

**Analyzing The Use Picture Dictionary Based on Daily Life Contexts in learning
English vocabulary of fifth Grade Students at SD Negeri 005 Palembang**

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Abstrak

Vocabulary mastery is a fundamental component in English language learning, especially for elementary school students who require meaningful and engaging learning media. This study aims to analyze the use of a picture dictionary based on everyday contexts in English vocabulary learning among fifth-grade students at SD Negeri 005 Palembang. This study used a qualitative case study design. Participants consisted of 26 fifth-grade students and one English teacher. A comprehensive data collection approach was used, including classroom observations, questionnaires, interviews, and document analysis, with the aim of gaining a comprehensive understanding of the learning process. The results showed that the use of a picture dictionary had a significant impact on improving students' vocabulary learning, thereby increasing comprehension, motivation, and engagement in class. The majority of students showed positive responses and high levels of enthusiasm, as contextual images facilitated the association of new vocabulary with real-life situations. The integration of visual and contextual elements has been shown to reduce students' reliance on memorization and translation, thus making vocabulary learning more meaningful and enjoyable. The study concluded that picture dictionaries based on everyday life contexts are effective learning media to improve English vocabulary learning among elementary school students and are recommended for use in elementary school English classes.

Keywords : *Picture Dictionary; Vocabulary Learning; Daily-Life Contexts; Young Learners; Elementary School Students*

Introduction

English continues to play a central role in global communication, digital interaction, and educational development in the 21st century. In Indonesia, English is introduced from early grades to build learners' foundational language competence. Recent research highlights that vocabulary remains the key determinant of language proficiency, especially for young learners who are still developing cognitive, linguistic, and conceptual understanding (Nation, 2022). Without adequate vocabulary, students struggle to comprehend instructions, engage in communication, and process classroom materials effectively (Schmitt, 2022).

However, vocabulary learning in elementary schools often remains challenging because many teachers still rely on traditional methods such as memorization and translation, which are less engaging for children. Studies emphasize that young learners require visual, contextual, and meaningful materials that connect new words to real-life situations (Fitriani & Rahayu, 2023). One of the effective innovations for young learners is the use of picture dictionaries, which integrate images and words to support memory, comprehension, and motivation.

Recent findings show that picture dictionaries enhance vocabulary mastery by helping students form strong visual associations, reducing cognitive load, and increasing interest during learning (Putra et al., 2023; Abdullah & Hassan, 2023). When picture dictionaries are developed based on daily-life contexts—such as home, school, or community—students are better able to connect new vocabulary with their real experiences, which strengthens understanding and long-term retention (Rahmawati & Ananda, 2024).

At SD Negeri 005 Palembang, many fifth-grade students still find difficulties in memorizing and using new English vocabulary. The use of a contextual picture dictionary is therefore expected to make learning more meaningful, enjoyable, and effective. This research aims to analyze how a picture dictionary based on daily-life contexts supports vocabulary

Development among fifth-grade students and to examine the learning process in real classroom settings. Therefore, this study aims to analyze the use of picture dictionaries based on daily life contexts in learning English vocabulary among fifth-grade students at SD Negeri 005 Palembang. The results are expected to contribute to developing more effective and enjoyable vocabulary learning strategies for young learners.

Literature Review

1. Definition of Vocabulary

Recent literature defines vocabulary as a collection of words and multiword units that learners must understand and use to communicate meaningfully. Schmitt (2022) explains that vocabulary knowledge involves more than word meaning—it includes form, pronunciation, spelling, grammar, and appropriate usage. Nation (2022) further states that vocabulary is the foundation of language competence because it supports comprehension and production across all language skills. Thus, vocabulary is a multidimensional component that enables learners to understand messages and express ideas effectively.

2. Types of Vocabulary

Vocabulary can be classified into several categories depending on the perspective:

a. Receptive and Productive Vocabulary

- Receptive vocabulary refers to words learners understand when listening or reading.
- Productive vocabulary refers to words learners can use in speaking or writing. (Nation, 2022)

b. Active and Passive Vocabulary

- Active vocabulary consists of words used frequently and accurately.
- Passive vocabulary consists of words understood but rarely produced in communication. (Fitriani & Rahayu, 2023)

c. Oral and Written Vocabulary

- Oral vocabulary relates to words used in spoken interaction.
- Written vocabulary is used in reading and writing tasks.(Rahmawati & Ananda, 2024)

These categories highlight the need for both recognition and production practice in vocabulary learning.

3. Function of Vocabulary

Recent studies emphasize several functions of vocabulary:

1. Supporting Comprehension, Vocabulary determines learners' ability to understand spoken and written texts (Nation, 2022).
2. Enhancing Communication, Learners with strong vocabulary express ideas more clearly and confidently (Schmitt, 2022).
3. Developing Literacy Skills, Vocabulary facilitates reading comprehension and writing fluency (Abdullah & Hassan, 2023).
4. Increasing Learning Motivation, Meaningful vocabulary activities with rich visual media improve motivation and participation (Fitriani & Rahayu, 2023).

4. Definition of Picture Dictionary

A picture dictionary is a learning resource that presents vocabulary items together with images to help learners understand word meaning easily. Recent research identifies picture dictionaries as effective tools that support visual learning, reduce cognitive effort, and make vocabulary more concrete for young learners (Putra et al., 2023). Digital versions of picture dictionaries may also include audio, animations, or interactive elements that enhance engagement and comprehension (Rahmawati & Ananda, 2024).

5. Types of Picture Dictionary

Recent sources classify picture dictionaries into:

1. Thematic Picture Dictionaries – Organizing vocabulary by themes such as food, school, and home (Putra et al., 2023).

2. Bilingual Picture Dictionaries – Presenting vocabulary in English and the learner’s first language.
3. Digital Picture Dictionaries – Incorporating multimedia for interactive learning (Rahmawati & Ananda, 2024).
4. Contextual Picture Dictionaries – Presenting vocabulary based on real-life situations commonly experienced by children (Abdullah & Hassan, 2023).

6. Function of Picture Dictionary

Based on recent studies (2022–2024), picture dictionaries serve several key functions:

1. Strengthening Visual Memory, Pictures help learners create strong associations, improving long-term retention (Putra et al., 2023).
2. Improving Comprehension, Learners can understand word meanings without relying on translation (Rahmawati & Ananda, 2024).
3. Increasing Engagement, Visual materials make learning enjoyable and motivate young learners (Abdullah & Hassan, 2023).
4. Supporting Independent Learning, Students can explore and understand vocabulary autonomously by interpreting images.
5. Enhancing Contextual Understanding, When vocabulary is linked to daily-life contexts, learning becomes more meaningful and relevant (Fitriani & Rahayu, 2023).

Research Method

This study employed a qualitative research design, which is appropriate for exploring the use of a picture dictionary in improving English vocabulary among young learners. Creswell and Poth (2023) state that qualitative inquiry is appropriate when researchers seek to interpret participants’ perspectives within their natural learning environment. A classroom case study design was used, following Yin’s (2023) assertion that case studies are suitable for investigating complex educational phenomena where the boundaries between the phenomenon and the context are not clearly defined. It allows the researcher to capture the students’ learning experiences, teachers’ perceptions, and the effectiveness of the media in a natural classroom setting.

The study was conducted at SD Negeri 005 Palembang, specifically involving fifth- grade students as the primary participants. The selection of this school was based on its characteristics as a public elementary school where English is taught as a foreign language and students often experience difficulties in mastering vocabulary. Random sampling in which all students in the class were assigned numbers and selected randomly. Etikan (2023) highlights that **Random Sampling** in qualitative educational research can help minimize selection bias and provide a more balanced representation of participants, especially in small classroom populations. The participants included:

- Fifth-grade students (approximately 20–26 students), who served as the main subjects of observation and interviews.
- The English teacher, who provided insights into instructional practices, challenges, and perceptions of the picture dictionary.

Population

No	Class	Numbers Of Students
1	5a	28
2	5b	26
	Total	56

Source: SD Negeri 005 Palembang

Sample

No	Class	Numbers Of Students
1	5b	26
	Total	26

Source: SD Negeri 005 Palembang

To obtain comprehensive data, multiple techniques were employed: Classroom Observation – Non-participant observation was conducted to examine how the picture dictionary was implemented in vocabulary learning activities. The observations followed Merriam’s (2023) guidelines, emphasizing the importance of recording classroom

interactions, student engagement, and teacher strategies to capture the natural flow of learning.

Semi-structured interviews were conducted with 8–10 students and the English teacher because, as Kvale (2023) argues, this interview format provides flexibility and allows deeper probing into participants’ experiences while maintaining consistency across interviews. Questioner – Supporting documents such as lesson plans, students’ worksheets, and picture dictionary materials were analyzed to cross-check data from observation and interviews. Using triangulation of document analysis strengthens data in qualitative studies Bowen’s (2023)

Results and Discussion

The present study was based on research conducted on 26 questionnaire respondents. The respondents expressed a high level of enthusiasm and eagerness to learn English using the picture dictionary method, which was found to facilitate the learning process.

Tabel 1

Category	Respondent	Percentage
Often	24	80%
Always	2	20%
Sometimes	0	0
Never	0	0
Total	26	100%

Source: SD Negeri 005 Palembang

As shown in the table above, 24 respondent with presentage 80% answered “often”, 2 respondent with presentage 20% answered “always”, and none respondent answered “sometimes” or “never”. Therefore, based on this information, it can be concluded that students find it very helpful to learn vocabulary using picture dictionaries.

Based on the above description, using picture dictionaries to learn English is a very good way to get students excited and motivated to learn. Students are very happy, focused and enthusiastic about learning in class.

Conclusions

Using a picture dictionary based on everyday contexts positively impacts students' vocabulary learning. It enhances their understanding, motivation, and participation by linking new words to real-life situations. The integration of visuals makes learning more meaningful and enjoyable, while reducing dependence on memorisation and translation. Overall, this method effectively improves vocabulary mastery among fifth-grade students at SD Negeri 005 Palembang and is recommended for continued use in English language teaching for young learners.

Additionally, the findings indicate that picture dictionaries promote a more interactive classroom environment, where students feel more confident exploring new vocabulary independently. This media supports differentiated learning, allowing students with varying learning styles—especially visual learners—to benefit equally. Therefore, picture dictionaries can serve as a practical and sustainable tool for improving vocabulary instruction in primary schools.

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