

THE INFLUENCE OF MATCHING PICTURE ON STUDENTS' VOCABULARY MASTERY AT THE FIFTH GRADE OF SDN KALANGANYAR 1

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ABSTRACT

This study investigates the effect of the Matching Picture method on students' vocabulary mastery at the fifth grade of SDN Kalanganyar 1. The research employed a quantitative approach using a quasi-experimental design with a control group and an experimental group. Both groups consisted of 30 students. The experimental class was taught using the Matching Picture method, while the control class received conventional instruction. Data were collected through pre-tests and post-tests and analyzed using descriptive statistics and an independent samples t-test. The results showed a significant improvement in the vocabulary mastery of the experimental group, with mean scores increasing from 40.67 to 70.67. In contrast, the control group showed a smaller improvement, from 40.00 to 55.00. The statistical analysis confirmed the significance of the difference between the two groups. These findings indicate that the Matching Picture method is an effective and practical strategy for enhancing vocabulary learning in elementary school settings, particularly in environments with limited access to digital technology.

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INTRODUCTION

English has become an essential global language that supports access to knowledge, international communication, and academic competitiveness. In Indonesia, the importance of English is reflected in Law No. 20 of 2003 on the National Education System, which allows foreign languages to be introduced early to develop students' language competence. As a result, English has been increasingly implemented in primary education to prepare students for global engagement implemented in primary education to

prepare students for global engagement (Wangsa, Ruswan, and Nurmahanani 2023).

One of the most crucial aspects of English language learning at the elementary level is vocabulary mastery (Aprilliana and Sukartiningsih 2021). Vocabulary serves as the foundation for the four core language skills: listening, speaking, reading, and writing (Meylina and Christy Jufri 2023).. Without sufficient vocabulary, students cannot comprehend input nor express ideas effectively. However, vocabulary acquisition is often challenging for

young learners, especially when taught through conventional methods that are text-heavy, monotonous, and lack engaging media (Rachmah 2023).

Previous studies have highlighted the potential of media-based and visual learning strategies in enhancing vocabulary acquisition among young learners. Yet, a significant number of studies have relied on digital applications, interactive software, or online platforms, which may not be equally accessible to all schools. Despite the benefits of digital tools, not all educational institutions have sufficient access to technological infrastructure to support such learning approaches. This condition has raised the need to explore non-digital, practical, and developmentally appropriate media that can still facilitate effective vocabulary learning.

At SDN Kalanganyar 1, vocabulary learning in English was found to be ineffective due to minimal media use and low student engagement during English lessons. The existing learning environment lacked interactive support, which led to a low retention rate of new vocabulary. In response to this issue, this study proposes the Matching Picture method, which uses visual materials in printed form to associate vocabulary items with corresponding images. This method offers an affordable, low-tech, and effective alternative that is suitable for the cognitive characteristics of young learners.

Although some prior research has explored visual-based learning strategies, few studies have specifically examined the effectiveness of the

Matching Picture method in non-digital formats within the Indonesian primary school context. Moreover, there remains limited empirical evidence regarding its impact on vocabulary mastery when implemented as a classroom intervention in a public-school setting. This study, therefore, aims to fill this gap by providing empirical data on how the Matching Picture method affects vocabulary development in a real classroom environment.

This study lies in its focus on a non-digital implementation of the Matching Picture method in a conventional classroom, where access to technology is limited. Unlike prior studies that emphasize the role of digital tools, this research demonstrates that vocabulary mastery can be significantly improved through a method that is simple, visually engaging, and pedagogically sound without the need for technological devices.

This study aims to examine the effectiveness of the Matching Picture method in improving vocabulary mastery among fifth-grade students at SDN Kalanganyar 1. The method was selected for its compatibility with young learners' cognitive development, its low reliance on technology, and its potential to make vocabulary learning more interactive and memorable. It is expected that students who are taught vocabulary using Matching Picture media will demonstrate better comprehension, retention, and enthusiasm for learning new words.

This study is supported by the theoretical framework of vocabulary acquisition and visual learning. Vocabulary mastery is known to

improve when learners are exposed to meaningful and contextual input, particularly when it involves multi-sensory experiences. The Matching Picture method facilitates this by enabling students to connect verbal language with visual stimuli, thereby enhancing memory retention through associative learning.

The findings of this study are expected to provide practical implications for English language teaching in primary schools. Teachers may adopt the Matching Picture method as an effective alternative when digital resources are unavailable. Additionally, the study may contribute to the broader understanding of vocabulary pedagogy and support curriculum development that integrates visual media in language instruction. From a theoretical standpoint, the research also adds empirical support to the application of visual-based strategies in vocabulary learning for young learners.

METHODOLOGY

This study was conducted at SDN Kalanganyar 1, located at Jln. Jenderal Sudirman No. 76, Labuan District, Pandeglang Regency, Banten Province. The study was carried out over approximately three weeks, from May 3 to May 27, 2025, after obtaining permission from the school authorities, including the principal and the English subject teacher. This study employed a quantitative approach, which is systematic and logical in collecting and analyzing numerical data. Quantitative study aims to test pre-

established hypotheses through structured measurements and statistical analysis to draw objective conclusions. The method used in this study was a quasi-experimental design, allowing the researcher to compare two existing groups without random assignment. Specifically, the Nonequivalent Control Group Design was applied, in which one class acted as the experimental group and was taught using the Matching Picture method, while the other class served as the control group and received conventional instruction.

The population of this study consisted of all fifth-grade students at SDN Kalanganyar 1 in the academic year 2024/2025. This population was selected due to its relevance in evaluating the effectiveness of the Matching Picture method in vocabulary learning. The sample was determined using purposive sampling by considering the similarities in characteristics between the two classes. Class V-B, consisting of 30 students, was designated as the experimental group, and Class V-A, also with 30 students, was designated as the control group. Therefore, the total sample comprised 60 students.

Data were collected through tests administered in the form of a pre-test and a post-test. The pre-test was conducted before the treatment to measure students' initial vocabulary mastery. The treatment involved the use of picture-based media in the experimental class to help students associate words with visual representations. After the treatment, a post-test was given to assess the improvement in

vocabulary mastery. The test instrument consisted of 10 multiple-choice questions focusing on comparative adjectives. Each correct answer received a score of 1, and each incorrect answer received a score of 0, with a total possible score of 10.

Before being used in the main study, the instrument was tested on fourth-grade students to determine its validity and reliability. Validity was tested by examining the significance value (sig. 2-tailed) and the correlation coefficient between each item and the total score. An item was considered valid if the calculated *r*-value exceeded the critical *r*-table value and the significance value was less than 0.05. Reliability testing was conducted using the SPSS program with the Cronbach's Alpha method. The reliability level was categorized as very high if > 0.90 ; high if between 0.80–0.90; adequate if between 0.70–0.79; moderate if between 0.60–0.69; and low if < 0.60 .

The data obtained from the tests were analyzed through several stages. First, a normality test was conducted using the Shapiro-Wilk test to ensure that the data followed a normal distribution, with $\text{sig} > 0.05$ indicating normality. Second, a homogeneity test was performed to determine whether the variances of the two groups were equal using Levene's Test, with $\text{sig} > 0.05$ indicating homogeneity. Once the data met the assumptions of normality and homogeneity, further analysis was conducted using an independent samples *t*-test to identify significant differences between the learning outcomes of the

experimental and control groups. The decision criterion was that if the sig value was < 0.05 , then there was a significant difference between the two groups, meaning the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected.

No digital tools or materials were used in this research. The Matching Picture method was implemented entirely using printed media consisting of relevant pictures and words that had been adapted to the students' level. The use of non-digital media was also based on the limited technological facilities at the school and the effectiveness of visual materials in supporting cognitive processing in elementary-aged learners.

Through this methodology, the study aimed to provide an objective and empirical picture of the effect of the Matching Picture method on students' vocabulary mastery, as well as to contribute to the development of engaging, contextual learning models that align with the characteristics of young learners.

RESULT AND DISCUSSION

This study aimed to investigate the effect of the Matching Picture method on the vocabulary mastery of fifth-grade students at SDN Kalanganyar 1. The study was conducted in two classes: an experimental class (which received the Matching Picture treatment) and a control class (which received conventional instruction). The instrument used was a multiple-choice vocabulary test that had previously been validated

and tested for reliability. The test was administered both as a pre-test and a post-test.

The findings revealed a significant improvement in the vocabulary mastery of the students in the experimental class after the treatment. The mean pre-test score in the experimental class was **40.67**, which increased to **70.67** in the post-test, showing a gain of **30 points**. In contrast, the control class showed a mean pre-test score of **40.00**, which increased to **55.00** in the post-test—an improvement of only **15 points**.

The greater improvement observed in the experimental class suggests that the Matching Picture method had a substantial positive effect on students' vocabulary acquisition. This can be explained by the cognitive and visual approach embedded in the method. The use of images helped students associate new words with concrete visual representations, which in turn strengthened their comprehension and memory retention.

Normality and homogeneity assumption tests confirmed that the data were normally distributed and the variances between the two groups were homogeneous. An independent samples t-test revealed a significance value of **< 0.001**, which is below the 0.05 threshold. This indicates a statistically significant difference in post-test performance between the experimental and control groups. Consequently, the alternative hypothesis was accepted: the use of the Matching Picture method significantly affected students' vocabulary mastery.

These findings are consistent with prior studies. The Make a Match technique using image-based cards was found to effectively enhance vocabulary acquisition among junior high school students (Rimandani and Sofiana 2024). Audiovisual media also significantly improved vocabulary mastery in elementary students (Fa Biola and Patintingan 2021). In addition, the use of picture cards was shown to systematically improve vocabulary learning outcomes (Permani, Yulia, and Rahayu 2024).

Pedagogically, the Matching Picture method offers several advantages: it is cost-effective, easy to implement, and highly engaging for students. In educational settings with limited technological infrastructure, this method serves as a practical and efficient alternative for vocabulary instruction. Its visual characteristics help reinforce word recognition and memory—key elements in language acquisition for young learners.

In conclusion, this study provides empirical evidence that the Matching Picture method effectively enhances vocabulary mastery among elementary school students. It can therefore be recommended as a valuable teaching strategy for English vocabulary instruction, particularly in resource-constrained school environments.

CONCLUSION

This study concludes that the Matching Picture method significantly improved vocabulary mastery among fifth-grade students at SDN Kalanganyar 1. By enabling learners to

associate words with relevant visual representations, the method enhanced both comprehension and retention of new vocabulary—particularly comparative adjectives. The experimental group showed a notable increase in mean scores, from 40.67 (pre-test) to 70.67 (post-test), while the control group only improved from 40.00 to 55.00. Statistical analysis confirmed the significance of this improvement, meeting the assumptions of normality and homogeneity, and validated through the t-test. These findings align with previous research and reinforce theoretical frameworks emphasizing the role of visual media in language acquisition. The study provides empirical evidence that Matching Picture is an effective, low-cost, and pedagogically sound strategy, especially suitable for elementary education settings with limited technological resources.

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