



The Effect of Big Book Media on Young Learners' English Vocabulary Mastery and Learning Engagement

Putri Maisarah¹, Tanzil Huda², Widya Oktarini³

^{1,2,3} English Education Study Program, Universitas Muhammadiyah Jember

Article Info	Abstract
Received: 2026 - 06- 01 Revised: 2026 06-18 Accepted: 2026 06-30 Keywords: Big Book media; EFL; learning engagement; vocabulary mastery; young learners. DOI: 10.24256/ideasv14i1.11287 Corresponding Author: Putri Maisarah putrimaisarah806@gmail.co m English Education Study Program, Universitas Muhammadiyah Jember	<i>Vocabulary mastery is fundamental to young learners' English language development, yet vocabulary instruction at the primary level is often dominated by memorization and drilling activities that may limit students' engagement and vocabulary retention. Big Book media, which combines visual support and shared reading activities, has the potential to enhance vocabulary learning and promote active classroom participation. However, limited studies have simultaneously examined the impact of Big Book media on both vocabulary mastery and learning engagement among young learners in Indonesian EFL primary classrooms. Therefore, this study integrates quantitative and qualitative approaches to provide a more comprehensive understanding of the effectiveness of Big Book media. This study aimed to investigate the effect of Big Book media on young learners' English vocabulary mastery and to explore students' learning engagement during vocabulary learning activities. A convergent mixed-methods design was employed involving 52 Grade 1 students from an Indonesian public primary school, comprising 25 students in the experimental group and 27 students in the control group. Quantitative data were collected through vocabulary pre-tests and post-tests, while qualitative data were obtained through classroom observations and interviews. The results showed that students taught using Big Book media demonstrated greater improvement in vocabulary mastery than those receiving conventional instruction. The Mann-Whitney U test revealed a statistically significant difference between the groups ($U = 129.000$, $Z = -3.857$, $p < .001$), with a large effect size ($r = .53$). Qualitative findings indicated high levels of attention, participation, enthusiasm, and positive responses toward the use of Big Book media. Students reported that the illustrations and shared reading activities helped them understand and remember vocabulary more effectively. The</i>

findings suggest that Big Book media effectively improves vocabulary mastery and learning engagement among young learners, while demonstrating the value of integrating quantitative and qualitative evidence in EFL vocabulary research.

1. Introduction

Vocabulary knowledge plays a central role in second and foreign language learning because it enables learners to understand and express meaning through language. In the context of English as a Foreign Language (EFL), vocabulary mastery plays a crucial role in supporting learners' language development because vocabulary serves as the basis for understanding and using language meaningfully. Vocabulary knowledge enables learners to recognize words, understand meanings, and express ideas effectively in communication. Previous studies have also emphasized that vocabulary knowledge is strongly associated with learners' overall language proficiency and can be enhanced through meaningful exposure to language both inside and outside the classroom (Peters, 2019). Learners with limited vocabulary knowledge often experience difficulties in comprehending texts, expressing opinions, and participating actively in classroom communication. Therefore, vocabulary learning becomes a crucial component in the early stages of English instruction, particularly for young learners.

This study is grounded in Krashen's Input Hypothesis. According to Huda (2025), Krashen argues that language acquisition occurs most effectively when learners are exposed to comprehensible input that is slightly above their current proficiency level ($i+1$). In the context of vocabulary learning, Big Book media provides comprehensible and contextualized language input through stories, visual illustrations, teacher-guided interaction, and repeated exposure to vocabulary. Therefore, Big Book media may facilitate vocabulary acquisition by helping learners understand new words within meaningful contexts.

Young learners are children who are generally aged between 5 and 7 years and are still in the early stages of cognitive and language development. At this stage, children tend to learn more effectively through concrete experiences, visual representation, repetition, storytelling, songs, games, and teacher-guided interaction rather than through abstract explanation or grammar-focused instruction (Choi, Kang, & Sheo, 2020). In addition, young learners usually have shorter attention spans and require engaging learning activities to maintain their focus during classroom instruction. For this reason, English teaching for young learners requires instructional media and teaching strategies that are interactive, meaningful, and visually attractive in order to facilitate vocabulary acquisition effectively. Garton & Copland (2019) further explained that young learners learn more effectively when they are involved in meaningful activities that integrate visual support, interaction, and enjoyable learning experiences. Therefore, selecting age-

appropriate learning media becomes essential for maintaining students' attention and supporting language acquisition.

However, teaching English vocabulary at the elementary school level still presents several challenges. In Indonesian primary schools, English vocabulary instruction is frequently characterized by translation, memorization, and drilling activities, which may limit learners' engagement and vocabulary retention. Although these methods may help students memorize words temporarily, they often fail to encourage meaningful understanding and long-term retention of vocabulary. As a result, many students struggle to remember new words, lose interest during English lessons, and show limited participation in classroom activities. Prawiyogi, Sadiyah, Purwanugraha, & Elisa (2021) reported that the lack of engaging learning media and meaningful interaction in vocabulary instruction may negatively affect students' motivation and vocabulary retention. This condition indicates the importance of selecting appropriate instructional media that align with the developmental characteristics of young learners.

One instructional medium that is considered suitable for young learners is the Big Book. Big Book is a large-sized storybook containing enlarged text, colorful illustrations, and simple language designed for shared reading activities between teachers and students (Susanti, Saragih, & Pulungan, 2019). During shared reading activities, teachers guide students to observe pictures, recognize words, repeat vocabulary, and interact with the story together. The large illustrations and printed text enable students to clearly identify vocabulary items while connecting words with visual representations and contextual meaning. Such learning activities are believed to support vocabulary acquisition because young learners tend to learn more effectively when language input is combined with visual support and meaningful interaction.

In addition, storytelling activities using Big Book media may create enjoyable and interactive classroom environments that encourage students to participate actively during learning. Through repeated exposure to vocabulary in meaningful contexts, students can improve their understanding and memory of new words more naturally. Febrianti (2019) emphasized that visual and contextual learning media can help young learners associate vocabulary with real meanings more effectively than isolated memorization activities. Furthermore, shared reading activities using Big Book media may also increase students' confidence, attention, and enthusiasm during English learning activities.

Several previous studies have reported the positive effects of Big Book media on young learners' language development, although their focus and outcomes vary. (Oktaviana, Warmansyah, & Utami, 2021) emphasized improvements in early reading skills, whereas Mahayanti (2018) highlighted gains in reading comprehension and learning motivation. Indrasari, Novita, & Megawati (2018) reported positive outcomes in vocabulary learning. Despite these encouraging findings, most studies have focused primarily on literacy-related outcomes, reading

comprehension, or learning motivation rather than examining vocabulary mastery as the main learning outcome. Furthermore, limited attention has been given to students' learning engagement during Big Book-assisted vocabulary instruction.

Moreover, several studies highlighted the importance of interactive learning media in improving students' engagement during classroom activities. Learning engagement refers to students' attention, participation, enthusiasm, and involvement during the learning process. Students who are actively engaged in classroom activities are more likely to understand and retain learning materials effectively. Learning engagement encompasses behavioral, emotional, and cognitive involvement in learning activities.

Hastomo & Septiyana (2022) stated that engaged learners tend to participate actively, maintain concentration, and demonstrate positive attitudes toward learning. Likewise, Lestari & Puspitasari (2025) found that interactive learning environments encourage students to become more involved in classroom activities and improve their learning experiences. In the context of vocabulary learning, engagement becomes particularly important because young learners require active participation and repeated exposure to language input in order to develop vocabulary mastery successfully. Therefore, instructional media that combine visual support, storytelling, and classroom interaction are considered beneficial in facilitating vocabulary learning among young learners.

Previous studies consistently suggest that Big Book media can enhance early literacy, reading comprehension, vocabulary learning, and learning motivation among young learners (Indrasari et al., 2018; Mahayanti, 2018; Oktaviana et al., 2021). However, despite these positive findings, several gaps remain evident in the existing literature. Most previous studies have focused on literacy-related outcomes, reading comprehension, or learning motivation rather than specifically examining vocabulary mastery as the primary learning outcome. In addition, many studies were conducted in early childhood education settings or higher elementary grades rather than focusing on Grade 1 primary school students aged 5–7 years. Furthermore, previous studies predominantly employed descriptive or non-experimental designs, limiting the availability of empirical evidence regarding the effectiveness of Big Book media on vocabulary mastery (Heriani, Munayarokh, & Chunaeni, 2023; Setyorini, Saddhono, Ermanto, Wildan, & Kirom, 2019).

Furthermore, many existing studies relied mainly on quantitative findings to measure students' achievement, while qualitative aspects such as students' learning engagement, classroom participation, responses, and interaction during vocabulary learning activities remain underexplored. According to Alfiah, Santosa, & Kusuma (2024) and Ashar, Khartha, Abin, & Suryadi (2025), qualitative approaches such as classroom observation and interviews can provide deeper insights into students' learning experiences and engagement during instructional activities. Accordingly, this study extends previous Big Book research by focusing specifically on Grade 1 EFL learners, investigating vocabulary mastery as the primary learning

outcome, and integrating quantitative and qualitative evidence to capture both learning achievement and classroom engagement.

Based on the gaps identified above, this study aims to investigate the effectiveness of Big Book media on young learners' English vocabulary mastery at Grade 1 of primary school. In addition, this study seeks to explore students' learning engagement during English vocabulary learning activities using Big Book media. The novelty of this study lies in its focus on vocabulary mastery as the primary learning outcome among Grade 1 students aged 5–7 years and in the integration of quantitative and qualitative data through a mixed-methods approach to examine both students' vocabulary achievement and classroom engagement.

The following research questions are the focus of this study:

RQ1: Is there any significant effect of using Big Book media on young learners' English vocabulary mastery?

RQ2: How do young learners engage in English vocabulary learning activities when Big Book media is used?

2. Method

Design

This study employed a convergent mixed-methods design by integrating quantitative and qualitative approaches to obtain a more comprehensive understanding of the effectiveness of Big Book media on young learners' English vocabulary mastery. According to Creswell & Plano Clark (2018), mixed-methods research enables researchers to combine numerical and descriptive data in order to strengthen the interpretation of research findings. In this study, quantitative data were used to measure students' vocabulary achievement before and after the implementation of Big Book media, while qualitative data were used to explore students' learning engagement and responses during the learning process.

In addition, this study applied a quasi-experimental pre-test–post-test control-group design involving an experimental group and a control group. The experimental group received vocabulary instruction using Big Book media, whereas the control group was taught using conventional learning methods without Big Book media. Both groups completed a pre-test before the treatment and a post-test after the treatment to determine the effectiveness of Big Book media on students' vocabulary mastery.

Participant

This research was conducted at SD Kepatihan 1 Jember during the second semester of the 2025/2026 academic year. The participants were Grade 1 primary school students aged 5–7 years with beginner-level English proficiency. Based on information from the classroom teacher, most students still experienced difficulties in recognizing, remembering, and pronouncing English vocabulary correctly.

Two intact classes were selected purposively as the research sample based on

similar academic characteristics and school considerations. Class 1A, consisting of 25 students, was assigned as the experimental group, while Class 1B, consisting of 27 students, served as the control group. Both classes consisted of male and female students.

The participants were selected because Grade 1 students are still at the early stage of English language learning, particularly vocabulary acquisition. At this stage, young learners tend to learn more effectively through visual support, repetition, storytelling, and interactive classroom activities. Therefore, Big Book media was considered appropriate to support vocabulary learning because it provides colorful illustrations, large printed text, and contextual storytelling activities that may help students understand and remember vocabulary more easily.

Prior to the study, research approval was obtained from SD Kepatihan 1 Jember based on an official research permit issued by the researcher's university. Coordination was conducted with the school principal and classroom teacher to ensure the smooth implementation of the research procedures. Confidentiality of participants was maintained throughout the study, and all data were used exclusively for research purposes.

Table 1. Participant Demographics

Variable	Description
Participants	Grade 1 Students
Experimental Class	Class 1A (25 Students)
Control Class	Class 1B (27 Students)
Age Range	5–7 Years Old
Gender	Male and Female
English Proficiency	Beginner
Research Location	SD Kepatihan 1 Jember

Data and Source of Data

The data in this study consisted of quantitative and qualitative data. Quantitative data were obtained from students' vocabulary test scores collected through pre-test and post-test activities. The vocabulary test measured students' ability to recognize, understand, identify, and recall English vocabulary related to the learning themes taught during the treatment sessions. The test consisted of 20 multiple-choice questions involving picture identification and vocabulary recognition tasks covering themes such as colors, numbers, shapes, and animals.

Meanwhile, qualitative data were collected through classroom observation and short interviews with selected students from the experimental group. The qualitative data were intended to explore students' engagement, participation,

enthusiasm, and responses toward the implementation of Big Book media during vocabulary learning activities. Observation data focused on students' classroom behaviors, including attention toward the teacher and learning media, participation during classroom activities, and responses to questions and visual illustrations. In addition, interview data provided deeper insights into students' feelings and learning experiences while using Big Book media.

The instruments used in this study consisted of a vocabulary test, an observation sheet, and a semi-structured interview guide. The vocabulary test consisted of 20 multiple-choice items involving picture identification and word recognition tasks covering the themes of colors, numbers, shapes, and animals. The observation sheet was used to record students' learning engagement during classroom activities, focusing on indicators such as attention, participation, enthusiasm, and response to the learning media. In addition, a semi-structured interview guide was employed to explore students' perceptions and experiences of learning English vocabulary through Big Book media.

Prior to administration, the vocabulary test was reviewed by the Grade 1 classroom teacher to ensure its suitability for the students and its alignment with the learning objectives. The review focused on the appropriateness of the vocabulary items, clarity of instructions, and suitability of the test content for young learners. Revisions were made based on the feedback before the instrument was administered. Likewise, the observation sheet and semi-structured interview guide were reviewed by the same teacher to ensure their relevance and appropriateness for assessing students' learning engagement. The observation indicators focused on students' attention, participation, enthusiasm, and responses to the learning media, while the interview questions were designed to explore students' perceptions and experiences during vocabulary learning through Big Book media.

Data Collecting Technique

Data collection was conducted over five meetings, with each meeting lasting approximately 30 minutes. Before the treatment was implemented, both the experimental and control groups completed a vocabulary pre-test to measure students' initial vocabulary mastery. The pre-test consisted of 20 multiple-choice questions and was administered individually under the supervision of the teacher and researcher.

Following the pre-test, the experimental group received vocabulary instruction using Big Book media, while the control group learned using conventional textbook-based instruction. During the treatment sessions, the teacher introduced vocabulary themes such as colors, numbers, shapes, and animals through shared reading activities using Big Book media. The teacher read the vocabulary aloud while pointing to large, colorful illustrations and printed words, and students repeated the vocabulary together. Students were also

encouraged to identify pictures, answer simple questions, and interact actively during the storytelling activities.

The use of visual illustrations, repetition, and contextual storytelling helped students connect vocabulary with meaning more naturally. During the learning process, students in the experimental group appeared more enthusiastic and actively participated in classroom activities compared to students in the control group.

After the treatment sessions were completed, both groups took a post-test using the same type of vocabulary test as the pre-test, although the order of the questions was rearranged to reduce memorization effects. The post-test results were then compared with the pre-test results to determine whether Big Book media significantly improved students' vocabulary mastery.

To support the quantitative findings, classroom observations were conducted throughout the treatment sessions to record students' learning engagement. The observation focused on indicators such as students' attention, participation, vocabulary repetition, responses to the teacher's questions, and enthusiasm during learning activities. Furthermore, short interviews were conducted with six students from the experimental group after the treatment to explore their perceptions and experiences of learning English vocabulary using Big Book media. The participants were selected randomly from the experimental group. As the qualitative component served a complementary role in explaining the quantitative findings, a small number of participants was considered sufficient to provide representative insights into students' learning engagement and responses to the use of Big Book media. Most students stated that the colorful illustrations and storytelling activities made learning more enjoyable and helped them understand vocabulary more easily.

Table 2. Treatment Procedures

Meeting	Activity	Description
1	Pre-test	Students completed a vocabulary pre-test consisting of 20 multiple-choice questions.
2	Treatment 1	Teaching colors and numbers vocabulary using the Big Book
3	Treatment 2	Teaching shapes vocabulary using the Big Book
4	Treatment 3	Teaching animals' vocabulary using Big Book
5	Post-test	Students completed a vocabulary post-test using the same questions in a rearranged order.

Data Analysis Technique

The data in this study were analyzed using quantitative and qualitative analysis techniques. Quantitative data obtained from the pre-test and post-test scores were analyzed using descriptive and inferential statistics. Descriptive statistics, including mean scores and standard deviations, were used to summarize students' vocabulary achievement before and after the treatment. Prior to hypothesis testing, a normality test was conducted to determine whether the data were normally distributed. If the data met the assumption of normality, a parametric statistical test was applied; otherwise, a non-parametric test was used. Inferential statistical analysis was then conducted to compare the vocabulary achievement of the experimental and control groups and determine the effect of Big Book media on students' English vocabulary mastery.

Meanwhile, qualitative data obtained from classroom observations and interviews were analyzed using descriptive qualitative analysis. The data were categorized into several learning engagement categories, including attention, participation, enthusiasm, and response to learning media. The researcher grouped students' behaviors and interview responses into these categories through a simple coding process to identify patterns of students' engagement during the implementation of Big Book media.

The qualitative findings revealed that students were more interested and enthusiastic when learning vocabulary through colorful illustrations and storytelling activities provided by the Big Book. Students also became more active in repeating vocabulary, answering questions, and participating in classroom activities. These qualitative findings supported and strengthened the quantitative results regarding the effectiveness of Big Book media in improving young learners' English vocabulary mastery.

3. Results

This section presents the findings regarding the effect of Big Book media on students' English vocabulary mastery and students' learning engagement during the learning process. Quantitative findings are presented first, followed by qualitative findings obtained from classroom observations and interviews.

Effect of Big Book Media on Vocabulary Mastery

Students in both the experimental and control groups completed vocabulary pre-tests and post-tests before and after the treatment. The descriptive statistics are presented in Table 1.

Table 1. Pre-test and Post-test Mean Scores

Group	N	Pre-test Mean	Post-test Mean	Gain
Experimental	25	80.00	93.00	+13.00

Control	27	83.89	80.74	-3.15
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As shown in Table 1, students in the experimental group demonstrated noticeable improvement after learning vocabulary through Big Book media. The mean score increased from 80.00 in the pre-test to 93.00 in the post-test. In contrast, the control group showed a slight decrease from 83.89 to 80.74.

The gain scores further indicate that students who learned through Big Book media achieved substantially greater vocabulary improvement than those who received conventional instruction.

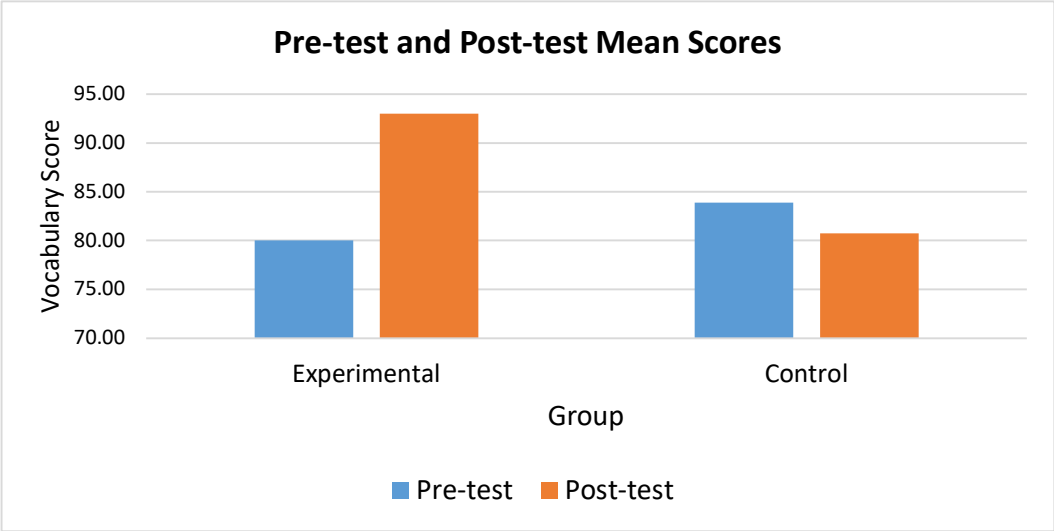


Figure 1. Comparison of Pre-test and Post-test Mean Scores between Experimental and Control Groups

Figure 1 illustrates the difference in vocabulary achievement between the two groups. While the experimental group showed a considerable increase in vocabulary scores, the control group did not demonstrate similar improvement.

To determine whether the improvement was statistically significant, a Mann-Whitney U test was conducted on students' gain scores.

Table 2. Mann-Whitney U Test Results

Variable	Mann-Whitney U	Z	Sig. (2-tailed)
Gain Score	129.000	-3.857	< .001

The results revealed a statistically significant difference between the experimental and control groups (U = 129.000, Z = -3.857, p < .001). Since the significance value was lower than .05, the null hypothesis was rejected. These

findings indicate that the use of Big Book media significantly affected students' English vocabulary mastery.

These findings indicate that Big Book media contributed positively to students' vocabulary development. Students who received vocabulary instruction through Big Book media demonstrated greater improvement than those who learned through conventional classroom activities.

Students' Learning Engagement During Big Book Activities

Table 3. Summary of Students' Learning Engagement

Category	Findings
Attention (AT)	Students focused on the teacher and Big Book illustrations.
Participation (PA)	Students actively repeated vocabulary and answered questions.
Enthusiasm (EN)	Students showed enjoyment and excitement during learning activities.
Response to Media (RM)	Students reported that pictures helped them understand vocabulary more easily.

The qualitative findings were obtained from classroom observations and interviews with six students from the experimental group. The qualitative data were coded into four categories, namely Attention (AT), Participation (PA), Enthusiasm (EN), and Response to Media (RM), as presented in Table 3. The analysis focused on students' attention, participation, enthusiasm, and responses toward the use of Big Book media.

The qualitative data were analyzed through a coding process. Observation notes and interview transcripts were reviewed several times to identify recurring patterns of students' learning engagement. Similar responses and behaviors were coded and then organized into categories that represented students' engagement during the implementation of Big Book media.

Observation and interview data consistently indicated positive learning engagement during the implementation of Big Book media. Students paid close attention to the teacher, actively participated in shared reading activities, and demonstrated enthusiasm throughout the lessons. Interview responses supported these observations. Student 1 stated, "Learning with Big Book was enjoyable," while Student 6 reported, "I felt very happy during the activities."

Several students also explained that the colorful illustrations helped them understand and remember vocabulary more easily. For example, Student 2 stated, "Learning became easier because the Big Book contained many interesting pictures." These findings suggest that Big Book media promoted attention,

participation, enthusiasm, and positive responses toward English vocabulary learning.

Field notes also indicated that students responded enthusiastically during the interviews. Most students answered questions spontaneously and displayed positive expressions when discussing their experiences using Big Book media. Overall, the observation and interview findings indicate that Big Book media promoted positive learning engagement by increasing students' attention, participation, enthusiasm, and positive responses toward English vocabulary learning. These findings complement the quantitative results and suggest that Big Book media created a supportive learning environment for young learners.

4. Discussion

The Effect of Big Book Media on Students' English Vocabulary Mastery

The results of the present study demonstrate that Big Book media contributed positively to the development of young learners' English vocabulary. The difference observed between the two groups indicates that the visual and contextual features of Big Book media supported students in learning and retaining new vocabulary more effectively. These results reinforce the idea that vocabulary knowledge is essential for language development, as it allows learners to comprehend messages and communicate their ideas effectively (Indrasari et al., 2018).

This finding may also be explained through Krashen's Input Hypothesis, which suggests that language acquisition occurs when learners are exposed to comprehensible input. Big Book media provided meaningful and understandable language input through simple texts and visual illustrations, enabling students to connect new vocabulary with contextual information. As a result, students were able to acquire vocabulary more effectively during the learning process.

Furthermore, the statistical analysis revealed a large effect size ($r = .53$), indicating that the impact of Big Book media was not only statistically significant but also educationally meaningful. This result suggests that Big Book media contributed substantially to students' vocabulary development.

One possible explanation for this finding is that Big Book media presents vocabulary in meaningful contexts supported by large illustrations and attractive visual elements. According to Febrianti (2019), Big Book media provides rich visual representations and contextual language input that help young learners associate words with their meanings more effectively. During the implementation of the treatment, students were exposed to colorful pictures, repeated vocabulary items, and shared reading activities that enabled them to connect English words with their meanings more easily. Consequently, students were able to recognize and recall vocabulary more successfully during the post-test.

The improvement in vocabulary mastery may also be attributed to the repeated exposure to vocabulary provided through shared reading activities. During the lessons, students listened to vocabulary pronunciation, repeated words

after the teacher, observed illustrations, and interacted with the story content. Previous research suggests that repetition plays an important role in vocabulary acquisition because repeated encounters with words strengthen learners' memory and facilitate long-term retention (Indrasari et al., 2018). Therefore, the combination of visual support and repeated language exposure may explain the vocabulary gains observed in the experimental group.

The findings are also consistent with the characteristics of young learners described by Choi et al. (2020), who argue that children aged 5–7 years learn more effectively through visual input, storytelling, repetition, and teacher-guided interaction. Similar conditions were observed in the present study, where students actively participated in shared reading sessions and interacted with vocabulary through pictures and stories. These learning experiences appeared to make vocabulary learning more meaningful and enjoyable for the students.

The present findings are also supported by Hashemifardnia, Namaziandost, & Esfahani (2018), who found that picture-book activities significantly improved EFL learners' vocabulary learning. Visual and contextualized learning materials help students understand word meanings more effectively and facilitate vocabulary retention. Similarly, Tiing et al. (2021) emphasized that vocabulary mastery develops more successfully when learners are exposed to meaningful language input and engaging learning experiences.

From a cognitive and developmental perspective, young learners tend to process information more effectively when learning materials are concrete, visually supported, and connected to meaningful contexts. Because children aged 5–7 years are still developing abstract thinking skills, they often rely on visual representations to understand new concepts. The colorful illustrations, enlarged texts, and storytelling activities provided by Big Book media may therefore reduce cognitive demands and facilitate vocabulary retention. As a result, students were able to associate new English words with visual meanings more easily and recall them during learning activities and assessments.

The present findings support previous studies on the use of Big Book media in language learning. Indrasari et al. (2018) found that Big Book media facilitated vocabulary learning through visual support and repetitive language patterns. Likewise, Oktaviana et al. (2021) reported that Big Book media contributed positively to children's literacy development by providing meaningful reading experiences. Susanti et al. (2019) also emphasized that Big Book media promotes interaction between teachers and students during shared reading activities, creating opportunities for language development and vocabulary enrichment.

While previous studies mainly focused on literacy development, reading comprehension, and learning motivation, the present study specifically examined vocabulary mastery as the primary learning outcome. Therefore, this study extends the existing literature by providing empirical evidence that Big Book media can significantly improve English vocabulary mastery among Grade 1 primary school

students. Furthermore, by combining quantitative and qualitative data, this study offers a more comprehensive understanding of how Big Book media influences both learning outcomes and classroom experiences.

Students' Learning Engagement During Big Book Activities

The qualitative findings revealed that students demonstrated positive learning engagement during the implementation of Big Book media. Observation and interview data showed that students paid attention to the teacher, participated actively in classroom activities, expressed enthusiasm during learning, and responded positively to the use of Big Book media. These findings support previous studies suggesting that engaging learning media can increase students' involvement and motivation during classroom learning activities (Jannah & Nuraini, 2025; Mahayanti, 2018). These findings are also in line with Hastomo & Septiyana (2022), who explained that learning engagement involves students' behavioral, emotional, and cognitive participation during learning activities. Likewise, Lestari & Puspitasari (2025) reported that students tend to demonstrate higher engagement when learning activities are interactive and encourage active classroom participation.

One factor that may explain these findings is the visual attractiveness of the Big Book. The large illustrations and colorful pictures appeared to capture students' attention and maintain their focus throughout the learning process. According to Susanti et al. (2019), visual elements in Big Book media play an important role in attracting learners' attention and supporting comprehension. For young learners, visual support is particularly important because it helps them understand new concepts and vocabulary more easily.

Students also demonstrated active participation during shared reading activities. They repeated vocabulary items, answered questions, identified pictures, and interacted with the teacher. This finding is consistent with the concept of shared reading, which encourages interaction between teachers and students while providing meaningful opportunities for language practice Febrianti (2019). Active participation is considered an important aspect of language learning because it allows learners to process vocabulary more deeply and develop stronger word recognition skills.

The interview findings further revealed students' enthusiasm toward the use of Big Book media. Several students reported that learning activities became more enjoyable and interesting when Big Book media was used. Student 1 described the lessons as enjoyable, while Student 6 stated that learning with Big Book made him feel very happy. These responses indicate that Big Book media created a positive learning atmosphere that encouraged students to participate willingly in classroom activities. The positive responses expressed by students indicate that Big Book media successfully created an enjoyable learning atmosphere. This result supports the findings of Sabudu (2025), who stated that engaging instructional strategies

can increase students' enthusiasm, motivation, and willingness to participate actively during classroom learning activities. Similar findings were reported by Jannah & Nuraini (2025), who found that Big Book media increased students' interest and enjoyment during learning activities.

Students also reported that the illustrations contained in the Big Book helped them understand and remember vocabulary more easily. Student 2 explained that learning became easier because the Big Book contained many interesting pictures, while Student 4 stated that the pictures helped him memorize vocabulary because they were attractive and enjoyable to look at. These findings support the argument that visual learning materials facilitate vocabulary acquisition by helping learners associate words with concrete meanings (Febrianti, 2019; Indrasari et al., 2018).

The positive engagement observed in this study is also consistent with research highlighting the importance of learner engagement in improving language learning outcomes. Alfiah et al. (2024) and Ashar et al. (2025) emphasize that students' attention, participation, and enthusiasm are closely related to successful learning experiences. In the present study, students who demonstrated active engagement also appeared more confident and motivated during vocabulary learning activities.

Overall, the qualitative findings complement the quantitative results. The effectiveness of Big Book media may therefore be attributed not only to its visual and contextual support for vocabulary learning but also to its ability to create an engaging, enjoyable, and interactive learning environment for young learners. The combination of improved vocabulary achievement and positive learning engagement suggests that Big Book media can serve as an effective instructional tool for English vocabulary learning in primary school classrooms.

The findings also have practical implications for English teachers working with young learners. Teachers may incorporate Big Book media into vocabulary instruction by combining visual illustrations, shared reading activities, repetition, and teacher-guided interaction. These strategies can help students understand vocabulary in meaningful contexts while maintaining their attention and participation during classroom learning. In addition, selecting age-appropriate Big Books with attractive illustrations and familiar themes may further enhance students' engagement and vocabulary development.

Although the vocabulary gains may be attributed to the Big Book intervention, it is also possible that the novelty of the learning medium increased students' motivation and attention during the treatment period. The colorful illustrations, large printed texts, and interactive storytelling activities may have attracted students' interest because they differed from their usual learning experiences. Therefore, the improvement in vocabulary achievement may have resulted not only from the instructional value of Big Book media but also from students' positive responses to a new and engaging learning environment.

Therefore, caution should be exercised when attributing all vocabulary gains

solely to the instructional effectiveness of Big Book media, as students' increased motivation resulting from exposure to a new learning medium may also have influenced the outcomes.

Several limitations should be acknowledged when interpreting the findings. First, the study involved only 52 students from a single primary school, which limits the generalizability of the results to other educational contexts. Second, the relatively short treatment period may not fully capture the long-term impact of Big Book media on vocabulary retention and language development. Third, students' learning engagement was observed within a specific classroom environment and may have been influenced by contextual factors such as classroom dynamics, teacher support, and students' familiarity with the learning activities. Consequently, the findings should be interpreted with caution and may not be directly transferable to all primary school settings. Future studies are recommended to involve larger samples, longer treatment periods, and different school contexts to provide broader evidence regarding the effectiveness of Big Book media.

6. Conclusion

This study investigated the effect of Big Book media on young learners' English vocabulary mastery and explored students' learning engagement during vocabulary learning activities. The quantitative findings revealed that students who learned through Big Book media achieved significantly greater improvement in vocabulary mastery than those who received conventional instruction. These results indicate that Big Book media was effective in supporting vocabulary acquisition among Grade 1 EFL learners.

The qualitative findings further showed that students demonstrated positive learning engagement during the implementation of Big Book media. Classroom observations and interviews revealed that students were attentive, actively participated in learning activities, showed enthusiasm, and responded positively to the use of the media. The visual illustrations and shared reading activities appeared to facilitate students' understanding and retention of vocabulary while encouraging active classroom involvement.

Overall, the findings of this study demonstrate that Big Book media effectively supports both English vocabulary mastery and learning engagement among young learners. By integrating quantitative and qualitative evidence, this study provides a comprehensive understanding of the role of Big Book media in facilitating vocabulary learning in primary school EFL contexts.

Implications and Recommendations

The findings of this study contribute to the literature on young learners' vocabulary acquisition by providing empirical evidence that Big Book media can support both English vocabulary mastery and learning engagement among beginning EFL learners. The findings are also consistent with Krashen's Input

Hypothesis, which emphasizes the importance of comprehensible input in language acquisition. Through visual illustrations, contextualized vocabulary, and shared reading activities, Big Book media appears to provide meaningful language input that facilitates vocabulary learning among young learners. Furthermore, by integrating quantitative and qualitative findings, this study addresses a methodological gap in previous research and offers a more comprehensive understanding of how visual and interactive learning media facilitate vocabulary learning in primary school contexts.

From a practical perspective, the findings suggest that primary-school English teachers may consider incorporating Big Book media into vocabulary instruction through structured shared-reading activities that combine visual support, vocabulary repetition, teacher questioning, picture identification, and teacher–student interaction. These instructional practices may help students connect vocabulary with meaning more effectively while increasing classroom participation, attention, and enthusiasm. Schools and teachers may also utilize Big Book media as a supplementary resource to create more engaging and meaningful vocabulary-learning experiences for beginning EFL learners.

Several limitations should be acknowledged. This study was conducted in a single primary school, involved a relatively small sample, and was implemented over a short treatment period. Therefore, the findings should be interpreted with caution and may not be generalized to all educational contexts.

Future studies are recommended to involve larger samples, longer treatment durations, and different educational settings to strengthen the generalizability of the findings. Further research could also examine whether the positive effects of Big Book media extend to other aspects of English language learning, such as reading comprehension, speaking, listening, and writing skills. In addition, future studies may employ mixed-methods designs to further explore the relationship between language-learning outcomes and students' classroom engagement.

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8. References

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