



Improving Student Learning Using Picture Story Books in English

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Abstract: Currently, English education really needs to use learning media such as picture story books and others to increase students' enthusiasm for learning. Currently, English learning education must also have good learning tools for elementary school students, so that students' learning abilities can improve well, teachers can use picture story book learning media as a teaching material so that students can develop learning patterns. This picture story book was created to attract students to want to learn English. This story book can be used by elementary school students to grade 7 middle school. This research also aims to improve student development in learning English.

Keywords: Improving Student, Story Book, English Learning

Introduction

English is an international language that has an important role in the world of education, technology and global communication ([Hoklang et al., 2025](#)). Therefore, English language skills need to be instilled in students from an early age and this is essential skills in English teaching, which must be mastered (Romdoni, 2025). However, in the learning process, many students have difficulty understanding vocabulary, sentence structure, and the meaning of texts in English ([Suhadi & Pratiwy, 2025](#)).

Picture story books are one of the effective and interesting learning media ([Inayah et al., 2021](#)). According to author ([Chen & Huang, 2025](#)) reading picture book can build student's literacy skills and expand the vocabulary. Picture story books present simple text accompanied by visual illustrations, so they can help students understand the meaning of words and story content more easily. Pictures function to support understanding, stimulate imagination, and increase students' interest and motivation in learning English ([Aalayina, 2021](#)) ([Hakiki et al., 2023](#)).

Using picture story books in learning English can improve reading skills ([Tahsinia et al., 2024](#)), increase vocabulary, and practice the ability to understand the context of stories.

Apart from that, picture story books also create a learning atmosphere that is fun and not boring, so that students are more active and enthusiastic in participating in learning.

Methodology

This study used a qualitative descriptive method to analyze the use of picture story books in improving the quality of students' learning in English. The research focused on the development and implementation of a picture story book entitled "*The Mouse Deer and The Farmer*" as a learning medium for elementary school students and first-grade junior high school students.

Research Design

The study applied a descriptive approach because it aimed to describe the educational value, visual design, and learning impact of picture story books in English learning activities. The research explored how picture story books help students improve vocabulary, reading comprehension, imagination, and learning motivation.

Participants

The target users of this picture story book were:

1. Elementary school students from grades 1–6
2. First-grade junior high school students

The participants were selected because students at these levels still require visual and contextual learning support to understand English vocabulary and simple sentence structures.

Research Instrument

The main instrument used in this research was the picture story book "*The Mouse Deer and The Farmer*." The book was designed with:

- Simple English sentences
- Attractive illustrations and colorful visuals
- Character-based stories
- Interactive learning activities such as questions and matching exercises

Additional instruments included observation sheets and reading comprehension activities to evaluate students' responses during the learning process.

Data Collection

The data were collected through several techniques:

1. Observation

Observations were conducted during classroom learning activities to identify students' participation, motivation, and interest while using the picture story book.

2. Reading Activities

Students read the picture story book individually or in groups. The teacher guided students to understand vocabulary, sentence meaning, and story content.

3. Question and Answer Activities

Students answered comprehension questions and completed matching exercises provided at the end of the story chapters.

4. Documentation

Documentation included students' worksheets, learning activities, and illustrations from the picture story book.

Data Analysis

The collected data were analyzed descriptively by identifying:

- Students' understanding of vocabulary and story content
- Students' motivation and participation in learning
- The effectiveness of visual illustrations in supporting comprehension
- The educational values contained in the story

The results were then interpreted to determine how picture story books contribute to improving students' learning quality in English learning.

Procedure

The research procedures were conducted in several stages:

1. Designing and preparing the picture story book
2. Introducing the picture story book to students
3. Conducting reading and learning activities in class
4. Observing students' responses and participation
5. Evaluating students' understanding through exercises and discussions
6. Analyzing and interpreting the findings

This methodology was used to determine the effectiveness of picture story books as an innovative learning medium for improving students' literacy skills, motivation, and **understanding in English learning.**

Result and Discussion

Picture story books specifically designed to improve the quality of students' learning, both in terms of cognitive, language and character. According to author ([Green et al., 2025](#)) recently found that picture books contain vocabulary that is more emotionally intense than conversation models aimed at children, and picture books generally feature narratives that contain emotional situations and opportunities to explore children's characters, especially their emotions. The image and textual interdependence of picture books can also make a significant educational tool for children's cognitive development and an essential part of the literacy education process ([Sun et al., 2025](#)). Picture books can be used to improve student's grammatical structures and introduce sentences forms to students ([Škarić, 2024](#)).

This picture story book entitled "The Mouse Deer And The Farmer" aims to improve the quality of learning for elementary school students. Through visual, narrative and character value approaches. This picture story book combines attractive illustrations (Suranakkharin, 2025), a simple but value-rich storyline, and integrated learning activities.

Each page combines short text with clear images so that students can easily inspire their imagination and improve motivation (Chen, 2022).

Story Content. The story follows a mouse deer who commits greedy acts, the mouse deer also has a naughty and evil nature: (a). The mouse deer lives under the threat of wild animals.(b). Farmers who live on garden produce in the fields.(c). A green forest that teaches science concepts (color and light). The story is told in simple language and light dialogue, so that children are able to follow the plot and understand the material without feeling overwhelmed.

Visual Strength, Illustrations are created with: Bright colors and high contrast, expressive characters, detailed but not confusing environments. The use of short words or sentences to support learning material and attractive visuals helps students improve focus, imagination and memory.

Educational Value, Books are designed to foster: (a). Literacy skills (recognizing letters, understanding meaning), (b). Understanding simple characters, (c). Positive characters such as honesty, cooperation and curiosity. The material is not taught directly like a textbook, but is inserted through dialogue and story situations.

The picture story book includes various activities designed to strengthen students' understanding. At the end of the chapter there are: Questions, such as multiple choice matching interrogative sentences (?). This activity encourages students to think critically, creatively and communicatively.

Impact on learning quality, this picture story book helps students understand lesson concepts more easily through the context of the story (Irhamni et al., 2025). Students are also able to remember information for a longer time because the visuals and narrative are connected (Vyshedskiy, 2021). In addition, the book also improves language skills and imagination, increased students' motivation to learn because the material is presented in a fun way and helped develop positive character through role models.

The target users of this picture story book are elementary school students in grades 1-6 and middle school students in grade 1. The following are the results of research on picture story books created to improve the quality of student learning:

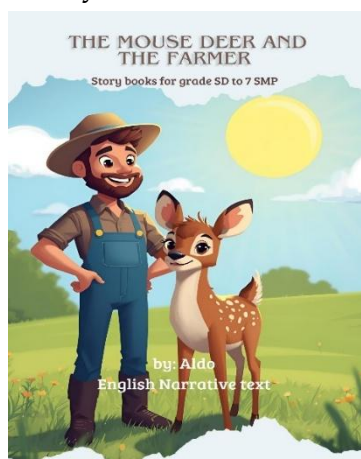


Figure 1. Illustration of a picture book cover.



Figure 2. Illustration of visual image from story book

Conclusion

The use of picture story books to improve the quality of learning for elementary and middle school students in grade 1. Picture story books are able to attract students' interest and motivation to learn through a combination of text and attractive illustrations, so that learning materials can be more easily understood and remembered by students. Apart from that, this media helps develop reading abilities, vocabulary, reading comprehension, as well as critical and imaginative thinking skills for students. At the elementary school level, picture story books support basic learning in a fun way, while at the junior high school level this media helps students understand more complex concepts in a contextual way. Thus, picture story books can be an innovative and effective learning medium for improving the quality of students' learning processes and outcomes at elementary and middle school levels.

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Conflict of Interest Statement:

The author declares that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.