

BAB IV

RESULT AND DISCUSSION

4.1 Research Result

4.1.1 Research Setting

This research is a Classroom Action Research (*PTK*) conducted by researcher at UPTD SMP Negeri 2 Gunungsitoli Alo'oa in the 2024/2025 school year. This school is located in Lololawa Village, Gunungsitoli Alo'oa District, Gunungsitoli City, and North Sumatra Province. Its strategic location makes the school easily accessible by various means of transport. From a physical point of view, the school building is well organized, clean and comfortable, thus supporting the smooth process of teaching and learning activities for both teachers and students.

The facilities at UPTD SMP Negeri 2 Gunungsitoli Alo'oa consisted of 7 rooms, namely 3 classrooms, 1 teacher's room, 1 principal's room, 1 library room, 1 science laboratory room, and 4 toilets. The number of students in this school is 67 people, with details of 31 boys and 36 girls. The facilities and infrastructure available were adequate to support teaching and learning activities as well as other activities, such as sports and literacy activities. The subjects in this study were students of class VII UPTD SMP Negeri 2 Gunungsitoli Alo'oa, totaling 21 people, consisting of 9 boys and 12 girls.

Before conducting the research, the researcher first consulted with the Principal of UPTD SMP Negeri 2 Gunungsitoli Alo'oa, namely Mr Sinema Melikasih Zebua, S.Pd, as well as the English subject teacher, namely Mrs Irene Arselina Zendrato, S.Pd, who also provided direction and approval for the implementation of this research. This study aims to improve learners' English vocabulary through visual arts media in class VII.

This research was conducted in two cycles to achieve and ensure the success and stability of students' vocabulary improvement. Each cycle consisted of two meetings with a time allocation of 3 x 40 minutes per

meeting. During the implementation of the classroom action, the researcher delivered the lessons directly in the classroom. Meanwhile, the English substitute teacher, Mrs. IAZ served as the observer and recorded students learning activities using the observation sheets prepared by the researcher.

4.1.2 Description of Research Data

This study used a Classroom Action Research (*PTK*) design to improve English vocabulary learning of seventh grade students at UPTD SMP Negeri 2 Gunungsitoli Alo'oa. The research was conducted in two cycles, which followed the four standard stages of *PTK*: planning, implementation, observation and reflection. The main objective of this study was to determine the effectiveness of using visual arts as a learning medium to support vocabulary learning. This research consisted of two cycles. In Cycle I, the learning activities were conducted in two meetings. The first meeting was held on April 9th, 2025, where the researcher began the lesson using a video visual with the theme *Home Sweet Home*. In the second meeting, which took place on April 16th, 2025, the researcher used a visual illustration of a traditional stilt house printed on paper to support vocabulary learning. This session concluded with an evaluation test to measure students' progress. Cycle II was also carried out in two meetings. The first meeting took place on May 7th, 2025, using a video visual as the learning media. The second meeting was conducted on May 14th, 2025, utilizing an image of a house containing various household items. After the lesson, a final evaluation test was administered to assess the students' vocabulary mastery before and after the implementation of visual arts as a learning medium.

4.1.3. Explanation of the Visual Art to Improve Students' Vocabulary

To enhance students' vocabulary, the researcher implemented visual art as a teaching medium, carried out through two cycles, with each cycle comprising two meetings. Below is a detailed description of each cycle.

4.1.3.1. Description of Cycle I

The Classroom Action Research in (Cycle I) was conducted two meetings and is outlined as follows.

1. First Meeting

The first meeting took place on April 9th, 2025. It began with preliminary pre-teaching activities and concluded with post-teaching activities. During this session, the researcher carried out the teaching process based on the lesson plan that had been prepared beforehand. This cycle of the Classroom Action Research followed four stages, which are explained below:

a. Planning

During the first meeting of the study, the researcher made several preparations, including the lesson plan, teaching materials, observation sheets, attendance list, and instructional tools such as visual art media, speakers, projector, and laptop. The researcher also ensured personal readiness by thoroughly mastering the material to be delivered.

b. Action

At this stage, the researcher carried out the learning process using visual video media. The instructional steps or learning scenario in Meeting 1 of Cycle I included the following activities:

1) Pre-teaching

In this step, the researcher entered the classroom, greeted the students, and asked one of them to lead a prayer. The researcher then checked attendance and introduced himself to the students, explaining the purpose of the visit and the learning objectives. To engage students, the researcher gave some warm-up questions related to

vocabulary and the use of visual media in learning English. After that, the researcher introduced the topic of the day, “Learning Vocabulary through Visual Arts,” with a focus on the theme *Home Sweet Home*.

2) Whilst-teaching

In this stage, the researcher began by explaining what visual art media are and how it can help improve students’ vocabulary mastery. The researcher played a video titled *Home Sweet Home* and asked students to observe carefully and take note of any English words or objects they could recognize. After the video, a discussion session was conducted. Students were invited to share the vocabulary they found, try to explain the meaning, and ask about any unfamiliar words. The researcher clarified vocabulary based on the video context and guided students in understanding pronunciation and spelling. Students were also asked to pronounce the words together and apply them in simple

3) Post-teaching

In the final stage, the researcher summarized the vocabulary that had been discussed during the lesson and gave positive reinforcement to the students. The next meeting’s topic was introduced briefly. Before closing, the researcher assigned students to practice more vocabulary at home and asked one of the students to lead the closing prayer.

c. Observation

In this meeting, the learning process was observed by both the researcher and the collaborating English teacher, Mrs. IAZ. Due to her tight schedule, the collaborating teacher was unable to attend the class in person. Instead, she observed the learning activities through a recorded video of the classroom session

provided by the researcher. The observation was conducted using an observation sheet and field notes that had been prepared in advance.

Based on the observation, most students showed a high level of interest in learning English vocabulary through visual video media. This method appeared to be relatively new to them, which likely increased their curiosity and attention. During the activity, some students were actively watching the video, identifying familiar vocabulary, and participating in classroom discussions. However, both the researcher and the collaborating teacher noted several challenges during the learning process. Some students struggled with understanding the vocabulary presented in the video, especially in terms of pronunciation. A few students seemed less focused when the video was playing and did not pay full attention during the researcher's explanation. In addition, several students appeared shy or hesitant to ask questions about unfamiliar words—possibly because this was their first time learning vocabulary through video-based media.

The observation results suggest that the researcher, as the teacher, should provide clearer instructions, offer more structured guidance, and foster a supportive classroom environment that encourages students to actively participate, ask questions, and feel comfortable expressing themselves during the lesson.

Based on the field notes during the first meeting of Cycle I, the classroom atmosphere was generally conducive at the beginning of the lesson. The students were calm and attentive when the researcher introduced the visual media in the form of a video titled *Home Sweet Home*. While the video was being played, several students showed interest by pointing at the screen and naming objects they recognized. Most students appeared focused, although a few were distracted and chatted with their classmates.

When the researcher invited students to mention vocabulary they found in the video, about half of the class responded actively and showed enthusiasm. Some students were confident in pronouncing the words, while others appeared shy and remained passive, especially when asked to speak in front of the class. During the pronunciation and spelling session, most students repeated the words after the researcher. Some students mispronounced words, but the researcher provided gentle corrections and encouraged the whole class to repeat them together.

In terms of classroom management, the lesson went smoothly overall, although two students were talking during the explanation. The researcher managed this by involving them directly in answering vocabulary-related questions. In general, the use of visual video media helped draw students' attention to the vocabulary content. Even previously passive students appeared to become more engaged when visuals were presented. However, some students still had difficulty understanding word meanings and pronunciation, indicating that further explanation and reinforcement would be needed in the next session.

d. Reflection

Based on the field notes and the observation sheet completed by the researcher and the collaborating English teacher, Mrs. IAZ, it was found that students responded positively to the use of visual video media during the vocabulary learning session. Most students showed increased attention when the video titled *Home Sweet Home* was played, and they became more enthusiastic when listening to the pronunciation of new English words. This enthusiasm was also reflected in their willingness to participate in discussions and mention words they recognized from the video. However, the observation also recorded several challenges during the learning process. A few students appeared

distracted during the video, while others seemed unsure about the meaning or pronunciation of certain vocabulary. These students were more passive and hesitant to ask questions when they did not understand. This was noted by both the researcher and the collaborator through direct observation and the video review.

From the observation sheet, it was recorded that approximately 86.66% of the planned activities were implemented successfully, while 13.33% were not completed, mainly due to time limitations and students' unfamiliarity with the media. The use of field notes also helped document student behavior, including moments when the classroom became noisy or when certain students showed confusion or disengagement.

Despite the challenges, the overall learning atmosphere remained positive. Students were curious and responsive, especially when invited to repeat or identify words shown in the video. It was concluded that while the media used was effective in engaging students and introducing new vocabulary, additional guidance and repetition would be necessary in the following meeting.

For this reason, the researcher decided to continue the use of visual media in the next session, while refining instructional strategies to address the difficulties observed. These included giving clearer instructions, providing more scaffolding during discussions, and ensuring that students who were initially passive would become more involved through targeted questions and encouragement.

2. Second Meeting

The second meeting was conducted on April 16th, 2025. As in the previous session, this meeting followed a sequence of pre-teaching, whilst-teaching, and post-teaching activities. The implementation of this meeting was based on the lesson plan that had been prepared in advance by the researcher. In this stage of the Classroom Action

Research, the researcher followed the four steps of the research procedure: planning, action, observation, and reflection. The following is a detailed description of each stage.

a. Planning

In the second meeting of Cycle I, the researcher made several preparations to support the learning process. These included the lesson plan, teaching materials, observation sheets, attendance list, visual image media sheet, and the test instruments to assess students' vocabulary mastery. Additionally, the researcher ensured that she was well-prepared by reviewing and mastering all the material that would be delivered during the session. These preparations were aimed at creating an effective and structured learning environment for the students.

b. Action

At this stage, the researcher carried out the learning process using visual image media. The learning steps or scenarios in the second meeting of Cycle I included the following activities:

1) Pre-teaching

At the beginning of the lesson, the researcher entered the classroom, greeted the students warmly, and asked one of them to lead the opening prayer. The researcher then checked the students' attendance and briefly reviewed the material from the previous meeting to build continuity. After that, the researcher introduced the learning focus for the day vocabulary learning through visual image media and explained its purpose in helping students recognize and understand the names of household objects.

2) Whilst-teaching

In this stage, the researcher began by displaying several visual images related to the theme *Home Sweet Home*, which featured different rooms and objects found in a traditional stilt house. The researcher explained how these

images would be used to support students' vocabulary mastery. The researcher then pointed to specific objects within the images (e.g., cupboard, chair, curtain) and asked students to pronounce the words together. The pronunciation was modeled first by the researcher, followed by guided repetition by the students. After that, the researcher asked several students to come forward and try spelling selected words aloud in front of the class. To support student understanding, the researcher clarified unfamiliar vocabulary items using both images and context-based explanation. Following the vocabulary and pronunciation activities, the researcher facilitated an open discussion session. Students were invited to mention words they recognized from the images and ask questions about words they did not yet understand. The researcher answered the questions by pointing directly to the image content and offering simple definitions or examples. To assess students' understanding, the researcher conducted a written evaluation test at the end of the lesson. The test required students to match images with the correct vocabulary to evaluate how well they had learned the words presented in class. This test served as an indicator of vocabulary progress following the visual image-based instruction.

3) Post-teaching

In the final stage, the researcher summarized the vocabulary items and key points that had been covered in the lesson. The researcher then informed the students about the upcoming topic for the next meeting. Finally, the researcher asked one of the students to lead the closing prayer, formally ending the class.

c. Observation

In this meeting, the teaching and learning process was observed by both the researcher and the collaborating English teacher, Mrs. IAZ, through a recorded classroom video. The observation was conducted using an observation sheet and field notes that had been prepared beforehand by the researcher. The goal of this observation was to monitor student engagement and learning behavior during the vocabulary lesson using visual image media.

Based on the observation, most students appeared more active compared to the first meeting. They showed enthusiasm when looking at the images displayed and were able to mention the names of objects they recognized. Some students demonstrated confidence when asked to pronounce and spell the vocabulary words shown by the researcher. When the students were tasked with matching the words to the correct images, they responded well and showed understanding.

However, the collaborating teacher noted that a few students remained passive and lacked confidence when asked to spell or pronounce words aloud. Additionally, some students had difficulty distinguishing the spelling of certain words, although they generally understood the meanings. The use of visual image media was seen as very helpful in enabling students to associate vocabulary with real-life objects, but more emphasis on pronunciation and spelling practice was still needed.

Based on the observation, it was recommended that the researcher provided more opportunities for individual and group practice, and give special attention to students who are still hesitant to participate. Overall, the use of visual image media was effective in increasing students' understanding and interest in learning English vocabulary.

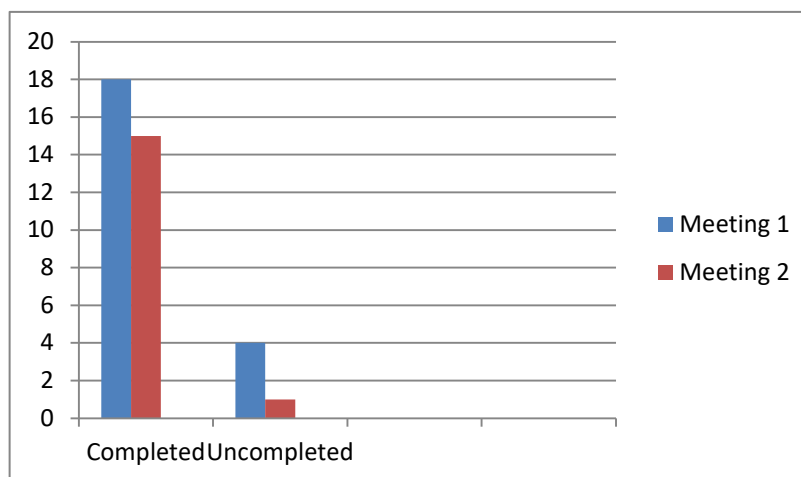
The outcomes of the observation conducted during the teaching and learning process at the second meeting of Cycle I are outlined as follows:

Observation Sheet on the Researcher's Teaching Activities
Based on the observer's notes, the researcher completed most of the planned teaching activities. The summary of completed and uncompleted activities is shown in the table below:

Table 4.1 Presentation of research activities

Cycle I		
Meeting	Completed Activities	Uncompleted Activities
Meeting I	18 out of 22 activities (81.82%)	4 out of 22 activities (18.18%)
Meeting II	15 out of 16 activities (93.75%)	1 out of 16 activities (6.25%)

Based on the results above, the level of teaching effectiveness of the researcher during the first meeting can be categorized as "Good", while the second meeting can be categorized as "Very Good". In the second meeting, the activities were almost fully carried out successfully. The activities carried out by the researcher included teaching vocabulary using visual art media, pronunciation, spelling, and classroom discussions. The researcher also administered a written test to evaluate the students' understanding of the vocabulary that had been taught.



Graph 4.1 Presentation of researcher activities in Cycle I

Based on the field notes recorded during the second meeting of Cycle I, the class atmosphere was noticeably more interactive compared to the previous meeting. The use of printed visual image media appeared to engage students more directly. When the researcher distributed paper-based illustrations of a traditional house and its surroundings, many students showed immediate curiosity and excitement. Some of them pointed at the pictures and eagerly identified objects they recognized in English, while others asked the researcher for help in translating unfamiliar items.

During the vocabulary matching activity, students were tasked with connecting English words to the correct images provided. The majority of students were enthusiastic and actively participated in the task, either individually or in small groups. Several students showed improvement in vocabulary recall compared to the first meeting. The matching exercise also appeared to help clarify word meanings and reinforce retention.

Despite the increased engagement, a few students remained passive and waited for their peers to answer first. Some still struggled with spelling and pronunciation, particularly when asked to read the matched words aloud. The researcher responded by modeling correct pronunciation and encouraging choral

repetition. In terms of classroom management, the researcher successfully maintained a positive and focused learning environment. When several students became distracted, the researcher redirected their attention by calling on them to participate.

Overall, the field notes show that students became more comfortable with vocabulary learning through visual image media. The learning atmosphere was active, and student involvement improved, though ongoing support was still needed for some students to build confidence in pronunciation and independent vocabulary use.

d. Reflection

Based on the field notes and the observation sheet prepared by the researcher and involving the collaborating teacher, Mrs. IAZ, the second meeting showed noticeable improvement in student participation and interaction. The teaching and learning activity focused on vocabulary acquisition using visual image media, which displayed rooms and objects from a traditional stilt house.

In general, students appeared more engaged and confident compared to the previous session. Many students responded actively to the images shown, correctly identifying and pronouncing English words related to household objects. Some even volunteered to participate by answering questions or sharing what they saw in the images, showing that they were adapting well to the learning method. Nevertheless, a few students remained less responsive and still needed additional encouragement. These students tended to stay quiet during discussions and were hesitant to spell or pronounce words aloud. This observation was noted through direct classroom observation and video review by the researcher, as the collaborating teacher

was unable to fill in the observation sheet directly due to time constraints.

According to the observation sheet and field notes, 93.75% of the planned activities were successfully carried out, while 6.25% were uncompleted, mainly due to time limitations during student discussions. However, the high level of student enthusiasm indicated that the visual image strategy successfully stimulated curiosity and promoted active learning.

Overall, the second meeting confirmed that the use of visual image media created a positive, student-centered environment. The matching activity between words and images helped students retain vocabulary more effectively. The reflection of this meeting provides a basis for the researcher to proceed to the next cycle while continuing to improve strategies—particularly by offering extra support to students who remain passive and ensuring that all students benefited equally from the learning experience.

On the second meeting of Cycle I, the researcher conducted an evaluation test with the students. The results of their scores are shown in the table as follows.

Table 4.2 The Students' score Evaluation (Cycle I)

No.	Students' Name	Evaluation Scores
1	Agus Rahmat Zandrato	86.67
2	Alfred Setiawan Lase	80.00
3	Arlina Zandrato	66.67
4	Asria Zandrato	80.00
5	Berliana Laoli	66.67
6	Berta N H S Laoli	80.00
7	Dian Amanda Lase	86.67
8	Festin Yana Sari Zandrato	80.00
9	Fernando Fendi Zandrato	66.67

10	Jeni Murni Zendrato	86.67
11	Jernita Zendrato	86.67
12	Mardianto Zendrato	86.67
13	Murni Suci Zendrato	80.00
14	Riski Pratama Lase	86.67
15	Nouval Zendrato	86.67
16	Pertobatan Zendrato	86.67
17	Pristiani Zendrato	86.67
18	Tri Wahyuni Zendrato	86.67
19	Yafet Lasosaro Zendrato	86.67
20	Yasri Puspa Sari Zendrato	86.67
Average Evaluation Test score		82.34

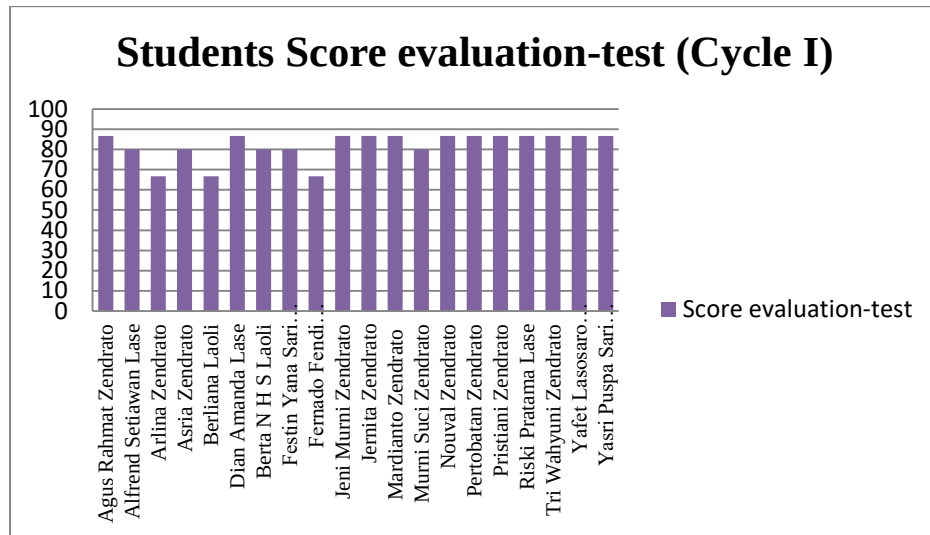
The evaluation test results for the seventh-grade students at UPTD SMP Negeri 2 Gunungsitoli Alo'oa show positive progress in vocabulary mastery following the approach that utilized visual media. The test was conducted to assess students' vocabulary knowledge after the introduction of visual media in the teaching process. Among the 20 students who participated, the highest score was 86.67, achieved by several students. The lowest score was 66.67, obtained by a few students. The average score for the evaluation test was 82.34, indicating good overall improvement in vocabulary learning.

The distribution of scores reveals that most students scored between 80 and 86.67, showing a strong grasp of the vocabulary taught during the intervention. This improvement suggests that the use of visual media, particularly videos and visual illustrations, was effective in enhancing students' understanding and retention of English vocabulary. The consistent scores among students also demonstrated that visual media helped improving student participation and engagement during the learning process.

Overall, the evaluation results reflect a positive outcome from the visual media approach, showing that it was an effective strategy for

improving students' vocabulary skills. The detailed distribution of scores also highlights a solid baseline of improvement, which serves as a strong foundation for further vocabulary enrichment activities in the next cycle.

The students' score evaluation of vocabulary improvement and the classification of the students' score can be seen in the graphic and the table below:



Graph 4.2 Students score evaluation-test in Cycle I

Table 4.3 The Classification of the students' score in Cycle I

No.	Kategori Nilai	Rentang Skor	Jumlah Siswa	Keterangan Penguasaan
1	Sangat Baik	90-100	0	Mengenal 90–100% kata
2	Baik	80-89	17	Mengenal 70–89% kata
3	Cukup	70-79	0	Mengenal 50–69% kata
4	Perlu Bimbingan	0-69	3	Mengenal kurang dari 50% kata
Jumlah siswa			20	

The classification of students' scores in the evaluation test indicates that the majority of students fall within the 'Good' achievement category. As shown in the data, 17 out of 20 students (85%) achieved scores ranging between 80 and 86.67, meaning they met the learning objective achievement criteria. However, three students (15%) AZ, BL, and FFZ did not meet the standard, with each scoring 66.67.

These results demonstrated that students' vocabulary learning after the implementation of visual media—both videos and images—has generally improved and shows positive progress. Most students were able to recognize and recall a large portion of vocabulary related to the theme *Home Sweet Home*. The high concentration of students in the 'Good' category suggests that the visual media used in the teaching process was effective in improving students' vocabulary comprehension, classroom engagement, and retention.

The four-level score categories reflect different degrees of mastery:

1. **Very good (90–100):** Students in this range display excellent control over vocabulary, showing accurate understanding and usage.
2. **Good (80–89):** Learners have strong comprehension with only occasional errors.
3. **Fair (70–79):** Students demonstrate moderate vocabulary knowledge but may lack depth or fluency.
4. **Needs Improvement (0–69):** Scores in this range show insufficient vocabulary understanding. These students require targeted instruction and support to meet the expected competency level.

This improvement highlights the effectiveness of the visual art media used in the learning process, especially in enhancing students' understanding of vocabulary related to the theme *Home Sweet Home*. The combination of images and videos allowed students to connect vocabulary visually, providing a multisensory approach to learning that proved effective in improving retention and understanding. The use of visual media in vocabulary learning makes abstract words more concrete and easier for students to remember, which is crucial in language learning.

In line with the evaluation-test results, which showed that more than 82,34% of students achieved scores above the minimum mastery criterion, it can be concluded that the action implemented in this cycle was successful. This aligns with (Ameliyah et al., 2024) who state that “the success indicator of this classroom action research is achieved when at least 80% of students have reached

the minimum mastery level.” So, on this expert opinion, it can be concluded that the action taken in this study has met the success criteria.

Based on the results of Cycle I, the objectives of the research were largely achieved, as evidenced by the significant improvement in students’ vocabulary mastery and the high number of students who met the learning objective achievement criteria. However, despite the overall success, three students AZ, BL, and FZ did not reach the learning objective achievement criteria (*KKTP*), each scoring 66.67 on the evaluation test. To ensure that all students meet the expected learning outcomes and to strengthen the consistency of the results, the researcher decided to continue the study into Cycle II. The purpose of the Cycle II is not only to validate the effectiveness of the actions implemented in Cycle I but also to provide additional support and intervention for students who had not yet achieved the targeted standard.

4.1.3.2. Description of Cycle II

1. First Meeting

The first meeting was conducted on May 14th, 2025. This session began with preliminary activities and concluded with post-teaching reflections. The implementation of this meeting was carried out based on the lesson plan that had been carefully prepared by the researcher. In this Cycle of Classroom Action Research, the process followed four key stages: planning, action, observation, and reflection. Each stage was systematically applied to achieve the research objectives.

a. Planning

In preparation for the first meeting of Cycle II, the researcher organized several essential components to support the learning process. These included the lesson plan, teaching materials, observation sheets, attendance list, and instructional media such as video, printed visual images, a speaker, a projector, and a laptop. In addition, the researcher ensured thorough preparation by mastering the subject matter and teaching strategies that would

be implemented during the lesson. This preparation was aimed at improving the learning experience and addressing the weaknesses identified in Cycle I, particularly the lack of student focus and hesitation to participate during video-based vocabulary activities.

b. Action

At this stage, the researcher carried out the learning process using visual arts media, including video and illustrative images. The instructional steps during the first meeting of Cycle I were implemented according to the following scenario:

1) Pre-teaching

In this phase, the researcher entered the classroom, greeted the students, asked one of them to lead a prayer, and then checked the attendance list. The researcher reviewed briefly the previous lesson on vocabulary learned through visual video and introduced the new focus for this meeting, which was learning vocabulary through visual illustrations (pictures). To activate prior knowledge, the researcher asked students to mention any vocabulary they still remembered from the previous meeting. The researcher then motivated students by explaining that learning through pictures would help them recognize and remember vocabulary more easily.

2) Whilst-teaching

The researcher displayed a large visual illustration of a traditional stilt house on the screen and asked students to observe the objects shown inside and around the house. Students were encouraged to mention what they saw in English and match those objects with their correct names. The researcher guided students to pronounce the words correctly and explained the meanings of unfamiliar terms. Then, the researcher conducted a matching activity where students had to match pictures of objects (e.g., stairs, cupboard, fridge, etc.) with the correct English vocabulary.

This activity was done both orally and in writing. The class was divided into small groups, and students were invited to come forward to connect vocabulary cards with images. The researcher gave direct feedback on accuracy, pronunciation, and understanding.

3) Post-teaching

At this stage, the researcher concluded the material that had been delivered during the lesson. Then, the researcher informed the students about the topic for the next meeting. Finally, the researcher ended the teaching and learning process by asking one of the students to lead the class in prayer.

c. Observation

In the first meeting of Cycle II, the teaching and learning process was observed by both the researcher and the collaborating English teacher, Mrs. IAZ, through a classroom video recording taken during the lesson. The observation was carried out using an observation sheet and field notes that had been prepared in advance by the researcher. The goal of this observation was to examine student engagement and the effectiveness of visual art video media in supporting vocabulary learning.

Based on the observation, most students showed increased participation compared to the previous cycle. They appeared enthusiastic while watching the video titled *Home Sweet Home*, which presented various household items and parts of the house in English. Students paid close attention and noted down vocabulary they could understand from the video. After watching the video, the researcher initiated an interactive discussion. Most students were able to mention the vocabulary they had seen and heard. The researcher asked guiding questions to explore the words students did not understand and then explained their meanings, including

pronunciation and spelling. Several students also became more confident when pronouncing vocabulary words together in class.

The collaborating teacher observed that while the majority of students were actively engaged, a few students still lacked confidence when asked to pronounce or respond individually. Nevertheless, the use of video media was found to be very helpful in enabling students to connect visual and audio information with the meaning of the words being learned. Overall, the learning process during this meeting went smoothly and followed the planned steps. The visual art video media effectively increased students' interest and supported their vocabulary comprehension through real-life and contextual exposure.

Based on the field notes in the first meeting of Cycle II, the researcher observed that most students demonstrated a high level of enthusiasm when the visual video titled *Home Sweet Home* was played in class. The classroom atmosphere became more engaging as the video effectively captured students' attention. During the viewing session, some students were seen focusing on the screen and noting down English words they recognized. After the video, the researcher initiated a discussion session, encouraging students to mention vocabulary they understood as well as those they did not. Several students were able to correctly mention words such as "bedroom," "kitchen," and "stairs," while others showed hesitation in pronunciation and meaning.

The researcher noted that the students were more confident than in the previous cycle, although some remained passive and reluctant to express their ideas. When the researcher asked the students to repeat the pronunciation of certain words, most participated actively. However, a few students still struggled to differentiate the sounds of certain words. Overall, the lesson proceeded effectively. The video served as a strong stimulus to spark vocabulary learning and increased student participation.

Students also expressed enjoyment in learning through visual media, describing the experience as fun and less monotonous than traditional methods.

d. Reflection

The reflection for Cycle II, Meeting 1 was conducted based on the field notes, recorded classroom video, observation sheets, and discussions between the researcher and the collaborating teacher, Mrs. IAZ. From the observations, it was reflected that the use of visual art video media had a strong positive impact on students' engagement. Students were highly enthusiastic while watching the video, and most were able to identify and mention vocabulary words related to objects and parts of the house. The discussion after the video encouraged students to participate actively in recalling and pronouncing new words.

According to the field notes, the majority of planned teaching activities were carried out successfully. The researcher managed the class well and created a positive and interactive learning environment. However, some students still showed hesitation in pronunciation tasks and were less confident when speaking individually. This issue was also noted by the collaborating teacher after reviewing the classroom video. The researcher and the teacher agreed that, although the learning objectives had largely been achieved, there was still room for improvement in students' speaking confidence and pronunciation accuracy. Both concluded that continued use of visual media in combination with more focused pronunciation exercises would further support vocabulary mastery.

Therefore, this reflection concluded that the implementation of visual art video in Cycle II, Meeting 1 had a meaningful effect on learning outcomes. Still, additional reinforcement and personalized support might benefit students who were less active or confident during oral tasks.

2. Second Meeting

The second meeting was held on May 19th, 2025. The meeting began with pre-teaching activities and ended with post-teaching activities. In conducting this meeting, the researcher followed the lesson plan that had been prepared beforehand. In this cycle of Classroom Action Research, there were four stages, which are explained as follows:

a. Planning

At the second meeting of Cycle II, the researcher had prepared several essential components to support the teaching and learning process. These included the lesson plan, teaching materials, observation sheet, attendance list, as well as learning media such as books, a speaker, a projector, a laptop, and the test to be given to students. The researcher also ensured personal readiness and had thoroughly mastered the materials that would be delivered during the lesson. Based on the observation results from the first meeting, it was found that although most students were actively engaged, a few still lacked confidence when asked to pronounce or respond individually. To address this issue, the researcher planned to provide more pronunciation and vocabulary practice, along with individual guidance and encouragement to help these students participate more confidently during the second meeting.

b. Action

In this stage, the researcher carried out the research using visual media. The learning steps or scenarios in the second meeting of Cycle II included the following activities:

1) Pre-teaching

At this step, the researcher entered the classroom and greeted all the students, then asked one of the students to lead a prayer, and checked the attendance list. Afterwards, the researcher introduced the visual media to the students.

2) Whilst-teaching

Afterward, the researcher introduced the visual image media that would be used for vocabulary learning, explaining that this media aimed to help students understand words related to the lesson material, specifically the parts of a house. The researcher then displayed various relevant visual images and taught the pronunciation of several words appearing in those images. Students were asked to repeat the pronunciation of these words alternately to practice correct pronunciation. During the teaching process, the researcher also explained the spelling of the words and invited students to spell them in turns. Next, the researcher opened a discussion session where students could mention the words they recognized from the images and ask about words they did not understand. The researcher provided further explanations by showing supporting images to help students better comprehend the meaning of each word in its proper context. Additionally, the researcher conducted game matching pictures with English words to increase students' interest and engagement in vocabulary learning. Through this game, students practiced connecting pictures with the appropriate words in an interactive and enjoyable way. Finally, the researcher administered a written test to assess the students' understanding of the vocabulary taught through the visual media and game activities. This test aimed to evaluate how many the students vocabulary had improved after the learning process.

c. Observation

In the second meeting of Cycle II, the teaching and learning process was observed by both the researcher and the collaborating teacher, Mrs. IAZ, through direct classroom observation and a video recording. The researcher used an

observation sheet and field notes to document all learning activities and student responses. The focus of this meeting was on teaching English vocabulary through printed visual image media.

At the beginning of the lesson, students showed a positive attitude and responded well to the review of previously learned vocabulary. The researcher introduced the visual media in the form of printed images that illustrated parts of a traditional house and various household objects. When students were asked to identify and name the objects, they actively responded and tried to pronounce the words in English.

During the main activity, the researcher guided students through a vocabulary matching task where they had to connect words with the appropriate images. Most students appeared engaged and enthusiastic, especially during pair and group discussions. They were able to collaborate and help each other in recognizing and pronouncing the vocabulary. The collaborating teacher observed that several students had become more confident than in the previous meeting. However, she also noted that a few students still needed encouragement to pronounce and spell words clearly. Despite this, the general atmosphere was interactive and the use of printed visuals was effective in reinforcing vocabulary recognition.

Overall, the observation indicated that the implementation of visual image media using paper-based materials successfully increased student participation and understanding. The classroom was well-managed, and the learning objectives for this meeting were achieved.

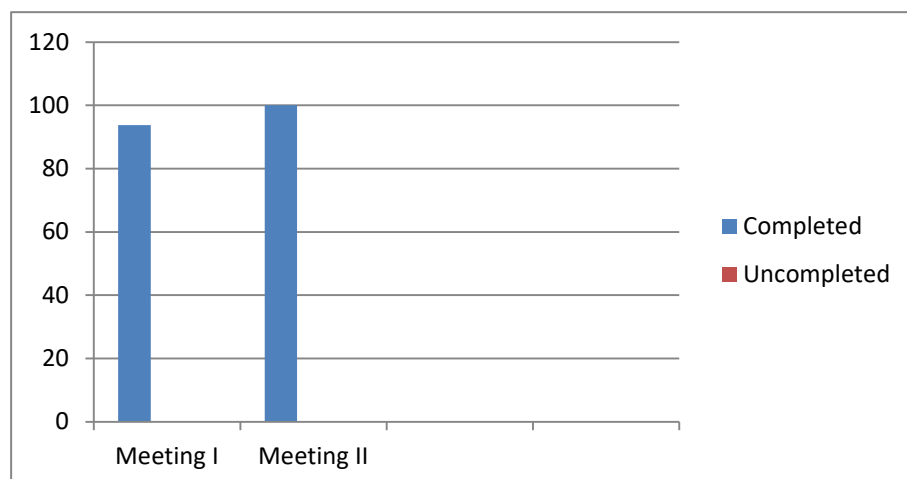
The results of the observations during the teaching and learning process at the second meeting of Cycle II were as follows:

- 1) Based on the observations of the researcher's activities, the actions carried out and those canceled during the teaching and learning process can be described on the table as follows.

Table 4.4 Presentation of researcher's activities

Cycle I		
Meeting	Completed Activities	Uncompleted Activities
Meeting I	15 out of 16 activities (93,75%)	1 out of 16 activities (6,25%)
Meeting II	12 out of 12 activities (100)	0 out of 12 activities (0%)

Based on the results of the activities mentioned above, the researcher's teaching performance in the first meeting can be classified as "Very Good," and similarly, the second meeting also received a "Very Good" rating. Clearly, the activities conducted by the researcher during the teaching and learning process are illustrated in the graph below:



Graph 4.3 Presentation of researcher's activities in Cycle II

2) Observation sheet for the students' activities

Based on the observation results of student activities, the collaborator teacher noted that nearly all planned activities during the teaching and learning process in both the first and second meetings of Cycle II were successfully completed. In the first meeting, only one activity was not implemented, resulting in 93.75% completion, while the second meeting achieved full completion (100%), with no activities left undone. Throughout both sessions, students appeared to thoroughly enjoy the learning process. Their progress showed noticeable improvement as they actively participated and responded correctly to the researcher's questions. They also demonstrated positive peer support by applauding classmates who answered correctly. The students expressed enthusiasm toward the learning media used particularly the engaging visual art images which made the lesson more enjoyable and effective.

Based on the field notes in the first meeting of Cycle II, the researcher observed that most students demonstrated a high level of enthusiasm when the visual video titled *Home Sweet Home* was played in class. The classroom atmosphere became more engaging as the video effectively captured students' attention. During the viewing session, some students were seen focusing on the screen and noting down English words they recognized. After the video, the researcher initiated a discussion session, encouraging students to mention vocabulary they understood as well as those they did not. Several students were able to correctly mention words such as "bedroom," "kitchen," and "stairs," while others showed hesitation in pronunciation and meaning.

The researcher noted that the students were more confident than in the previous cycle, although some remained passive and

reluctant to express their ideas. When the researcher asked the students to repeat the pronunciation of certain words, most participated actively. However, a few students still struggled to differentiate the sounds of certain words. Overall, the lesson proceeded effectively. The video served as a strong stimulus to spark vocabulary learning and increased student participation. Students also expressed enjoyment in learning through visual media, describing the experience as fun and less monotonous than traditional methods.

d. Reflection

In the second meeting of Cycle II, the researcher conducted evaluation test for the students, and the students' scores are as follows:

Table 4.5 The students' evaluation-test (Cycle II)

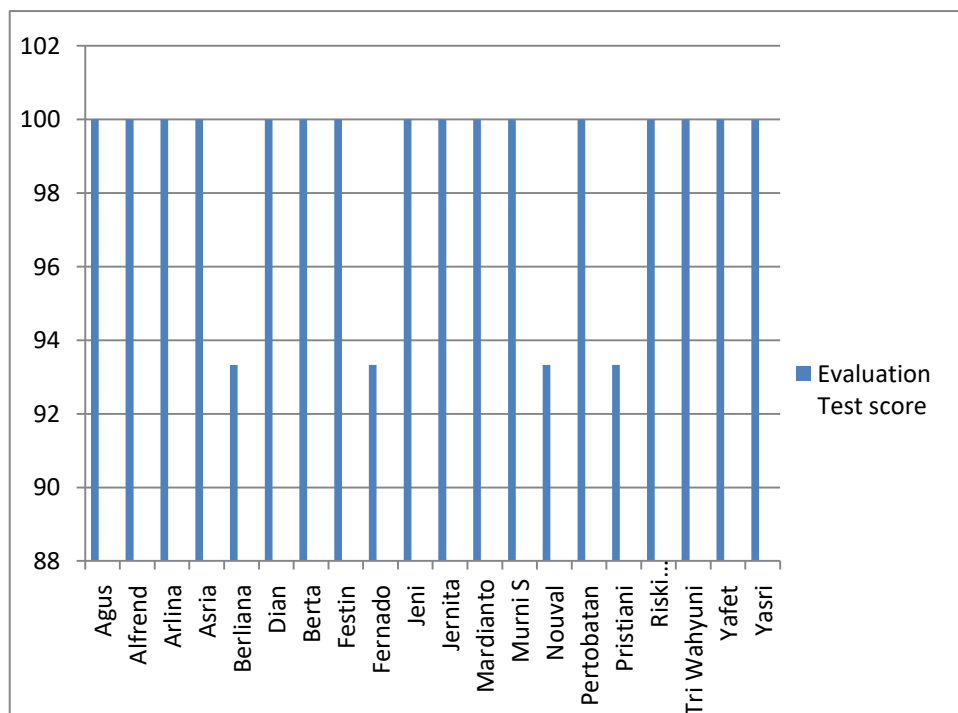
No.	Students' Name	Evaluation-Test Scores
1	Agus Rahmat Zandrato	100
2	Alfred Setiawan Lase	100
3	Arlina Zandrato	100
4	Asria Zandrato	100
5	Berliana Laoli	93,33
6	Dian Amanda Lase	100
7	Berta N H S Laoli	100
8	Festin Yana Sari Zandrato	100
9	Fernado Fendi Zandrato	93,33
10	Jeni Murni Zandrato	100
11	Jernita Zandrato	100
12	Mardianto Zandrato	100
13	Murni Suci Zandrato	100
14	Nouval Zandrato	93,33
15	Pertobatan Zandrato	100
16	Pristiani Zandrato	93,33
17	Riski Pratama Lase	100

17	Tri Wahyuni Zendrato	100
18	Yafet Lasosaro Zendrato	100
19	Yasri Puspa Sari Zendrato	100
Average Evaluation-test score		98.42

The results of the evaluation test in Cycle II showed consistent improvement and confirmed the effectiveness of the actions taken. All students achieved scores above the minimum mastery criterion, with the majority scoring 93.33 and 100. The lowest score recorded was 93.33, and the highest was 100. The average score in this Cycle reached 98.42, which indicates not only a stable outcome but also a higher level of consistency in students' vocabulary mastery compared to Cycle I.

These results demonstrate that students were able to maintain and even improve their performance through the use of visual arts media. This confirms that the learning strategy applied was effective and successful in helping students retain and expand their English vocabulary.

The students' score of vocabulary improvement can be seen in the graph on the following page:



Graph 4.4 The Classification of the students' score in Cycle II

Table 4.6 The Classification of the students' score in Cycle II

No.	Kategori Nilai	Rentang Skor	Jumlah Siswa	Keterangan Penguasaan
1	Sangat Baik	90-100	19	Mengenali 90–100% kata
2	Baik	80-89	0	Mengenali 70–89% kata
3	Cukup	70-79	0	Mengenali 50–69% kata
4	Perlu Bimbingan	0-69	0	Mengenali kurang dari 50% kata
Jumlah siswa			19	

The classification of students' scores in the evaluation test indicates that the majority of learners performed at a very high level of vocabulary comprehension. As outlined in the table, all 19 students (100%) fell within the “Very Good” category, achieving scores between 90 and 100. Notably, there were no students placed in the “Good” (80–89), “Fair” (70–79), or “Needs Improvement” (below 70) categories.

These findings suggest that students had successfully mastered the vocabulary related to the theme “Home Sweet Home” by the end of Cycle II. All students demonstrated the ability to recognize more than 90% of the targeted words, indicating a very strong level of vocabulary understanding. The absence of lower scores reflects a consistent and effective application of visual arts media in enhancing students' vocabulary mastery and overall English comprehension.

The score classification used includes:

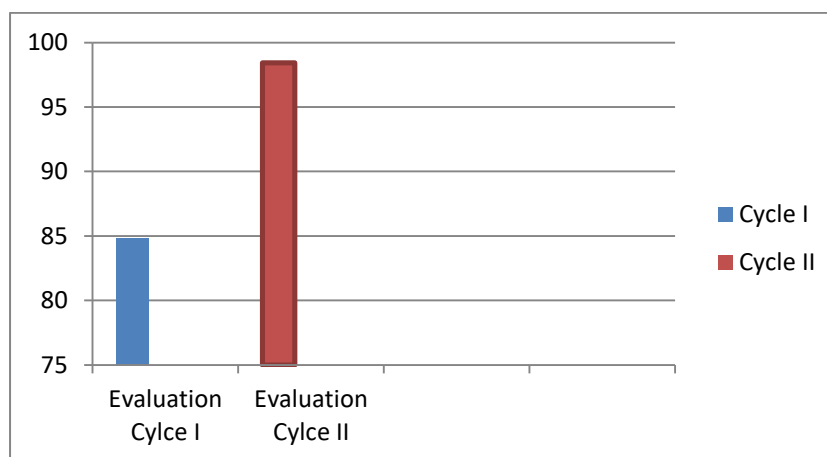
1. **Very Good (90–100):** Reflects excellent vocabulary knowledge and correct usage.
2. **Good (80–89):** Indicates strong vocabulary comprehension with minor errors.
3. **Fair (70–79):** Shows moderate knowledge with some limitations.
4. **Needs Improvement (0–69):** Represents inadequate understanding and the need for further support.

Based on the data above, the pre-test results show promising vocabulary knowledge among most students, which may have positively influenced their learning outcomes during the visual arts-based intervention.

Table 4.7 The Average of Students' Score in Evaluation-test, Cycle I & II

Average of Students' Score	
Cycle I	Cycle II
84.83	98.42

The above data can be presented in the graph on the following page:



Graph 4.5 The Average of Students' Score in Evaluation-test, Cycle I & II

The reflection for Cycle II, Meeting 2 was carried out by the researcher in collaboration with the English teacher, Mrs. IAZ, based on classroom video recordings, field notes, and observation sheets. This meeting focused on reinforcing vocabulary mastery using printed visual image media.

The reflection showed that the majority of students were engaged and participated actively throughout the lesson. They responded well to the printed pictures provided by the researcher and were able to recognize, name, and pronounce most of the vocabulary items correctly. During group activities and discussions, students appeared more confident

compared to the previous meetings, and some of the previously passive students began to participate more actively.

The collaborating teacher noted that the students' interaction improved, and they demonstrated better collaboration in pair work and matching activities. However, it was also observed that a few students still needed further support in pronunciation and spelling, particularly for longer or unfamiliar words.

Overall, the implementation of visual image media in this meeting was considered effective in strengthening students' vocabulary understanding. Both the researcher and the collaborator agreed that consistent exposure to visual materials and repeated pronunciation practice helped enhance vocabulary retention and student confidence. This meeting successfully prepared students for the upcoming final evaluation in the next session.

4.2. Discussions

4.2.1. General Response of Research Problem

The issue addressed in this research is the lack of English vocabulary mastery among seventh-grade students at UPTD SMP Negeri 2 Gunungsitoli Alo'oa, caused by the use of the lecture method in teaching, which makes students feel bored and unfocused in class. The aim of this study is to determine whether the use of visual art media can improve students' vocabulary. The solution implemented is the incorporation of visual art media into the teaching-learning process.

a. Visual Arts Media Improve Students' Vocabulary

The use of visual art media, such as videos and images, provides meaningful and engaging opportunities for students to enhance their vocabulary mastery. This classroom action research was carried out in two cycles. In Cycle I, the implementation of visual media began with a video titled "*Home Sweet Home*", followed by a matching activity using printed images. After the evaluation test, students showed a significant increase in performance, with the average score reaching 84.83. This finding aligns with Liando et al., (2022), who stated that visual-based media such as

pictures make learning more enjoyable and assist students in better understanding vocabulary. In this research, students were clearly more active, more confident in mentioning words, and more responsive to the materials presented visually.

In Cycle II, the same theme was maintained, using a new visual video and visual image-based material with a higher level of vocabulary exposure. The evaluation test result rose again, with an average score of 98.42, indicating consistent improvement and better retention of vocabulary.

This improvement also supports the results of Ismaya et al., (2024), who explained that the use of visual media in vocabulary learning triggers more active student participation and creates a fun learning environment. Similarly, in this research, students who were previously passive became more involved, and some who initially struggled with vocabulary started participating in pronunciation and spelling activities more confidently.

In conclusion, the progression of the evaluation-test scores from 84.83 in Cycle I to 98.42 in Cycle II confirms that the integration of visual arts media, including video and images, is highly effective in improving students' vocabulary learning. These media make the learning process more varied, enjoyable, and contextually meaningful.

b. Visual Arts Make Students Feel Not Bored and Focus in Learning

Based on observations and field notes by both the collaborating teacher and the researcher, students' participation during the learning process showed a marked improvement. This was because visual art media such as videos and images successfully captured students' interest and motivation, fostering a lively and enjoyable classroom atmosphere. The media facilitated meaningful communication while providing repetition to reinforce learning without becoming monotonous. While repetition is essential for mastery, using engaging visuals helped prevent boredom and keep students actively involved.

This aligns with the results of Huang et al., (2022), who demonstrated through experimental study that multimodal input (pictures,

audio, video) significantly enhanced English phrase learning, compared to unimodal, text-only input. Their multimodal group achieved greater learning gains and reported positive attitudes towards the visual materials. Moreover, Alhazmi, (2024) found that multimedia instruction, which combines verbal and visual input, not only benefits initial vocabulary learning but also strengthens long-term retention especially for learners with lower verbal working memory. This confirms that visual repetition supports both cognitive processing and emotional engagement. Together, these studies reinforce the conclusion that visual media fosters cognitive clarity, motivation, and sustained engagement, making it an effective strategy for vocabulary learning.

4.2.2. Analysis and Interpretation of Research Result

This research was conducted in two cycles with the aim of improving the vocabulary mastery of seventh-grade students at UPTD SMP Negeri 2 Gunungsitoli Alo'oa through the use of visual art media, namely videos and images. Each cycle consisted of two meetings. In the first meeting, the researcher used a visual art video themed *Home Sweet Home* to introduce vocabulary in an engaging and contextual manner. In the second meeting, the students learned vocabulary through visual illustrations printed on paper, which reinforced the previously introduced content.

At the end of each cycle, the researcher administered a vocabulary evaluation test to assess students' understanding of the material. The results of the Cycle I evaluation showed that most students had achieved scores above the Minimum Completion Criteria (MCC), with a class average of 82.34. However, because some students had not yet reached the highest expected level of performance, the researcher proceeded to Cycle II to ensure the consistency and stability of learning outcomes. In Cycle II, the same structure and learning media were applied. After two additional meetings, the students took another vocabulary evaluation test. This time, all students scored above the MCC, with the lowest score at 93.33 and the

highest at 100. The class average increased to 98.42, indicating significant and consistent progress in students' vocabulary mastery.

This improvement can be attributed to the systematic implementation of visual art-based learning, which was delivered through two main types of media: video and image illustrations. The following steps describe how these media contributed to the students' vocabulary development:

- a. Contextual Exposure through Visual Video (Cycle I & II, Meeting 1):
The researcher played a video entitled *Home Sweet Home*, which presented various objects and parts of the house through audio-visual narration. Students were asked to observe carefully and identify words they recognized. This method allowed students to engage multiple senses hearing and sight making vocabulary acquisition more meaningful. Students could connect the word with its visual form and context, enhancing both recognition and retention.
- b. Interactive Discussion and Clarification:
After each video session, the researcher facilitated a discussion, encouraging students to share what they understood and to ask about unfamiliar words. The researcher explained meanings, guided pronunciation, and corrected spelling, which helped students process the vocabulary in a communicative and supportive environment.
- c. Reinforcement Using Printed Visual Images (Cycle I & II, Meeting 2):
In the second meeting of each cycle, the researcher used printed visual aids (e.g., cross-sectional house diagrams, object images) to deepen students' vocabulary recall. Students were asked to name objects, pronounce the words, match them with correct images, and sometimes describe their function or location. This activity promoted active learning and helped address multiple learning styles (visual, kinesthetic, and auditory).
- d. Repeated Practice and Matching Activities
Through repetition, matching games, and guided pronunciation, students internalized the vocabulary more effectively. The shift from passive watching to interactive engagement was key to solidifying their understanding.

e. Progressive Confidence Building

Throughout the process, students who were initially passive began participating more actively. Their confidence in pronouncing, identifying, and using vocabulary improved, as noted in the observation and field notes. By Cycle II, nearly all students were engaged and able to complete vocabulary tasks with little hesitation.

Based on these findings, it can be concluded that the use of visual art media in the form of video and images was highly effective in supporting students' English vocabulary development. The media not only made the learning process more engaging but also provided clear, contextual representations of new words, which helped students, recognize, understand, and remember vocabulary in a deeper and more lasting way.

4.2.3. Research Result Versus Relevant Research

The result of this study are generally consistent with previous research regarding the use of visual media in vocabulary learning. Ismaya et al., (2024) stated that the implementation of visual media such as pictures and videos brings a new experience in vocabulary learning. After using visual media, students responded positively, became more active, showed interest, and found vocabulary learning more enjoyable and easier to understand. Similarly, Liando et al., (2022) concluded that picture-based media makes learning more fun and less stressful for students. According to student interviews in that study, visuals helped reduce pressure and encouraged better vocabulary retention.

These previous studies support the results of this research. Most of the students showed a positive response toward learning vocabulary through visual art media in the form of both video and image-based materials. Their average vocabulary scores improved significantly from Cycle I to Cycle II. Students appeared more motivated and engaged during classroom activities, especially when visuals were involved. They could mention, spell, and understand the meaning of many vocabulary words shown in the learning materials.

However, this research also found a slight contrast with those previous findings. While most students were enthusiastic and participated actively, a few students were still passive and hesitant, especially during pronunciation or spelling activities. Some showed a lack of confidence when asked to respond verbally, even when supported by pictures or video content.

This contrast suggests that while visual media is generally effective, it may not fully meet the needs of every learner. Factors such as individual confidence levels, previous exposure to English, and personal learning preferences can affect how students respond to visual instruction. Therefore, it is recommended that visual media be combined with personalized support and regular practice to ensure that all students benefit equally.

4.2.4. Research Result versus Theory

After analyzing the research result, the researcher compared the results with relevant educational theories. Ismaya et al., 2024 stated that the use of engaging media in vocabulary learning encourages students to become more active and interested in class. The materials also become easier to understand, and the learning process more enjoyable. This theory is consistent with the results of this research, where the use of visual art media, including videos and pictures, made students more enthusiastic during lessons. They showed increased participation and found it easier to understand the vocabulary presented through visual context.

Furthermore, Liando et al., 2022 emphasized that picture media is more enjoyable and helps students learn more easily. Based on interview-based data, students reported that learning vocabulary through images felt fun and less stressful. This theory is also reflected in the results of this study, where students showed positive reactions to learning through visual illustrations. They were more relaxed, engaged, and able to connect the words to real objects they saw on screen or in printed materials. Thus, the use of visual art media effectively supported vocabulary development in the classroom.

4.2.5. Research Result Implications

This section discusses the implications of the research results obtained through two learning cycles using visual art media. These implications highlight how the implementation of visual media such as videos and images not only improved students' vocabulary mastery but also contributed positively to classroom engagement and learning atmosphere. The results of this study also offer valuable insights for English teachers in designing more effective and meaningful vocabulary learning strategies for future classroom practices.

- a. The researcher found the following implications based on the findings of this research:
- b. The use of visual art media, such as videos and images, successfully attracted students' attention and helped them stay focused during the learning process.
- c. Visual art media provided students with meaningful visual context that allowed them to recognize and remember new vocabulary more easily.
- d. The use of videos and pictures enhanced students' vocabulary mastery and also improved their motivation to learn English. They became more active and showed increased interest in vocabulary lessons.
- e. By applying visual media, students' vocabulary skills improved significantly, especially in recognizing and understanding the meaning of words related to real-life objects and daily environments.
- f. Learning through visual art made the classroom atmosphere more relaxed and enjoyable. Students could study vocabulary with less pressure, in a more comfortable and engaging way. This positive environment helped them absorb and retain new information more effectively.
- g. The goals of this research have been achieved: the integration of media in the teaching process increased students' vocabulary mastery, reduced boredom in learning, and created a more engaging and student-centered classroom.

4.2.6. Research Result Limitation

Although the result of this study demonstrates the effectiveness of visual art media in enhancing vocabulary mastery among seventh-grade students, several limitations should be acknowledged. First, this research was conducted within a limited time frame and consisted of only two cycles, each with two meetings. While improvements were observed, a longer research period might have allowed for deeper vocabulary retention and broader exploration of other language skills such as sentence construction or contextual use.

Second, the study focused solely on vocabulary mastery without addressing other language components such as grammar, pronunciation accuracy in natural speech, or listening comprehension. This limited scope was intentional to maintain clarity and depth in examining vocabulary development through visual art media. However, this focus also means that the findings are specifically relevant to vocabulary learning and may not reflect improvements in other areas of English language skills.

Third, the sample size was relatively small, involving only 21 students from one class at UPTD SMP Negeri 2 Gunungsitoli Alo'oa. As such, the findings may not fully represent students from other grades, schools, or educational backgrounds. A broader sample could strengthen the general applicability of the results.

Fourth, although the study used both video and image-based visual media, the variation of media was limited. For example, digital interactive tools, augmented reality, or student-generated visual content were not utilized, which could have enhanced the engagement level and depth of learning even further.

Lastly, student assessment was limited to written multiple-choice evaluations, which primarily measured vocabulary recognition. More comprehensive assessment tools, such as oral interviews or project-based tasks, might provide richer insights into students' vocabulary mastery and usage. Despite these limitations, the research contributes valuable insight

into the practical use of visual media in the English language classroom and provides a strong foundation for future research in the same area.