

THE USE OF VISUAL MEDIA IN TEACHING VOCABULARY

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ABSTRACT

The purpose of this study was to determine the efficacy of employing visual media in teaching vocabulary mastery in the seventh grade at UPT SMPN 3 Lunang. Several issues with students' vocabularies were discovered in the field. They were students' lack of motivation in expanding their English vocabulary, restricted vocabulary, and losing previously taught vocabulary. During the learning process, the researcher used visual media such as photos and actual objects to help students with vocabulary mastering. This study used descriptive quantitative research. The participants in this study were all UPT SMPN 3 Lunang students in the seventh grade. To collect the data, researcher used a test vocabulary from students. Based on calculated the data, the result of mean score vocabulary mastery students was 75 included at level effective. Therefore, it can be concluded using visual media effective for students vocabulary at seventh grade of UPT SMPN 3 Lunang.

Keywords: *Media visual , vocabulary mastery*

INTRODUCTION

Vocabulary is one of the language's most important communication-related elements. A person will find it challenging to participate in communication if they lack of vocabulary. A person's vocabulary is made up of terms they frequently hear in their language Intan (2019:411). It can be said that vocabulary is a common word that is often used and often heard in language. Richard and Willy (2002 : 225) add that vocabulary is an important element of language ability, forming the foundation with how well students talk, hear, produce, and comprehend.

One of the primary skills necessary for learning a language is vocabulary mastery. By expanding their vocabulary, students may improve their speaking, writing, listening, and reading skills. The fundamental ability that all students must grasp is vocabulary; without grammar, very little is communicated, but without vocabulary, nothing is communicated (Thornbury, 2002: 13).

However, most students continue to struggle with vocabulary. Based on preliminary study done through interviews at SMPN 3 Lunang, the researcher discovered a variety of challenges connected to students' difficulties with vocabulary mastering. First, the students' motivation to study vocabulary was poor. The students believe that extending their vocabulary was unnecessary. The students also did not actively participate in the teaching and learning process. When the teacher questioned about the vocabulary that they were discussing during the learning process, several of the students remained silent. Finally, the students forgot the words they had studied. The majority of them was unfamiliar with previously discussed words and did not utilize them in their English learning activities.

In an effort to achieve learning objectives, it requires favorable learning media and takes an active part in the changes to be accomplished. In the teaching and learning process, any things that aid in the learning process are categorized as media (Tubagus, 2020:58). There are three different kinds of media: audio, audiovisual, and visual (Achmad, 2016:57). Music, audio, and radio all fall under the category of audio media. Audiovisual media, such as movies and videos, are forms of media that combine sound and vision. Visual media included things like photographs, relia maps, and playing cards that can be seen and touched as real-world items.

Visual media was one of the most crucial forms of vocabulary instruction. Students may learn more easily and retain information when using visual aids Iranada at el (2016: 38). The teacher's choice of visual materials were photographs and actual objects. It implies that using visual aids during the learning process can aid in comprehension and memory. in order to aid kids in developing their vocabulary.

In addition, the use of visual media is effective to increase students' vocabulary mastery (Maya, 2005:95; Levie and Lentz in Dini, 2018:5). The use of visual media draw and direct students' attention to topics and help students who have trouble reading organize and remember information from the text by providing context for interpreting text.

Therefore, this study sought to determine the effectiveness of using visual materials to teach vocabulary mastery to students in the seventh grade at UPT SMPN 3 Lunang. The vocabulary examined was related to the meaning and words used on the usefulness of employing visual media in teaching vocabulary mastery at seventh grade of UPT SMPN 3 Lunang.

METHOD

This research used descriptive quantitative research. In this research, the researcher used total sampling, which involved using the entire population as a sample. The was of 48

students of UPT SMPN 3 Lunang as a population. The instrument of this research was test, while type the test was multiple choice. A test is a tool used to assess a person's aptitude, knowledge, or performance in a given area (Brown, 2003:30). The researcher also takes into account the test's reliability and validity while assessing test validity. The researcher used both content validity and expert validity in this research.

Before using the test to collect data, the researcher conducted a try-out test at SMPN 2 Bukittinggi, the researcher conducted a trial test with the seventh-grade class. After the researcher conducted try out test, researcher tested the validity of the instrument item. The calculation of the validity was used SPSS 20. The items was valid if $r_{hitung} > r_{table}$. Total r_{table} on subject (N) was $30 = 0.361$. The researcher tested the reliability of the instrument of all valid items being tested for reliability. The reseacher tested the reliability of the items using SPSS 20. The way to determine the reliability of of the instrument was if Cronbach's Alpha $> r_{table}$, it means that the test not reliable, r_{table} on subject (N) $30 = 0.361$, Cronbach's Alpha 0.920, so it can be said that the test was reliable.

The researcher employed a vocabulary mastery test to got the data for this research. Where the tudents given a test by the researcher. Researchers took a number of actions. First, the test was given out to the students. The researcher then receives the completed exam from the students, reviews the test results, and assigns scores based on the responses to the tests that the students took. The following stages were taken by the researcher to assess the data:

1. The researcher assessed student performance on tests by applying the following formula:

$$\text{Score} : \frac{\text{total correct answer the students}}{\text{the total number}} \times 100$$

2. The researcher noticed that the formula was used to interval the data.

a. Range (R)

$$R = H - L + 1$$

Ket : Hihg score – Low score + 1

b. Total of class (B)

$$B = 1 + (3, 3) \log n \quad (n = \text{total sample})$$

c. Interval (i)

$$i = \frac{R}{B}$$

Ket : i = Interval of the data

R = Range

B = Total of class

3. The researcher used the following formula to determine the mean, median, and mode.

a. Mean

Mean can be interpreting as the average value of the entire data.

The formula mean was:

$$\text{Mean} : \chi = \frac{\sum f\chi}{n}$$

Where : χ = mean

$\sum f\chi$ = The sum of Midpoint

n = Total of Sample

b. Median

Median is the middle value after the data was sorted. The formula median as followed :

$$\text{Median} : Me = L + \left(\frac{\frac{1}{2}n - f_{kb}}{f_1} \right) i$$

Where : L = Lower Limit

f_{kb} = Lower Comulative Frequency

n = Number of case

f_1 = Real Frequency

c. Mode

Mode is the value that appears frequently in the data. The formula was: :

$$\text{Modus} : Mo = L + \left(\frac{fa}{fa+fb} \right) i$$

Where : L = Lower Limit

fa = Higher Frequency

fb = Lower Frequency

i = Interval Class

4. A table of rating scales was being created from the score. The research by Dewi et al. organized the level of effectiveness using a rating scale (2020 : 4). The researcher used the table below to interpret the findings:

Table 1.1 : The data Interpretation

Rating Scale	Rating Quality
81 – 100	Verry Effective
61 – 80	Effective
41 – 60	Quite Effective
21 – 40	Ineffective
0 – 20	Verry Ineffective

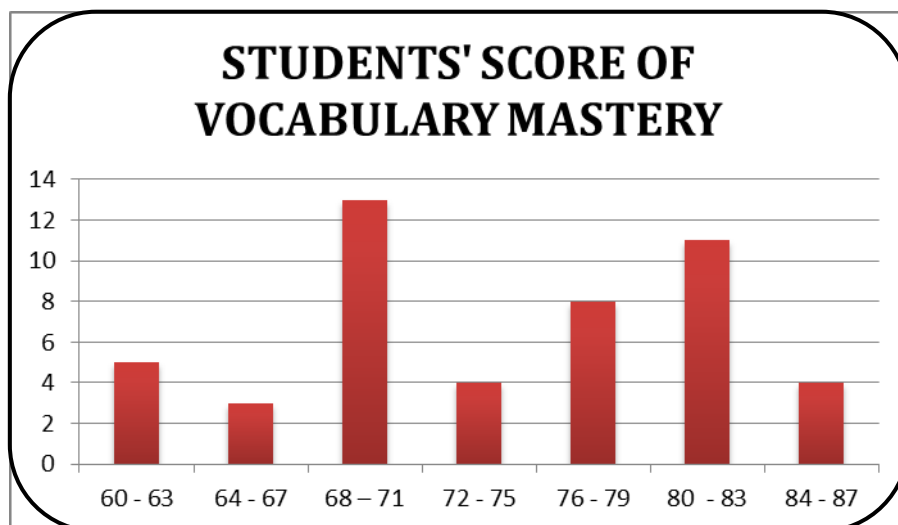
Analisis efektifitas pembelajaran jarak jauh (Dewi Ratnasari & Fairuza Amrozi)

FINDINGS AND DISCUSSION

The Description of Data

The researcher entered the data into a bar chart after obtaining it. The following bart chart displays the data.

Diagram 1. 1. Students' Score of Vocabulary Mastery



According to the diagram, 5 students received scores of 60 to 63, 3 students received scores of 64 to 67, 13 students received scores of 68 to 71, 4 students received scores of 72 to 75, 8 students received scores of 76 to 79, 11 students received scores of 80 to 83, and 4 students received scores of 84 to 87.

The findings of the students' vocabulary mastery test on the use of visual media in the teaching of English were utilized to calculate the aforementioned score. The highest frequency of the scores in the aforementioned diagram was 13, with a value ranging from 68 to 71.

2. The Analysis of the Data

After getting the data, the researcher processed the data to get the range (R), total of class (B) and interval (i). To get the range (R):

$$= (87 - 60) + 1$$

$$= 28$$

After calculating score the researcher found that the range was 28. Total of class (B) can be determined using the following:

$$= 1 + (3,3) \log 48$$

$$= 1 + (3,3 \times 1.7)$$

$$= 1 + 5.61$$

$$= 6.61$$

The researcher found a score total of class (B) was 7. The researcher input the score range (R) and total of class (B) to get interval (i):

$$= \frac{28}{7}$$

$$= 4$$

Based on the calculation above, it was determined that the data interval would be 4. The researcher used the interval to measure data distance. The data were entered by the researcher into a distribution table. The score was entered as follows in the distribution chart below:

Table : 1. 2 Distribution Table of the Students' Vocabulary Mastery

Score	F	x	fx	fk _b	fk _a
84 - 87	4	86	344	n = 48	4
80 - 83	11	82	902	44	15
76 - 79	8	78	624	33	23
72 - 75	4	74	296	25	27
68 - 71	13	70	910	21	40
64 - 67	3	66	198	8	43
60 - 63	5	62	310	5	n = 48
	48		$\Sigma fx = 3,584$		

The researcher determined the mean, median, and mode from the aforementioned table. The researcher calculated the mean, median, and mode using the formula below. The researcher used the following formula to find the mean.

$$\begin{aligned}
 &= \frac{3.584}{48} \\
 &= 74.66 \\
 &= 75
 \end{aligned}$$

The mean represented the average score for all students. The results of the calculation mean above were 75 on average. It can be inferred that the students' mean score on the test of vocabulary mastery was 75. The researcher then calculated the median using the following formula:

$$\begin{aligned}
 &= 71.5 + \left(\frac{\frac{1}{2}(48) - 25}{4} \right) 4 \\
 &= 71.5 + \left(\frac{24 - 25}{4} \right) 4 \\
 &= 71.5 + \left(\frac{-1}{4} \right) 4 \\
 &= 71.5 + \left(\frac{-4}{4} \right) \\
 &= 71.5 + (-1) \\
 &= 70.5
 \end{aligned}$$

Median is the midpoint value of the data. The students' test of vocabulary knowledge got a median score of 70, 5. The researcher used the following formula to figure out the mode:

$$\begin{aligned}
 &= 71.5 + \left(\frac{27}{27 + 25} \right) 4 \\
 &= 71.5 + \left(\frac{27}{52} \right) 4 \\
 &= 71.5 + (0,5 \times 4) \\
 &= 71.5 + 2 \\
 &= 73.5
 \end{aligned}$$

The value that appears most frequently in the data is the mode. The students' language mastery scored 73 on the mode calculation. The following rating scale table shows the researcher average assessment of students' vocabulary proficiency:

Table 4.3. Students' rating scale of vocabulary mastery

Rating Scale	The Average of Students' Test of Vocabulary	Rating Quality
81 – 100		Verry Effective
61 – 80	75	Effective
41 – 60		Quite Effective
21 – 40		Ineffective
0 – 20		Verry Ineffective

According to the table above, the typical score for vocabulary mastery for students was 75. This score falls into the effective category and ranges from 72 to 89.

The teacher employed visual materials as a method to aid students in mastering vocabulary while they were studying English. Visual media is an instrument that can be plainly seen, felt, and even the real thing. Utilizing visual materials can assist students actively engage in the learning process and can even help them remember information. Additionally, the correct color could be assigned to an object through the use of visual media. The important aim of using visual media in the classroom is to enable students to comprehend English vocabulary. This was confirmed by the Prasetyo (2016), which holds that visual materials, such as illustrations or parables, play a significant part in the learning process since they aid comprehension and fortify memory. It can be said that using visual materials can aid students in remembering information.

CONCLUSION AND SUGGESTION

According to the findings of a test administered to students in the seventh grade at UPT SMPN 3 Lunang, the use of visual media assisted students in mastering their vocabulary. It was believed that using visual media would help students enhance their vocabulary. The students' vocabulary exam had a mean score of 75 and was regarded successful as evidence of this.

After doing the investigation, the researcher discovered that there were benefits and drawbacks. The weakness is that not all students grasp the subject being studied; some students are even confused when assessing what they see on the teaching aids. The benefits of using visual media in English learning are that it provides students with fresh experiences and

makes it easier for students to recall an item and a word that corresponds to the object. This research has many shortcomings, both in terms of grammar, limited sources that researcher get, and so on. Hopefully the next research will be much better than the previous research.

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