

VISUAL DICTIONARY FOR LEARNING VOCABULARY FOR YOUNG ENGLISH LEARNERS

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Abstrak

Salah satu masalah utama dalam pembelajaran bahasa Inggris bagi pelajar pemula adalah penguasaan kosakata. Kemampuan untuk berkomunikasi dan memahami bahasa sering dihambat oleh kosakata yang terbatas. Kamus visual, yang menampilkan arti kata-kata yang dipelajari melalui gambar, adalah metode yang dapat mempercepat pemahaman kosakata. Metode ini dianggap lebih efisien karena otak manusia lebih mudah mengingat informasi yang disertai dengan gambar atau visual daripada hanya teks. Tujuan dari penelitian ini adalah untuk mengetahui seberapa efektif penggunaan kamus visual dalam pembelajaran kosakata bagi pelajar pemula. Dengan menganalisis hasil dan metode pedagogis yang digunakan, peneliti meneliti bagaimana representasi kamus visual dapat meningkatkan minat dan keberhasilan siswa dalam penguasaan kosakata serta meningkatkan pengenalan, pemahaman, dan retensi kata. Penelitian ini menggunakan metode tindakan penelitian kelas. Temuan penelitian menunjukkan data pra-tes sebanyak 77% siswa mampu memahami kosakata dan 67% siswa mampu mengucapkan kosakata dengan benar. Secara keseluruhan, kemampuan penguasaan kosakata siswa pada saat pre-test adalah 72%. Data Post-test menunjukkan bahwa 80% siswa mampu memahami kosakata dan 83% siswa mampu mengucapkan kosakata dengan benar. Secara keseluruhan, kemampuan penguasaan kosakata siswa pada waktu pasca tes adalah 81,5%. Berdasarkan fakta di atas, peneliti menyimpulkan bahwa kamus visual dapat meningkatkan penguasaan kosakata pelajar pemula.

Kata Kunci: Pelajar Pemula, Kamus Visual, Pembelajaran Kosakata

Abstract

One of the main problems in English learning for beginner learners is vocabulary acquisition. The ability to communicate and understand a language is often hampered by a limited vocabulary. Visual dictionaries, which display the meaning of learnt words through pictures, are a method that can accelerate vocabulary comprehension. This method is considered more efficient because the human brain more easily remembers information that is accompanied by images or visuals rather than just text. The purpose of this study is to find out how effective the use of visual dictionaries is in learning vocabulary for beginner learners. By analysing the results and pedagogical methods used, the researcher examined how visual dictionary representation can increase students' interest and success in vocabulary acquisition as well as improve word recognition, comprehension and retention. This study utilised the classroom action research method. The research findings showed pre-test data that 77% of students were able to understand the vocabulary and 67% of students were able to pronounce the vocabulary correctly. Overall, the students' vocabulary mastery ability during the pre-test was 72%. Post-test data showed that 80% of students were able to understand the vocabulary and 83% of students were able to pronounce the vocabulary correctly. Overall, the students' vocabulary mastery ability during the post-test was 81.5%. Based on the above facts, the researcher concluded that visual dictionaries can improve the vocabulary acquisition of beginner learners.

Keywords : Young Learners, Visual Dictionary, Learning Vocabulary

Introduction

A key component of language learning, especially for young students studying English as a second language (ESL), is expanding one's vocabulary. According to Coxhead (2024), having a large vocabulary is crucial for improving speaking, listening, reading, and writing abilities, all of which are critical for success in school and in social situations. Text-based approaches have historically been the mainstay of vocabulary instruction, but they frequently fail to hold the attention of young students as well as visual aids. The visual dictionary is one such tool that is becoming more popular in educational settings. By offering visual representations of words and concepts, visual dictionaries integrate text and picture to help learners comprehend and remember new terminology. Even though previous research has examined the use of visual dictionaries in language acquisition, especially for young English language learners, there are still a number of unanswered questions. The majority of recent research concentrates on immediate effects, frequently ignoring the long-term usefulness and retention of visual dictionaries. Furthermore, most of these studies don't take into account how learning styles, cultural settings, or age groups impact visual dictionaries' effectiveness (Nassaji, 2023). Furthermore, neither the role of the instructor in optimizing the potential of visual dictionaries nor their integration with other language learning materials have been adequately examined. With a focus on long-term retention, age and cultural disparities, and personalized learning strategies, this study attempts to close these gaps by examining the efficacy of visual dictionaries for vocabulary acquisition. This study aims to give a more thorough knowledge of visual dictionaries' potential in assisting English language learners by looking at how they may be better tailored to varied learners and used with other educational resources. Our goal is to provide insightful information through this investigation that will help guide future studies and real-world language learning applications.

The philosophies of systems like grammar translation, audio-lingual, and communicative language instruction have shaped the way English has been taught in schools over the past 50 years. The study identified a number of elements in the classroom that contribute to vocabulary learning challenges, including the teacher's uninspiring teaching style, students' lack of enthusiasm for learning English, terms that are hard to remember, etc. Lexical learning in the classroom has both an incidental and an atomistic component, and it can be demonstrated that both aspects contribute significantly to the process regardless of the teaching methodology employed (Zhang, 2023). When a teacher "teaches" new words to the class, for instance, by explanation, illustration, and even translation, students pick up some of their vocabulary. Additionally, it is well recognized that children pick up some language indirectly through chance encounters. For instance, they may deduce the meaning of a new term from the words. Regrettably, there is a dearth of empirical data regarding the relative benefits of direct versus indirect language acquisition. Primary-level English language learners, who are roughly between the ages of three and twelve, are cognitively prepared to learn the language in ways that support an integrated skills and content-based, experiential approach. Teachers who are knowledgeable about the social and cognitive aspects of second-language acquisition for English for Young Learners (EYL) are better able to guide students through the learning activities in the classroom and foster a joyful, encouraging environment.

The foundation of good communication is vocabulary. It involves more than just knowing words; it also involves comprehending their subtleties, meanings, and applications in expressing intricate concepts. Success in many facets of life, including school, employment, and interpersonal interactions, depends on having a large vocabulary. Making connections between new words and everyday activities is one of the best strategies to reinforce vocabulary acquisition. This method benefits students: (1) Establish Meaningful Connections: Students are better able to remember and recall new phrases when they connect them to their personal experiences. (2) Recognize Context: Students can gain a deeper understanding of the meaning, usage, and connotations of words by witnessing them in authentic contexts. (3) Enhance Retention: Students are able to retain material for longer when language is linked to personal experiences. (4) Encourage Curiosity: Students are more inclined to learn new words when they perceive the application of language in their daily lives. According to Brewster (2010), the goal of education is to help children develop their critical thinking and problem-solving abilities so they may be used to a variety of contexts, rather than simply teach them facts. In particular, schooling ought to foster children's symbolic thinking. Here are a few methods to relate terminology to practical situations: (1) Label Objects: Use the appropriate terms to label items in the community, school, or classroom. (2) Field Trips: Take students on field trips to locations

where they can experience new words in context. (3) Role-playing: Ask kids to use new words to act out scenarios. (4) Personal Narratives: Invite students to contribute anecdotes from their lives that are relevant to the words they are learning. (5) Real-World Examples: Show how language is utilized in authentic contexts by using news stories, films, or other media. You can increase your students' learning effectiveness, engagement, and sense of purpose by relating terminology to real-world situations. It might be challenging yet worthwhile to teach language to young learners. Children in this age range are naturally curious and eager to acquire new words. However, maintaining children's attention and involvement may be difficult. In Indonesia, English is widely used in the curriculum and is considered the country's principal foreign language. It must be offered by both junior and senior high schools. Early semesters at colleges and universities include language education because English proficiency is so highly valued. A key component of learning a language is expanding one's vocabulary, which is required to enhance speaking, writing, listening, and reading comprehension. Hulstijn (2022) asserts that words that have been defined, explained, or translated comprise an individual's vocabulary. Language comprehension and usage depend on vocabulary. Many kids struggle to understand spoken language, participate in conversations, and write because of a limited vocabulary. With an emphasis on young learners who often find traditional methodologies challenging and uninteresting, this study investigates the use of visual dictionaries in vocabulary education. Furthermore, in order to assist pupils in developing their ideas, English teachers always require extra learning and teaching resources. Additionally, these extra educational resources and media can help pupils remember things more quickly and activate their right brain.

Visual Dictionary

Visual aids are tools that use images to depict things, behaviors, or characteristics that the viewer perceives. Language instructors can use visualization to assist students understand things they may not have understood, expose them to different cultures, and generate real-world scenarios. Visualization aids in language development and improves pupils' comprehension of words and ideas. Thematic dictionaries that employ pictures to clarify word meanings are known as visual dictionaries (Sagarra, 2023). They aid in language retention and boost students' motivation and interest, which makes them useful teaching tools. Visualization is becoming a helpful tool for understanding words and concepts in addition to aiding in language development. By combining definitions with visual components like pictures, diagrams, and examples, visual dictionaries provide a distinctive method of vocabulary learning. For young learners, this multimodal method can offer substantial benefits over conventional text-based dictionaries. Through visualization, students can build the schema needed to read a range of texts and documents successfully. In other words, visualization frames students' verbal comprehension while simultaneously teaching them to imagine and picture. As a result, it will be advantageous for teachers to use visual aids when presenting the materials to the students. Additionally, Carson (2022), emphasizes the importance of teaching vocabulary in meaningful contexts to young learners, as this improves their ability to remember and use words in real-life situations.

One of the different kinds of dictionaries that are available is the Visual Dictionary. The Visual Dictionary is one kind of visual aid that can be used in the classroom. In a classroom setting, it could assist the teacher in making written or spoken material more understandable. Visual Dictionary is arranged according to themes. Each component of the item is identified by labeling an image with the appropriate phrase for each subject. To help locate the appropriate example to explain a phrase, the index often contains a list of all defined terms. Image dictionaries, on the other hand, are frequently constructed using an alphabetical list of terms where the photos and words are already ordered. Both of them, have the option of being monolingual or bilingual, naming items in many languages. Research indicates that kids who use visual dictionaries are more likely to understand vocabulary, retain terms longer, and use them appropriately. Improved reading comprehension as well. Their greater and wider vocabulary makes it easier for them to understand the reading material. Visual dictionaries can improve linguistic proficiency in general. It can help pupils improve their speaking, writing, and listening abilities, among other language skills. To put it briefly, visual dictionaries are a really useful tool for enhancing vocabulary mental knowledge. Visual dictionaries assist students develop a deeper and more meaningful grasp of the words they are learning by giving them a strong visual context.

Vocabulary

The secret to mastering the four languages is vocabulary. The reason for this is that language serves as the foundation for speakers' ability to communicate and express their thoughts. A student's ability to learn English is greatly aided by their vocabulary. Students that are proficient in language consistently fare well academically. In his *Curriculum Development in Language Teaching* (2003: 4), Richard discusses vocabulary and states that "Vocabulary is one of the greatest things used linguists turned their attention to." Thus, English vocabulary (English: vocabulary) is a collection of English words that a person or other entity knows to describe an action, an object, a property, and so on. The collection of all words that a person knows or that they may use to create a new sentence is known as their vocabulary. One component of language proficiency that is both vital to have and crucial to master is vocabulary. Webb (2024) states highlights that vocabulary learning plays a significant role in enhancing reading comprehension, noting that learners with a stronger vocabulary foundation tend to demonstrate higher proficiency in understanding texts. The meta-analysis suggests that vocabulary acquisition, when integrated effectively with reading activities, leads to improved comprehension skills, particularly when learners encounter new vocabulary in meaningful and contextualized situations.

Effective vocabulary teaching requires a comprehensive approach that integrates both incidental and intentional learning strategies. He argues that vocabulary acquisition is not only a matter of memorizing words but also involves developing a deep understanding of word meanings and their usage in context. According to Schmitt, teachers should utilize a variety of techniques, such as explicit instruction and contextualized practice, to help learners expand and retain their vocabulary knowledge over time. It is possible to classify vocabulary learning into two main categories: breadth and depth. The sheer quantity of words that learners can identify and utilize, including the fundamental and often used terms of a language, is referred to as breadth. However, depth refers to how well students comprehend and master those words, including their subtleties of meaning, usage, implications, and versatility in a variety of circumstances. According to research, growing language competency requires striking a balance between expanding one's vocabulary's breadth and depth because each area makes a distinct contribution to a learner's capacity for clear communication and comprehension of both spoken and written materials (Schmitt, 2022).

Four categories of vocabulary acquisition procedures are as stated in Julaiha (2022), made a distinction. Activation, memory, cognition, and metacognition are among the strategies. First, the metacognitive strategy is composed of two types of processes: selective attention and self-initiation. The practice of highlighting a word in a book that is essential to comprehension is known as selective attention. The practice of highlighting a word in a book that is essential to comprehension is known as selective attention. Stated differently, the goal of this technique is to identify key phrases in a text. Self-initiation is the process of developing a unique meaning using several strategies. To be clear, the person using this strategy will use a number of strategies in an attempt to achieve a well-intentioned result. Second, the cognitive approach uses information recording, guessing, and efficient dictionary use. The third kind of memory technique is rehearsal, which involves making lists of words and repeating them, and encoding, which involves linking images, sounds, and other visuals. Lastly, using new words in a different context is an activation-based learning strategy. Schmitt, referenced in Kurniati (2020), asserts that pupils employ a range of strategies to accelerate their vocabulary learning. He divides vocabulary-learning strategies into four groups. Cognitive, metacognitive, social, and memory strategies are among them. The first approach is social and involves, among other things, asking for help from others to grasp something. For instance, going up to the teacher or friends.

Association or relational learning is the second category of memory strategies. This implies that pupils will use their memory to relate newly learned words to ones they have already learned. Third, the memory approach and the cognitive technique are comparable in that they both use word lists, flash cards, and vocabulary journal to aid in vocabulary acquisition. Students can then take control of and assess their own learning strategy by using a metacognitive technique. The previously discussed taxonomies are believed to be beneficial to teachers. To satisfy the needs of the students, the teacher might therefore select one method or mix many. Otherwise, the instructor must consider the students' preferences while deciding which strategy to use. The teacher must not only explain the vocabulary learning process but also counsel the pupils to focus on improving their personal confidence and learning abilities. In order to encourage

students to take an active role in their education, assume that the learning strategy is solely for their advantage. Ultimately, the objective of vocabulary learning approaches is to help students become self-sufficient vocabulary learners since they need to learn language independently rather than through instruction. One way to put one of the suggested strategies into practice is to maintain a vocabulary journal.

Techniques Used by the Teacher in Teaching Vocabulary

Teachers of English as a Foreign Language (EFL) who teach English to Young Learners (TEYL) frequently have a limited amount of time to complete their lesson plans and adhere to local standards for the use of particular texts, assessments, or other resources. An environment with limited resources may also present difficulties. In Indonesia, teaching young students has been practiced for a long time. According to the course book, the idea of young students has evolved from age. In the past, kids between the ages of five and twelve were referred to as young learners. The young students today began their journey from preschool (ages three to twelve) to elementary school. Age differences are important for choosing a teaching strategy, highlighting language proficiency, and addressing cognitive abilities. In recent years, the field of teaching young students, especially English, has grown significantly. Therefore, we must use research from fields other than language classrooms, such as child development, learning theory, first language development, and second language acquisition in bilingual contexts (Ristyani, 2020). Piaget, Vygotsky, and Bruner highlight important concepts from their research that can help us understand how children learn languages. Thinking is the result of cognitive development. Experience is the basis for creation in the intelligent mind (Zulkifli, 2019). Children must therefore learn to reflect the recurring patterns in their surroundings as they mature. Accordingly, Bruner believes that learning should encompass both the capacity to create new ideas for oneself as well as the concepts, categories, and problem-solving techniques that have already been developed by the culture. Basic human capacities and culturally created technology that operate as amplifiers of these talents interact to produce cognitive progress. These culturally created technology encompass not only the apparent, like computers and televisions, but also more abstract concepts, like language and the way a culture classifies things. Bruner would probably concur with Vygotsky that language mediates the relationship between an individual's response and external stimuli.

Making students want to study should be the goal of education. The teacher used the Listen and do method while introducing the topic or assigning an assignment to the class. The teacher gave direction throughout this exercise, and the students did as she said. The teacher used this technique multiple times. The pupils showed that they understood the content being presented in this exercise by performing the instruction. Every time this tactic was observed, it was applied in the same manner. The teacher would always give the same instructions, like to sit down and pay attention, as she began the lesson. The instructor used the "Listen and Repeat" method to introduce new terms. By reading aloud to the students and asking them to repeat after her, the teacher used this technique. The words were read aloud and slowly several times to make sure the pupils understood. The frequent repetition helped the kids become accustomed to the new words. According to Cameron as mentioned in Syafrizal (2018), students need to be exposed to new words on a regular basis in order to increase their vocabulary for instruction. The findings showed that the most important factor was the instructor's and students' voices. However, a couple terms were mispronounced by the teacher. As the role model, the teacher must carefully pronounce the words. However, based on the observation, the instructor did make a few mistakes. Teachers are great role models for younger children, thus they should be fluent in English, especially in pronunciation. The children listen to the teacher and imitate what she says. It is recommended to use a dictionary in this case to lessen the likelihood of a pronunciation error. When teaching grammar, the teacher only used the Modelling and Demonstration approach. When the teacher gave directions on how to pronounce words, the kids mimicked her. During the observation, the teacher's voice was clearly audible to every student. However, the instructor mispronounced a couple words. Pupils are excellent at copying. They don't have to constantly imitate in order to learn. Students automatically catch up on what they see and hear, including the teacher's language use. The instructor used the question-and-answer style a lot. According to the observation, the teacher usually used this tactic to increase student participation and ensure that everyone was ready before class started. The instructor used a real object or image to illustrate a term's meaning. Teachers used these kinds of tactics because they thought they were easy to implement. The purpose of the activities was to

make it easier for the children to remember new words. The students seemed happy as they played the game. They enjoy using their bodies to move.

Throughout each lesson, the teacher employed the singing song method to pique the pupils' interest in learning English. It was a good idea to use music to keep them entertained because of their short attention spans. Scott & Ytreberg (2000) pointed out that children's attention spans are far shorter than adults', and that other characteristics of young learners also affect language acquisition. Teachers have been provided with enjoyable exercises to pique pupils' interest. For young students, singing together is an enjoyable exercise. Singing may help them increase their vocabulary because most of them become quite enthused when asked to perform English songs. The information showed that the teacher had a wide variety of music.

Young Learners

Young learners are defined as those between the ages of 5 or 6 (the first year of formal learning) and 11 or 12. Young learners have distinct traits that set them apart from adult learners. Teachers need to be aware of and comprehend it in order to help improve the quality of their instruction (Liando, 2021). Learners of different ages have different traits. They range in age from five to fourteen Pinter referenced in (Dawamuddin, 2021). People at this age have trouble understanding abstract concepts because of their inadequate word knowledge. Every teacher who teaches language to younger pupils is aware of the numerous preparations that must be completed before a lesson can begin in the classroom, such as putting together teaching aids and developing a lesson plan. Even while every teacher will teach English differently, they all basically employ the same methods.

Method

In order to do research, a suitable methodology is required. Methodology is crucial when doing research. A method is an organized approach that helps a researcher accomplish their objectives and finish their work. According to Sugiono (2012), the research technique is essentially a scientific way to gather data with specific aims and uses. A mixed-methods approach combines both quantitative and qualitative research methods to provide a more comprehensive understanding of a phenomenon. In the case of vocabulary learning using visual dictionaries for young English learners, this method can provide insights into both the measurable impact of visual dictionaries on vocabulary acquisition and the learners' personal experiences and perceptions. The study will use a convergent parallel mixed-methods design, where both quantitative and qualitative data are collected simultaneously, analysed separately, and then compared to draw conclusions. This design allows for triangulation, helping to corroborate findings from both data sources and gain a deeper understanding of how visual dictionaries impact vocabulary learning. Using a mixed-methods approach will allow for a nuanced understanding of the effectiveness of visual dictionaries in enhancing vocabulary learning among young English learners. By combining both quantitative measures of vocabulary acquisition and qualitative insights into the learners' experiences, this study will offer valuable evidence on the benefits and challenges of using visual dictionaries in language education.

Result and Discussion

A visual dictionary is a reference work that defines words and ideas using pictures, drawings, or photographs. Visual dictionaries offer a more tangible and interesting method of vocabulary learning than conventional text-based dictionaries. They are particularly beneficial for people who struggle with abstract concepts and visual learners. Improving student engagement and vocabulary retention is the main objective of using visual dictionaries. Vocabulary acquisition was assessed using pre- and post-tests. The study's findings demonstrated that visual dictionaries raised student engagement and enhanced learning outcomes.

Getting ready to use a vocabulary journal

Before using the journal, the teacher needs to do a few preparations. The teacher must first start a journal to document observations before modeling vocabulary. The teacher made this vocabulary diary to provide an accurate introduction medium. Students need to create their own vocabulary journals, which include a suitable journal, colored pens, highlighters, and a good dictionary. The purpose of utilizing a loose-leaf binder is to make the journal easy to organize. Students can use colored pens to embellish the

diary once it is attractive. A good dictionary is also necessary because it will be used to look up the definition of the target term, which will be underlined with highlighters.

The classroom vocabulary journal

As they read, students in the classroom will consult their vocabulary journals. As a result, the teacher must introduce this vocabulary diary as a learning aid and assist the pupils in getting comfortable with it. The teacher could do three things to encourage the kids to journal. There is a preliminary set of chores before the students read their book and use their vocabulary diary. The second stage consists of the activities these students can complete while reading a material. The final step is represented by the post reading exercises.

Activities for pre-reading (introducing the vocabulary journal)

The teacher introduces the vocabulary journal to the class during this phase. Consequently, the projects are: (1) The teacher presents the vocabulary journal. The teacher must give each pupil an introduction to the vocabulary diary before starting the reading component. The instructor begins by outlining the goal of the journal. The objective is to assist students in understanding difficult terminology they may come across throughout the text. The students will use a journal to record terms that they find difficult, odd, or unfamiliar in order to better comprehend the subject matter. The instructor then gives a sample vocabulary journal entry that is intended to serve as a model. The teacher made this vocabulary diary in order to provide a more thorough introduction. (2) The instructor demonstrates journal usage. The teacher gives the kids a diary template to help explain each area of the page. On the white board, the instructor might do it for this purpose.

Activities to read a passage using the vocabulary journal

At this stage, the teacher and every student in the classroom can finish specific assignments. For example: (a) After demonstrating journal use, the teacher may offer a reading assignment to gauge the students' use of the journal while they read. This passage is an illustration of: Mr. Budi works as a vet. At home, he operates a tiny clinic. He is employed by a zoo as well. He is in charge of the health of the animals because he is a veterinarian. Every day, he assesses the zoo's animals' health. He treats people and animals equally. (a) The instructor should help the students choose the words they should write in their journals as they read the content. The words appear unfamiliar, unfamiliar, or difficult to them. According to the kids, there are three difficult terms that should be mentioned. The words are: Responsible-Treats-Veterinarian. Students' journals will contain these words. The teacher must assist the students in finding the phrase in a dictionary and writing down other pertinent information in order to assist them in recording new words in their vocabulary diaries. One of the first words in the text is "veterinarian." This word, a noun, describes a skilled veterinarian who treats animals. This idea is defined using the text's context cues. The term "veterinarian" gives background; it describes a profession in which the well-being of an animal is the primary concern. In both English and their original language. The students must create a phrase that uses this term. Additionally, each student needs to find the synonym or antonym for the word. Students can also select a picture to symbolize the term "veterinarian" as well. The adjective "responsible" indicates that the assignment was completed to a high standard. This term is explained by the context clues in the text. The clue is given by the phrase "...check animal's health every day". As a result, the definition is given in both English and the students' native tongue and is predicated on their understanding. Each student can utilize the target term to construct a statement in both their native tongue and English. The next task for the pupils is to write the synonyms and antonyms for the target term. Use an illustration to help clarify the desired term.

Using Visual Dictionaries to Expand Students' Vocabulary

Students found learning vocabulary more engaging when visual dictionaries were used. They demonstrated involvement and excitement as they actively participated in the learning process. Teachers were able to better control the classroom and lessen boredom because to the diversity of teaching resources available. In the context of vocabulary acquisition, visual dictionaries play a critical role in supporting discovery learning. (1) Inspire curiosity: Students' curiosity about the words they encounter might be piqued by the visual dictionary's captivating and vibrant illustrations. This motivates them to actively look for the word's meaning and context. (2) Assist students in drawing connections: The visual dictionary's

illustrations can assist students in drawing links between new words and what they already know and have experienced. An image of an apple, for instance, can assist pupils in connecting the word "apple" to the fruit's flavor, hue, and form. (3) Enables individual exploration: Students can investigate terms on their own with the help of visual dictionaries. Word usage examples, synonyms, antonyms, and other related terms are displayed to them. This enables children to learn word meanings in their own unique ways. (4) Promotes student-centered learning: Learning becomes more student-centered when visual dictionaries are used. Pupils take greater responsibility for their own understanding and become more involved in the learning process. (5) Boost motivation for learning: Visual dictionaries provide excitement and enjoyment to the vocabulary-learning process. Students may become more motivated to learn more and expand their vocabulary as a result. Younger students are the target audience. By comparing the pre- and post-test results, the author calculates the mean score, which indicates how much the students' vocabulary mastery has improved. Results comparing the pre-test and post-test revealed a notable increase in vocabulary mastery. Vocabulary comprehension and pronunciation are the two criteria the researcher used to separate pupils' vocabulary mastery abilities.

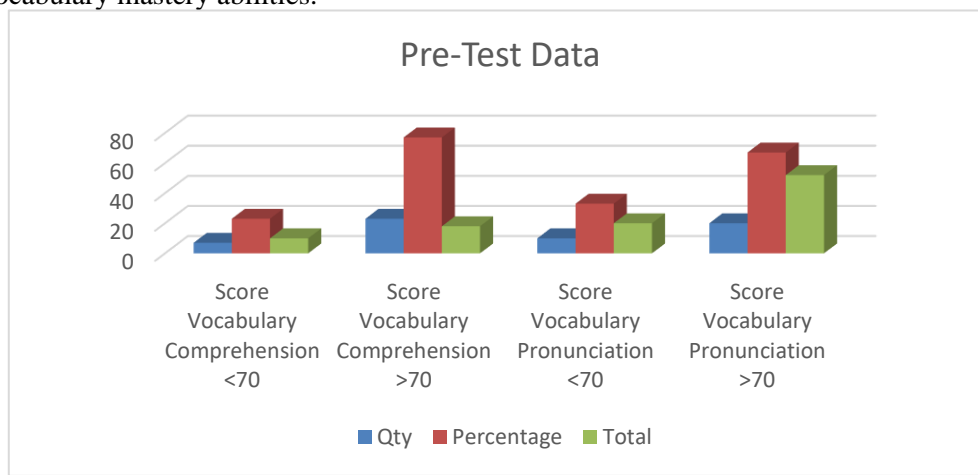


Diagram 1 Pre-Test Data

Based on the provided data, it appears that the overall vocabulary mastery of the students at the time of the pre-test was relatively strong. For vocabulary understanding, 77% of students demonstrated a good understanding of the vocabulary. For pronunciation, 67% of students were able to pronounce the vocabulary correctly. Combining these two aspects, the overall vocabulary mastery was 72%.

Interpreting the results from pre-test are: Strengths, the students' ability to understand vocabulary was particularly strong, indicating a solid foundation in vocabulary acquisition. Areas for improvement, while the pronunciation skills were also good, there's a slight gap between understanding and pronunciation. This suggests that more focus could be given to improving pronunciation accuracy. Overall mastery of 72% is a positive indicator, suggesting that the students have a decent grasp of the vocabulary.

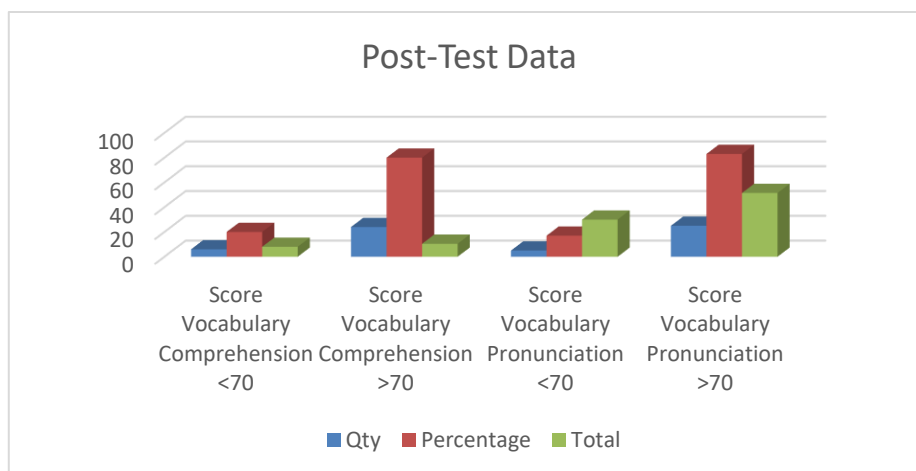


Diagram 2 Post-Test Data

Based on the provided data, there has been a noticeable improvement in the students' vocabulary mastery from the pre-test to the post-test. For vocabulary understanding: 80% of students demonstrated a good understanding of the vocabulary. For pronunciation: 83% of students were able to pronounce the vocabulary correctly. Combining these two aspects, the overall vocabulary mastery increased to 81.5%. Interpreting the results from post-test are: Improvement, the data clearly indicates that the students' vocabulary skills have improved significantly since the pre-test. Strengths, both vocabulary understanding and pronunciation have shown improvement, demonstrating the effectiveness of the intervention. Overall mastery of 81.5% is a positive result, indicating that the majority of students have a strong grasp of the vocabulary.

Base on the fact above the researcher concluded that visual dictionary can improve the students' vocabulary mastery.

Conclusion

The purpose of this study was to find out how well visual dictionaries work for teaching vocabulary to young English language learners. The main goal was to investigate how, in contrast to conventional vocabulary learning techniques, visual dictionaries can improve vocabulary acquisition and retention. The study used a mixed-methods approach to evaluate the learners' qualitative experiences as well as the quantifiable influence on vocabulary knowledge. According to the study's findings, students who utilized visual dictionaries significantly outperformed those who depended on conventional techniques in terms of vocabulary acquisition and retention. The experimental group scored higher on the pre- and post-tests, according to the quantitative data, which suggests that the visual dictionary helped with word recall and a deeper comprehension of meanings. The qualitative data from interviews and observations supported this result, as learners reported enjoying the use of visual dictionaries and found the visual cues helpful in making new vocabulary more memorable. Additionally, teachers noted that students engaged more actively and demonstrated better contextual understanding of words. This study contributes to the existing literature on vocabulary learning by providing empirical evidence on the effectiveness of visual dictionaries for young learners, an area that has been less explored compared to other vocabulary learning strategies. Previous research focused on vocabulary acquisition in general, but few studies have specifically examined the long-term effects of visual dictionaries on vocabulary retention. The findings from this study highlight the potential of visual dictionaries to make vocabulary learning more engaging and effective, especially for young learners who benefit from visual aids. Despite its contributions, the study has some limitations. Firstly, the sample size was relatively small, which may limit the generalizability of the findings. Additionally, the study was conducted in a single educational setting, which means the results might not fully represent the diverse contexts in which young learners are taught. The reliance on self-reported data from learners and teachers also poses a limitation, as it could be influenced by personal biases or perceptions. Finally, the study focused only on vocabulary acquisition, without exploring how visual dictionaries may impact other language skills such as speaking or writing. Future research could expand on this study by involving a larger and more diverse sample of learners across different contexts and age groups to improve generalizability. Researchers could also explore the long-term effects of visual dictionaries on vocabulary retention and language proficiency beyond the immediate post-test period. Additionally, studies could investigate the role of teachers in guiding the effective use of visual dictionaries, examining how instructional strategies might impact their effectiveness. Future research could also consider integrating visual dictionaries with digital tools and exploring their impact in online or hybrid learning environments. In conclusion, this study demonstrates the positive impact of visual dictionaries on vocabulary learning for young English learners, providing valuable insights into their potential as a tool to enhance language acquisition. By highlighting both the advantages and limitations of this approach, the study paves the way for further investigation into how visual aids can be integrated into language learning practices.

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