Research Article

The Effectiveness of Using Pictures for Enhancing Vocabulary of ESL Learners at Elementary Level Students

Ramzana Nawaz (M Phil Scholar, KFUEIT, RYK)

E-Mail: Ramzananawaz333@gmail.com

Samina Sarwat (HoD Humanities and Social Sciences, KFUEIT, RYK)

E-Mail: Samina.sarwat@kfueit.edu.pk

Syed Khuram Shahzad* (Ph.D. Scholar in English, Linguistics, University of Sindh, Jamshoro)   E-Mail: Khuramshahzad83@gmail.com

*Corresponding Author

Abstract

Vocabulary is a difficulty for children, especially young learners. Young children's capacity to learn and recall words is limited. Vocabulary development is a challenging task for teachers due to the limitations of children's skills. The teacher can use practical, inspiring, and effective classroom teaching methods to help students to enhance their vocabulary knowledge. Using pictures to teach vocabulary can help teachers focus students' attention and encourage them to learn more efficiently. The study aims to investigate whether using pictures as a medium can help elementary school students learn new words. This study examined elementary ESL students who had divided into two groups: experimental and control. Images were delivered to the Experimental group, while the Control group received directions without pictures. The data for the study is collected using a pre-test and a post-test. Before administering the treatments, the researcher conducts a pre-test for both groups. After providing the students with the knowledge for two weeks, the researcher performs a post-test to see how their vocabulary knowledge had improved. The working hypothesis of this study is that teachers who utilize pictures get much better grades than those who do not. The difference in scores demonstrates the effectiveness of using images to teach vocabulary skills to students. As a result, English teachers can utilize pictures to teach vocabulary to their students.

 Keywords: Vocabulary skills, utilizing, medium, improved, images.

1 Introduction

 English is a widely spoken and understood language across the world. As we all know, in the era of globalization, English is a means of worldwide communication. Many people across the world speak it. English is also a key to unlocking scientific and technical information, which is required in a variety of disciplines such as economics, politics, social science, culture, tourism, and others. One aspect that

emphasizes the importance of English is that it is a top need for job seekers since many vocations demand it. English is essential for all of us to welcome the global era. Most people, especially ESL students, understand that the English language has been quite vital nowadays. English is taught to students in elementary schools by learning its vocabulary since it is the most significant part that will serve as the foundation for acquiring other skills like listening, speaking, reading, and writing. Vocabulary is also a necessary component for students to be able to communicate in English.

During learning vocabulary to children, the teacher should focus not only on how well the teaching methods are implemented but also on how well they are designed to the peculiarities of the elementary students. The purpose is to make the teaching and learning process more enjoyable for the children. The teachers want to manage the teaching-learning process properly. The medium usage enabled learners to understand the lesson and create a fun atmosphere in the Classroom to boost students' motivation and interest in the lesson. Pictures are a particularly useful medium for avoiding misunderstandings since students easily link the questions to the images provided. Images have a vital part in comprehending meaning. It provides a visual representation of something to make it more understandable. Students can utilize pictures to assist them, grasp and comprehend things more clearly and readily.

1.2 Signification of study

This research is important because it will identify teachers with how to utilize visual resources to teach vocabulary and improve student performance. This study shows teachers how to use visual materials too effectively to learn English vocabulary. Studying this research would be useful for researchers to get complete information in their field of study. It would be useful to teachers in their teaching-learning process. Teachers can use a variety of strategies to help students to improve their vocabulary. It will also increase students' awareness and researchers and teachers' awareness and encourage them to enhance their vocabulary knowledge. This research assists learners in concentrating their attention and interest, providing real-world effects, raising awareness, and updating their knowledge and comprehension. This research study also encourages teachers to use visual resources (such as images and graphs) in their lessons.

1.3 Problem statement

This study will emphasize the significance of visual resources in teaching vocabulary at the elementary level. This research will also encourage teachers to employ visual resources to make their lessons more effective, simple, and enjoyable. This study aims to determine the efficacy of visual resources (pictures and graphs) in vocabulary learning at the elementary level.

1.4 Objectives of the study

This study will follow the following goals:

1) Determine the role of vocabulary in the English language.

2) To see if pictures can help ESL students with their learning skills at the elementary level.

3) Determine whether or not ESL students are encouraged to learn new English vocabulary words.

1.5 Research questions

The research questions are as follows:

The Effectiveness of Using Pictures for Enhancing Vocabulary of ESL Learners at Elementary Level Students

1) Can image assist ESL students at the elementary level increase their vocabulary skills and competencies?

2) Is learning skills with the help of visuals based on communicative language teaching motivating for students?

3) How can images improve students' vocabulary skill

1.6 Research limitation

The scope of this study is limited; the researcher could not visit all of the district's elementary schools. Listening, speaking, reading, writing, and vocabulary are the five skills that make up language. This study will focus on vocabulary skills rather than other language abilities, and the population will be students in elementary school.

1.7 The importance of vocabulary in Pakistan

English has developed itself as an international language or "international lingua franca." It has earned a worldwide reputation. English holds a special place in Pakistan among the languages spoken there. The phenomenal progress of the English-speaking country has recently attracted the attention and interest of nations in the sectors of industry and politics, as well as individuals, governments, and organizations. English is so essential in Pakistan today. It has been noticed that strong language abilities provide a good foundation for learners and allowing them to get admission to higher education institutions. In Pakistani society, English has also become a sign of education and elite status, as well as a language of the media, science, and technology. It has developed into a tool for both inter-and intra-national communication. In Pakistan, vocabulary development is a mostly ignored aspect of the English teaching and learning process. ESL students, particularly in elementary school, are negatively affected by this deficiency. It has been stated that one may exist without grammar, but one cannot survive without vocabulary.

In Pakistan, the English language plays an important role. It is the country's official language and a medium of instruction in higher education, and a language for national-level public service competitive exams. On the other hand, elementary and secondary school students are falling behind in their language skills, particularly in English.

As a result, learners have to face disparities at different stages of life. The focus on teaching and learning gives a chance for learners to acquire appropriate vocabulary sizes must be examined as control measures based on research will have to be taken to enhance this quality of language learners. Moreover, this research will analyze the needs for teaching vocabulary development and learning at grade levels.

2. Literature Review

The importance of vocabulary in learning English cannot overestimate, since having a broad vocabulary knowledge enables one to learn English more rapidly. It is impossible to enhance one's English abilities if one's vocabulary is limited. Someone with extensive vocabulary knowledge, for example, will find it easier to discover information in English dictionaries or newspapers and vice versa.

It is not the same to teach English to youngsters as it is to teach it to adults. Adults have learned English grammar and how to use it in a complex sentence. Teaching English to youngsters, on the other hand, concentrates on vocabulary and simple words. More than anything else, youngsters are curious, which is motivating in and of itself. At the same time, they have a shorter attention or concentration span than adults.

(Harmer, 1991). It indicates that the teacher must first comprehend the student's curiosity before presenting an engaging teaching technique. Recognizing this situation, the teacher should use visuals to address the young learner. The instructor can balance the children's curiosity by using pictures because youngsters are typically more interested in objects, particularly vivid images. In other words, youngsters require engaging activities to grab their interest. A teacher can attract their students to show the pictures. When the teacher would display the images, the students will try to identify the name of the objects as they love looking at them. It means that visuals provide feedback to students and encourage them to react to the learning process. Aside from that, the technique kept the students engaging and uplifted their spirits.

2.1 Learning vocabulary

Vocabulary development has significant importance in learning a second language. (Wafi, 2013) explain "By possessing a vast vocabulary, children may enhance their listening, speaking, reading, and writing abilities; not just to absorb but also to generate words,".(Nassaji, 2003) claims that ESL (English as a Second Language) students with a larger vocabulary may employ lexical inferencing methods more effectively than those with a limited vocabulary. (August, Carlo, Dressler, & Snow, 2005) also, note that English language learners with poor vocabulary growth were less able to grasp class texts than their mates.

2.2 Importance of vocabulary in English learning

The importance of vocabulary in language learning is undeniable. It requires that students devote a significant amount of effort to selecting or researching efficient learning methods. Although most instructors and students recognize the significance of vocabulary learning, some teachers do not usually say or discuss vocabulary learning in class, based on my experience as a teacher. Students can only read and understand short and simple texts after learning English for many years, and they find it difficult and unconfident to reproduce their vocabulary to interact with foreigners. There are many different ways to teach and learn English vocabulary, but one of the most beneficial and successful methods is to employ visual aids, particularly videos or pictures.

2.3 Vocabulary and Meaning

The primary goal of language learning is to communicate with another person. One of the most fundamental aspects of communication is the transfer of meaning. If you can convey the message in the target language, it indicates you can communicate in it. One can transfer his message by several variables, one of which is vocabulary. (Wilkins, 1972) writes, "Very little can be expressed without grammar; nothing can be conveyed without vocabulary,".

2.4 The origin of vocabulary

Teachers know how to utilize vocabulary to assist students to improve their speaking, listening, reading, and writing skills. The vocabulary of a language refers to the total number of words in the language. "Words used to communicate via language, whether via written or spoken language," (Fathul, 2012) defines vocabulary, "both semantics and word recognition are referred to as vocabulary". Vocabulary includes both receptive and productive vocabulary; it begins with the ability to understand a word and develops to the ability to use the term in the appropriate situation (Frch, Haastrup, & Phillipson, 1984). Learners from different backgrounds sometimes find it hard to understand because they lack a basic knowledge of the language structure. As a result, they'd need a broad vocabulary to speak effectively and appropriately for the broader situation. To understand the topic and know what it means, the student's inadequate vocabulary

knowledge needs to be increased. Despite this, their practical knowledge and experience are often limited, and there is a great need to enhance it.

According to (Malatesha Joshi, 2005) vocabulary knowledge increases gradually from not knowing a word to understand, knowing its meaning, being able to relate its definition to other words, and eventually being able to use it appropriately. Because words have shape, significance, and links to other things, vocabulary knowledge is multidimensional. (Leech, 1991). It is evident from this that researchers see vocabulary knowledge as having scope and complexity rather than being achieved in a basic zero-sum manner.

2.5 Definitions of Vocabulary

Language is also used to transfer ideas and beliefs in human experience, and vocabulary is a part of a language that transmits units. Here are some definitions of vocabulary: (Neuman & Dwyer, 2009) define vocabulary as "Words we need to know to communicate successfully; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary). (Murthy, 2020) says, "Vocabulary is a collection of words with their meanings". Broadly, "vocabulary can be described, as the words we teach in the foreign language," says (Hounhanou, 2020). A new piece of vocabulary, on the other hand, may consist of more than one word: for example, post office and mother-in-law, which are made up of two or three words yet represent the same notion. A good approach refers to vocabulary "things" rather than "words" in such situations. Furthermore, (Murthy 2020) defines vocabulary as "the collection of words use by a person, a class, or a profession." According to Zimmerman, as stated in (Coady & Huckin, 1997), "vocabulary is important to language and key to standard language learning." Also, according to (kuswantari, 2012) as stated on www.readingrockets.org/article, "vocabulary is the understanding of words and their meanings". According to the definitions above, vocabulary is the total amount of words required to transmit ideas and represent the speaker's meaning. That is why it is necessary to master vocabulary.

2.6 Types of Vocabulary

According to some researchers, active and passive vocabulary are two types of vocabulary. These two forms of vocabulary are defined by (Imsri). The first form of vocabulary is that which has been taught to the children and which they are expected to be able to utilize. On the other hand, the second one refers to terms that students will know when they come across them and will most likely be unable to pronounce. According to (Hatch & Brown, 1995), there are two types of vocabulary: receptive vocabulary and productive vocabulary.

a. Receptive vocabulary
Students hear and grasp words when they are pronounced in context, but they cannot produce them. It is a type of vocabulary that students understand when they see it in a book but do not use in their speech or writing (Webb, 2008).

b. Productive Vocabulary
The words that learners understand, pronounce correctly, and use productively in speaking and writing are productive vocabulary. It includes receptive vocabulary as well as the capacity to speak or write at the

appropriate time. Because children can generate the words to express their thoughts to others, a productive vocabulary can be an active process. (Webb, 2005).

2.7 Vocabulary mastering

The student must grasp vocabulary to understand the language. Vocabulary mastery is required to communicate our thoughts and comprehend what others say. According to (MARIA, 2016), mastery refers to (1) a. dominion, b. a master's upper hand in a conflict or contest; primacy, notion, and (2) a. the knowledge or exhibit of amazing skills or technique b. the skill or knowledge that makes one master of a particular issue. Mastery is defined by (Susanto, 2017) as having a deep understanding or expertise. According to that definition, mastery refers to a person's comprehensive understanding or exceptional competence in a particular area. The motive, goals, or need for the words determine the richness of a person's vocabulary knowledge. (Hatch and Brown, 1995). The term "vocabulary mastery" refers to a high level of proficiency in understanding words in a language. It's a personal accomplishment and possession (Laufer & Shmueli, 1997). As a result, the person has an eminent responsibility for acquiring knowledge. The ability to increase one's vocabulary involves their desire and interest in language. We may infer from the above description that vocabulary mastery is a person's exceptional ability to use words in a language, which they learn according to their interests, desires, and drive. Vocabulary mastery is the main component of the four language abilities, and it should be considered as one of the basic skills in language learning.

2.8 The importance of vocabulary development

Vocabulary is the foundation for learning a language and is essential for communication (Hatch & Brown, 1995). English was a chief element of the foreign language programmed.

Teachers will face many difficulties in elementary school during the teaching process. Teachers have the main responsibility for teaching while controlling their Classroom is a priority (Richards, Singleton, & Long, 1999). Teachers, especially those who teach elementary school English, should make their classrooms more pleasant and engaging. English is teaching in elementary schools as a local language; it is a foreign language taught after the native tongue. In other words, meaning and contextual learning are more highlighted in different classes, not just in terms of grammar and structure but also in terms of school. At the elementary level, (Taylor, 1990) highlighted that vocabulary learning is a key element. It is a reality that a learner's early knowledge is permanent and everlasting. As a result, students must be given a thorough knowledge of vocabulary.

Moreover, vocabulary has been considered as the single most significant cause of difficulty for L2 learners (Meara, 1980). This statement might have shown that learners see the fully accessible vocabulary system as a source of difficulty. Another issue is that vocabulary has never had a set of guidelines for students to follow in learning and increasing their knowledge, unlike grammar and pronunciation. As a result, English teachers and applied linguists have highlighted the importance of vocabulary growth and looking for innovative ways to encourage it. The majority of the research focuses on how all children learn the language; we are interested in it.

2.9 English vocabulary learning via Photos/Visual Images

A picture is worth more than a thousand words. This common wisdom holds that pictures contain more content than words and that the observer can more readily process and comprehend this material. More than

forty years ago, studies showed that human memory (recall and recognition) for pictures is substantially superior to memory for other types (Paivio, Rogers, & Smythe, 1968). The human visual perception system is very extraordinary. Pictures are easier to categories conceptually than words (Potter & Faulconer, 1975). Humans can memorize up to 2,500 pictures (Standing, Conezio, & Haber, 1970). and not only is the quantity of things noticeable, but participants will remember the events in greater detail for longer (Brady, Konkle, Alvarez, & Oliva, 2008), with 90% recall three days later and 63% remembering three months later.

The use of pictures in the teaching and learning process has become the most effective technique for teaching English to elementary students, particularly in vocabulary. Children use pictures to learn English vocabulary and retain meaning. According to Ur, pictures are significant learning tools because they capture students' attention and help them to focus on the topic at hand (Ur, 1984). According to Wright, pictures may play a significant role in inspiring students. They used to provide them with a guide and help them to contextualize the terms and assist in the discipline organization (Wright, 1987). There are many ways to express the meaning of English words using pictures. The first objects had already present in the form of classroom material. The second set of goods is easy to carry to class (umbrella, scissors, tools, buttons of many colours, sizes, etc.). Third, the teacher or the students can draw pictures. Fourth, you may find photos in newspapers and magazines (as well as from commercial sources). Finally, demonstrating social behaviours through a presentation. A teacher can also use nouns like eraser, pen, pencil, and book to explain anything defined using nouns, verbs, or adjectives. They demonstrate this by displaying images linked to the word (photograph or drawing) (Harmer, 2001).

2.10 Pictures as Media

Pictures can be found everywhere. They can be drawn on a whiteboard, chart paper, or printed out (Part). According to the saying, a picture is worth a thousand years or a thousand miles (Gerlach, Ely, & Melnick, 1980). Through images, learners could be shown humans, places, and items from areas outside of their personal experience. Memories from the past or future can be shown in pictures. We will agree with this remark if we recognize that we must have something to say about a photograph every time we look at a photograph. According to researchers, pictures give people the impression that they interact with the real world (Brown, Lewis, & Harcleroad, 1977). Millions of people on the earth have only seen an ocean through photos. The image might be used to assist them to comprehend their feelings towards the water. They will show how the ocean appears in its natural state. Media is used in teaching techniques to assist the learners in putting them into practice. The teacher wants to utilize some innovative teaching techniques to keep the students' attention on the topic by including them in fun activities. "Teaching strategies encompass everything a teacher does or can do to benefit their students."

2.11 Pictures as a teaching tool

According to (Brown et al., 1977), images are increasingly used as a teaching tool. In teaching and learning activities, an image, often known as a visual aid. According to (Uberman, 1998), visual aids help students to recall knowledge. One of the few methods that can be utilized in classroom activity is using images to teach vocabulary. Images are important for English teachers, according to (Badroeni, 2018), they can be used in several ways. Using pictures, we can easily teach language. Students in elementary school can learn and remember lessons more quickly if they use images, particularly in vocabulary. To finish the teaching-learning process, the teacher simply shows them pictures of objects, locations, people, and so on.

2.12 Techniques for vocabulary Learning

There are a variety of methods for learning vocabulary that is often utilized. To introducing new vocabulary learning or lexical items to their students, most English teachers must keep a few things in mind. It simply means that English teachers want their students to learn new vocabulary. It then must be learned, practiced, and updated to avoid students from giving up. Teaching' methods are influenced by a variety of factors, including the topic, time limits, and the material's value to students(Susanto, 2017). As a result, teachers have established incentives for utilizing different techniques to learning vocabulary. To learn one vocabulary word, the teacher has to blend many strategies. Teachers are also encouraged to employ distinct forms of vocabulary presentations as possible. (Pinter, 2017). According to Brewster, Ellis, and Girard, there are several ways of teaching vocabulary (Pujayanti, 2019).

a. Objects

b. Sketching

c. Making Use of Illustrations and Photographs

d. Compare and contrast

e. counting or enumeration

f. Expressions, Gestures, and Mime

g. Contextual Inference

h. Invoking

i. Translation

Techniques/strategies to improve vocabulary

Language learning methods, which are itself a part of general learning strategies, include vocabulary learning techniques. We may increase our vocabulary in a variety of ways.

2.12.1 Use of mnemonics

The most well-known mnemonic strategy is the keyword strategy. It usually includes creating an artwork that relates the second language word's pronunciations to the meaning of the first language term.

2.12.2 Vocabulary cards

Apart from the keyword method, there may be no more enjoyable way to study vocabulary than by utilizing word cards. Even if some students have difficulty "imagining," all children may be taught to plan and use word card sets.

2.12.3 Guessing out of context

Ability to solve new terms in their reading and listening regardless of how many words they learn. One of the most prominent abilities students can learn and use both inside and outside the Classroom is guessing from context.

2.12.4 Use of dictionaries

When all other guessing methods fail, dictionaries might be used as a last option. They may, however, be used to produce text as well as learn new words.

2.12.5 Pictures/Photos

A picture is a word that refers to anything that helps in the formation of a mental image or experience. Images may assist in contextualizing words when it comes to inspiring children. They use them as a guide and to help maintain order in the process.

In addition, teachers usually combine many strategies rather than using a single technique to express a single planned vocabulary word. Teachers are encouraged to employ as many different vocabulary presentations as feasible (Pinter, 2017).
The Advantages of Using Pictures to Teach English
The pictures have the following benefits, according to (Gerlach et al., 1980):

A) The pictures are cheap and easily accessible.

B) They provide an entire community with shared interactions.

C) The visual detail enables any research of topics that has to investigate.

 D) Pictures can help to reduce misconceptions and correct them.

E) Images motivate further learning, reading, and analysis. Visual style proof is an important method.

F) They assist in concentrating attention and improving critical judgment.

(g) They are utilized easily.

2.13 Difficulties in vocabulary learning

Learning vocabulary is difficult for students, especially those who are learning at a remote. Developing a vocabulary is a time-consuming and challenging task. Vocabulary learning may be a challenge for students. The following are some of the most common causes of these problems:

1) Pronunciation

 2) Spelling and orthography

3) Level of difficulty and duration

4) Grammatical and syntactic issues

 5) Context

3 Research Methodology

This section explains the research process in detail. The design of the study is dependent on real-life experiments. In this study, the researcher took a quantitative method. Students of 7th grade were the focus of the study. There were two groups of participants: control and experimental. The experimental group received instructions using pictures, whereas the control group received instructions through traditional methods. This section explains the research process in detail.

3.1 Research Variable

Two variables were present in this study:

A) Independent Variable
   The variable that influences or causes changes in the dependent variable's development. In this research, the teaching technique/style is the independent variable.
B) Dependent Variable
   The variables that were influenced by the independent variables or that became prominent as a result of them. The dependent variable is learners' vocabulary achievement as well as their capacity to learn English vocabulary.

3.2 Population and sampling

The study is conducted on female students of Government Girls Elementary School Tehsil Sadiqabad. 60 ESL female students were selected. 30 students were placed in the control group, and 30 students were placed in the experimental group. The participants were the 7th grader public school urban area students.

3.3 Tools for data collection

The test is to use as a tool for data collection. The test was adopted by (Shahzad, Panwar, & Ansari, 2021) based on 25 contents with four multiple-choice options, A, B, C, and D, to assess the student's competency in vocabulary.

4 Paired sample T-test of pre-control & post control group

Table 1 Paired sample T-test analysis pre-test control group and post-test control groups

Test	N	M	SD	d	t	Effect size
Pre.CG	30	19.80	1.97	29	-15.62	0.08
Post.CG	30	22.30	1.62	29		

The results of a paired sample t-test of the pre-test control and post-test control groups are shown in Table 1. This table has a total of 30 participants in it, with 30 participants in each group. The pre-test value for the control group is 19.80, whereas the post-test value for the control group is 22.30. The standard deviations are 1.97 and 1.62, respectively. The number 29 is equal to the value of d. The t-test value is -15.62, and the effect size is 0.08, which is smaller than the standardizing value (0.05), indicating a slight difference in mean scores, indicating that traditional teaching improves vocabulary learning skills.

Table 2 paired sample T-test analysis pre-test experimental and post-test experimental groups

Test	N	M	SD	t	d	Effect size
Pre.EG	30	24.53	1.47	29	-39.89	0.09
Post.EG	30	46.86	2.75	29		

The Effectiveness of Using Pictures for Enhancing Vocabulary of ESL Learners at Elementary Level Students

The findings of a paired sample t-test of the pre-test and post-test experimental groups are shown in Table 2. This table has a total of 30 participants in it, with 30 people participants in each group. The pre-test mean for the experimental group is 24.53, whereas the post-test mean for the experimental group is 46.86. The standard deviations are 1.47 and 2.75, respectively. The number 29 is equal to the value of d. The t-test value is -39.89, with an effect size of 0.09, more than the normalizing value (0.05). As a result, the mean values change significantly, indicating that utilizing pictures to learn vocabulary has a significant impact.

4.1 Independent sample T-test of pre-control & post control group

Table 3 Independent T-test analysis pre-test control and pre-test experimental groups

Test	N	M	SD	d	t	Effect size
Pre.CG	30	19.53	1.47	58	10.51	0.66
Pre.EG	30	24.53	1.97			

The findings of an independent t-test of the pre-test control and experimental groups are shown in Table 3. This table has a total of 30 participants in it, with 30 people participants in each group. The control group's mean pre-test value was 19.80, whereas the experimental group was 24.53. The standard deviations are 1.47 and 1.97, respectively. The number 58 is equal to the value of d. The t-value for the pre-control and pre-experimental groups is 10.51, and the effect size is 0.66, which is greater than 0.05, according to the t-test assumptions. When traditional teaching techniques are used to learn vocabulary, the improvement is more noticeable, and there is a slight difference in the mean scores.

Table 4 Independent T-test analysis post-test control and post-test experimental groups English vocabulary skill.

Test	N	M	SD	d	t	Effect size
Post.CG	30	24.53	1.47	58	-3916.	0.96
Post.EG	30	46.86	2.75			

An independent t-test of the post-test control and experimental groups produced the following findings in Table 4. In this table, there were a total of 30 participants in each group. The experimental group had a mean pre-test score of 46.86, whereas the control group had 24.53, 1.47 and 2.75, respectively, which are the standard deviations. The number 58 is equal to the value of d. Through the assumptions of the t-test, the pre-control group and pre-experimental group t- value is -39.16, and the effect size is 0.96 that is larger than 0.05, which means there is an extraordinary difference in the mean values. The result shows that the students' improvement is remarkable by using pictures to learn the vocabulary.

5 Conclusion

The findings of this study show that utilizing images to teach and learn vocabulary positively influences student success. As a result of the findings, the study suggests that using pictures to teach vocabulary should be included in the learning process. Vocabulary helps the growth of students' thoughts and imaginations by

improving their language skills. Students will learn how to identify and solve problems in a hands-on situation. When you use a picture to teach vocabulary, it gives the student a chance to think about what they have learned. Furthermore, the difference in students' pre-test and post-test scores reveals a significant difference in their vocabulary learning skills.

1. The pictures method had superiority over the traditional approach in teaching English language vocabulary.

2. The use of pictures expanded the range of possible teaching methods.

3. The visuals provided a higher learning environment for the students.

4. The pictures improved pupil-to-pupil communication, allowing for increased fluency and a decrease in class dominance.

5. Rather than receiving direct teaching, students were encouraged to learn English vocabulary on their own via images.

6. The pictures were very effective in getting timid students to engage and interact.

7. The visuals provided students with a sense of enjoyment, enthusiasm, and diversity, all of which helped their academic performance.

8. To improve student interest and motivation in teaching English vocabulary, English teachers, particularly elementary school teachers, are advised to use images in the lesson.

9. The picture was quite successful in encouraging both high and poor achievers to participate and interact.

10. Teachers use pictures effectively to improve student progress. It also makes the teachers' job easier.

5.1 Recommendation

- Based on their students' interests and levels, teachers should use relevant and practical content. Teaching vocabulary using images will be more successful in this situation.
- -When the teacher is delivering the information, students should pay attention. Students might learn from their previous activities, especially in terms of vocabulary.
- Using pictures in the educational process will be helpful in educational institutions.
- Think about the pictures and how you may use them to teach different skills.
- Provide training to teachers to assist them and improve their ability to implement activities.
- Switch from a traditional approach to teaching vocabulary to a more modern strategy, such as using visuals to create a new learning environment.
- The shift from teachers to educators is to assist, guide, and support students in their language learning.
- Prepare students in educational faculties to use technology in the educational process in general and in English in particular.
- Use new methods to increase student participation and interaction.
- Examine the students' comprehension. Pictures from everyday life and a constant source of fascination
- The impact of a picture on the development of critical thinking in students.

- The impact of the picture on the development of learners' English language listening and speaking skills.
- The impact of the image on students' attitudes toward learning English.
- The impact of a picture-based curriculum on reading development.
- Using a visual application to facilitate oral communication in English as a second language learning.
- Through the ESL images, students' perceptions will increase to English learning.
- The effect of a picture-based method on Teachers' Prospective attitudes and achievement.
- Students' Higher-Order Thinking, Learning Motivation, and English Learning Achievement is used to determine the effect of the picture technique.
- The effects of the method of the picture on learning vocabulary performance of ESL learners.
- Students become more engaged in learning when vocabulary is taught through pictures. It allows students to improve their academic performance. The researcher suggests that images be utilized as one of the teaching techniques while teaching vocabulary.

References

1. August, D., Carlo, M., Dressler, C., & Snow, C. (2005). The critical role of vocabulary development for English language learners. *Learning Disabilities Research & Practice, 20*(1), 50-57.
2. Badroeni, B. (2018). IMPROVING STUDENTSâ€™ MOTIVATION IN SPEAKING ENGLISH THROUGH ACTIVE LEARNING STRATEGY. *Research and Innovation in Language Learning, 1*(2), 76-88.
3. Brady, T. F., Konkle, T., Alvarez, G. A., & Oliva, A. (2008). Visual long-term memory has a massive storage capacity for object details. *Proceedings of the National Academy of Sciences, 105*(38), 14325-14329.
4. Brown, B., Lewis, R., & Harcleroad, F. (1977). An Instructional Technology. *Media and Methods. New York: McGraw-Hill Book Company*.
5. Coady, J., & Huckin, T. (1997). *Second language vocabulary acquisition: A rationale for pedagogy*: Cambridge University Press.
6. Fathul, M. (2012). The Effectiveness of Teaching Vocabulary by Using Cartoon Film toward Vocabulary Mastery of Fourth Grade Students of MI Al Hidayah 02 Betak in academic year 2011/2012.
7. Gerlach, V. S., Ely, D. P., & Melnick, R. (1980). *Teaching and media*: Prentice-Hall.
8. Harmer, J. (2001). The practice of English language teaching. *London/New York*, 401-405.
9. Hatch, E., & Brown, C. (1995). *Vocabulary, semantics, and language education*: ERIC.
10. Hounhanou, A. J. V. (2020). Promoting TPR (Total Physical Response) Method in Teaching Vocabulary for EFL Beginners in Benin Secondary Schools. *International Journal of Applied Linguistics and English Literature, 9*(6), 23-31.
11. Imsri, P. The Effects of Vocabulary Enhancement Activities on EFL Learners.
12. KhuramShahzad, S., Panwar, A. H., & Ansari, S. (2021). Impact of Computer-mediated Instruction on Reading Proficiency Skills of ESL Learners at Secondary Level. *Elementary Education Online, 20*(5), 468-475.
13. KUSWANTARI, N. L. (2012). *THE USE OF CODE SWITCHING IN INDONESIAN POP SONGS TO IMPROVE VOCABULARY ABILITY TO FIRST GRADE STUDENTS AT MTs N KOTA BATU.* University of Muhammadiyah Malang.

14. Laufer, B., & Shmueli, K. (1997). Memorizing new words: Does teaching have anything to do with it? *RELC journal, 28*(1), 89-108.
15. Leech, D. H. (1991). Teaching and Learning Vocabulary by ISP Nation. New York: Newbury House, 1990. 275 pp. *Issues in Applied Linguistics, 2*(1).
16. Malatesha Joshi, R. (2005). Vocabulary: A critical component of comprehension. *Reading & Writing Quarterly, 21*(3), 209-219.
17. MARIA, U. (2016). *IMPROVINGTHESTUDENTS'VOCABULARY MASTERY THROUGH SPELLING BEE GAME.* IKIP PGRI PONTIANAK.
18. Meara, P. (1980). Vocabulary acquisition: A neglected aspect of language learning. *Language teaching, 13*(3-4), 221-246.
19. Murthy, N. (2020). Techniques for Teaching/Learning Vocabulary: A Brief Study. *Journal for Research Scholars and Professionals of English Language Teaching*(19).
20. Nassaji, H. (2003). L2 vocabulary learning from context: Strategies, knowledge sources, and their relationship with success in L2 lexical inferencing. *TESOL quarterly, 37*(4), 645-670.
21. Neuman, S. B., & Dwyer, J. (2009). Missing in action: Vocabulary instruction in pre-K. *The reading teacher, 62*(5), 384-392.
22. Paivio, A., Rogers, T. B., & Smythe, P. C. (1968). Why are pictures easier to recall than words? *Psychonomic Science, 11*(4), 137-138.
23. Part, M. F. Rajarshi Shahu Mahavidyalaya, Latur.
24. Pinter, A. (2017). *Teaching young language learners*: Oxford University Press.
25. Potter, M. C., & Faulconer, B. A. (1975). Time to understand pictures and words. *Nature, 253*(5491), 437-438.
26. Richards, J. C., Singleton, D., & Long, M. H. (1999). *Exploring the second language mental lexicon*: Cambridge University Press.
27. Standing, L., Conezio, J., & Haber, R. N. (1970). Perception and memory for pictures: Single-trial learning of 2500 visual stimuli. *Psychonomic Science, 19*(2), 73-74.
28. Susanto, A. (2017). The teaching of vocabulary: A perspective. *Jurnal Kata: Penelitian Tentang Ilmu Bahasa Dan Sastra, 1*(2), 182-191.
29. Taylor, L. (1990). *Teaching and learning vocabulary*: Prentice Hall.
30. Uberman, A. (1998). *The use of games for vocabulary presentation and revision.* Paper presented at the English Teaching Forum.
31. Ur, P. (1984). *Teaching listening comprehension*: Cambridge University Press.
32. Wafi, N. M. (2013). The Effectiveness of Using Animated Pictures Program in Learning English Vocabulary among the Fifth Graders in Gaza.
33. Wilkins, D. A. (1972). Linguistics in language teaching.
34. Wright, T. (1987). Putting independent learning in its place. *Open Learning: The Journal of Open, Distance and e-Learning, 2*(1), 3-7.