# THE EFFECTIVENESS OF USING PICTURE CARD TO TEACH VOCABULARY

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**A B S T R A K**

Studi penelitian yang dilakukan di MTs Qomarul Hidayah Tugu Trenggalek bertujuan untuk menyelidiki dampak penggunaan kartu gambar sebagai media pengajaran pada penguasaan kosa kata siswa. Studi ini melibatkan 25 siswa kelas tujuh dari kelas VII-E dan menggunakan desain penelitian pra-eksperimental dengan pendekatan pra-test-posttest satu kelompok. Metodologi penelitian mencakup administrasi pre-test untuk mengevaluasi keterampilan kata sandi awal siswa, menerapkan kartu gambar sebagai intervensi pengajaran, dan melakukan post-test untuk menilai dampak pada pencapaian kata. Hasilnya menunjukkan bahwa skor pre-test rata-rata adalah 61,60, dengan mode 60, sedangkan skor rata-ratanya post-test adalah 82,80, dengan mode 80.00. Studi ini menyoroti pentingnya metode pengajaran interaktif dan penggunaan alat bantu visual seperti kartu gambar untuk meningkatkan keterampilan kata sandi siswa dan memenuhi standar pendidikan. Secara keseluruhan, temuan menunjukkan bahwa penggunaan kartu gambar secara positif mempengaruhi perolehan kata sandi siswa, menekankan kebutuhan intervensi pendidikan yang efektif untuk meningkatkan hasil pembelajaran bahasa.

*Abstract: This research study conducted at MTs Qomarul Hidayah Tugu Trenggalek aimed to investigate the impact of using picture cards as a teaching medium on students' vocabulary mastery. The study involved 25 seventh-grade students from class VII-E and utilized a pre-experimental research design with a one-group pretest-posttest approach. The research methodology included administering a pre-test to assess students' initial vocabulary proficiency, implementing picture cards as a teaching intervention, and conducting a post-test to evaluate the effects on vocabulary achievement. The results indicated that the average pre-test score was 61.60, with a mode of 60, while the average post-test score was 82.80, with a mode of 80.00. The study highlighted the importance of interactive teaching methods and the use of visual aids like picture cards to enhance students' vocabulary skills*

*and meet educational standards. Overall, the findings suggest that the use of picture cards positively influenced students' vocabulary acquisition, emphasizing the need for effective educational interventions to improve language learning outcomes.*

## INTRODUCTION

English is important language and international language, this language also must be considered and mastered. But English language education is not equally accessible in many countries, neoliberalism and its ideology of language as a neutral skill that everyone can acquire has obscured inequalities caused by the heavy emphasis on English as a dominant world language (ShareAmerica, 2014)

According to (Depari et al., 2017) Vocabulary is words that are understood in English, this means that any word that is translated into other languages can be called vocabularies. It is difficult to understand what people are saying without using vocabularies. The use of vocabulary in both languages is very important because, if there are no words, it is difficult to create communication.

Students' lack of interest in learning English leads to poor vocabulary skills. To address this, teachers need to develop diverse teaching methods. One effective approach is using picture cards for vocabulary learning. While vocabulary can be learned independently or in school, teaching it is challenging due to students' difficulties with memorization and pronunciation. Therefore, teachers should use engaging techniques like games and media to make vocabulary learning more effective and motivate students.

Several media options exist for teaching vocabulary, including snakes and ladders, scrabble, paper, and picture cards. Among these, picture cards are the easiest to use. They support early childhood language development and can enhance vocabulary acquisition. Although teachers have tried various tools to teach vocabulary, none have been successful in solving this issue, and picture cards have not yet been utilized to address the problem.

Picture cards are pictures on a square card. This is one of the easiest templates to teach English, because it can be used for so many different things. Picture cards are used to create communications, literacy activities, behavioral tactics, or other types of content. Ernawati et al (2019) also stated that the pictorial card game carried out during learning for the introduction of the concept of beginning reading.

According to Depari et al (2017) Teaching English as a foreign language can benefit from picture card media. Because of that, teachers use picture card media in class, mostly to arouse curiosity. Picture card media is a purchasing activity because it can be used to provide clear information intake. You can play with picture card media as a means of learning a language. Playing with picture card media really attracts students' interest to develop students to be more interactive and arouse enthusiasm for learning. compared to learning in general.

Bekker (2005 also stated that) Picture cards are a learning tool or media designed to help make learning easier Bekker (2005) explain that picture card can be used to various level in English lesson. The picture's shape is intriguing and endearing

The use of media, specifically picture cards, was implemented by the teacher to determine if these cards could enhance and expand students' vocabulary. Students are expected to identify the chosen picture and accurately say, recognize, and remember

each corresponding pair of letters and symbols. Picture cards serve as a potential medium to keep students engaged during their studies. To master reading and attain the best level of learning (Ernawati et al., 2019).

Based on the opinion of one of the experts previously explained, it can be concluded that the media is an intermediary tool used between teachers and students in the process of teaching and learning activities by channeling information or messages containing the knowledge, skills and attitudes of students. The Al-Qur'an's view of media or learning tools can be seen in the content of Surah al-Baqarah verse 31:

وَعَلَّمَ ءَادَمَ ٱلْأَسْمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى ٱلْمَلَٰٓئِكَةِ فَقَالَ أَنۢبِـُٔونِى بِأَسْمَآءِ هَٰٓؤُلَآءِ إِن كُنتُمْ صَٰدِقِينَ

*Artinya: Dan Dia mengajarkan kepada Adam nama-nama (benda-benda) seluruhnya, kemudian mengemukakannya kepada para Malaikat lalu berfirman: "Sebutkanlah kepada-Ku nama benda-benda itu jika kamu memang benar orang-orang yang benar!"*
*Meaning: "And He taught Adam all the names (things), then presented them to the Angels and said: "Tell Me the names of these things if you are truly righteous people."*

The previous studies by Depari (2017), which investigated vocabulary mastery through card games. The study concluded that there is a significant difference in vocabulary mastery between students taught with card games and those taught using conventional methods. The experimental group, taught with card games, had significantly higher post-test scores than the control group. The t-test results showed a higher t-count than the table value (2.97 > 2.00), leading to the acceptance of the alternative hypothesis (H1) and rejection of the null hypothesis (Ho). This indicates that card games positively impact vocabulary achievement among fifth-year students at elementary school number 99 in Bengkulu.

The study highlighted several benefits of using card games for vocabulary learning. Firstly, games create a positive learning atmosphere that supports the teaching process. Secondly, students feel less pressured and find the learning situation more relaxed and interesting. Thirdly, picture card games effectively motivate students in learning English vocabulary. Overall, Depari's study demonstrates that card games are an effective technique for improving students' vocabulary mastery.

(Oktavianita, 2022) also conducted relevant previous study about picture card to know how effective the usage pictures in vocabulary learning can be for seventh-grade junior high school students This study aimed to assess both the impact on students' skills and their feelings about using pictures. The findings showed an improvement in students' skills, with a 17.5 percent increase in the mean score from pre-test to post-test. Although the improvement was not significant, the study concluded that using pictures can aid in teaching English vocabulary.

Another relevant study by Pepti Ernawati (2019) aimed to assess the impact of word card games and picture cards on early childhood learning of reading and writing concepts. The study found that word cards positively influenced the introduction of writing concepts, achieving a very high rating of 83%. Picture cards also had a positive effect, with a good rating of 72%. In the experimental class, which used word card games and picture cards, students had an average score of 76.24, categorized as good, while the conventional class had an average score of 63.94, categorized as sufficient.

The previous study from Hm Zaha (2020) explored the use of picture cards in teaching speaking skills, specifically for describing people. The study found that picture cards effectively engaged students, making them enthusiastic about the lesson. This engagement helped them learn, as demonstrated by the exercise results, where 85% of

students answered correctly, indicating a good understanding of the vocabulary. Therefore, picture cards can be highly effective for teaching descriptive lessons.

(Kamarudin, 2021) conducted a study to determine if the Picture Word Inductive Model (PWIM) positively affects students' vocabulary mastery. The research concluded that the statistical analysis showed a t-test value higher than the t-table value (1.708 with 25 degrees of freedom). This result led to the acceptance of the alternative hypothesis, indicating that PWIM significantly improves vocabulary mastery among second-grade students at MTs NW Lingsar.

The researcher did an observation at the MTs Qomarul Hidayah, Tugu Trenggalek, focusing on the use of picture cards method of for teaching vocabulary during the academic year 2023/2024. Researchers want to conduct research entitled The Effectiveness Of Using Picture Card To Teach Vocabulary VII-E of Mts Qomarul Hidayah, Tugu Trenggalek 2023/2024.

The researcher intends to study the use of the Picture Card method, In this research, the researcher intends to understanding the difference before and after being taught by Picture Card method on studying vocabulary and also looking for any significant effectiveness that happened after being taught by using Picture Card method on studying vocabulary at class VII-E of Mts Qomarul Hidayah, Tugu Trenggalek 2023/2024.

This research aims to assess the baseline level of students' vocabulary proficiency before they receive instruction using picture cards. This initial evaluation will provide a clear understanding of students' starting point in terms of vocabulary knowledge related to items typically found around the home.

The research seeks to measure the students' vocabulary mastery after they have been taught using picture cards as a teaching tool. This assessment will gauge the effectiveness of picture cards in enhancing vocabulary acquisition among seventh-grade students.

This research aims to determine whether there is a statistically significant difference between students' vocabulary mastery levels before and after the implementation of picture cards in their learning process. By comparing pre-test and post-test results, the research aims to identify any meaningful improvements in vocabulary skills attributable to the use of picture card media. Overall, this study aims to provide insights into the effectiveness of visual aids, specifically picture cards, in facilitating vocabulary learning among seventh-grade students in a specific educational setting.

This research aims to impact English teachers, students, and researchers significantly. It hopes that this research offers English teachers an alternative method using picture cards to enhance reading instruction and improve vocabulary mastery, potentially making lessons more engaging and effective. For the students, the use of picture cards aims to create a more enjoyable and engaging learning experience, particularly in learning vocabulary related to household items, thereby increasing interest, motivation, and overall language proficiency. Lastly, for researchers, the study aims to provide new insights into the effectiveness of picture cards in teaching vocabulary to seventh-grade students, offering valuable data to inform future research in English language education and inspire the development of more effective teaching strategies.

## RESEARCH METHOD

The researcher use a quantitative research approach for this study, specifically utilizing a pre-experimental research design known as one-group pretest-posttest design. This design focuses on a single group without a comparative or control group. Both a pretest and a posttest are administered to assess the students' vocabulary levels before and after the treatment. The population for this research consists of first-grade students at MTs Qomarul Hidayah, with the VII E class selected as the sample using random sampling techniques. This research design aims to evaluate the impact of using picture cards on students' vocabulary acquisition by comparing their performance before and after the intervention.

Table 1. of research design

| Pre – Test | Treatment | Post – Test |
|:---:|:---:|:---:|
| $O_1$ | X | $O_2$ |

Explanation:

$O_1$ : pre-test (initial test) before the treatment is given

$O_2$ : post-test (final test) after the treatment is given

X : treatment through picture card to teach vocabulary

The place that the researcher will use was at the VII class from MTs Qomarul Hidayah in academic year 2023/2024 in which the total of class VII are four class and this research will just be conducted in one class, The researcher took one classes for a sample, class VII – E consisting of 12 male students and 13 female students. This research will be conducted by the researcher starting from 17 September 2023 until completion. The goal of this sampling is to obtain a representative subset of a larger population, allowing researchers to study the smaller group and make accurate generalizations about the whole.

The study's procedure begins with preliminary research to establish its direction, validate interpretations, and address uncertainties. Central to this process is defining a specific research problem that fills knowledge gaps, guiding the formulation of questions and the selection of research design and data analysis methods. Developing a research instrument follows, ensuring clarity, conciseness, and alignment with study objectives while prioritizing validity and reliability through rigorous validation in a pilot study. Subsequently, data collection proceeds according to a structured plan, employing methods like observation, interviews, and documentation. Qualitative analysis techniques are then applied to the collected data to summarize and interpret findings comprehensively. Finally, research results are reported objectively, discussing implications and limitations to contribute new insights to the scientific community, thereby ensuring the study adheres to rigorous standards and enhances the credibility of its conclusions.

The researcher utilizes pre-test and post-test methods for data collection, ensuring clear instructions to the sample group. A test is employed to assess knowledge, skills, feelings, intelligence, or aptitude, providing valid data. The pre-test assesses students' initial vocabulary proficiency before introducing the picture card media. Conversely, the post-test evaluates students' vocabulary mastery after they have completed the learning process with picture cards. The researcher conducts validity and reliability assessments on both tests to ensure their effectiveness as measurement tools. This includes analyzing results with SPSS to validate the instrument and employing paired sample t-tests for statistical analysis.

Before giving the pretest and posttest to class VII - E as a research sample, the researcher conducted a pilot study with students from class VII Female at SMP IT Misykat AL-Anwar, Jombang, to ensure the validity of the tests. Additionally, consultation with English lecturers from Universitas Hasyim Asy'ari was undertaken to validate the test constructs. The construct validity was assessed using SPSS software, involving 10 respondents in the analysis process.

Based on the analysis of both the pretest and posttest data, it was found that not all questions in each test were valid. In the pretest, questions numbered 2, 5, 8, 12, 19, and 20 were deemed invalid due to their correlation coefficients (rcount) being below the threshold (rtable). Consequently, a set of 10 valid questions was identified for the pretest, focusing on things and place-related vocabulary (questions 4, 7, 10, 11, 13, 16, 17) and vocabulary related to "there are" and "there is" (questions 1, 6, 14).

Similarly, in the posttest, questions numbered 8, 10, 12, 13, 17, and 19 were considered invalid based on the same criteria. Thus, a set of 10 valid questions was determined for the posttest, covering things and place-related vocabulary (questions 1, 2, 4, 5, 11, 16, 20) and vocabulary related to "there are" and "there is" (questions 6, 7, 14). Overall, both tests consisted of 10 questions each, divided into categories focusing on specific aspects of vocabulary learning, with careful consideration given to ensure the validity of the selected questions based on statistical analysis.

## RESULT AND DISCUSSION

The researcher aimed to achieve three main objectives in this study conducted at MTs Qomarul Hidayah Tugu Trenggalek. Firstly, the study sought to assess students' initial vocabulary achievement before implementing Picture Cards as a teaching medium. Secondly, it aimed to evaluate students' vocabulary achievement after the implementation of Picture Cards. Thirdly, the study aimed to determine if there was a significant difference in students' scores before and after using Picture Cards for teaching vocabulary in class VII-E.

The research involved 25 students from class VII-E as participants. The methodology consisted of three key steps: administering a pre-test to gauge students' baseline vocabulary skills, implementing Picture Cards as the teaching intervention, and conducting a post-test to measure the impact on students' vocabulary achievement following the intervention. The data analysis included presenting score criteria, students' scores from both tests, frequency distributions of scores, and other relevant statistical information.

Overall, the results of the study were structured to show how the use of Picture Cards influenced students' vocabulary acquisition, providing insights into the effectiveness of this teaching method in enhancing language learning outcomes.

### 1. Student's Vocabulary Mastery Before Being Taught Using Picture Card

In the pretest phase, 25 students participated and were required to answer 10 multiple-choice questions aimed at assessing their vocabulary mastery before receiving any treatment. The average score of students' vocabulary proficiency in the pretest was calculated and presented in a table format for analysis and comparison purposes.

Table 2. The Result of Pre-test of Students' Vocabulary Mastery at VII-E of MTs Qomarul Hidayah Tugu Trenggalek. Taken on May 23rd, 2024

| No | Name | Score |
|----|------|-------|
| 1 | AMC | 50 |
| 2 | AEH | 60 |
| 3 | AKVJ | 60 |

| 4 | AFP | 80 |
| 5 | ANF | 70 |
| 6 | MBDM | 60 |
| 7 | MAF | 50 |
| 8 | MBU | 50 |
| 9 | MHH | 60 |
| 10 | NKN | 50 |
| 11 | NNR | 90 |
| 12 | NFN | 30 |
| 13 | NH | 70 |
| 14 | RPW | 50 |
| 15 | RH | 60 |
| 16 | R | 70 |
| 17 | RZO | 80 |
| 18 | SSM | 50 |
| 19 | SAR | 30 |
| 20 | WAR | 40 |
| 21 | SDO | 80 |
| 22 | KDK | 60 |
| 23 | AAN | 100 |
| 24 | AS | 80 |
| 24 | HNS | 60 |
| Total (ΣX) | | 1540 |
| Maximal Score | | 30 |
| Minimal Score | | 100 |
| Std.Deviation | | 17,243 |
| Average | | 61,60 |
| Mode | | 60 |

Table 3 The Table of KKTP at VII of MTs Qomarul Hidayah
Tugu Trenggalek

| Rubrik | | | | |
|---|---|---|---|---|
| Poor | Average | Very Good | Excellent | KKTP |
| 0-60 | 61-70 | 71-80 | 81-100 | |
| 59 | 65 | 74 | 81 | 70 |

The data from the table indicates that among the 25 test takers, the average score was 61.60, with a mode of 60. The highest score recorded was 100, while the lowest was 30, resulting in a standard deviation of 17.243. According to the school's Criteria for Achievement of Learning Objectives (KKTP), students need to score a minimum of 70 to meet the standard. Therefore, the average score of 61.60 suggests that most students in class VII-E at MTs Qomarul Hidayah Tugu Trenggalek have not yet achieved the expected learning objectives for vocabulary. This underscores the necessity for more effective educational interventions, such as interactive teaching methods and the use of learning aids like picture cards, to help improve students' vocabulary skills and meet educational standards.

 2. **Student's vocabulary mastery after being taught using picture card**

After the students underwent teaching with Picture Cards as a method to enhance vocabulary, they were assessed with a post-test. The highest score achieved in the pretest was 100, and the lowest was 30. In addressing the research question regarding

the students' vocabulary achievement after this intervention, the researcher found the following outcomes:

Table 4. The Result of Pre-test of Students' Vocabulary Mastery at VII-E of MTs Qomarul Hidayah Tugu Trenggalek. Taken on May 30th, 2024

| No | Name | Score |
|----|------|-------|
| 1 | AMC | 70 |
| 2 | AEH | 70 |
| 3 | AKVJ | 80 |
| 4 | AFP | 90 |
| 5 | ANF | 90 |
| 6 | MBDM | 70 |
| 7 | MAF | 80 |
| 8 | MBU | 70 |
| 9 | MHH | 80 |
| 10 | NKN | 80 |
| 11 | NNR | 100 |
| 12 | NFN | 80 |
| 13 | NH | 90 |
| 14 | RPW | 80 |
| 15 | RH | 90 |
| 16 | R | 100 |
| 17 | RZO | 90 |
| 18 | SSM | 60 |
| 19 | SAR | 80 |
| 20 | WAR | 80 |
| 21 | SDO | 90 |
| 22 | KDK | 80 |
| 23 | AAN | 100 |
| 24 | AS | 90 |
| 24 | HNS | 80 |
| Total (ΣX) | | 2070 |
| Maximal Score | | 60 |
| Minimal Score | | 100 |
| Std.Deviation | | 10,214 |
| Average | | 82.80 |
| Mode | | 80.00 |

Table 5. The Table of KKTP at VII of MTs Qomarul Hidayah Tugu Trenggalek

| Rubrik | | | | |
|--------|---------|-----------|-----------|------|
| Poor | Average | Very Good | Excellent | KKTP |
| 0-60 | 61-70 | 71-80 | 81-100 | |
| 59 | 65 | 74 | 81 | 70 |

Based on the data above, among the twenty-five test takers, the average student scored 82.80, with a mode of 80.00. The highest score recorded was 100, and the lowest was 60, resulting in a standard deviation of 10.214. According to the Criteria for Achievement of Learning Objectives (KKTP) used by the school, students need to score a minimum of 70 to meet the standard. With an average score of 82.80, it indicates that the majority of students in class VII-E at MTs Qomarul Hidayah Tugu Trenggalek have exceeded the school's expected learning achievement criteria for vocabulary. This

suggests a significant improvement in students' vocabulary skills following the intervention using Picture Cards as a teaching method.

3. **The significant difference between students' vocabulary mastery before and after being taught using picture card media.**

The following results of descriptive statistical analysis calculations using SPSS.0.23.

Table 6. Descriptive Statistic of Pretest Post-test Score

| Descriptive Statistics | | | | | |
|---|---|---|---|---|---|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Pre test | 25 | 30 | 100 | 61.60 | 17,243 |
| Post test | 25 | 60 | 100 | 82.80 | 10,214 |

The data presented shows that students' vocabulary scores were assessed both before and after using Picture Cards as a teaching tool. Before implementation, pretest scores ranged from 30 to 100, averaging 61.60 with a standard deviation of 17.243. After implementation, posttest scores ranged similarly from 60 to 100, but with an increased average score of 82.80 and a slightly higher standard deviation of 10.214. This improvement suggests that Picture Cards effectively enhanced students' vocabulary skills.

Before proceeding with hypothesis testing, the researcher conducted Shapiro-Wilk tests using SPSS 0.23 to check the normality of both pretest and posttest score distributions. A significance level (p-value) greater than 0.05 indicates a normal distribution, which influences whether parametric or non-parametric statistical methods are appropriate for further analysis.The results of the normality test calculations can be seen further in appendix 17. A brief explanation is as follows:

Table 7. Test of Normality

| Tests of Normality | | | |
|---|---|---|---|
| | Shapiro-Wilk | | |
| | Statistic | df | Sig. |
| ResultsPretest | .957 | 25 | .353 |
| ResultsPosttest | .916 | 25 | .042 |

The normality tests conducted on the research data revealed that all variables exhibited significance values greater than 0.05 (sig > 0.05), indicating that the data followed a normal distribution. With this confirmation, a paired t-test was applied to determine whether there were significant differences between the pre-test and post-test scores within the same sample. The criteria for decision-making were straightforward: a two-tailed significance (sig) value less than 0.05 would signify a significant difference in learning outcomes between the pre-test and post-test phases, while a value greater than 0.05 would suggest no significant difference. Detailed results of the paired t-test calculations can be found in Appendix 19, providing further insight into the statistical outcomes of the study. A brief explanation is as follows :

Table 8. The Result of Using Simple Paired T-Test

| Paired Samples Test | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Paired Differences | | | | | t | df | Sig.(2-tailed) |
| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | Lower | Upper | | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Pair 1 | PRE - POST | -21,200 | 12,689 | 2,538 | -26,438 | -15,962 | -8,354 | 24 | ,000 |

The paired t-test results indicated a two-tailed significance value of 0.000, which is below the threshold of 0.05. This finding suggests a statistically significant difference between the pre-test and post-test learning outcomes. In essence, the analysis concludes that there was a notable improvement in the students' performance following the treatment with Picture Cards.

**Discussion**

The pre-test conducted on May 23rd, 2024, revealed an average student score of 61.60, indicating that most students in class VII-E at MTs Qomarul Hidayah Tugu Trenggalek did not meet the minimum achievement criteria of 70 according to the KKTP. This underscores their inadequate vocabulary mastery. The deficiency can be attributed to various factors, including limited exposure, knowledge, and practice due to changes in curriculum policies that reduced emphasis on English as a core subject since 2013. External factors such as insufficient English instruction and resources, alongside internal factors like personal motivation and previous learning experiences, also contribute to these challenges. Addressing these factors holistically is crucial for improving students' vocabulary skills and overall language proficiency.

Students face challenges in mastering vocabulary due to a combination of internal and external factors. Internally, limited exposure to unfamiliar words and variations in cognitive abilities, such as memory and processing speed differences, hinder their ability to recognize and comprehend new vocabulary effectively (Soro, 2019) . External factors, including low motivation and negative past language learning experiences, diminish their confidence and persistence in expanding vocabulary. Pronunciation difficulties stemming from differences between native language phonetics and English sounds further hinder their ability to use new vocabulary confidently (Hashemifardnia et al., 2018). Moreover, traditional teaching methods that emphasize rote memorization may not accommodate diverse learning styles, thereby limiting students' capacity to acquire and retain new vocabulary (Hidayat, 2016). Addressing these challenges requires adopting more engaging and inclusive teaching approaches to foster effective vocabulary development among students.

After conducting the post-test on May 30th, 2024, the average score for students was 82.80, indicating that a majority of them exceeded the achievement criteria set by KKTP at MTs Qomarul Hidayah Tugu Trenggalek (Appendix). Despite this improvement, many students in class VII-E still struggle with low vocabulary mastery. The effectiveness of using picture cards as a teaching aid can be attributed to several factors. Firstly, visual stimuli provided by picture cards help students understand and remember new vocabulary more effectively (Oktavianita, 2022). Secondly, by depicting real-life scenarios, picture cards facilitate contextual learning, enabling students to relate new words to their everyday experiences and understand their practical applications. Additionally, leveraging students' memory capabilities, picture cards enhance their ability to recall and use vocabulary appropriately (Depari et al., 2017). Moreover, employing engaging and enjoyable media, such as games, enhances students' motivation and interest in learning (Tobias, 2014). Finally, incorporating gamification into education using picture cards creates an interactive learning environment that

rewards students' efforts with immediate feedback, thereby reinforcing their engagement and participation (Giordano et al., 2023).

The research using SPSS 0.23 showed significant improvements in student vocabulary mastery after using Picture Cards as a learning tool. Descriptive statistics indicated that the mean pre-test score was 61.60, while the post-test score increased to 82.80, demonstrating a substantial enhancement. The Shapiro-Wilk test confirmed normal data distribution, and a paired t-test revealed a significant difference between pre-test and post-test scores (sig value = 0.000). Picture Cards positively impacted student engagement, making learning more interactive and enjoyable, which improved comprehension and memory retention.

This research was in line with previous studies by (Widadiyah, 2023) which found that Picture Card was effective in increasing vocabulary mastery, with positive student responses and interest in learning vocabulary . Meanwhile, Ernawati et al., (2019) found that the use of the Picture Card increased students'spelling mastery in vocabulary learning by providing a visual and dynamic aspect, making the process more interesting and effective.

## CONCLUSION

Before using Picture Cards, students had low vocabulary mastery, struggling with word retention, spelling, and pronunciation. Traditional rote memorization and textbook-based methods failed to engage students or provide contextual learning, limiting their ability to comprehend reading materials and participate in discussions. After implementing Picture Cards, students' vocabulary abilities significantly improved. The visual and interactive nature of the cards made learning engaging and enjoyable, helping students understand and memorize new words more effectively. The hands-on approach and repeated exposure reinforced learning, reducing anxiety and building confidence.

The research showed a significant improvement in vocabulary mastery, with pre-test scores averaging 61.60 and post-test scores rising to 82.80. The Shapiro-Wilk test confirmed the normal distribution of data, indicating a substantial difference in vocabulary skills before and after using Picture Cards.

Teachers should use varied media in teaching English to make learning enjoyable and effective, thereby improving students' results. They should also encourage active participation and provide complete facilitation and instruments for English learning. Students, on their part, should actively develop their English skills and engage in enjoyable learning strategies like the Scrabble game, which can enhance their learning experience and success in English. Future educators should explore and apply new, enjoyable methods and strategies, such as Picture Cards, to make learning foreign languages more effective and engaging, thereby improving students' mastery of English vocabulary.

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