

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1. Conclusion

Throughout the two cycles of this classroom action research, the integration of visual arts—specifically through the use of a short video titled “*Home Sweet Home*” and image-based materials—proved to be an effective strategy in enhancing students’ vocabulary mastery. In Cycle I, students showed noticeable improvement, achieving an average score of 84.83. Their motivation and classroom participation also increased, especially when engaging with visual materials. However, not all students reached the highest performance standards in this cycle, prompting the need for a second cycle.

In Cycle II, the researcher implemented the same approach with refined classroom management and continued use of visual arts. Students showed greater interest, actively engaged in class discussions, and were more confident in recognizing and using English vocabulary. The average score improved significantly to 98.42, with all students passing the minimum mastery criterion (KKTP). This indicated not only academic improvement but also growth in student motivation and enthusiasm.

So, the use of visual arts media through both video and image-based instruction effectively improved students’ English vocabulary mastery. The visual materials supported students in understanding, remembering, and applying new vocabulary more meaningfully. The strategy was proven successful in fostering a more interactive, enjoyable, and student-centered learning process, as evidenced by the students’ consistent progress and final evaluation results.

5.2. Recommendation

Based on the conclusions and findings of this research, the researcher offers the following recommendations:

1. **English Teachers**, especially at UPTD SMP Negeri 2 Gunungsitoli Alo’oa, are encouraged to apply visual art media (such as videos and pictures) in teaching vocabulary. These media can also be adapted to

other topics in the English curriculum to support students' engagement and comprehension.

2. **Future researchers** may use the results of this study as a reference for developing further research related to the use of visual media in vocabulary learning or other language skills. This research can serve as a comparative study to explore the effectiveness of media in different classroom settings.