

CHAPTER IV

RESULTS AND DISCUSSION

4.1. Research Findings

This study aims to develop an English picture dictionary using the Canva application to increase students' interest in reading and vocabulary at SMP Swasta Kristen Tomosa 1. The developing of a picture dictionary in this study was very appropriate based on the validation results from design expert, material expert, and language expert. The development followed the ADDIE model, which included five stages: Analysis, Design, Development, Implementation, and Evaluation. The stages of designing and developing this English picture dictionary could be explained as follows:

4.1.1. Analysis

At this stage, the researcher identified the learning needs and obstacles experienced by students and the teacher, and also determined relevant solutions. The researcher carried out this analysis process through four main activities: interviews, observations of teachers, observations of students, and pre-tests. This data became the basis for determining the need for the development of appropriate learning media, namely a picture dictionary-based Canva.

a. Teacher Interview Results

Based on an interview with the seventh-grade English teacher, Mr. Adafati Gea, S.Pd, it was revealed that the students' vocabulary skills are still relatively low. Students struggled to understand the meaning or translation of English words and were unaccustomed to applying new language in their studies. Some items, such as announcements, remained difficult for kids to understand. The teacher employed lecture and cooperative learning strategies. Not all pupils brought dictionaries in the learning process, either owing to a lack of interest or financial concerns. The teacher believed that pupils might benefit from more engaging learning tools, such as picture dictionaries. The teacher hoped that the product developed would help students understand and remember vocabulary more easily through

practical digital media. The researcher posed the following eight questions to the teacher:

The following were the results of the teacher interview:

Table 4.1.1. Teacher Interview Results

Teacher's Name : Adafati Gea, S.Pd Class : VII Subject : English Day/date : Friday, July 11, 2025		
N.	Question	Response
1.	How do you assess students' vocabulary skills in class?	The teacher conducted a preliminary test by asking students several questions in Indonesian and asking them to name adjectives, nouns, and other words in English.
2.	What difficulties do students face in mastering vocabulary during the learning process?	Students have difficulty understanding the meaning/translation of a word, so when given several vocabulary words, they cannot explain their meanings.
3.	Do students often use new vocabulary?	There are no new words that have been mentioned by students.
4.	What material do students find difficult to learn?	One of the materials that is still difficult for students to understand is announcement texts, especially the content or information conveyed in the text.
5.	What teaching methods do you use in class?	Using the lecture method and the cooperative learning method
6.	Does everyone bring a dictionary to class?	Not everyone brings a dictionary, and many still do not bring one during the learning process. This may be due to a lack of interest in learning English or an inability to afford a dictionary.
7.	What do they actually need to improve their vocabulary?	One thing student's need is a dictionary that can attract their interest, such as an illustrated dictionary, because conventional dictionaries are boring for them.
8.	What are your expectations regarding the product I am offering?	Teachers hope that with this product, students' vocabulary skills will improve. This product can be used on mobile phones or laptops and helps students learn new vocabulary.

a. Teacher Observation Results

Based on the observations of Mr. A.G., the seventh-grade English teacher, most aspects of learning had been implemented well. The

teacher was able to deliver the material clearly, use learning media and technology effectively, and actively engage students. However, the teaching strategy, especially for vocabulary, was not interesting enough to motivate students to understand new words. In addition, the classroom atmosphere was not conducive because there were distractions that interfered with students' concentration. To optimize the learning process, improvements needed to be made to the teaching approach and classroom management. There were several aspects that teachers observed during the teaching and learning process, namely: teaching methods, use of teaching media, use of English in teaching, introduction of new vocabulary, explanation of meaning and usage, vocabulary teaching strategies, student involvement, formative assessment, classroom atmosphere, and use of technology

The following were the results of teacher observations based on the aspects that were observed:

Table 4.1.1. Teacher Observation Results

Teacher's Name : Adafati Gea, S.Pd Class : VII Subject : English Day/date : Monday, July 14, 2025 Time : 08.10-9.30 WIB					
N.	Observed Aspect	Indicator	Yes	No	Notes
1.	Teaching Method	The teacher uses methods appropriate to the learning objectives.		✓	The teaching method lacked variation and did not clearly align with the lesson objectives.
2.	Use of Teaching Media	The teacher used supporting media (e.g., pictures, videos, slides, etc.)	✓		Teachers use PowerPoint slides to support their explanations.
3.	Use of English in Teaching	The teacher used English when giving instructions, explanations, and vocabulary examples.		✓	Teachers used more Indonesian when teaching and rarely used English.
4.	Introduced New Vocabulary	The teacher introduced new vocabulary related to the lesson theme/topic.	✓		The teacher introduced three to four vocabulary words in each material.
5.	Explained the Meaning and Usage	The teacher explained word meanings, and example sentences.	✓		Teachers always provided the meaning and use of vocabulary to students

6.	Vocabulary Teaching Strategies	The teacher applied techniques such as pictures, realia, games, or storytelling to teach vocabulary.		✓	The teacher only wrote sentences on the blackboard to explain the vocabulary being studied.
7.	Student Engagement	The teacher actively involves students in the learning process.	✓		Students were asked questions and encouraged to participate in discussions.
8.	Formative Assessment	The teacher provides exercises/tasks during learning to measure understanding.	✓		A short exercise was given to measure students' understanding.
9.	Classroom Atmosphere	The classroom environment is conducive to learning.		✓	The class was quite noisy, and some students were not focused during the lesson.
10.	Use of Technology	The teacher uses technology in the teaching process (e.g., projector, audio).	✓		The teacher used a projector effectively to present materials.

b. Student Observation Results

Student observation was conducted to observe their learning behavior and engagement during the learning process, particularly in terms of vocabulary mastery. This observation covered four aspects, namely: Active participation, ability to recognize the meaning of words, ability to pronounce vocabulary, enthusiasm for learning.

The results of the observation of 28 students were summarized in the following table:

4.1.1. Student Observation Results

Teacher's Name : Adafati Gea, S.Pd Class : VII Subject : English Day/date : Monday, July 14, 2025 Time : 08.10-9.00 WIB					
N.	Aspect	Student "✓"	Student "X"	Percentage "✓"	Summary of Findings
1.	Active participation	1	27	3,57%	One of twenty-eight students who showed active participation during the learning process.
2.	Ability to recognize the meaning of words	1	27	3,57%	Some students are not yet able to understand the meaning of words in English.

3.	Ability to pronounce vocabulary	4	24	14,29%	Some students are able to pronounce English vocabulary, but not all of them.
4.	Enthusiasm for learning	7	21	25,00%	Some students seem interested/enthusiastic about learning, but most are still passive.

Based on observations conducted on seventh-grade students in English class, several significant discoveries had been obtained regarding their activity and learning abilities. Observations revealed that the majority of pupils had continued to be passive participants in teaching and learning activities. This was evidenced by the pupils' lack of active participation in the learning process. Only one student had actively participated in class exchanges, while the others had remained mute and had not follow the teacher's instructions.

Students' ability to recognize the meaning of English words had also remained quite low. The majority of students had been unable to understand the meaning of the vocabulary supplied, and only one student had displayed correct word recognition. This suggested that seventh-grade kids had continued to struggle with fundamental English language.

Only a few students had been able to accurately enunciate English words. Four students had displayed good pronunciation skills, while the remaining children had continued to struggle with pronouncing English words. The low level of this talent stressed the importance of consistent and enjoyable pronunciation practice.

Overall, the findings of this observation confirmed that seventh-grade students had required a more diverse and pleasurable learning experience. Students' lack of vocabulary mastery and poor active participation had to be addressed with learning resources that promoted student engagement and knowledge visually and contextually.

c. Student Pre-test Results

After the researcher had conducted observations, the researcher also administered a pretest to the students to measure their initial abilities and to serve as a reference in determining the appropriate vocabulary, types of exercises, and visual approaches to be included in the dictionary. The questions that had been created were reviewed on July 9, 2025 by a material expert namely Mr. A. G, and confirmed on July 14, 2025, as suitable for assessing students' initial proficiency in vocabulary.

The data from the pre-test of seventh-grade students could be seen in the table below.

Table 4.1.1. Student Pre-test Results

N.	Student Name	Pre-test Score	Categories
1.	Student 1	71	Fair
2.	Student 2	86	Good
3.	Student 3	81	Good
4.	Student 4	81	Good
5.	Student 5	81	Good
6.	Student 6	81	Good
7.	Student 7	78	Good
8.	Student 8	30	Needs Guidance
9.	Student 9	67	Needs Guidance
10.	Student 10	65	Needs Guidance
11.	Student 11	67	Needs Guidance
12.	Student 12	60	Needs Guidance
13.	Student 13	21	Needs Guidance
14.	Student 14	60	Needs Guidance
15.	Student 15	20	Needs Guidance
16.	Student 16	28	Needs Guidance
17.	Student 17	11	Needs Guidance
18.	Student 18	39	Needs Guidance
19.	Student 19	20	Needs Guidance
20.	Student 20	33	Needs Guidance
21.	Student 21	23	Needs Guidance
22.	Student 22	51	Needs Guidance
23.	Student 23	53	Needs Guidance
24.	Student 24	50	Needs Guidance
25.	Student 25	13	Needs Guidance

26.	Student 26	32	Needs Guidance
27.	Student 27	25	Needs Guidance
28.	Student 28	62	Needs Guidance
Total		1389	
Mean		49,61	

Table 4.1.1. Categories based on KKM 70

Value Range	Categories	Number of Students	Percentage
91-100	Very Good	-	-
81-90	Good	6	21, 42%
71-80	Fair	1	3,57%
0-70	Needs Guidance	21	75,00%

Based on the results of the pre-test given to 28 seventh-grade students, it could be seen that the mean score was only 49.61, far below the standard minimum passing grade of 70. Out of the total score of 1,389, only 6 students (21.42%) had achieved the “Fair” to “Good” category, while the remaining 21 students (75,00%) had fallen into the “Needs Guidance” category, and none of the students had reached the “Very Good” category. This fact indicated that the majority of students required assistance and a more engaging and easily understandable learning approach.

The results of this pre-test served as an initial benchmark for the researcher in developing an educational product in the form of an English picture dictionary using Canva, designed not only to introduce visual vocabulary but also to enhance student engagement and interest in the English learning process.

4.1.2. Design

At the design stage, the researcher had begun designing an English picture dictionary specifically for seventh grade at SMP Swasta Kristen Tomosa 1 School. This dictionary had been designed based on conventional dictionaries used by students in the learning process, and its contents had been based on the seventh-grade Merdeka Curriculum textbook.

a. Media Design

In this stage, the product was created in the form of a digital and printed dictionary. The product format was based on ISO standards (A5/14.8 × 21 cm), and Canva was used as the main tool for designing and visualizing the picture dictionary. The type of Canva account that the researcher used was “Canva for Education,” which was specifically for schools and verified educators. Its features were equivalent to Canva Pro, but it was free of charge.

There were several features for media design, namely:

- The main color used was light blue, with several shades of blue and white forming a wavy pattern. These colors gave a bright, light impression and were suitable for use in visual learning media such as picture dictionaries for seventh-grade students.
- Each page contained the topic title, subtopics, related images on the right/left side, vocabulary, pronunciation, and translations. There were also example sentences for each subtopic and exercises to test students' abilities after learning each word in the dictionary.
- Each image was placed next to the vocabulary word and an arrow indicating the relationship between the image and the text.

The initial cover design of the book could be seen in the following image:



Picture 4.1.2.1. Initial Cover Design of the Book

b. Dictionary Content Design

The contents of this dictionary were tailored to several subtopics found in the English textbook used by students in the learning process, namely English for Nusantara, by Ika Lestari Damayanti, et al (2022).

The following was a list of contents from the picture dictionary:

Cover

Preface

Table of Content

Chapter I: About My Life

- Personal Identity (Identitas Pribadi)
- Fun Activities and Hobbies (Aktivitas dan Hobi yang Menyenangkan)
- Physical Appearances (Penampilan Fisik)
- Personality Traits (Ciri-ciri Kepribadian)

Chapter II: My Favorite Foods

- My Favorite Food (Makanan Favoritku)
- My Favorite Snack (Cemilan Favoritku)
- Sweet Snacks (Cemilan Manis)
- Savory Snacks (Cemilan Gurih)
- My Favorite Drink (Minuman Favoritku)
- Cooking Ingredients (Bahan Makanan)
- Cooking Tools (Alat Memasak)

Chapter III: My House

- Living Room (Ruang Tamu)
- Children's Room (Kamar Anak)
- Kitchen (Dapur)
- Bathroom (Kamar Mandi)
- Let's Clean Up! (Mari Kita Bersihkan)

Organic Waste (Sampah Organik)

Non-organic Waste (Sampah Non Organik)

- My Homework (Pekerjaan Rumah Saya)

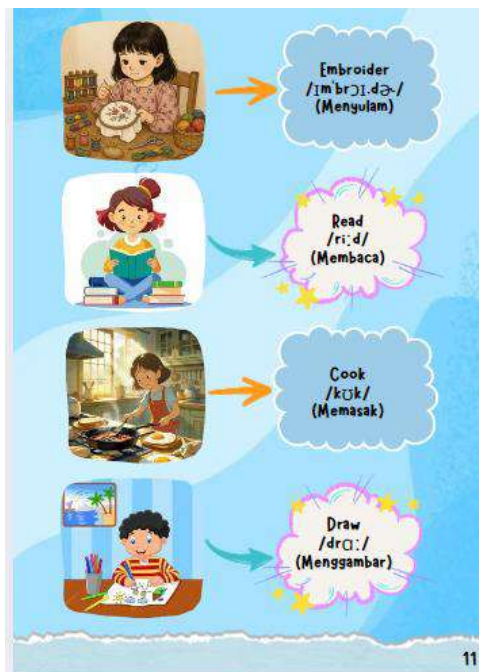
Chapter IV: My School

- My Class Schedule (Jadwal Kelas Saya)
- Learning Activities in Class (Kegiatan Pembelajaran di Kelas)
- Practical Activities (Kegiatan Praktek)
- Extracurricular Activities (Kegiatan Ekstrakurikuler)

References

Author Biography

In designing the content of this illustrated dictionary, each vocabulary word is arranged to facilitate students' understanding of its visual form, spelling, pronunciation, and meaning. Each page is designed systematically, as shown in the image below:



Picture 4.1.2.2. Vocabulary Page in Picture Dictionary

Each page contained four images, with the vocabulary written in bold, clear English letters. The researcher had designed each page to contain four images and vocabulary words because this number fit on one page and is still readable for students. As seen in the image above, there were four activities/hobbies that a person did, namely sewing,

reading, cooking, and drawing. Each vocabulary word was also accompanied by a phonetic pronunciation guide (IPA) to help students read the words accurately. The meaning of each vocabulary word in Indonesian was also written below the phonetic guide to provide an accurate understanding of the word's meaning. Each vocabulary word was directly connected to the image using colored arrows. These arrows guide the students' gaze from the image to the text, reinforcing the visual association with the word.

4.1.3. Development

The development stage was a continuation of the design stage in the ADDIE model. At this stage, the initial product that has been designed was then validated by experts and revised based on the feedback provided. This activity aims to ensure that the developed product was suitable for use.

1. Validation Result

The validation process was carried out by three validators consisting of material expert, design expert, and language expert. Each validator assessed certain aspects of the product, including content, visual appearance, and language usage.

▪ Material Validation Results

The validation of the material in this picture dictionary had been carried out by an English teacher named Adafati Gea, S.Pd. He was a teacher who teaches at SMP Swasta Kristen Tomosa 1 School. He has been taught since 2012 and also had another job as a coordinator at an institution called PPA in PPA 146 Batu Karang. The validation had been carried out on July 14, 2025. The material expert had provided an assessment based on the indicators provided by the researcher.

Below were the results of the expert material validator's assessment:

Table 4.1.3. Validation Result of Material Expert

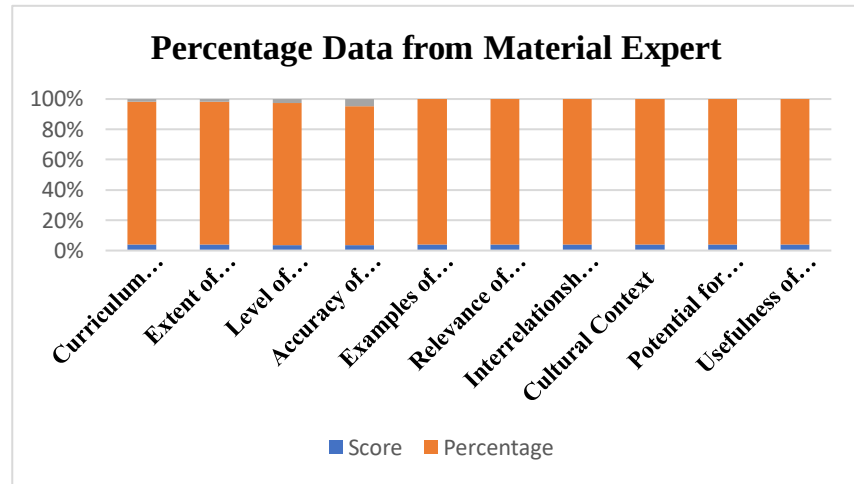
No	Assessment Aspects	Indicators	Score (1-4)			
			1	2	3	4
1.	Material Suitability	In accordance with the applicable curriculum, both in terms of topics and learning objectives.				✓
2.	Extent of Material Coverage	The vocabulary presented covers various important themes (school, home, food, animals, etc.).				✓
3.	Level of Difficulty of Material	The material is tailored to the cognitive abilities of seventh-graders (not too easy or too difficult).				✓
4.	Accuracy of vocabulary selection	The vocabulary chosen is basic vocabulary that is commonly used in everyday communication.				✓
5.	Linguistic accuracy	The vocabulary, pronunciation, and translations used are correct.				✓
6.	Suitability of example sentences	Example sentences using simple English structures, appropriate to the ability level of seventh grade students.				✓
7.	Systematic and coherent presentation	Vocabulary is presented thematically (e.g., family, classroom objects, animals) and organized logically.				✓
8.	Relevance of Images to Words	The images used support clear and appropriate understanding of the words.				✓
9.	Image clarity	Pictures are attractive, relevant, and clearly represent the meaning of the word.				✓
10.	Usefulness of Materials	Vocabulary and example sentence that are useful and can be applied in the daily lives of junior high school students.				✓
Total Score			40			
Mean			4			
Percentage			100			
Category			Very Worthy			

Information:**85% – 100% : Very Worthy****70% – 84% : Worthy****50% – 69% : Less Worthy****1% – 49% : Unworthy**

Based on the validation results from the subject matter expert, Mr. Adafati Gea, S.Pd, conducted on July 14, 2025, a total score of 40 out of a maximum score of 40 was obtained. All assessment aspects had an average score of 4 with a 100% suitability percentage. The suitability category given was “Very Worthy.” There were also comments from the subject matter validation expert, stating that this product is engaging and supports the rapid and effective improvement of students' English language proficiency in seventh grade, aligning with both regional and national content and context.

The results of the material expert validation for each aspect can be seen in the following diagram:

Chart 4.1.3. Percentage Data from Material Expert



▪ Design Validation Result

The expert validation of this picture dictionary was carried out by a lecturer from the Faculty of Science and Technology named Ofelius Laia, M.Kom. He was also the Chief of the Information Technology Study Program. The validation was conducted on July 16, 2025. Below were the results of the design expert validation:

Table 4.1.3. Validation Result of Design Expert

No	Assessment Aspects	Indicators	Score (1-4)			
			1	2	3	4
1.	Layout Suitability	The placement of images, text, and other elements is balanced and harmonious.				✓
2.	Visual Clarity	Clear image, not blurry, in accordance with the intended vocabulary.				✓
3.	Color Selection	The colors used are attractive, not overly contrasting, and easy on the eyes.			✓	
4.	Typography Suitability	Appropriate font selection (easy to read, suitable for students).				✓
5.	Design Consistency	The writing format, font size, image style, and layout are consistent throughout the dictionary.			✓	
6.	Visual Appeal	The overall design is able to attract students' attention.				✓
7.	Image Size Compatibility	The image size is proportional, fits the page, and is easy to understand.				✓
8.	Illustration Clarity	Illustrations support vocabulary			✓	

		comprehension and do not cause multiple interpretations.				
9.	Image & Text Integration	The images and text blend well together, complementing each other.				✓
10.	Design Creativity	The presence of innovation or uniqueness in the design so that it is not monotonous.				✓
Total Score			37			
Mean			3,7			
Percentage			92,5			
Category			Very Worthy			

Information:

85% – 100% : Very Worthy

70% – 84% : Worthy

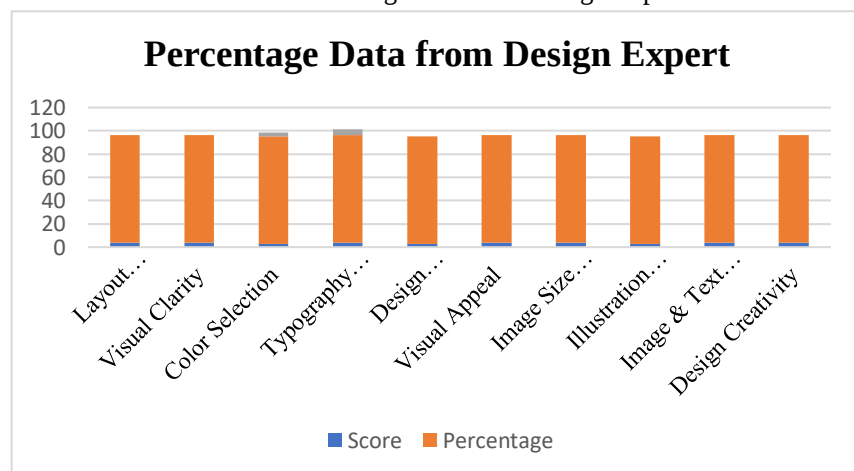
50% – 69% : Less Worthy

1% – 49% : Unworthy

Based on the validation test results from design expert, the picture dictionary product obtained a total score of 37 out of a maximum score of 40, with a mean of 3.7 and a suitability percentage of 92.5%. This percentage falls into the “Very Worthy” category based on Akbar's (2013) criteria, which state that a range of 85%-100% indicates very high suitability. The design expert also deemed the product suitable for testing with revisions according to the suggestions, namely by adding page links to make it easier for students to access each subtopic in the picture dictionary.

The results of the design expert validation for each aspect can be seen in the following diagram:

Chart 4.1.3. Percentage Data from Design Expert



▪ Language Validation Result

The language validation by language expert in this picture dictionary was carried out by an English lecturer named Trisman Harefa, M.Pd. The validation was conducted on July 15, 2025. He was a lecturer in the English Department at UNIAS. He was a caring lecturer who didn't cause unnecessary difficulties for students, a quality that was highly valued in lecturers.

The results of the validator assessments are as follows:

Table 4.1.3. Validation Result of Language Expert

No	Assessment Aspects	Indicators	Score (1-4)			
			1	2	3	4
1.	Spelling Accuracy	The English vocabulary spelling follows standard conventions (Oxford or Cambridge).			✓	
2.	Meaning Accuracy	The meaning or translation of the vocabulary into Indonesian matches the correct context of use.				✓
3.	Simplicity of Vocabulary	Vocabulary is selected according to the cognitive development level and needs of junior high school students.				✓
4.	Clarity of Word Usage	Vocabulary can be easily applied in simple sentences (not ambiguous).			✓	
5.	Consistency of Terms	Vocabulary can be easily applied in simple sentences (not ambiguous).			✓	
6.	Accuracy of Reading	The pronunciation is written according to phonetic standards and is easy for junior high school students to understand.				✓
7.	Clarity of Definitions and Examples	Explanations (meanings) or example sentences are presented clearly, concisely, and without multiple interpretations.			✓	
8.	Readability of Text	The text (titles, vocabulary, definitions, examples) is easy to read, with sufficient font size, and not confusing.				✓
9.	Cultural Appropriateness	Vocabulary and illustrations are in line with norms and culture that are appropriate to introduce to junior high school students.				✓
10.	Politeness/Appropriateness	Contains no elements of SARA, violence, pornography, or vocabulary inappropriate for junior high school students.				✓

Total Score	36
Mean	3,6
Percentage	90
Category	Very Worthy

Information:

85% – 100% : Very Worthy

70% – 84% : Worthy

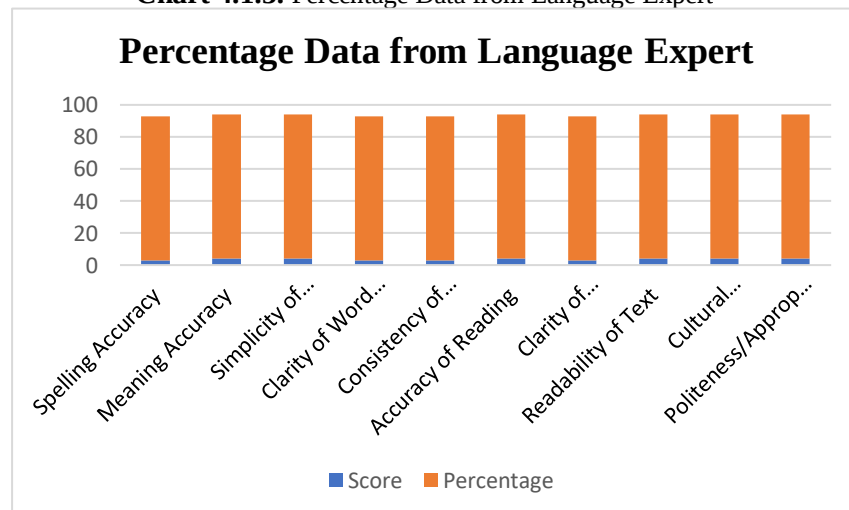
50% – 69% : Less Worthy

1% – 49% : Unworthy

Based on the results of validation tests conducted by language expert, the picture dictionary product received a total score of 36 out of a maximum score of 40, with a mean of 3.6 and a conformity percentage of 90%. This percentage falls into the “Very Good” category based on Akbar's (2013) criteria, which state that a range of 85%-100% indicates very high conformity. Language experts also deemed the product suitable for testing with revisions as suggested, namely simplifying the use of language.

The results of the language expert validation for each aspect can be seen in the following diagram:

Chart 4.1.3. Percentage Data from Language Expert



4.1.4. Implementation

The implementation stage involved applying the developed product, namely a picture English dictionary, into the learning process. The aim was to determine whether this learning medium was effective, practical, and

suitable for attracting students' interest in reading and improving their vocabulary.

In this stage, the researcher developed a teaching module containing learning materials. The materials consisted of one chapter, with the title “**About My Life**”, covering two subtopics: “Self-Introduction” and “Fun Activities and Hobbies.” This module served as a learning guide, including learning objectives, materials, student activities, and evaluation. The implementation was conducted in two cycles, with each cycle comprising two sessions. One cycle focused on one subtopic. Thus, the subtopic “Self-Introduction” was discussed in the first cycle, and the subtopic “Fun Activities and Hobbies” was discussed in the second cycle.

For clarity, below was an explanation of the implementation process accompanied by CAR activities for each cycle, which consisted of planning, action, observation, and reflection.

a. Cycle 1

Cycle 1 consisted of two meetings, and the title of the material to be studied by students was “self-introduction”. The Researcher conducted several activities during the two meetings, and for clarity, several points were explained below.

Meeting 1

1. Planning

There are several things that were done in the planning stage, namely:

- The first thing to do at this stage was to prepare the material to be studied by students. The researcher used one chapter consisting of two subtopics, namely “Self-introduction” and “Fun Activities and Hobbies”.
- The next step was to prepare the teaching modules. Researchers compiled teaching modules for sessions 1 and 2 prior to teaching practice in order to plan systematic learning activities.

- The researcher requested each student's WhatsApp number to be added to the group. This could be the student's personal WhatsApp number, their parent's, or a sibling, as long as it could be used by the student.
- The researcher created a seventh-grade group consisting of teachers, researchers, and students. This picture dictionary was shared with the group via a link.
- Giving instructions. The researcher gave instructions on how to use the picture dictionary, namely that students were asked to open the link at home, learned the vocabulary in the picture dictionary and wrote it down in their notebooks.

2. Action

The implementation phase was carried out at this stage, and there were several activities that carried out, namely:

- Before the learning activities started in meeting 1 on July 28, 2025, the researcher had collected the students' WhatsApp numbers from July 18, 2025, and only finished collecting them and created a WhatsApp group for the seventh grade on July 24, 2025, because some students did not bring them when asked by the researcher, citing that they had forgotten to bring them.
- After had created a WhatsApp group, the researcher sent a link to the picture dictionary on July 24, 2025, and instructed the students to open page 2 with the subtopic “personal identity” and asked them to learn the vocabulary in the dictionary because it was be discussed the following week.
- On July 28, 2025, the researcher conducted a teaching practice with the title “self-introduction” and asked whether the students had studied the vocabulary at home. At the end of the lesson, the researcher distributed 10 exercises to be completed, consisting of 5 multiple-choice questions and 5 fill-in-the-blank questions.

3. Observation

At this stage, the researcher observed students to see their progress after using the dictionary. For more details, below were some of the things that the researcher did.

- During the learning process, the researcher observed all students to see if there was any improvement in their initial learning after studying some vocabulary at home.
- The researchers also asked the students directly whether they found it interesting and whether they had any suggestions for making the dictionary more interesting for them.

4. Reflection

At this stage, the researcher analyzed the data collected from the observations. The researcher evaluated the success of the application in terms of student engagement levels, and if weaknesses were found or suggestions were made by students, the researcher designed improvements to be implemented in the next cycle.

The following were the results of the observations made by the researcher:

- The results of learning in cycle 1 in this first meeting showed that some students were not serious about studying at home by learning the vocabulary in the picture dictionary. The Researcher could see this from the learning process in the classroom. Only a few students dared to introduce themselves in front of the class, even though there were still some mistakes in pronouncing the sentences related to self-introduction. There were still many students who did not dare and could not introduce themselves correctly.
- Students also complained about the pictures and vocabulary on page 3, which they had studied previously. They felt that the vocabulary was too long and difficult to learn. In response to

these complaints, the researcher simplified the vocabulary so that students could learn it more easily. Below were the pages before and after the changes had been made based on the students' complaints.

Table 4.1.4. Changes to the picture dictionary page content

Before	After

- Many students also felt that the dictionary content on each page could have been improved slightly to help them better understand the vocabulary on each page. They also felt that the positioning of the images and vocabulary was not ideal and asked the researcher to make it more appealing. Therefore, the researcher created a new page layout based on the students' preferences. The updated page content could be seen in the image on the next page.

Picture 4.1.4. Update Page View



Meeting 2

This stage was a follow-up activity to meeting 1. For clarity, below were some of the things done by the researcher.

1. Planning

There were several things that the researcher did during the “Planning” stage. Here were the steps involved in the process.

- During the planning stage for the second meeting, the researcher had prepared follow-up material from the previous meeting using the same topic, namely “self-introduction”.
- The researcher had prepared a teaching module for the second meeting.
- The researcher changed the content of personal identity based on complaints from students in meeting 1, and the changes could be seen in **Table 4.1.4**.
- Instructions were given in the WhatsApp group for students to study the new page content.

2. Action

At this stage, the researcher continued the lesson with the same topic, namely “self-introduction.” Several activities were carried out, included:

- At the beginning of the lesson, the researcher asked again whether the students had studied the vocabulary on the “personal identity” subtopic page, which had been updated.
- The researcher reviewed the material previously studied by providing another example of how to introduce oneself.
- The researcher gave students the opportunity to introduce themselves again in front of the class after learning from home.
- The researcher gave appreciation in the form of prepared gifts to students who dared to introduce themselves in front of the class.
- The researcher repeated the example of introducing oneself correctly to the students, as there were still some words that were not quite right in the self-introductions.
- At the end of the lesson, the researcher distributed exercises, questionnaires, and reflections for the students to complete for Cycle 1 in Session 2.

3. Observation

During the observation stage, the researcher noted several things, included:

- Students showed more improvement than in the previous meeting and knew more about what to say when introducing themselves.
- Some students still had difficulty understanding how to introduce themselves, but showed slight improvement from the previous meeting. This improvement was evident from the higher scores they obtained on the exercise distributed by the researcher.

4. Reflection

Based on observations from this meeting, it could be understood that:

- There was an increase in student participation compared to the first meeting, although there were still some students who showed little progress.
- The format/layout of each section on the page titled “personal identity” had been updated to be simpler and more specific, making it easier for students to understand.
- The amount of content on each page had also been adjusted according to student suggestions, and they prefer the updated content.
- The researcher concluded that the use of this picture dictionary was quite effective in increasing students' reading interest and vocabulary, but further learning was still needed to see greater improvement from this meeting.

b. Cycle 2

The activities in cycle 2 were also conducted in two meetings, with the topic “Fun Activities and Hobbies.” Here was the explanation:

Meeting 1

1. Planning

Here were some of the things the researcher did:

- Prepared follow-up material on the topic of “Fun Activities and Hobbies.”
- Developed teaching modules for the first meeting in cycle 2.
- Gave instructions in the WhatsApp group to open page 10 related to the new topic and asked students to write down the vocabulary in the dictionary, which the teacher would ask about in the next meeting.

2. Action

The implementation stage included the following activities:

- At the beginning of the lesson, the researcher asked whether the students had noted down and studied the vocabulary related to the material to be learned, namely “Fun Activities and Hobbies.”
- The researcher asked the students to write on the board any vocabulary they had noted down and studied in the dictionary.
- The researcher gave praise to students who are brave enough to come to the front of the class to carry out the teacher's instructions.
- At the end of the lesson, the researcher distributed exercises for students to complete in class and assigned homework to write 20 vocabulary words related to the material that had been studied and would be discussed in the next meeting.

3. Observation

At this stage, the researcher observed the following:

- Most students began to understand what activities and hobbies could be done in everyday life.
- Student participation has increased significantly compared to Cycle 1. Most students were now willing to step forward in class to complete tasks assigned by the teacher.
- However, there were still some students who only observed and attempted to write down new vocabulary words without demonstrating active participation like the others.

4. Reflection

Based on observations, it could be understood that:

- Activities in this cycle saw more active participation from students, who were bold and engaged in front of the class.
- Overall, cycle 2 showed positive developments in vocabulary mastery and student engagement in the learning process.

Meeting 2

This meeting was a follow-up learning activity with the same material. The Researcher did the following:

1. Planning

Here were some things they did:

- Prepared follow-up material with the same material as the previous meeting.
- Prepared teaching modules.
- Gave students instructions to get ready and did the homework given by the teacher.

2. Action

There were several activities carried out by the researcher, namely:

- At the beginning of the lesson, the researcher asked about some of the material that had been studied previously.
- The researcher reminded students of their homework and asked them to write down the vocabulary they had worked on in front of the class.
- The researcher continued with the material studied that day. At the end of the lesson, the researcher gave students exercise, questionnaire, and reflection to complete.

3. Observation

The Researcher observed the following:

- Students participated more than in previous meetings.
- Students appeared confident and willing to engage in the learning process.
- Students began to learn some vocabulary related to fun activities and hobbies that could be done in their free time.

4. Reflection

The results of the reflection showed that:

- Students showed significant improvement in terms of active participation, willingness to engage, courage to speak up, and willingness to learn.
- Overall, students showed positive changes compared to the previous meeting. This was also evident in the improvement in the scores obtained from the exercises.

Based on the implementation activities in both cycles 1 and 2, it could be understood that the final learning activities showed more positive improvements than in the previous cycle. Students were not only active in participating in learning activities, but also appeared more confident when asked to come to the front of the class. They dared to write down vocabulary words and demonstrated an understanding of the material being studied. Additionally, student engagement has increased significantly, as evidenced by their willingness to speak up and their dedication to completing tasks. The reflection results also indicated an improvement in practice scores, suggesting that this picture dictionary was effective in helping students master vocabulary and fostering their interest in learning English.

Below, the researcher had summarized the meeting schedule for both cycles 1 and 2.

Table 4.1.4. Summary of Implementation

N.	Cycle	Meeting	Subtopic	Learning Activities	Instruments Used
1.	Cycle 1	Meeting 1	Self-Introduction	• Presentation of self-introduction material. • How to introduce yourself. • Practice doing written questions. • Assigning homework related to self-introduction material.	Exercise, Reflection Sheet
		Meeting 2	Self-Introduction (continued)	• Practice introducing yourself in front of the class. • Practice writing your self-introduction on the blackboard.	Exercise, Reflection Sheet, Cycle 1 Questionnaire
2.	Cycle 2	Meeting 1	Fun Activities and	• Explanation of vocabulary and expressions related to hobbies. • Assignment: Prepare twenty	Exercise, Reflection

			Hobbies	vocabulary words for the next topic	Sheet
		Meeting 2	Fun Activities and Hobbies (continued)	• Explanation of vocabulary and expressions related to hobbies. • Provides examples of activities or hobbies that can be pursued.	Exercise, Reflection Sheet, Cycle 1 Questionnaire

Table 4.1.4. Schedule For Research and Implementation Activities

N.	Day/Date		Activities
1.	Monday, July 28, 2025	Cycle 1	Teaching practice and sharing exercises.
2.	Tuesday, July 29, 2025		Revision and continuation of previous material.
3.	Monday, August 04, 2025	Cycle 2	Teaching practice about new material about “Fun Activities and Hobbies”
4.	Tuesday, August 05, 2025		Post-Test & Last Reflection

1.1.5. Evaluation

This evaluation stage was carried out to measure the success of the application of the product in the form of an English picture dictionary. Evaluation was carried out formatively during the implementation process and summatively in each cycle. This evaluation included three components, namely student test results, questionnaires, and reflections.

a. Learning Outcomes

Below were the results of summative tests conducted at the end of each learning meeting, both cycle 1 and cycle 2.

▪ Cycle 1

Table 4.1.5. Cycle 1: Student learning outcomes

N.	Student Name	Score M1	Score M2
1.	Student 1	70	65
2.	Student 2	75	70
3.	Student 3	84	84
4.	Student 4	86	71
5.	Student 5	89	73
6.	Student 6	34	64
7.	Student 7	34	13
8.	Student 8	69	94
9.	Student 9	82	74
10.	Student 10	56	60

11.	Student 11	84	85
12.	Student 12	82	91
13.	Student 13	90	88
14.	Student 14	84	88
15.	Student 15	49	46
16.	Student 16	43	51
17.	Student 17	60	40
18.	Student 18	48	63
19.	Student 19	56	58
20.	Student 20	62	57
21.	Student 21	53	69
22.	Student 22	51	39
23.	Student 23	65	46
24.	Student 24	66	28
25.	Student 25	76	83
26.	Student 26	45	51
27.	Student 27	70	67
28.	Student 28	75	66
Total		1838	1784
Mean		65,64	63,71

To be clearer, this was a recapitulation of student learning outcomes in cycle 1:

Table 4.1.5. Recapitulation of Cycle 1 Learning Results

Meeting	Highest Score	Lowest Score	Mean	Number Completed (≥ 70)	% Completed	Number Not Completed (< 70)	% Not Completed
M1	90	34	65,64	13 Students	46,43%	15 Students	53,57%
M2	94	13	63,71	11 Students	39,29%	17 Students	60,71%

Based on the learning results at the first meeting of cycle 1, learning self-introduction material ended with giving a test to measure students' understanding. Out of 28 students, the highest score obtained was 90 and the lowest score was 34. The mean class score reached 65.64, which indicated that in general the students' abilities were slightly below the predetermined KKM of 70. Based on the calculation of learning completeness, there were 13 students (46.43%) who managed to reach or exceed the KKM,

while the other 15 students (53.57%) were not yet complete. These results indicate that most students still needed guidance, especially in mastering vocabulary and correct pronunciation when introducing themselves.

In the second meeting, the test was given again to measure students' progress on the self-introduction material. The highest score achieved increased to 94, while the lowest score decreased to 13. The class mean at this meeting decreased slightly to 63.71. The number of completed students also decreased to 11 students (39.29%), while 17 students (60.71%) still did not meet the KKM. Although there were some students who showed significant improvement compared to the previous meeting, the majority of students have not shown consistent progress. This condition indicated the need to re-emphasize speaking practice and vocabulary mastery to help students achieve more optimal learning outcomes.

▪ Cycle 2

Table 4.1.5. Cycle 2: Student Learning Outcomes

N.	Student Name	Score M1	Score M2
1.	Student 1	97	86
2.	Student 2	96	86
3.	Student 3	98	95
4.	Student 4	99	99
5.	Student 5	91	92
6.	Student 6	100	95
7.	Student 7	69	79
8.	Student 8	70	83
9.	Student 9	99	91
10.	Student 10	100	99
11.	Student 11	90	86
12.	Student 12	92	95
13.	Student 13	74	88
14.	Student 14	99	90
15.	Student 15	55	80
16.	Student 16	68	78
17.	Student 17	63	79
18.	Student 18	98	90

19.	Student 19	34	73
20.	Student 20	80	81
21.	Student 21	77	79
22.	Student 22	78	82
23.	Student 23	74	80
24.	Student 24	60	84
25.	Student 25	88	90
26.	Student 26	100	81
27.	Student 27	60	91
28.	Student 28	77	91
Total		2286	2423
Mean		81,64	86,53

To be clearer, this was a recapitulation of student learning outcomes in cycle 2:

Table 4.1.5. Recapitulation of Cycle 2 Learning Results

Meeting	Highest Score	Lowest Score	Mean	Number Completed (≥ 70)	% Completed	Number Not Completed (< 70)	% Not Completed
M1	100	34	81,64	21 Students	75,00%	7 Students	25,00%
M2	99	73	86,53	28 Students	100%	0 Students	0,00%

Based on the results in the table above, it could be understood that student test results in cycle 2 showed a significant increased from meeting 1 to meeting 2. At meeting 1, the average class score was already quite high at 81.64 with a completeness rate of 75.00%. However, there were still 7 students who had not reached the KKM, mostly because their scores were far below the limit of completeness.

In meeting 2, all students managed to reach the KKM, with the average score increasing to 86.53. The percentage of completeness reached 100%, which mean that all students have understood the Fun Activities and Hobbies material well. This improvement indicates that the learning method and the use of English Picture Dictionary media in cycle 2 were very effective in

helping students master vocabulary, expressions, and speaking skills relevant to the topic.

b. Post-test Result

Table 4.1.5. Student Post-test Results

N.	Student Name	Pre-test Score	Post-test Score	Improvement
1.	Student 1	71	86	+15
2.	Student 2	86	86	0
3.	Student 3	81	95	+14
4.	Student 4	81	99	+18
5.	Student 5	81	92	+11
6.	Student 6	81	95	+14
7.	Student 7	60	79	+19
8.	Student 8	30	83	+53
9.	Student 9	67	91	+24
10.	Student 10	65	99	+34
11.	Student 11	67	86	+19
12.	Student 12	78	95	+17
13.	Student 13	21	88	+67
14.	Student 14	60	90	+30
15.	Student 15	20	80	+60
16.	Student 16	28	78	+50
17.	Student 17	11	79	+68
18.	Student 18	39	90	+51
19.	Student 19	20	73	+53
20.	Student 20	33	81	+48
21.	Student 21	23	79	+56
22.	Student 22	51	82	+31
23.	Student 23	53	80	+27
24.	Student 24	50	84	+34
25.	Student 25	13	90	+77
26.	Student 26	32	81	+49
27.	Student 27	25	91	+66
28.	Student 28	62	91	+29

For clarity, below was a recapitulation of the pre-test and post-test comparison results.

Table. 4.1.5. Recapitulation (Pre & Post Test)

Part	Pre-test	Post-test
Total score (class)	1,389	2,423
Mean score	49.61	86.53
Highest score	86	99
Lowest score	11	73
Number of students $\geq$ KKM	7	28
Percentage of mastery	25.00%	100.00%
Average gain (class)	–	36.92

Based on the data in the table above, there was a significant increase in student learning outcomes after the implementation of learning. The average score increased from 49.61 in the pre-test to 86.53 in the post-test, with an average increase of 36.92 points. The number of students who reached the minimum completeness criteria ($\text{KKM} \geq 70$) increased from 7 students (25.00%) in the pre-test to 28 students (100%) in the post-test. The highest score increased from 86 to 99, while the lowest score increased from 11 to 73. These results showed that the learning methods and materials used were effective in improving students' understanding of the material taught.

c. Questionnaire Results

The Researcher distributed questionnaires to students after the end of the meetings in both cycle 1 and cycle 2. The following were the results of the questionnaires from both cycles:

▪ Cycle 1

Table 4.1.5. Results of Cycle 1 Questionnaire

N.	Statement	Score					Total Score	Mean	Percentage (%)
		SS	S	N	TS	STS			
1.	I understand the content of the material on self-introduction after participating in this lesson.	22	6	0	0	0	134	4,78	95,60%
2.	I can introduce myself in	17	9	1	1	0	126	4,50	90,00%

	simple English.								
3.	I can state my name, age, address, and hobbies in English.	20	7	1	0	0	131	4,67	93,40%
4.	Picture dictionaries help me understand vocabulary more easily.	25	2	1	0	0	136	4,85	97,00%
5.	The pictures in the media make me more interested in learning English.	18	9	0	1	0	128	4,57	91,40%
6.	I feel more confident using vocabulary after learning this material.	20	5	1	2	0	127	4,53	90,60%
7.	I am happy to learn English with media like this.	15	13	0	0	0	127	4,53	90,60%
8.	I can do the exercises/questions after studying the self-introduction material.	17	9	2	0	0	127	4,53	90,60%
9.	The dictionary's media display is attractive and easy to use.	19	8	1	0	0	130	4,64	92,80%
10.	I want to use this kind of learning media for other subjects.	19	6	0	3	0	125	4,46	89,20%
	Mean Score							4,61	

The evaluation results in Cycle 1 with Self-Introduction material showed a very satisfactory level of success with a Mean Score reaching 4.61 out of a maximum scale of 5.0. The picture dictionary media proved to be very effective in helping students understand and master the self-introduction material in English. The most prominent aspect was the effectiveness of the illustrated dictionary media in helping vocabulary understanding with a score of 4.85 (97.00%), which indicated that visualization through images greatly helped the student's learning process.

Students showed a very good understanding of the concept of self-introduction material with a mean score of 4.78 (95.60%), indicating that the media successfully conveyed basic concepts on how to introduce oneself. Students' practical ability in stating personal identities such as name, age, address, and hobbies also showed good results with a mean score of 4.67 (93.40%). However, students' ability

to introduce themselves directly still needs to be improved with a mean score of 4.50 (90.00%), and the desire to use similar media for other subjects received the lowest response with a mean score of 4.46 (89.20%). Overall, Cycle 1 successfully proved that the picture dictionary media was very practical and effective for learning self-introduction material.

▪ **Cycle 2**

Table 4.1.5. Results of Cycle 2 Questionnaire

N.	Statement	Score					Total Score	Mean	Percentage (%)
		SS	S	N	TS	STS			
1.	I learned new vocabulary related to hobbies after today's lesson.	22	6	0	0	0	134	4,78	95,60%
2.	Picture dictionaries help me understand the meaning of words more easily.	20	8	0	0	0	132	4,71	94,20%
3.	I can name a few hobbies in English.	15	13	0	0	0	127	4,53	90,60%
4.	I enjoyed learning the material on "Fun Activities and Hobbies."	18	9	1	0	0	129	4,60	92,00%
5.	The pictures in the dictionary help me remember the meanings of words.	18	9	1	0	0	129	4,60	92,00%
6.	I can make simple sentences about my hobbies in English.	16	11	1	0	0	127	4,53	90,60%
7.	I feel confident talking about my hobbies in front of the class in English.	18	8	2	0	0	128	4,57	91,40%
8.	This material has made me more interested in learning English.	19	8	1	0	0	130	4,64	92,80%
9.	I want to study hobby-related material again using an illustrated dictionary.	19	7	2	0	0	129	4,60	92,00%
10.	I can distinguish between hobbies that are done indoors and outdoors.	16	11	1	0	0	127	4,53	90,60%
Mean Score								4,61	

The Cycle 2 evaluation, using the Fun Activities and Hobbies material, showed consistent results with a mean score of 4.61, the same as the Cycle 1 achievement. This consistency demonstrated the reliability of the picture dictionary, which can be relied upon for various types of English learning materials. Students' understanding of new vocabulary about hobbies showed excellent results with a mean score of 4.78 (95.60%), demonstrating the media's effectiveness in introducing new vocabulary.

A notable feature of Cycle 2 was the improvement in understanding word meanings through the picture dictionary, with a mean score of 4.71 (94.20%), higher than the practical skills in Cycle 1. Students' interest in learning English also showed an increase with a mean score of 4.64 (92.80%). However, several aspects showed variation, such as the ability to name hobbies, construct simple sentences, and distinguish types of hobbies, all of which received a mean score of 4.53 (90.60%). Overall, Cycle 2 demonstrated that the picture dictionary was not only effective for one type of material but can also be adapted well to different learning topics with a high level of consistency.

To make it clearer, below was a summary of the results per cycle:

Table 4.1.5. Recapitulation of Results per Cycle

Cycle	Material	Mean Score	Practicality Score	Category
Cycle 1	Self-Introduction	4,61	92.18%	Very Practical
Cycle 2	Fun Activities and Hobbies	4,61	92.18%	Very Practical
Overall Average		4,61	92.18%	Very Practical

Based on the results of the student questionnaire analysis on the use of picture dictionary media in English learning, it could be concluded that this media had a very high level of practicality, with an Overall Practicality Score reaching 92.18%, which was included in the "Very Practical" category. These results indicated that picture dictionary media was very effective and suitable for use in the learning process.

d. Reflection Results

The researcher also shared the distribution of reflections as an evaluation tool for the student learning process. The results of the distribution of student reflections could be seen in the table below.

▪ Cycle 1

Table 4.1.5. Reflection distribution table

N.	Reflection Questions	Number of Students	Percentage	Conclusion
1.	After using the picture dictionary twice, do you feel like your vocabulary has improved?	Increased: 27 students Felt helpful: 1 student	Increased: 96.4% Helpful: 3.6%	Almost all students felt their vocabulary improved.
2.	Do you feel more confident introducing yourself in English?	More confident: 25 students. Undecided: 2 students. Not: 1 student.	More Confident: 89.3% Undecided: 7.1% Not: 3.6%	Most students felt more confident.
3.	What part of the dictionary helped you most in understanding the material?	Picture: 27 students Translation: 1 student	Picture: 96.4% Translation: 3.6%	Almost all were helped most by pictures.
4.	Is this dictionary easy to access and use on your phone?	Easily accessible: 28 students	Easily accessible: 100%	All students found it easy to access.
5.	What are your recommendations for using this dictionary in other lessons?	Yes: 17 students No: 11 students	Yes: 60.7% No: 39.3%	Majority recommended it for other lessons.
6.	How do you feel about learning English using this kind of media?	Happy: 28 students	Happy: 100%	All students enjoyed learning with this media.

Based on the table above, it showed that in Cycle 1, most students (96.4%) reported improved vocabulary, and 89.3% felt more confident in self-introduction. Pictures were the most helpful feature (96.4%), and all students agreed the dictionary was easy to access (100%) and enjoyable to use (100%). A majority (60.7%) recommended using it in other lessons.

▪ **Cycle 2**

Table 4.1.5. Reflection distribution table

N.	Reflection Questions	Number of Students	Percentage	Conclusion
1.	How do you feel after studying the “Fun Activities and Hobbies” material today?	Happy: 27 Excited: 1	Happy: 96.4% Excited: 3.6%	Majority felt happy learning the topic
2.	Name 3 new vocabulary words that you learned today!	Varies	-	All learned new vocabulary
3.	Which part of learning do you like the most?	Self-introduction: 13 students Fun Activities and Hobbies: 15 students	Self-introduction: 46.4% Fun Activities and Hobbies: 53.6%	Slightly more interest in fun activities & hobbies
4.	Does a picture dictionary help you understand the material more easily? Why?	Yes, helped: 28 students	Yes, helped: 100%	All students felt helped by the picture dictionary
5.	Can you mention your hobbies in English after studying?	Able: 27 students Uncertain: 1 student	Able: 27 students Uncertain: 1 student	Almost all could mention hobbies in English
6.	What are your suggestions for further learning or for this picture dictionary?	Printable: 25 students There are questions for each subtopic: 3 students	Printable: 89.3% There are questions for each subtopic: 10.7%	Majority suggested having a printable version

Based on the table above, it showed that in Cycle 2, across both cycles, students consistently expressed positive responses toward using the picture dictionary. Satisfaction and ease of use reached nearly 100% in both cycles. Students reported significant vocabulary improvement, increased confidence, and better comprehension with the help of pictures. The feedback in Cycle 2 offered concrete suggestions, such as providing a printable version and adding questions for each subtopic, which could further enhance the learning experience.

4.2. Discussion

Based on the findings of research in the classroom, it could be understood that this English picture dictionary increased students' interest in reading and vocabulary.

This was in line with the statements of several previous researchers, such as Biesaga, (2017) in (J. Pendidikan & Pengajaran, 2022) showed that young people were more likely to read if the reading material incorporated visual elements. Researchers Ratminingsih & Budasi (2018) and Sibanda (2019) had also recognized that providing students with a tangible concept that aligned with their learning style enhanced their reading interest. In addition, according to Santosa & Andriyadi (2019), the dictionary created in the study was of very high quality. This dictionary had features that could improve students' vocabulary and English skills. An attractive and high-quality dictionary helped students expand their vocabulary list and improve their vocabulary knowledge.

And the results of this study also showed that the pictures contained in the dictionary could increase students' reading interest and vocabulary. Based on the research results, the English picture dictionary-based Canva developed by the student at SMP Swasta Kristen Tomosa 1 School proved effective in increasing reading interest and vocabulary mastery. This was evident in the significant increase in students' average scores, from 49.61 in the pre-test to 86.53 in the post-test, representing an average increase of 36.92 points. Learning completion increased from 25.00% to 100%, indicating that all students successfully achieved the Minimum Completion Criteria (KKM).

This also confirmed that this picture dictionary was effective, practical, and suitable for use as a learning medium that students could use to improve their vocabulary. In terms of practicality, questionnaire results showed positive responses from students in both learning cycles. Students assessed the picture dictionary as easy to use, helpful for grasping vocabulary quickly, and engaging to learn. Teachers were also able to easily integrate the dictionary into the learning process without complex preparation. From a feasibility perspective, this picture dictionary met the criteria for good learning media because its design was appropriate for junior high school students' ability

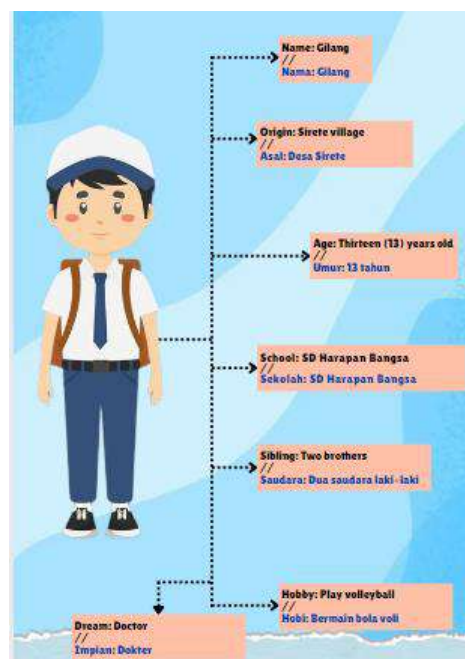
levels, the material was presented systematically, and the images used were relevant and supported vocabulary comprehension. The validation results from design expert and material expert showed a high feasibility score, so this product could be implemented widely in the classroom.

In (Somba, 2024) said that the picture dictionaries had the following characteristics: they combined text with visual representations in the form of images, providing immediate context for the meaning of words. This enabled students to better understand, remember, and pronounce new vocabulary because the human brain stored information more effectively with images than with text alone. Picture dictionaries were also typically organized thematically, with each image accompanied by relevant word labels, enabling vocabulary learning based on categories such as the human body, kitchen utensils, transportation, and others.

Based on the above statement, it could be understood that picture dictionaries should have been organized thematically so that the pictures corresponded to the meanings/vocabulary listed. This allowed students to better understand, remember, and pronounce new vocabulary because the human brain stored information more effectively with pictures than with text alone.

Therefore, the researcher had a basis for redesigning the content of the dictionary on each page, and the results could be seen in the image below.

Picture 4.2. Before Revision



The researcher had redesigned the content of the subtopic on “Personal Identity” to be more specific in accordance with the listed vocabulary. The following was the revised content design.

Picture 4.2. After Revision



The researcher also added a page intended as an introduction, which was part of the “Self-introduction” section, so that students could better understand the subtopics they were reading. This could be seen in the image below.

Picture 4.2. Added a Page



Although the research results showed several positive aspects for students, such as increased interest in reading, courage and confidence, increased vocabulary, and the fact that this picture dictionary could be used digitally or in print, there were still some students who were not optimal in pronouncing vocabulary. This was because there was no automatic pronunciation feature that could help students pronounce vocabulary. The researcher acknowledged that this picture dictionary still needed to be further developed to improve its functionality.

Therefore, the researcher hoped that future researchers could improve this dictionary to better assist students in enhancing their reading interest and vocabulary.