IMPROVING STUDENTS' VOCABULARY BY VISUAL MEDIA

MEGA RYANI PAREDE, TINI MOGEA, FIVY A ANDRIES

Universtas Negeri Manado

Corresponding author: Tinimogea@unima.ac.id

Abstract: This study focuses on improving students vocabulary and whether it can improve through visual media. The purpose of this research is to determine whether or not employing cartoons and pictures may help students learn vocabulary more effectively. This study is a pre-experimental research project with a single group and a pre- and post-test design. This study's focus on the 25-students class of second grade at SMP Negeri 3 Bolangitang Timur for the academic year 2021–2022. There were 20 questions on the pretest and 20 questions on the posttest for the multiple choice test. The Hatch and Farhady mean formula was used to examine the data. The data analysis's findings demonstrate that the posttest's mean (7.0) was higher than the pretest's mean (4.16). In other words, after the treatment (visual media image and cartoon), the pupils' command of English vocabulary is improving. Thus, it is recommended that English teachers employ these methods in their instruction and learning to improve their students' vocabulary.

INTRODUCTION

Social contact involves language (Liando & Tatipang, 2022). Language is a communicator in social, political, economic, and educational areas. English is crucial in the world of business, and practically everyone uses it to communicate (Liando, Pelenkahu & Mongkaren, 2021). English is taught in Indonesia, Many schools and programs teach English. In studying English, students must master hearing, speaking, reading, and writing (Lengkoan et al, 2022). Vocabulary may help improve all four abilities. Students' lack of vocabulary was a major obstacle to understanding English. They feared studying English to grasp speaking, reading, listening, and writing. Vocabulary is essential for all talents (Tahirin et al, 2018).

User communities built vocabulary by combining letters into words. Vocabulary was a grouping of letters that formed unmemorable words. Vocabulary is a fundamental way for

humans to communicate. According to (Metha 2009), vocabulary is the first stage in language learning. It implies mastering vocabulary comes first. Mastering English requires vocabulary. All English abilities depend on vocabulary. Mastering languages wasn't simple; you required a method (Liando et al, 2021). Many variables impact kids' vocabulary mastery. First, kids' vocabulary difficulties Many kids' limited vocabulary made speaking challenging. Second, the absence of media usage simply relies on speech. Students lacked attention and struggled with terminology. Third, studying English was stilted or solemn, which depressed or scared children from developing their vocabulary.

Vocabulary was a person's collection of words to express themselves (Similary, Hornbi 1986) in (Siregar 2013). Vocabulary is the total amount of words someone uses to communicate. Vocabulary is all the words a person knows or uses, according to Oxford Learner's Pocket Dictionary. (Kasim 2001), defined vocabulary as words that someone hears or sees to interact with others. By examining these definitions, the writer determined that vocabulary is a collection of letters and words used to communicate.

English vocabulary was essential. It's why pupils should learn vocabulary. (Liando, 2009), said language was vital since a word expresses meaning. Long process of knowing, remembering, understanding words. We repeated words daily while learning or teaching vocabulary. According to (Smith, Bintz, 2011), vocabulary learning never ends. (Somba et al, 2022) described vocabulary acquisition as an ongoing process. Vocabulary is fundamental to language and regular speech. English skills need a solid vocabulary base.

Lack of control memorizes pupils' vocabulary. It's simple to acquire foreign terminology. This explains why SMP NEGERI 3 BOLANGITANG TIMUR pupils still have English issues. When the researcher taught English there, he noticed that pupils' vocabulary was so low and required work. Because of repetitious learning methodologies, pupils had trouble speaking and writing about terminology. The researcher found that students can improve their vocabulary. Visuals were one solution. Visual media helped them grasp, remember, and become engaged in acquiring words. Visual media like pictures, posters, and cartoons may teach and acquire words. Visual media was used to engage students in acquiring language.

The researcher was interested in enhancing students' vocabulary by employing visual media at SMP NEGERI 3 BOLANGTANG TIMUR. The researcher was able to identify why SMP N 3 Bolangitang Timur pupils had trouble learning new phrases based on the

following description. This study examines if visual media may increase pupils' vocabulary. This study included 28 eighth-grade students from SMP Negeri 3 Bolangitang Timur. This project will examine the usage of images to increase students' vocabulary (verb and noun). Vocabulary is used to master English. All English abilities depend on vocabulary (Liando et al, 2021). Images help kids' vocabulary. This research will help English teachers and students increase students' vocabulary by utilizing images and cartoons, two visual mediums. This research should increase teachers' ability to use visual media to boost students' vocabulary. This study may help pupils enhance their vocabulary unknowingly. because they'll study enjoyable, easy-to-understand things and visual media. Using visual media to teach English improves students' vocabulary. "all the person's words," (Parante et al, 2022) Visual media includes sight. This medium can only be viewed with the eyes, not the ear.

RESEARCH METHOD

Quantitative research was employed. Pre-experimental design with one-group pre- and posttest. One class was utilized. Pre- and post-treatment tests are given. Hatch & Farhady (1982:90) One-group pre-test and post-test design is like one-shot case study. This study includes T1 (pre-test) and T2 (post-test). X represents therapy. Below is the researcher's pre-experimental design.

T1   X   T2

Pre-test   Treatment   Post-Test

SMP Negeri 3 Bolangitang Timur did the research. This study included one class of 25 eighth-graders. Pre-test and post-test multiple-choice data included 20 numbers. The topic-appropriate pre-test was administered without a visual. Post-treatment test

Comparing pretest and posttest results, the researcher calculated the mean. Mean score formula:

$$\overline{X} = \frac{\Sigma x}{n}$$

$\overline{X}$: **Mean score**

ΣX : **Total number of student, score**

N : Total number of student

This quantitative study included 25 students. These kids' objective test results were obtained (multiple choice). Table 1 shows the data.

Table 1. The scores of the students in pretest and posttest

Students Number	Pre-test (X)	Post-test (Y)
1	6	9
2	5	7
3	3	6
4	5	7
5	4	6
6	5	8
7	2	5
8	5	7
9	3	6
10	5	8
11	6	9
12	5	7
13	4	6
14	5	7
15	2	6
16	5	9
17	4	7
18	5	8
19	4	6
20	5	7
21	4	7
22	3	7
23	4	8

24	3	7	
25	2	5	

Table 2. Calculation of the Mean and Standard Deviation of X and Y Result of sum and sum Square Calculation

No. Students	Pretest (X)	X^2	Posttest (Y)	Y^2
1	6	36	9	81
2	5	25	7	49
3	3	9	6	36
4	5	25	7	49
5	4	16	6	36
6	5	25	8	64
7	2	4	5	25
8	5	25	7	49
9	3	9	6	36
10	5	25	8	64
11	6	36	9	81
12	5	25	7	49
13	4	16	6	36
14	5	25	7	49
15	2	4	6	36
16	5	25	9	81
17	4	16	7	49
18	5	25	8	64
19	4	16	6	36
20	5	25	7	49
21	4	16	7	49
22	3	9	7	49

23	4	16	8	64
24	3	9	7	49
25	2	4	5	25
N = 23	$\sum X =$ 104	$\sum X^2 =$ 466	$\sum Y =$ 175	$\sum Y^2$ =1255

Thus, the mean of pretest ( ):

$$\bar{} =$$

$$\bar{} = \underline{\quad}$$

= 4,16

The mean of posttest ( ):

$$\bar{} = \underline{\qquad\qquad}$$

$$\bar{} = \underline{\quad}$$

= 7

As can be seen, the mean of the pretest was 4.16 whereas the posttest, 7. Thus, the mean of the posttest was bigger than that of the pretest which means that there was an increase in the students' mastery on vocabulary after using the Pictures-guessing game in online learning.

Discussion of the Result

The researcher utilized pre-experimental quantitative research. One-group pre- and post-test. Pre-treatment test, post-treatment test. Comparing pre- and post-tests improved the study's accuracy. This research included 25 students in class 2 at SMP N 3 Bolangitang Timur in 2021/2022. Following are the statistical analyses:

In T1, 3 (12%) students received a 2, 4 (16%) got a 3, 6 (24%) got a 4, 10 (40%) got a 5, and 2 (8%) got a 6. 25 pupils' pre-test score is 104. Two (8%) students earned a 5 on T2, six (24%) got a 6, ten (40%) got a 7, four (18%) got an 8, and three (12%) received a 9. 25 students scored 175 on post-test (T2) Some kids scored poorly in table 2. We saw 5 and 6 posttest scores. 7 and 25 had a pretest score of 2 and a posttest score of 5, 3 and 9 had a pretest score of 3 and a posttest score of 6, 5, 13, and 19 had a pretest score of 4 and a posttest score of 6, and 15 had a pretest score of 2 and a posttest score of 6.

The writer concluded from the description above that some children still acquire poor posttest results after using visual media to learn language. The data analysis shows that pre-test (4.16), post-test (7.0). Post-test results were better than pre-test. Visual media helped kids acquire new language. English emphasized vocabulary. The pretest's (1.18 standard deviation) was bigger than the posttest's (1.12). Pretest and posttest values were different. Homogeneous posttest value. Using picture-guessing games to teach English vocabulary online proved beneficial.

REFERENCES

Blintz. (2011.2013). *Teaching Vocabulary Across The Curriculum.* Retrieved From Http://Littoolkit.Pbworks.Com/F/Middle%2520school%2520vocabulary%2520 strategies.Pdf, On November 12.

Hatch, E (1982). *Research Design And Statistic For Applied Linguistics,.* London:: New Bury House.

Kasim.N.A. (2011.2013). *Increasing The Stdent' Vocabulary Mastery By Using Word Wall Media.* Retrieved From Http//Www.Niu.Edu/International/_Images/Nur%20aeni%20kasim 1.Pdf, On September 10.

Metha. (2009). *Vocabulary Teaching.* Effective Metodologies The Internet Tesl Journal.

Siregar. (2014.2013). *The Effect Of Using Picture Chart On Students' Vocabulary Mastery Of The Grade Ix At Smpn 2 Padang Bolak In 2012-2013 Academic Year.* Retrieved From Http://Share.Pdfonline.Com/49c8477123ea36c5a542ff294a62skripsi%202pdf, On February 10.

University, O. (2000). *Oxford Learner's Pocket Dictonary New Edition.* Kingdom: Oxford Unifersity Press.

Lengkoan, F., Andries, F. A., & Tatipang, D. P. (2022). A Study On Listening Problems Faced By Students Of Higher Education. *Globish: An English-Indonesian Journal for English, Education, and Culture*, *11*(1), 41-50.

Liando, N. V. F., & Tatipang, D. P. (2022). English or Indonesian Language? Parents' Perception Toward Children's Second Language Learning Context. *Jurnal Lingua Idea*, *13*(1), 61-75.

Liando, N. V., Pelenkahu, N., & Mongkaren, S. (2021). Students and Parents' Perceptions toward English Online Learning during Corona Virus Pandemic. *Jurnal Pendidikan Bahasa Inggris undiksha*, *9*(1), 91-97.

Liando, N. (2009). Success in learning English as a foreign language. *LITERA*, *8*(2).

Liando, N. V., Serhalawan, E., & Wuntu, C. (2021). Analysis of Teacher-Made Tests Used in Summative Evaluation at SMP Negeri 1 Tompaso. *Jurnal Ilmiah Wahana Pendidikan*, *7*(8), 480-493.

Liando, N. V., Pelleng, T. E., & Wuntu, C. N. (2021). Correlation Between Folklore Implemented in Teaching and Student's Character Toward English Learning Outcomes. *International Journal of Education, Information Technology, and Others*, *4*(4), 734-742.

Parante, L. H., Liando, N. V., & Andries, F. (2022). The Influence Of Blended Learning On Students Learning Outcomes In English Speaking Skill Greetings Material. *JoTELL: Journal of Teaching English, Linguistics, and Literature*, *1*(1), 125-143.

Somba, Y., Liando, N., & Kumayas, T. (2022). A Study On Types Of Vocabulary Tasks In Efl Textbook English On The Sky 1. *JoTELL: Journal of Teaching English, Linguistics, and Literature*, *1*(4), 528-549.

Tahirin, A., Wowor, D., & Liando, N. V. (2018). Increasing Students'vocabulary Through Mind Mapping Techniquein Developing Students'vocabulary Mastery At Smp Negeri 1 Remboken.