

Assistance In Improving English Vocabulary Through The Picture Identification Method for Seventh-Grade

Anis Komariah, Ilham Adha, Rostanti Toba, Dina Destari

UIN Sulthan Aji Muhammad Idris Samarinda, Indonesia

Email Korespondensi: aniskomariah89@gmail.com

ABSTRAK

This community service activity aims to improve students' vocabulary mastery through the implementation of the Picture Identification method as an interactive and contextual learning approach. The implementation method consisted of four stages: needs identification, development of instructional media and tools, implementation of the assistance program, and evaluation through observation of learning activities. The evaluation results show that the application of the Picture Identification method had a positive impact on improving students' vocabulary mastery. The mean score increased from 79.09 on the pre-test to 98.91 on the post-test. In addition, students demonstrated more active participation during learning, greater confidence in pronouncing English vocabulary, and more enthusiasm in following each stage of the assistance program. The Picture Identification method thus proved effective in improving students' English vocabulary mastery while creating a more active, enjoyable, and interactive learning atmosphere at SMP IT Insan Mulia Balikpapan.

Kata Kunci: Community Service, Picture Identification, vocabulary, learning assistance, English

Introduction

Vocabulary mastery is a fundamental component of English language learning that plays an important role in supporting other language skills, such as listening, speaking, reading, and writing. Without adequate vocabulary mastery, students will have trouble understanding the meaning of texts and expressing ideas orally and in writing. Therefore, vocabulary development is a fundamental aspect of English language learning at the junior secondary school level.

However, various studies show that junior high school students' vocabulary mastery is still relatively low. This is caused by several factors, such as the lack of engaging instructional media, the dominance of the lecture method, and minimal student involvement in the learning process. Monotonous learning causes students to become bored quickly and less motivated to remember new vocabulary.

According to Thornbury (2002), vocabulary learning is more effective when presented through meaningful context and supported by visual media, because students find it easier to connect words with real objects than with verbal definitions alone. In addition, Paivio's Dual Coding Theory states that information presented in verbal and visual form simultaneously is more easily processed and remembered by learners (Paivio & Clark, 2006).

In line with this, a study by Novianti (2020) showed that the use of picture media in vocabulary learning can significantly improve students' motivation and learning outcomes. Visual media helps students understand word meanings concretely, thereby accelerating

the process of mastering new vocabulary. Similarly, a study by Toisuta (2023) found that picture-based learning methods can increase students' active participation in English language learning because they provide a more enjoyable and interactive learning experience.

Based on initial observations at SMP IT Insan Mulia Balikpapan, it was found that most seventh-grade students still had trouble mastering basic English vocabulary. Students tended to be passive during learning, lacked confidence in pronouncing vocabulary, and still relied on the teacher's translation. This condition indicates the need for innovation in the learning process to increase students' active involvement.

One alternative that can be applied is the use of the Picture Identification method. This method utilizes picture media to help students identify and understand English vocabulary more concretely. Through this approach, students not only memorize words but also understand their meaning through visualizing objects relevant to daily life.

Therefore, this community service activity was carried out in the form of learning assistance using the Picture Identification method, as an effort to improve students' English vocabulary mastery while creating a more active, interactive, and enjoyable learning atmosphere at SMP IT Insan Mulia Balikpapan.

Method

This Community Service activity was carried out at SMP IT Insan Mulia Balikpapan, specifically for seventh-grade students. The activity aimed to improve students' English vocabulary mastery through the implementation of the Picture Identification method. This method was selected because it utilizes visual media that helps students connect vocabulary with concrete objects, making the learning process more engaging, interactive, and easy to understand.

The activity was implemented using a learning assistance approach involving the implementation team, the English subject teacher, and students as program partners. The teacher acted as a facilitator during the learning process, while the implementation team was responsible for designing the media, assisting with implementation, and evaluating the results of the assistance program. The community service activity was carried out through four stages:

1. Partner Needs Identification

The initial stage was carried out through classroom observation and discussion with the English teacher to identify learning conditions and the problems faced by students. The results showed that most students still had difficulty mastering basic English vocabulary, lacked confidence in pronouncing vocabulary, and were less active during the learning process.

2. Program Preparation

Based on the results of the needs identification, the team developed instructional tools, including an activity module, Picture Identification media in the form of cards and pictures according to the learning theme, observation instruments, and pre-test and post-test questions to measure the improvement in students' vocabulary mastery.

3. Implementation of Assistance

The assistance activity was carried out directly in the classroom through several learning activities, namely:

- 1) Administering a pre-test to determine students' initial ability;
- 2) Introducing vocabulary through picture media or Picture Identification;
- 3) Identifying pictures and naming the corresponding vocabulary;
- 4) Matching pictures with the appropriate word or phrase;
- 5) Pronunciation practice, both collectively and individually;
- 6) Using vocabulary in simple sentences through question-and-answer activities and

- educational games;
- 7) Administering a post-test after the entire series of learning activities was completed.

During the assistance process, students were encouraged to participate actively through discussion, pronunciation practice, and group cooperation, creating a more communicative and enjoyable learning atmosphere.

4. Program Evaluation

Evaluation was conducted to determine the effectiveness of the assistance activity in improving students' vocabulary mastery. Evaluation was carried out using two techniques: process evaluation and outcome evaluation. Process evaluation was conducted using observation sheets to determine the level of participation, activeness, and enthusiasm of students during the activity. Outcome evaluation was conducted by comparing pre-test and post-test scores to determine the improvement in vocabulary mastery after the assistance program.

The success of the activity was determined based on several indicators, namely: (1) an increase in the average post-test score compared to the pre-test; (2) an increase in students' activeness and participation during learning; (3) an increase in students' confidence in pronouncing English vocabulary; and (4) the creation of a more interactive, communicative, and enjoyable learning atmosphere through the implementation of the Picture Identification method.

Community Service Program Process

This community service activity was carried out at SMP IT Insan Mulia Balikpapan, targeting seventh-grade students. The program was implemented participatively, involving the subject teacher as a partner throughout the implementation process. The implementation consisted of four stages, namely:

1. Needs Identification

The first stage was carried out through classroom observation and discussion with the English teacher to identify the initial learning conditions. The results showed that most students had difficulty recognizing basic English vocabulary and were less active in participating in learning.

2. Program Preparation

At this stage, the team developed instructional tools, namely a learning module, picture media or Picture Identification, student activity sheets, observation instruments, and evaluation instruments. Picture media were developed based on the seventh-grade vocabulary material, such as animals, classroom objects, family, food and drink, occupations, public places, and daily activities. The selection of this material was adjusted to the English learning outcomes of the Merdeka Curriculum.

3. Implementation of Assistance

The assistance was carried out over several sessions with the following stages:

Stage 1: The Community Service implementers introduced vocabulary material using picture media.

- 1) Stage 2: Students identified the names of objects based on the pictures shown.
- 2) Stage 3: Students matched pictures with the corresponding English vocabulary.
- 3) Stage 4: Students pronounced the vocabulary aloud together with the teacher.
- 4) Stage 5: Students completed individual and group exercises using picture media.
- 5) Stage 6: The Community Service implementers provided feedback on students' answers.

4. Evaluation

Evaluation of the activity was carried out through observation of student activeness, activity

documentation, vocabulary mastery tests, and joint reflection with the teacher. The success of the program was measured based on the increase in student participation during learning and the improvement in evaluation results after participating in the assistance program.

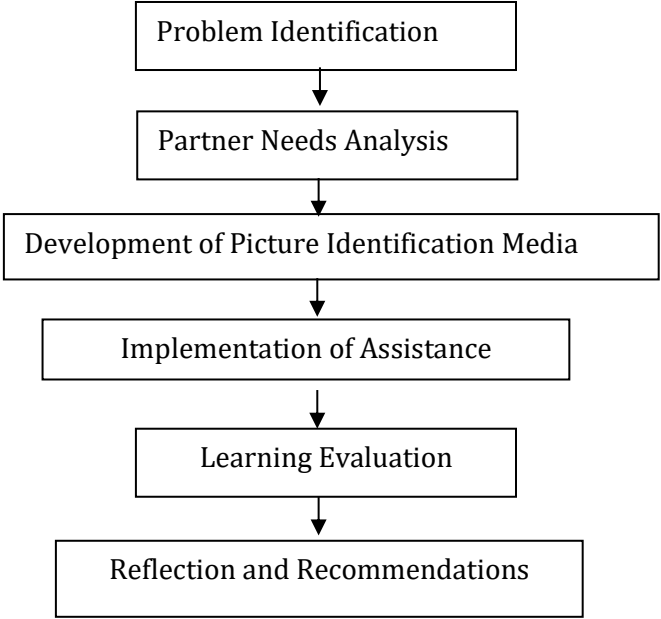


Figure 1. Flow of Community Service Activities

Results

The implementation of the Community Service activity began with coordination with SMP IT Insan Mulia Balikpapan I, particularly the English subject teacher, to identify students' needs in vocabulary mastery. Based on observations and discussions with the teacher, it was found that some students still had difficulty remembering English vocabulary and connecting word meanings with the objects being studied. In addition, the learning process was still dominated by conventional methods, so students were less active and quickly became bored.

Based on the results of this needs identification, the service team developed an assistance program using the Picture Identification Method as a vocabulary learning medium. This program was implemented through several stages: preparation, implementation, and evaluation.

1. Activity Implementation

At the implementation stage, students were first given a pre-test to determine their initial vocabulary mastery ability. The test was given in the form of picture identification and naming vocabulary corresponding to the predetermined material, such as animals, fruits, vegetables, school objects, transportation, occupations, and daily activities.

Next, the assistance activity was carried out using the Picture Identification Method. The service team introduced various pictures related to the learning material. Students were asked to identify the pictures, name the objects in English, match the pictures with the correct vocabulary, and pronounce them together. The activity continued with educational games such as Guess the Picture, Matching Picture, and Vocabulary Challenge, making the learning atmosphere more interactive and enjoyable.



Figure 2. Students Identifying Vocabulary Through the Picture Identification Method

During the assistance process, students appeared more enthusiastic in participating in the learning. The use of picture media helped students understand the meaning of vocabulary more concretely, making it easier for them to remember and use vocabulary in various learning activities.

2. Pre-Test Results

Students' initial ability was measured through a pre-test before the assistance activity was carried out. Based on the pre-test results of 11 seventh-grade students at SMP IT Insan Mulia Balikpapan I, a mean score of 79.09 was obtained. These results indicate that most students were already familiar with some basic English vocabulary but still had difficulty remembering vocabulary accurately and connecting it with the pictures presented.

Table 1. Pre-Test Results for Students' Vocabulary Mastery

No	Name	Score pre-test
1	AAR	90
2	CIF	70
3	D	70
4	ERR	70
5	FKA	70
6	HTB	100
7	HKL	80
8	IDMF	60
9	MFP	80
10	ND.N	60
11	SAS	70
Mean Score		79.09

The pre-test results show variation in students' initial ability. Two students obtained a score of 60, five students obtained a score of 70, two students obtained a score of 80, one student obtained a score of 90, and one student obtained a perfect score (100). This condition indicates that assistance was still needed to improve the equitable distribution of vocabulary mastery in the classroom.

3. Implementation of the Picture Identification Method

The implementation stage was carried out through visual media-based learning that involved students' active participation. The activity began with introducing vocabulary through pictures, followed by pronunciation practice, matching pictures with vocabulary, group discussion, and educational games aimed at strengthening students' memory of the vocabulary learned.



Figure 3. Group-Based Picture Identification Assistance

The use of picture media provided a more engaging learning experience because students could connect words with real objects they saw. In addition, group activities gave students the opportunity to discuss and help each other understand new vocabulary. During the activity, almost all students actively answered questions, identified pictures, and enthusiastically participated in vocabulary games.

4. Post-Test Results

After the entire series of assistance activities was completed, students were given a post-test with material equivalent to the pre-test. The evaluation results show a very good improvement in vocabulary ability. The mean score increased from 79.09 to 98.91.

Table 2. Post-Test Results for Students' Vocabulary Mastery

No	Name	Score post-test
1	AAR	100
2	CIF	100
3	D	100
4	ERR	100
5	FKA	100
6	H'IB	100
7	HKL	100
8	IDM.F	88
9	MFP	100
10	ND.N	100
11	SAS	100
Mean Score		98.91

Based on the post-test results, ten of the eleven students obtained a perfect score (100), while one student obtained a score of 88. Overall, there was an average increase of 19.82 points compared to the pre-test results. This improvement shows that the use of the Picture Identification Method was able to help students understand and remember vocabulary more effectively.

5. Program Evaluation

Program evaluation was conducted through analysis of the pre-test and post-test results as well as observation during the activity. The evaluation results show that all students experienced an improvement in vocabulary ability after participating in the assistance program. Besides the increase in scores, positive changes were also seen in students' participation and learning motivation. At the beginning of the activity, only a few students actively answered questions, whereas after the assistance, almost all students were actively involved in discussions, educational games, and picture identification activities.

The English subject teacher also gave positive feedback on the implementation of the

program. According to the teacher, the use of picture media was able to create a more engaging learning atmosphere and made it easier for students to understand new vocabulary. Therefore, the Picture Identification Method is considered worthy of being implemented sustainably as an alternative vocabulary learning method at SMP IT Insan Mulia Balikpapan I.

Discussion

The implementation of the Vocabulary Improvement Assistance Program through the Picture Identification Method had a positive impact on the English learning process in seventh grade at SMP IT Insan Mulia Balikpapan I. During the activity, students showed high enthusiasm in participating in every learning activity. The use of picture media made it easier for students to recognize and remember new vocabulary because they could connect words with objects they saw directly. In addition, the learning atmosphere became more interactive, so students were more active in asking questions, discussing, and participating in group activities.

The improvement in vocabulary mastery seen from the evaluation results before and after the assistance shows that visual media can help students understand word meanings more concretely. This is consistent with the view of Nation (2022), who states that the use of visual media is an effective strategy in vocabulary learning because it helps students connect the form of a word with its meaning, making vocabulary easier to understand and remember. In line with this, Harmer (2001) explains that the use of engaging instructional media can increase learning motivation and create language learning that is more communicative and student-centered.

The success of this program was also influenced by the characteristics of the Picture Identification Method, which places students as the main subject in the learning process. Through activities such as identifying pictures, matching vocabulary, educational games, and group presentations, students had the opportunity to learn actively. This approach is in line with the constructivist theory proposed by Vygotsky (1978), namely that knowledge is more easily constructed through interaction, learning experience, and cooperation among students.

The results of this community service activity are also consistent with several previous community service programs. Istiqomah, et al. (2020) reported that English language learning assistance using visual media was able to increase students' participation and confidence in using English. Similarly, a community service activity conducted by Rofi'ah et al. (2022) showed that the use of innovative teaching methods provided a more meaningful learning experience while improving the quality of the learning process at school. This similarity of results indicates that the use of visual media in assistance activities is an effective alternative for improving students' basic English competence.

Besides benefiting students, this program also had a positive impact on teachers. Teachers gained an alternative vocabulary teaching method that is simple, easy to apply, and does not require complicated facilities. Picture media can be prepared in the form of picture cards, posters, or digital media, so they can be reused for other learning materials. Thus, the sustainability of the program can be maintained even after the community service activity has been completed.

Overall, this assistance activity successfully achieved the program's objectives, namely improving students' vocabulary mastery while creating English language learning that is more active, engaging, and enjoyable. In the future, the Picture Identification method can be further developed by utilizing interactive digital media or technology-based games, making the vocabulary learning process increasingly varied and in line with the development of 21st-century learning.

Conclusion

The Community Service activity through the Vocabulary Improvement Assistance Program using the Picture Identification Method has had a positive impact on the English

vocabulary mastery of seventh-grade students at SMP IT Insan Mulia Balikpapan I. Using picture media in the learning process, students showed improvement in their ability to recognize, understand, remember, and use English vocabulary. In addition, the assistance activity also succeeded in increasing students' motivation, activeness, and confidence during learning.

The evaluation results show that the implementation of the Picture Identification Method is effective in creating a more interactive and enjoyable learning atmosphere. Various learning activities, such as identifying pictures, matching vocabulary, group discussions, and educational games, provided a meaningful learning experience that made it easier for students to understand vocabulary material. Feedback from teachers and students also shows that this method is easy to implement and can serve as an innovative learning alternative for improving the quality of English language learning.

Thus, this Community Service activity not only provides direct benefits for improving students' vocabulary competence but also offers an alternative learning strategy that can be sustainably implemented by teachers at the school. It is hoped that this program can become a model for English language learning assistance that can be adapted by other schools with similar characteristics, thereby supporting the improvement of the quality of English language learning, particularly in vocabulary mastery.

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