



Improving students' vocabulary by using visual media at smp negeri 10 makassar

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ABSTRACT

This research was "Improving Students' Vocabulary By Using Visual Media at SMP Negeri 10 Makassar". It consisted of two problem statements. They were (1) How was the implementation of Visual Media in improving the students' vocabulary of first year students' at SMPN 10 Makassar? (2) How was the improvement of students' vocabulary through Visual Media of first year students' at SMPN 10 Makassar? The objective of this research was to find out improvement of the students' vocabulary by visual media of VIIB at SMPN 10 Makassar. This research was a classroom action research. It consisted of two cycles. The procedure of the research in every cycle consisted of four stages. They were planning, acting, observing, and reflecting. The subject of the research consisted of 43 students of VIIB at SMPN 10 Makassar. The instruments of this research were test which was analyzed by quantitative analysis and observation sheet which was analyzed by qualitative analysis. The result of the research showed that there was a significant improvement of the students' vocabulary after using visual media. This statement could prove by the students' mean score of ability test was 6.33, but it had increased to 6.80 the first cycle and 7.51 at the second cycle. It mean that the students' vocabulary from the first cycle to second cycle was classified successful. Visual media could improved the students' vocabulary.

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Introduction

English was the first foreign language in Indonesia. Many schools or courses have given English as one of the lessons. English have four skills: speaking, reading, listening, and writing and vocabulary as component could be a tool to increase all the skills of English. One of the main problems faced by students in mastering and learning English was a lack of vocabulary. In order to master all the skills in English included speaking, listening, reading, and writing, they were afraid in learning English. Vocabulary was basic to mastery all English skills. Vocabulary was a unity of letters to be words which was formed by a set of user communities. Meanwhile, according to Penny (1991: 60) in Julita (2011), vocabulary could be defined as words that taught in a foreign language. In brief, vocabulary was a unity of letters that became words that taught in a foreign language.

Vocabulary has a tool that used to understand and master English. Vocabulary was a main component to increase all English skills. Indeed mastered vocabulary was a difficult thing, was not as

easy back your hand needed a process in mastering vocabulary. Many factors that affecting the students difficult in mastering the vocabulary. First, the difficulties of students to understand and remember vocabulary. Many students were obtaining difficult when they spoke because restrictiveness their vocabulary.

Second, the lack of used the media only always rely on the speech method without involved media. The students were not interested and difficulty to understand vocabulary. Third, learning English was stilted or serious that made students depressed or afraid to develop their ability in vocabulary. Fourth, the lack of control memorize students' vocabulary. They were easy to forget vocabulary has been taught or learned.

Second, the lack of used the media only always rely on the speech method without involved media. The students were not interested and difficulty to understand vocabulary. Third, learning English was stilted or serious that made students depressed or afraid to develop their ability in vocabulary. Fourth, the lack of control memorize students' vocabulary. They were easy to forget vocabulary has been taught or learned. One of solution to solve it was applying Visual Media. The usage of visual media in teaching vocabulary facilitated them to understand an object that want conveyed, memorized and interested in learning vocabulary.

Visual media such as picture, posters, cartoon and other visual media could became facility to teach and learn vocabulary. Through the usage of visual media, they were expected be more interested and more active in the process of learning vocabulary. Arianto (2003) in his research on the use of media in teaching vocabulary to young learner concluded that the media should be attractive and interested for the students. The instructional media could increase students' motivation in learning, the students activated to give responds, enable them to repeate what they learned, and encourage them to interest with English.

Ja'afari (2000) in his research concluded that the usage picture in teaching vocabulary could make a positive contribution in teaching and learning vocabulary. Students were active in learning process. Nilawati (2009) reported that mastery of the students' vocabulary improved after the puppets was giving. It was supported by the significant result of the pretest that was lower (56.64%) than post-test (96.19%). Rokni and Karimi (2013) stated the usage of visual materials was more effectives than learning without visual materials. The positive effect of using visual materials such as, pictures, and flash cards became obvious. Students could remember words and make sentences than they learned words verbally. Using pictures in teaching vocabulary would help teacher to obtain an interesting class, because students were interest in looking at the pictures and this way was enjoyable for them. The most importants point was that memory would be better by the use of visual materials for students to learn vocabulary.

From the researchers' findings above, the researcher used Visual Media to improve students' vocabulary. The researcher combined some visual media in improving students' vocabulary. It was different with the researcher above that have mentioned. The combination some visual media could increase students' interaction. It made condition in teaching and learning process was alive. The students were active to learn. The students were happy, interested, easy to remember and enjoyable to learn vocabulary.

Similarly, Hornby (1986: 478) in Siregar (2013) stated that vocabulary was collection of word that could be used by a person in profession to express his or her mind. It means that vocabulary was the totals number of words that someone own in expressing a language in communication. Whereas Oxford Learner's Pocket Dictionary defined that vocabulary were all the words that a person knew or used. Good (1973: 143) in Kasim (2011) defined that vocabulary as the words have meaning when heard or seen by individual himself to communicate with others.

Similarly, Read (2006:16) in Siregar (2013) said that vocabulary was not just a set of individual language learners in the form of vocabulary and the ability to access knowledge for communicative. By looking over those definition, the writer concluded that vocabulary was a unity of letters then became

words then arrange to use by person or group to communicate. As students moved from grade to grade, students must be able have more vocabulary. McCarten (2007) said that the total of words students needed to learn between 12.000 and 20.000 depended on their level of education. Most reserchers believed that students naturally add between 2000 to 3000 new words each years, yet they would meet 10.000 new words in their reading alone (Nagy and Anderson 1984) in article Beach City Press (2007). Needed increase vocabulary day to day to support mastery of a target language.

Learning vocabulary needed long process from knew, remembered, and understood words. When we learned or taught about vocabulary have repeated word day to day continual. Smith (1998) in Bintz (2011) said that one important found from reserach suggested that vocabulary learning never stops. Vocabulary learning was a continual process of encounter new words, Harmon (2009) in Bintz (2011). In conclusion, vocabulary was a central of language and of critical importance of typical language. Vocabulary learning needed as basic foundation to construct skills of English.

Oral vocabulary was a word which used by person or group to express ideas orally and actively. Writing vocabulary referred to word which commonly used in writing. Listening vocabulary referred to person that was understanding when they heard and reading vocabulary was the words that found in writing form. Schail Williams S. (1967: 57) in Kasim (2011) stated that every person has three types of vocabulary as follows: active, reserve, and passive vocabulary. Active vocabulary was the words customarily used in speaking. Reserve vocabulary was the words used in writing, we rarely used in speaking. Passive vocabulary was the words vaguely. We never used them in either speaking and writing. It could understand when listened and read.

According to Finnochiaro (1974: 73) in Nilawati (2009) there were two kinds of vocabulary, namely active vocabulary and passive vocabulary. Active vocabulary referred to the words that the student could understand, pronounce correctly and use constructively in speaking and writing. On the other hand, passive vocabulary referred to the words in which the students could recognize and understand while they were reading or listening when someone spoke. However, they did not use the words in speaking or in writing. Based on the definition above, the researcher concluded that vocabulary divided into four part. There were speaking, writing, reading and listening. This was proved that vocabulary have related to improve four skills in English as the foreign language.

The way memorized new word was through repeated rehearsal of the word. The statement supported by Preszler, Rowenhorst, and Hartmann (2006) defined that students must used a word between six and fourteen times before they were capable of used it independently. In addition, repetition was an important aid to learn and actively recalled a word was a more effective way of learning than simple exposure or just seeing a word over and over, Sökmen (1997) in McCarten (2007). McCarten (2007) also agree that repeated words aloud helped students remembered words better than repeated them silently. However, simply repeated an item (the basis of learning) that have long effect to really remembered it. Repetition (build vocabulary everyday routines) was important was repetition with word by word. It has been estimated that when was reading words.

Identifying words to teach. Advisable, teaching vocabulary from concrete words. The concrete words like book, chair, pen, and other vocabulary. It was easy to explain because those words were in front of students and familiar with students. The words used depending on the age of the children. The words that needed by the students in their academic and non academic purpose. This was good way to introduce basic of vocabulary for the begginers. Explicitly teach was read aloud or mention the word. Showing words and asked them to said it aloud, explain the meaning explicitly through a student-friendly definition and used of synonyms, provided examples, asked questions to determine, when they remembered and understood the word then students wrote their vocabulary to be judged as true or false by other students or teacher.

The above opinion was similiary with Levie and Lentz (1982) in Arsyad (2002) defined that there were four functions of learning media specially the visual media. There were atensi function, affective function, cognitive function, and compensatory function. Atensi function, visual media could attract

the attention of students were able to be concentrated on what was being taught. It was able to be transferred the lessons successfully and facilitated students to remember the lesson that have taught by their teacher.

Picture or photos was the most common media. It was similar with real object. It was the most common language that was easy to understand, my point was from this media students could easy to interpret abstract concept into more realistic or concrete. Whereas, sketch was a picture that seem rough draft. It presented without detail. The usage sketch in learning process to attract attention of students. Cartoon was depiction that form a caricature or painting of person, idea, and situation. It designed to influence opinion of students. Usefulness cartoons to teach could clarify the content of the material. Posters made on paper, cloth, and wood sticks. Poster was not only important to convey a particular message or impression but also able to influence and motivate the behavior from people who saw it. The media slide was visual media that projected through a device that called the Slide Projector. A slide program usually consisted of several frames that much depended on the material.

Graphic organisers for vocabulary could understand and retention of words by showing relationships between words. Organizing vocabulary in meaningful ways made it was easy to learn (Schmitt 1997; Sökmen 1997) in McCarten (2007). The strategies could use to organise words such as graphic organisers, word trees, word maps, Y charts and other way to organise words to explain meanings of word clearly. Examples of them were the foods. The foods have many type such as carbohydrate, protein and many type of food. Students could draw their general knowledge in group of vocabulary according concept which they were familiar.

According Nelson, Reed, & Walling (1976) in Rokni & Karimi (2013) said that the usage of visual materials such as pictures was an effective method and it has good results. If teachers used visual and verbal aids together, the students' learning was better (Mayer & Sims, 1994) in Rokni & Karimi (2013). Teaching vocabulary used visual media made students be enthusiasm, gave motivation to learn vocabulary and enjoyable learned vocabulary. Danan (1992) in Rokni & Karimi (2013) stipulated that language teachers used different visual materials could increase students' interaction and motivation in the classroom. The usage of pictures could be better and more useful than other materials. Nelson, Reed, & Walling (1976) in Rokni & Karimi (2013) suggested that the usage of visual things like pictures have a positive outcome and better results in learning.

Relevance of visual media in teaching vocabulary was one medium that could make learning vocabulary more be fun, interesting and students were not bored, because teaching vocabulary was not easy introduce to students. The teacher needed a way to teach vocabulary and through visual media made students be enthusiasm in learning vocabulary. The above opinion was similiary with Levie and Lentz (1982) in Arsyad (2002) defined that there were four functions of learning media specially the visual media. There were atensi function, affective function, cognitive function, and compensatory function.

Affective functions could be seen from the students' level of enjoyment while learned, students could receive lessons with fun not seem like received lessons with full pressure. Cognitive function, with visual media in the learning process could facilitate students to process, understand, remember content or message in the visual media. Compensatory function was convenience provided to students who were weak and slow to accept and understand the subject of content. Visual media could be easy to students organized the content and be easy remembered it.

Method

This research, the researcher used Classroom Action Research (CAR). The aim of using this Classroom Action Research was improving the ability students' vocabulary by using visual media. Class action research was a kind of research that used in the classroom area. The research was a method to develop skills of group and a way to solve the problem that appeared in the class area (Suyadi, 2012). Kemmis and McTaggart suggested that components of Classroom Action Research were series of activities

began from a plan of action until the last process was reflection. It called a cycle research. Each cycle consists of four stages: (1) action planning, (2) the implementation of the action, (3) observation and interpretation, and (4) analysis and reflection. Normally, this research concluded on the second cycle (Latief, 2009). In conclusion, classroom action research was activities began from plan until reflection that did by teacher or researcher. This was doing in classroom area to solve a problem that came from students, and in teaching and learning process. This research was conducted at the Junior High School 10 Makassar in Andi Tadde. Junior High School 10 Makassar was led by Drs. Muh. Yunus Yusuf, MM. The subject of this research was the students of VIIB consist of 43 students. There were fourty three students in the class with 21 girls and 22 boys. This research, the researcher was an instructor and a teacher was a collaborator during the teaching process go on. The aim was to asses the teaching method that have given by researcher as a reference for the next cycle. The participant of research was students as object of research , where the research hoped after researching the students could increase their vocabulary to improve their skills in English. In this step, the researcher prepared what that would teach. The researcher prepared materials that based by the usage of visual media in teaching vocabulary. After formulating the material that would present, the activities of the next stage prepared lesson plans included: the creation of lesson plan (RPP), then prepared data collection tools included: student worksheets (test), observation sheet, and the last was camera. Data analysis in qualitative research did since before entering the field, for the field, and after completion of the field. In this case Nasution in Faisal (2013) stated "The analysis has been started since formulated and explained the problem, before entering the field and continue until the writing of research results. Analysis of the data became a handle to next research. However, in qualitative research, data analysis was more focused during the process collecting data in field.

Table 1: The Form of Observation Sheet

<i>Aspects</i>	<i>Indicators</i>	<i>Percentage %</i>
<i>LearningActivities</i>	Doing their assignments based on the teacher' instruction.	
	Asking question to their teacher if there is an instruction which is not clear.	
	Giving comments and suggestions about their friends' job.	
	Presenting their discussion result without being appointed by the teacher.	
	Discussing and working together with their friends in doing their assignments.	
	Doing assignments from their teacher well.	
	Showing their curiosities with asking question to their teacher and friends.	
<i>Creativity</i>	Exploring their ideas.	
	Thinking and are not hopeless for looking for answer using books or asking to their friends.	
<i>Feeling ofHappines</i>	Looking happy in learning process	
	Not feeling sleepy during the teaching and learning process.	
<i>Interaction</i>	Discussing with their teacher.	
	Discussing with their friends.	
	Working together with their friends.	
Mean Score		

Result and discussion

1. Result

This chapter discussed the findings and discussion of this research. In the finding section, the researcher showed all the data which she collected during the research. In the discussion section, the researcher analyzed and discussed all the data in the finding section. She compared the data collected during two different cycles. The problem statements of this study were also answered in this section. To conduct this research, all required materials were prepared first. The researcher prepared lesson plans, material for teaching was visual media such as picture, students worksheets (test) and observation sheet. Before giving ability test, the researcher gave a little explanation about vocabulary, visual media in general, and showed some samples. The researcher observed students' vocabulary through giving ability test individually. In 10 minutes of the test. During the ability test, most of the students asked many questions about vocabulary that they were going to write. Some of students had just made some sentences, and others wrote nothing on their paper.

Table 2 : The Frequency and Percentage of Ability Test

Classification	Score	Frequencies	Percentage (%)
Excellent	5		
Good	4	2	4.6%
Average	3	10	23.3%
Poor	2	18	41.9%
Very Poor	1	13	30.2%
TOTAL		43	100%

The table above showed that, the students' score in ability test was very poor. From 43 students who followed the test, there were 2 (4.6%) students obtained good, 10 (23.3%) students obtained average, 18 (41.9%) students obtained poor, and 13 (30.2%) students obtained very poor. The mean score of ability test was 6.33. It means that the students' ability in vocabulary was still less. Therefore, the researcher tried to apply visual media in teaching vocabulary as a strategy to improve the students' vocabulary.

Steps in teaching and learning process were: First, the researcher greet and then warm up students to burn their spirit and then checked their attendance. Indirectly, it made them feel enjoy, fun and be confidence. Second, the researcher began the lesson by asking the students about adjective. Third, the researcher gave few minutes to explain about adjective, from definition of adjective, and some samples of adjective. Fourth, the researcher showed some adjective through visual media. Fifth, the researcher invited students to identify the adjective by visual media. Sixth, the researcher invited student to pronounce of adjective. The researcher repeated to show adjective until three times. How the condition and situation of the class was applying of visual media and to know the improvement of the students' achievement and to see whether visual media could improve the students' vocabulary. They used guidelines of observation.

Table 3. The Results of The Observation in The First Cycle

Aspects	Indicators	Percentage %
<i>Learning Activities</i>	Doing their assignments based on the teacher' instruction.	62
	Asking question to their teacher if there is an instruction which is not clear.	60
	Giving comments and suggestions about their friends' job.	25
	Presenting their discussion result without being appointed by the teacher.	20
	Discussing and working together with their friends in doing their assignments.	50
	Doing assignments from their teacher well.	50

	Showing their curiosities with asking question to their teacher and friends.	50
<i>Creativity</i>	Exploring their ideas.	25
	Thinking and are not hopeless for looking for answer using books or asking to their friends.	50
	Looking happy in learning process	68
<i>Feeling of Happiness</i>	Not feeling sleepy during the teaching and learning process.	65
<i>Interaction</i>	Discussing with their teacher.	65
	Discussing with their friends.	68
	Working together with their friends.	65
	Mean Score	51.6

Based on the table of observation before, the teaching and learning process was not maximal. There were still some descriptors which must be improved. Beside that, there were also some descriptions that did well even though they still needed to be improved in the next cycle. There were some indicators that made the teacher happy because most students looking happy in learning process and most students discussed with their friends. However, some aspects have increased. It still needed to be improved in the next cycle.

The researcher concluded that there were some indicators did not perform well. The causes of that were most students just silence because they were lack vocabulary. Many students were still afraid and shy to speak. Most students confused to pronounce the word. The condition in the classroom was very crowded and hot. The students did not have enough time to discuss with their friend and their teacher. The students did not do their assignment well, and many students afraid shared their idea when learning process, Besides observing whether using visual media could overcome the students' problem and improve the students' vocabulary. The researcher gave the students a competence test to know the students' achievements of the material during in teaching and learning process. For more detailed information of the result of the competence test in the first cycle, it could be seen at the following Table 4.

Table 4 : The Frequency and Percentage of The Students' Vocabulary in The First Cycle

Classification	Score	Frequencies	Percent age (%)
Excellent	5		
Good	4	4	9.3%
Average	3	16	37.2%
Poor	2	19	44.2%
Very Poor	1	4	9.3%
TOTAL		43	100%

The table above showed that the students' score in ability test was less. From 43 students who followed the test, there were 4 (9.3%) students obtained good, 16 (37.2%) students obtained average, 19 (44.2%) students obtained poor, and 4 (9.3%) students obtained very poor. It could be compared with result of the ability test where only 2 (4.6%) students obtained good, 10 (23.3%) students obtained average, 18 (41.9%) students obtained poor, and 13 (30.2%) students obtained very poor.

The mean score of the students in the ability test was 6.33 and in the first cycle it increased to 6.80. This was considered as a good improvement of the students' vocabulary. However, the mean score was not successful until the mean score of students reach 7 of 10, it could improve the students' vocabulary. In addition, it concluded that in the first cycle. There were improvement the students' participation in the class. Nevertheless, the researcher was still disappointed because there were still any students that received low scores.

Based on the result of the observation and the score of the students, the researcher concluded that there were some aspects in the teaching and learning that were still needed to improve. The observation showed that there were many aspects must increase from students' vocabulary, learning

activities, creativity, feeling of happiness, and interaction in learning process. In learning vocabulary process, there were still many problems faced by the students. Some of the students were less vocabulary, some others were poor, some students were afraid to share their idea, and most students were difficult to pronounce vocabulary. Based on those problems, the researcher decided to continue the research to the next cycle.

2. Discussion

This part, the researcher would explain the implementation of visual media that could improve students' vocabulary. The usage of visual media in a vocabulary learning could provide many benefits for students. We knew that vocabulary was new language to students. They have received as their second language. To make vocabulary easy to be learned by students. Visual media was the better media that could use in teaching vocabulary. This was supported by Koren (1997) in Rokni & Karimi (2013) stated that the learning of foreign words with pictures could be easier and memorable than the words without pictures.

In addition, some studies show that visualizations of text book could be more effective in increasing student comprehension of a concept than simply outlining information in a text book chapter (Robinson & Kierwa, 1998) in McDermott (2010). Studying a foreign language sometimes made students bored because they did not understand word to word from a new language that were not familiar. With visual media students be enthusiasm, gave motivation to learn vocabulary and made students enjoyable learned vocabulary.

Danan (1992) in Rokni & Karimi (2013) stipulated that language teachers used different visual materials that could increase students' interaction and motivation in the classroom. Learning vocabulary means learning a message or meaning of the vocabulary. The usage of visual media in learning and teaching vocabulary facilitated the delivery of messages from the vocabulary and easy to understand by students. This was supported by Robinson & Kiewra (1994) in McDermott (2010) that using infographics such as charts, graphs and other visual was an efficient way of conveying information to students.

In addition, several studies have indicated that the usage of visual aids greatly improve information retention and improve student understanding of unfamiliar concepts (Butcher, 2006; Mayer & Sims 2004; Robinson & Kiewra, 1994; Shulten, 2010) in McDermott (2010). This proved that the implementation of visual media could improve students' vocabulary. It could prove of every test that have done by students. The result of the ability test students was 6.33, in the first cycle the students mean score was 6.80 and in the second cycle it was 7.51. This was considered a good improvement of students' achievement. It had reached the research target. Based on the findings on discussion, the researcher could conclude that students' vocabulary at The First Year Students' of SMP Negeri 10 Makassar had a positive result and improved after applying visual media materials in teaching and learning.

Conclusion and implication

The implementation of visual media in teaching and learning vocabulary has a positive impact for students in increasing desire to learn the vocabulary, the ease of remembering vocabulary, ease in interpreting the message of a word, and to focus the attention of students. Based on observation sheet, most of students said that use of a visual media could help them in mastering vocabulary, increase the students' motivation in learning English, not feeling sleepy during the teaching and learning process, and increase interaction with teacher and other their friends. It was supported by the significant different result was 51.6 became 67.3 in the second cycle. It could categorize as a positive contribution of students. The first cycle shown the students' mastery vocabularies of adjective, noun and verb, and increase ability in pronunciation after the visual media was giving. It was supported by the significant different result of ability-test that was 6.33 became 6.80 in the first cycle, and in the second cycle it was

7.51. It could categorize as a good improvement of students' vocabulary. This research was "Improving Students' Vocabulary By Using Visual Media at SMP Negeri 10 Makassar". It consisted of two problem statements. They were (1) How was the implementation of Visual Media in improving the students' vocabulary of first year students' at SMPN 10 Makassar? (2) How was the improvement of students' vocabulary through Visual Media of first year students' at SMPN 10 Makassar? The objective of this research was to find out improvement of the students' vocabulary by visual media of VIIB at SMPN 10 Makassar. This research was a classroom action research. It consisted of two cycles. The procedure of the research in every cycle consisted of four stages. They were planning, acting, observing, and reflecting. The subject of the research consisted of 43 students of VIIB at SMPN 10 Makassar. The instruments of this research were test which was analyzed by quantitative analysis and observation sheet which was analyzed by qualitative analysis. The result of the research showed that there was a significant improvement of the students' vocabulary after using visual media. This statement could prove by the students' mean score of ability test was 6.33, but it had increased to 6.80 the first cycle and 7.51 at the second cycle. It mean that the students' vocabulary from the first cycle to second cycle was classified successful. Visual media could improved the students' vocabulary.

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The Rule of Bleeding:

1. Chapter (Capitalize Each Word, bold)
2. Sub-Chapter (Capitalize Each Word, italic)