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**The Effect of Using Pictures and Illustrations on improving vocabulary
acquisition for Elementary School Students**

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Abstract

The effectiveness of illustrations for increasing student's vocabulary knowledge and construction of meaning during picture had been studied extensively. Although decades of research have suggested that illustrations may improve words recall, there were also contradictory findings that indicated pictures inhibited young children construction of meaning. The study goal was to investigate the impact of picture and illustration on vocabulary acquisition of elementary school student. Researcher used tools for both student and teacher. Student tool consist of lesson plan and pretest to evaluate student level, while the teacher tool contain questionnaire and class observation. The result will show improvement in student achievement regards vocabulary acquisition.

Introduction

The use of language is fundamental to all communication and is at the establishment of all early educational modules that is displayed in elementary school classrooms. Children in Saudi Arabia join school at the age of seven then by 4th grade English in introduce to student. They study English as a compulsory subject for nine years, from 4th grade at elementary to 3rd grade at secondary school. If kids do not understand the meaning of words and use them, they will struggle to interact with others and to comprehend topic in every aspect of learning.

Vocabulary proficiency has an imperative part in English. Vocabulary is essential to gain language skills, for example, listening, speaking, reading and writing. In addition, vocabulary is the essential qualification need taught in Elementary school. Knowing considerable measures of words are vital on the grounds that the more words we know, the better opportunity to get it. Therefore, the significant point of showing English program in Elementary school is to offer student some assistance with gaining extensive vocabulary of valuable words. To ace the vocabulary required for being proficient, youngsters need to take in a normal of 4,000 to 6,000 English words for each year (Anderson, 1996). Yet, kids ordinarily learn under 460 words for every year from direct guideline by the educator. On the other hand, basically perusing messages and construing the significance of obscure words can offer a tyke some assistance with acquiring a large number of vocabulary words every year.

The human visual processing system is indeed impressive. Picture books chose as instructional apparatuses for advancing vocabulary obtaining what's more, perception advancement amid read aloud

ought to have been picture free writings. Picture-autonomous writings don't depend on delineations to pass on the writer meaning (Galda & Cullinan, 2000). It can be semantically sorted quicker than words. Pictures are extremely useful media particularly to abstain from misconception of the inquiries since the student can relate the inquiries to the photos given. Pictures have an essential part in the comprehension of importance. They give representation of something and make it clear. Pictures are utilized to help understudies to comprehend and understand something plainly and effectively (Sholihah, 2009).

Literature review

Li study (2011) plans to evaluate the adequacy of the Picture Word Inductive Model in the obtaining of new English vocabulary for Swedish grade-4 student of an elementary school in southern Sweden. In this study, two parts of vocabulary securing were concerned, to be specific, the acknowledgment of vocabulary structures (spelling and elocution) and general comprehension of word significance in the short term. The outcomes demonstrate that the gathering taught by the PWIM picked up moderately higher test scores and performed all the more effectively and found the lesson more pleasant in the classroom. Educating by the PWIM is observed to be viable in taking in the new English vocabulary of foreign Language Acquisition..

Rosemary et. al. (2007) mentioned that the motivation behind this activity research task was to enhance pupils' vocabulary procurement through a multisensory, direct instructional methodology. The study included three instructors and an objective populace of 73 pupils in second and seventh grade classrooms. The objective was to assemble proof of a checked change in the quantity of vocabulary words that pupils perceive, comprehend, and utilize. Pre and posttests test information on understudy learning of fifty key substance range vocabulary words. The assembled information demonstrates that understudies plainly comprehended and could characterize more than five times the same number of words after this mediation (from 378 words to 1,941 words). The task results demonstrate that a multisensory, direct instructional methodology enhances understudy vocabulary obtaining. Teachers need to expand their insight into mind research and execute direct guideline of vocabulary using multisensory strategies.

Sholihah, Himayatus (2009) conducted a study to describe the procedure of utilizing pictures as a part of showing English vocabulary and to clarify the impacts of utilizing pictures as a part of showing English vocabulary pictures to the fifth grade students of SDN Tugu Jebres. The class exercises comprised of four stages taking into account the lesson arrange for that was made recently. They are: Warming up that was done to make understudies intrigued by learning and to present the materials. Presentation in which the essayist exhibited the materials by utilizing pictures as visual media as a part of request to clarify the material plainly and effortlessly to get it. The researcher discovered the constructive outcomes of utilizing pictures as a part of showing English vocabulary, these are: the photos could enhance the understudies' inspiration, the photos could pull in the students' consideration, the photos help the understudies to retain the vocabulary and the photos make the educating and learning exercises fascinating.

Significance of research

Vocabulary is applied every day for some objective including discussion, classroom guideline, reading stories, and playing recreations. The everyday school routine can be difficult for children to go with and to comprehend the language, process what is being said, planning their thoughts into words and sentences, and making verbal connections. The outcome of this are accepted to be appropriate to English language classroom by giving the accompanying experiences: First English dialect instructors in the schools will get data about the utilization of visual materials in instructing diverse vocabulary lessons. Second it gives criticism for the syllabus creators and course book journalists so as to make further changes in the endeavor to incorporate sufficient quantities of pictures, outlines, graphs, and so forth in the reading material. At last, it rouses different analysts keeping in mind the end goal to lead further studies in the range.

.Research question

The study looked to answer the accompanying exploration questions:

1. Dose learners who acquire the vocabulary with picture and illustration have much word than those who learned it with ordinary way?
2. What is the effect of using picture and illustration on improving vocabulary acquisition for elementary school student?

Research methodology

The research tools used in this research are as follows:

For student:

Vocabulary Tests: There will be two tests for the students of two groups (Group A and Group B).

One will be the pre-test which will be a placement test; the other will be an immediate post-test which will be an achievement test. The pre-test will be designed to test the English level of the student from both Group A and Group B.

The pre-test consisted of 8 items including 4 multiple choice items and 4 picture-word matching items.

Lesson plan: The process of teaching English vocabularies by using pictures to the fourth grade students consists of two steps as follows:

1. **Warming up:** Warming up is the initial phase in the educating procedure. In this stage, the researcher introduced the new materials to the pupils. The researcher did it by asking the pupils few inquiries identified with the material or the subject being examined, for example, if the point was about music, the researcher could ask the students some questions as follows:
 - Do you know what music is?
 - Can you name one type of music?

This activity was done to introduce the new topic to the students.

2. **Presentation:** In the second action, the teacher starts to explain the materials to the pupils. In learning English, there will be numerous graphics with matching words. In this step, the instructor can utilize some media of educating to offer the educator some assistance with explaining the material effortlessly.

For teacher

- **Questionnaires:** This technique is utilized to gather information from the educators. The instructors gave data about the degree they utilized visual materials as a part of the classrooms, what their primary wellsprings of the visual materials were and what state of mind they had towards them.
- **Observation:** A class of 20 students will be observed during two English lessons. The teacher will used the same word that used in the pre test by giving a draw of it and give some synonyms to see if they remember the new vocabulary they have learned.

Ethical consideration

Permission and approval from the school principal has been taken to conduct the study. The elementary level students only were included in the study and other school levels were excluded. Researcher will take Verbal consents from student who will be participated in the study

Limitation of research

Presenting the students to the arrangement of withholding pictures through three or four read-aloud would have acquainted the understudies with the organization and empowered them to concentrate more on the phonetic substance of the story.

Expected results:

The reason for the study was to inspect the degree instructors use visual materials when they show English vocabulary in Elementary school. The information gathered from the three instruments of the examination: surveys, observation and lesson will be exceptionally useful in arriving a conclusion that educator use visual materials in their vocabulary instructing at various degree. Analyze the classroom practices of all evaluations, examining with more instructors about the part of each visual in showing English vocabulary.

Reference:

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- Galda, L., & Cullinan, B.E. (2000). Reading aloud from culturally diverse literature. In D.S. Strickland & L.M. Morrow (Eds.) Beginning reading and writing (134-142). New York: Teachers. College Press.
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- Rosemary D’Alesio, B.A. Maureen Scalia, B.A. Renee Zabel, B.A. (2007) improving vocabulary acquisition with multisensory instruction, Saint Xavier University, Master thesis
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Appendixes:

APPENDIX A: Teacher Questionnaire

Dear teacher,

The main purpose of this questionnaire is to collect data about your opinion concerning the use of picture and illustration in teaching vocabulary, which is regard my research :

Teacher Name:

Sentence	Agree	Neutral	disagree
Activities that are related to image more interacts with the student more			
Using picture for student make them more eager to learn and more initiative.			
Do you see that images can be used as an effective means to raise the level of student achievement?			
I see that learning through images is effective			
all parts of the curriculum can be taught via the illustration			
Pictures can be an effective method in evaluating student learning attitude.			
Is traditional way more effective than using picture and illustration?			

APPENDIX B

pre-Test

Name:.....

Total Marks: 8

Obtained Marks:

Choose the correct answer:

1- Musicians usually play on to produce the melody.

a)equipment

b)instrument

c)tools

2- Music Art has been in many academics around the world.

a)learn

b)taught

c) given

3- White and black are the colors of piano.....

a) keys

b)locks

c) doors

4- The most famous violin is André Léon.

a) Artist

b)Actor

c) designer

Match the pictures and words:

1. Music

a.



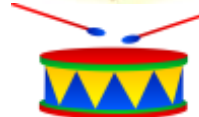
2. Violin

b.



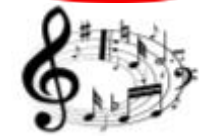
3. Piano

c.



4. Drum

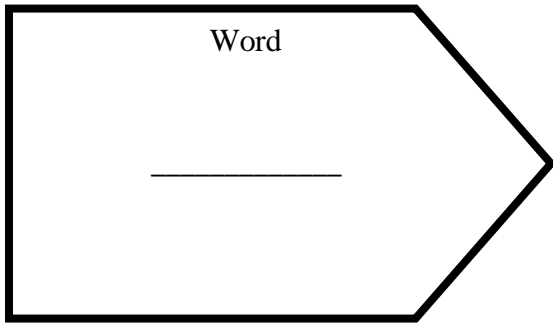
d.



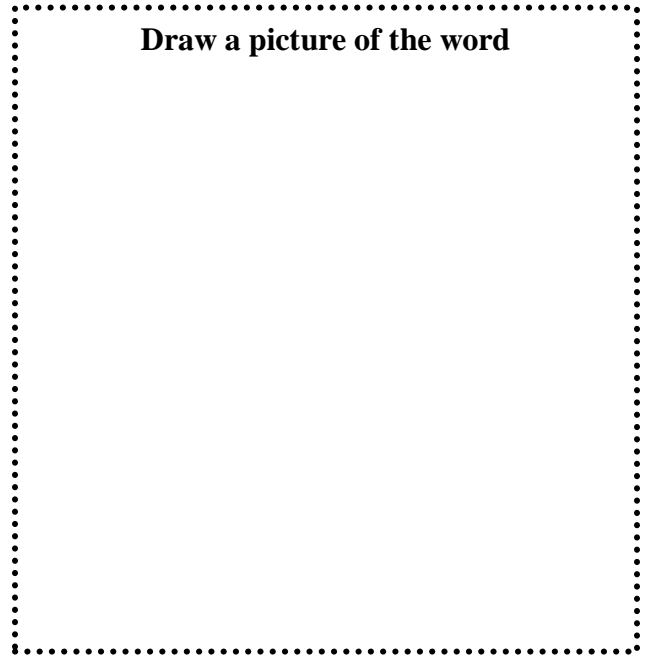
APPENDIX C:

Observation Sheet

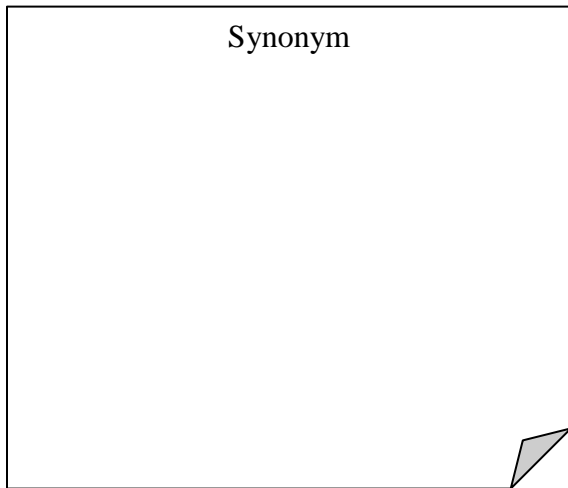
Name: _____



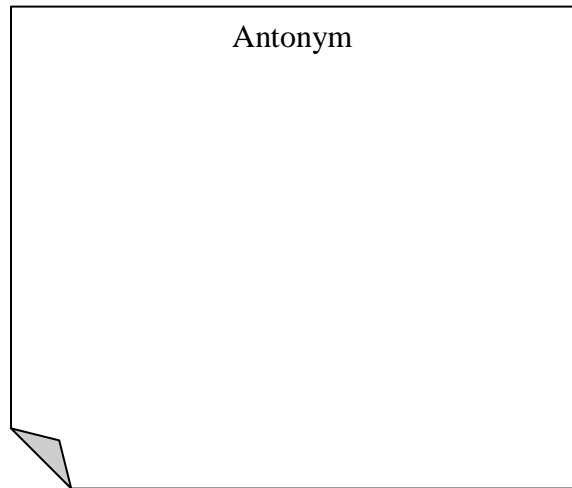
Word



Draw a picture of the word



Synonym



Antonym

Marks: _____