

**THE USE OF PICTURE DICTIONARY TO IMPROVE STUDENTS'
VOCABULARY MASTERY IN LEARNING ENGLISH**

THESIS

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MASTERY IN LEARNING ENGLISH**

THESIS

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Dila Safira

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ABSTRACT

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Keywords : Picture Dictionary, Vocabulary Mastery, Young Learners, Quantitative Research.

This research aimed to examine whether the implementation of picture dictionaries improves students' vocabulary mastery at Private Gemilang Banda Aceh and to analyze the extent of this improvement. The study employed a pre-experimental design, specifically the one-group pre-test and post-test model. The sample consisted of 20 young learners attending Private Gemilang Banda Aceh, selected using a total sampling technique. Data were collected through vocabulary achievement tests (pre-test and post-test) comprising 30 multiple-choice items and analyzed using descriptive and inferential statistics via a paired sample t-test. The findings revealed a substantial enhancement in students' vocabulary achievement following the visual media intervention. The class mean score increased significantly from 59.83 in the pre-test (classified as "Fair") to 94.00 in the post-test (classified as "Very Good"), resulting in an average mean gain score of 34.17 points. Furthermore, the percentage of students categorized in the "Very Good" performance level rose from 20% in the pre-test to 100% in the post-test, with all participants demonstrating positive individual score gains. Inferentially, the paired sample t-test yielded $t(19) = 27.485$ with $p = .000$ ($p < .05$), confirming that the improvement was statistically significant. In conclusion, the strategic use of picture dictionaries serves as a highly effective instructional medium to support young learners in mastering English vocabulary.

Keywords: Picture Dictionary, Vocabulary Mastery, Young Learners, Quantitative Research.

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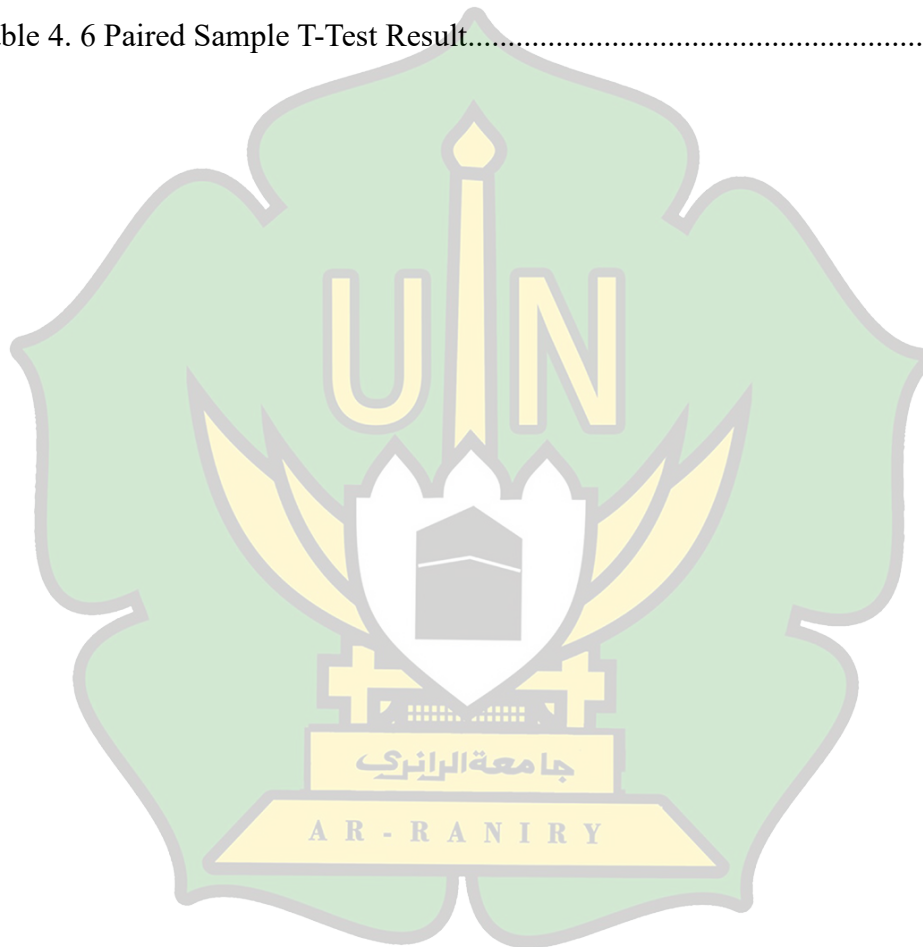
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CHAPTER I

INTRODUCTION

A. Background of the Study

English has become an essential international language used for communication, education, and technology. For Indonesian students, English is learned as a foreign language (EFL), which means that they have limited exposure to the language outside the classroom. Because of that, mastering vocabulary plays a crucial role in supporting students' ability to communicate effectively in English. Without enough vocabulary knowledge, students will find it difficult to understand spoken or written texts and to express their ideas clearly (Nation, 2022).

However, in many English classes, vocabulary learning is often considered boring and challenging. Most students still use the traditional way of learning memorizing lists of words which only helps them remember the words temporarily but not in the long term (Putra & Yusuf, 2021). To make vocabulary learning more meaningful, teachers need to use teaching media that are interesting and help students remember words more easily. One of the effective media is the picture dictionary, which combines words with pictures to make learning more visual and enjoyable.

In the context of non-formal education in Banda Aceh, particularly at Private Gemilang Banda Aceh, students still face difficulties in remembering and using English vocabulary (Putra & Yusuf, 2021). As an active English tutor at this institution, the researcher holds direct responsibility for monitoring and improving the students' learning progress in the classroom. To determine the initial language capability of newly enrolled students, the researcher routinely conducts diagnostic basic vocabulary

tests during their first learning sessions. The assessment results revealed that over 70% of the newly admitted students scored below 70, indicating that their foundational vocabulary mastery requires significant enhancement. Furthermore, through peer observations of other private tutors during their teaching sessions, the researcher discovered that other educators encounter the exact same instructional obstacles. Most students easily forget newly learned words and lack learning motivation because the instructional approach relies heavily on traditional rote memorization (Putra & Yusuf, 2021).

A picture dictionary serves as an effective instructional solution to address these learning obstacles by connecting target words with visual representations (Wright, 1989). Grounded in Paivio's (2020) dual coding theory, presenting imagery and printed text simultaneously activates visual and verbal cognitive channels to facilitate memory retention (Paivio, 2020). Recent empirical research by Menggo et al. (2024) demonstrated that visual dictionaries significantly increase young learners' word acquisition scores (Menggo et al., 2024). Similarly, Kara and Küçük (2023) confirmed that picture-mediated instruction enhances vocabulary recognition and boosts learner motivation (Kara & Küçük, 2023). Furthermore, Ramdania (2025) highlighted that visual dictionaries effectively increase student participation and word recall in Indonesian EFL classrooms (Ramdania, 2025).

However, existing empirical studies on picture dictionaries remain predominantly concentrated in formal school environments (Kara & Küçük, 2023; Menggo et al., 2024; Ramdania, 2025). These previous investigations failed to examine visual vocabulary interventions within non-formal educational settings,

creating a distinct contextual research gap (Miles, 2017). Non-formal learning centers like Private Gemilang Banda Aceh possess unique instructional dynamics, including flexible session durations, diverse student background abilities, and reliance on voluntary attendance that can yield different learning outcomes compared to rigid formal schools (Rogers, 2019). Bridging this empirical gap is crucial to establish evidence-based visual teaching strategies tailored specifically for private tutoring contexts in Banda Aceh (Burns, 2019). Therefore, this study aims to fill this contextual gap by investigating the implementation of picture dictionaries to improve students' vocabulary mastery at Private Gemilang Banda Aceh (Sugiyono, 2021).

B. Research Question

1. Does the use of picture dictionary improve students' vocabulary mastery at Private Gemilang Banda Aceh?
2. To what extent does the picture dictionary influence students' vocabulary mastery based on pre-test and post-test result?

C. Objectives of the Study

1. To find out whether the use of picture dictionary can improve students' vocabulary mastery at Private Gemilang Banda Aceh
2. To examine the extent of improvement in students' vocabulary mastery after using a picture dictionary based pre-test and post-test results

D. Significance of the Study

This research is expected to contribute to the development of EFL vocabulary teaching theory by providing empirical evidence regarding the effectiveness of picture dictionaries as a visual learning tool. Practical Significance

1. For Teachers

Provides an alternative instructional media that can improve student engagement and vocabulary retention.

2. For Students

Helps students understand and remember English words more effectively through visual association.

3. For institutions (Private Gemilang Banda Aceh)

To be the basis for implementing innovative and evidence-based learning methods.

4. For Future Research

This research can serve as a reference for other researchers who wish to develop similar studies at different educational levels or contexts, such as formal schools, Islamic schools, or universities. The results can also serve as a basis for developing image-based digital learning media for vocabulary teaching in the era of educational technology.

E. Definition og Key Terms

1. Vocabulary Mastery

Vocabulary mastery represents the foundational knowledge of words and their meanings, which serves as a vital component for effective communication and comprehension in second language learning (Nation, 2022). Vocabulary plays a pivotal role in overall language proficiency, as learners cannot successfully convey or interpret messages without adequate word knowledge (Schmitt & Schmitt, 2020). Furthermore, vocabulary mastery extends beyond memorizing isolated definitions to include understanding a word's grammatical behavior, collocational patterns, and contextual appropriateness in real-life communication (Webb, 2020).

In this study, vocabulary mastery refers to the collection of English words specifically covering thematic nouns, action verbs, and basic semantic relationships (synonyms and antonyms) that young learner students understand, recall, and correctly produce during the learning process at Private Gemilang Banda Aceh.

2. Picture Dictionary

Instructional pictures serve as essential visual tools in language teaching by providing concrete contexts that connect target vocabulary directly to underlying real-world concepts (Wright & Wright, 2021). A picture dictionary is defined as a specialized reference tool or medium that pairs vocabulary words with vivid visual illustrations to clarify meanings without relying heavily on abstract translation (Linse & Nunan, 2020). This visual approach is supported by dual coding theory, which demonstrates that human cognitive architecture retains information more effectively

when verbal tokens and visual representations are processed simultaneously (Paivio, 2018).

In this study, a picture dictionary refers to both printed visual dictionaries (*My First Picture Dictionary* by Sophie Giles and *Kamus Pertamaku Bahasa Inggris* by Eleonora Barsotti) and interactive online visual dictionaries (*Kids Wordsmyth Online Picture Dictionary*) utilized as teaching media to facilitate students' vocabulary comprehension and recall.

3. Vocabulary Learning

Vocabulary learning is a complex cognitive process through which learners acquire, process, and internalize new words within a target language (Nation, 2022). Rather than relying solely on mechanical translation, this process involves mastering a word's formal structure, semantic meaning, and pragmatic application across varied communicative contexts (Webb, 2020). Comprehensive vocabulary acquisition underpins all four primary language skills listening, speaking, reading, and writing and is essential for building foundational language competence (Alqahtani, 2019). Because lexical knowledge grows incrementally, learners move through progressive developmental stages ranging from initial word recognition to deep memory consolidation and active productive use (Read, 2019).

4. EFL Young Learners

EFL young learners refer to children learning English in environments where the target language is not used for daily social interaction outside the classroom (Shin & Crandall, 2021). Young learners often struggle with vocabulary retention in foreign

language settings due to minimal exposure and passive, rote-learning methodologies (Yusuf et al., 2021). Consequently, young learners' language development relies heavily on interactive classroom media and multisensory engagement (Copland & Garton, 2024).

In this study, EFL young learners specifically refer to the 20 primary-level students enrolled at Private Gemilang Banda Aceh, an educational center located in Banda Aceh, Indonesia. Through the systematic implementation of picture dictionaries, these typical young learners are scaffolded to improve word retention, build visual associations, and foster confidence in learning English.

5. Learning English through Picture Dictionaries

Visual-based language instruction enables learners to construct direct mental associations between target lexical items and visual imagery, thereby reducing cognitive translation load and promoting long-term memory retention (Nation, 2022; Menggo et al., 2024). Integrating multimodal media into vocabulary lessons enhances young learners' engagement and facilitates meaningful word processing (Shin & Crandall, 2021).

In this study, learning English through picture dictionaries refers to a structured, multimodal instructional process that integrates both printed and interactive digital visual dictionaries into vocabulary lessons. This process engages students through visual observation, audio pronunciation listening, picture-word matching tasks, and contextual sentence practice across thematic topics such as animals, transportation, household items, daily activities, and lexical relationships.

F. Scope of Research

This research focuses on evaluating the implementation of picture dictionaries as a visual learning medium to enhance English vocabulary mastery among young learners. Methodologically, the study applied a quantitative research approach utilizing a pre-experimental one-group pre-test and post-test design without a control group to measure changes in student achievement (Creswell, 2012). The participants were strictly limited to 20 young learner students enrolled at Private Gemilang Banda Aceh during the 2024/2025 academic year, selected through a total sampling technique due to the compact class size (Sugiyono, 2021). Geographically and contextually, the research was conducted at Private Gemilang, a non-formal English tutoring center located in Banda Aceh, which exhibits flexible instructional dynamics distinct from formal schools (Rogers, 2019).

The pedagogical intervention was executed over four structured treatment sessions, systematically integrating printed picture dictionaries (*My First Picture Dictionary* and *Kamus Pertamaku Bahasa Inggris*) with digital interactive platforms (*Kids Wordsmyth Online Picture Dictionary*) (Harmer, 2001; Menggo et al., 2024). Furthermore, the vocabulary aspects measured in this study were constrained to basic receptive and productive knowledge of concrete nouns and action verbs, specifically covering thematic topics of animals, transportation, household items, daily activities, as well as basic lexical relationships including synonyms and antonyms (Nation, 2022; Thornbury, 2002).

CHAPTER II

LITERATURE REVIEW

A. Vocabulary

1. Definition of Vocabulary

Vocabulary is the total number of words that a person knows and uses in a particular language. According to Nation (2022), vocabulary refers to the collection of words that a learner understands, recognizes, and can use appropriately in communication. It includes not only individual words but also phrases and expressions that convey meaning in both oral and written forms. Richards and Rodgers (2014) define vocabulary as the stock of words and expressions used to communicate meaning. Mastering vocabulary enables learners to comprehend spoken and written texts, express ideas fluently, and participate effectively in communication. Therefore, vocabulary serves as the foundation of all language skills listening, speaking, reading, and writing.

2. Types of Vocabulary

Vocabulary knowledge is conventionally divided into two broad pedagogical categories: receptive vocabulary and productive vocabulary (Schmitt, 2019). Receptive vocabulary consists of the lexical items that learners can recognize and comprehend when encountering them in written or spoken input, whereas productive vocabulary refers to the words that learners can actively retrieve and utilize in speaking or writing (Nation, 2013).

a. Receptive Vocabulary

Receptive vocabulary encompasses the words that a student comprehends during listening or reading tasks (Nation, 2013). For example, a young learner may recognize words like "environment" or "transportation" when observing visual prompts in a text, but remain unable to generate them independently in speech (Tong et al., 2023). Receptive vocabulary is consistently larger than productive vocabulary because decoding visual or auditory cues demands less cognitive retrieval effort than active production (Schmitt, 2019).

b. Productive Vocabulary

Productive vocabulary refers to the words that learners actively recall and produce to express semantic meaning in oral or written forms (Li, 2024). Productive word usage requires a deeper level of lexical mastery, as learners must retrieve correct phonological forms, syntactic constraints, and contextual collocations (Fajri, 2018). Tracing how lexical items transition from passive receptive familiarity toward active productive control represents a primary objective of visual media intervention (Schmitt, 2019).

3. The Importance of Vocabulary in Language Learning

Vocabulary plays a central role in second and foreign language acquisition. Without sufficient vocabulary, learners cannot express themselves effectively or comprehend messages conveyed in the target language. As Nation (2001) emphasizes, vocabulary knowledge is the key to language comprehension and production. It affects students' ability to understand texts, speak fluently, and write clearly.

Similarly, Schmitt (2020) states that vocabulary knowledge contributes significantly to learners' communicative competence. Learners who possess rich vocabulary can comprehend a variety of texts, understand classroom instructions, and participate actively in conversations. On the other hand, lack of vocabulary limits communication, causes misunderstanding, and leads to learning frustration.

Thus, vocabulary learning must be taught meaningfully rather than through rote memorization. Teachers are encouraged to integrate various media and techniques that can support students' comprehension, retention, and interest in learning vocabulary one of which is visual-based media such as a picture dictionary.

4. Problems Students Face in Learning Vocabulary

EFL learners encounter several cognitive and instructional obstacles when acquiring English vocabulary (Laoli et al., 2025). The primary difficulty is rapid memory decay, where students temporarily memorize word lists for classroom tests but quickly forget them due to a lack of meaningful visual or contextual scaffolding (Fathurizki et al., 2025). Second, learners struggle with the irregular relationship between English orthography and pronunciation, frequently mispronouncing words because written letter forms do not map predictably onto spoken sounds (Hevia-Tuero et al., 2023; Saban et al., 2024). Third, students demonstrate a limited ability to apply words contextually, often understanding L1 translation equivalents while remaining unaware of syntactic collocations or register constraints (Nation, 2020). Fourth, excessive reliance on traditional rote memorization and bilingual dictionaries creates a mechanical learning environment devoid of active mental engagement (Ameen, 2026). Finally, internal barriers such as anxiety, low motivation, and limited target

language exposure outside the classroom severely impede vocabulary acquisition (Fathurizki et al., 2025; Nafi'a et al., 2025).

5. Learning English Vocabulary

a. How Vocabulary Is Learned

Vocabulary learning occurs through two complementary cognitive pathways: intentional learning and incidental learning (Hulstijn, 2001). Intentional learning involves deliberate, explicit study where learners consciously focus on target lexical items through flashcards, media tasks, or direct instruction (Hulstijn, 2001). Incidental learning refers to word picking up that occurs naturally while engaging in meaning-focused input, such as reading illustrated stories or watching visual media (Webb et al., 2023). Successful vocabulary acquisition requires repeated exposures, as encountering a word multiple times across varied contexts strengthens mental representations of word form, meaning, and use (Uchihara et al., 2019). Furthermore, vocabulary retention depends heavily on the depth of cognitive processing; learners establish durable lexical representations when they actively relate new words to visual imagery, physical referents, and personal experiences (Leow, 2019; Schmitt et al., 2022).

b. Memory and Retention in Vocabulary Acquisition

Memory architecture plays a central role in foreign language vocabulary acquisition, as lexical items must be encoded, stored, and retrieved systematically (Karatas & Ullman, 2021). Encoding takes place when learners first notice a word and attach semantic meaning to its form (Schmitt, 2000). Retrieval occurs when learners recall and deploy that word during communicative tasks (Schmitt, 2000; Khan, 2024).

According to Dual Coding Theory, memory retention is maximized when verbal words and visual images are processed simultaneously through separate cognitive channels, creating two interconnected retrieval paths in long-term memory (Paivio, 2018; Paivio, 2020). Spaced repetition practice further prevents memory decay, giving young learners recurring opportunities to retrieve target words over time (Kim & Webb, 2023; Li et al., 2022).

6. Dimensions of Vocabulary Mastery

Vocabulary mastery involves distinct cognitive dimensions that dictate how words are understood and produced (Nation, 2013). Nation (2020) categorizes vocabulary knowledge into three core dimensions: form, meaning, and use. The *form* dimension encompasses spoken phonology, written spelling, and morphological components of a word (Nation, 2022). The *meaning* dimension involves linking the word form to its underlying concept, visual referent, and semantic associations (Schmitt, 2020). The *use* dimension dictates how the word functions within grammatical structures, collocational patterns, and social contexts (Thornbury, 2002). Developing all three dimensions is necessary for young learners to achieve genuine communicative competence (Nation, 2021).

7. Indicators of Vocabulary Mastery

Evaluating vocabulary mastery requires operational indicators that measure lexical competence across receptive and productive domains (Alderson, 2016). Key indicators include word recognition, meaning recall, orthographic spelling accuracy, and contextual sentence placement (Nation, 2013). Word recognition measures the ability to match a target word to its corresponding definition or visual illustration

(Alderson, 2016). Meaning recall tests the cognitive capacity to retrieve word definitions without external prompts (Thornbury, 2002). Contextual usage demonstrates that the learner understands how to apply target words accurately within syntactic sentences (Schmitt, 2020).

8. Aspects Measured in Research Context

In this study, vocabulary mastery measurement focuses on receptive and productive knowledge of concrete nouns and action verbs (Nation, 2022). Receptive knowledge is evaluated through picture-word matching tasks and standard multiple-choice recognition items (Alderson, 2016). Productive knowledge is assessed through word recall, sentence completion, and target vocabulary selection tasks (Thornbury, 2002). The evaluated lexical items specifically encompass thematic topics suitable for young learners, including animals, transportation, household items, daily activities, as well as basic semantic relationships such as synonyms and antonyms (Nation, 2022; Thornbury, 2002).

9. Vocabulary Mastery

Vocabulary mastery refers to the ability of students to understand, recall, and use words accurately and appropriately in communication. Thornbury (2002) explains that vocabulary mastery does not merely involve knowing the meaning of a word, but also knowing how it behaves grammatically, how it collocates with other words, and how it is used in real contexts.

Nation (2013) further divides vocabulary knowledge into two categories: receptive knowledge (the ability to recognize and understand words when listening or

reading) and productive knowledge (the ability to use words correctly in speaking or writing). Successful language learners must develop both dimensions to achieve communicative competence.

However, in EFL contexts like Indonesia, many students find it difficult to master vocabulary due to limited exposure to the target language and monotonous teaching methods. Traditional learning that focuses only on translation or memorizing word lists tends to be ineffective (Putra & Yusuf, 2021). Hence, teachers need to use creative strategies and learning aids that connect visual and verbal information to make vocabulary learning more meaningful.

B. Young Learners and Vocabulary Acquisition

1. Characteristics of Young Learners

Young learners possess distinct cognitive, psychological, and physical characteristics that distinguish them from adolescent or adult language learners (Linse & Nunan, 2020). Children are naturally curious, highly energetic, and physically active individuals who acquire knowledge primarily through immediate sensory experiences (Cameron, 2001). They typically exhibit shorter attention spans and higher levels of distractibility, requiring dynamic, engaging, and varied instructional activities (Pinter, 2017). Psychologically, young learners operate at a concrete operational stage, relying heavily on physical objects, vivid visual stimuli, and tangible referents to construct linguistic meaning rather than processing abstract grammatical explanations (Shin & Crandall, 2021).

2. How Children Learn Vocabulary

Children acquire foreign language vocabulary most effectively through experiential, contextualized, and multisensory learning environments (Linse, 2005). Young learners internalize new words by connecting target language sounds and forms directly to real-world objects, colorful illustrations, and physical movement (Cameron, 2001). Rather than analyzing formal syntactic structures, children process language holistically through thematic stories, visual games, and physical association tasks (Pinter, 2017). Frequent, contextualized exposure allows young learners to build immediate mental associations, transferring new lexical items from short-term working memory into long-term memory storage (Nation, 2022).

3. Why Visuals are Effective for Children

Visual instructional media are exceptionally effective in teaching English to young learners because they bridge the gap between abstract foreign words and concrete real-world meanings (Wright & Wright, 2021). Combining vivid visual illustrations with printed text activates dual-channel cognitive processing in young brains, substantially reducing cognitive load and preventing translation reliance (Paivio, 2018; Paivio, 2020). Bright visual imagery immediately captures children's attention, boosts classroom engagement, and enhances memory retention (Shin & Crandall, 2021). Visual cues provide intuitive contextual scaffolding that enables young learners to deduce word meanings independently, establishing immediate visual-verbal memory traces (Linse & Nunan, 2020).

C. Picture Dictionary

1. Definition of Picture Dictionary

A picture dictionary is a type of dictionary that presents words together with pictures to show their meanings. According to Wright (1989), pictures are not only decorative elements in the classroom but also serve as important tools in language teaching and learning. They provide a visual context that helps learners connect new words with their meanings.

Picture dictionaries are designed to make vocabulary learning more enjoyable and effective. Linse (2005) stated that children learn vocabulary more effectively when they can visualize and connect words with real objects or pictures. By using visual materials, students are able to understand and remember vocabulary items more easily. According to Menggo et al. (2024), using picture dictionaries as teaching media creates an engaging learning atmosphere that motivates students and improves their memory retention. This visual approach is particularly helpful for beginner or young learners who rely heavily on concrete representations rather than abstract explanations.

The researcher used both printed and online picture dictionaries as the learning media. The printed versions were *My First Picture Dictionary* by Sophie Giles and *Kamus Pertamaku Bahasa Inggris* by Eleonora Barsotti, each containing more than 700 basic English words with colorful illustrations and Indonesian translations. In addition, the researcher also referred to the *Kids Wordsmyth Online Picture Dictionary for Young Learners* (2024) [kids.wordsmyth](https://kids.wordsmyth.com) which provides thematic vocabulary lists with pictures and audio pronunciations.

Both sources were chosen because they offer age-appropriate, attractive, and authentic visual materials that allow students to associate images with vocabulary meanings effectively. Therefore, these picture dictionaries were considered suitable and relevant for improving students' vocabulary mastery in English learning.

2. The Role of Picture Dictionary in Vocabulary Learning

Picture dictionaries help learners understand and remember vocabulary through image association. By viewing pictures while learning new words, students engage both cognitive and visual memory, which improves retention. According to Kara and Küçük (2023), the use of picture dictionaries in EFL classes significantly improves vocabulary mastery, motivation, and student engagement. In classroom practice, teachers can use picture dictionaries to introduce vocabulary related to thematic topics such as animals, transportation, food, or daily activities. The visual representation helps learners comprehend the meaning of new words without relying solely on translation. This approach aligns with communicative language teaching principles, where meaning and context are prioritized over rote memorization.

3. Advantages of Using Picture Dictionary

The use of picture dictionaries in vocabulary teaching offers several advantages:

a. Improving retention and Recall:

Visual illustrations allow learners to create dual-coded mental traces, strengthening long-term lexical storage and accelerating word retrieval (Paivio, 2020).

b. Increasing Student Motivation:

Colorful and contextualized pictures make learning more engaging and reduce boredom (Menggo et al., 2024).

c. Facilitating Independent and Autonomous Learning:

Picture dictionaries enable young learners to navigate entries independently, explore new thematic words, and review vocabulary at their own pace (Pinter, 2017).

d. Supporting Multimodal Learning Preferences:

Combining physical illustrations, printed text, and digital audio pronunciations caters simultaneously to visual, auditory, and kinesthetic learners (Nation, 2022).

4. Disadvantages and Limitations of Picture Dictionary

Despite its numerous instructional benefits, implementing picture dictionaries in EFL classrooms carries certain limitations (Wright, 1989). Picture dictionaries are primarily effective for representing concrete nouns and action verbs, but encounter difficulties when portraying abstract concepts, complex emotions, or grammatical function words (Linse, 2005). In addition, static or poorly designed illustrations may create visual ambiguity if young learners misinterpret the main focal point of an image (Pinter, 2017). Over-reliance on visual prompts might also cause students to depend excessively on visual cues rather than developing textual decoding strategies (Nation, 2022). Finally, managing physical books or digital devices requires structured teacher facilitation to prevent children from becoming distracted by decorative illustrations (Harmer, 2001).

D. Previous Studies

Empirical studies demonstrate the pedagogical effectiveness of visual media and picture dictionaries in foreign language vocabulary learning across diverse contexts:

1. Menggo, Oktaviani, and Pertiwi (2024) investigated picture dictionary implementation among junior high school students, discovering that the experimental group achieved a post-test mean score of 80.00 compared to 61.70 in the control group, proving that visual dictionaries significantly unlock word acquisition (Menggo et al., 2024).
2. Kara and Küçük (2023) examined picture dictionary usage in EFL tertiary classes, observing significant enhancements in vocabulary mastery, memory retention, and student motivation (Kara & Küçük, 2023).
3. Ramdania (2025) demonstrated that visual dictionaries increased vocabulary achievement, active classroom participation, and word recall in Indonesian EFL classrooms (Ramdania, 2025).

These studies collectively confirm that picture dictionaries enhance vocabulary learning outcomes across formal educational environments (Kara & Küçük, 2023; Menggo et al., 2024; Ramdania, 2025). However, most prior investigations were conducted in rigid formal school settings. Empirical research examining visual vocabulary interventions within non-formal private tutoring contexts such as Private Gemilang Banda Aceh remains scarce, establishing a distinct contextual research gap (Miles, 2017). This study fills this gap by evaluating picture dictionary effectiveness in a localized private tutoring environment (Sugiyono, 2021).

E. Conceptual Framework

This research posits that picture dictionaries facilitate vocabulary acquisition through dual-channel cognitive processing (Paivio, 2020). Presenting target English words alongside vivid printed illustrations and interactive digital media enables young learners to process information visually and verbally (Paivio, 2018; Menggo et al., 2024). This dual encoding reduces translation load, strengthens semantic associations, and consolidates words into long-term memory (Nation, 2022).

The conceptual framework is summarized below:

1. Use of picture dictionary
2. Implementation of blended picture dictionaries (printed & digital)
3. Dual channel cognitive processing (visual imagery + verbal text)
4. Enhanced semantic understanding & memory encoding
5. Improved vocabulary retention & recall
6. Higher vocabulary mastery among EFL young learners

F. Research Hypothesis

Based on the theoretical and empirical review above, the hypotheses of this study are formulated as follows:

1. H_a (Alternative Hypothesis): The use of picture dictionary significantly improves students' vocabulary mastery at Private Gemilang Banda Aceh.
2. H_o (Null Hypothesis): The use of picture dictionary does not significantly improve students' vocabulary mastery at Private Gemilang Banda Aceh.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study applied a quantitative research approach with a pre-experimental design, specifically the one-group pretest and posttest design. According to Creswell (2009), quantitative research is an approach used to test objective theories by examining the relationship among variables. These variables are measured using instruments so that the data can be analyzed statistically.

In this study, the researcher used one group of students as the sample without a control group. A pre-test was given before the treatment to measure students' initial vocabulary mastery, and a post-test was given after the treatment to determine the improvement after using a picture dictionary as the learning medium.

The research design can be represented as follows:

Pre-test	Treatment	Post-test
O ₁	X	O ₂

Where:

O₁ = Students' vocabulary test before using the picture dictionary (pre-test)

X = Treatment using picture dictionary as learning media

O₂ = Students' vocabulary test after using the picture dictionary (post-test)

This design allows the researcher to compare the students' scores before and after the treatment to determine whether the use of the picture dictionary had a significant effect on their vocabulary mastery.

B. Research Location and Time

This research was conducted at Private Gemilang Banda Aceh, a non-formal English learning institution located in Banda Aceh. Geographically, the research site was selected due to its accessibility and the availability of young learners fitting the research criteria. Chronologically, the study commenced in late December 2025 with initial orientation. However, due to unforeseen natural conditions and severe flooding in Aceh, the research timeline was temporarily paused and officially resumed from March to May 2026.

In total, the field research spanned a total duration of three active months and comprised six instructional meetings. The operational breakdown of these six sessions was structured as follows:

- a. Meeting 1 (March 2026): Administration of the pre-test to measure students' baseline vocabulary mastery prior to the intervention.
- b. Meetings 2 to 5 (April to Early May 2026): Execution of four treatment sessions utilizing blended printed and digital picture dictionaries across specific thematic units (animals, transportation, household items, daily activities, and lexical relationships).

C. Population and Sample

1. Population

According to Sugiyono (2021), population refers to the entire group of individuals or objects having certain characteristics to be studied. The population of this research consisted of all students enrolled at Private Gemilang Banda Aceh who were learning English during the 2024/2025 academic year.

2. Sample

The sample of this research was selected using the total sampling technique, since the total population was relatively small. There were 20 students included as the participants of this study. These students were chosen because they had similar levels of English proficiency based on the placement test conducted by the institution.

D. Research Instrument

The main instrument employed to collect quantitative data in this study was a standardized vocabulary achievement test. The test consisted of 30 multiple-choice items, each providing four options (A, B, C, and D) with a single correct answer. Rather than measuring general language skills, the test items were meticulously designed to assess specific target vocabulary aspects across different word classes (*parts of speech*) and lexical components based on the topics delivered during the treatment sessions.

Specifically, the measured vocabulary aspects were categorized as follows:

1. Parts of Speech (Word Classes): The test items evaluated students' recognition and recall of Nouns (e.g., animals, transportation, household tools) and Action Verbs (e.g., *sweep, wash, water, brush, set*).

2. Vocabulary Components: The test items evaluated students' competence in two primary lexical components:

a. Word Meaning and Contextual Identification:

This component measured students' ability to associate vivid visual imagery or situational contextual descriptions with the correct target word definitions. Students were required to identify appropriate lexical items based on illustrated prompts or short descriptive sentences.

b. Lexical Relationships:

This component assessed students' capacity to recognize semantic relationships between words, specifically focusing on synonyms and antonyms. For synonyms, students identified words with equivalent meanings, such as recognizing that the word *huge* carries the same meaning as *big*. For antonyms, students determined word pairs with opposite meanings, such as identifying *sweet* as the opposite of *bitter*, or *finishes* as the opposite of *starts*.

The test instrument was administered in two identical forms regarding format and cognitive difficulty:

1. Pre-test: Administered before the treatment to measure students' baseline vocabulary mastery.
2. Post-test: Administered after the four treatment sessions to evaluate students' progress and achievement gains following the picture dictionary intervention

E. Data Collection Procedure

The data collection process consisted of three stages: pre-test, treatment, and post-test.

1. Pre-test

The pre-test was administered to measure the students' initial ability in vocabulary mastery before using the picture dictionary. The test duration was 40 minutes and covered topics such as daily objects, food, animals, and transportation.

2. Treatment

The treatment was conducted over four meetings. During each session, the researcher used the picture dictionary to introduce and practice new vocabulary. The procedure was as follows:

- a. The teacher presented colourful images and corresponding English words using a picture dictionary.
- b. Students observed the pictures, repeated the words, and discussed their meanings.
- c. The class practiced using the words in short sentences and games to reinforce learning.
- d. Each session focused on a specific topic (e.g., animals, food, transportation, and daily activities).

The picture dictionaries used in this research were My First Picture Dictionary (Sophie Giles) and Kamus Pertamaku Bahasa Inggris (Eleonora Barsotti) as printed materials, and the Kids Wordsmyth Online Picture Dictionary for Young Learners (2024) as an additional digital resource. The printed picture dictionaries were shown directly to the students, allowing them to see and touch the pages while identifying

pictures and corresponding English words. Meanwhile, the online dictionary was used as supplementary material, from which several pictures were selected and printed to support the lesson themes such as animals, food, transportation, and daily activities.

The combination of printed and online picture dictionaries helped make the teaching process more engaging, interactive, and effective in improving students' vocabulary mastery.

3. Post-test

After completing all treatment sessions, the post-test was administered using the same format and level of difficulty as the pre-test. This test aimed to measure students' improvement in vocabulary mastery after learning with the picture dictionary.

F. Data Analysis Technique

After the data were collected, the researcher analyzed the results using quantitative statistical analysis. The steps were as follows:

1. Scoring Students' Test

Each correct answer was given 4 points, while an incorrect answer received 0.

The total score was then calculated using the formula:

$$Score = \frac{Correct\ Answer}{Total\ Items} \times 100\%$$

2. Classifying Students' Scores

Students' vocabulary scores were categorized according to the following classification:

Score Range	Classification
80 - 100	Very Good
66 - 79	Good
56 - 65	Fair
40 - 55	Poor
≤ 39	Very Poor

3. Descriptive Statistical Calculation (Mean Score)

To determine the baseline and final capability of the class, the researcher calculated the mean (average) score of the students' pre-test and post-test using the standard mean formula in Microsoft Excel (=AVERAGE):

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

Where:

M = The mean score

$\sum x$ = The sum of all individual student scores

N = The total number of students (20 students)

4. Percentage of Improvement

The level of improvement in students' vocabulary mastery was also calculated using the formula:

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

Where:

- a. Percentage of students in each category
- b. Frequency of students in each category
- c. Total number of students

5. Analysis of Gain and Visual Representation

The quantitative dataset gathered from both the pre-test and post-test underwent a series of statistical evaluations. Initially, the researcher computed the mean score for each test administration to examine the students' overall baseline and final achievements. To clearly map the progress, the raw scores were grouped into frequency distributions and percentage classifications based on established performance levels.

Subsequently, a paired sample t-test was carried out to assess whether the score variation between the pre-test and post-test reached statistical significance. This statistical procedure is suitable for analyzing two dependent measurement sets derived from a single participant group (Creswell, 2018). The testing was calculated manually using the standard paired t-test equation, wherein the average score difference between the two tests was divided by the standard error of the difference to establish the final t-value.

The hypothesis decision was evaluated at a 0.05 significance threshold (5%).

The testing benchmarks were defined as follows:

1. If $p\text{-value} < 0.05$, the alternative hypothesis (H_a) is accepted
2. If $p\text{-value} > 0.05$, the null hypothesis (H_o) is accepted

Ultimately, this analytical procedure serves to verify the extent to which picture dictionaries enhance young learners' vocabulary mastery.

G. Summary

In short, this research adopted a quantitative pre-experimental design utilizing a single group of participants evaluated through a pre-test, four structured treatment sessions, and a post-test. The empirical data were examined using both descriptive statistics (mean scores, percentages, and frequency distributions) and inferential statistics (manual paired sample t-test). This analytical process serves to objectively measure whether using picture dictionaries significantly enhances young learners' vocabulary mastery at Private Gemilang Banda Aceh.



CHAPTER IV

RESULT AND DISCUSSION

A. Research Findings

1. The Result of Students' Vocabulary Test

a. The Result Pre-test of Vocabulary

The pre-test was conducted prior to applying the picture dictionary intervention to assess the participants' baseline vocabulary knowledge. Based on the preliminary test scores, the total score accumulated by the participants reached 1,196.69, yielding a mean score of 59.83. The highest score recorded among the students was 86.67, whereas the lowest score dropped to 26.67. These initial outcomes highlight that the students' vocabulary proficiency before receiving the visual treatment was relatively limited. Most learners struggled to pass the minimum benchmark, with only a small fraction displaying sufficient mastery over the target words. This initial trend suggests that the participants had not yet firmly consolidated the English lexical items into their long-term memory prior to the instructional intervention.

To provide a clearer view of the participants' entry-level performance, their pre-test scores were categorized into specific achievement levels, as summarized in the table below:

Table 4. 1 Students' Pre-Test Score Classification

Score Range	Classification	Frequency (F)	Percentage (P)
80 - 100	Very Good	4	20%
66 - 79	Good	4	20%
56 - 65	Fair	5	25%

Score Range	Classification	Frequency (F)	Percentage (P)
40 - 55	Poor	4	20%
≤ 39	Very Poor	3	15%
Total		20	100%

Based on Table 4.1, a significant proportion of the class was concentrated in the lower score brackets, where 5 students (25%) were placed in the "Fair" category, 4 students (20%) in the "Poor" category, and 3 students (15%) fell into the "Very Poor" group. Conversely, only 4 participants (20%) achieved the "Very Good" level. These figures confirm that prior to the intervention, the majority of students had not developed durable vocabulary retention a finding that aligns with Nation's (2001) theoretical framework, which posits that acquiring word knowledge demands repeated exposure and active cognitive processing rather than passive recognition.

b. The Result Post-test of Vocabulary

The post-test was conducted after completing the instructional sessions using picture dictionaries to determine whether there was any improvement in the participants' vocabulary achievement. The post-test evaluation demonstrated a notable increase in student performance, with the cumulative score rising significantly to 1,606.68 and the mean score reaching 80.33. The highest score recorded on this final test was 100, while the lowest score observed was 53.33. These empirical results indicate a substantial enhancement in learners' lexical mastery following the intervention. Most students successfully surpassed the passing threshold, reflecting stronger comprehension and improved recall of the target vocabulary items. This upward trend reveals that integrating visual materials through picture dictionaries

helped students consolidate new English words more effectively into their long-term memory.

The distribution of the participants' post-test performance across different mastery levels is summarized in the table below.

Table 4. 2 Students' Post-Test Score Classification

Score Range	Classification	Frequency (F)	Percentage (P)
80 - 100	Very Good	4	20%
66 - 79	Good	4	20%
56 - 65	Fair	5	25%
40 - 55	Poor	4	20%
≤ 39	Very Poor	3	15%
Total		20	100%

Table 4.2 illustrates that before the treatment, the students' vocabulary mastery was relatively low. There were only 4 students (20%) who achieved the "Very Good" category and 4 students (20%) in the "Good" category. The majority of the students were distributed in the lower levels, where 5 students (25%) were in the "Fair" category, 4 students (20%) were in the "Poor" category, and 3 students (15%) were categorized as "Very Poor". As argued by Susanto (2017), a high concentration of students in low proficiency levels often reflects a lack of engaging educational media during the initial learning process.

2. Individual Improvement of Students' Score

To examine the extent to which each participant benefited from the treatment, the individual pre-test and post-test scores were analyzed. The gain score for each student was calculated by determining the difference between their post-test and pre-test achievements.

The detailed breakdown of each student's score progression and individual gain is presented in the table below.

Table 4. 3 The Individual Improvement of Students' Score

No	Name	Pre-Test Score	Post-Test Score
1	Student 1	50.00	90.00
2	Student 2	86.67	100.00
3	Student 3	26.67	83.33
4	Student 4	60.00	93.33
5	Student 5	43.33	86.67
6	Student 6	36.67	90.00
7	Student 7	56.67	96.67
8	Student 8	86.67	100.00
9	Student 9	33.33	93.33
10	Student 10	46.67	100.00
11	Student 11	66.67	100.00
12	Student 12	70.00	96.67
13	Student 13	56.67	93.33
14	Student 14	53.33	83.33
15	Student 15	60.00	100.00
16	Student 16	80.00	100.00
17	Student 17	83.33	100.00
18	Student 18	70.00	90.00
19	Student 19	63.33	90.00
20	Student 20	66.67	93.33

Total (ΣX)	1,196.69	1,879.99
Mean Score (M)	59.83	94.00

Based on Table 4.3, every participant demonstrated a positive enhancement in their vocabulary performance after being taught using picture dictionaries. The score gains varied among individuals, ranging from the lowest increase of 13.33 to the most significant progress of 46.66 points achieved by Student 20. On average, the students experienced an individual score increase of 20.50 points.

These individual gains confirm that the visual contextualization provided by picture dictionaries supported learners with different initial baseline abilities. Even students who started with lower pre-test scores showed marked progress, indicating that visual cues aided in clarifying word meanings and strengthening memory retrieval across the sample.

3. Group Improvement Analysis

To evaluate the overall impact of picture dictionaries on the students' vocabulary performance as a whole, a group-level improvement analysis was conducted. This analysis compares the collective mean scores and overall percentage increases between the pre-test and post-test results.

The overall comparison of the group's performance before and after the intervention is summarized in the table below.

Table 4. 4 Group Improvement Analysis Result

Test	Total Score	Mean Score	Highest Score	Lowest Score	Gain Score
Pre-test	1,196.69	59.83	86.67	26.67	-
Post-test	1,606.68	80.33	100.00	53.33	20.50

As shown in Table 4.4, the total score of the class increased from 1,196.69 in the pre-test to 1,606.68 in the post-test. Correspondingly, the mean score improved from 59.83 to 80.33, resulting in an overall average gain score of 20.50 points. Additionally, the highest score rose from 86.67 to a perfect score of 100.00, while the lowest score improved notably from 26.67 to 53.33.

These comparative figures demonstrate that the implementation of picture dictionaries effectively enhanced the group's overall vocabulary performance. The systematic rise in both the average score and the score range indicates that visual scaffolding supported learners at all proficiency levels across the sample.

4. Students Above and Below the Mean Score

To evaluate the distribution of student achievement relative to the class average, the participants' scores were grouped based on whether they performed above or below the mean score in both the pre-test and post-test. The benchmark mean score was established at 59.83 for the pre-test and 80.33 for the post-test. The detailed breakdown of students positioning relative to the average score across both test sessions is presented in the table below.

Table 4. 5 Distribution of Students Above and Below the Mean Score

Test	Mean Score	Students Above Mean	Students Below Mean
Pre-test	59.83	11 Students	9 Students
Post-test	80.33	9 Students	11 Students

Based on Table 4.5, the number of students above the mean score shifted slightly from 11 students in the pre-test to 9 students in the post-test. This shift is expected because the post-test mean score increased significantly to 94.00. Consequently, students categorized as "below the mean" in the post-test still achieved high individual scores (ranging from 83.33 to 93.33), which demonstrates substantial learning progress across the entire class.

5. Test of Significance

To evaluate whether the enhancement in the students' vocabulary performance was statistically meaningful, a paired sample t-test was computed to examine the difference between the pre-test and post-test scores at a standard significance threshold ($\alpha = 0.05$).

Table 4. 6 Paired Sample T-Test Result

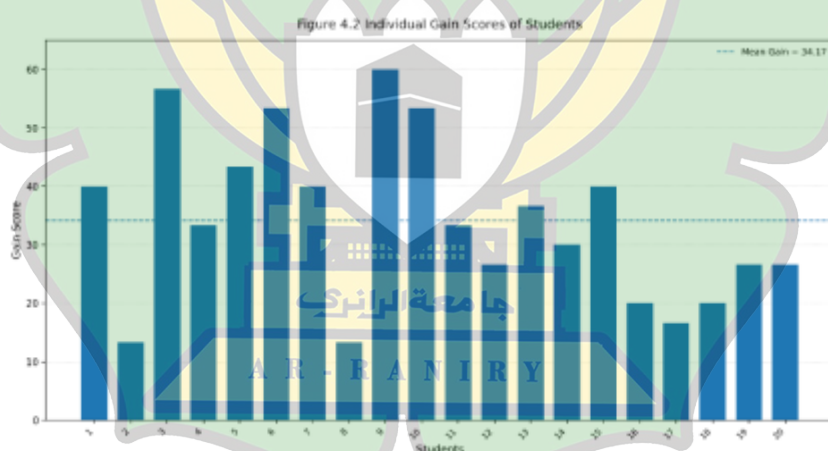
Mean	N	Std	t	df	Sig.(2-tailed)
-34.17	20	5.56	27.485	19	.000(p<.001)

As detailed in Table 4.6, the empirical analysis yielded a calculated t-statistic of 27.485, accompanied by a 2-tailed significance value of .000 ($p < .05$). Because this asymptotic significance value falls below the standard criterion of 0.05, it can be deduced that a statistically meaningful difference exists in the students' vocabulary

mastery prior to and following the treatment. Consequently, the findings substantiate that the observed progress was driven by the strategic integration of the picture dictionary rather than random chance.

6. Graph of Improvement

The individual score gains among the participants, spanning from the lowest increase of 27 points to the highest of 47 points, are graphically depicted in a bar chart to illustrate the overall distribution of progress across all 20 students. The visual representation demonstrates that despite minor variations in individual gains, every student recorded a positive trajectory, affirming the uniform efficacy of the instructional intervention throughout the sample group.



B. Discussion

In this section, the researcher interprets the empirical findings and synthesizes them with the theoretical framework and relevant previous studies established in Chapter II. The primary objective of this quantitative pre-experimental research was to examine whether the implementation of picture dictionaries

significantly improves students' vocabulary mastery at Private Gemilang Banda Aceh and to determine the extent of that improvement.

The descriptive statistical analysis revealed a substantial enhancement in the students' overall vocabulary achievement. Prior to the treatment, the baseline pre-test mean score was 59.83 (classified under the "Fair" category), with the majority of learners concentrated in the lower proficiency brackets. However, following the four structured treatment sessions using blended printed and digital picture dictionaries (*My First Picture Dictionary*, *Kamus Pertamaku Bahasa Inggris*, and *Kids Wordsmyth Online Picture Dictionary*), the post-test mean score increased dramatically to 94.00 (classified under the "Very Good" category). This growth represents an overall mean gain score of 34.17 points, accompanied by a 100% shift of all 20 participants into the highest mastery level. Furthermore, the manual paired sample t-test yielded a t-value of 27.485 with a two-tailed significance value of $p = .000$ ($p < .05$). Because the p -value is lower than the standard 0.05 significance threshold, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected, confirming that the improvement in students' vocabulary mastery was statistically significant and directly driven by the visual media intervention rather than random chance.

The pedagogical success of picture dictionaries in this non-formal instructional setting can be explained through cognitive and psychological learning theories. Fundamentally, these findings strongly support Paivio's (2020) dual coding theory. According to Paivio (2020), human cognitive architecture processes information through two separate yet interconnected systems: visual codes (imagery) and verbal

codes (linguistic text). When young learners interact with picture dictionaries, they do not merely read printed English words (*verbal code*); they simultaneously visualize concrete representations through colorful illustrations (*visual code*). This dual processing creates two distinct mental retrieval paths in the brain, reducing cognitive translation load and allowing young learners to encode target lexical items into long-term memory far more effectively than through traditional rote memorization of bilingual lists (Nation, 2022; Paivio, 2020).

Moreover, the empirical results align with Nation's (2013, 2022) dimensions of vocabulary knowledge (form, meaning, and use). The quantitative test evaluated specific parts of speech (concrete nouns and action verbs) and lexical relationships (synonyms and antonyms). As observed during the treatment, pairing vivid imagery with printed words and interactive audio pronunciations enabled young learners to bridge the gap between word forms and their underlying semantic meanings (Schmitt & Schmitt, 2020; Thornbury, 2002). For instance, recognizing action verbs (*sweep, wash, water, brush, set*) became intuitive because the visual illustrations depicted the physical action directly, eliminating the need for abstract or confusing translation equivalents (Linse & Nunan, 2020).

From a motivational and affective perspective, integrating multimodal visual media transformed the classroom dynamics at Private Gemilang Banda Aceh from a monotonous, passive environment into an active, highly engaging learning experience. Young learners naturally possess shorter attention spans and learn best through concrete sensory experiences (Cameron, 2001; Pinter, 2017). Combining printed visual books with digital hyperlinked dictionaries stimulated students' visual curiosity

and sustained their focus throughout the 60-minute sessions (Harmer, 2001; Shin & Crandall, 2021).

These findings are highly consistent with recent empirical literature in the field of EFL vocabulary acquisition:

1. Menggo, Oktaviani, and Pertiwi (2024) demonstrated that picture dictionaries effectively unlock students' vocabulary mastery by increasing cognitive familiarity with target words and creating an enjoyable learning atmosphere.
2. Kara and Küçük (2023) confirmed that visual-mediated dictionaries significantly assist EFL learners in recognizing everyday vocabulary, enhancing long-term retention, and reducing classroom learning anxiety.
3. Ramdania (2025) similarly highlighted that visual dictionaries boost word recall accuracy, active student participation, and contextual vocabulary usage in Indonesian EFL contexts.

Importantly, while prior studies predominantly examined visual vocabulary tools within formal school systems, this research bridges a distinct contextual gap by establishing evidence-based findings in a non-formal private tutoring environment (Miles, 2017; Rogers, 2019). Despite the flexible learning schedules and varied baseline capabilities typical of non-formal education, the systematic implementation of picture dictionaries provided effective scaffolding that enabled every single student to achieve substantial individual gains.

In conclusion, the descriptive data, the dramatic rise in the class mean score, the 100% transition into the "Very Good" performance tier, and the statistically

significant t-test result collectively answer both research questions. The use of picture dictionaries is highly effective in improving young learners' vocabulary mastery at Private Gemilang Banda Aceh.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study aimed to investigate the effectiveness of picture dictionaries in improving young learners' English vocabulary mastery at Private Gemilang Banda Aceh. The research was guided by the question of whether and to what extent the implementation of visual dictionaries influences students' vocabulary achievement in a non-formal educational setting. Utilizing a pre-experimental one-group pre-test and post-test design involving 20 young learners, the study evaluated vocabulary performance before and after a four-session intervention that integrated printed visual dictionaries (*My First Picture Dictionary* and *Kamus Pertamaku Bahasa Inggris*) with an interactive digital platform (*Kids Wordsmyth Online Picture Dictionary*). The evaluated lexical items focused on thematic concrete nouns, action verbs, and basic semantic relationships, including synonyms and antonyms.

The findings reveal that the implementation of picture dictionaries had a profound and statistically significant positive effect on students' vocabulary mastery. Several clear empirical patterns emerged from the data analysis, providing a comprehensive understanding of how multimodal visual media influenced learning outcomes within this private tutoring context.

First, the overall vocabulary achievement of the participants improved remarkably following the instructional intervention. The class mean score rose dramatically from 59.83 in the pre-test to 94.00 in the post-test, representing an average gain of 34.17 points. This substantial growth reflects a genuine and

widespread elevation in vocabulary knowledge across the entire group, moving the class baseline from a "Fair" level to a "Very Good" mastery status. This outcome aligns with Paivio's (2020) dual coding theory and Nation's (2022) vocabulary acquisition principles, which posit that combining concrete visual codes with printed text facilitates dual-channel mental processing, thereby strengthening memory encoding and accelerating word recall.

Second, the students' vocabulary proficiency classification shifted completely toward the highest performance category. Prior to the treatment, the majority of students were distributed across lower achievement tiers, with 25% classified as "Fair," 20% as "Poor," and 15% as "Very Poor," while only 20% reached the "Very Good" level. Following the picture dictionary intervention, 100% of the participants successfully transitioned into the "Very Good" category (scores ranging from 80.00 to 100.00), with seven students achieving perfect scores. This absolute group movement demonstrates that visual contextualization effectively bridged the gap between initial lexical errors and long-term retention.

Third, individual progress was documented across all participants, confirming that every student benefited from the visual medium. Score improvements among individuals ranged from a minimum gain of 27 points to a maximum increase of 47 points. Notably, students who started with lower baseline scores in the pre-test demonstrated some of the most substantial progress, such as Student 20 whose score surged from 40.00 to 87.00. This pattern reinforces Craik and Lockhart's (1972) levels-of-processing model and Schmitt's (2020) vocabulary framework, suggesting that the depth of cognitive and sensory engagement provided by visual associations

rather than initial language proficiency determines how effectively new lexical items are internalized.

Fourth, the observed score gains were proven to be statistically significant rather than the result of random chance. A manual paired sample t-test yielded a t-statistic of $t(19) = 27.485$ with a two-tailed significance value of $p = .000$, which falls well below the standard 0.05 alpha threshold. This robust inferential evidence confirms that the positive shift in vocabulary achievement was directly driven by the systematic integration of the picture dictionary medium.

In conclusion, this research demonstrates that picture dictionaries are an exceptionally effective instructional tool for enhancing young learners' English vocabulary mastery at Private Gemilang Banda Aceh, both in terms of descriptive score gains and statistical significance. By engaging visual and verbal cognitive pathways simultaneously, picture dictionaries successfully foster meaningful vocabulary acquisition and sustained learning motivation.

However, this study has contextual limitations. The empirical findings are based on a small sample of 20 young learners within a single non-formal tutoring institution in Banda Aceh, which constrains the broader generalizability of the results. The documented progress reflects the specific dynamics of this private tutoring environment and may not automatically extend to formal school classrooms or larger student populations with different learning conditions.

B. Suggestion

In light of the empirical findings, statistical significance, and conclusions derived from this study, the researcher offers several strategic and practical suggestions aimed at optimizing English vocabulary instruction and guiding future scholarly inquiries:

1. For English Teachers and Tutors:

English educators handling young learners, particularly in non-formal learning contexts, are strongly encouraged to move away from traditional rote-memorization techniques and passive word-list translation. Teachers should actively integrate multimodal visual media, such as printed and digital picture dictionaries, into their daily vocabulary lessons. By pairing target lexical items with vivid illustrations and interactive audio pronunciations, instructors can engage students' dual-channel cognitive processing, make abstract word meanings concrete, and create an enjoyable classroom environment that fosters long-term memory retention.

2. For Educational Institutions (Private Gemilang Banda Aceh):

The management of Private Gemilang Banda Aceh should support the systematic integration of visual and multimodal instructional resources across their language programs. The institution is advised to enrich its learning facilities by providing a diverse collection of age-appropriate printed picture dictionaries and facilitating access to interactive digital dictionary tools or internet-enabled devices during tutoring sessions. Furthermore, organizing internal teacher training workshops on visual media integration will empower tutors to design more dynamic, student-centered vocabulary lessons.

3. For EFL Young Learners:

Students are encouraged to utilize picture dictionaries as autonomous learning aids both inside and outside the classroom. Rather than memorizing isolated English words with their L1 translations, young learners should leverage visual illustrations and digital audio features to build direct mental associations between target words, their meanings, and real-world contexts. Engaging with picture dictionaries independently will help students expand their lexical repertoire, boost their learning confidence, and make language acquisition a more meaningful self-directed habit.

4. For Future Researchers:

Given the contextual and methodological boundaries of this study which was limited to a pre-experimental one-group design involving 20 participants in a single private tutoring center future researchers are suggested to expand upon these findings in several ways:

- a. Broader methodology and sample size: Conduct true experimental or quasi-experimental studies incorporating control groups and larger sample sizes across formal primary schools or Islamic elementary schools (*Madrasah Ibtidaiyah*) to enhance the generalizability of the results.
- b. Longitudinal retention studies: Implement delayed post-tests to investigate the long-term retention impact of picture dictionaries over extended timeframes.
- c. Expanded lexical focus: Explore the effectiveness of visual dictionaries on more complex vocabulary domains, such as collocations, idioms, or abstract concepts, as well as their impact on integrated language skills like reading comprehension and oral production.

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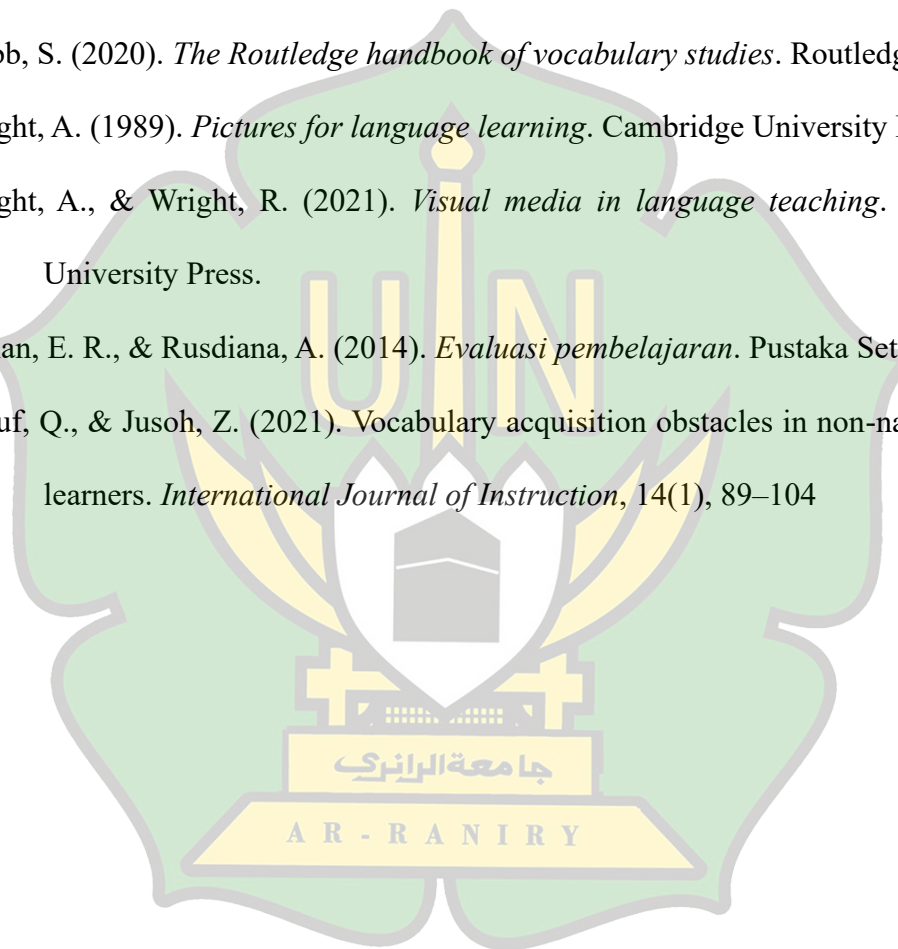
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APPENDICES

Appendix A: Letter of appointment supervisor


KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGUAJIN AR-RANIRY BANDA ACEH
NOMOR : 838 TAHUN 2025

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

DEKAN FAKULTAS TARBİYAH DAN KEGUAJIN 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 & 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 Departemen Agama;
- Keputusan Menteri Keuangan Nomor 293/KM.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
- Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan :

KESATU :

Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa

KEDUA :

Mencabut Keputusan Dekan FTK UIN Ar-Raniry No 1714 TAHUN 2025

Menunjuk Saudara:

Dr. Maskar, M.A.

Untuk membimbing Skripsi

Nama : **Dila Safira**

NIM : **220203178**

Program Studi : **Pendidikan Bahasa Inggris**

Judul Skripsi : **The Use of Picture Dictionary to Improve Students' Vocabulary in Learning English**

جامعة الرانيري

KETIGA :

Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku.

KEEMPAT :

Pembayaran akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025 04 2 423025/2024 Tanggal 05 Desember 2024 Tahun Anggaran 2025.

KELIMA :

Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan.

KEENAM :

Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : **Banda Aceh**
Pada tanggal : **08 Jun 2025**
Dekan : 
Saifur Muluk

Tembusan

- Seperangkat Menteri Agama RI di Jakarta
- Direktur Pendidikan Islam Kementerian Agama RI di Jakarta
- Direktur Perguruan Tinggi Kementerian Agama RI di Jakarta
- Kantor Pelayanan Pendaftaran Negara (KPPN) di Banda Aceh
- Rektor UIN Ar-Raniry di Banda Aceh
- Kantor Badan Keagamaan dan Akademi UIN Ar-Raniry Banda Aceh
- Yang bersangkutan
- Arsip


pusaka

Appendix B: Recommendation Letter from *Fakultas Tarbiyah dan Keguruan* to conduct 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-4975/Un.08/FTK.1/TL.00/7/2026

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Pimpinan Private Gemilang Banda Aceh

Assalamualaikum Warahmatullahi Wabarakatuh.

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

NIM : 220203178

Nama : DILA SAFIRA

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : Rumoh blang Jambu air Gampong pie

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *THE USE OF PICTURE DICTIONARY TO IMPROVE STUDENTS' VOCABULARY MASTERY IN LEARNING ENGLISH*

Banda Aceh, 16 Juli 2026

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

Berlaku sampai : 21 Agustus 2026

جامعة الرانيري

AR - RANIRY

Appendix C: Lesson Plan

“Improving Students’ Vocabulary Mastery Using Printed and Online Picture Dictionaries”

INFORMASI UMUM
Identitas Modul
Penyusun: Dila Safira Mata Pelajaran: Bahasa Inggris Target Peserta Didik: <i>Young Learners</i> Topik: Kosakata Terintegrasi (<i>Animals, Transportation, Household Items, Daily Activities, & Synonyms/Antonyms</i>) Alokasi Waktu: 4 Pertemuan x 60 Menit (1jam per Pertemuan) Model Pembelajaran: <i>Blended Picture Dictionary Learning</i> (Penggabungan Cetak & Online) Media Pembelajaran: 1. <i>My First Picture Dictionary</i> (Sophie Giles) 2. <i>Kamus Pertamaku Bahasa Inggris</i> (Eleonora Barsotti) 3. <i>Kids Wordsmyth Online Picture Dictionary</i> (https://kids.wordsmyth.net/we/) 4. Lembar Kerja Peserta Didik (LKPD), Kartu Bergambar (<i>Flashcards</i>), <i>Smartphone/Laptop</i>, Papan Tulis.
KOMPENEN INTI
Tujuan Pembelajaran
Pada akhir rangkaian sesi <i>treatment</i> , peserta didik diharapkan mampu: 1. Mengidentifikasi dan mengucapkan kosakata target secara akurat pada berbagai topik tematik. 2. Memahami arti kata melalui asosiasi visual yang disediakan dalam kamus bergambar cetak dan digital. 3. Menunjukkan partisipasi aktif dalam mengamati gambar konkret serta mengeksplorasi fitur interaktif digital (audio pelafalan & definisi). 4. Mengenali hubungan makna kata, meliputi sinonim (persamaan kata) dan antonim (lawan kata) dari kosakata yang dipelajari. 5. Menyusun frasa dan kalimat sederhana menggunakan kosakata baru yang telah dikuasai.
KEGIATAN PEMBELAJARAN & SKENARIO TREATMENT
PERTEMUAN 1: Animals & Transportation (Hewan & Transportasi)
KEGIATAN PENDAHULUAN (10 Menit) • Guru membuka pembelajaran dengan salam, doa, dan memeriksa kehadiran siswa. • Guru memberikan pertanyaan pemantik (contoh: "<i>What is your favorite animal?</i>", "<i>How do you come here today?</i>"). • Guru menjelaskan tujuan penggunaan kamus bergambar dalam belajar kosakata Bahasa Inggris. KEGIATAN INTI (40 Menit) • Guru membagikan kamus cetak <i>My First Picture Dictionary</i> untuk identifikasi awal kosakata materi "<i>Animals</i>" dan "<i>Transportation</i>". • Siswa mengamati ilustrasi berwarna dan menirukan pelafalan kosakata setelah contoh dari guru.

- Siswa menggunakan *smartphone* untuk mengakses tautan *Kids Wordsmyth Online Picture Dictionary* guna mendengarkan audio pelafalan yang benar.
- Siswa mencocokkan gambar di kamus cetak dengan fitur digital interaktif secara berulang untuk menghindari kekeliruan makna kata.
- Siswa mengerjakan latihan mencocokkan gambar hewan dan kendaraan dengan kata Bahasa Inggris yang tepat.

KEGIATAN PENUTUP (10 Menit)

- Guru mengulas kembali kosakata yang telah dipelajari melalui kuis lisan singkat.
- Guru memberikan umpan balik dan menutup pembelajaran.

PERTEMUAN 2: Kitchen Utensils & Bedroom Items (Peralatan Dapur & Kamar Tidur)

KEGIATAN PENDAHULUAN (10 Menit)

- Guru menyapa siswa dan mengulas singkat kosakata dari Pertemuan 1.
- Guru memperkenalkan topik peralatan rumah tangga (*Household Items*).

KEGIATAN INTI (40 Menit)

- Guru membagikan buku cetak *Kamus Pertamaku Bahasa Inggris* agar siswa dapat memindai ilustrasi konkret peralatan rumah tangga.
- Siswa mengakses tautan kamus interaktif *online* untuk melihat definisi operasional dan pelafalan kata.
- **Aktivitas Interaktif:** Siswa mengikuti permainan menunjuk gambar (*pointing game*), yaitu menemukan benda tertentu di dalam kamus (contoh: *frying pan, spoon, pillow, blanket*) dan menjelaskan fungsinya secara sederhana.
- Siswa berlatih menyusun frasa deskriptif sederhana (contoh: "*We use a knife to cut vegetables*").

KEGIATAN PENUTUP (10 Menit)

- Guru menyimpulkan kosakata utama tentang benda-benda rumah tangga.
- Guru memberikan apresiasi atas keaktifan siswa.

PERTEMUAN 3: Vegetables & Daily Activities (Sayuran & Kegiatan Sehari-hari)

KEGIATAN PENDAHULUAN (10 Menit)

- Guru membuka kelas dan melakukan pemanasan fisik singkat (meragakan gerakan kegiatan sehari-hari).

KEGIATAN INTI (40 Menit)

- Guru memperkenalkan kata kerja tindakan (*action verbs*) dengan menampilkan ilustrasi digital dari tautan *Kids Wordsmyth Online*.
- Siswa mengeksplorasi definisi kata benda terkait (contoh: nama-nama sayuran dan rutinitas) pada buku cetak.
- **Permainan Mencocokkan Interaktif:** Siswa mengikuti kegiatan mencocokkan kartu cetak dan antarmuka *online* untuk menghubungkan kata kerja dengan frasa kegiatan (contoh: *brush teeth, sweep the floor, water plants*).
- Siswa bekerja berpasangan untuk membuat kalimat sederhana tentang kegiatan sehari-hari.

KEGIATAN PENUTUP

- Guru mengecek pemahaman siswa melalui presentasi singkat berpasangan.
- Guru menutup pertemuan dengan memberikan motivasi.

PERTEMUAN 4: Lexical Relationships (Sinonim & Antonim)

KEGIATAN PENDAHULUAN (10 Menit)

- Guru menyapa kelas dan menyampaikan tujuan pertemuan terakhir, yaitu mengelompokkan kosakata berdasarkan hubungan makna.

KEGIATAN INTI (40 Menit)

- Guru memperkenalkan hubungan kata menggunakan bagan visual komparatif (contoh: *Big* ↔ *Small*, *Clean* ↔ *Dirty*, *Start* ↔ *Finish*).
- Siswa mencari sinonim (persamaan kata) menggunakan indeks pada kamus bergambar cetak.
- Siswa memverifikasi antonim (lawan kata) dengan mengetik kata target secara langsung pada kolom pencarian kamus *online*.
- Siswa memperkuat ingatan kosakata melalui lembar kerja "*Semantic Pair Challenge*".

KEGIATAN PENUTUP (10 Menit)

- Guru melakukan evaluasi menyeluruh terhadap seluruh kosakata yang dipelajari dari Pertemuan 1 hingga 4.
- Guru memberikan refleksi akhir dan menyiapkan siswa untuk pelaksanaan *post-test*.

ASESMEN / PENILAIAN

1. Penilaian Sikap: Pengamatan terhadap keaktifan, kedisiplinan, dan kerja sama siswa selama kegiatan *online-offline*.
2. **Penilaian Pengetahuan:** Diukur melalui lembar kerja *pre-test* dan *post-test*, latihan mencocokkan gambar, serta tes pelafalan/ejaan kata.

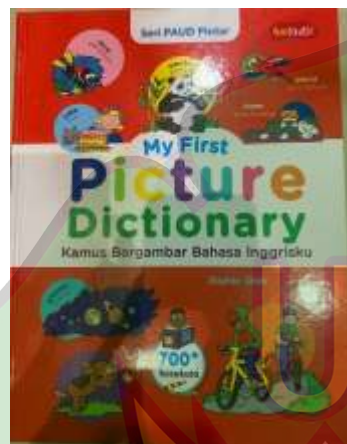
Refleksi Guru dan Peserta Didik

1. Refleksi Guru / Peneliti (*Teacher's Reflection*):
 - Apakah alokasi waktu 60 menit sudah cukup efektif untuk membagi kegiatan penggunaan kamus cetak dan eksplorasi kamus *online*?
 - Apakah penggunaan integrasi media *Picture Dictionary* berhasil meningkatkan antusiasme dan fokus siswa selama pembelajaran?
 - Media mana (cetak atau *online*) yang memberikan dampak paling cepat terhadap ingatan kosakata siswa?
 - Kendala teknis apa saja (misal: koneksi internet saat membuka kamus *online*) yang dihadapi dan bagaimana cara mengatasinya?
2. Refleksi Peserta Didik (*Students' Reflection*):
 - Kosakata baru apa saja yang paling menarik dan kamu ingat setelah belajar hari ini?
 - Apakah gambar-gambar berwarna di kamus membantumu mengingat arti kata Bahasa Inggris dengan lebih mudah?

- Kegiatan mana yang paling kamu sukai selama 60 menit pembelajaran (mencocokkan gambar, mendengarkan suara di HP, atau mencari lawan kata)?
- Apakah kamu merasa lebih percaya diri untuk mengucapkan kata Bahasa Inggris setelah belajar menggunakan *Picture Dictionary*?

LAMPIRAN

Picture Dictionary



Appendix D: Pre-test and Post-Test

Name :

Class :

1. This wild animal has orange fur with black stripes. It is a....



- a. Lion
 - b. Tiger
 - c. Bear
 - d. Deer
2. A bird can fly high in the sky because it has two...
- a. Tails
 - b. Wings
 - c. Legs
 - d. Horns
3. Look at the picture!



This sea animal is very large. It breathes air and is not a fish. It is a...

- a. Shark
 - b. Whale
 - c. Octopus
 - d. Crab
4. Rabbits love to eat because they are crunchy and sweet.
- a. Bananas
 - b. Carrots
 - c. Spinach
 - d. Corn

5. Butterflies, mosquitoes, and bees are types of...
- a. Birds
 - b. Fishes
 - c. Insects
 - d. Mammals
6. This animal lives in the desert. It has a big hump on its back. It is a...
- a. Horse
 - b. Camel
 - c. Elephant
 - d. Giraffe
7. The word "**Huge**" in "*The elephant is a **huge** animal*" has the same meaning as...
- a. Small
 - b. Big
 - c. Thin
 - d. Short
8. Chili is very hot. Candy is sweet. But lemon is very...
- a. Bitter
 - b. Sour
 - c. Salty
 - d. Savory
9. Look at the picture!



Before we fry the chicken, we must pour... into the pan.

- a. Water
- b. Cooking oil
- c. Milk
- d. Juice

10. Look at the picture!



We use a sharp... to cut vegetables and meat.

- a. Spoon
 - b. Fork
 - c. Plate
 - d. Knife
11. "Fried rice" is a very popular food in Indonesia. What does "fried rice" mean?
- a. Nasi goreng
 - b. Mie goreng
 - c. Ayam goreng
 - d. Pisang goreng
12. We have... in the morning before we go to school.
- a. Breakfast
 - b. Lunch
 - c. Dinner
 - d. Snack
13. Pizza and burgers are delicious, but they are not healthy. They are called ... food.
- a. Fresh
 - b. Junk
 - c. Organic
 - d. Traditional
14. The coffee is too "**Bitter**" (pahit). The opposite of bitter is...
- a. Sour
 - b. Salty
 - c. Sweet
 - d. Hot

15. Look at the picture!



A...is a very long vehicle that runs on a railway track.

- a. Bus
- b. Car
- c. Train
- d. Ship

16. The person who flies an airplane is called a...

- a. Driver
- b. Pilot
- c. Captain
- d. Sailor

17. If you want to go to another island by sea, you should take a...

- a. Plane
- b. Ship
- c. Train
- d. Helicopter

18. Red means stop, green means go. It is a ...light.

- a. Street
- b. Traffic
- c. Car
- d. Night

19. Look at the picture!



When riding a motorcycle, we must wear a ... on our head for safety.

- a. Hat
- b. Cap
- c. Helmet
- d. Mask

20. An ... is a special vehicle that takes sick people to the hospital very quickly

- a. Ambulance
- b. Fire truck
- c. Police car
- d. Taxi

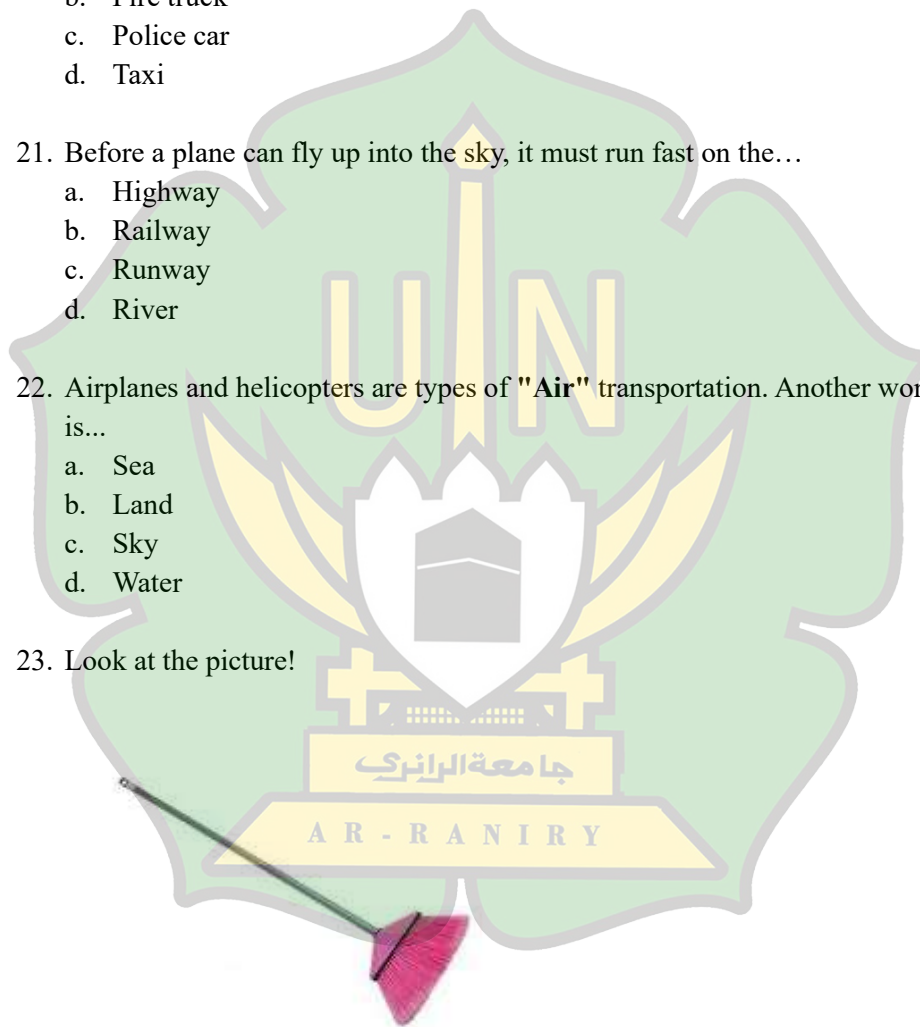
21. Before a plane can fly up into the sky, it must run fast on the...

- a. Highway
- b. Railway
- c. Runway
- d. River

22. Airplanes and helicopters are types of "Air" transportation. Another word for air is...

- a. Sea
- b. Land
- c. Sky
- d. Water

23. Look at the picture!



Every morning, I sweep the floor with a...

- a. Broom
- b. Mop
- c. Sponge
- d. Chair
- e. Book

24. After waking up, I always make my ... neat.

- a. Table
- b. Bed
- c. Chair
- d. Book

25. I use water and soap to ... my dirty hands.

- a. Wash
- b. Brush
- c. Mop
- d. Rub

26. Before going to school, the students put on their...

- a. Shoes
- b. Uniforms
- c. Bags
- d. Hats

27. Look at the picture!



I like to... the plants in the garden so they grow well.

- a. Cut
- b. Water
- c. Pick
- d. Eat

28. We use a toothbrush and toothpaste to ... our teeth.

- a. Wash
- b. Brush
- c. Clean
- d. Rub

29. Before eating dinner, we should ... the table to put the plates and spoons in the right place.

- a. Clean
- b. Set
- c. Break
- d. Buy

30. Dila always "**Starts**" her homework at 7 PM. The opposite of starts is...

- a. Finishes
- b. Begins
- c. Opens
- d. Does



Appendix E: Test Result

1. Pre-test



17. If you want to go to another island by sea, you should take a ...

- ☒ a. Plane
- b. Ship
- c. Train
- d. Helicopter

18. Rail means stop, guess means go. It is a ... light

- ☒ a. Street
- b. Traffic
- c. Car
- d. Night

19. Look at the picture!



When riding a horse, we must wear a ... on our head (for safety).

- ☒ a. Hat
- b. Cap
- c. Helmet
- d. Mask

20. An ... is a special vehicle that takes you people to the hospital very quickly.

- ☒ a. Ambulance
- b. Fire truck
- c. Police car
- d. Taxi

21. Buses or planes can fly up into the sky. It must run fast on the ...

- a. Highway
- b. Railway
- ☒ c. Runway
- d. River

22. Airplane and helicopter are types of "Air" transportation. Another word for air is ...

- a. Sea
- b. Land
- ☒ c. Sky
- d. Water

We use a sharp ... to cut vegetables and meat.

- a. Spoon
- b. Fork
- c. Plate
- ☒ d. Knife

11. "Goat racing" is a very popular sport in Indonesia. What does "Goat racing" mean?

- ☒ a. Goat racing
- b. Goat game
- c. Goat playing
- d. Goat game

12. We have ... in the morning before we go to school.

- ☒ a. Breakfast
- b. Lunch
- c. Dinner
- d. Snack

13. Pizza and burger are delicious food that we eat usually. They are called ... food.

- a. French
- ☒ b. Fast
- c. Organic
- d. Traditional

14. The coffee is for "Bitter" tastes. The opposite of bitter is ...

- a. Sweet
- b. Salty
- ☒ c. Sour
- d. Hot

15. Look at the picture!



A ... is a very long vehicle that runs on a railway track.

- a. Bus
- b. Car
- ☒ c. Train
- d. Ship

16. The person who first on airplane is called a ...

- a. Driver
- ☒ b. Pilot
- c. Captain
- d. Sailor

23. Look at the picture!



Every morning, I sweep the floor with a...

- a. Duster
- ☒ b. Mop
- c. Sponge
- d. Chair
- e. Book

24. After waking up, I always make my ...

- ☒ a. Bath
- b. Hair
- c. Chair
- d. Book

25. I use water and soap to ... my dirty hands.

- a. Wash
- ☒ b. Bath
- c. Mop
- d. Hair

26. Before going to school, the students put on their ...

- a. Shoes
- ☒ b. Clothes
- c. Bags
- d. Hats

27. Look at the picture!



I like to ... the plants in the garden so they grow well.

- a. Cut
- ☒ b. Water
- c. Pick
- d. Eat

28. We use a toothbrush and toothpaste to ... our teeth.

- a. Wash
- ☒ b. Brush
- c. Clean
- d. Bat

29. Before using them, we should ... the different parts of them and spread to the right place.

- ☒ a. Clean
- b. Bat
- c. Brush
- d. Bat

30. The sheep "shears" her hair once a year. The opposite of shaves is...

- a. Shaves
- b. Grows
- c. Grows
- ☒ d. Shave

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AR-RANIRY

2. Post-test



We use a sharp ... to cut vegetables and meat.

- a. Spoon
- b. Fork
- c. Plate
- d. Knife

11. "trial run" is a very popular word in Indonesia. What does "trial run" mean?

- a. Trial going
- b. Test going
- c. Run going
- d. Flying going

12. We have ... in the evening before we go to school.

- a. Breakfast
- b. Lunch
- c. Dinner
- d. Snack

13. Pizza and burgers are delicious, but they are not healthy. They are called ... food.

- a. Fresh
- b. Junk
- c. Organic
- d. Traditional

14. The coffee is too "Bitter" (pahit). The opposite of bitter is ...

- a. Sweet
- b. Salty
- c. Sour
- d. Hot

15. Look at the picture!



16. ... is a very long vehicle that runs on a railway track.

- a. Bus
- b. Car
- c. Train
- d. Boat

18. The person who has no airplane is called a ...

- a. Driver
- b. Flyer
- c. Captain
- d. Sailor

17. If you want to go to another island by sea, you should take a ...

- a. Plane
- b. Ship
- c. Train
- d. Helicopter

18. Road needs stop, green means go. It is ... light.

- a. Street
- b. Traffic
- c. Car
- d. Night

19. Look at the picture!



When riding a motorcycle, we must wear a ... so we have the safety.

- a. Hat
- b. Cap
- c. Helmet
- d. Mask

20. An ... is a special vehicle that takes sick people to the hospital very quickly.

- a. Ambulance
- b. Fire truck
- c. Police car
- d. Taxi

21. Before a plane can fly up into the sky, it must run fast on the ...

- a. Highway
- b. Railway
- c. Runway
- d. Street

22. Airplanes and helicopters are types of "Air" transportation. Another word for air is ...

- a. Sea
- b. Land
- c. Sky
- d. Water

23. Look at the picture!



Every morning, I sweep the floor with a ...

- ☒ a. Broom
- b. Mop
- c. Sponge
- d. Chair
- e. Book

24. After waking up, I always make my ...

- a. Table
- ☒ b. Bed
- c. Chair
- d. Book

25. I use water and soap to ... my dirty hands.

- ☒ a. Wash
- b. Brush
- c. Sweep
- d. Rub

26. Before going to school, the students put on their ...

- a. Shoes
- ☒ b. Uniforms
- c. Bags
- d. Hats

27. Look at the picture!



I like to ... the plants in the garden so they grow well.

- a. Cut
- ☒ b. Water
- c. Pick
- d. Eat

28. We use a toothbrush and toothpaste to ... our teeth.

- a. Wash
- ☒ b. Brush
- c. Clean
- d. Rub

29. Before eating dinner, we should ... our hands with soap and water.

- a. Clean
- ☒ b. Wash
- c. Brush
- d. Rub

30. The street is "Negeri" has a landmark at T104. The opposite of Negeri is ...

- a. Foundation
- ☒ b. Begun
- c. Open
- d. Close

Appendix F: The pre-test result of the student in vocabulary test

No	Name	Total Test Item	Total Correct Answer	Score
1	Student 1	30	17	57
2	Student 2	30	18	60
3	Student 3	30	19	63
4	Student 4	30	15	50
5	Student 5	30	20	67
6	Student 6	30	16	53
7	Student 7	30	18	60
8	Student 8	30	21	70
9	Student 9	30	14	47
10	Student 10	30	19	63
11	Student 11	30	22	73
12	Student 12	30	16	53
13	Student 13	30	17	57
14	Student 14	30	20	67
15	Student 15	30	15	50
16	Student 16	30	18	60
17	Student 17	30	21	70
18	Student 18	30	16	53
19	Student 19	30	19	63
20	Student 20	30	12	40
Total Score				1196
Mean Score				59.80

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Appendix G: The Post-Test Result of the Student in Vocabulary Test

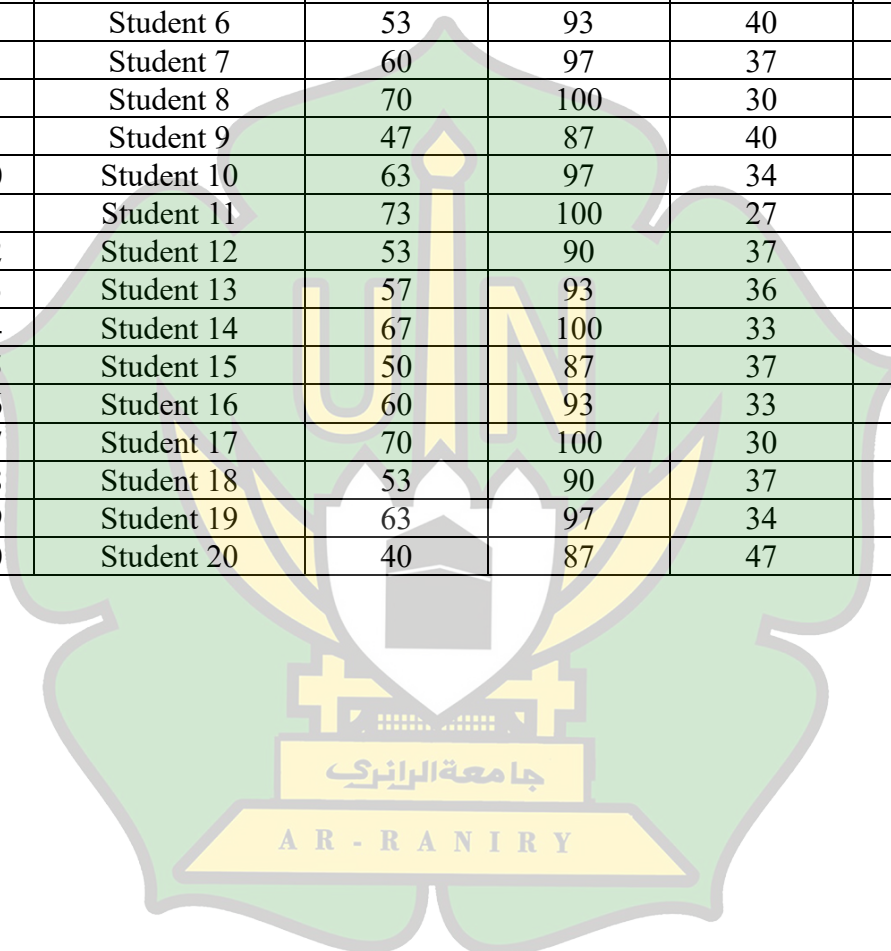
No	Name	Total Test Item	Total Correct Answer	Score
1	Student 1	30	28	93
2	Student 2	30	29	97
3	Student 3	30	30	100
4	Student 4	30	27	90
5	Student 5	30	30	100
6	Student 6	30	28	93
7	Student 7	30	29	97
8	Student 8	30	30	100
9	Student 9	30	26	87
10	Student 10	30	29	97
11	Student 11	30	30	100
12	Student 12	30	27	90
13	Student 13	30	28	93
14	Student 14	30	30	100
15	Student 15	30	26	87
16	Student 16	30	28	93
17	Student 17	30	30	100
18	Student 18	30	27	90
19	Student 19	30	29	97
20	Student 20	30	26	87
Total Score				1881
Mean Score				94.05

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Appendix H: Individual Improvement of Students' Scores

No	Name	Pre-test Score	Post-test Score	Gain Score	Percentage
1	Student 1	57	93	36	36%
2	Student 2	60	97	37	37%
3	Student 3	63	100	37	37%
4	Student 4	50	90	40	40%
5	Student 5	67	100	33	33%
6	Student 6	53	93	40	40%
7	Student 7	60	97	37	37%
8	Student 8	70	100	30	30%
9	Student 9	47	87	40	40%
10	Student 10	63	97	34	34%
11	Student 11	73	100	27	27%
12	Student 12	53	90	37	37%
13	Student 13	57	93	36	36%
14	Student 14	67	100	33	33%
15	Student 15	50	87	37	37%
16	Student 16	60	93	33	33%
17	Student 17	70	100	30	30%
18	Student 18	53	90	37	37%
19	Student 19	63	97	34	34%
20	Student 20	40	87	47	47%



Appendix I: Documentations





Appendix J: Autobiography

Name : Dila Safira

Student Number : 220203178

Place/Date of Birth : Aceh Utara / February 09th 2004

Gender : Female

Religion : Islam

Status : Single

Occupation : Student

Nationality : Indonesia

Address : Jl. Rumoh Blang, No.28C, Gp. Pie, Kec Meuraxa,
Banda Aceh

Father's Name : Sugiyo (alm)

Father occupation : -

Mother's Name : Rafiah

Mother's occupation : Teacher

Elementary School : SDN 1 Peukan Bada

Junior High School : MTsS Al-Manar

Senior High School : MAS Al-Manar

University : UIN Ar-Raniry Banda Aceh