

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Definition of Vocabulary

Vocabulary is a collection of words that a person uses to understand and convey information, both orally and in writing. Vocabulary is defined as the variety of words possessed from a language Nabilah, (2024), and is considered an important element in language learning, with Nabilah, (2024) emphasizing that vocabulary is the first dimension in learning a foreign language, which serves as the foundation for achieving language proficiency. La Aba et al., (2022: 94), state that vocabulary mastery is part of language mastery, especially English, because if a person understands the language, it means that the person understands the vocabulary as well. Vocabulary mastery is one of the components that must be mastered in English as a foreign language at the elementary, middle, and advanced levels. Vocabulary mastery is defined as the knowledge or skills a person has in understanding and mastering words Rahmah et al., (2023). Based on the explanation above, vocabulary is a crucial component of language learning, serving as the foundation for understanding and communication in both spoken and written forms. It is the first step in acquiring proficiency in a foreign language, particularly English, and plays a significant role at all levels of learning. Based on the theory above, the researcher concludes that vocabulary is a vital component of language learning, especially in developing speaking skills. A strong vocabulary foundation enables effective oral communication, allowing individuals to express their thoughts clearly and engage in meaningful conversations. Mastering vocabulary is crucial for achieving fluency and confidence in speaking, particularly in learning English as a foreign language.

2.1.2 Function of Vocabulary

The function of vocabulary refers to the roles that words serve in language comprehension and communication. Gains and Redman in Anggraeni, (2022), conclude that through studying vocabulary, the learners can understand and realize the context of reading, listening, material and later

as productively beginners can remind and use them accurately in speech and writing. By studying vocabulary, learners not only gain the ability to understand and interpret the context of what they read or listen to, but they also develop the skill to recall and use those words accurately in both speaking and writing. Vocabulary, therefore, plays a key role in helping learners actively engage with and produce language correctly in various contexts. So it's mean that the function of vocabulary is to support effective communication, comprehension, and intellectual development.

According to Grauberg in Siregar et al., (2022), the process of studying vocabulary includes four levels:

a. Discrimination

This is the primary step. It includes the potential to distinguish sounds, letters from those next to them, and from the sounds and letters of comparable words when listening and reading; to maintain them distinct while talking and writing. As will be seen later, failure to discriminate is a frequent source of error.

b. Understanding meaning

This indicates understanding the idea of the foreign word or phrase. Frequently this is easy because the word may be related to its referent through direct association or because there's equivalent word in English.

c. Remembering

The subsequent step after introducing and explaining new material is to ensure its retention. As soon as learners have discovered out the meaning of a word, they don't have any reason to attend to it anymore, and it will be forgotten.

d. Consolidation and extension of meaning

Studying new words isn't an immediate method if it had been, and if presentation were the most effective critical variable concerned, then words would not be forgotten and want to be relearned.

In conclusion, the process of studying vocabulary involves several key stages: discrimination, where learners distinguish sounds

and letters; understanding meaning, where they grasp the idea of a word or phrase; remembering, which ensures that the learned words are retained; and consolidation and extension of meaning, which involves reinforcing and deepening the understanding of vocabulary over time. These stages highlight the importance of active engagement and repetition to ensure vocabulary retention and effective use.

2.1.3 Types of Vocabulary

According to Megawany (2020), Vocabulary is divided into four types, namely:

1. Oral vocabulary consist is words actively used in speech that comes readily to the tongue of the one conversation. Talking about speaking vocabulary refers to speaking someone. Most of the adults use almost 5000 to 10000 words to communicate. The number of words used in this case is far less than listening vocabulary, the reason being the level of comfort in usage. It means that a person's speaking vocabulary is all the words that uses in communication.
2. Writing vocabulary is stock of words that come readily to one's things vocabulary. It is commonly used in writing. This kind of vocabulary represents those words which we regain while writing to express ideas. It easy to explain what they want to show to people with using express their self, but using the same words for communicating the same concept or thought through writing, It is not easy to think because writing vocabulary is influenced by vocabulary. It means that vocabulary is important in writing.
3. Listening vocabulary is stock of words, which a person can understand when they hear it. This type of vocabulary refers to the words people can hear and understand. Starting in the content, can perceive sound when their age is sixteen weeks. Moreover, babies keep on listening to various words when they are awake and thus someone grow up listening to different word. Most people can identify and comprehend almost 50.000 words. Children who are

deaf are exposed to visual listening as they are exposed to sign language. But in this case, the number of words developed is far less than a normal child's secondary listening vocabulary.

4. Reading vocabulary is the words someone can recognize when they find it in written material. This vocabulary refers to the words the people recognize when read any text because reading is the activity of perception, analyze, and interpreted by the reader to obtain messages to be conveyed by the author in the media writing. People can read and understand many words.

In conclusion, vocabulary plays a significant role in different forms of communication. Oral vocabulary refers to the words we actively use in speech, with a typical adult using between 5,000 to 10,000 words. It is smaller compared to listening vocabulary due to its more comfortable usage in conversation. Writing vocabulary, on the other hand, consists of the words used to express ideas in writing, which can be more challenging because it requires careful selection and thought. Listening vocabulary involves words we can understand when heard, with most adults being able to recognize and comprehend up to 50,000 words. Babies begin to develop this ability even before birth, and children who are deaf develop their own form of listening vocabulary through sign language. Finally, reading vocabulary refers to the words we recognize while reading, allowing us to interpret and understand written material. In summary, vocabulary is essential for effective communication across speaking, writing, listening, and reading, with each type of vocabulary playing a distinct but interconnected role in how we convey and understand ideas.

2.1.4 Kinds of Vocabulary

According to Graves in Prayitno et al., (2023), divides vocabulary into two kinds; receptive and productive vocabulary. Graves describes receptive vocabulary as the words we recognize and

comprehend when used by others, while productive vocabulary refers to the words we actively use in our own communication.

1. Receptive Vocabulary

Prayitno et al.,(2023), students are often able to recognize and understand certain words when they appear within a text during reading or listening activities, but they struggle to use those words in their own speaking or writing. This concept is referred to as responsive jargon, which describes vocabulary that is passively understood but not yet actively produced by learners. It reflects the distinction between passive vocabulary recognition and active language use in real communication.

2. Productive Vocabulary

Words that students understand and can correctly pronounce and use in constructive speaking and writing constitute productive vocabulary. It entails the skills necessary for receptive vocabulary and the capacity to speak or write at the right time. Hence, useful Jargon can be a dynamic Cycle because students can deliver the words to communicate their contemplations to other people, Prayitno et al., (2023). It means that productive vocabulary refers to words that students not only understand but can also correctly pronounce and use in speaking and writing. This involves both the skills needed to comprehend vocabulary (receptive vocabulary) and the ability to use those words appropriately in communication. Consequently, useful jargon becomes part of an ongoing process, as students are able to actively use these words to express their thoughts to others.

According to Ulpa et al., (2024), there are two kinds of vocabulary; receptive vocabulary and productive vocabulary, A child's receptive vocabulary consists of the words the child understands when he/she hears or reads them. A child's productive vocabulary consists of the words the child uses when he/she speaks, Siregar in Ulpa et al., (2024). Based on the theories above, the research concludes that vocabulary can be divided into two categories:

receptive vocabulary and productive vocabulary. Receptive vocabulary refers to the words that students can recognize and understand when they encounter them in reading or listening but are not yet able to actively use in speaking or writing. In contrast, productive vocabulary involves the words that students not only understand but also can correctly pronounce and use in speaking and writing. Both categories are interconnected, with receptive vocabulary serving as the foundation for the development of productive vocabulary, which allows students to effectively communicate their thoughts.

2.1.5 English Learning Methods

English learning methods commonly used in schools are often traditional, such as the lecture method and text-based learning. According to Nathal in Pabesak et al., (2023:2), the lecture method is a learning method that conveys material orally in the form of ideas, principles, and information about a topic to students. Meanwhile, Ta'i et al (2023) stated that the lecture method is a way of conveying subject matter to students directly or orally. Based on observations made by the author the lecture method is often seen as a less effective method, namely the interaction that occurs in the learning process tends to be teacher-centred, thus making the learning atmosphere less effective, this lecture method has several weaknesses such as the teacher being active while students can only listen without wanting to bring out their creativity but their activeness is also lacking. In addition, teachers still tend not to utilize learning resources other than books, making books the only handbook and reference for students in learning. Therefore, a more innovative and engaging approach is needed to increase student engagement in English learning.

In conclusion, traditional English learning methods, such as the lecture method, are often seen as less effective in engaging students. The lecture method, which involves the teacher conveying material orally, tends to create a teacher-centered environment,

limiting student interaction and creativity. This approach often results in passive learning, where students merely listen without actively participating. Additionally, reliance on textbooks as the primary learning resource further restricts the learning experience. To improve student engagement and make learning more effective, there is a need for more innovative and interactive teaching methods that foster active participation and utilize a wider range of learning resources.

2.1.6 Visual Arts Approach to Learning

Visual art is defined as a form of artistic expression that primarily focuses on the creation of works intended to be appreciated through sight. According to Zulfitria et al., (2020), visual art is the process of creating art that results in two-dimensional or three-dimensional forms. The use of instructional media in teaching and learning plays a significant role in enhancing the effectiveness of the learning process and the delivery of messages. This approach not only encourages students' motivation and interest but also helps improve their understanding, presents data attractively and reliably, facilitates data interpretation, and condenses information.

In the context of vocabulary learning, the visual art approach is an innovative method that integrates artistic elements to enhance students' understanding and retention of new vocabulary in English. According to James (2021), one of the effects visual arts approach is that making learning easier. Ghalayants (2022), states visual arts are art forms such as ceramics, drawing, painting, sculpture, printmaking, design, crafts, photography, video, filmmaking, and architecture. By utilizing various forms of art, such as images, paintings, digital art, and sculpture, this approach creates a more engaging and interactive learning experience. Visual art helps students connect words with relevant images or visual contexts, making it easier for them to grasp the meanings and uses of vocabulary.

Research indicates that processing information visually can enhance memory and comprehension, as the human brain tends to

respond more effectively to visual stimuli compared to verbal information alone. Additionally, the visual art approach fosters creativity and critical thinking among students. By involving students in artistic activities, such as drawing or creating posters that illustrate specific vocabulary, they not only learn to remember words but also practice using English in broader contexts. Thus, the visual art approach in vocabulary learning serves not only as a tool for teaching new words but also as a means to create a more dynamic and enjoyable learning environment.

Based on the above theory, it can be concluded that the visual arts approach to learning, especially in English vocabulary learning, provides an innovative and interactive method for students. By utilizing various visual art forms – such as drawings, paintings, digital art and sculptures – students can form stronger associations with new vocabulary, making it easier to understand and remember. This approach not only increases student motivation and engagement, but also fosters creativity and critical thinking. As a result, visual arts integration creates a more dynamic, fun and effective learning experience that significantly improves vocabulary learning.

2.1.7 Characteristics of Visual Arts

The characteristics of visual arts play a crucial role in understanding how art influences human expression, creativity, and development. Visual arts are not only a means of personal expression but also a reflection of the environment, culture, and society in which they are created. These characteristics shape the way we interact with art and how it impacts our lives.

1. According to Oyinloye et al., (2020), There are several characteristics of visual arts, namely:
 - a. Expression of Human Creativity and Imagination:
Visual art reflects the concept of the human mind expressed through various mediums, allowing appreciation of both nature and human activities.

- b. Aesthetic and Utilitarian Functions:
Art possesses both aesthetic value (beauty) and practical utility, serving as objects of appreciation and functional purposes.
- c. Integration with Daily Life:
Art is deeply embedded in everyday human life, influencing how people speak, dress, and engage with their surroundings.
- d. Transformational Ability:
Artists have a unique capability to see potential in what others consider waste, transforming discarded materials into valuable, beautiful, or functional objects.
- e. Connection with Nature and Manmade Objects:
Art conceptually illustrates natural and manmade elements, presenting them with aesthetic and functional qualities for human use.
- f. Mental and Creative Development:
Visual art stimulates imagination, creativity, and mental growth, emphasizing both its intellectual and practical dimensions.
- g. Representation of Art as Life:
Art is portrayed as an integral part of life, reflecting the symbiotic relationship where “art is life, and there is life in art.”

In conclusion, visual art is a powerful form of human expression that combines creativity, functionality, and imagination. It not only enhances the aesthetic experience but also serves practical purposes, deeply integrated into daily life. Artists transform discarded materials into valuable creations, while also reflecting both natural and human-made elements. Through visual art, individuals experience mental and creative growth, as it encourages innovation and stimulates the imagination. Ultimately, art is not separate from life, but an essential part of it, continuously influencing how we interact with the world around us.

2.1.8 Types of Visual Arts

There are several types of visual arts, namely:

- a. **Painting:** Traditional artwork created with paint on surfaces such as canvas, paper, or walls. Examples include oil painting, watercolor, and acrylic painting.
- b. **Drawing:** Art created with tools like pencils, pens, charcoal, or pastels. It can include sketches, detailed drawings, and diagrams.
- c. **Sculpture:** Three-dimensional art created by shaping materials such as clay, metal, wood, or stone. Sculptures can be abstract or representational.
- d. **Photography:** The art of capturing images with a camera, either through traditional film or digital methods. Photography can be used to visually represent concepts or document real-life moments.
- e. **Printmaking:** The process of creating art by printing from a matrix, such as a carved block or metal plate. It includes techniques like woodcut, etching, and lithography.
- f. **Collage:** Art created by assembling different materials, such as paper, fabric, and photographs, onto a surface to create a unified composition.
- g. **Digital Art:** Art created using digital tools such as computers and software. It includes digital painting, graphic design, and digital photography.
- h. **Mixed Media:** The use of various materials and techniques in a single artwork, combining elements from painting, drawing, sculpture, and photography.

According to Li (2024), there are several characteristics of visual arts, namely: painting, sculpture, photography, video and digital art, etc. Similarly, Bobokulovich (2022), states that the types of visual art namely graphics, color, sculpture art. Based on the theories discussed, visual arts encompass various forms, including painting, drawing, sculpture, photography, printmaking, collage,

digital art, and mixed media. These diverse forms provide artists with opportunities to express their creativity through different techniques and materials.

Whether utilizing traditional methods like painting and sculpture or modern approaches such as digital art, visual arts serve as a powerful medium for communication and a reflection of both the artist's perspective and the surrounding environment. Each type of visual art possesses distinct characteristics, contributing to the richness of artistic expression. However, in this study, only mixed media (images and videos) are used, as they offer a dynamic and interactive way to enhance vocabulary comprehension by combining visual elements effectively.

2.1.9 Advantages and Disadvantages of Visual Art in Teaching Vocabulary

Visual art plays a significant role in vocabulary instruction due to its various benefits. One of its primary advantages is that it enhances memory retention by allowing students to connect words with images, making recall easier. This approach aligns with the idea that combining visual and verbal information strengthens learning. Additionally, visual art increases student engagement and motivation, making lessons more interactive and enjoyable, particularly for younger learners. It also caters to diverse learning styles, especially benefiting those who learn best through visual and hands-on activities. Moreover, incorporating visual elements provides meaningful context, helping students grasp word meanings in real-life situations rather than relying solely on direct translation.

Another advantage is that visual representations can simplify complex words, making them more accessible to learners with limited language proficiency. Furthermore, visual art encourages creativity and critical thinking, as students analyze images and relate them to vocabulary. Although the use of visual art in vocabulary instruction offers various advantages, several

challenges must also be acknowledged. One significant issue is the time required to prepare or access appropriate visual materials. Teachers or researchers are expected to provide targeted media, which often demands a complex process of planning and production. In addition, some abstract vocabulary concepts are difficult to visualize, potentially leading to misinterpretation or misunderstanding of meaning.

Another limitation concerns the availability of resources. Materials such as images, digital tools, and art supplies are not always equally accessible in every educational setting. There is also a possibility that students may become more focused on the artistic aspects rather than the primary goal of vocabulary acquisition, which may reduce the overall effectiveness of the learning process. In conducting this study, the researcher also faced technical challenges, particularly in developing visual art-based instructional videos. To produce engaging and relevant video content that aligned with the instructional objectives, the researcher utilized AI-based applications. However, access to advanced features in these applications required the purchase of premium versions, which involved additional financial costs. This condition posed a practical challenge in implementing visual art-based learning, especially in contexts with limited funding.

Furthermore, although the visual approach has proven effective for many learners, it cannot be denied that individual learning styles vary. This method may be less optimal for students who prefer auditory or text-based learning modalities. Therefore, to maximize the effectiveness of vocabulary instruction, it is essential to integrate visual art media with other instructional strategies to comprehensively accommodate diverse learner preferences.

2.1.10 Steps to Implement of Visual Arts in Teaching Vocabulary in English Language Classroom

Here are the steps from the research as outlined by Haji (2022):

- a. **Action Planning:** Preparation of materials, lesson plans, and data collection tools (e.g., student worksheets, observation sheets, camera).
- b. **Implementation of the Action:** Carrying out the teaching process using visual media for vocabulary teaching.
- c. **Observation and Interpretation:** Observing the teaching process and interpreting the results.
- d. **Analysis and Reflection:** Analyzing data and reflecting on the effectiveness of the teaching method for future improvement.

Similarly, according to Liando et al (2022) there are several steps to implement the visual art in teaching vocabulary, namely:

- a. **Determine the Sample:** Select the sample and group it into one research class.
- b. **Pre-Test:** Administer a pre-test to assess students' initial vocabulary knowledge.
- c. **Treatment:** Provide treatment using learning media, such as pictures or learning videos, to teach vocabulary.
- d. **Post-Test:** Administer a post-test to measure the impact of the treatment on students' vocabulary improvement.
- e. **Data Analysis:** Analyze the data using the mean formula to assess the results.

Based on the theoretical explanations of the experts above, the researcher concludes that, the Steps of Applying Visual Arts in Vocabulary Teaching are as follows:

a. **Selecting Relevant Visual Media**

Choose visual materials that are thematically appropriate, such as a short video or images related to the topic "*Home Sweet Home*" that illustrate household objects and rooms.

b. **Preparing Teaching Materials**

Prepare instructional materials that integrate visual arts, including worksheets, printed images, or visual slides that support vocabulary learning.

c. **Presenting the Visual Media**

Display the visual materials (video or image) to the students using a projector or handouts to help them visualize and engage with the new vocabulary.

d. **Guiding Observation and Discussion**

Ask students to observe the visuals carefully, then guide them in a discussion to share the vocabulary they recognized and clarify unfamiliar words.

e. **Introducing and Explaining Vocabulary**

Introduce new vocabulary items found in the visual materials. Provide meanings, correct pronunciation and spelling to help students fully understand each word.

f. **Repetition and Pronunciation Practice**

Invite students to repeat the vocabulary together to practice pronunciation and reinforce their memory through repetition.

g. **Contextual Vocabulary Use**

Encourage students to use the vocabulary in simple sentences or describe objects they observed, connecting the words to real-life context.

h. **Interactive Vocabulary Game**

Conduct a matching activity where students match vocabulary words with the correct pictures. This fun and engaging task helps reinforce word recognition.

i. **Evaluation Test**

Administer a multiple-choice evaluation test that includes images as answer options. This assessment measures students' vocabulary mastery after the visual arts-based learning activities.

2.1.11 Vocabulary Tests

Vocabulary tests are an essential tool for assessing an individual's understanding and mastery of words in a particular language. A vocabulary test is designed to evaluate a person's ability to recognize, comprehend, and use words accurately in various contexts. These tests play a crucial role in determining language proficiency, as vocabulary is the foundation for effective communication, both in spoken and written forms

According to Thornbury in Triningrum (2020), there are two types of test vocabulary:

1. Multiple choice tests.

Multiple choice tests are a popular way of testing in that they are easy to score (a computer can do it), and they are easy to design (or seem to be). Moreover, the multiple choice format can be used with isolated words, words in a sentences context, or words in whole texts.

2. Gap-fill test

Gap-fill tests require learners to recall the word from memory in order to complete a sentence or text. Thus they test the ability to produce a word rather than simply recognize it.

Meanwhile, according to Adawia (2023) there are several types of questions that are commonly used, including:

1. Rearranging

This test is in the form of a scrambled sentence and then the student must make the correct sentence from the question. For example:

- a. Class-In-Your-Strongest-The-Are-Our
- b. Multiple-choice items

2. Multiple-choice items

As the name suggests, this test will be in the form of multiple choices where it consists of questions and also multiple choices that must be chosen, as for example:

The black widow is the most dangerous spider living in the United States. It is most common in the southern parts of the country, but it can be found throughout the country. The black widow got its name because the female has been known to kill the male after mating and, as a result, becomes a widow. The black widow is rather distinctive in appearance it has shiny globular body, the size and the shape of a pea, and is marked on its underbelly with a red or no a yellow spot. The female is considerably more ample than the male, roughly four times larger on the average. If human is bitten by a black widow, the spider's poison can cause severe illness and pain. Black widow bites have occasionally resulted in death, but it is certainly not the norm for black widow bites to be mortal.

The question: In line 3, the word "widow" means ...

- a. A type of potion
- b. The dead male spider
- c. The human victim of the spider
- d. A female whose mate his died

This question asks about the meaning of the word widow. In this question, you are not expected to know the meaning of the word widow. Instead, you should understand from the context the female has been known to kill the male after mating and, as a result, become a widow.

Answer (d) is therefore the best answer to this question.

3. Cloze Test

Is a test that usually contains incomplete reading and there is a word that will complete the reading. The example questions are as follows:

I was so (1) because it was my first time to visit the place. There are many interesting places to visit. First, I..... (2) Tangkupan Perahu. The place is just wonderful. After that, I went to Dago Street. I.....(3) some t-shirt there. Then, I went to Cibaduyut. I bought many things like shoes, dolls, and some souvenirs. I also did not forget to buy "peuyeum".Bandung is.....(4) for its "peuyeum". Finally,

went to a cafe nearby to have-lunch. I(5) Three days in Bandung and that was really fun. Anyway, I will write to you again next time. Write to me as soon as you can

4. Matching Items

In this Vocabulary test type test there are two tables containing several Vocabulary, which will be matched with each other. There are also examples of the questions as follows:

Colom A	Colom B
1. Elderly	A. Pathetic
2. Shame	B. Salary
3. Employer	C. Old
4. Paycheck	D. Worker
5. Personal	E. Tool to hit nail

5. Completion Items

In this test students will be given incomplete sentences that contain words that will be completed so that the sentence makes sense.

As for the sample question:

- a. I feel depressed when....
- b. I never have an appetite when.....
- c. It was a great relief when....

Based on the previous theory, the researcher used multiple-choice tests as a method of assessing students' vocabulary. Multiple-choice tests are tests that ask learners to provide answers to the questions listed in the question. Answer choices consist of one correct answer and several wrong answers and learners are asked to choose the correct answer, the teacher can make 3, 4, or 5 alternative answers, because the more alternative answers the better, this is so that students reduce the guessing factor, so as to increase the validity and reliability of the question Magdalena et al (2023). Assessment of multiple choice tests is done by matching student answers with the answer key that has been prepared. Each correct answer is given a score of 1, while the wrong answer is

given a score of 0. After all the answers have been assessed, the final score is calculated by adding up all the correct answers. The test results were then analyzed to evaluate students' understanding of the material that had been taught.

A simple formula for calculating multiple choice test scores as follows:

$$\text{Final Score} = \frac{\text{Number of correct answers}}{\text{Total number of questions}} \times 100$$

This method allows the researcher to assess the extent of students' vocabulary mastery acquired through the use of visual arts. The vocabulary evaluation was conducted using a multiple-choice test format, where each question was accompanied by visual images to provide contextual support. This design enabled students to demonstrate their understanding by selecting the correct word that matched the image shown. The use of visuals in the test items helped to assess not only vocabulary recognition but also students' ability to connect words with visual representations. As such, the multiple-choice format proved to be an effective way to evaluate students' comprehension of the vocabulary taught through visual media.

2.1.12 Multimodal Learning Theory

The multimodal learning theory posits that students learn better when exposed to various modes of representation, such as text, images, and sound. According to Kuo et al., (2021), the integration of visual media in language learning can help students build associations between new words and images, thereby strengthening their memory of vocabulary. Husni et al., (2024), demonstrate that “the integration of visual media in learning can enhance students' interest and motivation, as well as expand their understanding of the subject matter.” By utilizing various forms of visual media, students can experience a more interactive and enjoyable learning process, which in turn can improve their overall learning outcomes. In conclusion, the

use of visual media enhances learning by making it more interactive, engaging, and enjoyable. This approach improves students' motivation, interest, and understanding, ultimately leading to better vocabulary retention and overall learning outcomes.

Based on the discussed findings, integrating visual media into learning has proven to enhance the educational experience by making it more dynamic, engaging, and enjoyable for students. This approach fosters higher levels of motivation and interest while simultaneously deepening their comprehension of the material. Moreover, the use of visual media strengthens vocabulary retention and contributes to improved overall learning outcomes, emphasizing its value in educational settings.

2.2 Relevant Research

A study entitled *Using Pictures to Improve Students' English Vocabulary at Seventh Grade of SMP Negeri 1 Siau Timur Selatan* showed that the use of pictures as learning media was effective in improving students' mastery of English vocabulary. The results of the data analysis revealed that the students' pretest mean score was 3.67, while the posttest mean score increased significantly to 7.81. This proves that the use of pictures makes it easier for students to learn and remember new vocabulary. The conclusion of this study confirms that pictures are an appropriate medium in the English learning process, especially in improving students' vocabulary at junior high school level. This study supports that the use of visual arts in learning can accelerate students' vocabulary comprehension, Sabanari (2022).

Similarly the study entitled *"Improving English Vocabulary Using Visual Mnemonic Technique"* shows that visual mnemonic technique is very effective in improving students' vocabulary mastery. The results of data analysis revealed a significant improvement, with the success rate reaching 95.75% and the average student score in the second Cycle was 85.31. This improvement met the target of 80% with a KKM of 75, so the research was stopped in the second Cycle. The conclusion of this study proves that the visual mnemonic technique is very helpful for students in memorizing

vocabulary, making it easier for them to remember the words they have learned. In addition, this technique challenges students to be more creative in learning and accelerates the improvement of English vocabulary mastery. The results of the research at SMP Negeri 2 Kasihan, Bantul, show that the students' success has been achieved, and this technique can be applied by both teachers and students to expand their foreign language vocabulary more easily and fun, Barreiro & Wiyanah (2022).

In line with these findings, the research entitled "Improving Students' Vocabulary through Word Wall Media at the Eleventh Grade of Vocational High School Number 1 Palopo" shows that the use of Word Wall media in vocabulary learning has a positive impact on student achievement. The results revealed that this technique helps students learn vocabulary more easily and in a relaxed atmosphere, thus creating a comfortable and conducive learning environment. With a fun learning approach, information is more easily understood and remembered. This study found that the use of Word Wall can effectively improve students' vocabulary mastery, especially in the aspect of nouns and verbs. Before starting the lesson, the researcher distributed a list of new vocabulary and asked students to find the translation and memories it. The analysis showed that in the first cycle, students' average score reached 70%, while in the second cycle it increased to 83%, which is categorized as a significant improvement in learning outcomes. In addition, students looked more active in the learning process, proving that Word Wall media can be an effective strategy to improve students' vocabulary in English learning, Supraba (2019).

Based on the theories above, it can be concluded that visual-based learning methods, such as the use of pictures, visual mnemonic techniques, and Word Wall media, are very effective in improving students' vocabulary learning. These approaches help students retain and recall vocabulary more easily by providing interesting and meaningful visual stimuli. Findings from the study show that incorporating visual elements into English language teaching creates a more interactive and enjoyable learning environment, leading to significant improvements in vocabulary learning. Therefore,

visual-based strategies can be considered a valuable tool for teachers and students in facilitating foreign language learning, particularly in vocabulary development.

2.3 Conceptual Framework

The conceptual framework of this study was based on the integration of visual arts into English language learning as a strategy to improve vocabulary mastery among seventh-grade students at UPTD SMP Negeri 2 Gunungsitoli Alo'oa. This approach recognized the potential of visual arts as a medium for creating meaningful and memorable connections between language and imagery, allowing students to develop a deeper understanding and better retention of new vocabulary. The researcher designed a comprehensive learning plan that integrated various forms of visual arts, particularly visual images.

These visual elements served as tools to bridge the gap between abstract vocabulary concepts and concrete representations. For instance, students were introduced to new words through thematic pictures or visual stories that encouraged them to associate vocabulary with appropriate visual contexts. By utilizing these multimodal representations, the study aimed to address diverse learning styles and preferences, promoting an inclusive and effective learning environment.

In addition to conventional classroom activities, the learning plan included creative tasks such as vocabulary matching games using images. These activities were designed to foster active student participation and allowed them to explore their creativity while internalizing new vocabulary. Through these interactive processes, students experienced increased motivation and interest in learning two essential components for effective vocabulary learning.

The researcher employed a qualitative method in collecting data, including classroom observations, interviews, and surveys. This approach provided a comprehensive understanding of students' participation, engagement, and performance throughout the learning process. Observations captured real-time classroom interactions and students' use of visual media,

while interviews and surveys gathered qualitative feedback from both students and teachers regarding the benefits and challenges of this approach.

To measure the effectiveness of integrating visual arts into vocabulary instruction, the researcher administered evaluation tests at the end of both Cycle I and Cycle II. These assessments allowed for a clear comparison of students' vocabulary development over time. In addition, student feedback was collected to evaluate their learning experiences and to identify areas for improvement in the instructional plan. The conceptual framework of this research can be illustrated in the following concept:

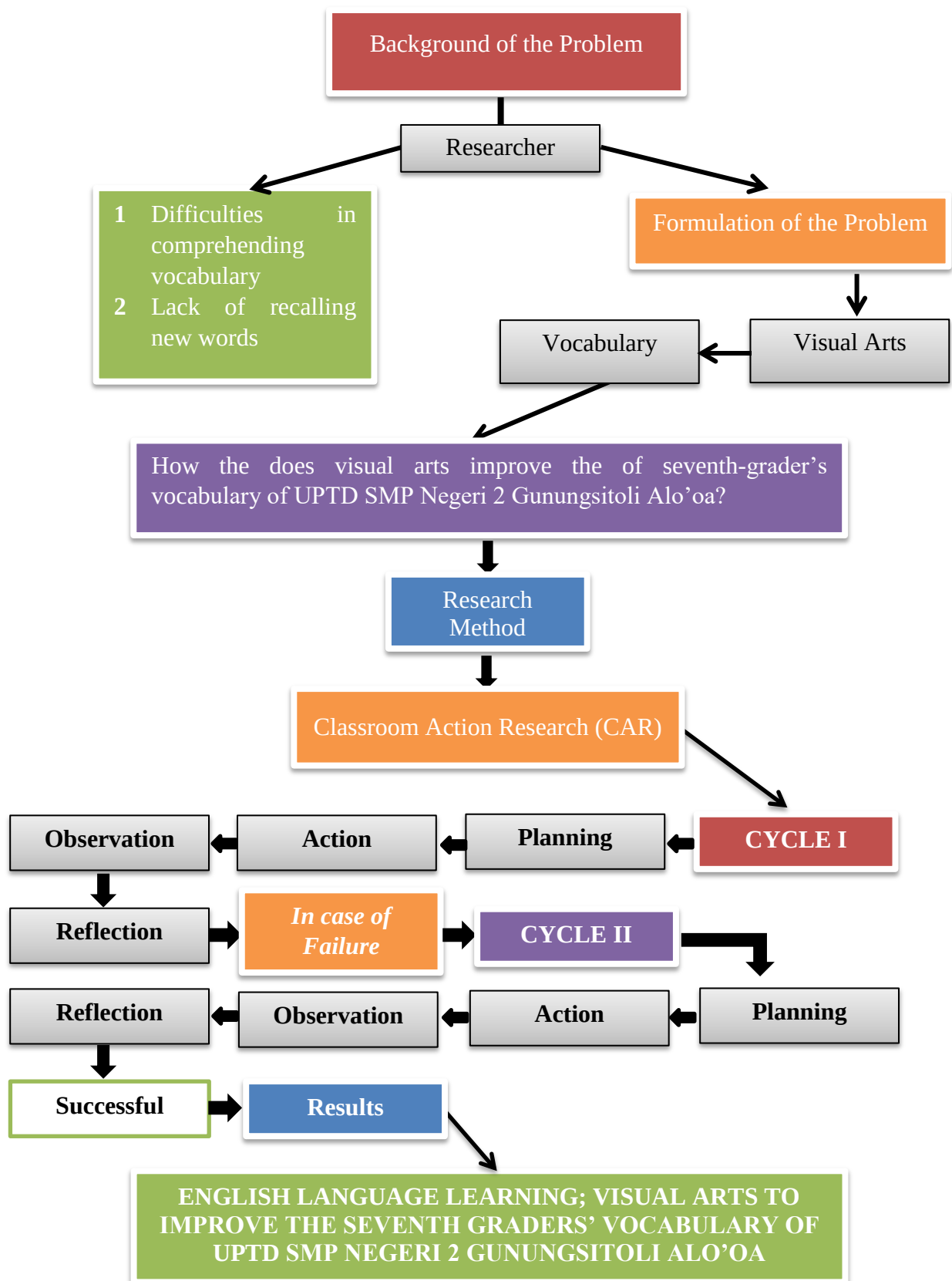


Figure. 2.1 Conceptual Framework