

A THESIS
THE EFFECT OF PICTO TEXT GLOSSES TO STUDENTS' VOCABULARY
MASTERY AT THE SEVENTH GRADE OF MTS DDI PALIRANG



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ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE

2024

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Submitted to the English Program of Tarbiyah Faculty of State Islamic
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Degree of Sarjana Pendidikan (S. Pd.)

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2024

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Students' Vocabulary Mastery at The
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Parepare, 31 Mei 2023

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Stated that her self conducted this thesis, if it can be proved that is copied, duplicated or complied by other people, the degree that has been gotten would be postponed.

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ABSTRACT

Nurul Hikmah. *The Effect of Picto Text Glosses to Students' Vocabulary Mastery at The Seventh Grade of MTs DDI Palirang* (Supervised by Zulfah and Yulie Asni)

Vocabulary is very important because people cannot communicate well if they lack vocabulary. Some students at the seventh grade of Mts DDI Palirang are still new to English and lack vocabulary. Picto text glosses is learning media that combines picture and text. This study aims to examines the effect of picto text glosses to students' vocabulary mastery at the seventh grade of MTs DDI Palirang.

This research design uses a quasi-experimental method with one experimental class and one control class. The population of this study was 52 students, and the sample was 52 students, selected through total sampling. This research used a vocabulary test instrument consisting of 20 multiple choice tests, 10 match the picture with the words, 10 complete the sentence based on the picture, and 10 translate the sentence. In this research, there are stages, namely pre-test, treatment, and post-test. Calculations of the data in this study were analyze using descriptive and inferential statistical analysis.

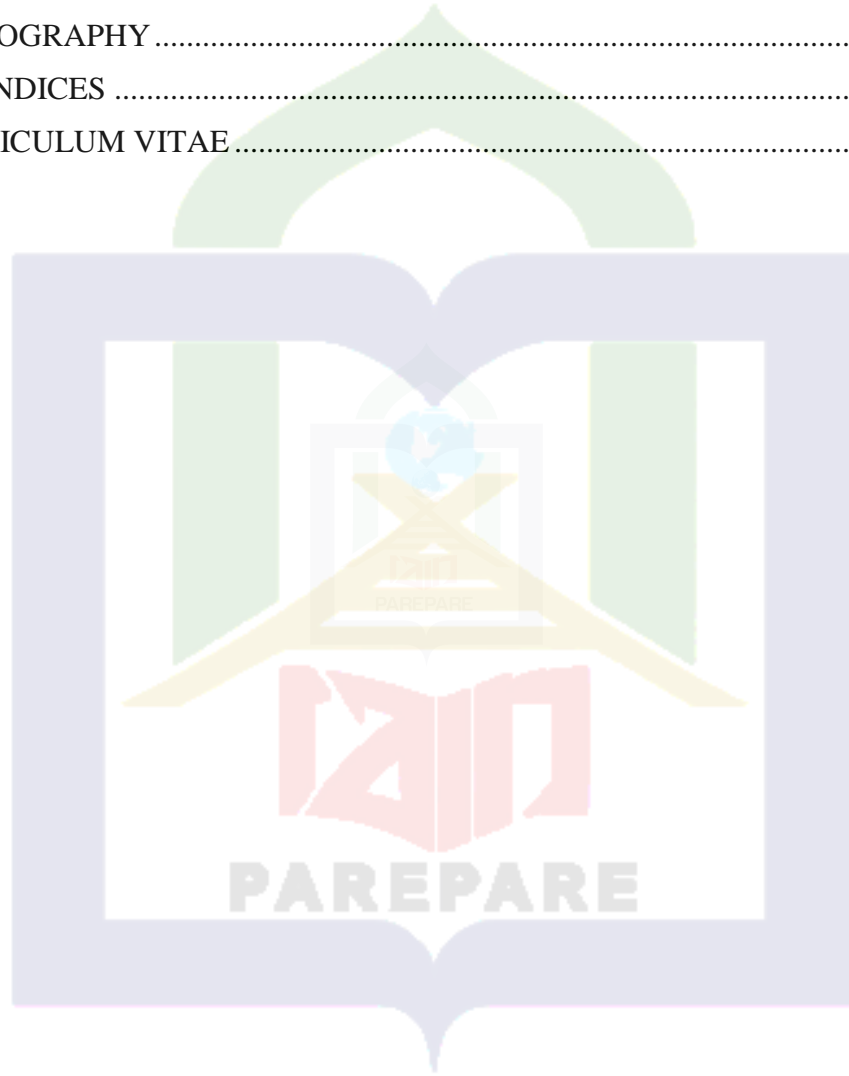
The findings show that picto text glosses able to improve students' vocabulary mastery. The students score in experimental class is higher than students score in control class. Experimental class mean post-test result of 85.00 and the score control class mean post-test result of 70,19. The results of the data analysis show that the t-test score is higher than the T table. This indicates that H_0 rejected and H_a accepted where there is a significant difference in students' vocabulary mastery after teach by use picto text glosses.

Keyword: Picto Text Glosses, Vocabulary Mastery.

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TRANSLITERATION AND ABBREVIATIONS

A. Transliteration

1. Consonants

Arabic consonant phonemes which in the Arabic writing system are symbolized by letters, in this transliteration some are symbolized by letters and some are symbolized by signs, and some are symbolized by letters and signs.

List of Arabic letters and their transliteration into Latin letters:

Letters	Name	Latin Letters	Name
ا	Alif	Not Denoted	Not Denoted
ب	Ba	B	Be
ت	Ta	T	Te
ث	Tsa	Ts	te dan sa
ج	Jim	J	Je
ح	Ha	ḥ	ha (with a dot below)
خ	Kha	Kh	ka and ha
د	Dal	D	De
ذ	Dzal	Dz	de and zet
ر	Ra	R	Er
ز	Zai	Z	Zet
س	Sin	S	Es
ش	Syin	Sy	es and ya

ص	Shad	ş	es (with a dot below)
ض	Dhad	ḍ	de (with a dot below)
ط	Ta	ṭ	te (with a dot below)
ظ	Za	ẓ	zet (with a dot below)
ع	‘ain	‘	Inverted commas up
غ	Gain	G	Ge
ف	Fa	F	Ef
ق	Qaf	Q	Qi
ك	Kaf	K	Ka
ل	Lam	L	El
م	Mim	M	Em
ن	Nun	N	En
و	Wau	W	We
هـ	Ha	H	Ha
ء	Hamzah	‘	Apostrof
ي	Ya	Y	Ye

Hamzah (ء) which begins a word follows its vowel without any sign. If it occurs in the middle or at the end, it is written with a sign (‘).

2. Vocal

- a. Single vowels (monoftong) Arabic whose symbols are signs or harakat, transliterated as follows:

Sign	Name	Latin Letters	Name
اَ	Fathah	A	A
اِ	Kasrah	I	I
اُ	Dhomma	U	U

b. Arabic double vowels (diphthongs) whose symbols are a combination of harakat and letters, transliterated in the form of a combination of letters, namely:

Sign	Name	Latin Letters	Name
اَيّ	Fathah and Ya	Ai	a and i
اَوّ	Fathah and Wau	Au	a and u

Example:

كَيْف:Kaifa

حَوْل: Haula

3. Maddah

Maddah or long vowels whose symbols are harkat and letters, transliterated in the form of letters and signs, namely:

Example:

Harkat and Letters	Name	Letters and Marks	Name
اَيّ / نا	Fathah and Alif or ya	Ā	a and line above
اِيّ	Kasrah and Ya	Ī	i and line above
اِيّ	Kasrah and Ya	Ī	i and line above

نُو	Kasrah and Wau	Ū	u and line above
-----	----------------	---	------------------

Example:

مات	: māta
رمى	: ramā
قيل	: qīla
يموت	: yamūtu

4. Ta Marbutah

There are two transliterations for tamarbutah:

- Tamarbutah which is alive or received fathah, kasrah and dammah, is transliterated as [t].
- Tamarbutah that dies or gets a sukun, the transliteration is [h].

If the last word with tamarbutah is followed by a word that uses the article al- and the reading of the two words is separated, then the tamarbutah is transliterated with ha (h).

Example:

رَوْضَةُ الْجَنَّةِ	: rauḍahal-jannah atau rauḍatul jannah
الْمَدِينَةُ الْفَاضِلَةُ	: al-madīnahal-fāḍilah atau al-madīnatulfāḍilah
الْحِكْمَةُ	: al-hikmah

5. Syaddah (Tasydid)

Syaddah or tasydid which in the Arabic writing system is symbolized by a tasydid sign (ّ), in this transliteration is symbolized by a repetition of letters (double consonants) which is given a syaddah sign.

Example:

رَبَّنَا	: <i>Rabbanā</i>
نَجَّيْنَا	: <i>Najjainā</i>
الْحَقُّ	: <i>al-haqq</i>
الْحَجُّ	: <i>al-hajj</i>
نُعْم	: <i>nu‘ima</i>
عُدُو	: <i>‘aduwwun</i>

If the letters *ى* bertasydid at the end of a word and preceded by the letter kasrah *يَ*, then it is transliterated as the letter *maddah* (i).

Example:

عَرَبِيٌّ: Arabi (not ‘Arabiyy or ‘Araby)

عَلِيٌّ : ‘Ali (not ‘Alyy or ‘Aly)

6. Article

The article in the Arabic writing system is symbolized by the letters *لا* (*alif lam ma’arifah*). In this transliteration guideline, the article of clothing is transliterated as usual, *al-*, both when it is followed by shamsiah letters and qamariah letters. The article does not follow the sound of the letter directly following it. The article is written separately from the word that follows it and is connected with a horizontal line. (-). Example :

السَّمْسُ : *al-syamsu* (not *asy- syamsu*)

الزَّلْزَلَةُ : *al-zalزالah* (not *az-zalزالah*)

الفَلْسَفَةُ : *al-falsafah*

الْبِلَادُ : *al-bilādu*

7. Hamzah

Rules for transliterating hamzah letters into apostrophes (‘) only applies to hamzahs located in the middle and end of words. However, if the hamzah is located at the beginning of the word, it is not symbolized, because in Arabic writing it is an alif.

Example:

تَأْمُرُونَ	: <i>ta'murūna</i>
النَّوْعُ	: <i>al-nau'</i>
شَيْءٌ	: <i>syai'un</i>
أُمِرْتُ	: <i>Umirtu</i>

8. Arabic words commonly used in Indonesian

Arabic words, terms or sentences that are transliterated are words, terms or sentences that have not been standardized in Indonesian. Words, terms or sentences that are already common and part of the Indonesian language treasury, or are often written in Indonesian writing, are no longer written according to the above transliteration method. For example, the word Al-Qur'an (dar Qur'an), Sunnah. However, if these words are part of a series of Arabic texts, then they must be transliterated as a whole.

Example :

Fīzilālal-qur'an

Al-sunnahqablal-tadwin

Al-ibāratbi 'umum al-lafzlābi khusus al-sabab

9. Lafzal-Jalalah (الله)

The word "Allah" which is preceded by particles such as the letters jar and other letters or acts as a mudafilaih (nominal phrase), is transliterated without the letter hamzah.

Example:

دِينُ اللَّهِ : *Dīnullah*

بِاللَّهِ : *billah*

As for the tamarbutah at the end of a word that is attributed to lafzal-jalālah, it is transliterated with the letter [t]. Example:

هُمُ فِي رَحْمَةِ اللَّهِ : *Humfīrahmatillāh*

10. Capital Letters

Although the Arabic writing system does not recognize capital letters, in this transliteration they are also used based on the prevailing Indonesian spelling guidelines (EYD). Capital letters, for example, are used to write the initial letter of proper names (person, place, month) and the first letter at the beginning of a sentence. If a proper name is preceded by the article (al-), then the initial letter of the proper name is written in capital letters, not the initial letter of the article. If it is at the beginning of a sentence, then the letter A of the article is capitalized (A). Example:

Wa māMuhammadunillārasūl

Inna awwalabaitinwudi‘alinnāsilladhībīBakkatamubārakan

Syahrū Ramadan al-ladhūnzilafīhal-Qur’an

Nasir al-Din al-Tusī

AbūNasral-Farabi

If a person's legal name uses Ibn (son of) and Abū (father of) as the second last name, then both last names must be mentioned as the last name in the bibliography or reference list. Example:

Abūal-Walid Muhammad ibnu Rusyd, ditulis menjadi: Ibnu Rusyd, Abūal-Walīd Muhammad (bukan: Rusyd, Abūal-Walid Muhammad Ibnu)

NaṣrḤamīdAbū Zaid, ditulis menjadi: Abū Zaid, NaṣrḤamīd (bukan:Zaid, NaṣrḤamīdAbū)

11. Abbreviations

Some of the standardized abbreviations are:

swt.	=	<i>subḥānahūwata ‘āla</i>
saw.	=	<i>ṣallallāhu ‘alaihi wasallam</i>
a.s.	=	<i>‘alaihi al- sallām</i>
H	=	Hijriah
M	=	Masehi
SM	=	Sebelum Masehi
l.	=	Lahir tahun
w.	=	Wafat tahun
QS .../...: 4	=	QS al-Baqarah/2:187 atau QS Ibrāhīm/ ..., ayat 4
HR	=	Hadis Riwayat

Some abbreviations in Arabic:

ص	=	صفحة
دم	=	بدون
صلعم	=	ﷺ
ط	=	طبعة
بن	=	بدون ناشر
الخ	=	إلى آخرها / إلى آخره
ج	=	جزء

Some abbreviations used specifically in the reference text need to be explained, including the following:

ed. : Editor (or, eds. [from the word editors] if more than one editor). Since in Indonesian the word "editor" applies to either one or more editors, it can remain abbreviated as ed. (without the s).

et al. : "And others" or "and friends" (abbreviation of et alia). Alternatively, the abbreviation et al. ("and friends") is used, written in regular/straight letters.

Cet. : Printings. Information on the frequency of printings of books or similar literature.

Terj. : Translation (by). This abbreviation is also used for translated works that do not mention the name of the translator.

Vol. : Volume. Used to indicate the number of volumes of a book or encyclopaedia in English. For Arabic books, the word juz is usually used.

No. : Number. Used to indicate the number of numbers of periodical scientific works such as journals, magazines, etc.

CHAPTER I

INTRODUCTION

A. Background

Learning vocabulary is very important because people cannot communicate well if they lack vocabulary, vocabulary is involved in each language skill so clearly very important vocabulary must be mastered by learners in general, by understanding the vocabulary students will be able to learn many things from various sources¹. Besides that, vocabulary is the basic competence that must be reached by student in order to get other competencies such as, reading, writing, listening, and speaking. It is difficult to master the other competences without mastering and understanding the vocabulary.

Learning English vocabulary seems easy, but most students are still afraid of it. So, it must be taught early, especially for the junior high school level. Even though it should be given at the elementary level because English is not the mother tongue of Indonesian students so the junior high level is the level where students must be taught the basic elements of the language and must be understood and remembered well by students. So thus, this level determines how students' understanding in using the language.

There are many methods, techniques and media for teaching vocabulary that are taught in class that is fun and interestingly presents learning material to create an effective and efficient teaching and learning process so that it can

¹ Syaharuddin, Implementing Direct Method to Stimulate Students' Vocabulary Mastery at The First Grade of MTs IUJ DDI Lerang-Lerang (Thesis; Department of English Education: Parepare,

imprint in students' memories, so after learning is complete students do not immediately forget. One of media that used by researcher is using Picto Text Glosses.

The use of textual and pictorial glosses will enter the cognitive system through both humans presenting and manipulating knowledge: the visual-image channel and the auditory-verbal channel. Mayer argues that “meaningful learning occurs when learners engage in active processing in channels, including selecting relevant words and images, organizing them into coherent pictorial and verbal models, and integrating them with each other and with prior knowledge”². Picto text glosses contains familiar object, things or actions which the students can hear and see the word spelled correctly and directly, then they analyse word by word. The students also can read the vocabulary, so it can make the students understand and make it easier to memorize the vocabulary.

From the result of observation made by researcher at MTs DDI Palirang, some students were new to English at this level and some already knew English since they were in kindergarten or elementary. Unfortunately, these students have still lacking of Vocabulary, some of them did not know the meaning of word in English. They often have difficulty understand the meaning of a word vocabulary. These problems happened because teachers employ an inappropriate teaching technique which made students difficult to digest new vocabulary. In the school, vocabulary is taught conventionally where the teacher mentioned the vocabulary and at the same time, they will likely to forget those words then they

² Yanguas, I. (2009). Multimedia glosses and their effect on L2 text comprehension and vocabulary learning. *Languange Learning & Technology*, vol. 13 No 2, p. 51. Retrieved from <http://lt.msu.edu/vol12num2/yanguas.pdf>

were asked to memorize them and over the time they will likely to forgot those words. Besides that, they did not also give full attention and not interesting to English learning. In other hand, they do not know how to pronouncing the word correctly. In addition, English vocabulary is different from Indonesia viewed from, including pronunciation and spelling so the way of how pronouncing the word in English is quite different from writing and spelling.

In addition, teachers in teaching vocabulary still use the note-taking method, where the teacher would write down a list of vocabulary words and the meanings and then ask students to copy them into their book. The teacher does not use special methods or techniques to teach vocabulary in the classroom other than whiteboard and marker, according the learning media available in schools is also limited yet using advanced technology such as television or mobile tablets which were used in schools today. These things make students tend to forget immediately after taking notes because the learning does not attract the attention of students learning and was less memorable.

Based on the description above, students' vocabulary mastery is very lacking, approximately 70 vocabularies mastered by seventh grade students at MTs DDI Palirang. Therefore, the researcher will use picto text glosses to improve student vocabulary. So, the researcher will conduct research with the title “the effect of picto text glosses to students’ vocabulary mastery at the seventh grade of MTs DDI Palirang”.

B. Research Question

Based on the background above, the researcher formulates the following question: Is picto text glosses able to improve to students' vocabulary mastery at the seventh grade of MTs DDI Palirang?

C. The Objective of the Research

Based on the formulation of the problem above, the objective of this research is to examine the effect of picto text glosses to students' vocabulary mastery at the seventh grade of MTs DDI Palirang.

D. Significant of the Research

The significant of the study is to examine the using of Picto Text Glosses to students' vocabulary mastery at the seventh grade of MTs DDI Palirang.

1. For students', the finding of the study is expected to make a useful another way to use their vocabulary by Picto Text Glosses.
2. For teacher, the result of this study is directly intended to provide more understanding way of teaching students' and Picto Text Glosses to students' vocabulary mastery.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

Related to this research, some previous studies are similar or in line with this study. Some of them are:

Kirani in her research 'The Effectiveness of Picto Text Glosses to Improve Students' Vocabulary Mastery at the Seventh Grade of SMP Negeri 12 Parepare'.³ This research was conducted in 2020 at SMP Negeri 12 Parepare, with the research subjects being 30 students in class VII-2. The researcher used a pre-experimental design with one group post-test design. The data collection uses test and questionnaire. The result of the research there was a significant difference between the result before getting treatment and after getting treatment, the difference between the mean score of pre-test and post-test score was 50.67 and 83, I this research, it was concluded that the picto text flosses was effective in increasing students' vocabulary mastery.

Anita Fitria Nurwulan in her research 'Picto Textual Glosses in Teaching Vocabulary'.⁴ This research was conducted in 2020 at Mutiara 1 junior high school, with research subject being 30 students in class 8th. This research uses quantitative research and experiment research with true experiment design. the instrument of this research was a pre-test and post-test. The result of the research,

³ Kirani, "The Effectiveness of Picto Text Glosses to improve Students' Vocabulary Mastery at the Seventh Grade Students of SMP Negeri 12 Parepare" (Thesis: Department of English Education: Parepare, 2020).

⁴ Anita Fitria Nurwulan, Sobari. (2020) Picto Textual Glosses in Teaching Vocabulary. *Profesional Journal of English Education*, Vol. 3 No. 2.

the difference between the mean score of pre-test and post-test score was 46.23 and 74.33 in the experimental class respectively, it can be concluded that use of picto text glosses can improve students' vocabulary.

Luki Emiliya Hidayat in his research 'Picto-Text Glosses to Enhance Students' Reading Comprehension'.⁵ In this research help students develop the skills they need to read more effectively in a variety of ways, teachers should plan pre-reading, while-reading, and post-reading activity. In addition, helping students improve their reading comprehension because it has several benefits that include preventing incorrect guessing, minimizing interruption caused by looking up the dictionary, connecting background knowledge and the text, and encouraging students' autonomy.

Dr. Peyman Rajabi in his research 'The Potential Influences of Pictorial and Textual Glosses as a CALL Study on Improving Iranian Intermediate EFL Learners Vocabulary Level'.⁶ This research helps students understand the glossiness of picture, a combination of both textual and graphic definitions may be able to better reveal the underlying meaning to students. This additional elaboration may lead to deeper word understanding and higher motivation. Multimedia glosses create a pleasant environment, facilitate learning, help retain material in students' minds.

⁵ Luka Emiliya Hidayat (2016) Picto-Text Glosses to Enhance Students' Reading Comprehension. *OKARA Journal of Language and Literature*, Vol. II Tahun X.

⁶ Peyman Rajabi, Jamshid Mashhadi (2017) The Potential Influences of Pictorial and Textual Glosses as a CALL Study on Improving Iranian Intermediate EFL Learners Vocabulary Level. *IJELR: International Journal of English Language, Literature and Translation Studies*, Vol. 4. ISS 3.

Wen-Chiao Yu in her research ‘Taiwanese Senior High School Students’ Conceptions of Textual and Visual Elements in English Textbook: An Exploratory Study’.⁷ This research investigates students learning outcomes supported by multimodal resources, ranging from their potential to stimulate memory and vocabulary retention, improve comprehension, meet individual learning needs and motivate learning. This suggests that the presence of text and images not only facilitates language learning both cognitively and affectively.

Based on the results of previous research that has been used as a reference, there is a fundamental difference between the research being carried out and previous research. The main difference between the current research and the previous research lies in the location of the previous study. Previous research was conducted in the Parepare, Bandung, and Iranian areas. Previous research above focused on students' abilities in terms of vocabulary and reading, some previous studies used tests as instruments, as well as researchers. The difference is, in this study will use a quantitative approach with a quasi-experimental design. Then it will be applied to analyze students' ability to develop vocabulary in grade VII MTs DDI Palirang.

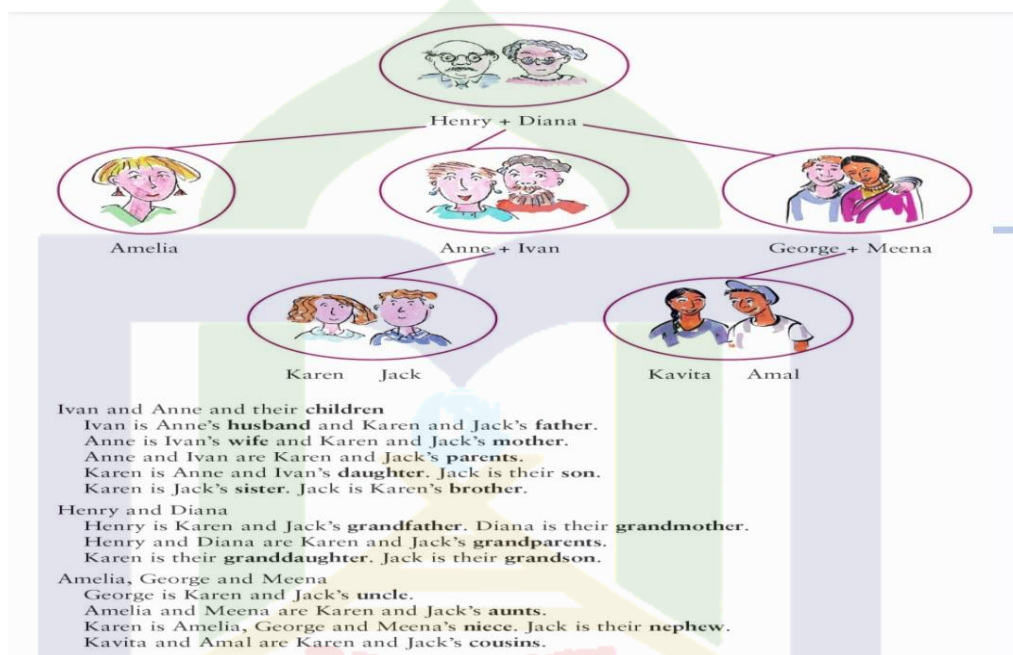
B. Some Pertinent Ideas

1. Picto Text Glosses

Glosses serve as an intervention implemented to enhance the textual input and, thus, improve the reading comprehension. Glosses can be categorized into three groups, namely textual-only, picture-only, and picto-

⁷ Wen-Chiao Yu, Peichin Chang. (2019). Taiwanese Senior High School Students’ Conceptions of Textual and Visual Elements in English Textbook: An Exploratory Study. *Taiwan Journal of TESOL*, Vol. 16.2, 71-99.

textual.⁸ Other related research previously conducted glosses and used several types of materials, one of which was to improve reading comprehension. This study only focuses on vocabulary and focuses on the type of picto-textual glosses, which is combination of pictorial and textual glosses.



Picture 2.1 Picto Text Glosses

Picto textual glosses is one of another media that use multimedia. This media is to make student easy remember vocabulary and the meaning. It is also will make students motivated to learn English. This media almost same with learning use picture and picture. Arsyad believes that use visual-based media (image or imagery) plays a very important rule in the learning process.⁹ Using

⁸ Piyawan Rungwaraphong. (2020). Using Glosses for Vocabulary Assistance in Thai EFL Reading Class: An Investigation of Preferences, Effective Types and Elements. *Journal of Foreign Language Teaching*, vol. 17 No. 1, p. 302-303.

⁹ Anita Fitria Nurwulan, Sobari. (2020) Picto Textual Glosses in Teaching Vocabulary. *Profesional Journal of English Education*, Vol. 3 No.2, p. 169.

images in multimedia will stimulate students to be more interested in the material presented.

Picto-textual glosses which is one kind of glosses in text(s). Nation defined gloss as a brief definition or synonym of unknown words provided in text in L1 or L2. As the name stated, picto-textual glosses mean the combination of pictorial and textual glosses that provided in the text(s) as a brief definition or synonym of the words to help readers understanding the words given.¹⁰

Picto text glosses can improve vocabulary acquisition by reading and viewing a combination of picture and English reading text. In vocabulary materials with picto text glosses, students can read text related to their expertise of certain words that they are not familiar with and see picture and definitions. So, in this way, picto text glosses can improve learners' vocabulary acquisition.

a. Procedure of Picto Text Glosses

As written previously that is picto-textual glosses, which is combination of pictorial and textual glosses. Nagaraj stated, picture is found everywhere, they can be drawn either on the blackboard or chart paper or even cut-outs. For most people, Brown stated, pictures provide feeling that they make contacts with the real world.¹¹ There are procedure to use picto text glosses in the class:

- 1) Using visual-based media (pictures)

¹⁰ Nation, I.S.P. (2002). *Learning Vocabulary in Another Language* (Cambridge: Cambridge University Press), p. 153.

¹¹ Jatmiko, J. and Jauhari, T. The effectiveness of Using Picture to Teach Vocabulary at Elementary School. *ANCOSH: Annual Conference on Social Science and Humanities*, 2018, p. 367.

- 2) Selecting relevant words and pictures
 - 3) Organizing into coherent image and vocabulary models
 - 4) Integrate with each other
- b. The Benefits of Using Picto Text Glosses for Students

Using picto text glosses allows students to quickly see and understand words word of word, facilitating students' vocabulary acquisition. By providing interesting vocabulary materials, you can motivate your students learning fun using picto textual glosses. Luki Emilia Hidayat in his research said that picto textual glosses is potential to helping students improve their reading comprehension because it has several benefits that include preventing incorrect guessing, minimizing interruption caused by looking up dictionary, connecting background knowledge and the text, and encouraging students' autonomy.¹²

c. Learning Media

According to Heinich, media is a communication channel tool. Media comes from latin and plural form of the word "medium" which literally means "intermediary", namely the intermediary between the source of the message (a source) and recipient of the message (a receiver). Heinich gave examples of media such as film, television, diagrams, printed material, computers, and instructors. Examples of these media can be considered as learning media if

¹² Luka Emiliya Hidayat (2016) Picto-Text Glosses to Enhance Students' Reading Comprehension. *OKARA Journal of Language and Literature*, Vol. II Tahun X, p. 172-173

they carry message in order to achieve learning goals. Heinich also linked the relationship between media and message and methods¹³.

Munadi states that learning media can be understood as “anything that can convey and distribute message from a planned source so as to create a conducive learning environment so that the recipient can carry out the learning process efficiently and effectively”¹⁴

It can be concluded that learning media is a container of messages, the material to be conveyed is the learning message, the goal to be achieved is the learning process. Furthermore, the creative use of media will increase the possibility for students to learn more, memorize what they learn better, and improve their performance in performing skills in accordance with the learning objectives.

1) Types of Learning Media

There are four types of learning media, which are text, audio, visual, motion, real object and model, and people¹⁵:

¹³ Direktorat Jenderal Pendidikan Islam, “Media Pembelajaran”, Cet.II (Edisi Revisi), 2012. p. 10

¹⁴ E Maparji, M I Mahali and R A S Putra “Survey on How to Select and Develop Learning Media Conducted by Teacher Professional Education Participants”, *Journal of Physics: Conference Series 1140 012014* (2018), p. 3.

¹⁵ E Maparji, M I Mahali and R A S Putra “Survey on How to Select and Develop Learning Media Conducted by Teacher Professional Education Participants”, *Journal of Physics: Conference Series 1140 012014* (2018), p. 3-4.

a) Text

The most commonly used learning media is text media. This type of text media is used to convey learning materials in the form of books, posters, whiteboards, computer screen and others.

b) Audio

Audio learning media is a learning media that uses a tool to facilitate a process of teaching and learning activities. Where the available tools or media contain material along with teaching methods that have been designed by a teacher to carry out learning activities. In addition, audio media can be used and can be adjusted to the level of student ability. Audio that displays messages must be motivating. Audio learning media, includes everything that can be heard, such as human voice conversations, musical sounds, mechanical machine sounds, and others.

c) Visual

Visual type learning media such as diagrams on posters, pictures attached to the wall (e.g wall charts), pictures on the blackboard using chalk or markers, charts in textbooks, photographs of objects, and others.

d) Motion

Motion is learning media in the form of motion such as video tapes, movies, and animations. Real objects or models are three-dimensional learning media that can be touched and held by students. Example of learning media in the form of models commonly used in vocational learning is “trainers”.

e) Human

The last type of media is human, namely teachers, students, or experts in their fields. Students can learn through teachers, fellow students, or to people who are experts in their fields.

2. Vocabulary

Vocabulary is all words that a person knows or uses in language. Vocabulary is said to be a collection of words in a language that have meaning and are used to communicate with other people and express opinions.

Hiebert and Kamil in Kusrini define vocabulary as knowledge of the meaning of words that come through two forms, namely spoken and printed.¹⁶ Vocabulary is knowledge about a particular language that a person can acquire through various activities such as speaking, listening, writing and reading.

Based on the explanation above, it can be concluded that vocabulary is all the words that are known and used by a person in a language.

a) Types of Vocabulary

Biemiller and Slonim propose that students' receptive vocabulary is at least two levels higher than their expressive vocabulary. So, when we read to children, we can use more difficult vocabulary to develop their receptive skills. Expressive word use is often considered more difficult than receptive use. To read or listen, students often only need a general idea of a word and can use syntactic and semantic context clues to help them understand, to use it

¹⁶ Endang Kusrini. Teaching Vocabulary for Junior High School Students using Snake and Ladder Game. *Jurnal Aktif*. 19.4 (2012), p. 2-3

in speech or writing, more precision is needed in both meaning and usage. At school, we want to develop all four of these areas: oral receptive speech (for listening), expressive speech (for speaking), receptive vocabulary (for reading), and expressive vocabulary (for writing)¹⁷.

(1) Listening Vocabulary

In the age range of birth to 6 years children experience a golden age (brilliant age) which is a period where children begin to be sensitive to receive various stimuli. Therefore, development in this early period determines the child's further development later. Success in carrying out developmental tasks at this time will determine success in the text developmental period. Listening is a process of activity listening to oral sound symbols with full attention, understanding, appreciation, interpretation to obtain information, capture content or message and understand the meaning of communication that has been conveyed by the speaker. Understand the meaning of communication that has been conveyed by the speaker through speech or other language.

(2) Reading Vocabulary

In learning the meaning of vocabulary, we must not miss understanding what is meant by reading vocabulary. Basically, reading vocabulary refers to the words that enable us to read and understanding the passage. When we know more words, we can better understand what we are reading. In other words, there is a strong connection between understanding the meaning of words and understanding the story or text.

¹⁷ Blachowicz, Camille L. Z. "Teaching Academic Vocabulary K-8 Practice Across Curriculum". 2013, p. 36.

To improve reading vocabulary, there are several ways that can be done. One of them is by regularly reading any book as often as possible. It's also good if you choose the reading that you like.

(3) Writing Vocabulary

Writing vocabulary is any vocabulary that we can express through writing. We usually find it easier to explain things orally, especially since we can use facial expressions, intonation, and even body movements to help convey ideas. To improve vocabulary in writing, we must start by cultivating the habit of reading process that we can find out the new vocabulary in each of these writings and the vocabulary meaning of each vocabulary.

(4) Speaking Vocabulary

Speaking vocabulary is a collection of words that we use when we speak. We may have experienced that we have a lot of words we want to say but are blocked by various things so that our vocabulary when speaking feels limited. Most adult only use 5,000 to 10,000 words for all conversations and instructions. This number is much less than listening vocabulary which is most likely due to ease of use to nervousness.

In addition, every language has a very large and varied vocabulary, but in the case of English vocabulary is classified into several types. Burton and Humpries classified vocabulary into two types, namely general vocabulary and special vocabulary. General vocabulary refers to all words used in a general sense, where there are disciplinary boundaries or restrictions the use

of words. Special vocabulary refers to terms from a particular field or specialized field, so there are limitations to its use.¹⁸

(1) Word Classes

There are eight classes of words or parts of speech for understanding English. A word class is a collection of groups of words that are included in a linguistic unit based on three categories, namely meaning, form, and function. Each has a unique role in sentence instruction, they are nouns, verbs, adjectives, adverbs, prepositions, conjunction, and determine.

(2) Content Words

According to Fries content words that have meaning, content words can be classified into some types, namely noun, verbs, and adjectives.¹⁹

(a) Noun

Nouns are classified into two types, namely countable noun and uncountable noun. Countable nouns refer to thing that can be counted, and uncountable nouns refer to things that cannot be counted. While based on the class of words, nouns are divided into groups based on their relationship to the word, and are divided into proper nouns and common nouns. Proper nouns refer to people and places such as Asia, Hikmah, or Parepare. Common nouns refer to specific things, but are often divided into concrete nouns and abstract nouns. Concrete nouns refer to real object in the world such as a table, a cat,

¹⁸ Mahda Ariyani, "The Use of Miming Game to Increase Students' Vocabulary Mastery at The Seventh Grade of MTs DDI Polewali Mandar" (Thesis; Department of English Education: Parepare, 2023), p. 9-10

¹⁹ Partohab S.R. Sihombing, 'The Effect of using Jumble Letters in Teaching Vocabulary in Grade Eight Student of SMP Negeri 7 Pematangsiantar', *IJELS: International Journal of English Literature and Social Science*, 4.1 (2019), p. 35.

or a flower. In contrast, abstract nouns refer to ideas and emotions such as truth, love, and imagination.

(b) Verb

Verb is a group of words that generally refer to making an action, for example, the words: run, jump, cook, go, and so on.

(c) Adjective

Adjectives are words used to describe nouns. Adjectives are usually placed after nouns. For example, the words: beautiful, smart, cute, strong, fast, and so on.

b) Kinds of Vocabulary Topic for Pre-Intermediate and Intermediate Level

According to Redman, several vocabulary topics are taught to pre-intermediate and intermediate level students which are selected based on various everyday situations, namely:

(1) The world around us

Animals and insect: monkey, cow, cat, rabbit, and so on.

(2) People

Body movements: run, sit, walk, jump, dance, and so on.

Feelings: happy, angry, confused, scared, and so on.

(3) Work and business

Jobs: teacher, doctor, army, police, and so on.²⁰

From the description above, it can be concluded that pre-intermediate and intermediate level students learn daily vocabulary such as nouns people

²⁰ Stuart Redman. (2017). *English Vocabulary in Use, Pre-Intermediate and Intermediate* (Cambridge University Press)

and animals, action verbs, and also adjectives with aim of introducing vocabulary that relates to students' daily lives.

3. Vocabulary Mastery

Vocabulary mastery is a person's ability to know, understand, and master vocabulary. To learn and use vocabulary effectively, individuals must be involved in the memorization process, have knowledge of the correct pronunciation, and have an understanding of the meaning.

Lewis and Hill argue that vocabulary mastery is a crucial aspect for students. Effective communication does not depend solely on grammar, especially in the early stages of students' language learning when students are encouraged to learn basic vocabulary. Students may face challenges in using English if they do not have sufficient knowledge that is proportional to the needs of the language. Vocabulary assessment can be determined by the criteria of generalization, which includes the ability to provide accurate definitions, and applicability which includes identifying the appropriate context for their implementation.²¹

Vocabulary mastery relates to a person's word range. The concept of mastery is more than just the recognition of the content meaning of certain words. In an alternative definition, a specific definition of vocabulary can be articulated as the ability to recognize not only the meaning of a word, but also its form, grammar, meaning, and word formation.²²

²¹ Lewis and Hill. (1985). *Practical Technique for Language Teaching*.

²² Penny Ur. (2012). *A Course in Language Teaching: Practice and Theory*. (Cambridge University Press, 2012), p. 66.

Mousavian and Siahpoosh (2018) said that the importance of vocabulary mastery to help understand the content of the text more easily.²³ Therefore, a strong vocabulary plays an important role in translating vocabulary. In addition, vocabulary also has an important role in effective communication. Mastering vocabulary can improve students' proficiency in English so that students can participate effectively and accurately in communication.

4. The Indicators of Vocabulary Mastery

The process of mastering vocabulary requires developing knowledge of words first. The learning of vocabulary entails a recurring pattern where individuals find new words, engage in initial understanding, and subsequently encounter these words over and over, there by expanding their understanding of their meaning and contextual use within the target language. Cameron suggested that vocabulary skill contains several components, namely meaning, spelling, pronunciation, and grammar.²⁴

a. Meaning

As explained by Ur, the process of identifying meaning can be achieved by translation, where in learners identify words in their native language that convey the same meaning as the object being taught.²⁵

²³ *Journal of Interdisciplinary Studies in Education* (2019). Vol. 8 (1), p. 171

²⁴ Cameron, *Teaching Language to Young Learners*.

²⁵ Penny Ur. (2012). *A Course in Language Teaching: Practice and Theory*. (Cambridge University Press, 2012), p. 66.

b. Spelling

Spelling is the act of forming words correctly from individual letter or the way that a word is spelt.

c. Pronunciation

Pronunciation refers to the manner in which an individual articulates the sounds of a language when saying a words.

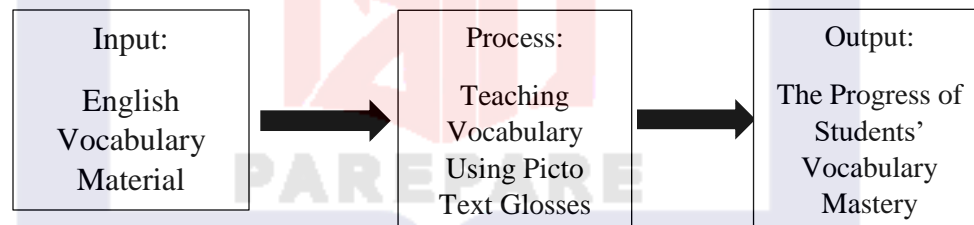
d. Grammar

Rules in a language for changing the form of words and joining them into sentences.

C. Conceptual Framework

In his book *Business Research*, Uma Sekaran explains that a framework is a conceptual model that shows how a theory relates to various elements identified as important issues.²⁶

To facilitate this research, the researcher makes the following framework



Picture 2.2 Conceptual Framework

The researcher determined the first segment to be vocabulary teaching based on the conceptual framework presented above. The second section deals

²⁶Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta Cet. II, p. 95

with explaining vocabulary to students. The third section then discusses the process of teaching vocabulary with the picto text glosses. The aim is to help students understand how to apply the picto text glosses to learn vocabulary. The last stage aims to find out whether the students' vocabulary pronunciation has improved.

D. Hypothesis

The hypothesis is a temporary answer to the formulation of research problems, where the formulation of research problems has been stated in the form of a question sentence. It is said to be temporary, because the answers given are only based on relevant theories, not yet based on empirical facts obtained through data collection.²⁷

Based on the described above, this study states two hypothesis:

- a. H_0 (Null Hypothesis): There is no significant different between control class and experimental class at the seventh grade of MTs DDI Palirang.
- b. H_a (Alternative Hypothesis): There is significant between control class and experimental class at the seventh grade of MTs DDI Palirang.

E. Variable And Definition of Operational Variable

1. Variable of The Research

This study has two variables, namely the independent variable and the dependent variable. The dependent variable is students' vocabulary mastery and the independent variable is picto text glosses.

²⁷Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. (Bandung: Alfabeta.2019)
Cet. II, p. 99-100

2. Definition of Variable

- a. Picto text glosses is one of the media that combines pictures and text to help students understand the vocabulary given in the form of printer materials.
- b. Vocabulary mastery is the ability of students to analyse and understand new words about names of jobs, workplaces, work activities, and work equipment in English.



CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

The researcher was used a quasi-experiment design that would use two classes. Quasi experiment design is one type of research design that uses an experimental technique, one group pre-test and post-test design that compare results with conditions before treatment.²⁸ The main approach used in current research is experimental research.

$$\begin{array}{c} O_1 X O_2 \\ \hline O_3 O_4 \end{array}$$

Where:

O₁ : Experimental group before treatment

O₂ : Experimental group after being given treatment

O₃ : Control group before treatment

O₄ : Control group that was not given treatment

X : Treatment

²⁸ Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta Cet. II, p. 118-120.

B. Location and Duration of the Research

The location of this study was at MTs DDI Palirang. The researcher was employing quantitative research and collected data over a longer period of time than one month.

C. Population and Sample

1. Population

The population in this studied the VII students of MTs DDI Palirang. It consists of 54 students, the number of populations as show below:

Table 3.1 The Population of Students in Class VII

No.	Class	Gender		Total of Students
		Male	Female	
1	VII. 1	14	11	25
2	VII. 2	18	9	27
TOTAL				52

(Data Source: Administration of MTs DDI Palirang)

2. Sample

As the sample, it was used total sampling technique that choose by the researcher in order to get perfect data. This study taken 52 students from seventh grade as the research sample. Researcher divided two classes, class VII.1 as an experimental class using picto text glosses. Then class VII.2 as a control class that is not applied picto text glosses.

D. Instrument of the Research

The researcher utilizing vocabulary test as the instrument. The test used to measure the student vocabulary mastery before and after being taught by using picto text glosses. The tests were given in the form of pre-test and post-test.

The form of the test is in the form of multiple choice totaling 10 numbers, match the picture with the words totaling 10 numbers, complete the sentence below based on the picture totaling 10 numbers and translating the sentence totaling 10 numbers.

E. Procedure of Collecting Data

Research instruments are devices or tools used by researcher to collect data to facilitate their work and provide useful insight. These tools make the data collection process more accurate, thorough, systematic, and easy to process. Every research often uses various research tools to collect data from the field

In collecting of data, the researcher divided in three stages, they are:

1. Pre-Test

Pre-test is a practical test used to measure students' vocabulary to follow a particular course of study or educational experience. Before being given treatment, students took a pre-test for the first time. Before starting the treatment, this exam is used to confirm the students' vocabulary.

2. Treatment

After pre-testing, researcher was used picto text glosses give treatment to the students. In doing treatment, there are several aspects, such as learning objectives, learning materials, learning activities, media to be used, and time.

a. Learning Objectives

- 1) Students can memorize the names of jobs, workplaces, work activities and work equipment in English.
- 2) Students can identify the names of jobs, workplaces, work activities, work activities and work equipment in English.
- 3) Students can construct sentences related to work, workplace, work activities and work equipment in English.

b. Time

Researcher was conducted research for four times meetings. In one meeting, the lesson took last for 60 minutes. So, the total teaching in four meetings is 240 minutes.

c. Learning Materials

The learning material is to describe the type of occupation with text structure using simple present.

d. Media

- 1) Paper
- 2) LCD
- 3) Picto Text

e. Learning Activity

1) First Meeting

- a) Distribute picto text material about types of work to each student (individually).
- b) Students will read the picto text that has been given.
- c) Students will spell the underlined vocabulary and ask the meaning.
- d) Students will translate the picto text that has been given.
- e) The researcher will ask questions about the foreign words to check the students' vocabulary after reading and translating the picto text.
- f) At the end of the session, students will be given vocabulary exercises to assess their vocabulary knowledge. In the vocabulary check exercise, students are given a vocabulary word and asked to write its meaning.

2) Second Meeting

- a) Distribute picto text material about places of work to each student (individually).
- b) Students will read the picto text that has been given.
- c) Students will spell the underlined vocabulary and ask the meaning.
- d) Students will translate the picto text that has been given.
- e) The researcher will ask questions about the foreign words to check the students' vocabulary after reading and translating the picto text.

- f) At the end of the session, students will be given vocabulary exercises to assess their vocabulary knowledge. In the vocabulary check exercise, students are given a vocabulary word and asked to write its meaning.

3) Third Meeting

- a) Distribute picto text material about work activities to each student (individually).
- b) Students will read the picto text that has been given.
- c) Students will spell the underlined vocabulary and ask the meaning.
- d) Students will translate the picto text that has been given.
- e) The researcher will ask questions about the foreign words to check the students' vocabulary after reading and translating the picto text.
- f) At the end of the session, students will be given vocabulary exercises to assess their vocabulary knowledge. In the vocabulary check exercise, students are given a vocabulary word and asked to write its meaning.

4) Fourth Meeting

- a) Distribute picto text material about work equipment to each student (individually).
- b) Students will read the picto text that has been given.
- c) Students will spell the underlined vocabulary and ask the meaning.
- d) Students will translate the picto text that has been given.

- e) The researcher will ask questions about the foreign words to check the students' vocabulary after reading and translating the picto text.
- f) At the end of the session, students will be given vocabulary exercises to assess their vocabulary knowledge. In the vocabulary check exercise, students are given a vocabulary word and asked to write its meaning.

After the treatment or the last meeting, the researcher will give the students post-test to see improvements students' English vocabulary.

3. Post-Test

A post-test is a test given after lesson or time to ascertain what students have learned after treatment. After giving the treatment and using the same process as in the pre-test, the post-test is used to assess students' progress in understanding and translating the vocabulary correctly.

F. Technique of Data Analysis

Data analysis technique was the data which using to be analysed and directed to answer the problem formulation has been determined, then analyses the data using SPSS application.

- a. Scoring the students by using the formula

$$\text{Score} = \frac{\text{Students' Score}}{\text{Total number of items}} \times 100$$

- b. Classifying the score of the students' vocabulary into the classification

Tabel 3.2 Classification Students' Score

Score	Classification
80-100	Very good
66-79	Good
56-65	Fair
40-55	Poor
≤39	Very poor

(Data Source: Sugiyono *Metodologi Penelitian Kuantitatif, Kualitatif dan R&D*)²⁹

To calculate out the average score following formula:

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

Where:

P = Percentage

F = Frequency

N = Total number of samples

To find out the average score following formula:

²⁹Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. (Bandung: Alfabeta. 2019). Cet. II, p. 248

$$\bar{x} = \frac{\sum x}{N}$$

Where:

\bar{x} : Mean Score

$\sum x$: The total number of the students score

N : The number of students

c. To calculate the standard deviation by using the following formula:

$$SD = \sqrt{\frac{\sum f_i(x_i - \bar{x})^2}{n-1}}$$

Where: SD= Standard deviation

$\sum f_i$ = Total interval

N = The total number of students

x_i = Score x to -i

\bar{x} = mean score

d. Finding significant difference between the mean score of the pre-test and post-test by calculating the value of the test using the following formula:

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

Where:

t = Test of significant

D = Mean score

ΣD = The sum of all score

N = Test of significant



CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

This chapter presents data descriptive analysis, inferential analysis, independent T-test and discussion based on the results of this research.

1. Students's scores on the vocabulary test before and after undergoing treatment in the control and experimental class.

After collecting data from both classes, this research used pre-test and post-test to analyze the data, which was facilitated by Microsoft Excel used to calculate some scores, such as mean, minimum score, maximum score, median and mode score between the control class and experimental group. Based on the data that has been collected during the study, a table was obtained as shown in table 4.1 below:

Table 4.1 Student's score of control class and experimental class

No	Category	Eksperiment				Control			
		Score pre-test	Classification	Score Post-test	Classification	Score pre-test	Classification	Score Post-test	Classification
1	Max score	80	Very Good	95	Very Good	85	Very Good	85	Very Good
2	Min score	55	Poor	75	Good	55	Poor	60	Fair
3	Mean	67,8	Good	85	Very Good	67,77	Good	70,18	Good

					Good				
4	Modus	65	Fair	80	Very Good	65	Fair	70	Good
5	Median	65	Fair	85	Very Good	65	Fair	70	Good

Based on the data table of students' score pre-test and post-test control and experimental class above, the results for the categories experimental class include the max pre-test score of 80 with very good classification and the max post-tests score of 95 with very good classification, score min pre-test of experimental class is 55 poor classification and min post-test score is 75 is good classification. In the pre-test the mean score was 67,8 with good classification, the median score was 65, and the modus score was 65 with good classification. And the mean score of post-tests is 80, the median score is 85, and the modus score is 85 with the classification very good. And the results for the categories control class include the max pre-test score of 85 with good classification and the max post-test score of 85 with very good classification, score min pre-test score is 55 with poor classification and min post-test score is 60 with fair classification. In the pre-test mean score was 67,77 with good classification, the median score was 65, and the modus score was 65 with fair classification. And the mean score of post-tests is 70,18, the median score is 70, and the modus score is 70 with the good classification.

2. Students' Classification

The results indicated that the students' acquisition of vocabulary had increased after the treatment. Table 4.2 shows the mean scores of the students' classification pre-test and post-test.

Table 4.2 Students' Classification

No.	Classification	Experiment Pre-test		Experiment Post-test		Control Pre-test		Control Post-test	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%
1.	Very Good	1	4%	23	92%	2	7%	4	15%
2.	Good	11	44%	2	8%	22	82%	13	48%
3.	Fair	11	44%	-	-	2	7%	10	37%
4.	Poor	2	8%	-	-	1	4%	-	-
5.	Very Poor	-	-	-	-	-	-	-	-
	Total	25	100%	25	100%	27	100%	27	100%

From the results of the classification of experiment class pre-test and post-test scores above, the classification on the pre-test of the poor classification frequency is 2 with 8% and the fair classification frequency is 11 with 44% and the good classification frequency is 11 with 44% and very good classification frequency is 1 with 4%. Classification on the post-test, very good classification frequency is 23 with 92%, good classification frequency is 2 with 8%. And the results of the classification of control class pre-test and post-test scores above. The classification on the pretest of the poor classification is 1 with 4% and fair classification frequency is 2 with 7% and good classification frequency is 22 with 82% and very good classification is 2 with 7%. Classification on the post-test, very good classification frequency is 4 with 15% and good classification frequency is 13 with 48% and fair classification frequency is 10 with 37%.

3. Significance Tests

The following are the findings of the Descriptive Analysis of Research Data.

The descriptive statistical test aims to provide an overview or description of a data seen from the mean, standard deviation, maximum, and minimum values. The following are the results of descriptive statistical testing in table 4.3.

Table 4.3 Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean
Pre-test Experiment	25	55	80	1695	67.80
Post-test Experiment	25	75	95	2125	85.00
Pre-test Control	27	55	85	1830	67.78
Post-test Control	27	60	85	1895	70.19
Valid N (listwise)	25				

The table above shows that the highest score of the pre-test experiment is 80 and the lowest is 55. The average value is 67,80. Whereas in the post-test experiment the highest score was 95 and the lowest score was 75. The highest score in the pre-test control was 85 and the lowest value was 55. The average value is 67,78. Meanwhile in the post-test control the highest value was 85 and the lowest value was 60.

Findings of Independent Sample T Test

Independent sample T-test is a method used to compare two groups of means from two different (independent) samples. In principle, the independent sample T-test test functions to find out whether there is a difference in the mean between the 2 populations by comparing the two-sample means.

Table 4.4 Independent Sample T-test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Ngain_Percent	Equal variances assumed	10,531	,012	7,416	50	,039	136,902	18,461	99,821	173,982
	Equal variances not assumed			7,701	27,116	,023	136,902	17,778	100,431	173,372

Based on the table above in the “Equal variance assumed” section, it is known that the Sig (2-tailed) P value is 0.039 < 0.05, so as in the independent sample t-test it can be concluded that H_0 is rejected and H_a is accepted, and it can be concluded that there is a significant difference (real) between the average students' vocabulary mastery after being given treatment between the experimental class using Picto Text Glosses and the control class not using Picto Text Glosses.

B. Discussion

This study was conducted to find out whether the use of picto text glosses affects students' vocabulary mastery. Based on the results of the study, it is known that there is a considerable difference in the pre-test and post-test results. The average

score of the experimental class students in the pre-test was 67.80, while the average score of the post-test was 85.00. While in the control class, the student learning outcomes in the pre-test were 67.78, while the average post-test score was 70.19. This shows the influence and progress in the experimental class using Picto Text Glosses compared to the control class.

To determine whether or not there is a significant effect of using Picto Text Glosses on students' vocabulary mastery, researcher compared the post-test scores of the experimental and control groups by testing the t-test, based on the descriptive statistic test obtained the mean pre-test of $67.80 < 85.00$ from the post-test results, it can be concluded that H_0 is rejected and H_a is accepted.

Based on the results of the study, picto text glosses are an effective way to teach students, especially grade 7 at MTs DDI Palirang who have a lack of learning vocabulary. Learning media is a tool in the learning process both outside and inside the classroom. Picto text glosses is one of the possible media that can help students to improve vocabulary mastery. In line with the theory of Sumardiyani and Sakhiyya said that the success or failure of the teaching-learning process depends on several factors. One of them is the media used by the teacher³⁰. This supporter by Munadi states that learning media can be defined as anything that can channel and distribute messages from a source so as to create a conducive learning environment that allows

³⁰ Sumardiyani, Listyaning and Sakhiyya, Zulfa, Speaking for Instructional Purpose A Handbook, Semarang: IKIP PGRI Semarang PRESS, 2007.

recipients to gain the knowledge, skills, and attitudes needed to achieve learning objectives effectively and efficiently³¹.

Regarding the application of Picto Text Glosses in the classroom, the researcher assumes that there are several factors why the treatment has an impact on students' vocabulary. Picto text glosses can stimulate students' enthusiasm in the learning process. This can be seen when each students asked to take one paper containing vocabulary then they sang a song, and use objects around such as pens to pass to their friends. When the song stopped in the middle, the student who got the pen came forward to write the meaning of the vocabulary they got. It can be seen by most students actively participated in the activity. This activity stimulated students' interest in learning.

The use of picto text glosses allows students to see and understand words quickly. By providing interesting vocabulary materials, teacher can motivate students by giving fun learning using picto textual glosses. Fun learning is an exciting and enjoyable way of learning centered on students' psychology conditions and the environmental atmosphere in conducting teaching and learning activities. Apart from that, fun learning is also one way to create comfortable learning, so that students feel a desire to study³².

³¹ E Maparji, M I Mahali and R A S Putra "Survey on How to Select and Develop Learning Media Conducted by Teacher Professional Education Participants", *Journal of Physics: Conference Series 1140 012014* (2018), p. 3.

³² Ilham Sanjaya, "Pengaruh Metode Fun Learnlanguangeing pada Pembelajaran Gamolan Terhadap Hasil Belajar Peserta didik SD 2 Sulusuban Lampung Tengah" (Skripsi UNILA, Lampung, 2019), hal. 22.

Of the 25 students', 23 students obtained very good classification in the experimental class. As we know, there are 4 indicators of vocabulary mastery, namely meaning, pronunciation, spelling, and grammar³³. Students experienced improvement in spelling letters, before being given treatment students still had great difficulty spelling letters. After being given treatment using picto text glosses, the results showed that students spelled more words correctly and were able to retain more words that had been learned in the material being taught. Viel-Ruma believes that students who listen to the words being dictated, spell the words, and correct themselves on each word that is spelled correctly can improve students' spelling well and correctly³⁴.

Apart from that, improvements were also seen in students' pronunciation of words. Before being given treatment, the student's pronunciation was still very weak. The application carried out in the form of repeated pronunciation to students who experience difficulties and lack confidence in pronouncing words really helps students increase their self-confidence in pronunciation. This is supported by Uchida and Sugimoto that the pronunciation learning model that students like can increase their self-confidence³⁵.

Student improvement also occurred in translating words and grammar. As the results of researcher observations show that students are very poor in mastering vocabulary and this also becomes an obstacle in translating and grammar. By using

³³ Cameron, *Teaching Language to Young Learners*.

³⁴ Kelly J. Williams, *A Synthesis of Reading and Spelling Interventions and Their Effects on Spelling Outcomes For Students' with Learning Disabilities* (Hammil Institute on Disabilities), Vol. 50, Issues 3, 2016.

³⁵ Asma Almusharraf, *EFL Learners' Confidence, Attitude, and Practice Towards Learning Pronunciation*. (DOI: 10.1111/ijal. 12408) 2021, *Int J App Linguistic*.

picto text glosses as a media, students find it easy to translate words and experience an increase in mastering vocabulary. Barus and Soedewa in their research showed that media that is interesting and useful in improving students' mastery of the material provided in each teaching and learning session can improve students' grammar³⁶.

Before the treatment, students were faced with obstacles in memorizing vocabulary, they were lazy in memorizing because they think English is difficult. After the application of picto text glosses in teaching vocabulary in MTs DDI Palirang, students memorize vocabulary easily, students have fun English learning, because the material taught uses strategies that are in accordance with student conditions and make students active in the learning process. According the data above, the researcher believe that using picto text glosses affected students' vocabulary mastery in learning English. As Hammer said that vocabulary is important because it can help people to express their wish and feeling with a lot of vocabulary which they have³⁷.

Students' reading improvement also improvement when they were given treatment. In studying the meaning of vocabulary, we must not miss understanding what is mean by reading vocabulary. Basically, reading vocabulary refers to words that enable us to read and understand a passage. One part of this type of vocabulary is receptive vocabulary or reading vocabulary³⁸. Luki Emilia Hidayat also believes that picto text glosses have the potential to help students improve reading comprehension

³⁶ Ningsih, B. S. U., & Muhayyang, M. The Use of Kahoot to Improve Students' Grammar at SMA Insan Cendekia Syech Yusuf. *ARRUS Journal of Social Sciences and Humanities*, 4(2),2024. 152-159.

³⁷ Jeremy Hammer, *The Principle of English Language Teaching* (New York: Longman,1991), p.55.

³⁸ Blachowicz, Camille L. Z. "Teaching Academic Vocabulary K-8 Practice Across Curriculum". 2013, p. 36.

because they have several benefits, including preventing guessing errors, minimizing interruptions due to looking for a dictionary, connecting background knowledge and text, and encouraging student autonomy. Nagata also supports the use of gloss because it is easier than reading a dictionary, can attract readers to target words, helps students connect words with meaning immediately and in carrying out lexical processing which can ultimately lead to vocabulary retention³⁹.

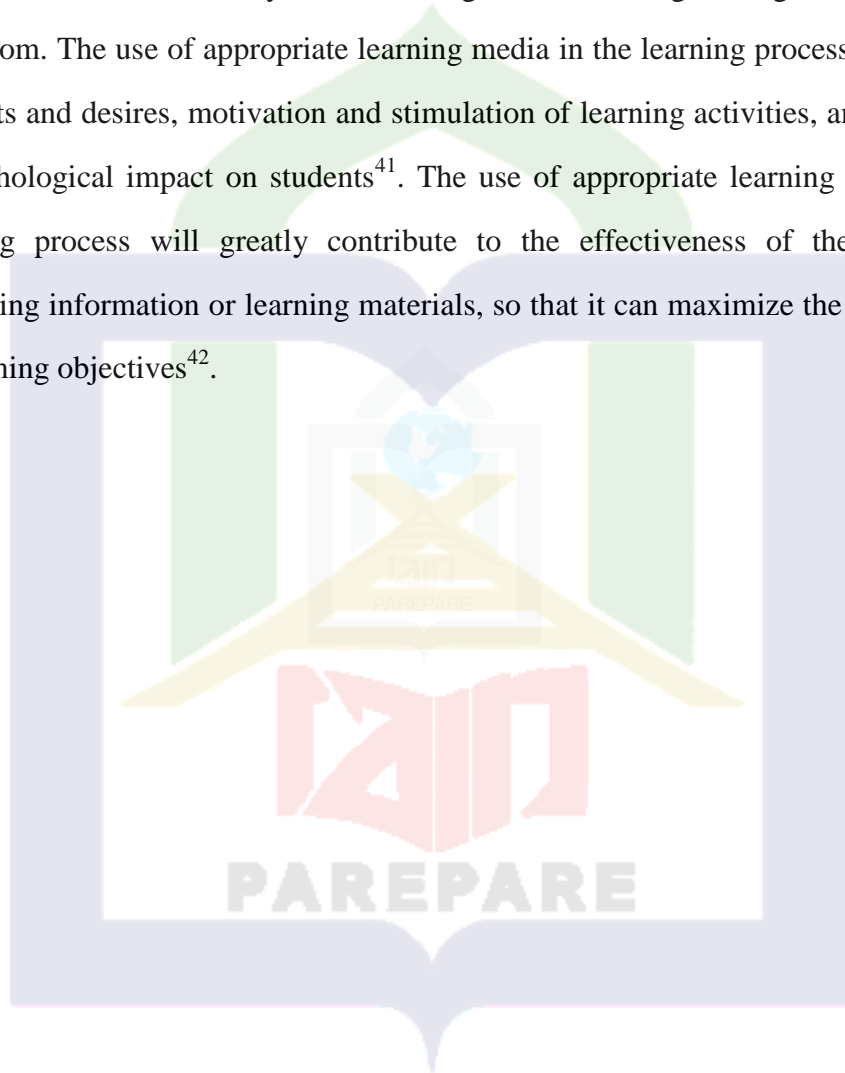
One of the advantages of using picto text glosses is make students easier to understand the material provided to improve their vocabulary. Based on researcher observation, some schools do not allow students to bring cell phones, so students cannot access applications or features that can improve their vocabulary through internet in the school. Looking at these obstacle, picto text glosses can be a solution to use in teaching because it doesn't need students to access internet through their phone.

In addition, vocabulary is a collection of terms or expressions that designate specific areas of the subject matter that students must learn and utilized while discussing them in writing and speech⁴⁰. Because the lack of vocabulary can affect the mastery of the four elements in English (writing, speaking, listening, and reading). The interest of students in vocabulary mastery using picto text glosses is quite high. From the statement, the researcher concluded that using picto text glosses can help students to improve their vocabulary. Students are also more active in the classroom.

³⁹ Luka Emiliya Hidayat (2016) Picto-Text Glosses to Enhance Students' Reading Comprehension. *OKARA Journal of Language and Literature*, Vol. II Tahun X. p. 172-173

⁴⁰ Kirani, "The Effectiveness of Picto Text Glosses to improve Students' Vocabulary Mastery at the Seventh Grade Students of SMP Negeri 12 Parepare" (Thesis: Department of English Education: Parepare, 2020).

According to researcher, picto text glosses are very suitable for junior high school students. Because their English is still basic and require a lot of vocabulary, picto text glosses is able to help improve students' vocabulary. In fact, one of the things make students' lazy to learn English is learning boring material in the classroom. The use of appropriate learning media in the learning process will rise the interests and desires, motivation and stimulation of learning activities, and even have a psychological impact on students⁴¹. The use of appropriate learning media in the learning process will greatly contribute to the effectiveness of the process of delivering information or learning materials, so that it can maximize the achievement of learning objectives⁴².



⁴¹ Tejo Nurseto, "Membuat Media Pembelajaran yang Menarik", *Jurnal Ekonomi & Pendidikan*, Vol 8, No 1, 2013, h. 20-21.

⁴² Pupuh Fathorroman dan M Sobry Sutrikno, *Strategi Belajar Mengajar*, (Bandung: Refika Aditama, 2010), h. 65.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Referring to the findings and discussion of this study, it can be inferred that the implementation of Picto text glosses mode strongly affected students' vocabulary mastery. It was supported by the increase in students' pre-test and post-test. The students' mean scores in both tests were enhanced from "average to good" to "very good". Moreover, the use of picto text glosses indicated a significant effect on students' vocabulary mastery. It was proven by the efference mean score of students on the pre-test experimental class was 67,80, while the mean score for the post-test was 85,00. And the mean score of students on the pre-test control class was 67,78, while the mean score of the post-test was 70,19.

B. Suggestion

Based on the conclusion and implications of the study, some suggestions to the participants closely related to the study were presented below.

1. For the English Teachers

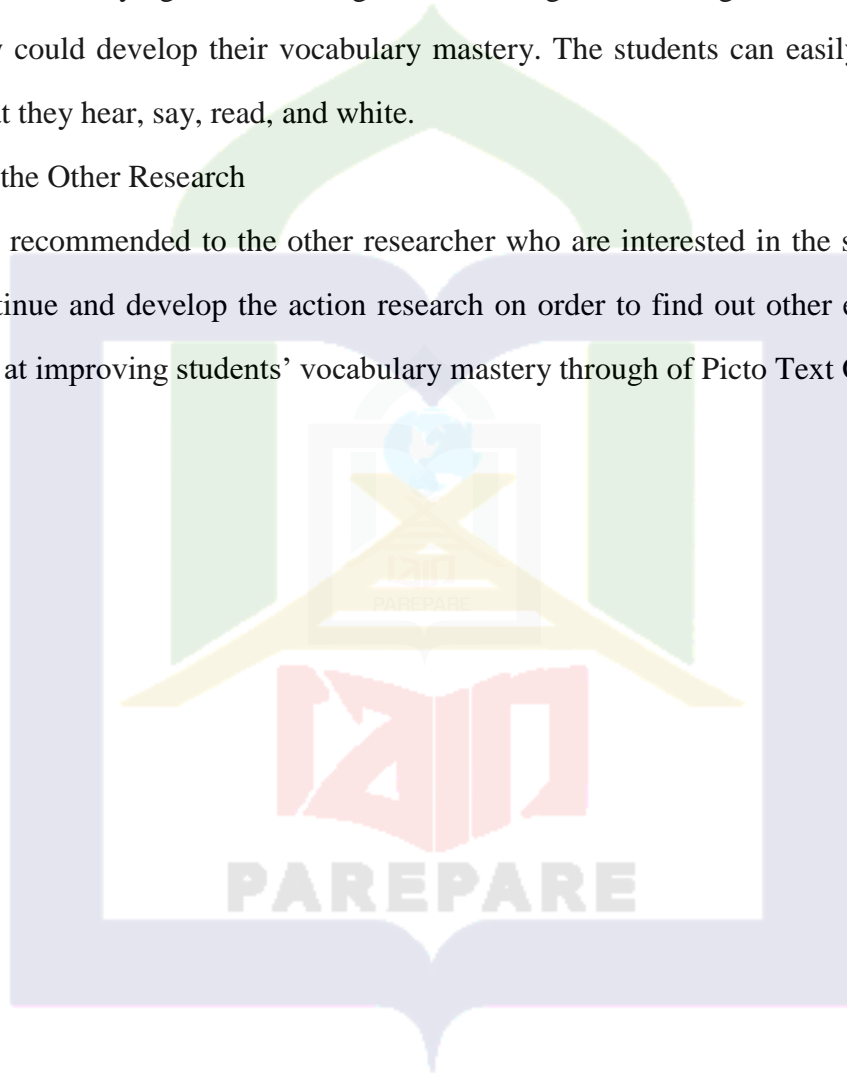
The English teacher has to consider the students' needs and interests for the teaching and learning. It was important for the teacher especially in MTs DDI Palirang effected the students' of using vocabulary mastery. The teacher should create a good atmosphere in the classroom and motivate the students to learn the language.

2. For the Students'

The students had to be more active in the classroom. A further effort needed to be made by the students was to encourage themselves in mastering vocabulary without worrying about making mistakes. It gave advantages for the students if they could develop their vocabulary mastery. The students can easily understand what they hear, say, read, and write.

3. For the Other Research

It is recommended to the other researcher who are interested in the same field to continue and develop the action research on order to find out other efforts in the aim at improving students' vocabulary mastery through of Picto Text Glosses.



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APPENDICES

Appendix 1: Instrument of pre-test and post-test

	<p style="text-align: center;">KEMENTERIAN AGAMA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jl.Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307</p>
	<p style="text-align: center;">VALIDASI INSTRUMENT PENELITIAN PENULISAN SKRIPSI</p>

Nama Mahasiswa : Nurul Hikmah
 NIM/Prodi : 2020203888203048/PBI
 Fakultas : Tarbiyah
 Judul : The Effect of Picto Text Glosses to Students' Vocabulary Mastery
 at the Seventh Grade of MTs DDI Palirang

Instrument of the Pre-test**A. Multiple choice test**

Choose the best answer!

1. A ... makes some food.
 - a. Teacher
 - b. Doctor
 - c. Chef
 - d. Lawyer
2. Fadila is a tailor. He makes ...?
 - a. Clothes
 - b. Bag
 - c. Belt

- d. Ice cream
3. Ali : What is your father's job?
Boy : He is a ... He flies the plane
- a. Doctor
 - b. Farmer
 - c. Postman
 - d. Pilot
4. "tukang cukur" in English is ...
- a. Fisherman
 - b. Sailor
 - c. Barber
 - d. Driver
5. Slamet : What is your father's job?
Painem : He is a ...
Slamet : What does he do?
Painem : He plants rice
Slamet : Where does he works?
Painem : He works in rice fields
- a. Farmer
 - b. Barber
 - c. Judge
 - d. Tailor
6. What does a journal typically do...
- a. Treat patients
 - b. Write new articles
 - c. Paint pictures
 - d. Fly airplanes

7. Which the following jobs involves caring for patients' teeth...
- Dentist
 - Carpenter
 - Painter
 - Scientist
8. What does a librarian typically do...
- Cook food
 - Manage books and assist library patrons
 - Design websites
 - Drive buses
9. What is the main responsibility of a chef...
- Flying airplanes
 - Designing buildings
 - Cooking food
 - Teaching students
10. Which profession involves working with numbers and financial data...
- Artist
 - Accountant
 - Athlete
 - Musician

Answer:

B. Match the picture with the words!

Dentist

Singer

Tailor

Farmer

Army

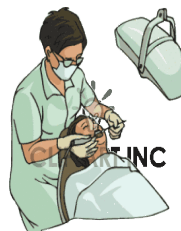
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Clothes

School

Hospital

Police

Noodle

.....

.....

.....

.....

.....



C. Translate this sentence about occupation below!

1. Polisi mengatur lalu lintas
2. Guru mengajar di sekolah
3. Petani bekerja di sawah
4. Penjahit menggambar pola
5. Akuntansi menghitung uang

Instrument of the Post-test

A. Multiple choice test

Choose the best answer!

1. A man who plays guitar is called ...

- a. Drummer
- b. Dreamer
- c. Guitarist
- d. Vocalist

Answer: My father is a ... He drives a plane.

- a. Policeman
- b. Pilot
- c. Postman
- d. Soldier

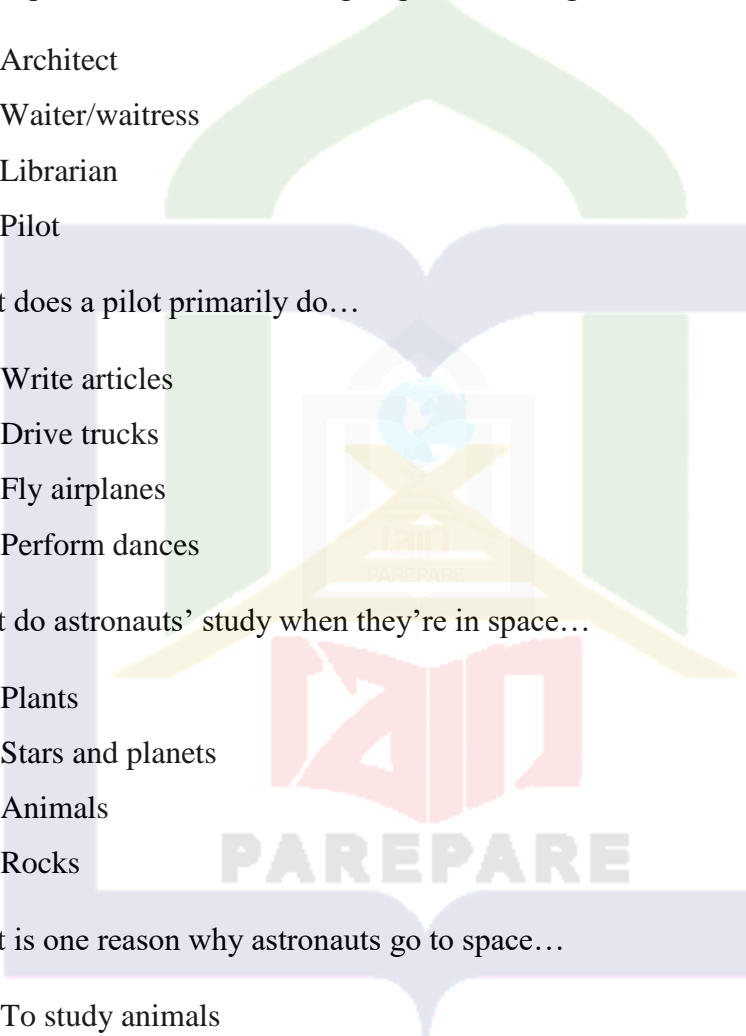
2. After eating or drinking in the restaurant, you give the bill to the ...

- a. Waiter
- b. Cashier
- c. Waitress
- d. Manager

3. My job is to cure peoples, every day I go to hospital, you can see many nurses and patients there. Usually, I use white long coat and surgical clothes. I am ...

- a. A doctor
- b. A teacher
- c. An employed
- d. A military

4. When I got ill and I was in hospital. I was treated by a doctor and ... were very friendly.

- 
- a. Nurse
 - b. Runners
 - c. Security
 - d. Saver
6. Which profession involves designing and building structures...
- a. Architect
 - b. Waiter/waitress
 - c. Librarian
 - d. Pilot
7. What does a pilot primarily do...
- a. Write articles
 - b. Drive trucks
 - c. Fly airplanes
 - d. Perform dances
8. What do astronauts' study when they're in space...
- a. Plants
 - b. Stars and planets
 - c. Animals
 - d. Rocks
9. What is one reason why astronauts go to space...
- a. To study animals
 - b. To play sports
 - c. To explore and learn about space
 - d. To go on vacation

10. Where do pilots usually work...


- a. Schools
- b. Hospital
- c. Airports
- d. Restaurants

B. Complete the sentence below based on the picture!


Farmer

A¹ is someone who works in the agricultural sector. A farmer works in the² and there are also those who work on the³. In the fields, farmers will plant rice to produce⁴. But in the garden, farmers can produce various types of plants that are suitable for planting, for example⁵, cocoa, chilie, watermelon and various other types of vegetables and fruit.


1.




2.




3.



4.



5.



Kitchen

As we know, the ¹ is a place for someone to produce food. A job that requires someone in the kitchen is a². In this place, a chef will cook delicious food and also display the food in a nice arrangement. As for the tools used in the kitchen, for example³,⁴,⁵, bowl, and so on. Apart from that, there are also cooking ingredients such as salt, sugar, flour and others.

1.



2.



3.



4.



5.



C. Translate this sentence about occupation below!

1. Arsitek adalah seseorang yang merancang bangunan
2. Dokter bekerja dirumah sakit
3. Astronot bekerja di luar angkasa
4. Petani bekerja di sawah
5. Tugas seorang chef adalah memasak

Parepare, 11th March 2024

Approved By
Consultant Commission

Principal Supervisor



Dr. Zulfah, M.Pd

EIN.19830420 200801 2 010

Co-Advisor



Yulie Asni, M.Pd

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Appendix 2: Answer key

PRE-TEST

A. Multiple choice test

1. c. Chef
2. a. Clothes
3. d. Pilot
4. c. Barber
5. a. Farmer
6. b. Write new articles
7. a. Dentist
8. b. Manage book and assist library patrons
9. c. Cooking food
10. b. Accountant

B. Match the picture with the words

Singer	Farmer	Tailor	Dentist	Army
				
Hospital	Noodle	School	Clothes	Police
				

C. Translate this sentence about occupation below

1. Police regulate traffic
2. Teacher teaches at school
3. Farmers work in the rice field
4. The tailor draws the pattern
5. Accounting counts money



POST-TEST

A. Multiple choice test

1. c. Guitarist
2. b. Pilot
3. b. Cashier
4. a. A doctor
5. a. Nurse
6. a. Architect
7. c. Fly airplanes
8. b. Star and planets
9. c. To explore and learn about space
10. c. Airports

B. Complete the sentence below based on the picture

Farmer

A FARMER¹ is someone who works in the agricultural sector. A farmer works in the RICE FIELD² and there are also those who work on the PLANTATION.³. In the fields, farmers will plant rice to produce RICE.⁴. But in the garden, farmers can produce various types of plants that are suitable for planting, for example CORN⁵, cocoa, chilie, watermelon and various other types of vegetables and fruit.

1.



2.



3.



4.



5.



Kitchen

As we know, the KITCHEN¹ is a place for someone to produce food. A job that requires someone in the kitchen is a CHEF². In this place, a chef will cook delicious food and also display the food in a nice arrangement. As for the tools used in the kitchen, for example FRYING PAN³, CUTTING BOARD⁴, KNIVE⁵, bowl, and so on. Apart from that, there are also cooking ingredients such as salt, sugar, flour and others.

1.



2.



3.



4.



5.



C. Translate this sentence about occupation below

1. Architect is someone who design buildings
2. Doctors work in hospitals
3. Astronauts work in space
4. Farmers work in the fields
5. A chef job is to cook

Appendix 3: The students' vocabulary mastery score of the pre-test and post-test experimental class

No.	Experimental Class			Total
	Students' Name	Pre-test	Post-test	
1	Ahmad Ali Idris	65	85	150
2	Alif Muliadi	70	85	155
3	Andi Fauzi Bayu	75	80	155
4	Azril Ardiansyah	70	80	150
5	M. David Maulana	65	85	150
6	Muh. Alfin	65	85	150
7	Takbir Ramdhan	75	80	155
8	Muh. Zaky	75	80	155
9	Muh. Rizky	65	85	150
10	Muh. Yusril	55	75	130
11	Muh. Faisal	55	80	135
12	Muh. Riswandi	65	85	150
13	Furqon	60	80	140
14	Adi Anugrah	70	85	155
15	Adinda Najwa Maharani	60	90	150
16	Amanda Citra Lestari	65	95	160
17	Meysarah	75	80	155
18	Nur Aida	75	90	165
19	Nur Fadilla	65	95	160
20	Nurul Novita Sari	70	95	165
21	Septiani Dian Maharani	75	90	165
22	Sul Ayu Ramadhani	80	80	160

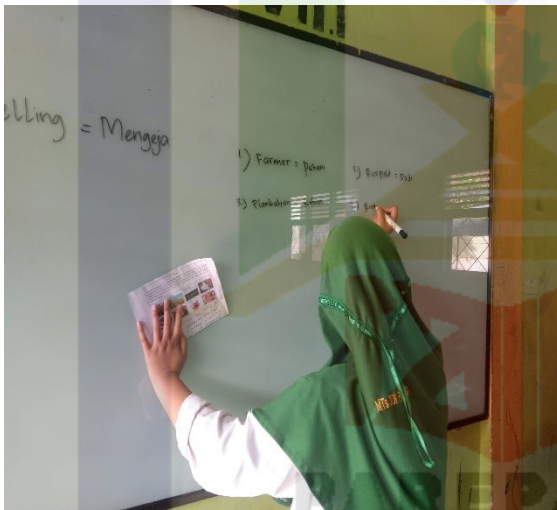
23	Nur Halida	70	90	160
24	Devi Ishak	65	75	140
25	Fitriani	65	95	160



Appendix 4: The students' vocabulary mastery score of the pre-test and post-test control class

No.	Control Class			Total
	Students' Name	Pre-test	Post-test	
1	Abi Fahry Tahir	65	65	130
2	Alamsyah	60	65	125
3	Aslan	75	65	140
4	Alip Surga	60	70	130
5	Irwansya	60	65	125
6	Rezki Yulianto	70	70	140
7	Zul Fadli	65	60	125
8	Muh. Rezki	75	80	155
9	Muh. Maftu Ammar	60	65	125
10	Muh. Imran	75	65	140
11	Muh. Yusuf	70	70	140
12	Muh. Ikram	60	75	135
13	Muh. Darobi	60	65	125
14	Adnan Faiz	70	70	140
15	Muh. Aidil Rahman	75	70	145
16	Muh. Yasin	75	65	140
17	Muh. Syafwan	70	70	140
18	Allya Natasya	70	70	140
19	Hijrah	80	70	150
20	Najwa Ipa Karima	55	75	130
21	Nur Atifa Ramadhani	65	70	135
22	Nur Afni Oktavia	65	70	135
23	Nur Fitrah	65	75	140
24	Putri	65	65	130
25	Sinar	70	80	150
26	Miftahul Muaqila	85	80	165
27	Muh. Febrian	65	85	150


Appendix 5: Documentation





PAREPARE

Appendix 6: SK Consultant


KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 4489 TAHUN 2023
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa Tahun 2023;
 b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional,
 2. Undang-undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
 3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
 4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
 5. Peraturan Menteri Pendidikan dan Kebudayaan Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi
 6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare,
 7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
 8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
 9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
 10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
 11. Surat Keputusan Rektor IAIN Parepare Nomor 129 Tahun 2019 tentang pendirian Fakultas Tarbiyah

Memperhatikan : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2023, tanggal 30 November 2022 tentang DIPA IAIN Parepare Tahun Anggaran 2023;
 b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 307 Tahun 2023, tanggal 08 Februari 2023 tentang Revisi Tim Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2023.

MEMUTUSKAN


Menetapkan : **KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2023;**


Kesatu : Menunjuk saudara: 1. Dr. Zulfah, M.Pd.
 2. Yulia Aeni, M.Pd.
 Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
 Nama : Nurul Iktimah
 NIM : 2020203888203040
 Program Studi : Pendidikan Bahasa Inggris
 Judul Skripsi : Using piclo text glosses method to building up students' vocabulary at the seventh grade of MTs DDI Pallnrang

Kedua : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

Ketiga : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;

Keempat : Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
 Pada tanggal : 30 Oktober 2023
 Dekan,

 Dr. Zulfah, M.Pd.
 NIP. 19830420 200801 2 010



Appendix 7: Research recommendation from IAIN Parepare

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH
Alamat : Jl. Amal Bakti No. 8, Soreang, Kota Parepare 91132 ☎ (0421) 21307 📠 (0421) 24404
PO Box 909 Parepare 9110, website : www.iainpare.ac.id email: mail.iainpare.ac.id

Nomor : B-/In.39/FTAR.01/PP.00.9/04/2024 18 April 2024
Sifat : Biasa
Lampiran : -
Hal : Permohonan Izin Pelaksanaan Penelitian

Yth. BUPATI PINRANG
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di
KAB. PINRANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: NURUL HIKMAH
Tempat/Tgl. Lahir	: PINRANG, 04 November 2002
NIM	: 2020203888203048
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: DUSUN PALIRANG, DESA TONYAMANG, KEC. PATAMPANUA, KAB. PINRANG

Bermaksud akan mengadakan penelitian di wilayah BUPATI PINRANG dalam rangka penyusunan skripsi yang berjudul :

THE EFFECT OF PICTO TEXT GLOSSES TO STUDENTS' VOCABULARY MASTERY AT THE SEVENTH GRADE OF MTS DDI PALIRANG

Pelaksanaan penelitian ini direncanakan pada tanggal 22 April 2024 sampai dengan tanggal 31 Mei 2024.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Dekan,

Dr. Zufah, S.Pd., M.Pd.
NIP 198304202008012010

Tembusan :

1. Rektor IAIN Parepare

Appendix 8: Letter of researching PTSP Pinrang

**PEMERINTAH KABUPATEN PINRANG**
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
UNIT PELAYANAN TERPADU SATU PINTU
Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

KEPUTUSAN KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG
Nomor : 503/0228/PENELITIAN/DPMP/TSP/05/2024

Tentang
SURAT KETERANGAN PENELITIAN

Menimbang : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 08-05-2024 atas nama NURUL HIKMAH, dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Surat Keterangan Penelitian.

Meningat :
1. Undang - Undang Nomor 29 Tahun 1959;
2. Undang - Undang Nomor 18 Tahun 2002;
3. Undang - Undang Nomor 25 Tahun 2007;
4. Undang - Undang Nomor 25 Tahun 2009;
5. Undang - Undang Nomor 23 Tahun 2014;
6. Peraturan Presiden RI Nomor 97 Tahun 2014;
7. Peraturan Menteri Dalam Negeri Nomor 3 Tahun 2018 terkait Penerbitan Surat Keterangan Penelitian;
7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.

Memperhatikan :
1. Rekomendasi Tim Teknis PTSP : 0480/RT.Teknis/DPMP/TSP/05/2024, Tanggal : 13-05-2024
2. Berita Acara Pemeriksaan (BAP) Nomor : 0229/BAP/PENELITIAN/DPMP/TSP/05/2024, Tanggal : 13-05-2024

MEMUTUSKAN

Menetapkan :
KESATU : Memberikan Surat Keterangan Penelitian kepada :
1. Nama Lembaga : INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE
2. Alamat Lembaga : JL. AMAL BAKTI NO. 08 SOREANG, PAREPARE
3. Nama Peneliti : NURUL HIKMAH
4. Judul Penelitian : THE EFFECT OF PICTO TEXT GLOSSES TO STUDENTS' VOCABULARY MASTERY AT THE SEVENTH GRADE OF MTS DDI PALIRANG
5. Jangka waktu Penelitian : 1 Bulan
6. Sasaran/target Penelitian : SISWA KELAS 7 DI MTS DDI PALIRANG
7. Lokasi Penelitian : Kecamatan Patampuanua

KEDUA : Surat Keterangan Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 13-11-2024.

KETIGA : Peneliti wajib mentaati dan melakukan ketentuan dalam Surat Keterangan Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.

KEEMPAT : Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 13 Mei 2024


Biaya : Rp 0,-

 Ditandatangani Secara Elektronik Oleh :
ANDI MIRANI, AP., M.Si
NIP. 197406031993112001
Kepala Dinas Penanaman Modal dan PTSP
Selaku Kepala Unit PTSP Kabupaten Pinrang



Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSrE

Appendix 9: Statement has carried out research from MTs DDI Palirang



MADRASAH TSANAWIYAH DDI PALIRANG **STATUS TERAKREDITASI**

Alamat: Jln. Pendidikan Palirang Kpl. Tonyamang Kec. Patampanua 91252
NPSN : 40320188 NSM: 121273150006 email: mtsddipalirang83@yahoo.com

SURAT KETERANGAN

Nomor : 105 / MTs.21.17.05 / VI / 2024

Yang bertanda tangan dibawah ini, Kepala MTs DDI Palirang menerangkan bahwa :

Nama : Nurul Hikmah
NIM : 2020203888203048
Jenis Kelamin : Perempuan
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah

Benar yang namanya tersebut diatas, telah mengadakan penelitian pada MTs DDI Palirang Kabupaten Pinrang dari tanggal 02 Mei 2024 s/d 03 Juni 2024, dengan judul penelitian “ **The Effect of Picto Text Glosses to Students’ Vocabulary Mastery at the Seventh Grade of MTs DDI Palirang**”.

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palirang, 10 Juni 2024
Kepala Madrasah



Dra. HUSNIAH
Nip. 19670703 199303 2 003

CURRICULUM VITAE



NURUL HIKMAH, the writer was born in Pinrang on November 04th, 2002. She is the two children from three children of an endless love couple, Rajab and Nurdiana. She completed her study at elementary school from SDN 167 Pinrang, she completed her study at junior high school from SMP Negeri 3 Tana Tidung. She continued her study at senior high school from MAN Pinrang. After graduating, she continued her study in IAIN Parepare by taking English study program.

It because she previously loved English so much and she want to become an English teacher eventually. Finally, she has completed her thesis in the title “The Effect of Picto Text Glosses to Students’ Vocabulary Mastery at the Seventh Grade of MTs DDI Palirang”

