THE EFFECTIVENESS OF VISUAL AIDS APPROACH TO REINFORCE THE STUDENTS' UNDERSTANDING OF THE MEANING OF WORDS AT SMAN 9 MAKASSAR

(A Quantitative Pre-Experimental Research)

A THESIS

Submitted to the Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar in Part fulfilment of the Requirements for the Degree of Education in English education Department

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2024

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UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

بسم الله الرحمن الرحيم

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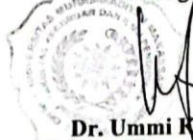research@bg.unismuhmakassar.ac.id
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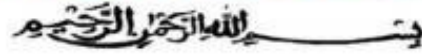Dengan ini menyatakan perjanjian sebagai berikut

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Judul skripsi: THE EFECTIVENESS OF VISUAL AIDS APPROACH TO REINFORCE THE STUDENTS' UNDERSTANDING OF THE MEANING OF WORDS AT SMAN 9 MAKASSAR

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Isnaini Fadila

MOTTO AND DEDICATE

MOTTO:

"fail or succesed, every step is a learning experience"

DEDICATE:

I dedicate my thesis:

"This thesis is dedicate to my parents, who have been my hope and have always prayed for my success. Thank you for your endless love, support, and sucrifices. You are the main reasen I have endured and completed this stage. I hope this hard work can bring your pride."

ABSTRAK

Isnaini Fadila, 2024**. The Effectiveness of Visual Aids Approach to Reinforce the Students' Understanding of the Meaning of Words at Sman 9 Makassar**. Under the thesis of English Education Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Andi Asri Jumiaty and Awalia Azis.

This research aimed to find out whether the visual aids approach was effective in approach students' understanding of word meaning in terms of lexical context in class 11.2. This research method used quantitative pre-experimental design. The sample population of this study was SMAN 9 Makassar students with a sample size of 30 students using random sampling. Based on the results of words was (52.33) while the post-test value was (53.17) where the difference in value was only 0.84 after analyzing the data results using the t-test from the pre and post-test values, the researcher found the students' understanding of the meaning of words was 0.004, which was smaller than 0.05, this indicates that the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected. The researcher concluded that the teaching visual aids was effective in students.

*Keywords: visual aids, reinforce, understanding the meaning of words*
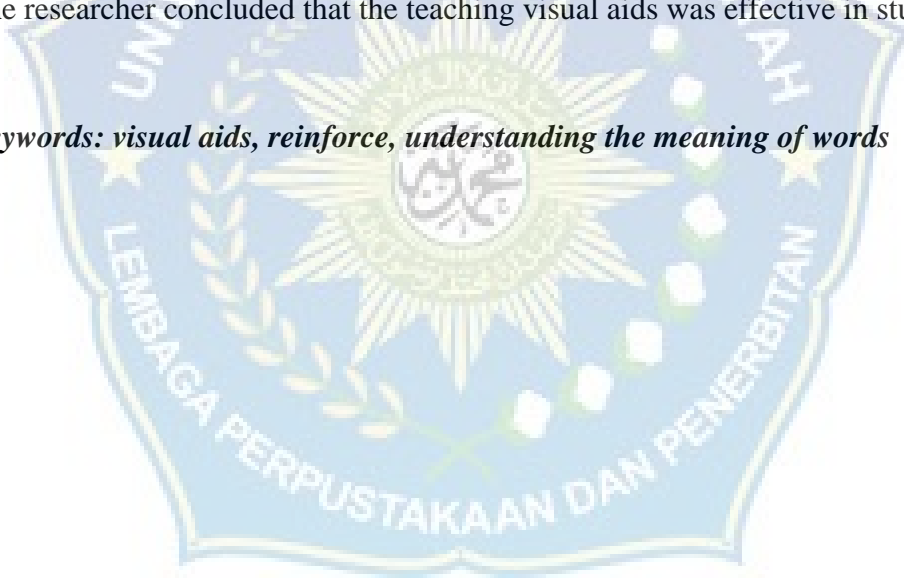
ABSTRAK

Isnaini Fadila, 2024 **The Effectiveness of Visual Aids Approach to Reinforce the Students' Understanding of the Meaning of Words at Sman 9 Makassar.** Dibawah tesis prodi Pendidikan Bahasa inggris, fakultas keguruan dan ilmu Pendidikan, universitas Muhammadiyah makassar. Dibimbing oleh Andi Asri Jumiaty dan Awalia azis.

Peneltitian ini bertujuan untuk mengetahui apakah pendenkatan visual aids ini efektif terhadap memperkuat pemahaman makna kata siswa dari segi lexical context di kelas 11.2. Metode penilitian ini menggunakan kuantitiatif pre-eksperimental design. Populasi sampel dari penelitian ini yaitu siswa SMAN 9 Makassar dengan jumlah sampel 30 siswa dengan menggunakan random sampling. Berdasarkan hasil data yang diperoleh, nilai pre-test untuk melihat pemahaman siswa terhadap makna kata sebesar (52,33) sedangkan nilai post-test sebesar (53,17) dimana selisih nilai tersebut hanya sebesar 0,84. Setelah dilakukan analisis data hasil menggunakan uji-t dari nilai pre-test dan post-test, peneliti menemukan bahwa pemahaman siswa terhadap makna kata sebesar 0,004 lebih kecil dari 0,05, hal ini menunjukkan bahwa hipotesis alternatif (H1) diterima dan hipotesis nol (H0) ditolak. Peneliti menyimpulkan bahwa pendekatan alat peraga untuk memperkuat pemahaman siswa terhadap makna kata efektif pada siswa.

kata kunci: visual aids, reinforce, understanding the meaning of words
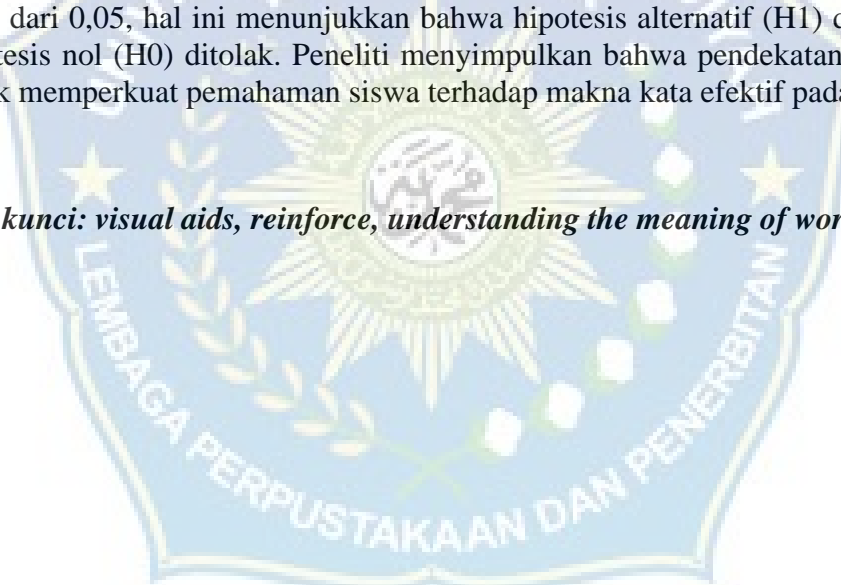
ACKNOWLAGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillahirobbil'alamin, all praise and gratitude we pray to the presence of Allah SWT who has bestowed His mercy and grace on the author so that he can complete this research to completion. Shalawat and greetings are always poured out to the Prophet Muhammad SAW who is the best human being sent by Allah SWT to be an example and a blessing for the universe. The purpose of preparing this thesis is to fulfill the requirements for obtaining a bachelor's degree at the Faculty of Teacher Training and English Language Education.

The author realizes that this writing cannot be completed without parties who support him both morally and materially. I dedicate this thesis to the researcher's beloved parents, Father Husaini and almh.Haderah, especially for my father love who always prayed for him to be well, always supported and loved him in many ways. Also, to the researcher extended family who have been very instrumental in his life and have provided sincerity and unceasing prayers as well as their support in completing this thesis. This thesis was also presented to the Department of English Language Education, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar as partial fulfilment of the requirements for obtaining a bachelor's degree in education. The researcher is fully aware that this thesis is impossible completed without the help of other

parties. Therefore, on this occasion the researcher would like to express his deepest gratitude to the following parties

Rahmi Ikawati S.Pd., M.Pd as English teachers who helped and allowed me in terms of research classes.

9. To my beloved parents, dear father Husaini who has given love and support and not forgetting the prayers offered to Allah SWT who is the best for the writer, as well as to his beloved mother, almh.Haderah, who smiled and saw her son from up there who was able to reach the point without the support of a mother figure beside him.

10. The greatest thanks to my old sister's and old brother for their continuous support, especially to my sister Lili Suriani, A.Md.Kep who has supported hard so that her beloved sister can be happy and always gives encouragement and can replace the mother figure for the writer, and also my older siblings Ana Sofiana, S.M and Ahmad Priono for their support to.

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13. Everyone has helped the researcher in finishing thesis and whose names cannot be mentioned one buy one

Finally, the author realizes that this thesis is still far from perfection, this is due to the limited knowledge and experience that the author has. Therefore, the author hopes for suggestions and input and even constructive criticism from various parties. Hopefully this thesis can be useful for readers and parties, especially in the field of English education. Allah always protects us and keeps us on the right path. Aamiin.

Researcher

Isnaini Fadila

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CHAPTER I

INTRODUCTION

A. Background of The Study

In the world of education, learning English language is very important, because the international language is English language. To start learning English, we must first master the vocabulary, understanding vocabulary is an essential foundation for acquiring excellent and correct language skills. In the developing era, students with a broad vocabulary can easily communicate, express ideas, and understand the text better. However, pursuant to (suphattra yangyuen et al., 2023)English is so widely used in communication to access various sources of information and acquire new knowledge, English is considered the most important spoken language in the world. Overall, English is a rich and diverse language with a long history and cultural impact that is widely used in business, science, popular culture, and international communications. In this case, mastering English is not just studying it, so we have to master the meaning too.

"Word meaning" describes how a word is understood or intended in a language. Each word in English has a specific meaning or meaning that varies based on the context in which it is used. The concept or meaning contained in a word is part of its meaning. Understanding the meaning of words is a critical aspect of language learning. The ability of students to understand and use vocabulary appropriately influences their overall communication. One

practical approach to helping to understand and remember the meaning of words is visual aids.

By following (Shabiralyani et al., 2015a), cited in Burton, Visual aids are items or sensory representations that stimulate the senses and assist learning. Visual aids are media that use visual aids is pictures, posters, concept maps, and graphics to support knowledge and understanding. Visual aids learning provides a clear and strong picture of the meaning of words/and help students associate words with real visual images to improve memory and reduce ambiguity in essence. However, using visual aids in learning requires the right approach and suitability with the subject matter and student characteristics. Therefore, in this study, the authors would look at effective techniques for using visual aids to improve students' understanding of words.

The research (Joseph Macwan, 2015) shows that visual aids are effective in learning correct examples, and the calming effect of visual aids is now widely recognized. Using visual aids in an ESL class can be difficult because it demands the learner's interest and attention. This is a new idea that students need. Students' interest and attention can be captured using visual aids and articles from(Marquez et al., n.d.). Students can capture the deeper meaning of topics and appreciate the benefits and differences of each topic by using visual aids.

Data analysis from (Shabiralyani et al., 2015a) revealed that most teachers and students have a good view of visual aids. So, in this study, not only students who have a perspective on visual aids but teachers also have a

positive perspective on visual aids. So, it can be concluded that visual aids can improve students' memory and information. In addition, visual aids can also help students organize information, make it easier to understand words and reduce confusion. Teachers can help students learn a foreign language by using effective teaching aids, such as visual aids. They can be used to clearly display complex information and add variety to classroom activities involving it education (Pateşan et al., 2018).

Why are visual aids used, because visual aids can help students more easily understand and remember the meaning of words. Pictures, graphs, or diagrams can provide visual representations that support the understanding process. The material that would be presented visually can improve students' memory. The use of pictures or diagrams can make the meaning of words stick more in students' memories than just reading or listening. Students have different learning styles. Visualization can help students to imagine situations or concepts related to these words.

B. Problem Statement

The researcher, taking into consecration the information presented above, the problem statements is analysed in research is how is the effectiveness of visual aids approach to students' understanding meaning of words?

C. Objective Of the Study

By considering the information that has been presented above, researchers try to conduct research on how the effectiveness of using a visual aid approach in improving students' understanding of the meaning of words.

D. Significance Of the Research

The significance of the research was said to be beneficial for a number of reasons, including the following:

1. It could be meaningful understanding of the effectiveness of using visual aids in learning and provide a basis for further improvement or development in learning methods.

2. Can be recommended to teachers and educational institutions regarding the optional use of visual aids which have many types and forms in learning to strengthen students' understanding of the meaning words.

3. It is hoped that this research would provide valuable insight into the effectiveness of the visual aids approach in improving students' understanding of word meaning, as well as contributing to the development of more effective learning strategies in language learning contexts.

4. For the readers, it may be useful as a source for the further investigation.

E. Scope of the Research

This research aims to explore the effectiveness of the visual aids approach, especially in the form of animated videos, to approach students' understanding of word meanings using lexical context.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Related Finding

In this chapter, the research would involve an in-depth analysis of literature relevant to research regarding the effectiveness of the visual aids in strengthening students' understanding of the meaning of words. This literature review provides a theoretical and contextual basis for the current research by outlining previous findings that have been conducted in the field of education and language teaching.

To begin with (Zhu et al., 2021) since deep learning began to be used successfully, there has been a lot of interest in audio-visual learning, which aims to exploit the relationship between audio and visual modalities. This study focuses on audio-visual learning and its stages of development. The purpose of this article is to provide a general overview of the main methodologies in audio-visual learning, which aims to discover relationships between audio and visual data in a variety of challenging tasks for students. The audio-visual generation attempts to synthesize other modalities based on one of them, resulting in two distinct tasks that use audio and visual modalities as input. The goal of audio-visual learning in this article is to generate audio from visual signals or vice versa. This has 4 divisions, namely separation and localization, correspondence learning, generation, representation learning. These 4 sections have their respective goals and benefits for students. Finally, the desire to understand the

world through the eyes of humans has focused much attention on audio-visual learning in deep learning communities. This article provides an in-depth look at recent advances in audio-visual learning, which are divided into four research areas: audio-visual separation and localization, audio-visual correspondence learning, audio and visual generation, and audio-visual representation learning.

The second (Pateşan et al., 2018) Visual aids are powerful tools that can help teachers teach foreign languages. They can be used to clearly display complex information and to add variety to classroom activities. The advantages of using visuals in teaching are numerous, ranging from attracting and retaining students' attention to motivating students to engage with specific lecture topics and assisting them in remembering information. with various teaching aids, such as PowerPoint, that can engage students in academic discussions based on academic content by responding to factual and inferential questions. Students can be challenged to provide examples of situations in which they were directly involved or heard about which skills were most important when emphasizing leadership skills. Finally, the study of this article is about increased student achievement and learning, making classes more interesting and interactive, and using short visuals to make the material taught clearer and learning more accessible. The effective use of visuals can result in long-term learning and help deliver content.

As for the third (Phung, 2021) the techniques are applied to various levels of learners, ranging from beginners to advanced learners, and using visual aids, real objects, and dictionaries can be extremely beneficial in teaching

vocabulary. This technique promotes good brainstorming and helps students develop their imagination and observation skills. Visual support helps students understand the meaning and helps them remember the word. Furthermore, when using visual aids to learn vocabulary, students often feel more at ease and relaxed. Visual aids are commonly used to convey meaning and are useful for teaching concrete vocabulary items such as food, work, sports, furniture, or daily activities, among others. These techniques are intriguing for involving students in their learning. The findings of this study indicate that more interesting vocabulary teaching techniques, such as visual aids and verbal tools, can be used to attract students' attention. For successful vocabulary teaching lessons, it is critical to change and combine techniques. To draw students' attention, visual aids such as pictures, real objects, and facial movements should be used on a regular basis.

The fourth one is titled "a comparative study of teaching L2 vocabulary with and without illustration to virtual EFL learners" and it published by (Piskadlo et al., 2023) Visual teaching, a type of learning style in which students prefer to communicate ideas through pictures, graphs, colours, and maps, has been shown to benefit undergraduates. According to the research and reviews in the article, still images are more effective than audio-visual aids in teaching foreign vocabulary to 30 Iranian EFL participants. The implications of the research findings include virtual learning environments and the use of digital flashcards and illustrations for second language learning, all of which influenced the design of this study. This article also discusses research findings that show

the impact of using images on digital flashcards for L2 vocabulary learning over time.

Each of the 4 findings have been explained, there are differences and similarities in each study. The difference is that the first article uses a general overview of audio-visual learning methodology. The second article discusses how students use visual aids to improve learning by using short-term or fleeting visual aids. The third article not only discusses using visual aids but also discusses combining other techniques. In the last article, which is of course different from the media that uses flash cards in virtual EFL, this research uses PowerPoint and illustrations. In the presence of differences, of course there are similarities, namely that the 4 articles above both focus on the use of visual aids to increase students' understanding of the meaning of words, and have the same goal, namely increasing students' vocabulary and making students' learning motivation increase as well as encouraging brainstorming and helping students develop his imagination.

This chapter summarizes the main findings of the literature review, highlights remaining knowledge gaps, and confirms the relevance of this research to the development of teaching methods. The conclusions of this literature review provide a strong basis for formulating hypotheses and research objectives in the current research.

B. Concept Visual Aids in Language Education

1. Definition of visual aids

Visual aids are powerful tools that can help teachers teach foreign languages. They can be used to clearly display complex information and to add variety to classroom activities (Pateşan et al., 2018). Aids to Visualization Refers to various types of visual aids used to aid communication, learning, or information presentation. These visual aids are intended to improve comprehension and make messages or concepts easier to understand. Visual aids can include the use of:

- images,

- diagrams,

- graphs,

- videos,

- power point and other visual elements to convey information in a more clear and engaging manner.

Visual aids are defined differently depending on the context in which they are used. Teachers frequently use visual aids in the classroom to explain concepts, facilitate student learning, and make material more interesting. Visual aids can be used in business presentations to help the audience understand the information presented.

2. purpose of using visual aids

The use of visual aids has various purposes that can support communication, learning and presenting information. The following are

some general purposes for using visual aids that are often seen and seen
by researchers:

1) Improve Understanding: Visual aids make abstract or complex concepts more concrete. This can aid students' comprehension of the material (Ishaka Putra et al., n.d.).

2) Facilitate Information Retention: The visual aspect of visual aids can aid in the retention of information. Images or diagrams can help your audience remember information more effectively than just hearing or reading (Shabiralyani et al., 2015b).

3) Explaining and Supporting Presentations: Visual aids can be used in presentations or teaching to provide visual support for the verbal information conveyed. This makes the presentation more interesting and can help students or the audience better understand the material.

4) Increase Engagement: Using visual aids in learning sessions or presentations can make them more interactive and engaging. Images, graphics, or videos can pique the interest of students or audiences.

5) Facilitate Communication: In the context of communication, visual aids aid in the transmission of messages or information in a clearer and more understandable manner. This can improve communication

and ensure that the message you want to convey is understood.

6) Use Visual Aids to Provide Practical Illustrations: Visual aids can be used to provide practical illustrations for theoretical concepts. This gives learning a practical dimension and makes concepts feel more real.

7) Supports Learning Diversity: Everyone has a unique learning style. By providing information through various sensory channels, such as vision, visual aids help support diversity of learning.

8) Visual aids can help visualize complex data or information in a business or decision-making context, assisting stakeholders in understanding the issues involved.

9) Increase Communication Efficiency: The use of visual aids can help convey information quickly and efficiently. Visual illustrations can convey messages directly and reduce the need for verbal explanations.

10) Reduces Boredom: Visual aids can help to make learning sessions or presentations more interesting by reducing boredom. This can aid in keeping students' attention.

3. Type of concept Visual Aids in Language Education

Visual aids in language education are critical for helping students understand language concepts. The following are some examples of visual aid concepts used in language education:

1) Images and illustrations:

- Photography: Shows real images to help students identify specific objects or situations.

- Illustration: Using pictures or drawn images to explain language concepts.

2) Charts and graphs:

- Diagrams: Show relationships between concepts using visual forms such as flowcharts or Venn diagrams.

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

3) Flashcard

- Flashcard: These are cards that have an image or definition on one side and the words themselves on the other. This improves vocabulary and comprehension of word meanings (Ataş, n.d.).

4) Digital whiteboard

- Digital whiteboard: Teachers and students can use a digital whiteboard to write, draw, and interact with language concepts.

5) Concept maps:

- Shows the relationship between language concepts visually. This helps students understand how topics relate to each other.

6) animation video

- Presents language concepts through animation or video to provide better understanding and interest for students.

7) Labels

- Shows the name of objects or words on a board or item to help students identify and remember vocabulary.

8) Theater or Drama Performances

- Theater or Drama: Presents language concepts through performances, allowing students to engage directly and understand concepts in different ways.

The use of these visual aids in combination can improve language teaching and learning by providing variety, facilitating understanding, and increasing student retention of information.

C. Learning Theories that Support the Visual Approach

1. Visual learning theory

On (Muslim et al., 2022) explaining this theory that every individual has different learning preferences, and most of them learn more effectively through visual stimulation, according to this theory. Graphs, pictures, and diagrams can help students process and understand information better.

2. Constructivism Theory:

From journal entitled "Research on Advanced Oral Chinese Curriculum from the Perspective of Constructivism Theory" by (Zhou et al., 2022) considers it to be one of the most significant. As educational research advances, constructivist theory plays an increasingly important role in the teaching and learning process. Constructivist learning, in contrast to traditional learning, addresses shallow, isolated, and mechanical learning of knowledge. Props can be used in the context of a visual approach to help students build their own understanding through observation, reflection and discussion.

3. Dual coding theory

This theory form (Luo, 2022) describes human cognitive processes, which include two distinct but interconnected input channels: the imagery system and the verbal system. The verbal system is concerned with modality-specific verbal codes, such as visual, auditory, and so on. This theory proposes that simultaneously processing information

through visual and verbal representations can improve understanding and retention. Students can develop strong mental representations by using visual aids.

4. Generation Effect theory

In an article written by (Zormpa et al., 2019) the picture superiority effect (better memory for pictures than words) and the production effect (better memory for words read aloud than words read silently) both improve item memory in picture naming tasks. It is also concluded that students are more likely to remember information generated by themselves than information given passively under this theory. Students can actively participate in the learning process by drawing, making diagrams, or creating visual aids.

5. Cognitive theory

According to (Mozahem, 2022) social cognitive theory, self-efficacy is the result of triadic reciprocal causal interactions between personal factors, behavioural patterns, and environmental events. This theory is also concerned with mental processes like attention, memory, and problem solving. The use of visual aids can help students pay more attention to learning material, make it more interesting, and aid in the processing of information in memory.

6. Active Learning Theory

In an article written by (Dang et al., 2023) says active learning activities are activities that are "related to the subject, and something

that all students are asked to do in a class session other than just watching, listening, and taking notes which is considered passive learning." In this case it can be said that active learning emphasizes student participation in the learning process. learning process Students can actively participate in understanding the meaning of words by using visual aids for observation, analysis and participation.

7. Multiple Intelligences *(MI)*

(Yavich & Rotnitsky, 2020) claims that the theory of multiple intelligences can be applied through teaching approaches, teaching strategies, teaching and learning methods in this theory. The application of learning adapted to *MI* theory aids in the development of logical, critical, and creative thinking abilities, as well as higher level thinking. This theory can accommodate the wide range of learning styles and intelligence among students. Visual aids can help students with visual-spatial or visual-verbal intelligence understand what words mean.

The visual aids approach applies these principles to provide richer and more varied learning experiences, meet students' learning preferences, and improve their understanding of word meaning.

D. Context of Using Visual Aids

The context in which visual aids are used is critical in determining the extent to which visual aids are effective in strengthening students' understanding of word

meaning. The following are a few points to consider when explaining the context of using visual aids.

1) Level Evaluates:

(Guo et al., 2020)Evaluate the effectiveness of visual aids at various levels of education, such as elementary, middle, and high school. This context may influence the best types of visual aids and teaching strategies.

2) Learning materials:

(Cardillo, 2017) Consider whether there are differences in the effectiveness of visual aids depending on the learning material. Some concepts or topics may require different types of visual aids for optimal understanding.

3) Subject Characteristics:

Check whether there is a difference between language subjects and other subjects in terms of the effectiveness of visual aids. The context of use of visual aids may vary depending on the subject of study.

4) Student Language Ability:

Assessing whether the context of using visual aids is more effective for students with different language proficiency levels. Visual aids may be more helpful for students with low levels of language proficiency or students who are second language learners.

5) Cultural Diversity:

Take into account the cultural diversity of students and ensure that the visual aids used can be understood by all students, regardless of their cultural background.

6) Diversity of Learning Styles:

Identifying how various student learning styles can influence the effectiveness of using visual aids. Some students may respond more to visual aids than other learning approaches.

7) Available Technologies:

Assess the extent to which technology can be used in a learning context. The use of learning software or applications that support visual aids can play an important role in their effectiveness.

8) Learning objectives:

Determine whether the use of visual aids is appropriate to certain learning objectives. Some goals may be better achieved with the help of visual aids, while other goals may require different learning strategies.

9) Classroom and Space Context:

Consider the physical and organizational aspects of the classroom. Class size, available equipment, and room layout can influence the effectiveness of using visual aids.

10) Integration with Other Learning Methods:

Observe how visual aids can be integrated with other learning methods, such as group discussions or collaborative projects, to achieve better learning outcomes.

Understanding the context of use of visual aids by considering these factors can help researchers optimize this to strengthen students' understanding of word meaning.

E. Comparison Of Visual with Other Learning

The visual aids approach can be compared with several other learning approaches, especially in the context of language learning. The following is comparison between the visual aids approach and several other learning approaches:

1. Auditive Approach:

   - Approach with visual aids: using pictures, diagrams and other visual aids to help students understanding the meaning of words visually.

   - Auditive approach: conversion of auditory media context into visual radio, with predictions of future forms (emiging forms). Listening to oral audio explanations, for example, focuses on hearing ((Suskarwati, 2019).

2. Kinesthetics Approach:

- Visual Aids Approach: provides visual stimuli to help student to build understanding. For example, using movement or animation to convey a concept.

- Kinaesthetic approach: More emphasis on physical experiences or bodily activities in learning, such as role playing or simulations.

3. Constructivist approach:

- Visual Aids Approach: Facilitates students' knowledge building through interaction with visual materials, allowing students to build their own understanding.

- Constructivist Approach: Teaches students to construct their own understanding through reflection and direct experience.

4. Cognitive Approach:

- Visual Aids Approach: Focuses on using visual aids to help students process information and build cognitive connections between words and images.

- Cognitive Approach: Emphasizes thinking processes, problem solving, and information processing by the brain.

5. Project Based Approach:

- Visual Aids Approach: Integrate visual aids in learning projects, such as creating visual presentations or posters to express the meaning of words.

- Project-Based Approach: Emphasizes learning through projects or assignments that involve collaboration and application of concepts in real contexts.

6. Learning Technology Approach:

- Visual Aids Approach: Utilizes technology, such as learning applications or digital presentations, to present information visually.

- Learning Technology Approach: Using technology as a means to enhance learning, including the use of software, online platforms, or mobile applications.

7. Traditional Approach or Direct Teaching:

- Visual Aids Approach: Seeks to improve student understanding through the use of visual materials, which can support or complement direct teaching methods.

- Traditional Approach: Focuses on direct instruction by the teacher through oral explanations and written exercises.

This comparison reflects approaches that can complement or be combined in learning to achieve a better understanding. The approach selected is determined by the learning objectives, student characteristics, and the specific learning context.

F. Type of contextual meaning

There are several types of contextual meaning which can be illustrated with the following examples:

1. Contextual Lexical Meaning: according to (Wang, 2024) The understanding of a word that can vary based on its context in a given sentence or circumstance is known as contextual lexical meaning. Every word in linguistics has a definition that is basic listed in a dictionary or lexicon. When we use the word "key" in conversation, its meaning can differ depending on the context. For example, if we talk about opening a door, "key" refers to the tool to open the door. However, if we are talking about important concepts in a topic, "key" can refer to key concepts that need to be understood.

2. Contextual Idiomatic Meaning: The unique meaning that a specific phrase or expression has in a language—which may or may not be different from its literal or literal meaning—is referred to as contextual idiomatic meaning (Niladri Sekhar Dash, n.d.). However, idiomatically, it can mean taking the wrong or ineffective approach to solving a problem.

3. Contextual Referential Meaning: The term "contextual referential meaning" describes how a word or phrase's meaning is derived from its usage context. "Referential" in this sense refers to what the word indicates or alludes to in a specific circumstance (Scarantino & Clay, 2015).

4. Contextual Pragmatic Meaning: Contextual pragmatic meaning is the ability to interpret a statement's meaning in light of the communicative

objectives of the speaker or the situational context in which it is used
(Ruzibaeva, 2023).

G. Conceptual Framework

```
                    ┌─────────────────────┐
                    │  SEMANTIC           │
                    │  UNDERSTANDING      │
                    │  (VOCABULARY)       │
                    └─────────────────────┘
                              │
                              ▼
            ┌───────────────────────────────────┐
            │  APPLYING STUDENT'S UNDERSTANDING │
            │  OF MEANING OF WORDS WITH VISUAL  │
            │  AIDS APPROACH                    │
            └───────────────────────────────────┘
                              │
                              ▼
                    ┌─────────────────────┐
                    │  PRE-EXPERIMENTAL   │
                    │  DESIGN             │
                    └─────────────────────┘
```

(PRE-TEST)	(TREATMENT)	(POST-TEST)
IDENTIFYING MASTERY IN REINFORCE STUDENTS' UNDERSTANDING OF MEANING OF WORDS BEFORE TREATMENT	GIVING TREATMENT IMPLEMENTATION VISUAL AIDS APPROACH	IDENTIFYING THE STUDENTS' UNDERSTANDING OF MEANING OF WORDS AFTER TREATMENT

```
        ┌─────────────────────┐
        │  ASSES THE          │
        │  EFFECTIVENESS OF   │
        │  VISUAL AIDS APPROACH│
        └─────────────────────┘
```

Figure 2.1 conceptual framework

The concept above explains the research analysis process that would be carried out. Semantic understanding is the foundation of vocabulary learning. It involves students' ability to understand and interpret the meaning of words in a particular context. The visual aids approach aims to reinforce students' understanding of word meanings by using visual aids. These can be pictures, diagrams, or other visual media that help students associate words with pictures. Using a pre-experimental design to evaluate the effectiveness of the visual aids approach involves a series of steps designed to measure changes in students' vocabulary comprehension before and after treatment. The first step in the pre-experimental design is to identify students' initial level of understanding of vocabulary through a pretest. This pretest aims to measure students' basic understanding before they get the treatment or treatment using visual aids. After the pretest, the next step is to provide treatment with the visual aids approach. Students would be introduced to new vocabulary or difficult concepts with the help of visual aids designed to improve their understanding. After the treatment with visual aids, students will be re-evaluated through a post-test. The post-test aims to measure the changes in students' vocabulary comprehension after they have received the treatment. The final step is to assess the effectiveness of the visual aids approach by comparing the pretest and post-test results. This analysis would show the extent to which the visual aids approach is successful in improving students' vocabulary comprehension.

H. Hypothesis

The research formulates the hypothesis as follow:

1. Null Hypothesis (H0): The use of visual aids approach does not have a significant impact on students' understanding of word meaning.

2. Alternative hypothesis (H1): The use of visual aids approach has a significant impact on increasing students' understanding of word meaning.

CHAPTER III

METHODOLOGY

A. Research Method

The researchers used a pre- experimental in this study, would start the research by giving students a preparatory test, then they get initial knowledge related to visual aids approach. After students were given this prefix, the author then provides a post-test to complete the experiment. The following is a schematic diagram that has been created:

Experimental	Pre-test	treatment	Post-Test
E	Y^1	X	Y^2

Table 3.1 Form of Design Chart

Note:

E= Experimental

Y^1= Pre-Test

X= Treatment

Y^2= Post-Test

From book Yani Balaka & Abyan (2022)

B. Research variables and indicators

In this study about the visual aids approach to reinforce the student's understanding of the meaning of words, students' understanding was measured by several indicators. To provide assistance through pictures, researchers use PowerPoint slides, 3d models, learning videos, etc.).

This research consists of two types of variables, namely independent variables and dependent variables. The following two variables can be explained:

1. Independent Variable

variables that the author selects, adjusts and measures are known as independent variables. Used as a teaching visual aid which can be said to be a tool to help students' learning activities is an independent variable in this research.

2. Dependent Variable

Students' understanding of the meaning of words is the dependent variable in this research. This research can measure students' understanding of the meaning of words to see the extent to which visual aids can contribute to improving their understanding.

Understanding indicator is:

1. Ability to understand the meaning of words
2. The ability to understand the meaning of words in sentence.
3. The ability to explain the meaning of words by using examples.
4. Ability to use words appropriately in oral or written communication.

Student attitudes can be seen from:

1. The frequency of using visual aids in the learning process.
2. The most frequently used type of visual aids.
3. Student involvement in interacting with visual aids during learning

4. Student responses to the use of visual aids

C. Population and sample

1) Population**:**

The research populations was students 2st grade of SMAN 9 Makassar and students learn English as a second language. Student of class 2st in SMAN 9 Makassar was consist of 330 students of 11 classes.

2) Sample**:**

The sample of this research was 1 class chosen randomly from population SMAN 9 Makassar, consist of 30 students.

D. Research Instrument

This pre-experimental investigation would make use of a method called as "one-group pre-test post-test," and it was be carried out by the researcher. From book Yani Balaka & Abyan (2022) pre-experimental design includes one-group pre-assessment Three steps usually comprise post-test design: 1) measuring the outcome variable with a pre-test; 2) putting educational interventions into practice to enhance learning; and 3) administering a post-test to assess the dependent variable. The description of these three steps is as follows: 1) carrying out a pre-test to assess the outcome variable. 2) Putting instructional interventions into practice for learning. 3) carrying out a post-test to determine how important the sequence in which each of these steps was completed.

The research instrument should include word comprehension tests or students' word meaning assessment exercises. This test must be

designed to measure students' knowledge and understanding of using visual aids with an understanding of the meaning of words in learning. In addition, surveys or questionnaires can be used to collect data about the effectiveness of visual aids in understanding the meaning of words.

E. Data Collection

Data collection that can be done was pre-test, treatment, and post-test. A pre-test was given to find out how far students understand the meaning of words in English using visual aids, and this was done to see what students often hear in class about these visual aids. Then the second was treatment; in this section, the class would introduce and explain visual aids in learning with the material that has been prepared. After that, students would be presented with students understanding the meaning of words. After the post-test and treatment were carried out, the last step was the post-test given to students to find out students' opinions about visual aids.

The data collection process for this study includes the following steps:

1. Pre-test

To begin the pre-test, the researcher would administer an initial test and the Pretest allows the researcher to test the effectiveness of the teaching strategies that would be used in the main research. This may involve trialling the experimental procedures, data collection, or analysis methods to be used, then providing interventions to carry them out. In this

particular scenario the researcher gives a test related to the material that would be in the lesson that has been prepared by the researcher.

2. Treatment

The researcher was first discussing the meaning of words that are easy and quickly understood about songs by students and explain it to them regarding the material that has been provided with props as the main character with song material. The researcher would implement four meetings to complete the treatment. The treatment steps are as follows:

1. At the first meeting, which was continued in the second meeting, the students discussed the words in the song, where they had to guess each word provided.

2. The next, would continue at the third and fourth meetings where this meeting would also discuss songs with different topics. At each research meeting, the researcher would use teaching visual aids so that results can be obtained regarding the effectiveness of the teaching aids in that field.

3. Post-Test

After the Pre-Test and treatment were completed, the researcher conducted a Post-Test to evaluate the results of limited strategies regarding the meaning of the words students learned during the duration of the teaching. In this specific instance, the researcher administered a questionnaire to see to what extent students know these teaching aids with interesting techniques and strategies.

F. Data Analysis

Release of SPSS for Windows 27.00 applied in the process of analysing data obtained from the questionnaire. Descriptive statistics was a type of statistics used to describe the arithmetic mean (x) and standard deviation (SD.), and data from questionnaires that came in percentage form and standardized.

Classify student grades applying the scale that follows:

Score 91-100	Very good
Score 76-90	Good
Score 61-75	average
Score 51-60	fairly
Score less than 50	poor

table 3.2 classification of scoring

adopted table (Depdikbud, 2006) from

(The Use of Problem based Learning on Students' Writing Skill, n.d.)

The data obtained from the research is quantitative data, to analyse the data using several tests, namely:

1. Normality Test

   This normality test used to find out whether the data in the experimental class one group pre-test and post-test was normally distributed or not. The normality test uses the descriptive statistical test of the spss version 27 program. The normality test uses the Shapiro wilk test because the test was

<50 samples. Triton (2006: 79) Data can be said to be normal if sig.> 0.05. If the test is normal then use the t-test and t-table, then if the test results are abnormal then use the Wilcoxon test for hypothesis testing.

CHAPTER IV

FINDINGS AND DISSCUSIONS

A. Finding of the Research

In this chapter, the researcher provides a summary of his findings. Quantitative information would use for this study. Pre-test and Post-test data would use to obtain quantitative findings. Students took both pre-test and post-test before and after receiving the treatment. The following table displays the results of student scores, including: mean score, standard deviation, hypothesis testing, frequency and percentage of pre-test and post-test student score.

1. Students' understanding of the meaning of words

The following below are the results on the scores from the pre-test and post-test. the scores below are the results summed up with the scores obtained from students. The figure was based on the value of the results of students' ability to know the meaning of words in the use of the props approach. The assessment of scores on the pre-test and post-test results in understanding the meaning of words was to measure the value that there was a change or improvement in the understanding experienced by students after being given certain treatments. The difference between the post-test and pre-test scores can be used to determine how significant the change or improvement was before being processed on SPSS. The use of this test allows researchers or educators to measure the impact of teaching

on improving understanding or skills on a particular topic. For this, researchers compared the pre-test and post-test scores in the table below:

No	Classification	score	Meaning of words			
			Pre-Test		Post-Test	
			Frequency	Persen	Frequency	Persen
1	Very good	91-100	0	0%	0	0%
2	Good	76-90	0	0%	1	3,33%
3	Average	65-75	0	0%	0	0%
4	Fairy	51-65	16	53,33%	13	43.33%
5	poor	0-50	14	46.66%	16	53.44%

Table 4. 1 classification score

Students were identified and classified based on their pre-test and post-test scores into the categories listed in the table. Each score was placed in a pre-defined group. To provide a clearer picture of the comparison, the researcher presents a graphical representation that visualizes the results in more detail below.

PRE TEST

	91-100	76-90	65-75	51-65	0-50
	Very good	Good	Average	Fairy	poor
	1	2	3	4	5

■ Frequency ■ Persen
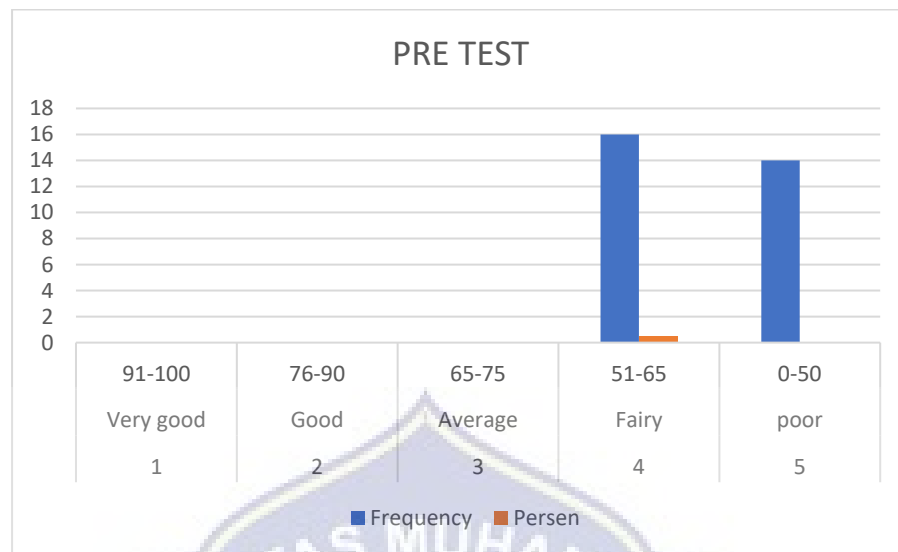
figure 4. 1 classification score pre-test of meaning of words

At the beginning of the study, students were given a pre-test to measure their level of understanding of word meaning before the intervention using visual aids. In the first stage there were 30 students who took the pre-test, where 14 students only had a score of 0-50 (46.66%) in the poor category before the treatment began. This suggests that the vocabulary comprehension of nearly half of the students would extremely low. With 14 students falling into the "poor" category, it was anticipated that the use of visual aids would greatly increase these students' vocabulary comprehension and enable them to reach a higher comprehension level. In addition, 16 students in the fair category received scores ranging from 51-65 (53.33%). This indicates that most students have a mediocre vocabulary comprehension foundation, as evidenced by the 16 students in the 'fair' category. The approach of using visual aids was expected to help improve their comprehension to a higher level. The main focus of this approach was to help

these students understand the vocabulary better so that they can improve their scores in the post-test and move out of the 'fair' category.
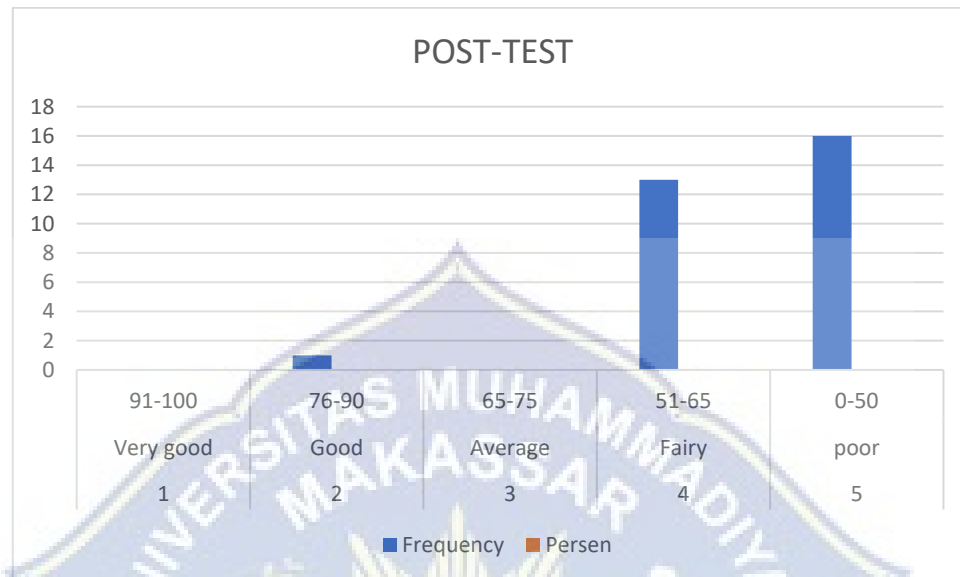
Figure 4. 2 classification score post-test of meaning of words

Following the intervention with visual aids, 16 students (53.44%) out of the 30 who had completed a series of pre-tests and a post-test still had low vocabulary comprehension, according to the post-test data. Based to this data, 14 students (or 47%) had vocabulary comprehension that fell into the "fair" category following the use of visual aids. These findings point to the necessity of additional assessment as well as the potential creation of new or more efficient techniques in order to facilitate future development. In this instance, it also demonstrates that one student would able to move into the "good" category that is, to have a reasonably good vocabulary understanding following the visual aid-assisted instruction. Even though it's still a small number, it indicates that the approach could lead to a noticeable increase in comprehension. These students who placed

in the "good" category demonstrate how some students can advance to a higher

level of vocabulary comprehension with the use of visual aids.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PRE TEST	30	25	65	52.33	8.066
POST TEST	30	15	80	53.17	14.172
Valid N (listwise)	30				

Table 4. 2 descriptive statistic

Descriptive statistics obtained on the pre-test showed a mean value of

52.33 with a standard deviation of 8.066, while the post-test had a mean value of

53.17 with a standard deviation of 14.172. Although the mean score of the post-

test was slightly higher, the higher standard deviation indicates greater variation in

students' scores after the intervention. The minimum score of the post-test lower

than the pre-test, while the maximum score higher, indicating inconsistent

improvement among the students. This suggests that the effect of the intervention

unevenly distributed among the students, with some students experiencing

significant improvement and others not.

2. Statistical Test

1) Data normality test

Normality test was a statistical procedure used to test whether a sample of data

comes from a population that was normally distributed or not. The main purpose

of the normality test was to evaluate the extent to which the observed data

conforms to the assumption of normal distribution. If the data was normally

distributed, then various parametric statistical methods that depend on the

assumption of normality can be used. However, if the data was not normally distributed, non-parametric methods or data transformation may be more appropriate.

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRE TEST	.320	30	.000	.756	30	.000
POST TEST	.178	30	.016	.888	30	.004

a. Lilliefors Significance Correction

Table 4.3 test of normality

With the normality test using Shapiro-Wilk, this test was intended for data samples that are small or <50 samples. It uses a coefficient calculated from the data on the extent to which the data conforms to a normal distribution. The requirement for testing the hypothesis of this study was that the data tested was normally distributed. The normality test of data distribution would be carried out using the rock of the SPSS for windows program version 27. Conclusions are drawn with the provisions, if the value of Sig. 2-tailed > 0.05 means the data was normal and if the Sig. 2-tailed < 0.05 means the data was not normal.
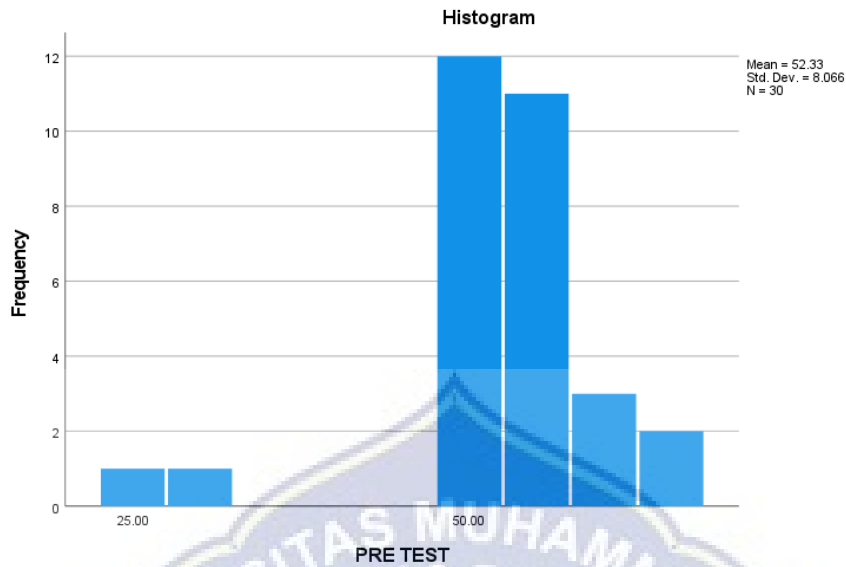
figure 4. 3 histogram pre-test
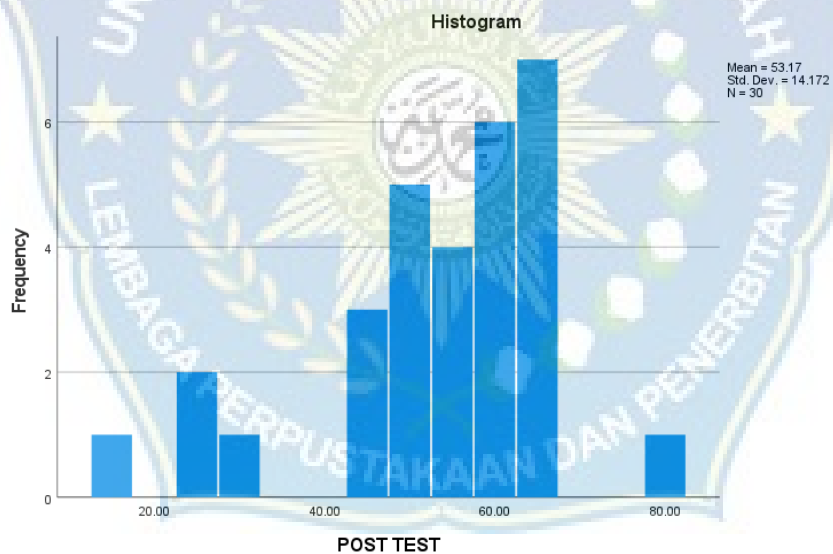
figure 4. 4 Histogram Post-Test

The results of the pre-test and post-test variable data normality test show that Shapiro-wilk in the pre-test has a significance value of 0.000 <0.05, while in the post-test has a significance value of 0.004 <0.05. then based on the results of the variable analysis has a significance level that was less than 0.05. So, it can be stated that the data was normally distributed.

3. Hypothesis Testing

Hypothesis testing, was a statistical procedure used to make decisions about claims or assumptions made about population parameters based on observed sample data. The hypothesis testing would try to determine whether the visual aid approach was effective in approach students' understanding of the meaning of words. In this test, two hypotheses are tested: the null hypothesis, which states that there was no significant difference between using or not using the visual aid approach, and the alternative hypothesis, which states that the visual aid approach significantly improves students' understanding of the meaning of words.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE	52.33	30	8.066	1.473
	POST	58.67	30	8.503	1.552

Table 4. 3 paired sample statistics

In the paired sample statistics, the pre-test mean was 52.33 with a standard deviation of 8.066. The standard deviation indicates the dispersion of data from the mean. The standard error of the mean for the pre-test was 1.473, representing the accuracy of the sample mean in estimating the population mean. For the post-test, the mean increased to 58.67 with a standard deviation of 8.0503, suggesting that the data spread remained nearly the same despite the increase in the mean. The standard error of the mean for the post-test was 1.552, indicating a slight increase in measurement uncertainty compared to the pre-test. This data reflects a difference between the pre-test and post-test results, which may suggest an effect or change due to the intervention.

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	PRE - POST	-6.333	11.137	2.033	-10.492	-2.175	-3.115	29	.004

Table 4.3 T-Test

The results of the pre-post-test show a mean difference of -6.333, indicating that the post-test scores are, on average, 6.333 points higher than the pre-test scores, with the negative sign reflecting the increase after the intervention. The standard deviation of 11.137 reflects the variability in the differences between pre- and post-test scores within the sample. A standard error of the mean of 2.033 indicates the precision of the estimate of the mean difference. The confidence interval ranges from -10.492 (lower bound) to -2.175 (upper bound), meaning we are 95% confident that the true mean difference lies within this range. Since the interval does not include zero, this suggests a significant difference between pre-test and post-test. The T-value of -3.115 with 29 degrees of freedom (df) highlights the magnitude of the difference between the pre-test and post-test means, with a larger T-value indicating a more significant difference. Finally, the significance (2-tailed) value of 0.004 indicates that the difference between pre-test and post-test is statistically significant. As this p-value is less than 0.05, we can conclude that the change after the intervention is not due to random chance but is statistically meaningful.

B. Discussion of the Research

The explanation in chapter 2 about visual aids in (Pateşan et al., 2018) the research related review explains that visual aids are used to display complex information clearly and to increase activities in the classroom. With the use of

visual aids can be a variety of advantages ranging from attracting the attention of students to engage in the subject with a variety of learning tools and for this case researchers use visual aids approach.

Students who scored poor or fair on the pre-test regarding the effectiveness of the visual aids approach for strengthening comprehension of the meaning of words may be influenced by various factors. These factors may include limited previous experience with visual aids, weak prior knowledge, ineffective learning methods, motivational factors, and varying visualization abilities. In addition, the conditions under which the pre-test would conduct may also have an effect, such as an unfavourable environment or unclear instructions or uncaring students. To improve students' understanding and performance, it was important to increase students' motivation and confidence, provide more practice with visual aids, approach students' knowledge base, and conduct continuous evaluation.

The effectiveness of visual aids in approach students' understanding of word meaning was strongly influenced by various individual and external factors. Students with limited basic mastery, cognitive constraints, and low motivation and interest tend to fall into the poor category because they have difficulty utilizing visual aids optimally. In contrast, students with strong vocabulary mastery, good visualization skills, and high motivation usually fall into the good category because they can maximize the benefits of this visual approach. The fair category includes students who have sufficient basic understanding and show active participation, but may still require further

improvement. Through a more adaptive approach, visual aids can possibly be used more effectively to strengthen vocabulary comprehension among all students.

Students made mistakes in this study pretest and post-test, the visual aids approach during treatment would very attractive to students of course in the sample studied, but in the test given not many students answered correctly, with this in the test given students more imitate their friends' answers. This may be due to students having difficulty maintaining or improving their understanding or some students may need additional understanding enhancements to help them understand the material better.

Research conducted to evaluate the effectiveness of the visual aids approach in students' understanding of word meanings showed that there was no significant improvement in learning outcomes. Although the use of visual aids such as PowerPoints and videos are intended to help students understand concepts better, the findings from the study showed that improvements in understanding did not occur as expected. Factors that may have contributed to this include the possible lack of integration of visual aids into the curriculum as a whole, the lack of response from students to this type of learning and the short hours given at the time of the study.

In the context of research into the effectiveness of the visual aids approach to strengthening students' understanding of word meanings, the time allotted for research plays an important role in determining the results and conclusions obtained. Research that takes into account the aspect of adequate time

provides opportunities for researchers to collect relevant data. Good timing also allows for more careful observation of the students' interaction with the visual aids, their understanding of the material, as well as their response to the learning strategies applied. However, it was recognized that studies that are too short may not allow enough time for students to absorb information or respond to changes in teaching methods.

Research conducted by (Zhu et al., 2021) highlights the importance of audio-visual learning in enhancing students' comprehension, focusing on capitalizing on the connectedness between audio and visual modalities. While visual aids approaches, including the use of videos, are one powerful form of audio-visual learning, this study shows that approaches are effective in strengthening comprehension of the meaning of words among students. This result suggests the need for further studies to understand more effective ways of utilizing audio-visual approaches in learning, especially in the context of understanding the meaning of words. As such (Zhu et al., 2021), study provides an additional relevant perspective to the discussion of the effectiveness of visual aids approaches in the comprehension of the meaning of words.

By (Pateşan et al., 2018) Although visual aids are considered a powerful approach in teaching foreign languages, research shows that their use was not always effective in approach students' understanding of word meanings. Factors such as mismatch with students' needs, over-reliance, and teachers' lack of skills in integrating visual aids can reduce their effectiveness.

Therefore, it was important for teachers to consider various factors and develop diverse teaching strategies to ensure that the use of visual aids makes a significant contribution to student learning.

Visual aids techniques in vocabulary teaching as described (Phung, 2021) seem to be very effective in improving students' understanding of the meaning of words. The visual aids technique in vocabulary teaching uses visual aids, real objects, and dictionaries to approach students' understanding of the meaning of words. Although effective in many situations, there are some disadvantages to consider, such as limitations for certain types of learners, preparation time required, risk of dependence on visuals, and potential blurring of focus from the learning objectives.

(Piskadlo et al., 2023) Evaluated teaching second language (L2) vocabulary to virtual english as a EFL with and without illustrations. The results showed that the visual aids approach not effective in improving word meaning comprehension for virtual EFL learners. This suggests that, while the visual aids approach was generally beneficial, in the context of virtual EFL learning, it may not be effective. Factors such as difficulty in processing visual information virtually and lack of direct interaction could be to blame.

From the summary, it can be seen that although the visual aids approach has long been considered effective in improving students' understanding of word meaning, recent research has shown mixed results. Previous studies emphasized the benefits of visual aids in foreign language learning, including vocabulary teaching, by highlighting their ability to present information

clearly and help students understand and remember words. This suggests that in virtual learning situations, other approaches may be needed to achieve the desired learning goals for better learning.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The results of the study entitled "The Effectiveness of Visual Aids Approach in Strengthening Students' Understanding of Word Meanings at SMAN 9 Makassar" show that there is a study that aims to evaluate whether the use of visual aids can improve students' understanding of word meanings effectively. The data collected showed significant variations in the results of word comprehension tests before and after the use of visual aids. The researcher concluded that visual aids have an impact on students' understanding of word meanings at SMAN 9 Makassar. Although some students may not show an overall increase, it is consistent or significant enough to conclude that the visual aids are effective. This shows that this approach has provided the expected benefits in the context of teaching at the school. Although visual aids are often considered an effective method in teaching vocabulary, in the context of SMAN 9 Makassar, this approach has provided the expected results.

B. Suggestions

The researcher would like to recommend the following in light of the previous finding:

1. To English teacher

    Based on the results of the study, the researcher hopes that teachers were make adjustments to the methods and tools used. Flexibility in teaching was very important to adjust to the needs of students.

2. To other researchers

    The author hopes that this work will provide other investigators with fresh perspectives ideas. Conduct long-term research to see the ongoing effects of using visual aids. This would help understand whether the positive effects persist over time.

3. To students

    Researchers hope that students are actively involved in the learning process by using visual aids. students are expected not to hesitate to ask questions and provide feedback to the teacher about visual aids that help or do not help.

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APPENDIX-1 PRE-TEST
RESEARCH INSTRUMENT

Name:

Class:

The questioner is made to collect the data for this research "the effectiveness of visual aids to reinforce the students' understanding of the meaning of words"

Please read carefully to the following instruction below:

1.   Before filling the questionnaire below, the students should fill their identity above completely

2.   After filling in the identity, the student should carefully read the following questions below and give a sign (✓) or as creative as possible, based on what is felt and which the student thinks are true.
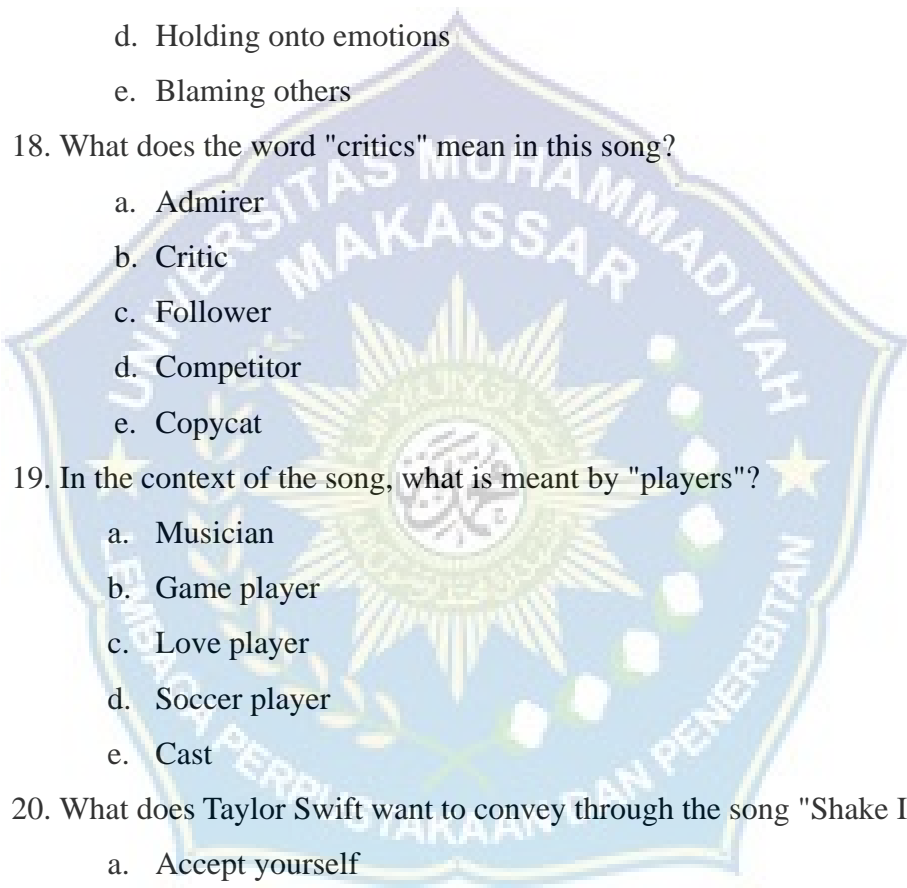
Knowledge of songs

1. What is the meaning of the word "dreams" in "A Million Dreams"?
    a.   Wishful thinking
    b.   Reality
    c.   Hope
    d.   Disappointed
    e.   Darkness

2. What does "A Million Dreams" mean in the context of the song?
    a.   A million dreams
    b.   A million nightmares
    c.   A million fact
    d.   A million disappointed
    e.   A million fears

3. What does the word "phantom" in "A Million Dreams" refer to?

 a. Ghost

 b. Dream

 c. Memory

 d. Hope

 e. Disappointment

4. What is the meaning of "I think of what the world could be, a vision of the one I see"?

 a. Reflect on the past

 b. Planning for the future

 c. Imagine the world you want

 d. Regret mistakes

 e. Assess reality

5. What does the word "colors" express in "A Million Dreams"?

 a. Darkness

 b. Happiness

 c. Diversity

 d. Despair

 e. Sadness

6. In the verse "Close my eyes and I can see the world that's waiting up for me," what does "waiting up for me" mean?

 a. Waiting for me

 b. Look up for me

 c. Expect me

 d. Welcome me

 e. Rejected me

7. What message does the songwriter want to convey through the words "They can say, they can say it all sounds crazy"?

 a. Accept the fact

 b. Don't care about other people's opinions

    c. Chasing dreams even though they are considered crazy

    d. Avoid criticism

    e. Ignore dreams

8. What does the word "wonder" in the context of this song refer to?

    a. Wonder

    b. Curiosity

    c. Despair

    d. Darkness

    e. Desire

9. What do you think the songwriter will hoping for by repeating the words "A million dreams are keeping me awake"?

    a. Dreams make it difficult to sleep

    b. Dreams give him happiness

    c. Dreams bored him

    d. Dreams take away sleep

    e. Dreams give him restlessness

10. What does "Every night I lie in bed, the brightest colors fill my head" mean?

    a. Stayed up all night

    b. Inspired by bright colors

    c. Sweet dreams

    d. Imagined by bright colors

    e. Difficulty sleeping due to colorful thoughts

11. What does the term "shake it off" mean in the context of Taylor Swift's song?

    a. Hiding feelings

    b. Refusing responsibility

    c. Wasting time

    d. Overcome difficulties positively

    e. Hold back emotions

12. What is the meaning of the word "resilient" expressed in the lyrics of the song "Shake It Off"?

    a. Full of hope

    b. Resilient

    c. Worried

    d. Doubtful

    e. Be arrogant

13. In the context of the song, what does the phrase "haters gonna hate" mean?

    a. Appreciate criticism

    b. Accept the fact

    c. Avoid conflict

    d. Let people have their say

    e. Envious people was always be jealous

14. What is meant by "shake it off" as a coping strategy in the song?

    a. Ignore the problem

    b. Bullying your opponent

    c. Think positive things

    d. Stay away from negative people

    e. Establish new relationships

15. The word "swagger" in the song lyrics describes what characteristic?

    a. Lack of self-confidence

    b. Advantages of self-confidence

    c. Humble attitude

    d. Simplicity

    e. Worry

16. What does the word "fakers" mean in the context of the song "Shake It Off"?

    a. Dishonest person

    b. Attention seeker

c. Decision makers

d. Denial of reality

e. Creator of happiness

17. How can "shake it off" be interpreted as a positive attitude?

    a. Keep yourself away from problems

    b. Face problems with a cool head

    c. Creates conflict

    d. Holding onto emotions

    e. Blaming others

18. What does the word "critics" mean in this song?

    a. Admirer

    b. Critic

    c. Follower

    d. Competitor

    e. Copycat

19. In the context of the song, what is meant by "players"?

    a. Musician

    b. Game player

    c. Love player

    d. Soccer player

    e. Cast

20. What does Taylor Swift want to convey through the song "Shake It Off"?

    a. Accept yourself

    b. Resist change

    c. Stay away from other people

    d. Regret the decision

    e. Chasing popularity

APPENDIX-2

TREATMENT

A. Identitias Modul

MATA PELAJARAN   : BAHASA INGGRIS

KELAS   : X

ALOKASI WAKTU   : 1 JAM PELAJARAN

JUDUL MATERI   : SONG-VISUAL AIDS

B. Kompetensi Dasar

3.1 menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja

3.2 menangkap makna terkait funsi sosial dan usnur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja

C. Deskripsi Singkat Materi

What's your favourite song? Do you know who wrote the song? Hampir semua orang menyukai lagu dan sering mendengarkan lagu baik dari radio. televisi, internet dll. Lagu menjadi penghibur di kala kita sedih dan bisa juga menjadi pembangkit semangat dikala kita terjatuh. Biasanya kita lebih mengenal penyanyi lagu favorit kita daripada penulis lagunya, walaupun kadang-kadang penulis dan penyanyinya adalah orang yang sama. Dari pengalaman dan pengamatannya terhadap lingungan sekitarnya, seseorang dapat menyampaikan banyak pesan dan cerita lewat lagu. Lagu adalah bentuk seni yang menginspirasi, menyentuh emosi, dan menciptakan pengalaman yang mendalam. Mari kita lihat bagaimana kita dapat membawa lagu lebih dekat ke hadapan audiens kita melalui visual aids. Dalam modul ini kalian akan mempelajari tentang bagian – lagu dan menafsirkan makna lirik lagu yang diberikan.

D. Materi Pembelajaran

Pada pertumuan pertama ini dengan materi menyelami makna lagu dengan visual aids.

E. Tujuan pembelajarana:

1. Memahami lirik lagu secara mendalam.
2. Mengidentifikasi tema dan pesan utama dalam lagu.
3. Meningkatkan apresiasi terhadap seni musil melalui visualisasi.

F. Uraian Kegiatan Pembelajaran

-lagu pilihan *A Million Dreams* – the greatest showman soundtrack
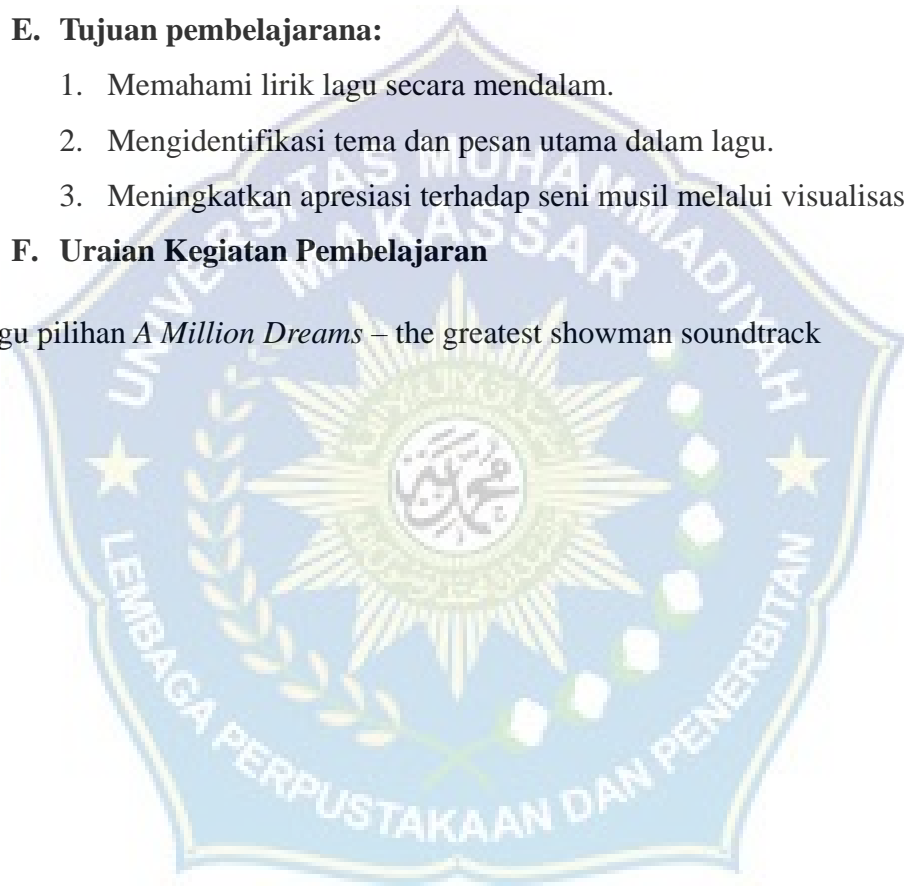
A Million Dreams
The Greatest Showman

letras

[Ziv Zaifman]
I close my eyes and I can see
The world that's waiting up for me
That I call my own
Through the dark, through the door
Through where no one's been before
But it feels like home

They can say, they can say it all sounds
crazy
They can say, they can say I've lost my mind
I don't care, I don't care, so call me crazy
We can live in a world that we design

'Cause every night I lay in bed
The brightest colors fill my head
A million dreams are keeping me awake
I think of what the world could be
A vision of the one I see
A million dreams is all it's gonna take
A million dreams for the world we're gonna
make

There's a house we can build
Every room inside is filled
With things from far away
The special things I compile
Each one there to make you smile
On a rainy day

They can say, they can say it all sounds
crazy
They can say, they can say we've lost our
minds

I don't care, I don't care if they call us crazy
Runaway to a world that we design

[Hugh Jackman]
Every night I lie in bed
The brightest colors fill my head
A million dreams are keeping me awake
I think of what the world could be
A vision of the one I see
A million dreams is all it's gonna take
A million dreams for the world we're gonna
make

[Michelle Williams & Hugh Jackman]
However big, however small
Let me be part of it all
Share your dreams with me
You may be right, you may be wrong
But say that you're bring me along
To the world you see
To the world I close my eyes to see
I close my eyes to see

Every night I lie in bed
The brightest colors fill my head
A million dreams are keeping me awake
A million dreams, a million dreams
I think of what the world could be
A vision of the one I see
A million dreams is all it's gonna take
A million dreams for the world we're gonna
make

[Hugh Jackman & Michelle Williams]
For the world we're gonna make

PERTEMUAN 1-2

Pendahuluan: 15 menit

- peneliti membuka Pelajaran dengan sala, dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran dan kerapihan peserta didik.
- Mengondisikan kelas agar proses pembelajaran berlangusng menyenangkan.

- Mempersiapkan segala peralatan yang akan digunakan.
- Menyampaikan tujuan pembelajaran yang akan di capai dalam proses penelitian dan proses pembelajaran.
- Peneliti melakukan apresuasu da0at mengajak oeserta didik untuk mengingat hal hal mengesankan pada lagu yang pernah mereka dengar dan di amati serta juga menanyakan hal point yang di didapat pada lagu yang mereka pernah dengar.

Kegiatan inti: 40 menit

- Pada pertemuan pertama ini peneliti akan memutarkan dan memperlihat kan lagu *a million dreams dari soundtrack film The Greatest Showman.* Peneliti akan menggunakan teknik visual aids untuk membantu peserta didik lebih memahami lirik, tema, dan pesan yang terkandung dalam lagu ini.
- Menampilka slide lirik pada presentasi yang sudah disiapkan, menggunakan font yang mudah dibaca dan warna yang mencerminkan suasana lagu, menyoroti kata kata kunci atau frasa yang memiliki arti mendalam.

  Contoh; *"Every night, I lie in bed, the brightest colors fill my head. A million dreams are keeping me awake."*

  Kalimat ini menggambarkan keinginan dan imajinasi yang tak terbatas. Penyanyi menyampaikan bahwa setiap malam, imajinasinya penuh dengan warna-warni cerah dan satu juta impian yang membuatnya sulit tidur. Ini menciptakan nuansa optimisme, keinginan untuk mencapai sesuatu yang besar, dan keyakinan akan potensi tak terbatas dalam mewujudkan impian.
- Membuat mood board dengan gambar yang mencerminkan Impian dan imajinasi dengan menambahkan kutipan kutipan yang terkait dengan tema lagu *a million dream:*

"A million dreams are keeping me awake."
"The dream map is our life compass, guiding our steps towards the goal we long for."

- Aktivitas kelompok membuat video lirik kreatif. Peserta didik akan dibagi menjadi beberapa kelompok utnuk membuat sebuah video lirik (lirik dan lagu akan ditentukan) sekreatif mungkin menggunakan alat sederhana. Hal ini dapat membuat peserta didk untuk mengespresikan interpretasi mereka tentang lagu melalui visual dan Gerakan.

- Evaluasi: mendiskusikan hasil aktivitas kelompok, dan memberikan kesempatan pada peserta didik untuk menampilkan hasil video lirik mereka.

Pertemuan ke 3-4:

"Shake It Off"

I stay out too late
Got nothing in my brain
That's what people say, mmm-mmm
That's what people say, mmm-mmm

I go on too many dates [chuckle]
But I can't make them stay
At least that's what people say, mmm-mmm
That's what people say, mmm-mmm

But I keep cruising
Can't stop, won't stop moving
It's like I got this music
In my mind
Saying, "It's gonna be alright."

'Cause the players gonna play, play, play, play, play
And the haters gonna hate, hate, hate, hate, hate
Baby, I'm just gonna shake, shake, shake, shake, shake
I shake it off, I shake it off
Heart-breakers gonna break, break, break, break, break
And the fakers gonna fake, fake, fake, fake, fake
Baby, I'm just gonna shake, shake, shake, shake, shake
I shake it off, I shake it off

I never miss a beat
I'm lightning on my feet
And that's what they don't see, mmm-mmm
That's what they don't see, mmm-mmm

I'm dancing on my own (dancing on my own)
I make the moves up as I go (moves up as I go)
And that's what they don't know, mmm-mmm
That's what they don't know, mmm-mmm

But I keep cruising
Can't stop, won't stop grooving
It's like I got this music
In my mind
Saying, "It's gonna be alright."

'Cause the players gonna play, play, play, play, play
And the haters gonna hate, hate, hate, hate, hate
Baby, I'm just gonna shake, shake, shake, shake, shake
I shake it off, I shake it off
Heart-breakers gonna break, break, break, break, break
And the fakers gonna fake, fake, fake, fake, fake
Baby, I'm just gonna shake, shake, shake, shake, shake
I shake it off, I shake it off

Shake it off, I shake it off,
I, I, I shake it off, I shake it off,
I, I, I shake it off, I shake it off,
I, I, I shake it off, I shake it off

- peneliti membuka Pelajaran dengan salam, dan berdoa, memperhatikan kesiapan peserta didik, memeriksa kehadiran dan kerapihan peserta didik.
- Mengondisikan kelas agar proses pembelajaran berlangusng menyenangkan.
- Mempersiapkan segala peralatan yang akan digunakan.
- Menyampaikan tujuan pembelajaran yang akan di capai dalam proses penelitian dan proses pembelajaran.

- Peneliti melakukan apresiasi dapat mengajak peserta didik untuk mengingat hal hal mengesankan pada pembelajaran kemarin dan memberikan siswa kesempatan untuk menjelaskan point yang di pelajari kemarin.

Kegiatan inti:

- Pertemuan ketiga dan ke empat peneliti akan memperlihatkan cuplikan lagu dan lrirk dari *shake it off* dari taylor swift untuk menarik perhatian siswa.
- Membagi beberapa kelompok untuk memikirkan makna dari lagu yang diperlihatkan.
- Membagikan lirik lagu kepada siswa untuk mengidentifikasi kata atau ungkapan yang mungkin peserta didik belum paham.
- Membahas Bersama makna lirik lagu dengan menampilkan slide yang peneliti sudah disiapkan dan yang mencerminkan suasana lagu, menyoroti kata kata kunci atau frasa yang memiliki arti mendalam.
  "I'm just gonna shake, shake, shake, shake, shake it off."
  Kalimat ini menggambarkan taylor swift yang menunjukkan sikap Tangguh terhadap kririk atau oendapat negative. Pesan ini menekankan oentingnya untuk tidak terlalu terpengaruh dan tidak memikirkan pada pandangan orang lain.
- Membuat mood board dengan gambar yang mencerminkan ketahanan dan penghormatan pada diri sendiri serta perasaaan.

Courage is not the absence of fear, but the ability to continue even though we are afraid."

- Kegiatan kelompok: memberikan kegiatan kelompok di mana setiap kelompok membuat poster dengan tema yang sudah ditentukan dengan makna kata *shake it off* dalam poster tersebut. (se kreativ mungkin)
- Refleksi setelah tugas selesai maka peserta didik di harapkan menjelaskan arti dari poster yang mereka buat di depan kelas, serta eleman yang mana membuat mereka memaknai kata poster tersebut.

Penutup:

- Siswa dan guru menyimpulkan pembelajaran yang di dapatkan hari ini.
- Guru mengakhiri kegiatan belajar dengan membeeikan pesan dan motivasi tetap semangat belajar dan diakhiri dengan berdoa

Book from modul pembelajaran Bahasa inggris (2020)

APPENDIX-3

POST-TEST

Name:

Class:

The quesionere is made to collect the data for this research "the effectiveness of visual aids to reinforece the students' understading of the meaning of words" Please read carefully to the following instruction below:

- Before filling the questionnaire below, the students should fill their identity above completely
- After filling in the identity, the student should carefully read the following questions below and give a sign (✓) or as creative as possible, based on what is felt and which the student thinks are true.

1. What can you personally interpret the phrase "A Million Dreams"?
   a. A big vision that is difficult to realize.
   b. A huge number of hopes and dreams.
   c. A song that has no special meaning.
   d. Something that cannot be measured in numbers.
   e. a reality that has been achieved.

2. How can the song "A Million Dreams" motivate someone in everyday life?
   a. By providing inspiration to dream big.
   b. By depicting an unrealistically perfect life.
   c. By relying on reality and facts that can be measured.
   d. By presenting expectations that are difficult to achieve.
   e. By emphasizing the importance of avoiding dreams and focusing on practical realities.

3. How can the theme of the song "A Million Dreams" relate to your own life experiences?
   a. Completely irrelevant to my experience.
   b. It is a reflection of my dreams and hopes.
   c. Cannot be connected to everyday reality.

     d. Makes me feel unmotivated.

     e. I felt too connected to everyday reality, so I couldn't feel connected to the theme of the song "A Million Dreams".

4. What might be the challenges in achieving "A Million Dreams" in real life?

     a. Lack of self-confidence and lack of motivation.

     b. Time and resource limitations.

     c. The need to follow social trends.

     d. There are no challenges, as long as you have a strong enough determination.

     e. Uncertainty and changes in external conditions

5. What visual aids are most appropriate to illustrate the words "a million dreams"?

     a. A picture of a clear sky with millions of stars.

     b. A bar graph shows the growth of dreams over time.

     c. A happy family photo.

     d. A world map showing various dream places.

     e. A picture of a deserted landscape with no signs of life or inspiration.

6. How can a visual image help students understand the concept of "a million" in the context of "A Million Dreams"?

     a. A collage of images showing different types of dreams from around the world.

     b. A world map with one million dots representing dreams in various locations.

     c. A slide presentation with statistical figures about the number of dreams around the world.

     d. An animated video depicting the journey of a million dreams from beginning to fulfillment.

     e. A bar or pie graph that visualizes the number of dreams from various categories or groups around the world

7. How can a visual aid help students understand the emotional meaning of the words "a million dreams"?

   a. A slideshow with images of people who achieved their dreams with a smile.

   b. An audio recording containing inspirational stories about the journey to achieving your dreams.

   c. A circle graph showing the connection between dreams and positive feelings.

   d. A photo collage showing important moments in achieving your dreams.

   e. a video documentary that depicts true stories of people who pursued and achieved their dreams.

8. Which visual aids are most effective for depicting dreams in a personal context?

   a. A slideshow with students' personal photos depicting their dreams.

   b. A video clip showing interviews with people who have succeeded in achieving their personal dreams.

   c. A concept map showing the relationship between personal dreams and group dreams.

   d. A slide presentation with text detailing the official definition of "a million dreams".

   e. A slide presentation with text detailing the official definition of "a million dreams".

9. How a visual aid can be used to clarify the meaning of the words "a million dreams" in a personal context

   a. Displays images of millions of personal dreams.

   b. Create graphs or diagrams that depict various dreams.

   c. Presenting a word cloud with dream related words.

   d. Shows a video montage about personal dreams.

   e. Presents a concept map that connects various dream elements.

10. What might be the main message of the song "A Million Dreams" that can be applied to everyday life?

    a. Big dreams require big effort.

    b. Dreams are just something beautiful to imagine.

    c. Life without dreams is easier.

    d. Dreams are just fantasies that cannot be realized.

    e. Dreams have the potential to inspire and bring positive change to one's life and the world around them.

11. What best describes the word "shake" in Taylor Swift's song "Shake It Off"?

    a. Hold tight

    b. Move your body quickly

    c. Dance gracefully

    d. Kick hard

    e. Whisk gently

12. How can visual aids help students understand the phrase "walk it off" in the song?

    a. Walk away from problems

    b. Become more active

    c. Go on a long journey

    d. Don't care about problems

    e. Go along with feelings without thinking about problems

13. How can the phrase "read it off" be interpreted in the song?

    a. Read quickly

    b. Read something with emotion

    c. Ignore reading

    d. Read carefully

    e. Read without feeling

14. How can visual aids help understand the phrase "dance it off" in song lyrics?

    a. Dance to overcome sadness

    b. Dancing furiously

    c. Dancing to avoid responsibility

    d. Dance slow

    e. Dance with passion

15. In the context of the song "Shake It Off," what is the meaning of "chill it off"?

    a. Calm down

    b. Cool things down quickly

    c. Avoid difficult situations

    d. Not affected by cold temperatures

    e. Cools the mood

16. How can visual aids provide an idea of the phrase "show it off" in the song?

    a. Show something proudly

    b. Hiding achievements

    c. Don't care about attention

    d. Showing something angrily

    e. Showing off with arrogance

17. In the context of the song "Shake It Off," what does "brushing off the drama" mean?

    a. Brushing hair with drama

    b. Avoid conflicts and problems

    c. Comb through the conflict carefully

    d. Ignoring emotional reactions

    e. Washing my hands of the drama

18. How can visual aids support understanding the phrase "shine it off" in song lyrics?

    a. Shining with anger

b. Avoid light

c. Spreading light furiously

d. Shine with success

e. Block out the light

19. In the song lyrics, how can visual aids depict the emotional nuances of the phrase "shake it off" in depth?

    a. show an image of an individual who appears calm even when faced with adversity

    b. Use animated images to show the process of overcoming emotional pain

    c. Describe a scene where someone physically shakes their body to deal with stress

    d. Present a situation where someone is indifferent to the problem with a faint smile

    e. show visual aids showing someone throwing away sheets of paper with negative words to reflect the action of "shake it off".

20. In the context of the song "Shake It Off," how can students use visual aids to depict a person's change in attitude from "breaking down" to "shaking it off"?

    a. Create sequential images showing changes in facial expressions from sadness to happiness.

    b. Use a pie chart to compare stress levels before and after dealing with a problem.

    c. Create a collage that includes symbols of positive feelings and actions that represent change.

    d. Arrange a sequence of images that illustrate the process of overcoming feelings of hopelessness and developing a positive attitude.

    e. Create a bar chart showing the change in emotional intensity from "breaking down" to "shaking it off" over time.

Appendix 4
ANSWER QUESTION

Pre-Test:

1. C. Hope
2. A. A million Dreams
3. C. Memory
4. C. Imagine the World You Want
5. C. Disertivy
6. C. Expect me
7. C. Chasing dreams even though they are considered crazy
8. B. Curiosity
9. E. Dreams give him restlessness
10. D. Imagined by bright colors
11. D. Overcome difficulties positively
12. B. Resilent
13. E. Envious People was always be jealous
14. A. ignore the Problem
15. B. advantages of self confidence
16. A. Dishonest person
17. B. face problems with A cool Head
18. B. Critic
19. C.Love player
20. A. Accept yourself

Post-Test

1. A. A huge number of hopes and dreams.
2. A. By providing inspiration to dream big.
3. B. It is a reflection of my dreams and hopes.
4. C. The need to follow social trends.
5. D. A world map showing various dream places.
6. B. A world map with one million dots representing dreams in various locations.
7. A. A slideshow with images of people who achieved their dreams with a smile.
8. A. A slideshow with students' personal photos depicting their dreams.
9. E. Presents a concept map that connects various dream elements.
10. E. Dreams have the potential to inspire and bring positive change to one's life and the world around them.
11. B. Move your body quickly
12. A. Walk away from problems
13. C. ignore reading
14. A. Dance to overcome sadness
15. A. Calm down
16. A. Show something proudly
17. B. Avoid conflicts and problems
18. D. Shine with success
19. B. Use animated images to show the process of overcoming emotional pain
20. D. Arrange a sequence of images that illustrate the process of overcoming feelings of hopelessness and developing a positive attitude.

APPENDIX 5 SPSS

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PRE TEST	30	25	65	52.33	8.066
POST TEST	30	15	80	53.17	14.172
Valid N (listwise)	30				

Table 4. 3 descriptive statistics

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRE TEST	.320	30	.000	.756	30	.000
POST TEST	.178	30	.016	.888	30	.004

a. Lilliefors Significance Correction

Table 4. 4 tests of normality

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE	52.33	30	8.066	1.473
	POST	58.67	30	8.503	1.552

Table 4. 5 Paired sample

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE - POST	-6.333	11.137	2.033	-10.492	-2.175	-3.115	29	.004

Table 4. 6 test statistics wilcoxon

APPENDIX 6
DOKUMENTATION

No	Name
1	STUDENTS 1
2	STUDENTS 2
3	STUDENTS 3
4	STUDENTS 4
5	STUDENTS 5
6	STUDENTS 6
7	STUDENTS 7
8	STUDENTS 8
9	STUDENTS 9
10	STUDENTS 10
11	STUDENTS 11
12	STUDENTS 12
13	STUDENTS 13
14	STUDENTS 14
15	STUDENTS 15
16	STUDENTS 16
17	STUDENTS 17
18	STUDENTS 18
19	STUDENTS 19
20	STUDENTS 20
21	STUDENTS 21
22	STUDENTS 22
23	STUDENTS 23
24	STUDENTS 24
25	STUDENTS 25
26	STUDENTS 26
27	STUDENTS 27
28	STUDENTS 28
29	STUDENTS 29
30	STUDENTS 30

No	Pre-test	Post test
1	55	60
2	60	50
3	25	25
4	55	65
5	50	25
6	50	55
7	50	50
8	50	15
9	55	50
10	55	65
11	65	45
12	30	65
13	55	60
14	55	65
15	50	50
16	55	60
17	50	50
18	50	55
19	55	45
20	60	45
21	55	65
22	50	65
23	50	30
24	50	60
25	60	55
26	55	60
27	50	60
28	65	55
29	55	65
30	50	80

APPENDIX 7
SURAT KETERANGAN BEBAS PLAGIAT

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN
Alamat kantor: Jl.Sultan Alauddin NO.259 Makassar 90221 Tlp (0411) 866972,881593, Fax (0411) 865588

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama   : Isnaini Fadila

Nim   : 105351100820

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	2 %	10 %
2	Bab 2	6 %	25 %
3	Bab 3	3 %	10 %
4	Bab 4	3 %	10 %
5	Bab 5	0 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 22 Agustus 2024
Mengetahui,

Kepala UPT- Perpustakaan dan Penerbitan,

Nursinah, S.Hum.,M.I.P
NBM. 964 591

APPENDIX 8
SURAT PENGANTAR PENELITIAN

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 : 4184/05/C.4-VIII/V/1445/2024
Lamp : 1 (satu) Rangkap Proposal
Hal : Permohonan Izin Penelitian

02 May 2024 M
23 Syawal 1445

Kepada Yth,
Bapak Gubernur Prov. Sul-Sel
Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan
di –
     Makassar

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 16132/FKIP/A.4-II/III/1445/2024 tanggal 30 Maret 2024, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama   : **ISNAINI FADILA**
No. Stambuk : **10535 1100820**
Fakultas   : **Fakultas Keguruan dan Ilmu Pendidikan**
Jurusan   : **Pendidikan Bahasa Inggris**
Pekerjaan   : **Mahasiswa**

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

"THE EFFECTIVENESS OF VISUAL AIDS APPROACH TO REINFORCE THE STUDENTS' UNDERSTANDING OF THE MEANING OF WORDS AT SMAN 9 MAKASSAR"

Yang akan dilaksanakan dari tanggal 7 Mei 2024 s/d 7 Juli 2024.

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

Ketua LP3M,

Dr. Muh. Arief Muhsin, M.Pd.
NBM 1127761

05-24

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Telp : 0411-860837/ 860132 (Fax)
Email : fkip@unismuh.ac.id
Web : https://fkip.unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 16132/FKIP/A.4-II/III/1445/2024
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	:	Isnaini Fadila
Stambuk	:	105351100820
Program Studi	:	Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir	:	Mallanroe, soppeng / 15-07-2002
Alamat	:	Jl. Sultan Alauddin 3 No.19 A

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: THE EFFECTIVENESS OF VISUAL AIDS APPROACH TO REINFORCE THE STUDENTS' UNDERSTANDING OF THE MEANING OF WORDS AT SMAN 9 MAKASSAR

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

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 6 Jumadal Ula 1441 H
30 Maret 2024 M

Dekan

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

APPENDIX 9
KARTU KONTROL PENELITIAN

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بســـم الله الرحمن الرحيـــم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa	: ISNAINI FADILA
NIM	: 105351100020
Judul Penelitian	: The effectiveness of Visual Aids Approach to reinforce the student understanding of the meaning of words at SMAN 9 MAKASSAR
Tanggal Ujian Proposal	: 20/march/2023
Tempat/Lokasi Penelitian	: SMAN 9 makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Selasa 7-5/2024	Pengumpulan Surat Penelitian	Guru TU	
2	Selasa 7-5-2024	dokumentasi / pembagian angket /pre-test	A.RISWAN, S.pd	
3	Rabu 7/5/2024	treatment /pertemuan 1	A.RISWAN.S.pd	
4	Senin 13/5/2024	treatment / pertemuan 2	A.riswan.S.Pd	
5	Selasa 19/5/2024	treatment /, Pertemuin 3	A.riswan.S.Pd	
6	Rabu 15/5/2024	treatmen / Pertemuan 4	A.riswan.S.pd	

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بســـم الله الرحمن الرحيـــم

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
7	Rabu 15-5-2024	Dokumentasi /pembagian /pelaksanaan post test.	A.riswan. S.pd	
8				
9				
10				

,22 - mei .2023

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Pimpinan Kepala sekolah/Instansi

Dr. H. MUH/ASRAR, M.Pd.I
NIP.19670617199112 1003

APPENDIX 10
SURAT SELESAI MENELITI

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDID9IKAN
UPT SMA NEGERI 9 MAKASSAR
Alamat: Jl. Karunrung Raya No. 37 Email: *sekolah.sman9makassar@gmail.com*
Web. *https://sman9makassar.sch.id/*

SURAT KETERANGAN
Nomor :420/126/V/UPT.SMAN.09/MKS/DISDIK

Yang bertanda tangan di bawah ini Kepala SMA Negeri 9 Makassar :

N a m a	: **Dr. H. MUH. ASRAR, M.Pd.I.**
N I P	: 19670617 199412 1 003
Jabatan	: KEPALA UPT SMA NEGERI 9 MAKASSAR

Menerangkan bahwa :

N a m a	: **ISNAINI FADILA**
Nomor Pokok	: 105351100820
Program Studi	: Pendidikan Bahasa Inggris
Pekerjaan/ Lembaga	: Mahasiswa (SI)
Alamat	: Jl. Slt Alauddin, No. 259 Makassar

Yang bersangkutan telah selesai mengadakan penelitian di SMA Negeri 9 Makassar pada tanggal 08 Mei 2024 s/d 21 Mei 2024, berdasarkan surat **PEMERINTAH PROVINSI SULAWESI SELATAN DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU** Nomor : 10481/S.01/PTSP/2024 Tanggal 02 Mei 2024, untuk Penelitian Penyusunan SKRIPSI dengan judul :

"" THE EFFECTIVENESS OF VISUAL AIDS APPROACH TO REINFORCE THE STUDENTS' UNDERSTANDING OF THE MEANING OF WORDS AT SMAN 9 MAKASSAR (Pre-Experimental Design) "

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Makassar, 22 Mei 2024
Kepala UPT SMA Negeri 9 Makassar

Dr. H. MUH. ASRAR, M.Pd.I.
Pangkat Pembina Tingkat I
NIP. 19670617 199412 1 003

APPENDIX 11
LETTER OFACCEPTANCE

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar
Telp   : 0811 1782101 (Secretary)
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Web   : bg.fkip.unismuh.ac.id

بســـــم الله الرحمن الرحيـــم

LETTER OF ACCEPTANCE
0910/BG-FKIP/LOA/B/VIII/1446/2024

Dear ISNAINI FADILA

It is our pleasure to inform you that, after reviewing your paper:
THE EFFECTIVENESS OF VISUAL AIDS APPROACH TO REINFORCE THE
STUDENT UNDERSTANDING OF THE MEANING OF WORDS
The manuscript ID: 1549
Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
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	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **English Language Teaching Methodology**,
ISSN (paper) 2828-1586 ISSN (online) 2810-0352. 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
eltm@bg.unismuhmakassar.ac.id

Makassar, 21 August 2024 M
17 Shafar 1446 H

Head of English Education Department
Faculty of Teacher Training and Education

Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807

PROGRAM STUDI
PENDIDIKAN BAHASA INGGRIS
TERAKREDITASI UNGGUL
LEMBAGA AKREDITASI MANDIRI

sinta S5

APPENDIX 12
PICTURES DOCUMENTATION

CURICULUM VITAE

Isnaini Fadila, born in Mallanroe/Soppeng, 15 July 2002. The 4th of last children. The youngest daughter of Mr. Husaini and Mrs. Haderah. She started education at Perwanida Kindergarten and graduated in 2008, then continued she education at SDN 9 Mallanroe graduating in 2014. Continued at SMPN 3 Watansoppeng which she graduated in 2017 and continued at SMAN 4 Soppeng which she graduated in 2020. In the same year she also registered as a new student at the univeristas muhammadiyah makassar the faculty of teaching and education in the English education study program. She was able to complete his studies in 2024 with a thesis entitled "**The Effectiveness Of A Visual Aids Approach To Reinforce Students' Understanding Of The Meaning Of Words At Sman 9 Makassar**"