The Effectiveness of Using Visual Aids in Teaching English Vocabulary to Vietnamese Young Learners: An Experimental Study

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Abstract
Vocabulary is a crucial component of learning English. Among the various methods employed by teachers, using visuals is one of the most common approaches. But how effective is it? This study aims to evaluate the effectiveness of using visuals in teaching vocabulary to Vietnamese young learners and to examine potential differences in learning outcomes between male and female students. The research was conducted with the participation of 30 first-grade students aged 5 to 6, all of whom were beginner-level English learners. An experimental research design was implemented, with participants divided into two groups: a control group and an experimental group, each comprising 15 students. The experimental group was taught English vocabulary using visuals, while the control group received instruction through traditional teaching methods without additional teaching aids. Data were collected through three assessments: a pre-test, a midterm test, and a post-test. The results demonstrated that visuals are an effective tool for teaching English vocabulary to first-grade students. Additionally, the post-test revealed a significant difference in vocabulary acquisition between male and female students, with females outperforming their male counterparts when learning with visuals. In conclusion, this study highlights the effectiveness of incorporating visuals into vocabulary teaching and recommends their integration to improve learning outcomes. It also suggests tailoring teaching strategies to optimize vocabulary acquisition for both genders.

Keywords: Vocabulary, Vocabulary teaching, Visual aids

INTRODUCTION

Vocabulary plays a crucial role in learning foreign languages. A robust vocabulary enhances one's ability to learn language skills. As Harmer (2001) stated, "if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh" (p. 246). Consequently, teaching vocabulary is specially fundamental for young students because they are introduced to English early. However, learning English at this stage poses challenges. Young students have limited memory capacity. Moreover, English vocabulary often exhibits differences between spelling and pronunciation, which further complicates its application in both oral and written forms. Thus, teaching English to young learners is a complex task that demands thoughtful approaches (Rahmasari, 2016).

Among the various methods of teaching vocabulary, using visual aids has proven to be particularly effective for young students. Thus, visuals are valuable tools in the learning process, often recommended as a productive and enjoyable teaching strategy (Smith & Weinstein, 2016). These tools feature vivid graphics or realistic images. With their colorful designs, visuals effectively capture young learners' attention and make lessons more appealing. They facilitate vocabulary retention by enabling repetition of images and words until students memorize them. Furthermore, incorporating visual aids into teaching enhances the overall learning experience, making it more interactive and enjoyable.

Numerous studies have highlighted the effectiveness of visuals in teaching vocabulary to young learners. However, the specific impact of visuals on Vietnamese young learners has yet to be thoroughly investigated. Additionally, whether gender differences influence vocabulary learning through visuals remains unclear. Therefore, this study aims to explore the effectiveness of using visual aids in teaching English vocabulary to young students and examine potential gender-based differences in learning outcomes. To achieve these objectives, the following research questions are raised:

1) How effective is using visual aids in teaching English vocabulary to Vietnamese young learners?

2) Are there significant differences between male and female learners in learning English vocabulary through visual aids?

LITERATURE REVIEW

2.1. Definition of vocabulary

Vocabulary refers to the collection of words that an individual knows and uses in communication. Language comprises skills such as listening, speaking, reading, and writing, along with subskills like pronunciation, grammar, and vocabulary. Words play a vital role in our daily lives—they enable us to talk, listen, read, write, and even think. They are the primary tools we use to convey our ideas and interact with others. Expanding one's vocabulary is among the most valuable actions a student can take to enhance their communication abilities. Since words form the foundation of language, effective communication and expression of ideas are difficult without a robust vocabulary. A limited vocabulary can also hinder children's ability to learn a foreign language. Moreover, students may lose interest in language learning if they are unsure how to expand their vocabulary (Siti & Ani, 2018).

2.2. The importance of vocabulary

For students learning a second language, especially English—a global language—having a strong vocabulary is essential. It enables them to communicate and express themselves effectively, laying a solid foundation for reading comprehension and fostering the

development of knowledge and skills across various aspects of language and literacy. Vocabulary plays a pivotal role in language learning and is crucial for learners to access and engage with the language (Cameron, 2001). A child's ability to comprehend and use words accurately in listening, speaking, reading, and writing is directly influenced by their understanding of vocabulary meanings. This understanding shapes the richness and depth of their thinking, their ability to articulate ideas in spoken and written forms, and their effectiveness in understanding printed materials (Sinatra et al., 2011). Successful foreign language acquisition heavily relies on the extent of vocabulary that students know and actively use. Without an adequate vocabulary, effective communication and expression are nearly impossible. Hence, vocabulary is a cornerstone of learning a foreign language.

2.3. Vocabulary teaching

Teaching vocabulary can be challenging, as many educators may lack confidence in selecting the most effective strategies and may struggle to prioritize word learning in their instruction (Berne & Blachowicz, 2008). Since words form the foundation of language, vocabulary instruction is a critical aspect of language acquisition (Thornbury, 2002). Without a sufficient vocabulary, acquiring a language is almost impossible, as even basic human communication relies heavily on words. Both students and educators agree that vocabulary development is a key component of language teaching (Walters, 2004). Among the most frequently discussed topics in teaching English as a foreign language is the process of teaching vocabulary. Throughout this process, educators often encounter numerous challenges, including how to effectively teach vocabulary to achieve satisfactory outcomes. To address these challenges, teachers must thoroughly prepare and choose appropriate methods before introducing them to students. They also need to have a strong understanding of the subject matter to effectively deliver content, maintain students' attention, and create an engaging and enjoyable classroom environment (Mofareh, 2015).

2.4. Vocabulary teaching techniques

Achieving success in teaching and learning a second language requires strong vocabulary skills, comprehension of reading materials, and improvement in English language abilities. These skills are crucial for students' academic and everyday performance. To support vocabulary development, various teaching methods and techniques have been designed to help students enhance their vocabulary effectively:

Using Objects: This is one of the most widely used techniques in language and vocabulary learning. It involves employing realia (real objects), images, drawings, and visuals. Since vision plays a central role in information retention (Takač, 2008), and the brain finds it easier to remember objects and visuals, this technique can significantly aid learners in memorizing vocabulary (Gairns & Redman, 1986).

Games: Incorporating games into vocabulary instruction serves a dual purpose: stimulating the brain to retain vocabulary and providing entertainment. This technique keeps learners engaged and makes the learning process enjoyable, thereby increasing their interest in vocabulary acquisition.

Mime and Anecdotes: Another effective technique is using mime and anecdotes. Mime is particularly helpful for teaching basic vocabulary, such as verbs, adverbs, and adjectives, through body movements (e.g., running, walking, or jumping). Anecdotes, on the other hand, place vocabulary within meaningful contexts, helping students understand usage. Hearing words repeated within anecdotes also enhances retention.

Scale: This technique uses verbal and visual cues to present vocabulary in a scaled format. For example, the degree sign in "32°C" acts as a visual cue, aiding comprehension.

Using Synonyms and Antonyms: Teaching vocabulary through synonyms and antonyms is highly effective. A synonym is defined as a word with the same or nearly the same meaning as another (e.g., big – huge, small – tiny), while an antonym means the opposite (e.g., big – small, fast – slow). Learning related words helps students develop multiple language skills and expands their vocabulary.

Translations: Translation is a quick and straightforward method for conveying word meanings. It facilitates the teaching and learning process by allowing students to use their mother tongue to understand new vocabulary. This technique benefits both students and teachers, making language acquisition more efficient (Mery, 2018).

Explanation: Using the target language to explain word meanings reinforces learning by providing coherent connections between concepts rather than presenting isolated facts. This approach improves retention and understanding of vocabulary (Steve, 2013).

By incorporating these techniques, educators can create dynamic and effective vocabulary lessons that cater to diverse learning styles, making the process both engaging and impactful.

2.5. Characteristics of young learners

It is clear that understanding the characteristics, instincts, and preferences of young learners is essential for effective language teaching. These characteristics span cognitive, linguistic, and emotional aspects, as highlighted by Олеся Гончара (2015).

Short Attention Span: Young learners are often easily bored and may lose focus quickly if the learning process lacks engagement. As Mohammed (2019) points out, teachers must create an active and stimulating environment. Activities like games, role-plays, and group discussions can captivate young learners and help maintain their attention, making learning more effective.

Curiosity and Inquisitiveness: Young learners are naturally curious and eager to explore new things. This makes them highly receptive to learning new concepts, especially when these concepts are presented in an engaging and exploratory way.

Imagination: As Олеся Гончара (2015) notes, young learners are highly imaginative. Activities that encourage creativity, such as storytelling or imaginative play, can foster their cognitive development and enhance their ability to think outside the box.

Desire for Praise: Young learners thrive on recognition and praise. At this stage, they seek positive reinforcement from teachers. Praising them for correct answers or effort, such as with stickers or verbal praise, can boost their self-esteem and motivation to learn.

Hyperactivity: Young learners often find it challenging to stay still for long periods. They tend to be more engaged when learning through movement and activity. Rather than relying solely on repetition, teachers can incorporate a variety of dynamic activities that are linked to the lesson and facilitate memorization through hands-on learning.

Attraction to Color: Bright, colorful materials naturally attract young learners' attention. Using colorful visuals or visual aids can be an effective tool in the classroom to maintain their focus and make lessons more memorable.

Understanding these characteristics helps teachers tailor their instructional strategies to suit the needs and preferences of young learners, creating a more engaging and effective learning environment.

2.6. Advantages and disadvantages of using visual aids in teaching vocabulary

Advantages: Visual aids are widely used in vocabulary teaching, particularly for introducing new words or reviewing previously learned ones. One of the main benefits of visual aids is their ability to facilitate visual learning. Visual aids with pictures make it easier to convey information to students and are highly effective for vocabulary learning since visuals support memory and understanding. Visual aids are also versatile, allowing teachers to categorize them by topics such as food, animals, or body parts, and customize them for the lesson. Their concise and accurate content makes them useful for a variety of activities, both in and outside the classroom, such as games and quizzes. Additionally, visual aids engage students, especially young learners, as their colorful and attractive design makes the learning process more enjoyable and motivating. Furthermore, visual aids are compact and portable, making them easy to carry and use in various teaching contexts.

Disadvantages: Despite their many advantages, there are also some drawbacks to using visual aids. One disadvantage is that visual aids offer limited context for the vocabulary being taught. They focus on individual words or images, which may not provide enough context for deeper understanding. Students may also become too focused on the visual aids themselves, losing sight of the broader lesson or context. Additionally, if visual aids are overly simplistic or inaccurate, they may lead to misunderstandings regarding the meaning of vocabulary or the context in which the words are used. Therefore, while visuals are a valuable tool, they should be used thoughtfully and in conjunction with other teaching strategies to ensure effective vocabulary learning.

2.7. How to teach vocabulary to young leanrs through visual aids

Step 1: Introducing new words

The teacher would show visuals that are prepared based on the topic, then read it out loud. The teacher asks one by one students to repeat and tell something that is related to visuals.

Step 2: Warm-up

Before starting the lesson, teachers should create some activities with visuals about the topic of the lesson, to help students familiarize themselves with the images and vocabulary such as turn on some music and show all the visuals that the students are going to learn.

Step 3: Games

Teachers should create some game activities to help students memorize quickly such as slap the visuals. The teacher would stick visuals on the wall and read the vocabulary randomly and the students would find the visual that has the vocabulary the teacher just said and slap it. This game will help students memorize pictures and memorize how to read words and vocabulary.

Step 4: Reviewing previous vocabulary

After finishing the lesson, the teacher should have some activities that test memory on students. For example, the teacher places the visuals on the floor and gives the students 1 or 2 minutes to memorize, then ask one by one to read or write as many of the names as they can remember. This step would help students to consolidate knowledge and vocabulary they have learned.

METHODOLOGY
3.1. Research methods
This study employed an experimental design with pre-test, midterm test, and post-test assessments for two groups: a control group and an experimental group.

3.2. Population and sampling

3.2.1. Population

The research site selected by the researcher offers four first-grade classes for English courses at the primary level: Class 1.1, Class 1.2, Class 1.3, and Class 1.4. The researcher, serving as an English teacher, is responsible for Classes 1.1 and 1.2. These two classes were chosen as participants for the experimental study based on the researcher's assessment, as they consist of students who are beginners, with no prior knowledge of English and no previous exposure to the visuals in their learning process. All students in these classes are beginners, and their English proficiency levels are similar.

3.2.2. Sampling

This study was conducted with the participation of 30 first-grade students. As previously mentioned, the researcher chose class 1.1 and class 1.2 to participate in the experiment. All of the participants were beginning learners and aged from 5 to 6. Each group had 15 students.

Table 1. Background of the participants

Gender	Experimental Group	Control Group
Male	8 (53%)	9 (60%)
Female	7 (47%)	6 (40%)
Total	15 (100%)	100%)

The control group consists of Class 1.1, which includes 7 females and 8 males, as shown in Table 1. This group will be assigned to study in Room 2 of the center. Their classes will take place in the evening from 6 pm to 9 pm, with days on Mondays and Wednesdays. The control group will be taught using traditional methods, without any tools to support English vocabulary instruction.

The experimental group, Class 1.2, includes 6 females and 9 males, as indicated in Table 1. This group will study in Room 12 of the center during the same evening hours, from 6 pm to 9 pm, on Tuesdays and Thursdays. The experimental group will be taught English vocabulary using visuals as a key teaching tool.

3.3. Research instruments

3.3.1. Teaching methods

The researcher used three teaching methods in the experimental process:

Audio-Visual Method: This method uses audio and visual aids to engage students, making it easier to capture their attention and enhance understanding. However, it requires well-crafted materials, and students may focus more on the visuals than the lesson itself.

Communicative Approach (CA): CA emphasizes interaction and student-centered learning, focusing on personalizing language to students' interests. While it helps students retain meaningful information and learn grammar through communication, it can lead to difficulties in comprehension, as it prioritizes fluency over accuracy. It also sometimes overlooks contextual teaching and learning.

Direct Method: This method involves teaching the target language, promoting exposure to the language, and improving pronunciation and speaking confidence. However, it can be challenging if students don't fully understand, and teachers may struggle to convey concepts without translating. It requires proficient, creative instructors with the time to design lessons, but selecting and controlling the content can be difficult.

Each method has its advantages and challenges, and the researcher aims to integrate these approaches into the study.

3.3.2. Tests

The researcher used three tests in the experimental design: a pre-test, midterm test, and post-test (see Table 2). All tests follow a multiple-choice format, with 10 questions and corresponding images, where each correct answer earns one point. The tests are based on the Family and Friends National Edition 1 textbook.

Table 2. Description of tests

Tests	Purpose	Content	Taking-time
Pre-test	To assess students' existing knowledge and determine their suitability for the experiment.	Randomly selected words from Units 1 and 2 (What color is it? and What's this?), with pictures from the textbook.	10 minutes
Midterm test	To assess long-term retention and learning progress after two weeks of the experiment.	Randomly selected words from Units 1, 2, and 3 (What color is it?, What is this?, and Is it a plane?), with pictures from the textbook.	10 minutes
Post-test	To evaluate the effectiveness of visuals in teaching vocabulary by testing memorization ability.	10 questions with images from Units 2, 3, and 4 (What's this?, Is it a plane?, and They're bears).	10 minutes

3.4. Data collection procedures

3.4.1. Pre-experiment

On the first day of the experiment, both groups took a pre-test in their respective classrooms. The control group completed the test first, due to their scheduled school days, followed by the experimental group. The pre-test began at the start of class and lasted for 10 minutes. Each classroom, for both groups, had 8 desks, arranged 2 meters apart. The researcher assigned the students to specific seats to maintain order. Each desk was shared by two students, seated 20 centimeters apart to minimize the possibility of cheating and ensure accurate results. After the pre-test, the researcher, who also served as the English teacher, conducted the teaching sessions and interventions for both groups, applying different teaching methods for the control and experimental groups.

3.4.2. Whole-experiment

The experiment lasted for four weeks, with two periods each week. Each class had a total of four hours of teaching. The curriculum for the experiment was based on four units from the Family and Friends National Edition 1 textbook: Unit 1: "What color is it?", Unit 2: "What's this?", Unit 3: "Is it a plane?", and Unit 4: "They're bears." During the experiment, each group was taught using a different teaching method.

The Control group

The students studied in the evening from 6pm to 9pm. The school days of the control group were Mondays and Wednesdays. The first two weeks the control group learned Unit 1: What color is it? and Unit 2: What's this?. There would be no teaching aids, mainly using body language and textbooks. Before conducting the experiment, the learners had been learning by traditional methods "Direct method" and "Communicative Approach" for a while. And during the experiment, the learners would continue to learn by these two methods and there would be no change.

The control group's lesson consists of three phases. First, the teacher reviews previous lessons by having students look at and repeat previously learned words. Next, new vocabulary is introduced using textbooks, a whiteboard, and body language, integrating the "Direct Method" and the "Communicative Approach" to enhance learning. Students are encouraged

to repeat the vocabulary and take notes. Finally, the lesson concludes with a review phase, where the teacher consolidates and reinforces the vocabulary and knowledge covered.

After two weeks of studying, the students took a midterm test. The content of the midterm test is based on the previous two units to test the student's memorization ability after a period of teaching without supporting teaching tools. For the next two weeks, students will learn Unit 3: Is it a plane? and Unit 4: They're bears. The researcher continued to use body language as well as textbooks to continue teaching. Finally, the students took the post test on the last day of the experiment to get the final results and data. The content of the post-test will be synthesized from three units: Unit 2: What's this?, Unit 3: Is it a plane? and Unit 4: They're bears.

The Experimental group
The students studied in the evening from 6 pm to 9 pm. The school days of the experimental group were Tuesdays and Thursdays. During the first two weeks, the students studied Unit 1: What color is it? and Unit 2: Is it a plane?. The experimental group had never been exposed to the "Audio-Visual Method", in other words, before conducting the experiment, the first-grade students at the center were still learning according to the traditional method "Communicative Approach" and "Direct Method". When conducting the experiment, the researcher would use visuals to combine these methods above to teach the English vocabulary. Besides, the researcher also used it to create many intellectual game activities in the teaching process, students were very active and improved.

The lesson is structured into several stages. First, new vocabulary is introduced over 15–20 minutes using visuals combined with the "Communicative Approach." Next, game activities involving visuals are implemented to enhance memorization of the learned words, with the "Direct Teaching Method" integrated to promote reflection and adaptability in English. Finally, the lesson concludes with a review stage, incorporating engaging activities using visuals to reinforce and solidify the acquired knowledge.

After two weeks of using visuals to teach English vocabulary, the students took a midterm test based on the previous two units they had studied to test the effectiveness of using visuals to let students learn English vocabulary. Then, the researcher continued to use visuals to teach the other two units, Unit 3: Is it a plane? and Unit 4: They're bears in the last two weeks of the experiment. Finally, the students took the post-test on the last day of the experiment. The content of the post-test is compiled from three units that students have learned: Unit 2: What's this?, Unit 3: Is it a plane? and Unit 4: They're bears.

Midterm test
The midterm test was taken by all students of the two groups after the first two weeks of the experiment. The midterm test started at the beginning of class and the duration of the midterm test was 10 minutes. The condition for students of both groups to take the midterm test is after completing Unit 1: What color is it? and Unit 2: What's this?. In the process, the students took the midterm test. The Students are assigned exam positions under the guidance of the researcher. There were 8 desks in each classroom of the control group and experimental group, randomly two students sat at a table, each table 2 m apart and 20 centimeters apart to avoid cheating. The researcher was responsible for supervision during the time the students took the midterm test. The students all took a test in a relaxed state, unaffected by the external environment.

3.4.3. Post-experiment
The post-test was taken by all students on the last day of the experiment. The condition to do the post-test is after the teacher has finished teaching Unit 2: What's this?, Unit 3: Is it

a plane? and Unit 4: They're bears. The post-test was done at the end of class and the post-test duration was 10 minutes. During the process of students of the experimental group taking the post-tests, the students were allocated test positions under the guidance of the researcher. Similar to the control group, in order to avoid cheating, there were 8 desks arranged in each classroom of both groups, each table 2 meter apart, one table had randomly two students sitting together and sitting 20 centimeters apart. The students all took a test in a relaxed state, unaffected by the external environment. The researcher was the one to supervise the whole post-test. For the purpose of evaluating the efficacy of utilizing visuals to teach English vocabulary to first-grade kids, the results and data will be analyzed by the researcher to compare and evaluate the outcomes with the control group and to draw conclusions.

3.5. Data analysis

In order to analyze the data, the results of pre-test, midterm test, and post-test were scored by the researcher. Each correctly circled multiple choices question will get one point and the wrong circle will get 0 point. Once the results are available, the scores will be entered in the Excel software. Then, the researcher will calculate the mean, maximum and minimum scores of the control and experimental groups to assess if the visuals method effective. In addition, the researcher used SPSS software to compare the average scores (means) between male and female to see if there was a difference between the two groups of male and female. The results are presented in table form for analysis.

FINDINGS AND DISCUSSION
4.1. Findings
4.1.1. Findings in the control group

Table 3. The three tests' results of Control group

	Pre-Test	Mid-Term Test	Post-Test
No.	15	15	15
Min	3	4	4
Mean	4.6	5.6	5.8
Max	6	7	8
Standard deviation	1.12	1.06	1.15

Pre-test: Based on Table 3, which shows an average score of 4.6, a minimum score of 3, and a maximum score of 6, it is evident that most of the control group students scored relatively low. This is understandable as they have just begun learning English, so it is expected that their pre-test scores would not be high.

Mid-term test: With an average score of 5.6, a minimum score of 4, and a maximum score of 7 (as described in Table 3), the results indicate that, by using the traditional teaching method in combination with body language and textbooks, some students' midterm scores have improved, with an increase of 1 or 2 points. However, there are still some students whose test scores show no significant change compared to the pre-test.

Post-test: As shown in Table 2, the post-test scores were similar to the midterm test, with an average score of 5.8, a minimum score of 4, and a maximum score of 8. Many students still did not demonstrate improvement in their scores.

Based on the results of the three tests, the researcher concluded that while traditional teaching methods and textbooks can be effective for teaching English vocabulary, the overall progress was limited. The average scores indicate a general trend, but they do not fully reflect the lack of improvement observed in some students.

4.1.2. Findings in the experimental group

Table 4. The three tests' results of Experimental group

	Pre-Test	Mid-Term Test	Post-Test
No.	15	15	15
Min	3	5	6
Mean	4.6	6.7	7.6
Max	6	8	9
Standard deviation	0.91	1.05	1.06

Pre-test: According to Table 4, the average score is 4.6, with a minimum score of 3 and a maximum score of 6. Since most of the students in the experimental group have only recently begun studying English, it is expected that the pre-test results would not be very high.

Mid-term test: The statistical results of the experimental group's midterm test showed a clear improvement in scores. With an average score of 6.7, a minimum score of 5, and a maximum score of 8, some students had scores that increased by 2 to 3 marks compared to their midterm results in the control group. This indicates that using visuals to teach English vocabulary is an effective method.

Post-test: The results of the final test showed a significant improvement, with an average score of 7.6, a minimum score of 6, and a maximum score of 9. Although a few students' scores remained unchanged from the midterm, the overall results demonstrate that teaching vocabulary through visuals had a highly positive impact on the students' learning outcomes.

Based on the results of the three tests for the experimental group, the researcher concluded that teaching English vocabulary with visuals significantly improved the students' academic achievement. While both groups showed progress over time, regardless of the teaching method, the group using visuals demonstrated more noticeable and positive results. This suggests that visuals are a more effective tool for enhancing vocabulary learning.

4.2. Discussion
4.2.1. The effectiveness of using visuals in teaching English vocabulary

Based on the results of the pre-test for both the control and experimental groups, with the same mean score of 4.6 (as shown in Table 5), the students of both groups were at the same level prior to the intervention. This indicates that the research group setup was satisfactory in terms of qualifications. Over the course of the experiment, the use of visuals in teaching English vocabulary proved more effective for the experimental group compared to the traditional teaching methods used in the control group. This was evident in the midterm test results, where the experimental group showed higher academic achievement. While both groups had low pre-test scores, after just two weeks of the experiment, the experimental group's mid-term scores significantly outperformed those of the control group, highlighting the positive impact of visuals.

Furthermore, as Table 5 shows, the post-test results revealed an average score of 5.8 for the control group and 7.6 for the experimental group, further confirming the effectiveness

of visuals. The improvement in the experimental group's scores was particularly noticeable, with a difference of 3 points between the pre-test and post-test averages (as seen in Table 5). Beyond the increase in academic achievement, the experimental group also demonstrated strong vocabulary retention, underscoring the success of using visuals as a teaching tool.

Table 5. Mean scores and Standard Deviation of two groups

	Pre-test		Mid-term test		Post-test	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Control group	4.6	1.12	5.6	1.06	5.8	1.15
Experimental group	4.6	0.91	6.7	1.05	7.6	1.06

During the experiment, the control group, which relied solely on traditional teaching methods and textbooks, showed limited progress in memorizing English vocabulary. In contrast, the experimental group, which utilized visuals combined with classroom activities such as games, found it easier to memorize vocabulary and demonstrated greater engagement. This conclusion is based on the results of the mid-term test, taken after the first two weeks of the experiment. As shown in Table 5, there was a notable difference in scores between the two groups. The control group had an average score of 5.6, with a standard deviation of 1.06, while the experimental group had an average score of 6.7, with a standard deviation of 1.05. Although the control group did show some improvement through traditional methods, the experimental group made more significant progress, especially in vocabulary retention. Additionally, students in the experimental group not only demonstrated better vocabulary memorization but also showed improved pronunciation, listening, and reading skills. In contrast, the control group had limited progress in reading and listening, with some students only able to write and recall a certain number of words, while struggling with reading English vocabulary. The use of visuals in the experimental group also fostered a more approachable teaching environment. Students in this group were more attentive and engaged, and the teacher was able to create a dynamic learning atmosphere with various activities involving visuals. This approach helped the students learn vocabulary more effectively and contributed to a more interactive classroom experience.

In the control group, the lack of teaching aids led to a less engaging learning process. Students became easily bored, often distracted, and passive. The teacher had difficulty maintaining students' attention, and there was minimal interaction between the teacher and the students. As a result, teaching activities lacked positivity and dynamism. These challenges were reflected in the results of the post-test, which marked the conclusion of the experiment. As shown in Table 5, the control group had an average post-test score of 5.8, with a standard deviation of 1.15, while the experimental group had a significantly higher average score of 7.6, with a standard deviation of 1.06. The difference in scores between the two groups highlights the effectiveness of using visuals to teach English vocabulary. While the traditional teaching methods in the control group led to some improvement in certain students, the results from the experimental group, which used visuals, were more pronounced. This supports the conclusion that teaching English vocabulary through visuals is a highly effective method for first-grade students, fostering better learning outcomes and engagement.

4.2.2. The difference between males and females when learning vocabulary through visuals

Based on the researcher's personal observations, the hypothesis is that females with a gentle personality are more likely to prefer colorful pictures and drawings, while males with

stronger personalities may prefer more active games. The researcher infers that females will be more successful in learning vocabulary through visuals compared to males. To test this hypothesis, the researcher conducts a One-Way ANOVA mean comparison. This statistical test will allow the researcher to determine if there is a significant difference in the effectiveness of vocabulary learning through visuals between male and female students.

Table 6. The result of One-Way ANOVA test by gender

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
						Lower Bound	Upper Bound		
Pre Test	Male	9	4.556	.5270	.1757	4.150	4.961	4.0	5.0
	Female	6	4.667	1.3663	.5578	3.233	6.100	3.0	6.0
	Total	15	4.600	.9103	.2350	4.096	5.104	3.0	6.0
Mid-Term Test	Male	9	6.556	.7265	.2422	5.997	7.114	5.0	7.0
	Female	6	6.833	1.4720	.6009	5.289	8.378	5.0	8.0
	Total	15	6.667	1.0465	.2702	6.087	7.246	5.0	8.0
Post-Test	Male	9	**7.444**	.7265	.2422	6.886	8.003	6.0	8.0
	Female	6	**7.833**	1.4720	.6009	6.289	9.378	6.0	9.0
	Total	15	7.600	1.0556	.2726	7.015	8.185	6.0	9.0

Based on the data presented in the "Detailed scoreboard of the Experimental group," there is a noticeable difference in how females and males respond to the visual method. Initially, for the pre-test, the average scores of females (4.5) and males (4.6) were very similar, indicating that both genders started at the same level of vocabulary knowledge before the intervention.

However, after a period of experimenting with visuals, the results showed a slight difference in favor of females. In the midterm test, the average score for females was 6.8, while the average score for males was 6.5, suggesting that females showed a slightly greater improvement from the pre-test. This aligns with the researcher's observation that female students were more engaged with the visual method, showing a stronger interest and more active participation in the learning process compared to male students. The researcher noted that females were more focused on the visuals and memorizing the vocabulary, while males seemed to be more distracted and interested in the games associated with the visual activities.

By the time of the post-test, the difference between females and males became more evident. The average score for females was 7.8, while the average score for males was 7.4. This further supports the hypothesis that females tend to perform better in vocabulary learning when using visuals, likely due to their preference for colorful pictures and visual cues, which enhance engagement.

From these observations and results, the researcher concludes that females are more likely to benefit from vocabulary learning through visuals than males. The increased academic achievement and positive learning attitudes observed in female students highlight the effectiveness of the visual method for this group. Consequently, the researcher recommends

that teachers consider the gender composition of their class when using visuals for vocabulary instruction. In classes with many female students, visuals can be an especially effective tool, while in classes with more male students, it might be helpful to combine visuals with other engaging activities, like games, to maintain their attention and foster better results. In mixed-gender classrooms, a flexible approach using both visuals and games would likely be the most effective.

CONCLUSION

This study evaluated the effectiveness of using visuals to teach English vocabulary to young students. The findings showed that visuals significantly enhanced the performance of the experimental group. The students enjoyed the visual-based activities and expressed satisfaction with the method. Visuals helped improve long-term vocabulary retention, pronunciation, listening skills, and active participation. Teachers could create a more interactive and comfortable learning environment. The study also indicated that females performed better with visuals than males. Overall, visuals were an effective teaching method for first-grade students.

The study had limitations, including a small sample size and a short study duration. Additionally, the effectiveness of visuals was not compared with other modern methods, such as games. Future research should involve a larger sample size, a longer study period, and comparisons between visuals and other methods to improve the accuracy and impact of the findings.

The researcher recommends that teachers use visuals frequently in various activities like warm-ups, reviewing vocabulary, and introducing new words. Visuals should be simple, colorful, and easy to understand to help students better visualize and retain vocabulary. Combining visuals with games can further engage students and improve vocabulary retention.

Visuals are a highly effective tool for teaching English vocabulary to first-grade students. Teachers should incorporate visuals in activities such as warm-ups, reviews, and vocabulary introductions to maximize their impact. Visuals, combined with games, can create a dynamic learning environment that fosters better engagement and vocabulary retention. Additionally, the study found a gender difference, with females benefiting more from visuals than males, suggesting that teachers should consider gender when using visuals.

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