VISUAL AIDS ANALYSIS :

UNDERSTANDING PICTURE BASED

LEARNING FOR SENIOR HIGH SCHOOL

THESIS

Submitted in Partial of the Requirement Bachelor
Degree
of English Education Department

By :
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PROGRAM FACULTY OF EDUCATION AND
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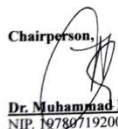Thesis with following identify:

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
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MOTTO

رَبِّيْنِيْ كَمَا ارْحَمْهُمَا بَّ رَ وَقُلْ الرَّحْمَةِ مِنَ الذُّلِّ جَنَاحَ لَهُمَا وَاخْفِضْ
﴿٢٤﴾ صَغِيْرَاً

"O my Lord, have mercy on them both as they had
mercy on me when they raised me as a child."

{ Surah Al-Isra verse 24 }

*"Life is not about finding yourself, it's about creating
yourself."*

*"Make peace with what happened, that is the key to all
these problems."*

Mangu – by Fourtwnty

ABSTRACT

Title : THE USE OF VISUAL AIDS TO ENHANCE ENGLISH LEARNING MATERIAL

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The use of visual aids in English language learning is becoming an increasingly important approach to bridge students' understanding of abstract materials such as grammar and phrasal verbs. This study aims to explain the extent to which the use of visual aids can improve students' understanding, as well as describe the perceptions of teachers and students on the effectiveness of their use in the teaching and learning process. The research method and a descriptive data collection used techniques in the form of classroom observation, in-depth interviews, and open-ended questionnaires. The research subjects involved one English teacher and 30 students of class XII SMA Negeri 13 Semarang. The results showed that the use of visual aids such as pictures significantly helped students in understanding the material, increased learning focus, and encouraged active participation in class. As many as 79.33% of students stated that visual aids made learning easier to understand and more interesting. Teachers also rated visual aids as very helpful in explaining complex concepts, although they still face some technical obstacles such as limited tools and networks. This research confirms that visual media is not just a complement, but an important component in effective, contextual and interactive learning.

Keywords: *English Language Learning, Learning Strategies, Material Understanding, Visual Media*

DEDICATION

With deep gratitude and sincere respect, I dedicate this thesis to:

1. My beloved parents, Endang Supriatiningsih and Achmad Rif'an, who have supported me in every way. Your unwavering prayers and love have been my greatest strength. Thank you for every sacrifice, guidance, and blessing you have given throughout my life.

2. All of my siblings and family members, thank you for the encouragement and shared journey. Let us continue to grow, walk forward with purpose, and be people who bring goodness to others.

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4. My boarding house family Mrs Eko, whom I dearly miss. Thank you for coloring my days over the past two years. Your presence, warmth, and support have made my student life deeply meaningful.

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CHAPTER 1

INTRODUCTION

This chapter presents the introduction of the study, which includes the background of the research, research questions, research objectives, and the significance of the study. Each section provides a foundation for understanding the purpose and direction of the research.

A. Research Background

One of the elements of school that influences how well students learn is learning media. Hence, by modifying the content to be taught, educators must comprehend how other educators use learning media (Safitri & Kabiba, 2020). Furthermore, it's critical to acquire a foreign language in the globalized world, like English. English should be taught from an early age because it is one of the world languages that is most frequently used for international communication (Pertiwi et al., 2021). Teachers play an important role as educators. They provide knowledge to

learners, which is necessary to have mastery and of knowledge (Nuranita et al., 2023).

It will be simpler for students to learn English if they use instructional materials that assist teachers in explaining the subject to their charges. Due to the fact that learning media can heighten students' motivation to study, they can also actively participate in the process (Milennia & Arini, 2022). Learning media in the world of education is one of the supporting elements in the learning process, because learning media is an intermediary for teachers to present subject matter effectively and help students to more easily understand the discussion in the learning process (Mahmudah, 2018: 131) .As such, visual aids are an essential part of the learning process in modern educational environments. Using pictures, charts and other visual aids can help students understand and remember material better, in addition to capturing their attention. When they learn in a more participatory and tangible way, students are usually more receptive to things that are presented graphically. Students benefit from an engaging multimodal learning environment when visual

aids are used. So this research wants to find out how influential the use of visual aids can be in increasing students' engagement with the subject matter and facilitating their understanding.

According to Haryanti, Ade Siti. (2018) which states that images / photos are included in visual media. This media serves to channel messages from the source receiver to the message receiver. The message that will be conveyed into visual communication symbols, these symbols need to be understood correctly, meaning that the process of conveying the message can be successful and does not cause errors. Visual aids can also encourage and increase the enthusiasm for learning for students as well as to generate interest and increase students' knowledge of new problems. It can also encourage the growth of discussion activities for problem solving (Tuti Indrawanis, 2013). Visual aids are utilized to make learning for students more real, understandable, and engaging(Mahmood et al., 2024).

It is anticipated that the use of visual media in the classroom will help students comprehend the material

more fully, become more actively involved in the process, and create a more engaging and joyful learning environment (Mulfajril et al., 2023). The primary purpose of instructional aids is to help students understand concepts more fully by minimizing verbalism and abstracting the subject matter. Through perceiving, sensing, and interacting with objects/props, students get practical insights into the meaning of abstract concepts (Kaltsum, 2017).

Using picture media as one of the visual aids for teaching offers several advantages for children, as it gives them the opportunity to explore and improve their skills with every learning resource offered. This is because learning activities require students to participate more actively in their education through hands-on experience. By using visual media, teachers can more easily transform learning content into something tangible, so students can see what they are learning and do not need to imagine it. Therefore, visual media is a fundamental need for educators in carrying out learning. Schools and related agencies are very concerned about the needs of teachers

and students in the classroom to foster the creation of student interest in learning which has an impact on improving student achievement. Teachers and students consider image media very important in the learning process (Safitri & Kabiba, 2020). Visual media is seen as an instrument to deliver content that is packaged in a more enjoyable way if learning media is defined as anything that can be used to communicate information or messages. Although visual media is a fundamental type of learning media, learning media is considered more complicated (Wilyanita et al., 2023). With the help of this learning paradigm, students can work alone and collaborate (Nubatonis et al., 2022).

Howard Gardner , his theory of *multiple intelligences* states that students have different intelligences, which affect the way they learn languages. In high school English learning, he argues that it is important to apply diverse learning methods, such as group discussions for students with interpersonal intelligence, reading and writing activities for those with linguistic intelligence, and visual activities for those who understand better through

images. It is in the educator's interest to provide a memorable experience that will have an impact on the child's life in the next phase. Basically, concrete materials help children learn. Children require physical objects to serve as visual aids or mediators in order to comprehend abstract notions (Kaltsum, 2017).

However, how teachers incorporate visual aids into the curriculum also affects how effective they are at helping students learn a language. To meet the needs of their students and support their learning goals, teachers must be proficient in the selection and application of visual aids. Analyzing how the use of visual AIDS affects student cognition and how teachers and students perceive this approach is very important. This study aims to fill the knowledge gap regarding the effectiveness of the use of visual aids in English language learning among high school students. Although there are many studies showing the benefits of visual aids, there is still a lack of understanding of how these aids affect student understanding and how teachers and students perceive their use. In contrast, previous research has focused on

visual aids on simple flat images and how they increase students interest in learning, without exploring more interactive types of visual aids or modern technology.

B. Research Questions

Following the background of the study, the researcher sought to answer the following questions:

1. How can the use of visual aids enhance the understanding of English learning?

2. How do teacher and students perceive the use of visual aids in improving English language learning?

C. Research Objectives

This research aims to :

1. To explain how the use of visual aids in English language learning enhance student's understanding of the subject matter.

2. To describe teachers and student's voices of the using visual aids to improve English language leraning.

D. Limitation

This study has several limitations that need to be considered in order to provide a proportional understanding of the results obtained. These limitations are as follows:

1. *Limited Scope of Subjects*

This study was only conducted in one 12th grade class at SMA Negeri 13 Semarang, with a total of 30 students and 1 English teacher participating. Therefore, the findings in this study cannot be generalised to the entire population of high school students in general.

2. Limited Time Frame

The data collection process, including observations, interviews, and questionnaires, only lasted for two weeks. This limited our understanding of the long-term effects of using visual media in English language learning.

3. Limited Types of Visual Media Used

The visual media used in this study only included images and videos. The study did not explore other interactive visual media, such as digital animation, interactive infographics, or augmented reality technology, which might have further enhanced students' understanding.

4. Limitations of Media Use

Based on observations and interviews, there were several technical obstacles, such as devices that did not function optimally or unstable network connections. This had an impact on the consistency and effectiveness of visual media use during learning.

5. *Use of Qualitative Methods*

This study uses a descriptive qualitative approach without quantitative data or pre-tests/post-tests that can provide a numerical picture of the improvement in student understanding. Thus, the generalisation of the results is limited.

E. Significance Of The Study

This study intends to demonstrate that the use of visual media can improve students' vocabulary comprehension while also improving their overall senior high school English learning experience. It also explains the particular advantages of this research in relation to visual media-based learning in high school classrooms. This section serves to show how this research can have a positive impact on the following aspects:

1. **Theoretical**

This research is expected to contribute to the literature on the use of visual media in English language learning, especially at the senior high school level. Through this research, it is expected to better understand how picture-based learning plays a role in strengthening vocabulary comprehension and other language skills. This research can also enrich the theory on the effectiveness of visual media in increasing students' motivation and engagement.

2. **Practically**

a. For the teacher

For high school English teachers, the results of this study can be a reference to improve their teaching strategies by utilising visual media. With a deeper understanding of the impact of visual media on vocabulary comprehension, teachers can more easily choose and design interactive and interesting teaching materials for students, so that the teaching and learning process becomes more effective and enjoyable.

b. for the students

This research can help students in understanding the role of visual media in English language learning. With the right use of visual media, students can more easily understand and remember vocabulary and other language concepts. The findings of this research are also expected to encourage students to be more active and engaged in the learning process, so that they can improve their learning outcomes and motivation in learning English.

c. for the Researchers

This study is expected to inspire further research in the field of visual aids-based learning. Other researchers can utilise the findings as a basis to conduct more in-depth research on visual aids in different contexts or to explore their effects on other aspects of English language learning, such as grammar, speaking skills, or writing skills.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will discuss the theoretical review, previous related studies, and the conceptual framework that underpins this research. The theoretical review provides key concepts and definitions relevant to the study, the previous research offers insights from past studies related to the topic, and the conceptual framework illustrates the structure and direction of the research based on existing theories.

A. Theoretical Review

1. Visual Aids Analysis
   a. Definition of Visual Aids

Visual aids are tools that assist students in understanding and remembering what they have learned in class right away. Additionally, without visual aids to utilize during the teaching and learning process, teachers cannot impart knowledge effectively. Using visual aids in the teaching and learning process is crucial because they

improve comprehension, excite the sense of sight in particular, and motivate students by making the material more exciting, clear, and intelligible (Chung, M.A, 2023). Media created by educators to help pupils grasp concepts more rapidly are known as teaching aids (Wilyanita et al., 2023).

Visual aids are any tools that can be used to enhance the learning process in order to make it more precise, lively, and realistic. Visual aids, such as images, models, charts, maps, films, slides, and actual objects, are frequently utilized to improve content delivery or make a lesson more memorable.   The most popular of them are a blackboard and some chalk. Teachers are faced with a more challenging duty when students are expected to take a course but the textbooks are filled with activities that demand a high level of interaction competence. Specifically, it is now common practice to use audiovisual aids in conjunction with textbooks as an additional resource for class activities. Nothing beats the power of a good visual aid when it comes to imparting knowledge. Visual aids are tools that help make lessons more

engaging and accessible for students in schools. They make the abstract tangible, facilitating actual, active, and vital learning within the context of the practice activity. They accomplish this by presenting informational units through either visual or auditory stimuli (J. I., 2023).

In Indonesian education, a number of Minister of Education and Culture rules govern the use of media in Senior High School instruction. Permendikbud Number 103 of 2014 concerning Learning in Primary and Secondary Education is one of them; it highlights the significance of adopting educational materials that are pertinent to the subjects being taught and the characteristics of the students.

Visual aids are very useful tools to help teachers teach foreign languages. They can be used to increase variety in classroom activities and display complex information clearly. Visual aids are different types of visual aids used to aid communication, learning or presentation of information. The purpose of visual aids is to improve people's understanding of a message or concept and make it easier to understand. Visual aids can include the use of

: images, diagrams, graphs, videos, mindmap, power point and other visual elements to convey information in a more clear and engaging manner. Visual aids have different definitions according to their purpose. Teachers often use visual aids in the classroom to explain ideas, help students learn, and make the material more interesting. Visual aids can also help audiences understand presentations. The following are some examples of visual aid concepts used in language education:

1) Images and illustrations:
    - Image : Provides pupils with actual photos to help them recognize particular items or circumstances.
    - Illustration: Explaining verbal concepts with drawings or visuals
2) Charts and graphs:
    - Diagrams: Use visual representations like Venn diagrams or flowcharts to illustrate the connections between ideas.

- Graphs: Use graphs like bar or pie charts to depict language data, such as word frequency or sentence structure.

3) Flashcards:
   - Flashcards: Are cards with the words themselves on one side and an image or definition on the other, which helps with vocabulary development and word meaning understanding.

4) Digital whiteboard
   - Digital whiteboard: Teachers and students can write, draw, and engage with linguistic concepts on a digital whiteboard.

5) Concept maps:
   - Shows language concepts visually, helping students understand the relationships between topics.

6) Animation video:
   - To increase students' understanding and interest, present language concepts through animations or videos.

7) Labels:

- Show the name of the object or word on the object or whiteboard to help students find and remember vocabulary.

8) Theater or Drama Performances:
   - Performances allow students to engage directly and understand concepts in a different way.

9) Posters
   - Posters are excellent tools for expanding one's language and creating meaning.

10) Projectors
   - Projectors employ various digital approaches to visually convey information.

By incorporating these visual aids, language teaching and learning can be enhanced by providing variety, facilitating comprehension, and enhancing student recall (Isnaini Fadila, 2024).

On the other hand, the term "media" itself encompasses the entire spectrum of currently recognized modern communications media, including: audiovisual aids, movies, videos, the internet, photography, images,

advertisements, newspapers, magazines, games, and so forth. People can't live with technology these days. The advancement of ICT in this day and age has had an impact on people's actual lifestyles. It is evident from this that we cannot isolate the use of ICT from our everyday lives. Among the gadgets that are all around us are the internet, television, computers, and cell phones. ICT can be utilized for media education in addition to being used for enjoyment. From play groups to colleges, we may observe how ICT, as media education, has been used in educational institutions. Teachers and students already have a positive outlook on life thanks to ICT. After all, teachers and students must use it to improve their comprehension of particular subjects. Here, students occasionally run into a lot of issues when utilizing ICT. The issues arise when they are illiterate or lack comprehension of anything that is part of the use of ICT. As is well known, educational media derived from ICT devices has advantages and disadvantages of its own (Annury, 2016).

b. Benefit of Visual Aids

There are benefits to using teaching and learning resources that go beyond helping students memorize information better. When used properly, they can inspire children to put forth extra effort and improve their academic performance. Because it simultaneously stimulates the two most important senses, visual and auditory stimulation is particularly potent. Teachers should keep in mind that they are trying to convince students to adopt a certain mindset, just like salespeople. It should go without saying that helping students retain as much information as possible especially the fundamentals is one of the main goals of education in any form. Numerous studies have examined the efficacy of instructional materials in this area. By creating lessons that integrate technology in a meaningful and pertinent way, a teacher can start the process of integrating technology into the classroom. Technology should be used to enhance education rather than to replace it (Wiedmann et al., 2013). Jumintono et al. showed that, in contrast to conventional teaching techniques, visual

explanations greatly improve students' comprehension of complicated systems in geotechnical engineering, resulting in improved performance (Jumintono et al., 2022). In a similar, Curley et al. discovered that when visual aids were incorporated into pharmacy education, students expressed greater interest and engagement, which is consistent with pedagogical theories that support visual learning techniques (Curley et al., 2018). Additionally, Hamad emphasized how visual aids can help students understand difficult ideas and stay engaged, which enhances retention and classroom engagement (Hamad, 2023).

c.   Challenges of Visual aids

The challenges in utilizing visual aids in schools are evident due to the lack of sufficient resources, which significantly impacts students' understanding and retention of lessons. Limited funding prevents schools from acquiring new visual aids or maintaining existing ones. Furthermore, many teachers face challenges due to a lack of necessary skills and experience in effectively using visual aids in the classroom. This issue is further

exacerbated by the absence of ongoing professional development, as most teachers have not received any additional training beyond their initial teacher education. As a result, these challenges hinder the effective implementation of visual aids, limiting their potential to enhance the learning experience (Humphrey Ngonyani, 2018). According to Tang and Intai, the efficient use of visual aids in rural schools is frequently hampered by logistical concerns, such as the requirement for appropriate technology and internet connectivity. Furthermore, how teachers and school administration feel about these tools can have a big influence on how often they are used in the classroom. Teachers may be reluctant to use visual aids if they lack the necessary resources and training because they may feel unable to successfully incorporate them into their lesson plans (Tang & Intai, 2018).

Although visual aids might improve learning, the environment and the backgrounds of the pupils can affect how effective they are. For instance, Yasin stressed the value of context in communicating meaning and

improving vocabulary acquisition in his literature review on the use of visual aids for deaf students (Yasin & Mohamad, 2024). This emphasizes the necessity of customized strategies for visual assistance implementation in order to satisfy the various needs of every student.

Visual aids such as pictures and photographs facilitate learning by supplementing teacher's verbal information. This underlies a well-founded theoretical underpinning that pictures, images and other visible aids promote better understanding to students (Mayer, 2002). Teachers have employed a variety of visual aids over the years to facilitate meaningful learning. A few new forms are always emerging as a result of advancements in science and technology.

2. Picture Based Learning
   a. Definition of Picture Based Learning

In general, pictures or graphics means still images such as photos and drawings.
Given that people are very visual-oriented and vision-

oriented, images are a great way to convey information. Every item is displayed in The image's shape is unrelated to time leap (Nugroho & Fatchur, 2010).

Images used in the learning process should be carefully selected and used according to the expected objectives of each subject. Images should not be used in isolation, but should be integrated with the subject matter. Therefore, the use of too many images simultaneously will disrupt the learning process (Mirnawati Mirnawati, 2020).

b. Advantages of Picture Based Learning

According to Leinrich, Molenda, and Russel (1996: 8) picture media as learning media has advantages, including:

1) Easy to use in teaching-learning activities because it is practically tool-less.
2) The price is relatively cheap compared to other types of teaching media and obtaining it is very easy and free.

3) Can be used in various fields of education, ranging from basic education to higher education, from social sciences to exact sciences.

4) It can translate ideas or concepts because image media can clarify problems in any field and for any age, prevent and correct misunderstandings.

5) It can overcome the limitations of time and space. Not all items, goods or events can be categorised as classes. Also, children cannot always be taken to the location of the object. Hence, pictures do it.

6) It is vivid. Compared to purely verbal media, pictures show more realistic problems.

c. Weaknesses of Picture Based Learning

Weaknesses of learning media, as with picture media, always exist. Some weaknesses include:

1) Size is sometimes too small for use with large groups of students. Images can indeed be enlarged. However, it is a complicated process and will cost a lot of money.

2) Images are only two-dimensional, making it difficult to depict the actual three-dimensional shape.

3) Cannot show a complete movement pattern for an image, unless it displays a number of images in a sequence of events with a specific movement pattern.

4) Responses may differ from the same image.

5) Pictures of objects that are too complex are not good for learning activities.

Krashen developed input theory which states that language learning occurs when students are exposed to language that is slightly more complex than their current level of ability. In the context of picture-based learning, pictures serve as a visual context that helps students understand the meaning of new words and phrases, thus enriching their vocabulary (Sering & Khan, 2022).

3. Senior High School Student
   a. Definition of Senior High School Student

Since globalization is growing, English has become a priority for high school students. This is so that they have an advantage in the field of Science and can compete with other countries. The students who are proficient in English are able to communicate their ideas and ideas in the school environment or with foreign individuals (Azhary Tambusai1, 2022). The purpose of teaching English to high school students is to apply English in both schools and communities. With the mastery of English, High School students are expected to be able to communicate or get information with the language (Yudha & Mandasari, 2021). In high school, teaching English should focus on encouraging students to achieve high achievement. This includes the development of expertise in four important abilities, such as listening, speaking, reading, and writing (Allen & Valette, 1977).

One way that must be done by a teacher is to be able to choose learning models that are in accordance with the character of today's students (millennials), especially for high school students (Sumardi, 2021). In addition, the use of technology and interactive media is now also being

introduced in the classroom, such as through language learning applications, online platforms, and learning videos, which provide opportunities for students to learn independently and explore the material at their own rhythm. Collaborative approaches, such as group discussions, debates,and problem-based projects, further enrich the learning experience. Students can hone their critical thinking skills as well as their communication skills.

b. Benefit of Senior High School Student

Benefits learning english for Senior High School Students for example, Song's research on high school students in China revealed that the need to study for college entrance exams significantly affects their motivation to learn English, thereby increasing their engagement (Song, 2023). Similarly, Kitjaroonchai's research in Thailand found that students with higher academic achievements showed greater motivation to learn English, indicating that academic success can reinforce a positive learning attitude and further enhance the benefits of language mastery (Kitjaroonchai, 2013).

Critical thinking and problem-solving skills are encouraged through engagement with English language materials. Students' critical thinking skills can be enhanced through creative teaching methods, such as the use of technology, which is crucial for mastering a second language (Hadiapurwa et al., 2021). This is in line with the research by Chiang and Lee, which found that vocational high school students have higher motivation to learn through project-based learning (Chiang & Lee, 2016).

c. Challenges of Senior High School Student

The challenges faced by high school students in learning English include a lack of resources. Many schools, especially in rural areas, face inadequate access to technology and educational resources. Students' ability to fully engage with the language can be hindered by these limitations (Idris, 2021). On the other hand, while some students have high learning motivation, others may face difficulties due to various factors, such as personal conditions and the teaching methods used. Research by Pieters and Agustina shows that social support from

family plays a crucial role in enhancing student motivation, especially when facing challenges such as the COVID-19 pandemic. Differences in motivation levels can impact variations in learning outcomes among students (Pieters & Agustina, 2021). Differences in motivation levels can impact variations in learning outcomes among students. Students' learning experiences can be greatly influenced by effective teaching methodologies. Research by Watts-Taffe et al. shows that the shift to virtual learning during the pandemic posed challenges for teachers and students. Many people do not have the tools or technological skills necessary to conduct online learning effectively. This situation highlights the importance of changing teaching strategies to meet the needs of students in various types of learning (Watts-Taffe et al., 2021). Context: This situation shows how important it is to change teaching strategies to meet the needs of students in various types of learning.

B. Previous Related Research

Previous research on English learning has shown that visual aids such as games, posters, flashcards, and

diagrams effectively improve students ' understanding of the language, especially in vocabulary, grammar, and vocabulary building skills. These visual aids can provide visual context that helps students understand new words, align words with relevant objects, and make vocabulary easier to understand. For example, using flashcards that display images of objects with corresponding English words can help students improve comprehension and improve their understanding. In addition, teachers often use visual aids such as posters or illustrations in writing to explain abstract grammar concepts so that students can more easily understand sentence structure and patterns of word use in English. These visual aids can provide visual context that helps students understand new words, align words with relevant objects, and make vocabulary easier to understand. For example, using flashcards that display images of objects with corresponding English words can help students improve comprehension and improve their understanding. In addition, teachers often use visual aids such as posters or illustrations in writing to explain abstract grammar concepts so that students can more easily understand sentence structure and patterns of word

use in English. Because vocabulary provides them with sentence organs, children need them to help them use meaningful products and sentences in communication. Therefore, in order to communicate with others, students need to develop and become proficient in processing vocabulary (Luruk, 2021).

In the research titled "Students' Perception of Studying English at The Twelfth Grade Students SMAN 8 Jambi City" focused on students' perceptions of English language learning at the high school level. This study employed a qualitative phenomenological approach, where data was collected through in-depth interviews with Grade 12 students who had high academic achievements in English. The researchers aimed to explore students' direct experiences in receiving English material and their perceptions of the teaching methods used by teachers. The results of the study showed that most students had a positive view of English lessons. They stated that the lessons are easy to understand if they are committed to learning and supported by adequate learning resources. Among the facilities frequently

utilised by students are English dictionaries, textbooks, and online dictionary websites, which greatly assist them in understanding assignments and the material provided. Additionally, this study emphasises the importance of teacher-student interaction in the learning process. Teachers at SMAN 8 Jambi City are known to frequently use two languages in explaining the material, namely Indonesian and English, to help students who have not yet fully mastered English. This bilingual approach is considered very helpful for students in understanding the material being taught. Active student involvement is also an important part of this finding, with most students stating that they do not hesitate to ask teachers or friends when they encounter difficulties in understanding the material. However, this study also revealed some challenges faced by students, particularly in applying English in daily life. Limited vocabulary and poor pronunciation skills make students less confident in using English outside the classroom. This indicates that while perceptions of the learning process in the classroom are generally positive, additional approaches are needed to enhance students' practical English language

competencies. These findings are relevant for the development of learning media, including the use of visual aids, as they demonstrate the importance of supportive facilities and communicative teaching strategies to increase student engagement and understanding (Liansari et al., 2021).

In the research titled "The Use of Visual Media in First Grade Elementary School Learning" . In order to improve learning outcomes in primary school, this study highlights the value of utilizing visual aids. With the use of resources the teacher has produced, this study seeks to demonstrate that using visual media in the teaching and learning process can be more successful and efficient. The usage of learning media has replaced the traditional lecture-based method of delivering instructional materials in the field of education. A qualitative approach using a phenomenological study type is the methodology employed. One first-grade teacher at SDN 77/X Parit Culum I is the subject of this study. The methods employed in this study include documentation, interviews, and observation. This demonstrates the first-

grade teacher's attempts to draw children in during the learning process by utilizing visually appealing media. The study's findings demonstrate that the instructor used visual aids such puzzles, plasticine, letter cards, and photographs to carry out learning tasks (Mulfajril et al., 2023).

The study entitled "Effect Of Using Authentic Materials And Wordless Pictures On Basic 2 Pupils' Vocabulary Achievement In Public Schools In Lafia Township" conducted by Ogbo and Udu (2025) examined the effect of using authentic materials and wordless pictures on the vocabulary achievement of second-grade primary school students in Lafia, Nigeria. Using a quasi-experimental pre-test and post-test design, the study involved three groups of students: one group was taught using authentic materials, the second group used wordless picture books, and the third group used conventional methods. The results showed that both visual methods significantly improved vocabulary achievement compared to the control group. The group using authentic teaching materials showed the highest increase in post-test scores,

as students found it easier to connect vocabulary with real-life contexts. Meanwhile, the use of wordless picture books also had a positive impact by fostering descriptive skills, imagination, and the ability to draw meaning from visual contexts. This study confirms that authentic and narrative visual media-based learning strategies not only improve learning outcomes but also encourage active participation, creativity, and a deeper understanding of vocabulary meanings. Therefore, the researchers recommend the integration of contextual visual materials and teacher training to optimise the implementation of this method in English language learning. These findings are relevant to visual aid-based language learning approaches and can be used as a basis for the development of more communicative and meaningful teaching materials (Ogbo, O. F., & Udu, 2025).

"Using Visual Aids to Improve English Comprehension in Technical Subjects" is a study that examines the role of visual media in improving English comprehension in technical subjects, particularly for engineering students. This research shows that the use of

visual aids such as diagrams, graphs, videos, and three-dimensional models can help students understand technical terms and abstract concepts that are difficult to explain through verbal text alone. Visual aids have proven effective in clarifying the structure, processes, and mechanisms related to technical topics, thereby enhancing students' understanding and retention of the taught material. The study also emphasises the importance of integrating visual media with goal-oriented teaching strategies, such as matching images with vocabulary, labelling diagrams, or student-led visual presentations. Through a multimodal approach, visual aids not only enhance learning engagement but also assist students with visual or kinesthetic learning styles. In addition to its benefits, this research also notes challenges such as resource limitations, the need for thorough planning, and the risk of over-reliance on visual media without verbal reinforcement. In conclusion, visual aids play a crucial role in bridging the gap between language and comprehension in the context of technical English learning. When used in a structured and relevant manner, these media can make the learning process more

interactive, enjoyable, and effective for non-native speakers (Babayeva, 2025).

The aim of this research is to investigate how visual aids can enhance the educational process in Pakistani schools. Since desk research mostly involves gathering data from already-existing resources, it is frequently regarded as a less expensive method than field research because the primary expenses are related to executive time, phone bills, and directories. The study therefore drew from previously published research, papers, and data. The online journals and library provided easy access to this secondary data. According to the study's conclusions, there is a methodological and contextual gap about how visual aids might support learning in classrooms. According to a preliminary empirical evaluation, employing visual aids in the classroom enhances the learning environment and encourages critical thinking. When visual aids are used effectively, boring learning settings can be replaced. When students have a good and enjoyable learning experience in the classroom, their own grasp of the subject areas grows.

When visual aids are directly related to the course material, students perceive them to be relevant and helpful (Hamad, 2023).

The study "Students' Perception of English Learning toward Their Current Profession" discusses students' views on the relevance of English language learning to their current jobs. This study was conducted among seventh-semester students in the English Literature Program at Pamulang University, most of whom are working while studying. The results of the study indicate three main perspectives: first, some students feel that the English lessons they receive at university are not directly applicable to their current jobs, primarily due to time constraints, monotonous online learning methods, and a lack of connection between theory and practice. Second, some students stated that the English language material they learned was quite helpful in their work, particularly in professional communication such as presentations or customer service. Third, the majority of respondents suggested that the teaching process should be more tailored to the real needs of working students, including

more practical material and more interactive learning technology. This study emphasises the importance of adjusting the curriculum and teaching methods to be more contextual and relevant to the workplace (Arisandi, 2022).

In conclusion, the collective findings from these studies confirm that visual aids are an essential component of effective English language teaching. Visual aids increase vocabulary acquisition, improve understanding of complex grammatical structures and promote student engagement. However, the successful integration of visual aids requires careful consideration of pedagogical strategies and teacher engagement. Future research should continue to explore the optimal conditions for utilising visual aids in diverse educational contexts to maximise their effectiveness in language learning. This comprehensive approach will ensure that visual aids are utilised to their full potential, which will ultimately benefit students' language learning experience.

C. Conceptual Framework
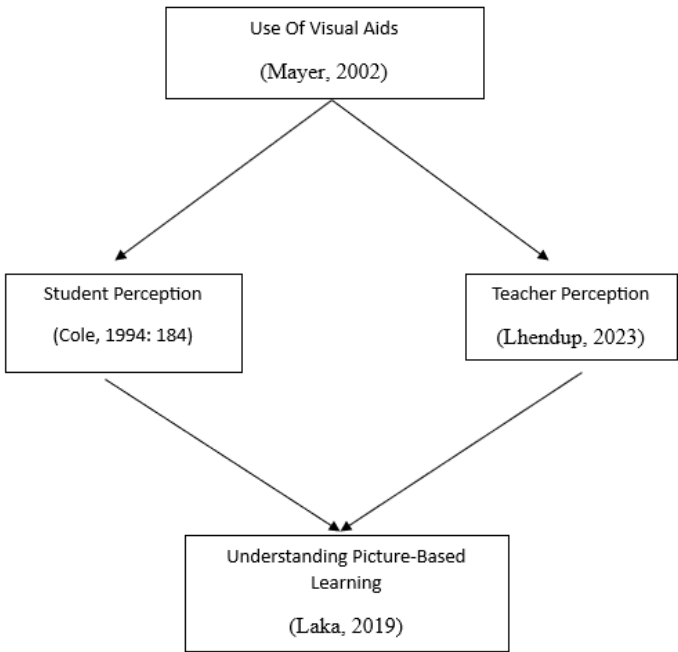
This conceptual framework illustrates the focus of the research. This conceptual framework shows the relationship between the independent variable (Use of Visual Aids), the mediating variables (Student Perception and Teaching Perception), and the dependent variables (Understanding Picture-based Learning). It illustrates how the use of visual aids plays a role in improving

students' comprehension and how students and teachers perceive the effectiveness of their use in English language learning in secondary schools.

Use of Visual Aids

Humans actively construct mental representations to make sense of incoming information since they are limited in the quantity of information they can process in a channel at once. Mayer also talks about the function of three memory stores: working (where we actively process information to develop mental structures, or "schema"), long-term (the repository of everything acquired), and sensory (which receives stimuli and keeps them for a very short period). *Mayer's* cognitive theory of multimedia learning presents the idea that the brain does not interpret a multimedia presentation of words, pictures, and auditory information in a mutually exclusive fashion; rather, these elements are selected and organized dynamically to produce logical mental constructs (Mayer, 2002). Additionally, Mayer emphasizes the significance of learning when new information is combined with existing

knowledge (based on content testing and proving the successful transfer of knowledge).

Student Perception

The most important and most significant resource in the teaching and learning process is the student. Teachers may teach without students, but students can learn from teachers. Perception is the starting point for every learning process. The method by which students preferentially treat information they learn from an object in this case, teachers' classroom questions is known as students' perception. Students are able to comprehend the viewed object by using their senses to observe it. It's critical to comprehend how pupils interpret the questions and responses given by teachers throughout class. Students' desire to actively participate in Q&A sessions is influenced by those perceptions (Cole, 1994: 184). Additionally, students prioritize the process of gathering information from things as part of their perception. The teacher in this research turned into a class issue. Students are able to interpret what they are seeing through sensory observation (Riska Liansari, Wennyta, 2021).

Teacher Perception

Perception is at the core of communication and is defined as the experience of objects, events, or relationships gained through inferring information and interpreting messages. On the other hand, the core of perception is interpretation, which is the same as decoding in the communication process (Zulaikho, 2021).

Perception is very important in understanding human behavior. Therefore, it is a very important perspective for teachers to know how to perceive the use of visual aids by their students learning in the classroom. Teacher perceptions are linked to student learning. Perceptions also influence teachers' professional behaviour and activities. Perceptions influence how one learns to teach positively and negatively. It is very important to know how teachers see, understand or interpret visual aids. As per the research conducted by Sherab Lhendup, teachers perceive the use of visual media in student learning positively. Teachers consider visual media as an important tool that makes learning easier and more effective. However, they also face problems such as heavy

workload in preparing visual media and unstable internet connection (Lhendup, 2023).

Perception Formation Process according to Miftah Thoha:

1) Stimulus

   The occurrence of perception begins when a person is faced with a stimulus or stimuli from his environment.

2) Registration

   In the registration process, the visible symptom is a physical mechanism in the form of sensing that affects a person's nerves. The sensory organs that a person has allow them to listen to or see the information that is sent. After that, record all the information sent to them.

3) Interpretation

   Interpretation, a very important cognitive and perceptual component, is the process of giving meaning to the stimulus one receives. This process depends on one's mode of perception, motivation, and personality.

   Thus, the process of perception begins with an object that provides a stimulus or stimulus to the person. Then

the object is processed in the brain, and in the end it will receive a response. By the person in the form of certain actions. The use of picture media that teachers see during the learning process is the subject of this research (Zulaikho, 2021).

Understanding Picture-based Learning

For effective classroom learning, teachers must be committed to it. One way of effective learning is by using visual aids to make the lesson interesting for students. The use of appropriate media can provide opportunities for students to actively participate in the learning process, so that they can better understand what is being taught (Laka, 2019). Image-based learning is an educational method that uses images as the primary tool to help students understand and retain ideas. To enhance cognitive engagement and interaction between students, this approach emphasises the organisation and logical sequence of images. One of the picture-based learning models is Picture and Picture model, which is one type of picture-based learning, involving students to organise pictures in a consistent order, which enhances their ability

to think logically and improves their concept understanding.

CHAPTER III

RESEARCH METHOD

This chapter presents the research approach used in the research desain, research setting, participants, research type and data source, data collection techniques, data analysis techniques, data analysis, and validity data .

A. Research Desain

This study aimed to comprehend teachers' and students' perceptions of the effectiveness of using visual aids in improving their understanding of English materials investigating and characterising how the use of visual media affects senior secondary students' understanding of English as well as how teachers and students perceive the efficacy of such media. Descriptive qualitative methodology was used, and data was collected through in-depth interviews, classroom observations, and open-ended questionnaire. Qualitative methods, according to Creswell (2014), allow researchers to understand the social and cultural settings that shape individual experiences to produce a more complete picture of the

topic being studied (Ishtiaq, 2019). The participants in this study were high school English teachers and students who were selected through purposive sampling to ensure that they had relevant experiences with visual aids for learning.

B. Research Setting

This research was conducted at SMA Negeri 13 Semarang, which was selected based on the significant application of visual aids in English learning. The school is known for having a good reputation in the academic field, especially in English language teaching. The facilities available at this school are quite adequate, including classrooms equipped with projectors, interactive whiteboards, and internet access, which allows teachers to integrate visual media into the learning process. The data collection period is scheduled for two weeks, with the frequency of meetings once a week in English classes for Grade 12 students from November 11 to 17, 2024. During this period, researchers will make direct observations in the classroom environment to see how visual media is used in the teaching process and

interaction between students and teachers. Researchers will record the teaching techniques used, students' responses to visual media, and their level of engagement in learning. This observation aims to provide a clear picture of the learning dynamics that occur when visual media is applied.

To learn more about how some students and teachers interpreted the use of visual media, a questionnaire was distributed through links provided by the researcher, which the participants filled out. Students were also asked to submit evidence of their use of visual media. Meanwhile, teachers participated in in-depth interviews, in addition to being observed. Important qualitative information about their perspectives and experiences, as well as how visual media can influence students' understanding of English language learning, will be obtained from this interview. The determination of this study is expected to create a conducive environment to analyze and understand the influence of the use of visual media in the context of English language learning. Thus, the results of this study are expected to contribute

significantly to the development of more effective and attractive teaching methods for students, as well as enrich the literature on the use of media in language education.

C. Participant

This research wants to find out how much influence visual media has in helping students understand material, grammar, and how to communicate in English. As well as to find out the opinions of teachers and students on how effective the use of visual media is in improving English language learning. This study uses Purpose sampling which is used to select research participants. Purpose sampling or also known as purposive sampling is a sampling technique based on certain criteria set by the researcher. Purposive sampling, according to Patton (2002), aims to identify individuals who are best suited to provide relevant information related to the research objectives (Suri, 2011).Through this study, the researcher hopes to make a positive contribution in the development of more effective and interesting teaching methods, as well as increase knowledge about the use of media in English education.

The selection criteria for participants in this study were:

1.Students of Class XII who have followed the teaching of English by using visual aids at least one semester.

2.Students who have good communication skills and are willing to participate in interviews.

3.English teachers have incorporated visual aids into the teaching process.

The number of participants in this study is 30 students and 1 English teacher who is selected based on the criteria mentioned above. The selection aims to look at various perspectives and experiences related to the use of visual aids in education.

D. Research Type and Data Source

The type of data in this study is a reflection of teachers' and students' opinions on the use of visual media, especially on pictures. Primary data will be collected by conducting interviews, questionnaires, observations, documentation with participants directly.

The data collection will be used to find out the experience of the participants in this case as a reflection of the teacher in the use of visual media, especially in pictures.

E. Technique of Data Collection

In a qualitative study on the use of visual aids in English language instruction at the SMA level, the data collection technique must be carefully considered in order to obtain accurate and pertinent information. Here are a few data collection techniques that can be used in this study:

a.   In-Depth Interview

In-depth interviews are data collection techniques that aim to explore the perceptions, experiences, and views of participants in detail. In this study, interviews were conducted with English language teachers to gain in-depth insight into the use of visual aids. Semi-structured interviews were selected as the primary method of gathering data. Semi-structured interviews give researchers the freedom to delve further into participants'

responses while maintaining a broad set of questions (Louis Cohen & Morrison, 2011).

This was done by the researcher by asking participants to recount their experiences about the use of Visual Media. Because the questions were in Indonesian, most of the participants used Indonesian to answer the questions and were sometimes used in English.

Table 3.1 The grid of interview instruments for teachers is as follows :

Cycles	Number	List of Reflection Guides
Stimulus	1.	How is visual media applied in English classes?
Registrasi	2.	What visual media is used?
	3.	Does the implementation of the use of visual media, especially on images,

		go well in the classroom?
	4.	How do you feel about the application of visual media in English classes? Before (planned), during (the learning process), after (results), how do students respond to the application of visual media?
Interpretasi	5.	In your opinion, does the use of visual media affect students' understanding of difficult materials, such as grammar?

		6.	Do you think the use of image media is effective in learning English?
		7.	What are the challenges in the application of visual media?
		8.	What strategies do you want to do in the learning process besides the use of visual media? (Education et al., 2022)

b.   Classroom Observation

Direct observation of behavior and interactions in a particular context is called observation. The use of observation in thematic analysis can help researchers understand social dynamics and the context in which

phenomena occur. This is in line with Braun and Clarke's (2006) idea, which states that thematic analysis can be applied to various types of qualitative data, including observations. Using a technique called classroom observation, researchers see firsthand as students learn in a classroom with teachers using visual aids. This method is used to observe how students interact with their professors and how they react to the visual aids that are utilized. Execution Method:

1.Researchers use a non-participatory method to observation, which means they don't take part in educational events themselves.

2.The impact of using tools like mind maps, flashcards, movies, and pictures on student involvement was seen.

c.   Open-Ended Questionnaire

An open-ended questionnaire is a tool used to collect data through open-ended questions that allow respondents to provide more extensive and in-depth answers, according to Braun and Clarke (2006). This type of questionnaire provides an opportunity for respondents to express their

views, experiences and feelings more freely, which is very useful in qualitative research.An open questionnaire was given to students to collect data on their perception of the use of visual aids in English language learning. This is one of the many ways you can improve your learning. Teachers and students can respond to open questionnaires with more narrative freedom and without pre-defined response options. It is used to collect exploration data. Method of Execution:

a. Students who had utilized visual aids to learn English were given questionnaires.
b. The open-ended nature of the questionnaire questions allows participants to provide detailed explanations of their experiences and opinions.

Aspects :

1. What learning media do you use in learning English?
2. Describe whether your learning would be easier if you used visual media in class.(Handayani et al., 2023)

3. Do you find it difficult to understand abstract material such as grammar or the use of phrases in English?

4. How do you overcome difficulties in understanding abstract material such as grammar or phrasing in English? (Pateşan et al., 2018)

5. What do you think are the advantages and challenges you might experience if you learn English without using visual media such as pictures?

6. Describe whether the use of visual media (pictures) helped you to be more involved in class activities such as group discussions or problem exercises and how visual media (pictures) affected your participation.

7. Describe how your experience of learning English was different before and after using visual media (pictures) as a learning aid. Was there an improvement in your understanding or interest?.

8. Do you think visual aids (pictures) are an effective tool in learning English?.

9. Describe whether after using pictures as learning media, do you find it easier to understand and remember the material?

10. Do you find it easier or more effective in remembering new material when teachers use visual media as part of learning? Why do you feel this way? (Al Aqad et al., 2021)

F. Data Analysis Techniques

Thematic analysis, as suggested by Braun and Clarke, is one method of data analysis employed in this study with the goal of locating themes or patterns in the collected data. A popular technique in qualitative research for finding, examining, and summarizing patterns or themes in data is thematic analysis. This approach enables researchers to delve deeply into the significance of the collected data and gather insights relevant to the study's goal. The thematic analysis method is almost the same as other analysis methods, such as starting with understanding the current data. Researchers need to give time to understand and understand the current data before

proceeding. A further explanation of the process of using thematic analysis can be found here. Here are the steps of data analysis conducted in this study:

a. Familiarisation with Data

This step, which is typical of all qualitative analysis methods, is immersing yourself in the data by reading and rereading textual data (such as interview transcripts and qualitative survey responses), watching video data, and listening to audio recordings. We advise reading the transcript and listening to the audio data at least once if you have any, especially if you did not gather or transcribe the data. This phase includes taking notes on the data while you read or listen. Gaining a thorough understanding of the substance of your data set and starting to identify items that may be pertinent to your research topic are the goals of this phase. Until you feel that you have a thorough understanding of the data content, you should look through the complete data collection at least once, if not twice, or more. Take notes on each transcript as well as the complete data collection.

At this point, taking notes is more observational and informal than methodical and comprehensive.

b. Generating Initial Codes

Phase 2 commences the methodical examination of the data by means of coding. A feature of the data that may be pertinent to the study issue is identified and labeled by codes. Both the semantic and latent levels of meaning can be coded. Descriptive or semantic codes usually remain close to the data's content and the participants' meanings. They can also offer a succinct synopsis of a section of the data or characterize its content. Codes don't have to be elaborate explanations; those are for later. They are brief and serve as shorthand for what you, the analyst, understand. Almost invariably, codes will combine interpretative and descriptive elements. As mentioned, a beginner coder will probably (at first) provide more descriptive codes; interpretative coding techniques grow.

Finding the data extract to code is the first step in the coding process. You must then write down the code and

annotate the text that goes with it. A section of data can be coded using multiple codes. Continue reading the data after you've generated your first code until you find the next possibly pertinent passage. This procedure is repeated for every data item and the complete data set. You can also add new content to existing codes as you go along with your coding. Since your scripts would have probably evolved while you were coding, it is a good idea to go back and review the content you initially coded: It could be required to recode and recode some previously coded data. When all of your data has been coded and the information pertinent to each code has been gathered, this step of the procedure is complete.

c. Searching for Themes

In this stage, as you move from codes to themes, your analysis begins to take shape. A theme "represents some degree of patterned response or meaning within the data set, and captures something significant about the data in relation to the research question." In this step, the coded data is reviewed to find regions where the codes overlap and are similar: Are there any overarching themes or

concerns that you can pinpoint the codes cluster around? Collapsing or clustering codes that appear to have a common characteristic in order to represent and characterize a coherent and significant pattern in the data is the fundamental step in creating themes and subthemes, which are the subcomponents of a theme. Beginning to investigate the connections between themes and how they will cooperate to build a comprehensive story about the facts is another crucial component of this stage. In order to start the process of reviewing your themes, you should conclude this phase with a thematic map or table that lists your potential topics and compiles all the data extracts pertinent to each theme.

d. Reviewing Themes

The evolving themes are examined in light of the coded data and the complete data set during this recursive step. The main focus of this phase is quality control. It is especially crucial for inexperienced researchers and those working with enormous data sets, as it is impossible to mentally store the complete set. Checking your themes against the compiled data extracts and determining

whether the theme makes sense in light of the data is the first stage. The second step of the review process is to examine the themes in light of the complete data set after you have a unique and cohesive set of themes that relate to the coded data extraction. This entails going over all of your data one last time to see if your themes accurately represent the whole set or just a portion of it. It's good if your theme map and collection of themes do this. You can go to the following stage. If not, additional editing and review will be required in order to properly record the data. A mismatch is likely to happen if there has been selective or insufficient coding, or if data were not recoded using the final set of codes after coding changed over time. At this point, revision could entail coming up with new topics or changing or eliminating preexisting ones. At this point, revision could entail coming up with new topics or changing or eliminating preexisting ones.

e.   Defining and Naming Themes

A good thematic analysis will have themes that (a) do not try to do too much, as themes should ideally have a single focus; (b) are related but do not overlap, so they are

not repetitive, although they may build on previous themes; and (c) directly address your research question. This phase involves the deep analytical work involved in thematic analysis, the crucial shaping up of analysis into its fine-grained detail. When defining your themes, you need to be able to clearly state what is unique and specific about each theme—whether you can sum up each one in a few sentences is a good test. Choosing a name for each theme is the other component of this stage. Although naming may seem insignificant, this brief title may and should convey a lot. A theme's name should be catchy, succinct, and educational.

f.   Producing the Report

The creation of a report, such as a journal article or dissertation, is the last stage of analysis, but it doesn't start at the end. We don't finish analyzing the data before writing it up, unlike in quantitative research. From the more formal procedures of analysis and report writing to the more casual writing of notes and memos, writing and analysis are intricately entwined in qualitative research. The goal of your report is to use your analysis to tell a

gripping tale about your data. The narrative should be clear and compelling, but it should also be intricate and rooted in a subject of study.

G. Validity of Data

In qualitative research, triangulation is a technique that examines and establishes validity by examining from multiple angles. In quantitative research, validity is determined by the precision of a measuring device, specifically an instrument. In qualitative research, validity pertains to whether the research findings are substantiated by evidence and appropriately reflect the situation.

According to a remark from Norman K. Denkin, triangulation is the process of combining many approaches to look at linked phenomena from several angles (Nur Fauziyah R, 2015). In his view, triangulation comprises five components: (1) triangulation of data; (2) triangulation of method; and (3) triangulation of sources.

1. Data Triangulation

To guarantee that the findings of the study are consistent, triangulation requires obtaining information from several data sources:

(a) The data triangulation method in this study is to conduct semi-structured interviews with students to learn more about how they perceive the value of visual aids in the learning process.

(b) In-depth interview is a data collection technique that aims to explore participants' perceptions, experiences, and views in detail.

(c) Classroom observation, which is making observations in the classroom to see how the teacher directly uses visual aids and how students react when they learn. These observations provide more unbiased information about how students behave and how well visual aids work in the classroom.

The purpose of this report is to evaluate students' use of visual aids and how they affect their understanding of the material. Because the data is validated from multiple angles, combining data from multiple sources helps

support the study's conclusions and create a more comprehensive picture.

2.   Triangulation Method

To validate the research findings, the triangulation method uses various diverse data collection methodologies. The researchers integrated observational studies, interviews, and questionnaires in this research. In accordance with the objectives, the thematic analysis approach is most suitable for this research. Thematic analysis will be used to examine the collected data in order to identify key themes related to students' understanding and perception of visual media; therefore, semi-structured interviews and open-ended questionnaires will be used. This method allows researchers to delve deeper into the data and modify questions according to the answers provided. Classroom observations are used to complement interview data by providing a direct perspective on classroom dynamics and student interactions when using visual aids.

3.   Source Triangulation

The use of information gathered from various organizations or persons to confirm study findings is known as source triangulation. Data from many student groups with varying histories in academic achievement were gathered for this study. It seeks to ascertain whether students with varying comprehension levels have varied opinions on the usage of visual aids. Additionally, if accessible, teacher input is incorporated as extra data to enhance the study. Researchers can make sure that study findings are more representative and reflect real-world circumstances by comparing data from several sources to find differences in students' opinions and experiences.

Table 3.2 Comparison and examination of data from the perspectives of teacher interviews and observations :

No	Teacher interview question indicator	Observation result	Finding

1.	How is visual media applied in English classes?	Visual aids were only used in two of the five learning sessions.	The use of visual media is not done consistently in every meeting.
2.	What visual media is used?	The media used include pictures and videos, but their use is not consistent in every meeting.	Observations showed that pictures and videos were used as media, and students liked them.
3.	Does the implementation of the use of visual media, especially on images, go well in the classroom?	There are technical obstacles that often arise even though the tools have been prepared in advance, so	The implementation did not run optimally due to technical problems with the learning tools.

		implementation does not always go smoothly.	
4.	How do you feel about the application of visual media in English classes?	Some students seemed enthusiastic, but some seemed passive when the media was not used in an interesting or varied way.	There are differences in student participation depending on the method used: visual aids increase engagement more than lectures.
5.	In your opinion, does the use of visual media affect students'	Abstract material such as grammar is more easily understood by	Visual media aids comprehension, especially for

	understanding of difficult materials, such as grammar?	students when accompanied by pictures or other visualisations.	difficult material.
6.	Do you think the use of image media is effective in learning English?	Children showed a strong preference for pictorial media, and found it more helpful in understanding the subject matter.	Effectiveness is evidenced by student preference and increased comprehension when visual media is used.
7.	What are the challenges in the application	Technical barriers such as tools not functioning	The main challenge stemmed from technical

	of visual media?	optimally are a major challenge in the implementation of visual media.	equipment constraints that hampered implementation.
8.	What strategies do you want to do in the learning process besides the use of visual media?	-	-

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents the results of the study. This chapter discusses the research findings and their discussion, including the results of observations, questionnaires, and interviews with teachers and students about the effect of using visual media images in learning English.

A. Finding

This section begins by presenting the findings obtained by the researcher after carrying out the research method. To obtain the factors and impacts of the use of visual aids used by teachers and students, the researcher has conducted observations, in-depth interviews and open-ended questionnaires. This activity was conducted in the school environment, precisely at SMA Negeri 13 Semarang. This activity was conducted in several meetings. The researcher conducted the recording on 11 to 25 November 2024. Researchers only conducted classroom observations for one week and data collection

in the form of open-ended questionnaires and in-depth interviews for one week because they had achieved the objectives of this study.

RQ 1 : The use of visual Aids use on student's understanding in English Learning.

This study was conducted at SMA Negeri 13 Semarang, with the main participants being students of class XII in the academic year 2024/2025. A total of 30 students from the same class were selected as participants, along with one English teacher. The selection of participants was purposive based on certain criteria relevant to the research objectives, such as active involvement in learning and exposure to the use of visual media in the teaching and learning process. To collect valid and relevant data, the researcher used several data collection techniques, one of which was an observation sheet. Observations were conducted using a moderate participation approach as described by (Rachman et al., 2014), which is an approach that places the researcher in a half-involved position in the classroom. This strategy was chosen so that the researcher could observe student

behaviour in a natural learning situation, while still maintaining the analytical distance needed for data objectivity. Through this approach, the researcher can get a real and direct picture of classroom dynamics and how visual media is applied in the English language learning process. The purpose of observation in this study was to get a real picture of the application of visual media in English language learning, as well as to assess the extent to which the media influenced students' understanding and engagement in the classroom.

Table 4.1 Observation Result

No	Teacher interview question indicator	Observation result
1.	How is visual media applied in English classes?	Visual aids were only used in two of the five learning sessions.
2.	What visual media is used?	The media used include pictures and videos, but their use

		is not consistent in every meeting.
3.	Does the implementation of the use of visual media, especially on images, go well in the classroom?	There are technical obstacles that often arise even though the tools have been prepared in advance, so implementation does not always go smoothly.
4.	How do you feel about the application of visual media in English classes?	Some students seemed enthusiastic, but some seemed passive when the media was not used in an interesting or varied way.
5.	In your opinion, does the use of visual media affect students' understanding of	Abstract material such as grammar is more easily understood by

	difficult materials, such as grammar?	students when accompanied by pictures or other visualisations.
6.	Do you think the use of image media is effective in learning English?	Children showed a strong preference for pictorial media, and found it more helpful in understanding the subject matter.
7.	What are the challenges in the application of visual media?	Technical barriers such as tools not functioning optimally are a major challenge in the implementation of visual media.
8.	What strategies do you want to do in the learning process besides the use of visual media?	Not directly observed in the observation, because the focus of the activity was more

		on the use of visual aids in the learning process.

Based on observations and interviews with English teachers at SMA Negeri 13 Semarang, it was found that visual media is indeed used in the learning process, but not consistently in every meeting. Out of five learning sessions, only two used visual media such as pictures or videos. Teachers mentioned that the media made students more enthusiastic and helped their understanding, especially for difficult material such as grammar. However, the use of visual media also faces obstacles. Teachers often experience technical problems such as malfunctioning or unavailable equipment. In addition, if visual media is not varied, students can become bored and passive. Therefore, teachers also try to use other methods such as group discussions, role-playing, and other active strategies to make learning more interesting. Overall, visual media is considered effective, but its success depends on the readiness of the tools and how the teacher

manages them. It is important to continue developing visual learning strategies to maximise student understanding.

RQ 2 : Teacher and student perception of the use visual English learning.

Table 4.2 Result of teacher interview

No	Teacher interview question indicator	Results of Relevant Teacher Interviews	Steatmens
1.	How is visual media applied in English classes?	Teachers often use visual media in learning, such as pictures and videos, to help explain the material.	"Before the use of visual media, students were less interested in learning English." Then, during its use, some students experienced miscommunicati

			on, but overall understanding improved. And after using the visual media, the students understood the material better and became more interested in learning."
2.	What visual media is used?	The media used are generally pictures, videos, and presentation shows.	"The visual media used include videos, images, real objects, and PowerPoint with links accessible to students."

| 3. | Does the implementation of the use of visual media, especially on images, go well in the classroom? | Despite planning, sometimes there are technical obstacles such as malfunctioning equipment or unstable networks. | 'Before the use, students were less motivated to learn English. After use, visual media helps students better understand the material, especially if they do not understand from the teacher's direct explanation. Sometimes there are technical obstacles such as malfunctioning equipment or unstable network even though it |

			has been planned."
4.	How do you feel about the application of visual media in English classes?	Students tend to be more interested and active when learning using visual media. However, they can be passive if it is monotonous.	"Although some students still experience miscommunication, most feel helped by the presence of visual media because they can see the concepts being taught directly."
5.	In your opinion, does the use of visual media	Teachers feel that visual media really helps	"Visual media such as images and videos help understand

	affect students' understanding of difficult materials, such as grammar?	students understand abstract material such as grammar or idioms.	abstract grammar concepts and phrases in English."
6.	Do you think the use of picture media is effective in learning English?	Picture media is considered quite effective because it provides a concrete picture that students can easily understand.	"The use of visual media is very effective in enhancing students' understanding of the learning material."
7.	What are the challenges in the	The main challenges are the	"The challenges faced include facilities such as

	application of visual media?	readiness of tools, limited facilities, and the need for variety so that students do not get bored quickly.	LCDs and internet access. If the media used is less engaging, students are less interested in participating in the learning process."
8.	What strategies do you want to do in the learning process besides the use of visual media?	Teachers also use active methods such as jigsaw, role play, and snowball drawing to keep students actively involved.	"Often using various methods such as role-playing, snowball drawing, jigsaw, and picture-based activities to make learning more engaging and interactive. In this way, students become more

			engaged, actively participate in discussions, and find it easier to understand the material being taught."

Based on interviews with English teachers at SMA Negeri 13 Semarang, it was found that the use of visual media has become part of the learning strategies that are often applied in the classroom. The teacher explained that media such as pictures, videos, and presentations have been used routinely to facilitate understanding of the material, especially material that is considered difficult such as grammar. The use of visual media is proven to increase students' enthusiasm and engagement in learning, although on some occasions students can become passive if the media used is not varied. In addition, teachers admit that there are technical obstacles, such as devices that are not functioning properly or unstable networks, which

sometimes hinder the learning process. Even so, in general, teachers consider that visual media, especially pictures, are very effective in helping students understand the material. To overcome boredom and increase students' participation, teachers also apply other active learning methods such as jigsaw, role play, and snowball drawing as a complement to visual media.

Table 4.3 Result of student questionnaire 1

Q1 : What learning media do you use in learning English?

No	Category	Student Count	Student Answer
1.	Visual Media (pictures, videos)	21	"Visual" "Visual media, digital" "..pictures, videos,..." "...pictures, videos... so that the material is easier to understand and not boring."

			"...pictures, videos... so that it is easier to understand and not monotonous." "...use pictures, videos... because they are more interesting and don't make you sleepy."
2.	Digital Media (mobile phones, YouTube, internet)	17	"Online media, mobile phones" "Books, mobile phones (internet)" "YouTube, Duolingo" "Books, mobile phones" "...usually learn... sometimes also use pictures and videos to make it more fun." (accessed via digital)

3.	Books / Texts / Articles /student worksheet	18	"Books, student worksheet , other reading books..." "Books" "Books/modules" "Books, articles, practice questions" "Texts such as books, articles, and practice questions"
4.	Audio Media (voice recordings)	5	"...pictures, videos, sound recordings..." "...pictures, videos, voice recordings..." "...images, videos, recordings..." "...image, video, application..."(implied multi-modal use) "...videos, games, articles, comics..."

5.	Learning Applications (Duolingo, games, platforms)	10	"YouTube, Duolingo" "Internet, games, videos..." "...educational games, or learning apps..." "...apps to make it easier to understand..." "...apps to make it more fun and less sleepy."
			(audio implied from multimedia)

From the results of the student questionnaire, it can be seen that the majority of students use visual aids as an aid in learning English. Total of 21 students explicitly mentioned the use of pictures, videos or other visual media as a way they use to understand the material. This indicates a strong preference for the use of visual aids in supporting the learning process. In addition, digital/online media such as mobile phones, YouTube were also used by 17 students, indicating that technology is becoming an important part of students' learning ecosystem today.

There is also the use of books/texts/articles/student worksheets by 18 students. Although classified as traditional, books and texts remain a dominant learning resource, especially as companion materials. Many students combined books with digital or visual media to reinforce understanding. 5 students explicitly mentioned sound recordings. Despite its potential, audio media is still underutilised independently, possibly due to the lack of resources or students' lack of experience in learning auditatively. However, 10 students mentioned learning apps such as Duolingo and educational games. These apps are considered fun and make it easier for students to understand the material in a practical and interactive way. This shows that gamification and interactivity elements attract students' attention.

Table 4.4 Result of student questionnaire 2

Q2:Describe whether your learning will be easier if you use visual media in class?

No	Category	Student Count	Student Answer

| 1. | Fully agree on the use of Visual aids | 25 | "yes, especially for someone who has a tendency to understand audio visuals" "it's easier to grasp the material because it's interesting, making grammar quickly stuck" "it will be easier to memorise, attract attention and improve understanding" "…the material is clearer, not just theories" "more interesting and easier to understand because there are |

			examples that can be seen directly" "makes learning more interesting and helps understand the material faster" "easier, the reason is with visual media can easily understand the meaning of learning"
2.	Neutral / Tend to Disagree	5	"I don't really understand, I like it better when digital is interesting and easy to understand." "images can help, but text is still more important" "text is still more effective because it

			provides more complete information" "Practice making drinks" "Visual media in class makes learning more interesting and helps understand the material faster, but text is still important for deeper understanding." "Visual media in class does help, but text is still more detailed in explaining complex concepts."

Out of 30 students, 25 students strongly supported the use of visual media such as pictures and videos in the English learning process. They consider that visual media makes learning more interesting, fun, and easy to

understand. Many of them also mentioned that with pictures and videos, information is more quickly remembered, especially for grammar and vocabulary material that is difficult to understand in text. A total of 5 students responded in agreement with a note, namely that although visual media is very helpful, they feel that they still need text or reading to complement the explanation. This shows that students also appreciate a mixed approach between visuals and text for deeper understanding.

Table 4.5 Result of student questionnaire 3

Q3: Do you explain it difficult to understand abstract material such as grammar or the use of phrases in English?

No	Category	Student Count	Student Answer
1.	Yes (Experiencing Difficulties)	14	Ya
2.	Medium (Sometimes Difficulty)	13	Medium

3.	No (No Difficulty)	3	No

Based on the questionnaire results from 30 students, it was found that understanding abstract material such as grammar and the use of phrases in English is still a challenge for many students. A total of 14 students directly stated that they had difficulty in understanding these abstract materials. They tend to find it difficult to follow explanations about sentence structure, tenses, and phrase patterns that cannot be directly interpreted in a literal way. This shows that the grammar part is still a high cognitive load for most students if it is not supported by learning aids such as visualisation. Meanwhile, 13 students stated that they were in the 'medium' category or sometimes experienced difficulties. This means that they do not always experience obstacles, but still need additional support, especially when facing complex or new material. This group has the potential to improve their ability if they get contextual learning strategies, such as the use of pictures, diagrams, or concrete examples in grammar learning. Only 3 students (10.0%) stated that they had no difficulties. They may already have a learning style that suits a textual or abstract approach, or have

developed self-learning strategies such as regular reading, independent grammar practice, or the use of language education apps.

Table 4.6 Result of student questionnaire 4

Q4: How do you overcome difficulties in understanding abstract material such as grammar or the use of phrases in English?

No	Category	Student Countri	Student Answer
1.	Watching Videos / Using Visual Aids	18	"Viewing explainer videos on YouTube" "Watching Western films" "Easy explainer video" "Searching for tutorials on YouTube"

			"...look at example pictures or diagrams to make it clearer" "...look for pictures or videos to make it clearer."
2.	Reading Books / Articles / Explanations	10	"Read books and articles" "Read explanations first" "Translations and texts" "..usually read explanations in books or on the internet" ".... more comfortable reading books first..."

3.	Practice Questions / Example Sentences	9	"...I usually look at examples, practice problems..." "I usually look at example sentences and then practice problems..." "...then try practice problems to understand the usage pattern" "...try to practice problems to understand better"
4.	Discussion / Ask Teacher / Friends	5	"discussion with friends or teacher sometimes I also ask the teacher or discuss with friends to understand better"

			"sometimes also discuss with friends" "sometimes also ask the teacher or friends" "...ask the teacher"
5.	Apps / Interactive Digital Media	5	"Using learning apps and AI" "Tutorials from social media" "Duolingo" "I will continue to practice using the apps available on PlayStore."

From the answers of 30 students, most overcame difficulties in understanding grammar and phrases by watching learning videos on YouTube or English films. This strategy is chosen because it is more interesting and helps to understand the sentence structure contextually. In addition, practice questions and the use of example

sentences are other popular approaches that are considered effective for understanding phrase patterns and usage. Last but not least, reading books or articles is still the main reference for many students to strengthen theoretical understanding. Some students stated that they understood more easily if they could discuss the material with teachers or friends, showing the important role of social learning. Meanwhile, a small number of students also utilise learning apps and digital media as an alternative and independent way of solving grammar learning obstacles, although the number is smaller than other methods.

Table 4.7 Result of student questionnaire 5

Q5: What do you think are the advantages and challenges you might experience if you learn English without using visual media such as pictures?

No	Category	Student Cout	Student Answer
1.	Advantages	24	"...better understand the text..."

			"The advantage of course is that it's easy to remember, to understand concepts clearly..." "...makes it easier for me to understand..." "more focused listening and reading, can develop imagination and creativity and train critical thinking" "the advantage is that it may be easier to translate..." "can improve reading and listening skills when the teacher explains the material

			may be more focused" "the advantage of being able to understand quickly" "...can focus on language structures that can deepen understanding of grammar and sentences."
2.	Challenges	26	"difficult to understand the spelling and the way of speaking" "unable to understand the real situation in the text " "will have difficulty understanding what is

			meant in the question"
			"more difficult to understand because there is no picture or visualisation of the object being discussed"
			"some difficulty in understanding if there are no visuals"
			"difficult to understand new vocabulary, less interesting, less effective for visual learners"
			"difficult to understand the concept given

			misinterpretation of meaning" "I will find it difficult to remember" "...the material becomes difficult to visualise and may be more boring because there are no illustrations..." "if you don't use visual aids, it will be difficult to understand the meaning of the material in learning, especially in language phrases."

Based on the results of the questionnaire to 30 students, it was found that most students could mention the advantages of learning English without visual media. A total of 24 students stated that without the help of pictures or videos, they become more focused in

understanding the text or listening to the explanation. Some students said that learning without visuals helped them practise their reading and listening skills better. In addition, some students also felt more encouraged to develop their imagination, critical thinking and contextual understanding, as they had to imagine the meaning of words or sentence structures based on written or oral explanations without the help of illustrations. This shows that pure text-based learning still has its benefits, especially for students who are more familiar with linguistic or textual approaches. Nevertheless, the majority of students also explained the challenges they faced when learning without the help of visual media. A total of 26 students mentioned that the material becomes more difficult to understand, especially if the material is abstract such as grammar, idioms, or phrases that are not directly literal. Without pictures, schemes, or illustrations, they find it difficult to imagine the meaning of the sentence or understand the actual context. Another challenge is the feeling of boredom that quickly arises, because learning becomes monotonous and less interesting. Students who are used to visual methods also

feel that they lose the main attraction in the learning process, so their motivation decreases. Some also revealed that without visual media, the process of remembering information becomes more difficult, as there is no image association that can help their memory. This shows that visual media is not just a supplement, but also serves as a bridge between verbal information and conceptual understanding.

Table 4.8 Result of student questionnaire 6

Q6: Describe whether the use of visual media (pictures) helped you engage more in class activities such as group discussions or problem exercises, and how it affected your participation?

No	Category	Student Count	Student Answer
1.	Very helpful & more active	23	"Yes, visual aids give me an overview so I can give my opinion better." "Yes..."

				"the use of visual aids helps understand the material, increases interest, and facilitates discussion..."
				"Yes, with visual aids I can easily direct my friends in group work and it is easier to understand the material."
				"very helpful, because I think it's interesting..."
				"...makes me more active in group discussions or practice questions because I can see the examples directly..."

			"using pictures in class makes me more active..". "...it's easier to make discussions or answer questions..." "using pictures makes me more eager to learn and easier to engage in discussions."
2.	Helped, but still need text	7	"...text is still needed to clarify more complex concepts" "...but text is still the main basis because it can be reread to understand the concept more deeply" "...but text is more effective for clarifying

			language rules and structures" "yes sometimes..."

From a total of 30 students, 23 students stated that the use of visual media such as pictures really helped them to be more active in class activities, especially in group discussions and problem exercises. Images are considered to be able to provide concrete illustrations of the material, so students feel more confident in expressing their opinions, understand problems faster, and are more prepared to discuss. Visual media also provide visual stimuli that make the learning process more interesting and enjoyable, which in turn increases motivation and active participation in class. In addition, 7 students said that although visual media helped, they still considered text important in clarifying more complex language rules or structures. For them, images serve as complements that stimulate interest and initial understanding, but the material should still be reinforced with text explanations for more depth. Overall, the findings suggest that visual media not only enrich the learning experience, but also encourage students' active engagement in collaborative

learning and comprehension-based exercises. With pictures, students find it easier to understand the context, are more prepared for discussions and are more confident in doing group work.

Table 4.9 Result of student questionnaire 7

Q7: Describe how your experience of learning English differed before and after using visual media (pictures) as a learning aid. Was there any improvement in your understanding or interest?

No	Category	Student Count	Student Answer
1.	Significant improvement (understanding & interest)	25	"before using visual aids learning English was boring. after using pictures, understanding becomes faster...." "yes, I can understand or

			remember more quickly" "yes there is an improvement, it is more fun if there are visual aids" "before using visual aids learning English felt more difficult because I only relied on text and oral explanations. as a result learning felt boring " "I think it's more fun to use picture media" "before using visual learning media, my mind sometimes wandered and wondered. after

			using visual aids I understand better and imagination in my mind" "yes, my understanding has improved..." "yes more, I become more interested especially if the visuals are displayed interestingly" "my experience is that the material is easier to understand when using visual aids (pictures) compared to other media"

| 2. | Neutral / some change but still text dependent | 4 | "...after there are pictures, understanding becomes faster, but the text is still the main guide." "...after there are pictures, it is more interesting, but still the text is the most clear" "...after there are pictures that are more interesting but the text remains the main source of learning" "if the experience is definitely there, first it is difficult to understand, but |

			when we want to ask friends, we become a little more understanding, not interested."
3.	No change or not sure	1	"for me it's the same, maybe I haven't found a way to learn English that suits me."

Out of 30 students, a large majority of 25 students stated that the use of visual media such as pictures made a big difference in their learning experience. Before using visual media, students described English learning as boring, rigid, difficult to understand and uninteresting. Many found it difficult to understand abstract concepts such as grammar, sentence structure, or new vocabulary through text and verbal explanation alone. But after the use of pictures as a tool, students felt that they understood the material faster, were more interested in the lesson, and remembered the information more easily. Visualisation helps the brain work more efficiently as information is not

only received verbally, but also through strong visual stimuli.

Meanwhile, 4 students shared that although the images were interesting and helpful, they still relied more on the written text for deeper understanding and as the main reference. They felt that the images helped initially, but did not replace the role of the text. Only 1 student felt that there was no significant change, as he had not yet found a suitable learning method for himself.

Table 4.10 Result of student questionnaire 8

Q8: Do you think visual media (pictures) is an effective tool in learning English?

No	Category	Student Count	Student Answer
1.	Yes/Effective	29	"Ya"
2.	No / Less Effective	1	"No"

Of the 30 respondents, 29 students stated that visual media (especially pictures) is an effective tool in learning English. They believe that pictures can help them

understand the material more easily, quickly and interestingly. The use of visual media is considered to clarify abstract concepts, support memory, and increase learning motivation. The majority of students feel more engaged and interested when pictures are used as aids in class. Only 1 student stated that visual media was not effective for him. This could be due to differences in individual learning styles who are more comfortable with other approaches such as text or auditory methods. Overall, the findings show that visual media is an important and highly recommended element in English language learning, as almost all students find it useful.

Table 4.11 Result of student questionnaire 9

Q9: Describe whether after using pictures as learning media, do you find it easier to understand and remember the material?

No	Category	Student Count	Student Answer

1.	Find it easier to understand & remember	26	"pictures make the material clearer and easier to remember..." "yess, I can include imagination in memorising" "yes it makes it easier to remember" "yes obviously because it will usually imprint" "...I understand faster and easier to remember..." "after using pictures I find it easier to grasp the material...." "...more quickly understand concepts

			that were previously difficult..." "...more easily grasp the material, especially those related to grammar" "...feel more helpful in understanding difficult concepts such as grammar and idioms" "images help me associate words with their meaning visually so that information is clearer and easier to understand"
2.	Partially helped, but still need texts	4	"...I find it more helpful in abstract material, but text is

			still stronger in explaining the material completely" "...but text is still the most powerful in explaining the details of the material" "...using pictures makes learning more exciting, but I still feel that text is more important because it is clearer and more detailed" "...not so..."

Of the 30 students, 26 students stated that they found it easier to understand and remember the material after using pictures as learning media. Images are considered to help them imagine concepts more realistically and concretely, so that the material is not only understood as an abstract theory, but can also be visually associated with its meaning. In addition, visualisation is

considered more interesting and fun, which in turn improves students' information retention ability (memory). Some students reported that pictures help them relate words to their context, as well as provide a faster understanding of new grammar concepts, idioms or vocabulary. Visualisation is also considered to be able to break the monotony of long text material, making the learning process feel more lively and interactive. Even so, 4 students mentioned that they still rely more on written text as the main source to understand the material in detail. According to them, images are very helpful in understanding the initial idea or general concept, but to deepen and ensure understanding, they still need a complete written explanation.

Table 4.12 Result of student questionnaire 10

Q10 : Do you find it easier or more effective to remember new material when the teacher uses visual media as part of the lesson? Why do you feel this way?

No	Category	Student Count	Student Answer

1.	Yes, easier and more effective	22	"yes I find it easier and more effective in remembering new material when teachers use visual aids" "..yes younger .." "I remember new material more easily with pictures" "yes because information is not only in the form of letters" "yes easier, because if we are interested then the knowledge we get will quickly quasi" "I have a learning style using audio

			visual so the application of learning using visuals is perfect for me" "because it is more exciting and interesting" "yes because it is easier to remember" "yes because visuals help me understand and imagine the material studied"
2.	Yes, but depends on combination with text	4	"...like yes but don't know" "remember material more easily with a combination of text and images because

| | | | both support each other"
"...prefer text and images because they help each other" |
|---|---|---|---|
| 3. | No | 4 | "...it's easier to remember new material by reading text than seeing pictures.."
"it's easier to remember new material if you read text because it's clearer and can be repeated"
"no I prefer to imagine.."
"confused answer" |

Twenty-two out of thirty students stated that visual media makes it easier and more effective for them to remember new material. They argued that visual

information is processed more quickly by the brain compared to information in text form alone. With the presence of images, students find the material to be more concrete, engaging, and not boring, allowing them to be more focused and motivated. Visual media also helps them relate concepts or words to real contexts, which makes learning stick in their memory. Meanwhile, four students feel that the combination of text and images is the most effective. According to them, text provides clarity and depth of information, while images serve as a reinforcement or initial explanation. The combination of the two yields maximum results in understanding and memory retention. However, there are 4 other students who stated that they feel more comfortable relying on texts or personal imagination in learning. They assess that texts provide a greater space for critical thinking or interpreting the material according to their learning styles.

Table 4.13 of Questionnaire Findings Q1–Q10

No	Student Questions	Student Answer Findings

1.	What learning media do you use in learning English?	The majority of students use visual media (images, videos), digital (YouTube, mobile phones), as well as text and applications as support for learning.
2.	Describe whether your learning would be easier if you used visual media in class?	The majority of students strongly support the use of visual media because it makes learning more engaging and easier to understand, but some other students argue that visual media needs to be accompanied by text for deeper understanding.
3.	Do you find it difficult to understand abstract material such as grammar or the use	Most students still struggle to understand abstract materials such as grammar and phrases, so they need

	of phrases in English?	visual media support to aid their understanding.
4.	How do you overcome difficulties in understanding abstract material such as grammar or phrasing in English?	Most students overcome difficulties in understanding grammar and phrases by watching educational videos or English-language films, with exercises, reading, and discussions with teachers or friends as effective supporting methods.
5.	What do you think are the advantages and challenges you might experience if you learn English without using visual media such as pictures?	Learning without visual media has advantages in enhancing focus and imagination, but poses challenges as the material becomes harder to understand, boring, and difficult to remember.

6.	Describe whether the use of visual media (pictures) helped you to be more involved in class activities such as group discussions or problem exercises and how visual media (pictures) affected your participation.	As many as 23 students feel that visual media is very helpful in increasing activity in discussions and exercises, while 7 students feel aided but still need text to clarify deeper understanding.
7.	Describe how your experience of learning English was different before and after using visual media (pictures) as a learning aid. Was there an	Most students find learning English before using visual aids difficult and boring, but after using visual media such as images, they become faster to understand, more interested, and easier to remember the material,

	improvement in your understanding or interest?.	while some students still rely on text as the main source and only a few feel there is no significant change.
8.	Do you think visual aids (pictures) are an effective tool in learning English?.	Most students find visual media, especially images, very effective in helping understanding and increasing interest in learning English, although there are differences in learning styles in some individuals.
9.	Describe whether after using pictures as learning media, do you find it easier to understand and remember the material?	Most students find the use of images as a learning medium makes it easier for them to understand and remember the material more concretely and interestingly, although

		some still rely on written text for deeper understanding.
10.	Do you find it easier or more effective in remembering new material when teachers use visual media as part of learning? Why do you feel this way?	The majority of students find visual media easier to recall new and effective material because visual information is processed faster, some are more effective with a combination of text and images, while a minority are more comfortable with text or personal imagination as per their learning style.

Based on the analysis of 30 students, it is generally found that visual media, especially images, have a very positive effect on English learning. The majority of students stated that visual media facilitate understanding,

accelerate memory, and increase motivation to learn. Their experiences before and after using images showed significant differences-previously they found learning heavy, boring, and difficult to understand, but after using visuals, learning became more engaging, concrete, and memorable. In the aspect of participation, students also showed an increase in classroom involvement, especially in group discussions and problem exercises, as the images helped them understand the context first-hand. Nevertheless, a small percentage of students still prefer a text-based approach or a combination of text and visuals. The biggest challenges that arise without visual media are difficulty understanding abstract material and lack of motivation to learn. Thus, these findings indicate that visual media has an important role in improving the quality of English learning in the classroom, both in terms of understanding, engagement, and information retention.

B. Discussion

1. **To explain out how the use of visual aids in English language learning affect student's understanding of the subject matter.**

The use of visual media such as pictures is proven to significantly improve students' understanding in English learning. Observations made during the learning process in class XII of SMA Negeri 13 Semarang showed that students showed a higher level of focus and participation when the teacher presented the material with the help of visual media in the form of pictures. When the topic taught is abstract, such as grammar, videos, or phrasal verbs, pictures are able to bridge students' understanding of the meaning and structure of the material presented. For example, in explaining the concept of tenses or the function of auxiliary verbs, teachers use illustrations of relevant situations so that students more easily understand the context of their use.

Students tend to be more enthusiastic, quickly understand the context of grammar use, and show higher interest in the lesson. This is reinforced by (Richard E. Mayer, 2001) Cognitive Theory of Multimedia Learning which explains that processing information through visual and verbal channels simultaneously (dual-channel

processing) can increase cognitive efficiency, strengthen understanding, and extend memory.

In the view of (Paivio, 1990) through the Dual Coding theory, information processed through two channels - verbal and visual - will be easier to remember and understand compared to if it is conveyed through only one channel. When teachers convey information in verbal form reinforced with images, the students' cognitive processes will be more optimal.Visual media allows students to form concrete mental representations of the information being studied, thereby facilitating memory and concept comprehension.

This finding aligns with the theory proposed by (Heinich, 2002) which states that visual media not only supports verbal communication in learning but also accelerates the process of information internalization because it directly engages the brain's visual center. This has implications for improving learning effectiveness because students find it easier to remember and understand material presented visually compared to an approach that is purely verbal.Additionally, observations

show that students become more active when using visual media. They answered questions more quickly, were more interested in participating in discussions, and were more enthusiastic about completing practice problems. This shows that visual aids not only enhance understanding but also emotional engagement and student motivation to learn.

In practice, teachers convey that visual media facilitate the explanation of complex material and create a more communicative and contextual learning environment. Not only that, positive responses from students also serve as feedback that creates a cycle of increasing teacher motivation to continue using visual media in teaching. Meanwhile, from the students' perspective, the use of visual media helps them connect the linguistic concepts taught with their real-life applications, as explained in Situated Learning Theory by (Lave & Wenger, 1991). When the lesson material is linked to real contexts, such as social interactions in videos or visualizations of life scenarios, students find it

easier to understand the functional use of English, not just the theoretical aspects.

Furthermore, the results of the questionnaire show that more than 79% of students feel that images and videos are very helpful in understanding the lesson content. These findings align with Paivio's Dual Coding Theory (1990), which states that the combination of verbal and visual codes in memory will enhance the processing and retention of information(Paivio, 1990). Not only does it enhance understanding, but visual media also play a role in creating an enjoyable learning experience and reducing emotional barriers (affective filter) that often hinder language acquisition, in line with the principles of Social Learning Theory by (Bandura, 1977). Through the models in the videos or illustrations presented, students can naturally imitate pronunciation, intonation, and verbal expressions.

Furthermore, the diversity of students' learning styles also received significant attention in these findings.Based on Howard Gardner's Theory of Multiple Intelligences (1983) (Gardner, 1983), students with visual-spatial,

musical, or interpersonal intelligence show higher engagement when learning using visual media.They can access the material with an approach that aligns with their cognitive strengths, such as understanding dialogues through interactive videos or creating mind maps from expository texts.This shows that visual aids not only help in general but also provide different access paths for diverse learning styles.Visual media expand students' opportunities to build concrete mental representations of the abstract information conveyed by the teacher, in accordance with the principles of David Kolb's Experiential Learning Theory (1984) (Sims, 1984).

In the framework of Gagné's Learning Theory, the use of visual media also fulfills several important stages such as capturing attention, presenting stimuli, and providing clear learning directions (RobertMillsGagné, 1985). The teacher mentioned that illustrative images make it easier for them to explain the syntactic relationships between the subject, predicate, and object in a sentence, allowing students to understand grammatical structures more quickly.Additionally, the revised Bloom's Taxonomy

(Huitt, 2011) shows that visual media can encourage students not only to understand but also to analyze and create new ideas based on the material they learn, such as creating digital narratives or scenario-based visual dialogues.

Therefore, it can be concluded that the use of visual aids in English language learning not only impacts the improvement of students' understanding of the subject matter but also directly shapes positive perceptions from both teachers and students regarding the effectiveness of these media.Visual media serves as a bridge between linguistic concepts and social contexts, between declarative knowledge and applicative skills, as well as between personal learning experiences and real communication practices.Thus, the use of visual media is no longer just a complement to learning, but has become a primary instrument in creating meaningful, relevant, and inclusive learning experiences in modern English classrooms.

2. **To describe teachers and student's percepcions of the effectiveness of using visual aids Improving English language leraning.**

The use of visual aids in English language learning has proven to have a positive impact on students' understanding and is considered effective by both teachers and students in improving the quality of education.Field findings show that visual media serve as a bridge between abstract concepts in language and concrete representations that are easy for students to understand.In the teaching and learning process, both teachers and students state that visual media such as illustrative images, dialogue videos, infographics, and animations can enhance students' interest, focus, and active participation in class.

The teacher stated that visual media helps explain difficult topics such as tenses, phrasal verbs, or narrative texts in a more communicative and contextual manner.This aligns with the Cognitive Theory of Multimedia Learning (Mayer, 2001), which asserts that the combination of text, images, and sound allows

information to be processed more effectively through two cognitive channels (visual and verbal), and creates dual channel processing that strengthens long-term memory.

Empirically, students stated that they find it easier to understand the teacher's intent and do not get bored quickly when learning is supported by visual media.This indicates a decrease in the affective filter—an emotional barrier in language acquisition—and aligns with the principle in Social Learning Theory (Bandura, 1977) that observation of models (such as characters in videos) can enhance natural language acquisition through imitation of pronunciation, expression, and intonation.Positive student responses also indicate that visual learning can activate various multiple intelligences such as visual-spatial, musical, and interpersonal in accordance with the Multiple Intelligences Theory (Gardner, 1983).

The integration of visual media into learning platforms such as PowerPoint, YouTube, and Canva makes it easier for teachers to teach and enhances their intrinsic motivation as they see students more actively engaged. On the student side, contextual visualization that

is close to everyday life helps them form meaningful understanding, in accordance with the Legitimate Peripheral Participation in Communities of Practice (Lave & Wenger, 1991).

However, behind that positive perception, this research also found a number of challenges.Teachers face technical challenges such as limited projector devices, electrical connections, and the ability to design digital learning media.Some students also experience distraction when the visual media used is too complex or aesthetically dominant, but lacks educational meaning. This challenge can be explained through Robert M. Gagné's Instructional Design Theory, which emphasizes that effective learning must follow systematic stages such as attention triggers, stimulus presentation, learning guidance, and evaluation (Warsita, 2018).Without proper instructional planning, visual media can actually become an additional cognitive load.

On the pedagogical side, many teachers only use visual media as presentation aids without providing space for reflective exploration.This violates the principles of

Experiential Learning Theory (Sims, 1984), which encourages active student engagement through four stages: concrete experience, reflection, conceptualization, and active experimentation.Without follow-up activities such as discussions, simulations, or practice, students become mere passive spectators, not active learners.

Furthermore, some teachers have difficulty contextualizing visual media to align with the social and cultural backgrounds of the students.Media that is too global or not aligned with the local environment has the potential to create a disconnection in meaning.Based on Situated Learning Theory, an authentic social context is the main prerequisite for the formation of meaningful understanding.Therefore, teachers need to be more selective and adaptive in choosing media that aligns with students' real-life experiences.

Finally, this study shows that students' thinking processes are still predominantly at the basic levels of remembering and understanding in the revised version of Bloom's Taxonomy (Huitt, 2011). Visual media have not been maximally utilized to encourage analyzing,

evaluating, and creating.This indicates the need for learning designs that not only convey visual information but also stimulate students' critical and creative thinking. Thus, the use of visual media in English language learning has great potential to enhance students' understanding and engagement, but its effectiveness highly depends on factors such as design, context, pedagogical integration, and the readiness of infrastructure and human resources.Teachers need to ensure that visual media are not only aesthetically appealing but also educationally meaningful, contextual, and encourage higher-order thinking processes.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions drawn from the results and discussions of the research, as well as suggestions addressed to teachers, students, and future researchers for further improvement in the use of visual aids in English language teaching.

A. Conclusion

The results of the study entitled "Visual Aids Analysis: Understanding Picture-Based Learning For Senior High School" show that there is a study that aims to find out how the use of visual media can affect students' understanding in learning English, as well as understanding the perceptions of teachers and students towards the use of visual media in improving the quality of learning.

Based on the research findings at SMA Negeri 13 Semarang, it can be concluded that the use of visual media such as images, videos, infographics, and animations greatly helps improve students' understanding in learning

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English. Abstract topics like grammar, phrasal verbs, and sentence structure become easier to understand when presented visually. Students also appear more focused, enthusiastic, and active during lessons that use visual media. In addition, this media encourages them to speak up and builds their confidence. Overall, visual media supports both better understanding and student engagement in the learning process.

The second conclusion relates to how teachers and students perceive the effectiveness of visual media. Teachers felt that using visual aids improved their teaching methods, made it easier to explain complex ideas, and increased student interest. Most students (79.33%) also said that visual media helped them understand and remember lessons better. However, some challenges were found, such as inconsistent use of media, limited facilities (like broken projectors or slow internet), and visuals that look good but lack real learning value. These findings show that visual media must be designed carefully and used in ways that match the lesson goals. In the end, visual aids are not just extra tools—they are

important for improving motivation, understanding, and classroom participation. But to work well, they need proper support, good planning, and teaching methods that encourage students to think critically and creatively.

B. Suggestions

a. To english teacher

Based on the results of the study, it is recommended that teachers continue to optimise the use of visual media in English classes. And should prepare offline-based media alternatives, such as printed images or simple visual aids, to deal with technical challenges. In addition, the use of visual media together with active learning approaches such as role-playing, group discussions, and interactive exercises can help students to better understand what they see.

b. To student

The researcher wants students to actively participate in the learning process rather than just be passive consumers of visual media. Outside of the classroom, they are encouraged to use visual media, have

conversations with others, and pose questions. Students can increase their vocabulary, sharpen their speaking abilities, and gain a deeper comprehension of the English principles they have learned in class by using a variety of visual resources on their own, such as instructional applications or online learning videos.

c. To other researchers

The author hopes that future research can deepen the focus on the effect of visual media on other language skills. A quantitative or experimental approach can be used so that the research results are more measurable and can be compared statistically, thus making a stronger contribution to the development of visual media-based English learning methods.

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APPENDIX

Appendix 1. Teacher Interview Questions :

1. Bagaimana penerapan media Visual di kelas Bahasa Inggris?

2. Apa media visual yang ibu digunakan?

3. Apakah implementasi penggunaan media visual terutama pada gambar berjalan dengan baik di kelas ?

4. Apa saja tantangan dalam penerapan media visual?

5. Apa yang ibu rasakan tentang penerapan media Visual di kelas Bahasa Inggris? Sebelum (direncanakan), selama (proses pembelajaran), sesudah (hasil), bagaimana tanggapan siswa dalam penerapan media Visual?

6. Menurut ibu, apakah penggunaan media visual gambar mempengaruhi pemahaman siswa terhadap materi yang sulit, seperti tata bahasa?

7. Strategi apa yang ingin ibu lakukan dalam proses pembelajaran selain penggunaan media visual?

8. Apakah menurut ibu penggunaan media gambar efektif dalam pembelajaran bahasa inggris? (Education et al., 2022).

Appendix 2. Result teacher interview

Interviewer : " *Untuk pertanyaan pertama bu, yaitu bagaimana penerapan media Visual di kelas Bahasa Inggris?* "

Teacher : " *Media visual itu berarti media yang bisa dilihat kan, berarti video kalau mam ruby biasanya pakai video yang kami carikan di intenet kemudian ada gambar-gambar, gambar itu juga saya kasih link lalu saya suruh siswa "open the link and then look a picture and then what do you think about picture", jadi visual itu bisa gambar, video atau the real one. Contohnya kita mengajari tentang deskripsi ya, kita bawa anak-anak ke Pohon Joho " know please pohon joho itu? kemudian describe" itu berarti the real things nya. Jadi mam ruby itu memakai ada gambarnya, ada barangnya (the real one nya), ada videonya. "*

Interviewer : " *Kalau seperti PPT, memakai ndak bu?* "

Teacher : " *PPT itukan ada linknya to dek, di dalam PPT itukan ada link video atau link gambar yang akan kita sajikan* "

Interviewer : *" baik yang kedua, apakah implementasi penggunaan media visual terutama pada gambar berjalan baik dikelas?"*

Teacher : *" kadang-kadang tidak berjalan baik dek, kadang-kadang kenapa ya karena terkendala dengan sarana ya hehehe, saran akita sudah siapin kadang-kadang LCDnya rusak, ora iso, la ya akhirnya kitakan membutuhkan waktu untuk mengganti atau mencari LCD yang bisa kita gunakan, nah itukan butuh waktu meskipun ada, kalau kita mau mencari di tempat mas ikmal atau di TU anak suruh ngambil kemudian itu kita harus nyeting kan wating time, waktu yang sudak kita targetkan akan terpleset akan emm dipakai untuk nyeting-nyeting aa sarana yang harusnya sudah siap dikelas seperti itu, pasti ada kendalnya."*

Interviewer : *" okey selanjutnya, apa saja tantangan dalam menerapkan media visual?"*

Teacher : *" emm tantanganya biasanya to dek yang tadi ya dari segi sarana tadi tantangan, yang kedua kadang-kadang anak itu kalau mau dikasih media yang tidak*

begitu menarik ya contohnya gamba nya just look the gambar saja ya tapi mereka juga sulit mengemplementasi, memberikan sebuah opini tentang gambar tadi. Di suruh membuat opini tentang gambar tadi anak-anak akan terdiam itukan salah satu hambatan, jadi emm sebenarnya ya minim sih minim kalau kita mau cari positif dan negatifnya dari visual itu ya ada banyak tapi banyak positifnya lah menurut saya, ya anak-anak lebih menarik,lebih tertarik terhadap membelajaran lebih emm mudengnya itu lebih cepat begitu ya,jadi kalau dari guru yang bersangkutan seandainya itu kesulitan dalam menangkap anak itu bisa melihat video yang dishare oleh guru tadi a, video itukan bisa berupa apa berupa percakapan atau materi dari isi dari teks itu begitu."

Interviewer : *" emm baik, apa saja yang ibu rasakan tentang penerapan media visual dikelas, sebeum selama dan sesudah, lalu bagaimana tanggapan siswa dalam penerapan tersebut?"*

Teacher : *"ya sebelumnya kan anak-anak kan kadang-kadang kurang motivasi untuk belajar Bahasa inggris kan kurang dek, la mangkannya berbagai emm apay a trik*

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atau metode-metode yang kita ajarkan oleh guru ya, kalau sebelum memakai media visual biasanya kana nak kurang tertarik ya banyak anak yang kadang-kadang dlosor dimeja atau kadang-kadang ya tidak extracted dengan adanya media visual itukan anak-anak jadi tertarik meskipun ya masih ada kadang satu atau dua anak yang miss dalam pembelajaran itu pasti ada, ya intinya setelah pembelajaran dengan video visual kana nak lebih tertarik,lebih mudah untuk mempelajari ada kalau kesulitan atau dia ga mudeng dia bisa membuka video atau emm pola-pola gambar itu, nah itukan membuat anak lebih-lebih mudah untuk belajar begitu."

Interviewer : *" nahh selanjutnya, strategi apa yang ingin ibu lakukan dalam proses pembelajaran selain menggunakan media visual?"*

Teacher : *"emm biasanya itu saya memakai banyak hal ya, saya sering memakai menggunakan pembelajaran roll playing, roll playing itukan seperti hari ini saja itu saya menggunakan role playing itu ya karena di narrative anak-anak menggunakan role playing terus kadang-kadang menggunakan snowball drawing apalagi kalau*

siang-siang gini anak harus dikasih metode, ya snowball drawing itu kan melempar kertas kertas ya jadi yang kena itu berati mendapatkan giliran untuk creat opinion atau menjawab sebuah pertanyaan yang kita ajukan, banyak yad ek kalau dulu saya sibuk jadi waka saya sring melalukan penelitian PTK ya kayak tebel-tebel itu, ya saya sampe buat untuk naik pangkat, jadi saya sering memakai metode snowball drawing terus ada jigsaw ya saya juga pernah melakukan enelitian dengan jigsaw sudah snowball drawing sudah role playing sudah terus picture sudah."

Interviewer : *" selanjunya, apakah penggunaan media visual terutama pada gambar mempengaruhi pemahaman siswa terhadap materi?"*

Teacher : *" ya ya tentu, jadi kadang-kadang kan anak kalau tidak mempunyai apa ya melihat aa gambar melihat pola yang Digambar oleh guru atau pola yang kita berikan itukan semakin anak-anak itu masih bingung, jadi adanya visual picture atau ya katakanlah gambar yang bisa kita lihat ya, kan penerapan entah itu dengan apaya PPT lah atau pakai canva, maind mapping itukan anak*

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biasa bisa, jadikan saya sudah jelaskan didepan bahwa em visual itu sangat membantu siswa dalam belajar, mempermudah anak-anak itu semakin mudah untuk belajarnya.''

Appendix 3. Student Questionnaire Questions :

1. Media pembelajaran apa yang Anda gunakan dalam pembelajaran Bahasa Inggris?

2. Jelaskan apakah pembelajaran Anda akan lebih mudah lebih mudah jika Anda menggunakan media visual di kelas.

3. Apakah Anda merasa sulit untuk memahami materi abstrak seperti tata bahasa atau penggunaan frasa dalam bahasa Inggris?

4. Bagaimana Anda mengatasi kesulitan dalam memahami materi abstrak seperti tata bahasa atau frasa dalam bahasa Inggris?

5. Menurut Anda, apa keuntungan dan tantangan yang mungkin Anda alami jika Anda belajar bahasa Inggris tanpa menggunakan media visual seperti gambar?

6. Jelaskan apakah penggunaan media visual (gambar) membantu Anda untuk lebih terlibat dalam kegiatan kelas seperti kelompok atau latihan soal dan bagaimana media visual (gambar) mempengaruhi mempengaruhi partisipasi Anda.

7. Jelaskan bagaimana pengalaman Anda dalam belajar bahasa Inggris sebelum dan sesudah menggunakan media visual (gambar) sebagai alat bantu sebagai alat bantu pembelajaran. Apakah ada peningkatan dalam pemahaman atau ketertarikan Anda?

8. Apakah menurut Anda media visual (gambar) merupakan alat bantu yang alat bantu yang efektif dalam belajar bahasa Inggris?

9. Jelaskan apakah setelah menggunakan gambar sebagai media gambar sebagai media pembelajaran, apakah Anda merasa lebih mudah memahami dan mengingat materi?

10. Apakah Anda merasa lebih mudah atau lebih efektif dalam lebih mudah atau lebih efektif dalam mengingat materi baru ketika guru menggunakan media visual sebagai bagian dari pembelajaran?Mengapa kamu merasakan hal tersebut?

Appendix 4. Student Questionnaire Results

Q1 : Media pembelajaran apa saja yang kalian gunakan pada pembelajaran Bahasa inggris?

No	Nama	Jawaban
1.	Andre Rasya Febrian	visual
2.	Hemma Andini Putri	Media online,,, handphone
3.	Miana Wati	visual
4.	Sekar Ayu Triasiwi	media visual, digital
5.	Ashfa Syakira Filasyfa	Buku paket, LKS, buku bacaan lain dan video atau buku online dari internet
6.	meila azzahra	buku, hp (internet)
7.	Shallom Emmanuela Balelang	buku
8.	shellomith	buku,handphone
9.	refa	apa saja yang penting efektif

10.	Alika Pawestri Ivania	media visual
11.	Maylannisa Nur Akhadya	Buku/modul
12.	Nayla Choirrun Nisya	youtube, duolingo
13.	Fadhil	Buku, Internet, Game, Video, Artikel, Komik
14.	Rhefal	Buku dan smartphone
15	uswatun silva	digital
16	Saskia Citra Aulia Ramadani	Media visual
17	Mohammad Dimas abi	Dalam belajar Bahasa Inggris, biasanya pakai media kayak gambar, video, rekaman suara, game edukasi, atau aplikasi belajar buat bikin materi lebih seru dan gampang dipahami.
18	Annastasya Farah	Belajar Bahasa Inggris

		biasanya pakai gambar, video, rekaman suara, game, atau aplikasi biar lebih gampang dipahami dan nggak ngebosenin.
19	Adam depan pratama	Belajar Bahasa Inggris sering pakai gambar, video, rekaman, atau aplikasi biar lebih gampang dipahami dan nggak monoton.
20	Andika Pratama	Dalam belajar Bahasa Inggris, sering menggunakan media seperti gambar, video, atau aplikasi supaya materi lebih gampang dimengerti.
21	Hanum Salsa sabila	Belajar Bahasa Inggris sering pakai gambar, video, atau aplikasi biar lebih seru dan nggak bikin ngantuk.
22	Vebryan kevino	Dalam belajar Bahasa

		Inggris, teks seperti buku, artikel, atau latihan soal sering digunakan karena memberikan penjelasan yang lebih detail dan lengkap.
23	Rafli septya	Dalam belajar Bahasa Inggris, teks seperti buku, artikel, dan latihan soal lebih sering digunakan karena memberikan penjelasan detail.
24	Meira	Belajar Bahasa Inggris biasanya pakai buku, artikel, gambar, video, atau aplikasi biar lebih lengkap dan nggak monoton.
25	Abdul rahman	Belajar Bahasa Inggris lebih asik kalau pakai gambar, video, atau aplikasi karena lebih menarik dan

		nggak bikin ngantuk.
26	M. Maulana Akbar	Aku lebih suka belajar pakai kombinasi teks dan gambar karena dua-duanya punya kelebihan masing-masing.
27	Ajeng Ramadani	Dalam belajar Bahasa Inggris, teks seperti buku, artikel, dan latihan soal penting buat memahami materi dengan lebih jelas.
28	Tahta Sriseta	Aku biasa belajar Bahasa Inggris pakai buku, artikel, atau latihan soal, tapi kadang juga pakai gambar dan video biar lebih asik.
29	Muhhamad Bayu Saputra	Media Visual, Media Audio dll
30	Alif Ahmad Nasroni	media visual

Q2 : Jelaskan apakah pembelajaran kalian akan lebih mudah jika di kelas menggunakan media visual?

No	Nama	Jawaban
1.	Andre Rasya Febrian	iyaa benar karena lebih menarik
2.	Hemma Andini Putri	Iyyaap benarr karena lebih mudah dan menarik
3.	Miana Wati	Ya karena akan mudah dipahami
4.	Sekar Ayu Triasiwi	ya, terutama untuk seseorang yang memiliki kecenderungan dalam memahami audio visual
5.	Ashfa Syakira Filasyfa	Ya, karena sesuai dengan metode belajar saya yang saya ketahui setelah mengikuti tes analisis metode belajar ayang diberikan oleh guru.

6.	meila azzahra	iya, karena agar kita lebih paham dg materi yg kita pelajari dan pastinya pembelajaran akan seru
7.	Shallom Emmanuela Balelang	iya, karena dengan menggunakan media visual saat pembelajaran, siswa siswi akan lebih mudah untuk menghafal informasi yang ada secara cepat, menarik perhatian dan tentunya dapat meningkatkan pemahaman.
8.	shellomith	"ya pembelajaran lebih mudah menggunakan media visual karena saya pribadi merasa di berikan gambaran
9.	refa	yaaa
10.	Alika Pawestri Ivania	Ya, karena tau gambarannya

11.	Maylannisa Nur Akhadya	Dalam pembelajaran materi kami diterangkan oleh guru dan saya dapat memahami apa yang disampaikan namun jika ada sarana media visual mungkin akan lebih baik lagi.
12.	Nayla Choirrun Nisya	iyaa, karena dapat membantu memahami materi pelajaran secara lebih jelas dan konkret
13.	Fadhil	iya
14.	Rhefal	iyaa,akan lebih paham jika menarik
15	uswatun silva	kurang faham sih, aku lebih suka kalo pakai digital menarik dan mudah dimengerti
16	Saskia Citra Aulia Ramadani	Praktek membuat minuman
17	Mohammad Dimas	Kalau di kelas pakai media

	abi	visual, pasti lebih gampang nangkep materinya karena lebih menarik, nggak ngebosenin, dan bikin kata-kata atau grammar lebih cepat nyantol di otak.
18	Annastasya Farah	Kalau di kelas pakai media visual, materinya lebih jelas, nggak cuma teori doang, jadi lebih gampang nyantol di otak.
19	Adam depan pratama	Kalau di kelas pakai media visual, belajar jadi lebih seru, nggak cuma teori, dan lebih gampang dipahami.
20	Andika Pratama	Kalau pakai media visual di kelas, belajar jadi lebih menarik dan lebih mudah dipahami karena ada contoh yang bisa dilihat langsung.

21	Hanum Salsa sabila	Kalau di kelas pakai media visual, materi jadi lebih jelas dan gampang dipahami karena ada contoh nyata yang bisa dilihat.
22	Vebryan kevino	Jika di kelas menggunakan media visual seperti gambar, itu bisa membantu, tapi teks tetap lebih penting karena menjelaskan konsep dengan lebih jelas.
23	Rafli septya	Jika di kelas menggunakan media visual, itu bisa membantu, tapi teks tetap lebih efektif karena memberikan informasi yang lebih lengkap.
24	Meira	Media visual di kelas bikin belajar lebih menarik dan membantu memahami

		materi lebih cepat, tapi teks tetap penting buat pemahaman lebih dalam.
25	Abdul rahman	Media visual di kelas bikin materi lebih mudah dipahami, terutama buat konsep yang sulit dibayangkan kalau cuma baca teks.
26	M. Maulana Akbar	Kalau di kelas pakai media visual, aku lebih gampang paham, tapi tetap perlu teks buat mendukung penjelasannya.
27	Ajeng Ramadani	Media visual di kelas memang membantu, tapi teks tetap lebih detail dalam menjelaskan konsep yang kompleks.
28	Tahta Sriseta	Kalau di kelas pakai media visual, pasti lebih gampang

		ngerti karena nggak cuma baca tulisan doang.
29	Muhhamad Bayu Saputra	1. Flashcards – Untuk mengajarkan kosakata dan gambar. 2. Poster dan Infografis – Untuk menjelaskan tata bahasa atau topik tertentu. 3. Video Animasi – Untuk membantu pemahaman konsep dengan cara yang menarik. 4. PowerPoint Slides – Untuk memberikan presentasi yang lebih interaktif.
30	Alif Ahmad Nasroni	iya lebih mudah, alasannya dengan media visual dapat dengan mudah memahami maksud dari pembelajaran

Q3 : Apakah Anda merasa kesulitan memahami materi yang abstrak seperti tata bahasa atau penggunaan frasa dalam Bahasa Inggris?

No	Nama	Jawaban
1.	Andre Rasya Febrian	Ya
2.	Hemma Andini Putri	Sedang
3.	Miana Wati	Sedang
4.	Sekar Ayu Triasiwi	Sedang
5.	Ashfa Syakira Filasyfa	Tidak
6.	meila azzahra	Sedang
7.	Shallom Emmanuela Balelang	Ya
8.	shellomith	Sedang
9.	refa	Tidak
10.	Alika Pawestri Ivania	Sedang

11.	Maylannisa Nur Akhadya	Tidak
12.	Nayla Choirrun Nisya	Ya
13.	Fadhil	Sedang
14.	Rhefal	Sedang
15	uswatun silva	Ya
16	Saskia Citra Aulia Ramadani	Sedang
17	Mohammad Dimas abi	Ya
18	Annastasya Farah	Ya
19	Adam depan pratama	Ya
20	Andika Pratama	Ya
21	Hanum Salsa sabila	Ya
22	Vebryan kevino	Ya
23	Rafli septya	Ya
24	Meira	Sedang
25	Abdul rahman	Ya
26	M. Maulana Akbar	Ya

27	Ajeng Ramadani	Sedang
28	Tahta Sriseta	Sedang
29	Muhhamad Bayu Saputra	Sedang
30	Alif Ahmad Nasroni	Ya

Q4 : Bagaimana cara Anda mengatasi kesulitan dalam memahami materi yang abstrak seperti tata bahasa atau penggunaan frasa dalam Bahasa Inggris ?

No	Nama	Jawaban
1.	Andre Rasya Febrian	terus belajar
2.	Hemma Andini Putri	Menerjemahkan dan melihat YouTube sebagai media pembantu
3.	Miana Wati	Mengetahui dasarnya dlu atau bisa pakek vidio pembelajaran yg ditampilkan di proyektor

4.	Sekar Ayu Triasiwi	saya akan terus berlatih menggunakan aplikasi yang tersedia di playstore, atau saya memanfaatkan ai untuk berbincang menggunakan bahasa inggris lalu memberikan review atas percakapan yang telah dilakukan dan kritiknya. Saya juga berteman dengan banyak orang dari luar negeri.
5.	Ashfa Syakira Filasyfa	Dengan mendiskusikan bersama teman atau guru, membaca buku, belajar dan mencari tahu lewat internet.
6.	meila azzahra	yaitu dengan melalui aplikasi berbahasa inggris atau mendengarkan podcast dan menonton film barat, lalu dari catatan

7.	Shallom Emmanuela Balelang	mempelajari ulang saat waktu luang
8.	shellomith	mencari tutorial dari media sosial
9.	refa	lebih fokus lagi saat memahami materi
10.	Alika Pawestri Ivania	mencari tutor di youtube atau belajar melalui beberapa sumber
11.	Maylannisa Nur Akhadya	Mencari tahu artinya dan cara menerapkannya dalam dialog.
12.	Nayla Choirrun Nisya	mencari video penjelasan di youtube yg mudah di pahami
13.	Fadhil	Youtube
14.	Rhefal	saya mencoba melihat film yang berbahasa Inggris
15	uswatun silva	les
16	Saskia Citra Aulia	Kalau menemui materi sulit

	Ramadani	seperti grammar atau frasa, aku biasanya membaca penjelasan di buku atau artikel, lalu mencoba latihan soal untuk memahami pola penggunaannya.
17	Mohammad Dimas abi	Kalau nemu materi yang abstrak kayak tata bahasa atau penggunaan frasa dalam Bahasa Inggris, biasanya aku coba pahamin lewat contoh kalimat, latihan soal, atau nonton video penjelasan yang lebih gampang dicerna. Kadang juga tanya ke guru atau diskusi sama teman biar lebih ngerti.
18	Annastasya Farah	Kalau nemu materi susah kayak grammar, biasanya

		aku coba lihat contoh kalimat, latihan soal, atau nonton video biar lebih ngerti. Kadang juga tanya ke guru atau teman.
19	Adam depan pratama	Kalau nemu materi yang susah kayak grammar, aku biasanya lihat contoh, latihan soal, atau cari video penjelasan. Kadang juga diskusi sama teman.
20	Andika Pratama	Kalau kesulitan paham grammar atau frasa, biasanya aku cari contoh kalimat, latihan soal, atau nonton video biar lebih jelas.
21	Hanum Salsa sabila	Kalau ketemu grammar atau frasa yang susah, aku biasanya cari contoh

		kalimat, latihan sendiri, atau nonton video biar lebih ngerti.
22	Vebryan kevino	Kalau menemui materi sulit seperti grammar atau frasa, aku biasanya membaca penjelasan di buku atau artikel, lalu mencoba latihan soal untuk memahami pola penggunaannya.
23	Rafli septya	Kalau ketemu materi yang sulit, aku lebih suka membaca penjelasan di buku atau internet, lalu mencoba latihan soal supaya lebih paham.
24	Meira	Kalau ketemu grammar yang susah, aku biasanya baca penjelasannya dulu, terus lihat contoh gambar

		atau video biar makin paham.
25	Abdul rahman	Kalau ketemu grammar yang rumit, aku lebih suka lihat ilustrasi atau diagram dibanding baca penjelasan panjang.
26	M. Maulana Akbar	Kalau ada materi yang susah, aku lebih nyaman baca dulu, lalu cari gambar atau video biar lebih jelas.
27	Ajeng Ramadani	Kalau nemu materi yang sulit, aku lebih suka baca penjelasan dulu, baru lihat contoh gambar atau diagram buat memperjelas.
28	Tahta Sriseta	Kalau ketemu grammar yang ribet, aku coba baca dulu, terus cari video atau gambar biar lebih kebayang.

29	Muhhamad Bayu Saputra	1. Jangan hanya menghafal aturan tata bahasa; lihat bagaimana aturan itu diterapkan dalam kalimat nyata. 2. Misalnya, untuk memahami past perfect, bandingkan dua kalimat: - When I arrived, he had already left. (Dia sudah pergi sebelum saya tiba.) - When I arrived, he left. (Dia pergi setelah saya tiba.) 3. Contoh konkret seperti ini membantu memahami perbedaan makna.
30	Alif Ahmad	belajar dan mengulangi

	Nasroni	materi yang sulit atau bertanya kepada guru

Q5 : Menurut Anda, apa saja keuntungan dan tantangan yang mungkin Anda alami jika belajar Bahasa Inggris tanpa menggunakan media visual seperti gambar?

No	Nama	Jawaban
1.	Andre Rasya Febrian	ejaann dan cara berbicaranya
2.	Hemma Andini Putri	Keuntungan nya mungkin lebih memahami teks sedangkan jika dengan visual akan memahami keadaan yang benar benar terjadi sesuai teks.
3.	Miana Wati	Akan kesulitan memahami apa yg dimaksudkan dlm soal
4.	Sekar Ayu Triasiwi	keuntungannya tentu saja jadi mudah diingat, dapat mengerti konsep secara

		jelas. dan tantangannya bisa dari perangkatnya yang kurang memadai.
5.	Ashfa Syakira Filasyfa	Lebih sulit memahami karena tidak ada gambaran atau visualisasi dari objek yang didiskusikan
6.	meila azzahra	keuntungannya membuat saya lebih mudah paham. tantangannya saya terkadang agak kesulitan dlm memahami jika tdk ada visual "
7.	Shallom Emmanuela Balelang	Keuntungan: 1. Lebih fokus pada mendengar dan membaca. 2. Mengembangkan imajinasi dan kreativitas. 3. Melatih berpikir kritis.

		Tantangan:
		1. Sulit memahami kosakata baru.
		2. Kurang menarik dan mudah bosan.
		3. Konsep kompleks lebih sulit dipahami.
		4. Kurang efektif bagi pembelajar visual.
8.	shellomith	keuntungan nya meningkat kan imajinasi saya dan tantangan nya sulit memahami konsep yang diberikan
9.	refa	keuntungan mungkin lebih mudah saat melakukan translate, dan tantangan sih enga ada menurut saya

10.	Alika Pawestri Ivania	"keuntungan: meningkatkan fokus pada listening dan reading, meningkatkan imajinasi dan pemahaman kontekstual tantangan: salah tafsir makna"
11.	Maylannisa Nur Akhadya	"Keuntungannya saya dapat melatih skill reading dan listening saat guru menjelaskan materi. Tantangannya, terkadang ada kosakata baru yang tidak familiar dan tidak bisa membayangkan apa maksud dari kata atau kalimat tersebut."
12.	Nayla Choirrun Nisya	saya akan sulit dalam mengingat nya
13.	Fadhil	Mungkin lebih fokus

14.	Rhefal	kalau menurut saya itu sangat tidak menarik,dan kita tidak bisa menyerap pembelajarannya
15	uswatun silva	keuntungannya jadi cepet faham
16	Saskia Citra Aulia Ramadani	Mengetahui apa yg ada didalam gambar
17	Mohammad Dimas abi	Kalau belajar tanpa media visual, keuntungannya bisa lebih fokus ke teks atau latihan soal tanpa tergantung gambar. Tapi tantangannya, materi jadi lebih sulit dibayangkan dan mungkin lebih membosankan karena nggak ada ilustrasi yang bantu pemahaman.
18	Annastasya Farah	Belajar tanpa media visual bikin lebih fokus ke teks,

		tapi susah ngebayangin materi dan kadang jadi lebih membosankan.
19	Adam depan pratama	Belajar tanpa gambar bisa bikin lebih fokus ke teks, tapi kadang jadi sulit membayangkan konsepnya dan terasa lebih berat.
20	Andika Pratama	Belajar tanpa media visual bikin fokus ke teks, tapi bisa lebih susah ngebayangin konsepnya dan kadang bikin cepat bosan.
21	Hanum Salsa sabila	Belajar tanpa media visual bisa bikin lebih fokus baca teks, tapi kadang susah bayangin konsepnya dan terasa lebih berat.
22	Vebryan kevino	Belajar tanpa media visual memang lebih fokus ke teks, dan itu bisa membantu

		memahami konsep lebih mendalam, meskipun kadang terasa lebih berat.
23	Rafli septya	Belajar tanpa gambar lebih fokus ke teks, jadi bisa lebih memahami aturan bahasa, meskipun terkadang terasa lebih berat.
24	Meira	Belajar tanpa gambar bikin lebih fokus ke teks, yang bagus buat pemahaman mendalam, tapi bisa jadi kurang menarik dan sulit dibayangkan.
25	Abdul rahman	Belajar tanpa gambar bikin lebih sulit membayangkan materi, meskipun teks tetap penting buat menjelaskan detailnya.
26	M. Maulana Akbar	Belajar tanpa gambar bikin lebih fokus baca, tapi

		kadang terasa berat kalau materinya susah dibayangkan.
27	Ajeng Ramadani	Belajar tanpa gambar bikin lebih fokus ke isi teks, tapi kadang jadi lebih sulit membayangkan konsep tertentu.
28	Tahta Sriseta	Belajar tanpa gambar sih bisa aja, tapi jadi lebih susah ngebayangin dan kadang bikin cepat bosan.
29	Muhhamad Bayu Saputra	"Keuntungan: 1. Peningkatan Kemampuan Mendengarkan: Fokus pada mendengarkan percakapan dan pengucapan. 2. Pengembangan Keterampilan Berbicara:

		Lebih banyak berlatih berbicara secara langsung.
		3. Kemandirian dalam Pembelajaran: Mendorong pencarian makna melalui konteks verbal.
		4. Fokus pada Struktur Bahasa: Memperdalam pemahaman tata bahasa dan kalimat.
		Tantangan:
		1. Kesulitan Memahami Kosakata Baru: Sulit membayangkan makna tanpa visual.
		2. Keterbatasan dalam Memahami Konsep:

		Beberapa ide sulit dijelaskan hanya dengan kata-kata.
		3. Kurangnya Motivasi: Pembelajaran bisa terasa monoton tanpa elemen visual.
		4. Kesulitan Mengingat Informasi: Tanpa visual, mengingat detail penting menjadi lebih sulit."
30	Alif Ahmad Nasroni	jika tidak menggunakan media visual akan sulit memahami maksud materi dari pembelajaran terutama dalam frasa bahasa

Q6 : Jelaskan apakah penggunaan media visual (gambar) membantu Anda lebih terlibat dalam aktivitas kelas, seperti diskusi kelompok atau latihan

soal dan bagaimana media visual (gambar) memengaruhi partisipasi Anda.

No	Nama	Jawaban
1.	Andre Rasya Febrian	Penggunaan media visual (gambar) memang meningkatkan keterlibatan saya dalam aktivitas kelas. Gambar membantu saya memahami konsep dengan lebih jelas, sehingga saat diskusi kelompok saya merasa lebih siap untuk berkontribusi. Misalnya, saat latihan soal, gambar dapat mengilustrasikan masalah secara konkret, sehingga memudahkan saya untuk menemukan solusi. Selain itu, visualisasi membuat proses belajar menjadi lebih menarik, yang

		pada gilirannya meningkatkan partisipasi aktif dalam diskusi dan kolaborasi dengan teman sekelas.
2.	Hemma Andini Putri	ya media visual memberikan saya gambaran jadi saya lebih bisa memberikan pendapat
3.	Miana Wati	yaa
4.	Sekar Ayu Triasiwi	penggunaan media visual membantu memahami materi, meningkatkan minat, dan mempermudah diskusi. Gambar juga memicu ide dalam diskusi kelompok dan membuat latihan soal lebih interaktif
5.	Ashfa Syakira Filasyfa	Iya, dengan media visual saya dapat mudah mengarahkan teman saya

		dalam kerja kelompok serta lebih mudah untuk memahamu materi.
6.	meila azzahra	iyaa
7.	Shallom Emmanuela Balelang	Iya, karena merangsang critical thinking kita dan urge untuk diskusi
8.	shellomith	sangat membantu,karena menurut saya ini menarik,jika kita tertarik dengan suatu bidang ilmu maka bidang tersebut akan lebih cepat kita pahami
9.	refa	ya
10.	Alika Pawestri Ivania	ya terkadang
11.	Maylannisa Nur Akhadya	Penggunaan media visual kayak gambar bikin aku lebih aktif dalam diskusi kelompok atau latihan soal karena bisa lihat contoh

		langsung, jadi nggak cuma ngebayangin doang. Gambar juga bantu aku lebih cepat paham konsep dan nggak gampang lupa.
12.	Nayla Choirrun Nisya	Pakai gambar di kelas bikin aku lebih aktif, lebih gampang ikut diskusi atau ngerjain soal karena ada contoh yang jelas.
13.	Fadhil	Gambar bikin aku lebih aktif di kelas, lebih mudah buat diskusi atau jawab soal karena ada contoh yang jelas.
14.	Rhefal	Gambar bikin aku lebih aktif di kelas karena bisa lebih mudah ikut diskusi dan memahami soal dengan lebih cepat.
15	uswatun silva	Gambar bikin aku lebih

		aktif di kelas karena lebih gampang ikut diskusi dan paham materi lebih cepat
16	Saskia Citra Aulia Ramadani	Gambar bisa membantu memahami materi lebih cepat, tapi teks tetap lebih efektif untuk memperjelas aturan dan struktur bahasa.
17	Mohammad Dimas abi	Gambar memang membantu, tapi teks tetap jadi dasar utama karena bisa dibaca ulang untuk memahami konsep lebih dalam.
18	Annastasya Farah	Gambar di kelas bikin lebih aktif, tapi teks tetap dibutuhkan buat memperjelas konsep yang lebih kompleks.
19	Adam depan pratama	Pakai gambar di kelas bikin aku lebih semangat belajar

		dan lebih gampang terlibat dalam diskusi.
20	Andika Pratama	Gambar bikin aku lebih aktif di kelas karena lebih gampang ikut diskusi dan paham materi lebih cepat
21	Hanum Salsa sabila	Gambar bikin aku lebih aktif di kelas karena lebih gampang ikut diskusi dan paham materi lebih cepat
22	Vebryan kevino	Gambar bisa membantu memahami materi lebih cepat, tapi teks tetap lebih efektif untuk memperjelas aturan dan struktur bahasa.
23	Rafli septya	Gambar memang membantu, tapi teks tetap jadi dasar utama karena bisa dibaca ulang untuk memahami konsep lebih dalam.

24	Meira	Gambar di kelas bikin lebih aktif, tapi teks tetap dibutuhkan buat memperjelas konsep yang lebih kompleks.
25	Abdul rahman	Pakai gambar di kelas bikin aku lebih semangat belajar dan lebih gampang terlibat dalam diskusi.
26	M. Maulana Akbar	Pakai gambar bikin aku lebih aktif di kelas, terutama waktu diskusi atau kerja kelompok.
27	Ajeng Ramadani	Pakai gambar di kelas bikin aku lebih aktif karena bisa lebih cepat menangkap maksud materi yang diajarkan.
28	Tahta Sriseta	Gambar di kelas bikin aku lebih semangat belajar karena nggak cuma baca

		teks yang panjang.
29	Muhhamad Bayu Saputra	Penggunaan media visual, seperti gambar, sangat membantu dalam meningkatkan keterlibatan saya dalam aktivitas kelas. Gambar dapat memperjelas konsep yang sulit dipahami hanya dengan kata-kata, sehingga memudahkan saya untuk mengikuti diskusi kelompok. Selain itu, gambar dapat memicu minat dan kreativitas, membuat saya lebih bersemangat untuk berpartisipasi. Media visual juga membantu saya mengingat informasi lebih baik, sehingga saya lebih percaya diri saat menjawab latihan soal atau

No	Nama	Jawaban
		berkontribusi dalam diskusi. Secara keseluruhan, gambar membuat pembelajaran lebih interaktif dan menyenangkan.
30	Alif Ahmad Nasroni	iya karena dengan adanya media visual apalagi berupa gambar akan membuat saya lebih semangat belajar karena pembelajaran mudah dimengerti

Q7 : Jelaskan bagaimana perbedaan pengalaman Anda dalam belajar Bahasa Inggris sebelum dan sesudah menggunakan media visual (gambar) sebagai alat bantu pembelajaran. Apakah ada peningkatan dalam pemahaman atau minat Anda?.

No	Nama	Jawaban
1.	Andre Rasya Febrian	iya

2.	Hemma Andini Putri	Sebelum pakai media visual, belajar Bahasa Inggris terasa membosankan dan sulit dipahami. Setelah pakai gambar, pemahaman jadi lebih cepat, kosa kata lebih mudah diingat, dan belajar terasa lebih menarik. Ada peningkatan minat dan pemahaman yang signifikan.
3.	Miana Wati	Ya ada
4.	Sekar Ayu Triasiwi	ada. saya jadi lebih cepat memahami atau mengingat
5.	Ashfa Syakira Filasyfa	Pembelajaran menggunakan metode visual meningkatkan pemahaman saya terhadap materi yang disampaikan
6.	meila azzahra	iya ada peningkatan, lebih

		menyenangkan jika ada media visual
7.	Shallom Emmanuela Balelang	Sebelum menggunakan media visual, belajar Bahasa Inggris terasa lebih sulit karena saya hanya mengandalkan teks dan penjelasan lisan. Beberapa konsep, terutama kosakata baru atau tata bahasa yang kompleks, sulit dipahami tanpa ilustrasi yang mendukung. Akibatnya, belajar terasa membosankan dan kurang menarik.
8.	shellomith	ya pemahaman saya lebih meningkat karena dengan media visual saya diberikan gambaran dan media visual untuk saya pribadi

		membuat pembelajaran menjadi lebih efektif karena lebih cepat paham
9.	refa	menurut saya lebih seru mengunakan media gambar
10.	Alika Pawestri Ivania	bagi saya sama aja. mungkin saya belum menemukan cara belajar bahasa Inggris yg cocok untuk diri saya sendiri
11.	Maylannisa Nur Akhadya	Sebelum menggunakan media pembelajaran visual, pikiran saya terkadang menerawang dan bertanya tanya. Sesudah menggunakan media visual saya jadi lebih paham dan imajinasi di pikiran saya terbukti.
12.	Nayla Choirrun Nisya	sebelumnya saya sulit dalam mengingat dan

		memahami sesudahnya saya dapat mengingat dan paham dengan menggunakan gambar yang ada pada media visual tsb
13.	Fadhil	iya lebih, saya menjadi lebih terarik apalagi jika visual yang ditampilkan menarik
14.	Rhefal	iya,tentunya ada,saya jadi lebih paham
15	uswatun silva	ada peningkatan belajar
16	Saskia Citra Aulia Ramadani	kalau pengalaman pasti ada pertama susah dimengerti tpi pada saat kita mau bertanya kepada teman menjadi sedikit lebih paham,tidak minat
17	Mohammad Dimas abi	Sebelum pakai media visual, belajar Bahasa Inggris rasanya lebih kaku

		dan susah dipahami, apalagi kalau cuma teori. Tapi setelah pakai gambar, aku lebih tertarik dan lebih gampang ngerti materi karena ada visualisasi yang bantu otak buat nyambungin konsep.
18	Annastasya Farah	"Sebelum pakai media visual, belajar terasa berat dan susah dipahami. Setelah pakai gambar, lebih menarik dan lebih mudah ngerti konsepnya.
19	Adam depan pratama	Sebelum pakai media visual, belajar terasa lebih kaku dan kurang menarik. Setelah pakai gambar, jadi lebih menyenangkan dan gampang dipahami.
20	Andika Pratama	Sebelum pakai media

		visual, belajar terasa lebih sulit. Setelah pakai gambar, lebih gampang dipahami dan lebih menarik.
21	Hanum Salsa sabila	Dulu sebelum pakai media visual, belajar terasa lebih ribet. Tapi setelah pakai gambar, jadi lebih santai dan lebih cepat ngerti.
22	Vebryan kevino	Sebelum menggunakan media visual, aku lebih terbiasa memahami materi dari teks. Setelah ada gambar, memang lebih menarik, tapi teks tetap jadi sumber utama belajar.
23	Rafli septya	Sebelum pakai media visual, aku lebih sering mengandalkan bacaan. Setelah ada gambar, memang lebih menarik,

		tapi tetap saja teks yang paling jelas.
24	Meira	Sebelum pakai media visual, aku lebih sering baca buku. Setelah ada gambar, pemahaman jadi lebih cepat, tapi teks tetap jadi pegangan utama.
25	Abdul rahman	Sebelum pakai media visual, belajar terasa lebih berat. Setelah pakai gambar, aku lebih cepat paham dan lebih tertarik.
26	M. Maulana Akbar	Dulu sebelum pakai media visual, belajar terasa lebih membosankan. Sekarang lebih menarik dan lebih gampang dipahami.
27	Ajeng Ramadani	Sebelum pakai media visual, aku lebih sering

		baca ulang materi buat memahami. Setelah ada gambar, pemahaman jadi lebih cepat.
28	Tahta Sriseta	Sebelum pakai media visual, belajar rasanya lebih berat. Sekarang lebih menarik dan lebih mudah dipahami.
29	Muhhamad Bayu Saputra	Sebelum menggunakan media visual, pengalaman belajar Bahasa Inggris saya cenderung monoton dan sulit, terutama dalam memahami kosakata dan konsep baru. Saya sering merasa bingung dan kurang termotivasi. Namun, setelah menggunakan gambar sebagai alat bantu, pemahaman saya

		meningkat secara signifikan. Gambar membantu saya mengaitkan kata dengan maknanya, membuat pembelajaran lebih menarik dan mudah diingat. Minat saya juga meningkat, karena visual membuat materi lebih hidup dan interaktif. Secara keseluruhan, penggunaan media visual telah memperbaiki pengalaman belajar saya dan meningkatkan pemahaman serta motivasi saya dalam belajar Bahasa Inggris.
30	Alif Ahmad Nasroni	pengalaman saya lebih senang dan materi mudah untuk dipahami ketika menggunakan media visual

		(gambar) dibanding dengan media lain

Q8 : Apakah menurut Anda media visual (gambar) adalah alat yang efektif dalam belajar bahasa Inggris? .

No	Nama	Jawaban
1.	Andre Rasya Febrian	Ya
2.	Hemma Andini Putri	Ya
3.	Miana Wati	Ya
4.	Sekar Ayu Triasiwi	Ya
5.	Ashfa Syakira Filasyfa	Ya
6.	meila azzahra	Ya
7.	Shallom Emmanuela Balelang	Ya
8.	shellomith	Ya
9.	refa	Ya

10.	Alika Pawestri Ivania	Tidak
11.	Maylannisa Nur Akhadya	Ya
12.	Nayla Choirrun Nisya	Ya
13.	Fadhil	Ya
14.	Rhefal	Ya
15	uswatun silva	Ya
16	Saskia Citra Aulia Ramadani	Ya
17	Mohammad Dimas abi	Ya
18	Annastasya Farah	Ya
19	Adam depan pratama	Ya
20	Andika Pratama	Ya
21	Hanum Salsa sabila	Ya
22	Vebryan kevino	Ya
23	Rafli septya	Ya
24	Meira	Ya

25	Abdul rahman	Ya
26	M. Maulana Akbar	Ya
27	Ajeng Ramadani	Ya
28	Tahta Sriseta	Ya
29	Muhhamad Bayu Saputra	Ya
30	Alif Ahmad Nasroni	Ya

Q9 : Jelaskan apakah setelah menggunakan gambar sebagai media pembelajaran, Anda merasa lebih mudah untuk memahami dan mengingat materi?

No	Nama	Jawaban
1.	Andre Rasya Febrian	iya
2.	Hemma Andini Putri	Iya, gambar bikin materi lebih jelas dan gampang diingat karena visual lebih menarik dan membantu menghubungkan konsep dengan cepat.

3.	Miana Wati	Ya
4.	Sekar Ayu Triasiwi	iya. saya jadi bisa memasukkan imajinasi saya dalam menghafal
5.	Ashfa Syakira Filasyfa	Ya, lebih mudah sebab saya merasa lebih mudah mengingat jika ada gambaran atau visualisasi
6.	meila azzahra	iya mempermudah saya utk mengingat materi
7.	Shallom Emmanuela Balelang	Ya, karena menarik seperti yang sudah saya jelaskan di atas.
8.	shellomith	ya karena dengan media visual diberikan gambaran sehingga mudah untuk di ingat
9.	refa	yaaa
10.	Alika Pawestri Ivania	tidak begitu
11.	Maylannisa Nur	Ya, jelas karena biasanya

	Akhadya	akan membekas
12.	Nayla Choirrun Nisya	iyaa karna dapat membantu memahami materi pelajaran secara lebih jelas dan konkret
13.	Fadhil	iya karena bisa menangkap gambaran atau paparan guru lebih jelas
14.	Rhefal	ya saya lebih mudah memahaminya
15	uswatun silva	lebih mudah sih
16	Saskia Citra Aulia Ramadani	ya tergantung materi yg diberikan oleh guru
17	Mohammad Dimas abi	Setelah belajar pakai gambar, aku merasa lebih gampang memahami dan mengingat materi karena gambar bikin konsep lebih konkret dan nggak sekadar teori yang abstrak.
18	Annastasya Farah	Setelah pakai gambar, aku

		lebih cepat paham dan lebih gampang ingat materi dibandingkan kalau cuma baca tulisan saja.
19	Adam depan pratama	Pakai gambar bikin aku lebih cepat nangkep materi dan lebih gampang ingat dibandingkan kalau cuma baca teks..
20	Andika Pratama	Setelah belajar pakai gambar, aku merasa lebih mudah memahami dan mengingat materi karena ada visualisasi yang bantu otak menyerap informasi.
21	Hanum Salsa sabila	Setelah pakai gambar, aku lebih gampang nangkep materi dan lebih cepet ingat dibanding kalau cuma baca tulisan.
22	Vebryan kevino	Setelah menggunakan

		gambar sebagai media pembelajaran, aku merasa lebih terbantu dalam memahami konsep abstrak, tapi teks tetap lebih kuat dalam menjelaskan materi secara lengkap.
23	Rafli septya	Setelah pakai gambar, aku lebih terbantu dalam memahami beberapa konsep, tapi teks tetap yang paling kuat dalam menjelaskan detail materi.
24	Meira	Pakai gambar bikin belajar lebih seru, tapi aku tetap merasa teks lebih penting karena lebih jelas dan mendetail.
25	Abdul rahman	Setelah pakai gambar, aku lebih cepat memahami konsep yang sebelumnya

		sulit, terutama tata bahasa.
26	M. Maulana Akbar	Setelah pakai gambar, aku lebih gampang nangkep materi, terutama yang berhubungan sama tata bahasa.
27	Ajeng Ramadani	Setelah pakai gambar, aku merasa lebih terbantu dalam memahami konsep sulit seperti grammar atau idiom.
28	Tahta Sriseta	Setelah pakai gambar, aku lebih cepat paham dan lebih gampang ingat materi.
29	Muhhamad Bayu Saputra	Ya, setelah menggunakan gambar sebagai media pembelajaran, saya merasa jauh lebih mudah untuk memahami dan mengingat materi. Gambar membantu saya mengaitkan kata-kata

		dengan maknanya secara visual, sehingga informasi menjadi lebih jelas dan mudah dipahami. Selain itu, visualisasi membuat materi lebih menarik, yang membantu saya mengingatnya lebih baik. Dengan demikian, penggunaan gambar secara signifikan meningkatkan pemahaman dan daya ingat saya terhadap materi yang dipelajari.
30	Alif Ahmad Nasroni	iya lebih mudah karena dengan adanya media visual seperti adanya alat bantu dalam penyampaian materi

Q10 : Apakah Anda merasa lebih mudah atau effective dalam mengingat materi baru ketika guru

menggunakan media visual sebagai bagian dari pembelajaran? Mengapa Anda merasa demikian?

No	Nama	Jawaban
1.	Andre Rasya Febrian	iya
2.	Hemma Andini Putri	Iya, penggunaan media visual bikin lebih gampang ingat karena otak lebih cepat nangkep gambar dibanding teks. Visual juga bantu nyambungin konsep, jadi lebih efektif buat memahami materi.
3.	Miana Wati	Karena akan mudah di ingat
4.	Sekar Ayu Triasiwi	ya. karena media visual memberikan gambaran nyata, bantuan gambaran tsb lah yang membuat kita dapat mudah memahami dan mengingat sesuatu
5.	Ashfa Syakira	Ya, karena gambar

	Filasyfa	membantu saya mengingat informasi yang disampaikan
6.	meila azzahra	iya Krn media visual dpt membantu saya memahami dan membayangkan materi yang di pelajari
7.	Shallom Emmanuela Balelang	Ya, saya merasa lebih mudah dan efektif dalam mengingat materi baru ketika guru menggunakan media visual. Hal ini karena gambar membantu saya menghubungkan informasi dengan sesuatu yang konkret, sehingga lebih cepat dipahami dan diingat. Selain itu, visualisasi membuat pembelajaran lebih menarik dan tidak membosankan, sehingga saya lebih fokus dan terlibat

		dalam pelajaran. Dengan adanya gambar, konsep yang sulit juga menjadi lebih jelas dan mudah dipahami.
8.	shellomith	ya karena di berikan gambaran dalam pembelajaran dan media visual untuk saya pribadi lebih menarik
9.	refa	Karena lebih seru dan lebih menarik
10.	Alika Pawestri Ivania	tidak, saya lebih suka berimajinasi dalam pemahaman materi
11.	Maylannisa Nur Akhadya	Ya, beberapa orang mungkin memiliki gaya belajar secara visual jadi dapat membantu mereka untuk belajar. Saya sendiri mempunyai gaya belajar

		Audio-visual, jadi penerapan pembelajaran menggunakan visual sembari diterangkan cocok untuk saya.
12.	Nayla Choirrun Nisya	iyaa krn dapat membantu memahami materi pelajaran secara lebih jelas dan konkret
13.	Fadhil	iya, karena informasi tidak hanya dalam bentuk huruf namun visual
14.	Rhefal	iya lebih mudah, seperti yang saya katakan tadi,jika kita tertarik maka ilmu yang kita dapatkan akan cepat kita kuasai
15	uswatun silva	binggung jwbnya
16	Saskia Citra Aulia Ramadani	sepertinya iya tpi tidak tau
17	Mohammad	Aku lebih mudah

		Dimas abi	mengingat materi baru kalau pakai media visual karena otak lebih cepat menangkap informasi lewat gambar dibanding teks doang. Gambar juga bikin materi lebih menarik, jadi aku lebih fokus dan nggak gampang lupa.
18	Annastasya Farah	Pakai media visual bikin lebih efektif karena otak lebih cepat nangkep informasi lewat gambar, jadi lebih fokus dan nggak gampang lupa.	
19	Adam depan pratama	Belajar pakai gambar lebih efektif karena otak lebih cepat merespon informasi visual dibanding tulisan saja.	
20	Andika Pratama	Media visual bikin belajar	

		lebih efektif karena otak lebih cepat memahami gambar dibandingkan teks biasa.
21	Hanum Salsa sabila	Pakai media visual bikin belajar lebih efektif karena otak lebih cepat nyambung sama gambar daripada teks biasa.
22	Vebryan kevino	Aku lebih mudah mengingat materi baru ketika membaca teks dibanding hanya melihat gambar, karena teks memberikan konteks yang lebih jelas dan lebih mudah untuk dikaji ulang.
23	Rafli septya	Aku lebih mudah mengingat materi baru jika membaca teks karena lebih jelas dan bisa diulang kapan

		saja.
24	Meira	Aku lebih mudah ingat materi kalau ada kombinasi teks dan gambar, karena dua-duanya saling melengkapi.
25	Abdul rahman	Aku lebih mudah mengingat materi baru kalau ada gambar, karena otak lebih cepat menangkap informasi visual dibanding teks.
26	M. Maulana Akbar	Aku lebih gampang ingat materi kalau ada kombinasi teks dan gambar, karena dua-duanya saling mendukung.
27	Ajeng Ramadani	Aku lebih gampang ingat materi kalau ada kombinasi teks dan gambar, karena

		dua-duanya saling mendukung.
28	Tahta Sriseta	Aku lebih mudah mengingat materi baru kalau ada gambar, karena lebih menarik dan nggak bikin ngantuk.
29	Muhhamad Bayu Saputra	Ya, saya merasa lebih mudah dan efektif dalam mengingat materi baru ketika guru menggunakan media visual. Hal ini karena gambar dan visualisasi membantu saya mengaitkan informasi dengan konteks yang lebih konkret, membuatnya lebih mudah dipahami dan diingat. Selain itu, media visual menarik perhatian saya dan membuat pembelajaran

		lebih interaktif, sehingga saya lebih terlibat dan termotivasi untuk belajar. Dengan cara ini, informasi yang disampaikan menjadi lebih menempel dalam ingatan saya.
30	Alif Ahmad Nasroni	iya lebih mudah

Appendix 5 : Research Permission

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185
Website: http://fitk.walisongo.ac.id

Nomor : 4853/Un.10.3/K/KM.00.11/11/2024   Semarang, 07 November 2024
Lamp : -
Hal   : Izin Penelitian/Riset

Kepada Yth.
Kepala Sekolah SMA Negeri 13 Semarang
di-Semarang

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat, dalam rangka memenuhi tugas akhir mahasiswa prodi Pendidikan Bahasa Inggris (PBI) Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang, bersama ini kami sampaikan bahwa mahasiswa tersebut di bawah ini:

Nama   : **Shaffatin Ni'Mah**
NIM   : 2103046121
Semester   : 7
Judul Skrips : "Visual Aids Analysis : Understanding Picture Based Learning For Senior High School "

Dosen Pembimbing : Dr. Muhammad Nafi Annury, M,Pd

untuk melakukan penelitian/riset di SMA Negeri 13 Semarang yang Bapak/Ibu pimpin. Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul sebagaimana tersebut diatas, yang akan dilaksanakan pada tanggal 11- 25 November 2024.

Demikian, atas perhatian dan terkabulnya permohonan ini disampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

a.n. Dekan,
Kepala Bagian Tata Usaha

Siti Khotimah

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

Appendix 6 : Letter of Supervisor Appointment

KEMENTERIAN AGAMA REPUBLIK
INDONESIA UNIVERSITAS ISLAM NEGERI
WALISONGO FAKULTAS ILMU TARBIYAH

Sekretaris: Jl. Prof. Dr. Hamka Kampus II Ngaliyan Semarang Telp. 7601295 Fax. 7615387 Semarang 50185
DAN KEGURUAN

Semarang, 1 Juli 2024

Nomor : 2637/Un.10.3/J4/DA.04/06/2024
Lamp : -
Perihal : Penunjukan Pembimbing Skripsi

Kepada Yth.
Daviq Rizal, M.Pd
Assalamu'alaikum Wr. Wb.

Berdasarkan hasil pembahasan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Shaffatin Ni'Mah

NIM : 2103046121

Judul : "Visual Aids Analysis : Understanding Picture Based Learning For Young Learners School"

Dan menunjuk saudara Dr. Muhammad Nafi Annury, M.Pd. sebagai pembimbing.

Demikian penunjukan pembimbing skripsi ini, dan atas kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

a.n. Dekan
Ketua Jurusan Pendidikan Bahasa Inggris

Dra. Hj. Nuna Mustikawati Dewi, M.Pd.
NIP. 196506141992032001

Tembusan:
1. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Jurusan Pendidikan Bahasa Inggris

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Appendix 7 : Research Statement Letter

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Appendix 8 : Documentation

DOCUMENTATION

CURRICULUM VITAE

1. Personal Details

   Name   : Shaffatin Ni'Mah

   Student Number   : 2103046121

   Place and Date of Birth   : Pati, 2 September 2002

   Addres   : Ds. Winong Dk. Pecangaan RT 07 RW 08, Winong, Pati

   Gender   : Female

   Martial Student   : Single

   Religion   : Moslem

   Phone Number   : 08895475720

   Email   : shaffatinnimah09@gmail.com

2. Education Details

   a. MI TARIS Winong

   b. MTs Negeri 1 Pati

   c. MA PPKP DARUL MA'LA

   d. English Education Department of Walisongo Islamic State University