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

**Siti Anita[1], Ummi Khaerati Syam[2], Maharida[3]**

[1,2,3]*universitas Muhammmadiyah Makassar/Indonesia*

| ARTICLE INFO | ABSTRACT |
|---|---|
| | This study aims to increase the vocabulary of students at UPT SMP Negeri 1 Gilireng with the visualization method with pictures as teaching materials. The researcher used a pre-experimental study where the data were obtained from students' vocabulary tests. The population in this study were students of class VIII.A UPT SMP Negeri 1 Gilireng in the 2022/2023 academic year. Based on the result of the study indicated that the use of visualization methods with pictures is very effective in improving the performance of students' vocabulary skills. This can be seen from the differences in student achievement in the pre-test and post-test. The student's score on the pre-test was 34.25 and the post-test was 86.25. This shows that the average value of the Pte-test and post-test increased by 52 points. Data from the instrument also shows that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. The findings from the Scientific Approach are good.<br> |

*Corresponding Author:*
Siti Anita,
English Education Department,
Universitas Muhammadiyah Makassar,
259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesia.
Email: anita1205351113619@bg.unismuhmakassar.com

## INTRODUCTION

The foundational language skill that must be mastered before mastering English skills is vocabulary. English language learners cannot effectively express themselves in both oral and written forms without a large vocabulary. If they do not have a robust vocabulary, they will not understand what speakers are saying. Similar to this, if they do not have a large vocabulary, they cannot comprehend what they are reading. Erniwati, 2021: 382 "The fundamental tool for language learners to use the language effectively is vocabulary, which is essential". In other words, the development of language skills requires the use of vocabulary.

English has components such as pronunciation, vocabulary, and grammar as a language. Vocabulary must be mastered by students as a basic component. To read, speak, listen, and write in a foreign language effectively, vocabulary learning is a requirement. A lack

of vocabulary can make people unable to communicate effectively. Vice versa, the more vocabulary student has, the more they can talk, read, write, and listen according to their heart.

But, Due to a lack of vocabulary, many students still struggle to comprehend English textbooks and respond to reading comprehension questions. They have a limited vocabulary, thus they don't understand the meaning of the words in the English text. Based on the observations of researchers and researchers found there were problems with the abilities of students at SMP Negeri 1 Gilireng, especially the students' vocabulary. For eighth graders through Junior High School, vocabulary is something that must be known. To use for increasing vocabulary is to use the visualization method.

Antic (2016: 5) teachers have a broad range of educational functions, and teacher development is ongoing that begins with developing potential into performance. English is a second language, making it difficult to teach. Students' mother tongues have an impact on how well they remember and comprehend vocabulary. To teach English successfully, especially when teaching vocabulary, teachers must be able to select effective teaching and learning strategies. One of the methods that teachers can use is the visualization method to make the learning process not to be boring. Additional teaching strategies are always needed by English teachers to aid students in visualizing their thoughts. Additional instructional strategies might spark students' imaginations and mentally engage them for better memory.

Thornbury (Kolodii, 2017:4) says that for all topic areas, visualizing is the most effective technique to teach new words. This implies that the teacher can employ media such as movies, songs, stick figures, flashcards, etc. to help students visualize concepts. Students can therefore effectively obtain teaching approaches. Researchers used pictures as teaching tools in this study because they can inspire and motivate students to pick up English quickly, including vocabulary.

To strengthen the benefits of the proposed method, the visualization method is a visual media such as pictures to increase vocabulary and as an effective learning media. The visualization method has the benefit of helping students understand the offered object and assisting in the execution of the learning process, remembering it, and aincreasingase active participation in students.

In this case, the use of visualization methods through pictures for students is how researchers make students more enthusiastic and use this method more for learning. This research was conducted to identify and solve the problem of students' lack of learning ability in vocabulary. This will be implemented at the first school level. This enhances student learning progress it is stated in curriculum 2013 that eighth-grade students must be able to use nouns and adjectives. The researcher conducted the study with the following title based on the description above: "The Effect of the Visualization Method in Increasing the Students' Vocabulary in Grade 2$^{nd}$ at SMP Negeri 1 Gilireng."

## RESEARCH METHOD

For the preliminary research study, the researcher used a group pre-test and post-test design to determine the impact of the visualization method on students' vocabulary growth. A written test with 10 multiple-choice questions (5 noun items and 5 adjective items) and 10 fill-in-the-blank questions (5 noun items and 5 adjective items) were used to gather the data for this study. The test results are utilized to calculate the vocabulary scores of the students. Therefore, some assess the effectiveness of the visualization technique as a learning tool to improve the vocabulary of SMP 1 Gilireng students in Grade VIII. Where to identify research objectives and the importance of data in research helped researchers. Data were required to substantiate and validate the research itself. The treatment results can be more accurate because it was compared with the situation before students got the treatments. Indeed, after scoring the students' results of vocabulary text, the researcher applied the formula to analyze the data.

## RESULT

This research was carried out on the second-grade students of SMP Negeri 1 Gilireng in the academic year 2022/2023. The chosen class consisted of 20 students as a sample. The result data analysis found that there is a significant effect of using the visualization Method In Increasing The Students' Vocabulary.

**Students' Vocabulary Score Classification in Pre-test and Post-test**

The findings of the students' pre-test and post-test scores, which classified vocabulary nouns and adjectives, demonstrate this.

**Table 1. Score Classification Pre-test**

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

Table 1. From the pre-test table above, we can see that not all students scored "fairly, good fairly, good, very good, and excellent," but rather that all students scored "very poor and poor," with those who received the lowest scores coming from the adjectives 12 and nouns 7 and those who received the highest scores coming from the adjectives 8 and nouns 13 out of 20 students, respectively. This table suggests that students do not understand the meaning of the words in the English text because of their level of understanding.

**Table 2. Score Classification Post-test**

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

Table 2 shows that vocabulary has improved following therapy; the post-test table demonstrates that the top student scores in the post-test increased vocabulary are "Excellent," i.e., 12 and 6. It was clarified that since the majority of students answered correctly on the post-test following the treatment, it can be inferred that their vocabulary had significantly.

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

The results of the students' pre-test and post-test scores, which are categorized into multiple variables, show this. The following table explains this:

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

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

| Total | 40 | 100% | 40 | 100% |
| --- | --- | --- | --- | --- |

Table 3 shows The frequency and percentage of the pre-test and post-test, which consisted of a noun and adjective vocabulary combination with 20 questions each and 20 students.

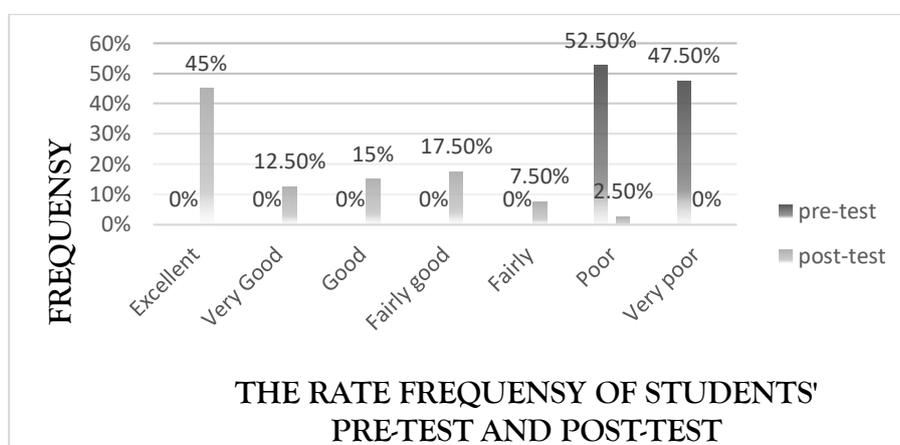**Table 4. The Frequency and Percentage of Pre-test and Post-test**



Diagram 4 shows how applying the visualization method with images affects vocabulary growth. The table shows that all students received scores of "Very Poor and Poor" on the pre-test, which totaled 19 and 21 students (47.5% and 52.5%); there was no increase at all on the pre-test, while most students received scores of "Excellent and Good" on the post-test, which totaled 18 and 5 students each in the noun vocabulary and adjective vocabulary (57.5%). This is because the researcher combined the pre-test and post-test scores and gave all students a " reduced to 0 (0%) students only, and show the use of pictures as learning media for students' vocabulary improvement.

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

This research used a pre-experimental methodology that only needed one class as a sample; as a result, the paired sample test was utilized for data calculation.

**Table 5. The mean score and standard of students' pre-test and post-test**

**Paired Samples Statistics**

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

Table 5 shows an improvement of 52 points following treatment. the post-test score was 86.25 while the pre-test score was 34.25. The researchers taught and used the visualization method by having the students complete the narrative text by talking with their friends, and it was discovered that the vocabulary of the students after using the method with ga when they were receiving treatment. It is evident from the table above that they have different average values.

**Hypothesis Testing**

### Table 6. Paired Samples Test

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

The data in Table 6 above with the SPSS pair analysis sample test, the data above were evaluated. If there is no significant difference and the level of significance (a = 0.05) is greater than the value (sig. 2-tailed), then the difference is not significant. The difference is considered significant if the significance level "a" is smaller than the p-value (sig.2-tailed). The significance threshold a (0.05) is exceeded by the value of P (sig. 2-tail), as can be seen from the table above. That example, the "visualization method" of learning, which uses images as instructional material, can help children learn more words.

**DISCUSSION**

This study was conducted at UPT SMP Negeri 1 Gilireng. Three activities are required: a pre-test, a treatment, and a post-test. then, after gathering data, computed using the previously mentioned formula. using data analysis. Can it be said that employing the visualization approach and pictures as learning resources caused an improvement in the vocabulary mastering of students at UPT SMP Negeri 1 Gilireng? Treatment involves instructing using incomplete narrative text materials, and students respond to these texts during each session while conversing with their seatmates. using pictures as a teaching tool. Exam The outcomes of this narrative text complete the pre-test and post-test preparation materials.

This shows that the pre-test and post-test have a considerable difference. Therefore, it can be said that there was a considerable difference between the class VIII pre-test and post-test results of a student of UPT SMP Negeri 1 Gilireng. Visualization techniques using images can help students become more engaged in their education and make information easier to

remember and comprehend. Students are then able to apply their knowledge of nouns and adjectives to post-test questions correctly and effectively thanks to the visualization method with pictures that are used to discuss learning material at specific meetings. This is because students who initially did not know nouns and adjectives were very bad, and after learning the visualization method with pictures students were more engaged and got very good.

The results of this study are supported by several of the following findings. The first is by Juan Carlos Tanjung (2022), whose study indicates that visualization techniques have a big impact on how well students understand what they read. According to the research findings, using visualization strategies to teach reading comprehension is more effective than using traditional teaching methods.

The second was Liando et al., (2022) As employing a learning tool, pictures have a significant impact on students' vocabulary learning outcomes. where kids' vocabulary significantly increased after receiving treatment using visuals. Because graphics are utilized to draw students' attention, the picture itself makes students more eager to learn. The potential that can be utilised or developed in the future is also explained by this research, to sum it up.

The third was Rifa Aulia (2017), Methods of experimental research were used in this work. The subjects of this study were members of Babul Ulum Medan's second class of MTs during the 2017–2018 school year. A total of 71 students from two courses made up the population and sample. VIII-1 and VIII-2 are them. A control class with 35 students and an experimental class with 36 students were added to the study class. A written test that was administered to the students served as the data collection tool. Results showed that the study's hypothesis was correct. The findings indicated that the study's hypothesis was accepted. This means that the use of visualization strategies was highly effective in students' reading performance.

The relationship between the three findings above with this study has the same research results. The results of the three findings above and the study's findings are what was predicted. that the teacher's utilization of the teaching and learning process and the visualization method has a substantial impact on expanding students' vocabulary. The researcher draws the conclusion that employing the visualization method with pictures has a considerable impact on students' vocabulary (in terms of nouns and adjectives) based on all the findings of the data analysis discussed above.

## CONCLUSION

Based on the findings and discussion, it can be concluded that visualization methods can give an effect to improve students' vocabulary. The variations in student performance between the pre-test and post-test demonstrate this. Pre-test scores for students were 34.25, while post-test scores are 86.25. This demonstrates that the average score from the pre- and

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post-tests is 52 points higher. The instrument's data also demonstrates that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. Findings the Scientific Approach is a good technique for teaching.

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