

**THE EFFECT OF VISUAL MATERIAL
TO STUDENTS' VOCABULARY MASTERY
AT MTSN 2 PADANGSIDIMPUAN**



A Thesis

*Submitted to the English Education Department of State Islamic
University Syekh Ali Hasan Ahmad Addary Padangsidempuan as a
partial fulfillment of the requirement for the Graduated Degree of
Education (S.Pd) in English*

Written By:

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STATE ISLAMIC UNIVERSITY

SYEKH ALI HASAN AHMAD ADDARY

PADANGSIDIMPUAN

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To: Dean of Tarbiyah and Teacher
Training Faculty

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Assalamu 'alaikumwarohmatullahwabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Hairanita Dongoran**, entitled "**The Effect of Visual Material to Students' Vocabulary Mastery at MTsN 2 Padangsidempuan**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wassalamu 'alaikumwarohmatullahwabarakatuh.

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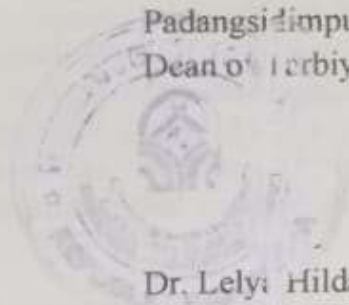
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ABSTRACT

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The Title of Thesis : **The Effect of Visual Material to Students' Vocabulary Mastery at MTsN 2 Padangsidimpuan**

This research focused on finding the effect of Visual Material to Students' Vocabulary Mastery at MTsN 2 Padangsidimpuan. Problem of the research is students are difficult to enrich their vocabulary in learning English as foreign language, because the lack of vocabulary mastery and the teacher never use media to teach students. The purposes of this research are to know how the students' vocabulary mastery before using visual material, how students' vocabulary mastery after using visual material and whether there is a significant effect of using visual material at vocabulary mastery. This research used quantitative research with experimental research type. The population of this research was all of the student of MTsN 2 Padangsidimpuan at grade VIII. The sample of this research were 73 students or all population from two class of VIII-5 and VIII-3 and taken by using simple random sampling. Further, the instrument of this research was by giving multiple choice test. To analyze the data, researcher used independent sample T-test. The result of this research shows that mean score of experimental class after using visual material was higher than mean score of control class. Then, the value of T-table is higher than T-test which means that the hypothesis is accepted and there is a significant effect of using visual material at students' vocabulary mastery. This research helps learning process in vocabulary mastery more effective and motivated the teacher to use visual material. This research helps the other researcher to do the research with the same variables. The researcher recommended visual material to teach students' vocabulary mastery at MTsN 2 Padangsidimpuan.

Key words: *Vocabulary Mastery, Media, Visual Material.*

ABSTRAK

Nama : Hairanita Dongoran

NIM : 1920300040

Judul Tesis : Pengaruh Materi Visual terhadap Penguasaan Kosakata Siswa di MTsN 2 Padangsidempuan

Penelitian ini fokus untuk menemukan pengaruh Materi Visual terhadap Penguasaan Kosakata Siswa di MTsN 2 Padangsidempuan. Masalah penelitiannya adalah siswa sulit memperkaya kosa kata mereka dalam pembelajaran bahasa Inggris sebagai bahasa asing, karena kurangnya penguasaan kosa kata dan guru tidak pernah menggunakan media untuk mengajar siswa. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana penguasaan kosakata siswa sebelum menggunakan materi visual, bagaimana penguasaan kosakata siswa setelah menggunakan materi visual dan apakah terdapat pengaruh yang signifikan penggunaan materi visual terhadap penguasaan kosakata. Penelitian ini menggunakan penelitian kuantitatif dengan jenis penelitian eksperimen. Populasi penelitian ini adalah seluruh siswa MTsN 2 Padangsidempuan kelas VIII. Sampel penelitian ini berjumlah 73 siswa atau seluruh populasi dari dua kelas VIII-5 dan VIII-3 dan diambil dengan menggunakan simple random sampling. Instrumen yang digunakan dalam penelitian ini adalah dengan memberikan tes pilihan ganda. Untuk menganalisis data, peneliti menggunakan uji Independent Sample T-test. Hasil penelitian menunjukkan bahwa nilai rata-rata kelas eksperimen setelah menggunakan materi visual lebih tinggi dibandingkan nilai rata-rata kelas kontrol. Kemudian nilai T-tabel lebih tinggi dari uji T yang berarti hipotesis diterima dan terdapat pengaruh signifikan penggunaan materi visual terhadap penguasaan kosakata siswa. Penelitian ini membantu proses pembelajaran penguasaan kosakata lebih efektif dan memotivasi guru untuk menggunakan materi visual. Penelitian ini membantu peneliti lain untuk melakukan penelitian dengan variabel yang sama. Peneliti merekomendasikan materi visual untuk mengajarkan penguasaan kosakata siswa di MTsN 2 Padangsidempuan.

Kata kunci: Penguasaan Kosakata, Media, Materi Visual.

خلاصة

الإسم : خيرانيتا دونجوران
رقم القيد : ١٩٢٠٣٠٠٠٤٠
موضوع البحث : تأثير المواد المرئية على إتقان المفردات لدى الطلاب في المدرسة المتوسطة الإسلامية الحكومية ٢ بادانج سيديمبوان

يركز هذا البحث على إيجاد تأثير المواد المرئية على إتقان المفردات لدى الطلاب في المدرسة المتوسطة الإسلامية الحكومية ٢ بادانج سيديمبوان. كانت المشكلة في هذا البحث هي أن الطلاب يجدون صعوبة في إثراء مفرداتهم في تعلم اللغة الإنجليزية كلغة أجنبية، وذلك بسبب عدم إتقانهم للمفردات وعدم استخدام المعلمين مطلقاً للوسائط لتعليم الطلاب. الهدف من هذا البحث هو معرفة كيفية إتقان الطلاب للمفردات قبل استخدام المواد المرئية، وكيف يتقن الطلاب المفردات بعد استخدام المواد المرئية وما إذا كان هناك تأثير كبير لاستخدام المواد المرئية على إتقان المفردات. يستخدم الباحثة البحث الكمي في هذا البحث مع نوع البحث التجريبي. كان مجتمع في هذه البحث هم جميع طلاب من الصف الثامن في المدرسة المتوسطة الإسلامية الحكومية ٢ بادانج سيديمبوان. تكونت عينة في هذا البحث من ٧٣ طالباً أو جميع السكان من الفصلين VIII-٥ و VIII-٣ وقد أخذها باستخدام العينة العشوائية البسيطة. وكانت الأداة المستخدمة في هذا البحث هي توفير اختبار الاختيار من متعدد. ولتحليل البيانات استخدم الباحثة اختبار للعينة المستقلة T-اختبار. وأظهرت النتائج أن متوسط درجات الفصل التجريبي بعد استخدام المادة المرئية أعلى من متوسط درجات الفصل الضابط. ثم تكون قيمة T-table أعلى من اختبار T مما يعني قبول الفرضية وهناك تأثير كبير لاستخدام المادة المرئية على إتقان الطلاب للمفردات. يساعد هذا البحث في عملية تعلم إتقان المفردات لتكثير فعالية ويحفز المعلمين على استخدام المواد المرئية. يساعد هذا البحث الباحثين الآخرين على إجراء أبحاث بنفس المتغيرات. توصي الباحثة بالمواد المرئية لتعليم الطلاب إتقان المفردات في المدرسة المتوسطة الإسلامية الحكومية ٢ بادانج سيديمبوان.

الكلمة الرئيسية: إتقان المفردات، الوسائط، المواد المرئية

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Researcher

Hairanita Dongoran
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TABLE OF CONTENTS

	Page
INSIDE TITLE PAGE	
LEGALIZATION OF ADVISOR	
AGREEMENT OF ADVISOR	
DECLARATION OF THESIS COMPLETION	
PUBLICATION OF APPROVAL STATEMENT	
LEGALIZATION OF DEAN TARBIYAH AND TEACHER TRAINING FACULTY	
ABSTRACT	i
ABSTRAK	ii
ARABIC ABSTRACT	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	vii
LIST OF TABLE	ix
LIST OF FIGURE	x
LIST OF APPENDIXES	xi
CHAPTER I : INTRODUCTION	1
A. Background of the Study	1
B. Identification of the Problem	6
C. Limitation of the Problem	6
D. Definitions of operational Variables	7
E. Formulation of the Problem	8
F. Objectives of the Research	8
G. Significances of the Research	9
H. Outline of the Thesis	9
CHAPTER II : LITERATURE REVIEW	11
A. Vocabulary Mastery	11
1. Vocabulary In Language Teaching	13
2. Importance of Teaching Vocabulary	14
3. Types of Vocabulary	15
B. Visual Material in Teaching Vocabulary	17
1. Definition of Visual Material	17
2. The Importance of Visual Material	19
3. Types of Visual Material	22
4. The Advantages of Visual Material	26
5. Disadvantages of Visual Media	27
6. Teaching Procedure of Visual Material	27
7. Teaching Vocabulary by using Visual Material	28
8. Teaching Vocabulary by Using Teachers' Media	31
C. Review of Related Research	32
D. Conceptual Framework	35
E. Hypothesis	36

CHAPTER III: RESEARCH METHODOLOGY	37
A. Place and Time of the Research.....	37
B. Research Design.....	37
C. Population and Sample.....	38
D. The Technique of Data Collection.....	39
E. Instrument of the test.....	41
F. Validity of Test.....	43
G. Technique of Data Analysis.....	43
CHAPTER IV RESEARCH FINDING AND DISCUSSION.....	45
A. Description of Data.....	45
1. Data Description Before Using Visual Media.....	45
2. Data description after using Visual Material.....	49
B. Data Analysis.....	54
1. Normality Test.....	54
2. Homogeneity Test.....	55
3. Hypothesis Test.....	56
C. Discussion.....	58
D. Threats of the Research.....	60
CHAPTER V CLOSING.....	61
A. Conclusions.....	61
B. Implications of the Study.....	62
C. Suggestions.....	62

REFERENCES

APPENDIX

CURICULUM VITAE

LIST OF TABLE

Table II.1 Teaching Vocabulary by Using Visual Material.....	28
Table III.1 Collecting Data Design.....	37
Table III.2 The population of the grade VIII students of MTsN 2 Palopat.....	37
Table III.3 Sample of the Research.....	38
Table III.4 Indicators of vocabulary mastery pre-test.....	41
Table III.5 Indicators of vocabulary mastery Post-Test.....	41
Table III.6 Level of the score.....	42
Table IV.1 The score of pre-test in control class.....	45
Table IV.2 Frequency distribution of pre-test in control class.....	46
Table IV.3 The score of pre-test in exspermental class.....	48
Table IV.4 Frequency distribution of pre-test in exspermental class.....	48
Table IV.5 The score of post-test in control class.....	50
Table IV.6 Frequency distribution of post-test in control class.....	51
Table IV.7 The score of post-test in experimental class.....	52
Table IV.8 Frequency distribution of post-test in experimental class.....	53
Table IV.9 Result of Normality Test experimental Class.....	55
Table IV.10 Result of Normality Test control Class.....	56
Table IV.11 Result of Homogeneity Test.....	57
Table IV.12 Group Statistic.....	58
Table IV.13 Hypothesis Test.....	58
Table IV.14 Gain Score in Experimental and Control Class.....	59

LIST OF FIGURE

Figure II.1 Conceptual Framework of Visual Material.....	36
Figure IV.1 Diagram of Data description of pre-test in experimental class.....	48
Figure IV.2 Data description of pre-test in control class.....	50
Figure IV.3 Data description of post-test in experimental class.....	52
Figure IV.4 Data Description of Post-Test In Control Class.....	55

LIST OF APPENDIXES

Appendix 1: Lesson Plan Experimental Class

Appendix 2: Lesson Plan Control Class

Appendix 3: Instrument of Pre-test

Appendix 4: Instrument of Post-test

Appendix 5: Key Answer for Pre-test

Appendix 6: Key Answer for Post-test

Appendix 7: Score of Experimental and Control class in Pre-test

Appendix 8: Score of Experimental and Control class in Post-test

Appendix 9: Descriptive Statistic

Appendix 10: Result of Homogeneity Test

Appendix 11: Normality Test

Appendix 12: Hypothesis Test

Appendix 13: Documentation

Appendix 14: Documentation

CHAPTER 1

INTRODUCTION

A. Background Of The Problem

English has language components such as pronunciation, vocabulary, and grammar. As one of the basic components of the language skills, vocabulary must be mastered by students. Learning vocabulary is a fundamental step to learning a foreign language. Learn a foreign language students must have a large vocabulary so that students can learn a foreign language well.

Actually, many students still confront many difficulties in understanding English texts and answering reading questions due to lack of vocabulary. They don't know the meaning of the words in the English text because their vocabulary knowledge is low. So, they have difficulties memorizing and understanding vocabulary, because it is influenced by the mother tongue they use. Teaching English to students in Indonesia is not easy because English is a second language or even a foreign language which is not the students' mother tongue.

As a foreign language, English is still difficult to adapt in many schools, including MTsN 2 Palopat as a school for research purposes. The lack of acceptance of English in many schools can be caused by several factors such as a lack of media, lack of media can lead to limit information so that students get bored with media and repetitive material. The lack of

teacher creativity in conveying material causes a lack of students' interest in learning. Lack of student motivation in learning is also one of the causes of students' lack of mastery and desire to learn English¹.

English as a foreign language is also one of the big challenges for teachers at MTsN 2 Palopat. This is because many students refuse to learn English, when asked to students why they refuse to learn English, many answer that English is difficult to learn, not infrequently some also answer bored with the teacher's teaching methods. So that it can be concluded that in teaching English a creative approach is needed from the teaching teacher, by presenting several new teaching methods or media. So as to increase students' interest in learning English. MTsN 2 Palopat teachers use some media such as school books, internet, mobile phone, video/youtube to help teacher serve the material, with the aim of helping facilitate students' understanding of the subject matter².

Visual material as one of the media that can be used to help facilitate the delivery of material in a way that is easy to understand. Visual material such as realia, pictures, slides, flashcards and many others can stimulate memory by seeing a direct image of the object, which can help students easily remember the object. The way visual aids stimulation can help clarify

¹ Student at MTsN 2 Padangsidimpuan, "Interview with Student Class VIII MTsn 2 Padangsidimpuan Students about Difficulties in Memorizing Vocabulary", 5 December 2022

² Sri Ertina Siregar, S.Pd.I, "an Interview with the MTsN 2 Padangsidimpuan Class VIII Teacher Regarding the Students' Difficulties in Mastering the Vocabulary They Experienced", 5 December 2022

the imaginary picture of students turn visual materials into media that will be used in this study.

Vocabulary is an important element in learning English. The four skills in English, namely listening, speaking, reading and writing, really require vocabulary. Therefore interesting techniques are needed to convey this vocabulary material. An English teacher must have techniques, strategies and fun media so that the vocabulary taught can be stored in students' long-term memory³. To teach English, teachers must be able to choose teaching and learning methods, especially for teaching vocabulary⁴. Teachers can use visual media to make it easier for students to receive learning material so they don't get bored in the teaching and learning process.

As scholars have always argued, in order to make the acquisition of the language more meaningful for the students, teachers must bring the real world into the classroom. Visual materials work as a powerful tool in this aspect, as far as they give teachers the opportunity to show the culture of the target language, the habits and the body language that lie behind the language transactions⁵. All this makes students understand that the use of the target language has a purpose: the real purpose of real communication.

³ Siregar, "Using the Word Card Technique in Teaching Vocabulary."

⁴ Virginia french allen, "Techniques in Teaching Vocabulary.Pdf."

⁵ Stuart Donaldson et al., "The Use of Visuals in the Language Classroom."

It is important to mention that visual materials can create a harmony between the students and the instructional methodology and materials used. In classrooms students have to face a wide variety of learning styles, such as visual learners, who can benefit largely of the visual aids, as they feel confused when following oral instructions and conversations. But they are not the only kind of learners helped by visual aids, kinesthetic and tactile learners enjoy working with tangible objects, collages and flashcards too. Visual materials not only make what you have to say more comprehensive, they can make it more interesting as well. Most of what we learn we get through visual medium, so that is why the use of visual materials is very important in teaching English as they commit information to long-term memory⁶. VM help students in gaining confidence as they repeat and imitate real models using the target language⁷. Therefore, students are expected to be more participative and feel more motivated.

English teachers always need additional teaching materials to help students imagine their ideas. In addition, this additional teaching material can provide ideas to students to more easily remember and stimulate students' right brain stimulation. Visualization is the best way to teach new words for all subjects⁸. This means that teachers in the teaching and learning process can use visual objects as media, namely: videos, songs, stick

⁶ Sefotho et al., *Teaching Learners with Visual Impairment*.
file:///C:/Users/USER/Downloads/9781928523819.pdf

⁷ Stuart Donaldson et al., "The Use of Visuals in the Language Classroom."

⁸ Thornbury, "How to Teach Vocabulary."

pictures, pictures, flash cards, etc. So that students can receive learning material well. However, in this study, the researcher chose pictures as teaching media that can develop and motivate students to learn English easily including vocabulary. Therefore, researchers offer types of images as visual media, namely realia, flash-cards, and pictures as visual aids.

Visual aids help students take advantages of peripheral learning, fantasy, and a state of infantilization⁹. In second language learning, using visual aids is an essential teaching strategy in the English as Second Language classroom and English as Foreign Language classroom. Most foreign language research has recognized that memorizing language forms and words is a very ineffective strategy for learning a target language. In the ESL/EFL classroom, using visual aids can help students to strengthen and reinforce what they have learned. Visual material are effective tool that “invest the past with an air of actualy”. Visual aids distribute the learners with true knowledge, which detention their devotion and help in the understanding of the ancient marvels¹⁰. The reason may be that they allow students to absorb the information through an additional sensory perception.

The visual aids train arrives at the silent way, now. Students begin their study of the language through its basic building blocks, its sounds. These are introduced through a language-specific sound-color chart. The

⁹ Laresen-Freeman, *Teaching Language : From Grammar to Gramming*.

¹⁰ Shabiralyani et al., “Impact of Visual Aids in Enhancing the Learning Process.”
<https://files.eric.ed.gov/fulltext/EJ1079541.pdf>

teacher makes use of the sound-color charts and Cuisenaire rods to start with the students' already known information and build from that to the unknown. Meaning is made clear by focusing on students' perceptions, not through translation¹¹. So this can form focus and deep understanding for students.

B. Identification of The Problem

Based on the background of study above, the identification of study can be identified as follows are :

1. The lack of students' understanding caused by a lack of mastery the vocabulary.
2. The difficulties understanding English as the second language.
3. The lack of student interest in learning new vocabulary due to the boring method.

C. Limitation of The Research

Researchers limit research on student vocabulary to nouns about Animal, Public Places, Festival and Vacation using visual material in which the media is pictures on students' vocabulary mastery in class VIII students of MTs N 2 Palopat. Researcher using pictures can represent these non-

¹¹ M.Brinton, "The Use of Media in Language Teaching."

verbal sources of information¹², that help researcher bring more information to deliver the materials.

D. Definition of Operational Variables

Using operational variables can ensure that this study is conducted properly and that the result are reliable and replicable. Based on the title of the research, thisis consisted of two variables with the defenition as follows:

1. Visual Material (Variable X)

Visual material as one of the media that can be used to help facilitate the delivery of material in a way that is easy to understand. Visual material such as realia, pictures, slides, flashcards and many others can stimulate memory by seeing a direct image of the object, which can help students easily remember the object.

2. Vocabulary Mastery (Variable Y)

Vocabulary refers to the collection of words known by an individual or by a large group of people. It may also signify the body of specialize terms in a field of study or activity “the vocabulary of science”. It may designate a physical object, such as a book, in which a collection of (usually alphabetize) words is defined or explained. And it may name things other than words, such as “a list or collection of terms or codes available for use,” “a set or list of nonverbal

¹² Wright, “Pictures for Language Learning.”
https://assets.cambridge.org/97805213/58002/excerpt/9780521358002_excerpt.pdf

symbols” (such as marine alphabet flag signals), and “a set of expressive forms used in an art” (as in “the vocabulary of dance”).

E. Formulation of The Problems

Based on the background of the study above, the formulation of this reasearch can be formulated as follows :

1. How is studens’ vocabulary mastery at MTsN 2 Padangsidimpuan before using visual material?
2. How is students’ vocabulary mastery at MTsN 2 Padangsidimpuan after using visual material?
3. Is there any significant effect of using visual material to students’ vocabulary mastery at MTsN 2 Padangsidimpuan?

F. Objectives of The Research

Considering of the problems above the objectives of the research can be formulated as follows :

1. To know how students’ vocabulary mastery at MTsN 2 Padangsidimpuan before using visual material.
2. To know how students’ vocabulary mastery at MTsN 2 Padangsidimpuan after using visual material.
3. To find out if there is a significant effect or not of using visual material to student’ vocabulary mastery at MTsN 2 Padangsidimpuan.

G. Significances of The Research

The result of this research is expected to give some benefits for the teachers, the students and the other researchers. The significances are :

1. For the teacher, it gives them some information about the effect of using Visual Material in teaching vocabulary to students' vocabulary mastery. They can use this strategy to teach their students' to increase the students' ability in vocabulary mastery.
2. For the students', it inform the students' that we can use visual material to improving their vocabulary. The result of this research is useful in order to increase their vocabulary mastery.
3. For the other researchers, it can be used as an additional reference for the researcher who is interested in research about teaching English using Visual Material as media in vocabulary mastery. Also can be used as a material to compare with the new research.

H. Outline of the Thesis

The first chapter, it consist of the background which is contains of explanation why the researcher want to do this research. Then there is identification of the problem that contains problems from the background that the researcher has explained. After it there is scope of the problem that contains the limit of the problem and problems spesifically.

Then variable definition that define the variable, after it formulation of problem that contains the research problem that need to be solved. Research purposes contains what the purpose of this research. The last is significance of research.

Chapter II explain about theories that related to this research, the theory that explains about writing, argumentative text, and debate. Besides that, in this chapter also contains the previous related researcher. The last in this chapter consist of conceptual framework and the hypothesis as well.

Chapter III explains about the research methodology. Research method here consists of research design that explain about this research design. Then there are population and sample, variable and indicators, research instrument, procedures of data collection and technique of data analysis.

Chapter IV consist of the result of the research, this chapter is talking about data analysis, description of the data and threats of research.

Chapter V deals with conclusions, implication and suggestions. There are several conclusions that can be drawn from the results of this study. Therefore, researchers have some suggestions for students and teach.

CHAPTER II

LITERATURE REVIEW

A. Vocabulary Mastery

Vocabulary refers to the collection of words known by an individual or by a large group of people. It may also signify the body of specialized terms in a field of study or activity “the vocabulary of science”. It may designate a physical object, such as a book, in which a collection of (usually alphabetized) words is defined or explained. And it may name things other than words, such as “a list or collection of terms or codes available for use,” “a set or list of nonverbal symbols” (such as marine alphabet flag signals), and “a set of expressive forms used in an art” (as in “the vocabulary of dance”).

Words represent complex and often multiple meanings. Furthermore, these complex, multiple meanings of words need to be understood in the context of other words in the sentences and paragraphs of texts¹³. Not only are students expected to understand words in texts, but also texts can be expected to introduce them to many new words. The vocabulary of written language is much more extensive and diverse than the vocabulary of oral language.

A first consideration in delineating the construct of "vocabulary" in research and practice is that individuals have various types of vocabulary that they use for different purposes. Failure to distinguish among the different kinds

¹³ Elfrieda and Michael, *Teaching and Learning Vocabulary; Bringing Research to Practice*.

of vocabulary can lead to confusion and disagreement about both research findings and instructional implications. Generically, vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and print. Knowledge of words also comes in at least two forms, receptive that which can understand or recognize and productive the vocabulary use when write or speak. Oral vocabulary is the set of words for which know the meanings when speak or read orally. Print vocabulary consists of those words for which the meaning is known when write or read silently¹⁴. These are important distinctions because the set of words that beginning readers know are mainly oral representations. As they learn to read, print vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary.

Using visual aids can not only develop students' literacy abilities, but also can develop their oral ability. Visual aids allow students to have a chance to brainstorm and present their ideas or thoughts. They can create their own stories in which there are no right or wrong answers. Furthermore, they also can participate in group work such as paired reading or small group activity. They will have the opportunities to create their own stories that depend on their background experience. In group work, they can discuss the similarities and the differences between each person's interpretations of a picture.

¹⁴ Elfrieda and Michael.

1. Vocabulary In Language Teaching

Vocabulary is central to English language teaching. Without sufficient vocabulary, students cannot understand others or express their own ideas. Teachers who find the task of teaching English vocabulary a little daunting are not alone. The important issues from recent vocabulary research and theory that teachers may approach teaching vocabulary in a principled, thoughtful way¹⁵. This is practical for teachers in any context and provides helpful reflections that offer ideas for their own vocabulary teaching.

Words represent complex and, often, multiple meanings. Furthermore, these complex, multiple meanings of words need to be understood in the context of other words in the sentences and paragraphs of texts. Not only are students expected to understand words in texts, but also texts can be expected to introduce them to many new words. The vocabulary of written language is much more extensive and diverse than the vocabulary of oral language. The types of vocabulary in texts that are used for instruction is but one of the many problems that need to be addressed in vocabulary research and instruction. Our task, in this introductory chapter, is foreshadowing the themes that run throughout the book¹⁶. In so doing, the

¹⁵Lessard-clouston, *Teaching Vocabulary*.

¹⁶Elfrieda H, *Teaching and Learning Vocabulary*.

chapter begins by outlining a perspective on vocabulary learning, especially as it relates to the reading of text.

English vocabulary is complex, with three main aspects related to form, meaning, and use, as well as layers of meaning connected to the roots of individual words. Teaching vocabulary is not just about words; it involves lexical phrases and knowledge of English vocabulary and how to go about learning and teaching it¹⁷. So that the delivery delivered when delivering the material should be easy to understand.

2. Importance of Teaching Vocabulary

Vocabulary is the indispensable aspect of language. Everyone starts to communicate with the help of words in course of language acquisition or learning. Vocabulary is largely a collection of items which refers to the word that we use in our day to day life in order to express our feeling and thoughts¹⁸. Likewise vocabulary consists of more than one word, further states that ‘an ability to manipulate grammatical structure does not have any potential for expressing meaning unless words are used. Moreover, in order to improve students' word power, vocabulary has to be taught as the most essential aspect of language. It is easier to witness that students have been exposed to vocabulary items at some stages but cannot remember them

¹⁷Lessard-clouston, *Teaching Vocabulary*.

¹⁸ Thornbury, “How to Teach Vocabulary.”

when they need for interaction. In this situation, either communication breaks down or the teacher has to apply some appropriate strategy.

From above discussion, we can conclude that vocabulary is very important aspect of language without which language doesn't function meaningfully. As we know that the main function of language is communication. So, we cannot communicate with other people without using vocabulary. That is why, the teacher should create the environment to learn new items and use them in the class.

3. Types of Vocabulary

a. Listening Vocabulary

The words we hear and understand. Starting in the womb, fetuses can detect sounds as early as 16 weeks. Furthermore, babies are listening during all their waking hours and we continue to learn new words this way all of our lives. By the time we reach adulthood, most of us will recognize and understand close to 50,000 words. Children who are completely deaf do not get exposed to a listening vocabulary. Instead, if they have signing models at home or school, they will be exposed to a "visual" listening vocabulary¹⁹. The amount of words modeled is much less than a hearing child's incidental listening vocabulary.

¹⁹ Judy, *Bridge of Vocabulary*.

b. Speaking Vocabulary

The words we use when we speak. Our speaking vocabulary is relatively limited: Most adults use a mere 5.000 to 10.000 words for all their conversations and instructions²⁰. This number is much less than our listening vocabulary most likely due to ease of use.

c. Reading Vocabulary

The words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary. This is the 2nd largest vocabulary IF you are a reader²¹. If you are not a reader, you can not “grow” your vocabulary.

d. Writing Vocabulary

The words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, then to find just the right words to communicate the same ideas in writing²². Our writing vocabulary is strongly influenced by the words we can spell.

²⁰ Judy.

²¹ Judy.

²² Judy.

B. Visual Material in Teaching Vocabulary

1. Definition of Visual Material

Visual materials become one of the solutions that can be used by the teacher to catch the young learners' attention. Visual materials as sensory objects or images which initiate or stimulate and support learning. Visual materials are any devices which can be used to make the learning experience more real, more accurate and more active²³. Stated three visual materials that can be used to help the teacher deliver English lesson. They are realia, pictures, and gesture. Realia is a real object. As the example are fruits, vegetables, nouns, etc that can be brought to the classroom. The picture is an illustration of an object that is not easy to bring it into the classroom. A picture can be board drawing, magazine, and flashcard.

Visual aids become important for teachers to be able to identify, assess, diagnose and refer learners with visual aids, in both mainstream and special needs schools. Using visual aids can not only develop students' literacy abilities, but also can develop their oral ability²⁴. Visual aids allow students to have a chance to brainstorm and present their ideas or thoughts. Furthermore, they also can participate in group

²³ Konomi, "Using Visual Materials in Teaching Vocabulary in English as a Foreign Language Classrooms with Young Learners."

²⁴ Sefotho et al., *Teaching Learners with Visual Impairment*. ²⁴ Sefotho et al., *Teaching Learners with Visual Impairment*.
<https://library.oapen.org/bitstream/20.500.12657/48750/1/9781928523819.pdf%0Ahttps://library.oapen.org/bitstream/20.500.12657/48750/1/9781928523819.pdf>

work such as paired reading or small group activity. They will have the opportunities to create their own stories that depend on their background experience.

Visual materials are those devices which are used in classrooms to encourage students learning process and make it easier and interesting. Visual materials are the best tool for making teaching effective and the best dissemination of knowledge. Visual aids are effective tool that “invest the past with an air of actuality.” Visual aids distribute the learners with true knowledge, which detention their devotion and help in the understanding of the ancient marvels²⁵. They demand to the mind through the visual auditory senses. When we use visual aids as teaching aid, it is one of the aspects which root participation of students in the lesson because when students look at visual model or aid, it is measured as a kind of contribution.

Visual materials refer to teaching methods with info graphic content such as color charts, icons, pictures, graphs, posters, videos, etc. Visual materials are flexible learning methods that help the students connect the book’s content with the visuals they see. Visual materials make it easier for students to grasp the content. It makes the learning experience accurate and real. Book-based studies are sometimes hard to learn. While with these aids, learning becomes easy because the

²⁵ Shabiralyani et al., “Impact of Visual Aids in Enhancing the Learning Process.”

infographic content triggers the brain's memory nerve and helps the students develop a better understanding of the topic. It not only facilitates effective learning but also keeps them engaged in their studies. These aids are considered one of the best ways of teaching. This teaching method supports the students to translate the object²⁶. It can illustrate the subject in a picture format, clarify the idea, therefore expand the perspective. Info graphic learning strategy can make any boring subject engaging because the visuals and layout tell the story behind it.

2. The Importance of Visual Material

Visual materials are tools that help to make an issue or lesson clearer or easier to understand and know (pictures, models, charts, maps, videos, slides, real objects etc.). There are many visual materials available these days. To classify these aids as follows, visual materials are which use sense of vision are called Visual material. For example: models, actual objects, charts, pictures, maps, flannel board, flash cards, bulletin board, chalkboard, slides, overhead projector etc. Out of these black board and chalk are the commonest ones²⁷. The challenges of classroom instruction increases when prescribed a course to the class while course books (textbooks) are constituted with too many interactive expertise activities. Most significantly, it has convert a common

²⁶ Teachmint, "Visual Aids."

²⁷ Shabiralyani et al., "Impact of Visual Aids in Enhancing the Learning Process."

phenomenon to integrate textbooks with audio visual materials as additional or supplementary resource for classroom course learning activities.

At this time the use of visual materials i.e. pictures and charts plays a vital role for teaching vocabulary at any level. In fact pictures and charts are the natural source and human being have been relying on them since their creation. Pictures are the realistic representation of the objects represented and provide the realistic basis for teaching vocabulary²⁸. Many teachers during their years of teaching build up a library of pictures; these may include wallcharts, commercially-produced flashcards, and many more. These aids can be used to groups items into coherent vocabulary lessons.

In second language learning, using visual materials is an essential teaching strategy in the English as Second Language classroom and English as Foreign Language classroom. Most foreign language research has recognized that memorizing language forms and words is a very ineffective strategy for learning a target language²⁹. In the ESL/EFL classroom, using visual materials can help students to strengthen and reinforce what they have learned. The reason may be that

²⁸ Gairns and Redman, *Working with Words : A Guide to Teaching and Learning Vocabulary* / Ruth Gairns and Stuart Redman.

²⁹ Allen, Kate, and Marquez, "Teaching Vocabulary with Visual Aids."

they allow students to absorb the information through an additional sensory perception.

Visual materials are available in many forms. Consider several require little or no time or expense to prepare. When students see actions performed by a classmate or two in response to the teachers' instructions, that is a kind of visual material.

Visual materials can not only develop students' literacy abilities, but also can develop their oral ability. Visual materials allow students to have a chance to brainstorm and present their ideas or thoughts. They can create their own stories in which there are no right or wrong answers. Furthermore, they also can participate in group work such as paired reading or small group activity³⁰. They will have the opportunities to create their own stories that depend on their background experience. In group work, they can discuss the similarities and the differences between each person's interpretations of a picture.

Visual materials makes the materials more "user friendly" Visual materials help teachers' presentations and objectives by placing emphasis on whatever is being taught. Clear visual materials multiply the learners' level of understanding of the material presented, and they can send clear messages and clarify points from teachers. Moreover, visual materials can involve the audience by providing a change from

³⁰ Allen, Kate, and Marquez.

one activity to another, and from hearing to seeing³¹. In addition, learners are more fascinated by gestures and movement in the classroom. Additionally, visual aids impact and add interest to presentation. They can create excitement. Visual materials enable learners to use more than one sense at the same time. One picture could elicit unlimited words.

The most important reason for different perception of a visual materials is because each student has a different cultural background and past experience³². Therefore, one picture can be presented and internalized by different people in different ways. Furthermore, using visual materials can increase the learners' understanding and retention level.

3. Types of Visual Material

Visual materials cover the whole range of non-text and non-audio materials, everything from original art, prints, photographs and films. The term visual materials encompasses a wide range of forms, including photographs, cinema and video films, videotapes, paintings, drawings, cartoons, prints, designs, and three-dimensional art such as sculpture and architecture. Some can be categorized as fine art, others as documentary record. Some are unique documents, while others are

³¹ Allen, Kate, and Marquez.

³² Allen, Kate, and Marquez.

reproducible to a limited or unlimited extent³³. Examples of the latter include illustrations in books and magazines.

There are a large number of visual materials, but in this chapter focus on some aids that commonly use in either manually or electronically used in ELT materials³⁴.

- a. Single and composite pictures, are frequently used in ELT materials. A single picture (e.g., a beach, a downtown area, a river, a school, etc.) can be a helpful medium for the teaching of vocabulary, listening and speaking (e.g., identifying or describing things, objects, and places). Composite pictures are appropriate media that can display a series of events, such as storytelling, reading a history, telling a habit, telling a procedure, telling an activity, etc. Pictures can be in color or black and white, depending on the goal of making use of the pictures. The most important thing is that pictures should be clearly printed or drawn.
- b. Stick figures are an exciting form of visual media because of their possibility and flexibility in terms of the design and implementation for class use. Such media can be used to visualize such things as objects, actions, emotions, and personalities. Stick figures are also easy to prepare because

³³ Reale, "Visual Material as Primisry Sources."

³⁴ Novawan, "The Use of Visual Aids in ELT Materials."

teachers can probably create stick figures by themselves using simple lines and circles. Stick figures can be used to clarify simple concepts or word meanings to learners. For example, in teaching a comparative sentence, a teacher can simply draw stick figures of two persons with different height on a paper/handout, poster or black/whiteboard to tell the learners a comparative pattern and how to construct comparative sentences. Thus, teachers should know about whether stick figures can be used for clarifying particular grammatical patterns.

- c. Photographs in ELT materials portraits actual matters to the learners. Using good-looking photographs in ELT materials can attract the learners' attention in order to actively engage in interactive warm-up activity, to learn the ELT materials through actual visuals (e.g., people, places and objects), and to provide particular schematic knowledge of language (e.g., contextual and cultural inputs which are authentic). In ELT materials, a series of photographs can be used to provide students with pictorial stories in which students can tell a particular story. In addition, a series of photographs can be employed to facilitate students in completing visual essay writing tasks. In this task, students are asked to write down and develop ideas based on the photographs given.

- d. Graphs and other similar visuals such as charts and tables are properly used to illustrate a comparison of frequency, value or proportion of something, a process and a hierarchical relationship. These materials are relevant to older learners since to grasp information presented through graphs, charts and tables requires some extent of visual literacy in interpreting the information given. However, simple graphs, charts, and tables are possibly used in teaching young learners as long as they are designed specifically to cater to the learners' need and suit the learners' level of understanding.

It is also important to note that the visual materials described above or other visuals can be produced commercially and locally. Commercial visual aids are made for the purpose of business and distributed by copyrights of the authors and publishers. Locally-made or teacher-made visual aids are usually designed by teachers to cater to particular English learning needs. The design of visual materials is not intended to standardize the media among English teachers, but to let the teachers find the flexibility and possibility of particular visual aids for their teaching materials³⁵. In such a way, this leads to creativity and innovation in the design and implementation of visual materials in ELT materials.

³⁵ Novawan.

4. The Advantages of Visual Material

Visual materials has undoubtedly become a profoundly influential text. Through a series of telling and careful revisions it has been significantly updated in response to changing visual cultures. This edition refreshes and reinvigorates what was already a lively, revealing and vital text. Not least, this updated edition responds directly to changes in digital cultures and the new possibilities of visual engagement and communication³⁶. It is the ideal guide to teaching and researching with visual methods.

There are several advantages of visual materials. Let's learn what they are to help you better understand the power of visuals in learning³⁷:

- a. Visual aid materials can make a speech more interesting.
- b. Visual materials can help an audience remember facts and details.
- c. Visual materials can make long, complicated explanations unnecessary.
- d. Visual materials can help prove a point.
- e. Visual materials can add to your credibility.
- f. Visual materials enhance communication with people who speak English as a second language.
- g. Visual materials can make ideas clear and understandable.

³⁶ Dumay et al., *Visual Methodologies*.

³⁷ Giri, "Advantages of Visual Aids."

5. Disadvantages of Visual Media

The use of visual material has more advantages than disadvantages in all the academic process to acquire illustrative ways to learn the language. Visuals offer thousands of possibilities to improve students' learning. The use of visual exercises allows eliciting information from the students, giving them the opportunity to travel for a moment to the imaginary world that a picture involves if it is well employed³⁸. They often illustrate meaning more directly and quickly than through verbal explanation, it means that the use of images in the teaching of a language can help students to increase their vocabulary and acquire knowledge of a language through the visual aids.

6. Teaching Procedure of Visual Material

As it is known that visual aids are one of the important teaching facilities and they are essential during teaching, they facilitate and make calm to study, teach and extant a theme easily. Visual aids may provide the chance to learn visually and are more effective and easy for human beings. During teaching with models and visual aids, students effort to identify it, or recognize its functions and try to have its interpretation, to understand its use³⁹. This are the teaching procedure of Visual Material:

³⁸ Benavides, Murcia, and Niño, "Observing before Learning: Visual Material for the Learning of English as a Foreign Language."

<https://www.redalyc.org/pdf/4994/499450715006.pdf>

³⁹ Sefotho et al., *Teaching Learners with Visual Impairment*.

<file:///C:/Users/USER/Downloads/9781928523819.pdf>

- a. The teacher make or use a simple and easy pictures media that is suitable with students' ability and the teacher should select the words that answering pictures media.
- b. The teacher show to the students picture media related their topic
- c. The students identify what they see in the pictures
- d. The teacher ask them about the pictures will show
- e. The students try to explain what they see in the pictures
- f. The teacher explain about their topic by using pictures media and pronounce the words loudly, the students will repeat what the teacher has pronounce
- g. The teacher and students discuss about the difficult words
- h. The teacher gave exercise and ask the students to do it
- i. The teacher and the students discuss the answer exercise.

7. Teaching Vocabulary by using Visual Material

According to Shabiralyani et al Visual aids distribute the learners with true knowledge, which detention their devotion and help in the understanding of the ancient marvels⁴⁰. Mashhadi state visual cues serve the same purpose by employing a variety of visual aids such as flashcards, videos and pictures. In the ESL/EFL classroom, using visual aids can help students to strengthen and reinforce what they have learned. The reason may be that they allow students to absorb the

⁴⁰ Shabiralyani et al., "Impact of Visual Aids in Enhancing the Learning Process."

information through an additional sensory perception⁴¹. Teaching is the activity of transferring the knowledge from the teacher to the students. Teaching should follow some steps or procedure, they are Pre-Teaching, While teaching and Post- Teaching. Teaching vocabulary by using Visual Material can be describe as follows:

Table 2.1
Teaching Vocabulary by Using Visual Material

Teacher Activity	Procedure	Students Activity
A. Pre-Teaching 1. Teacher opens the class by greeting and prepare the students to pray before learn.		1. Students listen to the teacher, 2. Students answer the teacher's greeting and pray before learn.
Teacher Activity 2. Teacher checks the students attendance list.	Procedure	Students Activity 1. Students listen to the teacher. 2. Students state the attendance by saying present
3. Teacher asks the students about the last material and relate it with the new material.		1. Students answer the teacher questions.
4. Teacher tells nouns about Animal, Public Places, Festival and Vacation		1. Students listen carefully to the teacher. 2. Students add some notes from the teacher.
B. While-teaching 1. The teacher introduces the topic about text to the students.	a. The teacher show the students the visual material (picture) relate to their topic	1. Students pay attention to the teacher. 2. Students remind the topic of the material.

⁴¹ Mashhadi and Jamalifar, "Second Language Vocabulary Learning Through Visual and Textual Representation." <http://dx.doi.org/10.1016/j.sbspro.2015.06.043>

	b. The students identify what they see in the pictures	
2. The teacher asks the question related to topic.		1. Students answer teacher question.
3. The teacher show to the students picture media related their topic	The teacher ask them about the pictures that show	1. The students identify what they see in the pictures
4. The teacher ask them about the pictures that showed.	The students try to explain what they see in the picture	1. The students explain what they see in the pictures
5. The teacher explain about their topic by using pictures media and pronounce the words loudly.	a. The teacher explain about their topic by using pictures media and pronounce the words loudly, and the students repeat it. b. The teacher and students discuss about the difficult words	1. The students will repeat what the teacher has pronounce.
Teacher Activity	Procedure	Students Activity
C. Post-Teaching 1. Teacher ask the students to do the exercise		The students did the exercise
2. Teacher ask the students about their understanding about the material.		Students answer the teacher's question and tell their problem.
3. The teacher might conclude or summarize the lesson by herself or together with the students. 4. Then, the teacher say the correct pronunciation.		1. Listen to the teacher and the students make a summarize while the teacher concludes the lesson. 2. After that, the all of students repeat what the teacher say.
4. Teacher closes the class with greeting		Students respond teacher's greeting.

8. Teaching Vocabulary by using Teachers' Media

Conventional teaching is the common teaching method used by the teachers for carrying out the teaching learning process in the classroom situations. In conventional method, teaching vocabulary focuses on teaching rules and practicing it in translating⁴². The activity in classroom are routines such as lecturing, translating activities, drills, memorizing rules, and isolating item or lexis. The activity lacks of context and practise similar to real life situation.

This are the teaching procedure of teaching vocabulary by using teachers' media:

- a. The teacher explains briefly the content of learning and its objectives
- b. The teacher explains basic things about vocabulary
- c. Open the prepared material, then present it in front of the class.
- d. Then the teacher asks students to pay attention to the material that contains English vocabulary and its meaning.
- e. The teacher gives examples of expressions used in everyday life.
- f. The teacher asks students to write down important things about the material.

⁴² Hidayati, "The Use of Charade Game to Teach Vocabulary (An Experimental Study of the Seventh Graders of MTs . Miftahul Khoirot Branjang in the Academic Year of 2014 / 2015)." file:///C:/Users/USER/Downloads/9887-Article%20Text-19560-1-10-20160326.pdf

- g. The teacher asks students to understand the material first, and asks if there are things that are not understood.
- h. After that the teacher and students have a discussion about difficult vocabulary that students do not know.
- i. After the discussion is over and the teacher confirms student understanding, then the teacher asks students to work on practice questions.
- j. The teacher checks the results of student assignments and provides feedback to students who have completed their work.

C. Review of Related Finding

There were some related findings related to this research and to support argument in this research. Besides that, researcher also used it as the reference and comparison with other research. They are:

The first are Fatma Güleğül Birinci and Arif Sariçoban b concluded that, vocabulary is often neglected despite being one of the most crucial aspects of language acquisition. Due to the lack of emphasis on vocabulary learning, ESL students have issues in learning the English language effectively, which resulted in low-level language proficiency. Hence, this paper attempts to address this problem by introducing Visual Vocabulary to learn the target words⁴³.

⁴³ Birinci and Sariçoban, "The Application of Visual Vocabulary for ESL Students' Vocabulary Learning."

The second is Dorela Kaçauni Konomi aim of this research paper is to show how visual materials are used in the EFL classroom when vocabulary is being taught and what their effect on Young Learners is. The use of visual aids such as pictures, posters, postcards, word calendars, realia, charts, graphic organizers, picture books, television, videos from iTunes, and computers can help Young Learners easily understand and realize the main points that they have learned in the classroom. The targets of this research are the Young Learners in MTsN 2 Palopat at Grade 2 and they are seen how they response in vocabulary classes with visual materials⁴⁴.

The third are Muhammad Safdar Bhatti et.al main purpose of this article is to indicate effectiveness of visual materials for teaching vocabulary at Primary level and to find out the problems faced by the teachers. A survey was conducted and analyzed with the help of qualitative research. A questionnaire was provided to take teachers' views regarding the use of visual materials i.e. (pictures and charts) that provides the teachers a full opportunity to rely on the application of direct method of teaching⁴⁵. This article is a gate way for English Teachers in general and primary teachers in particular to achieve their mainly focused goals and suggestions for the solution of problems faced by them and the taught. Researchers'

⁴⁴ Konomi, "Using Visual Materials in Teaching Vocabulary in English as a Foreign Language Classrooms with Young Learners."

⁴⁵ Bhatti et al., "Investigating the Effectiveness of Visual Materials for Teaching Vocabulary at Primary Level."

conclusion with suggestions and recommendations was also summed up at the end of the study.

The fourth is Ufuk Atas this study aims to find out and compare the effectiveness of two ways of teaching vocabulary to learners of English as a foreign language; through visual aids and using games, and through traditional methods; that is, giving dictionary definitions and studying through worksheets. The results of this study provide useful insights for practising English language teachers about effective ways of teaching vocabulary⁴⁶.

The fifth is Fatma Güleğül Birinci and Arif Sariçoban the aims this study to investigate the effectiveness of using visual materials in teaching vocabulary to deaf students of EFL. According to the results of the study, visual materials were found to be more effective than using only the sign language that does not contain any visual items in teaching vocabulary items to deaf learners who learn English as a foreign language. In other word, visual material are effective to use for deaf students in the teaching activity⁴⁷.

⁴⁶ Atas, "The Effects of Using Games and Visual Aids in Learning Foreign Language Vocabulary."

⁴⁷ Birinci and Sariçoban, "The Effectiveness of Visual Materials in Teaching Vocabulary to Deaf Students of EFL."

Based on the related finding above, researcher tries to prove whether Visual Material can give good effect in teaching Vocabulary at MTsN 2 Padangsidempuan or not.

D. Conceptual Framework

In junior high school, the students have to know what is vocabulary and kinds of vocabulary, so that they can speak english and use english in their daily activity. In MTsN 2 Palopat, the researcher find that some students can not speak english because of their lack of vocabulary.

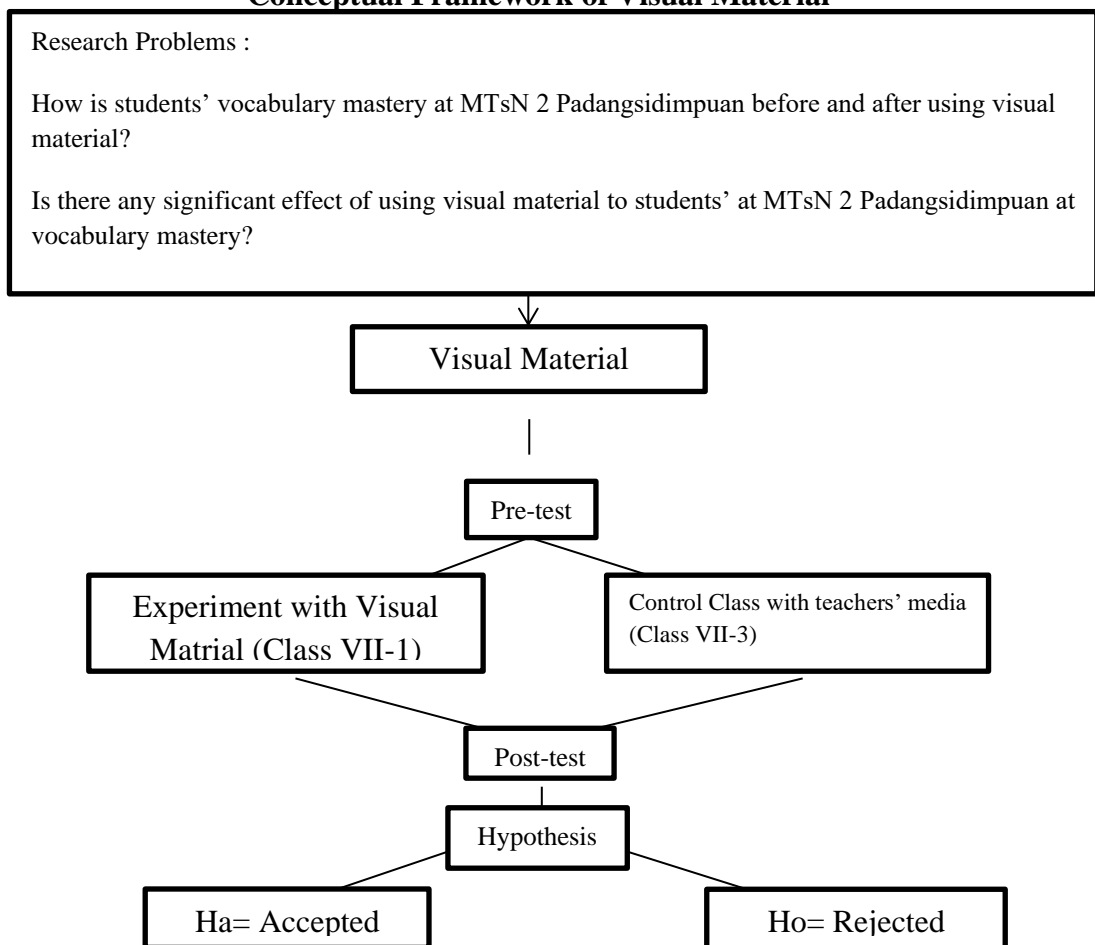
Using Visual Material in teaching English that can help students more esier in master vocabulary. The concept of Visual Material is to make the students more effectively in develop and motivating to produce their vocabulary. By using Visual Material especially in teaching vocabulary, the students will enjoy the lesson easily.

After obtaining the information about the students' problem, the researcher try to solve the problem by using Visual Material. Before applying this material, the researcher will devide the class into Control Class and Experimental Class.

To know the effect of this strategy, there are there step used in collecting data for this research. The first step is pre-test, it give to the students in control class and experimental class to know their ability before the treatment. After get the result, the researcher will give the treatment to experimental class by using Visual Material, in another hand the researcher

will give treatment in control class by using teacher's technique. The last step is post-test, it give to both of class to find out the effect of Visual Material on vocabulary mastery at grade VIII students of MTsN 2 Palopat.

Figure II.1
Conceptual Framework of Visual Material



E. Hypothesis

The hypothesis of this research is "There is a significant effect of using visual material to students' at MTsN 2 Padangsidimpuan at vocabulary mastery.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research was conducted at MTsN 2 Palopat Pijorkoling. It is located at Jl.H.T Rizal Nurdin km. 6,5 gg. Pendidikan Palopat Pijorkoling, Kec. Padangsidempuan Tenggara, Kota Padang Sidempuan, Sumatera Utara, 22733. This research started in July 2023 until finish.

B. Research Design

The kind of this research was quantitative research with experimental method and true experimental research Pretest-posttest Research Design in this research. Experimental research is the only type of research that test hypothesis to establish cause and effect⁴⁸. From the definition, researcher concluded that the experiment is a kind of research that has aim to know the causal effect relationship between one or more variable to other variables. Experimental research design was the most popular design in the field of natural sciences but it has also been used effectively in non laboratory setting such as the classroom, where significant factors or variables can be controlled to some degree.

⁴⁸ Gary Thomas, "Educational Research," 2007, 199, https://www.academia.edu/494562/Whats_the_use_of_theory.

In this research, the researcher used two classes, as an experiment class and as a control class. The experiment class was the class that taught with visual material, as a treatment. Meanwhile the control class is the class that taught with conventional strategy or without treatment. It can be seen from the table:

Table III.1 Collecting Data Design

Class	Pre-test	Treatment	Post-test
Experimental Class	✓	✓	✓
Control Class	✓	X	✓

C. Population and Sample of the Research

1. Population of The Research

This research was done for the grade VIII students of MTsN 2 Palopat, Padangsidempuan. The population of research consists of 6 classes with 183 students. It can be seen from the table follow:

Table III.2
The population of the grade VIII students of MTsN 2 Palopat:

No.	Class	Total Students
1	VIII 1	36
2	VIII 2	36
3	VIII 3	37
4	VIII 4	36
5	VIII 5	36
Total of the Students		181

This research was conducted experimental research by used visual material to know the effect of visual material on students' vocabulary mastery at grade VIII of MTsN 2 Palopat.

2. Sample of The Research

Experimental research decided to take two classes as a sample. They were experimental class and control class. So, the researcher took two classes as sample. So that, one class was experimental class and the other was control class. Then, the researcher selected the sample by used random sampling technique. The tricks to used random sampling were using a lottery, ordinal, random number table or computer. In this research, the researcher used random sampling. The researcher choose two classes. The researcher choose VIII-3 consisted of 37 students and VIII-5 consisted of 36 students. Therefore, total samples were 73 students.

Table III.3

Sample of the Research

Experimental Class	Control Class	Total
VIII-5= 36	VIII-3= 37	73

D. The Procedure of Data Collection

The researcher gave the test and the treatment to get the data from the students. This research used two kind of test. They are pre-test and post-test. It is used to see the effect of the technique that gave. Procedure of the research were:

a. Pre Test

The pre test gave to two classes, that was experimental class and control class. This test was given before the classes were given

treatment. The type of test was multiple choice, the number of the test was 25 for multiple choice.

- i. First the researcher created the question about animal, public places, festival and vacation. After that the researcher gave the paper of the test and answer sheets to both experimental and control class and ask the students answer the questions
- ii. The researcher collected the answer sheet
- iii. The researcher checked the students answer and counted the score

b. Treatment

Treatment was where the researcher did the technique of visual material used picture. The way to teach both classes used different media. In experimental class used visual material. Meanwhile, in control class teach used teacher's media.

c. Post Test

After giving the treatment, the researcher conducted a post-test. This post-test was the final test in the research, especially measuring the treatment of using visual material. To find out whether teaching vocabulary using visual material gave significant effect to the eight grade students' MTsN 2 Palopat. In this test, the following steps will be followed;

- i. The researchers prepared a test about animal, public places, festival and vacation

- ii. Second gave the paper of the test and answer sheets to both experimental and control class and students answer the questions.
- iii. Gave the explanation tips to answer to the students
- iv. The students answered the question
- v. Collected the answer sheet and check the answer then counted the score.

E. Instrument of The Test

The researcher uses instrument which used in this research was test. The research used test as instrumentation. Test was some of question or view or other tool used for measure skill and knowledge.

The researcher used multiple choice tests about choose the correct answer in the test. There were 50 items multiple choice test in this research. Where 25 items for pre-test of experimental class and control class .then, 25 items for post-test of experimental class and control class. This test gave to both group, experiment and control class.

In this research, the researcher used multiple choice tests about identifying the noun as the instrument for collecting the data. It can be seen from the indicator below:

There was 50 items multiple choice test in this research. Where 25 items for pre-test of experimental and control class before validated. The test was consists of 25 items.

Table III.4
There are the indicators of Vocabulary mastery Pre-Test

No	Indicator	Topic	Number of Items	Items	Score
1	Students are able to know the meaning of vocabulary	Animal	1,2,3,4,5,6,7,8	8	4
2		Public Places	9,10,11,12,13,14,15	7	4
3		Festival	16,17,18,19	4	4
4		Vacation	20,21,22,23,24,25	6	4
Total				25	100

Table III.5
There are the indicators of vocabulary mastery Post-Test

No	Indicator	Topic	Number of Items	Items	Score
1	Students are able to know the meaning of vocabulary	Animal	1,2,3,4,5,6,7,8	8	4
2		Public Places	9,10,11,12,13,14,15	7	4
3		Festival	16,17,18,19	4	4
4		Vacation	20,21,22,23,24,25	6	4
Total				25	100

The level of score of the result students test interpreted as Good to Excellent, Average to Good, Poor to Average and Poor⁴⁹:

Table III.6
Level of the score

No	Interval	Prediction	Description
1	80-100	A	Good to Excellent
2	60-79	B	Average to Good
3	50-59	C	Poor to Average
4	0-49	D	Poor

The level of students' score can be seen from the table. If Students' mean score 80-100 it means students get very good category. Meanwhile, if

⁴⁹ David Payne Harris, *Testing in English as a Second Language* (New Delhi: Tata McGraw-Hill, 1969), <https://lib.ui.ac.id/file?file=pdf/metadata-20259117.pdf>.

students' mean score 0-39 it means students fail. Thus, the level of students' mastery can be seen from the table after get the mean score.

F. Validity of the Test

In this study, researchers used construct validity to obtain instrumentation validity. In the order to have construct validity, a measure ought to adequately sample both topic and the cognitive process include in the content universe under consideration. This research used test and validated by the teacher of senior high school. Thus, there was 50 items multiple choice test in this research. Then, the test consists of 25 items for the pre-test and 25 post-test for both of experimental and control class.

G. Technique of Data Analysis

In this research, the researcher uses the technique of data analysis as followed:

1. Normality Test

Normality test was way to know whether the data of the research is normal or not. Test of normality in this research used one sample Kolmogorov-Smirnov Test and calculated by SPSS v.23 with a significant level of 5% or 0.05 with criteria. If the value is significant <0.05 , the students pre-test and post-test were normally distributed.

2. Homogeneity Test

Homogeneity test was used to see the data from two classes were same or different in variant case. Homogeneity test means to know whether control class and experimental class had same variant or not. The researcher used test of homogeneity of variance (Levene test) with using SPSS v.23 to calculate the data.

The test criteria are :

- a. If the significant value (sig) > 0.05 , the data variance of two classes is homogeneous.
- b. If the significant value (sig) < 0.05 , the data variance of two classes is not homogeneous.

3. Hypothesis Test

Hypothesis is the provisional result of the research. The formulation of the problem has been written in the form of a question. This research used independent sample t-test using SPSS 23 version. The researcher made the hypothesis from the data that have been analyzed by looking at the t_{table} and compare it to t_{table} if $t_{count} > t_{table}$, it means the alternative hypothesis is accepted that is (there is significant effect). Then, if $t_{count} < t_{table}$ means hypothesis is rejected (there is no significant effect).

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the result of the research. It talks about the effect of Visual Material on vocabulary mastery at the eight grade of MTsN 2 Palopat. The researcher calculated the data using pre-test and post-test. This study applied quantitative research by using the formulation of t-test to test the hypothesis.

A. Description of Data

1. Data Description Before Using Visual Media

a. Score of Pre-test in control class

The researcher calculated the result that gotten from the students in answering multiple choice test in control class. The score of pre-test in control class could be seen in the following table:

Table IV.1 The score of pre-test in control class

No	Description	Pre-test
1	Total score	1800
2	Highest score	80
3	Lowest score	20
4	Mean	48.6
5	Median	52
6	Modus	56
7	Range	60
8	Inteval	9
9	Standard Devitation	14.4
10	Variant	209.345

Based on the table above, the total score was 1800, the highest score was 80, the lowest score was 20, mean was 48.6, median was 52, modus was 56, range was 60, interval was 9, standart

deviation was 14.4, and variant was 209.345. Then, the calculation of the frequency distribution of the students' score is described in the table below:

Table IV.2

Frequency distribution of pre-tes in control class

Interval	mid point	frequency	Percentage
20-28	24	5	13.51%
29-37	33	5	13.51%
38-47	42	6	16.22%
48-57	52	10	27.03%
58-67	62	9	24.32%
68-77	72	1	2.70%
78-87	82	1	2.70%
		37	100%

From the table above, the students' numbers in score in interval between 20-28 was 5 students (13.51%), class interval between 29-37 was 5 students (13.51%), class interval between 38-47 was 6 students (16.22%), class interval between 48-57 was 10 students (27.03%), class interval between 58-67 was 9 students (24.32%), Class interval between 68-77 was 1 students (2.70%) and class interval between 78-87 was 1 (2.70%).

In order to get description of the data clearly and completely, the researcher presents them in diagram on the following figure:

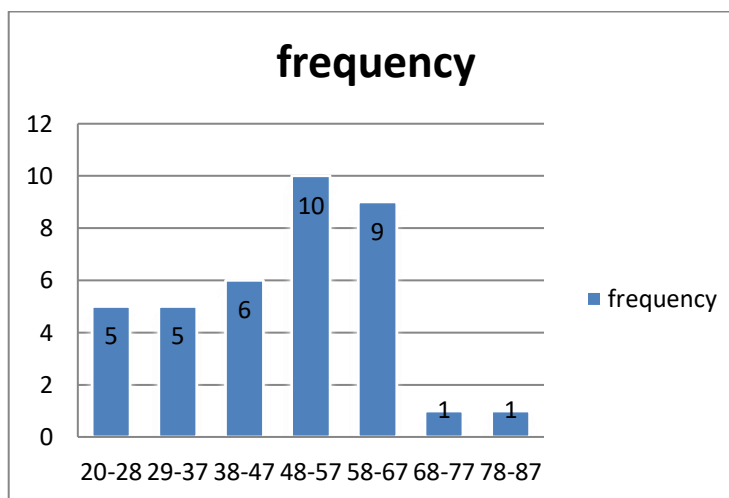


Figure IV.1

Diagram of Data description of pre-test in control class

From the diagram, the students numbers who got score 20-28 was 5, the students' score 29-37 was 5 students, who got score 38-47 was 6 students, who got 48-57 was 10 students, who got 58-67 was 9 students, the students' score 68-77 was 1 student, and the last the students who got score 78-87 was 1 student.

b. Score of pre-test in experimental class

The researcher calculated the result that gotten by the students in answering multiple choice test in experimental class. The score pre-test experimental class class could be seen in the following table:

Table IV.3 The score of pre-test in experimental class

No	Description	Pre-test
1	Total score	2064
2	Highest score	92
3	Lowest score	28

4	Mean	57.3
5	Median	58
6	Modus	60
7	Range	64
8	Interval	11
9	Standard Deviation	17.2
10	Variant	298.971

Based on the table above, the totalscore of control class in pre-test was 2064, the highest score was 92, the lowest score was 28, mean was 57.3, median was 58, modus was 60, range was 64, interval was 11, standart deviation was 17.2, and variant was 298.971. Then, the calculation of frequency distribution of the students' score is described in the table as follow:

Table IV.4 Frequency distribution of pre-test in experimental class

No	Interval	mid point	Frequency	Percentage
1	28-38	33	5	13.89%
2	39-49	44	9	25.00%
3	50-60	55	10	27.78%
4	61-71	66	2	5.56%
5	72-82	77	7	19.44%
6	83-93	88	3	8.33%
			36	100%

From the table above, the students' score in class interval between 28-38 was 5 students (13.89%), class interval between 39-49 was 9 students (25.00%), class interval 50-60 was 10 students (27.78%), class interval between 61-71 was 2 students (5.56%), class interval between 72-82 was 7 students (19.44%), and class interval between 83-93 was 3 students (8.33%).

In order to get description of the data clearly and completely, the researcher presents them in diagram on the following figure:

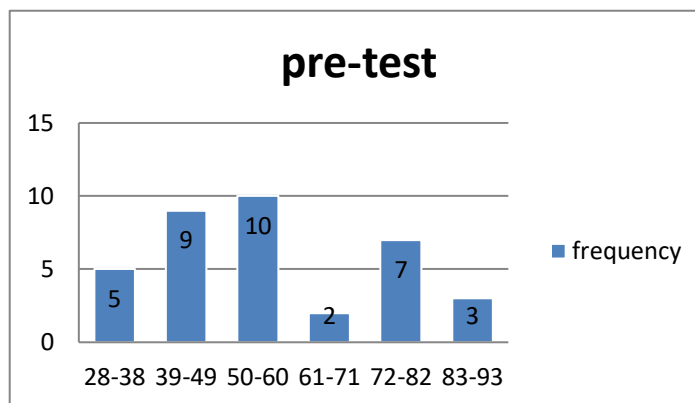


Figure IV.2

Data description of pre-test in experimental class

From the diagram, the students' numbers who got score 28-38 was 5 students, the students' score 39-49 was 9 students, who got score 50-60 was 10 students, who got score 61-71 was 2 students, who got score 72-82 was 7 students, and the last the students who got score 83-93 was 3 students.

2. Data description after using Visual Material

a. Score of post-test in control class

The researcher calculated the result then gotten by students in answering multiple choice test in control class. The score post-test experimental class could be seen in the following table:

Table IV.5 The score of post-test in control class

No	Description	Post-test
1	Total score	2383
2	Highest score	85
3	Lowest score	40
4	Mean	64.4
5	Median	65
6	Modus	60
7	Range	45
8	Interval	8
9	Standard Deviation	9.6
10	Variant	93.248

Based on the table above, the total score of control class in post-test was 2383, the highest score was 85, the lowest score was 40, mean was 64.4, median was 65, modus was 60, range was 45, interval was 8, standard deviation was 9.6, and variant was 93.248. Then, the calculation of the frequency distribution of the students' score is described in the table as follow:

Table IV.6 Frequency distribution of control class in post-test

No	Interval	mid point	frequency	Percentage
1	40-47	43.5	2	5.41%
2	48-55	51.5	3	8.11%
3	56-63	59.5	11	29.73%
4	64-71	67.5	14	37.84%
5	72-79	75.5	4	10.81%
6	80-87	83.5	3	8.11%
			37	100%

From the table above, the students' numbers in score in class interval between 40-47 was 2 students (5.41%), class interval between 48-55 was 3 students (8.11%), class interval between 56-63 was 11 students (29.73%), class interval between 64-71 was 14

students (37.84%), class interval between 72-79 was 4 students (10.81%) and class interval between 80-87 was 16 students (8.11%).

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

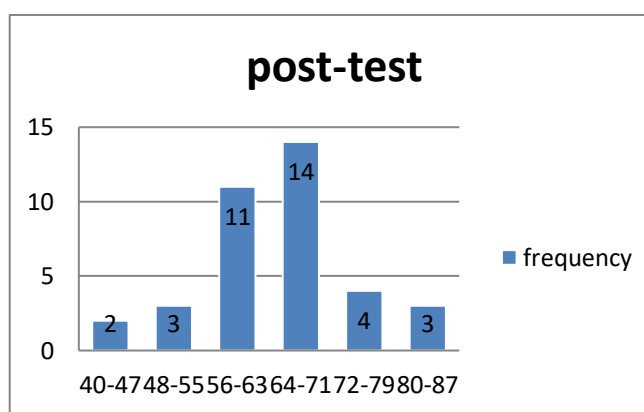


Figure IV.3 Data description of post-test in control class

From the diagram, the students numbers who got score 40-47 was 2 students, the students' score 48-55 was 3, the students' score 56-63 was 11, the students' score 64-71 was 14, who got score 72-79 was 4 students, and the last the students' score 80-87 was 3 students.

b. Score of post-test in experimental class

The researcher calculated the result that gotten by the students in answering multiple choice test in control class. The score of post-test in control class could be seen in the following table:

Table IV.7
The score of post-test in experimental class

No	Description	Post-test
1	Total score	2510
2	Highest score	94
3	Lowest score	42
4	Mean	69.7
5	Median	72
6	Modus	76
7	Range	52
8	Interval	9
9	Standard Deviation	12.04
10	Variant	145.178

Based on the table above, the total score of control class in post-test was 2510, the highest score was 94, the lowest score was 42, mean was 69.7, median was 72, modus was 76, range was 52, interval was 9, standard deviation was 12.04, and variant was 145.178. Then, the calculation of the frequency distribution of the students' score is described in the table as follow:

Table IV.8 Frequency distribution of post-test in experimental class

No	interval	mid point	Frequency	Percentage
1	42-50	46	1	2.78%
2	51-59	55	7	19.44%
3	60-68	64	7	19.44%
4	69-77	73	12	33.33%
5	78-86	82	7	19.44%
6	87-95	91	2	5.56%
			36	100%

From the table above, the students' numbers in score in class interval between 42-50 was 1 students (2.78%), class interval between 51-59 was 7 students (19.44%), class interval between 60-

68 was 7 students (19.44%), class interval between 69-77 was 12 students (33.33%), class interval between 78-86 was 7 students (19.44%) and class interval between 87-95 was 2 students (5.56%).

In order to get description of data clearly and completely, the researcher presents them in diagram on the following figure:

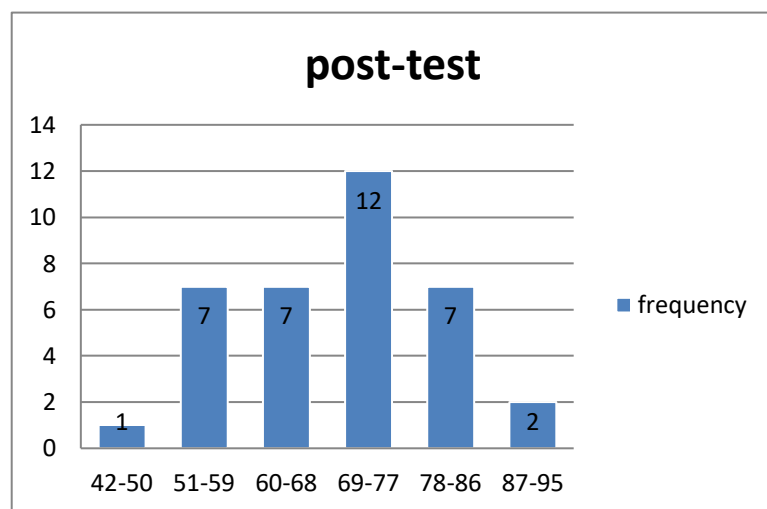


Figure IV.4 Data Description of Post-Test In Experimental Class

From the histogram, the students numbers who got score 45-50 was 1 students, the students' score 51-59 was 7 students, the students who got score 60-68 was 7 students, the students' score 69-77 was 12 students, the students who got score 78-86 was 7 students and the last the students who got score 87-95 was 2 students.

B. Data analysis

1. Normality Test

In this research, normality test that was used is Kolmogorov-Smirnov Test. Data normality of the two groups was calculated using SPSS v.23. the significant level of test was 5% or 0.05

1) Result of Normality Test in experimental Class

For normality test in this study, researcher used SPSS 23 and Kolmogorov Smirnov test. The data are considered normally distributed if $\text{sig.} \geq 0.05$. On the other hand, the data is considered not normally distributed if $\text{sig.} \leq 0.05$. For the result of normality test experimental class see the table below:

Table IV.9
Result of Normality Test experimental Class
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre	.105	36	.200*	.964	36	.294
Post	.115	36	.200*	.969	36	.389

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the calculation above it was found that the experiment class value were more than 0.05. It was accepted. It means that experimental class was distributed normal.

2) Result of Normality Test in control Class

The normality test in the control class was also used SPSS 23 and Kolmogorov Smirnov test. For the result of normality test experimental class can be seen on the table below:

Table IV.10
Result of Normality Test control Class
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre	.127	37	.140	.971	37	.447
Post	.135	37	.087	.972	37	.477

a. Lilliefors Significance Correction

Based on the calculation above it was found that the control class value were more than 0.05. It was accepted. It means that control class was distributed normal.

2. Homogeneity Test

In this study, a homogeneity test was performed to determine whether the data used had homogeneous variance or not. When calculating the data, the researcher used SPSS v.23 in homogeneity test, the assumption is met if the result are given in the drawing column ≥ 0.05 . For the result of the homogeneity test sees the table below:

Table IV.11
Result of Homogeneity Test
 Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Based on Mean	3.254	1	71	.075
Based on Median	2.650	1	71	.108
Based on Median and with adjusted df	2.650	1	69.528	.108
Based on trimmed mean	3.263	1	71	.075

Based on the result of analysis of homogeneity of variance analysis of the data using SPSS v.23 calculation, it was obtained that a significance value sig. was 0.075 which is > 0.05 . this mean that the value of the sample has homogeneous variance.

3. Hypothesis Test

The researcher had known the data normal and homogeneity. It means the researcher chosen the next hypothesis. If data are normal and homogeneity, the researcher has use to the parametric statistic to analyse the hypothesis. Parametric statistic is as independent sample t-test. The researcher used independent sample t-test with using SPSS 23 for windows to examine the hypothesis. The result can be seen from mean score.

Before using the technique (pre-test) in experimental calss, mean score is 57.3 and after ussing the technique in experimental class (post-test), mean score is 65.7. To know the effect of using audio visual on

students' vocabulary mastery, the researcher would present the data analysis in the table below:

Table IV.12
Group Statistic

Class	N	Mean	Std. Deviation	Std. Error Mean
Post Test Experimental	36	65.7	12.049	2.008
Control	37	64.4	9.656	1.588

The table of group statistic 21 shows that have sample 36 for experimental class and 37 fo control class. The mean of experimental class improvement was 65.7 and mean of control class improvement was 64.4. The standart deviation for the experimental calss was 12.049 and the control class was 9.656. It means there is a different point on students' vocabulary mastery after using visual media.

Table IV.13
Hypothesis Test

	Test Value = 75					
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Diffence	
					lower	upper
Experimental class	2.628	35	.013	5.278	9.35	1.20

From the result of calculation using the SPSS 23 application, the sig (2-tailed) is smaller than 0.05, with t_{count} is 2.628 and t_{table} is 1.689 on 5% significant level. The hypothesis (H_a) was accepted namely $t_{\text{count}} > t_{\text{table}}$ (2.628 > 1.689). The result showed there was significant effect of

using visual material to students' vocabulary mastery at MTsN 2 Padangsidimpuan. The calculation result can be seen in Appendix 12.

In this case, gain of mean score in pre-test and post-test in experimental class and control class Can be seen below:

Table IV.14
Gain Score in Experimental and Control Class

	Pre-test	Post-test	Enhancement	Gain Score
Experimental Class	57.3	69.7	12.4	3.4
Control Class	48.6	64.4	15.8	

The researcher discussed of the result in this research based on the result of the data analysis. The researcher got the mean score for experimental pre-test was 57.3 and post-test was 69.7. The difference between pre-test and post-test is 12.4. Then, the mean score for control class in pre-test was 48.6 and post-test was 64.4. The difference between pre-test and post-test is 15.8. So, based on the comparing can be conclude that effectiveness of experimental class was higher than control class.

C. Discussion of the Result

The researcher discussed the result of this research with the theory that related with Visual Material. According to Shabiralyani, "Visual materials i.e. pictures and charts plays a vital role for teaching vocabulary at any level. In fact pictures and charts are the natural source and human being have been relying on them since their creation. Pictures are the realistic representation of the

objects represented and provide the realistic basis for teaching vocabulary”⁵⁰. It means that this media can make the students fun, enjoyable and good for teaching vocabulary.

Based on the result of this research, the researcher found that Visual Material has the significant effect to vocabulary. The researcher discussed the result of this research and compared with related findings. The first, the research by Konomi result of the research showed that visual material can help Young Learners easily understand and realize the main points that they have learned in the classroom⁵¹. Than Muhammad Safdar Bhatti points the positive effect in using visual material to students’ vocabulary⁵².

From the result of the research that is previously stated. It was proved that the students who were taught by visual material got better result. In summary, the researcher found that all the related findings support this research. It can be concluded from the above explanation that visual material is appropriate in teaching vocabulary to the students. It was found that there is significant effect of visual material to the vocabulary mastery in this research. It can be seen from the mean score of experimental class was 80.1 and control class 66.65.

⁵⁰ Shabiralyani et al., “Impact of Visual Aids in Enhancing the Learning Process.”

⁵¹ Konomi, “Using Visual Materials in Teaching Vocabulary in English as a Foreign Language Classrooms with Young Learners.”

⁵² Bhatti et al., “Investigating the Effectiveness of Visual Materials for Teaching Vocabulary At Primary Level.”

D. Threats of the Research

The researcher found some threats of the research as follows:

- 1) The students were not serious in answering the pre-test and post-test. Some of them still were cheating. It made the answer of the test was not pure because they did not do it by themselves.
- 2) The students were not focused when answering the test because noisy and annoyed each other.
- 3) Some of them were not interested in learning English and give the impact to their answer.
- 4) The students were noisy while the learning process. They were not concentrating in following the learning process. Some of them talked to their friends and some of them did something outside the teacher's rule. Clearly, it made them can't get the teacher's explanation well and gave the impact to the post-test answer.
- 5) The students were too enthusiastic in doing the game. It made the students not followed the rule of the treatment, the students feel confused to understand the rules that teacher was explained.

CHAPTER V

CLOSING

A. Conclusions

Based on the result of the research, the conclusions of this research are:

1. The vocabulary mastery at the eight grade of MTsN 2 Padangsidimpuan before using visual material was low. It can be seen from the students mean score of pre-test was 57.3 in experimental class.
2. The vocabulary mastery at the eight grade of MTsN 2 Padangsidimpuan after using visual material had higher score. It can be seen from the students' score of post-test, the highest score of the post-test by using visual material in experimental class is 94 and the lowest score is 42 and the mean score rised became 69.7.
3. The result of the research showed that visual material give good effect to students' vocabulary mastery. The researcher found that the result of two paired test is normal. It means that H_1 was accepted and H_0 was rejected. In other word, there was significant effect of visual material to the vocabulary mastery at the eight grade students of MTsN 2 Padangsidimpuan. It can be seen from mean score of experimental class in post-test was 69.7, it was higher than control class ($69.7 > 64.4$).

B. Implications of the Study

Implications are drawn from the research finding. The research came with a finding that there is a significant effect on the student' vocabulary mastery after using visual material and those student's vocabulary mastery who are taught without using visual material. Moreover, this research implies that the use of visual material is effective in teaching vocabulary.

Students are motivated in learning vocabulary when they taught using visual material. Therefore, it implies that the use of visual material can keep students' interest and help them to more understand the vocabulary. It is expected that the teachers are highly recommended to utilize visual material on the teaching vocabulary.

In summary, the use of visual material during the research can affect the students' vocabulary mastery. Therefore, the application of visual material needs to be applied continuously in teaching vocabulary mastery. It is because the use of visual material can be affective media to help the students' vocabulary mastery and create enthusiastic learning proses so that the standard of competence of learning proses can be achieved.

C. Suggestions

After finishing this research, the researcher got much information in English teaching and learning process. Therefore, the researcher has suggestion to:

1. The head master of MTsN 2 Padangsidimpuan to motivate the teacher, especially English teacher to teach as well as possible by using apporiate

strategy for every skill like teaching vocabulary mastery by using Visual Material.

2. The English teacher, the researcher suggests to use the appropriate technique to teach or explain English subject to the students so the students will not be bored in learning English, interested, can enjoy and increase their skill in learning English.
3. To students of MTsN 2 Padangsidempuan, the researcher suggests when the teacher explain in front of you, you should concentrate, listen to your teacher, do what the teacher ask you to, and do not cheat with your friends. Also you can use any technique for learning that can make you more enjoyable.
4. Other researcher, the researcher hopes that the others researchers who want to conduct a research related to this research to find the others influence of these technique deeply.

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VALIDATION LETTER

I am the one who signed this letter

Name : Sri Ertina Siregar, S. Pd.

Job : English Teacher in MTsN 2 Palopat

Has multiple choice test sheet on students' vocabulary mastery for completeness of the research entitled:

“The Effect of Visual Material to Students' Vocabulary Mastery at MTsN 2 Palopat”

Arranged by:

Name : Hairanita Dongoran

NIM : 1920300040

Faculty : Tarbiyah and Teacher Training Faculty

Department : English Education Department (TBI-2)

The input that I have given as follow:

- 1.
- 2.
- 3.

With hope, the input and assessments that given can be used to complete in obtaining the quality of guidelines for good multiple choice test.

Padangsidempuan, Juli 2023

Validator

Sri Ertina Siregar, S. Pd.
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APPENDIX 1

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: MTsN 2 Padangsidempuan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/Ganjil (experimental class)
Materi Pokok	: Describing Things
Alokasi Waktu	: 2 Jam Pelajaran

A. Kompetensi Dasar dan Indikator

Indikator:

3.7.1 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif tulis terkait orang.

4.7.1.1 Menentukan deskripsi yang tepat tentang seseorang berdasarkan gambar secara lisan.

4.7.2.1 Membuat teks deskriptif pendek dan sederhana terkait orang secara lisan

Kompetensi Dasar

3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya

4.7 teks deskriptif

4.7.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.

4.7.2 menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

B. Tujuan Pembelajaran

1. Dengan berdiskusi kelompok, peserta didik dapat membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif tulis terkait orang dengan benar.

2. Dengan menggunakan Visual Material, peserta didik dapat menentukan deskripsi yang tepat tentang seseorang secara lisan dengan benar dan percaya diri.
3. Dengan menggunakan voice recorder, peserta didik dapat membuat teks deskriptif pendek dan sederhana terkait orang secara lisan dengan baik dan kreatif.

C. Media Pembelajaran

Media : *Visual Material (picture)*, Teks *describing things*, Alat tulis dan *handphone/laptop*.

Sumber Belajar : Buku siswa kelas VIII dan internet

E. Langkah-langkah Pembelajaran

Teacher Activity	Procedure	Students Activity
A. Pre-Teaching 1. Teacher opens the class by greeting and prepare the students to pray before learn.		1. Students listen to the teacher, 2. Students answer the teacher's greeting and pray before learn.
2. Teacher checks the students attendance list.		1. Students listen to the teacher. 2. Students state the attendance by saying present
3. Teacher asks the students about the last material and relate it with the new material.		1. Students answer the teacher questions.
4. Teacher tells nouns about Animal, Public Places, Festival and Vacation.		1. Students listen carefully to the teacher. 2. Make notes from the teacher.
B. While-teaching 1. The teacher introduces the topic about text to the students.	The teacher show the students the visual material (picture) relate to their topic and students ask to identify the picture.	1. Students pay attention to the teacher. 2. Students remind the topic of the material.
2. The teacher asks the question related to topic.		1. Students answer teacher question.
3. The teacher show to the students picture media related to topic	The teacher ask them about the pictures that show	1. The students identify what they see in the pictures

Teacher Activity	Procedure	Students Activity
4. The teacher ask them about the pictures that showed.	The students try to explain what they see in the picture	1. The students explain what they see in the pictures
5. The teacher explain about their topic by using pictures media and pronounce the words loudly.	a. The teacher explain about the topic by using pictures media and pronounce the words loudly, the students will repeat what the teacher has pronounce b. The teacher and students discuss about the difficult words	1. The students will repeat what the teacher has pronounce.
C. Post-Teaching 1. Teacher ask the students to do the exercise		The students did the exercise
2. Teacher ask the students about their understanding about the material.		Students answer the teacher's question and tell their problem.
3. The teacher might conclude or summarize the lesson by herself or together with the students. 4. Then, the teacher say the correct pronunciation.		1. Listen to the teacher and the students make a summarize while the teacher concludes the lesson. 2. After that, the all of students repeat what the teacher say.
4. Teacher closes the class with greeting		Students respond teacher's greeting.

Padangsidempuan, Juli 2023

Mengetahui

Guru Bahasa Inggris

Peneliti

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APPENDIX 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTsN 2 Padangsidempuan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/Ganjil (control class)
Materi Pokok : Describing Things
Alokasi Waktu : 2 Jam Pelajaran

A. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya	3.7.1 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif tulis terkait orang.
4.7 teks deskriptif 4.7.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda. 4.7.2 menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.7.1.1 Menentukan deskripsi yang tepat tentang seseorang berdasarkan gambar secara lisan. 4.7.2.1 Membuat teks deskriptif pendek dan sederhana terkait orang secara lisan

B. Tujuan Pembelajaran

1. Dengan berdiskusi kelompok, peserta didik dapat membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif tulis terkait orang dengan benar.
2. Dengan menggunakan Visual Material, peserta didik dapat menentukan deskripsi yang tepat tentang seseorang secara lisan dengan benar dan percaya diri.

3. Dengan menggunakan voice recorder, peserta didik dapat membuat teks deskriptif pendek dan sederhana terkait orang secara lisan dengan baik dan kreatif.

C. Materi Pembelajaran

1. Defenisi

Descriptive Text adalah teks yang mengatakan seperti apa seseorang atau sesuatu.

2. Fungsi Sosial

Tujuannya adalah untuk menggambarkan dan mengungkapkan orang, tempat, atau benda tertentu.

3. *Generic Structure*

Saat menulis teks deskriptif, ada beberapa struktur generik (sebenarnya tidak wajib) agar tulisan kita benar. Pengaturannya adalah:

- a. Identifikasi: (berisi tentang pengenalan seseorang yang akan dijelaskan: nama, hubungan dengan penulis, umur, asal, profesi)
- b. *Description*: berisi gambaran tentang seseorang (menggambarkan penampilan, kepribadian/karakter, hobi, kebiasaan, atau hal-hal yang berkaitan dengan apa yang penulis gambarkan)

4. *Language Features*

- a) *Specific participant* : memiliki objek tertentu, tidak umum dan unik (hanya satu).

Contoh: *My guitar, My brother's rubik cube, Ammara's kalimba*, dll.

- b) *Penggunaan simple present tense*: Pola kalimat yang digunakan adalah simple present karena menceritakan fakta dari objek yang dideskripsikan.
- c) *Menggunakan kata kerja yang berhubungan*. Relating verbs adalah kata kerja yang memberikan penjelasan kepada kata benda yang menjadi subjek kalimat.

Contoh: *Are, is, have, has, seem, and appear*.

- d) *Vocabulary* sesuai topik:

1) Nama benda-benda di sekitar kita:

- a) Benda dirumah: Benda-benda di ruang tamu, ruang makan, kamar, dapur, kamar mandi.

- b) Benda-benda di sekolah: Benda-benda dikelas, perpustakaan, aula, lapangan, parkir/taman, dll.
- 2) Karena fungsi dari teks ini adalah untuk memberikan informasi dengan mendeskripsikan suatu objek yang dideskripsikan, maka dalam Descriptive Text akan terdapat banyak kata sifat:
 - a. *size: small, long, short, heavy, light*, dll.
 - b. *colors: red, brown, green, blue, black*, dll.
 - c. *materials: wood, wheat, leather, iron, plastic*, dll.
 - d. *shapes: circular, rectangular, triangular, elliptical, cubical*, dll.
- 3) Nomor (harga): *fifty thousand rupiahs, a hundred thousand rupiahs*, dll.

D. Media Pembelajaran

Media : Teks *describing things*, Alat tulis, *handphone*, laptop, ppt, video/youtube.

Sumber Belajar : Buku siswa kelas VIII dan internet

E. Langkah-langkah Pembelajaran

1. Kegiatan Pendahuluan

- a. Guru menyapa siswa dengan mengucapkan salam
- b. Guru mengajak siswa untuk berdoa sebelum memulai pembelajaran
- c. Guru memberikan motivasi kepada siswa agar tetap semangat dalam belajar serta memeriksa kehadiran siswa
- d. Guru memberikan brainstorming berupa tanya jawab mengenai materi pembelajaran

2. Kegiatan inti

- a. Guru menjelaskan secara singkat isi pembelajaran dan tujuannya
- b. Guru menjelaskan hal-hal mendasar mengenai materi pembelajaran menggunakan slides yang telah di siapkan oleh guru.
- c. Sebelum memulai pelajaran terlebih dahulu menyediakan laptop, atau computer.
- d. Buka materi yang sudah disiapkan, kemudian dipresentasikan di depan kelas.
- e. Kemudian guru meminta siswa untuk memperhatikan materi yang berisikan vocabulary dalam bahasa inggris dan artinya.
- f. Guru memberikan contoh mengenai ungkapan yang digunakan dalam kehidupan sehari-hari.
- g. Guru meminta siswa mencatat hal-hal penting tentang materi.
- h. Guru meminta siswa untuk memahami materi terlebih dahulu, dan bertanya apabila ada hal yang kurang dipahami.
- i. Setelah memastikan siswa dapat memahami materi, guru mengarahkan murid untuk memperhatikan gambar yang ditunjukkan oleh guru.

- j. Siswa mengidentifikasi apa yang mereka lihat dalam gambar.
 - k. Setelah itu guru dan murid melakukan diskusi mengenai ksa kata sulit yang tak diketahui oleh siswa.
 - l. Setelah diskusi selesai dan guru memastikan pemahaman siswa, kemudian guru meminta siswa mengerjakan soal latihan.
 - m. Guru memeriksa hasil tugas siswa dan memberikan umpan balik kepada siswa yang menyelesaikan pekerjaannya.
3. Penutup
- a. Guru mengingatkan serta memotivasi siswa agar tetap semangat dalam belajar
 - b. Mengucap Hamdalah dan salam sebelum meninggalkan ruang kelas.

Padangsidempuan, Juli 2023

Mengetahui

Guru Bahasa Inggris

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Appendix 3

Instrument for Pre-test

Choose a, b, c or d for the correct answer from the questions!

1.  The animal beside is a...

- a. cat
- b. lion
- c. elepanth
- d. cheetah





2. Which one is animal that lives under the water...

- a. lizard
- b. fish
- c. bird
- d. spider

3. That includes as a pet is...

- a. butterfly
- b. rats
- c. dog
- d. pig

4. The following are animals that live in water, except...

- a. 
- b. 
- c. 
- d. 

5. An animal that sucks flowers to get honey is...

- a. bee
- b. ant
- c. caterpillar
- d. mosquito

6. The following are animals that have a large size, except...



What animal is it...

- a. an ant
- b. a fish
- c. a bee
- d. a whale



What animal is this...

- a. an orangutan
- b. an elephant
- c. a whale
- d. a cat

9. Which below is included as a public place ...

- a. house
- b. VIP room
- c. office
- d. market

10. A: I feel so ill since yesterday, I have taken my medicine but I'm still ill.

B: Go to ... then. There you can check what is wrong with you.

A: Great idea, thanks.

- a. the mall
- b. the city
- c. the hospital
- d. the school

11. A place that you can built sand castle is ...

- a. school
- b. beach
- c. parking lot
- d. mall

12.



What picture is that...

- a. a parking lot
- b. a car selling
- c. a school
- d. a town

13.



What picture is that...

- a. a hospital
- b. a parking lot
- c. a mall
- d. an airport

14. A: My gas is run out, let's looking for

B: Maybe near to the city.

- a. hospital
- b. mall
- c. gas station
- d. train station

15. A: There's a new movie this week, let's go to the ... to watch it.

B: Great idea, let's go.

- a. cinema
- b. zoo
- c. school
- d. mall

16.



What kind of festival beside...

- a. music festival
- b. food festival
- c. summer festival
- d. silent festival

17.



Where can you find this...

- a. music festival
- b. silent festival
- c. summer festival
- d. food festival

18. Below are things that are usually found at food festivals, except...

a.



c.



b.



d.



19. Things that you can find in food festival...

a.



c.



b.



d.



20. I want to see white sand, waves, and wide see, so I decide to go to...

a. river

c. beach

b. mountain

d. mall

21. We go to train station to Malioboro using becak. Becak in English is...

- a. pedicab
- b. train
- c. bicycle
- d. car

22. To avoid over crowding, we ... the hotel two days in advance

- a. come
- b. arrive
- c. book
- d. visit

23. Place to stay when you go on vacation is...

- a. hotel
- b. beach
- c. mall
- d. house

24. Below are places you can visit while on vacation, except...

- a. hospital
- b. school
- c. office
- d. national park

25. below are places not to visit while on vacation, except...

- a. scholl
- b. hospital
- c. museum
- d. office

Appendix 4

Instrument for post-test

Choose a, b, c or d for the correct answer from the questions!

1. The animals below are live under the water, except...

a.



c.



b.



d.



2. A: It's holiday, let's visit the

B: That's a great idea, so we can see animals.

a. to party

b. to zoo

c. to school

d. to hospital

3. In the zoo so many kinds of animals. Below are the animals those are common in the zoo...

a.



c.



b.



d.



4. Below are the animals that are common in zoo, except...

a.



c.



b.



d.



5.



What animal is this...

a. a giraffe

b. a panda

c. a zebra

d. a koala

6. The largest animal below is...

a.



c.



b.



d.



7. The tiniest animal below is...

a.



c.



b.



d.



8. The tallest animal below is...

a.



c.



b.



d.



9.



This is Panda. Where can you find panda ...

- a. in the zoo
- b. in the town
- c. in the hospital
- d. in the church

10. Ahmad goes to the...to pray Jumat.

- a. school
- b. church
- c. market
- d. mosque

11. The place where you can built a sandcastle is...

- a. beach
- b. forest
- c. house
- d. castle

12. Which of the following is not included as a public place...

- a. hospital
- b. mosque
- c. church
- d. house

13. What place is this...



- a. a museum
- b. a post office
- c. a mosque
- d. a hospital

14. A: "Do you want to watch football today?"

B: "Why not?, it might be interesting."

Where do they go...

- a. to hospital
- b. to stadium
- c. to school
- d. to yard

15. The public place beside is known as...



- a. church
- b. hospital
- c. airport
- d. hall

16. A place to complain about crimes is...

- a. post office
- b. police station
- c. station
- d. church

17. Where can you find pizza...

- a. in museum
- b. in clothes shop
- c. in fast food restaurant
- d. in cinema

18.



What it is...

- a. a hospital
- b. a train station
- c. a hotel
- d. a book shop

19.



What picture is that...

- a. a train station
- b. a hotel
- c. a bank
- d. a hospital

20. The place where you can save money is...

- a. bank
- b. hotel
- c. house
- d. cafe

21.



where can this happen...

- a. in theatre
- b. in museum
- c. in cinema
- d. in play ground

22.



What is the picture on the side...

- a. festival
- b. crowded
- c. carnival
- d. a celebration

23. What can be found at the food festival...

- a. foods
- b. arcades
- c. animals
- d. models

24. We can find many interesting things at the festival, one of them is...

- a. tends
- b. stands
- c. crowded
- d. foods

25. The festival is also known as...

a. crowded c. songs

b. event d. foods

Appendix 5

Key answer for pre-test

1. A	11. B	21. A
2. B	12. A	22. C
3. C	13. D	23. A
4. C	14. D	24. D
5. A	15. A	25. C
6. D	16. B	
7. A	17. D	
8. B	18. C	
9. D	19. B	
10. C	20. C	

Appendix 6

Key answer of post-test

1. A	11. A	21. C
2. B	12. D	22. A
3. D	13. B	23. A
4. D	14. B	24. D
5. C	15. C	25. B
6. D	16. B	
7. B	17. C	
8. A	18. B	
9. A	19. D	
10. C	20. A	

Appendix 7

Score of Experimental Class and Control Class in Pre-test

A. Score of Experimental Class

No	Student's Initial Name	Score
1	ADN	80
2	AFR	28
3	AML	36
4	ADS	60
5	AO	60
6	AI	52
7	ARH	32
8	CA	72
9	DYH	64
10	HMS	44
11	HK	32
12	HIM	84
13	JR	48
14	K	72
15	MA	44
16	MFH	88
17	MA	40
18	MS	40
19	NNH	48
20	NHT	44
21	DD	60
22	RH	92
23	RS	80
24	RM	36
25	SAM	52
26	SPP	60
27	SM	60
28	W	72
29	WH	40
30	ZA	56
31	ASR	56
32	KAP	80
33	RH	48
34	SN	72
35	WAP	72
36	ZRH	60
	Total	2064

B. Score of Control Class

No	Student's Initial Name	Score
1	AAN	44
2	ARD	60
3	ARL	56
4	A	32
5	ARN	64
6	A	28
7	AKS	36
8	ASS	36
9	AAS	64
10	DRH	56
11	F	60
12	FKN	56
13	HNHH	28
14	HAR	40
15	IA	36
16	KMA	44
17	LUH	52
18	MFP	48
19	NS	40
20	NF	76
21	NMPH	60
22	OD	60
23	PAL	52
24	RRAL	56
25	RMS	36
26	SWH	60
27	SH	28
28	MF	40
29	SUAN	48
30	YFMD	20
31	YB	64
32	NF	24
33	Z	64
34	AA	52
35	RAB	80
36	CA	44
37	NARP	56
	Total	1800

Appendix 8

Score of Experimental Class and Control Class in Post-Test

A. Score of Experimental Class

No	Student's Initial Name	Score
1	ADN	80
2	AFR	60
3	AML	56
4	ADS	72
5	AO	76
6	AI	76
7	ARH	48
8	CA	72
9	DYH	80
10	HMS	68
11	HK	60
12	HIM	84
13	JR	56
14	K	76
15	MA	60
16	MFH	80
17	MA	56
18	MS	64
19	NNH	54
20	NHT	68
21	DD	76
22	RH	94
23	RS	80
24	RM	56
25	SAM	76
26	SPP	72
27	SM	76
28	W	72
29	WH	68
30	ZA	60
31	ASR	70
32	KAP	80
33	RH	60
34	SN	80
35	WAP	72
36	ZRH	72
	Total	2510

B. Score of Control Class

No	Student's Initial Name	Score
1	AAN	56
2	ARD	72
3	ARL	64
4	A	52
5	ARN	72
6	A	40
7	AKS	68
8	ASS	60
9	AAS	68
10	DRH	60
11	F	80
12	FKN	68
13	HNHH	60
14	HAR	64
15	IA	44
16	KMA	60
17	AUH	60
18	MFP	60
19	NS	52
20	NF	72
21	NMPH	68
22	OD	76
23	PAL	60
24	RRAL	76
25	RMS	56
26	SWH	72
27	SH	68
28	MF	52
29	SUAN	60
30	YFMD	60
31	YB	68
32	NF	68
33	Z	72
34	AA	64
35	RAB	84
36	CA	48
37	NARP	24
	Total	2383

Appendix 9

Descriptive Statistic

A. Descriptive Statistic Experimental Class

Statistics

VAR00001

N	Valid	37
	Missing	0
Mean		64,4054
Std. Error of Mean		1,58752
Median		65,0000
Mode		60,00 ^a
Std. Deviation		9,65649
Variance		93,248
Range		45,00
Minimum		40,00
Maximum		85,00
Sum		2383,00

a. Multiple modes exist. The smallest value is shown.

B. Descriptive Statistic Control Class

Statistics

VAR00001

N	Valid	36
	Missing	0
Mean		57,3333
Std. Error of Mean		2,88180
Median		58,0000
Mode		60,00
Std. Deviation		17,29079
Variance		298,971
Range		64,00
Minimum		28,00
Maximum		92,00
Sum		2064,00

Appendix 10

Result of Homogeneity Test

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Based on Mean	3,254	1	71	,075
Based on Median	2,650	1	71	,108
Based on Median and with adjusted df	2,650	1	69,528	,108
Based on trimmed mean	3,263	1	71	,075

Appendix 11

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre	,127	37	,140	,971	37	,447
Post	,135	37	,087	,972	37	,477

a. Lilliefors Significance Correction

Appendix 12

Hypothesis Test

One-Sample Test

	Test Value = 75					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
experiment	2,628	35	,013	5,278	9,35	1,20

Titik Persentase Distribusi t (df = 1 – 40)

df	Pr 0.50	0.25 0.20	0.10 0.10	0.05 0.050	0.025 0.02	0.01 0.010	0.005 0.002	0.001 0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.3088	4
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712	
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453	
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318	
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343	
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763	
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529	
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079	
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681	
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370	
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470	
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963	
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198	
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739	
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283	
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615	
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577	
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048	
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940	
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181	
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715	
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499	
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496	
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678	
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019	
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500	
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103	
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816	
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624	
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518	
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490	
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531	
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634	
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793	
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005	
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262	
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563	
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903	
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279	
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688	



Appendix 13

Experimental Class



Description: Students in experimental class did the pre-test



Description: Students in experimental class learn vocabulary using visual media



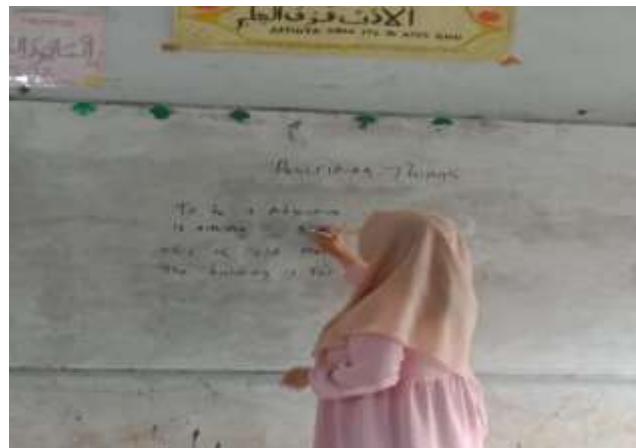
Description: Students in experimental class did the post-test

Appendix 14

Control Class



Description: Students in control class did the pre-test



Description: Students in control class using teacher method



Description: Students in experimental class did the post-test

CURRICULUM VITAE

A. Identity

1. Name : Hairanita Dongoran
2. Reg. No. : 1920300040
3. Place/Birth : Sialang, 19th April 2001
4. Gender : Female
5. Religion : Islam
6. Adress : Sihitang, Kec. Southeast Padangsidimpuan,
Padangsidimpuan, West Sumatra.

B. Parents

1. Father's Name : Rusdi Abadi Dongoran
2. Mother's Name : Siti Aisyah

C. Educational Backgrounds

1. Elementary School : MIN 2 Padangsidimpuan (2013)
2. Junior High School : MTsN 2 Padangsidimpuan (2016)
3. Senior High School : MAN 1 Padangsidimpuan (2019)
4. University : UIN Syekh Ali Hasan Ahmad Addary



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10 November 2022

Lamp. -
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Pembimbing Skripsi

Yth.

1. Fitri Rayani Siregar, M.Hum. (Pembimbing I)
2. Sokhira Linda Vinde Ramba, M.Pd. (Pembimbing II)

Assalamu alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut


Nama	Hairanita Dongoran
NIM	19 203 00040
Program Studi	Tadris Bahasa Inggris
Judul Skripsi	The Effect Of Visual Material To Students' Vocabulary Mastery At MTsN 2 Padangsidempuan


Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

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// Juli 2023

Lampiran :

Hal : **Izin Penelitian
Penyelesaian Skripsi**

Yth. Kepala MTsN 2 Palopat

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Hairanita Dongoran
NIM : 1920300040
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Sihitang

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Syahada Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect Of Visual Material To Students' Vocabulary Mastery At MTsN 2 Padangsidimpuan" Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul diatas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

Wakil Dekan

Wakil Dekan Bidang Akademik



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Lampiran : -
Perihal : Pelaksanaan Riset Penyelesaian Skripsi

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Universitas Islam Negeri
Syekh Ali Hasan Ahmad Addary Padangsidempuan
di-
Padangsidempuan

Dengan hormat,

Menindaklanjuti surat saudara Nomor : B-3126/Un.28/E.1/TL.00/07/2023 perihal surat diatas dengan ini kami menyatakan nama tersebut dibawah ini telah selesai melaksanakan riset untuk keperluan penyelesaian skripsi di MTs Negeri 2 Padangsidempuan, atas nama mahasiswa :

Nama : HARIANITA DONGORAN
NIM : 1920300040
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Effect Of Visual Material To Students' Vocabulary Mastery At MTsN 2 Padangsidempuan

Demikian Surat ini kami sampaikan untuk dapat dipergunakan sebagaimana mestinya.



199203 2 009