THE USE OF VISUAL AIDS TO ENHANCE JUNIOR HIGH SCHOOL STUDENTS' VOCABULARY IN RURAL AREA

Skripsi

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ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND HUMANITIES

UNIVERSITAS KRISTEN DUTA WACANA

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Presented as partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd.) In English Language Education Department

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STATEMENT OF ORIGINALITY

I honestly declare that this Skripsi does not contain the works of the other people, except for those cited in the quotations and the references

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ABSTRACT

Prasetyo, J. E. (2023). *The Use of Visual Aids to Enhance Junior High School Students' Vocabulary in Rural Area* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

Vocabulary is a core part of English learning, especially for English as Foreign Language students (EFL). Then, students in rural area are facing difficulties in learning English as they have a lower ability in vocabulary mastery. Then, teachers need to ensure that students master the base vocabulary through a variety of approaches. The previous study finds that visual aids and vocabulary are recommended for English at the beginner level of proficiency. With those considerations, the study of the use of visuals and vocabulary was held in the Junior High School in Wonogiri. This study has used the Classroom Action Research method or CAR and followed by the mixed method. This research used an observation checklist to show how could visual aids be integrated into vocabulary instruction with thematic analysis. Then, daily task assessments were observed with descriptive statistics and pretest and posttest to find out to what extent visual aids help students' vocabulary with the t-test SPSS paired test. Lastly, the questionnaire to show student's views toward the use of visual aids. The results showing the use of visual aids based in this finding can be integrated to vocabulary instruction with the use of various instructional documents. Then, researcher found the significant extend of the use of visual aids to improve the rural students' vocabulary evidenced by the result from grades of daily task assessments to pretest and posttest with the result of ($p < .05$). Lastly, the majority of students showing positive manners towards the use of visual aids embedded in English teaching and learning.

Keywords: Classroom Action Research, Visual Aids, Vocabulary Learning.

INTISARI

Prasetyo, J. E. (2023). *The Use of Visual Aids to Enhance Junior High School Students' Vocabulary in Rural Area* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana: Yogyakarta, Indonesia.

Kosa kata merupakan bagian inti dari pembelajaran bahasa Inggris, khususnya untuk English as Foreign Language students (EFL). Kemudian, siswa di pedesaan menghadapi kesulitan dalam belajar bahasa Inggris karena mereka memiliki kemampuan yang lebih rendah dalam penguasaan kosa kata. Kemudian, guru perlu memastikan bahwa siswa menguasai kosa kata dasar melalui berbagai pendekatan. Studi sebelumnya menemukan bahwa alat bantu visual dan kosa kata direkomendasikan untuk bahasa Inggris pada tingkat kemahiran pemula. Dengan pertimbangan tersebut maka diadakan pembelajaran penggunaan visual dan kosa kata di SMP Negeri Wonogiri. Penelitian ini menggunakan metode Penelitian Tindakan Kelas atau PTK dan dilanjutkan dengan metode campuran. Penelitian ini menggunakan daftar periksa observasi untuk menunjukkan bagaimana alat bantu visual dapat diintegrasikan ke dalam pengajaran kosa kata dengan analisis tematik. Kemudian, penilaian tugas harian diamati dengan Statistik deskriptif dan pretest dan posttest untuk mengetahui sejauh mana alat bantu visual membantu kosa kata siswa dengan uji berpasangan SPSS T-test. Terakhir, kuesioner untuk menunjukkan pandangan siswa terhadap penggunaan alat peraga. Hasil menunjukkan penggunaan alat bantu visual berdasarkan temuan ini dapat diintegrasikan ke instruksi kosa kata dengan penggunaan berbagai dokumen instruksional. Kemudian, peneliti menemukan perluasan yang signifikan dari penggunaan alat bantu visual untuk meningkatkan kosa kata siswa pedesaan yang dibuktikan dengan hasil dari penilaian tugas harian hingga pretest dan posttest dengan hasil (p<.05). Terakhir, mayoritas siswa menunjukkan sikap positif terhadap penggunaan alat bantu visual yang tertanam dalam pengajaran dan pembelajaran bahasa Inggris.

Kata kunci: Penguasaan Kosakata, Alat Bantu Visual, Penelitian Tindakan.

CHAPTER I

INTRODUCTION

This chapter consists of four parts. Those are the research background, research questions, research objectives, and research benefits.

A. Research Background

Vocabulary has been an important part of English learning, especially with English as Foreign Language students (EFL). Bambang and Cahyono (2016) stated that the early level of EFL courses needs to focus on the four specific skills such as listening, speaking, and reading, writing with goals to link those skills into the various types of activities including daily conversation. Agustin (2009) then explained the importance of vocabulary in each skill: first, the importance of vocabulary in listening leaned on the learners' abilities to recognize the words while listening to the speech, added by the context of voice and tones. Then speaking skills affect the learners' use of words they can use in a speech; the lack of vocabulary mastery may negatively affect learners such as misused words being used due to the spontaneous nature of speaking. Next is reading skill, vocabulary mastery will affect the students' ability to recognize the words inside the text while reading. And lastly writing skill is a set of skills that allows learners to write with the known words. Milton (2013) stated that the meaning of vocabulary mastery refers to learners' ability to recognize the target word and then link them to meaning or translation in the first language. Lin and Goh (2016) stated that vocabulary mastering means the ability to identify target words and transform them into an idea or the concept the words represent. With the large portion of unknown words; students are having a hard time comprehending the meaning of targeted words, then teachers need to ensure that students master the base vocabulary through a variety of approaches (Carter & McCarthy, 2013). Milton (2013) argued that it is important for low-level English students to have at least two thousand words in English, with this level of vocabulary mastery, students are more likely to have performance above the average in listening, reading, and writing. Milton, (2013) later emphasized that the more words the EFL students know, the better they will be likely to perform the ability in practicing English language skills.

Uematsu (2012) stated that visual aid is important to introduce a new set of words and expressions which language learners did not know before. Uematsu (2012) argued a picture that contains dictionaries inside of it is useful for giving the learners a visual understanding of concepts as students might look at the picture and try to guess what it shows in both native and the target language. Mayer (2014) also stated that learners will develop a deeper understanding with a visual aid, rather than

words alone. This means, without visual aids, learners with little to no background knowledge will struggle to translate the meaning of words. Uematsu (2012) later rationalized that visual aid being added clearly to give the students an extra perspective or dimension of what learners read thus fostering the students' vocabulary mastery.

Then, visual aids can play an important role to support pattern recognition by visually represent the structure or data (Gass & Mackey, 2012). Then it will enhance the student's ability to interpret and understand patterns which contribute to effective decision-making and eventually lead to effective learning. This pattern recognition is also known as mental imagery. Gass and Mackey (2012) stated that students will have images inside their minds and others cannot see them, this is called internal imagery. To show what is inside the students' minds, the teacher can resort to external imagery such as visual aids to represent what is inside the pupils' minds. In other words, with this visual aid teacher can call up the existing knowledge inside the learners.

Another factor that also made visual aids added inside the classroom is to build positive emotional engagement. Latipah et al. (2020) stated that students' emotions are related to students' feelings towards class activities such as happiness, boredom, and anxiety. Then, Jamaludin and Osman (2014) argued that positive engagement will lead to positive behavior of students such as paying attention, active attendance or participation in the class, and positive feeling of being part of the class, building the students' responsibility towards each other which in turn, students will be motivated to finish their task given. Lastly, the use of visual aids will maintain students' discipline because all the attention is focused on the material and teacher; Interactive teacher-student activities also can develop students' reasoning and critical thinking which are important in learning (Yuan & Ting, 2016).

For young learners, especially Junior High School students, English has always been an important language to learn. Malaikosa and Taopan (2020) stated that English in Indonesian Junior High Schools is carried out with necessity to improve students' skills in communicating in everyday life, referring to the function of language and its use and with the limited background knowledge and vocabulary in English; rural Junior High School students are facing difficulties in learning. Lestari and Misdi (2016) stated that visual aids offer help teachers to present information and ask for responses through many kinds of media such as tables, charts, outlines, photographs, and graphs to ease the explanation given, inviting students' participation in order to clarify the students' understanding and reasoning of an issue or problems. Lestari and Misdi (2016) also argued visual aids provide students with comprehensive input which necessary for learners to learn reading comprehension, visual aids also make the complex ideas of words to be more understandable, and accessible, and makes it more

memorable, then visual aids support learners with a collaborative effort so students will be able to share their opinions and struggle in learning with their peers.

There are similar researches that include the use of visual aids in English vocabulary learning in Indonesia and International studies. Researcher has involved themselves into the classroom activities to investigate how visual aids help student's vocabulary mastery and their views toward it.

In Indonesian case of Lombok boarding school, Eka et al. (2022) finds that the visual aids have significant effects on the students' vocabulary mastery. Eka et al. (2022) stated after the series of observation, it was suggested that the visual aids such as images and videos can assisted student's vocabulary retention as they provide clues of the learnt words.

The studies in the international circumstances was conducted by a Vietnamese student named Lai Dao Thi in case of vocabulary mastery at Ho Chi Minh City University of Food Industry. Thi (2021) in his findings stated that participants could give the relevant answers to the lexical prediction from things and events through picture questions, and caught the positive interest of non-English major college students.

The other study has been conducted in the case of Pakistani student to investigate their views towards the use of visual aids Inside the classroom. Kausar (2013) in his findings stated that students' opinions towards the usage of visual aids inside the classroom are positive, students with the help of visual aids can keep the new words they have learned longer. Kausar (2013) stated even with the benefit above, the use of visual aids especially in third-world countries including Pakistan is not widely used. Lastly, these findings mean the research in this field is not entirely new, nonetheless, it may be a good chance to find out about how Junior High School students will respond to the usage of visual aids inside the classroom and see the benefit from it.

Based from the mentioned previous studies, action research will be used to gather data from participants, action research study combining theory and practices inside the classroom between the researcher and participants through particular activities that include problem diagnosis-based activities, the result or data are the responses and reflections given by the participants (Avison et al. 1999). In conclusion, the research will be held inside the classroom to gain live feedback from Junior High School students to find out how the use of visual aids can help to improve students' vocabulary mastery and their views on the use of visual aids for vocabulary learning.

B. Research Questions

By considering the rationale of the research stated above, the following research questions were addressed in the present study:

1. Could visual aids be integrated into vocabulary instruction?

2. To what extent does the use of visual aids improve the students' vocabulary mastery?

3. What were the students' views of the use of visual aids for vocabulary learning?

C. Research Objectives

The objectives of this study are:

1. To find out how the use of visual aids could be integrated into vocabulary instruction

2. To investigate what extent the use of visual aids could help to improve students' vocabulary mastery

3. To investigate the students' views of the use of visual aids for vocabulary learning.

D. Research Benefits

Hopefully, this research can be beneficial for teachers and material developers as the following points; Teacher can view the benefit of applying the visual aid into the lesson or classroom. English Material developers will get in- depth data based on these research questions, conduct the research and plan a better English material in the hope to improve and intensify the use of visual aids in Indonesian English learning and teaching. Lastly, this research is essential for students to recognize suitable ways to find and enhance vocabulary knowledge. Building a strong vocabulary is a key aspect of language proficiency and can significantly enhance communication.

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CHAPTER V

CONCLUSION

This chapter will report some points, such as a summary, implications and contributions, limitations, and future studies.

A. Summary

There are three objectives that have been studied in this research. First, on how the use of visual aids can be integrated into vocabulary instruction. This objective has been conducted through observation, the use of visual aids based on this finding can be integrated to vocabulary instruction with the use of lesson plan, which helps teacher to create a better lesson. Then PowerPoint to attract pupils toward the learning. Pictures to add more meaning into the words. Quizizz, and lastly video Learning to motivate students in English vocabulary mastery. The second objective is to found what extent did the use of visual aids improve the students' vocabulary mastery. This section has been observed through daily task assessments, and lastly pretest and posttest with the paired T-test of SPSS. Researcher found that the use of visual aids can enhance vocabulary learning significantly. The third objective is to investigate the students' views of the use of visual aids for vocabulary learning. This objective was conducted through questionnaires. The result is that students agree that visual aids should be used in the English classroom, then pictures and video are ideal types of visual aids to improve vocabulary mastery, students have often used visual aids to review their vocabulary mastery, and lastly visual aids is a fun and effective media to learn vocabulary.

In conclusion from this study, integrating visual aids towards learning, does not mean that the vocabulary learning English and all of the questions given will be easier. Instead, the students will ready to take the lesson in a focused manner.

B. Implication and Contribution

With the summary explained, this study can be attributed to the teacher who wants to consider putting more emphasis on the use of visual aids, since visual aids help teachers to attract the attention of students in English learning. Then to the students, because vocabulary is an essential part of learning a language, the integration of visual aids helps students to enhance their vocabulary mastery. For future researcher, this study can be used as a reference or comparison, or consideration to deepen further research in the future. Next to the material developer to consider adding more visual aids to

their material. Then lastly to graphic designers who perhaps able see the opportunity to create visual aids for English materials in general.

C. Limitation

To add the implication and contributions, this research also has limitations or weaknesses, first limitation is rather technical. The internet connection is disconnected which hinders the researcher to use tools available online, and the look at the view of the projector since the visual aids need to be shown clearly in order for all students to be able to see and grasp the meaning of it.

Second is the researcher's skills in teaching such as language instruction, Language instruction is a teaching skill to provide instruction on aspects of language clearly. Then, code-switching, which researcher has found out that he needs to switch between English to Bahasa more often, if the mother tongue, in this case, Bahasa, toughed way more in the learning progress, students risk did not learn anything from the lesson, students may have limited exposure in English when teacher prioritized the mother tongue instead. Which reduces the opportunities to practice their skills in four vocabulary skills. Which, as a result, hinders their overall proficiency in English. The researcher also has reflected on these faults in teaching. And lastly, the source the implementation of visual aids to the students of Junior High School in rural areas was rare to none and there were not many findings to compare with this study.

D. Future Study

There are recommendations to be considered for further studies, first, how visual aids help other groups or participants of students, such as the use of visual aids for students to enhance rural students' elementary school vocabulary mastery. Second, how the use of visual aids to enhance rural students' other skills such as listening or speaking. Further study can result in a better finding by conducting more than three cycles that implementing the use of visual aids effectively without technical troubles.

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