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<https://doi.org/10.58421/gehu.v5i1.1040> ISSN 2963-7147 977 Newspaper homepage:

<https://journal-gehu.com/index.php/gehu> Application of Interactive Visual Media in

Learning Indonesian Vocabulary for Foreign Speakers for Grade VII Students at Nida

Suksasat School, Thailand Rahma Adawiyah¹, Syamsuyurnita² 1,2Universitas

Muhammadiyah Sumatera Utara, Indonesia Article Info ABSTRACT Article history:

Received 2026-01-05 Revised 2026-01-24 Accepted 2026-01-26 The limited mastery of

Indonesian vocabulary among foreign speakers is a major obstacle in the learning process

of Bahasa Indonesia for Foreign Speakers (BIPA). This research aims to improve

Indonesian vocabulary mastery of foreign-speaking students through the application of

interactive visual media at Nida Suksasat School, Thailand. The study employed a

Classroom Action Research (CAR) method using the Kemmis and McTaggart cycle model,

comprising planning, action, observation, and reflection stages. The research subjects

were 32 foreign-speaking students participating in Indonesian language learning. The

research was conducted in two cycles following a pre-cycle stage to identify students' initial

vocabulary mastery. Data were collected through vocabulary tests, classroom

observations, and learning documentation, and analysed using descriptive quantitative and

qualitative techniques. The results showed a significant improvement in students'

vocabulary mastery, with learning completeness increasing from 31.25% in the pre-cycle to

62.5% in the first cycle and reaching 87.5% in the second cycle. In addition, the use of

interactive visual media positively affected students' motivation and active participation in

learning. Therefore, the application of interactive visual media is effective and feasible as a

learning strategy to improve Indonesian vocabulary mastery for foreign speakers.

Keywords: BIPA Learning Classroom Action Research Interactive Visual Media Vocabulary

Mastery This is an open-access article under the CC BY-SA license. Corresponding

Author: Rahma Adawiyah Universitas Muhammadiyah Sumatera Utara, Indonesia Email:

rahmaadawiyah397@gmail.com 1. INTRODUCTION Indonesian Language Learning for

Foreign Speakers (BIPA) is a strategic part of efforts to strengthen the role of Indonesian at

the regional and global levels. ¹ In the past decade, studies on foreign language teaching have emphasised the importance of expanding language functions through formal and non-formal education abroad [1], [2]. Thailand is one of the countries that shows interest in learning Indonesian, including through private and

<https://doi.org/10.58421/gehu.v5i1.1040> 978 religious-based educational institutions such as Nida Suksasat School. This school organises Indonesian instruction to expand students' linguistic competence and international horizons. However, in practice, Indonesian language learning at Nida Suksasat School still faces obstacles in vocabulary mastery, which is the main foundation of language skills. Without adequate mastery of vocabulary, learners will have difficulty understanding messages and building meaningful communication [3], [4]. Therefore, this research aims to address the need for a more effective, contextually relevant vocabulary-learning strategy for foreign speakers at Nida Suksasat School in Thailand. The results of initial observations of the Indonesian learning process at Nida Suksasat School showed that, of the 32 students who participated, most still had difficulties understanding, remembering, and using Indonesian vocabulary correctly. Vocabulary learning is still dominated by conventional methods that focus on oral explanations and notes, resulting in a lack of meaningful learning experiences. In fact, recent research confirms that effective vocabulary learning must involve multisensory experiences and active learner involvement [5]. The lack of variety in learning media affects low learning motivation and limited long-term vocabulary retention [6]. This condition indicates a gap between the learning needs of foreign-speaking students and the classroom learning strategies. Therefore, this study was written as a response to these problems, to explore a more innovative learning approach through the use of interactive visual media in teaching Indonesian vocabulary. The development of educational technology in the last ten years has encouraged the use of interactive visual media as an effective means of learning, especially in learning foreign languages. Interactive visual media allow the presentation of material in a multimodal manner, thereby strengthening

learners' understanding and memory [7]. In the context of vocabulary learning, word visualisation through images, animations, and videos has been shown to help learners relate linguistic forms to meaning directly, without relying heavily on translation [8]. For foreign-speaking students at Nida Suksasat School, interactive visual media can make it easier to understand Indonesian vocabulary that differs in structure and meaning from their mother tongue. However, the use of interactive visual media in Indonesian learning in schools has not been implemented systematically and research-based. Therefore, this study should be designed to empirically examine the application of interactive visual media in teaching Indonesian vocabulary to 32 students at Nida Suksasat School in Thailand. The characteristics of foreign-speaking students at Nida Suksasat School are also an important factor that underlies the writing of this study. Students generally have a background in Thai and Pattani Malay, which differ phonologically and semantically from Indonesian. These differences often lead to difficulties in understanding new vocabulary and trigger first-language interference [9]. Interactive visual media is seen as able to serve as a linguistic bridge by presenting vocabulary in concrete, contextual visual form. Previous research has shown that using visual media can increase student engagement and reduce cognitive burden in foreign language learning [10]. Thus, interactive visual media not only help students understand the meaning of words but also increase their active participation in the learning process. However, the effectiveness of the media needs to be systematically tested in the local context of Nida Suksasat School.

<https://doi.org/10.58421/gehu.v5i1.1040> 979 Therefore, this study was written to provide empirical evidence on the contribution of interactive visual media to the mastery of Indonesian vocabulary for foreign speakers. This research is also important to write as part of the development of evidence-based learning practices in Indonesian Language Education. **1** In the past decade, evidence-based learning approaches have been increasingly emphasised in educational research to ensure that pedagogical decisions are grounded in valid scientific findings [11]. By involving 32 students as research subjects, this

study is expected to provide relevant empirical data on the impact of interactive visual media on vocabulary learning. In addition, this study seeks to address the limitations of prior studies on Indonesian learning in the Thai context, which remain relatively small compared to BIPA research in other countries. The results of the research are expected to serve as a reference for BIPA teachers in choosing learning media that align with the characteristics of foreign-speaking students. Thus, the writing of this study has a strategic value in supporting the improvement of the quality of Indonesian learning at the international level. This research addresses this gap by focusing on the application of interactive visual media in Indonesian vocabulary learning for foreign-speaking students at Nida Suksasat School, Thailand. The students' linguistic backgrounds, primarily Thai and Pattani Malay, differ phonologically and semantically from Indonesian, which often leads to first-language interference and difficulties in vocabulary acquisition [12]. Interactive visual media is expected to function as a linguistic bridge by presenting vocabulary in concrete, contextual, and multimodal forms, thereby facilitating comprehension and minimising interference. Accordingly, this study aims to improve students' mastery of Indonesian vocabulary by systematically applying interactive visual media. Specifically, this research seeks to (1) identify the level of students' vocabulary mastery before and after the implementation of interactive visual media, (2) analyse the effectiveness of interactive visual media in enhancing vocabulary mastery, and (3) examine its impact on students' motivation and active participation in learning. To achieve these objectives, the study applies a Classroom Action Research approach, which enables reflective, cyclical improvement of instructional practices based on empirical classroom data. This study was written to provide a comprehensive overview of how interactive visual media can be applied in real learning contexts, involving 32 students as research subjects. Therefore, this introduction emphasises the rationale for the research and provides a foundation for further discussion of the theoretical foundations, research methods, results, and implications of the findings for the development of Indonesian learning for foreign speakers.

2. METHOD This study uses a Classroom Action Research (PTK) approach to

improve the quality of Indonesian vocabulary learning for foreign speakers by applying interactive visual media. PTK was chosen because it is reflective and collaborative, and allows teachers and researchers to make continuous learning improvements based on real classroom problems [13], [14]. The research was conducted at Nida Suksasat School in Thailand, involving 32 students enrolled in Indonesian classes.

<https://doi.org/10.58421/gehu.v5i1.1040> 980 The PTK model used is the Kemmis and McTaggart cycles, which include the stages of planning, implementing actions, observation, and reflection. Interactive visual media is used as a learning activity to improve students' vocabulary mastery, with Indonesian vocabulary as the main focus. By using PTK, this study aims not only to obtain empirical data but also to improve direct and contextual learning practices in line with the needs of foreign-speaking students in the classroom. The implementation of PTK in this study was carried out through two learning cycles, with each cycle consisting of planning, action, observation, and reflection stages. At the planning stage, the researcher prepares a learning tool that includes a learning implementation plan, vocabulary materials, and interactive visual media tailored to students' characteristics. The action stage involves applying interactive visual media to classroom instruction of Indonesian vocabulary. During the learning process, observations were conducted to record students' activities, levels of involvement, and responses to the use of interactive visual media. The reflection stage is carried out to analyse learning outcomes and observation findings in each cycle, then used as a basis for improvement in the next cycle [15]. The cyclical approach in PTK allows researchers to adjust learning strategies flexibly and responsively to students' ability development. Thus, the research process runs systematically and is oriented towards improving the quality of learning Indonesian vocabulary. The data collection techniques in this study include vocabulary tests, observations, and learning documentation. Vocabulary tests are used to measure students' increased vocabulary mastery at each action cycle, with indicators including understanding word meanings and their use in simple contexts [16]. Observations were

conducted to collect qualitative data on students' activity and involvement during learning. Documentation is used as supporting data to reinforce research findings. Data analysis was carried out descriptively, quantitatively, and qualitatively, by comparing test results between cycles and interpreting observational data reflectively [17]. The criteria for the success of the action were determined based on the average increase in students' vocabulary mastery and in students' active participation in learning. Through this PTK method, the research is expected to provide a comprehensive overview of the effectiveness of interactive visual media in improving Indonesian vocabulary mastery among foreign speakers at Nida Suksasat School, Thailand.

3. RESULTS AND DISCUSSION

3.1. Results Pre-Cycle

The pre-cycle stage was carried out to obtain an initial overview of the ability to master the Indonesian vocabulary of foreign speaking students at Nida Suksasat School, Thailand, before the application of interactive visual media. At this stage, learning still uses conventional methods that focus on teachers' oral explanations and on students' vocabulary recording. The results of the observation showed that most of the 32 students had difficulty understanding unfamiliar vocabulary, especially concrete and abstract terms. Student

<https://doi.org/10.58421/gehu.v5i1.1040> 981 learning activities tend to be passive, with limited involvement in listening and copying material. This condition affects students' low interest in learning and their lack of courage to use Indonesian vocabulary orally. This situation shows that vocabulary learning has not been running optimally and requires planned improvement actions through the application of more innovative and contextual learning media. To measure early vocabulary mastery, students are given a pre-cycle test that assesses understanding of meaning and the use of simple vocabulary. The test results show that students' vocabulary mastery is still in the low category. Most students are unable to associate vocabulary with its correct meaning and have difficulty using vocabulary in simple sentences. The low results of this test indicate that the learning method used has not helped students effectively build vocabulary comprehension.

Quantitative data in the pre-cycle stage is an important basis for designing learning actions in cycle I. Thus, the pre-cycle stage serves as an initial benchmark for assessing the effectiveness of applying interactive visual media in the next cycle. Table 1. Pre-Cycle Vocabulary Mastery Results

Criteria	Number of Students	Percentage	Conclusion
Learning Completeness	10	31,25%	Incomplete
Grade Point Average	22	68,75%	62,4

Based on Table 1, students' Indonesian vocabulary mastery in the pre-cycle stage indicates that their initial abilities remain in the low category. Of the total 32 students, only 10 (31.25%) have met the learning completeness criteria, while 22 (68.75%) have not. The average class score of 62.4 shows that most students still have difficulty in understanding and using Indonesian vocabulary correctly. This condition indicates that vocabulary learning carried out before the action has not been running optimally. The low level of learning completion also reflects the limitations of conventional learning methods, which lack visual and contextual stimuli for foreign-speaking students. The data at this pre-cycle stage provide an important basis for designing learning actions in cycle I, especially through the application of interactive visual media to improve vocabulary learning.

Cycle I In cycle I, learning actions were carried out by applying interactive visual media in the form of digital images, simple animations, and visual presentations to introduce Indonesian vocabulary. Learning is designed so that students can relate vocabulary to real objects and situations through the visualisations displayed. During the learning process, students show greater interest and begin to participate more, such as answering questions and imitating the pronunciation of vocabulary. Observations showed a positive change in the classroom atmosphere, although some students still needed intensive guidance. Interactive visual media began to serve as a learning stimulus, helping students understand vocabulary more concretely. The test results at the end of the first cycle showed an increase in vocabulary mastery compared to the pre-cycle. **1** The number of students who achieved learning completeness has increased, though not all have

students begin to recognise the meanings of vocabulary and use it in simple contexts. However, some students still have difficulty retaining vocabulary over the long term. The observation results also show that student engagement is increasing, but student interaction still needs improvement through more varied activities.

Criteria	Number of Students	Percentage	Conclusion
Vocabulary Mastery Cycle I	20	62,5%	
Incomplete	12	37,5%	
Grade Point Average		– 72,8	

Based on Table 2, students' vocabulary mastery in cycle I shows a significant increase compared to the pre-cycle stage. The number of students who have achieved learning completeness has increased to 20 (62.5%), while 12 (37.5%) have not yet achieved completeness. The class average also increased to 72.8, indicating an improvement in students' ability to understand and use Indonesian vocabulary. This increase indicates that the application of interactive visual media in the first cycle is starting to have a positive impact on student learning outcomes. However, the percentage of learning completion has not reached the set success criteria, so it is still necessary to improve actions in the next cycle. Therefore, the results from cycle I provide material for reflection to increase the intensity and variety of interactive visual media use in cycle II.

Cycle II In cycle II, vocabulary learning was again carried out by refining strategies based on reflection in cycle I. Interactive visual media were used more variably, accompanied by practical activities and vocabulary repetition through educational games. Students are encouraged to be more active in using vocabulary in simple oral and written contexts. During the learning process, the classroom atmosphere becomes more lively and interactive. Students show greater confidence in using and citing Indonesian vocabulary. Interactive visual media has been proven to increase student focus and participation significantly. The test results at the end of cycle II showed a significant improvement compared to cycle I. Most students have achieved the set learning completion criteria. The class's average grade point increased, indicating that students better understood and used Indonesian vocabulary. This increase shows that continuous use of interactive visual media can improve student learning outcomes in practice. Quantitative data and observation results corroborate that the actions in cycle II have been

carried out effectively. Table 3. Vocabulary Mastery Results Cycle II Criteria Number of Students Percentage Conclusion 28 87,5% Incomplete 4 12,5% Grade Point Average – 84,6

<https://doi.org/10.58421/gehu.v5i1.1040> 983 Based on Table 3, students' vocabulary mastery in cycle II showed a very significant increase and met the research success criteria. Of the 32 students, 28 (87.5%) have completed their learning, while 4 (12.5%) have not. The average class score increased to 84.6, indicating that most students have understood and used Indonesian vocabulary well. Consistent improvement from pre-cycle to cycle II confirms that the application of interactive visual media in a sustainable manner, accompanied by learning reflection, is efficacious in improving vocabulary mastery among foreign-speaking students. Given the high level of completeness, the learning actions in cycle II were declared successful, so this class action research was discontinued in that cycle.

3.2. Discussion Application of Interactive Visual Media in Indonesian Vocabulary Learning for Foreign Speakers of Grade VII Students at Nida Suksasat School, Thailand

This class action research shows that the use of interactive visual media has a positive impact on Indonesian vocabulary mastery among international students at Nida Suksasat School in Thailand. In the pre-cycle stage, students' low vocabulary mastery reflects the limitations of conventional learning methods that lack visual and contextual stimulus. This condition aligns with the views [19] and [20], which state that mastery of vocabulary requires exposure to clear, repetitive meanings in meaningful contexts. When interactive visual media were first applied in the first cycle, there was a significant increase in both learning outcomes and student involvement. This shows that visualisation helps students relate word forms to meanings more concretely. Thus, the findings of this study reinforce the assumption that vocabulary learning for foreign speakers should be designed in a multimodal manner to accommodate differences in students' linguistic backgrounds and learning styles. The increase in learning outcomes in the first cycle shows that interactive visual media can serve as a facilitative means for vocabulary learning, although it is not

entirely optimal [21]. Some students still have difficulty retaining vocabulary in long-term memory, as reflected in overall incomplete learning. These findings align with opinion [19], which affirms that vocabulary mastery requires a gradual process of exposure, repetition, and active use. Therefore, reflection in cycle I is an important step in PTK to improve learning actions. The addition of a variety of activities and the strengthening of student interaction in cycle II helped overcome the limitations that arose in the previous cycle. This shows that interactive visual media will be more effective when combined with learning strategies that encourage active student participation [22]. The results in cycle II showed a significant and consistent increase compared to precycle and cycle I, both in average score and in the percentage of learning completion. This success shows that the sustainable, planned use of interactive visual media can improve vocabulary mastery among foreign-speaking students. These findings support the multimedia learning theory put forward by [23], which states that a combination of visual and verbal elements can improve information comprehension and retention. The comprehensive and convincing use of multimedia can motivate students and improve student

<https://doi.org/10.58421/gehu.v5i1.1040> 984 learning outcomes [19] and [24]. In the context of learning Indonesian for foreign speakers, vocabulary visualisation helps students build a stronger mental representation of word meanings. Thus, interactive visual media not only serve as an aid but also as an integral part of an effective vocabulary-learning strategy. From the perspective of student characteristics, the success of implementing interactive visual media is also influenced by the language background of Nida Suksasat School students, which differs from Indonesian. First-language interference is often an obstacle to learning foreign-language vocabulary [25]. Interactive visual media has been shown to minimise students' reliance on native-language translations, as vocabulary meanings are presented directly through images and animations [23]. This helps students understand vocabulary conceptually, rather than memorise word forms. In addition, the increase in students' confidence in using Indonesian vocabulary in cycle II

shows that interactive visual media also affects the affective aspect of learning. Thus, this study's findings show that effective vocabulary learning must consider cognitive, affective, and contextual aspects in an integrated manner. In the context of Classroom Action Research, the results of this study show that the reflective cycle applied produces real learning improvements. The Kemmis and McTaggart PTK models allow teachers and researchers to evaluate learning weaknesses on an ongoing basis and design more appropriate actions in each cycle [17]. The increase in learning outcomes from pre-cycle to cycle II is proof that PTK is effectively used to improve Indonesian vocabulary learning for foreign speakers. In addition, this study also shows that media-based learning innovations cannot be separated from the process of continuous reflection and adjustment. Thus, PTK not only functions as a research method but also as a means of professional development for teachers to improve the quality of learning [22] and [26]. Overall, the results of this study confirm that the use of interactive visual media is highly relevant and beneficial for learning Indonesian vocabulary among foreign learners, especially at Nida Suksasat School in Thailand. The findings of this study provide practical implications for BIPA teachers to make better use of interactive visual media as part of innovative and student-centred learning strategies. In addition, this study also make a theoretical contribution to the study of Indonesian Language Education, especially in the context of language learning in a multilingual environment. By linking empirical findings to language learning theories, this study emphasises the importance of integrating media, methods, and reflection to improve the quality of vocabulary learning. Therefore, this discussion serves as a link between the research results and the conclusions formulated in the next section. 4.

CONCLUSION This classroom action research demonstrates that integrating interactive visual media is a pedagogically sound approach for supporting Indonesian vocabulary acquisition among foreign learners. The main finding of this study is that student-centred, visually enriched instruction facilitates more meaningful vocabulary learning by promoting active engagement, contextual understanding, and sustained learner motivation. Rather than

<https://doi.org/10.58421/gehu.v5i1.1040> 985 functioning merely as supplementary teaching aids, interactive visual media play a strategic role in transforming vocabulary learning into a process that is both interactive and cognitively accessible for multilingual learners. From an educational perspective, this study implies that BIPA instruction should move beyond conventional, teacher-dominated practices toward instructional models that integrate technology and multimodal learning principles. The findings suggest that interactive visual media can serve as an effective instructional strategy to address linguistic diversity, reduce first-language interference, and enhance learner participation in foreign language classrooms. For practitioners, these implications highlight the importance of reflective teaching practices and the systematic use of learning media that align with students' cognitive and linguistic characteristics. Nevertheless, this study is subject to several limitations. The research was conducted in a single educational institution with a relatively small number of participants, which may limit the generalizability of the findings to broader BIPA contexts. In addition, the study focused solely on vocabulary mastery, without examining its long-term impact on other language skills, such as speaking, reading, or writing. The intervention's duration was also limited to two action cycles, which may not fully capture the sustainability of long-term learning. Future research is therefore encouraged to explore the application of interactive visual media in diverse BIPA settings, including different educational levels and cultural backgrounds. Subsequent studies may also investigate the long-term retention of vocabulary, the integration of visual media with communicative language teaching approaches, or the impact of interactive media on other language competencies. For the general public and educational stakeholders, this research contributes evidence-based insights into how technology-enhanced learning can support effective foreign language education, particularly in multilingual contexts. Ultimately, this study reinforces the importance of innovation and adaptability in language education to meet the demands of 21st-century learning and global communication. REFERENCES [1] V. Auranissa Hernanda, A. Yasyfa Azzahra, and F.

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