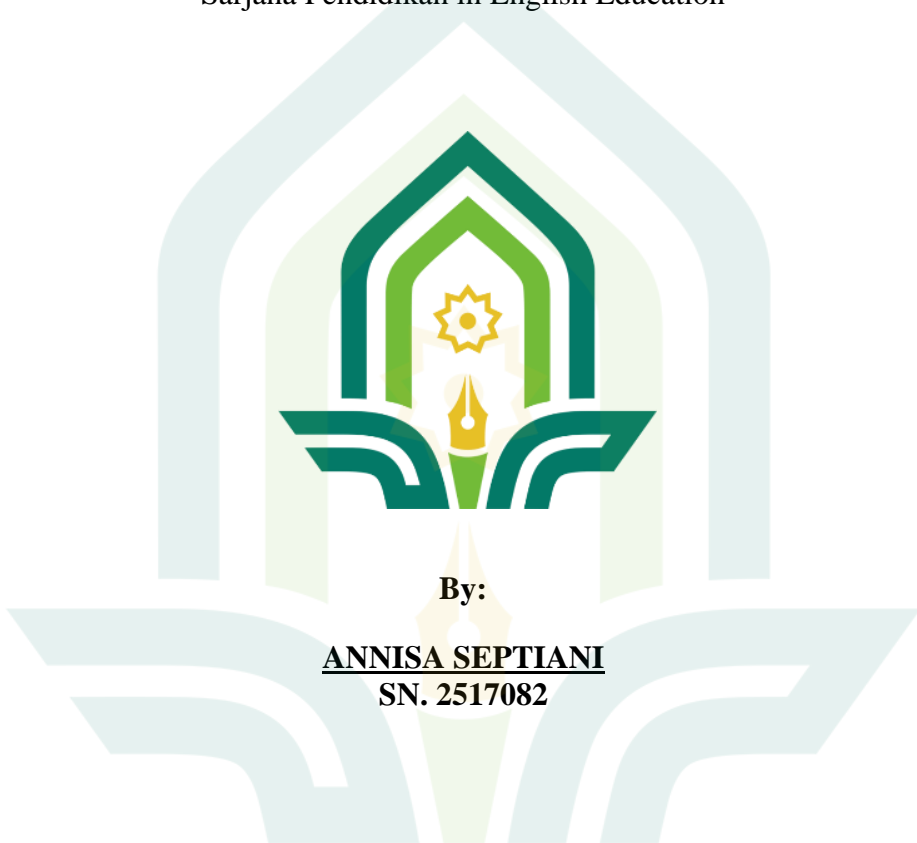


**PROMOTING ENGLISH LANGUAGE VOCABULARY
TO YOUNG LEARNERS THROUGH VISUAL
IMAGERY STRATEGY: A PHOTOVOICE STUDY**

A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education



By:

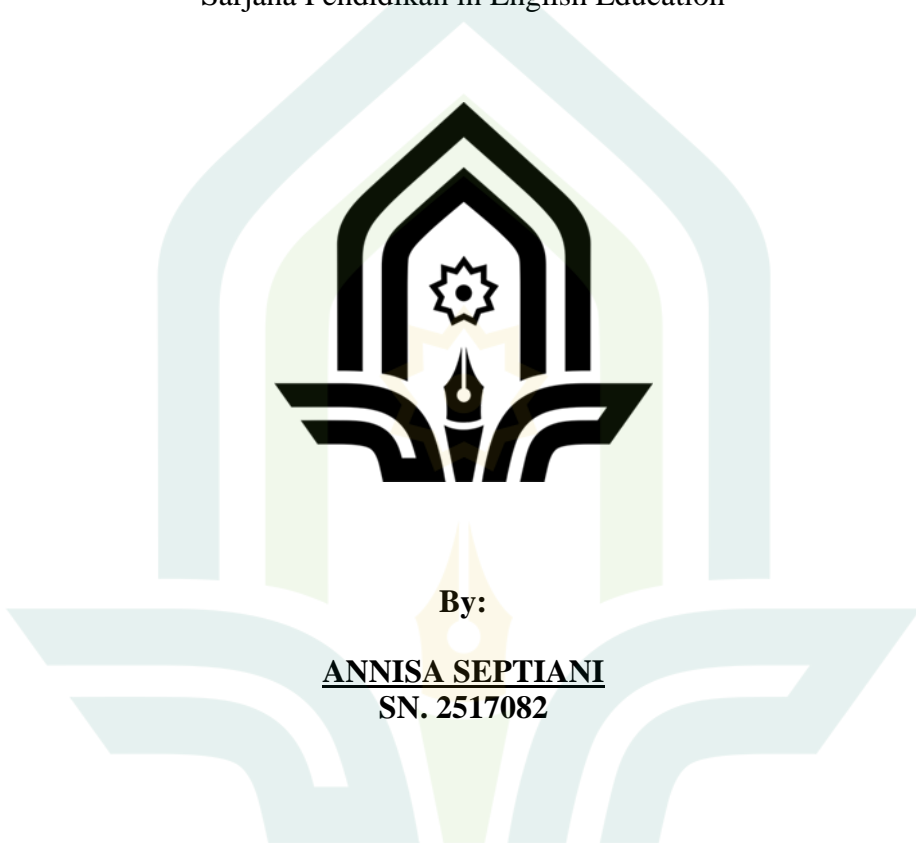
ANNISA SEPTIANI
SN. 2517082

**ENGLISH EDUCATION DEPARTMENT
EDUCATIONAL AND TEACHERS TRAINING
FACULTY UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
2024**

**PROMOTING ENGLISH LANGUAGE VOCABULARY
TO YOUNG LEARNERS THROUGH VISUAL
IMAGERY STRATEGY: A PHOTOVOICE STUDY**

A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education



By:

ANNISA SEPTIANI
SN. 2517082

**ENGLISH EDUCATION DEPARTMENT
EDUCATIONAL AND TEACHERS TRAINING
FACULTY UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
2024**

SURAT PERNYATAAN KEASLIAN SKRIPSI

Yang bertandatangan di bawah ini:

Nama : Annisa Septiani
NIM : 2517082
Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa skripsi yang berjudul “Promoting English Language Vocabulary to Young Learners through Visual Imagery Strategy: A Photovoice Study” adalah benar-benar hasil karya penulis, kecuali dalam bentuk kutipan yang telah penulis sebutkan sumbernya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya.

Pekalongan, 23 Juni 2024
Yang Menyatakan



ANNISA SEPTIANI
NIM. 2517082

Ahmad Burhanuddin, M.A.
Dusun Ca RT. 44/RW. 06 Desa Cibuyur,
Kec. Warungpring, Kab. Pemalang, Jawa Tengah.

NOTA PEMBIMBING

Lamp : 3 (Tiga) Eksemplar
Hal : Naskah Skripsi
Sdr. Annisa Septiani

Kepada
Yth. Dekan FTIK UIN K.H. Abdurrahman Wahid Pekalongan
c.q. Ketua Jurusan TBIG
di
PEKALONGAN

Assalamu 'alaikum Wr.Wb.

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi :

Nama : Annisa Septiani
NIM : 2517082
Jurusan : FTIK/Tadris Bahasa Inggris
Judul : PROMOTING ENGLISH LANGUAGE VOCABULARY TO
YOUNG LEARNERS THROUGH VISUAL IMAGERY
STRATEGY: A PHOTOVOICE STUDY

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terimakasih.
Wassalamu'alaikum Wr. Wb.

Pekalongan, 14Juni 2024
Pembimbing


Ahmad Burhanuddin, M.A.
NIP. 19851215 201503 1 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Pahlawan KM. 5 Rowolaku Kajen Kab. Pekalongan Kode pos 51161
www.ftik.uingusdur.ac.id email: ftik@iainpekalongan.ac.id

APPROVAL SHEET

The Dean of the Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, confirms that the undergraduate thesis by:

NAME : ANNISA SEPTIANI

NIM : 2517082

TITLE : PROMOTING ENGLISH LANGUAGE VOCABULARY TO YOUNG LEARNERS THROUGH VISUAL IMAGERY STRATEGY: A PHOTOVOICE STUDY

Has been examined and approve by the panel of examiners on Thursday, 20 June 2024 as a artial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd) in English Education.

The examiners,

Examiner I

Eros Meilina Sofa, M. Pd.
NIP. 19860509 202321 2 043

Examiner II

Nadia Faradhilah, M.A.
NIP. 19930406 202012 2 015

Pekalongan, 23 June 2024

Assigned by

The Dean of FTIK UIN K.H. Abdurrahman Wahid Pekalongan



Prof. Dr. H. Muh. Sugeng Solehuddin, M.Ag.
NIP. 19730112 200003 1 001

ACKNOWLEDGEMENT

Praise be to Allah, the Cherisher and Sustainer of the worlds, my thesis becomes reality and getting many kinds of support from many individuals. Therefore, I would like to extend my sincere gratitude to all of them.

1. First and foremost my beloved family. I would like to say the gratitude to my parents Mr. Bakir and Mrs. Aminah and my husband Eko Purbo Rosanto. With your supports, pray and unconditional love I am able to finish this thesis.
2. Second, I would like to say my gratitude to my supervisor, Mr. Ahmad Burhanuddin, M.A. Thank you for supervising my thesis and letting me to experience this incredible journey in our department.
3. Next, I would like to say thank you to my friends who always helped and supported me in my struggle while I completed my study, Arias Septiningrum, Yulianita, Ika Rizqiana, and Luluk Mas'udah. I am very grateful for your help and support. And not forget to mention my gratitude to all my fellows English Education Department'17 students.

MOTTO

“It always seem impossible until it’s done”
(Nelson Mandela)



Abstrak

Mempelajari kosakata merupakan langkah awal dan bagian penting dalam mempelajari bahasa asing. Penelitian ini menjelaskan bagaimana citra visual sebagai strategi pengajaran dapat mempromosikan kosakata Bahasa Inggris kepada pelajar muda. Partisipan dalam penelitian ini adalah guru bahasa Inggris di sekolah dasar. Data penelitian dikumpulkan dengan menggunakan fotografi dokumenter dan wawancara. Penelitian ini menggunakan desain photovoice dan narasi kualitatif. Temuan ini menunjukkan bahwa menggabungkan representasi verbal dan visual dalam pengajaran kosakata bahasa Inggris melalui strategi pencitraan visual dapat memperoleh manfaat yang signifikan dalam proses pembelajaran, yang berdampak positif terhadap hasil akademik dan keterampilan kognitif siswa. Meskipun demikian, terdapat berbagai kendala yang perlu diatasi untuk menjamin efektivitasnya.

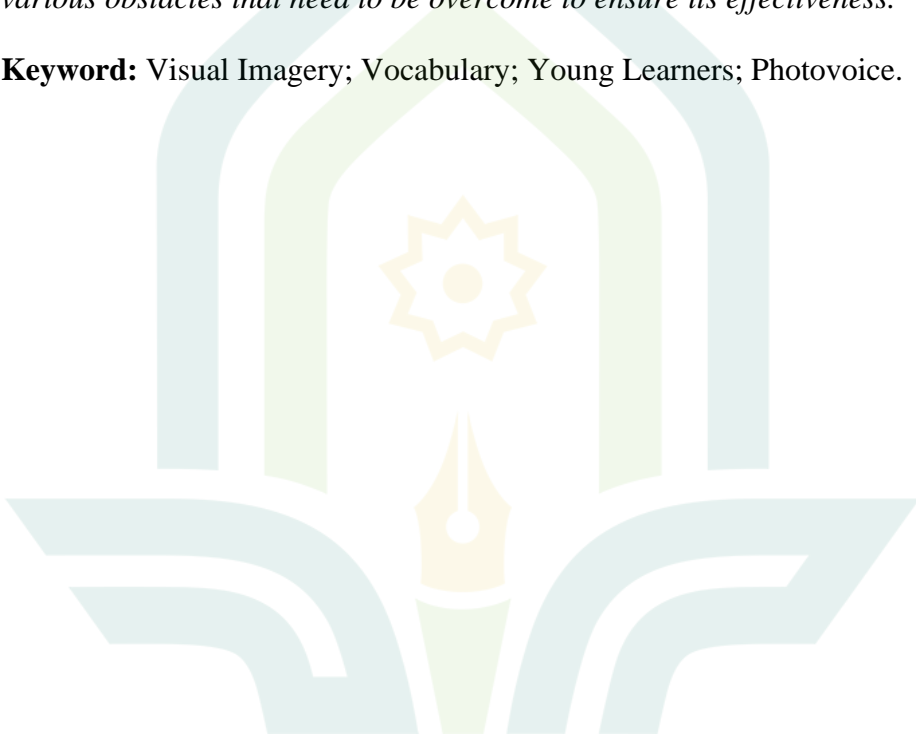
Kata Kunci: Citra Visual; Kosakata; Pembelajar Muda; Photovoice.



Abstract

Learning vocabulary is a first step and an important part of learning a foreign language. This study describes how visual imagery as teaching strategy can promote English Language vocabulary to young learners. Participants in this study is English teacher in Elementary school. The data of the research were collected by using documentary photography and interview. This study used photovoice and qualitative narrative design. The finding shows combining verbal and visual representations in teaching English vocabulary through visual imagery strategy can gain significant benefits in the learning process, positively impacting students' academic outcomes and cognitive skills. Although, there are various obstacles that need to be overcome to ensure its effectiveness.

Keyword: Visual Imagery; Vocabulary; Young Learners; Photovoice.



PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my thesis entitled “PROMOTING ENGLISH LANGUAGE VOCABULARY TO YOUNG LEARNERS THROUGH VISUAL IMAGERY STRATEGY: A PHOTOVOICE STUDY” can be completed. It is submitted to English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfill one of the requirements of for Sarjana Pendidikan Degree at English Education Department of Faculty of Education and Teacher Training UIN K.H. Abdurrahman Wahid Pekalongan. This proposed study can be accomplished because of many supports from several people. Therefore, in this occasion I would like to express my sincere gratitude to:

1. The head of English Education Department and Teachers’ Training Faculty of UIN K.H. Abdurrahman Wahid Pekalongan
2. Ahmad Burhanuddin, M.A. as my supervisor who has given me suggestion, guidance and time in writing this thesis.
3. All lecturers of English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan
4. My beloved parents and husband who have given me endless support, prayer, advice and encouragement in writing this research proposal.
5. My dearest friends who fight through the journey together since the very beginning.

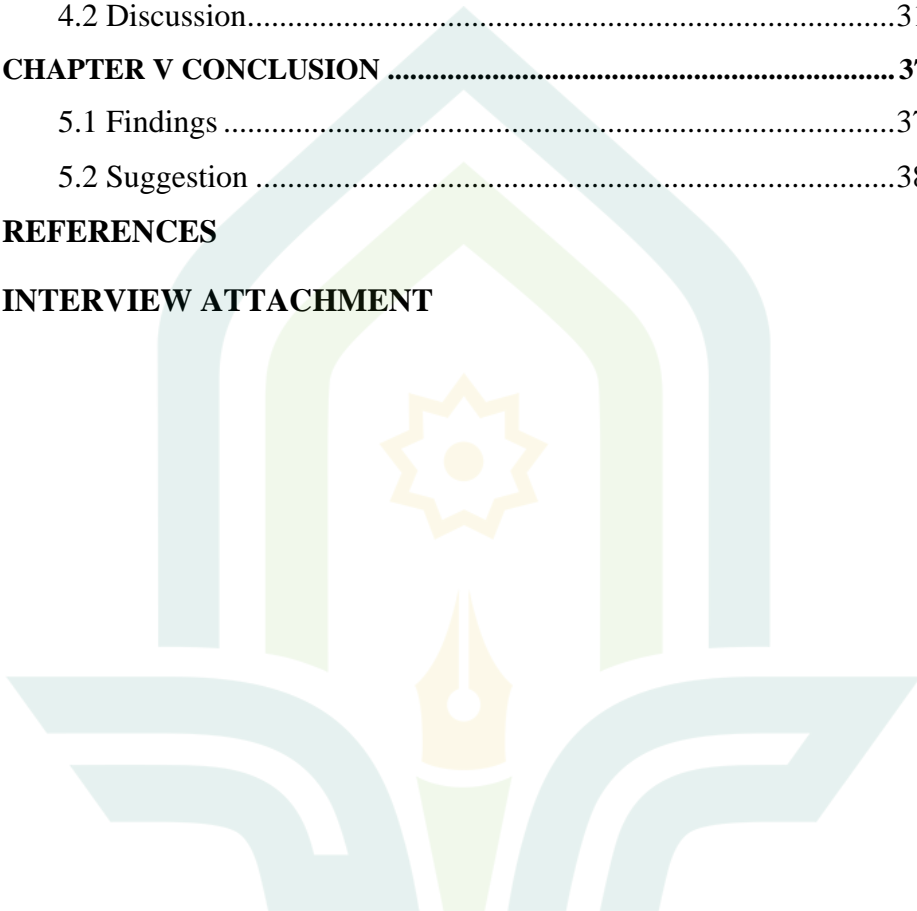
Pekalongan, June ...th 2024

The Writer

TABLE OF CONTENT

HALAMAN JUDUL	i
SURAT PERNYATAAN KEASLIAN SKRIPSI	ii
NOTA PEMBIMBING	iii
APPROVAL SHEET	iv
ACKNOWLEDGEMENT	v
MOTTO	vi
ABSTRAK	vii
ABSTRACT	viii
PREFACE	ix
TABLE OF CONTENTS	x
CHAPTER I INTRODUCTION	1
1.1 Background of the Study	1
1.2 Formulation of the Problem.....	2
1.3 Operational Definitionn.....	2
1.4 Significances of the Research.....	3
CHAPTER II	4
THEORETICAL BACKGROUND	4
2.1 Literature Review	4
2.2 Previous Study.....	11
2.3Theoretical Framework	13
CHAPTER III RESEARCH PROSEDURE	15
3.1 Research Design.....	15
3.2 Research Context	15
3.3 Participant.....	15

3.4 Data Collection.....	16
3.5 Data Analysis	16
3.6 Research Steps	17
CHAPTER IV RESULT AND DISCUSSION.....	19
4.1Result.....	19
4.2 Discussion.....	31
CHAPTER V CONCLUSION	37
5.1 Findings	37
5.2 Suggestion	38
REFERENCES	
INTERVIEW ATTACHMENT	



CHAPTER I

INTRODUCTION

1.1 Background of the Study

Learning English in elementary schools plays an important role in forming the basis of students' language skills. However, teaching English vocabulary often faces challenges in terms of maintaining students' interest and improving their understanding. Due to a lack of vocabulary, many students still struggle to comprehend English texts and provide meaningful answers to reading comprehension questions.

Their limited vocabulary implies they are unable to understand the meaning of terms found in English texts. Because their mother tongue has an influence on the terminology they employ, students struggle to learn and comprehend it. Teaching English to students in Indonesia is not easy because English is a foreign language (Nugraha, 2018). To overcome this challenge, several studies have highlighted the effectiveness of using visual imagery strategies as an aid in teaching English vocabulary.

Visual imagery is the mental ability to imagine or visualize objects, situations, or experiences in the human mind without the presence of real stimuli. It involves the process of creating mental representations of things that can be seen with the eye, such as images, shapes, colors, or scenes (Pearson & Kosslyn, 2015).

Visual imagery has an important role in information processing, learning, memory and creativity. The ability to imagine visually can help individuals remember information, solve problems, and understand complex concepts (Kosslyn, et. al, 2006). In using visual imagery to introduce English vocabulary, several approaches that can be taken include: flashcard, video, storyboard, mind ma, etc. Visual imagery theory explores how the brain interprets visual information and how it affects comprehension, memory, and sensory experience.

By combining these findings, this study aims to explore the process of the use of visual imagery strategies by an English teacher in elementary school in introducing English vocabulary. By strengthening understanding of the use of this strategy, it is hoped that this research can make a valuable contribution in improving the quality of English language learning at the elementary school level. By visual narrative, the researcher can describe the process.

1.2 Formulation of the Problem

This study provides two research question.

1. How is the process of using visual imagery strategies in teaching English vocabulary?
2. What are the obstacles of using visual imagery in teaching English vocabulary?

1.3 Operational Definition

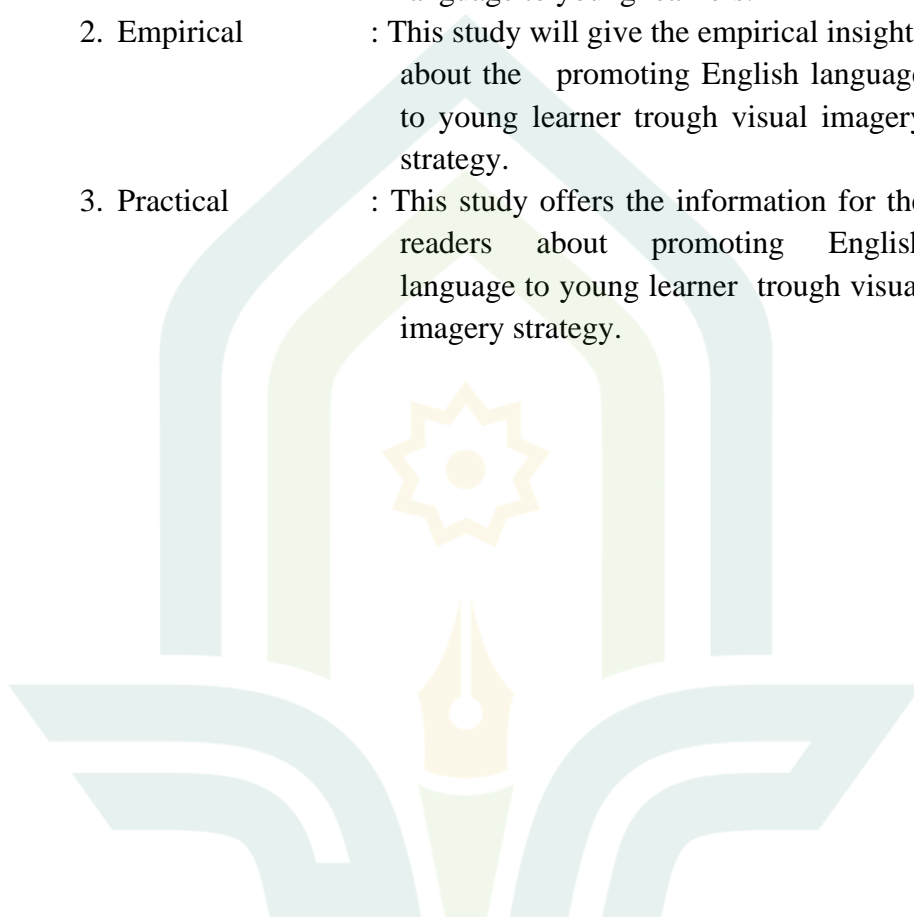
To avoid misunderstanding about the terms in this study, the researcher provides some definition related to the study as follows:

1. Vocabulary : the word contained in a language (Gu & Johns, 1996)
2. Visual Imagery : process in which individuals use photos to showcase aspect of their environment and daily experiences to share with others (Koslyn, 2006)
3. Young Learners : students in the age range of 6-12 years (Flyman & Norby, 2013)

1.4 Significances of the Research

The research was expected to contribute:

1. Theoretical : The results of this study are useful as input constructive relating to the use of visual imagery in promoting English language to young learners.
2. Empirical : This study will give the empirical insights about the promoting English language to young learner trough visual imagery strategy.
3. Practical : This study offers the information for the readers about promoting English language to young learner trough visual imagery strategy.



CHAPTER V CONCLUSION

5.1 Findings

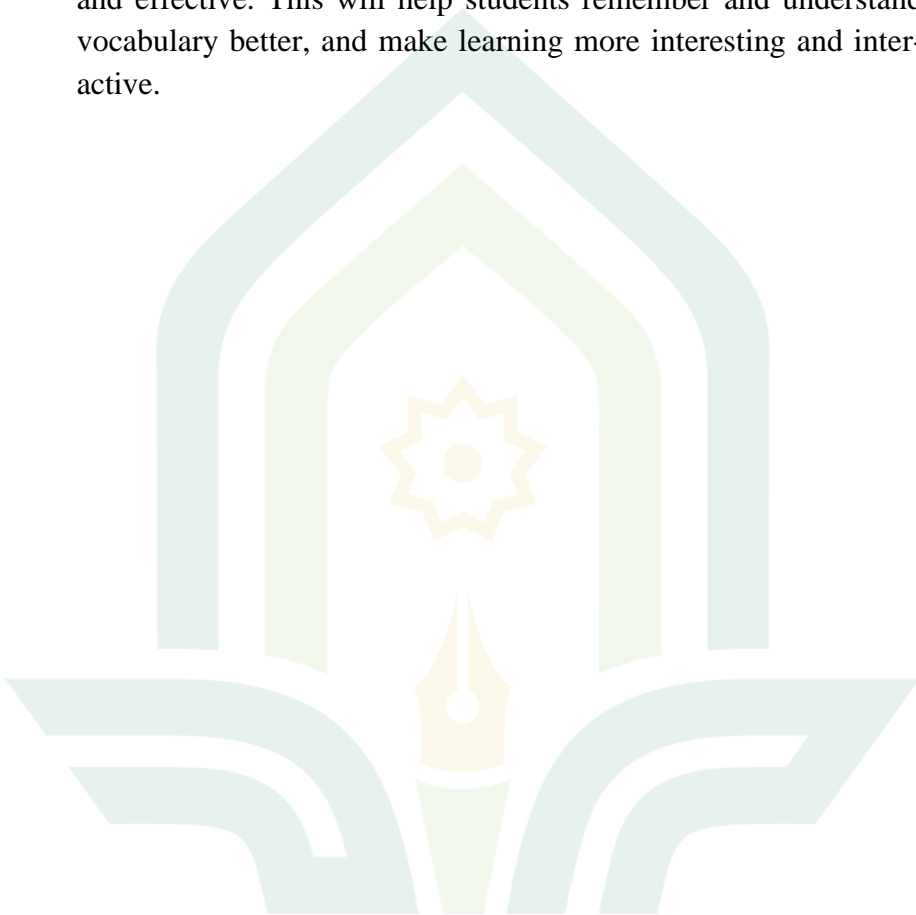
This research aims to explain the process of teaching English vocabulary through visual imagery strategy and obstacles faced by teachers when using this strategy in promoting English vocabulary. The use of visual imagery strategies that combine verbal and non-verbal processes, as explained by Allan Paivio's Dual Coding Theory, has proven effective in increasing students' understanding, retention, motivation and engagement in learning English vocabulary. Interactive activities such as guessing pictures and sticking pictures help strengthen students' visual memory and make learning more fun and memorable.

Some of the obstacles found in this research include limited student memory, ineffective instructional design, and limited visual resources. Students tend to quickly forget the vocabulary they have learned without sufficient repetition. Instructions that are too complicated can cause confusion and interfere with student understanding. Apart from that, limited access to visual aids such as projectors and learning software is also an obstacle in implementing visual imagery strategies optimally.

To overcome memory limitations, regular repetition of vocabulary and linking new vocabulary to existing knowledge or experiences can help strengthen student retention. Simplifying instructions and using practical demonstrations can improve students' understanding of the tasks to be performed. Despite resource limitations, the use of simple visual aids such as printed drawing paper can still be used effectively with proper instructional design.

5.2 Suggestion

Using visual imagery strategies in English vocabulary learning can be very beneficial, but there are various obstacles that need to be overcome to ensure its effectiveness. By understanding and managing obstacles and implementing appropriate solutions, teachers can make the learning process more efficient and effective. This will help students remember and understand vocabulary better, and make learning more interesting and interactive.



REFERENCES

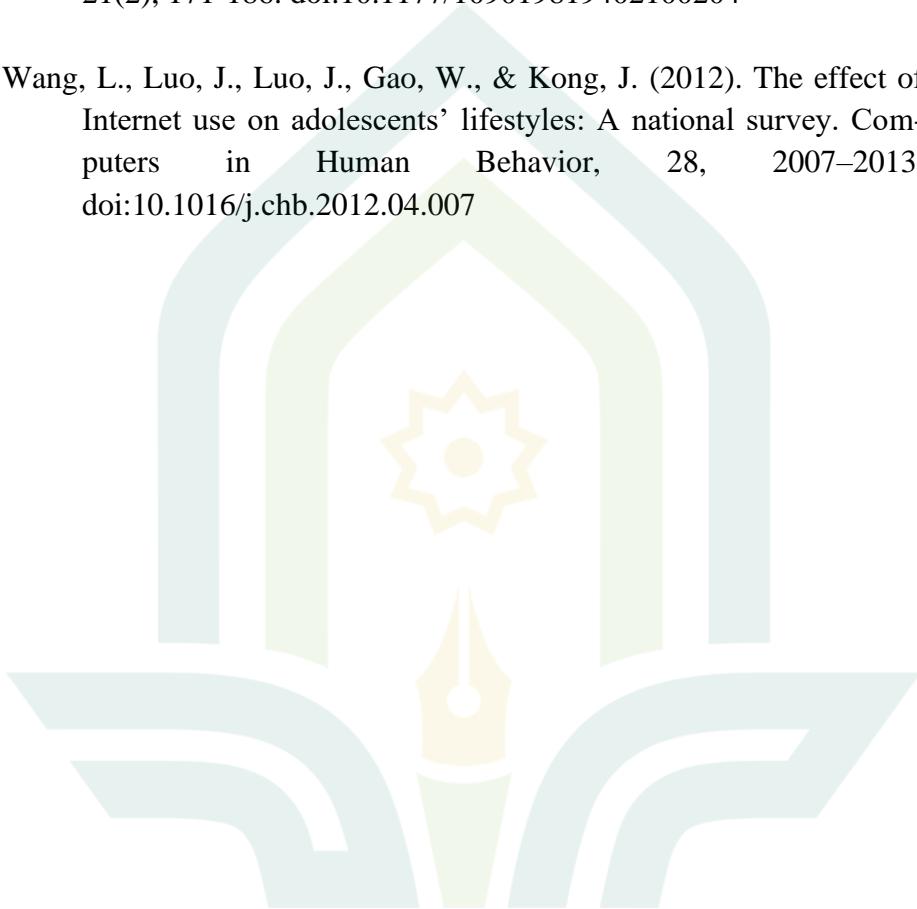
- Folse, K. (2004). *Vocabulary Myths: Applying Second Language Research to Classroom Teaching*. University of Michigan Press.
- Nation, P (2008). *Vocabulary: Description, Acquisition and Pedagogy*. New York : Cambridge University Press.
- McCarthy, M., & O'dell, F. (2002). *English vocabulary in use. Advanced*. Cambridge University Press.
- Crystal, D (1997). *The Cambridge encyclopedia of languages*. England: Cambridge University Press, 2nd ed.
- Crystal, D. (2006). *How Language Works*. Penguin Books.
- Pinter, A. (2017). *Teaching young language learners*. Oxford University Press.
- Freeman, Y. S., & Freeman, D. E. (2004). *Teaching reading and writing in Spanish in the bilingual classroom*. Heinemann, 361 Hanover Street, Portsmouth NH 03801-3912.
- Farah, M. J. (1984). The Psychological Status of Mental Imagery. *Psychological Bulletin*, 95(3), 413-432.
- Moon, J. (2000). *Children Learning English: A Guidebook for English Language Teachers*. Macmillan Education.
- Paivio, A. (1971). *Imagery and verbal processes*. New York: Holt, Rinehart & Winston.
- Paivio, A., & Begg, S. (1981). The Role of Imagery in the Comprehension of Prose. *Psychological Bulletin*, 90(2), 324-352.

- Clark, J. M., & Paivio, A. (1987). A dual coding perspective on encoding processes. In *Imagery and related mnemonic processes: Theories, individual differences, and applications* (pp. 5-33). New York, NY: Springer New York.
- Sweller, J., Clark, R. E., & Kirschner, P. A. (2007). "Learning and Instruction: Past, Present, and Future.
- Mayer, R. E. (2008). "Applying the Science of Learning: Evidence-Based Principles for the Design of Multimedia Instruction.
- Paas, F., Renkl, A., & Sweller, J. (2003). Cognitive load theory and instructional design: Recent developments. *Educational psychologist*, 38(1), 1-4.
- Sweller, J. (1988). "Cognitive Load During Problem Solving: Effects on Learning." *Cognitive Science*, 12(2), 257-285.
- Hemmati, F., & Gholami, J. (2016). Using visual imagery to teach English prepositions to Iranian EFL learners. *International Journal of Research Studies in Language Learning*, 5(3), 39-52.
- Martens, R., & Kirschner, P. A. (2019). A Cognitive Load Theory perspective on the role of visual imagery in learning. *Educational Psychology Review*, 31(3), 645-659.
- Agarwal, P. K., Finley, J. R., Rose, N. S., & Roediger, H. L. (2017). Benefits from retrieval practice are greater for students with lower working memory capacity. *Memory*, 25(6), 764-771.
- Yin, Y., Ji, M., & Chen, L. (2017). The effects of visual imagery on reading comprehension: An fMRI study. *Frontiers in psychology*, 8, 347.

Wang, C., & Burris, M. A. (1994). Empowerment through photo novel-
la: Portraits of participation. *Health Education & Behavior*,
21(2), 171-186. doi:10.1177/109019819402100204

Wang, C., & Burris, M. A. (1994). Empowerment through photo novel-
la: Portraits of participation. *Health Education & Behavior*,
21(2), 171-186. doi:10.1177/109019819402100204

Wang, L., Luo, J., Luo, J., Gao, W., & Kong, J. (2012). The effect of
Internet use on adolescents' lifestyles: A national survey. *Com-
puters in Human Behavior*, 28, 2007–2013.
doi:10.1016/j.chb.2012.04.007



CURRICULUM VITAE

Name : Annisa Septiani
Student Number : 2517082
Place and Date of Birth : Pekalongan, 10 September 1995
Gender : Female
Address : *Jl. Haji Sabrawi No.45 Peturen,
Klurahan Tirto, Kecamatan Pekalongan
Barat, Kota Pekalongan*

Educational background :

SD Negeri Pekajangan (2006)
*SMP Muhammadiyah Pekajangan
(2009)*
SMK Muhammadiyah Bligo (2012)
English Education Department, Faculty
of Education and Teacher Training,
IAIN Pekalongan (2024)

