

IMPROVING STUDENTS VOCABULARY BY USING VISUAL MEDIA AT SEVENTH GRADE JUNIOR HIGH SCHOOL NEGERI 1 LINTONGNIHUTA IN ACADEMIC YEAR 2023/2024

Venty C.Silaban¹, Lamhot M. Situmeang², Juandi Nababan³

ventysilaban80@gmail.com¹⁾

lamhot.situmeang@gmail.com²⁾

juandinababan88@gmail.com³⁾

English Study Program Faculty Of English Teacher's Training and Education University Of Sisingamangaraja XII Tapanuli

Abstract

The study presents a research report on improve students understanding of vocabulary through the visual media. This research was conducted by using Classroom Action Research. This research was conducted on the 7th grade students of SMP Negeri 1 Lintong Nihuta. There are seventh class of grade 7, but this research using probability sampling and choose 7b as a subject according to discussion with teacher school.. Ther are 32 people in class 7b. The subject taught using visual media. Qualitative data was collected by providing 20 multiple choice test question that calculate the students' average. And the average score on the pre-test is 64, and the average on the cycle I is 72 and on the cycle II is 81,9. Based on the average score of these students, it can be seen that there is an increase of students, understanding n verb and hobby. Based on the result of the study, there were 25 students out of 32 students who had complete or achieved a score of >75. Qualitative was collected based on the observation sheet and questionnaire. And based on result, that the student' were active and enthusiastic during the teaching and using learning using visual media.

Keywords: *visual media, verb and hobby*

INTRODUCTION

English is the first foreign language in Indonesia. Many schools or courses provide English as one of their lessons. English has four skills: speaking, reading, listening, and writing. Vocabulary as a component can be a tool to improve all English language skills. Wardani (2015) said that vocabulary is an important aspect of language because it appears in every language skill, including listening, speaking, reading, and writing skills. Vocabulary has tools used to understand and master English. Vocabulary is the main component for improving all English language skills. Mastering vocabulary is indeed difficult, it's not that easy, but a process is needed to master vocabulary. Many factors influence it. students have difficulty mastering vocabulary. Students' difficulties in understanding and remembering vocabulary. Many student Have difficulty speaking because their vocabulary is limited. The lack of media relies only on speaking methods without involving the media. Students are not interested and have difficulty understanding language. Rigid or serious learning of English makes students stressed or afraid to develop their vocabulary skills. Lack of control over students'

vocabulary memorization. They easily forget vocabulary that has been taught or learned

Many factors influence students' difficulty in mastering vocabulary, including lack of use of learning media, and rigid or serious English language learning.

One solution to overcome this is to use Visual Media.

The use of visual media in teaching vocabulary makes it easier for them to understand an object that they want to convey, memorize it, and be interested in learning vocabulary.

Referring to the description above, the researcher is interested in researching it with the title "Improving Students' Vocabulary by Using Visual Media at Lintongnihuta 1 Seventh Grade SMP Negeri 1 Lintong Nihuta in academic year 2023/2024 ".

1. The Problem of the Study

Does visual media increase the vocabulary of students in the seventh grade of SMP Negeri 1 Lintongnihuta in the 2023/2024 academic year?

2. The Objective of the Study

a) To find out the extent of student's mastery of English vocabulary

b) To prove that visual media can be applied in vocabulary learning to improve students' abilities.

3. The Scope of the Study

Based on the problems that students often encounter in teaching and learning English, especially their difficulties in mastering vocabulary. So the researcher limited this research to the field of vocabulary. Some of them are : verbs and hobbies

REVIEW OF RELATED LITERATURE

Vocabulary

Vocabulary as a component can be a tool to improve all English skills. Without vocabulary, students cannot improve their ability to communicate with foreigners, read English literature, or write English literature.

Vocabulary according to Hatch and Brown (1995:1) is a list or collection of words for a particular language or a collection of words that only speakers of that language know. For effective language communication, vocabulary is very important. Students who have a large vocabulary will find it easier to communicate their ideas.

Meanwhile, the Oxford Learner's Pocket Dictionary defines vocabulary as all the words a person knows or uses. According to Alqahtani (2015: 25), vocabulary is the number of words needed to communicate ideas and express the "speaker's intentions. By looking at this definition, the author concludes that vocabulary is a combination of letters which then become words that are then arranged to be used by a person or group in communicating.

The Types of Vocabulary

According to Finnochiaro (1974:73) in Nilawati (2009) there are two types of vocabulary, namely active vocabulary and passive vocabulary. Active vocabulary refers to words that students can understand, pronounce correctly, and use constructively in speaking and writing. On the other hand, passive vocabulary refers to words that students can recognize and understand when they read or listen to someone speaking. However, they do not use these words in speaking or writing

a. Active vocabulary

Active vocabulary includes all the words that need to be used and no doubt used to communicate with other people every day. The range of a person's active vocabulary is a unique reflection of their sociocultural position and the various discursive practices they engage in. In other words, it depends on the various relationships that people enter into as part of their daily, lifelong lives. Except for people who come into frequent contact with the meaning systems of profession specialists or other special categories of knowledge, most people's active words are high-frequency words in the language and

require little stimulation to activate them in the mental lexicon. They are ready to be used in incoming and outgoing messages, without any significant effort. (David Corson, *Using English Words*. Kluwer Academic Publishers, 1995)

Example: Created

b. Passive vocabulary

Passive vocabulary is all the words and expressions that you can see (read) and hear from other people. This includes the people around you, what you hear on TV, the internet, and the radio, as well as movies, song lyrics, and more. In other words, passive vocabulary is produced by other people but is unconsciously felt and understood.

Example : make

The Importance of Vocabulary

Vocabulary will be the basis for learning English This will be the reason why vocabulary will be very important to teach to students

Allen (1997:149) in Kasim (2011) say that vocabulary is very important in a language Vocabulary is the basis of communication (Krasen 24) in Siregar (2013). From vocabulary, we can know and understand a language.

As students move from class to class, students should be able to acquire more vocabulary McCarten (2007) says that the number of words students need to learn is between 12,000 and 20,000 depending on their level of education. Most researchers believe that students naturally add between 2000 to 3000 new words each year, but they will encounter 10,000 new words in their vocabulary own reading (Nagy and Anderson 1984) in a Beach City Press article (2007). It is necessary to increase daily vocabulary to support mastery of a target language. Learning vocabulary requires a long process starting from knowing, remembering, and understanding words. When we learn or teach about vocabulary, we repeat everyday words continuously Smith (1998) in Bint Z (2011) said that one important finding from research states that vocabulary learning never stops. Vocabulary learning will be a continuous process of finding new words, Harmon (2009) Bint z (2011).

In conclusion, vocabulary will become the center of language and is very important in language in general. Vocabulary learning is necessary as a basic foundation for building English language skills.

Visual Media in Vocabulary Teaching

Dudenev, Hockli, and Pegrum (2014:11) visual and multi-media media literacy as the ability to interpret and create text effectively in various media, especially using

images, sound, and video. According to Soulier in Yuaf Junior Dewantara (2018), visual media are real objects that come into contact with and become part of people's daily lives.

Thus, visual media can be interpreted as a learning tool that can only be seen to facilitate understanding and strengthen the memory of the content of the lesson material.

Types of Visual Media

Arsyad (2002) classifies visual media into five parts. There are pictures or photos, sketches, cartoons, posters, and slide media. Images or photos are the most common media. It will be similar to a real object. This will be the most common and easy to understand language, I mean from this medium students can easily interpret abstract concepts to be more realistic or concrete.

In teaching vocabulary, researchers only use pictures because they are easy to understand, fun, attract students attention and are a good way to introduce vocabulary.

Visual Media Concept

The use of visual media in teaching vocabulary will facilitate interaction between teachers and students. Teaching media is media that will be used to support learning interactions between teachers and students, Heru (1998) Arianto (2003). This aims to ensure that the learning process can run well, this is very important in increasing students attention to receive and actively respond to the vocabulary taught by the teacher. On the other hand, the use of media can increase students motivation to learn, making the situation enjoyable in learning vocabulary.

Media comes from Latin which is the plural form of medium. Means intermediary or source of message delivery In the world of education, media is defined as a component of learning resources. It contains material about the student's environment which can be stimulated to be able to learn the objects to be studied. Meanwhile, according to Kasim (2011), media is part of the equipment that teachers will use to help.

Visuals are tools used to convey messages and information enjoyed through the eyes. Visual media in the learning process is a tool used by the eye to transfer an idea or concept from the message to be taught so that students can get the idea

In conclusion, visual media is a tool used to convey messages through the eyes to help students in the learning process.

The Importance of Visual Media in Teaching Vocabulary

The use of visual materials will be useful and is an important way of learning vocabulary. Vocabulary will come from other cultures or countries. It won't be easy to figure it out until you remember the new word. It takes a long process to remember it perfectly, English teachers must create material that can make students know and remember it. The use of visual media in teaching vocabulary can make it easier for students to remember it There will be many studies studying vocabulary learning with pictures. Furthermore, Underwood (1989) in Rokni & Karimi (2013) concluded that visual memory plays an important role in learning For students, memorizing words using visual objects will be more effective than just memorizing the text

Teaching vocabulary using visual media makes students enthusiastic, provides motivation to learn vocabulary, and makes vocabulary learning fun. Danan (1992) in Rokni & Karimi (2013) determined that language teachers who use different visual materials can increase student interaction and motivation in the classroom. The use of images can be better and more useful than other materials. Nelson, Reed, & Walling (1976) in Rokni & Karimi (2013) stated that the use of visual objects such as pictures has a positive impact and better learning outcomes.

The relevance of visual media in teaching vocabulary will be one of the media that can make learning vocabulary more fun, and interesting and students will not get bored because teaching vocabulary will not be easily introduced to students. Teachers need a way to teach vocabulary and through visual media make students enthusiastic about learning vocabulary.

The above opinion is in line with Levie and Lentz (1982) in Arsyad (2002) who define there are four functions of learning media, especially visual media. There will be an attention function, affective function, cognitive function, and compensation function.

Attention function, visual media can attract students' attention so they can concentrate on what is being taught. This will be able to transfer lessons successfully and make it easier for students to remember the lessons taught by their teacher.

The affective function can be seen from the student's level of enjoyment when learning, students can receive lessons with pleasure, not as if they receive lessons full of pressure.

Cognitive function, the presence of visual media in the learning process can make it easier for students to process, understand, and remember the content or messages in visual media.

METHODOLOGY OF RESEARCH

Research Design

In this research, researchers was use Classroom Action Research (PTK). The aim of using Classroom Action Research is to improve students' vocabulary skills by using visual media. Classroom action research is a type of research used in classrooms. This research is a method for developing group skills and ways of solving problems that arise in class (Suyadi, 2012). Kemmis and McTaggart stated that the Classroom Action Research component is a series of activities starting from an action plan to the final process of reflection. This is called cyclical research. Each cycle consists of four stages: (1) action planning, (2) action implementation, (3) observation and interpretation, and (4) analysis and reflection. Usually, this research ends in cycle 11 (Latief, 2009).

In conclusion, classroom action research is an activity that starts from planning to reflection carried out by the teacher or researcher. This is done in the classroom to solve a problem that comes from students and in the teaching and learning process.

The Subject of the Research

According to Handayani (2020), population is the totality of each element to be studied which has the same characteristics, which can be individuals from a group, event, or something to be studied. For the research population for this research, the author decided to choose class VII students of SMP NEGERI 1 LINTONGNIHUTA for the 2023/2024 academic year. The total population is 251 students.

Arikunto (2002) said 'if there are less than 100 subjects, it is best to take all of them so that the research is population research. Especially if the subject is large, it can be taken between 10 to 15% or more.

Based on the existing population, the author took 32 students, namely 13% x 251 students. The sampling technique that will be used is probability sampling

The Procedure of the Research

The aim of using Classroom Action Research is to improve students' vocabulary skills by using visual media.

Classroom action research is a type of research used in classrooms. This research is a method for developing

group skills and ways of solving problems that arise in class (Suyadi, 2012).

Technique of Data Collection

Test

A test is a series of questions or exercises as well as other equipment used to measure the skills, knowledge, intelligence, ability, or talent of a person or group (Arikunto, 2006:150). Tests are used to measure student achievement in vocabulary and understanding of material.

Observation Sheet

The guidelines are in the form of a list of student activities that have been observed during the learning process. This will be used to identify whether the use of visual media can overcome student problems and increase student vocabulary. There will be several aspects observed in the teaching and learning process, influencing visual media to increase and improve students' vocabulary, experiences, opinions, students interest in studying vocabulary using visual media and students' name.

Data Analysis Techniques

Assessing and classifying students' vocabulary abilities as stated by Hughes in Juita (2011) here will be explained in detail in the explanation above along with the criteria.

Scoring the students' answers to the test by using this formula (Pusat Kurikulum, 2006:32) in Juita (2011):

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{Total number of item}} \times 100$$

Classifying the score of the students that adapted from (Ufrah. 20099:32) in Juita (2011)

Calculating the rate percentage of the student's score

$$p = x \times 100\%$$

The mean score of the students' achievement (Gay, 1981:298).

Notation:

x: Mean score

Ex: The sum of all score

N: The number of students

DATA AND DATA ANALYSIS

The Data

Data is quantity of information that can provide an overview of a situation, either in the form of numbers or in the form of categories such as high, low and so on. According to Suharsimi data is a result 1999 data is a research recording in the form of facts and figures.

According to Arikunto Suharsimi data is a series of facts and figures that can be used as a material for compiling information

The Data Analysis

Classroom Action Research (CAR) is considered appropriate and effective because this research focuses on learning problems that occur in class. This research was also conducted to improve learning problems and improve the teaching and learning process in the classroom. Classroom Action Research (CAR) is easy for researchers to do because it doesn't require a comparison of learning models and time.

The main objective of group payment learning is to increase students' understanding of learning singular and plural nouns by applying optimal learning strategies. This research was conducted in grade 7 of SMP N 1 Lintong Nihuta

Quantitative Data

Pre-Cycle

Pre test

The scores of pre - test were collected from 32 subjects under study And the score of pre - test (IR):

In this pre cycle, there are 14 students complete the study, or reached the KKM, or only 43,75% of students' reached the KKM and 56,25% have not passed the KKM. That is, it still needs to be continued in the next cycle.

Cycle I

In cycle 1 there was an increase in students' scores where in pre- test there were only 14 students' who achieved KKM or 43,75% of 32 students' and 18 students' or 56,25% who had not achieved KKM. Then it increased to 20 students' or 62,5 and 12 students' or 37,5 students' who had not achieved KKM. Therefore, it still needs to be continued in the next cycle.

Cycle II

In the cycle II the researcher also carried out the data. The test is done honestly and done individually. The results obtained from 32 students' are 2595.

And the cycle, there is increasing the number of reached KKM. There are 25 students reaches the KKM or 80% of students reached to KKM. Based on the percentage result review from Pre-cycle (IR), cycle 1 (R1), cycle 2 (R2) it

can be concluded that their scores have increased. An increased score proves that using visual media (picture) can increase students' understanding of verb and hobby. To see the improvement analysis easily, the researcher made the presentation in a simple. The following is the analysis data from Pre-Cycle

(IR) cycle I and cycle II

Qualitative Data

From the data above, we can see that the students' scores always increase in the pre-test, the total score of all students, namely 32 students, is 2055 with an average of 64 and a percentage of 43.75%.

In the first cycle, the total score of 32 students is 2330, the average of the students' scores is 72 and the percentage of the students' scores in the first cycle is 62.5. In the second cycle, the total score of all students is 2595, the average of the students' scores is 81.9 and the percentage of the students' scores is 80%. This proves that the use of visual media or images as learning media can improve students' vocabulary.

Questionnaire

The questionnaire was carried out by the implementation researcher before the learning was carried out and after learning method used a visual media (picture). The questionnaire was asked by researcher to students to answer honestly according to what they felt during learning by using visual media (picture). The researcher made the questionnaire in Indonesian with the aim that students would more easily understand it and answer it based on their feelings.

Conclusion

This classroom action research was conducted with the aim of increasing students' understanding of verb and hobby by using visual media. The main data from classroom action research was collected by administering a pre-test (IR) and post-test (R1 and R2) to the subjects studied, namely class 7b of SMP NEGERI 1 LINTONGNIHUTA academic year 2023/2024. Before being given treatment, the researcher gave the questionnaire regarding how they were with their previous verb and hobby.

The grand mean of the pre- test is 43,75%. The grand mean of the pre-test (IR) clearly shows that the understanding of verb and hobby in grade 8b students of SMP NEGERI 1 LINTONGNIHUTA is still low because the minimum score criterion used by the school is 75. Grand mean score of the cycle I post-test (R1) was 62.5% and cycle II (R2) 80%. The findings of

this classroom action study convincingly improve the low ability the grade 7b a students of SMP NEGERI 1 LINTONGNIHUTA in verb and hobby.

This increasingly supported by the percentage of students achievement that achieves a good standard of minimum achievement score from the pre-test (IR), post-test 1(R1) and post-test 2 (R2). The percentage of students who achieve the Minimum Achievement Standard (KKM) is 43,75 in the pre-test (IR) while in Post-test 1 (R1) and post test 2 (R2) it increase 62,5 and 80%.

This is a satisfactory achievement and shows a significant increase.

Based on the data above, it shows that the increase in students grades is significant by using visual media, thus the use of visual media or image to improve students' vocabulary is success

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