

SKRIPSI

**TEACHING VOCABULARY THROUGH STUDENTS' VISUAL  
SPATIAL INTELLIGENCE AT THE SECOND YEAR  
OF MAN SIDENRENG RAPPANG**



By

**PAREPARE**

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Reg. Num. 15.1300.037

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2020**

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic  
Institute of Parepare in Partial of Fulfilment of the Requirements for  
the Degree of Sarjana Pendidikan (S.Pd)

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**to**

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TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2020**

iii

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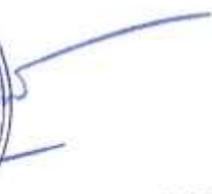
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## ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah RobbilAalamiin, first of all the researcher would like to express a lot of thanks to Allah SWT for his Mercy, Blessing and guidance, help so that the writer could finish this skripsi. Shalawat and salam to our beloved prophet Muhammad saw his holy families and his faithful followers who strives in Allah's Religion of Islam till the end of this world and his is the last messenger of Allah SWT.

The researcher has many problems had been faced in finishing this skripsi. The researcher would like to dedicate her deepest thanks and appreciation to her beloved Parents Aries Hemmu and NurdianaZaini, for their financial support, love, spritis, and sincere prayers for my safety and successful. For all of my beloved sibling for their motivation and sacrificed for their success and for their love incerely.

The researcher realizes that this skripsi has never been possible to be finished without supported and their helping. Therefore the researcher wishes to express a lot of thanks to:

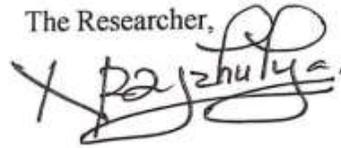
1. Dr. Ahmad Sultra Rustan, M.Si. The Rector of State Islamic Institute (IAIN) Parepare, all of lecturers of English program and staffs of IAIN Parepare for their motivation, support and help during her study.
2. Dr. H. Saepudin, S.Ag., M.Pd. as the Dean of Tarbiyah Faculty of State Islamic Institute (IAIN) Parepare who has given the researcher a guideline in finishing this skripsi.

3. Mujahidah, M.Pd. as the chairman of English Program for the fabulous serving to the students besides that she is like a researcher's parent who always giving motivation, support and helping.
4. Dra. Hj. Nanning, M.Pd. and Mujahida, M.Pd. as the consultant who has guided the researcher and who has given her much suggestion in writing until finishing this skripsi. Thanks for helping and your good advice.
5. All lecturers of English Program who have taught and educated the researcher during her study in IAIN Parepare.
6. H. Mukhlis Siri, S.Ag., M.Sos.I. As the headmaster of MAN Sidenreng Rappang who has allowed the writer to conduct and observe the research at the school.
7. Fitriani, S.Pd. as the English Teacher of MAN SidenrengRappang who has given the researcher advices and change in teaching and doing the research.
8. Her beloved sisters, Rabiatul Adawiyah, Hadijah, Hasnidar, Nurfadhila Tul Qur'an, Riska Afriyanti Hasman, Evi Karmila, Harlina, Mardhatillah Ukkas, Nirwana, Nursia and Nurhikmah who always give their support, motivation and help for finishing this research.
9. Her best partnert in spirit, RismanHaddade who always give support and motivation for finishing this research.
10. Her friends in English Program of Tarbiyah Faculty 2015. Thanks for giving support and sharing their time and being good friends and thanks for their cordial, closed relationship, nice stories, wonderful time, and unforgettable moment.
11. All people who might not be mentioned individually here, thanks for your support, the researcher will never forget you all. The words are not enough to appreciated for their contribution and help in writing this Skripsi. May Allah

bles them all. Finally, the researcher realizes that this Skripsi still has any weakness and it is not perfect yet. Therefore, the researcher with pleasure accept critics and suggestion from everyone who reads this Skripsi.

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## DECLARATION OF THE RESEARCH AUTHENTICITY

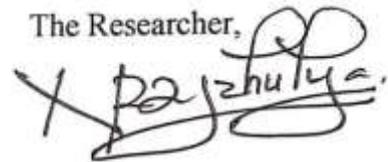
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Stated this skripsi her own writing, and if it can be proved that is copied, duplicated or complied by other people, this skripsi and degree that has been gotten would be postponed.

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## ABSTRACT

**Norzulya Aries.**2020.*Teaching Vocabulary Through Students' Visual Spatial Intelligence at the Second year of MAN SidenrengRappang*(Supervised by Hj. Nanning and Mujahidah).

This research was aimed to investigate the teaching vocabulary through students' visual spatial intelligence at the second year of MAN SidenrengRappang. The purpose of intelligence able to enhance students' vocabulary and are students interested in learning vocabulary through students' visual spatial intelligence. This research took the second year focus on IX Mia 3 with 27 students as sample of MAN SidenrengRappang.

This research was classified as quantitative research, where the instrument this research were test consist pre-test and post-test and questionnaire. The sampling technique of this research was randomgroup sampling. In this research used pre-experimental design with one group pre-test and post-test

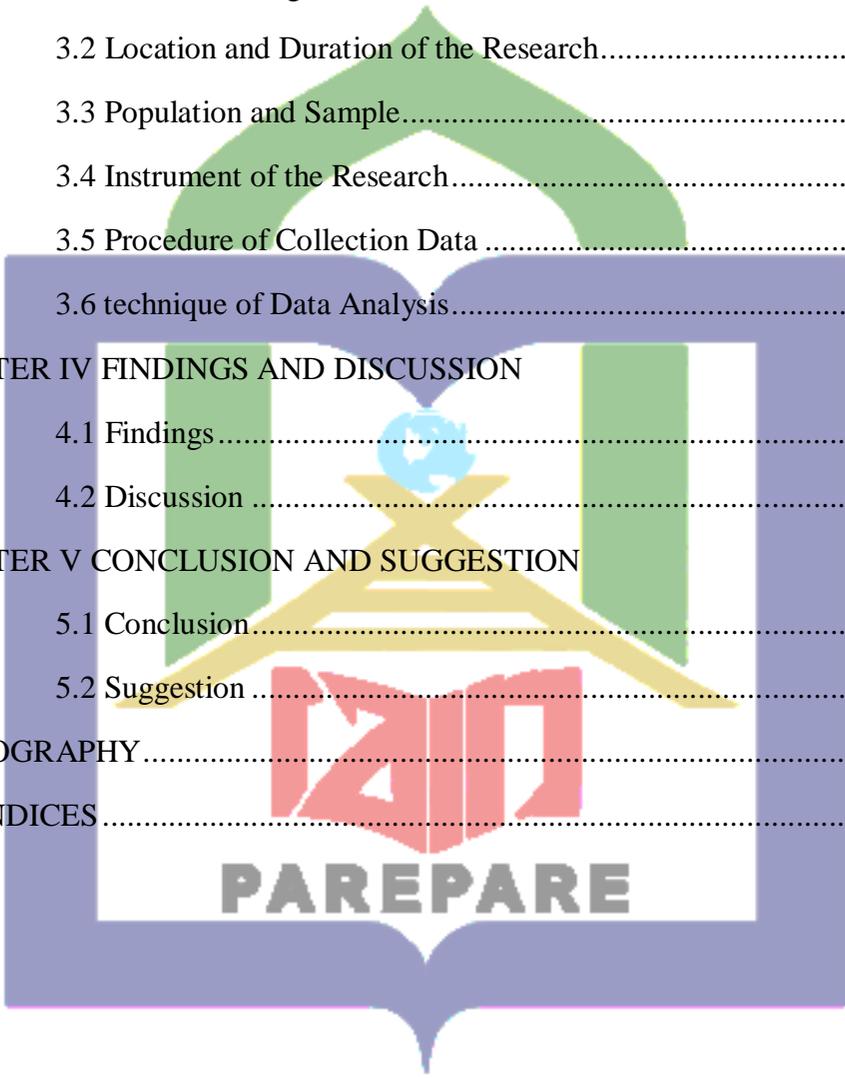
The researcher found that: 1) teaching vocabulary through students' visual spatial intelligence able to enhance students' vocabulary. The students mean score of post-test more higher than pre-test, where the mean score of pre test 77,48 while the mean score of post-test 83,70. Then the result of t-test was 3,76 was higher than value of t-table 1,706 and for the level significant 5% or 0.05 and degree of freedom (df) =26. Thus, the researcher concluded that teaching vocabulary through students' visual spatial intelligence able to enhance students' vocabulary. Furthermore, the nullhypothesis is rejected and the alternative hypothesis is accepted. 2) the students' interested through the questionnaire also had concluded and most of them got 81-100 score with percentage was 83,76%. Based on the liker scale the student is very interested in learning vocabulary through students' visual spatial intelligence. in concluded that teaching vocabulary through students' visual spatial intelligence able to enhance students' vocabulary.

**Keywords:** Teaching Vocabulary, Students' visual spatial intelligence.

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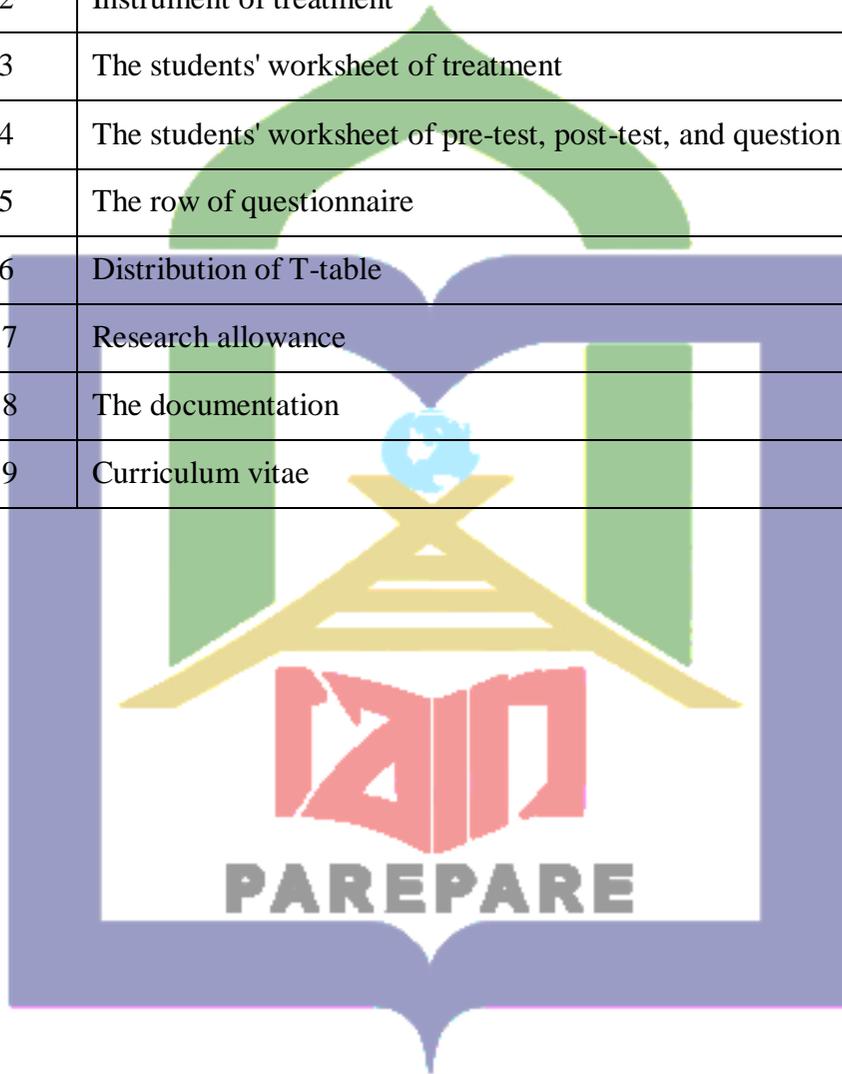
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## CHAPTER I INTRODUCTION

### 1.1 Background

Vocabulary is one of most important elements necessary for teaching and learning English. It is the basic for the development of all the other skills such as reading, writing, listening and speaking. However, teaching vocabulary to develop the other skills is not easy because every student has different abilities in learning. Thus, teacher much be creative to design program in teaching.

According to Martin “the children of the national must get the intelligence of mindset and character”. In this case, every student has character and intelligence varies depending on the potential they have. But unfortunately, on in fact teachers tend to generalize character and potential of every student. For example, a student is said to be smart if he is smart in field of Mathematics studies, a student is said to be competent if he is proficient in the field of English language studies. Even though it cannot always be said like that, back again in its essence that every student has potential different.

Having good vocabulary can make easier to understand the meaning of the words and mastering vocabulary is the key to language learning the students will be easier to master the language skill well. On the other hand, the students who have less vocabulary will get difficulty to understand text, to speak english and to write their ideas.

The important of vocabulary is larger than other aspect. Because when people learn about new language, they usually think about mastering vocabulary. It means that whenever people use a language, automatically they have to use the word of the language. Therefore, it is crucial for them to have range of vocabulary. By having

large vocabulary. They can precisely open some ideas both in oral and written communication.

Based on the interview by the researcher at MAN Sidenreng Rappang, students have trouble remembering the vocabulary because they only focus on vocabulary lists by the teacher. This has been done continuously, with the result that student's mastery in vocabulary is not optimal and teaching by visual yet pay attention in learning process.

The factors from the case above, include: (1) The teacher has limited understanding of visual spatial intelligence as the result the teacher has not given attention this aspect of intelligence, (2) There are existence to vocabulary list, (3) The teacher also has not been able to develop indicators in designing a fun activity for students, and (4) The lacking of instructinal media.<sup>1</sup>

The teacher have to think about the way or anything that used to facilitate the learning of a language. Materials could be videos, grammar books, newspaper, song, pictures. In other words, they can be anything which is used too increase students' knowladge or experience of the language.<sup>2</sup>

For the reasons above, the researcher want to try to use students' visual spatial intelligence by picture as a media. In this case, the researcher emphasis the way to overcame the problems that the students' feel when studying vocabulary in learning English.

Visual Spatial intelligence is need to be stimulated and developed. It capacity for recognize and delineate objects or patterns received by the brain to produce

---

<sup>1</sup>Laily Rosidah, "Peningkatan Kecerdasan Visual Spatial Anak Usia Dini Melalui Permainan Maze", *Jurn-al Pendidikan Usia Dini: Volume 8 Edisi 2; Banten, November 2014*, p.283-284.

<sup>2</sup>Brian Tomlison, "Materials Development in Language Teaching", New York: Cambridge University Press, 1998, p. 2.

vocabulary. This ability makes it possible to present the visual in detail and through imagination is depicted in mind is the poured in a visual form.

Fibriani Endah Widyasari in her research said that spatial visual intelligence giving a chance for students to explore their ability without feeling shame and reluctant. It help students to increase their vocabularies and keeping them on their memory much longer because of the learning that they use help them to stay connected to the words that they listed from see pictures or experience some events in their activities.

Based on the explanation above, the researcher interested to conduct a research about “ Teaching Vocabulary through Students’ Spatial Visual Intelligenc”. The researcher hope that it would be an effective and interesting way in teaching vocabulary to students. With the result that, the students able to enjoy, interesting in learning activity, and the material of learning would be stay in their long-term memory.

## **1.2 Problem Statement**

- 1.2.1 Is teaching vocabulary through students’ Visual Spatial Intelligence able to enhance students’ vocabulary at the second year of MAN Sidenreng Rappang?
- 1.2.2 Are students interested in learning vocabulary through Visual Spatial Intelligence at the second year of MAN Sidenreng Rappang?

### **1.3 Objective the Research**

- 1.3.1 To find out teaching vocabulary through students' Visual Spatial Intelligence able to enhance students' vocabulary at the second year of MAN Sidenreng Rappang.
- 1.3.2 To know students interested in learning vocabulary through Visual Spatial Intelligence at the second year of MAN Sidenreng Rappang.

### **1.4 Significance of the Research**

It is expected that the result of the research will provided usefull contributin for:

#### **1.4.1 Teacher**

From this research, the teacher can better know where the teaching should be improved in process of teaching and learning to be done well and can be understood by all students without having to complicate himself and his students.

#### **1.4.2 Students**

From this research, the students are expected to able to grow students' interesting for learning. Futhermore, the researcher hope teaching vocabulary by visual spatial intelligencemakes students able to translate a picture in his mind and as to get vocabulary.

#### **1.4.3 Researcher**

From this research, the researcher is expected to provide useful information about technique and enhancement vocabulary mastery for students.

## CHAPTER II

### REVIEW OF RELATIVE LITERATURE

#### 2.1 Some Pertinent Ideas

##### 2.1.1 Concept of Teaching Vocabulary

##### 2.1.1.1 Definition of Teaching Vocabulary

Teaching is a complex process. According to Brown teaching is “showing helping someone to learn or to do something, giving instruction, guiding in study of something with knowledge, causing to know and to understand”. Teaching vocabulary is likely to be one of the biggest challenges that students will face in their studies. Among language skills vocabulary learning is as significant in language learning as its challenging.

Vocabulary is often considered as a critical aspect of foreign language learners as limited vocabulary in a second language, impedes successful communication. Vocabulary has been discussed and divided various types. Some of definition of vocabulary have given by different researcher such as:

A.S Hornby in advanced learners’ Dictionary of current English that vocabulary as : (1) Total number of words that make up a language, (2) Body of words known to person, or used in particular book, subject. (3) List words known with their meanings, especially one wishes companies a textbook in a foreign language. (4) The words that people use when they are talking. <sup>1</sup>

Iman Alizadeh in international jurnal of research in English Education vocabulary is can be conclude that all of those which are concerned somehow with

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<sup>1</sup>Hornby, “A.S.Oxford Advanced Learners’ Dictionary”, Sixth Edition: New York; Oxford University Press, 1995, p. 34.

language teaching or learning should develop methods a full command of vocabulary on the part of learners.<sup>2</sup>

Hadija stated that vocabulary is one basic thing in English use and more important thing in English language because if we lack of vocabulary we cannot communication well with the other.<sup>3</sup>

Based on the definitions of vocabulary above, the researcher can be concluded that vocabulary is one element more important to be mastery in English. The principles to build of vocabulary is the students have to know and understanding the meaning of each word. If the students have a lot of collection of word it will help in using English well.

Teaching vocabulary is not easy to teach. The teacher must be creative. Teaching vocabulary is not only giving the new words to the learners, but also analyzes and explain the new words that are giving to the learners. Teaching vocabulary has to be supported with the technique that used in teaching vocabulary. If the teachers do not use the most suitable technique, teaching learning process will be unsuccessful.<sup>4</sup> The teacher can use the component to be guide the teacher to teach, especially in teaching vocabulary. The component will be useful to manage the class. With the result, with the use of component, the teacher can teach vocabulary well. The teaching learning process is success. When teachers teach vocabulary to build

<sup>2</sup>Iman Alizadeh, "Vocabulary Teaching Techniques: A Review of Common Practice" (Online Published: Lahijan Branch, Islamic Azad University) (International Journal of Research in English Education: Oktober, 2016), p. 23.

<sup>3</sup>Hadija, "Using Descriptive Text to Improve Student Vocabulary Through Cooperative Integrated Reading" (Unpublished Skripsi; English Program Tarbiyah And Adab Department: Parepare, 2017), p. 6.

<sup>4</sup>Aqram Risaldi, "Using of Interactive CD-ROM and Powerpoint Presentation to Increase Students' Vocabulary" (Unpublished Skripsi: English Program Tarbiyah dan Adab Department of STAIN: Parepare, 2017), p. 14.

students' knowledge of words and phrases. Helping them learn any and all of these different components assist them in enhancing their English vocabulary.

### 2.1.1.2 The Type of Vocabulary

According to Jeremy Harmer there are two types of vocabulary: there are active vocabulary and passive vocabulary. Active vocabulary refers to vocabulary that students have learnt and which they are expected to be able to use. While passive vocabulary refers to words which students will recognize when they meet them but which they will not be able to use it.<sup>5</sup>

In learning vocabulary, we must know about kinds of vocabulary and it will help in learning and teaching vocabulary well. According to Judy Montgomery, the kinds of vocabulary are:<sup>6</sup>

#### 1. 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 vocabulary. The amount of words modeled is much less than a hearing child's incidental listening vocabulary.

<sup>5</sup>Jeremy Harmer, *The Principle Of English Language Teaching* (New York: Longman, 1991), p. 159.

<sup>6</sup>Judy Montgomery, *The Bridge Of Vocabulary: Evidence Based Activities For Academic Success* (NCS Pearson Inc, 2007).

## 2. Speaking Vocabulary

The words when we speak. Our speaking vocabulary is relatively limited: most adults use a more 5,000 to 10,000 words for all their conversations and instruction. This number is much less than our listening vocabulary most likely due to ease of use.

## 3. 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 second largest vocabulary if you are a reader. If you are not a reader, you can not “grow” your vocabulary.

## 4. 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 writing. Our writing vocabulary is strongly influenced by the words we can spell. Think about it: when reading, a child with hearing will say all the phonemes related to a word to sound it out. They will then guess a word they now. This is dependent upon their lexicon (mental dictionary). Children would not guess a word they did not know. Deaf students do not use auditory memory to sound out a word. They mostly memorize spelling patterns. Therefore, students who are deaf typically use a reduced variety of words in writing while they are learning.

### 2.1.1.3 The Importance of Vocabulary

Talking about vocabulary, it cannot be done spontaneously but step by step. In researcher experience, the students have difficulty to speak English fluently. Because they only use the same expressions and word. The main reason for

communication problem is the lack of vocabulary. The other students are confronted with the problem of forgetting the words immediately after the teacher has elicited their meaning or after they have looked them in the dictionary. If we have many collection of words it will facilitate us in using language in communication. It can be concluded that vocabulary is very important in learning language and mastery vocabulary. Thus, mastering vocabulary should be useful because it will be:

1. Easy to learning language. For example, vocabulary very importance should be understand when we read a some about English.
2. Easy to understanding what the people are talking. For example, if we know vocabulary, it will help us to understand when we listening a conversation and know what they are talking about.
3. Easy to make discussion in different topic. For example, if we know about vocabularies. It will make easier for us to discuss some different topic.<sup>7</sup>

There are three compared by vocabularies such as, speaking, writing, listening, and reading. It all elements are used to make up a large structure that is called literacy. In other words, if people have many vocabularies will make easy to understand what the speaker said.

Based on the importances of vocabulary above, the researcher have concluded that vocabulary is a basic one in learning English because without vocabulary we not able to communicate with other and learn English well.

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<sup>7</sup>Maya Tyas Lutfiana Rosyidah, "Teaching Vocabulary For the Second Grade Students of SMP A-Islam Kartasura" (Unpublished; English Education Department: Surakarta, 2017), p. 34.

#### 2.1.1.4 Difficulties of Vocabulary

The first steps in successful teaching vocabulary are to identify the difficulties that faced by the students. Some factors that make some words more difficult as follows:<sup>8</sup>

##### 1. Pronunciation

If students experience difficulty in producing sound it will make the student difficulty in learning. For example, George, Lecture, etc.

##### 2. Spelling

The error in spelling word are very influential on the sound produced, so that many students have a bad pronounciatin because of improper in spelling. For example, muscle, headaches, etc.

##### 3. Length and Complexity

Long word seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency word tend to be short in English, and therefore the learner is likely to meet them more often, a factor favouring their “learn abiliy”. For example, necessar, necessity, and necessarily.

##### 4. Grammar

The next difficulty is grammar that makes students not interested in learning English. Remembering whether a verb like enjoy, love, or hope is followed by an infinitive (to swim) or an-ing form (swimming) can add too its difficulty.

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<sup>8</sup>Maya Tyas Lutfiana Rosyidah, “Teaching Vocabulary For...” p. 40.

## 5. Meaning

When two words overlap in meaning, learners are likely to confuse them. Or it called word with multiple meaning such as *since* and *still*, can also be difficulties for learners.

## 6. Range, connotatin and idiomaticity

Words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. For example, this is more used than *skinniy*, *slim* and *slander*. The connotation of some words may cause problem too. For example, *propaganda* has negative connotation in English, but it is equivalent may simply mean *publicity*.

### 2.1.2 Concept of Visual Spatial Intelligence

The theory of intelligence was developed by Howard Gardner, Psychology and Guruals on Graduate School of Education, Harvard University, USA. Theory of intelligence was published in 1993. Gardner defines intelligence as the ability to solve problems and produce products in a setting of various and in real situations. One of them is Visual Spatial Intelligence.<sup>9</sup>

#### 2.1.2.1 Definition of Visual Spatial Intelligence

##### 2.1.2.1.1 Intelligence

Columbia Encyclopedia, sixth edition, 2006, “Intelligence is ability to adapt effectively to the enviroment, either by making a change in oneself or by changing the environment, or finding a new one. Intelligence is not a sigle mental process, but

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<sup>9</sup>Amir Hamzah, “Teori Multiple Intelligence dan Implikasinya Terhadap Pembelajaran” (Vol. 4 No. 2: Sumenep, 2009), p. 253.

rather a combination of many mental processes directed toward effective adaptation to the environment”.<sup>10</sup>

R.R. Gurdin stated intelligence is systems are expected to work, and work well, in many different environments. Their property of intelligence allows them to maximize the probability of success even if full knowledge of the situations is not available. Functioning of intelligence systems cannot be considered separately from the environment and the concrete situation including the goal.<sup>11</sup>

Intelligence as the ability of a system to act appropriately in an uncertain environment, where appropriate action is that which increases the probability of success is the achievement of behavioral subgoals that support the system's ultimate goal.<sup>12</sup>

Based on definitions above, the researcher concluded that intelligence is not a single mental process but requires environmental activities to trigger aspects of intelligence. Intelligence is a process of change in oneself, finding something new through a process and can also be seen in the way someone determines in their decision.

#### **2.1.2.1.2 Type of Intelligence**

In theory, intelligences can be associated with an individual's aptitude or potentials—the fact that an individual is either high or low in one specific area does

<sup>10</sup>Shane Legg And Marcus Hutter, “A Collection of Definitions of Intelligence” (IDSIA, Galleria 2, Manno-Lugano: Switzerland, 2006), p. 2.

<sup>11</sup>Shane Legg And Marcus Hutter, “A Collection of Definitions of Intelligence...”, p. 7.

<sup>12</sup>James S. Albus, “Outline for a theory of Intelligence” (IEE TRANSACTIONS ON SYSTEMS, MAN, AND CYBERNETICS, VOL. 21, NO. 3: June, 1991), p. 475.

not make him any more or less intelligent in the traditional sense. Here are the types of intelligences as follow:<sup>13</sup>

1. Verbal/linguistic intelligence is an ability to use language effectively and communication well in speaking and writing. People who excel in this intelligence usually have a good vocabulary, like reading books and manipulate words and languages easily.
2. Visual/Spatial intelligence is the ability to visualise space and objects within the mind's eye. People who prefer to use this kind of intelligence would rather draw a picture than write a paragraph. They notice colour, shapes and patterns and how light falls on the object, and comprehend mental models.
3. Logical/Mathematical intelligence is the ability to perceive and think using number and logic. People who excel in this intelligence like solving abstract problems and often do so by trial and error. They can see patterns in thought and logic as well as in nature. People who prefer to use logical/mathematical intelligence usually do well on standardized comprehension/written language tests.
4. Bodily-Kinaesthetic intelligence is the ability to use one's body and mimic another's actions. People with a preference for this kind of intelligence generally have skills such as strength, balance endurance, flexibility and coordination. They use the body skilfully to express ideas and feelings to solve problems, create products or present emotion.
5. Musical intelligence is the ability to recognise rhythm and tone. People who are musically intelligent can usually hear music in their heads and learn songs

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<sup>13</sup>Jelisaveta Safrajn, "Spatial-Visual Intelligence in Teaching Students of Engineering" (The University of Novi Sad: Faculty of Technical Science Novi Sad; Serbia, 2018 ), p. 72.

quickly. They like to play some musical instrument or spend hours listening to music. They easily recognize and use nonverbal sounds: pitch, rhythm and total patterns.

6. Interpersonal intelligence is the ability to empathise with other people and perceive mood. People with a high preference for this intelligence always have a talent for understanding other people - their feelings, thoughts, motivations, moods, needs and their struggles. They can also use these skills to help and comfort people, to manipulate and persuade people.
7. Intrapersonal intelligence is the ability to reflect and be introspective. People with a preference for this intelligence like to ponder questions like "Who am I?" or "What is the purpose of life?" Their goal is to understand themselves, so they take time to become aware of many different emotions that live inside them.
8. Naturalistic intelligence is the ability to recognise differences in nature, and classify both the animal and plant kingdoms. People who excel in this intelligence are always concerned with observing, classifying and understanding the parts of the physical environment as well as show understanding of natural phenomena.

Based on types of intelligence above, the researcher is interested to use spatial visual intelligence in teaching vocabulary. Because of this is one way to know everyone has intelligence by visual mind's eyes.

### 2.1.2.1.2 Spatial Visual Intelligence

Visual Spatial intelligence is ability to understand, process, and think in visual form and translate it. Someone who has this ability is even able to mind both in the form of two or three dimensions.

Spatial visual intelligence is the ability to perceive the spatial word accurately and transform the perception of the spatial word. This intelligence includes sensitivity to colors, lines, shapes, spaces, and relationships between these elements. Howard Gardner said that students who have visual spatial intelligence will be able to solve they problems quicly.<sup>14</sup>

In persons with expressed visual intelligence, a verbal deficit is also noticed. Since in traditional IQ tests logical-mathematical and verbal intelligence are primarily measured, persons with great visual intelligence often have worse results. According to Jola Sigmond first created tests for measuring visual intelligence. According to him, each individual possesses a great potential of intelligence, which is never used to its maximum. Yet in childhood we learn that we “learn” by imitating and that we don’t use all our hidden potentials in that way. By training of visual thinking, “certain muscles of the body of the mind” can be built up, creating a condition for logical thinking, three-dimensional seeing and four-dimensional solving of problems.

From the explanation above, it is clear that visual spatial intelligence is a basic capability that students have but every students has different capabilities to improve it. This ability provides students to develop through in learning process.

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<sup>14</sup>Luqman Fathoni, “Profil Kecerdasan Visual Spatial Dalam Memahami Gambar Bangun Ruang Yang Tersusun Beberapa Ruang Kubus”, Mojekerto, p. 156.

#### 2.1.2.2.2 Characteristics of Spatial Visual Intelligence

The Characteristic of Spatial Visual Intelligence has 4 main characteristic there are imagination, conceptualization, problem solving, and pattern-seeking.

The characteristic of imagination is the personal ability to understand the visual explanation rather than the audio explanation. From the definition, it can be formulated the indicators as follows: 1) Students are able to write down what is known and asked; 2) Students are able to pour a picture and information about PISA standardized problems of geometry material in their mind into image form; 3) Students are able to write down the steps correctly; 4) Students are able to write the final answer correctly.

The characteristic of conceptualization is the personal ability to link information in the problems with mathematical concepts. From the definition, it can be formulated indicators as follows: 1) Students are able to write down what is known and asked; 2) Students are able to connect between known data and the concept they have; 3) Students are able to write down the steps correctly; 4) Students are able to write the final answer correctly.

The characteristic of problem solving is the personal ability to solve problems properly and be able to formulate divergent problem solution strategies. From the definition, it can be formulated the indicators as follows: 1) Students are able to write down what is known and asked; 2) Students are able to have divergent strategies in solving problems related to problems of PISA standardized of geometry material; 3) Students are able to write down the steps of work correctly 4) Students are able to write the final answer correctly.

The characteristic of pattern-seeking is the personal ability to find various patterns related to geometry problems. From the definition, it can be formulated the

indicators as follows 1) Students are able to write down what is known and asked; 2) Students are able to have divergent strategies in solving problems related to PISA standardized problems of geometry material; 3) Students are able to write down the steps correctly; 4) Students are able to write the final answer correctly.

#### **2.1.2.2.3 The Ways to Teach Visual Spatial Intelligence**

According to Thomas Armstrong, there are eleven ways to teach academic skills to visual spatial learners. There are:

1. Allow time after teaching a concept for students to close their eyes and visualize what they have just read or learned. For example, picture in your mind's eye how the main character we are studying in this novel might respond to his car breaking down.
2. Let students draw pictures of the material they are learning. For example, making spelling words into pictures, drawing images of their vocabulary words, using pictures to illustrate a project.
3. Use computer software or applications that are highly visual and interactive to teach academic subjects. For example, let students illustrate their ideas with draw and paint software or study history using the oregon trail software program.
4. Allow students to demonstrate their understanding of a concept by building a model of it. For example, clay figures to illustrate a story they have read, a diorama to show an historical event, pipe cleaners or commercially-made construction material to show the structure of a molecule.
5. Make mathematics visual by using math manipulatives, by letting students create sketches or graphs to show their mathematical thinking, and by demonstrating ne

mathematical concepts through highly visual spatial demonstrations. For example, learning the formula  $area = length \times width$  by measuring the classroom.

6. Show videos to accompany material being learned. For example, watching the movie *To Kill A Mockingbird* Either Before Or After Reading The Book By Harper Lee.
7. Schedule brief “visual thinking” breaks for students which might involve solving visual-spatial puzzle, playing visual spatial games. For example, Pictionary, or doing imagination exercises (like imagining what their ideal school would look like).
8. Allow students to keep visual-thinking journals where they can record images, visual thoughts, and other spatial inspirations that come to them during the school day.
9. Show students how to use the internet to gain access to highly visual material related to a specific academic skill. For example, entering vocabulary words into google images provides a wide range of pictures that vividly illustrate each word.
10. Let students use mind-mapping as a way taking notes. For example, kidspiration is a great application for mind-mapping on a computer.
11. Use heavily illustrated reading material for academic subjects. For example, books published by Dorling Kindersley are especially helpful for visual learners.<sup>15</sup>

From the explanation above, the researcher is interested in using the second way it is Let students draw pictures of the material they are learning. But, from this

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<sup>15</sup>Thomas Armsrtrong, “11 Ways to Teach Academic Skills to Visual-Spatial Learners”, 2013. <https://www.institute4learning.com/tag/visualspatialskills/&hl=id=ID&tg=1468pt=22>, accessed on July19<sup>th</sup>, 2019.

study, the researcher make a little change that study only show some pictures a material for students. From that picture the students get words.

## 2.2 Previous Research Finding

Some researchers have conducted research by using few techniques in teaching vocabulary, they are:

Erni in her research on the students' vocabulary mastery through teaching the form of a word visually. The research of data analysis showed that there is a significant difference between the students' vocabulary mastery before and after learning English through teaching the form of a word visually, in which it was proved by the development of mean score of pre-test (12,264) and standard deviation (10,74). The mean score of post-test (68,104) and the standard deviation (21,31). T-test result in which the value of t-test was 15,21. It was greater than t-table was 1,711 at the level significance 0,05 and degree of freedom (df) was 24. It means that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted.<sup>16</sup>

Jodi Lyn Brokaw in his research on Visual-Spatial Teaching To Improve Science Learning. Based on the research, the implementation of the visual-spatial teaching strategies in his classroom was a benefit to his students and his self. He enjoyed integrating the diverse visual-spatial intelligence techniques to provide a different way of learning for the students. The activities allowed me to create a variance to the type of lessons that he taught, while maintaining the importance of the content. He also benefited from these activities by keeping the students more engaged and manageable while they were learning. He will definitely be

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<sup>16</sup>Erni, "Improving Student's Vocabulary Mastery Through Teaching The From A word Visually" (Unpublished skripsi: English program Tarbiyah and Adab Department; Parepare, 2017), p. 43.

incorporating more visula-spatial activities in my classroom in the years to come. The visual-spatial teaching style also had a positive impact on the students. They seemed to enjoy doing the varios activities. They were more angedged while participating in the hands on activities. It allowed them to visualize the vocabulary words while they were learning the definitions. The students also learned the content well, as show on the result of the post-tests. The students were also allowed to work in cooperative groups or with partners. It provided more sharing of ideas and cooperation amongst the students.<sup>17</sup>

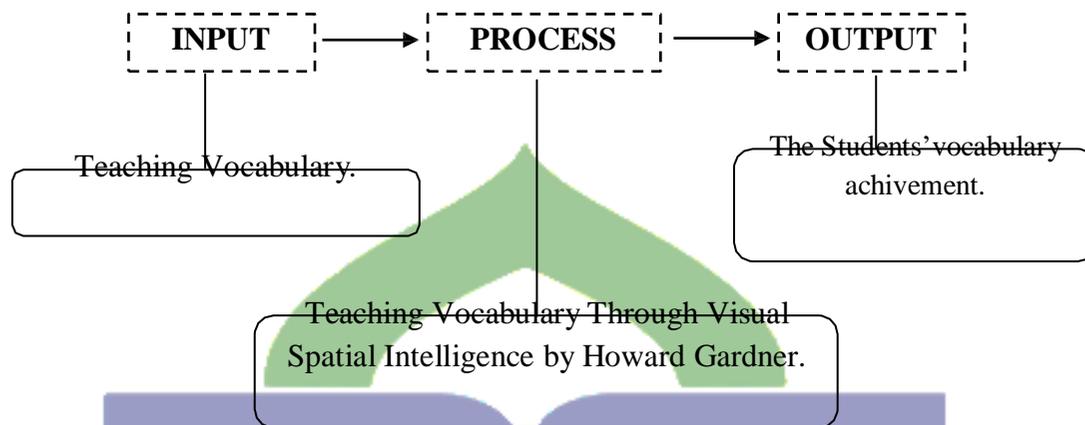
Basically, it is necessary for each research have difference. With the result, the research explains the difference of her study with the other especially for two related researches which is presented above. First, the difference of Erni's research with this study is that Erni's research use diference teaching strategy in improving students' vocabulary mastery. Then, for the second related research by Jodi Lyn Brokaw in his research on Visual-Spatial Teaching To Improve Science Learning, the difference of this study is that Jodi Lyn Brokow use visual spatial intelligence to improve scince learning. While in this research, the researcher focus to study students' visul spatial intelligence in teaching vocabulary.

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<sup>17</sup>Jodi Lyn Brokaw, "Visual Spatial Teaching To Improve Science Learning" (Montana State University:Master of Science: July 2012), p. 56.

### 2.3 Conceptual Framework

The concept framework of this research would be given in following :



### 2.4 Hypothesis

The hypothesis as follows :

$H_0$  : Spatial visual intelligence is not able to enhance student's vocabulary.

$H_1$  : Spatial visual intelligence is able to enhance student's vocabulary.

### 2.5 Operational Definition of Variable

There are two variables consist in this research, there are independent variable and dependent variable. The independent variable is students' visual spatial intelligence and dependent variable is teaching vocabulary.

2.5.1 Visual spatial intelligence is one of way that in teaching and learning process focus on the students to develop their vocabulary achievement.

2.5.2 Teaching vocabulary is the researcher's action to apply visual spatial intelligence in the class at the second year of MAN Sidenrengg Rappang.

## CHAPTER III

### METHODOLOGY OF RESEARCH

#### 3.1 Research Design

This research used quantitative research based on computation and measurement, operational variables and statistic. The design method of this research will use pre-experimental design with one group pre-test and post-test design. It is purpose to know whether teaching vocabulary by enhancing students's spatial visual intelligence.

The test as follow :

$O_1 \quad X \quad O_2$

In which :

$O_1$  = Pre-test

$X$  = Treatment

$O_2$  = Post-test<sup>1</sup>

#### 3.2 Location and Duration of the research

The location of this research at the second year of Madrasah Aliyah Negeri Sidenreng Rappang. The researcher used the quantitative research that has several times to collect and analyze data. This research used more than one month for collecting data.

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<sup>1</sup>L.R Gay, "Educational Competence For Analysis and Aplication", Second Edication (Columbus, Ohio: Charles E. Meril Publishing, 1981), p. 225.

### 3.3 Population and Sample

#### 3.3.1 Population

The population of this research was the second year students of MAN Sidrap academic year 2019/2020. The total numbers of population are:

Table 3.1 Population Data of the Second Year of MAN Sidenreng Rappang

No.	Class	The Number Of Students		Total
		Male	Female	
1	XI Mia I	11	20	31
2	XI Mia II	11	12	32
3	XI Mia III	12	19	31
4	XI IIs I	17	11	29
5	XI IIs II	10	20	30
Total				153

(Source :Data MAN Sidenreng Rappang 2019/2020)

#### 3.3.2 Sample

Based on the population above, the sample of this research was the second year students of MAN Sidenreng Rappang. The researcher used a purposive sampling technique with criteria such as the students have minimum report score of 70-75, the middle class which has medium score, and the students have interest in English subject.

Based on the criteria above, the researcher took class XI Mia 3 as a sample to get valid data. Therefore, the total sample of the research was 31 students.

Table 3.2 Sample data of the Class XI Mia 3

Class	Male	Female	Total
XI Mia III	12	19	31

(Source:Data MAN Sidenreng Rappang 2019/2020)

### **3.4 The Instruments of the research**

#### **3.4.1 The Instrument**

The instrument of this research used a vocabulary test and Questionnaire.

##### **3.4.1.1 Test**

The instrument of this research is test. The test was apply for pre-test and post-test. The pre-test aims at finding out the prior vocabulary of the students, while post-test aims at finding out the students vocabulary after treatment.

The test consist 80 items, they were 20 multiple choises items, 10 arrangements items, 50 translate words.

##### **3.4.1.2 Questionnaire**

The last technique in collecting data is the use of questionnaire. The purpose is to get information from the students, after being taught by Spatial Visual Intelligence. It will use to support the primary data from the teaching learning activities and the test.

### **3.5 The Procedure of Collecting Data**

The procedure of collecting data describes as follows :

#### **3.5.1 Pre-test**

Pretest is the first meeting and the researcher was introduced herself to the students. Then, explained the purposed of this research. After that, the researcher gave the test consist 80 items, they are 20 multiple choise items, 10 arrangement, and 50 tranlate words to know student's vocabulary before doing treatment.

#### **3.5.2 Treatment**

After the pre-test, students was do treatment and learn by using picture as a media in teaching vocabulary through student's visual spatial intelligence. The researher was use series of picture without show the topics. The Students

wasadequate to identify and list every word hidden in the picture. The researcher gave a targer number of vocabulary that mush be obtained by the students in each meeting with minimum of 50 vocabulary words. The students continued to classify the content words founded on it. They are clasify into anything of Noun (e.x, people, things, food, uncountable, countable, place), Verb, Adjective, and Adverb over all which is behind the picture.

### **3.5.2.1 The First Meeting**

In this meeting, the researcher showed a picture by projektor and mention the category of Noun, in this case everything countained of nouns. The activity as follow:

The researcher showed the picture by projektor. While showing the picture, the researcher explained definition of noun. After that, the researcher pointed category of noun in the picture and pronounced the words correctly and write it on the whiteboard. For make lerning activities more interesting, the reseracher ask students to leave the class and to look for the category of noun that is outside the class. Then, the researcher asked students to repeat up the word many times, and asked them to write the words in their books. At the end of the lesson, the researcher gave the students answer sheet to check students' understanding about this lesson.

### **3.5.2.2 The Second Meeting**

In this meeting is the same as in previous meeting before and the researher mentioned the category of Verb. Before starting the lesson, the researcher asked the students to mention Noun word that were discussed at the previous meeting. The activity as follow:

The researcher showed the picture by projektor. While showing the picture, the researher explained definition of Verb. After that, the researcher pointed category

of verb in the picture and pronounced the word correctly and write in on the whiteboard. For make learning activities more interesting, the researcher ask students to leave the class and to look for the category of noun that is outside the class. Then, the researcher asked students to repeat up the word many times, and asked them to write the words in their books. At the end of the lesson, the researcher gave the students answer sheet to check students' understanding about this lesson.

### 3.5.2.3 The Third Meeting

In this activity is the same as in previous activity and the researcher mentioned the category of Adjective. Before starting the lesson, the researcher asked the students to mention Noun and Verb words that were discussed at the previous meeting. The activity as follow :

The researcher showed the picture by projector. While showing the picture, the researcher explained definition of Adjective. After that, the researcher pointed category of verb in the picture and pronounced the word correctly and write in on the whiteboard. For make learning activities more interesting, the researcher ask students to leave the class and to look for the category of noun that is outside the class. Then, the researcher asked students to repeat up the word many times, and asked them to write the words in their books. At the end of the lesson, the researcher gave the students answer sheet to check students' understanding about this lesson.

### 3.5.2.4 The Fourth Meeting

In this activity is the same as in previous meeting and the researcher mentioned the category of Adverb. Before starting the lesson, the researcher asked the students to mention Noun, Verb, and Adjective words that were discussed at the previous meeting. The activity as follow:

The researcher showed the picture by projector. While showing the picture, the researcher explained definition of Adverb. After that, the researcher pointed category of verb in the picture and pronounce the word correctly and write in on the whiteboard. For make lerning activities more interesting, the reseracher ask students to leave the class and to look for the category of noun that is outside the class .Then, the researcher will ask students to repeat up the word many times, and asked them to write the words in their books. At the end of the lesson, the researcher gave the students answer sheet to check students' understood about this lesson.

### **3.5.3 Post-Test**

At the end of the research, the researcher conducted the post-test by using the same test in pre-test. In this case, post-test conducted to measure the significant result after enhancing visual spatial intelligence. The researcher gave the students a test consist 80 items they are 20 multiple choice, 10 arrangement items, and 50translate word. This test to know students' vocabulary achievement after the researcher giving treatment

### **3.5.4 Questionnaire**

Questinnaire gave after the students would be giving the test. The questionnaire has 30 questions consisting of 5 options namely strongly agree, agree, uncertain, disagree, strogly disagree. The purpose of this questionnaire is to find out are student's interested in teaching vocabulary through students's visual spatial intelligence.

### **3.6 Technique of Data Analysis**

The data collection through the test was analyzed quantitatively in percentage to measure participation to teach vocabulary through students' visual spatial

intelligence. The following criteria; the data will be collected through the test are score by using the following criteria:

### 3.6.1 The Scoring of Students

1. Scoring students answer by dividing the correct answer with the total answer.

Scoring the students answer following formula:

$$\text{Score} = \frac{\text{Student's Correct Answer}}{\text{The total number of item}} \times 100$$

2. The data collecting from the both of pretest and post-test are classified as:<sup>2</sup>

Follow:

Table 3.3 Classification Students' Score

No.	Classification	Score
1	Excellent	86-100
2	Good	71-85
3	Fair	56-70
4	Poor	41-55
5	Very Poor	≤40 <sup>2</sup>

<sup>2</sup>Suharsini Arikunto, *Dasar-dasar Evaluasi Pendidikan*, Edisi Revisi (Jakarta; PT. Bumi Aksara, 2005), p. 245.

3. Calculating the rate percentage of the students' score:

$$P = \frac{F}{N} \times 100$$

In Which: P = Percentages  
F = Frekuensi  
N = Number of sample

4. Finding out the mean score will use the following formula:

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

In Which: X = Mean  
 $\sum X$  = The sum of the all total Score  
N = The total number of sample<sup>3</sup>

5. Calculating of mean score of different between pre-test and post-test by using the following formula:<sup>4</sup>

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

In Which : D : The mean difference of score  
 $\sum D$  : The total score of difference between pre-test and post-test  
N : The total sample

<sup>3</sup>L. R. Gay, "Educational Research Competencies for Analysis and Application" (Columbus: Chales E. Merrill, 2001), p. 298.

<sup>4</sup>L. R. Gay, "Educational Research Competencies...", p. 331.

6. Finding the significance difference of mean score between the pre-test and post-test by calculating the value of t-test. The formula as follows:

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

- In Which:
- T : Test of significant
  - D : The mean score of difference (X<sub>1</sub> - X<sub>2</sub>)
  - $\sum D$  : The difference score of two tests (pre-test and post-test)
  - $(\sum D)^2$  : The sum of the difference score of the two tests
  - N : The number of sample<sup>5</sup>

7. The Criteria of testing hypothesis:

$$\begin{aligned} \mu &= \mu_2 \\ \mu &> \mu_2 \end{aligned}$$

The researcher will use two tails with 0,05 levels of significances. For independent sample, the formula of freedom (df) is n-1

- 1) If t-table > t-test, H<sub>0</sub> is accepted and H<sub>1</sub> is rejected, it means that Visual spatial Intelligence is not able to enhance students' vocabulary.
- 2) If t-table ≤ t-test, H<sub>1</sub> is accepted and H<sub>0</sub> is rejected, it means that Visual spatial Intelligence is able to enhance students' vocabulary.

<sup>5</sup>L. R. Gay, "Educational Research Competencies...", p. 341.

### 3.6.2 The Formula of Questionnaer

Table 3.4 The liker scala rating

Classification	Scale (+)	Scale (-)
SS	5	1
S	4	2
RR	3	3
TS	2	4
STS	1	5

Table 3.3 The following is Rattng score of the category

Score	Classification
81-100	Very Strong
61-80	Strong
41-60	Enough
21-40	Low
0-20	Very Low <sup>6</sup>

3.6.2.1 Calculating the rate percentage of how to enhance vocabulary achievement score:

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

Where :

P : Percentage

F : Frequency

N : Total number times high

score x question items

<sup>6</sup>Ridwan and Akdon, *Rumus dan Data dalam Analisis Statistika* (Bandung: Alfabeta, 2002).

## CHAPTER IV

### FINDING AND DISCUSSION

#### 4.1 Findings

The finding of this research is finding out the answer of the problem statement in the background. The researcher applied a test that was given twice, namely pre-test and post-test. A pre-test was given before doing treatment while post-test was given after treatment and the result of post-test of this research able to answer the researcher questions number one that aim to find out teaching vocabulary through students' Visual Spatial Intelligence able to enhance students' vocabulary achievement. After giving pre-test and post-test, the researcher gave students questionnaire to answer the researcher questions number two to find out students interested in learning vocabulary through students' Visual Spatial Intelligence at the second year of MAN Sidenreng Rappang.

#### 4.1.1 The students' vocabulary achievement at second grade of MAN Sidenreng Rappang.

##### 4.1.1.1 The result of the students' score in pre-test

Tabel 4.1 The result of students' score in pre-test

No	Respondents	Pre-test			Classification
		Correct Answer	Score (x)	Score (x <sup>2</sup> )	
1	SI	72	90	8100	Excellent
2	S2	52	71	5041	Good
3	S3	67	83	6889	Good
4	S4	67	83	6889	Good
5	S5	64	80	6400	Good
6	S6	69	86	7396	Excellent
7	S7	70	87	7569	Excellent
8	S8	71	88	7744	Excellent
9	S9	66	82	6724	Good

The continue table 4.1

10	S10	64	80	6400	Good
11	S11	68	85	7225	Good
12	S12	55	68	4624	Fair
13	S13	70	87	7569	Excellent
14	S14	66	82	6724	Good
15	S15	60	75	5625	Good
16	S16	69	86	7396	Excellent
17	S17	58	72	5184	Good
18	S18	57	71	6889	Good
19	S19	60	75	5625	Good
20	S20	62	77	5929	Good
21	S21	66	82	6724	Good
22	S22	46	57	3249	Fair
23	S23	70	87	7569	Excellent
24	S24	28	35	1225	Very Poor
25	S25	69	86	7396	Excellent
26	S26	55	68	4624	Fair
27	S27	56	69	4761	Fair
<b>Total</b>			$\sum x = 2092$	$\sum x^2 = 160670$	

The rate percentage was acquired by the students in pre-test vocabulary achievement. It has been mention in the previous chapter that after tabulation and analyzing the score into percentage. The score was classification into five levels as follow:

Tabel 4.2 The Frequency and percentage of the result pre-test

NO	Score	Classification	Frequency	Percentage %
1	86-100	Excellent	8	29,62%
2	71-85	Good	14	51,85%
3	56-70	Fair	4	14,81%
4	41-55	Poor	0	0%
5	$\leq 40^2$	Very Poor	1	3,703%
Total			27	100%

The data above shows that, there were 8 students (29,62%) got excellent, 14 students got Good (51,85%), 4 students got Fair (14,81%), none students got Poor

(0%), and 1 student got very poor” (3,70%). Based on the data above the researcher concluded that most of the students got good score, it means that students’ vocabulary is good. Moreover, based on the data that have been analyzed, the students who got excellent score were students have been a good English value in the class.

#### 4.1.1.2 The students’ score in post-test

Tabel 4.3 The students’ score in post-test

No	Students	Post-test			Classification
		Correct Answer	Score (x)	Score (x <sup>2</sup> )	
1	SI	74	92	8464	Excellent
2	S2	61	76	5776	Good
3	S3	70	87	7569	Excellent
4	S4	72	90	8100	Excellent
5	S5	71	88	7744	Excellent
6	S6	70	87	7569	Excellent
7	S7	68	85	7225	Good
8	S8	70	87	7569	Excellent
9	S9	72	90	8100	Excellent
10	S10	71	88	7744	Excellent
11	S11	72	90	8100	Excellent
12	S12	58	72	5184	Good
13	S13	71	88	7744	Excellent
14	S14	70	87	7569	Excellent
15	S15	71	88	7744	Excellent
16	S16	61	75	5625	Good
17	S17	64	80	6400	Good
18	S18	61	76	5776	Good
19	S19	58	72	5184	Good

The continue table 4.3

20	S20	69	86	7396	Excellent
21	S21	72	90	8100	Excellent
22	S22	90	87	7569	Excellent
23	S23	70	87	7569	Excellent
24	S24	53	66	4356	Fair
25	S25	72	90	8100	Excellent
26	S26	60	75	5625	Good
27	S27	65	81	6561	Good
<b>Total</b>			$\sum x = 2260$	$\sum x = 190462$	

Based on the data above that students post-test score is higher than pre-test was only 2092 while post test score was 220. From this fact the researcher concluded that the students' achievement is improved.

The rate percentage was acquired by the students in post-test vocabulary achievement. It has been mention in the previous chapter that after tabulation and analyzing the score into percentage. The score was classification into five levels as follow:

Tabel 4.4 The Frequency and percentage of the result post-test

NO	Score	Classification	Frequency	Percentage
1	86-100	Excellent	17	62,96%
2	71-85	Good	9	33,33%
3	56-70	Fair	1	3,70%
4	41-55	Poor	0	0%
5	$\leq 40^2$	Very Poor	0	0%
<b>Total</b>			<b>27</b>	<b>100%</b>

Based on the data above shows the result of students' score in post-test, there were 17 students (62,96%) got Excellent score, there were 9 students (33,33%) got

Good score, the only one students (3,70%) got Fair, and none student got poor and very poor. It could be seen that most of the students got Excellent score, it means that the rate percentage of the students' score achievement vocabulary in post-test is varied.

Based on the table 4.2 and 4.4, the researcher concluded that before giving and after treatment about material of vocabulary the students' vocabulary achievement was increased.

#### 4.1.1.3 The Mean Score Of Pre-test and Post-test

##### 1. Pre-test

$$X = \frac{\sum X}{N} = \frac{2092}{27} = 77,48$$

Thus, the mean score ( $X_1$ ) of pre-test is 77, 48

Based on the result above that the mean score of pre-test is 77,48. It could be seen that 27 students' ability in vocabulary was still good because most of students got good score and none students got poor.

##### 2. Post-test

$$X = \frac{\sum X}{N} = \frac{2260}{27} = 83,70$$

Thus, the mean score ( $X_2$ ) of post-test is 83,70

Based on the result above that the mean score of post-test is 83,70. It could be seen that 27 students ability in vocabulary was good because most of students got good score and none students good poor and very poor score.

#### 4.1.2 Using Students' Visual Spatial Intelligence in Teaching Vocabulary at The Second Year of MAN Sidenreng Rappang.

##### 4.1.2.1 T-test Value

The following is the table to find out the difference of the mean score between pre-test and post-test. After found out the students' score in pre-test and post-test, the researcher calculated the calculating of the students' score in pre-test and post-test. The data of the table below showed the calculating score of the pre-test and post-test.

Table 4.5 The calculating of the score on pre-test and post-test

No	X <sub>1</sub>	X <sub>2</sub>	(X <sub>1</sub> ) <sup>2</sup>	(X <sub>2</sub> ) <sup>2</sup>	D(X <sub>2</sub> .X <sub>1</sub> )	D(X <sub>2</sub> .X <sub>1</sub> ) <sup>2</sup>
1	90	92	8100	8464	2	4
2	71	76	5041	5776	5	25
3	83	87	6889	7569	4	16
4	83	90	6889	8100	7	49
5	80	88	6400	7744	8	64
6	86	87	7396	7569	1	1
7	87	85	7569	7225	-2	4
8	88	87	7744	7569	-1	1
9	82	90	6724	8100	8	64
10	80	88	6400	7744	8	64
11	85	90	7225	8100	5	25
12	68	72	4624	5184	4	16
13	87	88	7569	7744	1	1
14	82	87	6724	7569	5	25
15	75	88	5625	7744	13	169
16	86	75	7396	5625	-11	121
17	72	80	5184	6400	8	64
18	71	76	5041	5776	5	25
19	75	72	5625	5184	-3	9
20	77	86	5929	7396	9	81
21	82	90	6724	8100	8	64
22	57	87	3249	7569	30	900
23	87	87	7569	7569	0	0
24	35	66	1225	4356	31	961
25	86	90	7396	8100	4	16
26	68	75	4624	5625	7	49
27	69	81	4761	6561	12	144
<b>N</b>	<b>2092</b>	<b>2260</b>	<b>165642</b>	<b>190462</b>	<b>168</b>	<b>2962</b>

To find out D used the formula as follow:

$$D = \frac{\Sigma D}{N} = \frac{168}{27} = 6,22$$

The calculating the t-test value:

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

$$t = \frac{6,22}{\sqrt{\frac{2962 - \frac{(168)^2}{27}}{27(27-1)}}}$$

$$t = \frac{6,22}{\sqrt{\frac{2962 - \frac{28224}{27}}{27(26)}}}$$

$$t = \frac{6,22}{\sqrt{\frac{1916,67}{702}}}$$

$$t = \frac{6,22}{1,65}$$

$$t = 3,76$$

Thus, the t-test value is 3,76, it was greater than t-table.

Table 4.6 The test of Significance

Variable	T-Test	T-table value
Pre-test and Post test	3,76	1,706

The data above showed that the value of t-test was higher than t-table value. In be concluded that there was a significance difference between the result students' pre-test and post-test.

#### 4.1.1.2 Hypothesis Testing

To find out degree of freedom (df) the researcher used the following formula:

$$\begin{aligned} Df &= N-1 \\ &= 27-1 \\ &= 26 \end{aligned}$$

For the level, significant (p) 5% and Df = 26, and the value of the table is 1,706, while the value of t-test is 3,76. It means that the t-test value is haigher that t-table. Thus, it can be concluded that the teaching vocabulary through students' visual spatial intelligence is significant better after getting the treatment. In the result that, the null hypothesis (H<sub>0</sub>) is rejected and the alternative hypotesis (H<sub>1</sub>) is accepted. It can be concluded that tteaching vocabulary throug students' visual spatial intelligence able to enhance students' vocabulary at second year of MAN Sidenreng Rappang.

#### 4.1.1.4 The result of the students' Interest

In this part, the researcher given questionnaire to the student after given treatment to measure students' interested in learning vocabulary through visual spatial intelligence. The questionnaire has 30 questions consisting of 5 options namely strongly agree, agree, uncertain, disagree, strogly disagree. The purpose of this questionnaire is to find out are student's interested in teaching vocabulary through students' visual spatial intelligence. The result of questionnaire was percentage as follow.

The table above shows that the commulative that they got thogh questionnaire was 3091 it can be shown by continue formula:

$$\frac{3091}{3691} \times 100\% = 83,76$$

0	20	40	60	80	100
	SD	D	U	A	SA

Finally, result of questionnaire showed that thirty items and the total mean score of all items showed that 83,76 with very strong score. Based on the liker scale, the students' was very positive responses in learning vocabulary through students' visual spatial intelligence.

Some students believe that learning vocabulary through students' visual spatial intelligence was helped them in learning vocabulary and the same time knowing the meaning and able to pronounce each word . Some students also said that they enjoy in learning vocabulary through visual spatial intelligence. Besides that, some students feel that they still confused but enjoy in the class. Therefore, the questionnaire showed that the learning vocabulary through students visual intelligence that means students interested in leaning vocabulary.

## 4.2 Discussion

This part explains the discussion about the result finding that showed in the previous chapter. The first section of this research was provided insight about the teaching vocabulary through students' visual spatial intelligence able to enhance students' vocabulary achievement. The second section of this reserch about students' interested in learning vocabulary through students' visual spatial intelligence. It is based in the problem statement that exist in chapter I.

### 4.2.1 Teaching Vocabulary Through Students' Spatial Visual Intelligence able To Enhance Students' Vocabulary.

The result of the researcher proved that teaching vocabulary through students visual spatial intelligence was able to enhance students' vocabulary achievement.

This statement is proved by the result students' score of pre-test and post-test which was effective significant difference.

The result of the students' score of pre-test before given treatment showed, there were 8 students (29,625%) got the score excellent, 14 students (51,85)% got good score, 4 students (14,81%) got fair score, none students got poor score, and 1 student got fair and very poor score. The mean of pre-test is 77,48.

The researcher was given treatment as long as four times. Where in first meeting, the researcher gave material about noun and showed a picture by projector. While showing the picture, the researcher explained definition of noun and point category of noun in the picture. For make learning activities more interesting, the researcher ask students to leave the class and to look for the category of noun that is outside the class. Before starting to write vocabulary in English or Indonesia. They mention all vocabulary that has been given by the researcher and their found in outside class. In this treatments, the researcher gave a targer number of vocabulary that mush be obtained by the students with minimum of 50 vocabulary words and the data showed that average of students got 55-80 of noun. Here, the researcher found that students have a dificulty and mistakes in pronounce each word. In the last section, the researcher gave time to the students to write and memorize the vocabularies that has been though.

In the second meeting, the resercher given material about verb and showed a picture by projector. While showing the picture, the researcher explained definition of verb and point of category of verb in the picture. Before started the lesson, the researcher asked the students to mention noun that were learnt at previuos meeting. For make lerning activities more interesting, the reseracher ask students to leave the class and to look for the category of noun that is outside the class. Before starting to write vocabulary in English or Indonesia. They mention all vocabulary that has been given by the researcher and their found in outside class. In this treatments, the researcher gave a targer number of vocabulary that mush be obtained by the

students with minimum of 50 vocabulary words and the data showed that average of students got 50-70 of noun. In this material the researcher wrote some vocabulary on the whiteboard and sometimes the researcher asked the students to mention kinds of verb in their daily activity and asked to the students wrote in their notebook. Here, the researcher found the difficulties of students in read a word by the researcher wrote in the whiteboard. Therefore, the researcher gave a time to the students to write and memorize the vocabularies that has been though.

In the third meeting, the resercher gave material about adjective and showed a picture by projector. While showing the picture, the researcher explained definition of adjective and point of category of adjective in the picture. Before started the lesson, the researcher asked the students to mention of noun and adjective that were learnt at previuos meeting. For make lerning activities more interesting, the reseracher ask students to leave the class and to look for the category of noun that is outside the class. Before starting to write vocabulary in English or Indonesia. They mention all vocabulary that has been given by the researcher and their found in outside class. In this treatments, the researcher gave a targer number of vocabulary that mush be obtained by the students with minimum of 50 vocabulary words and the data showed that average of students got 55-80 of noun. Therefore, the researcher gave a time to the students to write and memorize the vocabularies that has been though. Here, the researcher found that the students have difficulties in differentiated between adjective and verb.

In the last meeting, the researchergave material about adverb and showed a pecture by projector. While showing the picture, the researcher explained definition of and point of category of adverb. For make lerning activities more interesting, the reseracher ask students to leave the class and to look for the category of noun that is outside the class. Before starting to write vocabulary in English or Indonesia. They mention all vocabulary that has been given by the researcher and their found in outside class. In this treatments, the researcher gave a targer number of vocabulary that mush be obtained by the students with minimum of 50 vocabulary words and the

data showed that average of students got 50-75 of noun. Before started the lesson, the researcher asked to the students to mention all about noun, verb, and adjective that were learnt at previous meeting. In this section, the researcher asked the students to repeat up the word many times and ask them to write it in their book.

Based on the treatment as long as four meetings and target vocabulary must be achieved by the students above, the students got 300-350 words during four meetings and on average all students got vocabulary above the target given by the researcher of 50 words every meeting. The researcher concluded that most of students has been able to enhance their vocabulary. In each meeting was different materials its help student to find many words and made students always to repeat up each word in many times. In every meeting the students has improved even just a little improved, in the second until the fourth meeting most of the students has been able to pronounce, differentiated between adjective and verb, and enhanced their vocabulary.

The result of the students' score of post-test after given treatment showed, there were 17 students (62,96%) got excellent score, 9 students (3,703%), 1 student (3,703) got fair score, and non students got poor and very poor score. The mean score of post-test is 83,70. It means that the students' score of post test more higher than students' pre-test. In the result that, the researcher concluded that students' vocabulary is enhanced.

Based on the result students' score of post-test was enhanced after given treatment by teaching vocabulary through students' visual spatial intelligence. It proved before researcher gave treatment to the students, there some students got poor and very poor score but after the researcher gave treatment there none students got poor and very poor score and most students got good and excellent score.

To know what was the hypothesis received between null hypothesis ( $H_0$ ) and alternative hypothesis ( $H_a$ ), the researcher used t-test to calculating result that showed that on the t-test value is 3,76 was higher than t-table value 1,706 ( $3,7 \geq 1,706$ ) with degree of freedom ( $Df$ ) = 26. It means alternative hypothesis ( $H_a$ ) was concluded that

the teaching vocabulary able to enhance students' vocabulary through students' visual spatial intelligence at second year of MAN Sidenreng Rappang. In this result that hypothesis null ( $H_0$ ) was rejected while the hypothesis alternative ( $H_a$ ) was accepted.

Based on the result above the researcher concluded that teaching vocabulary through students' visual spatial intelligence able to enhance students vocabulary achievement at second year of MAN Sidenreng Rappang. It is accordance with what Jody Lyn Brokaw said that the implementation of the visual spatial intelligence was benefit to his students and his self because this is a one way to improve students in learning science learning. Therefore, the visual spatial intelligence can be applied in learning English specially in teaching vocabulary.

Formed on the research statement in the previous chapter, the students' visual spatial intelligence can make students more sensitive to an image. Firstly, it can make students more sensitive to an image that their see and that can stimulate their memory to remember word. It is accordance with Luqman Fathoni said that spatial visual is a ability to perceive the spatial word accurately and transform the perception of the spatial word. Secondly, it is a one different learning for the students and make them more active in learning. It is accordance with what Jody Lyn Brokaw said that teaching through students' visual spatial intelligence was benefit to his student and his self. His also said that always keeping the students more engaged and active while they were learning. Thirdly, it can make students get new experience in learning. It is accordance with Fibriani Widayari said that visual spatial intelligence giving a change for students to keep their vocabulary in long memory because of the learning that key they use help them to stay connected to the words that they get and list by see pictures or experience some events in their activities.

Based on the explanation and data, it is found that teaching vocabulary through students' visual spatial intelligence able to enhance students vocabulary.

#### **4.2.2 Students' interested in Learning Vocabulary**

After the researcher gave students pre-test and post-test, the researcher gave questionnaire. Before that, the researcher explained what the questionnaire means and how to fill out it. After students understood what the meaning about questionnaire, the researcher gave the students some papers to each of students. The was given to students to find out the students' interested in learning vocabulary through students' visual spatial intelligence. The Questionnaire are register that meaty question which shall be answered or worked by students that want to be investigated.

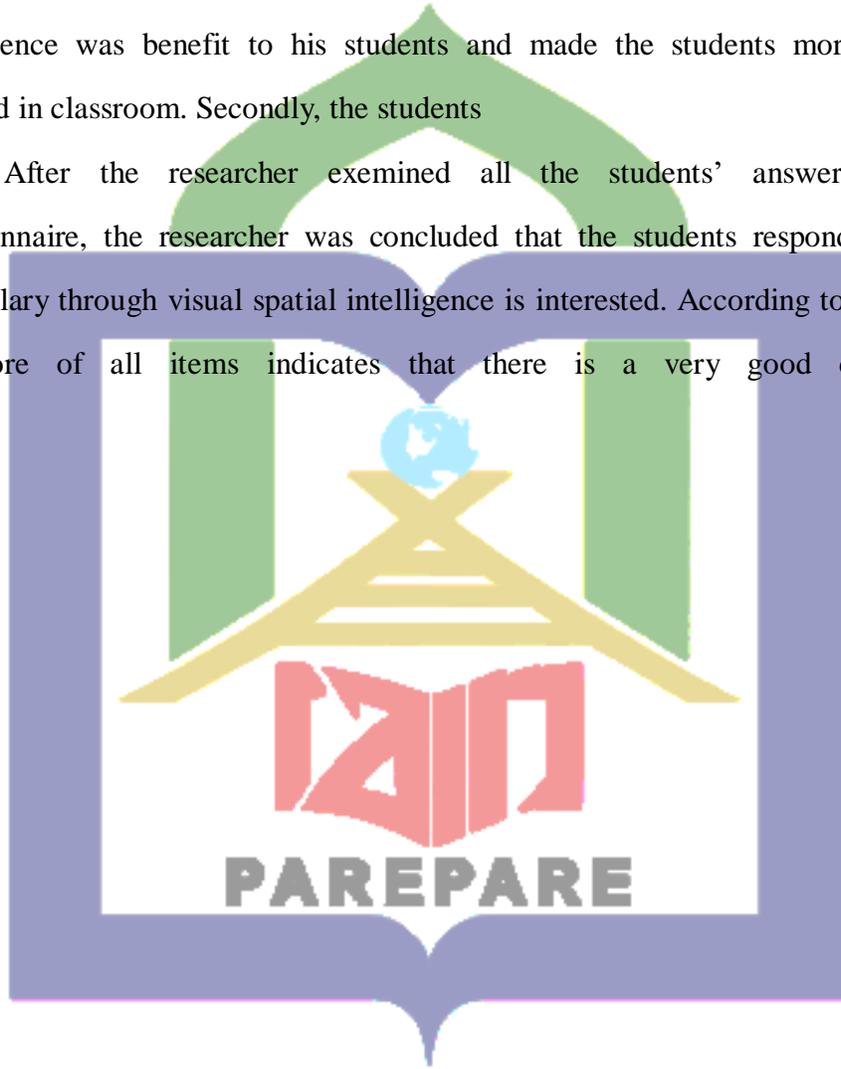
This questionnaire is utilized to know students' interested comment to question that is purpose. With this questionnaire respondent easy to give answer because answer alternative was provided and needs laconic time to answer it. The function this questionnaire is to get basic information in order to collation appends permanent, to secure validities acquired information with and order technique makings evaluates to program guidance.

From thirty items questionnaires, all students answered very positively. Based on the Based on the liker scale, the students' was very positive responses in learning vocabulary through students' visual spatial intelligence. It means that the visual spatial intelligence have positive response toward in learning vcabulary and they agree about it. The commulative percentage on the thirty items of questionnaire was 83,76 while the commulative score that they got was 3091.

According to the data above, the researcher concluded that learning vocabulary through students' visual spatial intelligence able to enhance students'

vocabulary because most of students are interested in learning vocabulary. This way helps the students more active in the classroom and also helps in learning process of students who basically have a different capabilities in visual spatial intelligence. It is accordance with Jodi Lyn Brokaw said that teaching through visual spatial intelligence was benefit to his students and made the students more active and enjoyed in classroom. Secondly, the students

After the researcher examined all the students' answered to each questionnaire, the researcher was concluded that the students respond of learning vocabulary through visual spatial intelligence is interested. According to the category of score of all items indicates that there is a very good classification.



## BAB V CONCLUSION AND SUGGESTION

### 5.1 Conclusions

Based on the finding and discussion of the previous chapter in this study, the researcher concluded that:

5.1.1 Teaching vocabulary through students' visual spatial intelligence able to enhance students' vocabulary. In fact, t-test result in which the value of the t-test was 3,76 while the value of t-table was 1,706 at the level significance 5% and degree of freedom (Df) was 26. The mean score of pre-test 77,48 that is lower than the mean score of post-test 83,70. In result that,  $H_0$  was rejected and  $H_a$  was accepted.

5.1.2 The students' interested in learning vocabulary through students' visual spatial intelligence is very strong positive. It was proved by looking the percentage statement. The percentage was 83,76%.

### 5.2 Suggestions

To increase the English quality of students, the researcher further proposed some suggestions as follow:

1. For the English teacher
  - a. The English teacher generally should be able to apply some activities in teaching English which are suitable with students' condition so that the students are not bored following the materials in class.
  - b. The teacher should active in giving the feedback to involve the students in teaching learning process..
  - c. The teacher should give high motivation to the students in learning. So that, they able improve their English mastery.

2. For the Students

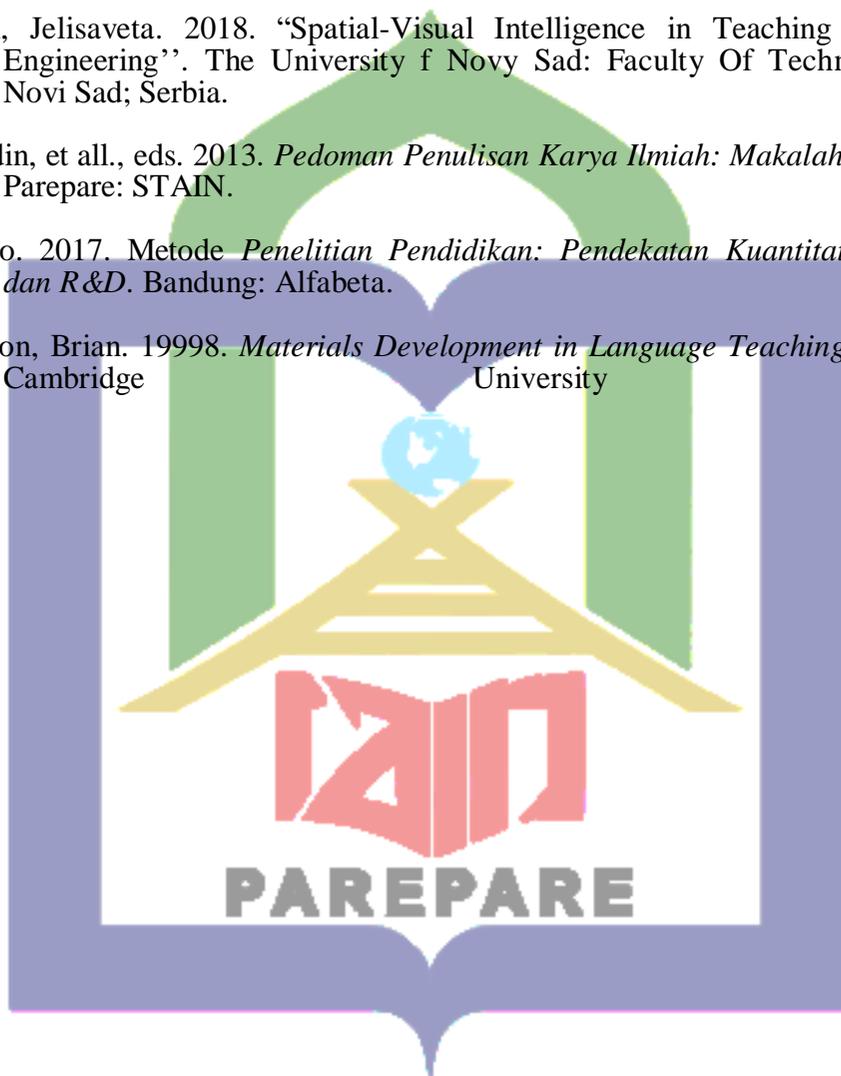
- a. The students should be more active and measure their vocabulary in English, discussing with their friends if they have difficulty in vocabulary and enjoy the vocabulary class.
- b. The students are expected to realize the importance of learning vocabulary for their future and motivate themselves to learn it, practice more and more to improve their habit.



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Apendix 1. Lesson Plan**RANCANGAN PELAKSANAAN PEMBELAJARAN (RPP)**

<b>SCHOOL</b>	<b>: MAN Sidenreng Rappang</b>
<b>SUBJECT</b>	<b>: BAHASA INGGRIS</b>
<b>MATERI POKOK</b>	<b>: VOCABULARY</b>
<b>CLASS</b>	<b>: XI Mia3</b>
<b>ALOKASI WAKTU</b>	<b>: 2 x 45 Menit</b>
<b>PERTEMUAN</b>	<b>: I-IV</b>

**A. Kompetensi Inti**

**KI-1 dan KI-2:** Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggungjawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.

**KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

**KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

## B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian
1.1 Mengidentifikasi jenis kosakata (noun, verb, adjective, and adverb) melalui gambar dengan menggunakan students' visual spatial intelligence..	1.1.1 mengetahui kategory benda-benda yang terdapat dalam gambar. 1.1.2 Mengerti yang dimaksud dengan kategori benda-benda yang terdalam dalam benda.
2.1 Menafsirkan arti kosakata (noun, verb, adjective, and adverb) secara kontekstual terkait dengan gambar.	2.1.1 Memahami arti kosa kata yang telah dijelaskan.
3.1 Memahami dan merespon pengucapan kosakata (noun, verb, adjective, and adverb) dalam bentuk lisan secara baik dan benar	3.1.1 Menirukan pengucapan kosakata (noun, verb, adjective, and adverb) dalam bentuk lisan secara baik dan benar 3.1.1.1 Menangkap makna kosa kata secara kontekstual terkait dengan gambar.

## C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran ini, siswa dapat:

1. Mampu mengetahui kategory noun, verb, adjective dan adverb yang terdapat dalam gambar.
2. Mampu memahami kategory noun, verb, adjective dan adverb yang terdapat dalam gambar.
3. Mampu memberikan nama setiap kategori vocabulary yang terdapat dalam gambar.
4. Mampu mengucapkan vocabulary secara baik dan benar.

## D. Materi Pembelajaran

- Menggunakan gambar-gambar yang mengandung Noun, verb, adjective, dan adverb.

**E. Metode Pembelajaran**

- Students' visual spatial intelligence.

**F. Media Pembelajaran**

- Proyektor
- Power point
- Laptop

**G. Sumber Belajar**

- Gambar-gambar
- Kamus bahasa inggris
- Internet

**H. Langkah-langkah Pembelajaran**

**I. Pertemuan Pertama**

Kegiatan Pendahuluan 10*	<ol style="list-style-type: none"> <li>1. Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran.</li> <li>2. Memeriksa kehadiran peserta didik sebagai sikap <b>disiplin</b>.</li> <li>3. Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li> <li>4. Mengaitkan materi / tema / kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya</li> <li>5. Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.</li> <li>6. Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung.</li> <li>7. Memberikan penjelasan tentang jenis-jenis vocabulary yang akan di ajarkan.</li> <li>8. Memberikan penjelasan dan contoh mengenai "Noun"</li> </ol>
Kegiatan Inti (70*)	<ol style="list-style-type: none"> <li>1. Guru menampilkan sebuah gambar dengan menggunakan projector.</li> </ol>

	<ol style="list-style-type: none"> <li>2. Ketika gambar sedang ditampilkan, guru menjelaskan tentang Noun (kata benda).</li> <li>3. Setelah itu, guru menunjuk jenis kata benda yang ada di gambar dan mengucapkan secara benar kemudian ditulis di papan tulis.</li> <li>4. Kemudian, guru meminta siswa untuk mengucapkan kata tersebut berulang-ulang secara benar, dan meminta siswa untuk menuliskan di buku mereka.</li> <li>5. Di akhir pembelajaran, siswa diberikan lembar kerja untuk mengecek pemahaman siswa tentang materi yang telah di ajarkan.</li> </ol>
Kegiatan penutup (10*)	<ol style="list-style-type: none"> <li>1. Guru menanyakan kesulitan yang dihadapi ketika proses pembelajaran.</li> <li>2. Guru meminta siswa untuk menyebutkan kembali kata benda yang telah di ajarkan.</li> </ol>

## II. Pertemuan Kedua

Kegiatan Pendahuluan 10*	<ol style="list-style-type: none"> <li>1. Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran.</li> <li>2. Memeriksa kehadiran peserta didik sebagai sikap <b>disiplin</b>.</li> <li>3. Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li> <li>4. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya</li> <li>5. Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.</li> <li>6. Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung.</li> <li>7. Memberikan penjelasan tentang jenis-jenis vocabulary yang akan di ajarkan.</li> <li>8. Memberikan penjelasan dan contoh mengenai "Verb"</li> </ol>
Kegiatan Inti (70*)	<ol style="list-style-type: none"> <li>1. Guru menampilkan sebuah gambar dengan menggunakan projector.</li> </ol>

	<ol style="list-style-type: none"> <li>2. Ketika gambar sedang ditampilkan, guru menjelaskan tentang Verb (kata Kerja).</li> <li>3. Setelah itu, guru menunjuk jenis kata kerja yang ada di gambar dan mengucapkan secara benar kemudian ditulis di papan tulis.</li> <li>4. Kemudian, guru meminta siswa untuk mengucapkan kata tersebut berulang-ulang secara benar, dan meminta siswa untuk menuliskan di buku mereka.</li> <li>5. Di akhir pembelajaran, siswa diberikan lembar kerja untuk mengecek pemahaman siswa tentang materi yang telah di ajarkan.</li> </ol>
Kegiatan penutup (10*)	<ol style="list-style-type: none"> <li>1. Guru menanyakan kesulitan yang dihadapi ketika proses pembelajaran.</li> <li>2. Guru meminta siswa untuk menyebutkan kembali kata sifat yang telah di ajarkan.</li> </ol>

### III. Pertemuan Ketiga

KegiatanPendahuluan 10*	<ol style="list-style-type: none"> <li>1. Melakukan pembukaan dengan salam pembuka, memanjatkan <b>syukur</b> kepada Tuhan YME dan berdoa untuk memulai pembelajaran.</li> <li>2. Memeriksa kehadiran peserta didik sebagai sikap <b>disiplin</b>.</li> <li>3. Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li> <li>4. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya</li> <li>5. Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.</li> <li>6. Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung.</li> <li>7. Memberikan penjelasan tentang jenis-jenis vocabulary yang akan di ajarkan.</li> <li>8. Guru meminta siswa untu menyebutkan kembali jenis kata benda dan kata kerja yang telah dipelajari minggu lalu.</li> </ol>
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	9. Memberikan penjelasan dan contoh mengenai “Adjective”
Kegiatan Inti (70*)	<ol style="list-style-type: none"> <li>1. Guru menampilkan sebuah gambar dengan menggunakan projector.</li> <li>2. Ketika gambar sedang ditampilkan, guru menjelaskan tentang Adjective (kata Sifat).</li> <li>3. Setelah itu, guru menunjuk jenis kata sifat yang ada di gambar dan mengucapkan secara benar kemudian ditulis di papan tulis.</li> <li>4. Kemudian, guru meminta siswa untuk mengucapkan kata tersebut berulang-ulang secara benar, dan meminta siswa untuk menuliskan di buku mereka.</li> <li>5. Di akhir pembelajaran, siswa diberikan lembar kerja untuk mengecek pemahaman siswa tentang materi yang telah di ajarkan.</li> </ol>
Kegiatan penutup (10*)	<ol style="list-style-type: none"> <li>1. Guru menanyakan kesulitan yang dihadapi ketika proses pembelajaran.</li> <li>2. Guru meminta siswa untuk menyebutkan kembali kata kerja yang telah di ajarkan.</li> </ol>

#### IV. Pertemuan Keempat

KegiatanPendahuluan 10*	<ol style="list-style-type: none"> <li>1. Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran.</li> <li>2. Memeriksa kehadiran peserta didik sebagai sikap <b>disiplin</b>.</li> <li>3. Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.</li> <li>4. Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya</li> <li>5. Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.</li> <li>6. Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung.</li> <li>7. Memberikan penjelasan tentang jenis-jenis</li> </ol>
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	<p>vocabulary yang akan di ajarkan.</p> <ol style="list-style-type: none"> <li>Guru meminta siswa untuk menyebutkan kembali jenis kata benda, kata kerja, dan kata sifat yang telah dipelajari minggu lalu.</li> <li>Memberikan penjelasan dan contoh mengenai “Adverb”</li> </ol>
Kegiatan Inti (70*)	<ol style="list-style-type: none"> <li>Guru menampilkan sebuah gambar dengan menggunakan projector.</li> <li>Ketika gambar sedang ditampilkan, guru menjelaskan tentang Adverb (kata keterangan).</li> <li>Setelah itu, guru menunjuk jenis kata keterangan yang ada di gambar dan mengucapkan secara benar kemudian ditulis di papan tulis.</li> <li>Kemudian, guru meminta siswa untuk mengucapkan kata tersebut berulang-ulang secara benar, dan meminta siswa untuk menuliskan di buku mereka.</li> <li>Di akhir pembelajaran, siswa diberikan lembar kerja untuk mengecek pemahaman siswa tentang materi yang telah di ajarkan.</li> </ol>
Kegiatan penutup (10*)	<ol style="list-style-type: none"> <li>Guru menanyakan kesulitan yang dihadapi ketika proses pembelajaran.</li> <li>Guru meminta siswa untuk menyebutkan kembali kata keterangan yang telah di ajarkan.</li> </ol>

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## CURRICULUM VITAE



Norzulya Aries, she was born in Malaysia August 25<sup>th</sup> 1996. She comes from Sidenreng Rappang regency. She is the second child from five children of Aries Hemmu and Nurdiana Zaini. She has four brothers no sister. Her brothers's name are Riezaldy Aries, Riecardy Aries, Rieyandy Aries, and Riefaldy Aries.

In her education, she started her study in elementary school at SDN 5 Passeno, in 2003 until 2009, she continued her study in junior high school at SMPN 3 Baranti in 2009 until 2012, she continued her study at MAN Sidenreng Rappang in 2012 until 2015. After that, she registered at Stage Islamic Collage of Parepare (STAIN) and now was changed become Islamic Institut Parepare (IAIN). On 2020 she completed her Skripsi under the title "Teaching Vocabulary Through Students' Visual Spatial Intelligence at The Second year of MAN Sidenreng Rappang".

