THESIS

**THE EFFICACY OF ANIMATED IMAGES
IN TEACHING ENGLISH VOCABULARY
AT THE SEVENTH GRADE OF MTS
MUHAMADIYAH BULUKUMBA**

(Quasi Experimental Research Design)

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Submitted in partial fulfillment of the requirements for the Degree of

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THESIS

The Efficacy of Animated Images in Teaching English Vocabulary at the Seventh Grade of MTs Muhammadiyah Bulukumba

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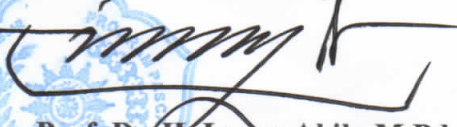
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ABSTRACT

Hardani, 2024. The efficacy of Animated Images in teaching English vocabulary at the seventh grade of MTS Muhammadiyah Makassar (Quasi Experimental Research Design). Supervised by Saiful and St. Asriati AM.

The purpose of this study was to find out whether or not the efficacy of Animated Images was significantly in teaching students' English vocabulary.

In teaching the study used quasi experimental, the research subject of the study was the seventh grade of MTs Muhammadiyah Bulukumba for the 2024/2025 academic year. The number of students in class VII a consists of 15 students and class VII B consists of 15 students in MTs Muhammadiyah Bulukumba. This study selected a sample from the population using total sampling technique. The instrument of the research used was vocabulary test. The vocabulary test used multiple choice test.

The used of Animated Images improve significantly in teaching English vocabulary learning between students who use Animated Images about noun (experimental class) and who do not used this method about verb (control class) significant in seventh grade at MTS Muhammadiyah Bulukumba. The resulth of the data anaylis showed that, there was a significant different between the mean score of pre-test and post-test. The mean score of post-test was higher than the mean score of pre-testjyu. The mean score of pre-test was (44.66) and the mean score of post-test was (82), then the t-test value was (12.78) and t-table value (4.14) wth $df = N-1$ (15-1) where N the total number of the students (15) $a = 0,05$. It can be concluded that there was significant difference between the students teaching English vocabulary before and after by using Animated Images in learning process which improved vocabulary.

Keyword: Animated Images, Improvement Students' Vocabulary

ABSTRAK

Hardani, 2024. Keefektifan Gambar Animasi dalam mengajarkan kosakata bahasa Inggris kelas tujuh MTS Muhammadiyah Makassar (Desain Penelitian Eksperimental Quasi). Dibimbing oleh Saiful dan St. Asriati AM.

Tujuan dari penelitian ini adalah untuk mengetahui apakah keberhasilan Gambar Animasi signifikan atau tidak dalam mengajarkan kosakata bahasa Inggris kepada siswa.

Penelitian yang digunakan adalah metode quasi eksperimental dengan desain pra eksperimental. Subjek penelitian adalah kelas tujuh MTs Muhammadiyah Bulukumba tahun akademik 2024/2025. Jumlah siswa kelas VII A terdiri dari 15 siswa dan kelas VII B terdiri dari 15 siswa di MTs Muhammadiyah Bulukumba. Penelitian ini memilih sampel dari populasi dengan menggunakan teknik pengambilan sampel total. Instrumen penelitian yang digunakan adalah tes kosakata. Tes kosakata digunakan tes pilihan ganda. The used of Animated Images significant in teaching English vocabulary or after the implementation of Animated Images in vocabulary learning between students who use Animated Images about noun (experimental class) and who do not used this method about verb (control class) significant in seventh grade at MTS Muhammadiyah Bulukumba. Hasil data anaylis menunjukkan bahwa, ada perbedaan yang signifikan antara skor rata-rata pre-test dan post-test. Skor rata-rata post-test lebih tinggi dari skor rata-rata pre-test dan post-test. Nilai rata-rata pre-test adalah (44,66) dan rata-rata skor post-test adalah (82), kemudian nilai t-test adalah (12,78) dan nilai t-table (4,14) dengan df = N-1 (15-1) dimana N jumlah total siswa (15) a = 0,05. Dapat disimpulkan bahwa terdapat perbedaan yang signifikan antara siswa yang mengajarkan kosakata bahasa Inggris sebelum dan sesudah dengan menggunakan Gambar Animasi dalam proses pembelajaran yang meningkatkan vocabulary.

Kata Kunci: Gambar Animasi, Meningkatkan Kosakata Siswa

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CHAPTER I

INTRODUCTION

A. Background

Devitt & Hanley (2006:1); Noermanzah (2017:2) explained that language is a message that is conveyed in the form of expression as a means of communication in certain situations in various activities. In this case, expressions are related to segmental and suprasegmental elements, whether verbal or kinesic, so that a sentence will be able to function as a means of communication with different messages if conveyed with different expressions.

Norrish (1983) state that language was not a set of facts to be learned but a medium for expressing thoughts, feelings in communication with other people. It means that as the principal medium of communication, it plays an important and indispensable role in all aspects of human life, such as friendship, agreement, laws, convention, marriages and others. One learns a language like English to enable him to communicate in that language. He intends to be able to listen, read, speak and write in that language. In order for him to achieve these goals, he must pile up and master a host number of vocabulary, for he cannot communicate his ideas as clearly as he would like to, and he cannot grasp the ideas transmitted to him, or reads newspaper columns or popular magazines or even understands newscast on the radio or television if he does not have the basic vocabulary for particular or general purpose.

English is one of subjects that should be taken in Junior High School level. In mastering the English subject, the students need to learn all skills in English such as; listening, speaking, reading and writing. Students' vocabulary achievement becomes a major factor in studying English. In fact, vocabulary achievement is crucial. Lack of vocabulary is very influential in mastering the four skills in English Vocabulary, especially in terms of speaking. While, speaking is an interactive process of constructing meaning that involves producing and receiving and also processing information (Zaitun et al., 2021). Therefore, prioritizing the development of vocabulary is essential to empower students and ensure their holistic growth principles and success in their educational journey.

The development of English vocabulary is a key factor in the enhancement of English Vocabulary. As highlighted by Sari (2021), a strong command of vocabulary is fundamental for efficacy communication, learning. This becomes particularly crucial for English students, as their ability to speak and comprehend the subject is intricately linked to their knowledge of English vocabulary. Kandasamy et al. (2021) emphasize that a solid foundation in vocabulary equips students with essential tools for comprehending written texts and expressing their thoughts, enabling them to engage in meaningful conversations.

According to Okpiyani (2019), Animated Images have been investigated and there are significant results due to their ability to attract attention more efficacyly compared to static Images. Movement can reinforce visual

messages, increase information retention, and create a more engaging experience for students, making it easier to communicate and understand information. While, according to Desymiary (2018), have studied Animated Images the efficacy of in teaching vocabulary. However, there are shortcomings or lack of significance identified because there is limited acces to the equipment or resources needed and a lack of collaboration with Animated practitioners who can provide practical insight.

In the situation, most of students cannot get the best approach and experience in learning vocabulary especially junior high school in MTS Muhammadiyah Bulukumba. As the result, they would have difficulty in memorizing the spelling and meaning of English vocabulary. In fact, when writing, there is same spelling errors found in some words. In this case the students omitted some spelling of the words. Otherwise, when reading, the students did not understand the meaning of sentences.

Based on the problems above, the researcher comes up with solutions. The solution of some the problems is the used learning process by using Animated Images. Otherwise, According to Ganges (1968), Animated Images are moving text and Images or simply interesting transitions between visual tableaus which can be an efficacy attention grabber that lay the necessary foundation for learning. Additionally, Hendry and Laura (2010), define Animated Images as "a rapid display of a sequence of static Images that create the illusion of movement.

Based on the definition of Animated Images above, the researcher concludes that Animated Images is a moving Images, alive, the state of being animate and or dynamically move. Media Animated Images has able to convey something complex concepts visually and dynamically. This can make the actual relationship between wearing a concept or process complex visual and dynamic. This can make the actual relationship between a concepts or complex processes easier to mapped into the minds of students and so assist in the process of understanding. Animated Images have able tooffer a more pleasant learning media.

Animated Images were able to attract attention, increase student motivation and thought provoking more memorable. Everything helps in the process reduce the cognitive lot of students receiving something subject matter or message you want conveyed by educators. The visual and dynamic offering provided by the Animated Images technology was able to facilitate the process of applying the concept or demonstration.

Based on the explanation above, the researcher plans the used applied Learning strategies with Animated Images. The researcher conducts an experiment on the used of Animated Images as alternative technique to improve students' vocabulary and to attract students in learning English. By using the Animated Images, the students have a new experience for both the students and the teacher, because a good experience could be unforgettable experience.

In relation to the ideas above, the researcher has interest to conduct a research want to applied a technique to teach English by using Animated Images entitled with **"The efficacy of Animated Images in teaching English vocabulary at the seventh grade of MTS Muhammadiyah Bulukumba**, in order to know whether Animated Images was significant or not in using Animated Images in teaching English vocabulary.

B.   **Research Questions**

Based on the background above, the research question "

1. How is the improvment of students' vocabulary in term of noun in animated images at the seventh grade students of MTS Muhammadiyah Bulukumba?

2. How is the improvment of students' vocabulary in term of verb in animated images at the seventh grade students of MTS Muhammadiyah Bulukumba?

3. Is there any significant difference in teaching English vocabulary between students who use Animated Images and those who do not use this media in seventh-grade classes at MTS Muhammadiyah Bulukumba?

C.   **Objective of the Research**

Based on the research question stated above, the objective of this research is

1. To find out whether the improvment of students' vocabulary in term of noun in animated images at the seventh grade students of MTS Muhammadiyah Bulukumba?

2. To find out whether the improvment of students' vocabulary in term of verb in animated images at the seventh grade students of MTS Muhammadiyah Bulukumba?

3. To find out whether there any significant difference in teaching English vocabulary between students who use Animated Images and those who do not use this method in seventh-grade classes at MTS Muhammadiyah Bulukumba

D.   Significance of the Research

The significances of the research accepted theoretically and practically. Theoretically, it was expected that the results of the research may be useful to support existing theories on vocabulary, to be used as a reference for further research, to enrich the theory about students' in teaching English vocabulary. Practically, the significances of this research expected, as information for English teachers to find an alternative technique when teaching vocabulary, as information and reference for other researchers who interested in the research related to teaching English vocabulary.

E.   Scope of the Research

This research focused on the efficacy of using Animated Images significant in teaching English vocabulary at the seventh grade of MTS Muhammadiyah Bulukumba. Furthermore, this research has limited to noun and verb.

CHAPTER II

REVIEW OF RELATED LITERATURE

A.   **Verses of Al-Qur'an and Hadith**

Since birth, all devices to absorb information such as the eyes, ears and heart as the main tools of life have been installed in every human being and are ready to be used. As Allah says in Surah Ar-Rum verse 22:

$$\text{وَمِنْ ءَايَٰتِهِۦ خَلْقُ ٱلسَّمَٰوَٰتِ وَٱلْأَرْضِ وَٱخْتِلَٰفُ أَلْسِنَتِكُمْ وَأَلْوَٰنِكُمْ ۚ إِنَّ فِى ذَٰلِكَ لَءَايَٰتٍ لِّلْعَٰلِمِينَ ﴿٢٢﴾}$$

22. Among His signs (greatness) are the creation of heaven and earth, differences in language and the color of your skin. Indeed, in such there are signs (the greatness of God) for those who are knowledgeable.

The meaning of surah Ar-rum conveys that changes in human conditions occur in accordance with Allah's destiny. The verse contains a message about loss and victory in life, and that difficult or adverse circumstances are not fixed. In historical context, this verse refers to the time of the defeat of Rome by the Persians, but God says that there will be a reversal of the situation, and Rome will get victory. In general, this verse teaches that human life is full of dynamics and that difficulty or defeats should not discourage a person, because success and victory can change things. This point to God's power and wisdom in governing the destiny of events in this world. Based on the verse above, Imam Bukhori and Muslim, who stated that the Prophet Muhammad (peace be upon him) said, "Whoever believes in Allah and the Day of Judgment, let him

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speak well or be silent." So this hadith emphasizes the importance of keeping oral and speaking with good words. Encourage people to use language thoughtfully, avoiding words that may hurt others or contradict Islamic values.

According to Sarwono (2010) argues that perception is the conclusion of what we see, hear and we try to make a best language. In addition to the above verse, there is also a hadith that states: *man kana yu'minu billahi walyaumul akhiri falyakul khoiran au liyadmus.* In English translation it reads "whoever has faith in God and the last days should speak good or be silent" (HR. Bukhori Muslim). This hadith emphasizes that it is important that one keeps good speech and speech and avoids bad words that can hurt the feelings of others.

B. Previous Research Findings

There are some researches who had been conducted using Animated Images methods in teaching English vocabulary. Some of them are as follows:

Ndawula (2020). Stated that Animated Images contributed to increase the students' vocabulary achievement at lower primary learners in Uganda. This statement is supported by Okpiyani (2019). Who stated that teaching vocabulary using Animated Images was efective to influence positively the students vocabulary achievement in the seventh semester students of SMP Negeri Gajah Mada in the year 2018/2019.

While Palintin, Marhumand and Kamaruddin (2017) said that there was significant improvement in learning vocabulary through Animated Images media. Since during using animated images media in teaching vocabulary

tangibly improve the students vocabulary of the seventh grade of SMPN5 Luwuk. Shaban Wafi (2013). Also proved it that using Animated Images in teaching English vocabulary to the students of Gaza is efficacy to increase the students English vocabulary.

Based on the previous studies discussed above, the researcher concluded that almost all reserachers above agreed that using Animated Images media in teaching English Vocabulary gave positive effects to the students' vocabulary achievement development. The differences among of the previous findings with the research were this researchers the use of Animated Imges in learning United Kingdom vocabulary for students by using quasi experimental on nouns and verbs.

C.   Some Pertinent Ideas

1.   **The Concept of Efficacy**

According to Mahmudi (2010: 143-166) efficacy is the extent to which the units issued are able to achieve the set goals. According to Sudjana (1990:50), efficacy can be interpreted as the successful action of students to achieve certain goals that can bring maximum learning results. The efficacy of learning is related to the paths and efforts of techniques or strategies used in achieving goals quickly and accurately.

Learning efficacy according to Supriyono (2014:1) refers to being empowered and successful in using all components of learning that are organized to achieve learning goals. Efficacy learning includes all learning objectives, both mental, physical, and social. Efficacy learning makes it easier

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for students to learn something useful.

From several definitions of efficacy that have been put forward by experts, researchers can draw the conclusion that the definition of efficacy in general can be interpreted as how far a goal is achieved that is determined seventh. Where the word efficacy refers more to the goal that has been targeted previously. This efficacy greatly affects the success rate of a learning model used.

Efficacy is the level of success achieved in accordance with the objectives, namely from the application of a learning model or media, in this case it is measured from student learning outcomes, if student learning outcomes increase, the learning model or media can be said to be efficacy, on the other hand, if student learning outcomes decrease, then the model or learning media.

2. **The Concept of Vocabulary**

a. **Definition of Vocabulary**

According to Cameroon, Alqahtani (2015: 22), Handayani (2021: 17), vocabulary is one of the language aspects which should be learning. Learning we have to know vocabulary seventh. A person said to know a word if they can recognize its meaning when they see it. Hornby states that vocabulary is central to language and is of great significance to language learners It means vocabulary is part of the language because a language is formed by words, so that significant to the language learner. It can be vocabulary is the basic aspect in learning language especially foreign language.

Coady etal (1997) say that "vocabulary is central to language and critical importance to the Images language learner."According to Richards and Schmidt (2010) say that vocabulary is aset of lexemes, including single words, compound words and idioms, also active/passive language knowledge, content word, frequency, type.

Thonbury, (2002) states that without grammar it is very little can be conveyed; without vocabulary nothing can be conveyed. Vocabulary is important for successful second language learning and it is important to learn for comprehensible communication, without vocabulary the structures and functions are unable to beused. If the students do not have an adequate number of vocabularies, they will not beable to speak, write, and translate anything in English. That is why everybody who learns English or a certain language has to know or master the vocabulary. Linse, et al, (2005) states that language consist of words and the definition of vocabulary the collection of words that individual knows. Then, vocabulary also cans bedefined, roughly, as the words we teach in the foreign language.

Based on explanation above, the researcher concludes that vocabulary is group of word and one aspect which important that learner must know in language and it needs to be learned in language learning.

b. **Types of Vocabulary**

According Harmer (1993), Baskarani (2016: 14), vocabulary is an essential component that links the four skills of listening, speaking, reading and writing. There are many kinds of vocabulary made by the expert. Harmer distinguishes two kinds of vocabulary, there are active vocabulary and passive vocabulary.

1) Active vocabulary is also called as the productive vocabulary. Learner more commonly use it appropriately in speaking and writing. Although when in practice, it seems more difficult to be carried out, but at least learner must know how to pronounce it appropriately, able use the words with good structure in target language. Vocabulary can be called as an Active Vocabulary when students have already learned it and they are expected to be able to use it properly.

2) Passive vocabulary is called as receptive vocabulary as well. It is words that commonly are uneasy to be recognized and understood in the context of listening and reading either by learners. The passive vocabulary refers to items that learners will propbably find it difficult or even not able to produce it and they only recognize it when they meet them.

c. **The Function of Vocabulary**

According to Hornby (2000) vocabulary is total number of words which (with rules for combining them) make up a language, or (range of) words known to, or used by, a person, in trade, profession, etc. Vocabulary is central to both the system and the use of language. The words that we pronounce write and organize into sentences and other grammatical combinations. Words are also, what ordinary users think of as language. For, they are accessible and reflected more fully the whole culture and respond more quickly to changes in society than do other aspects of language by Romaine (1998), Baskarani (2016: 16)

d. **Importance of Learning Vocabulary**

According to Romaine (1998) vocabulary is really important in learning English. Vocabulary, much more than grammar, is the key to students understanding what they hear and read in school and then communicating successfully with other people. Although their structure is low, if they master on vocabulary, it will make them better on their English skills. Recently methodologists and linguists emphasize and recommend teaching vocabulary because of its importance in language teaching.

Ur states "Vocabulary is the most important aspect of language to teach. Thornby quotes Wilkins' statement that Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. A good store of words is crucial for understanding and communication. A major aim of most teaching programs is to help students to gain a large vocabulary of useful words. In

every lesson, students have to introduce new words and practice them, making clear the meanings and the ways in which each can be used (Baskarani, 2016: 17).

Based on the explanation above, it can be concluded that learning vocabulary has many benefits for students. The role of vocabulary can help the students in understanding what they are studying. Lacking of vocabulary mastery will cause difficulties in understanding the meaning. Instead, it will affect in their vocabulary achievement. The more concern of vocabulary will give contribution to the student's in learning process. Students who have good power of word, they usually get more successful in learning language. Thus, vocabulary is very important to be studied by the students, especially for English Foreign Language (EFL).

3. **The Concept of Learning and Theory Vocabulary**

a. **Teaching Vocabulary**

Teaching vocabulary is clearly more than just presenting new words Harmer (2002: p235). Harmer adds to be able to study the vocabulary, a student should have the following knowledge about one word, namely: meaning, word use, word formation and word grammar. Vocabulary can support the development of the four skills: Reading, Writing, Speaking, and Listening (Ningrum, 2020: 23).

Tarigan (2004), states that the ability to use a language depends on the mastery of its vocabulary. Teaching English vocabulary for children, it is important for a teacher to know the characteristics of the learners especially

children in the learning process because teaching children are different from teaching adults.

According to Frost (2004) there are some alternative ways of Teaching Vocabulary as follows: Review the vocabulary you teach through a game or activity and encourage your students to do the same at home.

1) Encourage autonomy in your learner. Tell them to read, watch films, and listen to songs and note the useful words.

2) Have a section of your board for vocabulary items that come up as you are teaching. Use the different colors for the word /phonemic /the proposition /the part of speech.

3) It is good idea to teach/learn words with associated meaning together.

4) Encourage your student to purchase a good dictionary and use class time to high light the benefits of one.

5) Teach your students the grammatical names for the parts of speech and the phonemic script.

6) Always keep a good dictionary by your side incase a student's asks about a word you do not know.

7) If you don't and have never heard of the word, tell the student you will check and get back to them do get back to them.

8) Give extra simple sentences to the students if they are unsure and encourage them to write the word in an example sentence (maybe for homework).

b. Principles of Vocabulary Learning

1) The principles of learning involve the efficacy and contextual use of methods. Some of the key principles include:

2) Contextualization: Insert vocabulary in the context of real sentences or situations to understand them better.

3) Repetitions and practice: Vocabulary mastering requires repetitive repetitions and practice to streng then memory skills.

4) Active engagement: Engage students in activities that encourage vocabulary use and comprehension, such as word games, debates, or projects.

5) Vocabulary Structure Sacrifice: Organize vocabulary based on specific categories or topics to make it easier to remember and understand Broad Context Usage: Apply vocabulary in a variety of contexts to enrich understanding and use of the word

6) Word Relationships: Emphasize relationships between words, whether through synonyms, antonyms, or conceptual relationships, to deepen understanding.

7) Use of Diverse Media and Resources: Take advantage of media, such as audio, video, or Images, as well as diverse learning resources to provide variety in vocabulary learning.

8) Correlation in Skills: Connect vocabulary learning with other language skills, such as listening, speaking, reading, and writing.

9) Linkage to everyday life: Ensure that the vocabulary taught is

relevant to students' daily lives to increase motivation and practical application.

10) Constructive Feedback: Provide constructive feedback to help student's improve their vocabulary use and understanding.

4. **The Concept of Noun and Verb**

According to Mulyana (2013:2) Mardhatillah (2020: 17) verbs, Nouns, Adverbs and Adjectives are also called Vocabulary Words, because all of them make up more than 99% of the words in the English dictionary. Noun is word that refers to a person, a place, or a thing, a quality or an actively. Noun is one of the class's of part of speech which is commonly used to name people, place, thing or action (Oxford Learner's Pocket Dictionary, 2008), Juliana (2019).

According to the Meriem-Webster dictionary (2020), a verb is a word that indicates anaction, behavior, or event experienced by the subject. In part of speech arrangements, verbsare usually located directly behind the noun/pronoun that is the subject. So researchers can conclude that verbs are types of words that express actions, circumstances, or changes that occur. For example: run, eat, and drink. Based on the explanation above, the researcher focused of noun ad verb, there are:

a.   **Noun**

According to Murphy (1985), Rohmatullah (2020) countable nouns are things we can count. Countable noun that can be singular or plural by in the final. Countable nouns always take the form of singular and plural. There are many kinds of noun, there are:

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1) Uncountable Noun

Uncountable noun is a noun denoting the name of a thing that cannot be counted with numbers. Example: water, honey, salt.

2) Countable Noun

Countable noun or count noun is those that refer to something that can be counted, theyhave both singular and plural forms. Example: table, book, chair.

b. **Verb**

According to Herring (2016: 309), Mardhatillah (2020:20) verb is divided into seven major categories there are:

1) Action verbs refer to actions that someone or something can do, for example: running, eating, and writing.

2) Linking verbs are verbs that connect a subject with additional information or captions, suchas "is, "am, "or"are." For example: she is happing.

3) Helping verbs (auxiliary verbs) are verbs that form the time, aspect, or mode of a sentence. For example: is, have, and will.

4) Modal verbs are verbs that express possibility, necessity, or ability. For example: can, must, or should.

5) Transitive verbs are verbs that require an object to complete the meaning of the sentence.For example: sheeats apples.

6) Intransitive verbs are verbs that do not require an object to complete the meaning of the sentence. For example: hesleeps

7) Dynamic verbs are those that describe visible actions. For example: sing or run.

Based on the explanation above, the researcher focused on the countable nouns (class experimental) and transitive verbs (class control). According to Hidayat, said that countable noun included common noun like: apple, table, sheep, ring,etc. Transitive verbs can provide clarity in communication. According to Mustafa dan Syafe'i (2020) states that transitive verbs need an object to complete their meaning, so that the message conveyed becomes more concrete. It helps the listener or reader to clearly understand the action or relationship between the subject and object in the sentence.

5. **The Concept of Animated Images**

a. **Definiton of Animated**

Animation is a collection of images that are arranged in order. When the series of images is displayed at an adequate speed, the series of images will be seen moving (Hidayatullah et al., 2011:63). According to Munir (2013:340) "animation comes from the English language, animation from the word to anime which means "to live". Animation is a still image that is arranged sequentially and recorded using a camera". Meanwhile, according to Vaughan, Binanto (2010:219) it is maintained that "animation is an effort to make a static presentation come to life".

According to the opinion of some of the experts above, it can be concluded that animation is a set of images that are arranged in sequence and recorded using a camera to make static percentages come alive.

b. Definition of Animated Images

Baek and Lyne (1988) defines Animated Images as "The process of generating a series of frames containing an object or objects so that each frame appears as an alteration of the previous frame in order to show motion. Vasari and Haugh (1911) also define Animated Images as "An art or technique of producing Images on a surface usually paper by means of marks in graphite ink, chalk, choral or cartoon. It is often a preliminary stage to work in other media.

According to Ganges (1968), Animated Images are a moving text and Images orsimply interesting transitions between visual tableaus which can be an efficacy attention grabber that lay the necessary foundation for learning. Moreover, Betran court and Tversky (2002) states that Animated Images are any application which generates a series of frames, so that each frame appears as analteration of the previous one.

Additionally, Henry and Laura (2010) refer to Animated Images as "arapid display of a sequence of static Images that create the illusion of movement. Brainy Quotes (2009) also argues that Animated Images arethe act of animating, or giving life or spirit, the state of being animate or alive. The researcher defines Animated Images as "the rapid display of as equence move ment of colored Images and texts with sounds.

Mayer and Moreno (2002:88) suggested that Animated Images is one of the most interesting forms of magisteriall presentations, in the form of simulations of moving Images that describe the movement or movement of an

object. Says that Animated Images is the process of creating motion effects or changes within a certain period of time, can make Images change by making simple and fast movements so the Images/cartoon will look alive. Animated Images process that, ingeneral, produces motion illusion in the viewer by sequencing the still Images produced in the analogue or digital environmentin sequence.

From the above discussion, it can be concluded that Animated is to alive, to move silent something, thus it seems like the Images is alive. An Animated can be called a cartoon, but in this review researcher focus on the potential of Animated as an educational tool, it also has an application in scientific study, for example: the moving car, a bouncing ball, etc. It can be concluded that Animated is not only used entertainment, but also it can be used a teaching tool. In this research, the researcher is focused in using Animated Images in teaching vocabulary. The Animated is given the appearance of movement. Thus, Animated Images is Images that give appearance of movement.

Based on the definition of Animated Images above, the researcher concludes that Animated Images is a moving Images, alive, the state of being animate and or dynamically move.

c. Types of Animation

According to Munir (2013:327) animation type have evolved which used to have simple principles now into several types of animation, namely:

1) 2D Animation (2 Dimensions)

   Two-dimensional or dual-dimensional animation is known as flat animation. The development of two-dimensional animation that is quite revolutionary is in the form of cartoon films. Cartoon comes from the word Cartoon, which means funny picture. Therefore, cartoon movies are mostly funny movies. Like Tom and Jerry, Scooby Doo, Doraemon, and so on.

2) 3D Animation (3 Dimensions)

   3D animation is a development of 2D animation (two dimensions). With 3D animations, the characters shown look as if they were alive and real, close to their original human form. For example, the movie Toy Story made by Disney.

3) Stop Motion Animation

   This animation is known as claymation because it uses clay as a moving object. This technique was seventh introduced by Stuart Blakton in 1906.This animation uses plasticin, which is a flexible material like chewing gum. The characters in Clay's animation are created using a special frame for his body skeleton. After that, in the photo of movement by movement. The photos are combined into images that can move as we watch in film.

4) Clay Animation

This type of animation is rarely heard of and found among other types. Even though this animation technique is not a new technique but has been around for a long time, it can even be called the ancestor of animation. This animation uses plasticin, which is a flexible material such as chewing gum. The characters in Clay's animation are created using a special frame for his body skeleton. Then, the skeleton is covered with plasticine according to the shape of the figure you want to make. These parts of the cage, such as the head, hands, and feet, can be removed and reattached. The photos are combined into images that can move as we watch in film.

5) Animasi Japan (Anime)

Anime is a separate version of Japanese animated films. Anime has different characters compared to European-made animation. The anime uses characters and backgrounds that are drawn by hand and a little help from a computer.

6) GIF Animation

GIF animation is a simple animation technique that uses basic animation principles in the form of interconnected images. Based on these above explanation about animation explanation, then it could be drown on that Animated images is for any media containing a rapid display of a sequence of images of 2-D or 3-D artwork or model positions in order to create an illusion of movement. The most

common method of presenting animation is as a motion picture or video program.

d. Procedure of Using Animated Images in TeachingVocabulary

According to Talavan (2007), Prihandini (2023: 35) there are three procedures for teaching vocabulary through Animated Images; preparation, and application. These procedures of using animated images in teaching vocabulary steps are as follows:

1) Preparation

The teacher prepares the media/ tool like: laptop, LCD Projector, Animated materials and also reference books.

2) Application

The teacher usually starts the lesson by greeting the student and checking the attendance list. It is supported by the result of using this method that the teacher always greets the students when they start the lesson.

The activities during the teaching and learning process the classroom.

1) Show the Animated Images using media tools.

2) Give motivation and guide in teaching vocabulary process, then give them understanding material.

3) Give the student's individual task or in pair to see, understand, and memorize the vocabularies.

4) Teacher helps students in corrected the students' error.

5) Give the students tasks and homework about vocabulary given.

Based on the expert above, the researcher tries to modify the procedure as follows:

a) The Animated Images aired to the students.

b) After the Animated Images aired, the students asked to rewrite and memorized the vocabulary in the Animated show (Countable Noun).

c) The researcher showed the students a random Animated Images and let the students to guess the object and translatet to gether.

d) After that, the researcher chose the student randomly to guess the object on the Animated Images and translate it. In the ways the researcher improved their interesting learning vocabulary and they was memorized the objects that conveyed so that they can easily made a sentence in English. In relation to the ideas above, the researcher interested to conduct a research want to apply a technique to teach English by using Animated Images entitled with "the efficacy of Animated Images in teaching English vocabulary at the seventh grade of MTs Muhammadiyah Bulukumba, in order to know whether Animated Images significant or not in teaching English vocabulary.

D. Conceptual Framework

The conceptual framework of the research described in the following diagram:
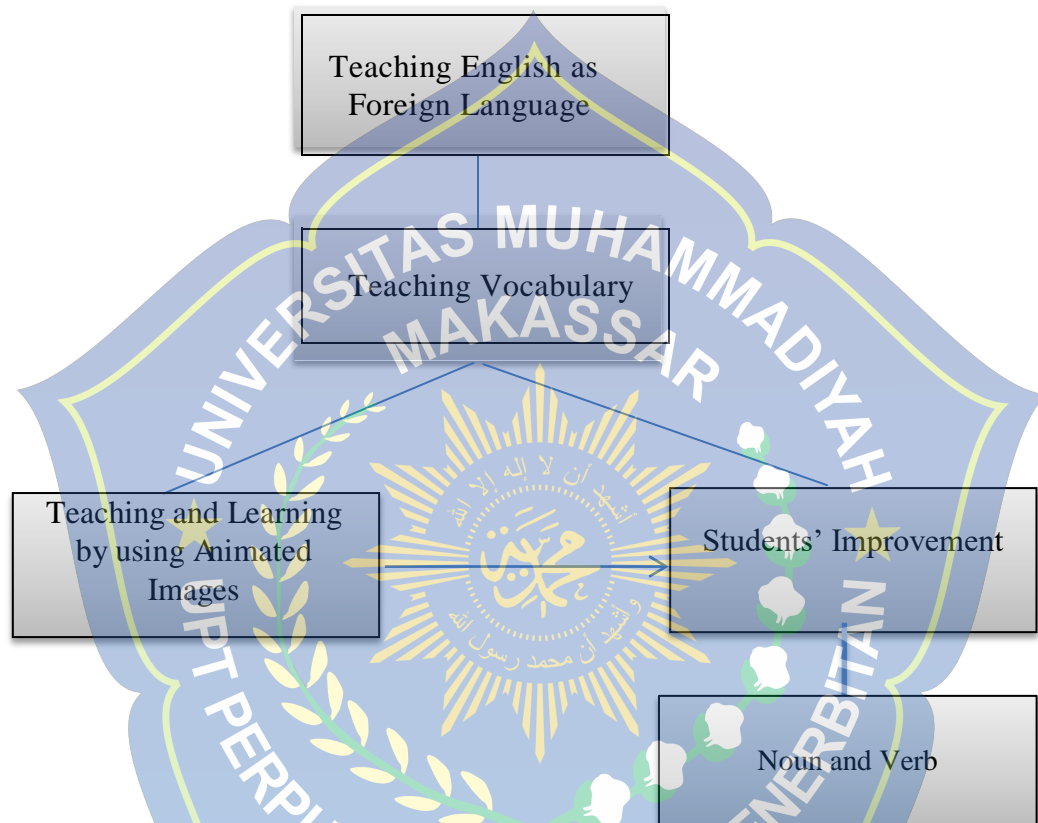
Figure 2.1 Conceptual Framework

1. Input refers to teaching English vocabulary as materials that was taught in classroom which leads the flows of activiries process.

2. Process refers to the treatment covering group discussion of the input in the classroom by using of learning vocabulary noun and verb with Animated Images

3. Output refers to the students vocabulary after doing the treatment, and their interest by using Animated Images in teaching English vocabulary.

E.   Hypothesis

Based on the pertinent ideas and conceptual framework, the hypothesis of this study formulated was direct hypothesis consist of null and alternative hypothesis. The hypothesis as follows:

a. H_0 (Null Hypothesis): There was no improvement vocabulary in term of noun and verb in animated images at the seventh grade of MTs Muhammadiyah Bulukumba.

b. H_1 (Alternative Hypothesis): The used improvement vocabulary in term of noun and verb in animated images at the seventh grade of MTs Muhammadiyah Bulukumba.

c. Ha2: There was improvement difference in teaching English vocabulary between students who used Animated Images and those who do not used this method in seventh grade classes at MTs Muhammadiyah Bulukumba.

d. H02: There was no improvement difference in teaching English vocabulary between students taught using the Animated Images learning and those who taught using teacher's learning English vocabulary.

CHAPTER III
RESEARCH METHOD

A. Research Design

The method used in this research was quasi experimental method design with non- equivalent control group design. The design that was used pre-test and post-test design involving one experimental class. The research design was presented as follows:

Table 3.1 The Quasi Experimental Design

Group	Pre-Test	Treatment	Post-Test
Experimental	O1	X1	O2
Control	O1	X2	O2

Where:

O1   : Pre-test

X1   : Treatment of Experimental Class (using Animated Images)

X2   : Treatment of Control Class (using Animated pictures)

O1   : Post-test

Sugiyono (2022)

1. Pre-test

   In pre-tes, the researcher gave the test for experimental class and control class before treatment to measure the students' ability improving students vocbulary before the researcher applies Animated Images, it aims to know the students' previous ability.

2. Treatment

The treatment applied for eighth meetings and each meeting takes 2x40 minutes in the class. So, the researcher taught a material related to Animated Images of the study. The procedural of the treatment in general follows these:

Table 3.2 Treatment of Experimental Class and Control Class

Treatment for Experimental Class	Treatment for Control Class
a. Opening Section	a. Open Section
1) The teacher said the opening greeting and prayed to start learning and check the attendance of the students.	1) The teacher said the opening greeting and prayed to start learning and check the attendance of the students.
2) The teacher carry out learning activities that was be carried out by students with vocabulary material (Animated Images).	2) The teacher carry out learning activities that was be carried out by students with vocabulary material (Animated Picture).
3) The teacher informing about the purpose and benefits of learning vocabulary materials.	3) The teacher informing about the purpose and benefits of learning vocabulary materials.
4) The teacher explained the things to be learned, and the learning methods to be used	4) The teacher explain the things to be learned, and the learning methods to be used
b. Central activity	b. Central activity
1) Students gave direction and motivation to see, observe, read, and hear about vocabulary material. They gave impressions and teaching materials related to Animated Images.	1) Students gave direction and motivation to see, observe, read, and hear about vocabulary material. They gave impressions and teaching materials related to Animated pictures.

2) Teacher and students explore and Identify starting from vocabulary through Animated Images.

3) The students work in groups to discussed, gather information, asked questions, and exchange information about vocabulary.

4) The students present the results of oral group work dcussions the used noun vocabulary that has been given including discusssed practice questions.

c. Closing

1) The students made conclued with the teacher.

2) The students carrying out assessment and reflection, students asked questions, responded and provided input as a follow-up to the activities that have been carried out as input material for the improvement of the next step.

3) The teacher delivers lesson plans at the next meeting.

4) Teacher and the students closed the lesson with prayed and greetings.

2) Teacher and students explore and identify starting from vocabulary through pictures

3) The students work in groups to discussed, gather information, asked questions, and exchange information about vocabulary.

4) The students present the results of oral group work dcussions the used verb vocabulary that has been given including discusssed practice questions.

c. Closing

1) The students made conclued with the teacher.

2) The students carrying out assessment and reflection, students ased questions, responded and provided input as a follow-up to the activities that have been carried out as input material for the improvement of the next step.

3) The teacher delivers lesson plans at the next meeting.

4) Teacher and the students close the lesson with prayed and greetings.

3. Post-Test

After treatment, the post-test gave for both of the group (experimental and control class) and it aims to find out the students' significant, the post-test used to know the used of Animated Images significant in teaching English vocabulary or after the implementation of Animated Images. The pre-test was provided Multiple Choice test. The test was allocated about 40 minutes.

B. **Research Variable**

Learning Indicator:

➢ Students can identify intended nouns and verbs in Images.

➢ Students can name verbs and nouns.

➢ Students can understand the meaning of verbs and nouns in Images.

➢ Students can understand the spelling of nouns and verbs in Images.

There are two kinds of variable, namely independent variable and dependent variable. Variable has an object of study that becomes important element in research.

1. Independent variable

The independent variable has the used of Animated Images in teaching English vocabulary.

2. Dependent variable

The dependent variable is the students' English vocabulary.

C. Population and Sample

1. Population

According to Sugiyono (2012:61), population is the generalization are as that consists of object or subject that have the quality and the certain characteristic that is carried out by researcher to learn and then to draw conclusion. Based on the theories above it can be concluded that a population was the whole of research subject which have quality and certain characteristic that was of interest to the research. The population of this researches the seventh grade students of SMP Muhammadiyah Bulukumba. There were two classes consisting of 30 students.

Table 3.3 Students' Population

No	Class	Number of students
1	VII A	15
2	VII B	15

2. Sample

According to Sugiyono (2017), total sampling is a sampling technique where the number of samples is equal to the population. The researcher used total sampling in selecting two classes from the population to become experimental and control class. The researcher used total sampling because this sampling method is one of the most efficacy and time efficacy sampling methods available. In this research, it takes two classes for sample. The seventh class VII A

consisting of 15 students as an experimental class, and the second class VII B consisting of 15 students as a control class. The total of the samples was 30 students.

D. Research Instrument

According to Sugiyono (2017), a research instrument is a tool used to measure natural and social phenomena observed. Specifically, all these phenomena are called research variables. This instrument is used as a tool to measure and collect data about a variable. So based on the explanation above, researchers conclude that the research instrument is to collect the data needed to answer the research question.

The instrument of the research was vocabulary test. The vocabulary test that used was Multiple Choice test consisting 20 nouns and 20 verbs. The pre-test score to know the students' vocabulary in teaching before treatment gave. The post-test score to know significant the students' vocabulary in teaching after being treatment.

E. Procedure of Collecting Data

In this research, the procedures of collecting data are as follow:

1. The researcher selects two groups of students from MTs Muhamadiyah Bulukumba.

2. There was control group and experimental group.

3. Administer a pre-test to both groups to assess their initial English vocabulary.

4. The researcher implements Animated Images in the teaching process

for experimental group. While, control group was continue with conventional learning.

5. Record the number of vocabulary words introduced and practiced during the intervention period for experimental group. Then, monitor and document for remember vocabulary and performances of both groups.

6. After the intervention period, administer a post-test to both groups to evaluate their English vocabulary. Use the same assessment tools as the pretest for consistency.

7. Compare the pre-test and post-test scores of both groups using statistical analysis.

8. Analyze the data to determine if there is a significant difference in English vocabulary between the control and experimental groups.

9. Interpret the data from the pre-test and post-test to draw conclusions about the impact of Animated Images learning in English vocabulary.

10. Determine if the quasi-experimental research supports the hypothesis that Animated Images enhance students' vocabulary.

F. Technique of Data Analysis

The collected data was used quantitative analysis are as follows:

1. Scoring the students' correct answer of pre-test and post-test, based on the following scoring criteria:

Table 3.4 Criteria of Score

Criteria	Score
If the answer correct	1
If the answer incorrect	0

(kemendikbud 2017)

2. Calculating the total score of students in pre test and post-test

$$Score = \frac{total\ correct\ answer}{Total\ number\ of\ items} \times 100$$

(Gay, 2006)

3. Classifying the score

Classifying the students' score of pre-test and post-test by using the following measurement score.

Table 3.5 Classification the   score

No	Score	Classification
1	81-100	Very good
2	61-80	Good
3	41-60	Fair
4	21-40	Poor
5	0-20	Very poor

(Depdikbud, 1985)

4. To know the percentage of the students's increse by applying the following formula:

$$P = \frac{Fq}{N} \times 100\%$$

   Where:
   P = Percentage

   Fq = Number of frequency

   N= Number of sample

(Sudjana, 1995:5)

5. The data of the students' vocabulary would be analyzed using the formula of means score and standard deviation as in the following Formula of mean score:

$$X = \frac{\Sigma X}{N}$$

   Where:

   X : Mean score

   ΣX : The sum of all scores

   N : Number of the students

(Gay, 2006)

6. To find out standard deviation of the students' score in pre-test and post-test by apply formula below :

$$SD = \frac{\sqrt{\Sigma x1^2 - \frac{(\Sigma X1)^2}{N}}}{N-1}$$

   Where:

   SD : Standard deviation

$\sum x$: The sum of pretest score

$\sum x^2$: The sum of posttest sore

N : Total number of students

(Gay, 2006)

7. To find out the mean score differences by using the formula:

$$\overline{D} = \frac{\sum D}{N}$$

Where:

$\overline{D}$: The mean of the differences score

$\sum D$: The sum of the differences score

N : The total number of students

(Gay, 2006)

8. To find out the significant differences between the score of pre-test and post-test by using the formula:

$$t = \frac{\overline{D}}{\sqrt{\dfrac{\sum D^2 - \dfrac{\left(\sum D^2\right)}{N}}{N(N-1)}}}$$

Where:

T   : Test of significance

$\overline{D}$: The mean of the differences score

$\sum D$: The sum of total score of difference

D   : The Square of the sum score of different

N : The total number of students

(Gay,2006)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research finding and discussion. The findings present the description of the data collected through test. The data consists of the result of the pre-test and post-test the further explanations and interpretation gave in the following discussion section.

A. **Findings**

The used in teaching English vocabulary about the effecacy of using animated images on students' at the seventh grade students of MTS Muhammadiyah Bulukumba. The experimental class (VII A) consisted of 15 students who followed the process of vocabulary learning in the used of animated images (noun). While control class (VII B) consisted of 15 were not given the application of vocabulary learning in the used of animated images (verb).

1. Students' vocabulary improvement in term of noun

Tabel 4.1 Students' Vocabulary Improvement in term of Noun
(Experimental Class)

Noun		
Pre-test	Post-test	Progress Value
670	1,230	54,4%

Tabel showed the improvement in term of noun score pre-test was 670, meanwhile score post-test was 1,230. So the progress value between the pre-test and post-test was 54,4%.

2. Students' Vocabulary improvement in term of verb

Tabel 4.2 Students' Vocabulary Improvement in term of Verb

(Control Class)

Verb		
Pre-test	Post-test	Progress Value
665	1,220	54%

Tabel showed the improvement in term of verb score pre-test was 665, meanwhile score post-test was 1,220. So the progress value between the pre-test and post-test was 54%.

3. Data Classification Experimental Class of Noun and Control Class of Verb

Tabel 4.3 Experimental Class of Noun

No	Experimental Class of Noun			
	Pre-test	Classification	Post-test	Classification
1	80	Good	95	Very Good
2	70	Good	90	Very Good
3	50	Fair	90	Very Good
4	20	Very Poor	70	Good
5	25	Poor	80	Good
6	45	Fair	80	Good
7	35	Fair	85	Very Good
8	50	Fair	90	Very Good
9	20	Very Poor	70	Good

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10	45	Fair	90	Very Good
11	50	Fair	85	Very Good
12	50	Fair	80	Good
13	40	Poor	75	Good
14	40	Poor	75	Good
15	50	Fair	85	Very Good

Tabel 4.4 Experimental Class of Verb

No	Experimental Class of Verb			
	Pre-test	Classification	Post-test	Classification
1	45	Fair	80	Good
2	35	Poor	70	Good
3	45	Fair	90	Very Good
4	40	Poor	85	Very Good
5	30	Poor	70	Good
6	30	Poor	85	Very Good
7	40	Poor	65	Good
8	30	Poor	85	Very Good
9	40	Very Poor	90	Very Good
10	45	Fair	80	Good
11	40	Poor	75	Good
12	50	Fair	80	Good

13	40	Poor	75	Good
14	40	Poor	75	Good
15	50	Poor	85	Good

The researcher focused of noun and verb, verbs are types of words that express actions, circumstances, or changes that occur. For example: run, eat, and drink. Noun is word that refers to a person, a place, or a thing, a quality or an actively. Noun is one of the class's of part of speech which is commonly used to name people, place, thing or action.

Before giving the material, the researcher gave the pre-test for experimental class and control class before treatment to measure the students' ability improving students vocabulary Because there are still many students who lack learning knowledge about noun and verb before the researcher applied Animated Images, it aims to know the students' previous ability. The treatment applied for eighth meetings and each meeting takes 2x40 minutes in the class. So, the researcher taught a material related to Animated Images of the study.

After treatment, the post-test gave for both of the group (experimental and control group) and it aims to find out the students' significant, the post-test used to know the used of Animated Images significant in teaching English vocabulary or after the implementation of Animated Images. The pre-test and post-test was provided Multiple Choice test. The test was allocated about 40 minutes. So the researcher concluded that:

1) The used of Animated Images improve the students' in teaching vocabulary in term of verb at the seventh grade of MTS Muhammadiyah Bulukumba

2) The used of Animated Images improve the students' in teaching vocabulary in term of noun at the seventh grade of MTS Muhammadiyah Bulukumba

3) The used of Animated Images significant difference in vocabulary learning between students who use Animated Images (experimental class) and who do not used this media (control class) improve in seventh grade at MTS Muhammadiyah Bulukumba.

The result of the research was presented as data description based on the test result. The data analysis result obtained through vocabulary test. Here was the table description of pre-test and post-tes scores;

Table 4.5 The Students' Pre-Test Scores of Noun and Verb

Component	Pre-test	
	Noun	**Verb**
Mean Score	44,66	44,33
Standard Deviation	2,64	17,28

Table showed the mean score pretest of noun was 44,66. 10 (66,6%) students who obtained poor classification, there was only 1 (6,66%) student who obtained good and there were no students' obtained very good from 15 students' and standard deviation in pre-test was 2,64. The mean score pre-test of verb was 44,33. 4 (26,66%) who obtained very poor classification, here was only 1 (6,66%)

student who obtained good and there were no students' obtained very good from 15 students' and standard deviation in pre-test was 17,28.

After calculating the students score in pre-test, the researcher applied animated images of noun and animated pictures of verb in learning teaching vocabulary and the researcher found the difference score in post-test.

Table 4.6 The Students' Post-Test Scores of Noun and Verb

Component	Post-test	
	Noun	Verb
Mean Score	**82**	**81,33**
Standard Deviation	**23,95**	**6,67**

Table showed the mean score post-test of noun was 82 which classified as good and the standar deviation in post-tes was 23,95. While the mean score post-test of verb was 81,33 which classified as good and the standar deviation in post-tes was 6,67.

Table 4.37 The rate Percentage of the frequency Experimental Class of Noun and Control Class of Verb

	Classification	Scale	Pre-test		Post-test	
			F	P	F	P
Experimental Class of Noun	Very Good	85-100	-	-	8	53,3%
	Good	61-80	2	13,3%	7	46,6%
	Fair	41-60	7	46,6%	-	-
	Poor	21-40	4	26,6%	-	-
	Very Poor	0-20	2	13,3%	-	-
Total			15	100%	15	100%

	Very Good	85-100	-	-	5	33,3%
Control Class of verb	Good	75-84	-	-	10	66,6%
	Fair	65-74	5	33,3%	-	-
	Poor	35-64	10	66,6%	-	-
	Very Poor	0-34	-	-	-	-
Total			15	100%	15	100%

Table showed the frequency and rate percentage experimental class of noun score pre-test there was no students obtained very good classification and score post-test there was not students who obtained Fair, poor and very poor classification. The frequency and rate percentage control class of verb score pre-test here was no students obtained good and very good classification and score post-test there was no students who obtained fair, poor and very poor classification.

Based on the data in table above, it showed that the average noun score on the students' pre-test was 44,66 and post-test was 82. Meanwhile the average verb score on the students' was 44,3 and post-test was 81,3. The average score of both noun and verb were significant. However, experimental class score of noun had sifnificant more slightly than the control class of verb.

Mean Score Difference in Pre-test and Post-test score (Gain score)

Table 4.8 The students' mean score of gain (D)

Component	Gain	
	Noun	**Verb**
Mean Score	**37,33**	**37**

Table showed the mean score noun of gain (D) was 37,33. Gain score was done by calculating the difference between the mean score of pre-test before treatment and the mean score of post-test after treatment. While the mean score verb of gain (D) was 37. Gain score was done by calculating the difference between the mean score of pre-test before treatment and the mean score of post-test after treatment.

Table 4.9 Hypothesis testing

Level of Significance (a)	Df (degree of freedom)
0,05	14

Table showed that eksperimen the level of significance (a) 0,05 and df 14, the vale of the t-test (12,78) was higher than t-table (4,14). While control the level of significance (a) 0,05 and df 14, the vale of the t-test (11,98) was higher than t-table (4,14). The researcher concluded that the used of Animated Images in Teaching English vocabulary and null hypothesis (H0) was rejected, while the alternatif hypothesis (H1) was accepted. It means the used of Animated Images in vocabulary learning and students who do not used this method significant.

Table 4.10 Distribution the value of t-test and t-table

	t-test Value	t-Table Value
Noun	12.78	4.14
Verb	11.98	4.14

Table showed the rate percentage of eksperimen the students' scores before the students were given treatment. The t-test value was 12,78 while the t-table value was 4,14. This indicates that t-test value was higher the t-table value. The

rate percentage of control the students' scores before the students were given treatment. The t-test value was 11,98 while the t-table value was 4,14. This indicates that t-test value was higher the t-table value.

B. Discussion.

The used of Animated Images improve in teaching English vocabulary or after the implementation of Animated Images in vocabulary learning between students who use Animated Images about noun (experimental class) and who do not used this method about verb (control class) significant in seventh grade at MTs Muhammadiyah Bulukumba.

Ndawula (2020), in vocabulary registered a difference in performance basing on the fact that there was a sense of audio presentations that were repetitive. This therefore implies that pupils were able to perform better after being exposed to lessons of vocabulary development with animations. The study recommends that during vocabulary development lessons, Animated Images are designed in an accent and pronunciations learners are familiar with, which may have a bigger impact on the learners' results.

Okpiyani (2019), the objectve of the research was to find out wether there was influence of using Animated Images towards the students' vocabulary mastery. Therefore, there is a significant influence of using Animated Images toward students' vocabulary mastery.

The results of previous researchers significant, in the learning process the used of Animated Images significant in teaching English vocabulary beacuse

students wrote vocabulary through prepared Images. Researcher focused on the affected of Animated Images on students vocabulary as a teaching media.

The statistical anaylsis from the results, showed that the students English vocabulary before treatment was still low. The researcher assumes that teaching English vocabulary of Animated Images was really helpful to improved the students Animated Images in teaching vocabulary because it was supported by the frequency and rate percentage of the result of the students score pre-test and post-test. The result of the test showed that was the significant different between t-table (4.14) and test value (12.78), its mean that t—table was lower than t-test. It means the used of Animated Images in vocabulary learning and students who do not used this method significant.

Based on the discussion above, the researcher concluded that the used of Animated Images in Teaching English vocabulary and null hypothesis (H0) was rejected, while the alternatif hypothesis (H1) was accepted.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusion and suggestions based on the findings and discussions of data analysis.

A. Conclusion

Based on the findings and discussion of the research, it can be concluded that. The researcher concluded that there was significant difference between the students' vocabulary of MTS Muhammadiyah Bulukumba before and after the used Animated Images method. In other words Animated Images method improved students' vocabulary.

1. The used of Animated Images improve the students' in teaching vocabulary in term of verb at the seventh grade of MTS Muhammadiyah Bulukumba

2. The used of Animated Images improve the students' in teaching vocabulary in term of noun at the seventh grade of MTS Muhammadiyah Bulukumba

3. The used of Animated Images improve difference in vocabulary learning between students who use Animated Images and who do not used this mmedia significant in seventh grade at MTS Muhammadiyah Bulukumba

B. Suggestion

There some suggestions that the writer puts forward as follows:

1. It is suggested teachers are more creative in teaching vobabulary in order to maximize teaching learning process and make the students not bored.

2. Teacher should not teach their students monotonously because it can make the students bored. The teacher may use the other innovative way in teaching and learning process to improve students' vocabulary.

3. For the students, it is suggested that students' should always memorize vocabulary with Animated Images.

4. For the next researcher, it is suggested that the next researcher should understand Animated picture well, in order to teach vocabulary more efficacyly.

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APPENDICES

APPENDIX A

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah **: MTs Muhammadiyah Bulukumba**
Mata Pelajaran **: Bahasa Inggris**
 Kelas/Semester **: VII / Genap**
Alokasi Waktu **: 2 x 40 Menit**

KD	:	
Materi	**:**	**Countable Noun**
Pertemuan ke	**:**	**1 (Pertama)**
Theme	**:**	**Noun**
Sub Theme	**:**	**Things in the House**

A. **Tujuan Pembelajaran**
   Setelah mengikuti serangkaian kegiatan pembelajaranpeserta didik dapat:
   - Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunanaanya (perhatikan unsur kebahasaan be, andjective)
   - Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkantindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.
   - Siswa mampu mengidentifikasi/menganalisis kosa kata

B. **Standar Kompetensi**
   Mengungkapkan makna kata benda panda gambar dalam konteks kehidupan sehari- hari.

C. **Kompetensi Dasar**
   Merespon makna kata benda dalam gambar yang menggunakan ragam bahasa sederhana dalam berbagai konteks kehidupan sehari-hari.

D. **Indikator**
   - Siswa dapat mengidentifikasi kata benda yang dimaksudkan dalam gambar
   - Siswa dapat menyebutkan kata-kata benda (Noun)
   - Siswa dapat memahami makna kata benda dalam gambar
   - Siswa dapat memahami ejaan kata benda dalam gambar

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E. Sumber, Alat dan Media Pembelajaran
- Animated Images
- LCD Proyektor, Laptop, Bahan Tayang

F. Metode Pembelajaran
- Contextual Teaching and Learning
- Ceramah

G. Topik Pembelajaran
- Countable noun

Things in the house	
Bucket	Fan
Mirror	Slipper
Knife	Bed
Lamp	Cup
Hat	Plate

(Lamp)   (Fan)

H. Langkah –Langkah Pembeljaran (kegiatan pembelajaran)

1. Kegiatan Awal (10 menit)

   a. Mengucapkan salam pembukaan dan berdoa untuk memulai pembelajaran dan memeriksa kehandiran peserta didik serta mengabsen peserta didik

   b. Melakukan Brainstroming mengaitkan materi dan kegiatan pembelajaran yang akan di lakukan dengan bertanya jawab untuk mengingat dan menghubungkan dengan materi selanjutnya.

   c. Menginformasikan tentang tujuan dan manfaat belajar materi Vocabulary noun in the house

   d. Menjelaskan hal-hal yang akan dipelajari, menginformasikan kompetensi yang akan dicapai, dan media belajar yang akan di gunakan.

   e. Pemberian motivasi

2. Kegiatan Inti (40 menit)

   a. Peserta didik diberi arahan dan otivasi untuk melihat, mengamati, membaca, mendengar tentang materi vocabulary (noun in the house). Mereka diberi tayangan dan bahan bacaan terkait materi tersebut.

b. Guru bersama peserta didik mengeksplore dan mengidentifikasi kosakata benda yang dijelaskan melalui Animated Images dengan tema Noun in the house.

c. Peserta bekerja dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, bertanya jawab dan bertukar informasi mengenai kosa kata benda.

d. Guru menyuruh siswa mencari kata benda yang sesuai dengan gambar

e. Guru meminta siswa menuliskan kata benda yang anda dalam gambar

f. Guru meminta siswa mengartikan kata benda yang anda dalam gambar

g. Guru memberikan latihan pengucapan kata benda yang anda dalam gambar

3. Kegiatan Akhir (5 menit)

a. Peserta didik membuat kesimpulan bersama guru

b. Melaksanakan penilaian dan refleksi peserta didik dan bertanya jawab, menanggapi dan memberi masukan sebagai tindak lanjut dari kegiatanyang telah dilaksanakan sebagai bahan masukan untuk perbaikan langkah selanjutnya. Menyampaikan rencana pembeljaran panda pertemuan berikutnya.

c. Menutup pelajaran dengan berdoa dan salam

I. Penilaian

a. Jenis tagihan   : Individu

b. Metode penilaian   : Tes tertulis

c. Bentuk intrument   : Lihat lampiran

J. Rubrik Penilaian

$$Score = \frac{Jumlah\ jawaban\ yang\ benar}{Jumlah\ Soal} \times 100$$

Makassar,   2024
Mahasiswa

Hardani
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : **MTs Muhammadiyah Bulukumba**
Mata Pelajaran : **Bahasa Inggris**
Kelas/Semester : **VII / Genap**
Alokasi Waktu : **2 x 40 Menit**

KD	:	
Materi	:	**Verbs**
Pertemuan ke	:	**2 (Kedua)**
Theme	:	**Verbs**
Sub Theme	:	**Things in the House**

A. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunanaanya (perhatikan unsur kebahasaan be, andjective)
- Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkantindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.
- Siswa mampu mengidentifikasi/menganalisis kosa kata

B. Standar Kompetensi

Mengungkapkan makna kata kerja panda gambar dalam konteks kehidupan sehari-hari.

C. Kompetensi Dasar

Merespon makna kata kerja dalam gambar yang menggunakan ragam bahasa sederhana dalam berbagai konteks kehidupan sehari-hari.

D. Indikator

a. Siswa dapat mengidentifikasi kata kerja yang dimaksudkan dalamgambar
b. Siswa dapat menyebutkan kata-kata kerja (Verb)
c. Siswa dapat memahami makna kata kerja dalam gambar
d. Siswa dapat memahami ejaan kata kerja dalam gambar

E. Sumber, Alat dan Media Pembelajaran

a. Animated Images
b. LCD Proyektor, Laptop, Bahan Tayang

F. Metode Pembelajaran
   a. Contextual Teaching and Learning
   b. Ceramah
G. Topik Pembelajaran
   Verbs

Verbs in the house	
Cook	Swim
Clean	Cry
Sweep	Eat
Drink	Brush
Sleep	Hang

(Sleep)   (Eat)

H. Langkah –Langkah Pembeljaran (kegiatan pembelajaran)
   1. Kegiatan Awal (10 menit)
      a. Mengucapkan salam pembukaan dan berdoa untuk memulai pembelajaran dan memeriksa kehandiran peserta didik serta mengabsen peserta didik
      b. Melakukan Brainstroming (mengaitkan materi dan kegiatan pembelajaran yang akan di lakukan dengan bertanya jawab untuk mengingat dan menghubungkan dengan materi selanjutnya.
      c. Menginformasikan tentang tujuan dan manfaat belajar materi Vocabulary things in the house
      d. Menjelaskan hal-hal yang akan dipelajari, menginformasikan kompetensi yang akan dicapai, dan media belajar yang akan di gunakan.
      e. Pemberian motivasi
   2. Kegiatan Inti (40 menit)
      a. Peserta didik diberi arahan dan motivasi untuk melihat, mengamati, membaca, mendengar tentang materi vocabulary (things in the house). Mereka diberi tayangan dan bahan bacaan terkait materi tersebut.
      b. Guru bersama peserta didik mengeksplore dan mengidentifikasi

kosakata benda yang dijelaskan melalui Animated Images dengan tema things in the house.

c. Peserta bekerja dalam beberapa kelompok untuk mendiskusikan , mengumpulkan informasi, bertanya jawab dan bertukar informasi mengenai kosa kata kerja

d. Guru menyuruh siswa mencari kata kerja yang sesuai dengan gambar

e. Guru meminta siswa menuliskan kata kerja yang anda dalam gambar

f. Guru meminta siswa mengartikan kata kerja yang anda dalam gambar

g. Guru memberikan latihan pengucapan kata kerja yang anda dalam gambar

3. Kegiatan Akhir (5 menit)

a. Peserta didik membuat kesimpulan bersama guru

b. Melaksanakan penilaian dan refleksi peserta didik dan bertanya jawab, menanggapi dan memberi masukan sebagai tindak lanjut dari kegiatanyang telah dilaksanakan sebagai bahan masukan untuk perbaikan langkah selanjutnya. Menyampaikan rencana pembeljaran panda pertemuan berikutnya.

c. Menutup pelajaran dengan berdoa dan salam

I. Penilaian

a. Jenis tagihan   : Individu
b. Metode penilaian   : Tes tertulis
c. Bentuk intrument   : Lihat lampiran

J. Rubrik Penilaian

$$Score = \frac{Jumlah\ jawaban\ yang\ benar}{Jumlah\ Soal} \times 100$$

Makassar,   2024

Mahasiswa

Hardani
NIM: 105071100722

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PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : **MTs Muhammadiyah Bulukumba**
Mata Pelajaran : **Bahasa Inggris**
Kelas/Semester : **VII / Genap**
Alokasi Waktu : **2 x 40 Menit**

KD	:	
Materi	**:**	**Countable Noun**
Pertemuan ke	**:**	**3 (Ketiga)**
Theme	**:**	**Noun**
Sub Theme	**:**	**Animals**

A. **Tujuan Pembelajaran**
Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:
- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunanaanya (perhatikan unsur kebahasaan be, andjective)
- Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkantindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.
- Siswa mampu mengidentifikasi/menganalisis kosa kata

B. **Standar Kompetensi**
Mengungkapkan makna kata benda panda gambar dalam konteks kehidupan sehari- hari.

C. **Kompetensi Dasar**
Merespon makna kata benda dalam gambar yang menggunakan ragam bahasa sederhana dalam berbagai konteks kehidupan sehari-hari.

D. **Indikator**
- Siswa dapat mengidentifikasi kata kerja yang dimaksudkan dalam gambar
- Siswa dapat menyebutkan kata-kata benda (Noun)
- Siswa dapat memahami makna kata benda dalam gambar
- Siswa dapat memahami ejaan kata benda dalam gambar

E. **Sumber, Alat dan Media Pembelajaran**
- Animated Imagoes
- LCD Proyektor, Laptop, Bahan Tayang

F. Metode Pembelajaran
- Contextual Teaching and Learning
- Ceramah

G. Topik Pembelajaran
Countable noun

Animals	
Rabbit	Tiger
Butterfly	Lion
Fish	Crab
Goat	Bird

(Butterfly)   (Fish)

H. Langkah –Langkah Pembeljaran (kegiatan pembelajaran)
1. Kegiatan Awal (10 menit)
   a. Mengucapkan salam pembukaan dan berdoa untuk memulai pembelajaran dan memeriksa kehandiran peserta didik serta mengabsen peserta didik
   b. Melakukan Brainstroming (mengaitkan materi dan kegiatan pembelajaran yang akan di lakukan dengan bertanya jawab untuk mengingat dan menghubungkan dengan materi selanjutnya.
   c. Menginformasikan tentang tujuan dan manfaat belajar materi Vocabulary noun in the house
   d. Menjelaskan hal-hal yang akan dipelajari, menginformasikan kompetensi yang akan dicapai, dan media belajar yang akan di gunakan.
   e. Pemberian motivasi
2. Kegiatan Inti (40 menit)
   a. Peserta didik diberi arahan dan otivasi untuk melihat, mengamati, membaca, mendengar tentang materi vocabulary (noun in the house). Mereka diberi tayangan dan bahan bacaan terkait materi tersebut.
   b. Guru bersama peserta didik mengeksplore dan mengidentifikasi kosakata benda yang dijelaskan melalui Animated Images dengan tema Noun in the house.
   c. Peserta bekerja dalam beberapa kelompok untuk mendiskusikan,

mengumpulkan informasi, bertanya jawab dan bertukar informasi mengenai kosa kata benda.

    d. Guru menyuruh siswa mencari kata benda yang sesuai dengan gambar

    e. Guru meminta siswa menuliskan kata benda yang anda dalam gambar

    f. Guru meminta siswa mengartikan kata benda yang anda dalam gambar

    g. Guru memberikan latihan pengucapan kata benda yang anda dalam gambar

3. Kegiatan Akhir (5 menit)
    a. Peserta didik membuat kesimpulan bersama guru

    b. Melaksanakan penilaian dan refleksi peserta didik dan bertanya jawab, menanggapi dan memberi masukan sebagai tindak lanjut dari kegiatanyang telah dilaksanakan sebagai bahan masukan untuk perbaikan langkah selanjutnya. Menyampaikan rencana pembeljaran panda pertemuan berikutnya.

    c. Menutup pelajaran dengan berdoa dan salam

I. Penilaian
1. Jenis tagihan   : Individu
2. Metode penilaian   : Tes tertulis
3. Bentuk instrument : Lihat lampiran

J. Rubrik Penilaian

$$Score = \frac{Jumlah\ jawaban\ yang\ benar}{Jumlah\ Soal} \times 100$$

Makassar,   2024
Mahasiswa

Hardani
NIM: 105071100722

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah   : **MTs Muhammadiyah Bulukumba**
Mata Pelajaran   : **Bahasa Inggris**
 Kelas/Semester   : **VII / Genap**
Alokasi Waktu   : **2 x 40 Menit**

KD	:	
Materi	:	**Verbs**
Pertemuan ke	:	**4 (Empat)**
Theme	:	**Verbs**
Sub Theme	:	**Things in the school**

A. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunanaanya (perhatikan unsur kebahasaan be, andjective)
- Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkantindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.
- Siswa mampu mengidentifikasi/menganalisis kosa kata

B. Standar Kompetensi

Mengungkapkan makna kata kerja panda gambar dalam konteks kehidupan sehari-hari.

C. Kompetensi Dasar

Merespon makna kata kerja dalam gambar yang menggunakan ragam bahasa sederhana dalam berbagai konteks kehidupan sehari-hari.

D. Indikator

- Siswa dapat mengidentifikasi kata kerja yang dimaksudkan dalam gambar
- Siswa dapat menyebutkan kata-kata kerja (Verb)
- Siswa dapat memahami makna kata kerja dalam gambar
- Siswa dapat memahami ejaan kata kerja dalam gambar

E. Sumber, Alat dan Media Pembelajaran

- Animated Images
- LCD Proyektor, Laptop, Bahan Tayang

F. Metode Pembelajaran
- Contextual Teaching and Learning
- Ceramah

G. Topik Pembelajaran
- Verbs

Things in the School	
Teach	Hear
Study	Draw
Write	Play
Reand	Run
Dance	Bicly

(Teach)   (Draw)

H. Langah –Langkah Pembeljaran (kegiatan pembelajaran)
1. Kegiatan Awal (10 menit)
   a. Mengucapkan salam pembukaan dan berdoa untuk memulai pembelajaran zdan memeriksa kehandiran peserta didik serta mengabsen peserta didik
   b. Melakukan Brainstroming (mengaitkan materi dan kegiatan pembelajaran yang akan di lakukan dengan bertanya jawab untuk mengingat dan menghubungkan dengan materi selanjutnya.
   c. Menginformasikan tentang tujuan dan manfaat belajar materi Vocabulary things in the house
   d. Menjelaskan hal-hal yang akan dipelajari, menginformasikan kompetensi yang akan dicapai, dan media belajar yang akan di gunakan.
   e. Pemberian motivasi
2. Kegiatan Inti (40 menit)
   a. Peserta didik diberi arahan dan motivasi untuk melihat, mengamati, membaca, mendengar tentang materi vocabulary (things in the house). Mereka diberi tayangan dan bahan bacaan terkait materi tersebut.
   b. Guru bersama peserta didik mengeksplore dan mengidentifikasi kosakata benda yang dijelaskan melalui Animated Images dengan tema things in the house.
   c. Peserta bekerja dalam beberapa kelompok untuk mendiskusikan , mengumpulkan informasi, bertanya jawab dan bertukar informasi mengenai kosa kata kerja

d. Guru menyuruh siswa mencari kata kerja yang sesuai dengan gambar

e. Guru meminta siswa menuliskan kata kerja yang anda dalam gambar

f. Guru meminta siswa mengartikan kata kerja yang anda dalam gambar

g. Guru memberikan latihan pengucapan kata kerja yang anda dalam gambar

3. Kegiatan Akhir (5 menit)

a. Peserta didik membuat kesimpulan bersama guru

b. Melaksanakan penilaian dan refleksi peserta didik dan bertanya jawab, menanggapi dan memberi masukan sebagai tindak lanjut dari

a. Kegiatan yang telah dilaksanakan sebagai bahan masukan untuk perbaikan langkah selanjutnya. Menyampaikan rencana pembeljaran panda pertemuan berikutnya.

b. Menutup pelajaran dengan berdoa dan salam

I. Penilaian

a. Jenis tagihan   : Individu
b. Metode penilaian   : Tes tertulis
c. Bentuk intrument   : Lihat lampiran

J. Rubrik Penilaian

$$Score = \frac{\text{Jumlah jawaban yang benar}}{\text{Jumlah Soal}} \times 100$$

Makassar,   2024
Mahasiswa

Hardani
NIM: 105071100722

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : **MTs Muhammadiyah Bulukumba**
Mata Pelajaran : **Bahasa Inggris**
Kelas/Semester : **VII / Genap**
Alokasi Waktu : **2 x 40 Menit**

KD	:	
Materi	:	Noun
Pertemuan ke	:	5 (lima)
Theme	:	Nouns
Sub Theme	:	Things in the school

A. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunanaanya (perhatikan unsur kebahasaan be, andjective)
2. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkantindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.
3. Siswa mampu mengidentifikasi/menganalisis kosa kata

B. Standar Kompetensi
Mengungkapkan makna kata benda panda gambar dalam konteks kehidupan sehari- hari.

C. Kompetensi Dasar
Merespon makna kata benda dalam gambar yang menggunakan ragam bahasa sederhana dalam berbagai konteks kehidupan sehari-hari.

D. Indikator
1. Siswa dapat mengidentifikasi kata benda yang dimaksudkan dalam gambar
2. Siswa dapat menyebutkan kata-kata benda (Noun)
3. Siswa dapat memahami makna kata benda dalam gambar
4. Siswa dapat memahami ejaan kata benda dalam gambar

E. Sumber, Alat dan Media Pembelajaran
1. Animated Images
2. LCD Proyektor, Laptop, Bahan Tayang

F. Metode Pembelajaran

1. Contextual Teaching and Learning
2. Ceramah

G. Topik Pembelajaran

Nouns

Things in the School	
White Boor	Teacher
Chair	Students
Table	Watch
Marker	Pen
Window	Bag

(Table)   (Chair)

H. Langkah –Langkah Pembeljaran (kegiatan pembelajaran)
1. Kegiatan Awal (10 menit)

a. Mengucapkan salam pembukaan dan berdoa untuk memulai pembelajaran dan memeriksa kehandiran peserta didik serta mengabsen peserta didik

b. Melakukan Brainstroming (mengaitkan materi dan kegiatan pembelajaran yang akan di lakukan dengan bertanya jawab untuk mengingat dan menghubungkan dengan materi selanjutnya.

c. Menginformasikan tentang tujuan dan manfaat belajar materi Vocabulary noun in the house

d. Menjelaskan hal-hal yang akan dipelajari, menginformasikan kompetensi yang akan dicapai, dan media belajar yang akan di gunakan.

e. Pemberian motivasi

2. Kegiatan Inti (40 menit)

a. Peserta didik diberi arahan dan otivasi untuk melihat, mengamati, membaca, mendengar tentang materi vocabulary (noun in the house). Mereka diberi tayangan dan bahan bacaan terkait materi tersebut.

b. Guru bersama peserta didik mengeksplore dan mengidentifikasi

kosakata benda yang dijelaskan melalui Animated Images dengan tema Noun in the house.

c. Peserta bekerja dalam beberapa kelompok untuk mendiskusikan, mengumpulkan informasi, bertanya jawab dan bertukar informasi mengenai kosa kata benda.

d. Guru menyuruh siswa mencari kata benda yang sesuai dengan gambar

e. Guru meminta siswa menuliskan kata benda yang anda dalam gambar

f. Guru meminta siswa mengartikan kata benda yang anda dalam gambar

g. Guru memberikan latihan pengucapan kata benda yang anda dalam gambar

3. Kegiatan Akhir (5 menit)

a. Peserta didik membuat kesimpulan bersama guru

b. Melaksanakan penilaian dan refleksi peserta didik dan bertanya jawab, menanggapi dan memberi masukan sebagai tindak lanjut dari kegiatanyang telah dilaksanakan sebagai bahan masukan untuk perbaikan langkah selanjutnya. Menyampaikan rencana pembeljaran panda pertemuan berikutnya.

c. Menutup pelajaran dengan berdoa dan salam

I. Penilaian
a. Jenis tagihan   : Individu
b. Metode penilaian   : Tes tertulis
c. Bentuk intrument   : Lihat lampiran

J. Rubrik Penilaian

$$Score = \frac{Jumlah\ jawaban\ yang\ benar}{Jumlah\ Soal} \times 100$$

Makassar,   2024
Mahasiswa

Hardani
NIM:105071100722

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	**:**	**MTs Muhammadiyah Bulukumba**
Mata Pelajaran	**:**	**Bahasa Inggris**
Kelas/Semester	**:**	**VII / Genap**
Alokasi Waktu	**:**	**2 x 40 Menit**

KD	:	
Materi	**:**	**Verbs**
Pertemuan ke	**:**	**6 (Enam)**
Theme	**:**	**Verbs**
Sub Theme	**:**	**Things at activities**

A. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:
a. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunanaanya (perhatikan unsur kebahasaan be, andjective)
b. Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkantindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.
c. Siswa mampu mengidentifikasi/menganalisis kosa kata

B. Standar Kompetensi

Mengungkapkan makna kata kerja panda gambar dalam konteks kehidupan sehari-hari

C. Kompetensi Dasar

Merespon makna kata kerja dalam gambar yang menggunakan ragam bahasa sederhana dalam berbagai konteks kehidupan sehari-hari

D. Indikator

a. Siswa dapat mengidentifikasi kata kerja yang dimaksudkan dalam gambar
b. Siswa dapat menyebutkan kata-kata kerja (Verb)
c. Siswa dapat memahami makna kata kerja dalam gambar
d. Siswa dapat memahami ejaan kata kerja dalam gambar

E. Sumber, Alat dan Media Pembelajaran

a. Animated Images
b. LCD Proyektor, Laptop, Bahan Tayang

F. Metode Pembelajaran

a. Contextual Teaching and Learning
b. Ceramah

G. Topik Pembelajaran

Verbs

Things at activities	
Bite	Buy
Blow	Bring
Cut	Hit
Watch	Give
Sing	Call

(Call)   (Watch)

H. Langkah –Langkah Pembeljaran (kegiatan pembelajaran)

4. Kegiatan Awal (10 menit)
   a. Mengucapkan salam pembukaan dan berdoa untuk memulai pembelajaran dan memeriksa kehandiran peserta didik serta mengabsen peserta didik
   b. Melakukan Brainstroming (mengaitkan materi dan kegiatan pembelajaran yang akan di lakukan dengan bertanya jawab untuk mengingat dan menghubungkan dengan materi selanjutnya.
   c. Menginformasikan tentang tujuan dan manfaat belajar materi Vocabulary things in the house
   d. Menjelaskan hal-hal yang akan dipelajari, menginformasikan kompetensi yang akan dicapai, dan media belajar yang akan di gunakan.
   e. Pemberian motivasi

5. Kegiatan Inti (40 menit)
   a. Peserta didik diberi arahan dan motivasi untuk melihat, mengamati, membaca, mendengar tentang materi vocabulary (things in the house). Mereka diberi tayangan dan bahan bacaan terkait materi tersebut.
   b. Guru bersama peserta didik mengeksplore dan mengidentifikasi kosakata benda yang dijelaskan melalui Animated Images dengan tema things in the house.
   c. Peserta bekerja dalam beberapa kelompok untuk mendiskusikan , mengumpulkan informasi, bertanya jawab dan bertukar informasi mengenai kosa kata kerja
   d. Guru menyuruh siswa mencari kata kerja yang sesuai dengan

gambar

    e. Guru meminta siswa menuliskan kata kerja yang anda dalam
       gambar

    f. Guru meminta siswa mengartikan kata kerja yang anda dalam
       gambar

    g. Guru memberikan latihan pengucapan kata kerja yang anda dalam
       gambar

6. Kegiatan Akhir (5 menit)

    a. Peserta didik membuat kesimpulan bersama guru

    b. Melaksanakan penilaian dan refleksi peserta didik dan bertanya
       jawab, menanggapi dan memberi masukan sebagai tindak lanjut
       dari kegiatanyang telah dilaksanakan sebagai bahan masukan
       untuk perbaikan langkah selanjutnya. Menyampaikan rencana
       pembeljaran panda pertemuan berikutnya.

    c. Menutup pelajaran dengan berdoa dan salam

I. Penilaian

   a. Jenis tagihan   : Individu
   b. Metode penilaian   : Tes tertulis
   c. Bentuk intrument   : Lihat lampiran

J. Rubrik Penilaian

$$Score = \frac{Jumlah\ jawaban\ yang\ benar}{Jumlah\ Soal} \times 100$$

Makassar,   2024
Mahasiswa

Hardani
NIM: 105071100722

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APPENDIX B

PRE-TEST

VOCABULARY ACTION NOUN

1. Choose the correct answer based on the picture.

   a. dog   c. tiger
   b. rabbit   d. lion
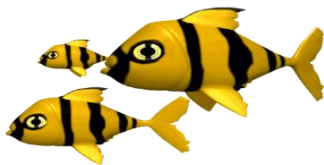
2. Choose the correct answer based on the picture.

   a. crab   c. horse
   b. snail   d. pig

3. Choose the correct answer based on the picture.

   a. dog   c. bat
   b. elephant   d. Snail

4. Choose the correct answer based on the picture.

   a. pig   c. tiger
   b. fish   d. rabbit

5. Choose the correct answer based on the picture.

   a. bee   c. butterfly
   b. pig   d. bird

6. Choose the correct answer based on the picture.

   a. knife   c. key
   b. scissor   d. cutter

7. Choose the correct answer based on the picture.

   a. air freshener   c. wall
   b. air conditionining d. fan

8. Choose the correct answer based on the picture.

   a. glass   c. cutter
   b. bowl   d. lamp

9. Choose the correct answer based on the picture.

a. board   c. chair
b. wall   d. table

10. Choose the correct answer based on the picture.

a. bucket   c. box
b. bowl   d. glass

11. Choose the correct answer based on the picture.

a. teacher   c. doctor
b. student   d. nurse

12. Choose the correct answer based on the picture.

a. chair   c. window
b. cupboard   d. table

13. Choose the correct answer based on the picture.

a. clock   c. marker
b. chalk   d. table

14. Choose the correct answer based on the picture.

a. window   c. bed
b. chair   d. table

15. Choose the correct answer based on the picture.

a. key   c. dress
b. bag   d. t-sirt

16. Choose the correct answer based on the picture.

a. tomato   c. cucumber
b. grape   d. mangosteen

17. Choose the correct answer based on the picture.

a. mangosteen   c. papaya

b. apple   d. coconut

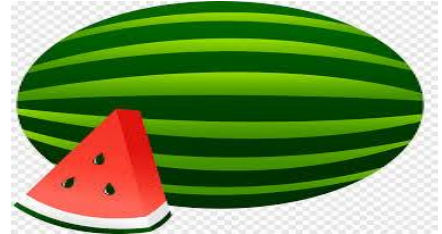18. Choose the correct answer based on the picture.

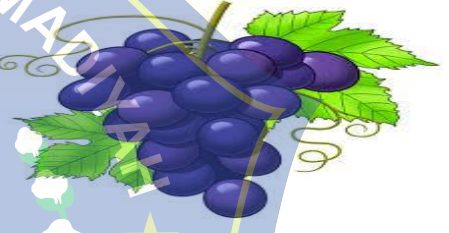a. tomato   c. carrot

b. banana   d. cucumber

19. Choose the correct answer based on the picture.

a. coconut   c. melon

b. grape   d. watermelon

20. Choose the correct answer based on the picture.

a. grape   c. Watermerlon

b. apple   d. Banan

POST-TEST

VOCABULARY ACTION NOUN

1. Choose the correct answer based on the picture.

   a. rabbit   c. tiger
   b. dog   d. lion
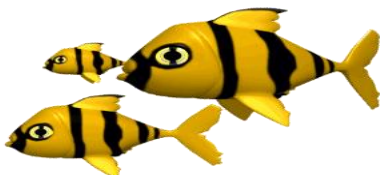
2. Choose the correct answer based on the picture.

   a. horse   c. snail
   b. crab   d. pig

3. Choose the correct answer based on the picture

   a. bat   c. elephant
   b. snail   d. dog

4. Choose the correct answer based on the picture.

   a. fish   c. tiger
   b. pig   d. rabbit

5. Choose the correct answer based on the picture

   a. bee   c. turtle
   b. pig   d. butterfly

6. Choose the correct answer based on the picture.

   a. cutter   c. key
   b. knife   d. wall

7. Choose the correct answer based on the picture.

   a. air freshener   c. fan
   b. air conditionining   d. wall

8. Choose the correct answer based on the picture.

   a. lamp   c. cutter
   b. bowl   d. glass

9. Choose the correct answer based on the picture.

a. chair   c. board
b. wall   d. table

10. Choose the correct answer based on the picture.

a. bucket   c. box
b. bowl   d. glass

11. Choose the correct answer based on the picture.

a. teacher   c. doctor
b. student   d. nurse

12. Choose the correct answer based on the picture.

a. table   c. window
b. cupboard   d. chair

13. Choose the correct answer based on the picture.

a. table   c. clock
b. chalk   d. table

14. Choose the correct answer based on the picture.

a. window   c. bed
b. chair   d. table

15. Choose the correct answer based on the picture.

a. key   c. dress
b. bag   d. t-sirt

16. Choose the correct answer based on the picture

a. cucumber   c. tomato
b. grape   d. mangosteen

17. Choose the correct answer based on the picture.

   a. apple   c. papaya
   b. mangosten   d. coconut

18. Choose the correct answer based on the picture.

   a. banana   c. tomato
   b. Coconut   d. carrot

19. Choose the correct answer based on the picture.

   a. Watermelon c. melon
   b. grape   d. coconut

20. Choose the correct answer based on the picture.

   a. apple   c. watermelon
   b. grape   d. banana

PRE-TEST
VOCABULARY ACTION VERB

1. Choose the correct answer based on the picture.

   a. Cook   c. Burn
   b. Eat   d. Clean

2. Choose the correct answer based on the picture.

   a. Cry   c. Walk
   b. Sleep   d. Eat

3. Choose the correct answer based on the picture.
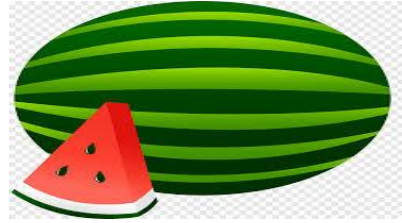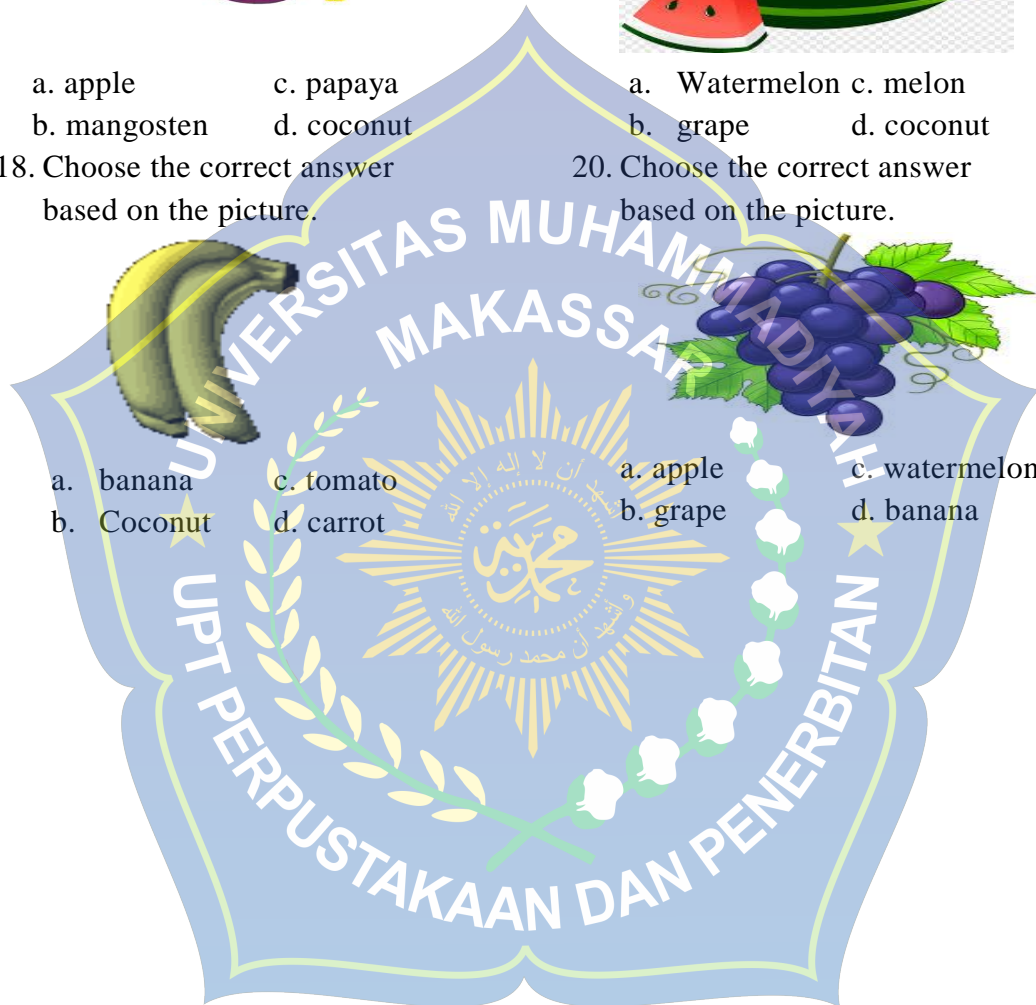

   a. Draw   c. Cut
   b. Bit   d. Sweep

4. Choose the correct answer based on the picture.

   a. run   c. give
   b. swim   d. hit

5. Choose the correct answer based on the picture.

   a. bring   c. draw
   b. buy   d. reand

6. Choose the correct answer based on the picture.

   a. cut   c. bring
   b. blow   d. break

7. Choose the correct answer based on the picture.

   a. drink   c. burn
   b. eat   d. meet

8. Choose the correct answer based on the picture.

   a. sleep   c. cry
   b. teach   d. lie

9. Choose the correct answer based on the picture.

   a. hang   c. give
   b. bring   d. sing

10. Choose the correct answer based on the picture.

   a. bite   c. sing
   b. dance   d. swim

11. Choose the correct answer based on the picture.

   a. lie   c. swim
   b. draw   d. sing

12. Choose the correct answer based on the picture.

   a. win   c. teach
   b. draw   d. spell

13. Choose the correct answer based on the picture.

   a. run   c. dance
   b. see   d. reand

14. Choose the correct answer based on the picture.

   a. play   c. walk
   b. hang   d. bicycle

15. Choose the correct answer based on the picture.

   a. write   c. sleep
   b. call   d. play

16. Choose the correct answer based on the picture.

   a. watching   c. eat
   b. cry   d. Call

17. Choose the correct answer based on the picture.

a. sweep   c. wear

b. cut   d. lay

18. Choose the correct answer based on the picture.

a. run   c. fall

b. bring   d. buy

19. Choose the correct answer based on the picture.

a. bite   c. feel

b. feed   d. hit

20. Choose the correct answer based on the picture.

a. bring   c. give

b. come   c. cut

POST-TEST

VOCABULARY ACTION VERB

1. Choose the correct answer based on the picture.

   a. clean   c. eat
   b. burn   d. cook

2. Choose the correct answer based on the picture.

   a. sleep   c. cry
   b. walk   d. Eat

3. Choose the correct answer based on the picture.

   a. cut   c. draw
   b. sweep   d. bit

4. Choose the correct answer based on the picture.

   a. hit   c. swim
   b. give   d. run

5. Choose the correct answer based on the picture.

   a. draw   c. bring
   b. buy   d.reand

6. Choose the correct answer based on the picture.

   a. break   c. blow
   b. hug   d. cut

7. Choose the correct answer based on the picture.

   a. drink   c. meet
   b. eat   d. burn

8. Choose the correct answer based on the picture.

   a. sleep   c. lie
   b. cry   d. teach

9. Choose the correct answer based on the picture.

    a. sing   c. give

    b. go   d. hang

10. Choose the correct answer based on the picture.

    a. bite   c. swim

    b. sing   d.

    dance

11. Choose the correct answer based on the picture.

    a. lie   c. sing

    b. draw   d. take

12. Choose the correct answer based on the picture.

    a. win   c. draw

    b. teach   d. spell

13. Choose the correct answer based on the picture.

    a. dance   c. run

    b. see   d.reand

14. Choose the correct answer based on the picture.

    a. bicycle   c. walk

    b. hang   d. play

15. Choose the correct answer based on the picture.

    a. play   c. call

    b. sleep   d. write

16. Choose the correct answer based on the picture.

    a. watching   c. eat

    b. cry   d. play

17. Choose the correct answer based on the picture.

    a. wear   c. swep
    b. lay   d. cut

18. Choose the correct answer based on the picture.

    a. fall   c. bring
    b. run   d. buy

19. Choose the correct answer based on the picture.

    a. hit   c. feed
    b. feel   d. bit

20. Choose the correct answer based on the picture.

    a. bring   c. give
    b. cut   c. come

APPENDIX C

DATA ANALYSIS RESULT

21. **The Students Score of Pre-Test and Post-Test in The Experimental Group**

No	Sample	Pre-test		Post-test	
		X_1	Category	X_2	Category
1.	Ayyub	80	Good	95	Very Good
2.	Suci	70	Fair	90	Very Good
3.	Kahfi	50	Fair	90	Very Good
4.	Aulia	20	Very Poor	70	Fair
5.	Jibra	25	Very Poor	80	Good
6	Nirma	45	Poor	80	Good
7.	Murni	35	Poor	85	Very Good
8.	Ihyal	50	Poor	90	Very Good
9.	Sani	20	Very Poor	70	Fair
10.	Fikram	45	Poor	90	Very Good
11.	Zahra	50	Poor	85	Very Good
12.	Asril	50	Poor	80	Very Good
13.	Fatir	40	Poor	75	Good
14.	Febri	40	Poor	75	Good
15.	Merina	50	Poor	85	Very Good

22. **The Collective Data of Students' Score in Pre-test (X1), Post-test (X2) and Gain (D)**

No	Sample	Pre-test		Post-test		D	
		X_1	X_1^2	X_2	X_2^2	X_2-X_1	D_2
1.	Ayyub	80	6400	95	9025	15	225
2.	Suci	70	2500	90	7285	20	400
3.	Kahfi	50	2500	90	8100	40	1600
4.	Aulia	20	400	70	4900	50	2500
5.	Jibra	25	625	80	6400	55	3025
6.	Nirma	45	2025	80	6400	35	1225
7.	Murniati	35	1225	85	7225	50	2500
8.	Ihyal	50	2500	80	6400	30	900
9.	Sani	20	400	70	1400	50	2500
10.	Fikram	45	2025	90	8100	45	2025
11.	Zahra	50	2500	85	7225	35	1225
12.	Asril	50	2500	80	6400	30	900
13.	Fatir	40	1600	75	5625	35	1225
14.	Febri	40	1600	75	5625	35	1225
15.	Merina	50	1225	85	4900	35	1225
Score Total		**670**	**30,025**	**1,230**	**90,510**	**560**	**22,700**

23. **Mean Score in Pre-test and Post-test**

a. **The mean score of pre-test**

$$X_1 = \frac{\Sigma X}{N}$$

$$X_1 = \frac{670}{15}$$

$$X_1 = 44,66$$

b. **The mean score of post-test**

$$X_2 = \frac{\Sigma X}{N}$$

$$X_2 = \frac{1,230}{15}$$

$$X_2 = 82$$

Where :   X   : Mean score

ΣX : The sum of all scores

N : Number of the students

24. **Mean Score differences in Pre-test and Post-test (Gain)**

$$\overline{D} = \frac{\Sigma D}{N}$$

$$\overline{D} = \frac{560}{15}$$

$$\overline{D} = 37,33$$

Where :

$\overline{D}$: The mean of the differences score

ΣD : The sum of the differences score

N : The total number of students

25. **Standard deviation of pre-test and post-test**

26.   **Standard deviation of pre-test**

$$SD = \frac{\sqrt{\Sigma x^2 - \frac{(\Sigma X)^2}{N}}}{N-1}$$

$$SD = \frac{\sqrt{30,025 - \frac{(670)^2}{15}}}{15-1}$$

$$SD = \frac{\sqrt{30,025 - \frac{448,90}{15}}}{15-1}$$

$$SD = \sqrt{\frac{30,025 - 29,926.66}{15-1}}$$

$$SD = \sqrt{\frac{98,34}{14}}$$

$$SD = \sqrt{7,02}$$

$$SD = 2,64$$

27. **Standard deviation of post-test**

$$SD = \frac{\sqrt{\Sigma x^2 - \frac{(\Sigma X)^2}{N}}}{N-1}$$

$$SD = \frac{\sqrt{90,510 - \frac{(1,230)^2}{15}}}{15-1}$$

$$SD = \frac{\sqrt{90,510 - \frac{1512,90}{15}}}{15-1}$$

$$SD = \sqrt{\frac{90,510 - 10,086}{14}}$$

$$SD = \sqrt{\frac{80,424}{14}}$$

$$SD = \sqrt{5,744}$$

$$SD = 75.78$$

Where:

SD   : Standard deviation

$\sum x$: The sum of all score

$\sum x^2$: The sum square of all score

N   : Total number of students

28. **Test Significance**

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{37,33}{\sqrt{\frac{22,700 - \frac{(560)^2}{15}}{15(15-1)}}}$$

$$t = \frac{37,33}{\sqrt{\frac{22,700 - \frac{313,600}{15}}{15(15-1)}}}$$

$$t = \frac{37,33}{\sqrt{\frac{22,700 - 20,906.6}{15(14)}}}$$

$$t = \frac{37,33}{\sqrt{\frac{1,793.4}{210}}}$$

$$t = \frac{37,33}{\sqrt{8.54}}$$

$$t = \frac{37,33}{2.92}$$

t = 12.78

Where :

    t   : Test of significance

    $\overline{D}$: The mean of the differences score

    $\sum D$: The sum of total score of difference

    N : The total number of students

DATA ANALYSIS RESULT

29. **The Students Score of Pre-Test and Post-Test in The Control Group**

No	Sample	Pre-test		Post-test	
		X_1	Category	X_2	Category
1.	Anugrah	45	Good	80	Very Good
2.	Akbar	35	Fair	70	Very Good
3.	Nur	45	Fair	90	Very Good
4.	Syifa	40	Very Poor	85	Fair
5.	Nurul	30	Very Poor	70	Good
6	Ainun	30	Poor	85	Good
7.	Lisah	40	Poor	65	Very Good
8.	Ira	30	Poor	85	Very Good
9.	Mujahid	40	Very Poor	90	Fair
10.	Andi	45	Poor	80	Very Good
11.	Ulfah	40	Poor	75	Very Good
12.	Ari	50	Poor	80	Very Good
13.	Uswah	40	Poor	75	Good
14.	Umar	40	Poor	75	Good
15.	Meli	50	Poor	85	Very Good

30. **The Collective Data of Students' Score in Pre-test (X1), Post-test (X2) and Gain (D)**

No	Sample	Pre-test		Post-test		D	
		X_1	$X_1{}^2$	X_2	$X_2{}^2$	X_2-X_1	D_2
1.	Anugrah	80	6400	90	8100	10	100
2.	Akbar	65	4225	85	7225	20	400
3.	Nur	50	2500	90	8100	40	1600
4.	Syifa	20	400	70	4900	50	2500
5.	Nurul	25	625	80	6400	55	3025
6.	Ainun	45	2025	80	6400	35	1225
7.	Lisah	35	1225	85	7225	50	2500
8.	Ira	50	2500	80	6400	30	900
9.	Mujahid	20	400	70	4900	50	2500
10.	Andi	45	2025	90	8100	45	2025
11.	Ulfah	50	2500	85	7225	35	1225
12.	Ari	50	2500	80	6400	30	900
13.	Uswah	40	1600	75	5625	35	1225
14.	Umar	40	1600	75	5625	35	1225
15.	Meli	50	2500	85	7225	35	1225
Score Total		**665**	**33,665**	**1,220**	**99,850**	**555**	**22,575**

31. **Mean Score in Pre-test and Post-test**

    a. **The mean score of pre-test**

$$X_1 = \frac{\Sigma X}{N}$$

$$X_1 = \frac{665}{15}$$

$$X_1 = 44.33$$

    b. **The mean score of post-test**

$$X_2 = \frac{\Sigma X}{N}$$

$$X_2 = \frac{1.220}{15}$$

$$X_2 = 81.33$$

Where :

    X = Mean score

    ΣX : The sum of all scores

    N : Number of the students

32. **Mean Score differences in Pre-test and Post-test (Gain)**

$$D = \frac{\Sigma D}{N}$$

$$D = \frac{555}{15}$$

$$D = 37$$

Where :

$\overline{D}$: The mean of the differences score

$\sum D$: The sum of the differences score

N : The total number of students

33. **Standard deviation of pre-test and post-test**

   a. **Standard deviation of pre-test**

$$SD = \frac{\sqrt{\Sigma x^2 - \frac{(\Sigma X)^2}{N}}}{N-1}$$

$$SD = \frac{\sqrt{33.665 - \frac{(665)^2}{15}}}{15-1}$$

$$SD = \frac{\sqrt{33.665 - \frac{442.225}{15}}}{15-1}$$

$$SD = \sqrt{\frac{33.665 - 29.481.66}{15-1}}$$

$$SD = \sqrt{\frac{4183.34}{14}}$$

$$SD = \sqrt{298.81}$$

$$SD = 17,28$$

34. **Standard deviation of post-test**

$$SD = \frac{\sqrt{\Sigma x^2 - \frac{(\Sigma X)^2}{N}}}{N-1}$$

$$SD = \frac{\sqrt{99{,}850 - \frac{(1{,}220)^2}{15}}}{15-1}$$

$$SD = \frac{\sqrt{99{,}850 - \frac{1488{,}400}{15}}}{15-1}$$

$$SD = \sqrt{\frac{99{,}850 - 99{,}226.66}{14}}$$

$$SD = \sqrt{\frac{623.34}{14}}$$

$$SD = \sqrt{44.52}$$

$$SD = 6.67$$

Where:

SD : Standard deviation

$\sum x$: The sum of all score

$\sum x^2$: The sum square of all score

N : Total number of students

35. **Test Significance**

$$t = \frac{\overline{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N\,(N-1)}}}$$

$$t = \frac{37}{\sqrt{\frac{22{,}575 - \frac{(555)^2}{15}}{15\,(15-1)}}}$$

$$t = \frac{37}{\sqrt{\frac{22{,}575 - \frac{308.025}{15}}{15\,(15-1)}}}$$

$$t = \frac{37}{\sqrt{\frac{22.575 - 20.535}{15\,(14)}}}$$

$$t = \frac{37}{\sqrt{\frac{2.040}{210}}}$$

$$t = \frac{37}{\sqrt{9{,}71}}$$

$$t = \frac{37}{3{,}11}$$

$$t = 11.89$$

Where :

  t   : Test of significance

  $\overline{D}$: The mean of the differences score

  $\sum D$: The sum of total score of difference

  N : The total number of students

T-Table

Dua sisi	20%	10%	5%	2%	1%	0,20%	0,10%
Satu sisi	10%	5%	2,50%	1%	0,50%	0,10%	0,05%
1	3, 078	6,314	12,706	31,821	63,657	318,309	636,619
2	1,886	2,92	4,303	6,965	9,925	22,327	31,599
3	1,638	2,353	3,182	4,541	5,841	10,215	b12,924
4	1,533	2,132	2,776	3,747	4,604	7,173	8,61
5	1,476	2,015	2,571	3,365	4,032	5,893	6,869
6	1,44	1,943	2,447	3,143	3,707	5,208	5,959
7	1,415	1,895	2,365	2,998	3,499	4,785	5,408
8	1,397	1,86	2,306	2,896	3,355	4,501	5,041
9	1,383	1,833	2,262	2,821	3,25	4,297	4,781
10	1,372	1,812	2,228	2,764	3,169	4,144	4,587
11	1,363	1,796	2,201	2,718	3,106	4,025	4,437
12	1,356	1,782	2,179	2,681	3,055	3,93	4,318
13	1,35	1,771	2,16	2,65	3,012	3,852	4,221
14	1,345	1,761	2,145	2,624	2,977	3,787	4,14
15	1,341	1,753	2,131	2,602	2,947	3,733	4,073
16	1,337	1,746	2,12	2,583	2,921	3,686	4,015
17	1,333	1,74	2,11	2,567	2,898	3,646	3,965

18	1,33	1,734	2,101	2,552	2,878	3,61	3,922
19	1,328	1,729	2,093	2,539	2,861	3,579	3,883
20	1,325	1,725	2,086	2,528	2,845	3,552	3,85
21	1,323	1,721	2,08	2,518	2,831	3,527	3,819
22	1,321	1,717	2,074	2,508	2,819	3,505	3,792
23	1,319	1,714	2,069	2,5	2,807	3,485	3,768
24	1,318	1,711	2,064	2,492	2,797	3,467	3,745
25	1,316	1,708	2,06	2,485	2,787	3,45	3,725
26	1,315	1,706	2,056	2,479	2,779	3,435	3,707
27	1,314	1,703	2,052	2,473	2,771	3,421	3,69
28	1,313	1,701	2,048	2,467	2,763	3,408	3,674
29	1,311	1,699	2,045	2,462	2,756	3,396	3,659
30	1,31	1,697	2,042	2,457	2,75	3,385	3,646
31	1,309	1,696	2,04	2,453	2,744	3,375	3,633
32	1,309	1,694	2,037	2,449	2,738	3,365	3,622
33	1,308	1,692	2,035	2,445	2,733	3,356	3,611
34	1,307	1,691	2,032	2,441	2,728	3,348	3,601
35	1,306	1,69	2,03	2,438	2,724	3,34	3,591
36	1,306	1,688	2,028	2,434	2,719	3,333	3,582

Documentation

Documentation of heandmaster

Documentation of tutor

Documentation of pre-test

Documentatiom of treatment

Documentation of post-t

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SURAT KETERANGAN BEBAS PLAGIAT

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

Nama : Hardani

Nim : 105071100722

Program Studi : Magister Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	0 %	10 %
2	Bab 2	2 %	25%
3	Bab 3	10 %	15 %
4	Bab 4	8 %	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, 24 Agustus 2024
Mengetahui,

Kepala UPT. Perpustakaan dan Pernerbitan,

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

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