

## SYSTEMATIC RIVIEW OF PICTURES FOR ENGLISH LANGUAGE TEACHING

**Dahlia**

UIN Sultan Maulana Hasanuddin Serang Banten, Indonesia  
[221230034Dahlia@uinbanten.ac.id](mailto:221230034Dahlia@uinbanten.ac.id)

**Sri Handayani**

UIN Sultan Maulana Hasanuddin, Serang, Banten, Indonesia  
[221230047Sri@uinbanten.ac.id](mailto:221230047Sri@uinbanten.ac.id)

**Nafan Tarihoran**

UIN Sultan Maulana Hasanuddin Banten, Serang, Banten, Indonesia  
[nafan.tarihoran@uinbanten.ac.id](mailto:nafan.tarihoran@uinbanten.ac.id)

### Abstract

The integration of pictures in English Language Teaching (ELT) has been widely recognized as an effective tool to enhance students' comprehension, engagement, and motivation. This study aims to systematically review the existing literature on the use of pictures in ELT, analyzing their effectiveness, benefits, and challenges. A systematic review method was employed following the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines. The study involved searching academic databases such as Scopus, PubMed, ScienceDirect, Mendeley, Taylor & Francis Online, Google Scholar, and Google Books, focusing on articles published between 2020 and 2025. The findings reveal that pictures significantly contribute to improving students' vocabulary acquisition, reading comprehension, and writing skills. Additionally, pictures help create an interactive and engaging learning environment. However, challenges such as selecting culturally appropriate images and ensuring proper implementation in diverse classroom settings remain. This study highlights the importance of carefully integrating pictures into ELT to maximize their pedagogical potential. Future research should explore innovative ways to optimize the use of pictures in digital learning platforms and assess their long-term impact on language proficiency.

**Keywords:** *Pictures, English Language Teaching, Systematic Review, Visual Learning*

### INTRODUCTION

Technological developments have brought significant changes in the field of education, including in English Language Teaching (ELT). The increased use of various visual-based learning media has become increasingly prominent to support students in understanding language concepts more effectively. Pictures have long been utilized as aids in the language teaching process, especially in an effort to improve students' memory and understanding of vocabulary and sentence structure. According to Wright (1989), pictures have the potential to increase motivation and interest in learning, provide a clear context, and serve as a specific stimulus or reference. Therefore, pictures can be categorized as an

effective tool in enriching students' learning experience, as well as helping them in developing language skills in an interesting and efficient way (Tarihoran et al., 2024).

Currently, there are various types of images used in education, especially in teaching English as a Second Language (ELT), both in the form of static images contained in textbooks and interactive digital media in learning applications. English teachers and instructors are increasingly realizing that the use of images can not only attract students' attention, but can also accelerate the learning process. In this context, (Hoa, 2022) suggest that students show higher interest and participation in English learning when images are used as visual aids, as it can overcome boredom and increase their engagement.

Several studies have evaluated the effectiveness of using pictures in English language teaching (ELT). For example, research conducted by Rizka Juliana, Nayla Fadlia Chozin, Sajidah Qurotu Aini, Ida Yulianti, and Naf'an Tarihoran showed that the use of pictures in English language learning can significantly contribute to improving students' understanding, motivation, and language skills (Tarihoran et al., 2024). In addition, research conducted by Rashida Imran and Samina Liaquat confirmed that the utilization of pictures in English language learning can be an effective tool, especially in the writing aspect (Rasyida & Samina, 2024). In this context, (Yusuf & Rosvita, 2024) also support these findings by emphasizing that pictures are able to increase students' level of engagement, creativity, vocabulary use, and overall writing ability.

Unlike the previous studies, this research focuses on a systematic review of various studies that discuss the use of pictures in English language learning. By applying the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) approach, this study aims to analyze the effectiveness, benefits, and challenges that arise in the application of pictures in English language learning.

Based on this background, this study seeks to answer the following questions: How can the use of pictures improve the effectiveness of English language learning in the context of ELT? And what are the challenges faced in the application of pictures in English language learning?

The integration of technology in English language teaching has significantly transformed traditional learning methods, creating a more interactive and personalized learning experience. *Pedagogy-Driven Technology Integration in English Language Teaching* (2023). Emphasizes that the application of technology should align with pedagogical objectives to optimize learning outcomes. Technology is not merely an additional tool but a medium that enriches the learning experience by providing access to authentic and interactive materials.

Similarly, recent research by (Rohmiyati, 2025) explores the utilization of artificial intelligence (AI) in English language learning. This study highlights benefits such as personalized learning and instant feedback while also addressing emerging challenges,

including AI's limitations in understanding cultural contexts and the risk of over-reliance on technology. This aligns with the findings of (Janssen et al., 2024), who examined the use of AI in enhancing English-speaking skills. Their study found that speech recognition systems and intelligent tutors help students improve pronunciation and fluency. However, despite AI's convenience, issues such as cultural bias and data privacy remain critical concerns.

Furthermore, research by (Huda, 2025) reinforces the transformative role of AI in English language learning. They emphasize the advantages of this technology in creating a more engaging and personalized learning experience while also noting persistent challenges such as limited accessibility in underdeveloped areas and ethical concerns related to data privacy.

In the context of Systematic Review of Pictures for ELT, visual technology, particularly the use of images, has been widely applied in English language teaching. Images not only facilitate vocabulary acquisition but also enhance memory retention and support the development of speaking and writing skills. Therefore, the integration of images in language learning should be designed with appropriate pedagogical approaches to maximize their benefits for learners.

Despite its numerous advantages, the use of technology in English language teaching also presents challenges, including potential distractions, overdependence on electronic devices, and the need for digital literacy among teachers and students. Therefore, the implementation of technology must be carefully designed to not only maximize its benefits but also address its limitations effectively.

The use of pictures in English Language Teaching (ELT) has been widely recognized as an effective tool for enhancing students' language skills. A study conducted by Pribadi et al. found that integrating pictures into language instruction significantly improves vocabulary retention and helps students comprehend word meanings within a broader context. Moreover, pictures serve as a visual stimulus that increases student motivation and engagement, making the learning process more accessible and enjoyable. By providing clearer context, pictures encourage students to participate more actively in communication, ultimately strengthening their language proficiency (Tarihoran et al., 2024).

Supporting this argument, research by Mahmood et al. demonstrated that students who received instruction supplemented with visual aids achieved significantly higher academic performance compared to those taught using conventional text-based methods. Their findings suggest that incorporating pictures and other visual tools enriches the learning experience and contributes to improved learning outcomes. Therefore, integrating visual aids into educational policies and teaching practices is crucial to optimizing the effectiveness of English language instruction (Mahmood et al., 2024)

Beyond enhancing reading comprehension and vocabulary acquisition, pictures have also been found to positively impact students' speaking skills. Research by Nawir et al.

revealed that using visual aids, such as pictures and videos, significantly improves students' fluency in spoken English. Students who were taught with visual media demonstrated greater confidence and clarity in their speech compared to those who did not receive visual support. This can be attributed to the role of pictures in helping students organize their thoughts and articulate their ideas more effectively, ultimately boosting their speaking proficiency (Nawir, 2022)

However, despite the numerous benefits of using pictures in ELT, certain challenges must be addressed. Pribadi et al. emphasized that the effectiveness of pictures in language learning depends largely on their quality and relevance to the instructional material. Selecting culturally appropriate images is essential to prevent misunderstandings and ensure that students can relate to the content. Additionally, students' level of visual literacy plays a crucial role in determining how well they can interpret and utilize images as learning aids. Therefore, educators must carefully curate the visual materials used in the classroom to ensure they align with learning objectives and are accessible to all students. (Rohmiyati, 2025)

Pictures hold significant potential in enhancing English language instruction by reinforcing vocabulary retention, improving reading comprehension, and fostering the development of speaking skills. However, to maximize their benefits, educators must consider factors such as image quality, content relevance, and students' visual literacy. By strategically incorporating pictures into language teaching, educators can create a more engaging and effective learning environment for students.

## **METHOD**

### **1. Description of Sample**

This study referred to the Preferred Items for Systematic Review and Meta-analysis (PRISMA) guidelines in its search strategy and used several keywords determined by the authors according to the title topic of the systematic literature review. The keywords used in this search were "PICTURE AND ELT". The search was conducted in various academic journal databases, including Scopus, Pubmed, ScienceDirect, Mendeley, Taylor and Francis Online, Google Scholar, and Google Books. The study covered a specific time period, i.e. articles published between January 1, 2020 and February 30, 2025 that met the inclusion criteria.

### **2. Procedure**

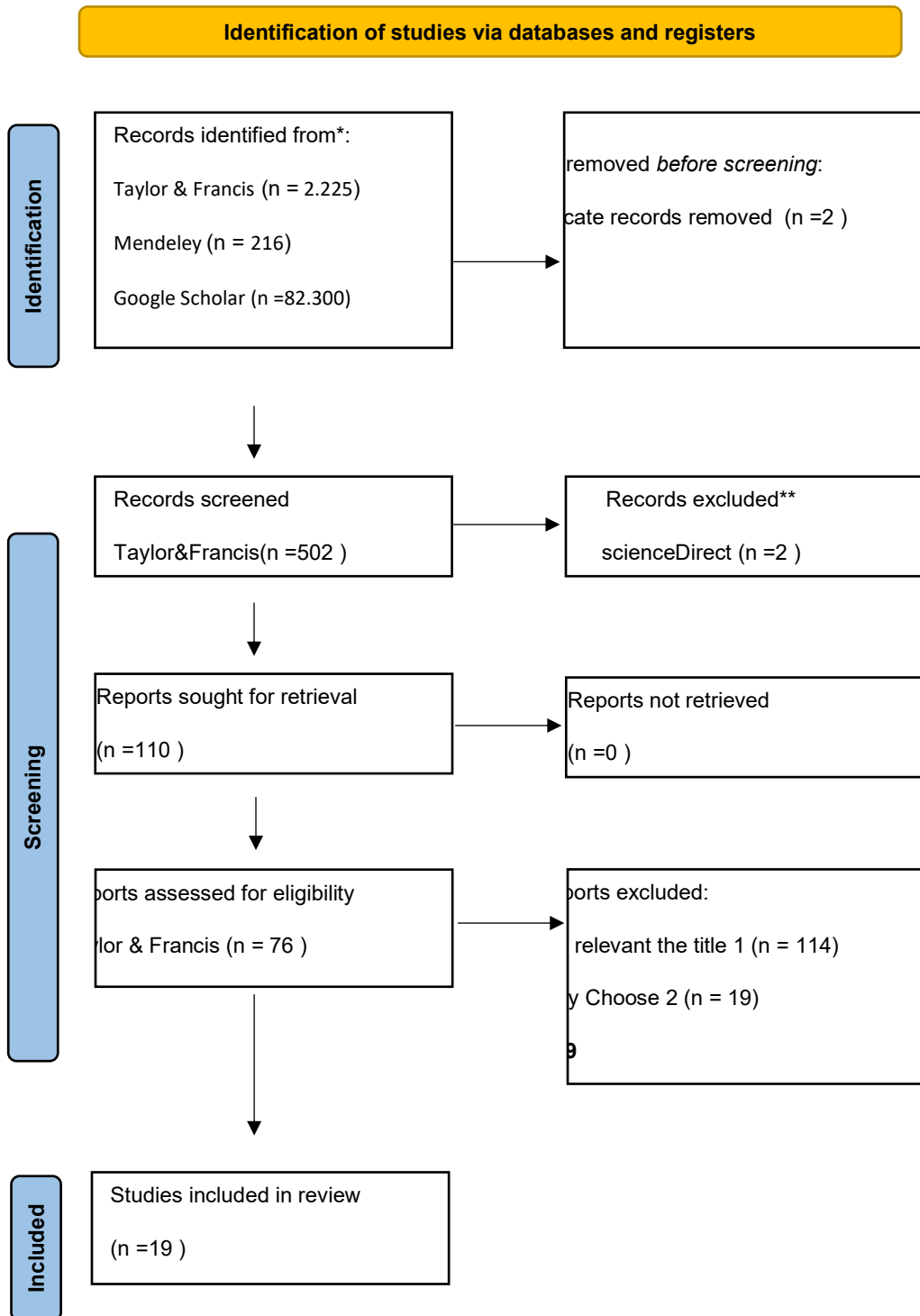
The researcher conducted an initial search using a list of keywords that had been developed by the author. The selection procedure performed to determine the relevance of the articles found in the initial search was as follows: a) reading the title: if the title looks relevant, then the citation will be recorded on specialized software (Mendeley Desktop 1.19.8), b) reading the abstract: if the abstract does not provide enough information according to the criteria, then the article will be excluded from the study; c) reading the

entire text of the article: evaluating and reviewing the selected articles to determine the final articles that will be included in the systematic review. Articles that do not meet the inclusion criteria will be excluded

### **3. Study Selection Criteria**

This research review examined recent empirical studies with the following criteria: 1) Articles listed in Scopus, Pubmed, ScienceDirect, Mendeley, Taylor and Francis Online, and Google Scholar, 2) Articles published in the last 5 years, i.e. between 2020-2025, 3) Articles involving student populations, 4) Articles written in English, 5) Articles that are original and available in full text.

After selecting with many criteria, the following data is presented as a collection of articles found:



## RESULT AND DISCUSSION

### Result

This systematic review involved an in-depth analysis of 18 selected studies published between 2019 and 2025, which explore the integration of pictures in English Language Teaching (ELT). The review includes various types of studies such as experimental research, qualitative descriptive studies, and systematic literature reviews. The primary focus of the selected articles is on the role of pictures in improving vocabulary acquisition, writing and speaking skills, grammar instruction, and student motivation across diverse educational contexts.

These findings emphasize that the strategic integration of pictures can significantly improve language learning outcomes, particularly in vocabulary acquisition, productive language skills, and learner engagement. Nevertheless, effectiveness is contingent on thoughtful selection of images, teachers' visual literacy, and institutional support.

Table I. Summary of Findings on the Use of Pictures in ELT (2019–2025)

	Author/Country/Year	Main Characteristic	Study Design/Measuring/ variable	Findings
	Rizka Juliana Pribadi, Nayla Fadlia Chozin, Sajidah Qurotu Aini, Ida yulianti, Naf'an Tarihoran (Indonesia, 2024)	<ul style="list-style-type: none"> <li>- This article explores the role of images in English language teaching at the elementary school level in Pakistan.</li> <li>- The primary focus is on how textbook images can be effectively utilized to enhance students' motivation and comprehension.</li> <li>- The study also highlights that many teachers do</li> </ul>	<ul style="list-style-type: none"> <li>Study Design</li> <li>- Type of Study: Systematic Review</li> <li>- Methodology: <ul style="list-style-type: none"> <li>- The authors collected data from 15 research studies published between 2019 and 2023.</li> <li>- Sources were obtained from academic databases such as Google Scholar, ERIC, and Mendeley.</li> <li>- The selected studies met inclusion and exclusion criteria.</li> </ul> </li> <li>- Inclusion Criteria: <ol style="list-style-type: none"> <li>1. Peer-reviewed journal articles</li> <li>2. Studies written in English</li> <li>3. Studies specifically addressing the use of pictures in English language teaching</li> <li>4. Articles published between 2019 and 2023</li> </ol> </li> <li>- Exclusion Criteria: <ol style="list-style-type: none"> <li>1. Non-peer-reviewed publications (e.g., opinion pieces or editorials)</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Key Findings</li> <li>1. Improved Vocabulary Retention and Comprehension: <ul style="list-style-type: none"> <li>- The use of pictures supports students in memorizing and understanding new vocabulary more easily.</li> </ul> </li> <li>- Studies by Khafidoh &amp; Carolina (2019) and Julaiha et al. (2022) found that students taught with pictures demonstrated higher vocabulary comprehension compared to conventional methods.</li> <li>2. Enhanced Student Motivation and</li> </ul>

		<p>not fully utilize the visual content available in textbooks to support English language teaching.</p>	<p>2. Studies written in languages other than English</p> <p>3. Studies not focusing on the use of pictures in ELT</p> <p>4. Articles published before 2019</p> <p>Variables and Measurement</p> <ul style="list-style-type: none"> <li>- Independent Variable: The use of pictures in English language teaching</li> <li>- Dependent Variables: Effectiveness of learning, measured through: <ul style="list-style-type: none"> <li>- Vocabulary comprehension and retention</li> <li>- Students' motivation and interest</li> <li>- Students' speaking, writing, and reading skills</li> </ul> </li> <li>- Measurement Methods: <ul style="list-style-type: none"> <li>- The article analyzes studies employing experimental methods, surveys, and interviews to assess the impact of using pictures in ELT.</li> <li>- Some studies used pre-tests and post-tests to evaluate vocabulary retention and understanding.</li> <li>- Student motivation was measured through questionnaires and classroom observations.</li> </ul> </li> </ul>	<p>Interest:</p> <ul style="list-style-type: none"> <li>- Pictures help capture students' attention and increase their motivation to learn English.</li> <li>- According to Chen et al. (2023), picture books combined with interactive teaching methods significantly improved students' learning motivation.</li> <li>3. Improved Speaking, Writing, and Reading Skills: <ul style="list-style-type: none"> <li>- Speaking: Pictures serve as prompts for discussion, enhancing fluency and students' self-confidence (Manurung &amp; Sirait, 2023).</li> <li>- Writing: Pictures assist students in generating ideas and organizing their writing coherently (Navidinia et al., 2019).</li> <li>- Reading: Visual aids support text comprehension by providing contextual clues (Kilapong et al., 2022).</li> </ul> </li> <li>4. Factors Influencing the Effectiveness of Pictures in ELT: <ul style="list-style-type: none"> <li>- Image quality: Clear and</li> </ul> </li> </ul>
--	--	--	---	--



				<p>context-appropriate visuals enhance comprehension.</p> <p>-</p> <p>Contextual use: Pictures integrated into group activities and discussions foster student engagement.</p> <p>-</p> <p>Alignment with learning objectives: The relevance of images to the lesson content contributes to their instructional effectiveness.</p>
	<p>Sajjad Hussain, Dr. Haji Karim Khan (Pakistan, 2022)</p>	<p>- This article explores the role of images in English language teaching at the elementary school level in Pakistan.</p> <p>- The primary focus is on how textbook images can be effectively utilized to enhance students' motivation and comprehension.</p> <p>- The study also highlights that many teachers do not fully</p>	<p>Variables and Measurement</p> <p>- Independent Variable: The use of images in English language teaching.</p> <p>- Dependent Variables: Students' comprehension and motivation.</p> <p>- Measurement Methods:</p> <p>- Direct classroom observations focusing on how teachers employed textbook images during lessons.</p> <p>- Informal interviews with teachers to explore their perceptions regarding the use of images.</p> <p>- Interactions with students to assess their responses to visual materials in the textbooks.</p>	<p>- The findings indicate that images in textbooks are potentially very helpful for English language instruction, but they are often underutilized by teachers.</p> <p>- Classroom observations revealed that although teachers were aware of the benefits of images, they rarely integrated them into interactive or meaningful classroom activities. In many cases, images were treated merely as illustrations rather than instructional tools.</p> <p>- Images</p>

		utilize the visual content available in textbooks to support English language teaching.		<p>significantly increased student motivation. Learners showed more interest and were more actively engaged in discussions when images were used as part of the lesson.</p> <ul style="list-style-type: none"> <li>- Images also helped students understand complex concepts more effectively and reduced classroom boredom, allowing learners to retain information for a longer period.</li> <li>- However, the effectiveness of image use depended largely on the teachers' preparedness and skills. The study found that many teachers lacked adequate training on how to integrate images effectively into their teaching strategies.</li> <li>- The authors therefore recommend providing professional development and training for teachers to enhance their ability to use visual materials purposefully in English language instruction at the elementary level</li> </ul>
--	--	---	--	---

	<p>Rudy Yusuf &amp; Ita Rosvita (Indonesia 2024)</p>	<p>This article highlights the role of visual aids as learning media in improving English language learners' writing skills. The article emphasizes the importance of visual aids as pedagogical tools that encourage creativity, student engagement, and improve the quality of the structure and content of their writing.</p>	<p>Research Type: - Qualitative Data Collection</p> <p>Methods: - Classroom observation - Interview with students - Analysis of students' writing</p> <p>Main variables: - Use of pictures as learning media (independent variable) - Students' writing skills (dependent variable), including: - Ability to express ideas - Text structure - Descriptive vocabulary - Grammar - Coherence of writing</p>	<p>1. Increased Engagement and Motivation: Students become more interested and focused in the writing learning process when given visual stimulus in the form of pictures.</p> <p>2. increased Creativity and Written Expression: Pictures help students express ideas more diversely and authentically.</p> <p>3. More Coherent Writing Structure: With the help of pictures, students are able to organize ideas in a more organized and coherent manner.</p> <p>4. Improved Vocabulary Use and Reduced Grammatical Errors: Images trigger the use of more descriptive language and help reduce grammar mistakes.</p> <p>5. More Interactive Classroom situations: Writing activities become more active and collaborative due to the use of visual media.</p>
--	--	--	---	--

	<p>Citra Kurniawan, Shirly Rizki Kusumaningrum, Kee-Fui Turner Lam, &amp; Ence Surahman (Indonesia, Taiwan, and Singapore 2022)</p>	<p>This article examines the effectiveness of Dual Coding Theory (DCT) in improving the language learning process. DCT combines visual and verbal processing to improve comprehension and learning outcomes. The main focus of the article is on the influence of visual-verbal learning styles on learning outcomes in the context of language teaching.</p>	<p>- Quantitative experiment with descriptive approach</p> <p>Number of Respondents</p> <ul style="list-style-type: none"> <li>- 101 students from State University of Malang</li> </ul> <p>Instrument:</p> <ul style="list-style-type: none"> <li>- Questionnaire "Index of Learning Styles" (ILS) by Felder &amp; Silverman</li> <li>- Statistical analysis using SPSS</li> </ul> <p>Research Groups:</p> <ul style="list-style-type: none"> <li>- Control group (without DCT)</li> <li>- Experimental group (with DCT approach)</li> </ul> <p>Measured Variables:</p> <ul style="list-style-type: none"> <li>- Visual-Verbal Preferences</li> <li>- Learning Strategies</li> <li>- Learning Outcomes</li> <li>- Gender and Visualization Interest (demographic variables)</li> </ul>	<p>1. Most students (75%) have a visual preference. They find it easier to understand material with pictures, diagrams, and graphs than text narratives.</p> <p>2. There is a very strong correlation between DCT-based learning strategies and learning outcomes, with a correlation coefficient of 0.826. This means that the more suitable the learning approach is to students' preferences (visual/verbal), the better the learning outcomes.</p> <p>3. Gender also showed a positive correlation to learning outcomes (coefficient 0.448), but visualization interest and preference were not statistically significant to learning outcomes.</p> <p>4. DCT helps reduce cognitive load, facilitate information processing, and increase learning</p>

				comfort, especially in language learning.
	Jethro James V. Achivida (Philippines 2025)	This article is a systematic literature review that examines the integration of Artificial Intelligence (AI) and Virtual Reality (VR) in multimodal language teaching (MLT). The main focus is on the development of six language skills: listening, speaking, reading, writing, viewing, and representing.	<ul style="list-style-type: none"> <li>- Research Type: Descriptive Qualitative (Systematic Literature Review)</li> <li>- Data Analysis: Thematic Analysis (Braun &amp; Clarke, 2006)</li> <li>- Data Source: 10 scientific articles (2020-2024) with a focus on AI &amp; VR in MLT</li> <li>- Variables: <ul style="list-style-type: none"> <li>- Use of AI and VR</li> <li>- Language skill development</li> </ul> </li> <li>- Student responses and challenges in learning</li> </ul>	<ol style="list-style-type: none"> <li>1. AI &amp; VR improve language skills: <ul style="list-style-type: none"> <li>- receptive skills (listening, reading, viewing) and</li> <li>- productive skills (speaking, writing, representing) develop significantly.</li> </ul> </li> <li>2. Increased learning motivation: <ul style="list-style-type: none"> <li>- The use of AI &amp; VR encourages intrinsic and extrinsic motivation.</li> </ul> </li> <li>3. personalization and interactivity: <ul style="list-style-type: none"> <li>- Learning becomes more immersive, learning style-appropriate, and contextualized.</li> </ul> </li> <li>4. Active collaboration: <ul style="list-style-type: none"> <li>- AI &amp; VR facilitate digital collaboration-based learning.</li> </ul> </li> <li>5. Challenges: <ul style="list-style-type: none"> <li>- Eye fatigue, dizziness due to VR</li> <li>- Limited</li> </ul> </li> </ol>

				<p>access to technology</p> <ul style="list-style-type: none"> <li>- Lack of technical skills of students and teachers.</li> </ul>
	<p>Le Huong Hoa, Dinh Tran Ngoc Huy, Nguyen Ngoc An (Vietnam 2022)</p>	<p>This article explores the role of pictures as a form of non-verbal language in enhancing the motivation of primary school students in Vietnam during English speaking lessons. The primary focus lies on increasing student participation and motivation through visual media in the speaking learning process.</p>	<p>Variables:</p> <ul style="list-style-type: none"> <li>- Independent variable: The use of pictures in teaching</li> <li>- Dependent variables: <ul style="list-style-type: none"> <li>- Motivation to learn English speaking</li> <li>- Students' speaking skills, including: <ul style="list-style-type: none"> <li>- Fluency</li> <li>- Lexical resource</li> <li>- Grammar</li> <li>- Pronunciation</li> </ul> </li> </ul> </li> </ul>	<p>1. Increased Motivation</p> <p>The implementation of picture-based media significantly boosted students' motivation in speaking lessons. This was evident in the higher average scores in both pre- and post-tests, particularly in terms of confidence and vocabulary recall.</p> <p>2. Improved Speaking Skills</p> <p>The post-test scores indicated improvements across all aspects: fluency, vocabulary, grammar, and pronunciation. For instance, the average fluency score increased from 2.58 to 3.18, and grammar from 3.30 to 3.72.</p> <p>3. Strong Correlation</p> <p>Correlation and t-test results showed a significant relationship between the use</p>

				<p>of pictures in learning and the enhancement of both students' performance and motivation.</p> <p>4. Practical Recommendations The article recommends integrating pictures as a teaching medium to stimulate student interest, improve classroom atmosphere, and facilitate the development of speaking skills.</p>
	<p>Shafagh Ghoushchi, Hooshang Yazdani, Hamidreza Dowlatabadi, Moussa Ahmadian (Iran, 2021)</p>	<p>This article analyzes the integration between verbal and visual texts (pictures) in ELT (English Language Teaching) textbooks using the approach of Multimodal Discourse Analysis (MDA). The primary focus is to examine how images in textbooks represent meaning, ideology, and communicative functions within the context of English language</p>	<p>Descriptive-analytic using Multimodal Discourse Analysis (MDA)</p> <p>Corpus: 50 images taken from Iranian EFL textbooks (Vision 1 &amp; 2)</p> <p>Analytical Instruments: - Visual Grammar Theory by Kress &amp; van Leeuwen (2006): representational, interactive, and compositional meanings - Halliday's Transitivity System (1985) for verbal clause analysis</p> <p>Variables Examined: - Verbal processes: material, mental, relational, verbal, behavioral, existential - Visual modes: participant types (human vs non-human), distance, perspective, color, and information composition</p>	<p>1. Verbal Mode Relational processes were the most dominant (32%), indicating that many images served ideological rather than instructional purposes. Verbal processes only appeared in 2% of the data, implying that interactive or dialogic narratives were rarely supported by the visuals.</p> <p>2. Visual Mode Non-human images were more dominant (62%). Most images were close-up and frontal, suggesting a personal and intimate visual approach. All</p>

		teaching.		<p>images were in full color, indicating a high level of modality.</p> <p>3. Information Composition 88% of the images followed a left-right composition structure, implying a “Given-New” information pattern.</p> <p>4. Text-Image Relationship Only 28% of the images had a direct association with the accompanying text. Around 48% were indirectly related, while 24% were not relevant at all</p>
	Yuli Rohmiyati (Indonesia, 2025)	This article explores the role of Artificial Intelligence (AI) in English language learning, highlighting its benefits, challenges, and future directions. The primary focus is on how AI tools such as chatbots, personalized learning applications,	<p>Literature review</p> <p>Methodology:</p> <ul style="list-style-type: none"> <li>- Sources include academic journals, e-books, and recent articles published between 2019 and 2024</li> <li>- Thematic qualitative analysis was employed</li> </ul> <p>Literature Criteria:</p> <ul style="list-style-type: none"> <li>- Publications on the use of AI in English language learning</li> <li>- Studies addressing the opportunities and challenges of AI in education</li> </ul> <p>Variables and Measurement</p> <p>Independent Variable: The use of AI in English</p>	<p>The study indicates that AI has a positive impact on English language learning, particularly by providing instant feedback and a personalized learning experience. AI tools such as Duolingo and Grammarly help improve speaking, writing, and listening skills by tailoring content to learners' individual needs.</p> <p>However, several challenges</p>



		<p>and language processing software can enhance learners' English skills. The article also discusses the limitations of AI, including its difficulty in understanding cultural context, limited access to technology, and the risk of student overdependence on AI.</p>	<p>language learning</p> <p>Dependent Variable: The impact of AI on students' speaking, writing, and listening skills</p> <p>Measurement Methods: - Literature analysis on the effectiveness of AI in improving language skills - Case studies involving AI tools such as Duolingo, ChatGPT, and Grammarly</p>	<p>remain in implementing AI. These include its limitations in interpreting cultural nuances and emotional context in language. Additionally, access to AI technology is not equally distributed, especially in areas with limited digital infrastructure. Another concern is students' overreliance on AI, which may reduce human interaction in the learning process.</p> <p>Despite these limitations, AI offers significant opportunities for the future of English language education. To maximize its benefits, a balance between AI usage and human interaction is essential, along with teacher training to effectively integrate AI into the classroom.</p>
	<p>Rashida Imran and Samina Liaquat (Pakistan, 2024)</p>	<p>Main Characteristic of the Article This article examines the effectiveness</p>	<p>3. Study Design / Measuring / Variables</p> <p>- Research Type: Quantitative, experimental</p> <p>- Approach: Experimental vs. control group design</p>	<p>. Findings</p> <p>- The pre-test results showed no significant difference between the</p>

		<p>of using pictures as teaching aids in developing creative writing skills of secondary school students in Pakistan.</p> <p>Main characteristics of the article:</p> <ul style="list-style-type: none"> <li>- Emphasizes the importance of visual stimulus in the English language learning process.</li> <li>- Focuses on developing creativity, not just technical writing skills.</li> <li>- Criticizes traditional teaching approaches that emphasize memorization and do not facilitate students' creative expression.</li> <li>- Strongly recommends the use of visual media (pictures) as an innovation in ELT (English Language</li> </ul>	<ul style="list-style-type: none"> <li>- Sample: 120 students from 4 SSC level classes (grade 10), with academic scores <math>\geq 70\%</math></li> <li>- Assessment Instrument: Descriptive assessment rubric "EBAU 2017-2018: Inglés Descriptive Paragraph Scoring Rubric" from Universidad de Murcia</li> <li>- Variables: <ul style="list-style-type: none"> <li>- Independent variable: The use of pictures in learning to write</li> <li>- Dependent variable: Students' creative writing scores (assessed in terms of content, organization, vocabulary, language use, and mechanics).</li> </ul> </li> <li>- Procedure: <ul style="list-style-type: none"> <li>- The writing test was conducted twice: pre-test and post-test</li> <li>- The experimental group was given a stimulus in the form of visual images in the post-test session, while the control group was not</li> </ul> </li> </ul>	<p>control and experimental groups.</p> <ul style="list-style-type: none"> <li>- The post-test results showed that the experimental group had a very significant increase in scores in all topics (p-value <math>&lt; 0.05</math>), while the control group showed no significant improvement.</li> <li>- The increase in scores in the experimental group showed that the use of pictures: <ul style="list-style-type: none"> <li>- Increases creativity</li> <li>- Enriches vocabulary</li> <li>- Improves writing structure</li> <li>- Increases students' motivation in writing</li> </ul> </li> <li>- Main conclusion: The use of pictures as teaching aids significantly improved students' creative writing skills, especially in the context of EFL (English as a Foreign Language) in Pakistan</li> </ul>
--	--	---	--	--

		Teaching) teaching methods.		
	Rahmi Aulia Nurdini (Indonesia)	<ul style="list-style-type: none"> <li>- The article investigates the use of picture media to enhance students' speaking skills in English, with an emphasis on making the learning process more engaging and effective.</li> <li>- It highlights the benefits of using pictures to encourage communication, build vocabulary, and boost students' confidence in speaking English.</li> <li>- The study also emphasizes the role of creativity, interaction, and group work in improving students' speaking proficiency through picture-based activities.</li> </ul>	<ul style="list-style-type: none"> <li>- Type of Study: Descriptive Qualitative Study</li> <li>- Methodology: <ul style="list-style-type: none"> <li>- The research employed observation and library research as data collection methods.</li> <li>- The study was conducted in a second-grade social science class at a public senior high school in Jakarta.</li> </ul> </li> <li>- Instruments: <ul style="list-style-type: none"> <li>- Classroom observation and theoretical analysis of picture-based teaching methods and their outcomes in speaking activities.</li> </ul> </li> <li>- Variables and Measurement <ul style="list-style-type: none"> <li>- Independent Variable: Use of picture media in teaching speaking.</li> <li>- Dependent Variable: Students' speaking skills, including fluency, accuracy, vocabulary use, and motivation.</li> </ul> </li> <li>- Measurement Method: <ul style="list-style-type: none"> <li>- Analysis of classroom behavior, student engagement, and verbal interaction during picture-based speaking sessions.</li> <li>- Assessment criteria included confidence, fluency, accuracy, communicative competence, and critical thinking.</li> </ul> </li> </ul>	<p>The study found that integrating picture media into English speaking instruction significantly improves students' engagement, creativity, and communicative performance. Students appeared more enthusiastic and confident when speaking in English after being exposed to picture-based activities.</p> <p>The study also showed that the use of pictures fosters spontaneous dialogue, encourages cooperative learning in pairs or groups, and provides a clearer understanding of abstract concepts. Additionally, the structured use of pre-, while-, and post-conversation activities helped guide students toward better speaking performance and self-assessment.</p> <p>Ultimately, the findings support the notion that teaching</p>

				speaking through visual media not only enriches the classroom environment but also addresses various learning needs and preferences. It also motivates students to participate more actively and enjoy the language learning process.
	Siti Jannatussholihah, Sugirin (Indonesia 2020)	<ul style="list-style-type: none"> <li>- The article investigates the readiness of English teachers in adapting to the disruption era, particularly in the context of education influenced by Industry 4.0.</li> <li>- It explores teachers' understanding of the disruption era, the internal and external obstacles they face, and how they integrate technological advancements into English language teaching.</li> <li>- The study emphasizes the importance of</li> </ul>	<ul style="list-style-type: none"> <li>- Type of Study: Descriptive Qualitative Study</li> <li>- Methodology: <ul style="list-style-type: none"> <li>- Data were gathered through semi-structured interviews and classroom observations.</li> <li>- The participants consisted of ten English teachers selected using purposive sampling.</li> <li>- Instruments: <ul style="list-style-type: none"> <li>- Interview protocols and observation checklists focusing on perceptions, teaching practices, and use of digital tools in English instruction.</li> </ul> </li> <li>- Variables and Measurement <ul style="list-style-type: none"> <li>- Independent Variable: The emergence of the disruption era (driven by digital technology and innovation).</li> <li>- Dependent Variables: English teachers' understanding, readiness, and teaching practices.</li> </ul> </li> <li>- Measurement Method: <ul style="list-style-type: none"> <li>- Thematic analysis based on Miles, Huberman, and Saldaña's model (data collection, reduction, display, and verification).</li> <li>- Key themes include teacher awareness of</li> </ul> </li> </ul> </li></ul>	The study reveals a mixed level of awareness among English teachers regarding the concept of the disruption era. While some teachers are unfamiliar with the term, they unknowingly utilize tools that are products of digital disruption, such as multimedia presentations and online learning resources. Teachers face several internal obstacles, including lack of motivation to keep up with technological trends and limited knowledge on how to integrate technology effectively. External barriers include inadequate school infrastructure and difficulty monitoring

		digital literacy, continuous innovation, and the alignment between teacher competencies and technological developments in the classroom.	disruption, technological integration, and challenges in classroom adaptation.	students' access to internet content. Despite these challenges, many teachers demonstrate a positive attitude towards using technology in English instruction. They employ various digital tools such as LCD projectors, audio-visual media, Microsoft Office applications, and internet-based assignments. These efforts indicate an ongoing attempt to align teaching strategies with the demands of the 21st-century digital learning environment.
	Syifa Dwi Mutiah, Minkhatun Nakhriyah, Nida Husna HR, Didin Nuruddin Hidayat, Farida Hamid (Indonesia 2020)	<p>- This article examines the readiness of teachers, students, and schools in implementing English programs at the elementary and pre-school levels in Indonesia.</p> <p>- It highlights three critical aspects: (1) teachers' pedagogical and emotional</p>	<p>Type of Study: Qualitative Descriptive Study</p> <p>- Methodology:</p> <p>- The study employed surveys via questionnaires to gather data from 10 elementary school teachers, 10 preschool teachers, and 20 students across six regions in Indonesia.</p> <p>- Data were analyzed qualitatively through thematic categorization and simple percentage descriptions.</p> <p>- Participants:</p> <p>- Teachers and students from Jakarta, Bandung, Lampung, Bali, Kalimantan, and Sulawesi—across public and private educational institutions</p> <p>Variables and Measurement</p>	<p>The study found that:</p> <p>- Teacher readiness is moderately high. Most teachers are motivated and willing to teach English, but many lack confidence in using the language actively in class due to limited proficiency and insufficient training.</p> <p>- Students show high motivation to learn English despite facing comprehension and pronunciation</p>

		<p>readiness, (2) students' motivation, cognitive, and social-emotional development, and (3) the availability of infrastructure and administrative support.</p> <ul style="list-style-type: none"> <li>- The study reveals both enthusiasm and challenges in the early introduction of English, especially concerning teacher qualifications and school facilities.</li> </ul>	<ul style="list-style-type: none"> <li>- Independent Variables: *Educational levels (elementary/preschool), teacher qualifications, infrastructure availability.</li> <li>- Dependent Variables: Readiness to teach/learn English effectively.</li> <li>- Measurement Method: <ul style="list-style-type: none"> <li>- Teacher readiness assessed through language use, pedagogical practices, and emotional attitudes.</li> <li>- Student readiness evaluated through motivation, academic competence, and socio-emotional characteristics.</li> <li>- School readiness measured through the availability of teaching materials, technologies, and management support.</li> </ul> </li> </ul>	<p>difficulties. Their learning is supported by fun classroom environments using games and songs.</p> <ul style="list-style-type: none"> <li>- School readiness is inconsistent. While basic resources like dictionaries and storybooks are available in some schools, others lack critical supports such as native speakers, multimedia, or exposure programs.</li> </ul>
	<p>(Ijaz Mahmood, Syed Kaleem Ullah Shah Bukhari, Rabia Bahoo, Pakistan, 2024)</p>	<p>Main Characteristics of the Article*</p> <ul style="list-style-type: none"> <li>- This article investigates the effectiveness of visual aids in teaching English at the secondary school level.</li> <li>- It employs an experimental design by comparing a control group (taught with traditional</li> </ul>	<p>Study Design</p> <ul style="list-style-type: none"> <li>- Type of Study: Experimental</li> <li>- Methodology: <ul style="list-style-type: none"> <li>- A pre-test and post-test were conducted on 30 secondary school students, divided into a control group and an experimental group.</li> <li>- Sample: 30 students from a secondary school in Bahawalnagar, Pakistan.</li> <li>- Measurement: The difference in pre-test and post-test scores was analyzed using the t-test via SPSS.</li> </ul> </li> <li>Variables and Measurement <ul style="list-style-type: none"> <li>- Independent Variable: The use of visual aids in English language teaching.</li> <li>- Dependent Variable: Students' performance in English, measured through</li> </ul> </li> </ul>	<p>Key Findings</p> <p>The findings reveal that students taught using visual aids showed a significant improvement in both comprehension and academic performance compared to those taught with traditional methods. The experimental group scored notably higher in the post-test than the control group, demonstrating the effectiveness of</p>

		<p>methods) and an experimental group (taught using visual aids).</p> <ul style="list-style-type: none"> <li>- The primary objective is to determine whether the use of visual aids can enhance students' comprehension and academic performance in English.</li> </ul>	<p>pre-test and post-test scores.</p> <ul style="list-style-type: none"> <li>- Measurement Methods:</li> <li>- Comparison of test scores between the control and experimental groups.</li> <li>- Statistical analysis to examine the significance of improvement in students' achievement.</li> </ul>	<p>visual aids in clarifying concepts and increasing student engagement.</p> <p>Although the control group also experienced a slight improvement in post-test scores, it was considerably less than the experimental group. Based on these results, the researchers strongly recommend the broader integration of visual aids into school curricula to enhance the quality and effectiveness of English language education.</p>
	<p>Adinda Widya Ramadhanty, Dhafid Wahyu Utomo, Jalia Mayasari (Indonesia, 2021)</p>	<ul style="list-style-type: none"> <li>- This article investigates the effect of using picture series as a teaching medium on Indonesian junior high school students' ability in writing English descriptive texts.</li> <li>- The study emphasizes how a sequence of images can aid students</li> </ul>	<ul style="list-style-type: none"> <li>- Type of Study: Quantitative Quasi-Experimental Study</li> <li>- Methodology:</li> <li>- A quasi-experimental design with a non-equivalent pre-test and post-test control group was employed.</li> <li>- 50 students were selected from four classes at a private junior high school in Banten, divided into two groups: experimental (8B) and control (8A).</li> <li>- Instruments:</li> <li>- Pre-tests and post-tests were administered to measure writing ability, with scoring based on Weigle's assessment rubric.</li> <li>- Inter-rater reliability was ensured using Cohen's Kappa.</li> </ul>	<p>The study demonstrated a significant improvement in the writing performance of the experimental group compared to the control group. The pre-test mean scores for the experimental and control groups were 59.12 and 54.52, respectively. After treatment, the post-test mean score for the experimental group increased to 83, while the control group only reached 66.24.</p> <p>Statistical</p>

		<p>in generating ideas, organizing content, and producing coherent descriptive writing.</p> <ul style="list-style-type: none"> <li>- It addresses a gap in prior research, which mostly focused on narrative or speaking skills, by exploring the specific impact of picture series on descriptive writing.</li> </ul>	<p>Variables and Measurement</p> <ul style="list-style-type: none"> <li>- Independent Variable: Use of picture series in writing instruction.</li> <li>- Dependent Variable: Students' performance in English descriptive writing.</li> <li>- Measurement Method: <ul style="list-style-type: none"> <li>- Students' pre-test and post-test scores were analyzed using statistical methods, including t-tests, normality tests, and homogeneity variance tests.</li> <li>- Writing scores were assessed using content validity and inter-rater reliability principles.</li> </ul> </li> </ul>	<p>analysis using an independent t-test yielded a t-value (10.287) greater than the critical value (2.00), indicating that the picture series had a significant effect on students' descriptive writing skills.</p> <p>Students in the experimental group showed greater improvement in organizing ideas, developing content, and using vocabulary appropriately. The findings support the use of visual media—specifically picture sequences—as a powerful instructional tool to stimulate creativity, provide structure, and enhance writing fluency in EFL classrooms.</p>
	<p>Agis Putri Vanesa, Pipih Setiawati (Indoneisa, 2021)</p>	<ul style="list-style-type: none"> <li>- This study explores the effectiveness of using pictures as teaching media in developing students' descriptive writing skills.</li> <li>- It focuses on junior high school</li> </ul>	<p>Type of Study: Pre-Experimental Quantitative Study</p> <ul style="list-style-type: none"> <li>- Methodology: <ul style="list-style-type: none"> <li>- The study employed a one-group pre-test and post-test design.</li> <li>- Students were given a writing test before and after a series of instructional sessions using pictures as the main teaching tool.</li> </ul> </li> <li>- Instruments: <ul style="list-style-type: none"> <li>- Pre-test and post-test writing assessments.</li> </ul> </li> <li>- Statistical analysis</li> </ul>	<p>The study found that the use of pictures significantly improved students' descriptive writing skills. The average pre-test score was 59.63, while the post-test mean increased to 75.17. The statistical analysis showed that the observed t-value (12.51)</p>



		<p>students and evaluates how visual aids enhance students' engagement and help them express their ideas more clearly in written form.</p> <p>- The article highlights that pictures stimulate students' imagination, provide structure for writing, and support the process of generating descriptive content.</p>	<p>using t-test and normalized gain to determine effectiveness.</p> <p>Variables and Measurement</p> <ul style="list-style-type: none"> <li>- Independent Variable: Use of pictures in writing instruction.</li> <li>- Dependent Variable: Students' ability to write descriptive texts.</li> <li>- Measurement Method: <ul style="list-style-type: none"> <li>- Comparison of students' writing scores from pre-test and post-test.</li> <li>- Data analyzed using Liliefors normality test and independent t-test to assess significance.</li> </ul> </li> </ul>	<p>exceeded the critical t-value (2.0452), indicating a statistically significant improvement in students' performance after treatment.</p> <p>Students were more motivated and confident in expressing ideas when using visual prompts. Pictures helped students better understand the descriptive writing structure and allowed them to engage creatively with the content. This led to improved organization, vocabulary use, and clarity in their writing.</p> <p>The study concludes that pictures are an effective medium for teaching descriptive writing. They not only facilitate idea generation but also make learning more engaging and student-centered.</p>
	<p>Agustinus Nai Aki and Olga A. Rorintulus (Indonesia, 2023)</p>	<p>This article is a systematic review that investigates the effectiveness of using pictures in</p>	<p>- Study Design: Systematic Review</p> <ul style="list-style-type: none"> <li>- Data Source: Ten research articles published between 2010 and 2022</li> <li>- Measurement: Content analysis of prior empirical studies related to the use of pictures in grammar</li> </ul>	<ul style="list-style-type: none"> <li>- Enhance students' sentence-writing skills</li> <li>- Stimulate imagination and improve cognitive engagement</li> <li>- Make</li> </ul>

		teaching the construction of simple present tense sentences to junior high school students. The main objective is to explore how visual aids can support students' understanding and ability to construct basic English sentences.	instruction <ul style="list-style-type: none"> <li>- Key Variables:</li> <li>- Independent Variable: The use of pictures as instructional media</li> <li>- Dependent Variable: Students' ability to construct simple present tense sentences</li> </ul>	grammar instruction more effective, interesting, and contextually grounded <ul style="list-style-type: none"> <li>- Promote greater student motivation and participation in the learning process</li> </ul>
	(Muhammad Syahrudin Nawir, Indonesia, 2022)	<ul style="list-style-type: none"> <li>- This article examines the effectiveness of VOA Learning English news videos in improving students' transactional speaking skills.</li> <li>- The focus of the research is on five aspects of speaking: vocabulary, grammar, pronunciation, fluency, and comprehension.</li> <li>- The study uses a quasi-experimental design with both a control group and an experimental group.</li> </ul>	<p>Study Design</p> <ul style="list-style-type: none"> <li>- Type of Study: Quasi-Experimental</li> <li>- Methodology: <ul style="list-style-type: none"> <li>- A pre-test and post-test were conducted on 31 students, divided into a control group (15 students) and an experimental group (15 students).</li> <li>- The experimental group used VOA Learning English videos, while the control group did not receive any specific treatment.</li> <li>- Data were analyzed using statistical methods to measure the difference in scores before and after the intervention.</li> </ul> </li> <li>Variables and Measurement <ul style="list-style-type: none"> <li>- Independent Variable: The use of VOA Learning English videos in speaking lessons.</li> <li>- Dependent Variable: Improvement in students' speaking skills based on the five key aspects.</li> <li>- Measurement Methods: <ul style="list-style-type: none"> <li>- Analysis of speaking</li> </ul> </li> </ul> </li> </ul>	<p>The research shows that using VOA Learning English videos significantly improved students' speaking skills in the areas of vocabulary, grammar, pronunciation, fluency, and comprehension. The experimental group demonstrated a higher post-test score compared to the control group. The study concludes that VOA news videos are an effective media tool for improving transactional speaking skills. The author recommends the use of this media in teaching speaking in classrooms.</p>

			test results before and after the intervention using statistical testing.	
	(Moh. Choirul Huda & Nia Roistika, Indonesia, 2025)	<ul style="list-style-type: none"> <li>- This article explores the role of Artificial Intelligence (AI) in English language learning, discussing its advantages, challenges, and future opportunities.</li> <li>- It employs a Systematic Literature Review (SLR) of 20 studies published between 2020 and 2024.</li> <li>- The study highlights how AI tools such as chatbots, grammar checkers, and speech recognition systems can enhance language learning through personalization and instant feedback.</li> <li>- It also addresses key barriers such as limited access in underdeveloped regions, cultural</li> </ul>	<p>Study Design</p> <ul style="list-style-type: none"> <li>- Type of Study: Systematic Literature Review (SLR)</li> <li>- Methodology: <ul style="list-style-type: none"> <li>- The authors collected and analyzed 20 relevant studies published from 2020 to 2024.</li> <li>- The studies focused on AI applications in English language learning, covering its benefits, challenges, and future possibilities.</li> </ul> </li> <li>- Data Sources: <ul style="list-style-type: none"> <li>- Google Scholar, Scopus, and Web of Science.</li> </ul> </li> <li>- Articles were selected based on their relevance to AI integration in English language education.</li> </ul> <p>Variables and Measurement</p> <ul style="list-style-type: none"> <li>- Independent Variable: The use of AI in English language learning.</li> <li>- Dependent Variable: The effectiveness of AI in enhancing speaking, writing, and listening skills.</li> </ul> <p>Measurement Methods:</p> <ul style="list-style-type: none"> <li>- Literature analysis on the benefits of AI, such as personalized learning, instant feedback, and student engagement.</li> <li>- Evaluation of challenges including technological accessibility, cultural bias, and teacher preparedness.</li> </ul>	<p>AI has shown a positive impact on English language learning, particularly by offering personalized instruction and real-time feedback through tools like Duolingo, Grammarly, and speech recognition applications such as ELSA Speak. These technologies allow learners to progress at their own pace and engage in more interactive learning experiences.</p> <p>However, significant challenges remain. Access to technology in remote and underdeveloped areas is still limited. Additionally, AI systems often struggle with understanding diverse accents and cultural nuances, reflecting inherent biases. Privacy concerns also arise from data collection processes embedded in these tools. Another critical issue is the lack of teacher</p>

		biases embedded in AI technologies, and ethical concerns regarding data privacy.		<p>training in effectively integrating AI into classroom practices.</p> <p>Future opportunities lie in developing hybrid learning models that combine AI with traditional methods, as well as leveraging immersive technologies like Virtual Reality (VR) and Augmented Reality (AR) for more authentic learning simulations.</p> <p>Addressing these challenges could lead to more inclusive and globally effective English language education through AI.</p>
--	--	--	--	---

## Discussion

### 1. Theoretical Perspectives on Using Pictures in ELT

In English language learning, the use of pictures as learning aids is supported by several cognitive and pedagogical theories. The two main theories relevant in this context are Multimodal Learning Theory and Dual Coding Theory, both of which emphasize the importance of processing information in multiple formats to enhance students' comprehension and recall.

Multimodal Learning Theory explains that effective learning occurs when students not only receive information through text, but also through visual, audio and interaction elements. In the context of ELT, the use of images allows students to connect linguistic elements with visual representations, which can significantly improve the understanding of language concepts. Hill (1990) states that pictures can be a bridge between language and the real world as they help students understand meaning in a more concrete way through visualization. This finding is reinforced by (Achivida, 2025) , who in his systematic review found that the integration of multimodality - including images, videos, and technologies

such as AI and VR - significantly supports the development of receptive and productive language skills. This approach allows students to construct meaning through a combination of multiple modalities.

Meanwhile, Dual Coding Theory developed by Paivio states that information is processed in two different but mutually supportive cognitive systems, namely verbal and non-verbal. When students receive information in the form of text and images, they tend to internalize and remember the concepts taught because the information is encoded in two different cognitive pathways. (Kurniawan et al., 2022) emphasized that the use of visual media designed with the principle of dual coding is proven to increase learning effectiveness, especially in the context of language learning. This strategy helps students to remember the material better and simplifies the information processing process. Thus, the integration of images in language teaching not only enriches the learning process, but also accelerates the cognitive accessibility of the learned material.

## **2. The Role of Pictures in Different ELT Aspects**

### **2.1. Enhancing Vocabulary Comprehension**

One of the primary advantages of using pictures in English Language Teaching (ELT) is the enhancement of vocabulary comprehension. Pictures enable students to associate abstract concepts with visual representations, thereby accelerating the acquisition of new words. With visual support, students can better understand the meaning of vocabulary items, as they can directly observe the connection between the introduced terms and real-world objects or relevant illustrations. A study conducted by Vera et al. (2022) revealed that students who learned vocabulary with the aid of pictures experienced a significant improvement in memory retention and comprehension compared to those who relied solely on written text. This study highlights that visual engagement in language learning can help students retain vocabulary for a longer period and use it more confidently in various communicative contexts.

Furthermore, Kilapong et al. (2022) found that pictures facilitate students' contextual understanding of vocabulary, particularly in descriptive texts. This is due to the ability of pictures to provide a more concrete representation of word meanings and their applications in real-life scenarios. In descriptive texts, for instance, pictures can offer clear illustrations of how an object, place, or event is described linguistically. Consequently, students not only grasp the meaning of individual words but also understand how these words are employed in constructing more complex and meaningful sentences. This visually based approach also reduces the cognitive load of students in understanding abstract concepts, as images provide a more accessible and comprehensible context than mere verbal descriptions.

Moreover, the presence of pictures in vocabulary instruction serves not only as a memory aid but also as a stimulus for linguistic interaction. When students are presented with images related to the words they are learning, they are more likely to engage in discussions, provide detailed explanations, and apply the vocabulary in various communicative contexts. This fosters a more dynamic and interactive learning environment, where students assume active roles in the learning process rather than being passive

recipients of information. When exposed to images, they are encouraged to describe what they see, ask questions, and express their thoughts regarding the illustrations.

The interaction triggered by pictures also enhances students' critical thinking and speaking skills. In a study conducted by Putri et al. (2023), students who learned vocabulary through pictures demonstrated a greater ability to develop arguments and provide more comprehensive explanations compared to those who received only text-based instruction. This process suggests that pictures not only function as tools for vocabulary comprehension but also serve as mediums for fostering communicative competence and analytical thinking. By linking visual and linguistic elements, pictures enrich students' understanding of the language, strengthen their retention capacity, and promote more meaningful language use in diverse situations.

In addition to cognitive and interactive benefits, the use of pictures in vocabulary learning positively impacts students' motivation. Visual aids create a more engaging and enjoyable learning atmosphere, particularly for students with a visual learning style. When learning materials are presented in a more appealing and comprehensible manner, students are more likely to be motivated to participate actively in the learning process. This motivation is crucial in foreign language learning, as active engagement directly contributes to students' success in acquiring and using the target language.

Therefore, the integration of pictures into vocabulary instruction is not merely an additional element but an essential tool that enhances the effectiveness of teaching and learning processes. By incorporating visual elements into vocabulary teaching, educators can support students in understanding, retaining, and applying new vocabulary more efficiently while simultaneously increasing their motivation and engagement. As a result, picture-based approaches in ELT contribute not only to improved learning outcomes but also to a richer, more interactive, and enjoyable language learning experience.

## **2.2. Supporting Grammar Instruction**

Although grammar instruction often emphasizes abstract linguistic rules and structures, incorporating pictures can present these concepts in a more concrete and comprehensible manner. Visual representations provide clear illustrations of grammatical structures, making it easier for students to understand and internalize complex rules. By using pictures, concepts that were previously accessible only through text or verbal explanations can be visualized, helping students connect theoretical knowledge with practical language use. This approach not only enhances comprehension but also encourages a more engaging and interactive learning process.

According to Pratiwi and Ayu (2020), pictures can serve as effective instructional tools in explaining various grammatical concepts, such as prepositions, transitive verbs, and clause relationships. For instance, prepositions like *on*, *in*, *under*, and *beside* become more comprehensible when accompanied by illustrations that depict spatial relationships between objects and locations. Similarly, images that portray an individual performing an action on an object can assist students in distinguishing between transitive and intransitive verbs. By associating grammatical rules with visual cues, students have a greater opportunity to grasp how specific structures function within sentences in a more intuitive and meaningful way.

Additionally, a study conducted by (Aki & Rorintulus, 2023) found that students who learned grammar through picture-based approaches demonstrated a better understanding of sentence structures compared to those who received only text-based explanations. Pictures offer a concrete representation of sentence patterns, enabling students to identify different sentence components and understand how words are interconnected. For example, in teaching clauses, illustrations showing two actions occurring simultaneously or sequentially can help students differentiate between main and subordinate clauses, which are often challenging aspects of grammar learning.

Furthermore, in teaching tenses and other aspects of verb usage, pictures can serve as temporal markers, assisting students in distinguishing between past, present, and future events. By analyzing illustrations that depict an individual performing an action in different time frames, learners can more easily recognize how verb forms change according to the time of occurrence. For example, an image sequence showing a person running yesterday, today, and tomorrow can help students differentiate between ran, runs, and will run. This method not only clarifies grammatical concepts but also reduces students' confusion in applying tense rules in various communicative contexts.

Therefore, the use of pictures in grammar instruction not only facilitates a deeper understanding of rules but also makes the learning process more engaging and interactive. The integration of visual elements allows students to actively analyze language structures, retain rules more effectively, and apply them more accurately in their language skills. As a result, incorporating pictures into grammar teaching should be considered an essential pedagogical strategy to enhance students' grammatical competence in English language learning.

### **2.3. Improving Writing and Speaking Skills**

The role of pictures in developing writing and speaking skills has been extensively examined in ELT research. (Nurdini, 2018) found that students who engaged in speaking activities based on pictures exhibited significant improvements in fluency, vocabulary accuracy, and confidence when speaking in English. This finding suggests that pictures function not only as visual aids but also as conversational stimuli that assist students in structuring and articulating their ideas more fluently. By providing a concrete visual reference, pictures help students generate relevant vocabulary and construct coherent spoken narratives, thereby enhancing their overall speaking proficiency.

Similarly, in the context of writing, (Widya Ramadhanty et al., 2021) found that students who wrote texts based on picture series produced compositions that were longer, more structured, and lexically richer compared to those who only followed text-based instructions. This suggests that pictures help clarify and organize students' ideas before they are transformed into written form. The use of visual stimuli allows students to develop their narratives more effectively, describe objects or situations with greater detail, and maintain coherence in their writing. With the support of pictures, students can focus on key descriptive elements such as colors, shapes, sizes, and spatial relationships, leading to more organized and communicative written outputs.

From a pedagogical perspective, pictures serve as idea stimulators, encouraging students to think more creatively and express their thoughts more freely. A study conducted by (Vanesa & Setiawati, 2021) demonstrated that using pictures as writing prompts in

descriptive paragraph exercises helped students organize their ideas more systematically and express their thoughts with greater confidence. Visual stimuli provide a concrete starting point, enabling students to identify key aspects that should be included in their descriptions. As a result, students are better able to construct well-organized sentences and paragraphs while maintaining logical sequencing and coherence in their writing.

Thus, pictures play a crucial role in enhancing both speaking and writing skills in English language learning. In addition to serving as visual references that clarify abstract concepts, pictures contribute to fostering creativity, boosting students' confidence, and improving their ability to express ideas effectively in both oral and written forms. Therefore, incorporating pictures into language instruction should be considered an effective strategy for developing students' communication skills.

### **3. Effectiveness of Pictures in English Teaching**

The use of images in language learning has been proven to be more effective when compared to text-only approaches. Research conducted by Chen and his colleagues (2023) shows that the integration of images in interactive textbooks can significantly increase students' motivation, which is an important factor in their engagement and understanding of the material being taught. In this context, images not only serve as visual elements, but also play a role in encouraging active participation during the learning process.

In addition, images can also help facilitate the understanding of abstract linguistic concepts, such as idioms or figurative expressions. Research conducted by Alqy and Mukminatus (2022) shows that students who learn by using pictures tend to have a better understanding compared to students who only rely on text. In this case, the image serves as a link between the language concept and the real experience that students have.

A visual approach to learning also contributes to inclusivity for different learning styles. By using images, educators can reach students who have visual preferences and also those who have difficulty in understanding text. (Sering & Khan, 2022) state that the use of images can enrich the learning context, improve information retention, and create a more engaging learning atmosphere.

However, the effectiveness of images is highly dependent on their suitability to the learning material. (Ghouschi et al., 2021) noted that only 28% of images in English Language Teaching (ELT) textbooks are actually relevant to the text. In addition, Hussain and Khan (2022) also criticized the lack of training for teachers in utilizing images pedagogically. Therefore, the selection of images should be done strategically in order to support the learning objectives both in terms of semantics and context.

### **4. Challenges and Limitations**

Despite the significant potential of using pictures in English Language Teaching (ELT) to enhance student engagement and comprehension, their implementation in the classroom still faces several challenges. One of the main obstacles is the low readiness of teachers to integrate pictures as effective teaching media. Many English teachers are not fully prepared to meet the demands of 21st-century education, including the optimal use of visual



media (Jannatussholihah & Sugirin, 2020). This finding is supported by (Mutiah et al., 2020), who observed that although some teachers feel ready for teaching, their limited mastery of technology and visual media continues to hinder effective teaching practices. The lack of adequate training and institutional support also contributes to the underutilization of the pedagogical potential of pictures in language learning.

Another significant challenge is cultural bias in the selection of images. Setyono and Widodo (2019) found that many ELT textbooks predominantly feature Western cultural representations, which may not be relevant or relatable to learners from diverse cultural backgrounds. This lack of cultural inclusivity can lead to a sense of detachment among students, reducing their interest and engagement in the learning process. To address this issue, it is crucial for curriculum developers to ensure that the images used in teaching materials reflect a diverse range of cultures, making learning more relevant and accessible to all students.

Furthermore, the quality and relevance of images play a crucial role in determining their effectiveness. If the images are overly abstract, lack contextual clarity, or do not align with the linguistic concepts being taught, they may confuse rather than assist students in understanding the material. This challenge is particularly pronounced in educational settings with limited access to high-quality visual resources, such as underprivileged areas where illustrated textbooks or digital learning tools are scarce. The lack of adequate visual aids in these contexts can hinder the successful implementation of picture-based learning strategies.

Finally, striking a balance in integrating pictures with other instructional elements is essential. Over-reliance on pictures without a clear instructional strategy may divert students' attention from the actual learning objectives. Therefore, teachers must adopt a systematic approach when incorporating visual aids into ELT, ensuring that pictures are not merely decorative elements but are strategically used to support and enhance students' language skills.

## **CONCLUSION**

The findings of this study underscore the significant role of pictures in ELT, demonstrating their effectiveness in enhancing vocabulary acquisition, grammar instruction, and productive language skills. The multimodal learning theory and dual coding theory provide a strong theoretical basis for using pictures in language instruction, emphasizing that multisensory input enhances learning outcomes.

Despite their effectiveness, several challenges must be addressed, including teacher preparedness, cultural inclusivity, and access to high-quality images. To maximize the benefits of pictures in ELT, educators must be trained on effective visual pedagogy strategies, and teaching materials should be developed to ensure cultural representation and contextual relevance.

Future research should explore the integration of digital and interactive visual tools, such as augmented reality and AI-driven visual aids, to further enhance the role of pictures in language learning. While challenges remain, the pedagogical potential of pictures in ELT is undeniable, and their strategic use can significantly improve language learning outcomes across diverse learner populations.

## DAFTAR PUSTAKA

- Achivida, J. J. (2025). *Multimodal Language Teaching and Language Skills Development with AI and VR Integration : A Systematic Literature Review MULTIMODAL LANGUAGE TEACHING AND LANGUAGE SKILLS DEVELOPMENT WITH AI AND VR INTEGRATION : A SYSTEMATIC LITERATURE REVIEW*. February. <https://doi.org/10.5281/zenodo.14797458>
- Aki, A. N., & Rorintulus, O. A. (2023). *A Systematic Review : The Use of Pictures in Teaching Simple Present Tense Sentence Construction to Junior High School Students*. 40–50.
- Ghoushchi, S., Yazdani, H., Dowlatabadi, H., & Ahmadian, M. (2021). Nea multimodal discourse analysis of pictures in ELT textbooks: Modes of communication in focus. *Jordan Journal of Modern Languages and Literatures*, 13(4), 623–644. <https://doi.org/10.47012/jjml.13.4.2>
- Hoa, L. H. (2022). Using pictures as non-verbal language motivating students with English speaking lessons at Vietnam primary schools. *Journal for Educators, Teachers and Trainers*, 13(2), 126–136. <https://doi.org/10.47750/jett.2022.13.02.011>
- Huda, M. C. (2025). *Artificial Intelligence ( AI ) in English Learning : Advantages , Challenges , and Future Opportunities*. 8(1), 96–104.
- Jannatussholihah, S., & Sugirin. (2020). *English Teacher Readiness in the Era of Disruption*. 461(Icllae 2019), 38–41. <https://doi.org/10.2991/assehr.k.200804.007>
- Janssen, S. M., Bouzemrak, Y., & Tekinerdogan, B. (2024). Artificial Intelligence in Malnutrition: A Systematic Literature Review. *Advances in Nutrition*, 15(9), 156–169. <https://doi.org/10.1016/j.advnut.2024.100264>
- Kurniawan, C., Kusumaningrum, S. R., Lam, K.-F. T., & Surahman, E. (2022). Improving Language Teaching and Learning Process with Dual Coding Theory Approaches. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 7(8), 281. <https://doi.org/10.17977/jptpp.v7i8.15313>
- Mahmood, I., Bukhari, S. K. U. S., & Bahoo, R. (2024). Effectiveness of Visual Aids in Teaching of English at Secondary School Level. *Pakistan Journal of Humanities and Social Sciences*, 12(2), 1377–1384. <https://doi.org/10.52131/pjhss.2024.v12i2.2200>
- Mutiah, S. D., Nakhriyah, M., HR, N. H., Hidayat, D. N., & Hamid, F. (2020). The Readiness of Teaching English to Young Learners in Indonesia. *Jurnal Basicedu*, 4(4), 1370–1387. <https://doi.org/10.31004/basicedu.v4i4.541>
- Nawir, M. S. (2022). the Effect of Using Voa (Voice of American) News Video on Improving the Students Transacional Speaking At Senior High School Soppeng. *English Language, Linguistics, and Culture International Journal*, 2(3), 231–238. <https://doi.org/10.24252/elstic-ij.v2i3.33976>
- Nurdini, R. A. (2018). the Use of Picture To Improve Students' Speaking Skill in English. *IJET (Indonesian Journal of English Teaching)*, 7(2), 157–162. <https://doi.org/10.15642/ijet2.2018.7.2.157-162>
- Rasyida, I., & Samina, L. (2024). Using Pictures In ELT Classroom For Developing Creative Writing. *Compotititve Education Research Journal (CERJ)*, 5(1), 35–85.
- Rohmiyati, Y. (2025). *Enhancing English Language Learning Through Artificial Intelligence : Opportunities , Challenges and the Future*. 4(1), 8–16. <https://doi.org/10.54259/diajar.v4i1.3344>

- Sering, S. H., & Khan, H. K. (2022). The Role of Images in the Teaching and Learning of English: Practices, Issues, and Possibilities. *Pakistan Languages and Humanities Review*, 6(IV). [https://doi.org/10.47205/plhr.2022\(6-iv\)31](https://doi.org/10.47205/plhr.2022(6-iv)31)
- Tarihoran, N. A., Islam, U., Sultan, N., & Hasanuddin, M. (2024). THE USE OF PICTURES AND ITS EFFECTIVENESS IN ENGLISH LANGUAGE TEACHING: A SYSTEMATIC REVIEW *Jurnal Pendidikan: THE USE OF PICTURES AND ITS EFFECTIVENESS IN ENGLISH LANGUAGE TEACHING: A SYSTEMATIC REVIEW* Rizka Juliana Pribadi, Nayla Fadlia Chozin, Saj. June.
- Vanesa, A. P., & Setiawati, P. (2021). Using Pictures as teaching Media in Writing Descriptive Text. *English Education and Applied Linguistics (EEAL) Journal* 58, 4(1), 55–63.
- Widya Ramadhanty, A., Wahyu Utomo, D., Mayasari, J., Negeri, Mt., & Tangerang -Banten, K. (2021). THE IMPACT OF PICTURE SERIES ON WRITING ABILITY AMONG INDONESIAN JUNIOR HIGH SCHOOL EFL LEARNERS English Education Department, Universitas Sultan Ageng Tirtayasa 12. *Journal of English for Academic and Specific*, 4(2), 253–260.
- Yusuf, R., & Rosvita, I. (2024). THE USE OF PICTURES AS MEDIA FOR TEACHING WRITING. 1(march).