


The development of English vocabulary with the picture me reading technique for grade 4 students

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Article Info	ABSTRACT
Article history: Received May 22, 2024 Revised June 21, 2024 Accepted June 30, 2024	The purposes of the research were to 1) develop the activity of English vocabulary learning with the picture me reading technique for grade 4 students with the criteria efficiency of 75/75, 2) compare the learning achievements for grade 4 students between before and after learning with Picture Me Reading, 3) compare the activity of English vocabulary learning using with picture me reading technique for grade 4 students with 75% criteria, and 4) study the students' satisfaction towards the activity of English vocabulary learning using with picture me reading technique for grade 4 students. Fifteen students of Ban Khoi School, obtained by cluster random sampling participated in this study. The research instruments were 12 plans of activity for English vocabulary learning 20 multiple-choice, a 4-choice achievement test, and the satisfaction questionnaire. The data were analyzed using basic statistics by percentage, mean, standard deviation, and t-test statistics. The results showed that learning activities consisted of 4 learning stages which had efficiency criteria 79.31/75.35. The academic achievement of students after learning was higher than before at the 0.5 level of significantly statistics. Students had score after learning activities higher than the criterion of 75%, and they had satisfaction was at the high level.
Keywords: English Picture me Reading Vocabulary	
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1. INTRODUCTION

Learning a foreign language is very important and necessary in everyday life. It is an important tool in communication, education, and seeking knowledge. Occupation building an understanding of the culture and vision of the global community. It brings friendship and cooperation with various countries and also helps develop students to have a better understanding of themselves and others. Foreign languages that are basic learning content Set to English. It is a foreign language that students need to learn throughout the basic education core curriculum. The aim is for students to have a good attitude towards English, they be able to use English to communicate in various situations, seek knowledge, pursue a career, and study at a higher level (Ministry of Education. 2017: 1-2).

Currently, English is considered to be the most widely used foreign language. It is a common language used to convey meanings almost all over the world. Therefore, it is very important to encourage the Thai population to learn English at a level where they can communicate. It is a tool for seeking knowledge. and occupation (Bunnag, 2018). The key is to know the vocabulary which is extremely important. As well as using it grammatically correctly and appropriately in various situations (Sunthornroj, 2011: 4). Everyone must always learn and increase (Sipor, 2007: 127). People who have a lot of vocabulary knowledge will have the ability to listen, speak, read, and write which will lead to the ability to use language. The teacher should choose to use vocabulary that is frequently encountered in everyday life (Romayapal, 2020: 17-20). There are many ways to learn English vocabulary (Arayawinyu, 2001: 13).

Vocabulary learning focuses on having students read words without spelling them out. There are pictures to help students remember the meaning of words better which students can read by reading in words. There are illustrations to help read. It encourages students to be interested and challenges them to want to read. It makes students see that reading is easily a school problem. Teaching about reading uses the technique of teaching reading using flashcards or picture me reading. It should start with allowing students to listen to the pronunciation from native speakers first and practice pronunciation repeatedly. Teaching English as a foreign language in educational institutions will be organized from grade 1 to grade 3. By encouraging teachers to develop their teaching by organizing activities for students to learn.

An environment conducive to learning from studying the results of the English course, it was found that students had quite a lot of problems with using vocabulary. They can't read words on their own, can't spell, don't know the meaning of words, and cannot use previously learned vocabulary in various sentences. Opportunities to use English in student communication occur only during study hours. which is a short period as a result, students do not receive training in using vocabulary as diversely and continuously as they should which directly affects students' learning (Ban Khoi School, 2022: 65). In addition, it may be caused by learning arrangements that are not consistent with the needs and reality of the students. Teachers therefore need to organize teaching and learning that helps students participate as much as possible.

This will make students successful in learning and become knowledgeable (Na Chiang Mai et al., 2017: 160). Phetnui (2013: 70) has also used teaching methods. Technique for reading flashcards use with those who are beginning to practice reading words or those who have

trouble reading. It is considered a teaching method that helps students to read words and know their meanings automatically. This is a technique for teaching how to read letters by using flashcards with illustrations in the letters to convey the meaning of the word several times. The teacher must take care and repeat the pronunciation when the student's pronunciation is not clear (Montri & At-in, 2020: 147)

The technique of teaching reading using word cards was initiated by Malee Isaac who introduced the technique of teaching reading letters with word cards that have pictures in the letters to convey the meaning of the words, making readers understand the meaning immediately suitable for those practicing reading words and students who have problems reading English vocabulary. The picture has some parts showing the meaning of the word combined with the letter. From the problem of learning English vocabulary, the researchers are therefore interested in developing the ability to learn English vocabulary with techniques for teaching reading using flashcards of grade 4 students as a guideline for learning management. It will be used to stimulate learners to have higher academic achievement and have the ability to learn English vocabulary to create continuous learning in the English.

2. CONCEPTUAL FRAMEWORK

Development of English vocabulary learning activities with picture me reading of grade 4 students the researcher has defined the research concept as follows:

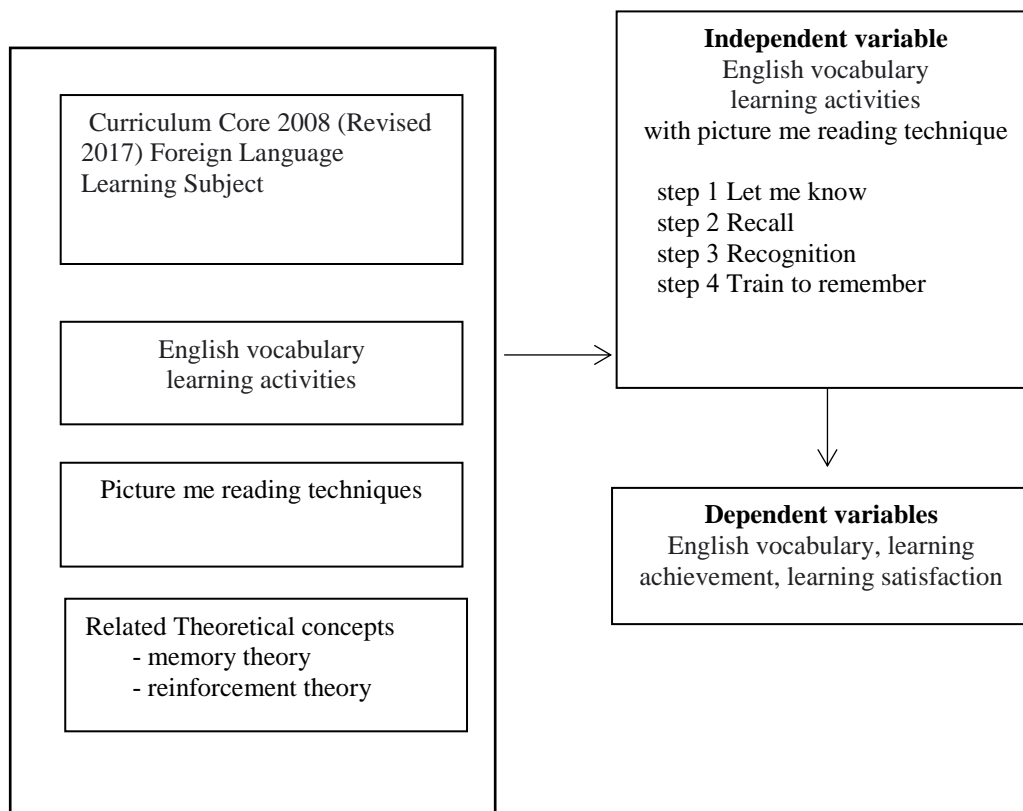


Figure 1 Conceptual framework

3. METHOD

Population and sample

The population used in the research is grade 4 students from the Basic Education Quality Development Network Center Group No. 19 consisting of 17 schools under the Roi Et Primary Educational Service Area Office 2. Each school has 1 classroom, a total of 17 classrooms, and 162 students.

The sample group used in this research includes students who are studying in the 4th grade at Ban Khoi School. Under the jurisdiction of the Roi Et Primary Educational Service Area Office 2, 1 classroom with 15 students. Obtained by cluster random sampling using schools as the random unit.

Variables

1. Independent variable includes English vocabulary learning activities with picture me reading techniques.

2. Dependent variables include academic achievement. English vocabulary ability, and learning satisfaction.

Duration

In researching the development of English vocabulary learning activities with picture me reading techniques of grade 4 students. The research period starts from 15 November 2023 to 8 December 2023.

Research tools

In this research, there are tools used in the research as follows:

1. Lesson plan for learning English vocabulary with picture me reading techniques of grade 4 students, 12 lesson plans.

2. Academic achievement test, multiple choice, 4 options, 20 questions, which has higher academic achievement after studying than before studying.

3. The English vocabulary ability test is a multiple choice, 4 options, 20 questions.

Data collection

In this research, the researchers used a experimental research design. Using a single group experimental design to conduct pre-tests and post-tests. By using activities to learn English vocabulary with picture me reading techniques of grade 4 students.

1. Before organizing learning activities. The researcher had the students take a pre-test using a multiple-choice learning achievement test with 4 options, totaling 20 questions with a sample of 15 people, and check the test scores before studying.

2. Carrying out activities to learn English vocabulary with picture me reading techniques of grade 4 students with a sample of 15 people according to 12 learning plans, taking 4 weeks, 3 hours per week. Then evaluate the activity observe vocabulary reading behavior evaluate worksheets and evaluate desirable characteristics. A questionnaire on satisfaction with English vocabulary learning activities employed after the learning activity is completed.

3. Finding the effectiveness of English vocabulary learning activities. with picture me reading techniques of the grade 4 students. Then, compare the results of taking the academic achievement test. Also, compare the results of the English vocabulary learning ability test. Data were collected and analyzed using statistical methods. By comparing the results of taking the English vocabulary learning ability test after studying with the 75 percent criteria.

3. RESULT AND DISCUSSION

Learning through English words with picture me reading techniques of the grade 4 students according to efficiency criteria 75/75. Analyzed by finding the efficiency of the process and the efficiency of the product, the analysis results are shown in Table 1.

Table 1 Efficiency of learning activity

Learning activities	Full score	\bar{X}	Percentage
Process efficiency)E ₁ (348	276	79.31
Product efficiency)E ₂ (20	15.07	75.35
	79.31/75.35		

From Table 1, it is found that the mean scores during the study and the mean scores after the study have averages of 276 and 15.27, respectively. Therefore, the efficiency of the process and the efficiency of the product of English vocabulary learning activities with picture me reading techniques of grade 4 students had efficiency equal to 79.31/75.35.

Effectiveness of English vocabulary learning activities with picture me reading techniques of grade 4 students had an efficiency of 79.31/75.35, which is higher than the specified criteria of 75/75. This may be due to organizing English vocabulary learning activities with picture me reading techniques of grade 4 students created by the researcher has gone through the process and steps of preparing systematically according to the steps for creating a learning plan. The core curriculum and school curriculum are analyzed. Setting learning objectives define teaching activities and determine the measurement method and evaluation. According to the principles of Prasertsang (2021) who said that effective learning management can link such knowledge to use in setting goals or objectives of the curriculum and learning units. Content determination learning activities and appropriate measurement and evaluation guidelines to be consistent with the core curriculum framework and learners Therefore, information and knowledge regarding effective learning management have been presented. and has passed inspection and corrected deficiencies according to the thesis advisor's recommendations. Accuracy and appropriateness were assessed by five experts with expertise in research and evaluation. Curriculum and teaching Learning management and the content of English subjects to find the average and appropriateness level of the learning management plan. Set criteria for judging evaluation (Srisa-at, 2017).

Learning management the researcher has studied and analyzed principles, theories, and teaching procedures. Research documents related to the ability to learn English vocabulary with picture me reading techniques have learning management activities that are, step 1: Let me know, step 2: Remember (Recall), step 3: Remember (Recognition), and step 4: Train to remember, which the researcher has used in organizing English vocabulary learning activities with picture me reading techniques of 4th-grade students, consistent with the research of Ramayapal (2020) developed English vocabulary learning activities for grade 6 students using communicative language teaching methods combined with language games. It has an efficiency of 83.87/78.93 which meets the criteria of 75/75.

Analysis of learning achievement before and after studying by organizing English vocabulary learning activities with picture me reading technique of grade 4 students using paired t-test statistics, setting the statistical value at the significance level .05. Comparison of academic achievement before studying and after studying by organizing activities. learning English vocabulary with the picture me reading technique of grade 4 students. The analysis results are shown in Table 2.

Table 2 Before and after learning scores

Test	N	\bar{X}	SD	t	Sig.
Pre-test	15	8.47	0.74	34.693	.000*
Post-test	15	15.07	0.59		

Note: *Statistical significance at level .05

From Table 2, it is found that 15 students had higher academic achievement after studying than before at the .05 level of statistical significance. Academic achievement after studying with English vocabulary learning activities is higher than before studying with statistical significance at the .05 level, with a value of 34.693 This may be because students have learned English vocabulary. with techniques for teaching reading using flashcards where students learn vocabulary from flashcards that look like words combined with images that convey the meaning of the words and practice reading words repeatedly. In addition, the activity uses games that help stimulate students to remember English vocabulary. It creates awareness through seeing and hearing the correct reading. In line with the Phakphongsaphan (2021) That said, the technique for teaching reading using flashcards, it is a technique for teaching reading vocabulary that has pictures to accompany part of the vocabulary. It will help students tell the details or meaning of the words from the flashcards. Students can memorize words quickly, students can identify vocabulary by taking academic achievement tests.

Students have the opportunity to practice on their own. Including doing exercises where you see basic vocabulary repeatedly, in line with Takklang (2019) developed achievement in learning English vocabulary by using activity-based teaching methods. For Grade 2 students, the results found that achievement of learning English vocabulary using the activity-based teaching method of students after studying was significantly higher than before studying at 0.05 with a value of 19.60. Analysis of English vocabulary learning ability with picture me reading technique with the criteria of 75 percent by one sample t-test. The results of the analysis are shown in Table 3.

Table 3 Learning score with criteria of 75 percent

\bar{X}	SD	Percentage	t	Sig.
15.20	0.88	76.00	0.823*	.000

Note: *Statistical significance at level .05

From Table 3, after students received English vocabulary learning activities with picture me reading technique, the English vocabulary learning ability score was 15.20 (SD=

0.88). When compared to the 75 percent criteria (15 points), there was an average difference of 1.00 with a value of $t = 0.823$, $df = 14$, and $sig .000$ indicating that the obtained value is higher than the 75 percent threshold (15 points) as specified.

Results of measuring the ability to learn English vocabulary with techniques for teaching reading using flashcards. This may be causing the researchers has implemented English vocabulary learning activities with techniques for teaching reading using flashcards of grade 4 students to use in the learning process which has an appropriate sequence of steps for organizing learning activities. There is a teaching process that starts with the teacher reading the vocabulary without the learner seeing the vocabulary yet. The teacher then shows the flashcards and takes the students to read the words, then asks the students to tell the meaning (Gou et al., 2020). The study implemented various activities that help stimulate students to remember and understand the meaning of words. Teacher has the students practice reading words repeatedly to create awareness through seeing and hearing the correct pronunciation, consistent with Montri & At-in (2020), he technique for teaching reading using flashcards (Picture Me Reading) must begin with allowing students to listen to the pronunciation of native speakers first.

According to the research results of Tanpan (2018), the ability to learn the English vocabulary of students in Grade 3 has been developed. It was found that the learning of English vocabulary after studying was not less than 75% and the research of Sirires (2017) promoted the English vocabulary reading ability of students with special needs using the Picture Me Reading technique. The research results found that Students can read English vocabulary for students with special needs using the Picture Me Reading technique. There is 80 percent of students passing the criteria, accounting for 89.47% of all 19 students. Coellar (2023) used of symbols during English language learning in primary schools. The results of the study found that pictures and videos can greatly enhance students' vocabulary learning. Cortes (2023) found that students who do not have basic reading skills can spell new words and interpret the meaning of words. Vocabulary learning by reading from flashcards to develop vocabulary learning. The results of the study found that Students had higher results in learning English vocabulary by reading English texts on flashcards (Hayoung et al., 2023).

4. CONCLUSION

The results showed that learning activities consisted of 4 learning stages which had efficiency criteria 79.31/75.35. The academic achievement of grade 4 students after learning was higher than before at the 0.5 level of significantly statistics. Students had score after learning activities higher than the criterion of 75%, and they had satisfaction was at the high level. Even though the study needs to be more investigated in the technique to engage students with lesson. The empirical finding can be implied for helping students to success their learning achievement and learn through nature of learning classroom.

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