

## Improving of Learning English Vocabulary by using Picture to the First Graduate Students

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### ABSTRACT

This research aimed to investigate how students can improve their English speaking skills through conversations and identify the levels of their achievements. The research utilized a descriptive quantitative method. The sample consisted of 20 first-grade students from Escola Secundário Técnico Vocacional (ESTVE) Kaloheda Uatolari, Viqueque, during the 2024 school year. The data collection instruments included conversations, discussions, and interviews, along with the use of photographs to support the learning process. The research was conducted in two stages: a pre-test, treatment, and a post-test. The results revealed that the experimental class showed significant improvement, with the pre-test score at 65% and the post-test score rising to 88.5%. Students' performance was categorized into three levels: high, average, and low. Initially, 20% of students scored at the low level in the pre-test, but after the treatment, most students achieved high-level scores in the post-test. This improvement indicates that the pre-test results were classified as "good." The findings suggest that teachers at ESTVE can enhance their teaching strategies by incorporating innovative conversational methods to improve students' speaking skills.

**Keywords:** English, English Vocabulary, Teaching keywords.

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### INTRODUCTION

English was one of the languages in the world and English became one of the International languages in the world (Rao, 2019b). In this modern era most people in the worldwide used English language for communication to other people especially with foreigner who can speak their mother tongue. Some people could master English from English course in their school. People also could learn by autodidact reading some books (English books) then practice it with friend who also learning English or listening songs in English (Tejada Reyes, 2019).

Timor-Leste as one of the countries that has included English in its Education curriculum which was studied from elementary school to university (Owen & Salsinha, 2024). The Timor-Leste government considered English to be very important for society in the international area. English played an important role in our life as it helps in communication (Rao, 2019a). It is the main language to learn in any subject around the world. English was important for students

because it broadened their horizons, develop emotional skills, and improve quality of life by providing job opportunities for example, in business, if someone was planned to enter the global workforce, learning English would definitely be beneficial. It can also open up more future opportunities on career paths in the world's top music, books, films published and produced in English.

There are four language skills that must be mastered when someone wanted to learn English, such as speaking, listening, reading, and writing (Isnaini & Aminatun, 2021). The four skills are always used when someone wants to learn English. Each language skill has a very close relationship with each other. Acquisition of English skills was usually carried out sequentially, firstly by learning to listen, secondly to speak, thirdly to read, and fourthly to write (Li, 2022). It is not easy when someone wanted to learn these four skills, each skill has its own difficulties. This time the researcher choose one skill to be discussed is speaking skill. Speaking skill is defined as skills which allow us to communicate effectively. These skills give us the ability to convey information verbally and in a way that the listener can understand.

One of the four language skills that must be learned by the students is speaking. Speaking helps the students to communicate in the target language. In doing workshops and designing materials teachers, use an expanded three-part version such as: talk as interaction; talk as transaction; talk as performance (Hardi, 2019).

Learning speaking skill to talk in the foreign language is often considered being one of the most difficult aspects of language learning for the teacher to help the students with (Al Hosni, 2014). From the above opinion, it can be concluded that many teachers think that helping students in learning foreign languages is not easy. Teaching speaking skills not only helps students pass an exam but also helps them in general when they want to used English in the outside world.

Speaking is one of the skills that are important in language learning (Fulcher, 2014). Because considered that speaking includes linguistic and non-linguistic elements; such as, Vocabulary, Intonation, Articulation formal and Informal expression, and gesture this why becomes difficult for learners to master it (Amani & Meriem, 2022). However, many students face several problems in learning it. One of the common problems faced by the students in speaking is lack of vocabulary.

The problem found in speaking skill by the learners, first they may know some words to express and to convey some information, but they are afraid of making mistake in pronunciation or structure or they feel shy to their friends when they make mistakes. Second, they may know structure, but they have limited vocabulary. The last is that the teacher dominates the teaching activities by using Indonesian so it cannot develop students' in speaking skills (Marzuki, 2017).

From the problems cited above, the English teachers need to find an alternative technique in teaching English speaking that may help the students so that their problems can be overcome, and their speaking ability can be improved. As we know that technique has a role in improving students' English speaking ability. There is some expert explained about it, as stated by (Pandey

& Pandey, 2015) technique is a specific strategy or procedure commonly applied to achieve some purposes and has a consistent characteristic with a method and an approach chosen.

There are some techniques in teaching English speaking such as asking and answering, describing and drawing, discussing, guessing, remembering, miming, ordering, and completing a questionnaire form and roleplaying (Kaminskaya, 2016). All the techniques mentioned above may have some advantages and disadvantages in teaching speaking, especially for those learning English as a foreign language. Another technique that can build positive mental or confidence of students to do exercise (practice/ dialogue) is called 3p technique. This technique consists of three stages as follow: preparation, presentation and production (Monika et al., 2019). It has been applied by previous researcher applied this technique through three stages by focussing on the students' activity. It applied for the first grade students of Escola Secundario Tecnico Vocacional (ESTV) Kaloheda Uatolari. The result shows that there is an improvement of the students' speaking ability.

The novelty of this research lies in its focus on the implementation of the 3P technique with first-grade students in Timor-Leste, particularly at a time when the country is emphasizing the importance of English in its educational curriculum. While the 3P technique has been applied in other contexts, this study seeks to explore its effectiveness in a different socio-cultural setting and educational environment. Additionally, the research aims to identify the specific challenges and benefits of using this technique to enhance the speaking skills of students who are learning English as a foreign language in Timor-Leste. By focusing on students at the beginning stages of their English language journey, this research adds valuable insights into how tailored techniques like 3P can help overcome the common barriers to speaking proficiency, such as limited vocabulary, lack of confidence, and language anxiety. Furthermore, it seeks to contribute to the broader conversation on effective teaching strategies in multilingual and diverse educational settings.

## **RESEARCH METHOD**

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The research employed a pre-test and post-test experimental design with a mixed approach, combining quantitative and qualitative methods. A Classroom Action Research (CAR) approach was used, consisting of two cycles, each with four stages: planning, action, observation, and reflection. During the planning stage, lesson plans, teaching materials, and assessment tools were prepared. The action phase involved implementing conversation-based learning, beginning with a pre-test, followed by interactive conversations aimed at improving speaking skills, and concluding with a post-test. Observations were made throughout the learning process using prepared observation sheets to track students' attitudes and progress. After each cycle, reflection was conducted to evaluate outcomes and refine plans for the next cycle.

Data collection included both library research and field research. Library research gathered references from books, articles, journals, and other sources related to the topic. Field research

was conducted at Escola Secundário Técnico Vocacional (ESTV) Kaloheda, Uatolari, Viqueque, with the 2024 academic year’s first-year students, focusing on 20 students with relatively passive English-speaking skills. These students were selected for the intervention due to the need to improve their speaking abilities.

Instruments used included pre-test and post-test assessments to measure speaking ability before and after the intervention, along with observations to assess student behavior during lessons. Interviews were also conducted to gauge student understanding of the material. Data collection involved administering tests, conducting conversation-based learning, and documenting student development through photos, videos, and recordings.

The collected data were analyzed using quantitative methods, including test score calculations and determining the percentage of students achieving specific proficiency levels. Test results were categorized into high, medium, and low levels. The findings were presented in tables summarizing discussion, conversation, and interview outcomes, as well as student proficiency distribution.

Regarding time allocation for the tests, 60 minutes were provided to students for completing both the pre-test and post-test. The details of the time use and item types for the tests are outlined in the table below:

**Table 1. Details of Time and Type of Items in the Pre-test and Post-test**

No	Test	Type of items	Time consuming
1.	Pre-test	Discussing (5)	60 Minutes
		Conversation (10)	
2.	Post-test	Interview question (5)	
Total		20 Items	

## RESULT AND DISCUSSION

### Place and Time of the Research

This research was conducted of escola secundario tecnico vocational (ESTV) Kaloheda uatolari viqueque in the school year 2024 the research was designed particularly for the students of the first grade with the total number 40 from two classes; Researcher only selected 20 students out of the 40 students of the first grade as the sample of this research.

### Analysis of Finding

The writer conducted the test to the students and how to know their ability of the speaking skill through the conversation these are two important points to analysing and discussing the finding the field research was undertaken of escola Secundario Tecnico Vocacional (ESTV) Kaloheda Uatolari Viqueque in the school 2024. And students were providing with these type of the test items to do In addition this research was actually intended to find out the students ability and their level in improving learning English speaking skill through the conversation the result of the test were presenting into table as follow.

This table shows the result of the students pre-test and post-test experimental class.

a. Experimental Class

**Table 1. Pre-Test and Post-Test score of Experimental Class**

NO	Score of Pre-Test	Score of Post-Test
1.	45	100
2.	75	80
3.	45	70
4.	60	100
5.	80	85
6.	65	100
7.	80	85
8.	45	100
9.	75	95
10.	45	90
11.	80	85
12.	60	70
13.	80	85
14.	45	100
15.	75	95
16.	65	80
17.	80	85
18.	70	85
19.	60	85
20.	70	90
Total	65	88.5

While the classes are divided into three classes: High, Average, and low class for pre-test and post-test

$$\frac{80-45}{2} = \frac{35}{2} = 17.5$$

**Table 2. The unvaried frequency distribution for pre-test**

Interval	Categories	Frequency	Percentage
80-90	High	8	40%
60-70	Average	8	40%
40-50	Low	4	20%
Total		20	100%

Source: The data Calculation of the Result

Based on the table above, the writer concludes that the students in pre-test were:

1. There are 8 students who got the high score of (40%)
2. There are 8 students who got the average score of (40%)
3. There are 4 students who got the low score of (20%)

Its mean that the students who got high score and average score are more than the students Low Scores.

In overall, the writes knows the unvaried frequency distribution for pre-test the writer tries to find out the unvaried frequency Distribution for post-test and the writer uses the same formula:

$$I = \frac{NT-NR}{K}$$

Notes:

- I = Interval Class
- NT = the highest score
- NR = the lowest score
- K = Criterion

While the classes are divide into three classes High, Average, and low class so interval was

$$\frac{100-70}{2} = \frac{30}{2} = 15$$

**Treatment (action)**

In the treatment phase, the researcher prepared the lesson plan and materials for teaching the students after the pre-test. Initially, the researcher presented a conversation image to the students and asked them to interpret its meaning. The researcher then elaborated on the meaning of the conversation, providing examples to clarify its context. Following this, students were encouraged to ask questions, and the researcher confirmed their understanding by asking, "Do you understand the conversation?" If the students demonstrated comprehension, the researcher proceeded to the next activity. Students were divided into groups and asked to discuss an English conversation for 20 minutes. Afterward, each group was invited to present their conversation in front of the class, with 5 minutes allocated for each group’s presentation. Once all groups had presented, the researcher asked the students, "Have you finished? Please stand up and perform a two-by-two conversation in front of the class." Finally, the researcher concluded the session by inviting questions and summarizing the lesson. The students responded that they had learned about English conversation, marking the end of the class.

**Table 3. The unvaried frequency distribution to post-test**

Interval	Categories	Frequency	Percentage
90-100	High	16	80%
70-80	Average	4	20%
50-60	Low	0	0%
Total		20	100%

Source: the data calculation

Based on the table above, the writers conclude that the students test in post- test was:

1. There are 16 students who got high scores of (80%)
2. There are 4 students who got the average scores of (20%)
3. There are 0 students who got the low scores of (0%)

From the table 4 the highest and the lowest scores of pre-test and post-test are :

**Table 4. Unvaried frequency distribution of experimental class.**

Pre-test	Post –test			Table
	50-60 Low	70-80 Average	90-100 High	
80-90				8 (40%)
60-70				8 (40%)
40-50				4 (20%)
Total	0 (0%)	4 (20%)	16 (80%)	20 (100%)

Source: The Data Calculation

According to the table the writer come to explain as follow

1. There are 8 students who got high scores in pre-test of (40%)
2. There are 16 students who got high scores in post-test of (80%)
3. There are 8 students who got average scores in pre-test (40%)
4. There are 4 students who got average scores in post-test (20%)
5. There are 4 students who got low scores in pre-test (20%)
6. There are 0 students who got low scores in post-test (0%)

Moreover the following table and chart described the frequency distribution score and the percentage of frequency from the result of the students pre-test and post-test scores in experimental class.

**Table 5. Frequency distribution of pre-test score in experimental class.**

Score	Frequency	%	Valid	Cumulative
45	5	25	25	25
60	3	15	15	40
65	2	10	10	50
70	2	10	10	60
75	3	15	15	75
80	5	25	25	100
Total	20	100%	100%	

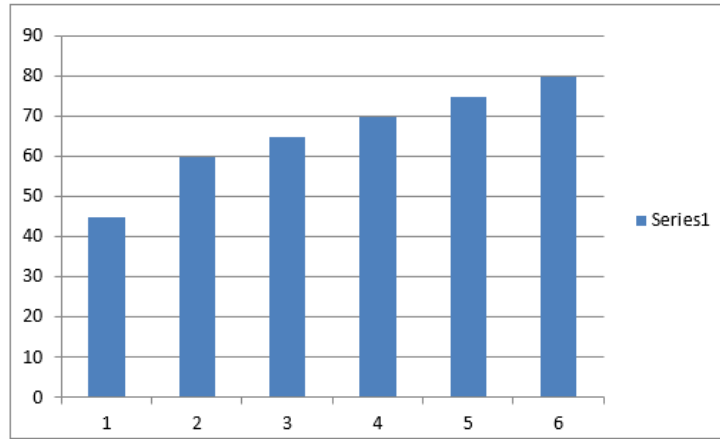


Figure 1. Experimental class pre-test

Table 6. Frequency distribution of post-test score in experimental class

Score	Frequency	%	Valid	Cumulative
70	2	10%	10	10
80	2	10%	10	20
85	8	40%	40	60
90	2	10%	10	70
95	2	10%	10	80
100	4	20%	20	100
<b>Total</b>	<b>20</b>	<b>100%</b>	<b>100</b>	

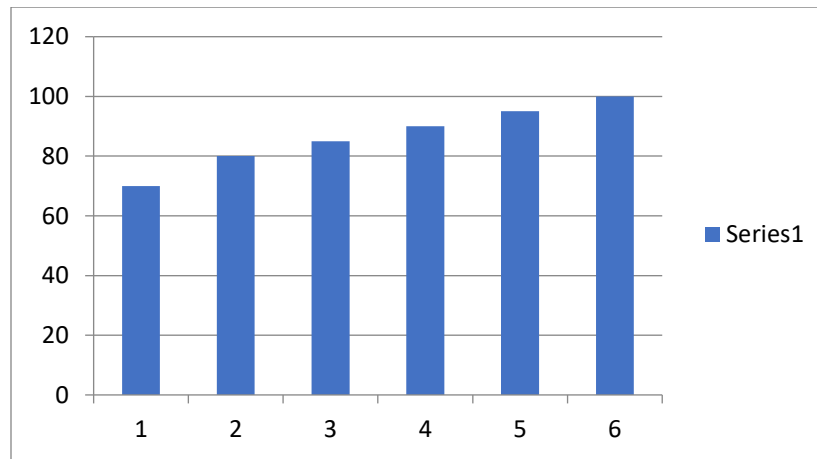


Figure 2. Experimental class post-test

Diagram of frequency distribution of post test score in experimental class

Control class

Table 7. Pre-test and post-test score of control class

No	Pre-Test	Post-Test
1.	70	75
2.	65	70
3.	50	90
4.	65	90



No	Pre-Test	Post-Test
5.	40	90
6.	70	70
7.	70	100
8.	40	70
9.	40	100
10.	70	80
11.	50	80
12.	70	85
13.	50	85
14.	70	100
15.	80	70
16.	45	100
17.	85	75
18.	45	80
19.	85	100
20.	85	75
Total	62.25	84.25

The classes are divided into three classes High, Average and low class for pre-test and post-test

$$\frac{85-40}{2} = \frac{45}{2} = 22.5$$

**Table 8. The unvaried frequency distribution for Pre-Test**

Interval	Categories	Frequency	Percentages
70-85	High	10	50%
50-65	Average	5	25%
40-45	Low	5	25%
Total		20	100%

Source: the Data Calculation Result

1. There are 10 students who got high score of (50%)
2. There are 5 students who got average score of (25%)
3. There are 5 students who got average score of (25%)

It means that the students who got high score are more than the students who got average and low score in over all the writer know the unvaried frequency distribution for pre-test the writer tries to find out the unvaried frequency distribution for post-test and the writer use the same formula:

$$I = \frac{NT-NR}{K}$$

Notes:

I = Interval class

NT = The high score

NR = The lowest score

K = Criterion

While the classes are divided into three classes; High, Average, and Low, so interval was:

$$\frac{100-70}{2} = \frac{30}{2} = 15$$

**Table 9. The unvaried frequency distribution to the students test in post-test**

Interval	Categories	Frequency	Percentages
85-100	High	10	50%
75-80	Average	6	30%
60-70	Low	4	20%
Total		20	100%

Source: the Data Calculation

Based on the table above the writer concludes that, the students test in post-test was:

1. There are 10 students who got high score of (50%)
2. There are 6 students who got average score of (30%)
3. There are 4 students who got low score of (20%)

From the table above, the highest and the lowest scores of the students in the Pre-Test and Post-Test

**Table 10. Unvaried frequency distribution of control class**

Pre-Test	Post-Test			Table
	60-70 (low)	75-80 (Average)	85-100 (High)	%
70-85				10(50%)
50-65				5(25%)
40-45				5(25%)
Total	4 (20%)	6 (30%)	10 (50%)	20 (100%)

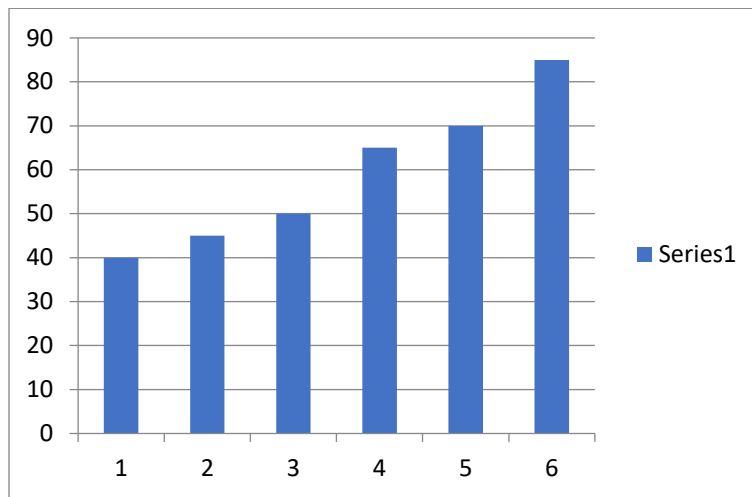
Source: the Data Calculation

1. There are 10 students who got a High score in pre-test of (40%)
2. There are 10 students who got high score in post-test of (65%)
3. There are 5 students who got average score in pre-test of (25%)
4. There are 6 students who got average score in post-test of (35%)
5. There are 5 students who got low score in pre-test of (35%)
6. There are 4 students who got low score in post-test of (20%)

Moreover the following table and chart described the frequency distribution score and percentages of frequency from the result of the student's pre-test and post-test Control Class

**Figure 11. Frequency distribution of the pre-test score in control class**

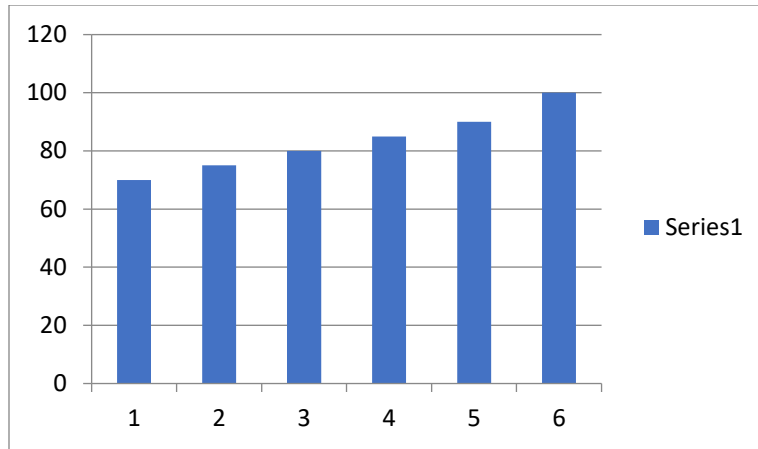
Score	Frequency	%	Valid	Cumulative
40	3	15%	15	15
45	2	10%	10	25
50	3	15%	15	40
65	2	10%	10	50
70	6	30%	30	80
85	4	20%	20	100
<b>Total</b>	<b>20</b>	<b>100%</b>	<b>100</b>	



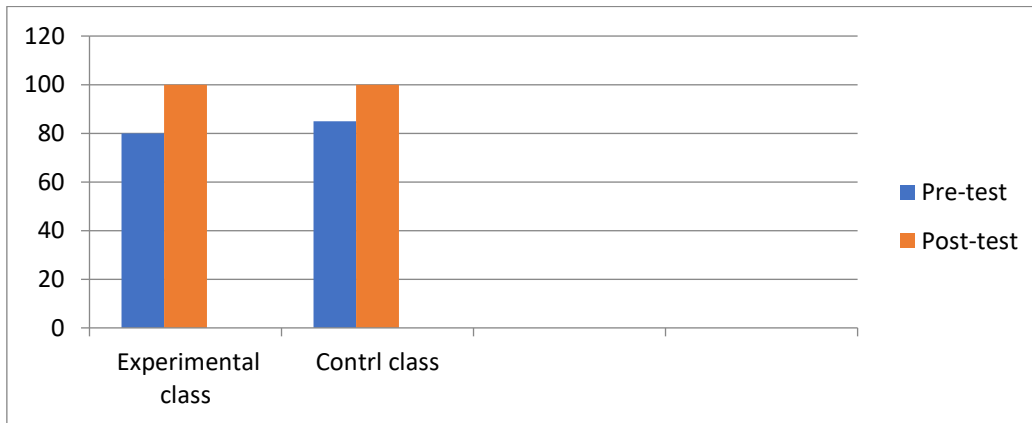
**Figure 3. Control class Pre-Test - Diagram frequency distribution of pre-test score in control class**

**Table 12. Frequency distribution of post test score in control class**

Score	Frequency
70	4
75	3
80	3
85	2
90	3
100	5
<b>Total</b>	<b>20%</b>



**Figure 4. Control class post-test - Diagram of frequency distribution of post-test score in control class**



**Figure 5. Diagram of the average of pre-test and post-test between experimental class and Control Class**

The observation results indicated that during the pre-test in the first cycle, most students were categorized at an average level, which suggested that they required further attention from the teacher. This was due to their limited speaking skills, indicating a need for improvement in this area. Additionally, many students struggled with answering questions properly, with several errors occurring during the pre-test. For example, some students were unsure how to speak in English or engage in a conversation in English. In the treatment phase, the researcher implemented new methods such as group conversations, discussion groups, and interview questions to enhance English speaking skills. This approach was successfully adopted, as all students showed enthusiasm in learning speaking skills. As a result, the students' performance in the post-test of the second cycle demonstrated significant improvement in their ability to converse in English, making the treatment both effective and efficient.

This is in line with previous research, which shows that the use of interactive methods, such as group discussions and conversation exercises, can significantly improve students' speaking skills in English. Studies by (Alrayah, 2018) show that when students engage in communicative

activities and peer interaction, they are more likely to develop confidence and fluency in language use. In addition, (Al-Tamimi et al., 2020) found that the use of a task-based approach, as used in this research, helped students better understand the practical application of language skills, which led to improved speaking performance. The positive impact of the method, as observed in this research, further supports the idea that active learning strategies can effectively address the challenges students face in language acquisition, especially in speaking. This improvement in student achievement not only reflects the effectiveness of this method, but also the importance of creating an engaging learning environment that supports language development.

## CONCLUSION

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The conclusion of this research shows that the use of conversation-based learning significantly improves the speaking skills of first graders at Escola Secundário Técnico Vocacional (ESTV) Kaloheda Uatolari. The pre-test and post-test results show a marked improvement, with the average score increasing from 65% to 88.5%. The results also show that most students moved from a low and average level to a high level of speaking proficiency, which indicates the effectiveness of the intervention. This research shows that the use of innovative teaching methods such as group discussions and conversation exercises can improve students' language skills, especially in the context of speaking.

In terms of future contributions, this research provides valuable insights into the importance of using interactive and communicative methods in language teaching. These findings suggest that teachers can increase student engagement and confidence in speaking English by integrating conversation-based learning strategies into their classrooms. In addition, further research could explore the long-term impact of such interventions on students' overall language proficiency and whether the same results can be achieved in different educational settings or with other language skills.

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