

IMPROVING YOUNG LEARNERS' READING PROFICIENCY BY UTILIZING PICTURE BOOKS OF PICTURES FOR THE 6TH GRADE OF ELEMENTARY LEVEL

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ABSTRAK

Penelitian ini bertujuan untuk meningkatkan kemampuan membaca siswa kelas enam sekolah dasar melalui pemanfaatan buku bergambar sebagai media pembelajaran yang menarik dan efektif. Membaca merupakan keterampilan berbahasa yang mendasar dan menjadi dasar bagi keberhasilan akademik. Namun, banyak peserta didik usia dini yang mengalami kesulitan dalam hal motivasi, pemahaman bacaan, dan penguasaan kosakata. Penelitian tindakan kelas ini dilaksanakan di salah satu sekolah dasar di Banjarmasin, Kalimantan Selatan, dengan melibatkan seorang guru bahasa Inggris dan 17 orang siswa. Penelitian dilakukan dalam dua siklus yang mencakup tahap perencanaan, pelaksanaan, observasi, dan refleksi. Data dikumpulkan melalui pre-test dan post-test yang dilengkapi dengan observasi kelas serta wawancara dengan guru. Pada siklus pertama, siswa diajarkan menggunakan bahan bacaan yang hanya berupa teks. Pada siklus kedua, buku bergambar diperkenalkan sebagai dukungan visual untuk meningkatkan pemahaman dan minat baca siswa. Hasil penelitian menunjukkan adanya peningkatan yang signifikan terhadap kemampuan membaca siswa, dengan rata-rata nilai meningkat dari 47 pada pre-test menjadi 77 pada post-test. Siswa menunjukkan antusiasme dan keterlibatan yang lebih tinggi ketika membaca cerita bergambar, karena ilustrasi membantu mereka memahami kosakata dan konteks cerita dengan lebih mudah. Temuan ini mengindikasikan bahwa buku bergambar dapat secara efektif menstimulasi motivasi belajar, memperkuat pemahaman, serta meningkatkan daya ingat kosakata melalui integrasi unsur visual dan teks. Secara keseluruhan, penelitian ini menyimpulkan bahwa penggunaan buku bergambar merupakan strategi pedagogis yang efektif untuk meningkatkan kemampuan membaca dan menumbuhkan minat baca pada peserta didik usia dini. Guru disarankan untuk mengintegrasikan media pembelajaran berbasis visual ini ke dalam kegiatan pembelajaran bahasa Inggris agar proses membaca menjadi lebih interaktif, menyenangkan, dan bermakna.

Kata Kunci: Buku Bergambar, Kemampuan Membaca, Peserta Didik Sekolah Dasar.

ABSTRACT

Reading is a fundamental language skill that forms the basis of academic success; however, many young learners struggle with motivation, comprehension, and vocabulary development. This research aims to enhance sixth-grade students' reading proficiency by utilizing picture books as an engaging and effective learning medium. This classroom action research was conducted at an elementary school in Banjarmasin, South Kalimantan, involving one English teacher and 17 students. The study was conducted in two cycles, consisting of planning, implementation, observation, and reflection stages. Data were collected through pre-tests and post-tests, supported by classroom observations and teacher interviews. During the first cycle, students were taught using text-only reading materials. In the second cycle, picture books were introduced to provide visual support that enhanced comprehension and interest. The results revealed a significant improvement in students' reading proficiency, with average scores rising from 47 in the pre-test to 77 in the post-test. Students demonstrated greater enthusiasm and engagement when reading illustrated stories, which helped them understand vocabulary and narrative context more easily. The findings suggest that picture books can effectively stimulate students' motivation, foster comprehension, and enhance vocabulary retention by integrating visual and textual elements. Overall, this study concludes that utilizing picture books is an effective pedagogical strategy to enhance reading skills and cultivate a love of reading among young

learners. Teachers are encouraged to incorporate such visual-based learning media into English lessons to make reading activities more interactive, enjoyable, and meaningful.

Keywords: Elementary School Students, Picture Books, Reading Proficiency

INTRODUCTION

Reading is a receptive language skill fundamental to academic success, particularly for young learners who must comprehend written texts to access knowledge across subjects (Tatipang et al., 2021). As students progress through primary school, reading ability becomes increasingly essential because it supports language development, critical thinking, and learning autonomy. For Grade 6 students, this skill becomes a crucial foundation as they transition into more advanced academic stages requiring independent reading and interpretation of English texts.

Despite its importance, many young learners still struggle to attain adequate reading proficiency. Research identifies several contributing factors, including low motivation, limited vocabulary knowledge, and lack of exposure to appropriate reading materials (Sun, 2022). In addition, the increased use of digital entertainment, particularly smartphones, has shifted students' attention away from printed reading activities. While smartphones may offer educational benefits, they also create distractions that reduce reading engagement (Heriady & Anhar, 2020). These challenges highlight the need for effective pedagogical strategies that can support students' comprehension while sustaining their interest in reading.

According to Rohimah (2021), the following reasons contribute to reading barriers in children are such as faults in detecting words and letters, mispronouncing, shifting places, not recognizing words, and speeding when reading. Furthermore, they refuse to read, crying or attempting to argue with teachers or parents can be obstructions to children's reading. Apart from that, there are several factors that can influence the level of learning ability. Internal factors affecting an individual include physical, cognitive, and psychological aspects. External factors affecting children include their environment, family, and education. Based on those challenges, Teachers and parents must provide support and encouragement to students with learning difficulties so that they can receive appropriate guidance. (Sampe, Koro & Tunliu, 2023).

Therefore, one effective approach to overcome this challenge is through the use of

picture books. Picture books are uniquely designed to combine visual elements with text, which can stimulate young learners' interest, support comprehension, and improve vocabulary mastery. Research shows that combining visual aids with written content can help students make connections between words and their meanings, thereby promoting better comprehension and memory retention. Additionally, picture books can encourage reluctant readers to engage with the text because the pictures make the reading process feel less intimidating and more enjoyable.

Xu and Fan (2021) suggest that the most efficient method for students to learn English is through engaging with language input that is relevant to their life experiences. Reading English picture books can expand children's perspectives and boost their sense of accomplishment. English picture books' simple and childlike illustrations help students understand the context, increasing interest and enthusiasm in acquiring the language. Houston-Price et al. (2019) also stated that English picture books offer educational content through diverse story themes that are not didactic in nature. Using English picture books as a teaching tool not only engages students but also facilitates their language learning. Reading English picture books can provide students with a diverse range of language materials, in contrast to conventional textbooks.

Picture books are typically intended for children, with illustrations playing an equal or greater role in telling a story. Each page of Kennedy's (2016) picture book contains an illustration, or one page from each page pair. Picture books use illustrations and sentences to convey a message. This indicates that picture books are one of the simplest media for students to learn with. Reading has evolved into a part of everyday life, which lends credibility to this notion. Reading is an essential part of our everyday lives. For example, people read a variety of documents, including newspapers, magazines, and novels.

Furthermore, picture books allow students to connect and gain a better understanding of the world. According to Nisbet and Shucksmith (2017), when children explore illustrations in picture books, they learn how to read images, which helps them gain a better understanding of literature. This type of understanding, in which students can

comprehend images in a confined space and context, is critical to the learning process. As such, picture books contextualize shared messages that define the educational process (Pinter, 2017). As a result, it is possible to conclude that picture books can help and motivate young learners to enhance their abilities, as well as encourage them to prefer reading. A picture book can help children visualize literacy skills and learn to comprehend the story from multiple perspectives. (Oktarina, Sri Hari, Ambarwat, 2020)

This study focuses on examining how the use of picture books can improve reading skills among 6th-grade students. By exploring the effects of visual learning on reading comprehension and vocabulary development, this study aims to provide valuable insights into teaching strategies that can improve reading skills at the elementary level. Ultimately, this study seeks to demonstrate that picture books can be a powerful tool in fostering a love of reading and enhancing academic success among young learners.

Reading is an important language ability in many places throughout the world. We could argue that reading is the most essential foreign language skill, particularly when students need to study English material for their specific topic but may never speak the language (Paige et al., 2021; McDonough and Shaw, 2012). Reading, as an activity that requires comprehension and interpretation, presents numerous problems. Learning how to comprehend English as a foreign language sometimes involves learning new written symbols. Reading is a complex process, which means it is not a simple activity. To understand and apply the writer's ideas, readers must connect with them and use previous knowledge (Rosalina and Salam, 2024).

Reading is the action of assimilating information and ideas from written texts. Reading provides readers with practical knowledge for daily life. Reading can encourage students to learn and think critically in the classroom. Reading enables children to gain valuable knowledge. Reading broadly can provide students with valuable knowledge, especially in related fields. Teachers encourage students to successfully finish their reading assignments. The goal is to educate students with thorough information on everything. (Rosalina and Salam, 2024). In addition, proficient readers can receive more background knowledge and experience from the material (Smith et al., 2021). Students who read more tend to obtain greater understanding, while those who read less may not gain as much knowledge.

Therefore, Teachers must also make early decisions on how to teach them (Nuttall, 2017). To effectively teach English as a foreign language to Young Learners, some key characteristics must be cultivated. Improving reading abilities is an efficient method for teachers to introduce vocabulary to children. Reading requires multiple processes, including movement of the eyes, cognitive understanding, problem-solving, grammar, and phonetics (Wibowo et al., 2020). These may present a unique barrier for children to be involved with the process.

Books of Pictures are a type of book with unique layouts for young readers that uses both text and illustrations to tell stories. The comprehensive illustration aids readers in deriving meaning and comprehending unfamiliar terms from the book's context. This blends the craft of illustration and narration. Typically, children's books have drawings that explain the story just as well as words. A good picture book gives its readers knowledge in addition to enjoyment. The majority of picture books are intended for young readers; however, some great picture books for readers in elementary and middle schools have recently been released (Daristin & Fajarina, 2022).

Sun (2022) emphasized that utilizing Books of Pictures can help EFL young learners learn vocabulary and understand how to utilize it through reading. Research shows that EFL learners require considerable reading to develop independent vocabulary skills. Effective learning requires learners to develop function-form connections based on contextualized input. The dual coding theory suggests that when youngsters read picture books, they process information through both visual and linguistic routes. EFL Young Learners' comprehension of both textual and visual materials is supported by picture books' numerous images, which also emphasize the meanings of specific vocabulary words. Through this approach, students can develop initiative and independence in discovering new words and memorizing them for future use.

One promising approach to address these challenges is the use of picture books. Picture books integrate text with visual representations, making reading more meaningful and appealing to young learners. Visual supports help students connect words with concepts, develop vocabulary, and better comprehend narrative structures. Research indicates that dual coding—processing information through both images and text—enhances memory retention and comprehension (Smeets & Bus, 2014). Picture books are also

effective in motivating reluctant readers, making reading feel enjoyable rather than difficult.

Smeets & Bus (2014) pointed out that showing visuals and words simultaneously can result in stronger encoding as information is processed through both visual and verbal channels, rather than just one. Adding illustrations to a narration helps children's recollection of the story. Additionally, picture books might make reading more fun. Using text and pictures can encourage Young Learners to expand their vocabulary and improve their comprehension. Picture books promote beneficial reading habits and interest. The young learners had a positive attitude towards the presentation, that was visually appealing. Picture books contain unique phrases and images that are not commonly seen in daily conversations or on television.

Previous studies provide relevant discussion on the problem of this issue. Dewi and Prawita (2019) wrote about "Improving Young Learners' Interest in Reading." The authors found that reading interest is crucial for effective reading education and improvement. To motivate young learners to read, they suggested employing wall magazines, flash cards, and humor in tactics such as reading aloud, reading many times, highlighting favorite books, and displaying picture books.

Previous studies further demonstrate the positive effects of picture books on developing reading interest and literacy skills. Dewi and Prawita (2019) showed that picture books motivate students and help cultivate reading habits. Likewise, Oktarina et al. (2023) found that the combination of images and text supports comprehension and fosters reading enjoyment. These findings align with Sun (2022), who emphasizes that picture books are effective instructional tools for EFL learners because they provide meaningful scaffolding for vocabulary development and language comprehension.

Given this background, this study examines how picture books can improve reading skills among 6th-grade elementary students. By exploring how visual learning supports comprehension and vocabulary development, the study aims to provide insights into effective literacy instruction for young learners. Ultimately, this research seeks to demonstrate that picture books can serve as an engaging and powerful tool for promoting reading proficiency and fostering a positive reading culture among students.

METHODS

This study employed an Action Research Method. CAR was chosen because the students showed clear problems in English competence—particularly low reading comprehension, limited vocabulary, and low engagement during reading lessons. Their classroom performance before the research indicated that many students struggled to understand texts, showed reluctance to participate, and demonstrated inconsistent progress. Thus, the study was necessary as an immediate response to improve both interest and proficiency in reading. In action research, the problem partners work in the school daily, and based on the results, an effort is made to create new guidelines and working methods (Jha, 2022).

This study aims to explore English teachers' opinions on difficulties encountered when delivering English, especially teaching Reading lessons to 6th-grade students in Banjarmasin, South Kalimantan. The steps of the cycle included planning, acting, observing, and reflecting. Picture books were used during the action phase to enhance students' motivation and comprehension. The data were collected by reviewing eight Journals about reading proficiency, picture books, and their impact on improving young learners' reading proficiency. The journals and books came from various countries such as Indonesia, Taiwan, Germany, and Saudi Arabia.

This study involved an English teacher and 17 students in the sixth grade at an elementary school in Banjarmasin who face various obstacles in teaching reading. To collect the data, students were observed while attending the English lesson in their classroom, and their reading skills were assessed through a pre-test and post-test.

In this research, the researchers used tests as the instrument for collecting the data. The tests will be divided into two parts such as a pre-test and a post-test. Pre-test and post-test can serve as a learning control instrument. Teachers can examine how the learning approaches used can improve students' knowledge of English. Furthermore, the interview process revealed that teachers can use the pre-test and post-test to identify students with weak and strong abilities. (Marithasari et al., 2023). The reading comprehension test was in the form of multiple choice with a total of 20 items.

Picture books served as the main learning media in this study. Their simple structure, attractive illustrations, and age-appropriate content support vocabulary development, comprehension, and reading motivation. These characteristics make picture books suitable for young learners and

help address the reading challenges identified in the class.

Additionally, Picture books are the media that we utilize in conducting this Action Research. This kind of media is appropriate for children since it has a basic and visually appealing design. Picture books allow children to expand their vocabulary and further develop their proficiency in reading. This improves children's reading abilities and makes it easier for them to comprehend the material presented.

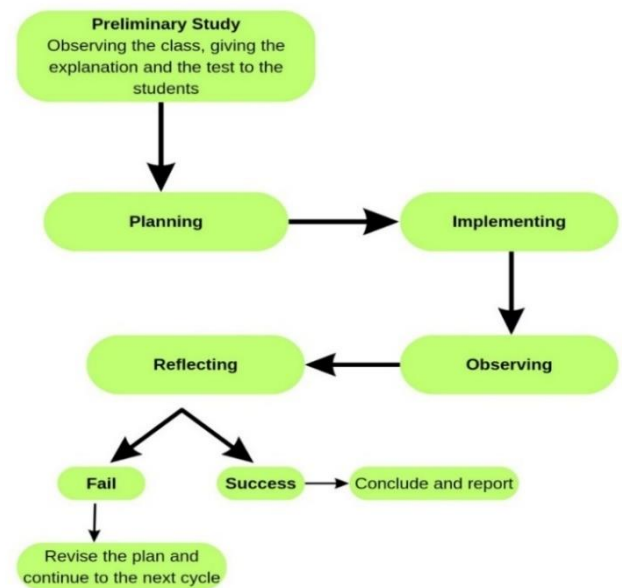
In Action Research, the criteria of success must be clearly defined. This study was considered successful if (1) students' reading scores improved and met the minimum mastery criteria set by the school, and (2) students showed better engagement and participation during reading activities. Because CAR focuses on classroom improvement rather than statistical generalization, the use of a t-test or SPSS analysis was not used in this study.

The data were analyzed by the scores of the pre-test and post-test to determine whether there was a significant difference in the students' scores before and after being taught by the questioning technique. The t-test was calculated using Statistical Product and Service Solution 25 (SPSS 25) software to see the difference in the data and to test the hypothesis (Utami, Salija, Sultan, 2023). Delimitations of the study include: (1) the research was conducted only in one sixth-grade classroom, (2) the intervention focused solely on picture books and no other reading strategies, and (3) the improvement measured was limited to reading comprehension, not other English skills.

In conclusion, this study was conducted urgently due to students' low English reading competence and weak classroom participation. The use of picture books provided meaningful visual support, increased student interest, and helped improve reading comprehension. Therefore, picture books serve as an effective medium to enhance young learners' English proficiency and classroom engagement.

RESULTS AND DISCUSSIONS

1. Preliminary Study



2. Students' scores before cycle 1

At the first step, researchers gave the paper containing questions where there were no pictures or instructions in the questions, only a short story text. Researchers gave them 30 minutes to complete the questions. After they work on the questions, some students seem to have difficulty because there is no visual depiction of the questions we give. When the time was up, the students were asked to collect their respective answers to the questions that had been given previously. After assessing the questions, researchers could get the data in the form of the average score of the students who worked on our questions, which were only in the form of writing without visuals, and only got an average result of 47. The score of 47 was below our assessment standard, which is 60.

Tabel 1. Students' scores after cycle 1

No.	Nama	Pre-test	Meetings	Post-test
1	Student 1	10	4x	90
2	Student 2	100	4x	100
3	Student 3	10	4x	50
4	Student 4	30	4x	100
5	Student 5	50	4x	100
6	Student 6	10	4x	50
7	Student 7	10	4x	80
8	Student 8	90	4x	100
9	Student 9	30	4x	80
10	Student 10	70	4x	90

11	Student 11	40	4x	40
12	Student 12	30	4x	70
13	Student 13	70	4x	80
14	Student 14	70	4x	80
15	Student 15	70	4x	70
16	Student 16	70	4x	80
17	Student 17	30	4x	80

3. Planning

According to Amri (2013), Teachers or lecturers collaborate on planning, discussing issues, and the best course of action to address them. They get together at this point to make decisions about how to carry out the teaching and learning process. Who is going to demonstrate what, where, when, and how is up to them. They also choose who will conduct the observation, what tools to employ, and how to conduct it. Following a well-planned approach, the teachers carry out the action, which entails one teacher carrying out the teaching and learning process while the collaborative teacher or teachers are conducting the observation using the tools decided upon during the planning stage. The plan should be followed by the action. The purpose of the observation is to gather information decided upon during the planning session.

Amri (2013) emphasized that commonly, the observation focuses on how the teachers instruct, how the pupils learn, and how the teachers and students interact. Following the teaching and learning process, the observer and the teacher have a discussion (reflection) based on the information gathered during its process. All agreed-upon elements of the teaching and learning process should be covered by the data. They will talk about how teachers manage the classroom, how students learn, and how they teach. The outcome of the reflection will dictate whether the same action should be used in the following cycle with some modifications or if a new action has to be taken in order to replace the previous cycle. At the end of specific cycles, it is time to publish the findings of a study. Researchers must provide a report at the end of their research. The research report might be used for promotional purposes. Researchers who can produce articles from their research reports and deliver them at seminars add

value to their work. In summary, it enhances both the teaching and learning experience for teachers and lecturers, as well as their careers.

Before starting the research, the researchers prepared appropriate materials to be presented to students at school. The researchers will look for and select picture story books with interesting visuals that are appropriate for teaching to elementary school students in grade 6. Finally, the researchers chose "Meena's Funny Little Pet," a picture story book. The researchers believe that this picture book can significantly improve children's reading skills. This study is divided into two cycles. In the first cycle, the researchers will only read the story in text form, with no visuals. In the second cycle, the researchers will demonstrate the story using a picture storybook.

Upon arriving in the field, the researchers entered the classroom and greeted the students while introducing the material to be taught. In the first cycle, the researchers are going to provide questions which only of text and no visuals in order to test their understanding of the students' abilities. After the first practice questions are completed and collected, the researchers are going to provide practice questions in the form of picture books to determine the extent of the comparison of students' understanding between questions that only contain text and questions that contain visuals in the next cycle. The researchers are expecting that students' comprehension of reading will be enhanced, and believe that the picture book will be helpful and become a valuable learning instrument, both for educators and researchers in the future.

4. Implementing

This research was conducted as classroom action research, which aims to improve English reading skills among elementary school students. The research took place at SDN 1 Anjir Serapat Baru, which is located in Kapuas Regency, Central Kalimantan. The main aim is to improve the reading comprehension skills of 17 students by using picture books as visual aids to better understand the questions and story problems presented.

This research was conducted in one cycle, consisting of two tests designed to monitor and evaluate student progress in reading comprehension.

The implementation of this research began with initial activities where the story problem was presented only in written form. Students are asked to read and answer questions based on written narratives. After that, the researcher introduced a picture book that depicted the story visually. The goal of incorporating these visual elements is to provide an additional layer of understanding for students, thereby making the content more engaging and accessible. By combining written narratives with appropriate visual representations, researchers aim to bridge the gap between abstract text comprehension and concrete comprehension, especially for students who may struggle with textual material alone.

Throughout the study, the effectiveness of picture books was closely observed. This includes analyzing how visual aids help clarify the context of the story, encourage active participation, and improve students' ability to connect written words with pictures. It is hoped that the results of this research will contribute valuable insights regarding innovative teaching methods that utilize multimedia tools to support language acquisition, especially in young students.

Tabel 2. Students' scores after cycle 2

No.	Nama	Pre-test	Meetings	Post-test
1	Student 1	30	4x	80
2	Student 2	70	4x	90
3	Student 3	40	4x	80
4	Student 4	50	4x	80
5	Student 5	50	4x	70
6	Student 6	40	4x	100
7	Student 7	50	4x	80
8	Student 8	90	4x	100
9	Student 9	50	4x	90
10	Student 10	70	4x	80
11	Student 11	60	4x	90
12	Student 12	50	4x	100
13	Student 13	60	4x	80
14	Student 14	50	4x	90
15	Student 15	40	4x	100
16	Student 16	50	4x	100
17	Student 17	30	4x	70

5. Observing

Throughout the study, the researchers observed the behavior of students in class while the information was delivered and questions were worked on. There were some students who understood the questions quickly, but there were some kids who were confused and didn't know how to work on or answer them because they hadn't received any visualization at all. Students were given about 30 minutes to answer questions on paper with only text and no visualizations. After the time was over, the shared questions were collected in front, then the researcher began to use picture books to grab students' attention and improve their understanding.

The researchers demonstrated and described the story from the picture book in front of the class. Afterwards, the students' enthusiasm increased, they became more interested and quickly understood the material presented; even those who had previously not understood anything about the material taught became aware because the book presented contained unique visuals that could capture children's attention. The researchers read the picture book's contents one by one on each page in order to ensure that the kids understood them. After reading the story book, the researcher delivered post-test questions again in order to determine if the students in the class had improved their comprehension of the previously delivered story question material, with the time limit remaining the same, 30 minutes. Although there are still some students who feel confused, most of the students in the class have experienced improvements. Therefore, at this point, it became clear that the children could correctly answer the questions in a reasonably short period of time.

6. Reflecting

Following the pre-test, the researchers initiated the use of picture books as the main intervention. The same reading test was administered, but with slight modifications by adding visual elements to support comprehension. During this stage, students appeared

more relaxed and confident, likely because the visuals in the picture books helped them interpret the meaning of the text more easily. The 30-minute working time remained the same, ensuring that the improvement observed was not influenced by changes in testing duration.

After collecting the students' work, the researchers examined the results and identified a clear improvement from the pre-test average score of 47 to a post-test average of 77. This improvement is not merely a numerical increase; it reflects a meaningful change in students' reading behavior and cognitive processing. The visuals in the picture books provided contextual clues, enabling students to connect words with images, infer meaning more accurately, and reduce anxiety during the reading task. These findings indicate that the picture book intervention successfully addressed the initial problems of low motivation, limited vocabulary, and difficulty understanding narrative structure.

This positive shift occurred because picture books serve as scaffolding for young learners. They support comprehension by presenting stories through both text and images, allowing readers to build mental connections more effectively. Students who previously struggled with decoding and interpreting text were now able to use visual cues to support their understanding, leading to improved confidence and engagement.

The findings of this study are consistent with previous research. Studies by Marithasari et al. (2023) and several international studies from Indonesia, Taiwan, and Germany have reported that picture books enhance reading comprehension, vocabulary acquisition, and motivation among elementary school learners. Similar to these studies, the present research demonstrates that multisensory input—specifically visual and textual information—facilitates better comprehension processes in young learners. This alignment with prior findings strengthens the conclusion that picture books are an effective and research-supported medium for improving reading proficiency.

Overall, the significant improvement in students' reading performance, combined with increased confidence and engagement, confirms that using picture books is an effective strategy for enhancing young learners' reading proficiency. The intervention successfully addressed the initial classroom problems and supports the broader conclusion that picture books contribute meaningfully to students' literacy development.

CONCLUSION

Reading is one of the most essential skills that children must acquire from an early age. To help young learners develop strong reading abilities, teachers need to employ enjoyable, interactive methods and appealing teaching media that sustain students' interest in reading. In this study, picture books served as the primary instructional medium. Their attractive illustrations and simple text structure make picture books highly suitable for supporting children's literacy development, particularly in enhancing vocabulary, increasing motivation, and improving comprehension. The use of picture books in this classroom intervention led to a notable improvement in students' performance, as reflected in the increase of the average score from 47 in the pre-test to 77 in the post-test—demonstrating a meaningful enhancement in reading proficiency.

Another important finding of this study lies in the clarity and accessibility of the narrative texts presented through picture books. This research offers an alternative perspective on teaching English through engaging media that young learners enjoy. By utilizing picture books, students were able to comprehend narrative meaning more effectively in a shorter time, supported by visual cues that strengthened their understanding. This intervention also highlights how picture books can help teachers improve their pedagogical practices, especially when working with students who struggle with vocabulary retention. The visual representations in picture books serve as scaffolding that supports memory and comprehension.

Furthermore, the long-term benefits of integrating picture books into reading instruction are highly promising. Picture books can effectively address persistent issues in reading classrooms, such as low motivation, limited engagement, and weak comprehension skills. Their use supports the development of foundational literacy abilities while cultivating a positive attitude toward reading from

an early age. By examining the advantages of picture books in the classroom, this study contributes to the broader field of English education and offers valuable insights for improving literacy instruction for young learners.

1. Practical Implications

The findings of this study provide several practical implications for classroom practice. First, English teachers—especially those working with young learners—are encouraged to incorporate picture books regularly into reading lessons as a means of improving vocabulary mastery, reading comprehension, and learner motivation. Picture books can also be used as scaffolding tools during pre-reading, while-reading, and post-reading activities, allowing teachers to support students who struggle with understanding narrative structure or decoding unfamiliar words. Additionally, picture books can help teachers diversify instructional strategies by integrating storytelling, visualization, and discussion-based activities, resulting in more engaging and student-centered learning environments. Schools may also consider including picture books as part of the literacy curriculum to ensure consistent exposure to accessible and meaningful reading materials.

2. Suggestions for Future Researchers

Future researchers are encouraged to explore the use of picture books across different grade levels or with students who present varying levels of reading proficiency. Conducting studies with larger sample sizes or in multiple schools may provide a broader understanding of picture books' effectiveness in diverse learning contexts. Researchers may also investigate the integration of digital picture books or multimedia storybooks to see whether technological enhancements further support comprehension and motivation. Additionally, future studies could examine other literacy skills—such as writing development, speaking fluency, or critical thinking—when picture books are used as instructional media. Finally, employing qualitative methods such as interviews, focus group discussions, or classroom recordings may offer deeper insights into students' learning processes

and the pedagogical value of picture books.

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