THE EFFECT OF THE VISUALIZATION METHOD IN INCREASING THE STUDENTS' VOCABULARY IN GRADE 2ND AT SMP NEGERI 1 GILIRENG

(A Quantitative Pre- Experimental Research)

A THESIS

Submitted to the faculty of Teacher Training and Education Universitas Muhammadiyah Makassar in Part Fullfiment of the requirements for the Degree of Education in English Education Department

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2023

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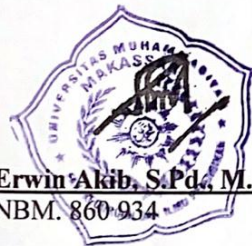
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Sabtu / 15 Juli 2023	III	- Merubah kedalam bentuk past tense. - Bahasa	(sign)
Selasa / 18 Juli 2023	III IV V	→ Discussion di revisi → tambahkan beberapa referensi terkait	(sign)
Jumat		→ lengkapi abstract. → Acknowledgment	(sign)

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20 Juli 2023	3	Revise throys the data collechon	
23 Juli 2023	4	Revise the findings	
25 Juli 2023	4	Revise the discussin	
27. Juli 2023	1-5		

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MOTTO AND DEDICATION

Motto

''There will not a word for success without Big effort and sacrifice''
(Tidak akanada kata sukses tanpa usaha dan pengorbanan yang besar)

Dedication

I dedicate this thesis to my beloved parents, my families, and my friends for your
sincerity and lots of prayers in supporting the writer in making his
dream come true.

ABSTRACT

Siti Anita, 2023. The Effect of the Visualization Method in Increasing The Students' Vocabulary In Grade 2ⁿᵈ at SMP Negeri 1 Gilireng. Under the thesis of the Department of English Education, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Ummi Khaerati Syam and Maharida.

This study aims to know wether there is or no effect of the visualisation method in increasing students' voacabulary at UPT SMP Negeri 1 Gilireng with the visualization method with pictures as teaching materials. The researcher used a pre-experimental study where the data were obtained from students' vocabulary tests. The population in this study were students of class VIII.A UPT SMP Negeri 1 Gilireng in the 2023/2024 academic year.

The result of the study indicated that the use of visualization methods with pictures is very significance on student learning outcomes for increasing vocabulary. This can be seen from the differences in student achievement in the pre-test and post-test. The student's score on the pre-test was 34.25 and the post-test was 86.25. This shows that the average value of the Pte-test and post-test increased by 52 points. Data from the instrument also shows that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. The findings from the Scientific Approach are good one.

Keywords: Vocabulary, Visualization method, Pictures

ABSTRAK

Siti Anita, 2023. Pengaruh Metode Visualisasi Dalam Meningkatkan Kosa Kata Siswa Kelas II SMP Negeri 1 Gilireng. Di bawah tesis Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Ummi Khaerati Syam dan Maharida.

Penelitian ini bertujuan untuk mengetahui ada tidaknya pengaruh metode visualisasi dalam meningkatkan kosa kata siswa di UPT SMP Negeri 1 Gilireng dengan metode metode visualisasi dengan gambar sebagai bahan ajar. Peneliti menggunakan studi pra-eksperimental dimana data diperoleh dari tes kosakata siswa. Populasi dalam penelitian ini adalah siswa kelas VIII.A UPT SMP Negeri 1 Gilireng tahun pelajaran 2023/2024.

Hasil penelitian menunjukkan bahwa penggunaan metode visualisasi dengan gambar berpengaruh sangat signifikan terhadap hasil belajar siswa untuk peningkatan kosa kata. Hal ini dapat dilihat dari perbedaan prestasi belajar siswa pada pre-test dan post-test. Nilai siswa pada pre-test adalah 34,25 dan post-test adalah 86,25. Hal ini menunjukkan bahwa nilai rata-rata pte-test dan post-test meningkat sebesar 52 poin. Data dari instrumen juga menunjukkan bahwa hipotesis alternatif (Ha) diterima dan hipotesis nol (Ho) ditolak. Temuan dari pendekatan ilmiah ini bagus.

Kata kunci: Kosakata, Metode visualisasi, Picture

ACKNOWLEDGEMENTS

Alhamdulillahi Robbil Alamain. All praise to Allah SWT. which is very sincerely expressed by the researcher for all the abundance of grace, blessing, kindness, and guidance, so that the researcher can compose and complete thesis assignments properly in a timely manner as one of the requirements to complete his studies at Universitas Muhammadiyah Makassar. Sholawat also deliver to Prophet Muhammad SAW. who has brought us from the darkness era to brightness era.

In the process of compiling this thesis, the researcher realized that there was a lot of assistance, support, advice, and direction given by many parties. Therefore, with all humility, the researcher would like to express her highest appreciation to:

1. Prof. Dr. H. Ambo Asse, M.Ag. as the Rector of the Universitas Muhammadiyah Makassar.

2. Erwin Akib, S.Pd., M.Pd., Ph.D. as Dean of the Faculty of Teacher Training and Education.

3. Dr. Ummi Khaerati Syam, S.Pd., M.Pd. as the Head of English Education Department.

4. Dr.Ummi Khaerati Syam, S.Pd., M.Pd. as the first consultant and Maharida, S.Pd. M.Pd as the second consultant, thank you for guiding the researcher with patience, wisdom, providing direction, and always encourage researcher to do her best in completing her study.

5. Thank you to the English Education Department lecturers for all the

knowledge given.

6. All of the staff that involved in helping and providing guidance to researcher.

7. The most valuable in my life, my beloved parents,(Mama & Etta) thank you for all the love, trust, prayers, and support that given every day.

8. To my big family, thank you for always waiting and supporting me in completing this study.

9. Thanks to my best friends, Puput, riska, lela, nunu, nina, rahmah, nabila, andel, remy, aulia, arni, and flare class 019 you are the best, thank you for all your kindness, advice, help, strength, and always supporting each other in goodness.

10. The last but not least, thanks to myself, for me, thank you for struggling, thank you for persisting, being patient, and always doing your best until now.

The words may not be enough to express for their contribution. May Allah bless them all. However, the researcher realized that this paper is not perfect. All the suggestions and constructive criticism from others to make this paper better.

Makassar,   Agustus 2023
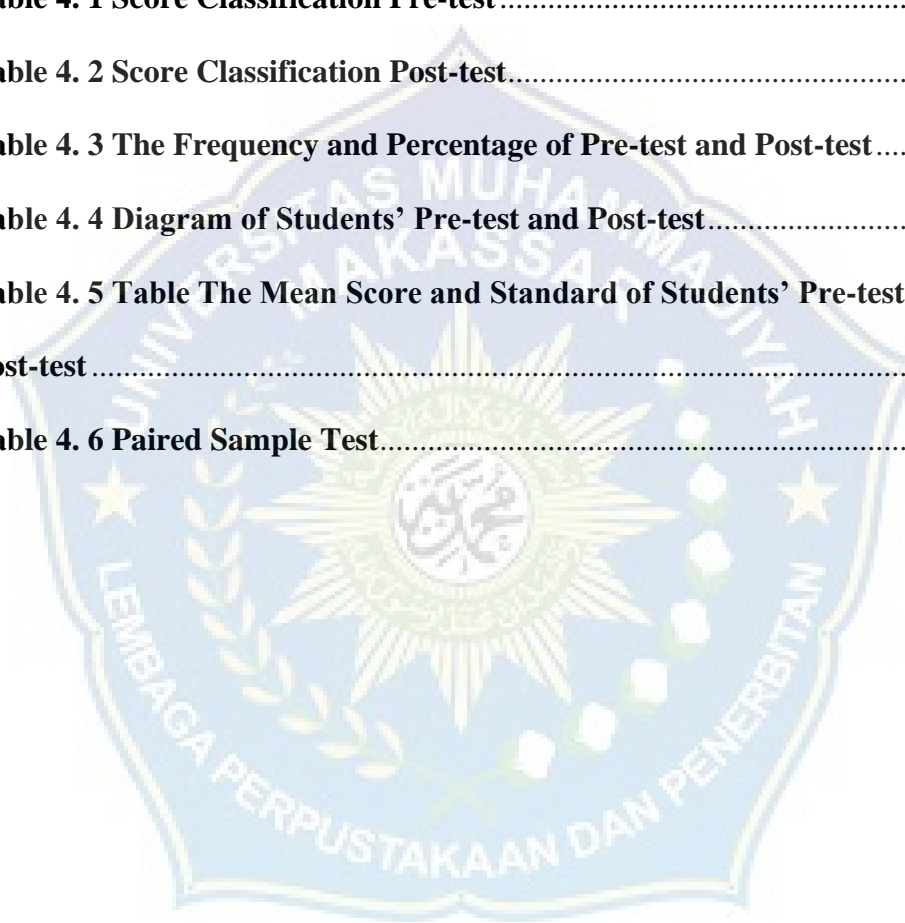The Researcher

Siti Anita

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CHAPTER I

INTRODUCTION

A. Background

Vocabulary is the basic language aspect that must be mastered before mastering English skills. Without having much vocabulary English language learners cannot express themselves well both in oral and written form. They will not get what speakers are saying when their vocabulary is not rich. Similarly, they cannot understand what they are reading if they do not have a lot of vocabulary. Erniwati, 2021: 382 "Vocabulary is crucial; it is the main tool for language learners to use the language effectively." In other words, vocabulary is needed in language skills development.

English has components such as pronunciation, vocabulary, and grammar as a language. Vocabulary must be mastered by students as a basic component. Learning vocabulary is fundamental to learning a foreign language to read, speak, listen, and write efficiently. A lack of vocabulary can make people unable to communicate effectively. Vice versa, the more vocabulary student has, the more they can talk, read, write, and listen according to their heart.

But in fact, many students still face many differences to understand English textbooks and to answer reading questions because of the lack of vocabulary. They don't know the meaning of the words in the English text because their level of knowledge of vocabulary is low. Based on the observations of researchers and researchers found there were problems with

the abilities of students at SMP 1 Gilireng, especially the students' vocabulary. For eighth graders through junior high school, vocabulary is something that must be known. To use for increasing vocabulary is to use the visualization method.

Antic (2016: 5) teachers have a broad range of educational functions, and teacher development is ongoing that begins with developing potential into performance. English is a second language, making it difficult to teach. Students memorizing and understanding of vocabulary are influenced by the mother tongue they use. Teachers must be able to choose teaching and learning methods to teach English efficiently, especially for teaching vocabulary. One of the methods that teachers can use is the visualization method to make the learning process not to be boring. English teachers always need additional teaching methods to help student imagine their ideas. Additional teaching methods can give students ideas and stimulate their brains so they can remember easily.

Thornbury (Kolodii, 2017:4) says that visualization is the best way to teach new words for all subjects. This means that the teacher in the teaching and learning process can use visualization things as media: videos, songs, stick pictures, flashcards, etc. So, students can receive learning methods very well. In this study, researchers chose pictures as teaching media that can generate and motivate students to learn English easily including vocabulary.

To strengthen the benefits of the proposed method, the visualization method is a visual media such as pictures to increase vocabulary and as an

effective learning media. The advantage of using the visualization method is that it plays an important role in supporting the implementation of the learning process, students can understand the object presented, remember it, and increase active participation in students.

In this case, the use of the visualization method through pictures for students is how researchers make students more enthusiastic and use this method more for learning. This research was conducted to identify and solve the problem of students' lack of learning ability in vocabulary. This will be implemented at the first school level. This enhances student learning progress It is stated in Curriculum 2013 that grade eight students are expected to be able to use nouns and adjectives. Based on the description above the researcher conducted the research entitled: **"The Effect of the Visualization Method in Increasing the Students' Vocabulary in Grade 2nd at SMP Negeri 1 Gilireng."**

B. Problem Statement

The formulation of the problem is formulated as follows:

"Is there any effect of using the visualization method through reading on increasing the students vocabulary?"

C. Objective Of The Research

The objectives of this study is to determine the effect of the visualization method through pictures in increasing students' noun and adjective vocabulary.

D. Research Significance

1. For educators, this research will be able to provide references or knowledge about learning the visualization method in teaching materials for increasing vocabulary and students' creativity in learning using pictures media so that students understand more deeply increase English vocabulary, as well as develop teaching materials and syllabus according to the needs of students to assist teachers in the learning process in class.

2. For researchers, researchers hope to provide an overview for the next researchers regarding the use of visualization teaching methods by using pictures and much other creativity for students who are more willing and happy to learn English.

E. Scope Of Research

This study focuses on the influence of the visualization method through pictures in increasing students' vocabulary. This can be seen from the results that increase student scores in the post-test. This implies that the visualization method through pictures of this method can increase the vocabulary of nouns and adjectives for the students.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Related Research

Several researchers have conducted research that focuses on methods using visualization media in their research. The previous related research is as follows:

1. Santi (2022) in her thesis "Using Visualization Strategy to Improve Student Reading Skill and Comprehending Detailed Information" states that difficulty in understanding what students read, especially in finding detailed information, remains a major problem in reading classes. One solution to solve this problem is to practice visualization strategies in your reading class. Visualization strategy is considered one of the effective and easy-to-use strategies in the teaching and learning process. This strategy is used to create images from text in your head. The images in students' minds are strongly influenced by background knowledge. Strategies also help readers find detailed information. This study aimed to determine the application of visualization strategies to improve reading comprehension. This study applied a library research approach. We analyzed the data using content analysis. This study found that visualization strategies can improve students' reading comprehension, especially their ability to understand detailed information.

2. Nahari & Alfadda (2016) "The Effect of Using Visualisation Strategies to Improve Students' Spelling Skills" states that spelling is an essential reading skill and an important language component that can have a significant impact on the future education and professional status of L2 students. However, many students struggle to master this skill and most L2 teachers stick to traditional approaches to teaching spelling. Therefore, this study aimed to examine both the effect of using visualization strategies on improving her L2 student's spelling skills and the students' attitudes toward using these strategies. I chose an experimental approach: the experimental group was trained to study the spelling of new words using visualization strategies, while the control group received no special instructions and followed the methods they normally use. The sample for this study consisted of 42 sixth-grade girls from the private Al Mannachey primary school in Riyadh. They were divided into two groups: 21 in the experimental group and 21 in the control group. Three tools were used to collect the data and achieve the study objectives: Pre-tests and post-tests to measure differences in outcomes between experimental and control groups. Students completed five weekly tests to measure the effectiveness of the visualization strategy in improving spelling skills and completed a social validity questionnaire to assess attitudes towards the strategy. The results should promote the use of visualization strategies in education and encourage curriculum

designers, policymakers, and language teachers to use them when teaching spelling.

3. Aulia (2017) in her thesis entitled "The Effect of Using Visualization Strategy On The Students' Achievement In Reading Comprehension" states that this study describes the impact of using visualization strategies on students' reading performance. The purpose of this study was to examine the effect of using visualization strategies on students' reading comprehension. This study applied experimental research methods. The population of this study was his second class of MTs Babul Ulum Medan in the 2017/2018 academic year. The total population and sample were 71 students from two classes. They are VIII-1 and VIII-2. The study class was added into two classes, an experimental class (36 students) and a control class (35 students). The data collection tool was a written exam given to the students. The findings indicated that the study's hypothesis was accepted. This means that the use of visualization strategies was highly effective in students' reading performance.

This investigation and the findings of previous research have similarities and differences, the similarities are using the visualization method as a variable and using quantitative and experimental designs in the same way, the difference is doing previous research used visualization methods to improve Reading and Understanding Students' Detailed Information Skills improve L2 students' spelling

skills and students' attitudes towards using different research strategies and locations. Besides, researchers focus on increasing vocabulary and the object of research is junior high school. and This study examines the effect of the visualization method on increasing vocabulary. Using the visualization method can increase interaction and make the teaching and learning process come alive. Students will find that the vocabulary learning process is fun and will be happy, interested, and active through the learning process.

Increasing students' vocabulary should be taught vocabulary because most students sometimes find it difficult to remember vocabulary. Therefore, guidance and repetition are needed so that students get used to and easily remember the vocabulary of nouns and adjectives that have been taught.

B. Some Pertinent Ideas

1. Vocabulary

a) Definition of vocabulary

Many students still face many difficulties in understanding English text and answering reading questions due to a lack of vocabulary. They don't know the meaning of the words in the English text because their vocabulary knowledge is low.

Ur (Ningrum 2015:2) proposed that vocabulary is one of the important ideas used when learning English because without it nothing be said at work. So, vocabulary is very important to have in the current

generation because it is a language skill. Montgomery, 2007:1 that vocabulary is divided into four parts. There were speaking, writing, reading, and listening. This proved that vocabulary has related to improving four skills in English as a foreign language.

So, the researcher concluded that vocabulary is an important point in learning a language and mastering language skills, especially in English.

b) Kinds of vocabulary

Words and phrases are small elements but can make up a language as a function to express an idea. It is important to know the types of vocabulary. Hayrcraft (Alqahtani, 2015:5) divided vocabulary into two types:

1. Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in the reading text but do not it in speaking and writing (Alqahtani, 2015:5)

2. Passive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process,

because the learners can produce the words to express their thoughts to others (Alqahtani 2015:5)

c) **Aspect of Vocabulary**

Montgomery, 2007:1 that vocabulary is divided into four parts. There were speaking, writing, reading, and listening. This proved that vocabulary has related to improving four skills in English as a foreign language.

1) Listening to Vocabulary

This type of vocabulary refers to words that people can hear and understand. Beginning with content, it can perceive sound at 16 weeks of age. In addition, babies continue to hear different words when they are awake, so someone grows up with different words. Most people can identify and understand about 50,000 words. Children who are deaf are exposed to visual listening as they are exposed to sign language. But in this case, the number of words developed is far less than a normal child's secondary listening vocabulary (Montgomery, 2007:1).

2) Speaking Vocabulary

Talking about speaking vocabulary refers to speaking to someone. Most adults use about 5000 to 10000 words to communicate. The number of words used in this case is much less than the listening vocabulary due to convenience of use. It means that a person's spoken vocabulary is all

words that use in communication (Montgomery, 2007:1).

3) Reading Vocabulary

This vocabulary refers to the words that people recognize when reading a text. This is because reading is an activity of reader perception, analysis, and interpretation to obtain the message conveyed by the author in the media. People can read and understand many words. But people do not use them when speaking vocabulary. This is the second-largest vocabulary. Vocabulary increases naturally by reading (Montgomery, 2007:1).

4) Writing Vocabulary

This type of vocabulary represents those words that we regain while writing to express ideas. It is easy to explain what you want to show people by expressing it, but it's not easy to think about using the same words to convey the same concept or idea in writing because the vocabulary you write is influenced by your vocabulary. This means that vocabulary is important when writing (Montgomery, 2007:1).

So, based on the explanation above, the most important thing that researchers need to know is about the Vocabulary Aspect. Aspects of vocabulary can help researchers to stimulate students' vocabulary and also easily carry out this aspect. the researcher only focused on aspects

of reading vocabulary to increase vocabulary.

Ur (Siddiqua, 2010:74) states that some items need to be taught in teaching vocabulary as follows:

1) Pronunciation and Spelling Learners need to know how words sound, how they are pronounced, what they look like, or how they are spelled. These are obvious features, and learners will notice one or the other when they first encounter an object. In teaching, teachers must ensure that both of these aspects are correctly presented and learned. (Siddiqua, 2010:75)

2) Must teach the grammar of the new subject if it is not covered by the general grammar rules; Elements may exhibit unpredictable form changes in certain grammatical contexts and may have some idiosyncrasies with other words in the sentence. Teachers need to provide learners with this information at the same time they teach basic forms. For example, when teaching new verbs, the teacher should also indicate when the past tense is irregular (think, thought). Similarly, when teaching nouns, teachers should either present irregular plurals (mouse, mice) or draw the learner's attention to the fact that nouns have no plurals at all (advice, information). When presenting a verb such as want or enjoy, the teacher should also present the type of verb that follows it (want to, enjoy)(Siddiqua, 2010:75).

3) Collocation The typical collocation of certain elements is another

factor that makes certain combinations "right" or "wrong" in certain contexts (Siddiqua, 2010:76).

4) Aspect meaningful relationships How the meaning of an object relates to the meaning of other objects is also useful for education(Siddiqua, 2010:76).

So this research focuses on the use of the visualization method with pictures for students to increase and make students' enthusiasm about learning namely grammar especially nouns and adjectives.

d) The importance of vocabulary

Siddiqua (2010:2) vocabulary is one of the components that must be learned in English. it is very important to learn and remember because without vocabulary people cannot say or write anything. Therefore, the teacher must prepare the right strategy for learning.

Termez & Ruzimuratova (Wida Sari 2019:10) English Vocabulary is very important to learn because vocabulary is the basis for mastering English. Vocabulary is the basis of the four skills that must be mastered and developed in mastering. Learning vocabulary is the first thing we have to do. Having a good vocabulary, we can convey thoughts, feelings, and the meaning of these words, and make it easier for us to communicate. Learning vocabulary is crucial because it is the main capital in sentence structure and other language skills.

Mastering vocabulary makes it easier for someone to read, write, listen, and speak. By increasing the vocabulary every day to start the reading process, we can gradually master a language. Mastering more vocabulary can also increase your confidence in mastering a foreign language. We will feel more than most people. Our courage in practicing the language directly makes us even more enthusiastic to improve and master the language. Mastering vocabulary is also very important because it relates to activities that need to know the vocabulary, such as reading English comics, and watching movies in English and stories in English so that we know.

2. Visualization method

a. The concept of the visualization method

Thornbury (Kolodii, 2017:362) proved that visualization is the best way to teach new words for all subjects. The visualization refers to our ability to create visual representations within our minds while reading. Some people think of it as making videos or movies in our heads. Visualization helps the reader engage with the text in a way that makes it memorable and interesting.

The visualization method in the learning process is a tool used by the eye to transfer ideas or concept messages to be taught to students. In teaching Vocabulary the students are easy to understand, fun, attract students' attention and are a good way to introduce

vocabulary. The teachers in the teaching and learning process can use visual objects such as media pictures or photos, sketches, cartoons, posters, and media slides (arsyad, 2002: 30). So that students can receive learning material well

The use of the visualization method in teaching vocabulary is a means of interaction between teachers and students. Gambrell (Shahrokhi, 2016:33) proved that the visualization method is another thing that is very important comprehension tool that students need to learn and use independently to increase their vocabulary knowledge. When students form pictures in their minds of what they read, they are better able to remember and understand words and texts.

b. **Types of visualization**

Arsyad, 2002: 30 classified the visualization method into five parts. There were pictures or photos, sketches, cartoons, posters, and media slides.

1. Picture or photos is the most common method. It is similar to the real object. It is the most common language that is easy to understand, my point was from this method students could easy to interpret abstract concepts into more realistic or concrete ones.

2. the sketch is a picture that seems a rough draft. It is presented without detail. The usage of sketches in the learning process attracts the attention of students.

3. Cartoon is a depiction that forms a caricature or painting of a

person, idea, and situation. It is designed to influence the opinion of students Useful cartoons to teach could clarify the content of the material.

4. Posters made of paper, cloth, and wood sticks. A poster is not only important to convey a particular message or impression but also able to influence and motivate the behavior of people who saw it.

5. The media slide is a visualization method that was projected through a device called the Slide Projector. A slide program usually consists of several frames that depend on the material.

So this reseasrch focused on using the visualization method with because of in this method, students can easily interpret abstract concepts to be more realistic or concrete.

c. **Steps in Applying Visualization Method**

The application of the visualization method as a teaching method for teaching vocabulary:

1) The researcher displays and provides explanations and directions regarding the material about incomplete narrative paragraphs using the visualization method with pictures provided by the researcher.

2) The researcher asks the students to complete the paragraphs of the narrative text. Using the visualization method with pictures provided by the researcher.

3) The researcher puts the picture on the Whiteboard. After that, the

researcher mentions some characteristics one by one of the pictures. Next, the students answer what it is meant by the picture of the researcher means.

4) The researcher shows the pictures one by one along with the words covered. After that, the researcher asks the students to point at the pictures, and the students complete the narrative text paragraph sentences based on the pictures. Finally, the researcher shows the words from the pictures.

d. Advantages and disadvantages of visualization method

The advantage of using a visualization method is that students can enjoy and make it easier for them to understand the object to be conveyed, to memorize, and to be interested in learning vocabulary (Aulia, 2017:27).

The disadvantage of using the visualization method is that not all students have a lot of vocabulary so the teacher cannot give long descriptive texts to students, and the teacher can only give easy texts to make students understand (Aulia, 2017:27).

C. Conceptual Frameworks

```
┌─────────────────────────────────────────┐
│   Increasing the vocabulary of nouns and │
│               Adjectives                 │
└─────────────────────────────────────────┘
                    ⬇
┌─────────────────────────────────────────┐
│ Vocabulary teaching using the visualization method │
│              with pictures               │
└─────────────────────────────────────────┘
                    ⬇
┌─────────────────────────────────────────┐
│ Determine The Effect of The Visualization Method through │
│  Pictures on Increasing students' Noun and Adjective │
│               vocabulary.                │
└─────────────────────────────────────────┘
```
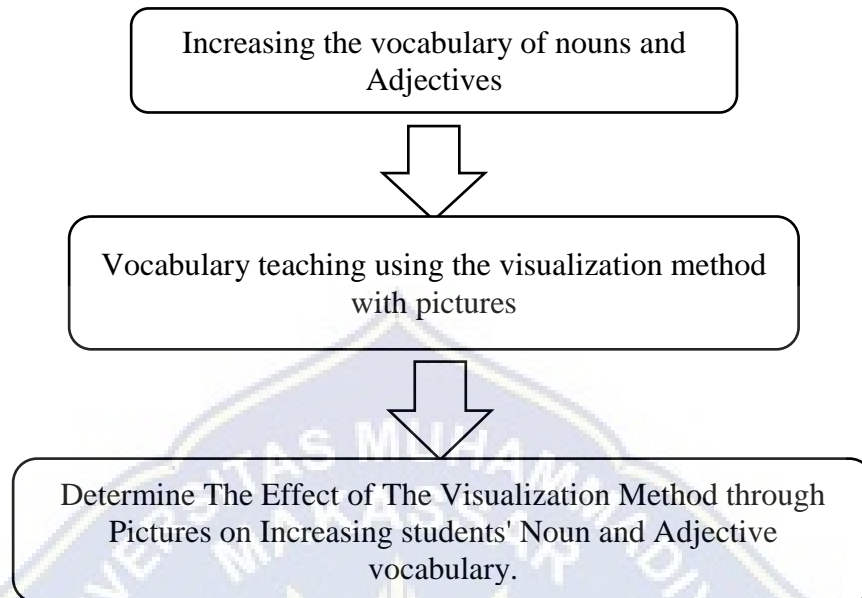
Figure 2. 1 Conceptual Framework

As in the conceptual framework, Vocabulary had to been mastered by students as a basic component. Learning vocabulary was fundamental to learning a foreign language to read, speak, listen, and write efficiently. A lack of vocabulary could make people unable to communicate effectively. Vice versa, the more vocabulary student has, the more they could speak, read, write, and listen according to their heart. So, teachers should have concepts and methods for students to enjoy and pay more attention to learning.

Here the researcher has used the visualization method with pictures so that students can add to the vocabulary of nouns and adjectives. This method was expected to minimize the difficulties faced by students when given vocabulary. The visualization method was one of several methods chosen to be used. In the visualization method, students helped themselves to memorize well and understand better.

D. Hypothesis

Based on the previous discussion regarding the background of this research, then the hypothesis is formulated as follows:

H_1: There is a significance effect of visualization method on Student learning outcomes of increasing vocabulary In grade 2nd SMP Negeri 1 Gilireng.

Ho: There is no significance effect of the visualization method on student learning outcomes of increasing vocabulary In grade 2nd SMP Negeri 1 Gilireng.
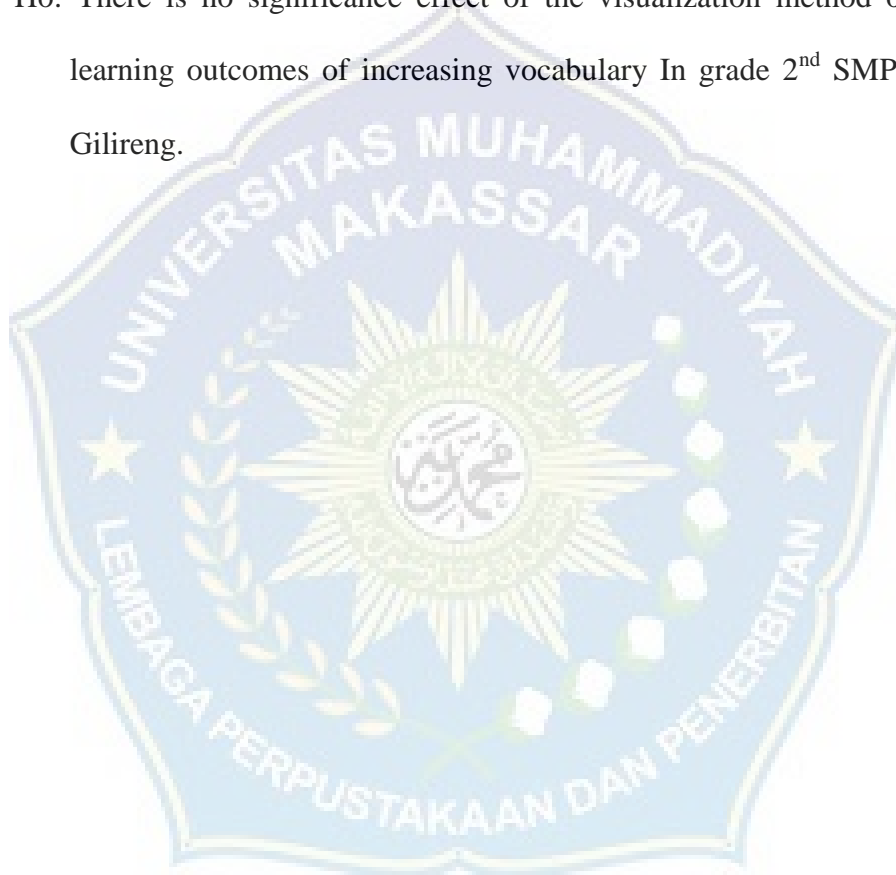
CHAPTER III

RESEARCH METHOD

A. Research Design

The research design was used a pre-experiment design in the form of one group pretest-posttest. One group pretest-posttest is a research design that only involved one class without class comparisons. This design conducted an initial test (pretest) on students' abilities before being given treatment, then given treatment with time then did the test again (posttest) after being given treatment. The design of this research was described below :

$$O_1 \quad \times \quad O_2$$

Sourced by Sugiono (2013)

Note :

O_1 = Pre-test is the student's effect before using the visualization

method to increase vocabulary

X = Treatment is using the visualization method

O_2 = Post-test is the student's Effect after using The visualization

method on increasing vocabulary

In this study, three procedures would be used to collect data, namely as follows:

1. Pre-test

Pretest was a test given in one meeting (45 minutes) before the treatment process begins. This test aimed to determine vocabulary skills before being given treatment. Pre-tests were given to students and their

work was assessed. Based on the pre-test results were considered as initial data.

2. Treatment

Treatment was given to students who was taught using the visualization methods such as pictures with in four meetings. Further treatment, the researcher showed the slides of material about imperfect narrative paragraphs. Next, the students asked to read the narrative paragraphs that displayed by the researcher. Then, the researcher asked students to complete the paragraphs from the narrative text using the visualization method with the pictures provided by the researcher. After that, the researcher mentioned some characteristics of the pictures one by one. Then, the students answered what was meant by the pictures which the researcher means. After that, the researcher asked the students the points of the pictures, and the students completed the narrative text paragraph sentences based on the picture. Finally, the researcher showed the vocabularies from the pictures.

3. Post test

The test was given in one meeting (45 minutes) to students after being given treatment to determine the effect of the visualization method for increasing students' vocabulary and the students was be given multiple choice and fill the blank questions about nouns and adjectives.

B. Location Of Research

This research was conducted at SMPN 1 Gilireng which was located at Jl. Poros Paselloreng Kec. Gilireng in Class VIII of the 2022/2023 academic

year. The reason for choosing this school was because the researcher found that many students still face many difficulties in understanding English texts and answering reading questions due to lack of vocabulary. They did not know the meaning of the words in the English text because their vocabulary knowledge was low.

C. Population and sample

1. Population

    The population of this research was class VIII students of SMPN 1 Gilireng. which had 3 classes. The researcher took 1 class, namely VIII. A as the sample.

2. Samples

    The sample used a non-probability sampling technique, namely purposive sampling. Purposive sampling is a sampling technique with certain considerations. The sample for this study was class VIII-A that consisting of 20 students at SMPN 1 GIlireng.

D. Research Variables and Indicators

1. **Research Variable**

    a.) Independent variable

    The independent variable in this study is the use of the visualization method

    b.) Dependent variable

    The dependent variable in this study is the increase on students' vocabulary.

2. **Indicators**

The indicator of this study is the increase in students' vocabulary after being taught using visualization methods through pictures.

E. **The Instrument of Research**

The research instrument was a written test, multiple choice questions 10 items (5 noun items and 5 adjective items) and fill in the blanks 10 items (5 noun items and 5 adjective items). The test results used to measure students' vocabulary scores. So that there were those who measure the effect of the visualization method as a learning medium to increase the vocabulary of Grade VIII students of SMP 1 Gilireng. Researcher was assisted by them to find research objectives, Data were very important in research. Data was needed to support and prove the research itself.

F. **Data analysis**

The use of data was a quantitative analysis using test results data. For analyzing data, researchers was used Classifying the students' score.

Table 3. 1 The students' scores were classified into seven categories based on the following classification of score

Category	Interval
Excellent	90-100
Very Good	80-90
Good	70-80
Fairly good	60-70
Fairly	50-60
Poor	40-50
Very poor	0-40

Source by sari (2022)

The researcher outlines the stepped involved in data analysis in the following lines. The SPPS analysis approach (social science statistics

program) was used to examine the data in this study.

a. Scores for the vocabulary improvement test range from 0-100 if correct

Number of answers

b. Sort the results of the students' pre-test and post-test.

c. Using SPSS, mean scores, frequencies, and percentages were calculated

for students' pre- and post-test results

d. Using SPSS, calculate the standard deviation and t-test student scores.

e. Using SPSS, the test scores was calculated to find out the significance

of the difference in the pre-test and post-test mean scores.
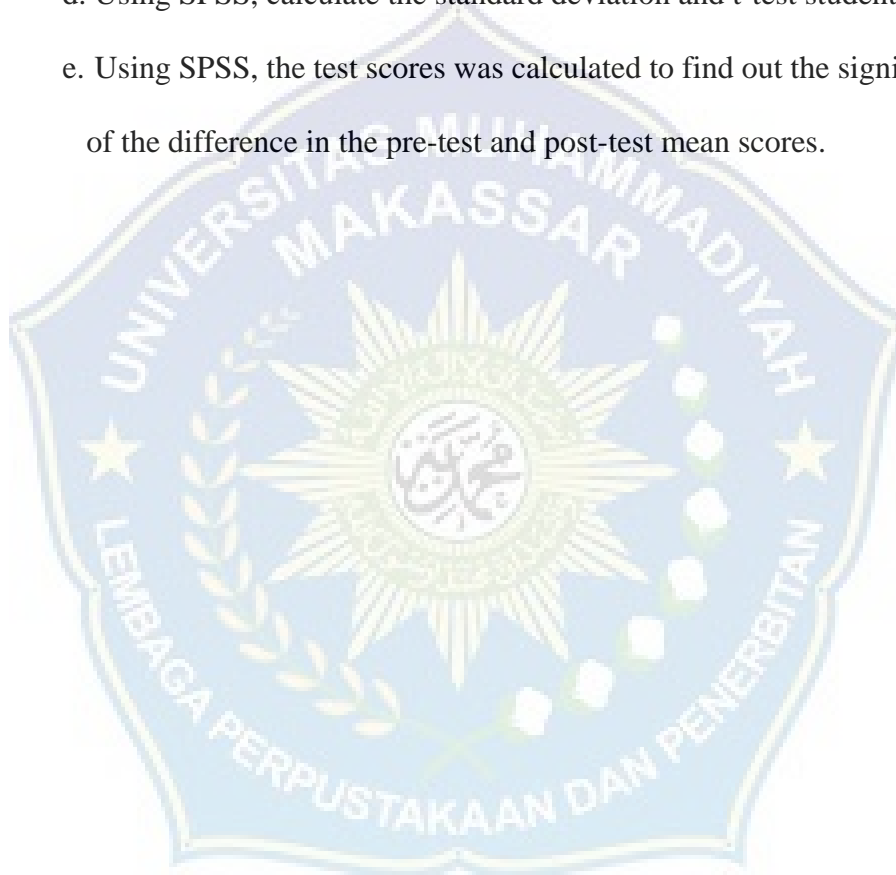
CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This study relates to the classification of students' pre-test and post-test scores of the frequency of students' vocabulary improvement using the visualization method and also using media pictures and the percentage of pre-test and post-test students, average score, standard deviation, inferential analysis between pre-test and post-test. Post-test and Hypothesis test. The findings are explained as follows :

1. Students' Vocabulary Score Classification in Pre-test and Post-test

Classification of students' vocabulary scores on the Pre-test and Post-test based on data analysis, found visualization method with media pitcures as teaching media that influence improvement mastery of student vocabulary. This is shown by the results of the pre-test and post-test scores of students which classified to vocabulary nouns and adjectives:

a. Score Classification for Vocabulary Improvement

Table 4. 1 Score Classification Pre-test

No	Classification	Range	Score Classification	
			Pre-test	
			Noun	**Adjective**
1	**Excellent**	**96-100**	0	0
2	**Very Good**	**86-95**	0	0
3	**Good**	**76-85**	0	0
4	**Fairly good**	**66-75**	0	0
5	**Fairly**	**56-65**	0	0
6	**Poor**	**36-55**	13	8
7	**Very poor**	**0-35**	7	12
Total			**40**	

Table 4.1 From the pre-test table above we can seen that not all students scored "fairly, good fairly, good, very good, and excellent" but all students scored "very poor and poor " while those who got very poor scores were from adjectives 12 and nouns 7 and students who scored poor in the form of adjectives 8 and nouns 13 out of 20 students respectively in the pre-test, the table shows students do not know the meaning of the words in the English text because of their level of vocabulary knowledge low.

Table 4. 2 Score Classification Post-test

No	Classification	Range	Score Classification	
			Post-test	
			Noun	Adjective
1	Excellent	96-100	12	6
2	Very Good	86-95	1	4
3	Good	76-85	2	4
4	Fairly good	66-75	3	5
5	Fairly	56-65	2	1
6	Poor	36-55	1	0
7	Very poor	0-35	0	0
Total			40	

Table 4.2 shows that, there is an increase in vocabulary after the treatment, it can be seen in the post-test table and the highest student scores in the post-test increased vocabulary, the scores are "Excellent" namely 12 and 6. It was explained that most of the students were correct in the post -test after doing the treatment, so it can be concluded that the students' increase vocabulary was greatly increased.

Therefore, it was concluded that students in the pre-test lacked known vocabulary so they got very poor and poor grades and after the

treatment students were better able to understand vocabulary by using the

visualization method with pictures as learning media and at the same time.

Post-test students increased and got very good grades.

2. **The Rate Frequency and percentage of Students' Pre-test and Post-test**

      Pre-test and post-test frequency and percentage levels based on data analysis, visualization method with pictures was found as a teaching medium has an effect in increasing students' vocabulary. This is shown by the results of students' pre-test and post-test scores which are classified into several criteria. It can show in the table below:

Table 4. 3 The Frequency and Percentage of Pre-test and Post-test

No	Classification	Range	Score Classification			
			Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	96-100	0	0%	18	45%
2	Very Good	86-95	0	0%	5	12.5%
3	Good	76-85	0	0%	6	15%
4	Fairly good	66-75	0	0%	7	17.5%
5	Fairly	56-65	0	0%	3	7.5%
6	Poor	36-55	21	52.5%	1	2.5%
7	Very poor	0-35	19	47.5%	0	0%
	Total		40	100%	40	100%

      The table 4.3 shows that the frequency and percentage of pre-test and post-test which are a combination of noun and adjective vocabulary with 20 questions each and 20 students.

Table 4. 4 Diagram of Students' Pre-test and Post-test
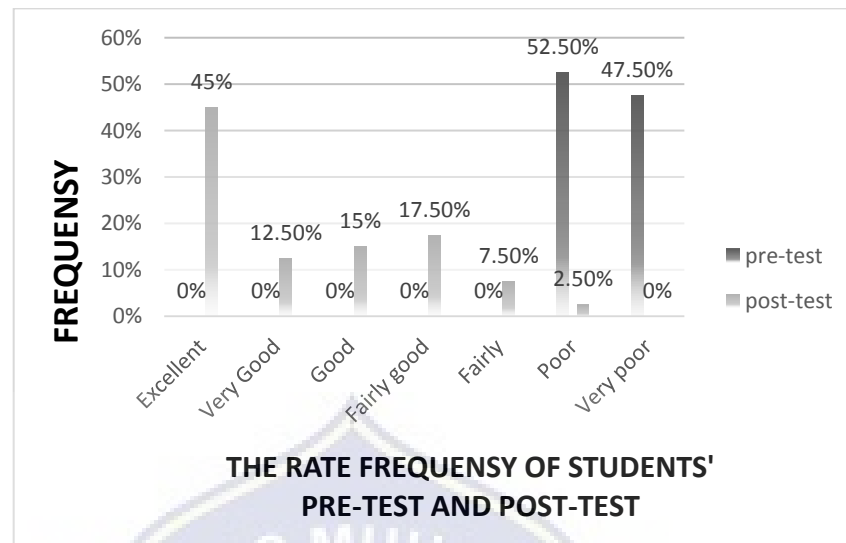
Diagram 4.4 shows that using the visualization method with pictures effect the increase in vocabulary. The table explains that in the pre-test all students got scores "Very Poor and Poor" there are 19 and 21 students (47.5% and 52.5%), there are there was no increase at all in the pre-test while in the post-test most of it the scores of students who received the title "Excellent and Good" were 18 and 5 students each in the noun vocabulary and adjective vocabulary becomes (57.5%) because the researcher combined the pre-test and post-test scores and scored "Poor". reduced to 0 (0%) students only, and show that the visualization method with pictures as learning media for students increases vocabulary is increasing.

3. **The Mean Score and Standard of Students' Pre-test and Post-test**

This research used a pre-experimental method that only required one class as the sample, therefore the data calculation used the paired sample test.

Table 4. 5 The Mean Score and Standard of Students' Pre-test and Post-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	34.2500	20	7.82624	1.75000
	Posttest	86.2500	20	6.85853	1.53361

Table 4.5 shows an increase of 52 points after treatment. That the pre-test was 34.25 while the post-test was 86.25. Found that the vocabulary of students after using the visualization method with ga when at the time of treatment, the researchers taught and using the visualization method by completing the narrative text by discussing with his friends and can be seen from the table above that they have different average values.

4. **The Inferental Analysis Between Pre-test and Post-test**

Table 4. 6 Paired Sample Test

Paired Samples Test

	Paired Differences							
				95% Confidence Interval of the Difference				Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	Df	
Pair 1 pretest - posttest	-52.00000	5.71241	1.27733	-54.67349	-49.32651	-40.710	19	.000

The data in Table 4.6 above were analyzed using the SPSS pair analysis sample test. If the level of significant difference (a = 0.05) is greater than the value (sig. 2-tailed) means there is no significant

difference. Whereas if the significance level "a" is lower than the p-value (sig.2-tailed) means there is a significant difference. From the table above it can be seen that the value of P (sig. 2-tail) is 0.000. lower than the significance level a (0.05). that is, the learning method "visualization method" by using pictures as teaching material the material used can increase students' vocabulary.

B. **Hypothesis Testing**

Hypothesis Based on research problems, researchers draw a research hypothesis. Can be stated as follows: 1. Alternative hypothesis (Ha): There is a significant effect of visualization method on Student learning outcomes of increasing vocabulary 2. Null hypothesis (H0): There is no significant effect of the visualization method on student learning outcomes of increasing vocabulary. The results of statistical analysis at the significance level (a) 0.05 with degrees of freedom is 19 and the p-value (sig. 2-tailed) is 0.000 indicating the presence there is a significant difference between the results of the students' pre-test and post-test. In other words, the results of the students' post-test (sig. 2-tailed) were not greater than the significance level (0.000<0.05).

The results of the data analysis are stated as follows:

a. If the significant value < significant level (0.05) indicates that the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is accepted or rejected. This means that there is a significant difference in the scores of students' pre-test and post-test.

b. If the significant value > significant level (0.05) indicates that the

alternative hypothesis (H1) is rejected and the null hypothesis (H1) is rejected accepted. This means that there is no significant difference in student scores pre-test and post-test.

Based on this table, the significance value of this research is 0.000 where The significant level used is 0.005. In conclusion, the alternative hypothesis (H1) is accepted. In this case, the use of the "visualization method" learning method with pictures as a technique in teaching English can be improved student vocabulary. The use of pictures as learning media and carried out using the learning method "visualization method where students can discuss with their classmates in class is very useful, especially for developing students' thoughts and opinions, including lesson memory, developing students' imagination, fostering interest and motivation to learn.

C. Discussion

Researchers conducted this research at UPT SMPN 1 Gilireng. Need three activities, namely pre-test, treatment, and post-test. Then, after getting data, calculated by the formula above. Based on data analysis. It can be concluded that there was an effect of using the visualization method with pictures as learning media to increase students' vocabulary mastery at UPT SMPN 1 Gilireng. Treatment is done by teaching through narrative text material and students answer incomplete narrative texts at each meeting with discussion with their seatmates. pictures as teaching media. Exam The results of this narrative text complement the material for making a pre-test and post-test.

This shows that there is a significant difference between the pre-test

and post-test. so it can be concluded that there was a significant difference in scores on the pre-test and post-test class VIII.A student at UPT SMPN 1 Gilireng. visualization method with pictures can encourage students actively involved in the learning process, and easy to memorize and understand better. Then with the visualization method with pictures that discuss learning material at certain meetings, students understand the vocabulary of nouns and adjectives, so that they can be applied to post-test questions properly and correctly because students who initially did not know anything about vocabulary nouns and adjectives first and became very bad and after learning visualization method with pictures students are more active and got very good.

Here are several findings that support the findings of this study. The first, from Juan Carlos Tanjung (2022) the results of his research show that visualization strategies have a significant influence on students' reading comprehension. From the research results it is known that the application of Visualization Strategies is more effective than conventional teaching strategies in teaching reading comprehension.

The second was Liando et al., (2022) The results should that picture as a learning medium greatly affects student learning outcomes in terms of vocabulary. Where, there was a significant increase in students' vocabulary after using pictures as treatment. Picture itself makes students more enthusiastic in learning because the pictures used attract students' attention. Finally, this research also explains the potentials that can be used or developed in the future.

The third was Rifa Aulia (2017) . This study applied experimental research methods. The population of this study was his second class of MTs Babul Ulum Medan in the 2017/2018 academic year. The total population and sample were 71 students from two classes. They are VIII-1 and VIII-2. The study class was added into two classes, an experimental class (36 students) and a control class (35 students). The data collection tool was a written exam given to the students. The findings indicated that the study's hypothesis was accepted. This means that the use of visualization strategies was highly effective in students' reading performance.

The relationship between the three findings above with this study have the same research results. The results of the three findings above and the results of this study are as expected. That the use of the visualization method has a significant effect when the teacher uses it teaching and learning process in increasing students' vocabulary. Based on all the results of the data analysis above, the researcher concludes that there is a significant influence of students' vocabulary (in terms of nouns and adjective) in using the visualization   method   with   pictures.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher will present the conclusion of the study and suggestions for students, teachers, and further researchers.

A. Conclusion

Based on the findings and discussion, it can be concluded that visualization methods can give an significance effect to increasing students' vocabulary. This can be seen from the differences in student achievement in the pre-test and post-test. Students' scores on the pre-test were 34.25 and the post-test is 86.25. This shows that the average value of the pre-test and post-test plus 52 points. The data from the instrument also shows that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. Findings The Scientific Approach is a good technique for teaching.

B. Suggestion

The researcher would like to give some suggestions related to this research, especially for English teachers, and other researchers. The researcher hopes that these suggestions would be a fruitful contribution to them all.

1. For educators

   This can be used as a reference or knowledge about visualization learning methods in teaching materials to increase students' vocabulary and creativity in learning using media pictures, so that students understand more deeply to increase English vocabulary, as well as develop teaching materials and syllabus according to student needs to assist teachers in the

learning process in class and may have a positive impact on other skills, such as speaking, listening, writing, and reading.

2. For other researchers

the results of this study can be used as an overview regarding the use of visualization teaching methods using pictures and many other creativity for students who are more willing and happy to learn English..

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APPENDICES

Appendix 1 Research Instrument in Pre-test

Name :
Class:
Students No :

Choose the correct answer a, b, c, or d !

1. What is a baby doing on the picture below?
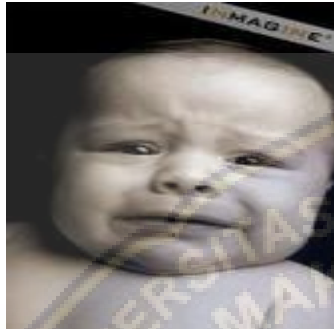
   a.   Singing   c. Laughing
   b.   Smiling   d. Crying

2. My grandmother always tell me to wash my _____ before eating something.

   a. Teeth   c. Feet

   b. Face   d. Hands

3. We cancel having dinner at the restaurant because all _____ are booked.

   a. Tables   c. Chairs

   b. Rooms   d. Foods

4. We need _____ to bring our school books.

   a. Uniform   c. Pencil case

   b. Bag   d. Wallet

5. We buy a book in a _____ .
   a. Supermarket   c. Bookstore

b. Fruitstall   d. Music studio

6. _____ is the place for students to study.

a. Library   c. Teacher's office

b. Classroom   d. School canteen

7. Our school is…
a. Comfortable   c. Noisy

b. Large   d. Fast

8. Those students are…
  a. Friendly   c. Fashionable

  b. Chilly   d. Intelligent

9. The village library is…
a. Useful   c. Fashionable

b. Brown   d. Intelligent

10. Our neighbour has a …
a. Friendly   c. Fashionable

b. Chilly   d. Intelligent

B. Fill in the blank narrative text below!
Show the picture to students.

Last 11) ….. was a holiday. It was Independence Day, So I didn't have to go to 12)……. **.**I slept a little, Later than usual. Around ten, my friend Larry came. Over to my 13)…… **.**we 14)…….a picnic basket and then took the bus to forest park. we 15)……most of the day there.When we got to the 16)**…..,** we found an empty picnic table 17)**……**a pond. there were some 18)**……**on the pond, so we feed then, we threw 19)**……** pieces of bread on the 20)…..and the ducks.

| Friday	Classes	Spent	Park	Small
Ducks	Pocked	Apartment	near	Water

Research Instrument in Post-test

Name:
Class:
Student No:

A. Choose the correct answer a, b, c, or d!

1. What is Spongebob doing on the picture?

  a. Smiling   c. Sleeping

  b. Crying   d. Laughing

2. The .... rises in the east and sets in the west.

  a. moon   c. sky

  b. star   d. sun

3. The thief was chased by the ....

  a. teacher   c. farmer

  b. policeman   d. doctor

4. They crossed the .... on a boat.

  a. ocean   c. beach

  b. river   d. desert

5. My mother always remind me to brush my ….before sleeping.

  a. foot   c. shoes

  b. teeth   d. dress

6. Mother has put some .... into the soup.

  a. oil   c. salt

b. flour   d. butter

7. Rudi is very….even though he got the top mark on the test.

 a. Humble   c. Funny

 b. Rude   d. Brave

8. He looks bad tempered, but he is…..at heart.

 a. Kind   c. cruel

 b. Angry   d. rude

9. This mango tastes to….. so I can not eat it.

 a. Sweet   c. sour

 b. Bitter   d. tall

10. This device will work through GPS and will be… in detecting a person at any location.

 a. helpful   c. stupid

 b. diligent   d. slow

B. Fill in the blank narrative text below!
Show the picture to students.

Once upon a time, in a village there lived a 11) …..girl named Cinderella with her 12)……stepmother and two step sisters. She worked hard all day. One day, they all went to 13)**…..**in the palace, leaving Cinderella behind. Cinderella was feeling 14)**…..**Suddenly there was a burst of 15)……and the fairy godmother appeared.

With a flick of the magic she turned Cinderella into a beautiful princess with glass slippers and a horse carriage appeared at the door. The fairy 16)**…….** warned Cinderella to return before midnight. Cinderella arrived at the ball, the prince saw her and fell in **17)……**with her.

They danced together all night as the clock 18)……twelve, cinderella rushed out to her carriage leaving one of 19)…….behind.

The prince went to 20)……house in the town with the slipper until he found Cinderella. The prince and Cinderella lived happily ever after.

Beautiful	Light	Godmother	Struck	a ball
Wicked	Sad	Love	Her slippers	Every

ANSWER KEY

Pre- Test	Post-Test
A. Multiple Choice	**A. Multiple Choice**
1. D	1. A
2. D	2. D
3. A	3. B
4. B	4. B
5. C	5. B
6. B	6. C
7. B	7. B
8. D	8. A
9. A	9. C
10. A	10. A
B. Fill in the blank	**B. Fill in the blank**
11. Friday	11. Beautiful
12. classes	12. Wicked
13. Apartement	13. A ball
14. pocked	14. Sad
15. spent	15. Light
16. park	16. Godmother
17. near	17. Love
18. ducks	18. Struck
19. small	19. Her slippers
20. water	20. every

Appendix 2 Lesson Plan

Nama sekolah : SMPN 1 Gilireng

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII / 2

Jenis teks : Narrative Text

Aspek/Skill : Vocabulary

Alokasi Waktu : 2 x 40 menit (Pertemuan 1)

A. **Standar Kompetensi**

1. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *narrative* untuk berinteraksi dalam konteks kehidupan sehari-hari

B. **Kompetensi Dasar**

1.2. Merespon makna dalam teks tulis fungsional pendek secara akurat, lancar dan berterima untuk berinteraksi dalam kontekskehidupan sehari-hari

C. **Tujuan Pembelajaran**

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

a. Memahami makna struktur dan bentuk bahasa dari teks narrative

b. Berdiskusi tentang berbagai informasi dalam suatu teks berbentuk narrative

c. Mengungkapkan isi dari teks narrative dengan bahasa sendiri

d. Menambah kosakata siswa melalui teks yang rumpang

D. **Materi Pembelajaran**

Narrative Text "Dayang Sumbi" dan " Aladdin and The Magic Lamp" (Terlampir)

E. **Media Pembelajaran**

a. LCD

b. Papan Tulis

F. **Metode Pembelajaran**

Visualization Method

G. Langkah-langkah Kegiatan

1. Kegiatan Pendahuluan (15 Menit)

Orientasi :

- Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME danberdoa untuk memulai pembelajaran.

- Memeriksa kehadiran peserta didik sebagai sikap disiplin dan menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Apersepsi :

- Menulis hal-hal yang ingin diketahui berkaitan dengan bacaan yang akan dibahas
Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yangharus dikuasi siswa

2. Kegiatan Inti(45 Menit)

Eksplorasi

Dalam kegiatan eksplorasi:

☞ Guru menjelaskan struktur kebahasaan teks narrative

☞ Guru memberikan contoh lain dari teks narrative

☞ Guru memberikan teks narrative dengan tema "Dayang Sumbi"

☞ Guru memperkenalkan teks dengan Visualization Method

☞ Siswa mengidentifikasi makna dari teks yang diajarkan

Elaborasi

Dalam kegiatan elaborasi:

☞ Guru menjelaskan strategi dari "Visualization Method" untuk digunakan dalam mempelajari teks narrative

☞ Siswa mengidentifikasi teks dengan menggunakan "Visualization Method"

☞ Siswa mengisi kalimat yang rumpang dalam narrative text menggunakan visualization method

☞ Guru menfasilitasi siswa untuk menyajikan hasil kerja

☞ Guru megevaluasi siswa dengan memberikan beberapa pertanyaan yang berhubungan dengan teks yang berjudul "Dayang sumbi" dan " Aladdin and The Magic Lamp"

Konfirmasi

Dalam kegiatan konfirmasi:

☞ Guru bertanya jawab tentang hal-hal yang belum diketahui siswa

☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman,memberikan penguatan dan penyimpulan.

3. **Kegiatan Penutup (10 menit)**
Dalam kegiatan penutup, guru:

☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;

☞ memotivasi siswa untuk belajar dengan giat

☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;

H. Sumber belajar
- Buku teks yang relevan:Teks Narrative "Dayang Sumbi" dan The Magic Lamp
- Dictionary

I. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
• Mengidentifikasi makna dalam teks narrative	Tes Tulis	Melengkapi generic structure	*Complete the following generic structure of "Dayang Sumbi"*
• Melengkapi kalimat yang rumpang	Presentasi gambar	Menentukan gambar yang sesuai	*And "Aladdin and The magic lamp" Complete the sentence of "Dayang Sumbi" And "Aladdin and The*

			magic lamp"

a. Pedoman Penilaian

Untuk tiap nomor, tiap jawaban benar skor 1

   i. Jumlah skor maksimal x 100 = 100

   ii. Nilai maksimal = 100

   iii. Nilai siswa =   *skor perolehan* ×   *100*

                      Skor maksimal

Gilireng, 12 Juni 2023

Mahasiswa

Siti Anita
NIM. 105351113619

Appendix 3 Teaching Material

 Meeting 1& 2

Generic Structure of Narrative Text:

- Orientation (Pendahuluan Cerita), memperkenalkan tokoh-tokoh tersebut
- Complication: Munculnya permasalahan di antara tokoh-tokoh tersebut
- Resolution: Masalah dapat diatasi

Vocabulary learning
- **Noun:** a word that refers to a person, place, thing, event, substance orquality.
    Example: 'Doctor', 'tree', 'party', 'coal' and 'beauty' are all nouns

- **Adjective:** a word that describes a noun or pronoun.
    Example: 'Big', 'boring', 'purple', 'quick', beautiful" and 'obvious' areall adjectives.

Before filling in the blank text questions, there are several things that need to be considered, namely:
1. Pay attention to the adjectives and nouns in the text, if there is a connecting word, it usually follows the previous adjective.
2. Must understand the meaning/meaning of the text as a whole so that it can easily fill in gaps in the text according to the correct Indonesian sentence.

Melengkapi teks dibawah ini dengan memilih kata-kata kunci dan gambarnya

beautiful	Sangkuriang	A dog	Lazy	A man
Cloth	promised	Married	son	The forest

Dayang Sumbi was a1)……. and kind princess, but sometimes she was very 2)…... Her hobby is weaving 3)……... One day her loom fell. Tumang, a cursed dog, came to bring his tools back to him. As he 4)……, he 5.)……. her. Tuman is actually 6) a….. who has been cursed by a man to become 7.)a……... But sometimes he can go back/change to a normal guy. Dayang Sumbi and Tumang had one 8.)……. His name is Sangkuriang. He didn't know that Tumang was his father because he was a dog whenever he was with him. Tumang always accompanied 9.)…… whenever he went hunting in 10) the …..

(A dog)

(A man)

(A beautiful)

(Promissed)

(Cloth)

(A lazy)

(A son)

(Married)

(**Sangkuriang**)

(**The Forest)**

MEETING 3 & 4

Melengkapi teks dibawah ini dengan memilih kata-kata kunci dan gambarnya

An enormous place	A hug rock	Took out	The cave	The entrance
A lot of gold coins	Beautiful princess	The magician	A powerful voice	The market

Aladdin and The Magic Lamp

Once upon a time, there lived a handsome boy in Baghdad. The name was Aladdin. He was a clever boy, but he did not like to work.

One day Aladdin's mother sent him to (1) ... place to look for a job. In the market he met a magician. The magician asked him to work together with him. If Aladdin could do, he would get (2) ... and jewellery. The magician asked Aladdin to go inside (3) ... and find a magical lamp there. He also gave a ring and said, "If you are in any trouble, rub this ring and a genie will come to your rescue!"

Aladdin went into the cave. Inside the cave, Aladdin was surprised by what he saw. Every corner was full of gold and treasures. A few minutes later, he found the lamp and quickly returned to (4) ... of the cave.

Aladdin called out, "Magician, I have found the lamp." "Excellent," answered (5) .... "Quick, pass it to me!" Aladdin did not trust the magician so he said, "Not so fast Magician. You must help me out of this cave first."

The magician became very angry. When Aladdin was walking to the entrance, the magician pushed (6) ... over the entrance of the cave and left Aladdin and the lamp behind. Aladdin tried to move the rock all by himself, but it was too big and heavy, "Oh no! I am trapped in the cave!" he cried.

Suddenly, he remembered the magic ring. He rubbed it with the palm

of his hand. To his surprise, a genie appeared before him and in (7) ... said, "Master, I am the Genie of the ring. How can I help you?"

Aladdin was frightened, but he soon found the courage to ask, "Could you please send me back to my house?" In no time at all Aladdin was back home.

Aladdin (8) ... the lamp. He wondered what would happen if he rubbed it. As Aladdin was rubbing it, all of a sudden another enormous genie stood before him. The genie of the lamp said, "Master, your wish is my command." Aladdin was very excited and wished for (9) ... and bags full of gold.

One day, (10) ... was passing by Aladdin's palace. She stopped to talk to Aladdin and soon they became good friends. Before long, she married Aladdin and lived happily.
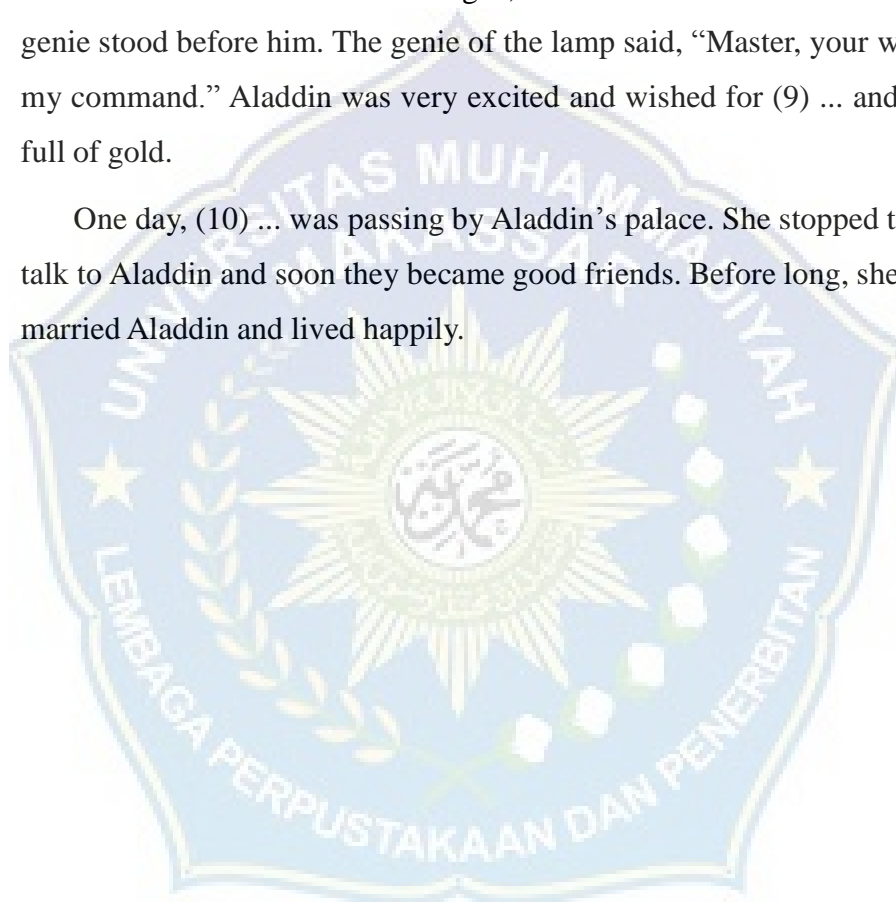
(A hug rock)

(An enormous palace)

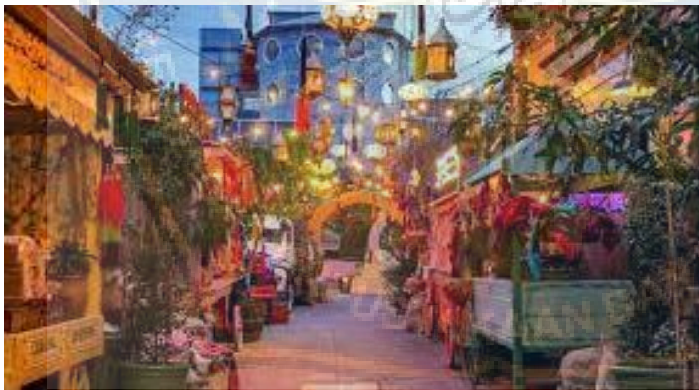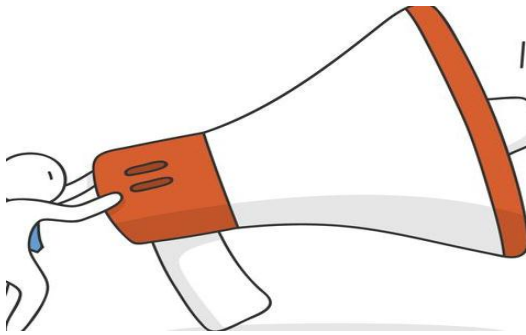(A lot of gold coins)

(took out)

(Beautiful Princess)

(the magician)

(The ettrance)

(The Market)

(A powerfull Voice)

(The cave)

Appendix 4 Students Score of Pre-test and Post-test

No	Name	Pre-Test		Post-Test	
		Scores	Classification	Scores	Classification
1	AEP	30	Very Poor	80	Good
2	AS	25	Very Poor	85	Good
3	JH	20	Very Poor	80	Good
4	AG	35	Very Poor	95	Very Good
5	AE	30	Very Poor	80	Good
6	AFH	45	Very Poor	95	Very Good
7	ASA	30	Very Poor	80	Good
8	BN	35	Very Poor	90	Very Good
9	DAU	35	Very Poor	90	Very Good
10	FA	40	Poor	95	Very Good
11	MR	35	Very Poor	85	Good
12	MR	45	Very Poor	95	Very Good
13	N	30	Very poor	80	God
14	PH	30	Poor	85	Good
15	SSA	30	Very Poor	85	Good
16	RSR	40	Poor	80	Good
17	SSR	45	Poor	85	Good
18	SLB	20	Poor	75	Fairly Good
19	SAP	45	Poor	100	Excellent
20	YDP	40	Poor	85	Good

Appendix 5 Students' Frequency & Classification Scores
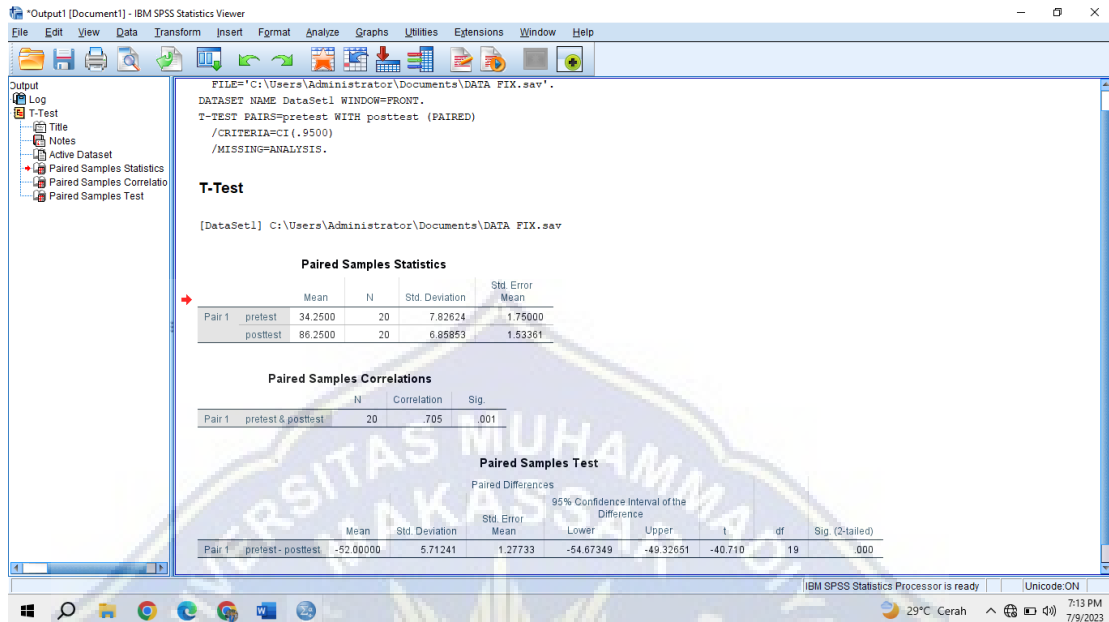
1. **Students' Vocabulary increasing data scores**

   Each item has 20 multiple choice questions and 20 questions to fill in the blank Pre-Test and Post-Test, namely:

   - noun vocabulary 20 tasks
   - adjective vocabulary 20 tasks

   Total = 40 tasks with random positions.

   The way to collect the data" scores in in terms in of noun and adjective vocabulary

   1) SCOTES

   2) SCOTES

2. **The Mean Score and Standart Deviation of students' Pre-test and Post-test**

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	34.2500	20	7.82624	1.75000
	Posttest	86.2500	20	6.85853	1.53361

3. **The Inferental Analysis Between Pre-test and Post-test**

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	pretest - posttest	-52.00000	5.71241	1.27733	-54.67349	-49.32651	-40.710	19	.000

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837 / 860132 (Fax)
Email : fkip@unismuh.ac.id
Web : https://fkip.unismuh.ac.id

بسم الله الرحمن الرحيم

Nomor	: 13632/FKIP/A.4-II/V/1444/2023
Lampiran	: 1 (Satu) Lembar
Perihal	: Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di -

   Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama	:	SITI ANITA
Stambuk	:	105351113619
Program Studi	:	Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir	:	Kampung baru / 12-02-2001
Alamat	:	kompleks mangasa permai blok X1 no. 5

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: THE EFFECT OF THE VISUALIZATION METHOD IN INCREASING THE STUDENTS' VOCABULARY IN GRADE 2ND AT SMP NEGERI 1 GILIRENG

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum
Warahmatullahi Wabarakatuh.

Makassar, 6 Jumadal Ula 1441 H
30 Mei 2023 M

Dekan

Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl.Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : http://simap-new.sulselprov.go.id Email : ptsp@sulselprov.go.id
Makassar 90231

Nomor	: **18400/S.01/PTSP/2023**	**Kepada Yth.**
Lampiran	: -	Bupati Wajo
Perihal	: **Izin penelitian**	

di-
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 1643/05/C.4-VIII/VI/1444/2023 tanggal 03 Juni 2023 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a	:	**SITI ANITA**
Nomor Pokok	:	105351113619
Program Studi	:	Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	:	Mahasiswa (S1)
Alamat	:	Jl. Slt Alauddin No. 259, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" THE EFFECT OF THE VISUALIZATION METHOD IN INCREASING THE STUDENTS' VOCABULARY IN GRADE 2ND AT SMP NEGERI 1 GILIRENG "

Yang akan dilaksanakan dari : Tgl. *07 Juni s/d 07 Agustus 2023*

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 05 Juni 2023

A.n. GUBERNUR SULAWESI SELATAN
PLT. KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU PROVINSI SULAWESI SELATAN

Drs. MUH SALEH, M.Si.
Pangkat : PEMBINA UTAMA MUDA
Nip : 19690717 199112 1002

Tembusan Yth
1. Ketua LP3M UNISMUH Makassar di Makassar;
2. *Pertinggal.*

PTSPWJ IP1028598

PEMERINTAH KABUPATEN WAJO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jalan Jend. Ahmad Yani Nomor 33, Telp. / Fax. (0485) 323549,Sengkang (90914) Provinsi Sulawesi Selatan
Website : dpmptsp.wajokab.go.id, Email : dpmptsp.wajokab@gmail.com

IZIN PENELITIAN / SURVEY
NOMOR : 2507/IP/DPMPTSP/2023

Membaca	:	Surat Permohonan **SITI ANITA** Tanggal **6 Juni 2023** Tentang Penerbitan Izin Penelitian/Survey
Mengingat	:	1. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 7 Tahun 2014 tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian
		2. Peraturan Menteri Dalam Negeri Nomor 138 Tahun 2017 tentang Penyelenggaraan Pelayanan Terpadu Satu Pintu
		3. Peraturan Bupati Wajo Nomor 6 Tahun 2022 Tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan Berusaha, Perizinan Non Berusaha dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Wajo
		4. Peraturan Bupati Wajo Nomor Nomor 11 Tahun 2022 Tentang Penyelenggaraan Pelayanan Perizinan Berusaha, Perizinan Non Berusaha dan Non Perizinan.
Memperlihatkan	:	1. Surat dari FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS MUHAMMADIYAH MAKASSAR Nomor : 1634/05/C.4-VIII/VI/1444/2023 Tanggal 3 Juni 2023 Perihal PERMOHONAN IZIN PENELITIAN
		2. Rekomendasi Tim Teknis Nomor **02574/IP/TIM-TEKNIS/VI/2023** Tanggal **6Juni 2023** Tentang Penerbitan Izin Penelitian / Survey
Menetapkan	:	Memberikan IZIN PENELITIAN / SURVEY Kepada

Nama	:	**SITI ANITA**
Tempat/Tanggal Lahir	:	**kampung baru, 12Februari2001**
Alamat	:	**kampung baru, Kecamatan Gilireng**
Perguruan Tinggi/Lembaga	:	**UNIVERSITAS MUHAMMADIYAH MAKASSAR**
Jenjang Pendidikan	:	**S1**
Judul Penelitian	:	**THE EFFECT OF THE VISUALIZATION METHOD IN INCREASING THE STUDENTS' VOCABULARY IN GRADE 2ND AT SMP NEGERI 1 GILIRENG**
Lokasi Penelitian	:	**SMP NEGERI 1 GILIRENG**
Jangka Waktu Penelitian	:	**7 Juni 2023 s/d 7 Agustus 2023**

Untuk hal ini tidak merasa keberatan atas pelaksanaan Penelitian/Survey dimaksud dengan ketentuan sebagai berikut:
1. Sebelum dan sesudah pelaksanaan penelitian harus melaporkan diri kepada pemerintah setempat dan instansi yang bersangkutan
2. Penelitian tidak menyimpang dari masalah yang telah diizinkan, semata-mata untuk kepentingan ilmiah.
3. Mentaati semua perundang-undangan yang berlaku dan mengindahkan adat-istiadat setempat.

Ditetapkan di	:	**Sengkang**
Pada Tanggal	:	**6 Juni 2023**

Ditandatangani secara elektronik oleh
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU,

H. NARWIS, S.E., M.Si.
Pangkat : PEMBINA UTAMA MUDA
NIP : 196507151994031011

No. Reg : 3471/IP/DPMPTSP/2023
Retribusi : Rp.0.00

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 **e-mail :lp3m@unismuh.ac.id**

Nomor : 1643/05/C.4-VIII/VI/1444/2023   <u>14 Dzulqa'dah 1444 H</u>
Lamp   : 1 (satu) Rangkap Proposal   03 June 2023 M
Hal   : Permohonan Izin Penelitian

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan

di –

       Makassar

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 13681/FKIP/A.4-II/VI/1444/2023 tanggal 30 Mei 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama   : **SITI ANITA**
No. Stambuk : **105351113619**
Fakultas   : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan   : **Pendidikan Bahasa Inggris**
Pekerjaan   : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"THE EFFECT OF THE VISUALIZATION METHOD IN INCREASING THE STUDENTS' VOCABULARY IN GRADE 2ND AT SMP NEGERI 1 GILIRENG"

Yang akan dilaksanakan dari tanggal 7 Juni 2023 s/d 7 Agustus 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

                                         Ketua LP3M,

                                         Dr. H. Abubakar Idhan, MP.
                                         NBM 101 7716

06-23

PEMERINTAH KABUPATEN WAJO
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPTD SMP NEGERI 1 GILIRENG
Jalan Paselloreng No. 7 Gilireng Kecamatan Gilireng Kode POS 90954

SURAT KETERANGAN
Nomor : 421.3/1465/501-07/VI/2023

Yang bertanda tangan di bawah ini :

Nama :   : DAHNIAR, S.Pd.,M.Si

NIP   : 19700417 199802 1 005

Pangkat/Golongan   : Pembina Tk,I IV/b

Jabatan   : Kepala UPTD SMP Negeri 1 Gilireng

Menerangkan bahwa :

Nama   : SITI ANITA

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Perguruan Tinggi   : Universitas Muhammadiyah Makassar

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2023 sampai dengan tanggal, 07 Agustus 2023 dalam rangka melengkapi Skripsi yang berjudul :

" THE EEFECT OF THE VISUALIZATION METHOD IN INCREASING THE
STUDENTS' VOCABULARY IN GRADE 2ND AT SMP NEGERI 1 GILIRENG "

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Gilireng, 21 Juni 2023
Kepala Sekolah

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SURAT KETERANGAN BEBAS PLAGIAT

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Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

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Program Studi : Pendidikan Bahasa Inggris

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Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan
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Makassar, 28 Juli 2023
Mengetahui

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PRODI PENDIDIKAN BAHASA INGGRIS

بســــم اللـه الرحمن الرحيــم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Siti Anita
NIM : 1053111361g
Judul Penelitian : The Effect of the Visualisation method In Increasing the student vocabulary In Grade 2nd At SMP. Negeri L Gilireng
Tanggal Ujian Proposal : 22 mei 2023
Tempat/Lokasi Penelitian : SMP Negeri L Gilireng.

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Senin /12 Juni 2023	Memberi Lembar Tes / Pre-test	Dra. Besse Hasnah Wati	
2	kamis / 15 Juni 2023	Memberi Materi dan mengajar	Dra. Besse Hasnah Wati	
3	Sabtu /17 Juni 2023	memberi materi dan mengajar	Dra. Besse Hasnah Wati	
4	Senin / 19 Juni 2023	memberi materi dan mengajar	Dra. Besse Hasnah Wati	
5	Rabu / 21 Juni 2023	memberi materi dan mengajar	Dra. Besse Hasnah Wati	

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6	Kamis /22 Juni 2023	Memberi lembar Tes / Post test	Dra. Besse Hasnah	
7				
8				
9				
10				

Gilireng , ...2023

Mengetahui,

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LETTER OF ACCEPTANCE
0794/BG-FKIP/LOA/B/VIII/1445/2023

Dear SITI ANITA

It is our pleasure to inform you that, after reviewing your paper:

THE EFFECT OF THE VISUALIZATION METHOD IN INCREASING THE STUDENTS' VOCABULARY IN GRADE 2ND AT SMP NEGERI 1 GILIRENG

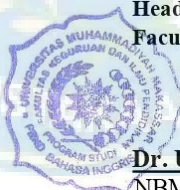The manuscript ID: 1014

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
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The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
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has been ACCEPTED to publish with **Journal of Language Teaching and Assessment,** ISSN (online) *2809-5707. ISSN* (printed) 2810-0468 . We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at *jlta@bg.unismuhmakassar.ac.id*

Makassar, 1 August 2023 M
14 Muharram 1445 H

Head of English Education Department
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Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
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PENDIDIKAN BAHASA INGGRIS
TERAKREDITASI UNGGUL
LEMBAGA AKREDITASI MANDIRI
LAMDIK

Appendix 6 Documentation

CURRICULUM VITAE

SITI ANITA was born in Wajo, 12 February 2001. The first third of 4 siblings. Daughter of Mr. Muhammad Yunus and Mrs. Faridah. She started her education from Kindergarten-Poleonro and graduated in 2007. Then attended SDN. 45 Poleonro and graduated in 2013. Then he continued his education at SMPN. 1 Gilireng and graduated in 2016. And returned to continue his education at SMAN 7 Wajo (Ex. SMAN 3 Unggulan Kab. Wajo) which graduated in 2019. In the same year, he registered as a new student at Muhammadiyah Makassar University majoring in English Education. He was able to complete his studies in 2023 with the thesis title, "**The Effect of the Visualization Method in Increasing the Students' Vocabulary in Grade 2nd at SMP Negeri 1 Gilireng**". Behind all this, there is a lot of support. straight from the people I love. Thank you to all of you.