

SOCIAL SCIENCE AND EDUCATION | RESEARCH ARTICLE

The Role of Visual Media in Improving the Indonesian Vocabulary of Class II Students of MIS Fathul Munir, Ternate City, Indonesia

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ABSTRACT

This study aimed to analyze the role of image media in improving the mastery of Indonesian vocabulary among second-grade students of MIS Fathul Munir, Ternate City. The study used a quantitative approach with a quasi-experimental design through a one-group pretest-posttest design. The research subjects were 24 students enrolled in the course. The data collection techniques included vocabulary tests, observations, and documentation. Data were analyzed using the percentage of improvement and Normalized Gain (N-Gain). The results showed that the average score of students increased from 56.25 in the pre-test to 82.08 in the post-test. The percentage of learning completeness increased from 25% to 87.5%, with an N-Gain value of 0.59, which is included in the moderate category. These results indicate that image media play an effective role in improving students' mastery of Indonesian vocabulary. The use of image media also increases students' activeness and learning motivation during the learning process. Thus, image media can be used as an alternative strategy for learning Indonesian vocabulary by lower-grade students of Islamic elementary schools.

Keywords: Image Media, Vocabulary, Indonesian.

I. Introduction

Indonesian language education in elementary schools plays a fundamental role in developing students' communication skills from an early age. Language serves not only as a means of communication but also as a means of thinking, understanding concepts, and developing students' social and emotional skills (Adiyana and Soleman, 2022). Therefore, Indonesian language learning in lower grades must be optimally designed to foster a strong and sustainable foundation for developing language skills. (Mailani et al., 2022). Vocabulary mastery is one of the most important elements in learning Indonesian. Vocabulary is a fundamental component that determines students' ability to comprehend reading material, express ideas, and respond to classroom interactions. Without adequate vocabulary mastery, students will experience difficulty in understanding the subject matter, both in Indonesian and other subjects. (Kurniawati, Wati, 2020)

In lower grades, particularly grade II of Islamic elementary schools, vocabulary mastery becomes even more crucial because students are at the early stage of language development. At this stage, students begin

to develop reading, writing, and speaking skills more structured manner. The vocabulary acquired at this stage forms the foundation for developing language skills at the next level, so vocabulary learning cannot be neglected (Ibtidaiyah, 2024). However, the reality on the ground shows that Indonesian vocabulary learning in lower grades faces various challenges. The learning process often fails to fully address the developmental characteristics of students, who tend to require concrete, visual, and contextual learning experiences to learn effectively. As a result, vocabulary learning becomes less meaningful and difficult for students. (Satriawan et al., 2023) This situation was also found at MIS Fathul Munir in Ternate City. Based on initial observations, some second-grade students experienced difficulty in recognizing and understanding the meaning of new vocabulary introduced in Indonesian language lessons. Students tended to be passive, lacked enthusiasm, and easily forgot previously learned vocabulary items. This problem is closely related to conventional learning strategies. Teachers tend to use lecture methods and textbook-based assignments without the support of engaging learning media tailored to the needs of lower-grade students. Abstract and verbal learning make it difficult for students to connect vocabulary to real-life experiences (Sari, 2025). To address these issues, learning innovations are needed to provide more concrete and meaningful learning experiences. One alternative is the use of visual media in learning Indonesian. Visual media is considered capable of attracting students' attention, fostering learning motivation, and helping them understand vocabulary meanings more clearly and contextually. (Amalia Eka Brilianti, 2024)

Theoretically, the use of visual media aligns with cognitive learning theory, which emphasizes the importance of visual representation in learning. Information presented through images is easier for students to understand and remember than information presented verbally. Visual media also helps reduce the abstractness of the material, making it easier for lower-grade students to grasp new vocabulary (Jamal and Nurdiansa, 2025).

Furthermore, visual media supports the multimedia learning theory, which states that learning is more effective when it involves more than one sense. By viewing images representing vocabulary, students can build associations between words and real objects, thereby accelerating vocabulary acquisition and retaining it for longer periods (Umami, 2024). Several previous studies have shown that the use of visual media positively contributes to improving the vocabulary and language skills of elementary school students in Indonesia. Research conducted by (Fanirin, 2020) demonstrated that the use of visual media in Indonesian language learning significantly improves students' vocabulary mastery by increasing their interest in learning and active participation during the learning process. This finding confirms that visualizing vocabulary through images helps students understand word meanings more concretely and easily.

Similar results were also reported by (Gabriel Serani, Ilinawat I, 2020), who stated that the use of visual media plays a crucial role in enriching elementary school students' vocabulary. Visual media not only helps students recognize word forms and meanings, but also facilitates contextual vocabulary understanding based on their learning experiences. Thus, Indonesian language learning becomes more meaningful and less verbalistic. Furthermore, research conducted by Berliani and Indah (2023) shows that visual media has a positive effect on students' language skills, particularly in the use of vocabulary in simple sentences. However, this study focused on upper elementary school students, so the results do not fully reflect the effectiveness of visual media in vocabulary learning in lower grades. Although these studies confirm the effectiveness of visual media in Indonesian language learning, studies specifically examining the application of visual media in Indonesian vocabulary learning in lower grades of Islamic elementary schools are still relatively few. Furthermore, research examining the context of Islamic elementary schools in Ternate City, with its unique student characteristics and learning environment, is scarce. Therefore, further research is required to address this gap. Studies specifically examining the use of visual media in Indonesian vocabulary learning in lower grades of Islamic elementary schools are still relatively few. Furthermore, research examining the local context of Islamic elementary schools in Ternate City, with its unique student characteristics and learning

environment, is scarce. This indicates a research gap that needs to be filled to enrich the study of Indonesian language learning in Islamic schools in Indonesia.

Based on these conditions, it is important to examine the role of visual media in Indonesian vocabulary learning for lower-grade students in Islamic elementary schools. This study is expected to provide an empirical overview of the effectiveness of visual media as a learning strategy appropriate to the characteristics of second-grade students. Therefore, this study aims to analyze the role of visual media in improving Indonesian vocabulary mastery among second-grade students at MIS Fathul Munir, Ternate City, and describe changes in students' vocabulary skills after implementing visual media in the learning process.

II. Literature Review and Hypothesis Development

Learning Indonesian at the elementary school level, especially in the lower grades, plays a strategic role in building students' foundational language skills. Language serves not only as a means of communication but also as a means of thinking and understanding the environment. Therefore, vocabulary mastery is a fundamental aspect of learning Indonesian, as it is a key element supporting listening, speaking, reading, and writing skills. According to Tarigan (1985), vocabulary is the set of words a person possesses and uses in language activities. The broader a student's vocabulary, the better their ability to understand and express their ideas. In the lower grades, vocabulary mastery is crucial for student success in the overall learning process, as most subject matter is conveyed through language. From a cognitive development perspective, Piaget (in Leny Marinda, 2020) stated that elementary school students are in the concrete operational stage of development. At this stage, students more easily understand concepts when they are presented through direct experience or visual representation. Abstract vocabulary is difficult to understand if presented solely verbally without the aid of concrete and contextual media (Marinda, 2020).

In line with this, the dual coding theory proposed by Paivio (1971) explains that information processed through verbal and visual channels is easier to understand and remember. Visual media allow students to connect words with visual representations, thereby strengthening their understanding and recall of the vocabulary being learned. Learning media play a crucial role in creating effective and meaningful learning. Arsyad stated that visual media, including images, can increase students' attention, motivation, and understanding of learning materials. Visual media helps reduce the abstractness of the material and makes it easier for students to grasp the meaning of the concepts conveyed by the teacher (M. Sahib Saleh, Syahrudin, Muh. Syahrul, Ilham Aziz, 2023). In the context of Indonesian language learning, visual media serves as a tool that can clarify vocabulary meaning, enrich the learning experience, and encourage active participation. Images relevant to students' daily lives help them connect new vocabulary to real-life experiences, making learning more contextual and meaningful (Enjelyca & Mahendra, 2024).

Numerous studies have demonstrated the effectiveness of visual media in vocabulary learning. Research conducted by Fanirin (2020) showed that the use of visual media significantly improves elementary school students' vocabulary mastery by increasing their interest and learning engagement. Visual media makes students more interested and engaged in the process of learning the Indonesian language. Another study by Gabriel Serani and Ilinawati (2020) revealed that visual media play a crucial role in enriching students' vocabulary. Visual media helps students understand the contextual meaning of words and makes it easier for them to remember new vocabulary words. These findings confirm that vocabulary learning is more effective when supported by media that suit students' characteristics. Furthermore, Bernani and Indah (2023) concluded that visual media positively affects elementary school students' language skills, particularly in vocabulary use in sentences. Although this study was conducted at the upper grade level, the results indicate that visual media has great potential for use at various levels of elementary education in the future.

However, most previous research has focused on general elementary schools and has not examined the context of Islamic elementary schools, particularly in lower grades. Furthermore, studies that prioritize

visual media as a primary strategy for improving Indonesian vocabulary in second-grade students are still relatively limited, particularly in Eastern Indonesia, such as in Ternate City. Based on theoretical studies and previous research, it can be concluded that visual media has a strong theoretical and empirical basis for teaching vocabulary. However, further research is needed to examine the effectiveness of visual media in different contexts and with different student characteristics, particularly among lower-grade students in Islamic elementary schools (madrasah ibtidaiyah). Therefore, this study seeks to fill this gap by analyzing the role of visual media in improving Indonesian vocabulary mastery among second-grade students at MIS Fathul Munir, in Ternate City. This study is expected to provide theoretical and practical contributions to the development of Indonesian language learning in Islamic elementary schools (Madrasah Ibtidaiyah).

III. Research Method

This study employed a quantitative approach with a quasi-experimental design. The research design employed a one-group pretest–posttest design. One group was given a pretest, followed by treatment using image-based learning media, and concluded with a posttest. This design was chosen to determine changes in students' vocabulary mastery before and after the implementation of image-based learning media in Indonesian language learning. The subjects were all 24 second-grade students at MIS Fathul Munir in Ternate City. All students were selected as the research sample because of the relatively small and homogeneous population.

Data collection techniques included vocabulary tests, observations, and documentation. A vocabulary test was used to measure students' level of Indonesian vocabulary mastery at the pretest and posttest stages. Observations were conducted to observe student engagement and activity during the image-based learning process, and documentation was used to collect supporting data in the form of photographs of learning activities and student work. The research instrument was a vocabulary test in the form of multiple-choice and short-answer questions compiled based on indicators of second-grade Indonesian vocabulary mastery. Additionally, a student activity observation sheet was used to support quantitative data. Data analysis was carried out descriptively quantitatively by calculating the percentage increase in scores and gain values to determine the effectiveness of using image media in improving students' vocabulary.

Data Analysis Formulas

1. Percentage Improvement

$$\text{Percentage Increase} = \frac{\text{Posttest Score} - \text{Pretest Score}}{\text{Pretest Score}} \times 100\%$$

2. Normalized Gain (N-Gain)

$$\text{N-Gain} = \frac{\text{Posttest Score} - \text{Pretest Score}}{\text{Maximum Score} - \text{Pretest Score}}$$

N-Gain Criteria:

- N-Gain ≥ 0.70 : High
- $0.30 \leq \text{N-Gain} < 0.70$: Medium
- N-Gain < 0.30 : Low

IV. Result and Discussion

4.1. Analysis Result



The results of this study were obtained by administering an Indonesian vocabulary test to 24 second-grade students at MIS Fathul Munir, Ternate City. The test was administered before the application of image media (pretest) and after the application of image media (posttest). The maximum score on the vocabulary test was 100.

1. Vocabulary Mastery Pretest Results

Based on the pretest results, students' Indonesian vocabulary mastery remains relatively low. The average pre-test score was 56.25. Of the 24 students, only 6 (25%) scored above the Minimum Completion Criteria (KKM) of 70, while 18 (75%) did not reach the KKM.

In detail, the distribution of the pretest results shows:

- 7 students (29.17%) scored between 40–49
- 11 students (45.83%) scored between 50–59
- 6 students (25%) scored between 60–69
- No students scored above 70

These results indicate that most students still have difficulty recognizing vocabulary meaning, remembering new vocabulary, and using vocabulary in simple sentence context.

2. Vocabulary Mastery Posttest Results

After implementing learning using images as a medium, posttest results showed significant improvement. The average post-test score for students increased to 82.08. Twenty-one students (87.5%) achieved scores above the Minimum Competency (KKM), while only three students (12.5%) fell below the KKM.

The distribution of the posttest scores was as follows:

- a. 3 students (12.5%) scored 60–69
- b. 8 students (33.33%) scored 70–79
- c. 9 students (37.5%) scored 80–89
- d. 10 students (41.67%) scored 90–100

This improvement indicates that visual media helped students understand and remember vocabulary more effectively through concrete visual representations.

Based on the average pre- and post-test scores, the percentage increase in students' vocabulary mastery was calculated using the following formula:

$$\text{Percentage Increase} = \frac{82.08 - 56.25}{56.25} \times 100\% = 45.92\%$$

The calculation results show that there was a 45.92% increase in vocabulary mastery after the application of image media in Indonesian language learning. To determine the level of effectiveness of learning using image media, a Normalized Gain (N-Gain) calculation was carried out using the following formula:

$$\text{N-Gain} = \frac{82.08 - 56.25}{100 - 56.25} = \frac{25.83}{43.75} = 0.59$$

Based on the N-Gain criteria, a score of 0.59 falls into the moderate category. This indicates that the use of visual media is quite effective in improving Indonesian vocabulary mastery among second-grade students.

Further analysis of individual students' N-Gain showed the following variations in improvement:

- a. 7 students (29.17%) achieved a high N-Gain (≥ 0.70).
- b. 13 students (54.17%) achieved a moderate N-Gain (0.30–0.69).
- c. 4 students (16.66%) achieved a low N-Gain (< 0.30).

Most students fell into the moderate-to high-improvement category, indicating that visual media had a positive impact on the majority of students.

Observations during the lesson showed changes in students' learning behavior. At the beginning of the lesson, students tended to be passive and less responsive to new vocabulary items. However, after the use of visual media, students appeared more active in asking questions, naming objects in pictures, and connecting vocabulary to everyday experiences. The percentage of student activity increased from 52% at the initial meeting to 85% at the final meeting, indicating a significant increase in learning participation.

Overall, the research results show the following:

1. The average student vocabulary score increased from 56.25 to 82.08.
2. The learning completion rate increased from 25% to 87.5%.
3. The percentage increase in vocabulary mastery was 45.92%.
4. The N-Gain value of 0.59 is in the moderate category.
5. Visual media increase student activity and engagement in learning.

These findings indicate that the use of visual media plays a significant role in improving Indonesian vocabulary mastery among second-grade students at MIS Fathul Munir, Ternate City.

4.2. Discussion

The results of the study indicate that the use of visual media has a positive impact on improving Indonesian vocabulary mastery among second-grade students at MIS Fathul Munir, Ternate City. The increase in average scores from pretest to posttest, the percentage of learning completion, and the moderate N-Gain value indicate that visual media play an effective role in helping students understand and remember new vocabulary. This finding confirms that vocabulary learning in lower grades requires a concrete and visual approach to suit students' developmental characteristics.

The findings of this study align with Tarigan's (1985) view that vocabulary is a key element in language skills and forms the foundation for mastering reading, writing, listening, and speaking. The increase in vocabulary following the use of visual media indicates that students more easily associate words with meanings when presented in a concrete visual form rather than through verbal explanations. These results also support Piaget's cognitive development theory (Leny Marinda, 2020), which states that elementary school-aged students are in the concrete operational stage. At this stage, students more easily understand concepts when they are presented through real objects or visual representations. Visual media serves as a bridge between abstract concepts in the form of words and students' concrete experiences, thus making vocabulary mastery more effective. From the perspective of visual learning theory, the use of visual media aligns with the dual coding theory proposed by Paivio (1971). This theory explains that information presented through verbal and visual channels is more easily processed and remembered by students. In this study,

vocabulary was not only presented verbally but also reinforced with visual visualization, thereby improving students' vocabulary retention.

The increase in the learning completion percentage from 25% to 87.5% indicates that visual media can reach almost all students with diverse abilities. This indicates that visual media is inclusive and can help students with low initial abilities to continue to optimally participate in learning. This finding supports Arsyad's view that visual learning media can improve students' attention, motivation, and understanding.

The N-Gain value of 0.59, which is in the moderate category, indicates that the use of visual media is effective in improving students' vocabulary. This category reflects that although the improvement has not yet reached the maximum level, visual media has made a significant contribution to changes in students' learning outcomes. This is understandable, considering that second-grade students are still in the early stages of formal language acquisition and require repeated and continuous learning to master the skill. The findings of this study are relevant to those of a previous study (Fanirin, 2020), which found that visual media can improve elementary school students' vocabulary mastery by increasing their interest and participation in learning. In this study, increased student engagement during learning was a contributing factor to the success of using visual media, as found in that study.

Furthermore, the results of this study align with the findings of (Gabriel Serani, Ilinawat I, 2020), which emphasized that visual media play a crucial role in enriching students' vocabulary. Visual media help students understand the contextual meaning of vocabulary and relate it to everyday experiences. This is evident in students' ability to name and use vocabulary based on the images displayed during learning. This study also supports the findings of a study (Berliani, Siti Chodijah Nur Indah, 2023), which concluded that visual media positively affects students' language skills. The difference is that Pratama and Sulastri's research was conducted at the upper grade level, whereas this study demonstrates that the effectiveness of visual media also applies to lower grade students at Islamic elementary schools, thus expanding on previous empirical findings. From a learning process perspective, observations indicate that the use of visual media increases active student engagement. Students are more confident in using vocabulary, answering teacher questions, and demonstrating strong curiosity about the learning material. This supports the constructivist learning theory, which emphasizes that knowledge is actively constructed by students through interaction with the learning environment.

The increase in student learning activity also indicates that visual media function as a stimulus that can stimulate learning motivation. According to learning motivation theory, interest in learning media increases students' focus and persistence in learning. This means that visual media makes vocabulary learning more engaging and less monotonous. (Ayuningdyah, 2025) In addition to improving cognitive aspects, the use of visual media also contributes to students' affective aspects. Students appear happier and more confident in participating in Indonesian language learning. This is important because a positive attitude toward language learning has a long-term impact on the development of students' language skills. (Kurniansyah et al., 2024)

The findings of this study indicate that vocabulary learning cannot simply rely on textbooks and lectures. Visual media provides a more meaningful learning experience and is tailored to lower-grade students' needs. This emphasizes the importance of teacher creativity in selecting and using appropriate learning media for teaching. In the context of Islamic elementary schools (madrasah ibtidaiyah), the use of visual media also has high relevance because it can be adapted to students' values and learning environments. The images used can be linked to the context of students' daily lives, making Indonesian language learning more contextual and easier to understand for students. Thus, the results of this study reinforce the theory and findings of previous research that states that visual media is an effective learning medium for improving Indonesian vocabulary acquisition. This study also provides a new empirical contribution to the context of second-grade students in Islamic elementary schools in Ternate City.

Overall, this discussion demonstrates that the use of visual media not only improves learning outcomes but also improves the quality of the Indonesian language-learning process. Therefore, visual media can be recommended as an effective learning strategy for improving Indonesian vocabulary mastery among lower-grade students.

V. Conclusion

Based on the research results and discussion, it can be concluded that the use of visual media plays a positive role in improving the Indonesian vocabulary mastery of second-grade students at MIS Fathul Munir in Ternate City. This is demonstrated by the increase in students' average scores from pretest to posttest, the increase in the percentage of learning completion, and the Normalized Gain (N-Gain) score, which was in the moderate category. Visual media helps students understand vocabulary meanings more concretely, improves their memory, and encourages active engagement in the learning process. Thus, visual media has proven effective as an Indonesian vocabulary learning strategy for lower-grade students at Islamic elementary schools in Indonesia. The implication of this study is that Indonesian language teachers in lower-grade classes should systematically utilize visual media in vocabulary learning. Visual media can be an alternative to create more engaging, contextual, and developmentally appropriate learning experiences. Furthermore, the results of this study can serve as a reference for schools and future researchers in developing innovations in Indonesian language learning, particularly those related to the use of visual media in Islamic elementary education.

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