



FACULTY OF ARTS
DEPARTMENT OF ENGLISH

**The Effects of Using Pictures in
Teaching English Vocabulary to EFL
Young Learners**

**A Graduation Project Submitted to Sebha University, Faculty of Arts
in partial Fulfillment of the Requirement for the Degree of Bachelor
of Education in English**

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DEDICATION

The work was dedicated to Allah Almighty, our strong pillar, source of wisdom, knowledge, and understanding who ordained this path for us.

To our beloved parents
for their motivation, support, encouragement, and love

To our dear brothers and sisters

To our grandmothers and grandfathers

To all our friends and teachers

To anyone who helped us, to anyone who loves us

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In the Name of Allah, The Most Gracious, The Most Merciful. All praise to Almighty Allah, the one to whom all dignity, honor and glory are due. Peace and blessing of Allah be upon all the prophets and messengers. As prophet Mohammad, peace of Allah be upon him, said" Who does not thank people, will not thank Allah".

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ABSTRACT

This study aims to find out the role of using pictures in teaching English to Young Learners at primary stage, Noor Al-Aloom private primary school. A pre-test and post-test were conducted to collect the data from the participants. The participants of the study were ten students. The collected data was analysed manually and by using statistical method; percentage, and showed through tables. The pre-test was applied first and the results were not satisfying, just 20% of the participants did well in this test. Then the post-test was applied after giving two classes to the students by using pictures, and the results were completely different. The knowledge level of the students in post-test after using pictures was better than those in pre-test; 40% of the participants in post-test had got excellent marks and 60% of them had got very good marks. Thus, using pictures to teach the young learners vocabulary has a great positive effects on them. This study concluded with the conclusion and some recommendations.

Key terms: Vocabulary, pictures

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CHAPTER ONE

INTRODUCTION

1.1. Introduction

This chapter presents the background of the study, statement of the problem, the significance of the study, the objectives, the research questions and ends with the limitations of the study and definition of some key terms.

1.2. Background of the study

Mastering English is not as easy as taking something for granted. Learners have to go through many steps and parts in learning. One of those parts is learning and mastering the vocabulary in English. Without knowing enough vocabulary, the students cannot understand others or express their own idea. Vocabulary is the most important aspect in a language as there will be no language without words. The more vocabulary learners master, the more easily they can communicate.

Cameron (2001, p. 67) pointed out that “mastering a language means being able to comprehend the vocabulary and its phonological system both in speaking and writing.” It means the students who learn English as a foreign language have to comprehend the meaning of the words because it is the point to them to understand what they listen and read and also to get the goal of communication with other people.

In presenting English, especially vocabulary, the teacher should be creative in choosing materials and able to stimulate the students interest. The teacher needs to manipulate some strategies to support the teaching and learning process. Brown (2001, p. 66) stated that vocabulary is incorporated into communicative task, attention to lexical forms is now more central to the development of language. In teaching English, choosing a learning strategy that suits the needs of students is very beneficial. Teacher should apply the interesting strategy in the classroom, so that the students can understand well and faster about what they are learning, which is the pictures. Pictures are very helpful media especially to avoid misunderstanding of the questions since the students can relate the questions to the pictures given. Pictures have an important role in the understanding of meaning. They give

illustration of something and make it clear. Pictures are used to help students to understand and comprehend something clearly and easily.

1.3. Statement of the problem

Teaching vocabulary is not easy task for the teacher, especially for young learners. Teaching English vocabulary for young learners is very much different from teaching adults in secondary or college. The young learners can easily get bored if the condition of teaching English process is monotonous and not creative. Young learners have problems in mastering the vocabulary items they learn. They cannot communicate their ideas clearly because of their limited vocabulary. They feel bored and not pay attention because there is nothing interesting in the material, which the teacher presents. However, the teachers need to prepare strategies and a suitable materials in order to gain the target of the language teaching to the young learning such as using pictures. Picture is an interesting approach. It will be more effective, efficient, and helpful in learning process. In fact, there are a lot researches about the strategies in teaching vocabulary to the young learners, but there are not many on using the pictures. Thus, the researchers intended to conduct a study in investigating the effects of using pictures in teaching English vocabulary to EFL young learners at sixth grade in Nour Al-Aloom private primary school.

1.4. Research questions

The current study was conducted to answer the following questions:

1. What is the role of pictures in enhancing learners' vocabulary?
2. How can pictures help to enhance learners' vocabulary development?

1.5. Objectives of the study:

The main objectives of the study are to:

1. Investigate the role of pictures in enhancing learners' vocabulary.
2. Find out how the pictures help the learners to enhance their vocabulary development.

1.6. Hypotheses of the study

The current study was conducted on some hypotheses, they are

1. Teaching vocabulary by using pictures helps the learners to get the meaning of new word easily.
2. Teaching vocabulary by using pictures makes the atmosphere of the classroom more pleasant and enjoyable.
3. Teaching vocabulary by using pictures makes the learners more confident.
4. Teaching vocabulary by using pictures motivates the learners and encourages them to be more participative.

1.7. Significance of the study

There are some significances of the study, namely;

1. The students will get enjoyable in teaching and learning process by using pictures.
2. It enables teachers to get information and advantages of using pictures as a technique in teaching vocabulary to young learner.
3. It helps the teachers to develop the techniques in their classroom in order to make the students interested in the subject.
4. The finding of this research gives a profitable description to any further research which wants to study the same case, so this study becomes a helpful information and useful reference for the next study.

1.8. The limitations of the study

This research study is limited to one class at Nour Al-Aloom Private Primary School with the sample of 10 learners to represent the whole population of the sixth grade students at Nour Al-Aloom Private Primary School. We recognize that it is not representative however this is due to the shortage of time and Covid 19. Moreover, another limitation concerns the use of pictures in teaching vocabulary in particular, and it does not concern all the aspects of language.

1.9. Definition of Key terms

1. Vocabulary: it refers to the knowledge or words, including their structure (morphology), use (grammar), meanings (semantics), and links to other words (word/semantic relationships).
2. Picture: is as a part of visual aids are used as a technique in teaching English vocabulary. Pictures that can be sketches, drafts, graphs, comic, poster, cartoon, board drawing, picture in newspapers, magazines, posters, family photograph, calendars, wall chart, Slides, diagrams and maps.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter presents the previous studies and theoretical Review including the definition of vocabulary, teaching vocabulary strategies, definition of Pictures and the role of pictures in enhancing learners' vocabulary achievement.

2.2. Previous Studies

Icuk Harjuno. (2009). *The Effectiveness of Using Pictures to Teach Vocabulary*. The objective of the study is to investigate the effectiveness of pictures as media to improve students' ability in vocabulary at the fifth graders students of Elementary School. The population of the study was the students of the fifth grades of SDN Manyaran 03 Semarang. The sample of the study was class VA as the experimental group and class VB as the control group. Each of the two classes consisted of 40 students. Class VA was taught using pictures, and VB taught without using pictures. Before giving the treatments, the writer conducted the pre-test for both classes. After giving material in 3 weeks, the writer conducted post-test to know the development of the students' ability in vocabulary. The results of this study showed that there is significant difference grades between students who are taught by using pictures and the students who are taught not using pictures. So, it is suggested for English teacher to teach using pictures in improving the students' ability in vocabulary.

Boualleg Rima. (2016). *The Use of Pictures in Teaching Vocabulary in EFL Middle School Classes*. The current study aims at exploring the use of pictures in teaching vocabulary in EFL classes. It hypothesized that, if teachers make good use of pictures in teaching middle school pupils, their vocabulary knowledge will be enhanced. To prove the mentioned hypothesis, a descriptive study has been conducted; and the data was gathered by designing two questionnaires, one was handed for the 3 teachers of English and the other was administered to 28 first year pupils at Charkia Middle School in Barika. Pupils' and teachers' perception towards the use of pictures as a technique for teaching vocabulary are clearly stated. The obtained results of this investigation have confirmed our hypothesis and it revealed that the incorporation of pictures in teaching English can create a pleasant atmosphere that helps learners to ameliorate their lexical knowledge appropriately. In other

words, pictures are useful aid for teachers in increasing pupils' motivation towards the learning process. All in all, we recommend for teachers to apply pictures with their different types in classroom since they help pupils to learn more lexical items which maximize their language understanding, likewise vocabulary should be taught within context for deeper comprehension.

Nur'Aini. (2019). *The Effectiveness Using Pictures in Teaching Vocabulary at State Junior High School 03 Bangkinang.* The design of this research is quasi experimental design. The population of this research was at State Junior High School 03 Bangkinang. The total number of population was 75 students. The sample was class VII A consisting of 20 students as an experimental class, and class VII B consisting of 20 students as a control class. So, the number of sample from two classes was 40 students. The technique of collecting data used by writer was test, used to find out the students' vocabulary. After analyzing the data, the writer found that the students' vocabulary taught by using picture is better than which were taught without using picture. It meant that there was significant difference of using picture on students' vocabulary at State Junior High School 03 Bangkinang.

2.3. Theoretical Review

2.3.1. Definition of Vocabulary

Vocabulary is very important component in learning language. People will not be able to communicate without vocabulary. it is very important in teaching English, and can be defined as the words we teach in the foreign language. Many researchers defined the term “vocabulary”.

Hornby (2002, p. 88) stated that vocabulary is a total number of words which (with roles for combining them) make up a language. This means that vocabulary is very important component in learning language. People will not be able to communicate without vocabulary.

Fauziati defined vocabulary as a set of words with their meaning as a fundamental and useful tool for communication and acquiring knowledge in language. (2002, p. 80),

Cameron (2001, p. 78) stated that vocabulary is about learning words, children are not only expected to know the word but also they have to know what the meaning of that word. Burns defined vocabulary as the stock of word which used by a person, class or profession.

vocabulary as the highest ability to master for a reader or a writer, words which are used in the subject of knowledge, and a list of words which is arranged such as in dictionary, complete with a clear and short explanation (1999, p. 77).

Coady and Huckin stated that vocabulary is central to language and of critical importance to the typical language learning. The term of vocabulary knowledge refers to knowing the word meanings then the word should be similar to synonym, dictionary, or an equivalent word in learners" (1997, p. 5).

Harmer stated that "If language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and flesh" (2002, p. 133).

From the definitions above, it can be concluded that vocabulary is central to language and very important in learning English. One needs to communicate and express the speaker's mean. That is the reason why vocabulary is important in learning English. Vocabulary can support the learner to learn the language skill. The large knowledge of vocabulary helps the learner to express their idea because vocabulary really supports the learners to learn the skill of the target language.

2.3.2. Teaching vocabulary strategies

There are some strategies on teaching vocabulary that have been observed by authors (Berne, 2004; and Richard 2002). They classify the strategies into three categories such as; presentation strategy, practical strategy, and training strategy. The first is presentation strategies; presentation strategies are those that introduce the target vocabulary for the first time. These will involve either presentation of the meaning or the form. The meaning presentation is divided into three strategies according to Berne (2004, p. 72). The first is visual strategies, such as pictures, body, actions, real objects or video. The second is verbal presentation strategies, such definition, translation, and explanation and the last is audio strategies such as, songs, imitation of sound or having learners to listen to a tape-recording. Moreover, Harmer (1991, p. 66) states that there are two categories of strategies in teaching vocabulary. They are visual (pictures, real object, gestures) and verbal (definitions and illustrative sentence, synonyms and antonyms, scales, explanations, translations).

The second is practical strategies as proposed by Nation (1990) and Gains and Redman (1986). It involves classroom review of the previously introduced vocabulary repeatedly as

well as homework (i.e. classroom test, games, and semantic maps, written repetition). It is affirmed that repetition is meaningful in doing activities at the classroom (i.e. matching the words with pictures and completing the sentences) to help learners to memorize vocabulary as long as possible Murphey, 1992, p. 24). The third strategy is training strategies, the purpose of strategy training is to teach learners strategies for independent vocabulary learning (i.e. guessing meaning from context, word-building, dictionary use and keeping vocabulary notes. It is in line with the fourth principle as offered by Harmer (1991, p. 127) to keep vocabulary notebook. Moreover, Kailani (2007, p. 111) offers a method to teach learners how to organize a vocabulary notebook.

In other words, there are some strategies that can be used to teach vocabulary. This study is concerned with the use of pictures. The discussion in the subsequent section will be done with pictures.

2.3.3. Definition of Pictures

Picture is one of the media, which may be used by teacher to help the students easily to understand the new words According to Andrew Wright (1989, p.2). Pictures are one technique that can be used to show the meaning of the lexical items. They will enable learners to learn, understand and utilize vocabulary in all aspects of their life. Harmer (2001, p.134),” teachers have always used pictures or graphics - whether drawn. Taken from books, newspapers and magazines, or photographs - to facilitate learning" as a support.

Pictures that can be sketches, drafts, graphs, comic, poster, cartoon, board drawing, picture in newspapers, magazines, posters, family photograph, calendars, wall chart, Slides, diagrams and maps are widely used as media. According to Webster, picture is an image or likeness of an object, person, scene, reproduced, on flat surface, especially by painting, of photography; a mental image or impression; an idea. (Webster, 2003, p. 90)

Wilkins (1972, p.24), “for helping students to understand the meaning of a word, we often find that a picture is useful" Simply. Pictures can be used to explain the meaning of vocabulary items. In addition Philips (1993, p.74), “vocabulary is best learned when the meaning of word (s) is illustrated for example by a picture, an action, or a real object”. In other words pictures can be a best mean for presenting of vocabulary.

Harmer explained that “pictures are clearly indispensable for the language teacher since they can be used in so many ways. We can teach vocabulary easily through the pictures. A picture may not only be worth a thousand words but it may also be worth a thousand years or a thousand miles” (2001, p. 3). Gerlach and Ely (1980, p. 273) states that through pictures, learners can be shown people, places and things from areas outside of their own experiences. Pictures can also represent images from ancient times to the future.

Hornby (2000, p. 90) defines picture is a printing or drawing, etc. that shows a scene, a person, or thing. Then, Sinclair (1990, p. 100) defined picture as lines and shapes that are drawn, painted or printed on a surface that show a person or something or scene and or photograph especially that are taken quickly. Furthermore, Longman Dictionary of temporary English states that picture is a painting, drawing, or a photograph. Moreover, Yunus (1981, p. 88) adds that pictures are two-dimensional visual representation of person, place or thing. It can be painted or drawn.

Based on the above quotations, it can be concluded that picture is two dimensional visual representations or a copy image of an object or person that is painted, drawn or printed either in color or in black and white.

2.3.4. The role pictures in enhancing learners’ vocabulary

Teaching in general or English teaching in particular is a combined effort of various components to achieve a certain goal. It means that the success of teaching is not determined by a single component, but by the roles of all components involved (Gerlach and Ely, 1980, p. 12-15). However, in teaching-learning process, a teacher must bring all components into a classroom and apply them.

Pictures are one kind of media that can help the teacher draw the students’ interest and arouse their motivation. If the students are motivated, they will participate actively and will learn hard during the teaching-learning process.

According to Gerlach and Ely (1980, p. 277), there are advantages of the pictures as follows:

1. Pictures are inexpensive and widely available.
2. They provide common experiences for an entire group.

3. The visual detail makes it possible to study subjects which would otherwise be impossible.
4. Pictures can help to prevent and correct misconceptions.
5. Pictures offers stimulus to further study, reading and research. Visual evidence is a powerful tool.
6. They help to focus attention and to develop critical judgment.
7. They are easily manipulated.
8. Picture helps the student to memorize easy and always remember it.

The use of pictures is extremely important in the teaching of vocabulary to younger learners. (Vale and Feunteun, 1995) state that teacher can use pictures to:

1. Support understanding when the children are listening
2. Put across the meaning of vocabulary
3. Prompt and support reading
4. Provide a topic or visual focus to prompt speaking or writing
5. Provide a visual link between L1 and English
6. Provide support and motivation for early reading and writing in English
7. Provide ways around communication barriers.

Songs play an important role in English teaching and learning process. Lynch (2011, p. 90) indicated the following reasons of using songs in teaching EFL for young learners:

1. Songs almost always contain authentic, natural language.
2. A variety of new vocabulary can be introduced to students through songs.
3. Songs are usually very easily obtainable.
4. Songs can be selected to suit the needs and interests of the students.
5. Grammar and cultural aspects can be introduced through songs.
6. Time length is easily controlled.
7. Students can experience a wide range of accents.
8. Song lyrics can be used in relation to situations of the world around us.
9. Students think songs are natural and fun.
10. Pupils enjoy them. So they increase student motivation, in the same way that classroom games do."

Lynch said that "pictures are usually directed to the native-speaking population so they usually contain contemporary vocabulary, idioms, and expressions." (2002, p 88). Wilcox said, "Teachers should consider using pictures as a regular part of their classroom activities since it gives a pleasure and enjoyable way to teach vocabulary." (1995, p. 60)

Nattinger stated that the repetition words by using pictures provides students with different ways in memorizing the new words. As we know the comprehension of vocabulary relies on strategies that permit one to understand words and store them, to commit them to memory. Furthermore, the use of pictures in vocabulary teaching also helps the teacher in teaching English in a way that is readably absorbed, fun, and much less frustrating than standardized textbook instruction (1992, p. 56)

In line with Norton stated that teaching vocabulary through pictures allows the students to learn vocabulary in alternate way, one is that is less threatening yet still provides the repetition needed to learn new vocabulary. It also provides students a chance work with their intelligence. Since the goal of the lesson is to give students a foundation and a means to learn and apply new vocabulary words (2005, p. 69)

Lozanov stated that the atmosphere created by the pictures enhances the ability to remember new vocabularies. It is because people found it much easier to memorize something that is fun and melodic than normal sentence (1999, p. 60). Moreover, picture helps sustain students' attention and concentration (Brewer, 2005, 67). He also states that using picture as a teaching medium could motivate students and make them feel much less frustrating than standardized textbook instruction and create a peaceful classroom environment (ibid, p. 68).

From the explanation above that pictures have an important role and advantages in teaching learning process in order to make the students be more active in teaching learning process, especially vocabulary, so that the teaching-learning process can be reached.

CHAPTER THREE

METHODOLOGY

3.1. Introduction

This chapter presents the research design, the research sampling, the research instruments, data collection procedures, and it concludes with the data analysis methods.

3.2. The Research Design

This research is an experimental quantitative research. This research consists of two variables; they are independent variable that refers to teaching pictures, and students' vocabulary in learning English as dependent variable. Creswell (2008, p. 121), "in experiment, the researchers tested an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable". The experimental research is identified by giving treatment to the sample as the independent variable. Dealing with this statement, Gay and et al. (2000, p. 130), "experimental research is the only type of the research that can test hypotheses to establish cause and effect relationship". This helps answering the main two questions of the study; "What is the role of pictures in enhancing learners' vocabulary? And How can pictures help to enhance learners' vocabulary development?".

3.3. The Research Sampling

According to Creswell (2008), "research samplings refer to the subjects who are believed to have a potential to give the researchers reach information related to research questions". The samples of the study were 10 sixth grade students at Nour Al-Aloom Private Primary School

3.4. The Research Instruments

In this study, the researchers used a test to measure the students' vocabulary. Brown says that test is a method of measuring of a person's ability, knowledge or performance a given domain (Brown, 2003 p. 287). The researchers used pre-test and post-test. Pre-test was used to know students' vocabulary before doing treatment to the students, and post-test was used

after giving the students two lessons by using pictures to know the differences of students' vocabulary achievement in pre-test and post-test.

3.4.1. Administration of the test

The type of the test was objective test; pre-test and post-test. According to Webster (1983, p. 133), this is a test consisting of factual questions requiring extremely short answers that can be quickly and unambiguously scored by anyone with an answer key. They are tests that call for short answer which may consist of one word, a phrase or a sentence. The test consisted of three questions; first question with 12 items was "*put the words under suitable picture*", second question with 10 items was "*match the words with correct pictures by writing numbers*", and the last question with 4 items was "*fill the gaps*". See Appendix 1.

3.5. Data Collection Procedures

The current study's objectives are to investigate the role of pictures in enhancing learners' vocabulary, and to find out how the pictures help the learners to enhance their vocabulary development. The data from the research sample was collected using the test; pre-test and post-test. The supervisor evaluated the test paper after it was drafted and written, and then gave his approval, allowing the researchers to distribute it to the selected sample. Due to the shortage of time and Covid 19, one of the researchers gives private classes at home for the sixth grade students at Nour Al-Aloom Private Primary School; thus the researchers decided to conduct the study on them.

3.5.1. Pre-test

The researcher gave the pre-test papers to ten sixth grade students and asked them to see the pictures and answer the three questions of matching and fill in the gaps questions.

3.5.2. Teaching with pictures

After conducting a pre-test and the students answered the questions, the researchers gave the students two lessons with using pictures. The lessons about the animals, fruits, vegetables, seasons, school, food and parts of the body. All these lessons were taught by using pictures.

3.5.3. Post-tests

After using the pictures to the students, a post-test was applied to them. Thus test was the same of pre-test with three questions of matching and fill in the gaps questions.

3.6. Data Analysis Methods

The completed test (pre-test and post-test) were checked for completeness and consistency before processing the responses. The information was tabulated and analyzed by two ways; the first is analyzing manually and the second is using statistic method, namely; percentages. The formula of calculating the students' individual score;

$$S = R / T \times 100$$

Note:

S : Score of the students

R : Right answer

T : Total number of items

CHAPTER FOUR

DATA ANALYSIS

4.1. Introduction

This chapter aims to analyze and interpret the results and findings achieved from the data collection instrument; the test (pre-test and post-test-test). It is expected to show the role of pictures in enhancing learners' Vocabulary achievement, and the final results are then discussed.

4.2. Results

The results section of the study is where the researcher reports the findings of the study based upon the information gathered as a result of the methodology she/he applied. The results section should simply state the findings, without bias or interpretation, and arranged in a logical sequence.

The analysis in this research is intended to find out the result or the students' score of the students' achievement of vocabulary and to investigate whether or not the teaching vocabulary through pictures increase the students' vocabulary achievement significantly.

4.2.1. Pre-test results

The following table showed the results of the data which was collected from the students in pre-test.

N.o	The students	Mark	Percentage
1	S ₁	5/26	19%
2	S ₂	6/26	23%
3	S ₃	5/26	19%
4	S ₄	10/26	38%
5	S ₅	8/26	31%
6	S ₆	4/26	15%
7	S ₇	11/26	42%
8	S ₈	7/26	27%
9	S ₉	9/26	35%
10	S ₁₀	5/26	19%

Table (1): The results of pretest

According to the table above, nearly all the students did not do well in the pre-test. The acceptable scores were 11 out of 26 (42%) for S₇, followed by 10 out of 26 (38%) for S₄. The other eight students had got low marks, all of them had got less than 10 marks out of 26.

4.2.2. Post-test results

To achieve the objectives of the study, the pictures were used in two classes. After the students were given the post-test. The following table showed the results of the data which was collected from the students in post-test.

N.o	The students	Mark	Percentage
1	S ₁	17/26	65%
2	S ₂	20/26	77%
3	S ₃	17/26	65%
4	S ₄	24/26	92%
5	S ₅	18/26	69%
6	S ₆	16/26	62%
7	S ₇	25/26	96%
8	S ₈	22/26	85%
9	S ₉	20/26	77%
10	S ₁₀	23/26	88%

Table (2): The results of posttest

The table above shows that there is a great improvement in the scores of pretest which was conducted after two classes with pictures comparing to the scores of pretest. The students in post-test did very well and had got excellent marks. The highest scores were 25 out of 26 (96%) for S₇, followed by 24 out of 26 (92%) for S₄, 23 out of 26 (88%) for S₁₀, and 22 out of 26 (85%) for S₈. However, the other six students also did well, all of them had got more than half of the total mark.

4.3. Discussion

The results of the study are discussed based on the three research questions of the study; “What is the role of pictures in enhancing learners’ vocabulary? And How can pictures help to enhance learners’ vocabulary development?”.

The test which had been carried out consists of two parts: pre-test and post-test. The pre-test was a test given before the treatment (using pictures in two classes). The purpose was to know the students' prior knowledge of vocabulary. While the post-test was given after the treatment aiming to know the students' achievement after the treatment. The result of data analysis of pre-test and post-test indicated that the score of post-test is higher than the score of pre-test. This fact is supported by Ick Harjuno (2009) in her research finding that picture can improve students' scores of test and students' achievement. Therefore, it must be mentioned that the use of pictures in the instructional process during this research is beneficial. It can be drawn the attention of students, students want to participate in the learning process, work in pairs, enjoy and have fun in the learning process. This statement is in line with Nur'Aini. (2019) that pictures play a role in interest and motivation. It can be proved from the students' achievement in the post-test after the treatment is higher than the pre-test in which the students didn't receive the treatment. This is supported by Boualleg Rima (2016) that pictures can motivate students to give their attention and to participate in the instructional process.

Based on the explanation above, pictures have impacts on teaching vocabulary. It can be proved from the scores of the post-test. Thus, it can be concluded that pictures are more effective and have a good impact to teach vocabulary.

CHAPTER FIVE

CONCLUSION

5.1. Introduction:

This chapter includes the whole summary derived from the literature review and the result of this study. Moreover, it concludes with some recommendations for the teachers, students and further studies.

5.2. Conclusion:

The purpose of this study was to investigate the role of using pictures to teach vocabulary for the sixth grade students in North Al-Aloom Private Primary School. Based on the finding derived from the results of this study in which the students in post-test after exposing to picture in two classes had higher marks from the pre-test, the researchers reached some conclusions.

Firstly, picture can improve students' scores of test and students' achievement. It had been found that a variety of new vocabulary can be introduced to students through pictures. Pictures help primary school to understand the meaning of the vocabulary clearly. Secondly, pictures are usually very easily obtainable. It helps students to use their minds and develop their imagination skills by putting pictures of the words and things in their minds. Thirdly, it had been found that time length is easily controlled, because using pictures in teaching vocabulary saves time as much as possible. Fourthly, it has been reached that using pictures as teaching method or teaching aids is beneficial in primary school classes which contains a large number of students and when students are from different levels. Fifthly, pictures can be used in all teaching EFL cases. Further more, primary school students think that pictures are natural and fun. In fact, pictures increase students motivation to learn EFL. While using pictures in primary school classes the interaction between students there is an interaction students and their teacher. Moreover using pictures in EFL primary school classes is very useful for primary school students in different levels even with low level students, because pictures help students to practice oral and written works.

However, the researchers has been found that using pictures in teaching vocabulary for primary school students is very helpful and help EFL teachers to avoid the challenges that

may face through teaching vocabulary. It also helps EFL teachers to solve any problem that maybe face while giving new vocabulary for primary school students or through explaining the lesson or while doing the classroom activities.

5.3. Recommendations:

The researchers has been some useful recommendations for EFL teachers, EFL students in Libyan primary schools and for other researchers.

1. The teachers:

The teacher should support the material or lesson with interesting strategy. It is recommended to English teachers to use pictures in teaching and learning English especially on students' vocabulary. The teacher should have ability to guide and construct creative learning for students. The teacher can encourage students' awareness about the importance of vocabulary for their life.

2. The students:

The students should pay more attention to the lesson that has been explained by the teacher. The students should be interested in studying English because it is one of the keys to be successful in English

3. Other researchers:

This study is just one effort in improving the students' vocabulary, the researchers hope that this final study will be useful to conduct the other research on the similar problems.

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APPENDIX 1

Q1. Put the words under suitable pictures.

cheese	snake	butterfly	leaf	mouth	sandwich
fruit	vegetables	caterpillar	rabbit	pineapple	foot

			
_____	_____	_____	_____
			
_____	_____	_____	_____
			
_____	_____	_____	_____

Q2. Match the words with correct pictures by writing numbers.

<input type="text" value="pen"/>	<input type="text"/>	1		2		3	
<input type="text" value="pencil"/>	<input type="text"/>						
<input type="text" value="scissors"/>	<input type="text"/>	4		5		6	
<input type="text" value="ruler"/>	<input type="text"/>	7		8			
<input type="text" value="glue"/>	<input type="text"/>	9		10			
<input type="text" value="rubber"/>	<input type="text"/>						
<input type="text" value="book"/>	<input type="text"/>						
<input type="text" value="pencil case"/>	<input type="text"/>						
<input type="text" value="school bag"/>	<input type="text"/>						
<input type="text" value="crayon"/>	<input type="text"/>						

Q3. Fill the gaps



S.....mm....r



A.....tu.....n



sp.....in.....



W.....nt.....r