



THE USE OF PICTURES AND ITS EFFECTIVENESS IN ENGLISH LANGUAGE TEACHING: A SYSTEMATIC REVIEW

Rizka Juliana Pribadi, Nayla Fadlia Chozin, Sajidah Qurotu Aini, Ida Yulianti, Naf'an Tarihoran

Faculty of Tarbiyah and Tacher Training, UIN Sultan Maulana Hasanuddin Banten

rizkajuliana912@gmail.com, nayflafadliachozin@gmail.com,

sajidahsajidah159@gmail.com, lyyulianti@gmail.com, nafan.tarihoran@uinbanten.ac.id

Abstract (English)

The purpose of this study is to provide a comprehensive understanding of the use of pictures and its effectiveness in English language teaching (ELT). It identifies and analyzes important studies on this topic, focusing on pertinent journal articles. The method entails a systematic review of the literature to ensure a full examination of these issues. The results show that using pictures in English language instruction is quite effective. It increases vocabulary retention and understanding, increases motivation and interest, and improves language skills by offering contextual signals and encouraging interaction. Important roles are also played by elements like picture quality and material relevancy in terms of their effectiveness. In addition to assisting in the thoughtful integration of pictures into teaching practices and adding to the body of knowledge in English language education, this review provides insightful analysis for English language teaching practitioners and researchers.

Abstrak (Indonesia)

Tujuan dari penelitian ini adalah untuk memberikan pemahaman yang komprehensif tentang penggunaan gambar dan efektivitasnya dalam pengajaran bahasa Inggris. Tinjauan ini mengidentifikasi dan menganalisis studi penting tentang topik ini, dengan fokus pada artikel jurnal yang relevan. Metode yang digunakan adalah tinjauan sistematis literatur untuk memastikan pemeriksaan menyeluruh terhadap isu-isu tersebut. Hasil penelitian menunjukkan bahwa penggunaan gambar dalam pengajaran bahasa Inggris sangat efektif. Penggunaan gambar meningkatkan retensi dan pemahaman kosakata, meningkatkan motivasi dan minat, serta memperbaiki keterampilan berbahasa dengan menyediakan sinyal kontekstual dan mendorong interaksi. Faktor seperti kualitas gambar dan relevansi materi juga memainkan peran penting dalam efektivitasnya. Selain membantu dalam mengintegrasikan gambar ke dalam praktik pengajaran dan menambah pengetahuan dalam pendidikan bahasa Inggris, tinjauan ini juga memberikan analisis bagi praktisi dan peneliti ELT, sehingga memfasilitasi metodologi pengajaran yang lebih efektif dan menarik.

Article History

Submitted: 22 Mei 2024

Accepted: 1 Juni 2024

Published: 2 Juni 2024

Key Words

Pictures,
Effectiveness,
English Language
Teaching

Sejarah Artikel

Submitted: 22 Mei 2024

Accepted: 1 Juni 2024

Published: 2 Juni 2024

Kata Kunci

Gambar, Efektivitas,
Pengajaran Bahasa
Inggris

INTRODUCTION

Our access to a wealth of learning tools is crucial for improving students' language and general knowledge. Relying only on one kind of material or instruction might seriously impede the mastery process given the constrained amount of time in the





classroom (Rivera-lozada et al., 2022). Picture-based instruction in English language teaching (ELT) is one efficient way to address this issue.

Pictures are visual depictions in two dimensions of individuals, locations, or objects. A picture is a representation of a person, place, or thing. Pictures are common in everyday life and serve various purposes, including educational ones. (Hill, 1990) notes that the standard classroom environment is often not conducive to language learning, prompting teachers to seek various aids and stimuli to improve the situation. Pictures are among these valuable aids, attracting students' attention and interest with their striking colors and specific shapes (Utami & Rahman, 2020). According to (Wright, 1989), pictures support motivation and interest, provide a sense of context, and serve as specific stimuli or reference points. This makes pictures highly effective in enriching students' learning experiences, enabling them to develop language skills in an engaging and effective way.

Pictures in the context of English language teaching can include still images, graphs, diagrams, illustrations, or other visual aids used to convey information. Their strong visual appeal can quickly grab students' attention and motivate them to engage in learning, creating a dynamic and interactive atmosphere. According to (Burns & Broman, 1983), pictures can assist teachers in introducing new topics or piquing students' interest as they look at and discuss them. Despite their potential benefits, there is a need to systematically review existing literature on this topic to determine the effectiveness of using pictures in English language teaching.

This systematic review aims to provide a comprehensive understanding related to the use of pictures and its effectiveness in English Language Teaching (ELT). It will identify the key studies related to this topic and analyze their findings. This review focuses on describing relevant journal articles and seeks to answer the following questions: whether the use of pictures enhance understanding and retention of vocabulary in English language learning, how pictures influence students' motivation and interest in learning English, how the use of pictures enhance students' speaking, writing, and reading skills in and whether factors such as picture design, usage context, or the type of learning material affect the effectiveness of using pictures in English language teaching.

This systematic review will help English language teaching practitioners and researchers make informed decisions about incorporating pictures into their teaching practices. Additionally, it will contribute to the existing body of knowledge on English language teaching and provide insights into the effectiveness of using pictures in this field.

METHOD

For the methodology to be employed in this study, the authors conducted a systematic review. According to (Sinha et al., 2022) a systematic review is an analysis of the evidence pertaining to a clearly formulated questions that pulls information from studies that are





included in the reviews by using systematic and explicit procedures to find, pick, and analyze pertinent primary research. The methods section of a systematic review should offer readers with enough information to comprehend the techniques draw conclusions by detailing the actions conducted and their motives (Tassinari et al., 2023).

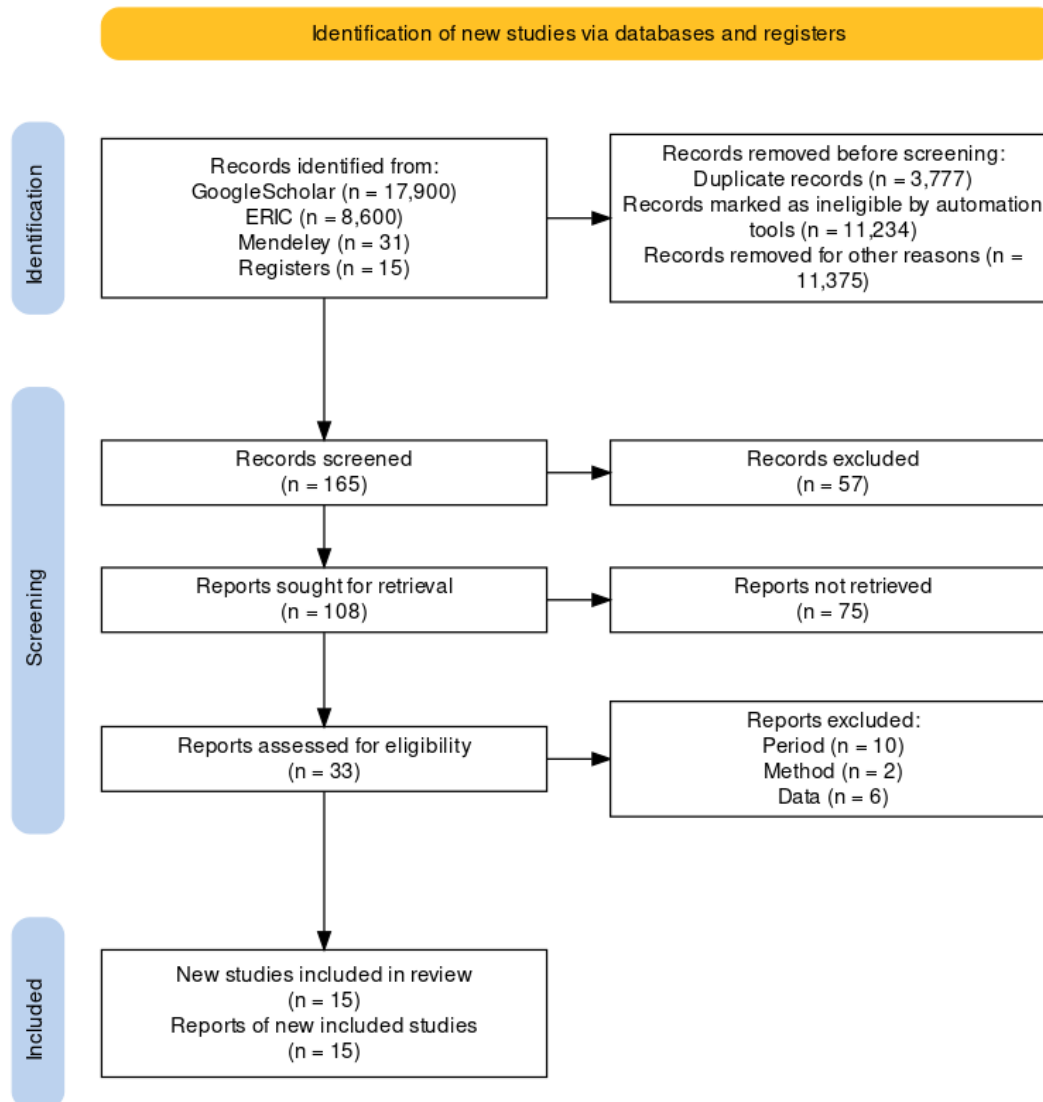


Figure1. PRISMA flow chart used to choose sources for this review.

This study bases its analysis on a review of several articles published between 2019 and 2023. To strengthen the substance of their writing, the author conducted thorough research by referring to journal references and articles from key platforms such as Google Scholar, ERIC, and Mendeley. The phases of this study are gathering data, analyzing data, and drawing conclusion. Primary studies published by indexed publishers make up the





collected data. The acquired articles are then screened using the predetermined inclusion criteria.

The following criteria were used to help choose the items for the review

Inclusion Criteria:

1. Peer-reviewed journal articles
2. Only studies published in English will be included.
3. Studies investigating the use of pictures or as a teaching tool in English language instruction.
4. Studies published between 2019 and 2023

Exclusion Criteria:

1. Non-peer-reviewed sources such as opinion pieces, editorials, and gray literature.
2. Studies published in languages other than English.
3. Studies where pictures or visual aids are not the primary focus of the intervention.
4. Studies that were published before 2019 will be excluded.

RESULT AND DISCUSSION

Result

The authors have examined 15 articles that discuss the effectiveness of pictures in teaching English. Thus, the article review results will be presented in the following table:

Table1. Results of the research on the use of pictures and its effectiveness in English language teaching.

| No | Researcher & Year | Title | Result of Research |
|----|---|---|--|
| 1 | Alqy, Q. H., & Mukminatuz, Z. (2020) | The effectiveness of using picture series to teach reading comprehension | The study demonstrated a significant increase in reading comprehension among students. |
| 2 | Chen, T.-I., Chung, H.-C., & Lin, S.-K (2023) | The Effect of Applying Language Picture Books in Reciprocal Teaching on Students' Language Learning Motivations | The study found that using language picture books in interactive teaching methods significantly increased students' motivation to learn English. |
| 3 | Firdaus (2020) | Pictures and Learning Motivation Towards the | The study concluded that using pictures as a teaching strategy |





| | | | |
|---|--|---|--|
| | | Eighth Grade Students' Writing Achievement on Descriptive Paragraph | enhances students' motivation and activity in writing descriptive paragraphs. |
| 4 | Julaiha, S., Syahputri, D., & Prihatini, S. (2022) | The Effect of Pictures as Media on Students' Achievement in Vocabulary | The study found out a significant effect of using pictures as a medium for teaching vocabulary to seventh-grade students. |
| 5 | Khafidoh, & Carolina, A. (2019) | Using Pictures for Teaching Vocabulary to the Junior High School Students | The study found that using pictures as a teaching medium significantly enhanced vocabulary acquisition among seventh-grade students. |
| 6 | Kilapong, F., Samola, N., & Andries, F. (2022) | Using Pictures to Improve Students' Reading Comprehension of Descriptive Texts at 8th Grade Students of SMPN 1 Siau Timur Selatan | The study found that using pictures significantly improved students' reading comprehension. |
| 7 | Manurung, F. W., & Sirait, D. (2023) | The Effectiveness of Using Picture as Media Towards Students' English Speaking Skills | The study found that using pictures as a media significantly improved students' English speaking skills. |
| 8 | Na, D., & Nguyen, T. (2022) | The Effects of using Pictures on EFL Learners' Vocabulary Retention | The study found out that students exposed to vocabulary instruction with pictures had higher scores on tests compared to those taught without visual aids. |
| 9 | Navidinia, H., Ozhan, A. R., & Armin, Y. (2019) | Using Pictures in EFL Classrooms: Exploring Its Potential Contribution for Developing Students' Writing Skill | The study found out that using pictures in EFL classrooms can significantly improve students' writing performance by enhancing writing length, accuracy, and the use of cohesive |





| | | | |
|----|--|---|---|
| | | | devices. |
| 10 | Oktarina, P., Hari, N., & Ambarwati, N. (2020) | The Effectiveness of Using Picture Book to Motivate Students Especially Young Learners in Reading | The study found out picture books can improve and motivate young learners to enhance their reading skills and preferences . The study also demonstrated that aligning picture selection with learning goals is crucial to maximize instructional effectiveness. |
| 11 | Pratiwi, Z. F., & Ayu, M. (2020) | The Use of Describing Picture Strategy to Improve Secondary Students' Speaking Skills | The study found that using the describing picture strategy improved students' speaking skills, particularly in fluency and confidence. |
| 12 | Putri, A., Rahmawati, M. I., & Indra, A. D. (2023) | The Effect of Pictures as Media to Improve Students' English-Speaking Ability | The study found that the use of pictures as a media significantly improved students' English-speaking ability. |
| 13 | Sarmila, Tenny, M., Angga, P. N., Aida, A. N., Muhammad, S., Adiakarti, F. M. R., & Tribuana, K. G. (2023) | Utilizing the Picture Describing Strategy for Enhancing Speaking Skills in Teaching. | The use of pictures as speaking prompts can effectively enhance pronunciation, vocabulary retention, and overall language confidence. |
| 14 | Susanti, S. (2021) | The Pictures in Enhancing Students English Learning | The application of the Picture-Cued technique was effective in assisting and improving students' writing skills. |
| 15 | Vera, N., Liando, F., Tatipang, D. P., Tamboto, G., Poluan, M., & Manuas, M. (2022) | Pictures as a Learning Media in Teaching Vocabulary. | The study discovered a significant increase in students' vocabulary after using pictures as a learning medium. The use of pictures made students more enthusiastic and engaged, leading |





to improved learning outcomes.

Discussion

- **Enhancing Vocabulary Comprehension and Retention**

The use of visual aids, particularly pictures, in English language teaching has garnered significant attention from researchers due to their substantial impact on vocabulary comprehension and retention. Integrating visual elements such as pictures improves students' cognitive processing by engaging both visual and verbal channels, allowing them to strengthen their learning and memorization of vocabulary items. This strategy has been extensively researched and found to be effective. (Khafidoh & Carolina, 2019) as well as (Julaiha et al., 2022) found that learners exposed to vocabulary through visual mediums such as pictures demonstrated higher comprehension and retention as compared to those who relied primarily on textual explanations. This is because pairing vocabulary with pictures fosters strong associations between language and real-world objects, which facilitates better understanding and recall. When visuals are included, students find it easier to learn and comprehend new vocabularies. They are able to identify the words, infer their meaning, and retain the vocabularies well (Na & Nguyen, 2022).

Julaiha et al. (2022) further advocate for the use of pictures as an authentic learning tool, emphasizing that they are easily accessible, inexpensive, and highly effective in enhancing teaching methods. According to their findings, pictures provide a distinctive, clearer, and more concrete understanding that is not easily forgotten, making them ideal for helping students master vocabulary.

Moreover, beyond facilitating comprehension and retention, incorporating pictures into language learning materials also significantly stimulates students' interest and engagement. Engaging visuals attract students' attention more effectively than text alone, leading to increased enthusiasm for learning. This heightened enthusiasm, as noted by Vera et al. (2022), translates into better retention of vocabulary, allowing students to remember and utilize new vocabularies more effectively. As a result, incorporating pictures into the learning process has proven to be a very effective strategy for enhancing students' vocabulary comprehension.

In summary, the integration of visual aids, particularly pictures, in English language teaching offers several advantages. It not only enhances cognitive processing and fosters strong language-object associations but also increases student engagement and enthusiasm, ultimately leading to better vocabulary retention and comprehension.

- **Impact on Students' Motivation and Interest**

In addition to cognitive benefits, using pictures in English language teaching has a substantial impact on student motivation and interest in learning. Visual stimuli like pictures pique students' interest and encourage engagement with the learning materials. For example,





offering visual aids such as pictures increases students' engagement in the learning process as they can construct and develop ideas based on the images.

A study conducted by (Oktarina et al., 2020) highlights the motivational significance of pictures as visual imagery, demonstrating their ability to evoke emotional responses and sustain interest throughout the learning process. Besides, by utilizing pictures in interactive teaching, educators can create a joyful learning environment that enhances student engagement and happiness. This positive atmosphere can increase students' motivation to study English long after the program concludes (Chen et al., 2023). Furthermore, pictures facilitate contextualized learning by offering visual stimuli that encourage engagement. When familiar places, people, or circumstances appear in learning materials, students are more likely to feel connected to the subject and inspired to actively participate in learning activities. This personalization promotes a stronger emotional connection to the subject matter which increases overall engagement.

In summary, the use of pictures in English language education not only promotes cognitive development but also significantly improves students' motivation and interest. By creating engaging and relatable content, teachers can build a good and encouraging learning environment.

- **Improving Students' Speaking, Writing, and Reading Skills**

Integrating pictures strategically enhances two language skills, those are speaking and writing. Pictures provide learners with contextual cues that facilitate comprehension and communication across different language modalities. In speaking activities, pictures serve as prompts for language production and comprehension, encouraging learners to express themselves fluently and interpret spoken language more effectively. Using pictures assists students to articulate their ideas more easily by providing visual stimuli they can reference. Students can absorb the visual material and then express their thoughts spontaneously by using pictures (Pratiwi & Ayu, 2020). Additionally, pictures enable students to imagine scenarios, making abstract topics more accessible and approachable. This visualization aid helps in communicating ideas more creatively and precisely (Putri et al., 2023).

Visual stimuli like pictures stimulate creativity and imagination, fostering language fluency and confidence in learners' oral expression. Using pictures makes learning more enjoyable and accessible, as students are naturally drawn to the bright colors and familiar contexts depicted in the images. Additionally, pictures assist students in forming connections between words and real-life objects, which helps to make language more understandable and concrete. This, in turn, increases students' confidence when speaking (Sarmila et al., 2023). A study by (Manurung & Sirait, 2023) highlights the transformative impact of pictures-based instruction on speaking skills, demonstrating its efficacy in promoting communicative competence and language autonomy among learners.

In writing activities, pictures serve as inspiration for generating ideas, organizing thoughts, and elaborating on content. The integration of pictures helps students generate more





content within a given timeframe and use cohesive devices more effectively. This improvement is attributed to the way pictures make the input more realistic and engaging, thus helping students concentrate better on their tasks and form connections between classroom activities and real-world experiences (Navidinia et al., 2019). Pictures can attract students' attention and make the learning experience more relevant to the actual world by presenting knowledge in a visually appealing manner. This enhanced involvement encourages students to participate more actively in the writing process, as they are more motivated to express their ideas and thoughts clearly and creatively when they can visualize what they are writing about (Firdaus, 2020).

Morover, picture series as one of the way to integrate pictures in English Language Teaching also particulary beneficial. Picture series are chosen because they are interesting and contain chronological sequences that make it easier for students to generate and organize their ideas in writing. By encouraging students' creativity and giving them a tangible foundation on which to generate ideas, the use of picture series can greatly improve their writing abilities. It helps students improve their writing abilities in a number of areas, including grammar, vocabulary, and coherence. Picture series help students progress from simple sentence structures to more intricate paragraphs by leading them through exercises like picture descriptive type, short sentence type, and picture sequence description dype. Story aspects such as orientation, complication, resolution, and reorientation are visually represented in picture series, which make them useful for teaching narrative or recount text (Khafidoh & Carolina, 2019). In addition to aiding with mental organization, this visual stimuli also makes writing less intimidating and more enjoyable (Susanti, 2021). Students gain enhanced writing proficiency and confidence as a result of being better equipped to overcome typical writing challenges.

Similarly, pictures can enhance students' reading comprehension in several ways. Firstly, pictures aid students in comprehending the setting and context of a story, which is essential for successful comprehension. The reason for this is that pictures can offer extra information that isn't presented in the text explicitly, enabling students to make inferences and link the material to their prior knowledge. Additionally, the use of picture can encourage students to engage more actively with the text, as they are motivated to explore and analyze the visual elements to better understand the narrative. This active engagement leads to a deeper processing of the information, which enhances comprehension and retention (Alqy & Mukminatus, 2022). When students are interested and engaged, they are more likely to pay attention and absorb the material being read. It is also supported by (Kilapong et al., 2022), they stated that visual aids like pictures can help students understand the text's content and maintain their interest in learning. When students are engaged and interested, they are more likely to stay focused and continue their learning activities with enthusiasm. This sustained interest is crucial for ongoing reading development and comprehension skills.





In Summary, integrating pictures in language teaching enhances speaking, writing, and reading skills by stimulating creativity and aiding comprehension. Pictures improve fluency, idea generation, and organization, making learning more engaging and effective.

- **Factors Influencing the Effectiveness of pictures Usage**

The effectiveness of pictures-based instruction in English language learning depends on several factors, including the design of the pictures, the context of their usage, and the alignment with the type of learning material. High-quality, contextually relevant pictures that resonate with students' interests and experiences are more likely to captivate their attention and facilitate comprehension.

Morover, the effectiveness of pictures is greatly influenced by the context in which they are employed. For instance, including pictures in group projects where students must explain them might encourage involvement and cooperative learning (Pratiwi & Ayu, 2020). This participatory approach not only makes studying more interesting, but it also helps students improve their communication and teamwork abilities.

Additionally, a study conducted by (Oktarina et al., 2020), emphasizes the importance of aligning picture selection with learning goals to maximize instructional effectiveness and promote deeper learning experiences for students. This alignment secures that the pictures are both visually appealing and pedagogically useful, supporting the targeted learning outcomes. To attain this, teachers must carefully select and integrate pictures that align with the type of learning material, learning goals and accomodate diverse learning styles and preferences. Visual learners, for example, benefit substantially from picture-based instruction whereas other students may find that it improves their comprehension and recall of material.

Furthermore, the strategic incorporation of pictures into lesson plans and instructional activities is essential for optimizing learning outcomes. Teachers should consider the sequencing and scaffolding of pictures-based tasks to ensure progressive skill development and meaningful engagement. This might include starting with basic pictures to present basic concepts and progresively introducing more complex pictures as students' understanding develops.

In summary, the effectiveness of picture-based instruction in English language learning is dependent on the quality, relevance, and contextualization of images. Aligning visuals with learning goals improves engagement and comprehension, while careful integration into lesson planning promotes varied learning styles and gradual skill development.

CONCLUSION

Using pictures in English Language Teaching (ELT) effectively improves vocabulary comprehension and retention by involving both visual and verbal channels, strengthening the link between language and real-world topics. This strategy improves cognitive processing, resulting in better recollection and comprehension of vocabulary terms, while also enhancing student interest and engagement, generating a stronger zest for learning. Visual stimuli, such





as pictures, pique students' interest and create emotional responses, ensuring ongoing engagement and motivation throughout the learning process. Strategically using pictures improves speaking, writing, and reading skills by serving as cues for language production and comprehension, assisting with idea formation and organization in writing, and offering contextual clues in reading. For best outcomes, the selection and integration of images should consider variables including quality, relevance, contextualization, and alignment with learning objectives and styles, ensuring they are sequenced and scaffolded effectively within lesson plans. As a result, the use of pictures is extremely effective in English language teaching.

SUGGESTIONS

Based on the result of this study, it is recommended that teachers focus on including a variety of high-quality and relevant pictures into their English language teaching procedures to improve student engagement and learning outcomes. Furthermore, teachers should consider scaffolding the appropriate use of pictures in lesson plans to guarantee alignment with learning objectives and styles. Potential problems include the requirement for comprehensive training on how to pick and integrate pictures appropriately, as well as ensuring that the chosen pictures meet the different needs and interests of students. Teachers can improve the effectiveness of picture-based English language teaching by addressing these recommendations and potential problems.

BIBLIOGRAPHY

- Alqy, Q. H., & Mukminatus, Z. (2022). THE EFFECTIVENESS OF USING PICTURE SERIES TO TEACH READING. *Pioneer: Journal of Language and Literature*, 14(2), 493–509.
- Burns, P. C., & Broman, B. L. (1983). *The language arts in childhood education* (5th ed). Houghton Mifflin Co.
- Chen, T., Chung, H., & Lin, S. (2023). *The Effect of Applying Language Picture Books in Reciprocal Teaching on Students' Language Learning Motivations*. 66, 1–10. <https://doi.org/10.1177/21582440231218857>
- Firdaus. (2020). Pictures and Learning Motivation Towards the Eighth Grade Students' Writing Achievement on Descriptive Paragraph. *Channing: English Language Education and Literature*, 5(1), 26–35.
- Hill, D. A. (1990). *Visual impact : creative language learning through pictures*. Longman.
- Julaiha, S., Syahputri, D., & Prihatini, S. (2022). THE EFFECT OF PICTURE AS MEDIA TO THE STUDENTS' ACHIEVEMENT IN VOCABULARY. *EXCELLENCE: Journal of English and English Education*, 2, 21–25. <https://doi.org/10.47662/ejee.v2i1.334>
- Khafidoh, & Carolina, A. (2019). Using Pictures for Teaching Vocabulary to the Junior High School Students. *English Language Teaching Educational Journal (ELTEJ)*, 2(1), 32–





38.

- Kilapong, F., Samola, N., & Andries, F. (2022). Using Pictures to Improve Students' Reading Comprehension of Descriptive Texts at 8th Grade Students of SMPN 1 Siau Timur Selatan. *JoTELL Journal of Teaching English, Linguistics, and Literature*, 1(3), 402–416.
- Manurung, F. W., & Sirait, D. (2023). The Effectiveness of Using Picture as Media Towards Students' English Speaking Skills. *Education & Learning*, 3(1), 20–25. <https://doi.org/10.57251/el.v3i1.725>
- Na, D., & Nguyen, T. (2022). The Effects of using Pictures on EFL Learners' Vocabulary Retention. *International Journal of Emerging Trends in Social Sciences*, 13, 1–13. <https://doi.org/10.55217/103.v13i1.555>
- Navidinia, H., Ozhan, A. R., & Armin, Y. (2019). USING PICTURES IN EFL CLASSROOMS : EXPLORING ITS POTENTIAL CONTRIBUTION FOR DEVELOPING STUDENTS ' WRITING SKILL. *Department of English Language. University of Birjand: Birjand, February*. <https://doi.org/10.21315/apjee2018.33.1>
- Oktarina, P., Hari, N., & Ambarwati, N. (2020). The Effectiveness of Using Picture Book to Motivate Students Especially Young Learners in Reading. *Yavana Bhasha : Journal of English Language Education*, 1, 72. <https://doi.org/10.25078/yb.v1i1.1379>
- Pratiwi, Z., & Ayu, M. (2020). The Use of Describing Picture Strategy to Improve Secondary Students' Speaking Skill. *Journal of English Language Teaching and Learning*, 1, 38–43. <https://doi.org/10.33365/jeltl.v1i2.603>
- Putri, A., Rahmawati, M. I., & Indra, A. D. (2023). The Effect of Pictures as Media to Improve Students' English-Speaking Ability. *ELTALL: English Language Teaching, Applied Linguistic and Literature*, 4(2), 33–39.
- Rivera-lozada, O., Campos-ugaz, O., Alberto, M., Diaz, A., Uribe-hernández, C., Hernández, R. M., Souza, R. De, Alanya-beltran, J., & Tarihoran, N. (2022). “ I See . I Talk . I Hear .” A Survey on the Effectiveness of Instagram App in Developing Listening Skill and Vocabulary Size of EFL Students. *Journal of Positive Psychology and Wellbeing*, 6(1), 316–323.
- Sarmila, Murtiningsih, T., Pebriano, N., Aflahah, N., Samsuri, M., Farid, M. R., & Kurniaji, G. (2023). Utilizing the Picture Describing Strategy for Enhancing Speaking Skills in Teaching. *Jurnal Keilmuan Dan Keislaman*, 2, 59–65. <https://doi.org/10.23917/jkk.v2i1.59>
- Sinha, A., Menon, G. R., & John, D. (2022). *Beginner's Guide for Systematic Review*. Indian Council of Medical Research.
- Susanti, S. (2021). The Pictures in Enhancing Students English Learning. *JUDIMAS*, 1, 74. <https://doi.org/10.30700/jm.v1i1.1050>
- Tassinari, L. F. De, Araújo, T., & Barbosa, J. (2023). SEISMIC OCEANOGRAPHY





METHOD: A PRISMA BASED SISTEMATIC REVIEW. *Journal of Engineering Research*, 3, 2–26. <https://doi.org/10.22533/at.ed.3173252324071>

Utami, N. U. P., & Rahman, T. (2020). Penggunaan Media Gambar Untuk Meningkatkan Penguasaan Vocabulary Anak. *Jurnal Paud Agapedia*, 2(1), 53–65. <https://doi.org/10.17509/jpa.v2i1.24388>

Vera, N., Liando, F., Tatipang, D. P., Tamboto, G., Poluan, M., & Manuas, M. (2022). *Pictures as a Learning Media in Teaching Vocabulary*. 22(3), 1944–1949. <https://doi.org/10.33087/jiubj.v22i3.2832>

Wright, A. (1989). *Pictures for Language Learning*. Cambridge University Press.

