

The Use of Visual English Learning Media to Increase Learning Interest Among Elementary School Children in Handio Village

**Enni Efrida Nasution^{1*}, Maria Ulfah Hasibuan², Lesna Marito Lubis³, Ence Daulay⁴,
Intan Pertama Daulay⁵, Rahmi Yulianti Nasution⁶, Wanda Novria Hasibuan⁷, Siti
Fadilah Siregar⁸, Rizky Sudrajat⁹**

Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Padang Lawas, Indonesia, enniefridaalia@gmail.com

Abstract

The purpose of this community service activity is to utilize competitive visual media, such as displaying images with English vocabulary, to enhance the English vocabulary acquisition of elementary school students. English is one of the subjects taught at the elementary school level and is considered an additional subject. English language proficiency is essential in the modern era and should be introduced from an early age to improve children's vocabulary absorption and comprehension. Vocabulary is one of the most critical components in learning a language. Visual media serve as an engaging and enjoyable tool for elementary students, as it allows them to learn while also playing. The use of instructional media is a supporting aspect that helps students master specific fields of study, particularly English. The results of the community service activity conducted at SDN 1403 Tiga Serangkai, Handio Village, show that songs are highly effective and can be used to introduce English vocabulary to children.

Keywords: Community Service, Visual Media, English Vocabulary

Penggunaan Media Pembelajaran Bahasa Inggris Visual untuk Meningkatkan Minat Belajar Anak-Anak Sekolah Dasar di Desa Handio

Abstrak

Tujuan dari kegiatan pengabdian kepada masyarakat ini adalah untuk memanfaatkan media visual yang kompetitif, seperti menampilkan gambar dengan kosakata dalam bahasa Inggris, guna meningkatkan penguasaan kosakata bahasa Inggris siswa sekolah dasar. Bahasa Inggris merupakan salah satu mata pelajaran yang diajarkan di tingkat sekolah dasar dan dianggap sebagai mata pelajaran tambahan. Kemampuan berbahasa Inggris sangat penting di era modern ini dan perlu dikenalkan sejak dini agar daya serap dan pemahaman kosakata anak dapat meningkat. Kosakata merupakan salah satu komponen terpenting dalam pembelajaran bahasa. Media visual menjadi sarana pembelajaran yang menarik dan menyenangkan bagi siswa sekolah dasar karena memungkinkan mereka belajar sambil bermain. Penggunaan media pembelajaran merupakan aspek pendukung yang membantu siswa menguasai bidang studi tertentu, khususnya bahasa Inggris. Hasil dari kegiatan pengabdian masyarakat yang dilaksanakan di SDN 1403 Tiga Serangkai, Desa Handio, menunjukkan bahwa lagu sangat efektif dan dapat digunakan untuk mengenalkan kosakata bahasa Inggris kepada anak-anak.

Kata kunci: Pengabdian Masyarakat, Media Visual, Kosakata Bahasa Inggris

INTRODUCTION

Language is a system of symbols—such as arbitrary sounds and other signs—used by members of a social group to cooperate and communicate with one another. The primary function of language is to serve as a means of interaction between individuals. Among the many languages in the world, English has been chosen as an international language.

English is widely studied in many countries because it is regarded as a unifying language. Each country has its own language that reflects its unique culture and identity.

Legally, the Content Standard Regulation of the Ministry of Education Number 22 of 2006 stipulates that the purpose of English language instruction in elementary schools is to ensure that students are able to: (1) develop basic oral communication skills through activities involving language accompanying action within the school environment, and (2) understand the nature of English and recognize its importance in enhancing national competitiveness in the global community. Based on these objectives, listening and speaking skills must be emphasized, while vocabulary, grammar, pronunciation, writing, and reading should not be neglected.

Learning English at the elementary level is different from learning it at the secondary or adult levels. Since elementary school students have diverse personalities, learning methods must be adapted to keep them engaged and prevent boredom. Educational media plays a vital role in the teaching and learning process by creating conditions that allow students to acquire knowledge, skills, and attitudes. More specifically, media may include graphic, photographic, or electronic tools used to capture, process, and reproduce both visual and verbal information.

Unfortunately, many teachers do not develop effective teaching methods and tend to teach English solely based on the textbook, sometimes even mispronouncing words due to limited knowledge. Vocabulary is often taught through lectures alone, using only the whiteboard and without the aid of any technical or digital learning platforms. Teachers often fail to incorporate animated video or audio media to motivate children, support the learning process, or enhance vocabulary comprehension.

Media serves as a tool to deliver messages and as a channel for learning information. It is the connecting thread that links the message from one person to another. In the learning process, media can play a crucial role in facilitating the flow of information from teacher to student, with the student as the primary recipient.

Learning media refers to any form used to convey information. In the context of education, media can be defined as anything that can be seen, heard, read, or discussed, and that is effectively used during teaching and learning activities to influence the success of an educational program. The learning environment used may vary widely depending on the type of information being delivered, whether physical or digital. In essence, media serves as a form or channel that transmits messages or information from the source to the recipient in a way that stimulates communication, reflection, enthusiasm, attention, and willingness among students, ultimately helping them gain knowledge, skills, or attitudes in line with the learning objectives. Media also acts as a bridge for teachers to present problems or concepts that cannot be directly observed by students but can be indirectly explained through media.

Animated environments, in particular, involve activities that animate and give motion to inanimate objects. When these objects are energized with movement, emotion, and expression, they appear alive and become powerful tools of communication, especially in

multimedia settings. As technology advances, it has become increasingly accessible for educators and animators to apply animation principles to various educational content.

Visual media integrates visual elements that help stimulate students' interest during the learning process. For example, songs play an important role in helping children develop vocabulary and, in turn, improve their speaking skills. Moreover, using visual media—such as images, videos, or illustrations—can significantly enhance the classroom atmosphere by making it more engaging and enjoyable, something that teachers often overlook. In fact, creating a fun and visually appealing learning environment can greatly motivate students to participate actively in lessons.

Teaching English to children is certainly different from teaching it to adults. Not all language skills are equally effective for young learners, but they can be enhanced by using short English-language videos or songs. Considering the specific characteristics of elementary school students, it is essential to apply appropriate teaching methods that incorporate English songs as a medium to improve their vocabulary acquisition. This aligns with the idea that songs can be a linguistic resource and a highly effective tool in vocabulary instruction. Visual media is regarded as appealing and effective, capable of capturing attention and increasing learning engagement. The use of more attractive and dynamic visual media can stimulate students' interest, make teaching more targeted, enhance student involvement, and ultimately make learning activities more effective.

Therefore, through the project titled “The Use of Visual English Learning Media to Increase Learning Interest Among Elementary School Children in Handio Village”, we aim to create a classroom environment that is both enjoyable and effective in improving students' English vocabulary.

METHOD

This community service program was conducted at SD Negeri 1403 Tiga Serangkai in Handio Village. The focus of the program was on utilizing visual media to enhance English vocabulary mastery among third-grade students. The method applied involved training students using visual English vocabulary images, followed by interactive discussions designed to improve their vocabulary comprehension and usage. Teachers played a central role in this program by guiding students through the English learning process and creating an engaging learning atmosphere. Their involvement helped address the lack of interest many students previously had in learning English. To ensure the program aligned with the goals of the community service initiative, discussions were held with the school principal and academic supervisors. The students showed high levels of enthusiasm throughout the program, which contributed to the successful implementation and continuous improvement of the English learning sessions. This is especially relevant today, as English has become increasingly important in global communication and education. The process began with an initial survey to assess students' vocabulary proficiency and to identify the available visual media tools. Based on this assessment, a visual media-based learning module was developed, along with the preparation of appropriate learning materials. The program was then implemented in the classroom,

incorporating visual media throughout the learning sessions to support vocabulary development. At the end of the program, an evaluation was conducted to measure the students' progress in vocabulary acquisition, followed by the preparation of a final report and recommendations for further development. Through this approach, it is expected that the use of engaging and interactive visual media will significantly enhance the English vocabulary mastery of third-grade students at SD Negeri 1403 Tiga Serangkai, Handio Village.

FINDING AND DISCUSSION

The initial stage of this program involved conducting a needs survey and analysis, which was essential in designing an effective community service initiative. This needs analysis focused on the use of visual media to improve English vocabulary mastery among third-grade students at SD Negeri 1403 Tiga Serangkai, Handio Village. It aimed to assess the students' current vocabulary level and identify their need for visual aids—whether they required more visual materials, showed greater interest in image-based media, or preferred interactive vocabulary learning apps.

In the implementation phase, the use of English visual aids was carefully selected to suit elementary school students' learning needs. Teachers had to consider several aspects in choosing the right visual media. First, the visuals had to be attractive and engaging for children. Second, teachers needed to align the media with the curriculum and identify topics that could be easily discussed in class. For example, a lesson on classroom objects could be delivered using simple sentences such as “This is a book,” or “That is a bag,” accompanied by relevant pictures. Third, the selected media had to be age-appropriate. If teaching young learners, teachers should opt for simple visuals that convey clear messages suitable for the child's level of understanding. Fourth, activities needed to be designed to be both engaging and communicative, allowing students to respond using gestures or simple discussions related to the images presented.

The training session focused on increasing vocabulary mastery through the use of English visual images. The teaching method involved a straightforward process: the teacher introduced vocabulary by showing pre-prepared picture cards to the class. All students paid close attention to the images and the corresponding English words. This approach aimed to simplify vocabulary delivery and encourage students to retain and repeat the words, even outside the classroom setting. After presenting the image cards, the teacher asked the students questions related to classroom objects. The media used was based on the theme “objects in the classroom,” and the students learned a total of 10 new words. They were asked to listen carefully, write the words on provided answer sheets, and pronounce them sequentially, using simple phrases like “This is my bag,” “This is my book,” or “This is my eraser.”

Another important step in this learning process was the integration of songs as a medium for vocabulary introduction. For instance, if the visual media focused on the names of classroom objects, the teacher would also use songs and images to help explain and reinforce the vocabulary.

Based on the results of the activity, nearly all students at SD Negeri 1403 Tiga Serangkai experienced a notable improvement in their English vocabulary mastery, as demonstrated by their ability to recall and use the words that had been taught.

Table 1. Results of Observation and Interviews Regarding the Use of Visual English Learning Media at SD Negeri 1403 Tiga Serangkai, Handio Village

Description	Number	Percentage	Remarks
During the lesson, students were more active, enthusiastic, and showed better understanding using visuals	20 Students	70%	20 students demonstrated increased learning interest
Teachers stated that visual media helped students grasp vocabulary more easily and learn faster	3 Teachers	80%	All teachers supported the use of visual media
Most students preferred learning with pictures rather than just listening to teacher explanations	10 Students (sample)	75%	8 out of 10 students enjoyed learning with visuals

CONCLUSION

Establishing English as a foreign language in our country is certainly not an easy task, but it must be pursued consistently. Various methods and media can be utilized to develop children's English language skills, including visual media such as displaying pictures of objects with English labels. The community service program titled "The Use of Visual English Learning Media to Increase Learning Interest Among Elementary School Children in Handio Village" was successfully implemented in a smooth and transparent manner. The active participation and interaction of the students significantly contributed to the success of the program. Through the implementation of this initiative, it is hoped that fifth-grade students at SD Negeri 1403 Tiga Serangkai, Handio Village, will enhance their English vocabulary comprehension through the use of visual media and songs.

ACKNOWLEDGEMENT

We extend our heartfelt appreciation to all individuals and institutions whose invaluable support and contributions have made this work possible.

REFERENCES

- Setiyawan, H. (2021). Pemanfaatan Media Audio Visual dan Media Gambar Pada Siswa Kelas V. *Jurnal Prakarsa Paedagogia*, 3(2). <https://doi.org/10.24176/jpp.v3i2.5874>
- Indrayanti, I., & Romadhon, S. A. (2024). Penguatan Pemanfaatan Media Audio Visual Aids Dalam Pemerolehan Kosa Kata Bahasa Inggris Bagi Siswa Siswi Pendidikan Vokasi. *JMM (Jurnal Masyarakat Mandiri)*, 8(1), 1079. <https://doi.org/10.31764/jmm.v8i1.20460>
- Maru'ao, N. (2020). Penerapan Pembelajaran Inovatif Dalam Meningkatkan Pembelajaran Bahasa Inggris. -, 14(2), 221–230.

Pohan, S., Irmayana, A., Husainah, N., & Saputra, F. B. (2022). Memperkenalkan Vocabulary Melalui Lagu Pada Anak Sd. *Jurnal Adam : Jurnal Pengabdian Masyarakat*, 1(2), 304–308. <https://jurnal.spada.ipts.ac.id/index.php/adam>

Uzer, Y. (2020). Strategi Pembelajaran Bahasa Inggris Di Tingkat Dasar. *PERNIK : Jurnal Pendidikan Anak Usia Dini*, 3(1), 97–106. <https://doi.org/10.31851/pernik.v3i2.4953>