



# The Influence of Visual Aids, Cooperative Learning, and Classroom Environment on English Vocabulary Acquisition of the fourth-grade students at Elementary Islamic School

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## Abstract

This study aimed to examine the influence of visual aids, cooperative learning, and classroom environment on the English vocabulary acquisition of fourth-grade students at Elementary Islamic School. A quantitative method with a correlational design was used, involving 139 students as the population. Data were collected through questionnaires and a vocabulary test, then analyzed using multiple linear regression in SPSS. The results showed that none of the three independent variables significantly influenced vocabulary acquisition. Pearson correlation values indicated weak and non-significant relationships for visual aids ( $r = -0.038$ ), cooperative learning ( $r = -0.011$ ), and classroom environment ( $r = 0.007$ ). The regression model yielded an  $R^2$  value of 0.002, meaning that the combined variables explained only 0.2% of the variance in vocabulary scores. The findings suggest that although these factors are widely supported by theory, their implementation in this context may not have been effective. Issues such as low instrument reliability, the use of a Yes/No scale, and unmeasured external factors may have contributed to the results. Further research is needed to explore additional variables that may better support vocabulary development in young learners.

**Keywords:** Vocabulary Acquisition, Visual Aids, Cooperative Learning, Classroom Environment, Regression

## Introduction

Vocabulary serves as a core component in mastering any language, particularly for young learners acquiring English as a foreign language (EFL). A rich vocabulary is essential for all aspects of language use—listening, speaking, reading,

and writing. Without sufficient vocabulary, learners cannot communicate effectively or understand others. For young EFL learners in Indonesia, vocabulary learning poses a significant challenge due to limited exposure to English in their daily lives.

At Madrasah Ibtidaiyah Negeri (MIN) 1 Palembang, students often struggle to acquire new vocabulary due to traditional teaching methods that emphasize memorization over engagement. To address this issue, various strategies, including visual aids, cooperative learning, and fostering a positive classroom environment, have been introduced in language classrooms. However, the effectiveness of these strategies in Indonesian primary school contexts remains underexplored.

This study seeks to examine the simultaneous and individual effects of visual aids, cooperative learning, and classroom environment on vocabulary acquisition among fourth-grade students. The results will contribute to understanding how these variables influence language learning and inform the development of more effective pedagogical practices.

## **Method**

### **Research Design**

This study employed a quantitative correlational design to explore the relationship between visual aids, cooperative learning, classroom environment, and vocabulary acquisition. The design aimed to determine whether these independent variables had a significant influence on the dependent variable, vocabulary acquisition.

### **Data Collection Procedure**

The participants of the study were 139 fourth-grade students from MIN 1 Palembang. Data were collected through two main instruments: a questionnaire and a vocabulary test. The questionnaire was designed to measure students' perceptions of the use of visual aids, cooperative learning activities, and the classroom environment. Each item was presented in a Yes/No format. The vocabulary test assessed the students' mastery of selected English words taught during regular classroom instruction.

### **Data Analysis**

The collected data were analyzed using SPSS version 26. Multiple linear regression was employed to examine both the simultaneous and partial influences of the three independent variables on vocabulary acquisition. Validity and reliability tests were conducted to ensure the accuracy and consistency of the instruments. The significance level was set at 0.05.

## Results

### Result of Regression Analysis

The multiple regression analysis revealed that the combination of visual aids, cooperative learning, and classroom environment had no statistically significant effect on vocabulary acquisition. The  $R^2$  value obtained was 0.002, indicating that the three variables together accounted for only 0.2% of the variance in vocabulary scores. This suggests that other factors not included in the study may have had a greater influence on students' vocabulary development.

Table 1: Regression Analysis

Model Summary								
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics			
					R Square Change	F Change	df1	
1	.041 <sup>a</sup>	.002	-.021	2.849975	.002	.075	3	

The results of the multiple linear regression analysis are summarized below:

- $R = 0.041$
- $R^2 = 0.002$
- Adjusted  $R^2 = -0.021$
- $F(3,135) = 0.075$
- $Sig. = 0.974$

### Correlation Findings

Further analysis using Pearson correlation showed weak relationships between the independent variables and vocabulary acquisition. Visual aids had a correlation coefficient of  $r = -0.038$ , cooperative learning had  $r = -0.011$ , and classroom environment had  $r = 0.007$ . All these correlations were non-significant, confirming the regression results.

Table 2: Correlations

### Correlations

		VA_total	CL_total	CE_total	vocab_score
VA_total	Pearson Correlation	1	.226**	.121	-.038
	Sig. (2-tailed)		.007	.157	.653
	N	139	139	139	139
CL_total	Pearson Correlation	.226**	1	.301**	-.011
	Sig. (2-tailed)	.007		.000	.901
	N	139	139	139	139
CE_total	Pearson Correlation	.121	.301**	1	.007

	Sig. (2-tailed)	.157	.000		.933
	N	139	139	139	139
vocab_score	Pearson Correlation	-.038	-.011	.007	1
	Sig. (2-tailed)	.653	.901	.933	
	N	139	139	139	139

## **Discussion**

The findings of this study were unexpected, given the strong theoretical support for the use of visual aids, cooperative learning, and a positive classroom environment in language acquisition. Several possible explanations can be offered. First, the measurement instruments, particularly the Yes/No questionnaire, may have been too simplistic to capture the complexity of students' experiences. Second, the reliability coefficients were relatively low, which may have affected the accuracy of the data.

Moreover, the implementation of these strategies in the classroom may not have been optimal. For instance, visual aids may have been used inconsistently, or cooperative learning activities may not have been structured effectively. External variables, such as students' home language exposure, parental support, and motivation, could also have played a role in vocabulary development but were not considered in this study.

While previous studies support the effectiveness of the examined strategies (e.g., Nation, 2001; Slavin, 1995), this study suggests that context and implementation quality are critical to achieving positive outcomes. Teachers must be trained not only in what strategies to use but also how to use them effectively to support learning.

## **Conclusion**

This study concluded that visual aids, cooperative learning, and classroom environment did not significantly influence the vocabulary acquisition of fourth-grade students at MIN 1 Palembang. These findings indicate that, although theoretically beneficial, these variables may not function effectively without proper implementation, monitoring, and alignment with learners' needs. Educators are encouraged to critically evaluate how these strategies are used and to consider additional support mechanisms to improve vocabulary instruction.

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