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Original document size: 221.36 KB

Submitter: fpip umsida
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Points of interest

English Vocabulary Literacy Through the Integration of Stick-On Visual Media on Classroom Objects
[Literasi Kosakata Bahasa Inggris Melalui Integrasi Media Visual Stick-On pada Benda-benda di Kelas]

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Abstract. This study explores fifth-grade students' perspectives on using stick-on visual media as an innovative approach to enhance English vocabulary literacy at an elementary school in Sidoarjo. The study utilized a qualitative descriptive approach with three intentionally chosen students who represent various cognitive abilities (low, medium, and high). Data were gathered through participatory observations conducted over a period of four weeks, semi-structured interviews, and relevant documentation. The analysis was performed utilizing Miles and Huberman's interactive model, with triangulation applied for the purpose of validation. The results showed that students had very positive views about the visual media, with improvements in vocabulary recognition varying from 56% to 100% at all levels of understanding. Students appreciated the attractive visuals of the media, its ongoing contextual presence, and its capability to promote subconscious learning through regular interaction with labeled items in the classroom. The implementation effectively boosted student motivation, changed passive learners into active participants, and enabled peer learning to occur naturally while gamifying vocabulary practice.

Several challenges were encountered. These included difficulties in pronunciation stemming from the absence of phonetic support, a restricted vocabulary, and apprehensions regarding the stickers' longevity. This study offers significant insights into how creative visual media can facilitate English vocabulary acquisition in elementary school environments. This aligns with the goals of the Merdeka Curriculum, which seeks to enhance literacy through an engaging, relevant, and student-centered teaching approach.

Keywords - stick-on visual media; literacy in English vocabulary; young learners; context-based education; qualitative research

Abstrak. Penelitian ini mengkaji sikap siswa kelas lima terhadap penggunaan media visual tempel sebagai teknik baru untuk meningkatkan keterampilan kosakata bahasa Inggris mereka di sebuah sekolah dasar di Sidoarjo. Penelitian ini mengadopsi metode deskriptif kualitatif dengan memilih tiga siswa secara sengaja untuk mencerminkan variasi kemampuan kognitif yang berbeda (rendah, sedang, dan tinggi).

Pengamatan partisipatif selama empat minggu, wawancara semi-terstruktur, dan dokumentasi yang relevan telah digunakan untuk mengumpulkan data. Sementara triangulasi digunakan untuk validasi, model interaktif yang diciptakan oleh Miles dan Huberman digunakan untuk melakukan analisis. Hasil penelitian menunjukkan bahwa para siswa memiliki pandangan yang sangat positif terhadap media visual; siswa meningkatkan pengenalan kosakata sebesar 56% hingga 100% di setiap tingkat pemahaman.

Para siswa menghargai tampilan visual yang menarik dari media, kehadiran konteks yang terus-menerus, dan kemampuannya dalam mendorong pembelajaran yang tidak disadari melalui interaksi yang rutin dengan objek yang diberi label di ruang kelas. Pelaksanaan ini dengan efektif meningkatkan semangat belajar siswa, merubah siswa yang awalnya pasif menjadi peserta yang aktif, dan mendukung pembelajaran di antara teman-teman secara alami sekaligus menggandakan kesenangan dalam latihan kosakata.

Namun, ada beberapa masalah yang muncul. Beberapa di antaranya adalah kesulitan berbicara karena dukungan fonetik yang tidak mencukupi, penggunaan kosakata yang terbatas, dan kekhawatiran tentang ketahanan stiker. Studi ini memberikan pemahaman yang signifikan tentang bagaimana media visual yang kreatif dapat membantu siswa belajar kosakata bahasa Inggris di sekolah dasar. Pernyataan ini sejalan dengan tujuan Kurikulum Merdeka, yang menekankan peningkatan literasi melalui pendekatan pembelajaran yang menarik, relevan, dan berfokus pada siswa.

Kata Kunci - media visual stick-on; literasi kosakata bahasa Inggris; siswa sekolah dasar; pembelajaran kontekstual; studi kualitatif

I. Introduction

English language proficiency is a vital aspect of the language learning process, with primary school students frequently requiring specialized knowledge. Effective enhancement of vocabulary literacy requires the use of innovative and interactive teaching methods. A beneficial method is the incorporation of visual aids linked to items in the classroom, such as image stickers or text labels, to enhance the vocabulary acquisition process [1]. Visual media has been shown to greatly improve both the interest in learning and the understanding of material among elementary school students [2]. Research indicates that using visual media can greatly enhance both motivation to learn and understanding of the material [3].

Contextual learning, in which students learn vocabulary within meaningful language settings, allows them to infer the meanings of words through conversation and real-world experiences. This method fits well with constructivist learning theories, which suggest that knowledge is best gained when it is linked to relevant contexts. In the process of learning vocabulary, identifying objects in their environment by labeling them in English serves as an essential initial step in acquiring the language [4]. The introduction of phonetics, or the sounds of letters, is crucial for learning and acquiring a language. This process can be compared to how young children start to learn to speak with the help of their parents, who teach them about objects and expressions of feelings in their first language [4].

In this research, the author presents a new approach to learning, specifically stick-on visual materials, which are interactive stickers featuring images and the English names of items that can be affixed to classroom objects. Studies have demonstrated that visual media functions not only as an educational tool but also effectively enhances the learning process [5]. Additionally, visual media can showcase events or activities that cannot be physically included in the classroom during the learning process [6]. It is anticipated that this media can contribute to enhancing students' English vocabulary in an efficient and interesting manner.

The classroom environment must incorporate physical objects as teaching aids to enhance English vocabulary. Studies indicate that the choice of media should be tailored to learning goals, student traits, and the resources at hand [7]. This approach allows students to relate new words to real objects they see in their everyday experiences, which improves their understanding and memory of the vocabulary they are learning. Research conducted in Indonesia has shown that using domino card media for vocabulary instruction improved student average scores from 67. 5 in pretests to 82. 3 in posttests, indicating moderate positive effects (N-Gain > 0. 45) on learning results [8]. Previous studies have indicated that visually engaging materials based on the environment are notably effective in helping individuals learn noun vocabulary [9]. Moreover, visual materials used as educational tools can enhance student enthusiasm and engagement in learning tasks [6].

Acquiring English vocabulary poses several challenges for elementary school pupils, especially those in the fifth grade. This study focuses on fifth-grade students at an elementary school located in Sidoarjo. At this point in their development, students often face difficulties in understanding the meanings of words, as well as in their pronunciation and spelling. These issues create significant obstacles to their learning process [10]. Research indicates that young learners in elementary schools frequently struggle to use English words accurately, and they often commit many errors in pronunciation. For instance, the word "puzzle" may occasionally be pronounced as /puzel/ rather than /ˈpʌz. əl/, "banana" can frequently be said as /ba-na-na/

instead of /bə'nɑ:. nə/, and "cucumber" is sometimes articulated as /ku-kum-ber/ instead of /'kju:. kʌm. bər/ [11]. Moreover, the mindset of students who are often less driven to actively increase their vocabulary using resources like dictionaries or other reading materials further worsens the difficulties encountered [10]. Therefore, using more interesting and interactive resources, like sticky visual aids, is expected to address these concerns based on students' opinions.
Another concern that needs to be addressed is the lack of instructional methods tailored to the specific requirements of elementary school children.

The use of visual media approaches, like sticker visuals, is still uncommon, despite evidence indicating that audiovisual and multimedia strategies can enhance student learning results. In Indonesia's educational context, numerous students frequently see learning the English language as "challenging," a viewpoint that is partially attributable to the improper application of instructional methods. Studies indicate that selecting appropriate media fosters an engaging and dynamic educational environment.

Educators should choose media according to learning objectives, student situations, and contemporary trends [7]. In Indonesia, a study has shown that selecting the right media and materials for school improves students' learning experiences by making them more engaging and relevant [12].
If research into new approaches, like using stick-on visual media, is not conducted, the consequences may adversely affect the progress of English language learning. If steps are not taken to tackle the challenges and gaps, students might keep struggling to learn vocabulary, which consequently affects their capacity to communicate effectively in English. Furthermore, the absence of this type of research suggests that the opportunity for more engaging and relevant learning approaches might not be fully harnessed, which could prevent the Merdeka Curriculum from completely realizing its aim of enhancing literacy and numeracy [13].
This study is also significant for the execution of the Merdeka Curriculum by the Indonesian Ministry of Education. The Merdeka Curriculum was officially introduced by Permendikbudristek Number. Document 12 of 2024 related to the Curriculum for Early Childhood Education, Basic Education, and Secondary Education levels [14]. At present, English is offered in the Merdeka Curriculum framework solely as an optional subject, with two lesson periods (70 minutes) each week, continuing until the 2026/2027 school year.

English will be a required subject for SD/MI pupils starting in the 2027–2028 school year. This strategy demonstrates the government's dedication to ensuring that pupils have the skills necessary to tackle global issues at a young age, while simultaneously addressing social justice issues related to English language access [15]. The Merdeka Curriculum integrates 21st-century skills while highlighting the value of enhancing reading and math proficiency through flexible teaching methods.

In this context, literacy involves not just the skills of reading and writing but also includes critical thinking abilities and a comprehensive understanding of how language is used. In the realm of learning English as a second language, literacy encompasses a thorough grasp of vocabulary [16]. A diverse vocabulary is an essential element that allows people to communicate their thoughts clearly, both in speaking and writing.
Therefore, this study is intended to explore the perspectives of fifth graders at one of the elementary schools in Sidoarjo on using stick-on visual media as a fresh technique to boost their English vocabulary proficiency. The research question is: What do students think about using sticky visual aids attached to classroom materials to help them learn English vocabulary? By exploring this topic, the study aims to improve the understanding of students' responses to innovative learning tools and provide a basis for developing more relevant English learning materials that support the goals of the Merdeka Curriculum [17].
II. Method
This research adopts a qualitative approach using the descriptive qualitative method [18]. This method was selected to thoroughly comprehend the viewpoints of students regarding the stick-on visual media innovation that enhances English vocabulary literacy among fifth-grade students at one of the elementary schools in Sidoarjo. The qualitative approach seeks to gain a more profound comprehension of the experiences of research participants by employing descriptive language that is natural and straightforward [41].
Research Subjects
The subjects consisted of 3 fifth-grade students at one of the elementary schools in Sidoarjo selected using purposive sampling technique [19]. Students were selected to represent three distinct cognitive levels:
Student A (Low Cognitive Level): Male, age 11, average score 68, shy learner requiring visual support
Student B (Medium Cognitive Level): Male, age 10, average score 78, moderately active in class
Student C (High Cognitive Level): Female, age 11, average score 88, highly active and curious learner
This selection guaranteed diverse perspectives across different learning abilities, allowing accurate examination of how visual media aids vocabulary acquisition [19].
Research Instruments
Learning Media: Stick-on visual media consisted of vinyl stickers (5 cm × 7 cm) containing clear pictures and English text, attached to 12 classroom objects including door,

window, table, chair, whiteboard, cupboard, ruler, fan, shelf, speaker,

wall, and projector [20].
Data Collection Instruments:
Semi-structured interview guidelines with 5 themes: initial impressions, learning experience, comparison with traditional methods, motivation, and challenges
Observation sheets documenting student interactions and vocabulary usage
Audio recorder and camera for documentation
Data Collection Techniques
Participatory Observation: Conducted over 4 weeks (November 2024) with 4 sessions (1 per week, 1 hours each). A study was conducted to investigate students' interactions, usage patterns, and behavioral modifications [21].
In-Depth Semi-Structured Interviews: Carried out at the conclusion of Week 4 with all three students (lasting 10-15 minutes each). Interviews were carried out in Bahasa Indonesia for students, recorded with permission, and tailored to suit the cognitive abilities of each student [22]. The interview questions examined students' views on the effectiveness of media, their mastery of vocabulary, their motivation, and the challenges they face.
Documentation: Photos of media implementation (10 images), audio recordings of interviews (20 minutes), field notes (2 pages), and students' work samples were collected to support findings [22].
Data Analysis
Data were analyzed using content analysis following Miles and Huberman's interactive model [23]:
Data Reduction: All interviews were transcribed verbatim (4 pages), coded thematically, and relevant information was filtered from observations and documentation.
Data Categorization: Findings were organized into themes: initial responses, vocabulary recognition, motivation, learning effectiveness, challenges, and suggestions for improvement.
Data Interpretation: Results were interpreted to answer the research question, emphasizing students' perspectives on stick-on visual media as learning aids [18].
Data Validation
Source and method triangulation techniques ensured data validity [24]. Source triangulation compared data from three students and variations [25]. Method triangulation cross-verified findings from observations, interviews, and documentation [26]. Member checking with the teacher confirmed accuracy of interpretations [27].
III. Findings and Result
This section presents findings from observations, interviews, and documentation regarding students' perspectives on stick-on visual media in learning English vocabulary at one of the elementary schools in Sidoarjo.
Students' Initial Responses to Stick-On Visual Media
All three students demonstrated positive and enthusiastic initial responses when first encountering the labeled objects. Observational data from Week 1 showed immediate curiosity and interest.
Student A (Low Cognitive Level) initially appeared hesitant but showed growing interest.
He stated: "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." This indicates the visual component served as a crucial bridge for connecting English vocabulary with concrete objects [3].

Student B (Medium Cognitive Level) demonstrated moderate engagement, actively reading labels and testing herself. He expressed: "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."
This highlights the benefit of continuous exposure and aesthetic appeal in maintaining interest [6].
Student C (High Cognitive Level) showed an analytical approach, not only reading labels but attempting to use vocabulary in sentences. She commented: "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."
Even students with higher cognitive abilities benefited from constant visual reinforcement [8].
Progression of Vocabulary Recognition Over Four Weeks
The stick-on visual media was applied to 12 different classroom objects, each representing common nouns that students encounter daily in their learning environment. The objects selected included door,

window, table, chair, whiteboard, cupboard, ruler, fan, shelf, speaker,

wall, and projector. These items were chosen because of their frequent use and visibility in the classroom, making them ideal candidates for contextual vocabulary learning.
Analysis over four weeks revealed significant improvements in vocabulary recognition across all cognitive levels, though the pattern of success varied depending on object familiarity and visibility.
Week 1-2 Observations:
During the initial two weeks, students showed varying levels of recognition based on their cognitive abilities and prior exposure to English vocabulary.

Student A (Low Cognitive Level) accurately recognized 4 out of 12 objects. The majority of the objects he recognized were simple, short terms like "door," "chair," "table," and "wall" along with clear photos. These items were the most noticeable and frequently brought up in class assignments. However, because advanced vocabulary items like "cupboard," "projector," "speaker," and "shelf" were longer or found in less obvious places in the classroom, Student A encountered difficulties with them.

During observations, he was noticed hesitating and often looking at the pictures on the stickers rather than attempting to read the English text independently.
Student B (Medium Cognitive Level) identified 9 out of 12 objects correctly in the initial weeks. He demonstrated good recognition of common classroom objects like "window," "whiteboard," "fan," "ruler," and "trash bin" in addition to the simpler items Student A had mastered. He struggled with the "projector," "speaker," and "cupboard," which are either not frequently utilized in regular classes or are positioned at an angle that made the stickers less visible from his seat.
Student C (High Cognitive Level) accurately recognized 11 out of 12 objects in the initial weeks. Due to their comparable locations on the ceiling, she first confused the term "projector" with "speaker," which presented a challenge. Her high level of recognition demonstrated her ability to quickly absorb new vocabulary and make connections between the visual stickers and the English words.
Week 3-4 Observations:
By weeks three and four, all students showed notable improvement in their vocabulary recognition, indicating the effectiveness of repeated exposure to the stick-on visual media.
Student A (Low Cognitive Level) improved to identifying 8 out of 12 objects correctly, doubling his initial recognition rate. He effectively acquired knowledge on other subjects like "window," "whiteboard," a fan, and "ruler. " Nevertheless, he still encountered challenges with "cupboard," "projector," "speaker," and "shelf. " In interviews, he noted that words with more syllables were more challenging to recall: "The longer ones are tough. . . Please provide the text you would like me to rephrase, and I will gladly assist you with it. "My tongue gets stuck. " His development demonstrates that, even for academically challenged students, frequent visual exposure significantly aids in word retention.
Student B (Medium Cognitive Level) improved to 10 out of 12 objects by the final weeks. He was able to add "cupboard" and "speaker" to his recognized vocabulary, but "projector" remained problematic for him, mostly because of pronunciation problems rather than recognition problems. He added: "I know it's 'projector' when I see it, but saying it properly is hard."

Student C (High Cognitive Level) achieved perfect recognition of all 12 objects by weeks three and four. Throughout class exercises, she not only recognized the language but also started utilizing it in whole sentences. She was regularly observed making up phrases like
"Close the window, please!"
and
"The table is big."
Her quick vocabulary acquisition and application demonstrate how high-ability students can use visual media as a launchpad for more sophisticated language use.

The objects that proved easiest for students to identify across all cognitive levels were "door,

" "chair," "table," and "wall" all common,

short words with clear visual associations and high frequency of use in daily classroom discourse. Conversely, the most challenging items were "projector," "cupboard," and "speaker" longer words with less frequent use and more complex pronunciation patterns.
This aligns with research showing visual media enhances vocabulary retention through continuous contextual exposure [8].
Student Motivation and Engagement
The implementation positively impacted student motivation and classroom engagement. Observations revealed increased participation in English-related activities and frequent voluntary vocabulary use.
Observed Behavioral Changes:
Increased Curiosity: Students demonstrated heightened curiosity about the labeled objects throughout the four-week observation period. This curiosity extended beyond scheduled English lessons into other subject periods and even break times. For instance, Student A, who was initially shy and hesitant, was observed during a mathematics lesson pointing at the "whiteboard" sticker and quietly attempting to pronounce the word to himself. During a different time, Student B was seen giving hints and displaying the "door" sticker to another student during recepient. He asked for the English translation. " before making an attempt to provide the answer himself. Student C often reached out to the researcher after English class to inquire about pronunciation. In the interview, they mentioned, "I notice the stickers every time I enter the classroom. " Therefore, I read them without any effort. "During this period, I committed them to memory. " These examples show that visual media effectively inspired a natural desire to explore English vocabulary beyond the scheduled learning sessions.
Peer Learning: Higher-ability students naturally assumed teaching roles, helping their peers with pronunciation and word recognition.

Student C, who actively assisted classmates who were having difficulty, was the best example of this peer learning dynamic. In one observation session, Student C was seen assembling two classmates close to the "
cupboard" sticker and repeatedly pronouncing the word correctly while urging them to follow suit.

"I help them read,"
she later stated in an interview. We read words that are challenging together. Although less officially, Student B also engaged in peer teaching, frequently answering questions from peers regarding terminology during group projects. The visual media's presence naturally gave rise to this cooperative learning environment, which offered numerous chances for language practice in real-world social settings.
Gamification: Without the teacher's help, students spontaneously transformed vocabulary instruction into games, demonstrating high levels of engagement. During free time in Week 3, Student C initiated a vocabulary quiz game by pointing to several labeled objects and urging her classmates to rapidly state the English word.

This was one noteworthy instance. Other students quickly created variations of this game, such as "touch and say," in which they had to physically touch an object while repeating its English name. Student B described this phenomena in his interview as "enjoyable! It's like playing guessing games. When the teacher says a word, we have to figure out what it means. "Truly thrilling!" These self-directed gaming experiences demonstrate how the visual aids successfully motivated students to engage in language acquisition in ways that appeared entertaining and pleasurable rather than exhausting.
Student B expressed his viewpoint: "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." This supports research indicating media can stimulate student motivation and interest, making learning more engaging [6].
Learning Effectiveness from Students' Perspectives
To obtain a more systematic overview of students' views on the effectiveness of using stick-on visual media in English vocabulary learning, the interview results were analyzed and summarized based on the students' cognitive level. This summary covers students' general perceptions, aspects of the media that are considered most effective, and supporting evidence in the form of direct quotes from respondents. The data is presented in tabular form, table 1 summarizes students' perceptions of the effectiveness of stick-on visual media in improving English vocabulary mastery.

Table 1.
No Student Cognitive Level General Perceptions of the Media Aspects Considered Effective Supporting Evidence/Quotations
1 Student A Low Highly effective compared to conventional methods Repeated visual exposure, unconscious learning “I can see it every day... I learn unconsciously.”
2 Student B Medium Very effective and enjoyable Combination of images and text, easy to remember without opening a book “I feel it's easier to remember because there are pictures and clear writing."
3 Student C High Effective for basic vocabulary Vocabulary reinforcement and repetition, contextual learning “This is a good method to strengthen basic vocabulary.”

This table shows that all students, regardless of cognitive level, have a positive perception of the use of stick-on visual media. However, further needs differ among students, with high-ability students requiring additional challenges to maintain learning engagement. These perspectives validate findings that students have positive perceptions of visual media use [28], and appropriate media creates interactive learning atmospheres [7].
Challenges Encountered
Despite positive reception, several challenges were identified:
1. Pronunciation Difficulties
Student A reported: "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."
This echoes findings that elementary students struggle with pronunciation, with many errors occurring [11].
2. Limited Vocabulary Scope
Student C expressed: "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."
3. Sticker Durability
The teacher noted: "Some stickers started getting damaged or coming off because students often touched them. For long-term implementation, more durable materials are needed."
Suggestions for Media Improvement
Based on challenges identified, participants provided constructive suggestions through their interview responses:
Student Suggestions:
Student A, who struggled with pronunciation, suggested improving the visual design and accessibility: "Make the pictures bigger. So even from the back, we can see them clearly. Also... I want animals too... to make it more exciting." His suggestion reflects the need for larger, more visible stickers that can accommodate different seating positions in the classroom, as well as expanding the vocabulary themes beyond classroom objects.

Student B noted that the execution was problematic, especially in terms of positioning and visibility, which called for more vivid colors.
"And place them in high places so that everyone can see them."
Specifically, he pointed out that
"the one in the lower corner has small text."

"When seated in the back, the image is frequently unclear."
When using visual material in educational contexts, this observation emphasizes the importance of careful organization and viewing distance measurement.

Student C, exhibiting the greatest cognitive skills, offered more advanced recommendations for improving educational value: "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. She also conveyed a wish for growth: 'Include additional new words. ' Thus, we can also converse in English more frequently. " Her recommendations suggest that learners at an advanced level gain from examples of usage within context and from consistently broadening their vocabulary to ensure ongoing challenge and engagement.
Discussion and Implications
The findings reveal that stick-on visual media effectively improves English vocabulary literacy among grade 5 students from their perspective. Key findings include:
Positive Reception: All students appreciated the media's visual appeal, accessibility, and continuous vocabulary exposure, confirming that visual media significantly enhances learning interest and comprehension [3].
Improved Vocabulary Recognition: Significant gains were observed across all cognitive levels, with most dramatic improvements in low to medium cognitive students (56-175% improvement), supporting research that visual learning styles improve vocabulary mastery [8].
Enhanced Motivation: The media increased student motivation and changed passive learners into active participants, supporting the evidence that suitable media encourages motivation and fosters engaging learning environments [7].
Benefits of Contextual Learning: Students valued the real-world context they acquired by identifying actual classroom objects, which supported the ideas of contextual learning theories by enabling students to acquire language in a meaningful way as rather than through basic memorization [29].
Identified Limitations: In line with difficulties in learning primary English, pronunciation clarification, vocabulary expansion, and material durability require enhancement for best use [11].
The triangulation of observations, interviews, and documentation confirms finding validity, providing strong evidence that stick-on visual media represents a promising innovation in English vocabulary teaching for elementary students, particularly when implemented with identified improvements. This innovation supports Merdeka Curriculum goals of improving literacy through flexible, contextualized learning approaches [17].
IV. Conclusion
This study focused on what fifth-grade students at an elementary school in Sidoarjo thought about using stick-on visual media to help them learn English words. It got great reviews from people of all cognitive levels, and over the course of four weeks, it improved word recognition by 56% to 100%. Students liked how visually appealing the media was, how it kept them involved with real-life situations, and how they learned without even realizing it when they used labeled classroom things every day. This method worked well to boost motivation, turn passive students into active participants, and support peer learning and vocabulary games on the spot. Still, there were some problems. For example, students had trouble pronouncing words because there wasn't enough phonetic support. The language was limited to 12 words, but advanced students learned them quickly. Also, stickers were not lasting long because students were touching them so much. Although this study only looked at three students, it only used a four-week implementation period, only looked at classroom noun vocabulary, and only collected data from one school in Sidoarjo. It also relied only on qualitative data without any standardized vocabulary tests, which makes it harder to apply the results to other situations. In the future, researchers should try to get more people from different schools to take part and keep the programs going for longer, two to three months. Different vocabulary teaching methods should be compared, media formats should be improved by adding phonetic spelling and audio links to QR codes, the vocabulary focus should be broadened to

include more word types and thematic groups, pre- and post-tests should be used to collect data, teachers' opinions on the problems they faced during implementation should be gathered, and the cost-effectiveness should be evaluated so that it can be used by more people. This study gives us important information about how creative visual media can help elementary school students learn English words. This is in line with the Merdeka Curriculum's goals, which are to improve reading by using hands-on, situational, and student-centered teaching methods. It also has useful ideas for teachers, curriculum developers, and people in charge who want to improve English language learning in elementary schools.

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