

FOSTERING STUDENTS' VOCABULARY THROUGH BUSY PICTURES AT PAUD ZALFA NAQIYYA SAMARINDA

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ABSTRACT

Vocabulary mastery is a crucial aspect of English language proficiency, yet many students struggle to understand and use vocabulary accurately. Visual media such as busy pictures are believed to support early childhood vocabulary development through visual stimulation and interactive engagement. Therefore, this study was conducted to determine the effectiveness of using busy pictures in improving vocabulary mastery among Group B students at PAUD Zalfa Naqiyya Samarinda. This research employed a quantitative method, involving a population of 32 students from Group B during the 2023/2024 academic year, with a sample of 13 students. The findings revealed that the average pretest score before treatment was 21.31, while the average post-test score after the use of busy pictures increased to 54. This represents a 32.69% improvement. The results indicate that busy pictures are an effective medium for enhancing students' vocabulary mastery. Furthermore, the hypothesis testing showed that the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted, confirming the positive impact of busy picture media on vocabulary acquisition.

Keywords: *Busy Pictures, Vocabulary, kindergarten students*

INTRODUCTION

In the age of globalization, having communication skills in English is crucial. These skills are linguistic abilities, specifically vocabulary, grammar, and pronunciation. These three elements offer excellent qualities. Since communication is a must for all people. The foundation for English language learners' ability to communicate is their vocabulary. The rules of grammar are utilized as a guide for effective communication. The final, right pronunciation can help persons in a debate have a better grasp of one another's speech. English is also referred to as an international language. Luke claims that the closest language to becoming a global language has ever existed.

English is the name of the language. The English language has traditionally outperformed Latin and French in terms of its ability to spread over the world and become one of the most widely used languages (Mastin & Vogt, 2011). For this reason, people need to learn English and possess the education necessary to converse when they travel to other nations. English is a subject that is taught in Indonesia from the secondary level through the university level. For all facets of

English, vocabulary is essential. Without vocabulary, children will struggle to read, write, talk well, or listen in class. Vocabulary helps students become fluent in a language, so without it, they won't be able to do any of those things (Widiati, 2008). Some pupils have trouble learning new words since they simply know the term itself but are unable to utilize it because they do not understand its meaning. As a result, when people use it, the meaning of the word will either be incorrect or confusing. We already know how crucial vocabulary is for students. But for now, we're unsure of how much vocabulary instruction is required of pupils in order for them to be proficient in the English language. Students typically need to learn or master a useful vocabulary. This highlights the need for effective teaching methods that support vocabulary development, especially for young learners in early education settings.

One potential approach to address this challenge is the use of visual aids, such as busy pictures—illustrations filled with various objects and actions that can stimulate observation, discussion, and word association. This study seeks to investigate whether the use of busy pictures can effectively enhance vocabulary mastery among students at PAUD Zalfa Naqiyya Samarinda. The research is driven by the question of whether busy pictures serve as an effective tool to foster vocabulary learning in the classroom. The objective of the study is to explore the potential of this visual strategy in supporting children's vocabulary acquisition. Furthermore, the significance of this research lies not only in its potential contribution to more engaging and effective English instruction for young learners, but also in providing valuable teaching experience for the researcher, particularly in designing innovative activities that yield meaningful learning outcomes.

MATERIALS AND METHOD

Busy Pictures

Busy pictures can also be referred to as busy pictures. These interactive books contain activities that enhance your child's fine motor skills, number identification, and counting and language development. You can explore these busy books together or encourage your child to play independently.

a. Definition of busy picture

Busy Picture is a kind of book with colorful pictures, matching images, and illustrated puzzles that can be used to improve children's motorist sense. It has many names (busy book, cloth book, busy picture, soft book) but the meaning is the same, and the most common name used is a busy picture. Busy Picture is a book made from fabric and every page contains quiet activities designed creatively as a teaching medium. Based on some definitions above, the researcher concludes that a busy picture is a kind of book made of fabric that contains quiet activities in the form of colorful pictures, illustrated puzzles, and matching images that are appropriate, interactive, and educational games that contain learning material.

b. Benefits of Busy Picture

The benefits of busy pictures for language learning are: First, picture illustration is an abstract level device that can be interpreted based on experience, through the interpretation of words. This can trigger the learner to bring up the vocabulary; Second, picture illustrations help students read textbooks, especially in interpreting Annisa, *The Influence of Learning Uses the Game Tool on Children Visual Intelligence*, 2016. Journal, State University Jakarta. Mufflihasri, *Implementation of Busy Book to the Reading Skill of Early Childhood in PAUD Terpadu Filosofia Kabbu Babussalam Rokan Hilir*, recalling the content of the accompanying text material so that students more easily remember the new vocabulary through the shadow of images they saw. The use of a busy picture can help students capture an idea and help students in expressing a vocabulary through an image.

c. Definition of English for a Young Learning

Young learner is a term that refers to children who are in the early stages of the learning process, usually aged between 3 to 12 years old (Diyanti & Madya, 2021). In the context of language learning, young learners are children who are learning a new language, either as a mother tongue (first language) or as a second or foreign language (second/foreign language). Children in this category have unique characteristics in terms of cognitive, emotional, and social development that affect how they learn (Nuralisa & Nirwanto, 2023). They tend

to have high curiosity, and strong imitative abilities and enjoy learning through interactive activities such as playing, singing, telling stories, or using visual media (Harmer, 2007).

In language learning, approaches and methods for young learners are often specifically designed to accommodate their needs and learning styles (Darma et al., 2023, p. 125). The focus of learning is usually on practical aspects of communication through hands-on experience, so vocabulary and language structures are introduced in interesting and relevant ways (Pinter, 2006).

d. Research Gap and Novelty

The study entitled “*Fostering Students' Vocabulary Through Busy Pictures at PAUD Zalfa Naqiyya Samarinda*” fills a gap in research on the use of Busy Pictures specifically to improve vocabulary acquisition in early childhood. Until now, studies utilizing similar media have focused more on improving early reading or listening skills, rather than explicitly on vocabulary development. Thus, this study offers a valuable new contribution to the field of early childhood English language education. The novelty of this study lies in its specific local context, namely at PAUD Zalfa Naqiyya Samarinda with Group B children, as well as the quantitative approach used. Not only does it utilize Busy Picture as a visual aid, but this medium is also used as the primary tool in the vocabulary learning process, accompanied by structured measurement through pre-tests and post-tests as well as statistical tests (t-tests). This indicates a significant improvement in students' vocabulary mastery after the treatment was administered, making the findings empirically valid. This study is important because vocabulary is the foundation of language learning, especially English, for young children. Many children struggle to understand and remember new vocabulary, so engaging, interactive, and effective learning media like Busy Picture are needed. Through this study, early childhood education teachers gain concrete and practical strategies for teaching English that are not only enjoyable but also proven to significantly enhance students' abilities.

The novelty of this study lies in several aspects that distinguish it from previous studies. First, this study focuses on the specific use of Busy Pictures to improve vocabulary acquisition in young children, which has previously been

used more in the context of improving reading or listening skills. Although there are other studies that use similar media, their main focus is more on other skills such as early reading or listening, rather than explicitly on vocabulary development. Second, this study was conducted using a quantitative approach, which is relatively rare in studies of learning media for early childhood. The use of pre-tests and post-tests to measure vocabulary improvement provides more measurable and objective data compared to previous studies, which tended to be descriptive or qualitative. With this approach, researchers can provide stronger evidence regarding the effectiveness of Busy Picture media in improving vocabulary mastery. Third, this study adopted a specific local context, namely at Zalfa Naqiyya Samarinda Early Childhood Education Center, with early childhood students in group B as the subjects.

This makes the findings of this study more relevant and applicable in the context of English education in early childhood education in Indonesia, which may have different challenges and characteristics from similar studies abroad. Fourth, although Busy Picture is already known as an attractive visual aid, this study explores the potential of this medium in a more systematic and structured way, making it the main tool in vocabulary learning, not just a visual support tool. This study also provides empirical evidence through statistical analysis (t-test) showing a significant improvement in students' vocabulary mastery after the intervention. Thus, the novelty of this study lies in its measurable quantitative approach, specific local context, and sharper focus on vocabulary development using Busy Picture as the primary learning tool.

RESULTS

Findings

The findings of the research were based on the results of the data analysis dealing with the scoring classification of the students' scores in pre-test and post-test, mean score, standard deviation, and hypothesis testing. The findings were described as follows:

1. The Means Score

After calculating the result of the students' pre-test and post-test, the means score is shown in the table below:

Table 1. The Means score of the Students' Pre-test and Post-test

Type of test	Means Score
Pre-test	21.31%
Post-test	54%

Table 1 above shows the mean score of the students in the pre-test and post-test. The students' pre-test mean score was 21.31% and it was categorized as fair, while the students' post-test mean score was 54% and it was categorized as good. It means that the mean score of the post-test was higher than pre-test.

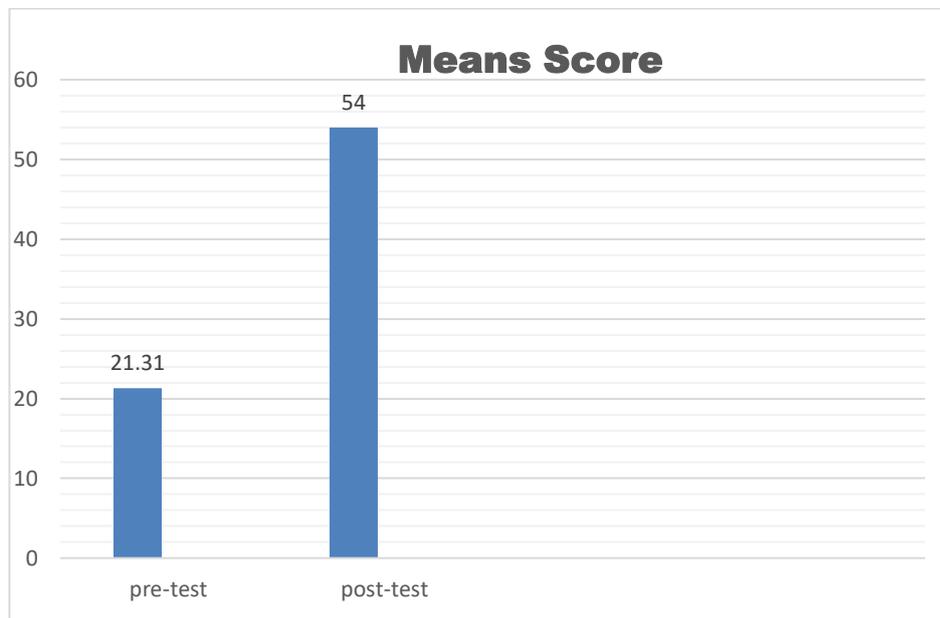


Figure 1: The mean score of the students' pre-test and post-test.

2. The Improvement of Students' Vocabulary in Pre-test and Post-test

The following table shows the improvement in the pre-test and post-test:

Table 2. The Improvement of the Students' Vocabulary in Pre-test and Post-test

Indicator	Pre-test	Post-test	Improvement
Vocabulary	21,31%	54%	32,69%

Table 2 showed that pre-test was 21,31 and post-test was 54 the score of post-test > pre-test. Thus, the improvement of the students' mean scores on the pre-test and post-test was 32,69%. It indicates that the student's

vocabulary improved significantly through Busy Picture. This research answers that busy picture media affects increasing students' vocabulary where (Ho) was rejected and (Ha) was accepted.

3. T-test Analysis (test of significance)

To know the level of significance of the pre-test and post-test, the researched used t-test analysis on the level of significance (p) = 0.05 with the degree of freedom (df) = $N-1$, where the N = number of subjects (16 students) then the value of table was 2.131 The t-test statistic, The following table shows the result of the t-test calculation.

Table 3. The value of the t-test and t-table

Variable	t-test Value	t-table Value
Vocabulary	7.869	2.131

The table above showed that the t-test value was higher than the t-table value ($7.869 > 2.131$). Based on the results, it was concluded that the difference of both means is statistically significant. Based on the result above it could be concluded that the null hypothesis (Ho) was rejected whereas the alternative hypothesis (Ha) was accepted. In other words, Busy Picture is medium effective to increase students' vocabulary mastery of PAUD Zalfa Naqiyyah Samarinda.

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4. The Means Score

After calculating the result of the students' pre-test and post-test, the means score is shown in the table below:

Table 4. The Means score of the Students' Pre-test and Post-test.

Type of test	Means Score
Pre-test	21.31%
Post-test	54%

Table 4 above shows the mean score of the students in the pre-test and post-test. The students' pre-test mean score was 21.31% and it was categorized as fair, while the students' post-test mean score was 54% and it was categorized as good. It means that the mean score of the post-test was higher than pre-test.

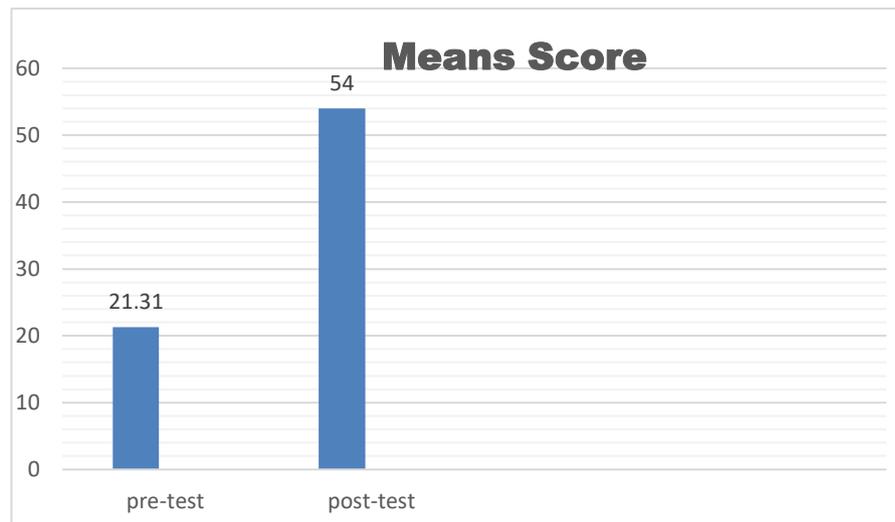


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5. The Improvement of Students' Vocabulary in Pre-test and Post-test

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DISCUSSION

In this part, the discussion of the research findings derived from the results of the students' vocabulary in the pre-test and post-test.

The description of the data collected through the test as explained in the previous section shows that the students' vocabulary increased. It is supported by the mean score of the students' pre-test and post-test.

The student's vocabulary could be developed in many ways, one of them was the use of the medium to teach vocabulary like Busy Picture. It was considered a good medium because it was easy to find, and effective, and many types of Busy Pictures were selected. On the other hand, conducting a study using Busy Picture increased students' vocabulary mastery. There were several research experts relating to the development or increase of vocabulary.

Urbayati (2017) in her thesis stated that the word wall media was suitable and effective to increase students' vocabulary. It could be proven that the mean score of the post-test (85.16) was higher than the mean score of the pre-test (77.03). The result of the t-score was (7.588) while the t-table (2.039) means the t-score was

higher than the t-table. It can be concluded that word wall media is effective in increasing students' vocabulary.

Furthermore, according to Juriah (2018). In her study, the researchers stated that the use of mass media could improve students' vocabulary mastery. It was supported by the mean score from the pre-test (5.77) and the post-test (7.40) where the post-test was higher than the pre-test. It means there was an improvement in using mass media to expand students' vocabulary.

Jurasni (2019) The result of the data analysis showed that the t-test value was higher than the t-table value ($9.7 > 2.045$) and the mean score of the students in the pre-test was (67.2) and the post-test was (83.6). It means the post-test was greater than the pre-test. The research concluded that the use of the Hangman Game in teaching vocabulary was effective in increasing students' vocabulary.

Therefore, the similarities between those studies with the research were the research focused on vocabulary while the difference was those studies 38 used other ways to teach vocabulary and the research used Busy Picture to teach vocabulary mastery.

Based on the result of the students' answers before and after treatment, the research noticed that there was a significant difference between students' vocabulary tests in pre-test and post-test. Before applying Busy Picture as an English teaching medium, the students could not answer the test vocabulary with truth and did not know the meaning of the words. But after applying Busy Picture the students could answer the test vocabulary with truth and know the meaning of the words as well.

The students' vocabulary mastery was very lacking before the implementation of Busy Picture in the language learning process in the class because the students had difficulty memorizing vocabulary and using Busy Picture as a medium could help the students memorize the vocabulary. Besides, during the treatment process with the Busy Picture as a medium, the researcher saw that the students were more interested in the learning process because the students could look at the picture directly.

This medium was successful in teaching vocabulary to students of different abilities. There was a significant students' vocabulary improvement of the students

after the treatment was conducted. It was proved by the result of the data analysis that the descriptive analysis above was supported by the inferential analysis using a test that was statistically different at the level of significance.

CONCLUSION

The researcher concluded that the Busy Picture increased students' vocabulary mastery PAUD Zalfa Naqiyya Samarinda. It is shown that the result of the post-test was greater than the result of the pre-test. The students' mean score on the pretest was 65.5 which was classified into a fair category and the post-test was 85 which was classified into a good category. The researcher analyzed the data obtained from the students' answers in pre-test and post-test. The data consisted of the results of the pre-test and post-test. After applying treatment, the student's vocabulary mastery increased.

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