

CHAPTER 2. LITERATURE REVIEW

This chapter reviews theories and previous research related to picture-based instruction, visual learning, motivation, and student awareness in language learning. It discusses how picture-based instruction can support English language learning, especially for SMP level students, and examines its role in enhancing comprehension, motivation, and awareness. The chapter also presents findings from relevant studies and identifies gaps that the current research aims to address.

2.1. Picture-Based Instruction

Picture-based instruction is an educational approach that utilizes visual aids, particularly images, to enhance the teaching and learning process. This method incorporates pictures as a primary medium for conveying information and concepts, facilitating students' comprehension and retention. According to Nurdini (2018), picture-based instruction is recognized as a form of static visual media, making it accessible and easy to integrate into various teaching contexts.

The effectiveness of this instructional strategy is grounded in the cognitive theory of multimedia learning, which posits that learners can better understand and remember information when presented in verbal and visual formats (Mayer, 2020). In the context of language learning, picture-based instruction serves to bridge the gap between abstract concepts and concrete understanding. It allows educators to present vocabulary, grammar structures, and contextual scenarios through visuals, enhancing students' ability to connect language with real-world experiences (Luruk et al., 2021). At the SMP level, where students transition from basic language acquisition to more complex language skills, picture-based instruction provides an

ability to connect language with real-world experiences. This method particularly benefits SMP level students, who may face language barriers and varying proficiency levels.

2.1.1. Benefits

The incorporation of picture-based instruction in English language learning offers numerous advantages that can significantly enhance student engagement and motivation:

Enhanced Comprehension. Picture-based aids help clarify complex ideas and vocabulary by providing concrete representations. Research indicates that students who learn with pictures demonstrate improved understanding compared to those who rely solely on text (Octaberlina & Anggarini, 2020). For instance, using images related to vocabulary words allows students to visualize meanings, leading to better retention.

Increased Motivation. Engaging visuals capture students' attention and stimulate interest in the lesson. Studies have shown that incorporating pictures into lessons can motivate students to participate actively in their learning process (Zulfadly et al., 2020). This increased motivation is crucial for language acquisition, as motivated learners are more likely to engage with the material and persist in overcoming challenges.

Support for Diverse Learning Styles. In secondary school settings, where students are developing critical thinking and autonomy, picture-based instruction helps maintain engagement and caters to the visual learning preferences of many

SMP students. This method promotes active involvement and enhances comprehension, particularly at this crucial stage of language development (Pradina & Hastuti, 2017).

Facilitation of Memory Retention. Visuals improve memory retention by creating mental associations between words and their meanings. According to research by Dawamuddin (2021), students who utilize picture-based methods exhibit higher recall rates during assessments than those taught through non-picture-based methods. This is particularly important in language learning, where vocabulary retention is essential for effective communication.

Encouragement of Active Participation. Picture-based instruction often involves interactive activities where students manipulate images or engage in group discussions about them. This hands-on approach encourages peer collaboration and fosters a more dynamic classroom environment (Muhsinin et al., 2022). Active participation enhances understanding and builds confidence in using the language.

Reduction of Language Barriers. In Indonesian secondary school classrooms like SMP Negeri 1 Baturaden, where students may have varying levels of English proficiency, pictures can serve as a universal language that transcends linguistic barriers. Visual aids provide context that helps all students grasp concepts regardless of their verbal skills (Kurniati et al., 2020).

Picture-based instruction is a powerful pedagogical tool that can significantly enhance English language learning by improving students' comprehension, motivation, and retention. Its ability to cater to diverse learning styles and reduce

language barriers makes it particularly valuable in Indonesian secondary school contexts.

2.2. Visual Learning in Language Instruction

This section is dedicated to presenting the role of visual learning in supporting language instruction. It explains how cognitive theory connects with visual learning, outlines the main benefits of using visuals in the classroom, and describes different visual learning tools. It consists of three parts: (1) Cognitive Theory and Visual Learning, (2) Benefits of Visual Learning, and (3) Types of Visual Learning.

2.2.1. Cognitive Theory and Visual Learning

Cognitive theory focuses on how learners actively process, organize, and retain information, with mental processes such as attention and memory playing an important role in learning. Visual learning supports this process by using pictures, diagrams, and other visual aids to make information clearer and easier to remember (Höffler & Prechtel, 2020). When combined, cognitive theory and visual learning explain how visual and verbal information can work together to improve understanding. Mayer's Cognitive Theory of Multimedia Learning (2021) describes this as a dual-channel process, where learning is more effective when both visual and auditory channels are used together. For SMP students aged 12–15, visual aids such as pictures help connect abstract ideas to concrete examples, increasing engagement and supporting long-term memory (Höffler et al., 2019).

2.2.2. Benefits of Visual Learning

Visual learning has several benefits in language acquisition. It improves comprehension and retention by providing concrete representations of abstract concepts, making complex ideas easier to understand. Visuals also increase motivation and engagement, as students tend to participate more actively when visual elements are integrated into lessons (Zulfadly et al., 2020). Furthermore, visual learning accommodates different cognitive styles, especially for visual learners, and helps facilitate memory retention by creating associations between words and images (Dawamuddin, 2021).

2.2.3. Types of Visual Learning

There are various types of visual learning tools. Static visuals, like images and diagrams, are often used to teach vocabulary and grammar. Dynamic visuals, such as videos and animations, provide context and demonstrate language use in real-life scenarios. Infographics combine text and visuals to simplify complex information. Interactive visuals, including online apps and digital quizzes, engage students more actively. Each type of visual learning tool enhances language instruction by making content more accessible and engaging.

2.3. Motivation in Language Learning

This section is dedicated to explaining the role of motivation in language learning and its impact on students' engagement and achievement. It covers three main areas: (1) the role of motivation in language learning, (2) the distinction between intrinsic and extrinsic motivation, and (3) key factors that influence motivation.

2.3.1. The Role of Motivation in Language Learning

Motivation is often described as the driving force behind learners' willingness to engage with and persist in language learning activities. According to Al-Hoorie and MacIntyre (2019), motivation significantly impacts learners' progress and achievement in language acquisition. This influence is particularly pronounced in foreign language contexts, where learners may face anxiety, cultural differences, and varying proficiency levels. Understanding the complexities of motivation allows educators to create supportive environments that encourage students to overcome these challenges. Dörnyei's (2009) L2 Motivational Self System is a prominent framework for understanding motivation in language learning. This model posits that learners are motivated by their ideal self—the person they aspire to become through language learning—and their ought self—the person they believe they should become due to external pressures. The interplay between these self-concepts influences learners' goals and efforts in acquiring a new language. Research has shown that students with a strong ideal self are more likely to engage deeply with their studies, leading to higher levels of achievement (Dörnyei et al., 2016).

2.3.2. Intrinsic vs. Extrinsic Motivation

Motivation in language learning can be classified as intrinsic or extrinsic. Intrinsic motivation involves learning for personal interest or enjoyment, while extrinsic motivation is driven by external rewards or pressures (Ryan & Deci, 2000). In language learning, intrinsic motivation may come from cultural curiosity or the

satisfaction of gaining new skills, whereas extrinsic motivation often relates to academic goals or social approval.

For SMP students, intrinsic motivation—such as a genuine interest in mastering English—has been linked to better long-term outcomes (Ushioda, 2011). At this age, learners are often motivated by English's cultural and social relevance, making picture-based instruction especially effective. Supporting this, Sun and Wudthayagorn (2024) found that intrinsically motivated students performed better in expressing themselves in English than those driven mainly by external factors. These findings highlight the importance of fostering intrinsic motivation to improve language learning results.

2.3.3. Factors Influencing Motivation

Several factors can influence students' motivation for language learning. These include personal beliefs about language learning, attitudes toward the target language community, and the perceived relevance of the language to their lives (Yang & Wu, 2022). Positive beliefs about one's ability to learn a language can enhance motivation, while negative beliefs can hinder progress. For example, Gabillon (2007) found that students' beliefs about the difficulty of English significantly impacted their attitudes and motivation toward learning. Additionally, the learning environment plays a critical role in shaping motivation. A supportive classroom atmosphere that encourages risk-taking and values student input can foster higher levels of engagement (Dewaele et al., 2019). Furthermore, integrating technology into language instruction—such as using gamified platforms like

Duolingo—has enhanced motivation by making learning more interactive and enjoyable (Chen & Jang, 2010).

In summary, understanding motivation's role in language learning is essential for educators aiming to enhance student engagement and achievement. By recognizing the dynamic nature of motivation and its intrinsic and extrinsic components, teachers can create environments that support learners' aspirations and foster positive attitudes toward language acquisition. Future research should continue exploring motivational dynamics across diverse contexts to develop effective strategies for promoting sustained engagement in language learning.

2.4. Student Awareness in Language Learning and the Role of Instructional Methods

At Indonesian secondary schools, developing metacognitive awareness—understanding how one learns—is essential for fostering independent learners. Picture-based instruction supports this process by offering visual cues that help SMP students reflect on their learning strategies, encouraging better monitoring and regulation of their comprehension. Student awareness, encompassing metacognitive, linguistic, and learning process consciousness, plays a vital role in effective language acquisition. Metacognitive awareness involves learners' ability to plan, monitor, and evaluate their cognitive processes (Nasir & Aziz, 2021; Rahimirad & Zare-ee, 2020). Students with higher metacognitive awareness tend to self-regulate more effectively and achieve better outcomes (Yang & Zhang,

2022). Linguistic awareness—understanding language structure, forms, and functions—is also key to accurate and meaningful language use. Additionally, being aware of learning objectives and the relevance of instructional activities enhances student engagement and the perceived value of learning tasks.

Instructional methods can significantly influence and cultivate student awareness. Picture-based instruction may enhance various facets of awareness. Pictures can make linguistic features more salient by providing explicit visual representations of concepts, vocabulary, or grammatical structures, thereby fostering linguistic awareness. When students are prompted to reflect on how visual aids assist their comprehension and retention, their metacognitive awareness regarding effective learning strategies can be heightened. For instance, understanding why a particular image helps them remember a word can lead to more deliberate use of visual learning strategies. Khezrlou (2023) found a significant interplay between metacognitive awareness, motivation, and L2 listening comprehension, suggesting that interventions fostering awareness could indirectly boost motivation.

The clarity provided by visual aids might also make students more aware of the learning goals and the steps involved in achieving them. If students perceive instructional materials, such as pictures, as directly contributing to their understanding and progress, their awareness of the learning process is enhanced. This heightened awareness can, in turn, positively influence their motivation, as learners who understand how and why they are learning are often more engaged and self-directed (Fitriani & Gani, 2021). Therefore, investigating how different instructional approaches, such as picture-based versus non-picture-based methods,

affect student awareness levels is valuable in understanding the holistic impact on language learning.

2.5. Picture-Based Instruction and Motivation

This section explains how picture-based instruction can enhance student motivation in language learning. It consists of four main parts: (1) the role of visuals in enhancing motivation, (2) cognitive engagement through picture-based instruction, (3) emotional connection and motivation, and (4) practical implications for educators.

2.5.1. The Role of Visuals in Enhancing Motivation

Visual aids serve multiple functions in the educational context, particularly in language learning. According to Muhsinin et al. (2024), pictures help clarify vocabulary and concepts and engage students emotionally and cognitively. Learners who encounter visually stimulating materials are more likely to feel interested and motivated to participate in the learning process. The authors conducted a study demonstrating significant improvements in students' vocabulary mastery when pictures were used as instructional media, highlighting a positive correlation between visual aids and student motivation. Research indicates that students are more likely to engage with content when it is presented visually. For example, Hennebry-Leung et al. (2023) found that integrating visuals into language lessons increased students' intrinsic motivation by making learning experiences more enjoyable and relevant. When learners can see the practical application of vocabulary through images, they develop a stronger connection to the material, which enhances their desire to learn.

2.5.2. Cognitive Engagement Through Picture-Based Instruction

The cognitive theory of multimedia learning posits that individuals learn better when information is presented in verbal and visual formats (Mayer, 2021). This dual-coding approach not only aids comprehension but also stimulates interest and motivation. When students use picture-based instruction, they engage in multiple cognitive processes, which can lead to deeper understanding and retention of the language being learned. For instance, a study by Zixuan and Yongcan (2023) explored how picture-based instruction influenced learners' cognitive engagement and motivation in foreign language classrooms. The findings revealed that students who learned with visuals reported higher engagement and motivation levels than those who received text-based instruction. This suggests that incorporating pictures into lessons can create a more interactive learning environment that promotes sustained interest in language acquisition.

2.5.3. Emotional Connection and Motivation

Emotional factors play a significant role in motivation for language learning. Pictures can evoke emotions that enhance students' connection to the taught content. According to Dewaele et al. (2019), positive emotions associated with engaging visuals can lead to increased motivation and willingness to participate in classroom activities. When learners feel emotionally connected to the material, they are more likely to invest effort into their studies. Moreover, culturally relevant images can further enhance motivation among learners from diverse backgrounds. Research by Tatipang et al. (2022) emphasizes the importance of contextually appropriate visuals in fostering inclusivity and relevance in language education.

When students see images that reflect their cultural experiences or aspirations, they are more likely to feel motivated to engage with the content.

2.5.4. Practical Implications for Educators

For secondary school teachers, integrating picture-based instruction can effectively motivate SMP students by aligning with their developmental need for engagement and their emerging cognitive abilities. To maximize its impact, teachers should select contextually relevant picture-based instruction and design opportunities for interactive discussions, which are especially effective in fostering intrinsic motivation at the SMP level.

Select Relevant picture: Choose culturally relevant images that relate to students' experiences. This increases emotional engagement and motivation.

Integrate Interactive Activities: Encourage students to interact with visuals through group discussions or creative projects that require them to use vocabulary associated with the images (Zulfadly et al., 2020).

Foster a Supportive Environment: Create a classroom atmosphere where students feel comfortable expressing their thoughts about the visuals presented. This can enhance their intrinsic motivation and willingness to participate actively.

Utilize Technology: Incorporate digital tools that allow for dynamic presentations of visuals, such as slideshows or interactive whiteboards, which can further engage students (Chen & Jang, 2010).

In short, picture-based instruction significantly influences student motivation in language learning contexts. By effectively leveraging visual aids, educators can

create engaging and supportive learning environments that foster both cognitive and emotional connections to the material. As research continues to explore the dynamics of motivation in language education, incorporating picture-based strategies will remain vital for enhancing student engagement and success.

2.6. Role of Picture-Based Instruction in English Language Learning

This section explains the various ways picture-based instruction supports English language learning. It consists of four main parts: (1) enhancing vocabulary acquisition, (2) supporting speaking skills, (3) facilitating writing skills, and (4) increasing student motivation.

2.6.1. Enhancing Vocabulary Acquisition

One of the primary roles of picture-based instruction is to improve vocabulary acquisition among learners. Research has shown that visual aids can significantly enhance students' ability to understand and remember new words. For example, Muhsinin et al. (2024) demonstrated that using pictures as instructional media led to improved vocabulary mastery among elementary school students. Their study found that students exposed to visual representations of vocabulary words exhibited higher engagement and retention compared to those taught using non-picture-based text methods.

Pictures serve as concrete representations of abstract concepts, making it easier for learners to grasp meanings and associations. According to Tatipang et al. (2022), visuals act as a bridge to understanding, particularly in contexts where language barriers may cause misinterpretation of textual content. By associating words with

images, students are more likely to recall vocabulary during communication, thereby enhancing overall language proficiency.

Pictures serve as concrete representations of abstract concepts, making it easier for learners to grasp meanings and associations. According to Tatipang et al. (2022), visuals act as a bridge to understanding, particularly in scenarios where language barriers might lead to misinterpretation of textual content. By associating words with images, students are more likely to recall vocabulary during communication, thus enhancing their overall language proficiency.

2.6.2. Supporting Speaking Skills

In addition to vocabulary acquisition, picture-based instruction plays a crucial role in developing speaking skills among English language learners. Research by Hennebry-Leung et al. (2023) indicates that picture prompts can stimulate conversation and encourage learners to express their thoughts verbally. In their study, students participating in speaking activities involving picture series demonstrated significant improvements in their speaking abilities compared to those who engaged in non-picture-based speaking exercises. The use of pictures allows learners to visualize scenarios, which can reduce anxiety associated with speaking a foreign language. When students have a visual reference, they often feel more confident articulating their ideas and opinions. This is particularly important in Indonesian secondary school contexts, where students' language proficiency and comfort levels vary.

2.6.3. Facilitating Writing Skills

Picture-based instruction also contributes significantly to enhancing writing skills among English language learners. By providing visual stimuli, educators can inspire students to generate ideas and organize their thoughts more effectively. A quasi-experimental study by Rahman et al. (2023) found that students taught writing through picture series produced more coherent and creative texts than those who received non-picture-based writing instruction.

Visual aids help students visualize the structure of their writing, facilitating the development of narratives or recounting of experiences. The study highlighted that learners referencing images while writing were more likely to incorporate descriptive language and details, leading to improved overall writing quality.

2.6.4. Increasing Student Motivation

Motivation is a critical factor in successful language learning, and picture-based instruction has been shown to enhance student motivation significantly. According to Zulfadly et al. (2020), engaging visuals capture students' attention and stimulate interest in lesson content. The incorporation of pictures not only makes learning more enjoyable but also encourages active participation among students.

Research by Dewaele et al. (2019) emphasizes that positive emotions linked to engaging visuals can increase motivation and willingness to participate in classroom activities. When learners feel emotionally connected to the material presented through pictures, they are more likely to invest effort into their studies.

To summarize, Picture-based instruction plays a vital role in English language learning by enhancing vocabulary acquisition, supporting speaking and writing skills, and increasing student motivation. Integrating visual aids into lessons fosters an interactive and engaging learning environment that promotes a more profound understanding and retention of language concepts. As research continues to demonstrate the effectiveness of this instructional approach, educators are encouraged to incorporate picture-based strategies into their teaching practices to improve student outcomes in English language learning.

2.7. Previous Studies

Susilawati and Supriatna (2021) examined the use of picture series to improve students' motivation and writing ability in recount texts at an Indonesian junior high school. The study employed a quasi-experimental design with pre-test and post-test measures, providing a strong comparison between the experimental and control groups. It found that using picture series significantly enhanced students' writing abilities and motivation compared to non-picture-based methods, with the experimental group demonstrating higher engagement and a more active approach to writing tasks. This study is particularly relevant as it directly supports the hypothesis of the current research by demonstrating how picture-based instruction can foster greater motivation and learning outcomes in the language classroom.

Astuti and Lammers (2020) explored the impact of picture storybooks on motivation and vocabulary acquisition in young Indonesian EFL learners. A qualitative case study approach was used, which included a combination of observations, interviews, and analysis of student work. The study revealed that

picture storybooks greatly improved student engagement and intrinsic motivation. The visuals aided in vocabulary understanding and retention, allowing students to make better connections between words and their meanings. While this study focused on younger learners, the principles of visual engagement are transferable to a broader range of learner groups, supporting the current research's exploration of motivation in diverse age groups.

Nguyen and Pham (2022) investigated the effects of using infographics on EFL students' motivation and reading comprehension in a Vietnamese university. A quasi-experimental pre-test-post-test control group design was employed, ensuring that any differences in reading comprehension and motivation could be attributed to the use of infographics. The study found that students taught with infographics had significantly higher reading comprehension scores and reported greater motivation. This suggests that well-designed visual materials, such as pictures and infographics, play a pivotal role in boosting comprehension and learning motivation. The findings align with the current research's focus on the role of visuals in enhancing English language learning.

Lee and Kim (2023) studied the impact of digital storytelling with pictures on South Korean secondary school EFL learners' speaking skills and motivation. A mixed-methods approach was employed, which included pre- and post-speaking tests, motivation surveys, and student interviews. The study found that digital storytelling significantly improved speaking fluency, accuracy, and students' motivation. Learners attributed their increased confidence to the creative and visual aspects of the tasks, demonstrating how technology-integrated picture-based tasks can

enhance both motivation and productive language skills. These findings provide useful insight into the current research's approach to using visual tasks to enhance speaking abilities in secondary school learners.

Putri and Yusuf (2020) examined the impact of animated pictures on students' motivation and vocabulary mastery in an Indonesian junior high school. The study used a quasi-experimental design, measuring vocabulary mastery and motivation before and after instruction. The experimental group, which received animated pictures in their lessons, showed significantly greater improvements in vocabulary and motivation compared to the control group. This study emphasizes the potential of animated visuals—an extension of picture-based instruction—in enhancing vocabulary acquisition and student engagement, making it highly relevant to the current research, which explores the effectiveness of various types of visuals.

Yuliani, Nurgiyantoro, and Suparno (2022) investigated the Picture Word Inductive Model (PWIM) to enhance motivation and descriptive writing skills among Indonesian junior high school students. A classroom action research design was employed, with data collected through observations, motivation questionnaires, and writing tests. The study found that PWIM significantly improved students' motivation and engagement in English learning, along with notable improvements in their descriptive writing skills. This model offers a structured approach to using pictures in instruction and highlights the potential of picture-based methods in motivating students, supporting the current research's investigation into the impact of specific visual strategies.

These studies, primarily conducted in secondary school EFL contexts, highlight the significant benefits of picture-based instruction for SMP students. These findings indicate that incorporating pictures into language lessons boosts student motivation and enhances the learning experience, making this approach particularly effective at the SMP level. Several studies report parallel improvements in key language skills, including writing, vocabulary, reading, and speaking. The methodologies adopted—mostly quasi-experimental and mixed-method designs—closely align with the design of the current study at SMP Negeri 1 Baturaden. Collectively, these findings offer robust support for the hypothesis that picture-based instruction can significantly enhance student motivation in English language learning, and they provide a foundation for this research to explore which picture elements are most impactful for students.

Previous studies show that pictures can improve language learning, but few have examined both motivation and awareness together, especially in junior high school settings in Indonesia. Research also rarely looks at which specific elements of picture-based instruction most influence motivation. This study fills these gaps using a quasi-experimental design with SMP students in Baturaden.