environment.

Second, regarding the second research question, the interview responses indicate that the students responded positively to the use of the visual dictionary in learning English vocabulary. The students reported that learning through pictures was more interesting, enjoyable, and easier than learning without visual support. They also believed that the visual dictionary helped them understand new vocabulary, remember words more easily, increased their motivation to learn English, and encouraged them to participate more actively in classroom activities. Although some students still experienced minor difficulties in spelling, pronunciation, and memorizing unfamiliar words, they remained enthusiastic and expressed their willingness to continue learning vocabulary through the visual dictionary.

Overall, this study concludes that the visual dictionary is an effective instructional medium for teaching English vocabulary to elementary school students. The combination of pictures and written vocabulary helps students

understand and remember new words more effectively while increasing their motivation and participation in the learning process. Therefore, the visual dictionary can be considered an appropriate instructional medium for supporting English vocabulary learning among fourth-grade students at SD IT Madani.

## **B. Suggestions**

Based on the findings and conclusions of this study, the researcher would like to offer several suggestions for English teachers, students, and future researchers.

### **1. Suggestions for English Teachers**

English teachers are encouraged to continue using the visual dictionary as one of the instructional media for teaching English vocabulary, particularly at the elementary school level. The findings of this study indicate that the use of the visual dictionary helps students understand new vocabulary more easily, increases their motivation to learn, and encourages active participation during classroom activities. Teachers are also encouraged to combine the visual dictionary with various interactive learning activities, such as pronunciation practice, vocabulary games, group discussions, and worksheets, to create a more meaningful and enjoyable learning experience. In addition, teachers should provide simple explanations and sufficient guidance for vocabulary that may not be fully understood through pictures alone.

### **2. Suggestions for Students**

Students are encouraged to use the visual dictionary not only during classroom learning but also as part of their independent learning activities. By reviewing vocabulary regularly, practicing pronunciation, and using newly learned words in daily communication, students can improve their vocabulary mastery and develop greater confidence in learning English. Students are also encouraged to participate actively in classroom activities, ask questions when they encounter unfamiliar vocabulary, and continue practicing English vocabulary consistently.

### 3. Suggestions for Future Researchers

Future researchers are encouraged to conduct similar studies involving larger numbers of participants or different educational levels to obtain broader insights into the use of visual dictionaries in English language teaching. They may also compare the effectiveness of the visual dictionary with other instructional media or apply different research designs to examine its impact on various aspects of English learning. It is expected that future studies will enrich the existing literature and contribute to the development of more effective strategies for teaching English vocabulary to young learners.



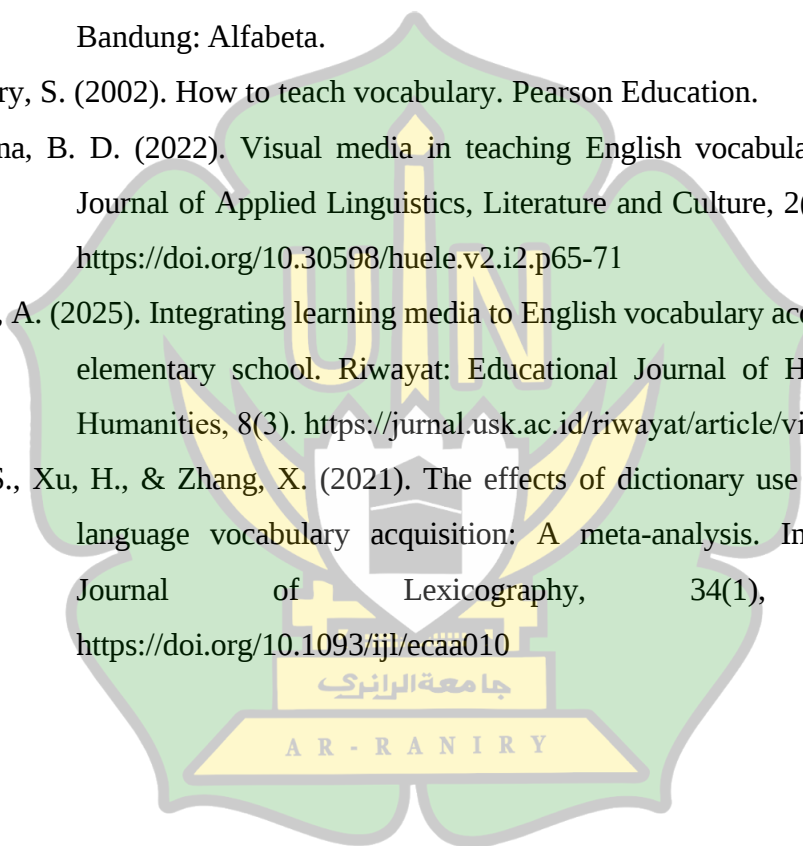
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## APPENDIXES

### Appendix A Appointment Letter of Supervisor



**KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH**  
NOMOR: 376 TAHUN 2026

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

**DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH**

**Menimbang :**

- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
- bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
- 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 :**

- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
- Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
- Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
- Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
- Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
- Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
- Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
- Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
- Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
- 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;
- Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2016, 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:  
**Dr. Maskur, S.Ag., M.A**  
Untuk membimbing Skripsi

Nama : Yesy Pitry  
NIM : 220203039  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : **The Use of a Visual Dictionary in Teaching Vocabulary to Elementary School Students: A Descriptive Study of Fourth Graders at SD IT Madani**

**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-025.04.2-423025/2026 Tanggal 01 Desember 2025 Tahun Anggaran 2026.

**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 : 07 April 2026  
Dekan,

  
**A. Sariful Muluk**

**Lampiran**

- Salinan Kementerian Agama RI di Jakarta;
- Salinan Pendidikan Islam Kementerian Agama RI di Jakarta;
- Salinan Perguruan Tinggi Kementerian Agama RI di Jakarta;
- Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
- Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
- Kapala Badan Keuangan dan Ekonomis UIN Ar-Raniry Banda Aceh di Banda Aceh;
- Tang bersampul;
- Asip.



## Appendix B Recommendation Letter from the Faculty of Tarbiyah and Teacher Training for Conducting the Research



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

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

Nomor : B-4409/Un.08/FTK.1/TL.00/6/2026

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Kepala SDIT Madani Kabupaten Aceh Tenggara

Assalamualaikum Warahmatullahi Wabarakatuh.

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

NIM : 220203039

Nama : YESY PITRY

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : jl. tualang baru pinim desa tualang baru

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 A VUSUAL DICTIONARY IN TEACHING VOCABULARY TO ELEMENTARY SCHOOL STUDENTS ( A DESCRIPTIVE STUDY OF FOURTH GRADERS AT SD IT MADANI )*

Banda Aceh, 04 Juni 2026

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

Berlaku sampai : 30 Juli 2026

جامعة الرانيري

A R - R A N I R Y

## Appendix C Recommendation Letter from SD IT Madani of having conducted Research



**YAYASAN MADANI AGARA**  
**SD SWASTA ISLAM TERPADU MADANI**  
*sdit madani*

Alamat : Desa Pasir Gala (Kota Buluh) Kec. Lawe Bulan Kab. Aceh Tenggara – Aceh Kodepos 24651  
 E-mail : sdit\_madani2000@yahoo.co.id Telp / HP. 0852 7659 4424

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**SURAT KETERANGAN IZIN PENELITIAN**  
 No: /Sdit\_Madani/VI/2026

Yang bertanda tangan di bawah ini:

Nama : Januar Musa, S.Pd., M.Pd  
 Jabatan : Kepala Sekolah SD IT Madani  
 Alamat : Desa Pasir Gala, Kecamatan Lawe Bulan, Kabupaten Aceh Tenggara

Dengan ini menerangkan bahwa:

Nama : Yesy Piry  
 NIM : 220203039  
 Program Studi : Pendidikan Bahasa Inggris  
 Perguruan Tinggi : Universitas Islam Negeri Ar-Raniry Banda Aceh

Berdasarkan surat permohonan penelitian dari Universitas Islam Negeri Ar-Raniry Nomor: B-4409/Un.08/FTK.1/TL.00/6/2026 tanggal 04 Juni 2026 maka pihak sekolah memberikan izin kepada yang bersangkutan untuk melaksanakan penelitian di SD IT Madani dengan judul:

***"THE USE OF A VUSUAL DICTIONARY IN TEACHING VOCABULARY TO ELEMENTARY SCHOOL STUDENTS (A DESCRIPTIVE STUDY OF FOURTH GRADERS AT SD IT MADANI)"***

Demikian surat keterangan izin penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Aceh Tenggara, 15 Juni 2026  
 SDIT, Kepala Sekolah  
  
 A R - JANUAR-MUSA, S.Pd., M.Pd

## Appendix D Interview Questions

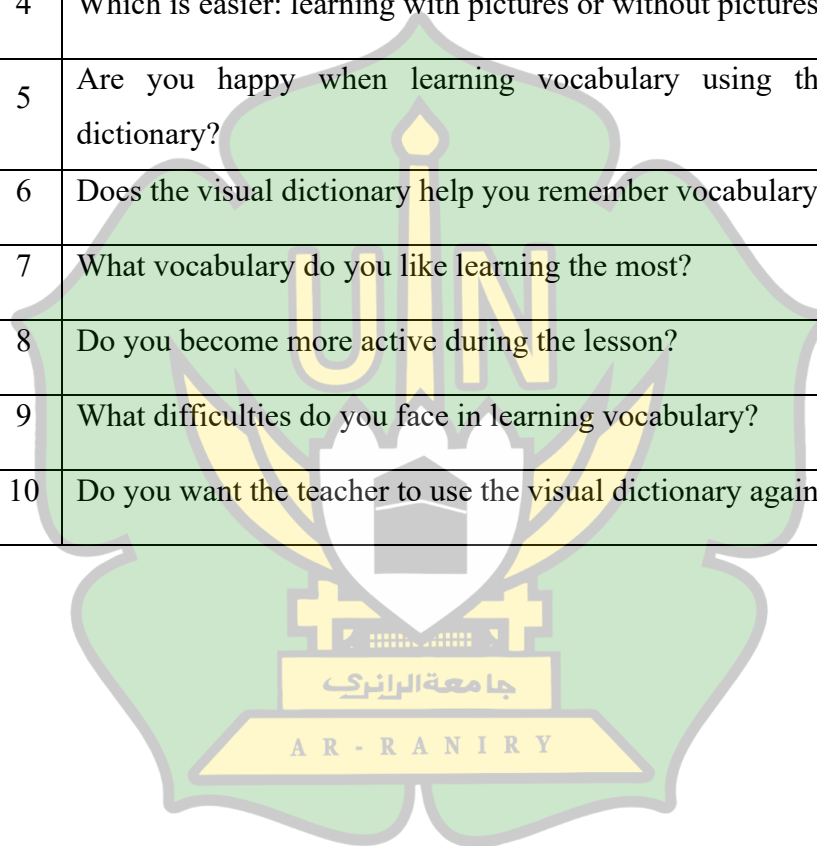
The interview questions were developed to assist the researcher in gathering in-depth information from the English teachers and fourth-grade students regarding the use of a visual dictionary in teaching English vocabulary at SD IT Madani. The interviews were conducted in a semi-structured manner to allow participants to express their experiences and opinions freely while remaining focused on the objectives of the study.

### 1. Teacher Interview Questions (English Teacher)

| No. | Interview Question                                                    |
|-----|-----------------------------------------------------------------------|
| 1   | How long have you been teaching English at SD IT Madani?              |
| 2   | What media do you usually use in teaching vocabulary?                 |
| 3   | Why do you choose a visual dictionary in teaching vocabulary?         |
| 4   | How do you use the visual dictionary during the lesson?               |
| 5   | How do students respond when the visual dictionary is used?           |
| 6   | Do students become more active during the lesson?                     |
| 7   | What are the benefits of using a visual dictionary?                   |
| 8   | What challenges do you face when using a visual dictionary?           |
| 9   | Does the visual dictionary help students remember vocabulary better?  |
| 10  | Will you continue using the visual dictionary in future lessons? Why? |

## 2. Student Interview Question

| No. | Interview Question                                                  |
|-----|---------------------------------------------------------------------|
| 1   | Do you like learning English vocabulary?                            |
| 2   | Do you like learning vocabulary using pictures?                     |
| 3   | Does the visual dictionary help you understand English words?       |
| 4   | Which is easier: learning with pictures or without pictures?        |
| 5   | Are you happy when learning vocabulary using the visual dictionary? |
| 6   | Does the visual dictionary help you remember vocabulary?            |
| 7   | What vocabulary do you like learning the most?                      |
| 8   | Do you become more active during the lesson?                        |
| 9   | What difficulties do you face in learning vocabulary?               |
| 10  | Do you want the teacher to use the visual dictionary again? Why?    |



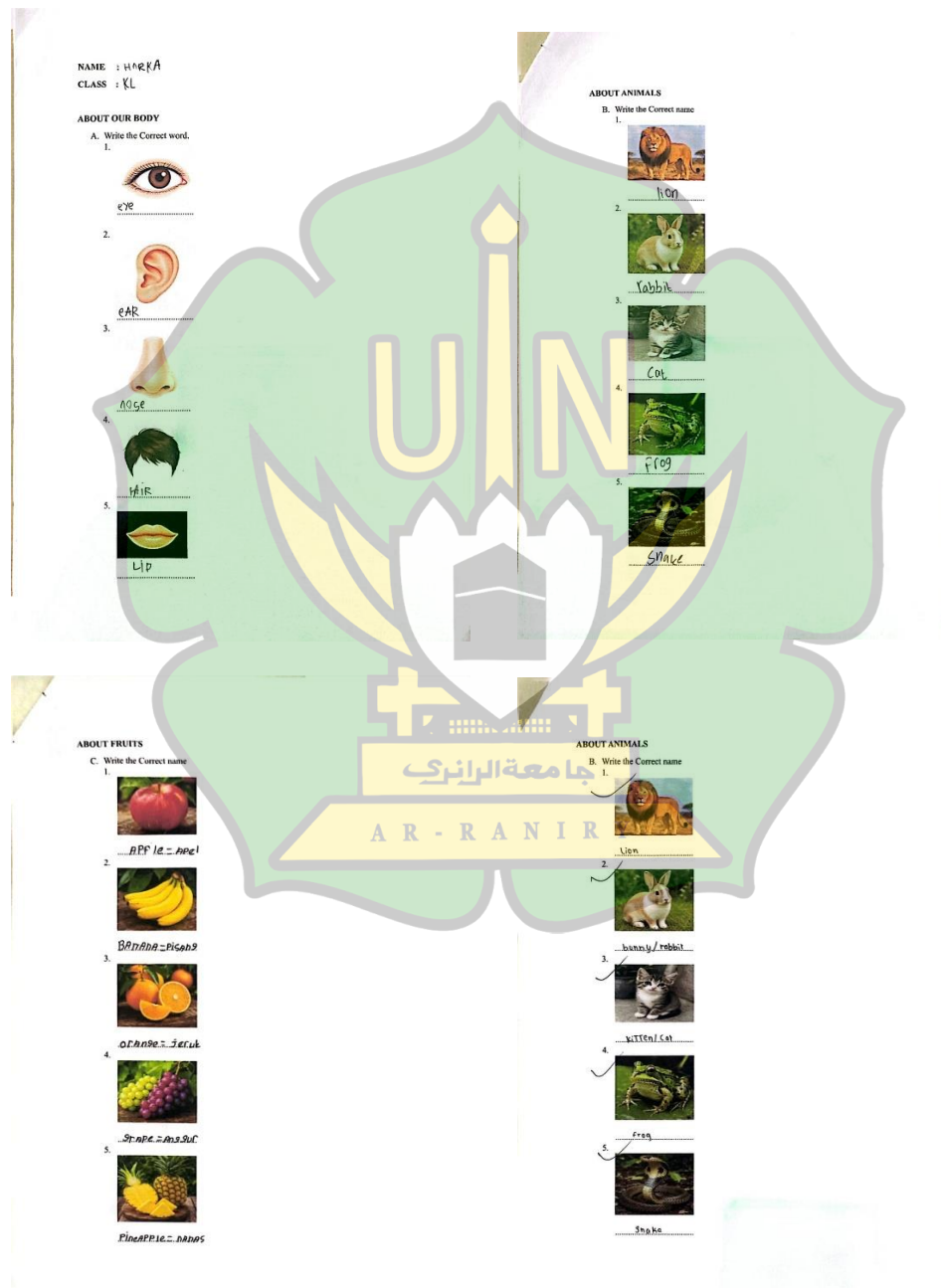
## Appendix E Visual Dictionary Used in the Research

The following pages present the visual dictionary used by the English teacher during the implementation of vocabulary learning for the fourth-grade students at SD IT Madani. The visual dictionary was used as the main learning medium to introduce new vocabulary through pictures and words, helping students understand and remember English vocabulary more effectively.



## Appendix F Students' Vocabulary Worksheets

The following worksheets were completed by the fourth-grade students during the implementation of vocabulary learning using the visual dictionary. These worksheets served as supporting documents to demonstrate the students' participation and vocabulary learning throughout the research.



## Appendix G Documentation of the Research Activities

