

**TEACHER EXPERIENCE ON THE USE OF VISUAL DICTIONARY
IN LEARNING ENGLISH VOCABULARY AT
ELEMENTARY SCHOOL
(MIN 2 Kota Banda Aceh)**

THESIS

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AR-RANIRY STATE ISLAMIC UNIVERSITY
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THESIS

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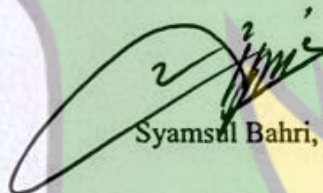
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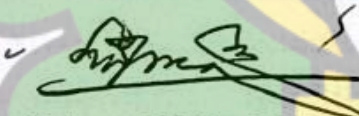
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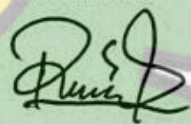
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ABSTRACT

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This study aims to explore the teacher's experience in using printed and digital visual dictionaries for learning English vocabulary at MIN 2 Kota Banda Aceh. This study employed a qualitative descriptive method. Data were collected through semi-structured interviews, classroom observations, and documentation involving an English teacher as the participant. The findings showed that the teacher used printed and digital visual dictionaries to introduce vocabulary through pictures, explain word meanings, practice pronunciation, and engage students in interactive activities. The teacher perceived that both formats supported students' vocabulary comprehension, motivation, and participation. However, the teacher faced challenges in selecting appropriate visual materials and addressing students' different levels of vocabulary proficiency. The study concludes that printed and digital visual dictionaries can support English vocabulary learning at the elementary school level.

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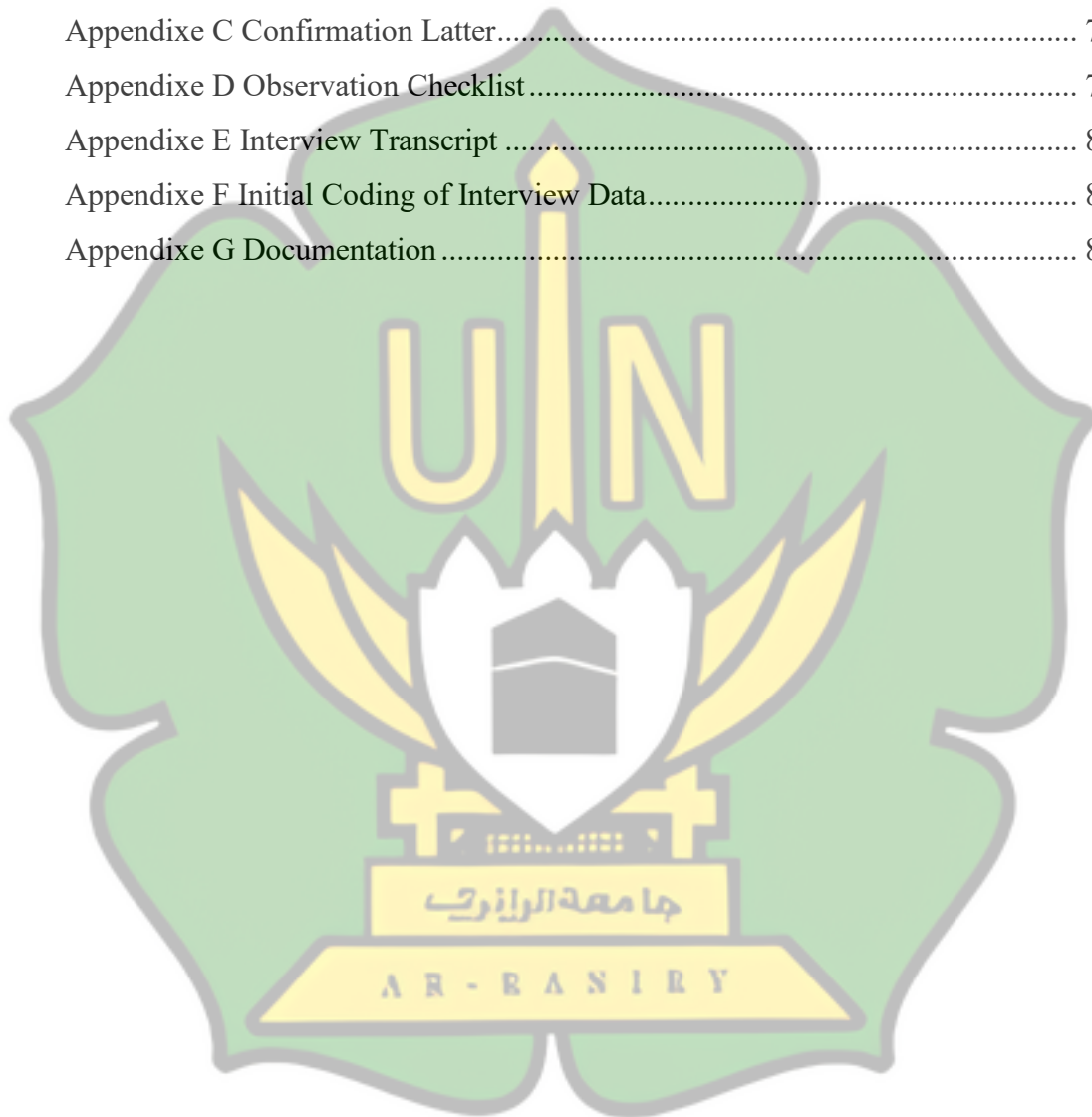
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CHAPTER I

INTRODUCTION

This chapter presents the introduction of the study, which consists of the background of the study, research questions, research aims, significance of the study, and terminology. This chapter explains the reasons for conducting the study and provides an overview of the research related to teacher experience on the use of visual dictionary in learning English vocabulary at elementary school.

A. Background of the Study

English is an important international language used in communication, education, science, and technology. In Indonesia, English is introduced to students at the elementary school level. Learning English at an early age provides opportunities for young learners to develop language skills through meaningful learning activities. One essential component of English learning is vocabulary because students need vocabulary to understand and express ideas in speaking, reading, writing, and listening. Limited vocabulary can make it difficult for students to understand English lessons and communicate effectively (Mansourzadeh, 2009; Zong, 2023).

Vocabulary learning at the elementary school level requires appropriate teaching strategies because young learners may have difficulty understanding and remembering unfamiliar English words. Learning activities that rely mainly on memorization and text-based explanations may not provide sufficient support for young learners. Therefore, teachers need to select learning strategies and media that match students' needs and learning characteristics (Ayate, 2020; Wattimena, 2022).

One learning medium that can support vocabulary learning is a visual dictionary. A visual dictionary presents words with pictures or illustrations to help learners connect vocabulary with visual representations. This connection can make word meanings easier to understand and remember. Visual dictionaries are particularly relevant to elementary school students because young learners can benefit from concrete and visual learning experiences (Alqahtani, 2015; Wijkhuizen, 2018).

Visual dictionaries can be provided in printed and digital forms. A printed visual dictionary presents vocabulary and pictures in physical materials, such as books or printed pages, which teachers and students can use directly in classroom activities. A digital visual dictionary presents similar vocabulary and visual information through digital devices. Digital materials may allow teachers to display visual content more flexibly during lessons. Although both forms provide visual support, their use may differ according to classroom conditions, available resources, and students' needs. Therefore, examining both printed and digital visual dictionaries is important for understanding how teachers use visual media in vocabulary learning.

The use of learning media is closely related to teacher experience. Teacher experience refers to the knowledge, practices, responses, and reflections teachers develop while carrying out teaching activities. In using printed and digital visual dictionaries, teachers may experience different situations when selecting materials, presenting vocabulary, managing activities, and responding to students. Their experiences may also involve students' participation, motivation, vocabulary

understanding, and classroom interaction. Exploring these experiences can provide a clearer picture of how printed and digital visual dictionaries are used in actual vocabulary learning activities (Lestari, 2019; Ramdania et al., 2025).

Previous studies have examined visual media and visual dictionaries in English vocabulary learning. Munawaroh (2019) found that visual media supported vocabulary understanding and increased students' motivation and participation. Wijkhuizen (2018) reported that visual dictionaries supported vocabulary comprehension and memory by connecting words with visual representations. Felloussa (2023) found that visual learning media encouraged interactive learning activities and student participation, while Ramdania et al. (2025) reported that visual media supported vocabulary learning and created enjoyable learning experiences. These studies indicate the potential of visual media to support vocabulary learning, particularly for young learners.

However, previous studies have mainly focused on students' vocabulary learning, motivation, participation, and learning outcomes. Limited attention has been given to teachers' experiences in using visual dictionaries, particularly the use of printed and digital visual dictionaries in the same learning context. Therefore, there is a need to explore how teachers use these two forms of visual dictionaries, what experiences they gain, and what benefits and challenges they encounter during vocabulary learning activities.

Based on this gap, the present study focuses on the teacher's experience in using printed and digital visual dictionaries for English vocabulary learning at MIN

2 Kota Banda Aceh. The study explores how the teacher uses printed and digital visual dictionaries, the experiences gained from their use, and the benefits and challenges encountered during vocabulary learning activities.

B. Research Questions

1. How does the teacher use visual dictionary in learning English vocabulary at MIN 2 Kota Banda Aceh?
2. What are the teacher's experiences in using visual dictionary in learning English vocabulary at elementary school?
3. What are the benefits and challenges experienced by the teacher in using visual dictionary during vocabulary learning activities?

C. Research Aims

1. To describe how the teacher uses visual dictionary in learning English vocabulary at MIN 2 Kota Banda Aceh.
2. To explore the teacher's experiences in using visual dictionary in learning English vocabulary at elementary school.
3. To identify the benefits and challenges experienced by the teacher in using visual dictionary during vocabulary learning activities.

D. Significance of the Study

1. Theoretical Significance

Theoretically, this study is expected to contribute to the development of knowledge in English language teaching, particularly in vocabulary learning and the use of printed and digital visual dictionaries at the elementary school level. It

provides a deeper understanding of the teacher's experience in using printed and digital visual dictionaries during English vocabulary learning activities. The findings may also enrich references for qualitative research on teacher experience and vocabulary learning. Printed and digital visual dictionaries combine visual and textual information that may support vocabulary understanding and classroom interaction (Wijkhuizen, 2018; Zong, 2023).

2. Practical Significance

a. For Teachers

This study provides English teachers with information about using printed and digital visual dictionaries in vocabulary learning at the elementary school level. The findings may help teachers understand the benefits and challenges of using these media and choose appropriate materials for classroom activities (Ayate, 2020; Alqahtani, 2015).

b. For Students

This study may support students in learning English vocabulary through printed and digital visual dictionaries. Pictures and visual materials can help students understand and remember new words, while making learning activities more interesting and encouraging participation (Ramdania et al., 2025; Alqahtani, 2015).during classroom activities (Alqahtani, 2015).

c. For Schools

This study provides information for schools about the use of printed and digital visual dictionaries in English vocabulary learning. The findings may help schools support teachers by providing appropriate learning media and facilities for

vocabulary learning activities at MIN 2 Kota Banda Aceh (Alqahtani, 2015).

d. For Future Researchers

This study may serve as a reference for future researchers interested in teacher experience, printed and digital visual dictionaries, and English vocabulary learning at the elementary school level. It may also support further qualitative research on the use of visual media in English language teaching (Lestari, 2019; Cameron, 2001). E. Terminology

1. Teacher Experience

Teacher Experience

Teacher experience refers to the knowledge, feelings, and experiences a teacher gains during the teaching and learning process. It includes how the teacher uses learning media, interacts with students, and responds to classroom challenges. In this study, teacher experience refers to the English teacher's experience in using printed and digital visual dictionaries for English vocabulary learning at the elementary school level (Ayate, 2020; Mansourzadeh, 2009).

2. Visual Dictionary

A visual dictionary combines words and pictures to support vocabulary comprehension and retention (Wijkhuizen, 2018). In this study, visual dictionary refers to printed and digital formats used by the teacher in English vocabulary learning at MIN 2 Kota Banda Aceh.

A printed visual dictionary presents vocabulary, pictures, and simple explanations in a physical format. These concrete visual materials can support vocabulary learning and increase students' interest and participation (Wattimena,

2022). A digital visual dictionary presents vocabulary and visual materials in a digital format, providing an alternative way to support vocabulary learning.

3. Learning English Vocabulary

Learning English vocabulary refers to learning, understanding, and using English words in communication and classroom activities. Vocabulary is essential for developing students' speaking, reading, writing, and comprehension skills. In this study, learning English vocabulary focuses on activities conducted by the English teacher using printed and digital visual dictionaries at elementary school (Wattimena, 2022).

Vocabulary is a basic component of English learning because students need it to understand lessons and express ideas. Adequate vocabulary knowledge can support students' participation and understanding of English materials. For young learners, vocabulary learning should consider their characteristics by using visual and interactive activities (Zong, 2023).

Using printed and digital visual dictionaries can help students connect words with pictures and meanings. Pictures, illustrations, and simple explanations may support vocabulary retention and motivation during classroom activities. This study focuses on how the English teacher uses both formats in vocabulary learning at MIN 2 Kota Banda Aceh (Wijkhuizen, 2018).

4. Elementary School

Elementary school refers to the basic level of formal education for young learners. Students at the elementary school level generally learn more effectively through visual, concrete, and interactive learning experiences. In this study,

elementary school refers to MIN 2 Kota Banda Aceh as the setting of the research where the teacher uses visual dictionary during English vocabulary learning activities (Ramdania et al., 2025; Scott & Ytreberg, 1990).

At the elementary school level, teachers play an important role in creating enjoyable and meaningful learning activities for students. Teachers need to use appropriate learning media to help students understand learning materials more easily and increase students' participation during classroom activities. Therefore, the use of printed visual dictionary is considered suitable for elementary school students because it combines pictures and vocabulary in an interesting and interactive way that supports English vocabulary learning activities (Mayer, 2009; Wattimena, 2022).



CHAPTER II

LITERATUR RIVIEW

Literature review is an important part of research because it provides theories and references related to the research topic. This chapter discusses theories related to teacher experience, visual dictionary, vocabulary learning, and English learning at elementary school level. In addition, this chapter also presents several previous studies related to the use of visual dictionary in learning English vocabulary.

A. Theoretical Review

This section presents the theories related to the teacher's experience in using visual dictionaries for English vocabulary learning at the elementary school level. It discusses English vocabulary learning, teaching vocabulary to young learners, learning media, visual media, visual dictionaries, and teacher experience. Particular attention is given to the use of printed and digital visual dictionaries in classroom vocabulary learning.

1. English Vocabulary Learning

Vocabulary refers to the words learners need to understand and use English in communication. Vocabulary knowledge supports language skills such as speaking, reading, writing, and listening. For elementary school students, vocabulary learning provides a foundation for understanding and using English in classroom activities (Wattimena, 2022).

Vocabulary learning involves learning word meanings, pronunciation, and use in context. For young learners, teachers need to present vocabulary through activities that match their learning characteristics. Visual and interactive activities can help teachers present new words in a more concrete and understandable way (Zong, 2023).

In this study, English vocabulary learning refers to classroom activities in which the teacher introduces, explains, practices, and reviews English vocabulary. The focus is on the teacher's experience in using printed and digital visual dictionaries to support these activities at MIN 2 Kota Banda Aceh (Wijkhuizen, 2018).

2. Teaching English Vocabulary to Young Learners

Young learners have learning characteristics that require teachers to use clear, engaging, and age-appropriate activities. In vocabulary learning, teachers need to consider students' level of understanding and provide concrete learning experiences. Visual and interactive activities can help teachers introduce new vocabulary in ways that are easier for young learners to follow (Zong, 2023).

Teaching vocabulary to young learners involves introducing word meanings, pronunciation, and use through suitable classroom activities. Teachers may use pictures, objects, gestures, and other visual materials to present new words and encourage student participation. The choice of teaching activities and materials is therefore an important part of the teacher's role in vocabulary learning (Wattimena, 2022).

In this context, teachers' experiences are important because they reflect how

teachers select, implement, and adapt learning activities to students' needs. The use of printed and digital visual dictionaries provides teachers with different ways to present vocabulary through visual materials. Therefore, this study focuses on the teacher's experience in using these two formats to support English vocabulary learning at the elementary school level.

3. Learning Media in English Vocabulary Learning

Learning media are tools that teachers use to present materials and support classroom activities. In English vocabulary learning, media can provide concrete representations of new words and make vocabulary presentation more engaging. The selection of suitable media is part of the teacher's role in organizing vocabulary learning activities (Wattimena, 2022).

Teachers may use various media, including printed materials, pictures, and digital resources, depending on students' needs and classroom conditions. The use of appropriate media can help teachers present vocabulary in different ways and encourage students' participation. Therefore, teachers' experiences with learning media can influence how they select and implement media in vocabulary activities (Hayati, 2019).

In this study, learning media refers specifically to printed and digital visual dictionaries used by the English teacher. The focus is on the teacher's experience in selecting, using, and adapting these media during vocabulary learning activities at MIN 2 Kota Banda Aceh.

4. Visual Media in Vocabulary Learning

Visual media present information through pictures, illustrations, and other

visual representations. In vocabulary learning, these materials can help teachers introduce unfamiliar words by connecting words with their meanings. Visual media can also make vocabulary activities more engaging for young learners (Wattimena, 2022).

Pictures are commonly used in vocabulary teaching because they provide concrete representations of words. Teachers can use pictures to introduce, explain, and practice vocabulary in classroom activities. The choice of suitable visual materials depends on students' needs and the learning context, making teachers' decisions an important part of their classroom practice (Wattimena, 2022).

Visual media can be presented in both printed and digital formats. Printed materials provide physical visual representations, while digital media can present visual content through electronic devices. For teachers, these formats offer different ways to organize and deliver vocabulary activities. Thus, understanding how teachers use and respond to different visual formats is relevant to examining their experience in vocabulary teaching.

In the present study, visual media refers specifically to the printed and digital visual dictionaries used by the English teacher. The study focuses on the teacher's experience in using these visual materials to introduce and practice English vocabulary at MIN 2 Kota Banda Aceh.

5. Visual Dictionary

A visual dictionary presents vocabulary through words and corresponding pictures or illustrations. It allows learners to associate words with visual representations, making word meanings more concrete. For teachers, a visual

dictionary can serve as a resource for introducing and explaining vocabulary during classroom activities (Wijkhuizen, 2018).

The use of a visual dictionary can support vocabulary teaching by providing visual representations of unfamiliar words. Teachers can use it to introduce word meanings, practice pronunciation, and reinforce vocabulary through classroom activities. Its use is particularly relevant for young learners, who can benefit from concrete and visual materials (Wattimena, 2022).

Visual dictionaries can be provided in different formats, including printed and digital forms. A printed visual dictionary provides physical access to vocabulary and pictures, while a digital visual dictionary presents similar content through electronic devices. These formats may require different ways of preparation and classroom implementation, making the teacher's experience relevant to understanding their use.

In this study, a visual dictionary refers to both printed and digital visual dictionaries used by the English teacher for vocabulary learning at MIN 2 Kota Banda Aceh. The focus is on the teacher's experience in using these formats, including their implementation, perceived benefits, and challenges during classroom activities.

6. Printed and Digital Visual Dictionaries

Visual dictionaries can be presented in printed or digital formats. Both formats combine vocabulary with visual representations, but they differ in how the materials are presented and accessed. These differences may influence how teachers prepare and implement vocabulary activities in the classroom.

a. Printed Visual Dictionary

A printed visual dictionary presents vocabulary through words, pictures, illustrations, and brief explanations in a physical format. Teachers can use it to introduce and practice vocabulary without relying on electronic devices. Its concrete format can be suitable for classroom activities involving young learners (Wattimena, 2022).

b. Digital Visual Dictionary

A digital visual dictionary presents vocabulary and visual information through electronic devices. It may provide teachers with flexible ways to display and organize vocabulary materials during classroom activities. Digital presentation can also support interactive vocabulary activities when appropriate technology is available.

c. Comparison of Printed and Digital Visual Dictionaries

Printed and digital visual dictionaries share the use of visual representations to support vocabulary learning. However, printed dictionaries provide physical materials, while digital dictionaries depend on electronic devices and digital resources. These differences may affect teachers' preparation, classroom implementation, and responses to the media.

In this study, both formats are examined from the teacher's perspective. The study focuses on how the English teacher uses printed and digital visual dictionaries, the benefits experienced during their use, and the challenges encountered in vocabulary learning at MIN 2 Kota Banda Aceh.

7. Teacher Experience in Using Visual Dictionary

Teacher experience refers to the knowledge, perceptions, feelings, and practices that teachers develop through their teaching activities. It includes how teachers use learning media, respond to classroom situations, and address challenges during instruction. Understanding teacher experience can provide insight into how learning media are implemented in actual classroom contexts (Mansourzadeh, 2009).

Teachers' experiences with learning media can differ according to students' needs, classroom conditions, and available resources. Through classroom practice, teachers can identify the benefits and limitations of particular media and develop strategies for their use. Therefore, teacher experience provides important information about how media are selected and implemented in vocabulary learning (Hayati, 2019; Wattimena, 2022).

In using visual dictionaries, teacher experience may involve preparing materials, presenting vocabulary, guiding students through activities, and adapting the media to classroom needs. Teachers may also observe students' participation and responses while using the media. These experiences can help teachers determine suitable ways to use visual dictionaries in vocabulary learning (Wijkhuizen, 2018).

In the present study, teacher experience refers to the English teacher's experience in using printed and digital visual dictionaries for English vocabulary learning at MIN 2 Kota Banda Aceh. The study examines the teacher's practices, perceived benefits, challenges, and strategies when using both formats in classroom.

B. Previous Studies

Rohman (2016) investigated the effectiveness of using pictures in teaching English vocabulary to seventh-grade students at SMP Hasanuddin 5 Semarang. The study employed an experimental design involving an experimental group and a control group. The experimental group was taught vocabulary using pictures, while the control group was taught without pictures. Data were collected through pre-tests, post-tests, and documentation. The findings showed a significant difference between the two groups, indicating that the use of pictures was effective in teaching vocabulary.

This study is relevant to the present research because both studies concern the use of visual materials in English vocabulary learning. However, Rohman's study focused on students' vocabulary achievement through an experimental method, whereas the present study uses a qualitative approach to explore teacher experience. In addition, Rohman focused on pictures as visual materials, while the present study examines printed and digital visual dictionaries. Therefore, the present study extends the discussion of visual materials by examining how a teacher uses and experiences these two forms of visual dictionary in an elementary school classroom.

C. Previous Studies

Rohman (2016) investigated the effectiveness of using pictures in teaching English vocabulary to seventh-grade students at SMP Hasanuddin 5 Semarang. The study employed an experimental design with an experimental group taught using pictures and a control group taught without pictures. The data were collected

through pre-test and post-test, and the results showed a significant difference between the two groups. The researcher concluded that the use of pictures was effective in teaching vocabulary. This study is relevant to the present research because both studies concern the use of visual materials in English vocabulary learning. However, Rohman focused on students' vocabulary achievement through an experimental method, whereas the present study focuses on the teacher's experience in using visual dictionaries. In addition, the present study examines both printed and digital visual dictionaries in an elementary school context (Rohman, 2016).

Wijkhuizen (2018) examined the use of a visual dictionary to support sign language learning. The study is relevant to the present research because it demonstrates the use of a visual dictionary to connect language information with visual representations. However, the context differs from the present study because Wijkhuizen focused on sign language learning, whereas the present study focuses on English vocabulary learning. Furthermore, Wijkhuizen's study does not specifically examine an English teacher's experience in using printed and digital visual dictionaries. Therefore, this study is used as supporting research for understanding the role of visual dictionaries, while the present study focuses specifically on the teacher's experience in using the media for English vocabulary learning (Wijkhuizen, 2018).

Somba and Widyaningrum (2024) investigated the use of a visual dictionary for vocabulary learning among young English learners. The study employed classroom action research to examine the effectiveness of visual dictionary use in

supporting vocabulary acquisition. The findings showed an improvement in students' vocabulary mastery, from 72% in the pre-test to 81.5% in the post-test. The researchers concluded that visual dictionaries could improve vocabulary acquisition among beginner learners. This study is closely related to the present research because both studies focus on visual dictionaries, vocabulary learning, and young learners. However, Somba and Widyaningrum focused on students' vocabulary mastery, while the present study explores the teacher's experience in using visual dictionaries. In addition, the present study specifically examines printed and digital visual dictionaries at the elementary school level (Somba & Widyaningrum, 2024).

Zong (2023) examined the role of visual support in vocabulary learning. The study is relevant to the present research because it emphasizes the use of visual representations to support learners' understanding of English vocabulary. Visual support provides learners with additional representations that can help them understand and remember new words. However, the focus of Zong's study differs from the present research because it emphasizes vocabulary learning and visual support, rather than the teacher's experience in implementing visual dictionary media. The present study extends this area by examining how an English teacher uses and experiences both printed and digital visual dictionaries during vocabulary learning activities at an elementary school.

Mansourzadeh (2014) conducted a comparative study of teaching vocabulary through pictures and audio-visual aids to young Iranian EFL learners. The study involved two groups of beginner learners who received vocabulary instruction

through either still pictures or audio-visual aids. After ten instructional sessions, the results showed a significant difference between the groups, with the picture group performing better than the audio-visual group. The study also highlights the teacher's role in selecting and applying appropriate techniques for vocabulary instruction. This study is relevant to the present research because it examines visual and audio-visual media in vocabulary teaching and involves young EFL learners. However, its main focus was on comparing the effectiveness of two teaching techniques, whereas the present study focuses on the teacher's experience in using printed and digital visual dictionaries. Thus, Mansourzadeh's study supports the importance of visual media in vocabulary teaching, while the present research examines the teacher's classroom experience with specific visual dictionary formats (Mansourzadeh, 2014).

Based on the five previous studies, it can be seen that the use of pictures, visual support, visual dictionaries, and audio-visual media can support English vocabulary learning, particularly among young learners. Rohman (2016) and Mansourzadeh (2014) found that visual media could support vocabulary learning, while Wijkhuizen (2018) showed that a visual dictionary could connect language information with visual representations. Somba and Widyaningrum (2024) also found that a visual dictionary could support vocabulary acquisition among young learners, while Zong (2023) emphasized the role of visual support in helping learners understand and remember vocabulary. These findings are consistent with the findings of the present study, which show that the use of visual dictionaries helps the teacher

explain vocabulary and helps students understand and remember new words. However, the previous studies mainly focused on media effectiveness, students' vocabulary achievement, or visual support, whereas the present study focuses on the teacher's experience in using printed and digital visual dictionaries, including their use, benefits, challenges, and the teacher's strategies for addressing those challenges. Therefore, the present study complements the previous studies by providing a deeper understanding of the teacher's direct experience in using printed and digital visual dictionaries for English vocabulary learning at the elementary school level.



CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research methodology used in this study. It explains the research design, research setting, research participant, research instruments, data collection techniques, and data analysis technique. These components were used to obtain comprehensive and trustworthy data regarding the teacher's experiences in using a visual dictionary for learning English vocabulary at MIN 2 Kota Banda Aceh. This chapter also provides a clear description of how the research was conducted and how the data were collected and analyzed to answer the research questions.

A. Research Design

This study employed a qualitative descriptive research design to explore the English teacher's experience in using printed and digital visual dictionaries in learning English vocabulary at the elementary school level. Qualitative research aims to understand a phenomenon by examining participants' experiences, perspectives, and interpretations in a natural setting (Creswell, 2014). This approach was appropriate for the present study because the research focused on the teacher's experience rather than measuring students' vocabulary achievement or the effectiveness of the media through numerical data.

A qualitative descriptive design was used to provide a clear description of the phenomenon based on the participant's experiences and perspectives. In this study, the design focused on how the teacher uses printed and digital visual

dictionaries, the teaching practices involved, and the challenges encountered during English vocabulary learning. The design was therefore suitable for presenting the teacher's experience as it occurred in the classroom without manipulating the learning process.

The participant was a female English teacher at MIN 2 Kota Banda Aceh. She holds a Bachelor's degree (S1) in English Education and has 19 years of experience teaching English. She has taught students from Grade 1 to Grade 6 and has experience using both printed and digital visual dictionaries in English vocabulary learning. Her educational background and teaching experience were relevant to the study because they provided an appropriate basis for exploring her experience with the two types of visual dictionaries.

The present study differs from previous studies that have examined visual media and vocabulary learning from other perspectives. Rohman (2016) investigated the use of pictures in vocabulary teaching using a quantitative approach, with the focus on students' vocabulary learning outcomes. Similarly, Somba and Widyaningrum (2024) examined the use of a visual dictionary in vocabulary learning, focusing on young learners. In contrast, the present study focuses on the teacher's experience in using visual dictionaries and examines both printed and digital visual dictionaries in an elementary school context. Thus, the qualitative descriptive design was selected to provide an in-depth description of the teacher's experience rather than to measure learning outcomes.

B. Research Setting

This study was conducted at Madrasah Ibtidaiyah Negeri (MIN) 2 Kota Banda Aceh, an elementary school in Banda Aceh, Indonesia. The school was selected as the research setting because it provides an appropriate context for exploring the teacher's experience in using printed and digital visual dictionaries in English vocabulary learning.

The research focused on English teaching and learning activities at the elementary school level, particularly those involving vocabulary instruction. The classroom setting allowed the researcher to examine how the teacher used printed and digital visual dictionaries during teaching activities and how these media were incorporated into the learning process.

The study was conducted during regular English lessons according to the school's schedule. The researcher observed the teacher's use of the two types of visual dictionaries in the natural classroom setting without manipulating the teaching process. This setting enabled the researcher to obtain information about the teacher's actual experience, teaching practices, and challenges in using printed and digital visual dictionaries.

C. Participants / Subjects of the Study

The participant in this study was one female English teacher at MIN 2 Kota Banda Aceh. She holds a Bachelor's degree (S1) in English Education and has 19 years of experience teaching English. She has taught English to students from Grade 1 to Grade 6 and has experience using both printed and digital visual dictionaries in vocabulary learning. Her educational background and teaching experience were relevant to the present study because they provided appropriate context for exploring her experience in using the two types of visual dictionaries.

The participant was selected using purposive sampling. Purposive sampling is a technique in which the researcher deliberately selects a participant based on specific characteristics relevant to the research objectives. This technique is appropriate for qualitative research because it enables the researcher to obtain information from participants who have direct knowledge and experience of the phenomenon being studied.

In this study, the teacher was selected because she met the criteria relevant to the research. She is an English teacher at MIN 2 Kota Banda Aceh, has 19 years of experience teaching English, has taught students from Grade 1 to Grade 6, and has experience using printed and digital visual dictionaries in English vocabulary learning. Therefore, she was considered an appropriate participant for providing detailed information about her experience, teaching practices, and challenges in using these media.

The study involved one participant because the research focused specifically on the experience of an English teacher who had direct experience with the phenomenon under investigation. The purpose was not to generalize the findings to all English teachers but to obtain a detailed understanding of the participant's experience in using printed and digital visual dictionaries in the specific context of English vocabulary learning at MIN 2 Kota Banda Aceh.

D. Research Instruments

In this qualitative study, the researcher served as the primary instrument for collecting and interpreting the data. The researcher was directly involved in interacting with the participant, conducting the interview, observing classroom activities, and examining relevant documents. Supporting instruments were also used to obtain data related to the teacher's experience in using printed and digital visual dictionaries in English vocabulary learning.

1. Semi-Structured Interview

The first supporting instrument was a semi-structured interview with the English teacher. The interview was used to explore the teacher's experience in using printed and digital visual dictionaries in English vocabulary learning. The questions focused on the teacher's use of the media, stages and strategies of vocabulary instruction, students' responses, benefits, challenges, strategies for addressing challenges, and the teacher's suggestions regarding the use of visual dictionaries.

A semi-structured format was selected because it provided guiding questions while allowing the researcher to ask follow-up questions based on the teacher's responses. This flexibility enabled the researcher to obtain detailed

information about the teacher's experience and clarify relevant information during the interview.

2. Classroom Observation

The second supporting instrument was classroom observation. The researcher observed English vocabulary learning activities to examine how the teacher used printed and digital visual dictionaries in the classroom. The observation focused on the teacher's use of the media, teaching strategies, classroom interaction, students' responses, and challenges that occurred during the learning process.

An observation checklist was used to record relevant activities systematically. The checklist helped the researcher document the actual use of the visual dictionaries and compare the observed classroom practices with information obtained from the interview.

3. Documentation

The third supporting instrument was documentation. Documentation was used to collect materials related to English vocabulary learning and the use of visual dictionaries. These included teaching materials, lesson plans, photographs of classroom activities, and other relevant documents available during the research.

The documentation served as supporting evidence for the interview and observation data. It also helped the researcher verify information concerning the implementation of printed and digital visual dictionaries in the classroom.

4. Instrument Focus

The three supporting instruments were designed to maintain the focus of the

study on the teacher's experience. The interview explored the teacher's experiences and perspectives, observation examined the implementation of the media in the classroom, and documentation provided supporting evidence. The combination of these instruments helped the researcher develop a clearer understanding of the teacher's experience in using printed and digital visual dictionaries for English vocabulary learning.

E. Data Collection Technique

1. Interview

The researcher conducted a semi-structured interview with the English teacher at MIN 2 Kota Banda Aceh. Before the interview, the researcher prepared questions related to the teacher's experience in using printed and digital visual dictionaries. The questions addressed how the teacher used the media, the teaching strategies applied, students' responses, benefits, challenges, and ways of addressing challenges during vocabulary learning.

During the interview, the researcher asked the prepared questions and used follow-up questions when further clarification was needed. The teacher's responses were recorded with permission and subsequently transcribed for analysis. The interview data provided information about the teacher's experiences and perspectives that could not be fully obtained through classroom observation.

2. Classroom Observation

The researcher also conducted classroom observations during English vocabulary learning activities. The observations were intended to examine the actual implementation

of printed and digital visual dictionaries in the classroom and to understand how the teacher used the media during instruction.

During the observations, the researcher used an observation checklist to record relevant classroom activities. The observation focused on the teacher's use of the visual dictionaries, teaching strategies, classroom interaction, students' responses, and challenges encountered during the learning process. The researcher observed the activities without interfering with the teaching process so that the classroom situation remained natural.

3. Documentation

The third technique was documentation. The researcher collected relevant documents and visual evidence related to the English vocabulary learning activities. These included teaching materials, lesson plans, photographs of classroom activities, and other documents related to the use of printed and digital visual dictionaries.

The documents were used to support the information obtained from the interviews and observations. They also provided additional evidence of the implementation of the visual dictionaries during the learning process.

4. Data Collection Procedure

The data collection was conducted in several stages. First, the researcher obtained permission from the school and arranged the research schedule with the teacher. Second, the researcher conducted classroom observations to examine the use of printed and digital visual dictionaries during vocabulary learning. Third, the researcher conducted the semi-structured interview to explore the teacher's

experiences, perspectives, benefits, and challenges. Finally, the researcher collected relevant documentation to support the interview and observation data.

Through these techniques, the researcher obtained data describing the teacher's experience in using printed and digital visual dictionaries in English vocabulary learning at MIN 2 Kota Banda Aceh.

F. Data Analysis Technique

Data analysis technique refers to the process of organizing, interpreting, and understanding the data obtained during the research process. In this study, the researcher analyzed the data using the qualitative data analysis model proposed by Miles and Huberman. This model was considered appropriate because it helped the researcher analyze qualitative data systematically and comprehensively. The analysis process focused on the teacher's experiences in using a visual dictionary for learning English vocabulary at the elementary school level.

According to Miles and Huberman, qualitative data analysis consists of three important steps: data reduction, data display, and conclusion drawing. These steps helped the researcher organize the data obtained from the interviews, observations, and documentation during the research process. Through these stages of analysis, the researcher identified important findings related to the implementation of the visual dictionary in English vocabulary learning activities.

The first step was data reduction. In this stage, the researcher selected, simplified, classified, and organized the data obtained from the interviews, observations, and documentation. The researcher focused on important information related to the teacher's experiences, teaching strategies, classroom interaction, and

the use of the visual dictionary during English learning activities. Data reduction was important because it helped the researcher manage a large amount of data and focus on information that was relevant to the research objectives.

The second step was data display. In this stage, the researcher presented the data in the form of descriptive text, tables, and categorized information. Data display helped the researcher understand the findings more clearly and identify patterns, relationships, and similarities within the data. Through the organized presentation of the data, the researcher interpreted the findings more effectively and systematically.

The final step was conclusion drawing and verification. In this stage, the researcher drew conclusions based on the findings obtained from the data analysis process. The researcher identified the main findings related to the teacher's experiences in using a visual dictionary for learning English vocabulary at the elementary school level. Furthermore, the conclusions were verified continuously to ensure the validity, consistency, and credibility of the research findings.

Therefore, the Miles and Huberman data analysis model was considered suitable for this study because it helped the researcher analyze qualitative data in a systematic, organized, and meaningful way. Through data reduction, data display, and conclusion drawing, the researcher gained a comprehensive understanding of the teacher's experiences in using a visual dictionary during English vocabulary learning activities at MIN 2 Kota Banda Aceh.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the study entitled "Teacher Experience on the Use of Visual Dictionary in Learning English Vocabulary at Elementary School (A Study at MIN 2 Kota Banda Aceh)." The findings were obtained through semi-structured interviews, classroom observations, and documentation conducted at MIN 2 Kota Banda Aceh. These data collection techniques were used to obtain comprehensive information regarding the teacher's experiences in implementing visual dictionaries during English vocabulary learning activities. The discussion presented in this chapter is based on the research questions formulated in Chapter I and supported by the theories and previous studies discussed in Chapter II.

A. Findings

The findings of this study were obtained through semi-structured interviews, classroom observations, and documentation conducted at MIN 2 Kota Banda Aceh. The participant of this study was one English teacher who had experience in implementing visual dictionaries during English vocabulary learning activities at the elementary school level. The interview was conducted to explore the teacher's experiences, instructional strategies, benefits, and challenges in using visual dictionaries. In addition, classroom observations were carried out using an observation checklist to examine how the teacher implemented printed and digital visual dictionaries during English vocabulary instruction, while the documentation

was collected to support and verify the findings obtained from the interviews and observations.

The findings are presented based on the three research questions of this study. Each finding is supported by interview transcripts, classroom observation data, and documentation to provide a comprehensive understanding of the teacher's experiences in implementing visual dictionaries during English vocabulary learning activities at MIN 2 Kota Banda Aceh.

1. Overview of the Research Site

This study was conducted at Madrasah Ibtidaiyah Negeri (MIN) 2 Kota Banda Aceh, one of the public Islamic elementary schools under the supervision of the Ministry of Religious Affairs of the Republic of Indonesia. The school is located on Jl. Teuku Hasyim Banta No. 19, Gampong Mulia, Kuta Alam District, Banda Aceh. Established in 1951 and officially designated as a state Islamic elementary school in 1959, MIN 2 Kota Banda Aceh has continuously developed its educational quality while integrating Islamic values with academic excellence. Following the earthquake and tsunami that struck Aceh in 2004, the school underwent significant reconstruction and improvement of its educational facilities. Since then, MIN 2 Kota Banda Aceh has continued to enhance the quality of teaching and learning by providing a supportive educational environment for both teachers and students.

The vision of MIN 2 Kota Banda Aceh is to produce students who possess strong religious values, good character, academic competence, and environmental awareness. To achieve this vision, the school implements educational programs that

emphasize Islamic character building, academic excellence, discipline, responsibility, and the development of students' knowledge and skills. These educational goals are reflected in various learning activities designed to support students' intellectual, moral, and social development.

As one of the subjects taught at MIN 2 Kota Banda Aceh, English aims to introduce students to basic language skills, particularly vocabulary, pronunciation, and simple communication appropriate for young learners. Since elementary school students generally learn more effectively through visual and interactive learning activities, teachers are encouraged to use interesting instructional media that facilitate vocabulary learning. During the research, the English teacher implemented printed visual dictionaries as the primary instructional medium and also utilized digital visual materials as supporting learning resources to enrich classroom instruction. These media were used to introduce new vocabulary, explain word meanings through pictures, encourage students' participation, and create a more interactive learning environment. The implementation of both printed and digital visual dictionaries was observed directly during classroom activities and was further confirmed through the interview with the English teacher.

The learning environment at MIN 2 Kota Banda Aceh provides opportunities for teachers to implement various teaching strategies and instructional media that support students' vocabulary development. During the observation, the classroom atmosphere was interactive, with students actively participating in vocabulary learning activities through picture identification, pronunciation practice, question-and-answer sessions, and classroom games. The teacher also

encouraged students to repeat newly introduced vocabulary, answer questions related to pictures, and use the learned vocabulary in simple classroom interactions. These classroom activities demonstrated the practical implementation of visual dictionaries in supporting English vocabulary learning at the elementary school level.

MIN 2 Kota Banda Aceh was selected as the research site because it provided a natural classroom setting in which the English teacher had experience implementing visual dictionaries during English vocabulary instruction. The school also allowed the researcher to observe the teaching and learning process directly and to explore the teacher's experiences through interviews, classroom observations, and documentation. These conditions enabled the researcher to obtain authentic and comprehensive data regarding the implementation of visual dictionaries, the teacher's instructional strategies, students' responses, as well as the benefits and challenges encountered during English vocabulary learning activities. Therefore, MIN 2 Kota Banda Aceh was considered an appropriate setting for achieving the objectives of this study.

2. Findings Based on Research Question1

The first research question of this study was "How does the teacher implement visual dictionaries in learning English vocabulary at MIN 2 Kota Banda Aceh?" This research question aimed to explore how the English teacher implemented visual dictionaries during vocabulary instruction, including the stages of implementation, teaching strategies, students' responses, and classroom learning activities. To answer this research question, the researcher analyzed data obtained

through semi-structured interviews, classroom observations, and documentation. The findings revealed that the teacher implemented visual dictionaries systematically throughout the vocabulary learning process by integrating printed visual dictionaries as the primary instructional medium and digital visual materials as supporting resources. The implementation of these media enabled the teacher to introduce new vocabulary, facilitate students' understanding through visual representations, and encourage students' active participation during classroom learning activities.

Based on the analysis of the interview, observation, and documentation data, the implementation of visual dictionaries in English vocabulary learning can be categorized into several aspects, namely (1) introducing new vocabulary through printed and digital visual dictionaries, (2) the implementation of printed and digital visual dictionaries during the learning process, (3) teaching strategies used by the teacher, (4) students' responses toward the implementation of visual dictionaries, and (5) classroom learning activities. Each aspect is presented in detail in the following sections.

2.1 Introducing New Vocabulary through Printed and Digital Visual Dictionaries

One of the important stages observed during the implementation of visual dictionaries was the introduction of new English vocabulary. Based on the interview findings, the teacher explained that printed and digital visual dictionaries were used as instructional media to introduce new vocabulary to students before proceeding to the main learning activities. The teacher believed that presenting

vocabulary through pictures helped students recognize the meaning of unfamiliar words more easily because the visual representations enabled them to associate the vocabulary with real objects or situations. As a result, students were able to understand the lesson more effectively and showed greater interest during vocabulary learning activities.

During the interview, the teacher explained:

“I usually introduce new vocabulary by showing pictures first. After the students look at the pictures, I explain the meaning of the words and ask them to pronounce the vocabulary together. Sometimes I also use digital pictures to make the lesson more interesting and easier for the students to understand.”

The interview findings were supported by the classroom observation. During the observation, the teacher began the lesson by introducing new English vocabulary through pictures presented in the printed visual dictionary. Before explaining the meaning of each word, the teacher showed the pictures and encouraged the students to observe them carefully. The teacher then pronounced each vocabulary item clearly and asked the students to repeat the pronunciation together. Afterward, the teacher explained the meaning of the vocabulary by referring to the pictures and relating them to objects that were familiar to the students. These classroom activities demonstrated that visual representations played an important role in introducing new vocabulary to young learners.

The observation also revealed that the students paid close attention to the teacher's explanation during the vocabulary introduction. Most of the students observed the pictures carefully, repeated the pronunciation after the teacher, and

responded to questions related to the pictures. The students appeared actively involved in the learning activities and showed positive responses when the teacher introduced new vocabulary through visual representations. These findings indicate that the use of printed visual dictionaries encouraged students to participate actively during the initial stage of vocabulary learning.

Furthermore, the documentation supported both the interview and observation findings. The teaching materials prepared by the teacher included printed visual dictionaries and other visual learning materials used during English vocabulary instruction. The documentation also showed that the teacher prepared the learning materials before the lesson and selected pictures that were appropriate for elementary school students. These materials were used to facilitate students' understanding of new vocabulary and to create a more engaging learning environment throughout the lesson.

Based on the interview, classroom observation, and documentation, it can be concluded that introducing new vocabulary through visual dictionaries constituted the initial stage of English vocabulary learning at MIN 2 Kota Banda Aceh. The teacher systematically presented new vocabulary by using pictures, explaining the meaning of the words, guiding students to pronounce the vocabulary correctly, and encouraging them to participate actively during the learning process. The combination of printed visual dictionaries and supporting digital visual materials helped create a more meaningful and interactive vocabulary learning experience for elementary school students.

2.2 The Implementation of Printed and Digital Visual Dictionaries During the Learning Process

The findings revealed that the implementation of printed and digital visual dictionaries was integrated into several stages of the English vocabulary learning process. Based on the interview, the teacher explained that visual dictionaries were not only used to introduce new vocabulary but were also implemented throughout the lesson to help students understand the meaning of words, practice pronunciation, and reinforce vocabulary learning. The teacher stated that visual dictionaries enabled students to connect English words with pictures, making the learning process more meaningful and enjoyable.

During the interview, the teacher stated:

"I usually use the visual dictionary when introducing new material and during the main learning activities. The pictures help students understand the vocabulary more easily. After introducing the vocabulary, I ask the students to repeat the words, answer questions, and practice using the vocabulary during the lesson."

The interview findings were supported by the classroom observation. During the observation, the teacher implemented the printed visual dictionary throughout the learning process. The lesson began with the introduction of new vocabulary through pictures. The teacher then explained the meaning of each word by referring to the pictures and guided the students to pronounce the vocabulary correctly. After the explanation, the teacher encouraged the students to repeat the vocabulary together before continuing to the next learning activities. The printed

visual dictionary remained an important instructional medium during the lesson because it was continuously used while explaining vocabulary, asking questions, and reviewing students' understanding.

The observation also showed that the teacher integrated various learning activities while implementing the visual dictionary. Students were asked to answer questions related to the pictures, identify objects presented in the visual dictionary, participate in simple classroom games, and review previously learned vocabulary before learning new words. These activities allowed students to actively engage in the learning process and provided opportunities to practice the vocabulary in different classroom situations. In addition, the teacher occasionally used digital visual materials to complement the printed visual dictionary, particularly when additional pictures were needed to clarify vocabulary and maintain students' interest during the lesson. This combination of printed and digital visual resources created a more interactive vocabulary learning experience.

The documentation further supported these findings. The lesson plan, instructional materials, classroom photographs, and observation records showed that the teacher prepared the learning media before the lesson and implemented visual dictionaries consistently throughout the teaching and learning process. The documentation also demonstrated that both printed and supporting digital visual materials were used to facilitate vocabulary instruction and encourage students' active participation during classroom activities.

Based on the interview, classroom observation, and documentation, it can be concluded that the implementation of printed and digital visual dictionaries was

carried out systematically throughout the English vocabulary learning process. The teacher integrated visual dictionaries into different stages of the lesson, including introducing new vocabulary, explaining word meanings, practicing pronunciation, conducting question-and-answer activities, reviewing vocabulary, and engaging students in interactive learning activities. These findings indicate that the implementation of visual dictionaries supported a more active, meaningful, and student-centered vocabulary learning process at MIN 2 Kota Banda Aceh.

2.3 Teaching Strategies Used by the Teacher

The findings revealed that the teacher employed various instructional strategies to support the implementation of printed and digital visual dictionaries during English vocabulary learning activities. Based on the interview findings, the teacher explained that different teaching strategies were applied to help students understand, remember, and practice new English vocabulary. These strategies included introducing vocabulary through pictures, guiding students to repeat the pronunciation of new words, conducting question-and-answer activities, encouraging students to write new vocabulary, reviewing previously learned words, and engaging students in simple classroom games. According to the teacher, the combination of these strategies made vocabulary learning more interesting and encouraged students to participate actively throughout the lesson.

During the interview, the teacher explained:

“After introducing the vocabulary through pictures, I usually ask the students to repeat the words together. Then, I explain the meaning of the vocabulary, ask several questions related to the pictures, and sometimes conduct

simple games to help them remember the vocabulary more easily. At the end of the lesson, I review the vocabulary that has been learned.”

The classroom observation confirmed the interview findings. During the lesson, the teacher began by introducing the vocabulary through pictures presented in the printed visual dictionary. After explaining the meaning of each word, the teacher guided the students to repeat the pronunciation several times to improve their pronunciation and vocabulary retention. The teacher then asked students to identify objects shown in the pictures and answer questions related to the vocabulary. Throughout the lesson, the teacher encouraged students to respond actively and provided positive feedback to their answers.

The observation also showed that the teacher incorporated interactive activities into the vocabulary lesson. Students participated in simple games, answered questions, wrote newly learned vocabulary in their notebooks, and reviewed vocabulary introduced during previous lessons. These activities created an interactive classroom atmosphere and provided students with multiple opportunities to practice the vocabulary they had learned. The teacher also integrated supporting digital visual materials whenever additional visual examples were needed to clarify the lesson and maintain students' interest.

Furthermore, the documentation supported these findings by showing that the teacher prepared printed visual dictionaries, lesson plans, vocabulary exercises, and other instructional materials before the lesson began. The classroom documentation also indicated that the learning activities were carefully organized to encourage students' active participation through repetition, questioning,

vocabulary practice, and interactive learning activities. These instructional preparations reflected the teacher's effort to create a meaningful vocabulary learning experience for elementary school students.

Based on the interview, classroom observation, and documentation, it can be concluded that the teacher implemented a variety of teaching strategies while using printed and digital visual dictionaries during English vocabulary learning. The strategies included picture-based vocabulary presentation, repetition, question-and-answer activities, vocabulary writing exercises, classroom games, and vocabulary review. The combination of these instructional strategies enabled the teacher to create an active and engaging learning environment in which students were encouraged to participate, practice, and reinforce their English vocabulary throughout the lesson.

2.4 Students' Responses toward the Use of Printed and Digital Visual Dictionaries

The classroom observation revealed that the students responded positively to the implementation of printed and digital visual dictionaries during English vocabulary learning activities. Throughout the lesson, the students paid close attention to the teacher's explanation while observing the pictures presented in the visual dictionary. They actively followed the teacher's instructions, repeated the pronunciation of the vocabulary, answered questions related to the pictures, and participated in the learning activities. The classroom atmosphere became more interactive as students showed enthusiasm and willingness to engage in the vocabulary learning process.

The observation also indicated that the use of visual representations helped students understand the meaning of unfamiliar vocabulary more easily. Most students were able to identify the objects shown in the pictures and relate them to the corresponding English words. During the question-and-answer session, many students responded confidently to the teacher's questions and actively participated in the classroom discussion. Furthermore, students were willing to take part in simple games and vocabulary practice activities prepared by the teacher. These findings demonstrated that the use of visual dictionaries encouraged active participation and created a more engaging learning environment.

The positive responses observed in the classroom were consistent with the teacher's interview. The teacher explained that students generally became more enthusiastic and motivated when vocabulary was introduced through pictures. According to the teacher, visual representations made it easier for students to understand the meaning of new words because they could immediately associate the vocabulary with familiar objects. The teacher also explained that students participated more actively during question-and-answer activities and classroom games when visual dictionaries were used in the lesson.

During the interview, the teacher stated:

"The students are usually more enthusiastic when I use pictures. They pay more attention, answer questions more actively, and understand the vocabulary more easily because they can directly see the objects represented in the pictures."

The documentation further supported these findings. The classroom photographs and observation records showed that students were actively involved

in the learning activities while using printed visual dictionaries and supporting digital visual materials. The documentation also illustrated students' participation during vocabulary practice, pronunciation activities, classroom discussions, and interactive games. These learning activities reflected students' positive engagement throughout the vocabulary lesson.

Based on the interview, classroom observation, and documentation, it can be concluded that the implementation of printed and digital visual dictionaries generated positive responses from the students during English vocabulary learning activities. The students demonstrated greater attention, enthusiasm, and participation throughout the lesson. They actively repeated vocabulary, answered the teacher's questions, participated in classroom games, and used visual representations to understand the meaning of new words. These findings indicate that visual dictionaries contributed to creating an interactive learning environment that supported students' engagement and vocabulary development at the elementary school level.

2.5 Classroom Learning Activities

The findings revealed that the English vocabulary learning activities at MIN 2 Kota Banda Aceh were conducted through a structured learning process that actively engaged students from the beginning to the end of the lesson. Based on the interview and classroom observation, the teacher organized the lesson into several stages, including introducing new vocabulary, explaining the meaning of the words through visual representations, practicing pronunciation, conducting question-and-answer activities, involving students in interactive games, and reviewing the

vocabulary at the end of the lesson. This systematic learning process enabled students to participate actively throughout the classroom activities.

The classroom observation showed that the learning activities began with the teacher greeting the students and preparing them for the lesson. The teacher then introduced the learning topic by presenting pictures from the printed visual dictionary and asking students to observe the pictures carefully. After introducing the new vocabulary, the teacher explained the meaning and pronunciation of each word before asking the students to repeat the vocabulary together. These introductory activities helped students become familiar with the vocabulary before participating in further learning tasks.

During the main learning activities, the teacher encouraged students to participate in various vocabulary exercises. Students answered questions related to the pictures, identified vocabulary based on visual representations, wrote newly learned words in their notebooks, and participated in simple classroom games designed to reinforce vocabulary learning. The teacher also reviewed previously learned vocabulary before introducing additional words, allowing students to connect their prior knowledge with the new lesson. Furthermore, supporting digital visual materials were occasionally used to provide additional examples and enrich the learning process whenever necessary. These activities created an interactive learning environment in which students were encouraged to communicate, practice, and remember the vocabulary through meaningful classroom experiences.

The interview findings supported the observation results. The teacher explained that the classroom learning activities were intentionally designed to

create an enjoyable learning atmosphere and to encourage students' participation throughout the lesson. According to the teacher, the combination of printed visual dictionaries, supporting digital visual materials, classroom discussions, repetition activities, and simple games helped students remain interested and actively involved in learning English vocabulary.

During the interview, the teacher stated:

“I try to make the lesson enjoyable by combining pictures, repetition, question-and-answer activities, and simple games. This helps the students stay interested and participate more actively during the lesson.”

The documentation further confirmed these findings. The lesson plan, instructional materials, classroom photographs, and observation records indicated that the teacher had prepared the learning activities before the lesson and implemented them systematically throughout the teaching and learning process. The documentation also illustrated students' active participation during vocabulary practice, classroom discussions, pronunciation exercises, and interactive learning activities, demonstrating that the classroom environment supported meaningful English vocabulary learning.

Based on the interview, classroom observation, and documentation, it can be concluded that the classroom learning activities were well organized and successfully integrated the use of printed visual dictionaries with supporting digital visual materials. The learning process was conducted through a sequence of interconnected activities that encouraged students to observe, listen, pronounce, answer questions, write vocabulary, participate in interactive games, and review

previously learned words. These classroom activities created an engaging and student-centered learning environment that supported the development of students' English vocabulary at MIN 2 Kota Banda Aceh.

2.6 Summary of Findings for Research Question 1

Based on the interview, classroom observation, and documentation, the findings indicate that the English teacher at MIN 2 Kota Banda Aceh systematically implemented visual dictionaries during English vocabulary learning activities. The implementation began with introducing new vocabulary through pictures, followed by explaining the meaning of the words, practicing pronunciation, conducting question-and-answer activities, engaging students in interactive games, and reviewing previously learned vocabulary. Throughout the learning process, the teacher primarily used a printed visual dictionary as the main instructional medium while also utilizing digital visual materials to support vocabulary instruction when appropriate. These instructional media enabled students to connect English vocabulary with visual representations, making the learning process more meaningful and engaging.

The findings also revealed that the teacher employed various teaching strategies to facilitate students' vocabulary learning. These strategies included picture-based instruction, repetition, vocabulary explanation, question-and-answer activities, vocabulary writing exercises, classroom games, and vocabulary review. The classroom observation showed that these strategies encouraged students to participate actively during the lesson. Students paid attention to the teacher's explanation, responded to questions, repeated new vocabulary, participated in

interactive activities, and demonstrated positive engagement throughout the learning process. The use of visual dictionaries also helped create a more interactive and student-centered classroom environment.

Overall, the findings answer the first research question by demonstrating that the implementation of visual dictionaries in English vocabulary learning at MIN 2 Kota Banda Aceh was carried out through a structured sequence of classroom activities supported by appropriate teaching strategies and positive student participation. The integration of printed visual dictionaries with supporting digital visual materials contributed to creating an engaging learning environment that facilitated students' vocabulary development and supported the achievement of the learning objectives.

3. Findings Based on Research Question 2

The second research question of this study was "What are the teacher's experiences in using visual dictionary in learning English vocabulary at elementary school?" This research question aimed to explore the English teacher's experiences in implementing visual dictionaries during vocabulary learning activities at MIN 2 Kota Banda Aceh. The findings were obtained primarily through semi-structured interviews and were supported by classroom observations and documentation. The analysis revealed that the teacher's experiences could be categorized into several themes, including the teacher's initial experience in using visual dictionaries, the influence of visual dictionaries on the teaching and learning process, and the teacher's reflections on implementing visual dictionaries in English vocabulary instruction.

3.1 The Teacher's Initial Experience in Using Visual Dictionaries

The interview findings revealed that the teacher had experience using visual dictionaries as one of the instructional media for teaching English vocabulary to elementary school students. According to the teacher, visual dictionaries had been integrated into classroom instruction because they provided visual support that helped students understand the meaning of new vocabulary more easily. The teacher explained that elementary school students generally responded positively to pictures and visual materials, making visual dictionaries an appropriate instructional medium for vocabulary learning.

The teacher further explained that the decision to use visual dictionaries was influenced by the learning characteristics of young learners. Since elementary school students tend to learn more effectively through visual and concrete learning experiences, the teacher considered visual dictionaries to be an appropriate medium for introducing and explaining English vocabulary. In addition to the printed visual dictionary used in the classroom, the teacher also utilized supporting digital visual materials whenever additional examples were needed to enrich the learning activities.

During the interview, the teacher stated:

“Visual dictionaries help students understand vocabulary because they can immediately see the pictures and connect them with the meaning of the words. Sometimes I also use digital pictures to support the lesson and make the learning activities more interesting.”

The interview findings were consistent with the classroom observation.

Throughout the observation, the teacher implemented printed visual dictionaries as the primary instructional medium while integrating supporting learning materials during classroom instruction. The teacher prepared the instructional materials before the lesson began and selected pictures that were suitable for elementary school students. These preparations reflected the teacher's experience in organizing vocabulary learning activities effectively and demonstrated careful consideration of students' learning needs.

Based on the interview and classroom observation, it can be concluded that the teacher's initial experience in using visual dictionaries developed from the need to provide meaningful and engaging vocabulary learning activities for young learners. The teacher recognized that visual representations supported students' understanding of English vocabulary and contributed to creating a more effective classroom learning environment.

3.2 The Influence of Visual Dictionaries on the Teacher's Teaching Experience

The interview findings indicated that the use of printed and digital visual dictionaries had a positive influence on the teacher's teaching experience during English vocabulary instruction. The teacher explained that visual dictionaries made it easier to introduce new vocabulary because students could immediately associate English words with pictures. This visual support reduced the need for lengthy verbal explanations and enabled students to understand the meaning of unfamiliar vocabulary more quickly. As a result, the teacher found the vocabulary learning process to be more effective and enjoyable for both the teacher and the students.

The teacher also explained that the implementation of visual dictionaries encouraged greater student participation during classroom activities. Compared with lessons that relied only on verbal explanations, the use of printed and digital visual materials attracted students' attention more effectively and increased their willingness to answer questions, repeat vocabulary, and participate in classroom discussions. According to the teacher, the students appeared more confident because they could connect the vocabulary directly with the pictures presented during the lesson.

During the interview, the teacher stated:

"The pictures make it easier for students to understand new vocabulary. They become more interested in the lesson, participate actively, and remember the vocabulary more easily because they can directly see the meaning through the pictures."

The classroom observation supported the teacher's explanation. During the lesson, the students paid close attention to the teacher's explanation while observing the pictures presented in the printed visual dictionary. They actively answered the teacher's questions, repeated the vocabulary correctly, participated in classroom games, and demonstrated an understanding of the vocabulary by referring to the pictures. These classroom interactions reflected the positive influence of visual dictionaries on both the teacher's instructional practices and students' learning engagement.

The documentation further confirmed these findings. The classroom photographs, observation records, and instructional materials showed that the

teacher consistently integrated printed visual dictionaries into vocabulary instruction while also preparing supporting digital visual materials when necessary. These documents demonstrated that visual dictionaries were not used occasionally but had become part of the teacher's regular instructional practice during English vocabulary learning activities.

Based on the interview, classroom observation, and documentation, it can be concluded that the use of printed and digital visual dictionaries positively influenced the teacher's teaching experience. The visual dictionaries helped the teacher explain vocabulary more clearly, increased students' participation, created more interactive classroom activities, and facilitated meaningful vocabulary learning. These experiences strengthened the teacher's confidence in using visual dictionaries as an effective instructional medium for teaching English vocabulary at the elementary school level.

3.3 The Teacher's Reflection on Using Visual Dictionaries

The interview findings revealed that the teacher had positive reflections on the implementation of printed and digital visual dictionaries in English vocabulary learning. Based on the teacher's experience, visual dictionaries not only supported students' vocabulary comprehension but also contributed to creating a more enjoyable and interactive classroom atmosphere. The teacher believed that young learners responded more positively to lessons that involved pictures because visual representations enabled them to understand vocabulary more naturally and reduced the difficulty of learning unfamiliar English words.

Furthermore, the teacher reflected that the successful implementation of

visual dictionaries depended on careful lesson preparation. Before each lesson, the teacher prepared printed visual dictionaries and selected additional digital pictures that were appropriate for the students' age, learning objectives, and classroom topics. According to the teacher, selecting suitable visual materials was important because clear and meaningful pictures helped students understand the lesson more effectively and maintained their interest throughout the learning activities.

The teacher also emphasized that English teachers should continue developing their creativity in selecting instructional media. The teacher believed that educational technology and learning resources continue to develop; therefore, teachers should adapt by combining printed and digital visual materials to create more engaging vocabulary learning activities. The teacher further suggested that English teachers should continuously explore new teaching methods that are appropriate for young learners and support students' vocabulary development.

During the interview, the teacher stated:

"I suggest that English teachers continue to be creative and follow the development of teaching methods and learning media. Teachers should adapt to changes and use learning media that are easier, more interesting, and more effective in helping students learn English vocabulary."

The classroom observation supported the teacher's reflection. Throughout the lesson, the teacher prepared the instructional media before the class began, selected pictures appropriate for elementary school students, and organized the learning activities systematically. The observation showed that these preparations contributed to the smooth implementation of vocabulary learning activities and

encouraged active student participation throughout the lesson.

Overall, the findings indicate that the teacher viewed printed and digital visual dictionaries as valuable instructional media for teaching English vocabulary. Through experience, the teacher recognized that effective vocabulary learning requires careful planning, appropriate visual materials, and interactive teaching strategies that meet the learning characteristics of elementary school students. These reflections demonstrate the teacher's professional awareness of the importance of continuously improving instructional practices to support meaningful English vocabulary learning.

3.4 Summary of Findings for Research Question 2

Based on the interview, classroom observation, and documentation, the findings indicate that the teacher had positive experiences in implementing printed and digital visual dictionaries during English vocabulary learning at MIN 2 Kota Banda Aceh. The teacher considered visual dictionaries to be effective instructional media because they simplified vocabulary explanation, increased students' participation, and created a more engaging classroom environment. Through continuous classroom practice, the teacher gained valuable experience in selecting appropriate visual materials, integrating printed and digital resources, and designing interactive vocabulary learning activities. The findings also revealed that the teacher viewed creativity, careful lesson preparation, and adaptation to technological developments as important factors in successfully implementing visual dictionaries in English vocabulary instruction. These findings answer the second research question by demonstrating that the teacher's experiences extended

beyond classroom implementation to include professional reflection and continuous improvement in teaching practice.

4. Findings Based on Research Question 3

The third research question of this study was "What are the benefits and challenges experienced by the teacher in using visual dictionary in learning English vocabulary at elementary school?" This question aimed to identify the advantages gained by the teacher as well as the difficulties encountered during the implementation of visual dictionaries in English vocabulary instruction. The findings were obtained primarily from the semi-structured interview and were supported by classroom observations and documentation. The analysis revealed that the teacher experienced several benefits from using visual dictionaries, while also facing certain challenges that required appropriate teaching strategies and classroom management.

4.1 The Benefits of Using Visual Dictionaries

The interview findings revealed that the use of visual dictionaries provided several benefits for both the teacher and the students during English vocabulary learning activities. According to the teacher, visual dictionaries simplified the process of explaining new vocabulary because students could immediately relate English words to pictures. This visual support reduced students' confusion and enabled the teacher to explain vocabulary more efficiently. As a result, the teaching process became more effective and students understood the lesson more easily.

The teacher also explained that visual dictionaries contributed to increasing

students' motivation and classroom participation. Students paid closer attention to the lesson, actively answered questions, repeated the vocabulary confidently, and participated enthusiastically in classroom games and discussions. These positive responses created a more interactive classroom atmosphere and encouraged students to become more actively involved in vocabulary learning activities.

During the interview, the teacher stated:

“The students become more interested in learning because they can directly see the pictures. It makes the lesson more enjoyable, and they understand the vocabulary more quickly.”

The classroom observation supported these findings. Throughout the lesson, the teacher successfully used the printed visual dictionary to introduce vocabulary, explain word meanings, encourage pronunciation practice, and involve students in interactive learning activities. The observation also showed that students participated actively, responded confidently to the teacher's questions, and demonstrated enthusiasm during the learning process.

Furthermore, the documentation confirmed that the teacher consistently prepared printed visual dictionaries and supporting instructional materials before conducting the lesson. This preparation contributed to the smooth implementation of vocabulary learning activities and supported the achievement of the lesson objectives.

Based on the interview, classroom observation, and documentation, it can be concluded that visual dictionaries provided significant benefits in English vocabulary learning. They helped the teacher explain vocabulary more clearly,

encouraged students' participation, increased learning motivation, and created a more engaging classroom environment for elementary school students.

4.2 The Challenges in Using Visual Dictionaries

Although visual dictionaries provided many benefits, the interview findings indicated that the teacher also experienced several challenges during their implementation. The teacher explained that one of the main challenges was preparing appropriate visual materials before the lesson. Selecting pictures that matched the learning objectives and were suitable for elementary school students required additional preparation time. In some situations, the teacher also needed to search for or prepare supporting digital visual materials to complement the printed visual dictionary.

Another challenge identified by the teacher was the variation in students' learning abilities. While many students understood the vocabulary quickly through pictures, some students required additional explanations, repetition, and individual guidance before fully understanding the meaning of the new vocabulary. Consequently, the teacher needed to adjust the teaching strategies to accommodate different learning needs within the classroom.

The classroom observation confirmed these findings. The observation showed that the teacher carefully prepared the learning materials before the lesson and selected pictures appropriate for the students' age and the learning objectives. The teacher also repeated vocabulary explanations several times and provided additional examples whenever students experienced difficulties in understanding the lesson.

Based on the interview and classroom observation, it can be concluded that the main challenges in implementing visual dictionaries were related to lesson preparation and differences in students' learning abilities. However, these challenges did not prevent the teacher from implementing visual dictionaries effectively during English vocabulary instruction.

4.3 The Teacher's Strategies for Overcoming the Challenges

The interview findings revealed that the teacher applied several strategies to overcome the challenges encountered during the implementation of visual dictionaries. One important strategy was preparing the instructional materials before the lesson began. The teacher carefully selected printed visual dictionaries and supporting digital visual materials that matched the lesson objectives and the students' learning characteristics. This preparation enabled the learning activities to be conducted more effectively and systematically.

The teacher also addressed differences in students' abilities by repeating vocabulary explanations, providing additional examples, conducting question-and-answer activities, and encouraging students to participate in interactive games. These strategies allowed students to practice the vocabulary repeatedly and receive additional support whenever necessary. The teacher believed that continuous practice and active participation helped students understand and remember English vocabulary more effectively.

The classroom observation supported these findings. During the lesson, the teacher reviewed previously learned vocabulary, encouraged students to repeat the pronunciation of new words, asked questions related to the pictures, and involved

students in interactive classroom activities. These instructional strategies helped maintain students' engagement and facilitated vocabulary learning despite the challenges encountered during instruction.

Overall, the findings indicate that the teacher successfully addressed the challenges associated with implementing visual dictionaries through careful lesson preparation, appropriate selection of visual materials, repeated vocabulary practice, interactive teaching strategies, and continuous encouragement of students' participation. These strategies enabled the teacher to maintain an effective and engaging English vocabulary learning environment.

4.4 Summary of Findings for Research Question 3

Based on the interview, classroom observation, and documentation, the findings demonstrate that the implementation of visual dictionaries provided considerable benefits while also presenting several challenges for the teacher. The main benefits included facilitating vocabulary explanation, increasing students' motivation and participation, and creating a more interactive learning environment. At the same time, the teacher encountered challenges related to preparing appropriate visual materials and accommodating students with different levels of vocabulary comprehension. To address these challenges, the teacher employed various instructional strategies, including careful lesson preparation, the integration of printed and supporting digital visual materials, repeated vocabulary practice, question-and-answer activities, and interactive classroom games. Overall, these findings answer the third research question by showing that the successful implementation of visual dictionaries depends not only on the learning media

themselves but also on the teacher's preparation, instructional strategies, and ability to respond to students' learning needs.

B. Discussion

The discussion section presents the interpretation of the findings obtained from the interviews, classroom observations, and documentation. The findings are discussed in relation to the research questions, relevant theories presented in Chapter II, and previous studies reviewed in this research. The discussion aims to explain how the findings answer the research questions and contribute to a better understanding of the teacher's experiences in using visual dictionaries during English vocabulary learning at the elementary school level.

1. The Implementation of Visual Dictionaries in Learning English Vocabulary

The findings revealed that the English teacher at MIN 2 Kota Banda Aceh implemented visual dictionaries systematically throughout the vocabulary learning process. The implementation began by introducing new vocabulary through pictures, followed by explaining the meaning of the words, practicing pronunciation, conducting question-and-answer activities, engaging students in interactive games, and reviewing previously learned vocabulary. The teacher primarily used a printed visual dictionary while also utilizing supporting digital visual materials whenever additional visual examples were needed during classroom instruction. These findings indicate that visual dictionaries were integrated into various stages of the teaching and learning process rather than being

used only as supplementary instructional media.

These findings support the theory proposed by Cameron (2001), who states that young learners learn vocabulary more effectively through concrete and meaningful learning experiences. According to Cameron, children understand new vocabulary more easily when they are provided with visual support, contextual learning activities, and opportunities to interact with the learning materials. In this study, the teacher introduced vocabulary through pictures and encouraged students to observe, pronounce, and practice the vocabulary during classroom activities. These instructional practices reflected the characteristics of vocabulary learning for young learners described by Cameron.

The findings are also consistent with Harmer (2007), who argues that visual media play an important role in facilitating language learning because pictures attract students' attention, stimulate their curiosity, and help them understand the meaning of unfamiliar vocabulary. Harmer further explains that visual media enable teachers to create more interesting and interactive learning environments. Similarly, the classroom observation showed that students paid close attention to the teacher's explanation, actively answered questions, and participated enthusiastically during vocabulary learning activities supported by visual dictionaries.

Furthermore, the findings are in line with Wijkhuizen (2021), who found that visual dictionaries improve learners' vocabulary comprehension by connecting words with visual representations. Wijkhuizen emphasized that visual dictionaries are particularly suitable for young learners because pictures facilitate memory retention and make vocabulary learning more meaningful. Likewise, the present

study found that students understood vocabulary more easily when the teacher introduced new words through pictures and integrated visual dictionaries into classroom activities.

The findings also support Munawaroh (2019), who reported that visual learning media increase students' participation and motivation during English vocabulary learning. In the present study, the observation demonstrated that students actively participated in question-and-answer activities, pronunciation practice, vocabulary games, and classroom discussions. These learning activities created a more interactive classroom atmosphere and encouraged students to engage actively throughout the lesson.

Overall, the findings indicate that the implementation of visual dictionaries in English vocabulary learning was consistent with the characteristics of effective vocabulary instruction for young learners. The integration of printed visual dictionaries with supporting digital visual materials enabled the teacher to create meaningful learning experiences, improve students' understanding of vocabulary, and promote active classroom participation.

2. The Teacher's Experiences in Using Visual Dictionaries in Learning English Vocabulary

The findings of this study revealed that the English teacher had positive experiences in implementing visual dictionaries during English vocabulary instruction at MIN 2 Kota Banda Aceh. Based on the findings, the teacher perceived visual dictionaries as effective instructional media that facilitated vocabulary explanation, promoted students' participation, and created a more engaging

classroom environment. The teacher also emphasized that the successful implementation of visual dictionaries depended on careful lesson preparation, the selection of appropriate visual materials, and the application of interactive teaching strategies. These findings demonstrate that the teacher's experiences extended beyond the use of instructional media and reflected professional development in planning and managing vocabulary learning activities.

These findings support the theory proposed by Harmer (2007), who states that teachers play an essential role in selecting instructional media that are appropriate for students' learning needs. Harmer argues that visual media not only support language learning but also enable teachers to create more meaningful and motivating classroom activities. In the present study, the teacher carefully selected printed visual dictionaries and supporting digital visual materials that matched the learning objectives and students' characteristics. This preparation contributed to a more organized and effective teaching process.

The findings are also consistent with Cameron (2001), who emphasizes that young learners benefit from learning experiences that involve visual support, meaningful contexts, and active participation. Cameron explains that teachers should design learning activities that encourage students to observe, interact, and practice vocabulary in authentic classroom situations. Similarly, the teacher in this study integrated visual dictionaries into different stages of the lesson and encouraged students to participate through pronunciation practice, question-and-answer activities, vocabulary exercises, and classroom games. These instructional practices reflected the characteristics of effective vocabulary teaching for young

learners.

Furthermore, the findings are in agreement with Wijkhuizen (2021), who reported that visual dictionaries help learners connect vocabulary with visual representations, making new words easier to understand and remember. Wijkhuizen also highlighted that visual dictionaries provide practical support for teachers by simplifying vocabulary instruction and improving students' comprehension. Likewise, the teacher in this study reported that students understood vocabulary more quickly when pictures accompanied the target words, allowing the teacher to explain vocabulary more efficiently during classroom instruction.

The present findings are also supported by Felloussa (2023), who emphasized that visual learning media contribute to more interactive classroom environments and encourage greater student participation. In this study, the teacher experienced similar outcomes, as students became more engaged, responded actively to classroom activities, and showed greater enthusiasm during vocabulary learning when visual dictionaries were used. These experiences indicate that visual dictionaries not only support students' vocabulary development but also enhance teachers' instructional experiences by creating a more dynamic and participatory learning environment.

Overall, the findings suggest that the teacher's experiences in using visual dictionaries were largely positive. The teacher viewed visual dictionaries as valuable instructional media that supported effective vocabulary instruction, encouraged active student participation, and facilitated meaningful learning experiences. These findings indicate that successful vocabulary instruction is

influenced not only by the learning media themselves but also by the teacher's ability to integrate appropriate instructional strategies and adapt the learning process to the characteristics of elementary school students.

3. The Benefits and Challenges of Using Visual Dictionaries in Learning English Vocabulary

The findings of this study revealed that the implementation of visual dictionaries provided various benefits for both the teacher and the students during English vocabulary learning at MIN 2 Kota Banda Aceh. The teacher explained that visual dictionaries facilitated vocabulary instruction by helping students understand the meaning of new words through pictures and visual representations. As a result, students were able to recognize, pronounce, and remember vocabulary more easily than when vocabulary was explained only through verbal instruction. The findings also showed that the use of printed visual dictionaries, supported by digital visual materials, created a more interactive classroom atmosphere and encouraged students to participate actively throughout the learning process.

These findings support the theory proposed by Harmer (2007), who argues that instructional media play an important role in attracting students' attention and creating meaningful learning experiences. According to Harmer, visual media enable teachers to explain abstract concepts more clearly and encourage greater student participation during classroom activities. The present study demonstrated similar results, as the teacher observed that students became more enthusiastic, actively answered questions, participated in classroom games, and demonstrated greater confidence during vocabulary learning activities when visual dictionaries

were used.

The findings are also consistent with Cameron (2001), who emphasizes that young learners benefit from concrete and meaningful learning experiences. Cameron explains that children understand new vocabulary more effectively when learning is supported by visual representations and interactive classroom activities. In the present study, students were introduced to new vocabulary through pictures, repeated the pronunciation of words, answered questions related to the pictures, and participated in vocabulary games. These activities helped students connect English words with their meanings and supported their vocabulary development.

Furthermore, the findings are in agreement with Munawaroh (2019), who reported that visual learning media improve students' motivation and classroom participation during English vocabulary instruction. Similarly, the findings of this study showed that students became more interested in learning English when visual dictionaries were implemented. The teacher observed that students paid greater attention to the lesson, responded actively to classroom activities, and demonstrated positive engagement throughout the vocabulary learning process.

The findings also support Wijkhuizen (2018), who concluded that visual dictionaries improve learners' vocabulary comprehension and memory retention by connecting vocabulary with visual images. In the present study, the teacher reported that students were able to understand and remember vocabulary more effectively because they associated English words with pictures presented in the visual dictionary. These findings indicate that visual dictionaries are particularly suitable for elementary school students, whose learning characteristics emphasize visual and

concrete experiences.

Despite these benefits, the findings revealed that the teacher also encountered several challenges in implementing visual dictionaries. One of the main challenges involved preparing appropriate visual materials before each lesson. The teacher needed to select pictures that matched the learning objectives and were appropriate for the students' level of understanding. In addition, differences in students' learning abilities required the teacher to provide repeated explanations and additional guidance to ensure that all students understood the target vocabulary. These findings suggest that the successful implementation of visual dictionaries depends not only on the availability of instructional media but also on the teacher's preparation, creativity, and classroom management skills.

The teacher addressed these challenges by preparing instructional materials before the lesson, selecting appropriate visual resources, repeating vocabulary explanations when necessary, and combining visual dictionaries with question-and-answer activities, pronunciation practice, and classroom games. These strategies enabled the teacher to maintain students' attention, encourage active participation, and create a supportive learning environment. This finding reflects the importance of teachers' pedagogical competence in adapting instructional media to meet students' learning needs.

Overall, the findings indicate that the use of visual dictionaries provides significant benefits for English vocabulary learning at the elementary school level. Although the teacher experienced several challenges during implementation, these challenges were addressed through careful lesson preparation, appropriate

instructional strategies, and the integration of printed visual dictionaries with supporting digital visual materials. Therefore, the success of visual dictionary implementation is influenced not only by the learning media themselves but also by the teacher's ability to organize meaningful learning experiences that correspond to the characteristics of young learners.



CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions of the study based on the findings and discussion discussed in the previous chapter. The conclusion summarizes the main findings of the research in relation to the research questions, while the suggestions provide recommendations for English teachers, students, and future researchers who are interested in the implementation of visual dictionaries in English vocabulary learning at the elementary school level. It is expected that the findings of this study will contribute to the improvement of English vocabulary instruction and serve as a useful reference for further research in the field of English language teaching.

A. Conclusion

This study aimed to explore the teacher's experiences in using visual dictionaries in learning English vocabulary at MIN 2 Kota Banda Aceh. Based on the findings and discussion presented in the previous chapter, several conclusions can be drawn.

The first finding revealed that the implementation of visual dictionaries in English vocabulary learning was carried out through a systematic teaching process. The teacher introduced new vocabulary by using pictures from printed visual dictionaries and supported the learning activities with digital visual materials whenever appropriate. The implementation included introducing new vocabulary, explaining word meanings through pictures, guiding students to practice

pronunciation, conducting question-and-answer activities, engaging students in interactive games, and reviewing previously learned vocabulary. Throughout the learning process, the teacher integrated visual dictionaries into various classroom activities, creating an interactive and student-centered learning environment that encouraged students' participation and facilitated their vocabulary development.

The second finding showed that the teacher had positive experiences in implementing visual dictionaries during English vocabulary instruction. The teacher perceived visual dictionaries as effective instructional media because they helped explain vocabulary more clearly, increased students' interest and participation, and created a more engaging classroom atmosphere. Through continuous classroom practice, the teacher also developed greater confidence in selecting appropriate visual materials, organizing vocabulary learning activities, and adapting instructional strategies to meet the learning characteristics of elementary school students. These experiences demonstrate that visual dictionaries not only support students' learning but also contribute to the teacher's professional development in planning and conducting vocabulary instruction.

The third finding indicated that the implementation of visual dictionaries provided several benefits while also presenting certain challenges. The benefits included improving students' vocabulary comprehension, increasing learning motivation, encouraging active classroom participation, and creating meaningful learning experiences through visual representations. However, the teacher also encountered challenges, particularly in preparing suitable visual materials and addressing differences in students' vocabulary proficiency. To overcome these

challenges, the teacher carefully prepared instructional materials, selected appropriate printed and digital visual resources, repeated vocabulary practice, and implemented interactive teaching strategies that encouraged students' active involvement throughout the learning process.

Overall, this study concludes that visual dictionaries are valuable instructional media for teaching English vocabulary at the elementary school level. The successful implementation of visual dictionaries depends not only on the availability of printed and digital visual materials but also on the teacher's preparation, creativity, instructional strategies, and ability to create meaningful learning experiences that correspond to the characteristics and learning needs of young learners.

B. Suggestions

Based on the findings and conclusions of this study, the researcher proposes several suggestions for English teachers, students, and future researchers. These suggestions are expected to contribute to the improvement of English vocabulary learning at the elementary school level and provide useful references for future studies related to the implementation of visual dictionaries.

1. Suggestions for English Teachers

Based on the findings of this study, English teachers are encouraged to use visual dictionaries as one of the instructional media for teaching English vocabulary, particularly at the elementary school level. The use of printed visual dictionaries, supported by appropriate digital visual materials, can help students

understand vocabulary more easily and create a more interactive learning environment. Teachers are also encouraged to prepare instructional materials carefully, select pictures that are appropriate for students' age and learning objectives, and apply various teaching strategies, such as repetition, question-and-answer activities, vocabulary games, and vocabulary review, to maintain students' interest and participation during the learning process.

2. Suggestions for Students

Students are encouraged to participate actively in English vocabulary learning activities and make use of visual dictionaries as learning resources both inside and outside the classroom. By observing pictures, practicing pronunciation, reviewing newly learned vocabulary regularly, and participating actively in classroom activities, students can improve their vocabulary mastery and develop greater confidence in using English. Active participation and consistent practice are expected to help students achieve better learning outcomes.

3. Suggestions for Future Researchers

Future researchers are encouraged to conduct further studies on the implementation of visual dictionaries in different educational contexts, grade levels, or language skills. Future research may also investigate the use of digital visual dictionaries, compare different types of visual learning media, or involve a larger number of participants to obtain broader perspectives on English vocabulary learning. In addition, future researchers may employ different research designs or data collection techniques to enrich the understanding of the effectiveness and implementation of visual dictionaries in English language teaching.

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APPENDIXE

Appendixe A Appointment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 674 TAHUN 2026

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

DEKAN FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang

- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
- bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
- bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat

- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
- Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
- Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
- Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
- Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
- Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
- Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
- Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
- Keputusan Menteri Agama Nomor 482 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
- Keputusan Menteri Keuangan Nomor 293/KM.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai instansi pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
- Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan

KESATU

Menunjuk Saudara:

Syaiful Bahri, S.Ag., M.A.

Untuk membimbing Skripsi

Nama : Fadhilah
NIM : 220263616
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Teacher Experience on The Use of Visual Dictionary in Learning English Vocabulary at Elementary School

KEDUA

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

KETIGA

Pembiayaan akibat Keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2026 Tanggal 01 Desember 2025 Tahun Anggaran 2026.

KEEMPAT

Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan.

KELIMA

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

Ditetapkan di : Banda Aceh
Pada tanggal : 12 Juni 2026
Dekan


Saiful Muluk

Lampiran

- Surat Kementerian Agama RI di Jakarta;
- Dinas Pendidikan Islam Kementerian Agama RI di Jakarta;
- Direktori Perguruan Tinggi Kementerian Agama RI di Jakarta;
- Kantor Pelayanan Pembendaharaan Negara (KPPN) di Banda Aceh;
- Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
- Kepala Magang Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
- Tang Beres/Keputusan;
- stempel



Appendix B Recommendation Letter from The Fakultas Tarbiyah dan Keguruan



**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-4942/Un.08/FTK.1/TL.00/7/2026

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Kepala MIN 2 Kota Banda Aceh

Assalamualaikum Warahmatullahi Wabarakatuh.

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

NIM : 220203010

Nama : FADHILAH

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : JL. KUTACANE-BLANGKEJEREN DESA PURWODADI KEC.BADAR
KABUPATEN ACEH TENGGARA

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 *TEACHER EXPERIENCE ON THE USE OF VISUAL DICTIONARY IN LEARNING ENGLISH VOCABULARY AT ELEMENTARY SCHOOL*.

Banda Aceh, 13 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

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA BANDA ACEH
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 Hal : Telah Melaksanakan Penelitian

Kepada Yth.
Ahlil Dekan Bid. Akademik FTK UIN Ar-Raniry
 Di-
 Tempat

Assalamu'alaikum Wr. Wb

Selubungan dengan surat Penelitian Ilmiah Mahasiswa dari Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor B-4942/Un.08/FTK.1/TL.00/7/2026 dengan ini kami menerangkan bahwa :

Nama : Fadhilah
 NIM : 220203010
 Prodi : Pendidikan Bahasa Inggris

Benar yang Namanya tersebut diatas, telah melakukan Penelitian/ Pengumpulan data-data yang dibutuhkan dalam rangka memenuhi syarat bahan penelitian **Skripsi** dengan judul **"TEACHER EXPERIENCE ON THE USE OF VISUAL DICTIONARY IN LEARNING ENGLISH VOCABULARY AT ELEMENTARY SCHOOL"** Pada tanggal 20 Juli 2026 di MIN 2 Kota Banda Aceh.

Demikianlah surat Keterangan telah melakukan penelitian ini kami buat, atas perhatian dan kerjasama yang baik kami ucapkan terimakasih

Banda Aceh, 24 Juli 2026
 Kepala Madrasah,

جامعة الرانيري
AR - RANIRY

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Tembusan :
 1. Ka.KanKemenag Kota Banda Aceh
 2. Arsip

Appendix D Observation Checklist

OBSERVATION CHECKLIST

Research Title:

Teacher Experience on the Use of Visual Dictionary in Learning English Vocabulary at Elementary School (A Study at MIN 2 Kota Banda Aceh)

School	MIN 2 Kota Banda Aceh
Teacher	English Teacher
Observer	Researcher
Date	Monday, July 20, 2026
Time	08:00 WIB
class	1- 6

A. Instruction Use of Printed and Digital Visual Dictionaries:

Put a check mark (✓) in the appropriate column based on the observed classroom activities.

NO	Observation Items	Yes	No	Notes
A. The Use of Printed Visual Dictionary				
1.	The teacher uses a printed visual dictionary during the lesson.		P	During the classroom observation, the teacher used a printed visual dictionary as one of the instructional media during the English lesson. The teacher presented pictures together with English vocabulary to support the learning activities. The students observed the pictures while listening to the teacher's explanation.
2.	The teacher introduces new English vocabulary using pictures from the printed visual dictionary.	P		The teacher introduced new English vocabulary by showing pictures from the printed visual dictionary. The pictures helped students identify the meaning of unfamiliar words before the teacher explained the vocabulary. Most students focused on the visual materials and responded to the teacher's questions.
3.	The teacher explains the meaning of vocabulary by referring to the pictures.	P		The teacher explained the meaning of each vocabulary item by referring to the pictures in the printed visual dictionary. The visual illustrations helped students understand the vocabulary more easily and connected the new words with familiar objects.

4.	The teacher asks students to repeat the new vocabulary after the explanation.	P		After explaining the vocabulary, the teacher asked the students to repeat each word together. The repetition activity helped students improve their pronunciation and reinforced their understanding of the new vocabulary.
5.	The teacher asks students to write or remember the new vocabulary.	P		The teacher instructed the students to write the new vocabulary in their notebooks and encouraged them to memorize the words. The students completed the activity after the teacher finished explaining the vocabulary.
6.	The teacher uses the printed visual dictionary during the main learning activities.		P	During the classroom observation, the printed visual dictionary was not used continuously throughout the main learning activities. After introducing the vocabulary, the teacher continued the lesson using other teaching strategies such as question-and-answer activities, classroom discussions, and games to reinforce students' understanding of the vocabulary.

B. Teacher's Teaching Strategies

No	Observation Items	Yes	No	Notes
7	The teacher uses question-and-answer activities while using the printed visual dictionary.	P		During the observation, the teacher used question-and-answer activities while using the printed visual dictionary. The teacher asked several questions related to the pictures and vocabulary presented in the printed visual dictionary. The students responded to the teacher's questions during the lesson.
8	The teacher uses games or interactive activities during vocabulary learning.	P		The teacher conducted games and interactive activities during vocabulary learning. These activities were carried out to support students in practicing the new vocabulary during the lesson. The students participated in the activities under the teacher's guidance.
9	The teacher encourages students to participate actively during the lesson.	P		During the lesson, the teacher encouraged the students to participate in classroom activities. The teacher invited students to answer questions, repeat vocabulary, and take part in the learning activities. The students followed the teacher's instructions during the lesson.
10	The teacher reviews previously	P		Before introducing the new lesson, the teacher reviewed the vocabulary that had been learned previously by using the printed visual dictionary.

	learned vocabulary using the printed visual dictionary.			The teacher showed the pictures and asked the students to recall the vocabulary before continuing with the new material.
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C. Students' Responses

NO	Observation Items	Yes	No	Notes
11.	Students pay attention to the teacher's explanation.	P		During the lesson, the students paid attention to the teacher's explanation while observing the pictures presented in the printed visual dictionary. They listened carefully throughout the vocabulary learning activities.
12.	Students show enthusiasm during vocabulary learning.	P		The students raised their hands, answered the teacher's questions, smiled during the activities, and participated throughout the vocabulary lesson.
13.	Students actively answer the teacher's questions.	P		During the question-and-answer session, several students answered the teacher's questions related to the vocabulary presented in the lesson. The classroom interaction continued throughout the activity..
14.	Students repeat the vocabulary correctly.	P		After the teacher pronounced the vocabulary, the students repeated each word together. They followed the teacher's pronunciation during the repetition activity.
15.	Students participate actively in games or classroom activities.	P		The students participated in the games and classroom activities prepared by the teacher. They followed the instructions and completed the vocabulary activities during the lesson.
16.	Students appear to understand the vocabulary through the pictures.	P		The students identified the meaning of the vocabulary by referring to the pictures presented in the printed visual dictionary. They matched the pictures with the English words during the classroom activities.

D. Benefits and Challenges

No	Observation Items	Yes	No	Notes
17	The printed visual dictionary helps the teacher explain vocabulary clearly.	P		The teacher used the printed visual dictionary to explain the meaning of the vocabulary during the lesson. The pictures were referred to while introducing and explaining the new vocabulary.
18	The printed visual dictionary makes the learning process more interactive.	P		The use of the printed visual dictionary created opportunities for interaction between the teacher and the students. The teacher involved the students through classroom questions and vocabulary activities.
19	Students learn vocabulary more easily through the pictures.	P		During the lesson, the students referred to the pictures in the printed visual dictionary while learning the new vocabulary. They used the pictures to identify the meaning of the words during the classroom activities.
20	The teacher experiences challenges while using the printed visual dictionary.	P		During the observation, the teacher experienced difficulty displaying some digital materials because the internet connection was unstable. However, the teacher continued the lesson by using the printed visual dictionary and other prepared materials.
21	The teacher prepares learning materials before the lesson begins.	P		Before the lesson began, the teacher prepared the printed visual dictionary and other instructional materials needed for the vocabulary lesson. The learning materials were ready before the classroom activities started.
22	The teacher uses appropriate pictures for elementary school students.	P		The teacher selected pictures that were suitable for elementary school students and related to the learning topic. The pictures were simple, clear, and easy for the students to recognize during the vocabulary learning activities.
23.	The teacher uses digital visual materials, such as pictures displayed through a laptop or projector, to support English vocabulary learning.			During the lesson, the teacher displayed digital pictures using a laptop and projector to introduce English vocabulary. The digital visual materials supported the printed visual dictionary and helped students observe the vocabulary more clearly.
24.	The teacher combines printed and digital visual dictionaries during the vocabulary learning activities.			The teacher combined the printed visual dictionary with digital visual materials during the lesson. Both media were used to present vocabulary, explain meanings, and support students' understanding throughout the learning activities.

25.	The teacher uses digital visual dictionary materials to support the presentation of English vocabulary.			During the lesson, the teacher used digital visual materials to support the presentation of English vocabulary. The digital materials were displayed to provide additional visual examples that complemented the printed visual dictionary and helped students understand the vocabulary more clearly.
26.	The teacher integrates printed and digital visual dictionaries to facilitate students' vocabulary learning			The teacher integrated both printed and digital visual dictionaries during the vocabulary lesson. The printed visual dictionary was used to introduce the vocabulary, while the digital visual materials were used to reinforce students' understanding through additional pictures and visual examples. The combination of both media supported the vocabulary learning process.



Appendix E Interview Transcript

Research Title:

Teacher Experience on the Use of Visual Dictionary in Learning English Vocabulary at Elementary School (A Study at MIN 2 Kota Banda Aceh)

Respondent: English Teacher

Date: Monday, July 20, 2026

Time: 08.00 WIB

Place: MIN 2 Kota Banda Aceh

Research Question 1

Table E.1 Interview Transcript for Research Question 1

NO	Interview Question	Teacher's Response
1	How do you use the printed visual dictionary when teaching English vocabulary in the classroom?	I use the printed visual dictionary to introduce new English vocabulary. I usually show the pictures first, ask the students to repeat the words, explain their meanings, and then encourage them to write down and memorize the new vocabulary.
2	At which stage of the lesson do you usually use the visual dictionary?	I usually use the visual dictionary when introducing new material and during the main learning activities. It helps students understand and learn English vocabulary more easily.
3	What teaching strategies do you use when introducing new vocabulary through the visual dictionary?	I usually use question-and-answer activities and simple games to introduce new vocabulary through the visual dictionary. These strategies help students become more active and make the learning process more enjoyable.
4	How do students respond when you use the visual dictionary	My students become more enthusiastic when I use the visual dictionary during vocabulary learning. They are more interested in learning

	during vocabulary learning?	because the pictures make the lesson more attractive.
5	Could you explain the learning process when using the visual dictionary in the English classroom?	I use the visual dictionary to review the lesson and make the classroom atmosphere more lively. It helps students stay engaged and become more active during the learning process.

Table E.2 Interview Transcript for Research Question 2

NO	Interview Question	Teacher's Response
1	Could you describe your experience in using the printed visual dictionary to teach English vocabulary?	Using the printed visual dictionary really helps my teaching process. It makes it easier for me to explain new vocabulary, and students can understand the words more easily.
2	What motivated you to use the visual dictionary in English learning?	I use the visual dictionary because I want to follow the development of current teaching methods. It helps me make the learning process more interesting and suitable for students' needs.
3	How has this experience influenced your way of teaching English vocabulary?	My experience using the visual dictionary has made me more creative in teaching English vocabulary. I can use various activities to help students learn more easily and enjoy the lesson.
4	What have you learned from your experience of using the visual dictionary?	I learned that the visual dictionary helps students understand English vocabulary more easily. In addition, it makes the teaching and learning process more effective.
5	Based on your experience, how	Based on my experience, the visual dictionary is effective because students become more

	effective is the visual dictionary for elementary school students?	enthusiastic during vocabulary learning. They are more interested in learning and participate more actively in the classroom.
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Table E.3 Interview Transcript for Research Question

NO	Interview Question	Teacher's Response
1	What benefits have you experienced when using the printed visual dictionary in teaching English vocabulary?	The use of the printed visual dictionary makes the teaching process easier for me and helps students learn more easily. It enables me to explain English vocabulary more clearly, and students can understand the vocabulary better.
2	What challenges have you faced when using the visual dictionary in the classroom?	One of the challenges I have faced is an unstable internet connection when searching for supporting materials. In addition, I have to choose positive and appropriate pictures for the students.
3	How do you overcome these challenges?	I prepare the pictures before the lesson begins and select positive and appropriate pictures for the students. This helps the learning process run more smoothly, even when the internet connection is unstable.
4	In your opinion, which aspect of the visual dictionary helps students the most?	In my opinion, pictures are the most helpful part of the visual dictionary because they give students a clear representation of the meaning of new vocabulary. This makes it easier for students to understand and remember English vocabulary.
	What suggestions would you give to other English teachers who want to use the visual dictionary?	I suggest that other English teachers be more creative and continue to follow developments in teaching methods and learning media. Teachers should adapt to changes and use methods that are easier, more interesting, and more effective in helping students learn English vocabulary.

Appendix F Initial Coding of Interview Data

Introduction

This appendix presents the initial coding process of the interview data collected from the English teacher at MIN 2 Kota Banda Aceh. The coding process was conducted to identify important ideas, concepts, and patterns related to the teacher's experiences in using printed and digital visual dictionaries during English vocabulary learning. The initial codes were generated from the teacher's interview responses and then grouped into categories and themes. These themes served as the basis for developing the findings presented in Chapter IV. The coding process followed the qualitative data analysis procedures proposed by Miles and Huberman (2014), including data reduction, data display, and conclusion drawing.

Table F.1 Initial Coding of Interview Data (Research Question 1)

NO	Interview Excerpt	Initial Code
1	"I use the printed visual dictionary to introduce new English vocabulary."	Introducing new vocabulary
2	"I usually show the pictures first."	Using pictures to introduce vocabulary
3	"I ask students to repeat the words."	Vocabulary repetition
4	"I explain the meaning of the vocabulary."	Vocabulary explanation
5	"I encourage students to write and remember the new vocabulary."	Vocabulary writing and memorization
6	"I use the visual dictionary when introducing new material."	Introducing new learning material

7	"I use the visual dictionary during the main learning activities."	Main learning activities
8	"I use question-and-answer activities."	Question-and-answer strategy
9	"I use simple games."	Game-based learning
10	"Students become more enthusiastic."	Student enthusiasm
11	"Students become more interested in learning."	Student learning interest
12	"I use the visual dictionary to review the lesson."	Vocabulary review
13	"The classroom becomes more active."	Interactive classroom environment

Table F.2 Initial Coding of Interview Data (Research Question 2)

NO.	Interview Excerpt	Initial Code
1	"Using the printed visual dictionary really helps my teaching."	Helpful instructional media
2	"Students understand vocabulary more easily."	Easier vocabulary comprehension
3	"I want to follow current teaching methods."	Following educational development
4	"I become more creative in teaching."	Teacher creativity
5	"Learning becomes more effective."	Effective teaching
6	"Students become more enthusiastic."	Increased student motivation

Table F.3 Initial Coding of Interview Data (Research Question 3)

NO	Interview Excerpt	Initial Code
1	"The visual dictionary makes teaching easier."	Easier teaching process
2	"Students learn vocabulary more easily."	Easier vocabulary learning
3	"The internet connection is unstable."	Internet connectivity problem
4	"I have to choose appropriate pictures."	Selecting appropriate pictures
5	"I prepare the pictures before the lesson."	Lesson preparation
6	"I choose positive and suitable pictures."	Appropriate picture selection
7	"Pictures help students understand vocabulary."	Visual support for learning
8	"Teachers should be more creative."	Teacher creativity and innovation

Appendix G Documentation

Figure G.1. The Teacher and Students During the Implementation of Printed in. Learning English Vocabulary



Figure G.2. The Researcher Conducting a Semi-Structured Interview with the English Teacher.



Figure G.3. The Teacher Conducting a Question-and-Answer Activity Using Visual Dictionary



Figure G.4. Students Writing English Vocabulary During the Learning Activity.

