

PICTURE-DRIVEN TECHNIQUE TO ENHANCE ENGLISH VOCABULARY IN GRADE VIII AT SMP NEGERI 1 BOLAANG

MAGTIRA BANDU, OLGA RORINTULUS, MUHAMMAD ILHAM ALI
Universitas Negeri Manado

Correspondence Author: Magtirabandu@gmail.com

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Abstract : This study aims to determine the effectiveness of the Picture-Driven technique in improving English vocabulary mastery among second grade students of SMP Negeri 1 Bolaang. This research was conducted using quantitative method. This study used a pre- experimental design with a single group for both the pre- and post-tests. The data were analyzed using statistical tests to examine variations in the pre-test and post-test scores the pupils in the second grade of SMP Negeri 1 Bolaang consisting of 25 students were the subjects of this study. There were 20 numbers for each test given the students. The results of this study show If the pre-test's average score is (35.52) The post-test is (62.56) The post-test result is higher than the pre-test. Based on this result, Pictures have an extremely important impact on pupils' vocabulary. The result of a notable rise in scores from the pre-test to the post-test indicate that images not only help in understanding the meaning of words, but also make it easier for students to pronounce them more accurately and confidently. With the stimulus in the form of image-based techniques, students can master the meaning and pronunciation of a word more effectively, so that their ability to spread knowledge increases significantly.

Keywords: *Picture-Driven Technique, Vocabulary Mastery, Quantitative Research, Pre-Experimental, Second Grade Students*

INTRODUCTION

Learning English as a foreign language is a highly complex matter because the learning process differs from acquiring one's mother tongue. Consequently, most students find it challenging to master the language. Therefore, in teaching vocabulary to beginners, the teacher has to choose suitable technique to be used in teaching English especially vocabulary. (Sabanari et al., 2022) stated that the use of pictures significantly improved vocabulary mastery among there are some techniques that can

be used in teaching vocabulary such as games, songs, crossword scramble, word selection, snake trails, visual aids, and some many others. In this research, visual aids are used to teacher vocabulary. (Liando, Tatipang, & Lengkoan, 2022) explained that translanguaging practices in EFL classrooms in Indonesia, when supported by visual media such as pictures, can strengthen vocabulary learning strategies because it is assumed that visual media are one to the technique that can make the student interested in studying English vocabulary.

According to (Liando, Tatipang, Tamboto, et al., 2022), vocabulary is an essential part of language learning and it is also a basic step to learn English in written form as well as spoken form. Students with adequate vocabulary can quickly and accurately identify word meanings. Conversely, without sufficient vocabulary, they cannot use the language effectively. (*School-Based Curriculum*, 2006) states that language learning involves receptive and productive skills. Receptive skills include listening and reading skills, while productive skills encompass speaking and writing skills. To master these skills well, students need to be equipped with language elements such as vocabulary. This indicates that vocabulary cannot be separated from language skills.

In teaching English vocabulary, various methods can help students develop their vocabulary mastery. (fivy Andries, 2019) states that the teaching and learning process is the core of the entire educational process, with teachers as the primary role holders. Teachers must choose appropriate methods for teaching vocabulary, as teaching English, especially vocabulary, is not easy without using suitable methods. Students need creative, effective, interesting, and engaging learning methods.

Vocabulary mastery is a fundamental component in learning English. According to (Nation, 2013), vocabulary is one of the critical aspects of mastering a foreign language, where students' ability to use and understand words correctly will determine their communication success. However, many students have difficulty mastering and remembering English vocabulary, especially at the secondary school level.

Research by (Schmitt, 2000) shows that conventional teaching methods are often less effective in helping students master English vocabulary. This is due to the traditional approach's tendency to be monotonous and lack engaging visuals. Therefore, alternative methods that are more innovative and attention-grabbing are needed. The use of pictures has proven to be an effective strategy in improving vocabulary mastery. According to (Schmitt, 2000) research, pictures have great potential in teaching foreign languages as they can provide clear context, help students associate words with meaning, increase learning motivation, and facilitate the memorization process.

(Ur, 1992) research emphasizes that visual media such as pictures can overcome abstraction barriers in vocabulary learning. Pictures provide concrete representations that help students understand and remember new words more easily. An empirical study by (Chen & Chen, 2009) in Taiwan proves that using pictures in English vocabulary teaching significantly increases student retention and comprehension. They found an average increase of 35% in students' vocabulary mastery after implementing image-based methods.

In English teaching and learning process at SMP Negeri 1 Bolaang, students face significant challenges in English language learning, primarily due to limited vocabulary knowledge. This vocabulary deficit directly impacts their ability to speak, write, and comprehend English texts effectively. Based on preliminary observations at the school, many students struggle to express their ideas in English or understand reading materials due to their restricted vocabulary range.

To address this vocabulary challenge, pictures offer promising potential as learning tools. Pictures can provide concrete representations of words and concepts, making vocabulary learning more engaging and memorable for students. Additionally, picture-based activities can create an interactive and enjoyable learning environment that may motivate students to actively participate in vocabulary development exercises. Based on this specific learning context and challenge, this study

investigated the Influence of English Pictures on Students' Vocabulary Development at SMP Negeri 1 Bolaang.

RESEARCH METHOD

Types of the research

This research is quantitative research through pre-experimental design with one group pre-test and post-test design. Pre-test is the test, which will be given to the students before treatment. A post-test is a test that is administered to pupils following treatment or after they have been taught using pictures. This kind of study was thought to be a suitable method for addressing pupils' vocabulary and comprehension issues. According to (Hatch & Farhady, 1982), a one-shot case study is comparable to a one-group pre-test and post-test design. There are two tests for this:

T1 is pre-test and T2 is post-test. X is to symbolize the treatment. This design can be seen in the following paradigm.

Pre-test	Treatment	Post-test
T1	X	T2

T1 is the pre-test to measure the mean of score students' mastery of vocabulary. Exposure subject X, the new teaching method, for given period. T2 is the post -test to measure the mean of the score of the students' mastery of English vocabulary. Compare the mean score of pre-test and post-test to see the different.

Research Instrument

Research instrument is a tool used for collecting data in research (Arikunto, 2005). The instrument of this research is tests: specifically, a pre-test and post-test, in the form of multiple-choice questions with options A, B, C, and D totalling 20 questions. Each correct answer will receive 1 point.

Thus, the scoring was calculated by using the formula:

$$\text{Total score} = \frac{\text{Total Points}}{\text{Total questions}} \times 100$$

According to (Puskur, 2006) the score can be classified based on the classification of score bellow:

No	Classification	Score
1	Very Good	90-100
2	Good	70-89
3	Fair	50-69
4	Poor	30-49
5	Very	10-29

Data Collection

The instrument used to collect the data is test. It is objective test in this case multiple-choice. They included a pre-test and a post-test, with the latter being dependent on the content covered in class. The instrument of this research is the test pre-test and post-test. Pre-test is the test, which will be given to the students before treatment. Post test is the test which would be given to the students after treatment or after teaching them by using picture. The pretest was given to see the students' mastery of vocabulary, before teaching them through picture and picture, and the post test was given to see the students' achievement in comprehending the material, after treatment or after teaching them through picture.

In carrying put this research, the procedures of collecting data were followed:

- 1) Preparing the test to be given to students.
- 2) Giving pre test
- 3) Analysing the data from the result of pre-test.
- 4) Using picture and picture in teaching vocabulary.
- 5) Giving post-test.
- 6) Organizing the data.
- 7) Analysing the data.
- 8) Making conclusion.
- 9) Writing the report.

Data Analysis

In the realm of statistical analysis, the formula presented represents a fundamental method for calculating the arithmetic mean (average) of a dataset. This formula is widely used in educational research, social sciences, and various quantitative studies to determine the central tendency of a group of scores. By summing the total of all individual scores (ΣX) and dividing by the total number of individuals (n), researchers can obtain a single value ($\bar{x}$) that represents the typical or central score for the entire group. This method provides a straightforward and efficient way to summarize and understand the overall performance or characteristic of a dataset, offering insights into the central tendency of the observed values. In analysing the obtained data, the writer used a mean score formula:

$$\bar{x} = \frac{\Sigma X}{n}$$

$\bar{x}$: Mean score

ΣX : Total number of students' score

n : Total number of students (Sudjana, 2010).

The data obtained were analysed after each of the process (pre-test) was done. The results of the tests are put in the tables to see the frequency distribution of the tests. Mean and standard deviation are computed for each of the tests. The data were presented in data matrix with score value (x). tally frequency distribution (f), Proportion (p) percentage (%) cumulative frequency ($c.f$) and the percentage of cumulative frequency ($c.f\%$), then, it will be depicted in graphic polygon.

FINDINGS AND DISCUSSION

Findings

This research with a sample size of 25 people consisting of 13 male and 12 female students who were chosen randomly and had the same opportunity to be selected. This research uses a quantitative type of research with a pre-experimental

method using a pre-test and post-test design. In this research the author chose one class as a sample. To see whether image-based techniques in teaching vocabulary are effective or not. Researchers found this data after six meetings. At the first meeting, the researcher gave a 60-minute pre-test consisting of twenty pictures to pronounce. In carrying out the pre-test, the researcher provided 20 pictures contained in the vocabulary and were read by students. When reading vocabulary, almost all students don't know how to read and the pronunciation is still wrong.

The findings of this research are in general; it shows that there is a significant increase in students' English vocabulary mastery after the application of picture-driven learning techniques. This is indicated by the difference in average scores between the pre-test and post-test, where the average pre-test score of 35.52 increased to 62.56 in the post-test. During the pre-test, most students had difficulty in recognizing and understanding comprehension, most of whom were in the low score category.

The frequency polygons are used by the investigator. The data was described into student scores in the pre-test and post-test which are entered into several table including Table 1. The scores of the students in T1, Table 2. The scores of the students in T2, Table 3. The scores of students' T1 and T2 gained, Table 4. The Frequency Distribution Matrix of Pre-test (T1), Table 5. The Frequency Distribution Matrix of Pre-test (T₂), and also Graphic 1. The Frequency Polygon of Pre-test (T₁), Graphic 2. The Frequency Polygon of Post-test (T₂), Graphic 3. The Frequency Polygon of Pre-test (T₁) and Post-test (T₂). The following is a more specific explanation regarding the data findings and data interpretation for each table and graph.

Table 1. The scores of the students in T1

Students	Score (T1)
1	48
2	48
3	20
4	48
5	32
6	20
7	48
8	40
9	20
10	48
11	40
12	28
13	32
14	48
15	48
16	32
17	28
18	32
19	20
20	40
21	20
22	48
23	40
24	40
25	20
	888

This is average score from the table 1 that shows the result of students in pretest:

$$\begin{aligned}
 \Sigma X &= 888 \\
 N &= 25 \\
 &= \frac{888}{25} \\
 &= 35,52
 \end{aligned}$$

Information:

$\bar{X}$ = Mean scores

ΣX : Total number of students' score

n: Total number of students

The students' scores on the first test in a research or activity. This table consists of two columns, the first column is the students and the second is the score (score

T1), Showing the identity number of each student from 1 to 25 (there are 25 students in total) and showing the score or value obtained by each student on the test. The students' scores vary between 20-48, There are some values that are repeated because they get the same results, for example a score of 48 appears several times, as well as scores of 20, 40, 32, and 28 so the total score of all students is 888.

Table 2. The scores of the students in T2

Students	Scores (T2)
1	60
2	68
3	60
4	68
5	68
6	60
7	80
8	48
9	52
10	80
11	80
12	48
13	60
14	68
15	68
16	52
17	48
18	48
19	52
20	68
21	52
22	68
23	80
24	68
25	60
	1.564

This is average score from the table 1 that shows the result of students in post-test:

$$\Sigma X = 1.564$$

$$N = 25$$

$$= \frac{1.564}{25}$$

$$= 62,56$$

Information:

$\bar{X}$ = Mean scores

ΣX : Total number of students' score

n: Total number of students

This is the student's score on the second test (T2) continued from the first table, this table also consists of two columns, the first column is the student's second score (Score T2), Displaying the student number from 1 to 25, the same as the previous table and the score of each student after taking Test 2, The student's score here is higher than T1, ranging from 48-80. And the scores 68, 60, 52, and 80 appear several times there is an increase in score compared to the previous T1 table so, the total overall score of students on T2 is 1,564.

Table 3. The scores of students' T1 and T2 gained

Students	T1	T2	Gained Scores
1	48	60	12
2	48	68	20
3	20	60	40
4	48	68	20
5	32	68	36
6	20	60	40
7	48	80	32
8	40	48	8
9	20	52	32
10	48	80	32
11	40	80	40
12	28	48	20
13	32	60	28
14	48	68	20

15	48	68	20
16	32	52	20
17	28	48	20
18	32	48	13
19	20	52	32
20	40	68	28
21	20	52	32
22	48	68	20
23	40	80	40
24	40	68	28
25	20	60	40
Total	888	1.564	

Based on the results above, it shows that there were 25 students who obtained pre-test and post-test scores, which shows real evidence of overall academic improvement during class. In table 3 it can be seen that there 4 are students who achieved an increase of eighty (80), there are 8 students who achieved an increase of sixty-eight points (68), there are 5 students who achieved an increase of sixty points (60), there are 4 students who achieved an increase of fifty-two points (52) and there are 4 students who achieved forty-eight points (48). Students' scores increased from 888 on the pre-test to 1.564 on the post-test.

Table 4. The frequency Distribution Matrix of pre-test(T1)

Scores	Tally	Frequency	Cum- Frequency	Cum- proportion	Cum- percentage
48	IIII III	8	25	1	100%
40	IIII	5	17	0,68	68%
32	IIII	4	12	0,48	48%
28	II	2	8	0,32	32%

20	IIIIII	6	6	0,24	24%
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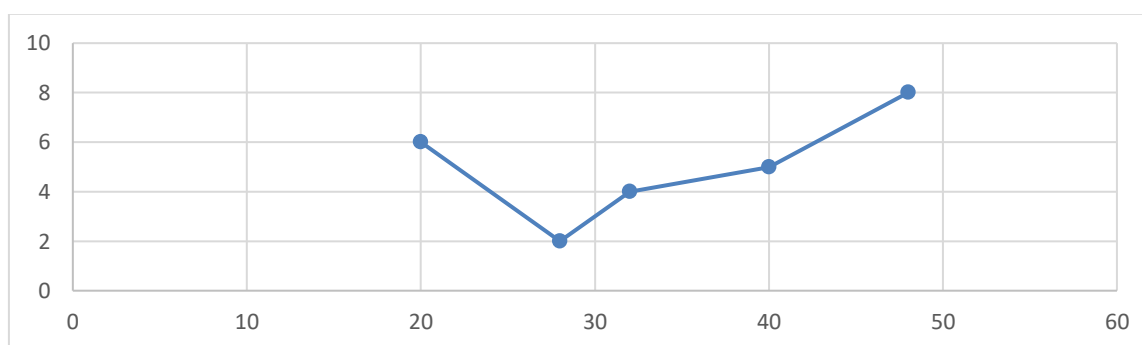
This is a table that summarizes the distribution of students' scores during the initial test (before the treatment/experiment).

Table 5. The frequency Distribution Matrix of post-test(T2)

Scores	Tally	Frequency	Cum-Frequency	Cum-Proportion	Cum-Percentage
80	IIII	4	25	1	100%
68	IIII III	8	21	0,84	84%
60	IIII	5	13	0,52	52%
52	IIII	4	8	0,32	32%
48	IIII	4	4	0,16	16%

This is a table that summarizes the results of students' post-test (T2), after they have undergone a certain treatment (about picture-based techniques to improve English vocabulary)

Graphic 1. The frequency polygon of Pre-test (T1)



Information:

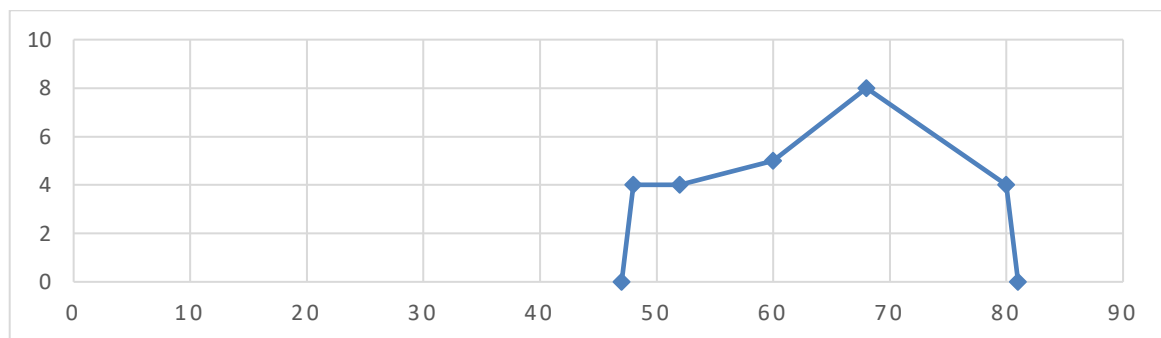
X (Horizontal): Shows the score value (such as 10,20,30,40,50).

Y (vertical): Shows the frequency or number of students who received a certain score

In this graphic 1, the score of around 10-20, the frequency is quite high (around 6 students), At a score of around 30, the frequency decreases to around 2 students. After that, at a score of around 40 and 50, the frequency increases again, peaking at

around 50 (around 8 students). In the pre-test, the distribution of student scores was uneven, there were many students who got low scores, then fewer, then many more at higher scores. This illustrates that before the treatment, students' abilities were still diverse.

Graphic 2. The Frequency polygon of Post-test (T2)



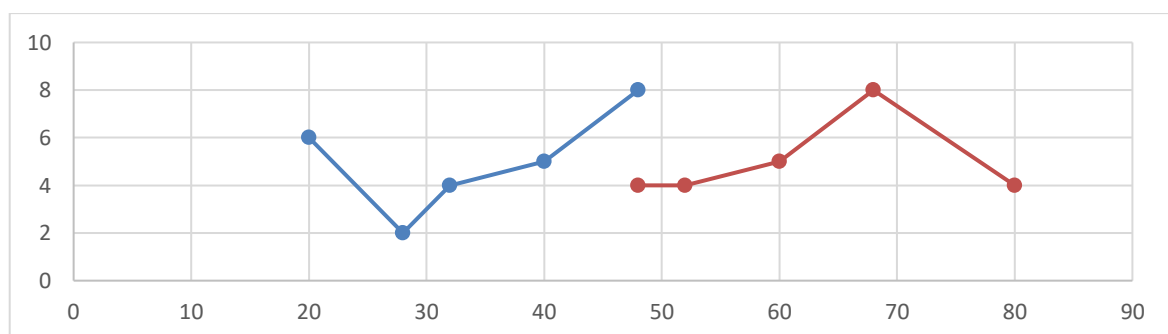
Information:

X (Horizontal): Shows the score value (such as 40,50,60,70,80).

Y (vertical): Shows the frequency or number of students who received a certain score

At a score of around 48, the frequency of students getting this score is still low (around 4 students), At a score of around 52, it increases slightly, remaining around 4 students, at a score of 60, the frequency increases (around 5 students), The peak is at a score of 68: around 8 students get this score, the most scores obtained by students. After a score of 68, the frequency drops again (around 4 students). At a score of 80, the highest score, the frequency is only a little, there are 4 students who get a very high score.

Graphic 3. The Frequency polygon of Pre-test (T1) and Post-test (T2)



This is a combined graph between the results of the Pre-test (T₁) and Post-test (T₂). This graph compares how the distribution of student scores changed before and after therapy (learning/treatment). Two lines are present:

Blue Line: represents Pre-test (T_1).

Orange Line: represents Post-test (T_2).

From the pre-test to the post-test, there is a noticeable improvement, and more pupils receive high marks following therapy; this graph demonstrates how well the learning was done.

Discussion

Some truths were revealed by the examination of the study's data. The researcher found that the application of the picture-driven technique in teaching English vocabulary to second-grade students at SMP Negeri 1 Bolaang resulted in a remarkable improvement in students' learning outcomes.

Students in vocabulary increases when using picture-Driven technique. The pre-test and post-test result previously presented indicated that students made better progress after using pictures as a learning medium. This proves that the treatment or learning media used in this study had a positive impact on student achievement. Students became more active and enthusiastic.

The picture-based technique helped them associate unfamiliar English words with familiar, concrete images such as animals, classroom objects, and daily activities. These visual associations proved highly helpful in the learning process. For instance, when seeing a picture of a cat or a mountain, students found it easier to remember and pronounce the related vocabulary. Colourful and contextualized images served as memory triggers that supported students' retention.

These positive results align with previous studies, such as those by (Schmitt, 1997) and (Wright, 1989), who emphasized the importance of visual media in language learning. Similarly, (Chen, 2009) research supports the idea that pictures can capture students' attention and assist vocabulary retention through visual associations. In this study, students' test scores reflected this improvement. The average pre-test score was relatively low, indicating limited vocabulary mastery. After applying the picture-driven technique, post-test results showed a significant increase,

confirming the method's effectiveness. Students who previously struggled with pronunciation and word recognition were now capable of accurately pronouncing words and more readily remembering their meanings.

The improvement demonstrated that picture-based learning techniques are effective in improving students' vocabulary. The pictures used provided a real context for students to directly associate words with meaning. This is consistent with (Wright, 1989) assertion that images offer concrete representations that assist students in understanding and retaining vocabulary more easily.

The increase in scores among almost all participants suggests that this technique is accessible to students of various proficiency levels, including those with initially low vocabulary mastery. Even students who scored lowest on the pre-test showed significant improvement. This implies that pictures not only enhance students' visual memory but also stimulate their learning motivation through interactive and enjoyable lessons.

These findings are consistent with previous research by (Nurhaliza, 2018) and (Rifki, 2020), which also showed that the use of picture media significantly enhances students' vocabulary mastery. In this study, the researcher used pictures as a learning medium and conducted classroom treatments. A total of 20 items were used in the pre-test and post-test. A significant increase was recorded in the post-test average score, rising from 888 to 1,564. Therefore, it can be concluded that pictures are a valuable and effective learning medium. As shown in the students' achievement table, it can be concluded that the use of pictures helps develop vocabulary pronunciation skills and supports students in meeting the focus of this research English vocabulary mastery.

Based on all these findings, this study concludes that students' learning outcomes can be influenced by the use of appropriate learning media. Specifically, in vocabulary the researcher's findings revealed that students' ability to understand and use vocabulary was weak before applying the picture-based method. The picture-driven technique proved to be an effective method for improving vocabulary mastery.

This technique helps bridge the gap between unfamiliar English vocabulary and the prior knowledge students already have by providing meaningful context. It not only facilitates comprehension but also creates an enjoyable and engaging learning experience, especially for beginner-level students. The post-test Findings indicated that pupils' capacity to understand and use vocabulary improved significantly after using pictures. Therefore, it can be concluded that the use of pictures is effective in enhancing students' English vocabulary mastery.

CONCLUSION

The results of this study indicate that picture-based techniques in teaching vocabulary are effective. The last test has a higher average score than the first one. Picture-based techniques are very helpful in improving students' English vocabulary mastery and also make the teaching and learning process more interesting, effective, and efficient. Students' ability to pronounce vocabulary is positively influenced by pictures, as demonstrated by the pre-test and post-test findings. Picture-based techniques have a significant effect on students' ability to pronounce vocabulary, as evidenced by the pre-test and post-test differ from one another. The significant increase in results in the post-test is estimated to be greater compared to the pre-test that used images as a teaching tool.

The image-based technique in English language learning, particularly in improving students' vocabulary, is an effective and relevant strategy. This strategy not only facilitates the understanding of new vocabulary concepts but also enhances students' active participation in the learning process. Future research is recommended to examine the long-term effectiveness of picture-based techniques, particularly in improving vocabulary pronunciation and long-term retention among students. Additionally, further studies may include variations in educational levels or comparisons between picture-based techniques and other teaching methods to identify the most optimal strategy for mastering English vocabulary.

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