

The Use of Pictorial Language in Secondary School English Textbooks

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Abstract

English teachers work in different ways to play an active role in classroom-based oral development activities. This study will examine the use of picture description as a strategy to develop and enhance analytical thinking and communication skills among the secondary school students in district Mardan. The research model will be qualitative and will be adopted from the theory of semiotics. Data will be collected from 60 selected students of secondary school based on group tests and focused group interview. This study will show the need for picture insertion in English text books.

Key Words: Picture Description, Communicative Approach, Critical Thinking Skills

Introduction

Pictorial language is defined as a painting or illustration that is created by painting, drawing or photography and shown on a planar surface. Best of Pictorial Language is learning from it as it is visible to the students. The advantages of using pictures when teaching are that they encourage Learners to be interested in learning a foreign language.

This research work is conducted on pictorial language used in secondary schools English text books in district Mardan. This chapter is the background of the study. This research problem is therefore stated below: In this chapter, research questions and objectives are laid down. The scope and nature of the study is also mentioned in this chapter. The end point of this chapter thesis-information division for the whole study is also provided.

Background of the study

The return of pictures in learning is long overdue. It's been around since antiquity when even cave men used different images and descriptions of pictures to describe possible prey and food. In the Middle Ages, the pictures were regarded as particularly important for learning; in modern times it has been expanded even more. No doubt, children as learners are more receptive to pictures than words and have lots of fun while learning and communicating through pictures. This can equally be applied and very useful when learning English language. Placing images in front of the actual start of the story can convey much of the entire story before it actually begins and thus allow students to guess the contents of the rest of the story by discussing the story text with each other. It's a part of our human nature to talk to and tell others what we think. Thus language is considered to be a medium for communication and thus the speaking skills are considered to be important for the learners of any language. As a result, without speech communication is reduced to script.

Kavaliauskiene (2006) defines speaking as a productive competence, the main function of which is to help communication. Similarly, in describing what is meant by speaking, Fulcher (2003), cited in Itkonen, defines speaking as "the verbal use of the language for the purposes of dealing with others" (p. 23). We use oral language for our purposes of daily living, and are supposed to speak well in various situations where we need to communicate well with each other, because any mistake we make might cause misunderstandings or other issues to arise. One of the most common problems that foreign language teachers have encountered over the years is that competent students cannot communicate appropriately. The picture description increases the students' communicative skills. The need to account for conversational interaction is discussed. Therefore, this research examines the effects of using pictures to speak as a pedagogical practice that may form the basis for developing students' communicative and learning skills. Pictures are necessary when trying to reach students at any level who are learning a new language. These can be effective study aids during the lessons and can also be great in serving as prompts to students while they are practicing speaking. According to Wenden (1989: 12) speakers of more than three languages are learners who perceive language as a means of communication and have developed a congenial learning style. While acknowledging that SLA is complex, they are active participants in the learning process by trying to find out how L2 works, and by trying to learn to think in L2. They work hard to overcome their negative attitudes and are willing to take risks and negotiate meaning. Nagle et al. (1986: 20) in outlining the pedagogical implications of their research argue that understanding is essential to L2 learning and the focus of all L2 instruction. Nord (in Nagle et al., 1986:20) opines that pictorial description or pictorial language is a universal competence which can be acquired through development of cognitive skills which will enable learners to enhance their automatic recall processes and the acquisition of effective strategies for controlled processing of new material, such as semantic decoding, listening in anticipation, absence of discrepancy.

Statement of the Problem

The researchers after a probe has reached to state that the previous work done by learned elders of the subject matter are insufficient to meet the local use of secondary school children. Therefore, it is deemed necessary to work a more localized approaches towards understanding the issue and finally enable secondary school students to exploit the pictures provided in their English textbooks much to their benefit and ultimately gain fluency in English with correct grammar. The founding basis of the statement of the problem lies in creating a more comprehensive approach towards secondary school students that operate in the most relatable and local environment. Hence it is important to twist the given research model more to the aspirations and imaginations of the students in a more localized way that best fits the situation.

Significance of the Study

The purpose of the study is to formulate a workable teaching strategy that ultimately benefits both students and teachers while bringing into use the following main areas.

1. Increase student's potential to describe a situation through pictures.
2. Help teachers take less time and impart more instructions with purpose.
3. Increase students' fluency and comprehension.

Objectives of the study

This study has been conducted with the following objectives

1. To find out the impact of image insertion before the text for brainstorming of the students

2. To analyze the comments of the students on inserted image before they actually start the reading

Research Questions

The research proposal in hands, has the main aim of attaining an insight to find a suitable answer to the questions as under;

1. How helpful is an image insertion in the text for brainstorming of the students?
2. Do students find it easy to comment on or describe an inserted image before they actually, start the reading?

Delimitation of the Study

The proposed study will be delimited to secondary school of district Mardan students of three selected schools and only would provide data. Moreover, the proposed study would only take into consideration the use of pictorial language inside classroom and would be solely bound to remain focused.

Literature Review

This part encompasses the discussion on the related research papers, articles and book reviews. This study attempts to show the extent to which the learning process of the students is affected by the use of pictorial language in the English books. The significance of this part of the research is to give a bird eye view of different research studies from different writers which will help the researchers to have a record of the previous studies and lead towards a research gap.

Theoretical Framework

The theoretical framework of the research is Semiotics Theory. Semiotics Theory is the framework that explores how meaning is constructed and how meaning is conveyed Its origin to the academic research on the formation of signs and symbols (visual as well as linguistic) meaning. Leech and Onwuegbuzie (2008:2) define semiotics as a science which examines the relationships between signs, including talk and text, and the specific meaning intended by them In essence semiotics is the study of "signs" and of everything which stands for or represents something else. The word semiotics comes from the Greek words semio (interpreter of sign) and tikos (Pertaining to). The main advocates of this theory were Ferdinand de Saussure (1857-1913), a Swiss linguist who studied the meanings of symbols in a given subset of society, and Charles Sanders Peirce, (1839-1914) American philosopher and logician who studied the way in which signs shape our individual knowledge of the physical world. The person who is a student or a professional on semiotics is known as semiotician. Semioticians are concerned with the ways in which signs are used to make sense of and to form how we see the world and the reality we live in. They are very attentive to how symbols are used to convey meaning to their intended recipients and seek ways to assure that their investmental terms are pretty well conveyed. Semiotic theory is a theory of how meaning is produced and how meaning is communicated. Cultural theory is derived from the academic study of signs and symbols (visual, pictorial) and their meanings. And meaning arises (linguistically speaking) from the context. According to this theory, the study of data shows that using pictures and images is helpful in creating meaning. It also affects the quality of performance of students. The researchers chose to use the concept of semiotic theory as it is a theory that is relevant to the study.

Related Literature

In a very competitive world, countries must make sure that their population can get a good education. A national language policy is typically seen as essential for giving people in any country the skills they need to become skilled professionals. They can take part in research and development in medicine, industry, and education on an international level. Their

It's about making a difference in quality education in a way that works, and photos are one of the instruments that can help with that. There are reviews and research papers on this subject. Sinclair (1987) says that a picture is a painting, a visual representation, or an image that is drawn, illustrated, or photographed and shown on a flat surface. The most significant advantage of an image is its empirical visibility to learners. Using visuals can help in teaching in these ways: students' desire to learn a foreign language

Byrne (1980) says that visuals are an excellent approach to get pupils to discuss about and think about the issue. Also, students' imaginations can be sparked (Moore, 1982). For instance, it is believed that visual aids, particularly images and colored posters, could enhance the classroom ambiance. Additionally, Wright (1989) asserts that images might motivate pupils to engage in speaking activities. Gill (2005), on the other hand, says that when it comes to ESL students' visual learning styles. This is incredibly vital for their language learning because these kids need to see PowerPoint, whiteboards, and written materials. Brown (2004) asserts that the picture-cued technique is a significant and effective method for eliciting students' oral language performance at both extended and intensive levels. Brown's ideas of teaching say that intensive and lengthy education can lead to monologues and rhymes, which are short poems with rhymes that help students practice particular forms of the language. He also thinks that talking about photographs might be a fantastic way to start the session because it makes students pay attention to what they're learning. Also, students will probably learn new words related to the topic or substance. And, during this activity, the teacher used scaffolding to teach grammar. Images are thought to be a type of visual writing that gives information. They can also assist pupils get involved and create a good attitude toward English. Wright (1989) also says that using visuals might make children more interested and excited about learning a language. When studying a second or foreign language, learners concentrate on grammar and phonology. Wright also adds that graphics are motivational and that they provide a nonverbal stimulus that helps pupils understand better. Wright (1989) makes a solid argument that visuals are helpful for both teachers and because the pupils make them want to talk or write, Pictures can also give learners a context and information that they can use. They help pupils learn how to describe things in writing and speaking. Wright also says that they should supply the sponsorship, stimulation, and information for writing and speaking activities without help from a teacher. From that point of view, photographs are useful for the following reasons:

1. Teachers are important to the learning process at every level.
2. They can be role models and sources of motivation for students.

Wright also says that using visuals helps pupils use their imaginations. When trying to grasp what someone is saying, it's important to pay attention to their body language, including their tone or the situation. As for the technique, pictures are the nonverbal ways to get information. So, the teacher's job is to teach students how to communicate using both verbal and nonverbal ways. Semiotic Theory (ST) has been extensively employed in the field of education, particularly in educational research. Studies on language teaching and learning. Qadha and Mahdi (2019) utilized semiotic elements such as pictures and everyday objects. Additionally, some body language techniques can enhance the enjoyment and efficacy of language acquisition. In their study of

English acquisition tests, they found that ELLs in Saudi Arabia achieved significantly higher vocabulary scores compared to students receiving semiotic instruction (i.e., taught new vocabulary words with images) and those in a traditional classroom setting. In which semiotic assistance were lacking. In a research of Turkish 7th graders, Kuzu (2016) observed the utilization of cartoons by teachers. Semiotic tools, including caricatures, enhanced student comprehension and information acquisition, resulting in superior performance in English classes compared to typical Turkish instructional approaches. These researches indicate that semiotic strategies can enhance teaching approaches to the comprehension of meaning. The language of the graphical aids and the body language used to convey new words and assess the text; (Qadha & Mahdi, 2019). Ollerhead (2018) illustrated a further educational benefit of employing semiotic tools by observing immigrant ELLs in Australia who were instructed using emoticons. Colors and other semiotic learning aids helped them learn more English words and made learning more interesting since those semiotic tools let them employ all of their senses more fully during the learning process.

Characteristics of Pictures

There are some traditional media, modern media; there are some media.

Projections/forecasts, visual media, audio media, kinesthetic media, and others, but here the Researcher has chosen only one media which is media visual.

Here are the reasons the visual media was chosen for this research:

1. Concrete: Picture/photo more realistic to convey the basic problem than verbal only media.
2. The limitation of time and place can be solved by the picture.
3. The physicality of the medium of the picture can reinforce the research.
4. The image can be used for all the students of any age and any level.
5. Pictures are cheap and readily available and we can also draw pictures ourselves to explain the lesson.

These are all the properties of media representation, we can't take the things or the event but we mean to explain through media, can only bring one picture to describe the situation.

Using pictures is actually the best way to create in the classroom. As teaching resources, we can take a lot of things. But we can draw the picture of the things as they look.

The Benefits of the Pictures

The advantages of the pictures are:

1. The media image can help the researcher to address student issues in teaching in the schools by using it, since the researcher is unable to bring the real materials to the classroom to teach.
2. Media picture makes it easier for the students to learn essay, lessons and remember it forever.
3. Students will not get a wrong perception of the vocabulary but will get to see actual Objects/things (use media picture to help vocabulary). As a result, the message given to the students is concrete-they can see it and feel it. Whatever is done in the picture will fulfill the goal and the purpose, in achieving the goal the teacher reaches to the teacher shows the picture to the students and helps them to really understand (Musfiqon, 2012:75).

Gap for the Present Study

The topic "The use of pictorial language in secondary school English books" Plays significant parts in the students' curriculum; Pictures influence the learning process of the students. There are many studies done all over the world on this topic. On the other hand, no research has been done from this point of view in Mardan District. This research study is carried

out to find out the impact of using pictorial language in the field of Mardan district conducted. For this purpose, the students are tested.

Research Methodology

In this chapter the researchers are going to present research methodology used for conducting this research study. This research study used qualitative data analysis method because the data is non-numerical in nature. It gives information related to population, sampling, data collection procedure, instrument used in data collection, participants and how data would be analyzed.

Method of Data Collection

There are two types of data. One is qualitative and the other is quantitative. Qualitative data is in the form of written or spoken speech which is non-numerical in nature. The data collection method for this study is qualitative. It is in the form of speech transcribed by the researchers. Quantitative data is numerical data which is in the form of numbers and figures. The data collection method for this research is qualitative which deals with the logic, objective stance, unchanging data and convergent reasoning. This method gathers data using structured research method. The researchers have used qualitative method of data collection. The researchers have collected data from 60 students. The researchers selected three government schools of district Mardan. The students were asked to comment on the use of pictorial language used in English books.

Population

As the research is qualitative in nature, the students of government schools of district Mardan were used as population for the study.

Sampling

As it is difficult to overcome the whole district due to short period of time so the researchers Selected government schools of district Mardan randomly, as a sample for data Collection. Twenty students i.e. ten students from class 8th and ten students from class 9th were selected from each school for data collection by means of simple convenience sampling.

Instrument

The instrument used for data collection in this study was two group tests in order to identify the use of pictorial language used in English books.

Research Methodology

The students were required to give a group test. The students got the opportunity to assume freely from the pictures inserted in the lessons and the title. They were asked to tell that what they might predict from the pictures and the title that about what the lesson is.

Participants

Sixty students from Government schools of district Mardan participated in this study. The participants were 30 students of class 8th and 30 students of class 9th.

Procedure of Data Collection

The researchers visited three schools of district Mardan. They collected the data from the students of class 8th and class 9th. The researchers made two groups in the classes. They show a collection of pictures from the lesson of their English course book to one group of students. The researchers ask the students to think thoroughly about the pictures and tell the researchers that what they assume about what the lessons are. Next they displayed only the title of a lesson without any picture and asked them to predict about the contents of this lesson. The researchers record the responses of the students about the pictures and the title of the lesson. The researchers observed the differences between the responses of the two group of students. The researchers also conclude that the use of pictorial language in the lessons improve the learning process of students. It was the view of the students that with the use of pictures they can learn best as compared the lesson in which pictures are not inserted.

Ethical considerations

The researchers have fully followed the ethical considerations for the research by doing the following:

1. Prior permission has got from the head of the schools, before collecting the data.
2. The data is specifically used for research purpose.
3. The personal and institutional identity is kept secret for the maintenance of privacy.

Data Analysis and Discussion

There are different pictures used in lessons of the English books which mainly affects the learning process of the students. In the current research the students were asked to comment to on the use of pictorial language used in their books. Two group tests were conducted in order to collect data from the students. Five students were asked to sit in one group and five in another group. A group of pictures were shown to one group of students from their English books lessons. On the other hand, a title of a lesson in their English books was shown to the other group of students. Both groups were asked to guess from the pictures and the title of the lessons that what possibly the lesson is about.

Analysis of the data

Different responses were taken from different students and then analyzed by the researchers.

Responses of students from school -1

Class 8th

With pictures students' responses

In class 8th one group was made which consist of five students. A set of pictures were shown to the group of students in order to check their learning ability regarding pictures. The pictures wherefrom the lesson named "The Handicrafts of Pakistan". The set of pictures is shown in figure no 1. The pictures were about different handicrafts of Pakistan. These pictures show different cultures and different homemade things.

The opinions of the students were different which are as under.

1. Some students were saying that the pictures are about the handicrafts of Pakistan.
2. Some students were saying that pictures show different cultures of Pakistan.

3. Some students were saying that the pictures are about homemade things that the women of Pakistan make in their homes.



Figure no. 1

Without pictures students' responses

In class 8th one group was made which also consist of five students. A title of the lesson was shown to the group of students in order to check their learning ability. The title of the lesson was named as "What a Blessing". The lesson was about the blessings of Allah on human beings.

The opinion of students was different which are as under.

1. Some students were saying that the lesson is about the blessings of Allah.
2. Some students were saying that the lesson is about different blessings of Allah which are water, sun, food and stars.
3. Some students were saying that we will study the blessings of Allah and the things required for the survival of human being given by Allah.

Class 9th

With picture students' responses

In class 9th one group was made which consist of five students. A set of pictures was shown to the group of students in order to check their learning ability regarding pictures. The pictures were from

the lesson named “Safety First”. The pictures were about the first aid box, different injuries and treatment of the injuries. The set of pictures is shown in figure 2.

The opinion of the students varied which are as under.

1. Some students were saying that the lesson is about first aid box.
2. Some students were saying that the lesson is about nose bleeding and heart patient.
3. Some students were saying that the lesson is about different injuries of hands.
4. Some students were saying that lesson is about when and where one should use first aid kit.



Figure no. 2

Without picture students’ responses

In class 9th one group was made which also consisted of five students. A title of the lesson was shown to the group of students in order to check their learning ability. The title of lesson was named as “Abou Ben Adhem”.

The opinion of students was different which was as following.

1. Some students were saying that the lesson is about Adam A.S.
2. Some students were saying that the lesson is about the Muslim faith and believes.
3. Some students were saying that the lesson is about us for father.

Responses of the students from school-2

Class 8th

With pictures students' responses

In class 8th one group was made which consisted of five students. A set of pictures were shown to the group of students in order to check their learning ability regarding pictures. The pictures were from the lesson named "The Handicrafts of Pakistan". The set of pictures is shown in figure no 1. The pictures were about different handicrafts of Pakistan. These pictures show different cultures and different handmade things.

The opinions of the students were different which are as under.

1. Some students were saying that the lesson is about different crafts such as wood crafts and embroidery on clothes.
2. Some students were saying that lesson is about hand work.
3. Some students were saying that lesson is about the manufacturing of jewelry.
4. Some students were saying that the lesson is about the wood work such as the making of beds and chairs.
5. Some students were saying that in this lesson we will discuss different handicrafts of Pakistan. How much and how many handicrafts are made in Pakistan?

Without pictures students' responses

In class 8th one group was made which also consist of five students. A title of the lesson was shown to the group of students in order to check their learning ability. The title of the lesson was named as "What a Blessing". The lesson was about the blessings of Allah on human beings.

The opinion of students was different which are as under.

- Some students were saying that the lesson is about the blessings of Allah which are parents, good health and nature.
- Some students were saying that the lesson is about different blessings of Allah that are sunlight, water, soil, oxygen and air.
- Some students were saying that the lesson is about nature, good friends and beautiful life.

Class 9th

Responses of students with pictures

In class 9th one group was made which consist of five students. A set of pictures was shown to the group of students in order to check their learning ability regarding pictures. The pictures were from the lesson named "Safety First". The pictures were about the first aid box, different injuries and treatment of the injuries. The set of pictures is shown in figure no 2.

The opinion of the students was different which are as under.

1. Some students were saying that in lesson is about accidents and how one should take care of the person who get accident.
2. Some students were saying that the lesson is about the first aid box and its proper use in daily life.
3. Some students were saying that how one should treat heart patient.

Responses of the students without pictures

In class 9th one group was made which also consist of five students. A title of the lesson was shown to the group of students in order to check their learning ability. The title of lesson was named as "Abou Ben Adhem".

The opinion of students was different which was as following.

1. Some students were saying the lesson is about a famous person named Adam.

2. Some students were saying that the lesson is about a famous person who have done something special in his life which give a lesson to the readers.
3. Some students were saying that the lesson is about Abou Ben Adhem, his life and his achievements.
4. Some students were saying that the lesson is about the good characteristics of a person.

Responses of students from school-3

Class 8th

With pictures students' responses

In class 8th one group was made which consist of five students. A set of pictures were shown to the group of students in order to check their learning ability regarding pictures. The pictures were from the lesson named "The Handicrafts of Pakistan". The set of pictures is shown in figure no 1. The set of pictures is shown in figure no 1. The pictures were about different handicrafts of Pakistan. These pictures show different cultures and different homemade things.

The opinions of the students were different which are as under.

1. Some students were saying that the lesson is about different handicrafts of Pakistan.
2. Some were saying the lesson is about people of Baluchistan who made different things with their hands in their homes.
3. Some students were saying that the lesson is about skill full person.
4. Some students were saying that lesson is about the making of utensils and their decoration in homes.

Without pictures students' responses

In class 8th one group was made which also consist of five students. A title of the lesson was shown to the group of students in order to check their learning ability. The title of the lesson was named as "What a Blessing". The lesson was about the blessings of Allah on human beings.

The opinions of students were different which are as under.

1. Some students were saying that the lesson is about the blessings of Allah.
2. Some students were saying the lesson is about the creature of Allah.
3. Some students were saying that the lesson is about the unlimited blessings of Allah that are earth, water, air and seasons.
4. Some of the students were saying that the lesson is about good health and rain which are the blessings of Allah.

Class 9th

With pictures students' responses

In class 9th one group was made which consist of five students. A set of pictures was shown to the group of students in order to check their learning ability regarding pictures. The pictures were from the lesson named "Safety First". The pictures were about the first aid box, different injuries and treatment of the injuries. The set of pictures is shown in figure no 2.

The opinions of students were different which are as under:

1. Some students were saying that the lesson is about the first aid, medicines and the treatment of the accidental person.
2. Some students were saying that how we will treat ourselves in a problem or accident when we are alone.
3. Some students were saying that how one should control the bleeding if he hurts his hand.
4. Some students were saying the lesson is about the crossing of road and the rules regulations of the traffic.

5. Some students were saying that the lesson is about first aid box and its use on proper time and proper place.

Without pictures students' responses

In class 9th one group was made which also consist of five students. A title of the lesson was shown to the group of students in order to check their learning ability. The title of lesson was named as "Abou Ben Adhem".

The opinion of students was different which was as following.

- Some students were saying that the lesson is about a famous person named Adam.
- Some students were saying that the lesson is about good Muslims.
- Some students were saying that the lesson is about a religious person who help the humanity.
- Some were saying that the lesson is about a good person and his ways of life.

Discussion

It is apparent from the students' analysis and reactions that images are crucial to the learning process. The pupils learn about the topics extremely effectively because of the usage of visuals in the course. The students' responses show that all of them i.e. 100% students accurately predicted the lessons when there were graphics and pictures included in the instructions and lessons.

However, 50% of students made the proper assumption from the lesson's title because it was brief and straightforward, while the remaining 50% students made the incorrect assumption because the title was unclear and contained no graphics and pictures.

As a result, it is presumable that the usage of pictorial language in the lessons is required because it influences the learning process of the students. Compared to the lessons without images, pupils can learn a lesson more effectively with the use of images.

Table -1 and table -2 show the responses of the students in class 8th and class 9th from the selected schools respectively.

Table 1: Class 8th Students Response

Criteria	Total number of students	Correct responses	Incorrect responses
With picture lessons	15	15	-
Without picture lessons	15	15	-

Image insertion is very helpful for the brainstorming of the students. The use of images helps the students to understand the lesson better and to collect many useful ideas related with the lesson. In the light of the research data out of 30 students, 15 students gave correct responses with pictures while the remaining 15 students answered correctly without the use of pictures.

It is assumed that the image insertion is very helpful and students can easily understand or describe a lesson with the help of images.

Table 2: Class 9th Students Responses

Criteria	Total number of students	Correct responses	Incorrect responses
With picture lessons	15	15	-
Without picture lessons	15	-	15

Image insertion plays a vital role in the brainstorming of the students, as well as helps the students a lot in describing the lesson before studying it, while without the use of images students find it difficult to understand the lesson better. With regard to the data 15 students out of 30 commented correctly on the lesson which contained images, while the remaining 15 students commented incorrect without the use of images. So from the analyzed data, it is found that images insertion is helpful in teaching the new lesson, without image insertion one cannot understand, brainstorm and describe the lesson properly.

Summary and Conclusion

This paper examined the application of pictorial language in English text books at the secondary school and its role in the overall learning. It explored the role played by illustrations, symbols, and other visual descriptions in helping the students comprehend lessons, remember the information, and be interested in classroom activities. The study under examination has chosen some textbooks and gathered the views of the teachers and students to analyze the efficiency of the visuals in contributing to the general understanding. The results showed that pictorial language made lessons more interactive, clear, and attentive and more interesting to other learner abilities. Nevertheless, the images were employed ornamentally, and not didactically), and this lowered their informational quality. The researchers came to a conclusion that designed and contextually sensitive images had a significant positive impact on the overall learning process. It further suggested that those designing curriculum and designing textbooks would want to pay more attention to the intentional utilization of pictures in teaching resources.

Recommendation for further research

The researchers suggest the following recommendations for further research:

1. A similar study with larger samples should be conducted.
2. To conduct another study with the participants from different ages i.e. classes/levels should be taken as population for the study.
3. To conduct a comparative study in which students from different institutions i.e. private and Government school students participate.

Conclusion

In this research, it found that the addition of pictures in the lessons is mostly helpful for the students. It improves the learning of the students as seen from tests of the students. The effect of

the test concludes that the students can learn a lesson effectively if pictures are placed in the lessons. Through the picture media, it can make students easier to learn, to understand the main idea of the lesson and also to add knowledge for the students. It also clarifies and focuses the attention of the dents on the process of learning. It also helps students to enhance memory in picturing. Using picture is recommended to attract students and to encourage students learning activity. Use of picture for teaching can excite the students. Hence, illustrations are required in English books. Picture can help students understand many aspects of lessons; it also motivates the students to learn and makes the taught subject clearer. The students would have easily understood the lessons where pictures are provided.

In using pictures, the teacher and the students are recreating an event in the classroom. The significance and trajectory of learning are revealed through photographs about an event, as well as the event itself. Using pictures really helps the students brainstorm. The use of pictures will help the students to understand the lesson better. It is assumed that it is very helpful to insert images in the lessons and the students can easily grasp or describe the lesson with the use of pictures in the lessons whereas without the use of pictures in the lessons the students find it difficult for themselves to understand the lesson better. The students cannot explain or give ideas for a lesson without pictures inserted in it.

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