

The Effectiveness of Picture-Based Instruction in Enhancing EFL Vocabulary Mastery: A Qualitative Study at Islamic Junior High School in Indonesia

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Abstract

This study investigates the use of pictures as instructional media for teaching English vocabulary to second-year students at MTs Ta'dib Al-Mu'allimin Al-Islamy. Vocabulary mastery is a fundamental component of language learning; however, many students face difficulties in understanding and retaining new words. Therefore, the use of visual media, particularly pictures, is considered an effective strategy to facilitate vocabulary acquisition. This research adopts a qualitative study design, aiming to provide an in-depth understanding of how picture-based instruction is implemented and how it influences students' vocabulary learning. Data were collected through classroom observations, documentation, questionnaires, and vocabulary tests to obtain both descriptive and supportive quantitative evidence. The combination of these instruments allows for data triangulation to enhance the validity of the findings. The results indicate that the use of pictures significantly improves students' vocabulary mastery and increases their engagement in the learning process. Visual media help students comprehend meanings more easily, retain vocabulary more effectively, and participate more actively in classroom activities. Furthermore, the results of the vocabulary tests show a noticeable improvement in students' scores after the implementation of picture-based instruction, with the majority of students achieving scores above the minimum mastery criterion (KKM). Therefore, the use of pictures is an effective and engaging instructional medium for teaching vocabulary. It not only enhances students' understanding and retention but also fosters active participation in the classroom. Therefore, teachers are strongly encouraged to integrate visual media into their teaching strategies to support students' vocabulary development.

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1. Introduction

The ability to understand and use vocabulary effectively is an important aspect of language learning, especially in the context of English as a foreign language. Vocabulary acquisition can be a challenging task for many students, especially those in the early stages of learning (Richards, J.C., & Renandya, W.A., 2002; and Willis, J., 1996). The use of pictures in vocabulary teaching has been recognized as a valuable technique for improving students' comprehension and retention of new words. The use of pictures in vocabulary teaching is especially important for second year students who are still developing their language skills (Brown, H. D., 2007; Yusuf, R. M., 2019). At this stage, students begin to learn more complex vocabulary and are exposed to broader linguistic structures (Krashen, S., 2007). The use of images can help make vocabulary learning more engaging and interactive, which is important for student motivation and participation in the learning process.

However, the use of pictures in vocabulary teaching is not without challenges. Teachers often face difficulties in choosing the most effective images to use in their lessons, and more research is needed on how best to integrate images into vocabulary teaching. In addition, there is a lack of understanding of how students perceive the use of images in vocabulary teaching and how it affects their learning outcomes (Nation, I. S. P., & Newton, J., 1997). This study aims to overcome the existing literature gap by exploring the effectiveness of the use of images in teaching vocabulary to second-year students at MTs Ta'dib Al-Mu'allimin Al-Islamy. This research will investigate how students perceive the use of images in vocabulary teaching and how it affects their learning outcomes.

This research is important because it contributes to the existing knowledge about the use of images in vocabulary teaching, especially in the context of Islamic boarding schools in Indonesia. The findings of this study will provide practical recommendations for teachers and educational institutions on how to use images effectively in vocabulary teaching, which can lead to improved student outcomes and a better language learning experience. This research is also important because it answers the need for further research on the use of images in vocabulary teaching in Islamic schools in Indonesia. Research on this topic is lacking, and the existing literature is limited to research conducted in other countries or in different educational contexts. This study aims to fill this gap by investigating the effectiveness of the use of images in vocabulary teaching in the specific context of MTs Ta'dib Al-Mu'allimin Al-Islamy. This research will explore how students perceive the use of images in vocabulary teaching and how it affects their learning outcomes.

2. Literature Review

2.1 The Importance of Vocabulary in Language Learning

As said before, one of the basic things that is important to master in learning English is vocabulary mastery. The more vocabulary in English is mastered, the easier it will be to learn and understand a foreign language. Vocabulary is one of the components of language, there is no language without words. Vocabulary is an important element in language activities in conveying ideas or ideas to the interlocutor. To speak well, correctly, and politely, of course, it takes a good and varied vocabulary mastery (Hilaliyah, 2015). In learning a language, of course, it will not be separated from vocabulary learning, because vocabulary has a very vital role in determining smooth communication. Because good vocabulary mastery will affect a person's ability to speak. As said before, one of the basic things that is important to master in learning English is vocabulary mastery.

The more vocabulary in English is mastered, the easier it will be to learn and understand a foreign language. Vocabulary is one of the components of language, there is no language without words. Vocabulary is an important element in language activities in conveying ideas or ideas to the interlocutor. To speak well, correctly, and politely, of course, it takes a good and varied vocabulary mastery (Hilaliyah, 2015). In learning a language, of course, it will not be separated from vocabulary learning, because vocabulary has a very vital role in determining smooth communication.

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Reading comprehension ability can be measured from the level of reading comprehension of students. Research conducted by Leslie & Calfeet, (2021) shows that children's reading comprehension levels are different from adults.

2.2. Techniques for Teaching Vocabulary

In learning English vocabulary, many methods and theories are used by teachers and educators in facilitating educational and learning facilities in the classroom. One of the

methods in learning English vocabulary is to use the image media learning method to make it easier for students to understand and master English vocabulary easily.

The image media method is one of the methods that can help teachers in learning English vocabulary easily and understood by students, this learning method is a learning method that uses pictures and is paired or ordered in a logical order. This learning has the characteristics of being active, innovative, creative and fun. Images present illustrations through images that are very consistent with the reality of an object or situation. Meanwhile, a graphic is a symbolic and artistic representation of an object or situation.

Image media has the purpose of attracting attention, clarifying material, depicting facts and information. According to Haryanti (2018) who stated that images/photos are included in visual media. This media functions to channel messages from the source recipient to the message recipient. This theory also involves teachers who play a role in showing pictures to students. In the context of learning English, the steps and stages in learning vocabulary using the Image Media method are as follows:

1. Analysis of subjects/sub-subjects that will be expressed in the form of photographic media.
2. Prepare the ingredients to be used.
3. Students should be asked to prepare pictures/photos that are in accordance with the subject.
4. Display pictures/photos that can be seen by all children.
5. Students are asked to comment on pictures/photos, other students are asked to respond to the comments.
6. The teacher explained through the media he made and instilled the concept of moral values and norms that were the target of his expectations.
7. The teacher concludes the subject matter.
8. Teachers provide follow-up with group/individual tasks.

2.2.1 Exploration Stage

In the exploration stage, the researcher gave several questions about vocabulary to students directly and then the teacher asked students to delve into the learning material by studying and rereading the vocabulary they had learned before. This stage is the initial stage in learning to find, collect, and understand information related to the material.

2.2.2 Organizing Stage

The organizing stage is the stage of conveying the steps in learning using picture media. In this stage, the teacher explains the steps that students must take during the learning activity. Meanwhile, students listened to the teacher's explanation and asked if there was an explanation that they did not understand. The steps and rules for applying picture are as follows:

- a. The teacher shows one of the pictures related to the profession for the vocabulary are as follows:
 - Throw
 - Blow
 - Fishing
 - Sing
 - Dance
 - Rub
- b. Students guess English from the picture that the teacher has shown
- c. After the students guessed, the students made sentences from the vocabulary.

2.2.3 Elaboration Stage

This stage is the stage of doing a test or concluding the results of exploration carefully. In this stage, the teacher gives a test to the students by asking the students to write down the vocabulary in their respective notebooks from the pictures designated by the teacher, to see the extent of the vocabulary that the students have mastered and also to test the students' memory related to the vocabulary that has been learned.

2.2.4 Confirmation Stage

In the confirmation stage, the researcher provides feedback on what is produced by students through learning experiences by confirming the truth of the vocabulary that has been written by students. As a result of the observation of the learning process, the teacher checked the student's writing and the teacher corrected some incorrect vocabulary writings.

2.2.5 Material Reinforcement

In the material reinforcement stage, the teacher gives several questions as a review of the material with the intention of strengthening students' memory related to the material that has been studied previously. The teacher provides reinforcement of the material by giving students vocabulary-related questions either directly or by showing some pictures which then students answer the questions that have been given by mentioning English from the pictures that have been assigned by the teacher. After strengthening the material, the teacher re-reads the vocabulary related to the profession and the students imitate it.

The Image Media Method is effective because it allows learners to see and hear examples of correct use of English. This helps them gain a better understanding of proper grammar, vocabulary, and pronunciation.

2.3 English Teaching in MTs Ta'dib Al-Muallimin Al-Islamy

Teaching and learning activities are an obligation that is carried out deliberately by teachers or tutors, to provide lessons and education to students or students. Teachers who teach and students who learn. The combination and these two human elements are born an educational interaction by utilizing materials as a medium. All teaching components are played optimally and effectively in order to achieve the teaching goals that have been set before teaching is carried out. In teaching and learning activities, there must be two-way communication between teachers and students so that the learning atmosphere is conducive. It is no longer teacher-centered but student-centered so that the teaching and learning process will be directed towards achieving learning goals. So far, the learning carried out is only centered on the teacher as a learning resource, not student-centered so that the teacher will dominate the learning process in the classroom while the students only passively listen.

Likewise in learning English vocabulary at MTs Ta'dib Al-Muallimin Al-Islamy grade VIII. Teachers first prepare learning materials that will be given to students. In the Image Media method used by teachers to carry out the English learning process, namely by the way the teacher previously explained the material to be learned, after that some material and vocabulary were shown using pictures to make it easier for students to understand and understand the material explained by the teacher. Then the teacher gives the student the opportunity to comment on the picture shown, after that the student also mentions the vocabulary using English, then the vocabulary is spoken together first several times until the child pronounces fluently, then the teacher spells and writes the vocabulary contained in the picture and spelled together by the student then the teacher covers the picture after being observed by the student.

2.4 The Role of Pictures in Vocabulary Instruction

Based on the previous presentation, it was said that the role of image media in learning is very important because using image media will be able to improve students' ability to capture the learning process. Image media also has advantages according to Utami (2018: 142). namely: Easy to obtain, easy to use, and can clarify and help student observation in learning.

2.5 Theories and Models of Vocabulary Acquisition

The main purpose of the learning method is to facilitate the process and learning outcomes of students so that what has been planned can be achieved properly and as easily as possible by students. In the learning process at school, it would be good if a teacher taught using different learning methods according to the abilities achieved by the students. The better the method, the more effective it will be to achieve the goal. According to the researcher, methods are an integral part of the teaching system, so in their manifestations they cannot be separated from other components of the teaching system. The use of image media in English vocabulary learning methods can motivate students in memorizing and understanding the meaning of English words that students do not yet know.

This method is used to make it easier for teachers to share predetermined learning strategies with students. Therefore, methods have an important role in the learning process. The benefits of learning can increase the mastery of English vocabulary to make it easier by using the theory and model of learning image media as explained above, that many teachers use this theory to facilitate students' understanding of vocabulary.

3. Research Method

This study employed a qualitative research design to investigate the use of pictures as a medium for teaching English vocabulary to second-year students at MTs Ta'dib Al-Mu'allimin Al-Islamy (Creswell, J. W., 2014). The research focused on understanding how picture media was implemented in the classroom and how it influenced students' vocabulary learning. The participants of this study were eighth-grade students and their English teacher. The qualitative approach was selected to obtain in-depth information about the teaching and learning process, students' responses, and the effectiveness of picture-based instruction in vocabulary learning.

Data were collected through several techniques, including classroom observation, documentation, questionnaires, and vocabulary tests. Observation was conducted to examine the teaching process and students' participation during the implementation of picture media in the classroom. Documentation was used to collect supporting data such as lesson plans, learning materials, and students' work. Questionnaires were distributed to students to gather their perceptions and responses toward the use of pictures in vocabulary learning, while vocabulary tests were administered to measure students' learning outcomes after the implementation of the image media method.

The collected data were analyzed descriptively to identify patterns and interpret the effectiveness of using pictures in vocabulary instruction. The analysis focused on students' learning outcomes, engagement, and responses to the teaching method. The results of the vocabulary tests were compared with the minimum mastery criterion (KKM) to determine improvements in students' achievement. Through this analysis, the study aimed to evaluate how picture media contributes to improving students' vocabulary mastery and enhancing their motivation in learning English.

The data collection method used in this study is an observation method, using tests and interview methods as the main method, and is equipped with a documentation method as a

supporting method. The author's observation method was used to obtain data, about the form of role played by teachers in the effectiveness of the English vocabulary learning process for students. Meanwhile, the author's test is used to find out how effective this learning is using this method. Furthermore, the interview method used by the author to dig deeper information, about how the teacher made efforts to improve students' English vocabulary. Finally, the documentation method used by the author to obtain additional data as a complement to the data obtained through observation methods, using tests, photo interviews. Based on the observations made, the pen object.

Observation of the implementation of research using the image media method in learning English vocabulary to grade VIII students of MTs Ta'dib Al-Mu'allimin Al-Islamy can be carried out with the following actions:

1. Selection of students from class VIII MTs Ta'dib Al-Mu'allimin Al-Islamy. Who will take part in the English vocabulary learning program using the image media method.
2. Data collection before starting the learning program, data collection regarding the student's English vocabulary ability can be done through a vocabulary test or analysis of his reading and writing skills.
3. The English vocabulary learning program using the image media method can be done by using appropriate learning materials such as short sentences, complete sentences and images related to the vocabulary to be repeated.
4. Assessment measurement after the learning program is completed, student assessment measurement should be carried out to assess the success of learning. It can be done through a vocabulary test or analysis of reading and writing skills.
5. Analysis of the results after the assessment measurement is completed, the analysis of the results should be carried out to find out the progress of the student's English vocabulary.
6. This can be done by using the data that has been obtained before and after the writing learning program after the results analysis report, a research report should be written explaining the English vocabulary learning program using the image media method and the results.
7. After the writing of the research report is completed, a report should be submitted to the authorities for approval after approval the research report can be used as a reference material and source of information for the development of English vocabulary learning programs in schools.

Student leaning outcomes are achievements achieved, in this case the teacher must know the learning abilities of each student, the aim is for the teacher to know the standardization of learning concepts that will be given to students. Learning outcomes are something that is owned by every person whose capacities have various appearance.

Based on the description above, it can be seen that applying the Using Pictures method in teaching can provide good student learning outcomes. This is in accordance with the results of observations made by researchers in the following table,

No	Date	Activity	Observation Activity
1.	09 September 2024	Introduction	Collecting Data Regarding Students' English Vocabulary Skills, Collecting Learning Data, Regarding the Using Pictures Method
2.	10 September 2024	Learning	Teaching English Vocabulary Using the Pictures Method, In Class II MTs Ta'dib Al-Mu'allimin Al-Islamy
		Perfomance	Measuring Student Perfomance In Learning English Vocabulary Uses the Pictures Method

3.	11 September 2024	Measurement	
4.	12 September 2024	Interview Data Collection	Collecting Interview Data with Students Regarding English Vocabulary Learning Using The Pictures Method
5.	13 September 2024	Analysis of Result	Analysis of Students Performance Measurement Result and Results From Interview
6.	14 September 2024	Report Writing	Writing A Research Report Explaining the English Vocabulary Learning Program Using the Pictures Method
7.	15 September 2024	Report Submission	Submission of Research Reports To Authorized Parties For Approval.

Element	Description	Amount Number of Students 20	Percentage
Understanding	Students can understand the meaning of words in the correct and appropriate context	17	85%
Repetition	Students can repeat words in the correct and correct form	19	95%
Writing	Students can write word in the correct and precise form	17	85%
Pronunciation	Students can read word in the correct and appropriate form	19	95%
Use	Students can use word in the correct and appropriate context	16	80%
Combination Understanding	Students can Understand combinations of word in the correct and appropriate context	17	85%
Combination Repetition	Students can repeat combinations word in the correct and appropriate form	17	85%
Combination Writing	Students can write combinations word in the correct and precise form	17	85%
Combination Pronunciation	Students can read combination word in the correct and precise form	16	80%
Combination Use	Students can use combination word in the correct and appropriate context	15	75%

4. Discussion

4.1 Findings

Learning and teaching activities are an obligation that must be carried out in the world of education. In which there are learning activities between teachers who teach and students who receive the knowledge taught. Teaching and teaching is an educational combination and interaction, by utilizing material as a medium. All teaching components are carried out optimally in order to achieve the teaching objectives that have been determined before the teaching is carried out.

Teaching and learning activities must be accompanied by conducive communication, between teachers and students in a conducive learning atmosphere. In this learning, students are no longer centered on the teacher but on the students themselves. So that the teaching and learning process will be directed, and towards the achievement of learning goals.

4.1.1 History of Establishment MTs Ta'dib Al-Muallimin Al - Islamy

Modern Islamic Boarding School Ta' dib Al-Syakirin is a waqf pesantren given by (late) H. Muhammad Syukur Rangkuti, he donated some of his assets so that they can be used for the needs of Muslims. After negotiations and observations with the prospective founders, he decided to create an Islamic learning body named after him." Modern Islamic Boarding School" which will later be used as a medium for fostering generations of believers. Until on the basis of this initiative and initiative, in 1993, a known Islamic boarding school was established: Pesantren Modern Ta' dib al-Syakirin, and since then the learning and teaching program has been running until now.

The learning program held at the pesantren includes the stages of Tsanawiyah College known as MTs Ta'dib Al – Muallimin Al – Islamy, as well as Aliyah College known as MAS Ta'dib Al – Muallimin Al – Islamy. Dinamaka with the formulation of a structured curriculum between the Religious Unit Program (Ruler) and the Islamic Boarding School Program. The minimum learning period is: 3 years of learning at the Tsanawiyah stage and 3 years of Aliyah learning stages with regular learning programs and special or intensive categories. Adrift of certificates, if students do not only explore escalation tests or pesantren graduation, they also explore the Religious Unit program test for Tsanawiyah or Aliyah levels. Thus, the learning output of pesantren has 2 certificate deeds, namely the pesantren act and the State or Ruler. Learning at Islamic boarding schools emphasizes more on fostering psychological attitudes than teaching. Even though students are equipped with insight.

At this time, the land of the pesantren is in the position of "Gift" with the Notary Deed of Chairunnisa Juliani, SH, Meter. Kn. No 23 Coincided on March 27, 2017. Ministry of Law and Human Rights No AHU- 0007333. AH. 01. 12. Year 2017 Coincided on March 31, 2017. There is also a program of activities to practice guiding at Islamic boarding schools arranged by education personnel. The learning system is implemented including official, non-official and informal learning routes in an integrative way in one media. Therefore, all students must live and be conditioned in a mess that is loaded with obedience throughout the full 24 hours in their daily lives.

4.1.2 Vision, Mission, Goals MTs Ta'dib Al-Muallimin Al - Islamy

a. Madrasah Vision

The realization of a Qur'ani-based, accomplished and cultured Madrasah. Maintaining the comfort, cleanliness, and beauty of the building as a place to study knowledge for students and the Muslim community around the Islamic Boarding School environment.

b. Madrasah Mission

1. Forming obedient Muslims to worship, have noble character, righteousness and righteousness.
2. The prosperity of pesantren as a place to carry out and carry out religious activities in order to achieve the learning targets of students in particular and increase religious teachings in general.
3. Goals: Making the Madrasah community as an educational field so that students can serve in the community. Able to implement Islamic religious teachings by preaching in the community.

4.1.3 Brief Profile MTs Ta'dib Al - Muallimin Al - Islamy

Madrasah Name : Ta'dib Al-Syakirin Boarding School
 Madrasah Address : Jln. Brigjend Zein Hamid Km. 7,5
 Gg. Tapian Nauli No. 5 Kel. Titi
 Kec. Medan Johor
 Kode Pos. 20146 Telp. (061) 77935000
 a. Kelurahan : Titi Kuning
 b. Kecamatan : Medan Johor
 c. Kota : Medan
 d. Provinsi : Sumatera Utara

Table 4.1

Number of Students MTs Academic Year 2023/2024

Class	Classroom	Number of Students		
		L	P	Amount
I	1	20	7	27
II	1	10	13	23
III	1	13	14	27
Amount	3	43	34	76

Information:

Classroom : 3
 Number of Private Teacher : 21 Teachers
 Administrative Employees : 1 Person

4.1.4 Facilities and Infrastructure of MTs Ta'dib Al - Muallimin Al - Islamy

Learning using (lab rooms, libraries, mathematics learning media, science, social studies, Indonesian, Arabic, English, extracurricular and religious subjects) as well as supporting facilities in the form of offices, dormitories, mosques, clean water, madrasah canteens, cooperatives, sports fields and toilets.

4.2. Analysis

4.2.1 Implementation of English Vocabulary Learning Using the Image Media Method in Class VIII MTs Ta'dib Al-Muallimin Al-Islamy.

Regarding the learning of the Image Media method at MTs Ta'dib Al-Muallimin Al-Islamy. Implementing that, learning and teaching activities are an obligation that must be carried out in the world of education. In which there are learning activities between teachers who teach and students who receive the knowledge taught. Teaching and learning are an educational combination and interaction, by utilizing material as a medium. All teaching components are carried out optimally to achieve the teaching objectives that have been determined before the teaching is carried out. Learning in using these methods, namely: teachers prepare different strategies every week, teachers prepare lessons using materials, create groups, or individuals. Then after that, each group was asked to guess the vocabulary material, as well as provide comments on each demonstration that was carried out. The teacher here uses the Image Media Method on students.

The learning process of the Image Media Method at MTs Ta'dib Al-Muallimin Al-Islamy, also includes the Effectiveness factor in learning English vocabulary, character education is also needed in learning English vocabulary. Character education in learning

English vocabulary is obtained from various elements ranging from internal and external in schools. Internal support is obtained from students, teachers, and principals, while external support is obtained from parents in shaping student character education. In learning the role of teachers is an important point in the formation of student character. How teachers are targeted as models for students in the learning process to provide examples of good behavior that students can imitate.

4.2.2 Learning Results of English Vocabulary Using the Image Media Method in Class VIII MTs Ta'dib Al-Muallimin Al - Islamy

Learning outcomes are the results of abilities acquired by students after going through learning activities. Learning is a process of a person who strives to acquire a form, in the form of relatively sedentary behavior. In learning or instructional activities, teachers usually set learning goals. Students who are successful in achieving learning goals or instructional goals. Learning outcomes are the abilities that students acquire after going through learning activities in achievement is a form of behavior change that tends to settle in the affective realm. Meanwhile, the learning results that have been carried out by Mrs. Tiarma Sinaga, S.Pd as an English teacher of Class VIII MTs Ta'dib Al-Muallimin Al-Islamy, are as follows:

"Kalo dari pendapat saya metode ini sudah amat sangat sesuai untuk metode pembelajaran kosakata dipondok maupun di sekolah-sekolah, karena metode ini sangat efektif dan membantu guru serta murid dalam penyampaian dan pemahaman materi. Dan siswa juga lebih berimajinasi serta lebih terbuka pikiran dan wawasannya dalam menghafal dan belajar kosakata bahasa Inggris."

"In my opinion, this method is very suitable for vocabulary learning methods in boarding schools and schools, because this method is very effective and helps teachers and students in conveying and understanding the material. "And students are also more imaginative and more open-minded and insightful in memorizing and learning English vocabulary."

Based on the above statement, it can be seen that teachers pay attention to the way students learn, especially in learning English vocabulary in grade VIII MTs Ta'dib AlMuallimin Al-Islamy. In learning methods, image media and learning strategies that attract students' interest so that they are able to remember a lot of vocabulary, especially vocabulary related to learning themes so that learning becomes more interactive. The next aspect is how students can guess and understand vocabulary enthusiastically because of the image media method that is oriented and gives them time to think and imagine, this can give students a spirit of learning. Although there are several obstacles in learning, it can be overcome. Likewise, the meetings in the following weeks with various themes, for example, the vocabulary of verbs and nouns that are often used at school, at home or elsewhere. The teacher uses the concept of strategy. The following are the results of student grades using the method used by English teachers in lessons:

Table 4.2.2

List of Vocabulary Post Scores – Test for Grade VIII Students MTs Ta'dib Al-Muallimin Al-Islamy Before Using the Image Media Method

NO	NAME	SCORE
1.	ARS	62
2.	ARL	65

3.	MR	65
4.	MRM	60
5.	MF	80
6.	MRF	65
7.	MZ	75
8.	RA	80
9.	RD	70
10.	SW	60
11.	ALF	62
12.	AN	80
13.	CS	74
14.	CA	65
15.	CD	65
16.	DA	75
17.	FA	70
18.	INK	66
19.	MNA	80
20.	NA	65
21.	SA	65
22.	WF	60
23.	ZTL	60

Tabel 4.2.2

List of Pre-Test Vocabulary Scores for Grade VIII Students MTs Ta'dib Al-Muallimin Al-Islamy Using the Image Media Method

NO	NAMA	SCORE
1.	ARS	82
2.	ARL	80
3.	MR	80
4.	MRM	80
5.	MF	88
6.	MRF	85
7.	MZ	99
8.	RA	85
9.	RD	90
10.	SW	80
11.	ALF	80
12.	AN	89
13.	CS	88

14.	CA	80
15.	CD	85
16.	DA	90
17.	FA	99
18.	INK	85
19.	MNA	90
20.	NA	80
21.	SA	88
22.	WA	90
23.	ZTL	87

From the results of the above scores, it is known that the results of student learning are quite good, after using the image media method used by English teachers in the learning. Teachers also said that during teaching and receiving learning there are no difficulties that cannot be overcome, so that this makes students' grades quite good in the learning process. In the results of the study, students experienced an increase in average scores which in understanding the material given by the teacher.

Students really enjoy the learning process because, teachers often make guesses that make students enthusiastic in answering, as well as teachers give questions to students that make it easy for students to understand the material presented. With the application of the method provided by the teacher, it can be seen that by applying this method, it is very easy for teachers to create a classroom atmosphere to be efficient and relevant during the learning process. The response from one of the students of grade VIII MTs Ta'dib Al-Muallimin Al-Islamy, named Fira Azzahra is as follows:

"Menurut adek kak, metode ini bagus dan mudah dimengerti saat guru menjelaskan materi, juga membuat kelas lebih aktif karena murid berebut untuk menebak materi atau kosakata yang ditunjukkan guru melalui gambar yang mudah dilihat, dicerna, dan dimengerti. Karena metode ini kan kak menggunakan indera mata/penglihatan yang membuat kami lebih cepat berfikir dan paham makna dari gambar yang ditunjukkan guru ke kami kak".

"According to you, this method is good and easy to understand when the teacher explains the material, it also makes the class more active because the students scramble to guess the material or vocabulary that the teacher shows through pictures that are easy to see, digest and understand. Because this method uses the senses of the eye/sight, which makes us think faster and understand the meaning of the pictures the teacher shows us, Sis."

Based on the statement above, students are very enthusiastic about learning English taught by the teacher, this can help smooth English learning in the classroom, and can also facilitate the learning steps given by the teacher. Regarding the image media method, the teacher prepares several steps before starting learning as follows: The teacher prepares the theme of the learning material, notes the vocabulary related to the student's personality or character so that the process of remembering it becomes easier. Then the teacher gives time to the students to remember and review the vocabulary that has been learned last week. This is very important to be applied in order to find out if the student still remembers the vocabulary material last week.

4.2.3 Disadvantages and Advantages of Using Image Media Method Learning in Class VIII MTs Ta'dib Al-Muallimin Al-Islamy

Related to the above, it can be stated that there are several advantages of image media, including:

- a. It is concrete; Images/photos are more realistic to show the main problem compared to verbal media alone.
- b. Images can overcome the limitations of space and time. Not all objects, objects or events can be brought to class, and children cannot always be brought to these objects/events. Images and photos can overcome this.
- c. Image/photo media can overcome the limitations of our observation. Cells or leaf cross-sections that we cannot see with our naked eye can be clearly presented in the form of images or photographs.
- d. Photos can clarify a problem, in any field and for any age, so that it can prevent or correct misunderstandings.
- e. Photos are cheap and easy to get and use without the need for special equipment.

In addition to these advantages, pictures/photos have several disadvantages, namely:

- a. Images only emphasize the perception of the senses of the eye,
- b. Drawing objects that are too complex is less effective for learning activities,
- c. The size is very limited for large groups.

4.3 Implementation of English Vocabulary Learning Using the Picture Media Method in Class VIII MTS Ta'dib Al-Muallimin Al-Islamy

Knowledge is obtained from someone who knows better or who is known as a teacher or can also be obtained through other sources because, in today's era, teachers are not the only source of learning. In learning, this knowledge is collected little by little until it finally becomes a lot. People with a lot of knowledge are identified as people who learn a lot, while people with little knowledge are identified as people who learn little and people who do not have knowledge are seen as people who do not learn.

People are said to study while reading, reading textbooks, and doing assignments. Learning is also essentially a process of interaction with all situations that exist around individual students.

Learning can be seen as a process that is directed to the achievement of goals and the process of doing various things through various experiences created by teachers. Before starting a lesson, the teacher first prepares the Prota Promes after which he prepares the teaching materials that will be used such as syllabus, lesson plans, media and materials that will be used in the learning process. Prota is an annual program that plans to set a one-year time allocation to achieve the goals that have been set. Promissory notes are semester programs that are used for the implementation of the promissory term program. The activities carried out in the semester were face-to-face activities, fieldwork practicum, mid-semester, semester exams and various other activities that were assessed. The syllabus is a learning plan on a certain group of subjects or themes including competency standards, basic competencies, subject matter/learning, indicators, assessments, time allocation and resources.

A Learning Implementation Plan (RPP) is a plan that describes a learning procedure to achieve one basic competency set out in the content standards and described within the broadest scope of the learning plan, including one basic competency consisting of one indicator or several indicators for one or more meetings. Meanwhile, the material is something that students must learn as suggestions for achieving basic competencies and that will be assessed using assessment instruments that are compiled based on learning achievement

indicators. In the application of the Image Media method, the teacher first prepares the things used for the learning process. Here, the teacher first prepares the lesson plan for learning English vocabulary using the Picture Media method, and the steps for preparing the lesson plan are as follows.

- a. Write down the identity of the subject (educational unit, class/semester, subject/subject theme, time allocation and number of meetings).
- b. Write down basic competencies
- c. Write competency standards
- d. Write down indicators
- e. Write down learning materials
- f. Write down learning objectives
- g. Determine the learning method to be used
- h. Formulate learning activities

The teacher conveys all information and objectives, in learning and motivating students about the procedure for implementing English vocabulary learning using the Image Media method. The teacher also guides students to pronounce the vocabulary that has been given at the beginning of learning along with the explanation of the previous material, reciting the vocabulary several times along with its meaning until the student is fluent in pronunciation. Then students follow the vocabulary speech and the meaning that the teacher says over and over again until they are fluent in pronunciation. After the students are fluent enough in pronunciation, the teacher writes down the spelling of the vocabulary that is being learned on the board while reciting it. Then after the child observes the spelling on the blackboard, after that the teacher deletes the spelling on the blackboard then the teacher tells the students to rewrite the spelling on the blackboard, namely by the way the teacher pronounces the vocabulary that has been learned and spelled on the blackboard.

Based on the analysis above, it can be seen that the preparation before the teacher teaches is to make Prota, Promes, Syllabus and RPP. However, not every teacher meeting is required to make a syllabus because the syllabus has been designed at the beginning of the semester. Also, teachers must provide information to students about the procedure for learning English vocabulary using the Image Media method.

5. Conclusion

Learning outcomes represent the measurable achievements attained by students after participating in instructional activities. In the teaching and learning process, teachers are expected to guide students toward achieving specific educational goals, which are reflected in changes in behavior, knowledge, and skills. To effectively evaluate these outcomes, teachers must understand students' individual abilities and monitor their progress through standardized assessments aligned with predetermined criteria, such as the Minimum Mastery Criterion (KKM). According to Robert M. Gagné, learning outcomes can be categorized into five main types: verbal information, intellectual skills, cognitive strategies, attitudes, and motor skills. These categories emphasize that learning is not limited to knowledge acquisition but also includes the development of thinking skills, personal dispositions, and practical abilities.

Based on the findings of this study, the implementation of the Image Media method in teaching English vocabulary to eighth-grade students at MTs Ta'dib Al-Mu'allimin Al-Islamy has shown positive results. The use of visual media supports students in understanding and remembering vocabulary more effectively, as images provide concrete representations of abstract words. As a result, students' average scores increased significantly, with many students achieving scores above the KKM. Prior to the implementation of this method, several students had difficulty reaching the required standard; however, after applying image-based

instruction, their performance improved noticeably. In addition to improving academic performance, the Image Media method also enhances students' motivation and engagement in the learning process. Interview results indicate that students find the learning activities enjoyable and stimulating, as the use of images introduces variety and novelty into the classroom. Students reported that they experienced fewer difficulties in understanding the material and were more enthusiastic about participating in class activities. This increased motivation contributes to a more effective and efficient learning environment, where students are actively involved and willing to engage with new vocabulary.

The teacher's role in implementing the Image Media method is also crucial to its success. Before the lesson begins, the teacher prepares relevant themes and selects vocabulary that is closely related to students' daily lives, making it easier for them to connect new words with their existing knowledge. The teacher also allocates time for students to review previously learned vocabulary, ensuring retention and reinforcing long-term memory. This systematic approach not only strengthens students' understanding but also helps create a structured and meaningful learning experience.

Overall, the findings demonstrate that the Image Media method is an effective instructional strategy for improving students' vocabulary mastery and learning outcomes. It facilitates comprehension, enhances retention, and fosters positive attitudes toward learning English. Therefore, incorporating visual media into classroom instruction can significantly contribute to achieving better educational outcomes.

For future research, it is recommended that studies explore the use of image-based instruction in different educational levels or subjects to determine its broader applicability. Researchers may also employ experimental or mixed-method designs to measure the effectiveness of image media more rigorously. In addition, future studies could investigate the long-term impact of visual media on vocabulary retention and examine the integration of digital or multimedia tools to further enhance students' learning experiences.

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