

THE IMPLEMENTATION OF VISUAL MEDIA AND GAMES IN IMPROVING THE STUDENTS' VOCABULARY AT ELEVENTH GRADE OF SMA NEGERI 1 SECANGGANG

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Abstract

This research was “The implementation of visual media and games in improving the students’ vocabulary at eleventh grade of SMA Negeri 1 Secanggang”. It consisted of two problem statements. They were (1) How was the implementation of Visual Media and Games in improving the students’ vocabulary of second year students’ at SMA Negeri 1 Secanggang? (2) How was the improvement of students’ vocabulary through Visual Media and Games of second year students’ at SMA Negeri 1 Secanggang? The objective of this research was to find out improvement of the students’ vocabulary by visual media and games of XI IPA 4 at SMA Negeri 1 Secanggang. This research was classroom action research. It consisted of two cycles. The procedure of the research in every cycle consisted of four stages. They were planning, acting, observing, and reflecting. The subject of the research consisted of 40 students of XI IPA 4 at SMA Negeri 1 Secanggang. The instruments of this research were test which was analyzed by quantitative analysis and observation sheet which was analyzed by qualitative analysis. The result of the research showed that there was a significant improvement of the students’ vocabulary after using visual media and games. This statement could prove by the students’ mean score of ability test was 6.33, but it had increased to 6.80 the first cycle and 7.51 at the second cycle. It means that the students’ vocabulary from the first cycle to second cycle was classified successful. Visual media and Games could improve the students’ vocabulary.

Keywords: Vocabulary, Visual Media, Games

Abstrak

Penelitian ini adalah “The implementation of visual media and games in improving the students’ vocabulary at eleventh grade of SMA Negeri 1 Secanggang”. Ini terdiri dari dua pernyataan masalah. Mereka adalah (1) Bagaimana penerapan Media Visual dan Permainan dalam meningkatkan kosakata siswa kelas dua SMA Negeri 1 Secanggang? (2) Bagaimana peningkatan kosakata siswa melalui Media Visual dan Permainan pada siswa kelas dua di SMA Negeri 1 Secanggang ?. Tujuan dari penelitian ini adalah untuk mengetahui peningkatan kosakata siswa melalui media visual dan permainan pada kelas XI IPA 4 di SMA Negeri 1 Secanggang. Penelitian ini merupakan penelitian tindakan kelas. Ini terdiri dari dua siklus. Prosedur penelitian pada setiap siklus terdiri dari empat tahap. Mereka merencanakan, bertindak, mengamati, dan merefleksikan. Subjek penelitian terdiri dari 40 siswa kelas XI IPA 4 SMA Negeri 1 Secanggang. Instrumen penelitian ini adalah tes yang dianalisis dengan analisis kuantitatif dan lembar observasi yang dianalisis dengan analisis kualitatif. Hasil penelitian menunjukkan bahwa terdapat peningkatan yang signifikan pada kosakata siswa setelah menggunakan media visual dan permainan. Hal ini dibuktikan dengan nilai rata-rata tes kemampuan siswa sebesar 6,33, namun meningkat menjadi 6,80 pada siklus I dan 7,51 pada

siklus II. Artinya kosakata siswa dari siklus pertama hingga siklus kedua tergolong berhasil. Media visual dan permainan dapat meningkatkan kosa kata siswa.

Kata Kunci: Kosakata, Media Visual, Permainan

PENDAHULUAN

Many schools in Indonesia make English one of the foreign languages that must be studied in school, either as a compulsory subject or a subject of interest. This has been implemented in SMA Negeri 1 Secanggang, namely by designing English as a foreign language subject that must be studied and must be of interest to students of SMA Negeri 1 Secanggang. This is done because the school strives for students to have good foreign language skills, especially English, in all aspects of English language skills. English has four skills, namely speaking, reading, listening, and writing (Hameed & Ali, 2022). The skill of reading is one of the key skills of English (Bojovic, 2010). It is vitally important for all English learners, at both school level and college level. Mastering reading skill would essentially lead to the learner's success and distinction. Writing is one of the chief English skills. It is a bit more important and more difficult than reading and listening. Writing is called a productive skill of the language (Demirel, 2021). It requires more care, more attention, and more linguistic finesse as it actually represents a reproduction of all language skills brought together.

During the act of writing, a learner, or rather a writer would certainly summon the help and accumulative knowledge and background of the skills of reading, listening, speaking, and indeed the potential of imagination as well. Speaking is another productive skill of English language. It is as equally important as the writing skill, and perhaps more important. Just like writing as it represents the accumulation of knowledge and background of the remaining skills combined, speaking skill would also stand for the same, plus being the indispensable bridge of understanding and valuable communication. Without an effective and proficient speaking skill,

communication and understanding would be lacking, and the alternative would most possibly and in most cases be misunderstanding and confusion. Therefore, learners of English should make sure to master speaking in order to communicate clearly, fluently, and productively (Vagas, 2021). The skill of speaking could also serve as a medium of imparting ideas, information, and knowledge, and in return receiving not only senses and meanings out of them, but also attitudes and impressions. Listening is the fourth and last of the four English language skills. It is still a correspondingly important skill. Some might tend to underestimate and undervalue the significance and influence of the listening skill. Nonetheless, listening represents a vitally important skill in the process of learning English as a foreign language (Pavlovskaya et al., 2022).

To meet students' proficiency in these four English language skills, students must master vocabulary. Vocabulary as a component can be a tool to improve all English language skills (Durgunoglu et al., 2021). One of the main problems faced by students of SMA Negeri 1 Secanggang in mastering and learning English is the lack of vocabulary. Vocabulary is a fundamental way for humans to communicate. According to (Chiew & Hanim Ismail, 2021), 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 (Anderson, 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 (Nafisa, 2022).

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. (Christen, 2022), 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. (Christen, 2022), 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 (Righton, 2011), vocabulary learning never ends. (Miroshnychenko, 2024) 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 students' vocabulary. It's simple to acquire foreign terminology. This explains why SMA Negeri 1 Secanggang students still have English issues. When the researcher taught English there, she noticed that students' vocabulary was so low and required work. Because of repetitious learning methodologies, students have trouble speaking and writing about terminology. The researcher found that students can improve their vocabulary. Visual media and games are solution. Visual media help them grasp, remember, and become engaged in acquiring words (Webster & Zeshan, n.d.). Visual media like pictures, posters, and cartoons may teach and acquire words. Visual media are use to engage students in acquiring language (Indrayanti et al., 2023).

Picture or photos are the most common media. It is similar with real object. It is the most common language that

is easy to understand, the researcher's point is from this media students can easy to interpret abstract concept into more realistic or concrete. Whereas, sketch is a picture that seem rough draft. It presents without detail. The usage sketch in learning process to attract attention of students. Cartoon is depiction that form a caricature or painting of person, idea, and situation. It designed to influence opinion of students. Usefulness cartoons to teach could clarify the content of the material. Posters have made on paper, cloth, and wood sticks. Poster is not only important to convey a particular message or impression but also able to influence and motivate the behavior from people who saw it. The media slide is visual media that projected through a device that call the Slide Projector. A slide program usually consisted of several frames that much depended on the material. Graphic organisers for vocabulary could understand and retention of words by showing relationships between words. Organizing vocabulary in meaningful ways made it was easy to learn (Toyosi & Omolara, 2024).

The strategies could use to organise words such as graphic organisers, word trees, word maps, Y charts and other way to organise words to explain meanings of word clearly. Examples of them were the foods. The foods have many types such as carbohydrate, protein and many type of food. Students could draw their general knowledge in group of vocabulary according concept which they were familiar. The usage of visual materials such as pictures is an effective method and it has good results (Birinci & Sariçoban, 2021). If teachers use visual and verbal media together, the students' learning was better (Chen, 2025). Teaching vocabulary use visual media make students be enthusiasm, give motivation to learn vocabulary and enjoyable learn vocabulary. Language teachers used different visual materials could increase students' interaction and motivation in the classroom (Mussabayev, 2024). The usage of pictures could be better

and more useful than other materials. The usage of visual things like pictures have a positive outcome and better results in learning (Maitlo et al., 2023). Relevance of visual media in teaching vocabulary was one medium that could make learning vocabulary more fun, interesting and students were not bored, because teaching vocabulary was not easy to introduce to students. The teacher needed a way to teach vocabulary and through visual media made students be enthusiastic in learning vocabulary. The above opinion was similar with defined that there were four functions of learning media specially the visual media (Haji, 2022). There are affective function, affective function, cognitive function, and compensatory function. Affective functions could be seen from the students' level of enjoyment while learned, students could receive lessons with fun not seem like received lessons with full pressure. Cognitive function, with visual media in the learning process could facilitate students to process, understand, remember content or message in the visual media. Compensatory function was convenience provided to students who were weak and slow to accept and understand the subject of content. Visual media could be easy to students organized the content and be easily remembered it.

Games are enjoyable activities that are typically deemed unsuitable for a course that requires more serious activity. Many students find that playing games helps them stay interested and motivated. Additionally, games assist the instructor in establishing circumstances where the language is applicable and significant. Games facilitate the teaching and learning process (Martínez Sánchez et al., 2007). It implies that games strengthen the bond between the instructor and the pupils. In addition to helping students express their reading, speaking, and writing skills, games allow teachers to construct situations that are relevant and helpful (Klimova, 2015). The use of games in language learning has numerous benefits. Many students are encouraged to maintain

their interest and effort through games (Schrier, 2021). Playing games can help students become more motivated to learn. It implies that students will become more engaged and active in their language learning through games. Similar to this, games help kids learn vocabulary provided they provide an enjoyable environment for them to study, practice, and review the English language (Bakhsh, 2016). Through the use of games, the instructor can boost student involvement by fostering an enjoyable learning environment (Sparrowhawk, 2002). As a result, students' language proficiency will increase. "Games can offer great practice for enhancing pronunciation, vocabulary, grammar, and the four English skills in addition to being entertaining and motivating" (Zhu, 2012).

A research conducted by (Fataawahab & Safitri, 2024) with the title "Improving English Vocabulary Mastery Through Pictures Media and Number Head Together Method for The Eighth Grade Students at SMP Negeri 24 Surakarta Academic Year 2023/2024" has in his research can draw the conclusion that using image media to teach English can boost vocabulary learning activities for students based on the findings of their study. There was an increase in a number of areas, including students' focus, active participation, attention to the lesson, and efficient use of study time. A research conducted by (Armelia et al., 2024) with the title "Improving Students' English Vocabulary Mastery Through the Learning Media "Card Games" in her research the students actively participated in the Master and Mastery vocabulary card game in groups, as observed by the researcher and co-observer. During the classroom's instructional playtime, the pupils showed a lot of excitement and benefited from the interactive learning exercises. Furthermore, there was a discernible improvement between the first test of the first cycle and the second test of the second cycle.

Consequently, playing the Master and Mastery cards game is thought to

improve kids' learning. More experiences were gained by those who played the game, which helped them internalize language abilities. A research conducted by (Zerzová, 2024) with the title "The Impact of Visual Aids on Vocabulary Learning at Lower Secondary Schools" this study examined the impact of visual aids on students in lower secondary schools. Three teachers participated in semi-structured interviews as part of the approach, which also included material analysis and observations of how they used visual aids in the classroom. Examining student involvement and the impact of visual aids on vocabulary acquisition were the goals of these three forms of data gathering. The thesis' theoretical underpinnings focused on vocabulary acquisition and the use of visual aids, citing related research and analyzing the mental processes that these resources triggered in students.

Based on the aforementioned research findings, the researcher employed visual media and games to enhance students' vocabulary. The researcher uses a variety of visual media and games to help the students' vocabulary grow. With the aforementioned researcher, it is different. Combining several visual media and games may improve student engagement. It brings life to the teaching and learning process. The students actively engaged in their education. The students are content, engaged, and memorable, and found vocabulary learning to be fun. Since most students occasionally have trouble pronouncing the words, teaching them how to pronounce them is an important part of helping them improve their vocabulary. As a result, students need the required direction and repetition to become comfortable and confident. The researcher is interested in enhancing students' vocabulary by employing visual media and games at SMA Negeri 1 Secanggang. The researcher is able to identify why SMA Negeri 1 Secanggang pupils have trouble learning new phrases based on the following description. This study examines if visual

media may increase students' vocabulary. This study includes 40 second-grade students from SMA Negeri 1 Secanggang. This project will examine the use of pictures and games to increase students' vocabulary (verbs and nouns). Vocabulary is used to master English. All English language skills depend on vocabulary (Kovalenko & Sciences, 2024). Pictures and games help children's vocabulary. This research will help English teachers and students improve students' vocabulary by utilizing pictures and cartoons, two visual media. This research shall improve teachers' abilities in using visual media to increase students' vocabulary. This research can help students improve their vocabulary without realizing it, because they will learn things and visual media that are fun and easy to understand. Using visual media and games to teach English increases students' vocabulary. "Everything people say," (Adolph, 2016) Visual media includes sight. This media can only be seen with the eyes, not the ears.

METODE

This research, the researcher uses Classroom Action Research (CAR). The aim of using this Classroom Action Research is improving the ability students' vocabulary by using visual media and games. Classroom action research is a kind of research that uses in the classroom area. The research is a method to develop skills of group and a way to solve the problem that appeared in the class area (Klegeris & Hurren, 2011). Components of Classroom Action Research were series of activities began from a plan of action until the last process was reflection (Kunlasomboon et al., 2015). It called cycle research. Each cycle consists of four stages: (1) action planning, (2) the implementation of the action, (3) observation and interpretation, and (4) analysis and reflection. Normally, this research concluded on the second cycle (Alief et al., 2024). In conclusion, classroom action research is an activity that starts from planning to reflection carried out by teachers or researchers. This is done

in the classroom area to solve a problem that arises students, and in the teaching and learning process.

This research was conducted at Secaggang 1 State High School in Langkat Regency. The subjects of this research were 40 class XI students. There are forty students in the class with 24 girls and 16 boys. This research, the researcher is an instructor and a teacher is a collaborator during the teaching process go on. The aim was to asses the teaching method that have given by researcher as a reference for the next cycle. The participant of research was students as object of research, where the research hoped after researching the students could increase their vocabulary to improve their skills in English. In this step, the researcher prepared what that would teach. The researcher prepared materials that based by the usage of visual media and games in teaching vocabulary. After formulating the material that would present, the activities of the next stage prepared lesson plans included: the creation of lesson plan (RPP), then prepared data collection tools included: student worksheets (test), observation sheet, and the last was camera.

Data analysis in qualitative research did since before entering the field, for the field, and after completion of the field. The analysis has been started since formulated and explained the problem, before entering the field and continue until the writing of research results. Analysis of the data became a handle to next research. However, in qualitative research, data analysis was more focused during the process collecting data in field.

HASIL DAN PEMBAHASAN

This chapter discussed the findings and discussion of this research. In the finding section, the researcher showed all the data which collect during the reseach. In the discussion section, the researcher analyzed and discussed all the data in the finding section. The researcher compared the data collected during two different cycles. The problem statements of this study were also answered in this section. To

conduct this research, all required materials were prepared first. The researcher prepared lesson plans, material for teaching was visual media such as picture, students' worksheets (test) and observation sheet. Before giving ability test, the researcher gave a little explanation about vocabulary, visual media and games in general, and show some samples. The resercher observed students' vocabulary through giving ability test individually in 10 minutes of the test.

During the ability test, most of the students asked many questions about vocabulary that they were going to write. Some of students had just made some sentences, and others wrote nothing on their paper. Additionally, several studies show that the use of visual aids and games is increasing rapidly information retention and improve students' understanding of unfamiliar concepts. The application of visual media and games can increase students' vocabulary. This can be proven from every test what students have done. The student's ability test result was 6.33, in the first cycle of the student the average score was 6.80 and in cycle II it was 7.51. This is considered a good improvement student achievement and has achieved the research target. Based on the discussion findings, then researchers can conclude that the vocabulary of students in Second Year Students gets positive results and increases after implementing visual media materials in teaching and learning.

Berikut adalah instrumen pengamatan kelas berupa lembar observasi aktivitas belajar mengajar yang digunakan:

Tabel 1. Style dan Fungsinya

Aspects	Indicators	Percentage %
Learning Activities	Doing their assignments based on the teacher' instruction. Asking question to their teacher if there is an	

	instruction which is not clear. Giving comments and suggestions about their friends' job. Presenting their discussion result without being appointed by the teacher. Discussing and working together with their friends in doing their assignments. Doing assignments from their teacher well. Showing their curiosities with asking question to their teacher and friends.	Discussing with their friends. Discussing with their friends. Mean Score
Creativity	Exploring their ideas. Thinking and are not hopeless for looking for answer using books or asking to their friend	
Feeling of Happiness	Looking happy in learning process. Not feeling sleepy during the teaching and learning process.	
Interaction	Discussing with their teacher.	

SIMPULAN

The implementation of visual media in teaching and learning vocabulary has a positive impact for students in increasing desire to learn the vocabulary, the ease of remembering vocabulary, ease I interpreting the message of a word, and to focus the attention of students. The result of the research showed that there is a significant improvement of the students' vocabulary after using visual media. This statement could prove by the students' mean score of ability test was 6.33, but it had increased to 6.80 the first cycle and 7.51 at the second cycle. It means that the students' vocabulary from the first cycle to second cycle was classified successful. Visual media and games could improve the students' vocabulary.

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