PROJECT
(Professional Journal of English Education).
Volume 9, No. 6, November 2026
p–ISSN 2614-6320
e–ISSN 2614-6258

Developing Image-Based Video for Teaching Vocabulary on Daily Activities for Seventh Grade Student Junior High School

Kenny Ardanisa[1], Trisnendri Syahrizal[2], Cynantia Rachmijati[3]

IKIP Siliwangi
[1]kennyardan@student.ikipsiliwangi.ac.id,[2]trisnendri@ikipsiliwangi.ac.id,
[3]cynantiarachmijati@ikipsiliwangi.ac.id

Abstract

This study examines the development of image-based videos designed to support seventh-grade students in learning English vocabulary related to daily activities. Specifically, this study aims to describe the process of developing the videos, evaluate their feasibility as instructional media, and explore students' responses to the use of the videos in vocabulary learning. As visual and digital media become increasingly integrated into classroom instruction, image-based videos provide opportunities to present vocabulary in a clear, contextual, and engaging way. This research employed a Research and Development (R&D) design adapted from Borg and Gall (1983), involving needs analysis, product development, expert validation, revision, and classroom implementation. The participants were seventh-grade students of a junior high school who responded to a close-ended questionnaire using Likert-scale statements after using the developed video. The findings indicate that the image-based video was systematically developed based on curriculum objectives and students' learning needs. Expert validation confirmed that the product was feasible and appropriate for classroom use. Students respond that the visual and audio elements helped them understand and remember vocabulary related to daily activities better. They also provided positive responses toward the use of the image-based videos in learning English vocabulary. The video was considered flexible, as it could be used in different learning situations. Overall, the study demonstrates that image-based video can facilitate vocabulary acquisition among junior high school students.

Keywords: Image-Based Video;Vocabulary Learning; Daily Activities

INTRODUCTION

Vocabulary is one of the most fundamental components of English language learning because it serves as the foundation for the development of other language skills, including listening, speaking, reading, and writing. According to Nation (2022), adequate vocabulary mastery enables students to understand information, express ideas, and participate in meaningful communication. Conversely, limited vocabulary may hinder students from understanding classroom instructions, comprehending texts, and communicating effectively in English. Therefore, vocabulary mastery is crucial for middle school students, especially those in seventh grade who are in the early stages of formal English language learning (Nation, 2022).

Despite this importance, vocabulary instruction in many classrooms remains dominated by conventional approaches such as memorizing word lists and completing textbook exercises. These methods often provide limited opportunities for students to connect new vocabulary with meaningful contexts and real-life situations. As a result, students may only remember the words

temporarily and struggle to use them in actual communication (Schmitt, 2020). This situation highlights the need for more engaging and contextual learning materials that can support students in understanding and retaining vocabulary.

Recent developments in educational technology have driven the integration of visual and audiovisual media into English language learning. Mayer (2021) argues that visual elements help learners establish connections between words and their meanings, thereby supporting comprehension and memory retention. Similarly, Gilakjani (2020) found that audiovisual media can enhance student engagement and participation in language learning activities. Furthermore, Yuliasih, Sobari, and Mustika (2024) report that Canva-based learning media positively influences students' interest in learning due to its engaging and interactive presentation. These findings indicate that visual and audiovisual media hold significant potential for supporting English language learning.

However, previous studies have mainly focused on digital media for general English learning or other language skills, such as grammar, reading, and speaking. Research on image-based videos specifically designed for vocabulary learning is still limited. In addition, most vocabulary studies discuss vocabulary in general rather than vocabulary related to students' daily activities. Therefore, there is a need to develop instructional media that helps beginner students learn practical and relevant vocabulary in their everyday lives.

One vocabulary topic that deserves greater attention is daily activities. This topic includes basic vocabulary items that students frequently encounter in their everyday lives, such as wake up, take a bath, have breakfast, go to school, study, and do homework. Mastery of daily activities vocabulary is important because it enables students to describe routines, share personal experiences, and engage in simple conversations in English. In other words, daily activities vocabulary serves as a foundation for communicative competence and should be mastered before students move on to more complex language components. Nevertheless, research focusing on the development of instructional media for teaching daily activities vocabulary to seventh-grade students remains relatively scarce.

Based on these considerations, a research gap can be identified in the limited development of image-based video media specifically designed for teaching daily activities vocabulary to seventh-grade students. While previous studies have generally explored audiovisual media for broader English language learning purposes, little attention has been given to developing media that specifically support the acquisition of basic vocabulary used in everyday communication. Therefore, this study aims to develop an image-based video for teaching English vocabulary on daily activities to seventh-grade students. The novelty of this study lies in its focus on developing an image-based video that specifically targets daily activities vocabulary as a foundation for students' communicative ability. It is expected that the findings of this study will contribute to the development of more contextual, engaging, and practical learning media for vocabulary instruction at the junior high school level.

Therefore, this study is guided by the following research questions: (1) How is the process of developing image-based videos for teaching English vocabulary on daily activities for seventh-grade students? and (2) What are students' responses to the use of image-based videos in vocabulary learning?.

METHOD

This study employed a Research and Development (R&D) approach based on the model proposed by Borg and Gall (1983). According to Borg and Gall, educational R&D is a systematic process used to develop and validate educational products through a series of research, development, testing, and revision activities. The original Borg and Gall model consists of ten stages: (1) research and information collecting, (2) planning, (3) developing the preliminary form of product, (4) preliminary field testing,
(5) main product revision, (6) main field testing, (7) operational product revision, (8) operational field testing, (9) final product revision, and (10) dissemination and implementation.

However, several researchers have argued that the ten-stage procedure is often too extensive for small-scale educational research and therefore can be simplified according to the objectives and scope of the study. Rini et al. (2020) simplified the Borg and Gall model into five stages, namely product analysis, product development, validation and revision, small-scale testing and revision, and final product development. Likewise, previous educational development studies have reduced the original stages to focus on essential development procedures while maintaining the validity and quality of the product.

Considering the limited scope of this study and its primary objective of developing and validating a learning medium, the present research adapted Borg and Gall's model into five stages: (1) research and information gathering, (2) planning, (3) product development, (4) expert validation and revision, and
(5) preliminary field testing.

The first stage, research and information gathering, was conducted through a needs analysis involving classroom observations, informal interviews with teachers, and a review of relevant literature. This stage aimed to identify students' difficulties in learning English vocabulary, particularly vocabulary related to daily activities. Furthermore, the findings from this stage became the foundation for determining the learning objectives and designing the appropriate instructional media. The second stage was planning, in which the learning objectives, vocabulary content, video structure, visual design, narration, and learning activities were carefully prepared. In addition, particular attention was given to selecting vocabulary items related to students' daily routines to ensure that the materials were contextually relevant and suitable for seventh-grade learners.

The third stage involved product development, where an image-based video was created by integrating pictures, written vocabulary items, and audio narration. The media was designed to provide visual support that could facilitate students' understanding and retention of vocabulary related to daily activities. Subsequently, the developed product underwent expert validation and revision. At this stage, experts in English education and instructional media evaluated the product based on content accuracy, language appropriateness, visual quality, and its suitability for seventh-grade students. Based on the validators' suggestions and comments, revisions were made to improve the quality of the media before implementation. Finally, the revised image-based video was tested through preliminary field testing with seventh-grade students to obtain their responses regarding the attractiveness, flexibility, and usability of the media in supporting vocabulary learning.

The participants of this study present 33 seventh-grade junior high school students selected through purposive sampling. This group was chosen because daily activities vocabulary is included in the seventh-grade English curriculum and represents one of the fundamental vocabulary topics that students need to master at the beginning level of English learning

Data were collected using a close-ended questionnaire consisting of 12 items measured on a four-point Likert scale. The questionnaire was administered after students used the image-based video in the learning process. Quantitative data were analyzed descriptively through mean scores and percentages to determine the feasibility of the product. In addition, qualitative data obtained from students' comments and suggestions were analyzed to support product improvement and refinement. This combination of quantitative and qualitative data enabled a comprehensive evaluation of students' responses toward the developed image-based video.

RESULTS AND DISCUSSION

Results

This section presents the results of the development of image-based videos designed to support the learning of English vocabulary related to daily activities among seventh-grade junior high school students. The presentation of these results follows the stages of the Research and Development (R&D) process adapted from the Borg and Gall model. Findings from each stage provide insights into the development procedures, the feasibility of the developed learning media, and students' responses to the use of image-based videos in vocabulary learning activities.

1. The process of developing image-based videos for teaching English vocabulary on daily activities

This stage describes the results of the product development process, which was carried out through five main stages adapted from Borg and Gall's Research and Development (R&D) model: (1) Research and Information Gathering, (2) Planning, (3) Product Development, (4) Experts Validation, and (5) Preliminary Field Testing. Each stage contributes to the systematic development and refinement of image-based videos to ensure their suitability for teaching English vocabulary related to daily activities to seventh-grade junior high school students. The results obtained from each stage provide insights into the development process, product feasibility, and student responses to the use of image-based videos as a learning medium.

Research and Information Gathering

In this stage, the researcher identified students' needs and difficulties in learning English vocabulary, particularly vocabulary related to daily activities. The needs analysis revealed that many seventh-grade students had difficulty understanding, remembering, and using English vocabulary in appropriate contexts. Students often struggled to recall the meanings of words and relate them to their daily routines and real-life experiences. In addition, students showed limited interest and engagement during vocabulary learning activities because the learning process mainly relied on memorizing word lists and completing textbook-based exercise.

The literature review indicated that visual and audiovisual learning media can support vocabulary learning by helping learners connect words with their meanings through concrete representations. According to Mayer (2021), visual elements can enhance comprehension and memory by presenting information in a more meaningful way. Previous studies have also shown that audiovisual media can increase students' motivation and participation in English learning activities (Gilakjani, 2020).

Furthermore, image-based videos combine visual support, written text, and audio narration,

allowing students to learn vocabulary through multiple forms of representation, particularly at the beginner level.

Based on these findings, an image-based video was developed to support the learning of English vocabulary on daily activities for seventh-grade junior high school students. The media was designed to present vocabulary in a contextualized and visually engaging manner, enabling students to understand, remember, and practice daily activities vocabulary through learning materials that are closely related to their everyday experiences.

Planning

Based on the results obtained during the research and information gathering phase, the researcher proceeded to the planning phase. In this phase, the researcher determined the vocabulary content and the design of the image-based video to be developed. The product was designed as a learning medium to support seventh-grade junior high school students in learning English vocabulary related to daily activities through visual representations in the form of images.

The selected vocabulary was aligned with the daily activities content found in the 7th-grade junior high school English curriculum. This vocabulary includes daily activities closely related to students' lives, such as wake up, take a bath, have breakfast, go to school, study, do homework, and go to bed. The selection of this vocabulary is based on its relevance to students' daily routines and its role as foundational vocabulary that needs to be mastered in the early stages of English language learning.

After determining the vocabulary to be used, the researcher designed the visual presentation of the image-based video. Each vocabulary word is represented by an appropriate image and accompanied by the English word. The sequence of images is arranged to follow the series of daily activities commonly performed by students. Additionally, the researcher created a storyboard as a guide to organize the sequence of vocabulary presentation and visual elements before the video production process began.

This planning stage served as the foundation for developing an image-based video that presents vocabulary related to daily activities in a structured, contextual manner, and in accordance with the characteristics of seventh-grade junior high school students.

Product Development

At the product development stage, the researcher transformed the design plan into an image-based video for teaching English vocabulary on daily activities. The development process began with the preparation of visual materials representing the selected vocabulary items. Each image was designed to illustrate daily activities commonly performed by students, allowing them to associate English vocabulary with familiar situations in their everyday lives.

To support the development of the visual materials, the researcher utilized an artificial intelligence (AI)-assisted image generation tool. The generated images were designed based on the vocabulary content and adjusted to suit the characteristics of seventh-grade students. However, during the initial development process, several shortcomings were identified in the visual design. Based on discussions and consultations with the research supervisor, some images were considered to have colors that were insufficiently prominent, causing the main objects to be less noticeable. In addition, several characters appeared less attractive and did not adequately reflect the interests and characteristics of junior high school students. Therefore, revisions were made by improving the color composition, increasing visual contrast, and modifying the character designs to create more

appealing and engaging visuals.



Figure 1. Initial Design of the Images Used in the Image-Based Video



Figure 2. Revised Design of the Images Used in the Image-Based Video

After the visual materials had been revised, the researcher assembled them into a complete image-based video using video-editing software. At this stage, narration, background music, transitions, and timing adjustments were added to support the presentation of the vocabulary items. During the initial review, the narration was considered too soft and less suitable for the visual presentation of the video. Following suggestions from the research supervisor, the narration was revised by using a clearer and more audible voice. In addition, several adjustments were made to the audio components to ensure harmony between the narration, background music, and visual elements.
https://drive.google.com/file/d/1KupQ_Neo2XcG6kVXuxo91mKwkPyV3iQJ/view?usp=drivesdk

Audio 1. Initial Version of the Video Before Audio Revision

https://drive.google.com/file/d/18ZJspT40rvwqriKXyOySIfXOyOKmSKvx/view?usp=drivesdk
Audio 2. Revised Version of the Video After Audio Revision

Following the revision process, all visual and audio components were integrated into a complete image-based video. The vocabulary items were organized according to the sequence of daily activities commonly performed by students, beginning with waking up in the morning and ending with going to bed at night. The resulting product consisted of visual representations accompanied by English vocabulary items, narration, and supporting audio elements. This

preliminary product was then submitted for expert validation before proceeding to the preliminary field testing stage.



Figure 3. Final Product of the Image-Based Video for Teaching Vocabulary on Daily Activities

https://drive.google.com/drive/folders/1bNuAA1jPk0ymfdCQtPy82DpDjwRNvY6i

Audio 3. Final Product of the Image-Based Video for Teaching Vocabulary on Daily

Activities Expert Validation

After the product was developed, it was evaluated by experts in English language education and instructional media to determine its suitability for classroom use. The validation focused on content, language, visual design, audio quality, and overall appropriateness for seventh-grade students.

Table 1. The Results of the Expert Validation of the Image-Based Video.

Assessment Aspect	Percentage	Category
Content Validation	93.75%	Highly Feasible
Language Validation	78.13%	Feasible
Presentation Validation	83.33%	Highly Feasible
Graphic Validation	87.50%	Highly Feasible
Overall	**85.68%**	**Highly Feasible**

The validation results indicated that the image-based video was feasible for teaching vocabulary on daily activities. The experts agreed that the content, visuals, and audio were appropriate and supported students' vocabulary learning. Therefore, the product was considered suitable for implementation and proceeded to the preliminary field testing stage.

2. students' Responses toward the Use of Image-Based Video in Vocabulary Learning

This section addresses the second research question: "What are students' responses to the use of image-based videos in vocabulary learning?"

The findings from the preliminary field testing revealed that students showed positive responses toward the developed image-based video. Based on the questionnaire results, most students agreed that the images helped them recognize and understand vocabulary related to daily activities. The visual representations enabled students to associate English words with familiar activities from

their daily lives.

Students also reported positive perceptions regarding the presentation of the vocabulary. The sequence of vocabulary items was considered easy to follow because it reflected daily routines commonly experienced by students. As a result, students were able to connect the vocabulary presented in the video with situations they encounter in their everyday lives.
In addition, students expressed favorable responses toward the audio component of the video. The pronunciation was considered clear and understandable, while the background music contributed to a more enjoyable learning atmosphere without distracting students from the vocabulary content.

Overall, the questionnaire results demonstrated that the image-based video received positive responses from seventh-grade students. The combination of images, vocabulary text, and audio narration provided an engaging learning experience and supported students in learning vocabulary on daily activities. These findings suggest that image-based videos can be used as an alternative learning medium to support vocabulary instruction for junior high school students.

Preliminary Field Testing

After the image-based video had been validated by the experts, the product was implemented in a preliminary field testing stage involving 33 seventh-grade students. The purpose of this stage was to obtain students' responses toward the use of the developed image-based video for learning English vocabulary on daily activities.

During the implementation, students were introduced to the image-based video and observed the vocabulary presented through visual representations. After the learning activity, students were asked to complete a questionnaire consisting of 12 statements related to the visual presentation, audio quality, vocabulary presentation, and overall impressions of the learning media. The questionnaire employed a four-point Likert scale ranging from strongly disagree to strongly agree.

The results of the questionnaire were analyzed descriptively using mean scores and percentages. The findings were then used to determine students' responses toward the developed image-based video.

Table 2. Result from Student's Quesionnaire (n=33)

No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
		f(%)	f(%)	f(%)	f(%)
1	The vocabulary in the video corresponds to the 7th-grade English curriculum	17 (52,3%)	16 (47,7%)	0 (0%)	0 (0%)
2	The images in the video correspond to the meanings of the vocabulary words explained	12 (38%)	21 (62%)	0 (0%)	0 (0%)
3	The order in which the material is presented in the video is easy to follow (from start to finish)	14 (41%)	17 (56%)	2 (3%)	0 (0%)
4	The example sentences in the video helped me understand how to use the vocabulary	17 (51,5%)	15 (47%)	1 (1,5%)	0 (0%)

5	Videos are easy to understand when used in the classroom	15 (45,5%)	17 (51,5%)	2 (3%)	0 (0%)
6	You can watch the video again if you don't understand it	18 (54,5%)	14 (42,4%)	2 (3%)	0 (0%)
7	Videos can be used for self-study or when studying with friends	20 (60%)	13 (40%)	0 (0%)	0 (0%)
8	The video isn't too long and isn't boring	10 (34,8%)	18 (57,6%)	4 (6,1%)	1 (1,5%)
9	Videos make learning vocabulary related to daily activities more fun	16 (48,5%)	17 (51,5%)	0 (0%)	0 (0%)
10	The images in the video help me remember vocabulary more easily	15 (45,5%)	18 (54,5%)	0 (0%)	0 (0%)
11	I became more motivated to learn English after watching the video	13 (40,9%)	20 (59,1%)	0 (0%)	0 (0%)
12	I'd like to use a video like this again in the next lesson	18 (54.5%)	15 (45,5%)	0 (0%)	0 (0%)

Based on the questionnaire data, the findings were obtained from the preliminary field testing conducted to examine students' responses toward the use of the image-based video in learning English vocabulary on daily activities. The results indicated that students showed positive responses toward the developed learning media.

In the first statement, 52.3% of students strongly agreed and 47.7% agreed that the vocabulary presented in the video was appropriate for the seventh-grade English curriculum. This finding indicates that the content of the video was relevant to the students' learning materials.

In the second statement, 38% of students strongly agreed and 62% agreed that the images used in the video corresponded to the meanings of the vocabulary being presented. This suggests that the visual representations successfully illustrated the vocabulary items included in the video.

For the third statement, 41% of students strongly agreed, 56% agreed, and only 3% disagreed that the sequence of the material was easy to follow from beginning to end. This finding shows that the organization of the content was clear and systematic.

In the fourth statement, 51.5% of students strongly agreed and 47% agreed that the example sentences provided in the video helped them understand how the vocabulary was used in context. Only 1.5% of students disagreed with this statement.

For the fifth statement, 45.5% of students strongly agreed and 51.5% agreed that the video was easy to understand when used during classroom activities. Only 3% of students expressed a different opinion.

In the sixth statement, 54.5% of students strongly agreed and 42.4% agreed that they could rewatch the video whenever they needed to review the material. This indicates that students appreciated

the flexibility of the video as a learning medium.

For the seventh statement, 60% of students strongly agreed and 40% agreed that the video could be used for independent learning or collaborative learning with friends. This finding suggests that students viewed the video as a learning resource that could be accessed in different learning situations.

In the eighth statement, 34.8% of students strongly agreed and 57.6% agreed that the video was not too long and remained interesting to watch. However, 6.1% disagreed and 1.5% strongly disagreed, indicating that a small number of students had different perceptions regarding the duration of the video.

For the ninth statement, 48.5% of students strongly agreed and 51.5% agreed that the image-based video made vocabulary learning on daily activities more enjoyable.

In the tenth statement, 45.5% of students strongly agreed and 54.5% agreed that the images helped them associate the vocabulary with the activities presented in the video.

For the eleventh statement, 40.9% of students strongly agreed and 59.1% agreed that the video increased their interest in learning English vocabulary.

Finally, in the twelfth statement, 54.5% of students strongly agreed and 45.5% agreed that they would like to use similar image-based videos in future learning activities.

Overall, the findings indicate that students responded positively to the developed image-based video. The students appreciated the visual presentation, the organization of the vocabulary content, the audio support, and the relevance of the daily activities theme to their everyday experiences. These responses suggest that the developed product was well received by the students and can serve as an engaging learning medium for presenting English vocabulary on daily activities.

The findings are also in line with Mayer's (2021) Multimedia Learning Theory, which emphasizes the integration of visual and verbal elements in presenting learning materials. In the present study, the combination of images, vocabulary text, and audio narration provided students with multiple representations of the learning content, which contributed to their positive responses toward the developed image-based video.

Discussion

This study was conducted to develop an image-based video for teaching English vocabulary on daily activities to seventh-grade junior high school students and to explore students' responses toward the developed learning media. The discussion is organized according to the two research questions, namely the development process of the image-based video and students' responses toward its use in vocabulary learning.

The first research question focused on the process of developing an image-based video for teaching vocabulary on daily activities. The development process followed five stages adapted from the Borg and Gall Research and Development (R&D) model: research and information gathering, planning, product development, expert validation, and preliminary field testing. The adaptation of the model allowed the researcher to concentrate on the essential stages required to produce and validate a learning product that was suitable for classroom implementation.

The findings from the research and information gathering stage revealed that vocabulary learning remained one of the challenges faced by seventh-grade students. Based on observations and needs analysis, students often encountered difficulties in understanding and remembering English vocabulary, particularly vocabulary related to everyday activities. Learning activities were generally conducted through textbooks and vocabulary memorization, providing limited opportunities for students to associate vocabulary with concrete representations. As a result, students needed learning media that could present vocabulary in a more contextual and visually supported manner. These findings support Nation's (2022) argument that vocabulary knowledge serves as a fundamental component of language learning and that learners require meaningful exposure to vocabulary in order to develop their understanding of word meanings and usage.

The planning stage was carried out by selecting vocabulary items related to daily activities that were relevant to the seventh-grade English curriculum. The vocabulary was intentionally chosen because it reflects activities that students perform in their daily lives, such as waking up, having breakfast, going to school, studying, and doing homework. The selection of this topic was based on the consideration that daily activities represent one of the most familiar contexts for beginner learners. Although vocabulary is widely acknowledged as an important component of language learning, previous studies have frequently concentrated on broader language skills or more complex language components, such as grammar, reading comprehension, and speaking. Comparatively fewer studies have focused specifically on developing learning media for daily activities vocabulary, despite its relevance to students' everyday communication. Therefore, the development of the image-based video sought to address this gap by providing learning materials centered on vocabulary that students are likely to encounter and use in daily situations.

During the product development stage, the researcher transformed the initial design into a complete image-based video. The development process involved the creation of visual materials, the arrangement of vocabulary items, and the integration of audio narration. To support the development of visual content, AI-assisted image generation technology was utilized to create illustrations corresponding to each vocabulary item. However, the development process was not completed without revision. Through consultation with the research supervisor, several aspects of the product were identified as requiring improvement. The initial version contained images with color combinations that were less prominent, making some visual elements appear less noticeable. In addition, several characters were considered less attractive and less appropriate for junior high school students. Consequently, revisions were made to improve color contrast, modify character appearances, and create visuals that were more suitable for the target learners.

Revisions were also conducted on the audio component of the video. The initial narration was considered too soft and did not align well with the visual presentation. Following feedback from the supervisor, the narration was replaced with a clearer and more audible voice. Adjustments were also made to ensure that the narration, visual elements, and background audio complemented one another. These revisions highlight the importance of iterative development in educational media production, where feedback contributes to improving the overall quality and suitability of the product before it is evaluated by experts and implemented in learning activities.

The results of the expert validation indicated that the developed image-based video was categorized as feasible for use in vocabulary learning. The validators assessed the product from several perspectives, including content, language, presentation, and graphical aspects. The favorable evaluation suggests that the vocabulary content was appropriate for seventh-grade students and that the visual and audio elements adequately supported the presentation of the learning materials. The validation results also demonstrate the importance of expert involvement in the development process, as expert judgment provides assurance that the developed media aligns

with educational standards and learner characteristics.

The second research question explored students' responses toward the use of the image-based video in vocabulary learning. The findings from the preliminary field testing showed that students responded positively to the developed media. Most students agreed that the vocabulary presented in the video was relevant to their learning materials and that the images corresponded to the meanings of the vocabulary items. These responses indicate that students recognized a clear relationship between the visual representations and the target vocabulary. Such findings are consistent with Mayer's (2021) Multimedia Learning Theory, which emphasizes the value of combining visual and verbal information when presenting instructional content.

Students also reported positive perceptions regarding the organization of the content. The majority of participants agreed that the sequence of vocabulary items was easy to follow and that the examples provided in the video helped them understand how the vocabulary was used in context. This finding suggests that the arrangement of vocabulary according to daily routines contributed to students' understanding of the material. Because the vocabulary was presented through situations that were familiar to students, they were able to relate the content to their own experiences. This supports the idea that learning materials become more meaningful when they are connected to learners' everyday lives.

Another noteworthy finding concerns students' responses to the flexibility of the media. Most participants agreed that the video could be watched repeatedly whenever they wished to review the material. Students also indicated that the video could be used both independently and collaboratively with friends. These responses demonstrate that students viewed the image-based video as a learning resource that could be accessed in different learning situations. The findings suggest that students appreciated the opportunity to engage with the material beyond the immediate classroom context.

The visual component emerged as one of the most positively perceived aspects of the product. Students agreed that the images helped them associate vocabulary items with the activities presented in the video. This finding is particularly relevant because the central characteristic of the developed media is its reliance on images to represent vocabulary meanings. The positive responses toward the visual design indicate that the selected images were appropriate for illustrating daily activities vocabulary and were accepted by the target learners. Students also respond positive to the audio component of the video. The narration was generally perceived as clear and understandable, while the accompanying audio elements supported the overall presentation of the material. The positive responses toward both visual and audio elements suggest that the integration of multiple forms of representation contributed to students' favorable perceptions of the product. Rather than relying solely on written vocabulary lists, the developed media presented vocabulary through a combination of images, text, and audio, creating a learning experience that students found engaging and easy to follow.
The findings of this study are generally consistent with previous research highlighting the value of visual and audiovisual media in language learning. Gilakjani (2020) respond that audiovisual materials can increase students' participation and engagement during language learning activities. Similarly, Yuliasih, Sobari, and Mustika (2024) found that visually attractive digital media can support students' interest in learning. The present study extends these findings by focusing specifically on the development of an image-based video for teaching daily activities vocabulary. While previous studies have often explored digital media in broader language learning contexts, this study concentrated on a specific vocabulary topic that is closely related to students' everyday experiences.

The novelty of this study lies not only in the development of an image-based video but also in its specific focus on daily activities vocabulary for seventh-grade students. Previous studies have frequently emphasized grammar instruction, reading activities, speaking skills, or vocabulary learning in general. In contrast, the present study focused on a vocabulary topic that serves as a foundation for basic communication and self-expression. Daily activities vocabulary enables students to describe routines, share personal experiences, and engage in simple conversations about familiar topics. Consequently, the developed product addresses an area that has received comparatively less attention in previous research while remaining highly relevant to the needs of beginning English learners.

Overall, the findings indicate that the development process resulted in a feasible image-based video that received positive responses from students. The study contributes to the growing body of research on digital learning media by providing an example of how visual and audio elements can be integrated into a vocabulary learning resource designed specifically for junior high school students. Furthermore, the findings highlight the importance of developing learning media that are closely connected to students' daily experiences and learning needs.

CONCLUSION

Regarding the first research question, the findings indicated that the development of image-based videos for teaching English vocabulary on daily activities was carried out through a systematic process adapted from the Borg and Gall Research and Development (R&D) model. The development procedures consisted of research and information gathering, planning, product development, expert validation and revision, and preliminary field testing. The developed product integrated visual illustrations, vocabulary items, example sentences, and audio narration designed according to students' needs and the seventh-grade English curriculum. The expert validation results demonstrated that the developed image-based video was categorized as highly feasible, with an overall validation score of 85.68%. These findings suggest that the developed media met the criteria for content appropriateness, language use, presentation, and graphical aspects, making it suitable for implementation in vocabulary instruction for seventh-grade students.

Regarding the second research question, the findings revealed that students showed positive responses toward the use of the developed image-based video in vocabulary learning. Students perceived that the visual representations supported their understanding of vocabulary meanings and facilitated the association between vocabulary items and daily activities encountered in their everyday lives. In addition, the sequence of the materials, the clarity of the narration, and the integration of visual and audio elements were considered easy to follow and supportive of the learning process. Students also viewed the video as a flexible learning medium that could be utilized in different learning contexts, including classroom activities and independent learning. Furthermore, students expressed positive attitudes toward the use of similar media in future learning activities, indicating that the developed image-based video was well accepted by the target learners.

ACKNOWLEDGMENTS

The author would like to express sincere gratitude to Allah SWT for His blessings and guidance throughout the completion of this study, and to extend appreciation to IKIP Siliwangi, particularly the English Education Study Program, the supervisors Dr. Li. Trisnendri Syahrizal, M.Hum. and Cynantia Rachmijati, M.M.Pd., as well as the school, teachers, and seventh-grade students who contributed valuable support, guidance, and participation during the research process.

REFERENCES

Branch, R. M. (2021). *Instructional design: The ADDIE approach*. Springer.
Borg, W. R., & Gall, M. D. (1983). *Educational research: An introduction* (4th ed.). Longman.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Sage Publications.
Creswell, J. W., & Creswell, J. D. (2021). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). Sage Publications.
Gilakjani, A. P. (2020). A review of the impact of audiovisual materials on language learning.*International Journal of Language Education, 4*(2), 121–132.
Mayer, R. E. (2021). *Multimedia learning* (3rd ed.). Cambridge University Press.
Nation, I. S. P. (2022). *Learning vocabulary in another language* (2nd ed.). Cambridge University Press.
Nation, P. (2017). How vocabulary is learned. *Indonesian Journal of English Language Teaching, 12*(1), 1–14.
Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.).
Cambridge University Press.
Schmitt, N., & Schmitt, D. (2020). *Vocabulary in language teaching* (2nd ed.). Cambridge University Press.
Sugiyono. (2019). *Metode penelitian dan pengembangan (Research and Development/R&D)*. Alfabeta.
Sugiyono. (2021). *Metode penelitian kuantitatif, kualitatif, dan R&D* (3rd ed.). Alfabeta. Sugiyono. (2022). *Metode penelitian pendidikan*. Alfabeta.
Tomlinson, B. (2013). *Developing materials for language teaching* (2nd ed.). Bloomsbury Academic. Webb, S., & Nation, P. (2017). *How vocabulary is learned*. Oxford University Press.
Yuliasih, N., Sobari, T., & Mustika, I. (2024). Analysis of learning interest using Canva media in high school students' Indonesian language learning. *JLER (Journal of Language Education Research), 8*(1). https://doi.org/10.22460/jler.v8i1.25365
Zainuddin, Z., & Perera, C. J. (2019). Exploring students' competence, autonomy, and relatedness inflipped classrooms. *Smart Learning Environments, 6*(1), 1–18.