

Improving Student's Vocabulary Through the Application of Picture Card Learning Media to Increase Students' Interest in Learning English

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Abstract

This study aimed to improve seventh-grade students' vocabulary mastery and learning interest in English through the use of picture cards at SMP Tahfidz Al Azhar Ledokombo. The study was based on preliminary observation showing that students had limited vocabulary mastery, difficulty remembering and using new words, low motivation, and limited classroom participation. This research employed Classroom Action Research (CAR) with qualitative and quantitative descriptive approaches. The participants were 15 seventh-grade students, consisting of 7 male and 8 female students. The study was conducted in two cycles, each consisting of planning, action, observation, and reflection. Data were collected through vocabulary tests, classroom observation sheets, and field notes. The results showed that students' learning completeness increased from 4 out of 15 students in the pre-cycle stage to 14 out of 15 students in Cycle II. Observation results also indicated better learning interest, shown through increased enthusiasm, attention, participation, and vocabulary recall. Therefore, picture cards can be used as an alternative teaching medium to support vocabulary learning and classroom engagement in junior high school English instruction.

Keywords: *English Language, Vocabulary Mastery, Picture Card, Learning Interest*

Introduction

English plays a vital role in communication in every country. It serves as a second language used by people around the world to interact with one another. Not only in social settings but also in schools, teaching English is highly effective in helping students access information globally and learn to communicate with those around them in English. Therefore, English must be taught effectively from an early age so that students can use it with confidence in both academic and everyday settings (Febryanti et al., 2025; Hidayat & Habibi, 2018). English language instruction in middle school helps students develop various language skills, such as reading, writing, speaking, and listening. These four skills are interconnected and essential for effective communication. In addition, sufficient vocabulary knowledge is necessary for effective communication. English language instruction in junior high school is crucial because it equips students with the basic skills needed for higher education and real-life communication (Hanifah Diah Indriyaningrum et al., 2022). Students will experience difficulty understanding texts, expressing ideas, and participating in classroom interactions if they do not have sufficient vocabulary knowledge.

Since words are the foundation of communication, vocabulary mastery is one of the key components of language learning. Vocabulary mastery is a crucial component that students

must master to improve their English proficiency (Dewati, 2020). Students with limited vocabulary often struggle to follow lessons and lack confidence in using English. In contrast, students with broader vocabulary knowledge are better able to understand written and spoken texts, produce meaningful sentences, and communicate effectively. Recent studies consistently show that visual aids, particularly picture cards and flashcards, significantly improve students' vocabulary acquisition (Seliani et al., 2022; Utari & Mandarani, 2026). Initial observations at SMP Tahfidz Al Azhar Ledokombo indicate that many students still lack vocabulary mastery. Based on preliminary classroom observations and initial assessment results, students showed difficulties in understanding English materials and participating actively in learning activities. This condition affects their English performance and decreases their motivation to learn (Wulandari et al., 2023). Students often struggle to understand teachers' instructions, memorize new vocabulary, and use vocabulary correctly in sentences (Zainuddin, 2021). As a result, some students consider English a difficult subject and become less active during classroom activities (Al-Asmahi et al., 2022; Wulandari et al., 2023). Similar findings indicate that students with limited vocabulary face significant challenges in understanding course materials and expressing ideas in English (Sofyan, 2021).

One major contributing factor to this problem is the limited use of varied and engaging learning materials. Teachers frequently rely on textbooks and verbal explanations, which may not sufficiently attract students' attention. Learning activities that feel repetitive can make students bored and unmotivated. Instructional media positively affect students' academic achievement and engagement (Hastuti et al., 2023). Similarly, interactive flashcards effectively improve students' vocabulary mastery and learning interest (Seliani et al., 2022). Meanwhile, other studies have demonstrated the beneficial effects of audio-visual materials on students' vocabulary growth and English learning performance (Al Arif, 2020). As a teacher, developing innovative and creative strategies to motivate students and make learning more enjoyable is essential. One effective way to achieve this goal is by using visual learning aids. Instructional media can make English learning more effective and meaningful (Mita Prameswari, 2020). Visual aids are particularly useful because they present vocabulary in a clear and memorable way. Picture cards significantly improve vocabulary acquisition and create a more active classroom environment (Adimarta et al., 2022).

One of the most effective visual aids for teaching vocabulary is picture cards, which consist of images accompanied by words or phrases that help students associate visual objects with their English names. This combination of text and images enables students to understand, remember, and use new vocabulary more effectively. Flashcards and image-based materials significantly improve students' vocabulary skills because they make learning more engaging and easier to understand (Hidayat & Habibi, 2018). Numerous recent studies have also demonstrated the effectiveness of visual card-based media. Uno card media was found to be effective and engaging in teaching vocabulary to junior high school students (Fitri et al., 2024). Picture and word matching strategies significantly improved students' vocabulary mastery in descriptive texts (Pardede & Napitupulu, 2026). Furthermore, picture series improved vocabulary mastery and increased students' motivation to participate actively in classroom activities (Hasanah & Hikmah, 2026).

Images help students maintain focus and reduce boredom during classroom learning (Maginti, 2019). Students who remain focused and enjoy the learning process tend to remember vocabulary more easily and use it more confidently. Visual learning materials can also reduce anxiety because students do not solely depend on translation or memorization; they can infer the meaning of words from pictures. Previous studies have explored various types of visual

media in vocabulary learning. Flashcards have commonly been used to improve word memorization, image series to support word-context association, Uno cards to enhance vocabulary practice through games, and picture-word matching strategies to strengthen vocabulary recognition. However, these studies have mostly focused on vocabulary achievement alone, with limited discussion of how visual media affects students' motivation, engagement, and participation. This indicates a research gap that the present study aims to address. The simultaneous effects of picture cards on vocabulary mastery and students' motivation to learn have not been thoroughly studied, especially when it comes to pupils at SMP Tahfidz Al Azhar Ledokombo. Consequently, there is still a lack of study on the integrated application of picture cards to improve language learning's emotive and cognitive components.

The novelty of this study does not lie in the use of picture cards as a medium, since this strategy has been widely investigated in previous research. Rather, the contribution of this study lies in its application within a Classroom Action Research (CAR) framework at SMP Tahfidz Al Azhar Ledokombo, where picture cards are used to address two classroom problems simultaneously: students' limited vocabulary knowledge and their low motivation to learn English. This study therefore provides contextual evidence on how picture card media can support both vocabulary development and learning motivation in a specific classroom setting. This study integrates vocabulary growth with motivational elements to produce a more thorough knowledge of the efficacy of picture card implementation, in contrast to earlier research that mostly concentrated on vocabulary attainment. Picture cards are regarded as an inventive and successful teaching tool to increase students' vocabulary knowledge and motivation to study English, according to the justifications and earlier research. Through visual representation, picture cards allow kids to immediately connect new words to well-known items, activities, and occasions. This visual aid makes it easier to comprehend word meanings, improves memory retention, and lessens the challenge of independently learning vocabulary.

Additionally, picture cards encourage students to look at visuals, recognise words, pronounce them correctly, and utilise them in sentences or short discussions, all of which promote active student engagement. Additionally, picture cards foster a more engaging and dynamic classroom environment through games, pair projects, and group discussions. These exercises increase students' engagement, self-assurance, and excitement especially those who are often passive during English learning sessions. Picture cards help both the affective component of learning motivation and the cognitive component of vocabulary development by combining visual representation with contextual language practice. As a result, students not only increase their vocabulary but also develop a greater interest in and confidence in their ability to use English in context. This study aims to improve students' vocabulary knowledge through the use of picture cards, as indicated by an increase in the mean vocabulary test score and the percentage of students achieving the school's minimum mastery criterion. In addition, this study aims to improve students' motivation to learn English, as measured by motivation questionnaire scores and classroom participation during the learning process.

Method

In order to get thorough information about how well visual media might enhance students' vocabulary knowledge and interest in learning English, this study used both qualitative and quantitative methods. During the teaching and learning process, classroom observations were used to gather the qualitative data. The attitudes, involvement, zeal, drive, and reactions of students to the employment of picture card as teaching tools were the main topics of these

observations. In the meantime, evaluation tests given to the students at the conclusion of each cycle provided the quantitative data. Short fill-in-the-blank questions were used in the assessments to gauge students' vocabulary proficiency and their capacity to remember and apply the terms they had learned in class.

The study was conducted using Classroom Action Research (CAR), which consisted of planning, action, observation, and reflection. Visual media in the form of picture cards were implemented during the teaching and learning process to support vocabulary instruction. Data were collected through vocabulary tests, motivation questionnaires, classroom observations, and documentation. Since vocabulary is the basis for the development of speaking, listening, reading, and writing abilities, it is one of the most crucial aspects of language learning. However, when standard teaching approaches are employed, many students find vocabulary learning challenging and boring. In order to make vocabulary learning more interesting, relevant, and pleasurable for students, the researcher used picture media as a visual learning aid. Students are better able to comprehend and retain new vocabulary when they are able to relate words to tangible items and situations through the use of pictures.

This study employed Classroom Action Research (CAR) in two cycles. CAR was considered appropriate because it allows teachers and researchers to improve classroom practice through a systematic and reflective process of planning, action, observation, and reflection (Mertler, 2024). Planning, action, observation, and reflection were the four phases of each cycle. During the planning phase, the researcher created lesson plans, chose pertinent vocabulary resources, created picture-based learning materials, and created assessment tools and observation sheets. Additionally, the researcher identified success indicators including higher test scores and greater student participation. The instructor used visual aids to carry out the lesson during the action phase. Students were required to match words with pictures, identify and pronounce the vocabulary, and use the new words to construct basic descriptive sentences after viewing a variety of photos pertaining to the subject under study.

The students completed a pre-test to gauge their vocabulary prior to this exercise. A post-test was given at the conclusion of each cycle to gauge how well the students had learned vocabulary after utilising the illustrated teaching resources. Multiple-choice questions and vocabulary-related tasks made up the examinations. Before being administered to the students, the pre-test and post-test items were reviewed by [number] validators, consisting of English language education expert(s) and English teacher(s). The validation process examined the relevance of the items to the learning objectives, the suitability of the vocabulary level, the clarity of the instructions, the accuracy of the answer key, and the appropriateness of the item difficulty. The validators confirmed that the test items were suitable for use after minor revisions, particularly in terms of wording, sentence clarity, and the arrangement of answer choices.

During the observation phase, the English teacher and the researcher had different roles. The researcher implemented the teaching activities, while the English teacher observed students' behavior and participation during the learning process. The observations were conducted in each cycle when picture card media were used in vocabulary learning. The data were recorded through an observation checklist and field notes focusing on students' attention, active participation, responses to the teacher's questions, interaction with classmates, and motivation during classroom activities. They noted how enthusiastically students engaged with the visual media, how well they retained the terminology, and how energetically they answered to enquiries. Students' self-assurance, participation in class discussions, and readiness to finish assignments were all given special consideration. The researcher and teacher assessed the

implementation's advantages and disadvantages in each cycle during the last phase, reflection. In order to guarantee higher learning outcomes, the teaching methods and resources for the following cycle were modified in accordance with the reflection results.

Both qualitative and quantitative data analysis methods were employed in this research. Students' engagement, zeal, and reactions during the teaching and learning process were identified using descriptive analysis of qualitative data gathered from classroom observations. The action was considered successful if there was an improvement in students' mean vocabulary score from the pre-test to the post-test and an increase in the percentage of students who achieved the school's minimum mastery criterion. Students' development in vocabulary knowledge was assessed by comparing pre-test and post-test results from Cycles I and II. The researcher and the English teacher at SMP Tahfidz Al Azhar worked together to perform this study. The participants of this study were 15 seventh-grade students of class VII-A at SMP Tahfidz Al Azhar Ledokombo. They consisted of 7 male students and 8 female students, with an age range of 12–13 years old. The study was conducted from May 1 to May 12, 2025. This class was selected as the research subject because the preliminary observation and pre-cycle test showed that the students had low vocabulary mastery and limited motivation in learning English. In the pre-cycle test, only 4 out of 15 students, or 27%, achieved the Minimum Completeness Criteria (MCC).

Therefore, this class was considered appropriate for the implementation of Classroom Action Research using picture card media to improve students' vocabulary knowledge and learning motivation. Students took a vocabulary test at the conclusion of each cycle to gauge their development. To ascertain if the use of picture media successfully increased students' interest and achievement in learning English vocabulary, performance and classroom involvement from Cycle I and Cycle II were compared. Overall, it was anticipated that this study would offer concrete proof that teaching vocabulary to junior high school children through image media may be both successful and entertaining.

Results

The results of this study show the development of students through cognitive and affective aspects carried out through two cycles. However, before carrying out the stages of the two cycles, researchers conducted observations and tests at the pre-cycle stage as a reference in determining the problems to be corrected and preparing the learning media to be used. At the pre-cycle stage, the level of student enthusiasm in learning English was very low. The pre-cycle test results showed that only 4 of the 15 students, representing 27%, achieved learning completeness. Meanwhile, 11 students, or 73%, had not yet met the Minimum Completeness Criteria (MCC). While the rest still cannot meet the Minimum Completeness Criteria (MCC). One of the factors causing this is because teachers still use monotonous and unvaried learning variations so that students find it difficult and bored during the learning process. So a variety of learning is needed. At the first cycle stage, the researcher began using image media that could illustrate certain objects in the classroom. With this variation, students began to be interested and actively involved in the classroom. The test results at this stage showed an increase. However, it is necessary to improve learning again to achieve the desired learning completeness.

In Cycle II, students' learning completeness improved compared to the pre-cycle stage. In the pre-cycle stage, only 4 out of 15 students, or 27%, achieved the Minimum Completeness Criteria (MCC), while 11 students, or 73%, had not yet achieved learning completeness. After the implementation of picture card media in Cycle II, 14 out of 15 students, or 93%, achieved

the MCC, while only one student, or 7%, still required additional guidance. This result shows an increase of 66 percentage points in students' learning completeness, from 27% in the pre-cycle stage to 93% in Cycle II. Therefore, the learning improvement carried out in Cycle II was considered successful in meeting the expected learning completeness indicator. Since the available data focused on students' learning completeness, the analysis in this section reports the frequency and percentage of students who achieved the Minimum Completeness Criteria (MCC). The improvement was therefore described in terms of the increase in learning completeness from the pre-cycle stage to Cycle II. In cycle II, it can be said that the learning improvements made have succeeded in meeting the desired learning completeness indicators.

Student Observation Results

The findings of the observations made at this point in the study show that using visual media, such as photographs, during the teaching and learning process greatly boosted students' excitement for learning English. Many pupils had little interest in English classes prior to the introduction of picture-based learning. They frequently seemed uninterested to participate in class activities, had a tendency to be passive, and paid less attention to the teacher's explanations. When the course was exclusively taught using traditional teaching techniques like lecturing and memorisation, some students were reluctant to respond to questions, had trouble recalling words, and grew easily bored. However, there was a discernible improvement in the attitudes and involvement levels of the children following the introduction of image media. Students were drawn in by the vibrant and significant pictures, which also made it easier for them to grasp new words. Students became more attentive, inquisitive, and ready to participate in the learning process as a result. They were more eager to utilise the vocabulary in short sentences, ask questions, pronounce new words, and recognise pictures. Additionally, the usage of visual aids made the classroom more engaging and dynamic, which decreased boredom and increased students' comfort and self-assurance throughout English classes. The instructor was able to give engaging learning options that piqued students' interest and kept them focused throughout the class by using visual media. Students' motivation and excitement were greatly enhanced by this method, as they became more engaged and attentive in class discussions and activities. Previously passive students started to participate more often, and motivated students were even more excited about doing assignments and working with their peers. Overall, the findings of the observations show that visual media in the form of images is very successful in boosting students' passion, interest, and active participation in learning English. The following is a presentation of the comprehensive observation findings for the fifteen pupils at SMP Tahfidz Al Azhar.

Table 1. Student observation results of class VII

No.	Aspects Observed	Pre Cycle		Cycle I		Cycle II	
		E	NE	E	NE	E	NE
1.	Students are very enthusiastic at the beginning of learning	6	9	10	9	15	-
2.	Learners listen to the teacher's explanation well	10	5	15	-	15	-
3.	Students are actively involved in answering the teacher's questions	3	12	9	6	12	3
4.	Students can remember and mention vocabulary correctly	3	12	12	3	15	-
5.	Students look happy when learning using pictures.	-	-	15	-	15	-

Description :

E : Enthusiastic NE : Not Enthusiastic

The results of the observations show that with the use of image media, students' attitudes towards learning and involvement in class have improved. The observation results showed changes in students' classroom participation from the pre-cycle stage to Cycle II. In the pre-cycle stage, 6 out of 15 students were enthusiastic at the beginning of the lesson, while 9 students were not. In Cycle II, all 15 students were categorized as enthusiastic at the beginning of the lesson. Students' active involvement in answering the teacher's questions also increased from 3 students in the pre-cycle stage to 12 students in Cycle II. In addition, the number of students who were able to remember and mention vocabulary correctly increased from 3 students in the pre-cycle stage to 15 students in Cycle II. These findings indicate that students' participation and vocabulary recall improved across the cycles.

Student Test Results

At this stage it can be seen that the results of the pre test and post test given have also increased. At the pre-cycle stage only 4 students were able to complete the learning so that learning improvements were made that could provoke students to be more enthusiastic in learning. The students' learning completeness increased across the cycles. In the pre-cycle stage, only 4 out of 15 students, or 27%, achieved learning completeness. In Cycle I, the number increased to 10 out of 15 students, or 67%. Furthermore, in Cycle II, 14 out of 15 students, or 93%, achieved learning completeness and were actively involved in the classroom learning process. These results indicate a gradual improvement in students' learning completeness from the pre-cycle stage to Cycle II. Contextualized images in teaching materials help students connect visual representations with linguistic input, making it easier for them to understand, remember, and use new vocabulary in meaningful contexts (Eddy, 2022). This strategy strengthens students' memory retention and supports more effective language learning by linking words to relevant situations and experiences. The following is a recapitulation of the percentage of completeness of learning outcomes of students in class VII SMP Tahfidz Al Azhar.

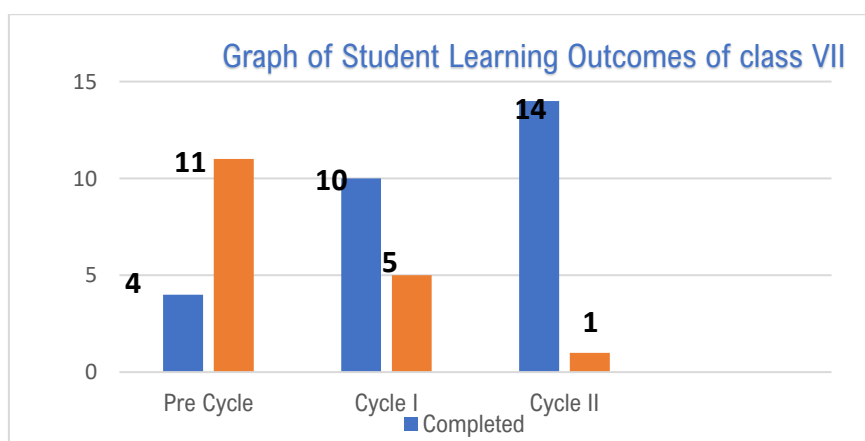


Figure 1. Results of Recapitulation of Student Learning Completeness in Class VII

The graph shows how students' learning progresses as visual media are used in the classroom action research process. The results show that from the first stage to the last cycle, pupils' learning performance gradually improved. This enhancement implies that visual media gave pupils a more successful and interesting educational experience. Visual aids improved students' comprehension and memorisation of terminology, boosted their engagement in class, and inspired them to participate more fully in educational activities. The results also show that using visual media improved students' learning outcomes and bolstered the efficacy of teaching vocabulary in English.

Discussion

This classroom action research aims to improve the vocabulary proficiency and motivation of seventh-grade students at Tahfidz Al Azhar Junior High School by using picture cards as teaching materials. Growing one's vocabulary is one of the most crucial parts of learning a language since it makes it easier for students to understand and express ideas. All language skills, including speaking, listening, reading, and writing, are built on vocabulary. Students who don't have enough vocabulary may be able to comprehend grammar rules, but they won't be able to effectively express their thoughts or grasp communications. Vocabulary mastery is particularly crucial for junior high school kids because it helps them participate in class activities, finish projects, and have meaningful conversations. Many students, however, struggled to memorise new terms and use them in pertinent contexts. They often found English lectures boring and challenging, which resulted in low motivation and poor academic performance. When they came across foreign words, many pupils were intimidated and frequently relied too much on the teacher's explanations rather than attempting to figure out meanings on their own. To tackle these issues and make vocabulary instruction more interesting, comprehensible, and clear, picture cards were employed as a visual learning aid.

The study, which comprised a pre-cycle, Cycle I, and Cycle II, employed classroom action research. This research design was selected because it enables educators to recognise issues in the classroom, put remedies in place, track results, and evaluate the efficacy of the teaching approach. The researcher observed the students' initial state and administered a vocabulary test during the pre-cycle to identify the main problems that the students were experiencing. Students' behaviour, involvement, confidence, and focus during class were all observed in addition to their academic achievement. The initial findings indicated that most students had not yet achieved the Minimum Mastery Criterion (KKM), showing that their vocabulary mastery before the implementation of picture card media was still limited.

This outcome demonstrated that most students had inadequate vocabulary mastery and showed little enthusiasm in studying English. Throughout the teaching and learning process, many students were inactive, slow to respond to enquiries, and uninterested in taking part in class activities. They had trouble understanding the meaning of phrases and frequently forgot previously taught terms. Additionally, some students were reluctant to pronounce English words because they were worried about making mistakes in front of their peers. These circumstances suggested that in order to improve the learning process's appeal and efficacy, a different teaching medium was required. Picture cards were introduced to address these problems in Cycle I. The teacher used colourful images of many objects, animals, places, and daily activities to help the kids make the connection between English words and visual representations. The use of colorful and meaningful visual media helped students connect abstract vocabulary with concrete objects, making the target words easier to understand and remember. This finding can be interpreted through the Cognitive Theory of Multimedia Learning, which explains that students process information more effectively when verbal input is supported by relevant visual representations (Mayer, 2024). In this study, picture cards enabled students to associate English words with familiar images, allowing them to organize and integrate new vocabulary into their existing knowledge. Recent research also supports this finding, showing that picture-based media can strengthen students' vocabulary understanding and retention by presenting words together with concrete visual representations (Jamal et al., 2025). Therefore, the improvement in students' vocabulary mastery may be explained by the role of visual media in supporting word recognition, meaning association, and memory retention.

Students had to be able to identify the pictures, pronounce the words, and use them in brief sentences. Students worked in pairs or small groups to identify and debate the terminology displayed on the cards in some activities, while in others they worked alone. This approach improved the learning atmosphere and motivated students to participate more fully in the lecture. Exam results grew in combination with students' passion and interest in learning English, according to observations made in the classroom. They seemed more receptive to the teacher's explanations and more eager to respond to enquiries. While some students still struggled to form sentences and remember new words, they were more willing to participate in discussions and answer questions. This improvement implied that the cognitive and motivational obstacles to vocabulary learning had started to be addressed by visual media.

Based on the reflection from Cycle I, some modifications were made in Cycle II to improve the effectiveness of the learning process. Students needed more contextual examples, more repetition, and more chances to practice utilising terminology in relevant contexts, according to the reflection stage. The graphic cards were altered to make them more enticing and relevant to the students' daily lives. Students were able to make connections between new terms and their everyday experiences since the visuals were carefully chosen to represent familiar items and activities. Each card included contextualised example phrases to help students understand how the vocabulary was used in real-world situations. Instead of having vocabulary memorised as discrete words, these sample sentences demonstrated to students how vocabulary may be utilised naturally in discussion. Students also have extra time for conversations and more opportunities to practice with their peers through games and group activities. To foster a more dynamic learning environment, games like matching, guessing, and sentence-building contests were employed. The learning environment became more supportive and enjoyable as a result of these modifications. Students showed increased confidence when speaking English and grew more at ease and driven.

The results of Cycle II indicated that the expected learning completeness criterion had been achieved. This improvement suggests that picture card media helped support students' vocabulary acquisition and encouraged more active participation in English learning. This finding is consistent with previous studies showing that visual media play an important role in English learning. The limited use of visual media in English instruction may reduce students' reading comprehension (Mardianti & Eliza, 2022). Similarly, picture cards have been found to improve students' vocabulary retention and classroom participation (Makaruku, 2021). Visual and audio-visual media also support vocabulary mastery by helping students understand the meanings of new words more easily (Al Arif, 2020). Therefore, the findings of the present study strengthen the view that picture card media can support vocabulary acquisition and promote students' active participation in English learning.

This finding shows that nearly all of the students were able to apply the language in various circumstances after effectively mastering it. Students were able to recall and use new terms more confidently and precisely. They were also better at pronouncing words correctly, and they could form small sentences on their own. During class activities, kids were also more attentive, eager, and confident. A large number of formerly passive students became more focused and prepared to participate in the lesson. A few pupils who had not talked much in previous classes started offering their opinions and actively contributing to group discussions. This accomplishment is in line with the Dual Coding Theory, which explains that combining verbal and visual information can improve memory retention (Wooten & Cuevas, 2024). In addition, students' affective aspects developed alongside their cognitive aspects, indicating that visual media play an important role in creating engaging and effective learning experiences (Riyana &

Susilana, 2019; Auliya & Jannah, 2025). These results provide credence to the notion that educational media might affect students' motivation and attitudes towards the subject as well as their academic performance.

Overall, the study's findings demonstrate that employing picture cards significantly improves students' vocabulary acquisition and ignites their interest in learning English. Picture cards are an effective teaching tool, as seen by the significant improvement from 27% in the pre-cycle to 67% in Cycle I and ultimately to 93% in Cycle II. Picture cards provide visual aids that help with language application, comprehension, and memorisation while also creating a fun and engaging learning environment. They lessen anxiety, facilitate easier word-meaning connections, and provide chances for active engagement. Additionally, using picture cards facilitates group and pair activities that enhance students' comprehension and self-assurance. As a result, picture cards are an effective teaching tool for English vocabulary, especially for junior high school students. To create more interesting and significant learning experiences, educators are urged to incorporate picture cards and other visual aids into their classes. The results of this study indicate that students' academic performance and enthusiasm in learning English can both be significantly enhanced by straightforward and well-designed instructional material.

Conclusion

Based on the findings of this classroom action research, the use of picture card media helped improve students' vocabulary mastery and learning interest in English at SMP Tahfidz Al Azhar Ledokombo. The improvement was reflected in students' better learning completeness, increased classroom participation, greater enthusiasm, and improved ability to recognize, remember, and use new vocabulary. From the perspective of visual learning, picture cards supported students in connecting verbal information with concrete visual representations, making vocabulary easier to understand and retain. Therefore, picture card media can be considered a useful instructional medium for creating a more engaging and meaningful vocabulary learning process for seventh-grade students.

This study also emphasizes the importance of students' affective aspects in language learning. The improvement in confidence, enthusiasm, and participation across the cycles shows that picture cards can strengthen classroom engagement by making students more attentive, responsive, and actively involved in vocabulary learning activities. Therefore, picture cards and other visual media are recommended for English teachers, particularly in junior high school contexts, beginner-level vocabulary instruction, and classes where students show low motivation or limited vocabulary mastery. However, this study has several limitations, including the small number of participants and the short research duration, which may limit the generalization of the findings and the observation of long-term effects. Future research is recommended to involve larger samples, different educational levels, and investigate the use of picture media for other English skills. Researchers may also compare picture cards with other learning media or technological tools. The findings imply that picture cards can be an effective alternative teaching strategy to create more interactive, enjoyable, and student-centered English learning.

Acknowledgment

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