

**THE EFFECTIVENESS OF INFOGRAPHIC IN TEACHING  
VOCABULARY AT THE EIGHT GRADE OF MTs YAYASAN  
PENDIDIKAN ISLAM BUAY MADANG TIMUR IN  
THE ACADEMIC YEAR 2021/2022**

**A Thesis**

Submitted as a partial fulfillment of the requirement for S1- Degree

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2022/2023**

## ABSTRACT

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This research was conducted based on the result of the interview in preliminary research that held in YPI Buay Madang. The researcher found that many students have low vocabulary. The researcher tried to solve students' problem by using Infographic as the media in teaching vocabulary to help the students learning more vocabularies with a visual display. The aimed of this research was to know whether there is an effectiveness of using Infographic in teaching vocabulary at the eighth grade of MTs YPI buay madang timur in the academic year of 2021/2022.

This research was conducted by using quasi experimental design. The population of this research was all of eighth grade students in the second semester of YPI Buay Madang in academic year 2020/2021. There are two classes as the sample of this research that were selected by using cluster random sampling technique, they were VIII B and VIII D. The instrument that was used to collect the data in this research was multiple choice with 50 questions after doing the validation. After collecting the data, the researcher analyzed the data by using SPSS.

From the data analysis, the value of the significant generated sig (Pvalue) =  $0.002 < \alpha = 0.05$ , which it means that  $H_0$  was ejected and  $H_a$  was accepted. It can be concluded that there is an effectiveness of Infographic in teaching vocabulary at the eighth grade of students MTs YPI Buay Madang Timur in the academic year of 2021/2022.

*Keyword : Infographich, Vocabulary Mastery, Quasi-experimental Research*



## DECLARATION

Hereby, I state this thesis entitled “The Effectiveness of Infographich in Teaching Vocabulary at the Eighth Grade of MTs Yayasan Pendidikan Islam Buay Madang Timur in Academic Year 2021/2022” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.

Bandar Lampung, 31 January 2023

Declared by,



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## MOTTO َ

وَاجْعَلْنِي فِي الْأَخْرَيْنَ

*“And make me the fruit of good words among those (who come) later”*  
*” (Q.S. Asy-syu’ara: 84).<sup>1</sup>*



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<sup>1</sup>A. Yusuf Ali, *The Holy Qur'an Text, Translation and Commentary*, (Maryland: Amana Corp), p. 1118

## DEDICATION

From deep of my heart, this thesis is dedication to everyone who cares and love me. I would like to dedicate this thesis to:

1. Allah SWT who always love and keeps me everywhere and every time.
2. My beloved parents, Mr. Su Banar and Mrs. Nur Janah who always pray for my success, advised me wisely, financed me, give me a lot of love, motivation, support, and all of the best thing that they have. I love them so much.
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6. My big family who always give a support for me.
7. My beloved lecturers and almamater UIN Raden Intan Lampung.



## CURRICULUM VITAE

Adit Wahyudi was born in Tanjung Mas on May 11<sup>th</sup>, 1999. He is the first child of two children of Mr. Su Banar and Mrs. Nur Janah. He has one young brothers named Rendi.

He began his formal education at TK Tanjung Mas and graduated in 2004. Then, his study at elementary school of SD Negeri 1 Tanjung Mas in 2005 and graduating in 2011. Then, he continued his study at Junior High School of SMP Negeri 1 Buay Madang Timur in 2011. After graduating from Junior High School in 2014, he continued his study in SMA Negeri 2 Buay Bahuga, Way Kanan and graduated in 2017. Then in 2017, he continued again his study in State Islamic University (UIN) of Raden Intan Lampung as the student of English Education Study Program of Tarbiyah and Teacher Training Faculty.

During his study in UIN Raden Intan Lampung, he joined some organizations such as ESA (English Student Association) in his faculty in 2018.





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Praise be to Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace and salutation is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled “The effectiveness of infographich in teaching vocabulary at the eighth grade of MTs YPI (Yayasan Pendidikan Islam) Buay Madang Timur in the year of 2021/2022 ” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support, and many valuable things from various sides.

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9. Any other person who cannot be mentioned one by one for their contribution to me during finishing his thesis.

Finally, it has to be admitted that nobody is perfect and researcher is fully aware that there are still many weakness in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the reader generally, especially for those who are involved in English teaching profession.

Bandar Lampung,31 January 2023

The Writer,

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## CHAPTER I INTRODUCTION

### A. Title Confirmation

As a first step to understanding the title of this thesis, and to avoid misunderstanding, the writer feels the need to explain some words which become the title of this thesis. The thesis title meant is **The Effectiveness of Infographic in teaching vocabulary at the Eighth Grade Students of MTs Yayasan Pendidikan Islam in the Academic Year 2020/2021**. The description of understanding some of the terms contained in the title of this proposal are as follows:

The effectiveness is the power to have an important effect on someone or something. If someone influences someone else, they are changing a person or thing in an indirect but important way.<sup>2</sup> Meanwhile, what is meant by effectiveness in this title to provide an important effectiveness for students at using infographic as a medium for learning vocabulary in English.

Infographic is defined as data or ideas visualization that tries to convey complex information to the audience that can be quickly consumed and easily understood.<sup>3</sup> Meanwhile, what is meant in this title is a visualization that shows the data or information in the infographics about teaching vocabulary in English.

Teaching is a combination of two activities, they are teaching activities and learning activities. Teaching activities involve the role of a teacher in the context of seeking to create a harmonious communication network between teaching itself and learning.

Teaching vocabulary is the mastery or acquisition of words and their teaching. Mastery of vocabulary that is quite a lot makes it easier for students to use language.

Based on the description of the terms above, it can be understood that what is meant by the title of this research is how the effectiveness of infographics in teaching vocabulary in MTs Yayasan Pendidikan Islam, Buay Madang Timur

### B. Background of problem

In conveying a certain thing, idea, idea or meaning, humans use language as a means of communication. Language is a tool for communicating with each other and is a means used to express ideas, opinions, and feelings to others. Language is mean communication, that is why comes language very important for human in the world it communication. The definition of language, from an America anthropological linguist E. Sapir, he said that language is a human purely method to communicate by means of system voluntary produce symbol.<sup>4</sup> Meanwhile, language by Hamied as cited by Ersanin his journal said that the structure of the language is as the instrument to express to meaning.<sup>5</sup>

To use language, we must understand the meaning of as many words as possible in a sentence, paragraph or in the whole text. Language is a systematic communication tool can to be transfer ideas, or involve someone through body language, signs, and sounds that have conversation. On the other, using language, every time people can express, feeling or information both verbally and in writing.

Actually, there are so many language used by humans in the world, so we need the same language to communicate. The language used throughout the world or called the international language is English. English is the international language and basic communication to face global competition. English is a communication tool used by humans to communicate with foreign countries that have language differences. In Indonesia, English has been introduced as a foreign language and has been taught to students from Elementary, Middle and High Schools. Each school has an English

<sup>2</sup>Vocabulary.com. <https://www.vocabulary.com/dictionary/influence>. Accessed on 2 January 2021. 09:00.

<sup>3</sup>Mark smicklas, *The Power of Infographic*, (Indiana Polis: Que publishing, 2012), p. 3

<sup>4</sup>E. Sapir, *Language – An Introduction Study Speech*. (Harcourt: Brance. New York;1921), p. 7.

<sup>5</sup>ErsanSanusi, *The Technique in the Teaching Vocabularies*, (IttihadJurnalKompertis Wilayah XI, Kalimantan volume 7 no .11 Kalimantan: 2009.). p. 2.



curriculum, the goal is that students can master there are four language skills, including; reading, writing, speaking and listening.

Moreover, as cited by Ersan journal, Wallace argues that "there is a sense in which learning a foreign language is basically a matter of learning vocabulary in target language." Hence, vocabulary is the basic aspect of language in teaching learning process. It means that it is an important part of the language components like grammar, pronunciation, spelling, etc.<sup>6</sup>

As quoted by Thornbury, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed."<sup>7</sup> It tells us that if we want to convey meaning we need vocabulary. It is also supported by Nation in his research, Nation and Hwang present evidence that students who want to learn English needed 2,000 most frequent words of English as the high frequency words.<sup>8</sup> Although someone has known sentence structure but if he/she does not mastery vocabulary, he/she will remain unable to say or write anything and the grammar knowledge will be useless. Thus, by improving the vocabulary, someone has a better chance to be able to communicate what is in their mind using the targeted language because they have more modality than the others even though it is not perfect because they still need grammars.

Based on the preliminary research at the Mts Yayasan Pendidikan Islam, Buay Madang Timur Meets on November 20,2020. It was found that students' vocabulary was still low. Vocabulary learning important and indispensable part of any language learning process.<sup>9</sup> Mr zamzuri as an English teacher at the school, he said that some students have low motivation to learn English and they have difficulty in mastering vocabulary. Some students who were interviewed said that the teacher did not have interesting media so that it was monotonous and boring in teaching and learning activities.

Therefore, teaching and learning vocabulary is a constant challenge for both teachers and students because based on experience when the writer was in school there was no special attention in learning vocabulary. It is supported by last meant that many teachers tend to stress teaching mostly on grammatical rules. In other sides, they merely teach reading comprehension without giving clear explanation about the techniques or methods on how to recognize the meaning of words rather than on vocabulary in detail.<sup>10</sup> It can be seen from the table of the score of English subject at eighth grade of MTs Yayasan Pendidikan Islam (YPI) based on the criteria minimum of mastery (KKM).

**Table 1.1**

**Preliminary Research Student's of vocabulary score at the Eighth Grade of MTs Yayasan Pendidikan Islam (YPI) at the First Semester in Academic Year of 2021/2022**

No	Class	KKM		Number of Student's
		<73	≥73	
1	VIII A	7	26	33
2	VIII B	22	12	33
3	VIII C	25	8	33
4	VIII D	30	3	33

<sup>6</sup>Ibid. P.2.

<sup>7</sup>Thornbury, scott.*how to teach vocabulary*.(Pearson Education Limited, London.2002), p. 13.

<sup>8</sup>Nation. *Learning Vocabulary In Another Language*, (Cambridge University Press.2001), p. 22

<sup>9</sup>Joseph Mukoroli, *Vocabulary teaching Strategies for the English for academic purposes ESL Classroom*.( SIT Graduate Institute, Vermont.2011), p. 3.

<sup>10</sup>Sanusi, Ersan,*The Technique in Teaching Vocabularies*.(IttihadJurnalKopertis Wilayah XI Kalimantan, volume 7 No.11 Kalimantan; 2009). p. 3.

Total	84	49	132
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Source: Document of the Score preliminary research at the Eight grade of MTs YPI

Students score criteria:

< 73 = Students failed the score

≥ 73 = Students pass the score

Based on the table, it is seen that from 132 students of the eighth grade of MTs YPI. From the total students failed category is higher than the pass category. There 84 students in failed category and 49 students in pass category. It can be inferred that the achievement of the students in English subject is still low especially in class VIII B and VIII D. It means that the students of two classes still have difficulty to learn and less motivation in mastering vocabulary eventhough the teacher has used media infographic.

The writer found case at MTs Yayasan Pendidikan Islam when the writer did an observation at that school. Most students have lack vocabulary in teaching and learning process. Students do not master vocabulary so that in learning in the form of story questions, the teacher must translate words one by one. From this situation, it can be seen that the teaching of English vocabulary has not been successfully understood by students. For this reason, Meara comment that if nowadays, vocabulary is considered as a neglected aspect of language learning that has not much change.<sup>11</sup> In addition, it was revealed that many teachers assume that vocabulary can be developed in teaching learning process.<sup>12</sup> Due to this, an increased emphasis on vocabulary development is crucial for the English language learner in the process of language learning.<sup>13</sup>

From the explanation above, it can be said that it is quite reasonable for a teacher to provide students with vocabulary teaching such as paying attention to other aspects of the language presented, such as grammar, pronunciation and spelling. To overcome this problem, his must provide practical media in teaching vocabulary so that students can develop their own learning of new words.

A lot of methods have been used to increase student vocabulary, such as crossword puzzles that being used by Yheni Silwi Utami in her thesis.<sup>14</sup> She said there were improvement in student vocabulary. Another method is using communicative language teaching by Erwan in his thesis.<sup>15</sup> He said there were slightly improvement in students' vocabulary because there are some student that still can't respond to the instruction that the teacher said. And the last is using Realia by Sulvi Maulidha Fadillah.<sup>16</sup> She said by using these techniques, students vocabulary of the experimental class was increased.

From the explanation above it can be stated the use of media is used to convey material, the teacher can develop strategies and develop the use of media to teach vocabulary in English classes. With the development of technology, there are many media that can be used by teachers as teaching tools and also students' understanding of teaching materials will be easier. On a study that was conducted by Dorela Kaçauni Konomi, "For each visual aid, Young learners have different responses and expressions even because of their different educational and cultural background. Using visual

<sup>11</sup>Meara, Vocabulary acquisition: A Neglected aspect of language learning. In V. Kinsella (Ed.), survey I: *Eight state-of-the-art articles on key areas in language teaching*. (Cambridge: Cambridge University Press:1982 ). p. 1.

<sup>12</sup>ErsanSanusi, *Loc.Cit*

<sup>13</sup>Ibid.,3.

<sup>14</sup>Yheni, *improving students' Vocabulary Mastery Using Crossword Puzzles for grade VII of SMP Srandakan in the academic year of 2013/2014*(Yogyakarta, UNY ; 2014 )

<sup>15</sup>Erwan, *The Teaching of Vocabulary Through Communicative Language Teaching*( Jakarta , UIN Jakarta;2008)

<sup>16</sup>Sulvi, *The Influence of Using Realia on The Students' Vocabulary Mastery At Junior High School* ( Jakarta, UIN Jakarta,2015)

aids can help learners understand the deep meaning of a topic and realize similarities and differences between each topic.<sup>17</sup> Visual material itself means giving a visual example to a word that will increase the understanding of the words. In a study by Carpenter and Olson that was cited by Elisabeth in her article, “use of visuals such as pictures when teaching vocabulary in a foreign language was found to be both effective and more easily remembered than independent use of words”.<sup>18</sup> While this particular study was used with adults, the strategy has been applied to a wider population of learners, and has often been successful.

One of the media in visual material is to convey the material. The writer uses infographic media in this research, because this approach will be implied in a fun way and make students enjoy their learning. One of the media developed is infographics and can be a new choice for teachers to teach vocabulary so that students are interested and not boring.

Infographic is an abbreviation of information and graphics. This media present information in the image or graphic form. Infographic is the form of data visualization that conveys complex information to the reader that can be understood more easily and faster. An infographic is the visual display of any data or information with the aim of presenting the information in a quick and clear way. It may be named as data visualization, information design or architecture of information depending on its aim.<sup>19</sup> To make it concise and explain information in infographics, infographers must make information is shorter, simpler to understand and only chooses key points of from information the importance of the words chosen later and the problems faced by students in vocabulary learning, the researcher believes that can use media to assist them in teaching vocabulary and therefore students can practice using correct words. Because of this fact, the writer wants to find the effectiveness of infographic in teaching vocabulary on student learning. In additional for the implementation of infographic, the writer will be using group discussion to deliver the material. Group discussion is a flexible, peer-mediated strategy that involves students serving as academic tutors.

The results of research conducted by Salvi (2015) by the title **The Influence of Using Realia on Students Vocabulary Mastery at Junior High School ( A Quasi Experimental Research at The Seventh Grade Students of MTs Al HusnaLebakBulus)** The results showed that the students vocabulary mastery of the experimental class is increased as indicated from the value of the pre test and post test.

The results of research conducted by Anissyatus Saadah (2019) by the title: **The Effect of Infographich Media on Students’ Writing Skill (A Quasi-Experimental Study at the Eleventh Grade Students of SMA Nurul Muslim in the AcademicYear 2019/2020)**. The result of post-test mean of the experimental class was 72,18. Based on the evaluation criteria, the average was classified as good. Whereas the post-test mean of control class was 68,94. Based on the evaluation criteria, the average was classified as average. It means that the results of the post-test mean of the experimental classis classified good and the post-test mean of control class were different and have different criteria, that experimental class as good and control class is classified as average (72,18>68,94).

Based on the description above, the solution developed by the writer to increase students' vocabulary is used infographic media. With infographics. students will be easier to master vocabulary. The development of students' cognitive abilities to understand knowledge towards skill levels in education requires independence and creativity - qualities that infographics can stimulate.

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<sup>17</sup>Dorela, *Using Visual Material In Teaching Vocabulary In English As a Foreign Language Classroom With Young Learners* (International Conferencess, New Perspective In Science Educational), p.1.

<sup>18</sup>ElisabetPladevallBallester, *The Effects Of Using LI Translation On Learners’ Foreign Language Vocabulary Learning*. (Universidad autonoma de Barcelona,Spain: 2016), p.114.

<sup>19</sup>Pinar NuhogluKibar and BuketAkkoyunlu, *A New Approach to Equip Student With Visual Literacy Skills: Use Of Infographic in Education* (Hecettepe University, Turkey:2014), p.2.

Based on the background of the problem, the writer conducted a quasi-experimental study with the title "Effectiveness of Infographics in Teaching Vocabulary at the Eighth Grade Students (A Quasi-Experimental Study in Class VIII MTs YPI BuayMadangTimur, Academic Year 2021/2022)".

### **C. Identification of the problem**

Based on the background of the interview above, there are some problem that can be identified research such as:

1. The students are lack of vocabulary.
2. The students get difficulties in learning new vocabulary.
3. Teaching media for student in the classroom was insufficient.

### **D. Limitation of the problem**

The limitation of the problem, the writer concentrate this research on the effectiveness of using infographich towards student vocabulary in recount text Mts Yayasan Pendidikan Islam. the vocabulary focuses on verb and adjective based on syllabus.

### **E. Formulation of the Problem**

The formulation of the problem, "Is infographic effective for teaching vocabulary at the eighth MTs Yayasan Pendidikan Islam Buay Madang Timur in the academic 2021/2022?"

### **F. Objective of the reseach**

The objective of the study is to find out the effectiveness of using infographic with teaching vocabulary at eighth grade of MTs YPI

### **G. Benefits of the Research**

This research is expected to provide several benefits for:

#### 1. Theoretically

This study is using simple media infographich to be implemented in teaching students in order to lead them to understand vocabulary. This media hopefully can accomplish and solve the problem come up in students teaching vocabulary.

#### 2. Practically

##### a. For the Teacher

It is easier for teachers to practice learning media for vocabulary by utilizing existing facilities that can be applied in schools, using strategies that are appropriate to the media used.

##### b. For the Student

This research is the students can improve motivation and intersting in learning vocabulary so that can think and analysis material provided by the teacher

##### c. For the School

This research is expected to provide information and input in the use of instructional media to help students' vocabulary mastery in English.

##### d. For the Author

This writing is expected to add knowledge from developing and can become the author's experience in the process of becoming a teacher.

##### e. For the writer

This study are useful for knowing so far where ability enhancement vocabulary with use infographich.

## H. Scope of the research

In the research, the writer includes some kinds of information as the scope of the research. They were as follows:

1. Subject of the research  
The subject of the research was eighth grade students of MTs YPI
2. Object of the research  
The object of the research was the effectiveness of infographic in teaching vocabulary.
3. Place of the research  
The research conducted at the eighth grade of MTs Yayasan Pendidikan Islam.
4. Time the research  
The research conducted the Eighth grade of 2021/2022 academic year

## I. Relevant of the Research

Based on the theoretical study that has been done, there are several previous researches are relevant to the research that will be carried out by the writer, namely:

1. The results of research conducted by Yheni (2014) with the title:  
**Improving students' Vocabulary Mastery Using Crossword Puzzles for grade VII of SMP N 2 SRANDAKAN IN THE ACADEMIC YEAR OF 2013/2014.**

This study was aimed at improving the vocabulary mastery through the use of crossword puzzles. It consisted of two cycles with three meetings in each one. The data were qualitative in nature obtained from classroom observation during the teaching and learning process, interview with the teacher and the students, and taking the photograph. The data were in the form of vignettes, interview transcripts, and photographs. The validity of the research was established based on the criteria of validity process include democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. The trustworthiness of the data was employed by applying triangulation method by applying time triangulation, investigator triangulation, and theoretical triangulation. The result of this study concluded that there were improvements of students' vocabulary mastery. It could be seen from the result of classroom observation that showed the students' better performance of using vocabulary during the teachings and learning process. The students' involvement during the implementation of crossword puzzle was also better than before the implementation. Additionally, the implementations of crossword puzzles and the complementary action were successful to help the students understand new words and learn English better. To conclude, the students' vocabulary mastery was improved through the implementation of crossword puzzles.

2. The result of the concuted by sulvi (2015).  
Title of **the influence of using realia on students vocabulary mastery at junior high school (A quasi experimental research at the seventh grade students of mts al husna lebak bulus).**

The pupose of this study determine whether the use of realia can be influential in the development of vocabulary in students at al husna mts lebak bulus. In this study the writer limited the mastery of vocabulary in the aspect of sense (meaning). Quantitative methods with quasi-experimental design that used as research method in study. The results showed that the students vocabulary mastery of the experimental class is increased as indicated from the value of the pre test and post test. The average value of students in the pre test and post test on class experiment increase of 71.44 into 89.90 . and the control class students average score increased from 72.82 when pre test be 73.76 while the post test.

3. The result of the concuted by Joseph Mukoroli (2011)

### **Effective Vocabulary Teaching Strategies For The English For Academic Purposes Esl Classroom.**

Vocabulary learning is an important and indispensable part of any language learning process. The author of this thesis focuses on effective vocabulary teaching strategies in the English for Academic Purposes ESL classroom. Drawing on findings obtained from observing three English for Academic Purposes ESL classrooms across the U.S.A, several current databases and his personal experience as a teacher and learner, the author discusses various effective vocabulary teaching strategies in the English for Academic Purposes classroom which could greatly assist English language learners in their journey of language acquisition and therefore expedite the language learning process. For ESL teachers, it is important to use multiple modes for creating comprehensible input and output. ESL teachers should constantly remember that their students have not yet developed their English language proficiency to a level where they can understand all the oral and written information they encounter in English for academic purposes classroom, hence the importance of effective vocabulary teaching strategies.

4. The result of the concuted by dorela ()

#### **Using Visual Materials in Teaching Vocabulary in English as a Foreign Language Classrooms with Young Learners.**

The aim of this research paper is to show how visual materials are used in the EFL classroom when vocabulary is being taught and what their effect on Young Learners is. The use of visual aids such as pictures, posters, postcards, word calendars, realia, charts, graphic organizers, picture books, television, videos from iTunes, and computers can help Young Learners easily understand and realize the main points that they have learned in the classroom. Further research of this kind can look into these issues in more detail, particularly examine the classroom practices of all grades, discussing with more teachers about the role of each visual in teaching English vocabulary.

5. The result of the concuted by yulia (2010)

#### **Using games in teaching vocabulary at seventh grade og mts darussalam ulujami, jakarta selatan.**

The aim of this reseach is to using game in taeching vocabulary, can be help student learning easily undestand and make happy in process learning in english. The result that using games in teaching vocabulary to the seventh grade students of Mts darussalam is more effective than without using games. This means in teaching vocabulary is effective in improving teaching learning process.

6. The result of the concuted by Anissyatus Saadah (2019)

#### **The title: The Effect of Infographich Media On Students' Writing Skill (A Quasi-Experimental Study at the Eleventh Grade Students of SMA Nurul Muslim in the Academic Year 2019/2020)**

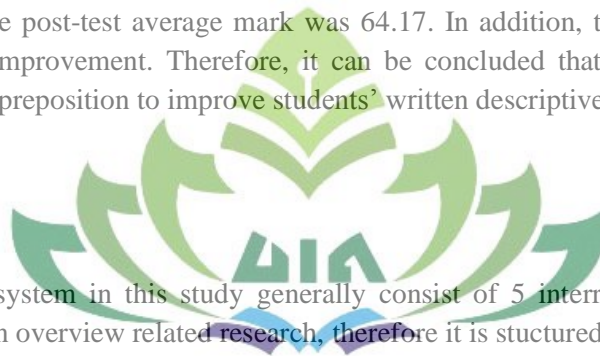
This research is aimed to obtain the empirical data about the effect of infographic media on students' writing skill at eleventh grade of SMA Nurul Muslim. The writer used quasi-experimental research design which classified info a quantitative research method. The sample was chosen by using purposive sampling technique were divided into experimental class and controlled class. The sample of the research are XI Social 2 as experimental class, the writer used infographic media as teaching, while in the controlled class, the writer not treatment. The instrument of the research was writing test were divided into a pre-test and a post-test. The result of post-test mean of the experimental class was 72,18. Based on the evaluation criteria, the average was classified as good. Whereas the post-test mean of control class was 68,94. Based on the evaluation criteria, the average was classified as average. It means that the results of the post-

test mean of the experimental class classified good and the post-test mean of control class were different and have different criteria, that experimental class as good and control class is classified as average (72,18>68,94).

7. The result of the concuted by Nuzul Qurrota (2016)

The title:**The Use of Infographic to Increase Students' Mastery in Using Preposition in Written Descriptive Text (A Classroom Action Research of the Seventh Graders of SMPN 3 Ungaran in the Academic Year of 2014/ 2015).**

This study concerns about the use of infographic as media to improve students' understanding of using preposition in written descriptive text. It is the popular media spreads in the internet to be used in many fields nowadays. The advantages of using this media are its appearance, simplicity, and usefulness to explain complicated things. The objectives of this study are to identify on how infographic is implemented in learning preposition to improve students' written descriptive text of the seventh graders of SMPN 3 Ungaran in the academic year of 2014/ 2015, and to describe students' positive behavior while infographic media is implemented in learning preposition to improve their written descriptive text. The subjects of this study were VII G students that were chosen by using purposive sampling technique. The result of this study showed that there is an improvement of students' preposition understanding in written descriptive text. It was proven by the increase of the average mark result in pre-test to post-test. The pre-test average mark was 40.67, the cycle 1 test average mark was 48.75, the cycle 2 test average mark was 60.69, and the post-test average mark was 64.17. In addition, the students' behavior result showed positive improvement. Therefore, it can be concluded that infographic can be one of media in teaching preposition to improve students' written descriptive text understanding.



J. **Writing System**

The writing system in this study generally consist of 5 interrelated chapter. The writing system provides an overview related research, therefore it is structured as follows:

**Chapter I INTRODUCTION**

This chapter the opening of a research. In this chapter describes about Affirmation of Title, background of the Problem, Identification, Limitation of Problem, Formulation of Problem, Objectives of the Study, Benefit of the Research, Scope of the Research, Relevant of the Research, Writing System.

**Chapter II REVIEW OF RELATED LITERATURE**

This chapter describes a review of related literature to the theory used. Theories related to research variables are described in this chapter. The from the explanation of theory used, then the submission of hyphothesis and frame work think.

**Chapter III RESEARCH METHODOLOGY**

This chapter explains how the research will be carried out operatinally and explana each research variable. This chapter contains about place and time research, research design, research variable, operational definition of variablr,population, sample and sampling technique, research procedure, data colleting technique, instrument of the research, scoring procedure, validity, and realiability of the instrument, data analysis.

**Chapter IV RESULT AND DISCUSSION**

This chapter describes the description of the data and the result of study in accordance with the data test and analyzes that have been carried out previously. Then explain the results of hypothesis testing.

**Chapter V CONCLUSION AND SUGGESTION**

This chapter is the last part of a study. This chapter contains conclusion from the answer to the formulation of the problem posed in the study as well as recommendations in the form of suggestions or input for further the writer. The writer also conveyed the limitations of the research to be used as material for further analysis in the future.





## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion of the research.

#### A. Conclusion

Based on the research that was carried out in MTs Yayasan Pendidikan Islam Buay Madang Timur in 2020/2021 Academic Year, the researcher might draw conclusions as follows :

In the previous chapter the researcher had analyzed the data statistically. Based on the statistically analysis, there is an effectiveness of infographich in teaching vocabulary at the eighth grade of MTs Yayasan Pendidikan Islam Buay Madang Timur in the academic year of 2021/2022. The effectiveness can be seen from Sig. (2-tailed) of the equal variance assumed in the independent sample test table where the Sig. (2-tailed) is 0.002. It is lower than  $\alpha = 0.05$  and it means that  $H_0$  is rejected and  $H_a$  is accepted.

By using infographic, the students become more focus to follow the learning process. Furthermore, infographich could help the students to memorize vocabulary and they felt enjoyable and fun in the process of learning. In other words, infographich media has the effectiveness of infographich in teaching vocabulary at the eighth grade of MTs Yayasan Pendidikan Islam Buay Madang Timur in the academic year of 2021/2022.

#### B. Suggestion

According to the finding of the research, researcher attempts to offer a few suggestions after the research is completed. The suggestions are:

1. For the teacher
  - a. The researcher suggests the English teachers to apply infographich as one of the ways in teaching vocabulary because it can help the students in improving the students' vocabulary mastery.
  - b. The teacher should be able to use varied media in learning process and to improve students' vocabulary mastery.
  - c. The teacher should not be afraid to use new media in teaching process as a reason that the students will be difficult to be controlled, whereas the students can be more relaxed, motivated and active, if the teacher uses a new media in teaching process especially by using infographich.
2. For the students
  - a. The students should learn harder and more seriously in learning English in order to develop their vocabulary mastery and to improve the motivation in learning English.
  - b. The students should be more active and practice their English regularly to improve their vocabulary mastery even with their friends or teachers.
  - c. It is clear that infographic has potential to be used as very useful for education. It could help students to comprehend English as a foreign language. Therefore, the researcher recommended to the students to practice their English as much as possible in or out the class.
3. For the School
 

For school, help teachers in educating the students by providing more facilities for teaching and learning process, especially for online class.
4. For the Other Researcher

- a. Researcher employed Infographic to teach vocabulary in Senior High School. The next researchers can apply Infographic to a different students' level, such as Vocational High School or Junior High School.
- b. For the next research, the researchers can apply Infographic to teach other English skill or to improve the components of English skill. For example is reading.
- c. Treatments were conducted in three meetings in this research. The next researcher can apply more treatments, thus the students can practice sufficiently.
- d. Researcher concentrated the research on the effectiveness of infographic in teaching vocabulary in recount text. Future researchers can explore the different topic or text such as procedural text, analytical exposures text, etc.



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