

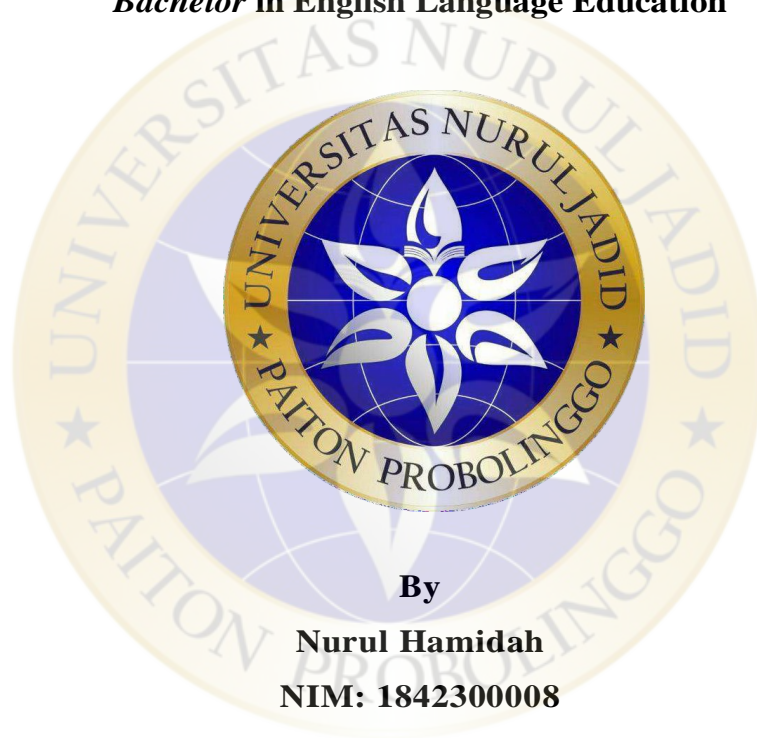
**VISUAL MEDIA AT A MEDIUM IN TEECHING, ENGLISH:
A DESCRIPTIVE STUDY**

Skripsi

Presented to

**Undergraduate Program
English Education Program
Nurul Jadid University**

**in partial fulfillment of the requirements for the degree of
*Bachelor in English Language Education***



By

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2025**

APPROVAL

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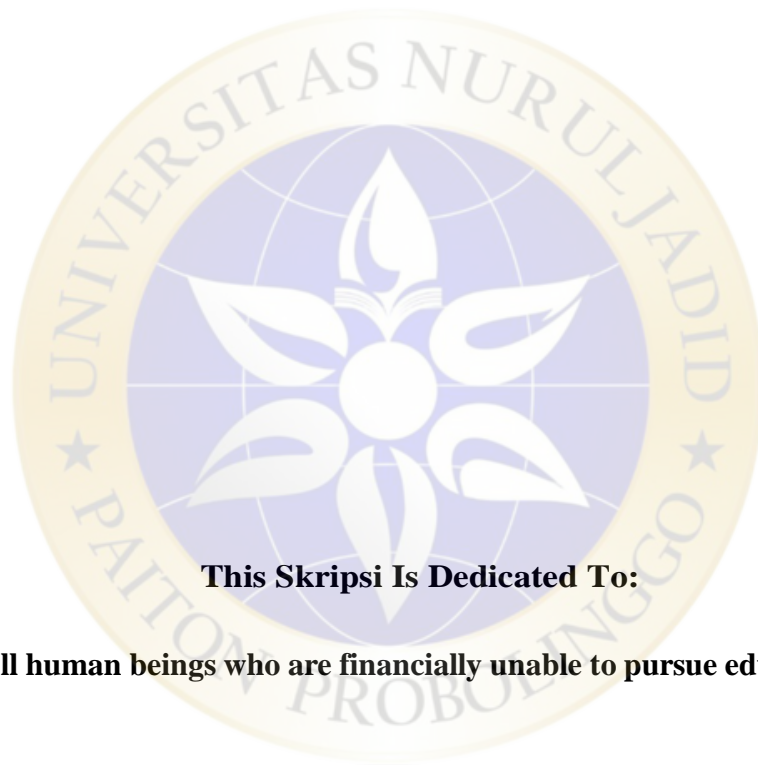
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MOTTO AND DEDICATION

Keep Moving Forward Is A Sign That We Will Never Give Up



This Skripsi Is Dedicated To:

All human beings who are financially unable to pursue education.

DECLARATION OF AUTHORSHIP

Bismillahirrahmanirrahim

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Declare that :

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ABSTRACT

Hamidah Nurul. 2025. *Visual Media At a Medium In Teeching, English:a Descriptive Study* Undergraduate Program Nurul Jadid University. Advisor (I) Syaiful Islam, M.Pd.

Keyword: Vocabulary Mastery, Visual Media, Learning Strategy, Students

This study investigates the effectiveness of visual media in enhancing students' vocabulary mastery at MTs Terpadu Nurul Anwar. Recognizing that a limited vocabulary is a major barrier to mastering the four English language skills speaking, listening, reading, and writing the research addresses the need for more engaging and effective learning methods. Visual media, such as pictures, videos, posters, and digital tools, were implemented as alternative instructional aids to help students better understand, memorize, and use English vocabulary.

Using a descriptive qualitative approach, the research focused on three students from different grade levels who demonstrated notable improvement in vocabulary through the use of visual media. Data were collected through in-depth interviews, direct observations, and documentation. The findings show that visual media not only support vocabulary acquisition by providing concrete visual references but also increase student motivation and engagement during the learning process. Students reported that visual media made learning more enjoyable and helped them retain vocabulary more effectively.

The study concludes that integrating visual media into vocabulary instruction significantly contributes to better vocabulary mastery among students. It also emphasizes the importance of combining visual aids with teacher explanation to provide contextual meaning and support deeper understanding. The results offer practical implications for English teachers to develop more interactive and student-centered vocabulary learning strategies.

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I gained a wealth of valuable experience from the process of writing this thesis. I also acknowledge that many people have assisted me in the smooth completion of this thesis. However, I am only human. I realize that this thesis is far from perfect and still has many shortcomings. Therefore, I greatly appreciate and welcome any corrections, suggestions, and criticism. Finally, I hope this thesis can serve as a useful reference for future researchers.

Researcher

Nurul Hamidah

TABLE OF CONTENTS

INSIDE COVER	i
ADVISOR APPROVAL	ii
MOTTO AND DEDICATION	iii
DECLARATION OF AUTHORSHIP	iv
ABSTRACT	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	viii
CHAPTER I	1
INTRODUCTION	1
A. Background of the Study	1
B. The Identification of the Problem	7
C. The Research Problem	8
D. The Aim of Research	8
E. The Significance of the Study	9
F. Definition of Operational Key Terms	10
G. The Previous Research	12
CHAPTER II	17
REVIEW OF LITERATURE	17
A. Vocabulary	17
B. Vocabulary Mastery	26
C. Visual Media	32
CHAPTER III	38
RESEARCH METHOD	38
A. The Research Design	38

B. The Steps of the Research	39
C. The Research Instrument.....	42
D. The Source of the Data.....	43
E. The Technique of Data Collection	43
F. The Data Analysis.....	46
G. Triangulation of the Data.....	48
CHAPTER IV	50
FINDINGS AND DISCUSSION.....	50
A. The Display Of Data.....	52
B. The Reswarch Result.....	57
C. Discussion	65
CHAPTER V	77
CONCLUSION	77
A. Conclusion	77
B. Suggestion.....	78
BIBLIOGRAPHY	82