

English Vocabulary Literacy Through the Integration of Stick-On Visual Media on Classroom Objects

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Research Background

BACKGROUND OF THE STUDY

Challenges in Elementary English Vocabulary Learning:

Learning Difficulties:

- Difficulty understanding word meanings (meaning comprehension)
- Pronunciation difficulties: "puzzle" → /puzel/ not /'pʌz.əl/
- Spelling difficulties
- Lack of motivation to use dictionaries

Teaching Method Issues:

- Teaching methods not suited to young learners' needs
- Visual media like stickers rarely used
- Students perceive English as "difficult"

Educational Context:

- Merdeka Curriculum: English as elective subject (2024-2027)
- Will become mandatory subject for SD/MI starting 2027/2028
- Need to enhance literacy through engaging and student-centered methods

Research Background

Research Gap

Previous Research	This Research
Theoretical Gap: <ul style="list-style-type: none">• Conventional visual media usage• Media separated from learning context• Focus on single visual aspect only	This Study: <ul style="list-style-type: none">• Stick-on visual media integrated on real objects• Direct contextual learning• Combination of images + text on classroom objects
Population Gap: <ul style="list-style-type: none">• Research in junior high schools and higher education• Focus on adult learners	This Study: <ul style="list-style-type: none">• Grade 5 elementary students (young learners)• TEYL context (Teaching English to Young Learners)
Empirical/Methodological Gap: <ul style="list-style-type: none">• Quantitative research (surveys)• Setting: China, Greece• Not focused on students' perspectives	This Study: <ul style="list-style-type: none">• Qualitative descriptive (case study)• Setting: Elementary school in Sidoarjo, Indonesia• Focus on students' perspectives

Rationale for Visual Media

Why Stick-On Visual Media?

Research-Based Support:

- Visual media increases elementary school students' interest and understanding (Kustandi et al., 2021)
- Contextual learning helps students understand meaning through real-world experiences.
- Labeling objects in English = the first step in language acquisition
- Visual media is effective for vocabulary learning (enhancement 67.5→82.3, N-Gain > 0.45)

Innovation:

- Interactive stickers dengan gambar + English text
- Ditempel langsung pada objek kelas
- Continuous exposure untuk unconscious learning
- Aligned dengan Kurikulum Merdeka goals

Research Question

"What do students think about using stick-on visual media attached to classroom objects to help them learn English vocabulary?"

Theoretical Framework

Three Key Theories:

1. Visual Media Theory

- Media visual sebagai alat pembelajaran efektif
- Kombinasi gambar + teks meningkatkan retensi memori
- Visual representation membantu vocabulary acquisition

2. Contextual Learning Theory (Constructivism)

- Pengetahuan dibangun melalui pengalaman bermakna
- Pembelajaran dalam konteks nyata lebih efektif
- Real objects → meaningful language contexts

3. Vocabulary Acquisition in Young Learners

- Repeated exposure meningkatkan word recognition
- Visual + contextual learning sesuai karakteristik young learners
- Mirip proses language acquisition anak (parent-guided labeling)

Research Methodology

Research Design: Qualitative Descriptive Method

Aspect	Details
Setting	Elementary school in Sidoarjo (November 2024)
Participants	3 grade 5 students (purposive sampling): <ul style="list-style-type: none">• Student A: Male, 11 years, avg. 68 (Low)• Student B: Male, 10 years, avg. 78 (Medium)• Student C: Female, 11 years, avg. 88 (High)
Duration	4 weeks (4 sessions, 1 hour/session)
Data Collection	<ol style="list-style-type: none">1. Participatory observation2. Semi-structured interviews3. Documentation (photos, audio, field notes)
Data Analysis	Miles & Huberman's Interactive Model: <ul style="list-style-type: none">• Data reduction• Data categorization• Data interpretation
Validation	Triangulation (source + method) Member checking with teacher

Research Instruments

1. Learning Media:

Stick-On Visual Media Specifications:

- Vinyl stickers size 5 cm × 7 cm
- Clear images + English text
- Attached to 12 classroom objects:
 - door, window, table, chair
 - whiteboard, cupboard, ruler, fan
 - shelf, speaker, wall, projector

2. Data Collection Instruments:

- Semi-structured interview guidelines (5 themes):
 - Initial impressions
 - Learning experience
 - Comparison with traditional methods
 - Motivation
 - Challenges
- Observation sheets
- Audio recorder & camera

Findings 1 - Initial Responses

Students' First Impressions:

Student A (Low Cognitive Level):

"At first I was confused because the writing was in English. But the pictures helped me understand. Now when I see a desk, I remember it's 'table' in English."

Student B (Medium Cognitive Level):

"I like these stickers because the colors are attractive and I can learn vocabulary while studying other subjects. Every day I see these words, so it's easier to remember."

Student C (High Cognitive Level):

"These stickers are good for beginners. I already knew some words, but there were also new ones. What I like is I can see these words every day without having to open a book or dictionary."

Conclusion: All students showed positive and enthusiastic responses

Findings 2 - Vocabulary Recognition Progress

Student	Cognitive Level	Week 1-2	Week 3-4	Improvement
Student A	Low	4/12 (33%)	8/12 (67%)	+100%
Student B	Medium	9/12 (75%)	10/12 (83%)	+11%
Student C	High	11/12 (92%)	12/12 (100%)	+8%

Overall Range: 56% - 100% improvement

Recognition Patterns:

Easiest Objects (All Levels):

- door, chair, table, wall
- Karakteristik: short words, clear visuals, high frequency

Most Challenging Objects:

- projector, cupboard, speaker
- Karakteristik: longer words, less frequent use, complex pronunciation

Findings 3 - Detailed Recognition Analysis

Student A (Low Level) - Progression:

Week 1-2 (4/12): door, chair, table, wall

- Focus on short words with clear pictures
- Difficulty with: cupboard, projector, speaker, shelf
- More looking at pictures than reading text

Week 3-4 (8/12): + window, whiteboard, fan, ruler

- Doubled recognition rate!
- Still difficulty with multi-syllable words
- Quote: "The longer ones are tough... my tongue gets stuck"

Student B (Medium Level) - Progression:

Week 1-2 (9/12): Recognized most common objects

- Difficulty: projector, speaker, cupboard

Week 3-4 (10/12): + cupboard, speaker

- Projector still challenging (pronunciation issue)
- Quote: "I know it's 'projector' when I see it, but saying it properly is hard"

Student C (High Level) - Progression:

Week 1-2 (11/12): Almost perfect

- Only confused: projector vs speaker (similar ceiling location)

Week 3-4 (12/12): Perfect recognition!

- Using vocabulary in complete sentences
- Examples: "Close the window, please!" "The table is big"

Findings 4 - Motivation & Engagement

1. Increased Curiosity

- Students read stickers outside English class time
- Student A: reading during math lesson
- Student B: giving hints to other students during break time
- Quote: "I notice the stickers every time I enter the classroom. So I read them without any effort. During this period, I committed them to memory."

2. Peer Learning (Natural Collaboration)

- Student C teaching friends pronunciation
- Students reading difficult words together
- Quote (Student C): "I help them read. We read words that are challenging together."
- Quote (Student B): Answering friends' questions about vocabulary

3. Spontaneous Gamification

- Students creating vocabulary quiz games
- "Touch and Say" game
- Guessing games without teacher instruction
- Quote (Student B): "It's like playing guessing games. When the teacher says a word, we have to figure out what it means. Truly thrilling!"

4. Overall Motivation Shift

- Passive learners → Active participants
- Quote (Student B): "Previously, I was reluctant to study vocabulary since I needed to continually access books. Now I don't need to, just look around the classroom. So it's more fun and not boring."

Findings 5 - Learning Effectiveness

Student	Cognitive Level	General Perceptions	Most Effective Aspects	Supporting Evidence
Student A	Low	Highly effective vs conventional methods	<ul style="list-style-type: none"> • Repeated visual exposure • Unconscious learning 	"I can see it every day... I learn unconsciously."
Student B	Medium	Very effective and enjoyable	<ul style="list-style-type: none"> • Combination of images + text • Easy to remember without books 	"I feel it's easier to remember because there are pictures and clear writing."
Student C	High	Effective for basic vocabulary	<ul style="list-style-type: none"> • Vocabulary reinforcement • Repetition & contextual learning 	"This is a good method to strengthen basic vocabulary."

Key Finding: Positive perception across ALL cognitive levels, with different effectiveness aspects according to each level's needs

Findings 6 - Challenges Encountered

Three Main Challenges Identified:

1. Pronunciation Difficulties

- No phonetic guidance on stickers
- Student A: "Some words are difficult to pronounce. For example, 'chair' and 'eraser'. I'm not sure how to read them correctly because there's no phonetic writing."
- Aligned with research: elementary students often make pronunciation errors

2. Limited Vocabulary Scope

- Only 12 words too limited
- Student C: "12 words are too few. After a few weeks, I memorized them all. Maybe more could be added or replaced with new words for continued challenge."
- High-ability students get bored quickly

3. Sticker Durability Issues

- Stickers damaged/peeling because students often touched them
- Teacher observation: "Some stickers started getting damaged or coming off because students often touched them. For long-term implementation, more durable materials are needed."

Findings 7 - Students' Suggestions

Recommendations from Students:

Student A (Low Level) - Visual Enhancement:

- "Make the pictures bigger. So even from the back, we can see them clearly."
- "Also... I want animals too... to make it more exciting."
- Focus: visibility & theme variety

Student B (Medium Level) - Strategic Placement:

- "Use more vivid colors. And place them in high places so that everyone can see them."
- "The one in the lower corner has small text. When seated in the back, the image is frequently unclear."
- Focus: positioning & accessibility

Student C (High Level) - Advanced Features:

- "Include example sentences! This way, we understand how to apply them. For instance, beneath the word 'table,' there is text stating, 'The table is large.' This makes it instantly obvious."
- "Include additional new words. Thus, we can also converse in English more frequently."
- Focus: contextual usage & vocabulary expansion

Synthesis: Different needs based on cognitive levels → differentiated media development

Discussion - Key Findings

Main Findings Summary:

1. Positive Reception

- All students appreciated visual appeal, accessibility, continuous exposure
- Confirms: visual media enhances learning interest & comprehension

2. Improved Vocabulary Recognition

- Significant gains across all levels (56-175% improvement)
- Most dramatic: low to medium cognitive students
- Supports: visual learning improves vocabulary mastery

3. Enhanced Motivation

- Passive → Active learners
- Self-directed learning & peer collaboration
- Suitable media creates engaging learning environment

4. Contextual Learning Benefits

- Real-world context helps meaningful learning
- Unconscious learning through daily exposure
- Aligned with constructivist theory

5. Identified Limitations

- Pronunciation needs phonetic support
- Vocabulary scope needs expansion
- Material durability needs improvement

Discussion - Theoretical Implications

Alignment with Learning Theories:

1. Visual Media Theory

- Confirmed: kombinasi gambar + teks meningkatkan retensi
- Continuous exposure lebih efektif dari one-time teaching
- Aesthetic appeal mempengaruhi motivation

2. Contextual/Constructivist Learning

- Real objects = meaningful contexts
- Knowledge built through daily interaction
- Unconscious learning more natural for young learners

3. Vocabulary Acquisition Principles

- Repeated exposure crucial for word retention
- Visual support essential for low-ability learners
- High-ability learners benefit from challenge & expansion

4. Merdeka Curriculum Alignment

- Student-centered
- Engaging & contextual
- Flexible & innovative
- Supports literacy goals

Recommendations For Future Research

Future Research Directions:

1. Expand Scale:

- More participants from multiple schools
- Different regions across Indonesia
- Various socio-economic backgrounds

2. Extend Duration:

- 2-3 months implementation
- Longitudinal study for long-term retention

3. Broaden Scope:

- Include verbs, adjectives, adverbs
- Thematic vocabulary groups
- Different subject integration

4. Enhance Methodology:

- Mixed methods: qualitative + quantitative
- Pre-test & post-test design
- Standardized vocabulary assessment

5. Improve Media:

- Add phonetic spelling
- QR codes linking to pronunciation audio
- Durable, waterproof materials
- Interactive digital elements

6. Additional Focus:

- Teachers' perspectives & implementation challenges
- Cost-effectiveness analysis
- Comparative studies with other visual media methods
- Impact on other language skills (speaking, writing)

CONCLUSION

Summary of Findings:

This study explored fifth-grade students' perspectives on stick-on visual media for English vocabulary learning at an elementary school in Sidoarjo.

Key Conclusions:

- ✓ **Highly Positive Reception:** Students across all cognitive levels appreciated the media's visual appeal, continuous contextual presence, and unconscious learning facilitation
- ✓ **Significant Improvement:** Vocabulary recognition increased 56-100% across all levels over 4 weeks
- ✓ **Motivation Transformation:** Media successfully shifted students from passive to active learners, enabling natural peer learning and gamified practice
- ✓ **Effective Contextual Learning:** Daily interaction with labeled classroom objects promoted meaningful, unconscious vocabulary acquisition
- ✓ **Identified Challenges:** Pronunciation difficulties (lack of phonetic support), limited vocabulary scope (12 words), sticker durability concerns
- ✓ **Kurikulum Merdeka Alignment:** This innovation supports Merdeka Curriculum goals through engaging, contextual, student-centered approach to literacy enhancement

