

Using visual media for improving students' vocabulary achievement

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Submission date: 29-Mar-2023 02:47PM (UTC+0800)

Submission ID: 2049788516

File name: 24120-Texto_del_art_culo-38002-1-10-20190609.pdf (634.1K)

Word count: 5854

Character count: 30974

oposición

Revista de Antropología, Ciencias de la Comunicación y de la Información, Filosofía,
Lingüística y Semiótica, Problemas del Desarrollo, la Ciencia y la Tecnología

Año 35, 2019, Especial N°

19

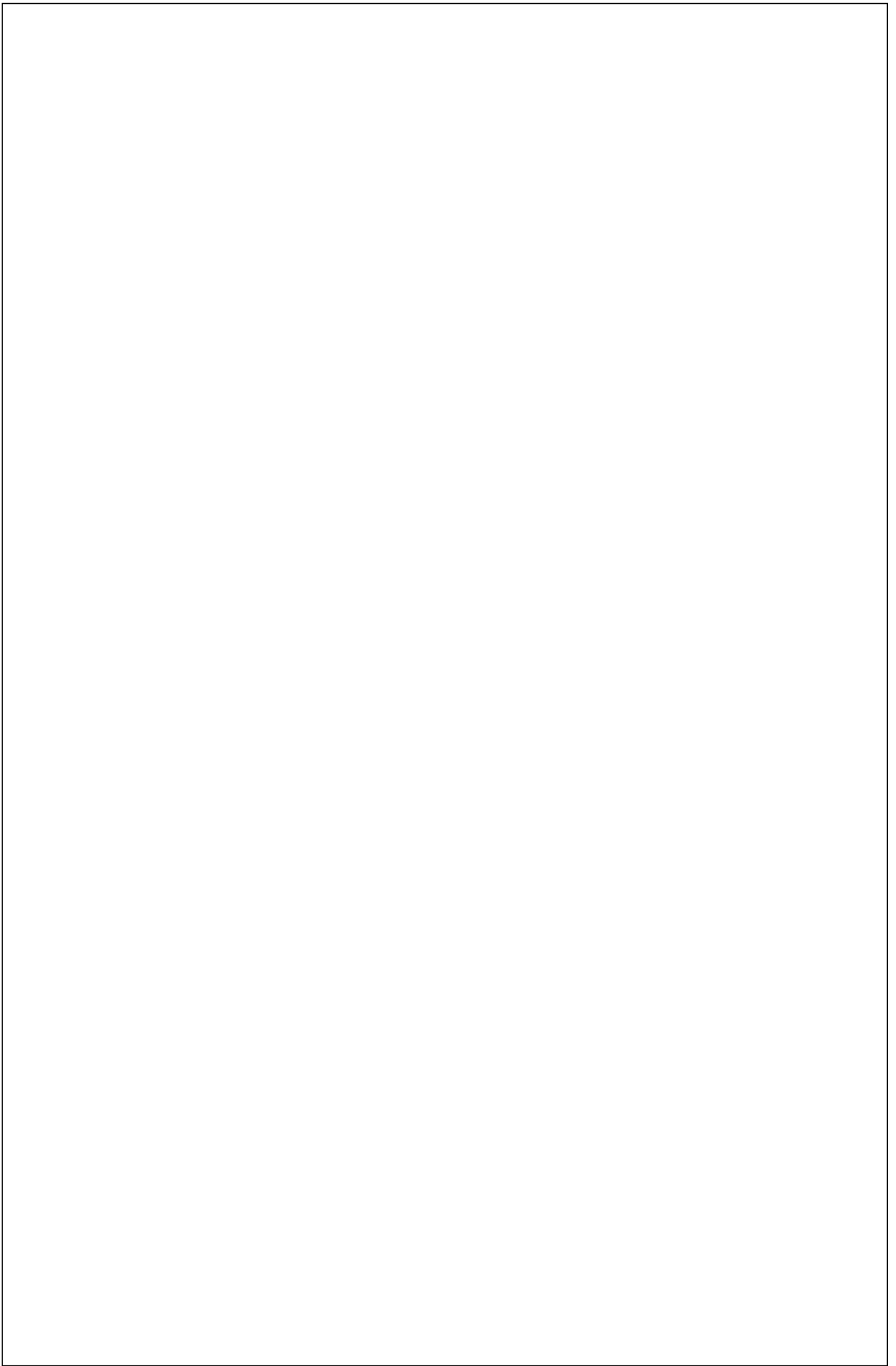
Revista de Ciencias Humanas y Sociales

ISSN 1012-1587/ ISSNe: 2477-9385

Depósito Legal pp 198402ZU45



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Using visual media for improving students' vocabulary achievement

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Abstract

This study aims at discussing the method for improving the junior high school students' vocabulary achievement by using visual media, namely Pop-up Pictures via comparative qualitative research methods. The result of the observation shows an improvement in the percentage of the students' participation from 86% to 88.9%. In conclusion, English teachers are suggested to use Pop-up Pictures as alternative media for teaching vocabulary to improve the students' vocabulary achievement and the students' participation.

Keywords: Pop-Up Pictures; Teaching Media; Media.

Uso de medios visuales para mejorar el logro de vocabulario de los estudiantes

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Resumen

El objetivo de este estudio es analizar el método para mejorar el logro del vocabulario de los estudiantes de secundaria mediante el uso de medios visuales, es decir, imágenes emergentes mediante métodos de investigación cualitativa comparativa. El resultado de la observación muestra una mejora en el porcentaje de participación de los estudiantes del 86% al 88.9%. En conclusión, se sugiere a los profesores de inglés que

usen Pop-up Pictures como medios ³⁴ alternativos para enseñar vocabulario para mejorar el logro del vocabulario de los estudiantes y la participación de los estudiantes.

Palabras clave: Pop-Up Pictures; Medios de enseñanza; Medios de comunicación.

1. INTRODUCTION

Language has become more important in this information era. Sapir (2007) defines the language as peculiar to human beings and a way to express feelings, thoughts and wishes via symbols which are set free from instincts. Likewise, Soner (2007) states that language is a crucial means of communication and it prevails for this reason in each and every era. Mankind maintains his life as a member of a language community and many other components are influenced by the presence of language. From the moment he came to earth, the human being as a cultural asset has felt the need to communicate with the environment, and this led to the emergence of different languages in communities. In Indonesia, a foreign language that has played a significant role in the educational setting is the English language. The English language is not only used as a first language but also as a second language and a foreign language by a lot of people in the world (Crystal, 2002). English will become a language to fall back on, when their mother tongue proves to be inadequate for communication, e.g. talking to people from different parts of the world or from different countries. English is the medium of communication of world knowledge, especially in such areas as science ¹⁵ and technology (Crystal, 2003). Thus, due to its importance, English as a compulsory subject is taught from junior high school up to university level in Indonesia.

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The main language skills include listening, speaking, reading, and writing. In addition, English also has three language components: pronunciation, vocabulary, and grammar. As one of the basic components of language skills, vocabulary has to be mastered by the students. Learning vocabulary is a fundamental step to learn a foreign language. So, to learn a foreign language the students must have a lot of vocabulary; in order that, the students can learn foreign language very well. In the field of language education, written and oral comprehensible input are vital for learners because using pictures, videos, sounds, and animations enrich the input and make the learning long lasting and interesting (Solak & Cakır, 2015). It means that by using media, the students can learn a foreign language very well because it can stimulate their reasoning. The students also will not get bored if in the teaching process the teacher uses media that can enrich their vocabulary. In learning English, vocabulary is one of the language components that play an important role because by mastering vocabulary the students can produce many sentences easily either in the spoken or written form. According to Alqahtani (2015), vocabulary knowledge is often viewed as a critical point for second language learners because a limited vocabulary in a second language impedes successful communication. The students need to master a lot of vocabularies to achieve language skills. One can also use the English language effectively if they have a good vocabulary (Pravin, 2012). Actually, many students still face many difficulties to understand the English text and to answer the reading questions because they are lack of vocabulary. They do not know the meaning of words in the English text because their knowledge about vocabulary is low. So, they have difficulties in memorizing and understanding the vocabulary, because it is influenced by the mother

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tongue that they use. According to Suyanto (2007), there are several factors that affect learning English. These factors are:

1.Mother tongue, not infrequently the mother tongue or first language as a barrier to learning a foreign language. Spelling, pronunciation, intonation, vocabulary and sentence structure are different between the first language and second language of children sometimes make it difficult to learn. Such as a long vowel pronunciation as the word roof; diphthong /au/ , /ou/ as in the word now [nau] and road [roud]. Besides, the pattern of the noun in combination with adjectives, for example: beautiful woman → beautiful is adjective and woman is noun;

2.Instructional Materials, the selection of materials as teaching materials with learning techniques appropriate to the age and interests of the child will give its own attraction for children in learning. Teaching materials that should be able to invite students to active learning, which has a clear and meaningful purpose. Adjust also the choice of words and the level of difficulty. Arrange with coherent ranging from easy to more difficult;

3.Social interaction; communication between students and teachers or between students and the students will give a warm sense of security to the learner and enhance confidence. Social interaction is also helping children to use language and make them learn from each other. This relationship can be established through games, songs, and learning activities are carried out in pairs or groups;

4. The media learning foreign language learning in children would be more effective if supported by the media to support the learning activities for the kids like things that are visual. The examples are finger puppets, drawings, miniatures or even objects around us such as photos, pens, story books, wall clocks, stick figures and others; and the last;

5. Family background, factor family or social background also may support or hinder the child's success in learning a foreign language. The availability of dictionaries, books, and television channels even support foreign parents is a factor that can affect the way of learning. The objects around the child can also add to their vocabulary can also by buying picture books. So, here the role of parents and the environment plays an important role in terms of students' vocabulary formation. Both factors are more influential and influential. If students are only taught at school, their vocabulary is not applied daily. So, students will also have difficulties in accepting new vocabulary. But it can be suppressed if parents give vocabulary to their children in the form of visual media.

Teaching English to students in Indonesia is not easy because English is the second language or even a foreign language, not the students' mother tongue. Therefore, to teach English, the teacher should be able to select the teaching-learning method especially for teaching vocabulary. The teacher can also use visual media to facilitate students in receiving learning materials so as not to get bored in the teaching and learning process. According to Petra and Skledar Matijević, visual tools

are powerful retention aids which increase understanding. There are several types of visual tools to teach vocabulary to the students some of which are pictures, posters, photos, illustrations, icons, symbols, sketches, figures, presentations, and mind maps. They can be motivation for the students, to memorize English vocabulary more easily. The varieties of teaching techniques are needed to be introduced to keep the interest of the students in the teaching and learning process of vocabulary. For this reason, this research is recommended for teachers to provide the material by using visual media. By using visual media, the students will more easily grasp what is taught by the teacher, in addition, students can more easily to receive messages in the teaching and learning process.

Based on the preliminary study that was done by interviewing the English teacher of the seventh-grade students on August, 21th 2017, the English teacher gave the writer information about the English teaching and learning process at SMPN 7 Jember. In relation to vocabulary achievement, the VII-A grade students had difficulties in answering questions, memorizing, and understanding the vocabulary. Then, the teacher also found some difficulties in improving the students' vocabulary achievement. It is because the English language teacher in the class does not use visual media as teaching material or material. In addition, other terms that can be used by researchers, their English language teachers are more often using textbooks or telling stories in terms of material delivery. So that it makes it difficult for students to understand the material being taught and easily forget about remembering vocabulary. English teachers are in a constant need for additional teaching materials. Teaching materials are used to help the students to image their reasoning. In addition, these additional teaching materials can give students an idea to more easily

remember and stimulate the stimulus of the student's right brain. According to Thornbury (2007), it is ideal to use the picture in teaching young learners. It means that pictures can be used to explain the meanings or concept in a simple way. Therefore, the students can receive the learning material very well. Students can receive learning material very well because the picture is one of the kinds of visual media that can increase the stimulus of students.

Thornbury (2007) ¹ says that visualizing is the best way to teach new words for all subjects. It means that the teacher in the teaching and learning process can use visual things as media namely: videos, songs, stick figures, pictures, flashcards, etc. But, in this study, the writer chose pictures as media that can develop and motivate students to learn English easily including vocabulary. So, the students can visualize their ideas by using Pictures given. Therefore, the writer offered the types of pictures that were represented by using visual media, namely Pop-up Pictures. Pop-up Pictures ²⁷ is one of the alternative media in the teaching and learning process of vocabulary to improve the students' vocabulary achievement because Pop-up Pictures have pictures that can be colorful, interesting, and motivating. ³ Mahadzir and Phung (2013), studied Augmented Reality Pop-up books to motivate and support students in English language learning. So, by using Pop-up Pictures, the students could see as a real and alive picture than pictures in general. It is because Pop-up Pictures provide three dimensions and colorful. In addition, it can express the abstractness of ideas possessed by the students.

This classroom action research aimed at discussing vocabulary achievement of the VII-A grade students by using Pop-up Pictures at

SMPN 7 Jember. In additions, Pop-up Pictures have never been used by the English teacher before in teaching vocabulary. Whereas, this media is not only practical to use in teaching and learning vocabulary but also has several features (3-dimensional pictures, Pop-up pictures, interesting, and colorful) that were expected to be a helpful teaching media for the students. It was also more interesting for the students that could make them participate in teaching and learning vocabulary achievement. Students will participate more often in the learning process because they feel they are not bored with learning English. It is because there are things that are considered by them to be learned by teaching students without any media. The use of Pop-up Pictures was expected to provide convenient means of encouraging the students to learn new vocabularies. So that the English language training for students of class VII-A at SMPN 7 Jember is expected to facilitate students in learning English whose position is their second language. Thus, considering the fact related to the students' condition, the writer was interested in conducting a classroom action research entitled to improving the vocabulary achievement of these students.

2. METHODOLOGY

This research was aimed to improve the VII-A grade students' vocabulary achievement by using Pop-up Pictures as visual media in teaching and learning process. According to Hornby (2009), Pop-up Pictures have **folded cut-out pictures rise up to form a three-dimensional scene or figure when the paper is turned**. It means that Pop-up Pictures is a picture that contains folded cut-out papers that rise up in the form of the

figure when the picture is opened. The advantages of using Pop-up Pictures are as follows: (1) This type of picture can help to bridge the gap between subject content and literature e.g. mathematics and literature, or science and literature, e.g. mathematics and literature, or science and literature; (2) The Pop-up Pictures can help to bridge the gap between the abstract world of literature, and the concrete world of real objects, for example as a teacher we do not need to bring the real object that can be brought into the classroom but we can use the Pop-up pictures to make teaching and learning process is more interest for the students; (3) Popular with children, the children would love Pop-up pictures because these type of pictures have dimensions which were seen like a real or alive than the picture in general; and then (4) This type of picture is more attractive for getting students' attention. It is caused by the fact that Pop-up pictures have 3-dimensional scenes that can provide the students' imagination and describe what they have seen from the pictures given (Glaister & Holmes, 2002).

According to Glaister & Holmes (2002), there are two disadvantages of using Pop-up Pictures as follows: (1) This type of picture has low quality if the pictures are made the low quality of the paper. It means that the Pop-up pictures are fragile if they are not made of paper that quality is good. So, to overcome this problem, the picture must be kept very gently; (2) these pictures need much money because they use the best quality of the paper and full color. This type of picture includes the pictures that have 3 dimensions which were seen like a real or alive than the picture in general. Besides, it is also caused by the pictures which can be attractive for attracting students. Therefore, to overcome this problem, you can make the Pop-up pictures yourself. The procedures of teaching

vocabulary can be divided into three steps. They are (a) Presentation. In this step, the teacher can be used various techniques which are recommended in the previous discussion. However, the teachers have to be careful in selecting the topics that they are used in teaching activity; (b) Practice, in the second step, the teacher gives exercises to the students in order to practice the subject items being learned, making the completion, matching, and words classification. This several types of exercise that can be used by the teacher in this step; (c) Production, in which the students are expected to apply the newly learned vocabulary (Cross, 1991). So, in this study, the writer teaching activity used the following steps, repairing the material of vocabulary by using Pop-up pictures that were suitable with the level of the students and selecting the topic that was appropriate for the students, showing the Pop-up pictures to the students one by one to increase the students' stimulus, asking the students some questions related to the Pop-up pictures given, and asking the students to mention their ideas that are related with the Pop-up pictures. If the students did not understand one of the Pop-up pictures, the writer helped them by giving clues about habits, appearances, and activities that related to the Pop-up pictures; (5). Explaining what is the text that is used, includes nouns, verbs and then adjectives; (6). Giving the students exercises in order to practice the subject items; and (7). Asking the students to answer the exercises to know the students' knowledge.

The appropriate research design was a classroom action research with the cycle model. Elliot (1991), defines **action research** as **the study of a social situation, with a view to improve the quality of action**. Thornbury (2002), says that classroom action research is a small-scale classroom research implemented by teachers and directed at improving learning

outcomes. In short, a classroom action research is intended to solve a problem in a classroom, for example the problem encountered by the students. This classroom action research was a research which was done collaboratively between the teacher and the writer to solve the students' problem with vocabulary. It was conducted collaboratively with the English teacher of the VII-A grade students at SMPN 7 Jember in carrying out the actions and doing reflection to improve the students' vocabulary achievement by using Pop-up Pictures. Classroom Action research focused on the process leading to a product. After doing research, teachers would be able to identify their strengths as well as weaknesses of their teaching-learning process. Moreover, the procedure of Classroom Action Research is in cycles or recycles form (Donal, 2012). According to Elliot (1991), there are four steps in conducting classroom action in this study. In each cycle they covered; (1). Planning of the actions; (2). Implementation of the actions; (3). Observation and evaluation; and (4). Data analysis and reflection of the actions. In this study, purposive method was used to determine the research area. Wallen & Fraenkel (2009) say that it is a method employed in choosing the research area because of a certain purpose. Purposive method is a method that is used to determine the area of this research, which is based on certain purpose or reason (Arikunto, 2006; Ramli et al., 2018). So, determining the area of research must be based on the reasons for choosing it by describing the past background.

In this action research, SMPN 7 Jember was chosen because of some reasons: (1). The VII-A grade students of the school had problems with English vocabulary, it could be seen from their low mean score; it was 75 which was less than 80 as a standard score of SMPN 7 Jember; (2). The vocabulary teaching of nouns, verbs, and adjectives by using Pop-up

Pictures had never been applied by the English teacher; and (3). The Headmaster and the English teacher of SMPN 7 Jember gave permission to the writer to conduct this classroom action research at that school because they also tried to solve the problem of the students in learning English vocabulary. The subjects of this study were determined by using the population method. The population is the entire study subject (Arikunto, 2010). It means that the writer followed all class VII-A at SMPN 7 Jember. The subject of the study is the people with the means to take systematic action in an effort to resolve specific problems. SMPN 7 Jember had only one single class of the seventh-grade students that had a low mean score. Thus, the VII-A grade students were chosen as the research subjects. The writer chose VII-A grade students because they still had problems with English vocabulary and low mean score that was 75 (poor category) which was less than 80 as the standard score. This means that the score was taken from the data of the vocabulary test given by the English teacher in SMPN 7 Jember. So, the writer intended to improve the VII-A grade students' vocabulary achievement by using visual media, namely Pop-up Pictures.

There were two classifications of data collection method that were applied in this classroom action research, namely; primary data and supporting data. The primary data were collected by using vocabulary achievement test and observation, whereas supporting data were collected by using interview and documentation. The data collection method used in this study would be explained in detail in the following parts. According to Hughes (2003), there are 4 types of test as follows: proficiency test (a kind of test which is designed to measure people's ability in language regardless of any training they may have had in that language and Based

on what candidates can do with the language); achievement test (a kind of test that is intended to establish how successful individual students, group of students or the course themselves have been achieving objectives); diagnostic test (a kind of test which is used to identify the students' strengths and weakness and then Often existing proficiency tests are used here successfully); and placement test (a kind of test that is intended to provide information which will help to place students at the step of the teaching program most appropriate to their abilities or used to assign students to classes at different levels). So, this study applied the achievement test because it measured the students' mastery of the materials that had been taught by the English teacher. The purpose of this test is to know how successful individual students have achieved the goal of teaching and learning vocabulary achievement (Heaton, 1991). The writer made and consulted the test items to the English teacher to know whether the test items were appropriated for the VII-A grade students' of SMPN 7 Jember. In this study, the vocabulary test was used to measure the students' vocabulary achievement by using objective test. The objective test was chosen because it was easier to score and it was considered perfectly reliable. The classification of the vocabulary test items was nouns, verbs, and adjectives.

In this study, the vocabulary test was used to measure the students' vocabulary achievement by using objective test. The objective test was chosen because that was easy to score and considered perfectly reliable. The classification of the vocabulary test items were nouns, verbs, and then adjectives. According to Hughes (2003), there are two criteria of a good test, namely: validity and reliability. So, to make a good test, it means the test is to be in accordance with the criteria have been determined. Validity

can be seen as the core of any form of assessment that is trustworthy and accurate. A test is valid if it measures what it is supposed to measure. Weirs' framework sees construct validity as consisting of three symbiotic elements: cognitive, context and scoring validity. By separating context validity from scoring and cognitive validity the framework allows for adjustments to be made depending on the skill being tested. According to Weir (2005), reliability is a measure of the stability or consistency of test scores. Reliability is an ability for a test or research findings to be repeatable. So, it means that reliability refers to the consistency of a measure for the test (Ihsan & Tanaya, 2019).

In Classroom Action Research (CAR), an observation was employed as the primary data collection method to measure the students' participation during the teaching and learning process. Observation in this research was conducted to record the students' activities and responded in the teaching and learning process. A form of the checklist was used as an observation tool of this study guided whole containing the students' participation in the teaching and learning process of vocabulary by using Pop-up Pictures. The checklist was used in collecting the data to observe whether the students were active or passive during the teaching-learning activities. The indicators would be observed as follows: (1). The students' participation in answering the teacher's questions correctly; (2). The students' participation in doing the vocabulary exercises; (3). The students' participation in discussing their answer clearly with the whole class; and (4). The students' participation in mentioning ideas that related to Pop-up Pictures. The students' participation was categorized active if they fulfilled at least three indicators. This study would be successful if

most of the students (about 80% of the students) were participated and involved in the teaching and learning process of English vocabulary.

In this study, the questions of the interview were concerned with the English curriculum that was used, the students' vocabulary problems, how to overcome the problems, techniques or methods that were used by the English teacher. The interview was conducted in the preliminary study with the English teacher of the VII-A grade students of SMPN 7 Jember which had a purpose to collect the supporting data. The guided interview was used to get the information that was needed. A list of questions was used as the interview guide during the process of the interview. This study used school documents to get supporting the data. It contained the name of the research subjects and the students' previous vocabulary test scores of the seventh-grade students of SMPN 7 Jember from the English teacher. The data was were as the vocabulary score to be improved.

3. RESULTS AND DISCUSSION

The primary data of this study were collected by using guided vocabulary test conducted on September 18th, 2017. The test was done to measure the students' vocabulary achievement after the first and second actions given. The vocabulary test items contained nouns (14 items); verbs (13 items); and then adjectives (13 items). So, the total vocabulary test items were 40 items. Time allocation for doing the test was 40 minutes. The result of the students' vocabulary test was calculated by using the percentage formula to determine the proportions of each type of test items.

In this result of the study, there are two cycles for apply, namely: Cycle 1 and Cycle 2. The result of Cycle 1 and Cycle 2, each of them contained of the implementation of the action, the result of the observations; the result of students' vocabulary test; and then the reflection. The implementation of the action was conducted in three meetings, two meetings for doing the action and one meeting for doing the test. In the first and the second meeting, the teacher taught the vocabulary achievement by using Pop-up Pictures. It was integrated with the descriptive text. Then, the writer started the lesson by showing some Pop-up Pictures and asking some leading questions related to the pictures. The writer guided the students to the topic by introducing some examples of descriptive text. After that, the writer gave the explanation about the definition of descriptive text. Next, the writer distributed the worksheets and asked the students to do the exercises in groups. Next, the students swap their work to the other groups and discussed it together. For the last meeting, the writer did the test to measure the students' vocabulary achievement.

The result of the observations in a classroom was done during the teaching and learning process of vocabulary by using Pop-up Pictures in the form of a checklist. The checklist was contained of four indicators, they were: (1). The students' participation in answering the question correctly; (2). The students' participation I doing vocabulary exercises; (3) The students' participation in discussing their answer clearly white whole class; and (4). The students' participation in mentioning ideas that related to Pop-up Pictures. The students have participated if the students fulfilled at least three of four indicators. The writer was considered successful if most of the students participated in the teaching and learning process of English vocabulary. The use of Pop-up Pictures in this study could

improve Class VII-A grade students' participation and vocabulary achievement. The result of observation of Cycle 1 in the first meeting showed that 80.6% of 36 students involved in teaching and learning process of vocabulary by using Pop-up Pictures. Meanwhile, in the second meeting showed that 86% of 36 students involved participation in the teaching and learning process of vocabulary by using Pop-up Pictures.

In Cycle 2, the first meeting showed that 77.7% of 36 students participated in teaching and learning process, and in the second meeting showed that 88.9% of 36 students involved participation in the teaching and learning process of vocabulary by using Pop-up Pictures. In Cycle 1 meeting 2 the result was 86% or 22 students and in Cycle 2 meeting 2 the result was 88.9% or 31 students. In Cycle 1 80.6% of 36 the students got scores >80 on the vocabulary test. The criterion of success of this study was determined by at least 80% of the students got scores >80. It meant that the action of Cycle 1 was successful. Meanwhile, Cycle 2 still continued to know improvement the result of students' participation and the result of the students' vocabulary. The results of the students' vocabulary achievement test in Cycle 2 showed that 83.3% of 36 students or 30 students got scores >80. It meant that there was also some improvement from Cycle 1 to Cycle 2 as much 2.7% of the students who got scores >80. From the result above, it could be concluded that the use of Pop-up Pictures in the vocabulary teaching and learning process could improve the students' participation and the result of vocabulary achievement. Pop-up Pictures are a three-dimensional scene that rises up when the picture is opened. So, Pop-up Pictures have 3 dimensions which were seen like a real or alive than the picture in general. It is because Pop-up Pictures provides three dimensions. By using Pop-up Pictures, the

students could translate an abstract idea into more realistic forms and it could be better obtained. Pop-up Pictures were good and helpful for the students to make students more active in the class and improve vocabulary achievement. The result of this action research in two cycles proved that the use of Pop-up Pictures could improve the VII-A grade students' vocabulary achievement as well as the students' participation in the vocabulary teaching and learning process.

4. CONCLUSION

Based on the results of the data analysis and discussion above, some conclusions could be drawn. First, the use of Pop-up Pictures could improve the VII-A grade students' vocabulary achievement at SMPN 7 Jember. It was proved by the result of a vocabulary test that there was an improvement of the percentage of the students who got scores at least 80 from 80.6% in Cycle 1 to 83.3% in Cycle 2. Second, the use of Pop-up Pictures could improve the VII-A grade students' participation in teaching and learning process of vocabulary at SMPN 7 Jember. It was proved by the result of the observation that there was an improvement in the percentage of the students' participation from 86% in Cycle 1 to 88.9% in Cycle 2. Based on the results of this classroom action research English teachers are suggested to use Pop-up Pictures as alternative media for teaching vocabulary to improve students' participation and the students' vocabulary achievement.

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**UNIVERSIDAD
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Revista de Ciencias Humanas y Sociales

Año 35, Especial N° 19, 2019

Esta revista fue editada en formato digital por el personal de la Oficina de Publicaciones Científicas de la Facultad Experimental de Ciencias, Universidad del Zulia.
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