

**EFL TEACHER'S REFLECTION ON THE
IMPLEMENTATION OF VISUAL
VOCABULARY APPLICATION**

THESIS

Submitted in Partial Fulfillment of the Requirements for
Gaining the Bachelor degree of English Language Education



Organized by:

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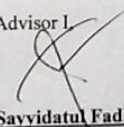
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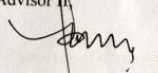
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ABSTRACT

Title : EFL Teacher's Reflection on the Implementation of Visual Vocabulary Application
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The goal of the research is to describe the EFL teacher's reflection on their practices in the implementation of Visual Vocabulary Application. Based on the phenomenon and the empirical findings above, this study attempted to use the theoretical and methodological assumptions derived from Gibb's stages of reflection. This research was conducted by in-depth interviewing the teacher at SMP Muhammadiyah 1 Alternatif Kota Magelang in 7th grade. The research made field notes based on the raw data, then applied interviews as the data collection processes. The method of this research is narrative inquiry research. Narrative inquiry is a qualitative approach that captures the personal and human dimension of lived experiences and presents narratively. Narrative inquiry approach attempts to understand how people think and experiences through event and what they value. The researcher used critical incident analysis (CIA) to process the data. CIA is a qualitative research analysis that involves the thorough description and analysis of an authentic and experienced event within its specific context. The result of this research showed that EFL teacher's reflection on the implementation of Visual Vocabulary Application has a positive reflection. Thus, the teacher plans to use this application in other learning topics. Even though, the teacher found some problems, this application still has several advantages, and to overcome the problem, the teacher prepare another learning media without reducing the essence of the material and time estimation.

Keyword: *Critical Incident Analysis, Reflection, Teacher Reflection, Visual Vocabulary Application*

DEDICATION

In the name of Allah the Beneficent and the Merciful, this thesis is dedicated to:

1. My beloved father and mother, who always supported the researcher emotionally and materially with pray, guidance, love, and patience.
2. My beloved sisters, who always supported the researcher to reach the researcher's dream.
3. The one and only one myself.

MOTTO

Whatever you are, the important thing is to do your best

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The researcher realizes that this thesis is far from perfection. The researcher needs some suggestions from the

readers to make it perfect. Hopefully, this thesis will be useful for the readers and other researchers who conduct the same research. Aamiin...

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CHAPTER I

INTRODUCTION

This chapter presents the research background, research question, research objective, and research significance.

1.1 Research Background

Improving educational practice through reflection is an important focus of teacher professional development approaches. Reflection is a means of processing thoughts and feelings about an incident, or a difficult day and gives us a chance to come to terms with our thoughts and feelings about it. Therefore teacher reflection is important to develop the teaching-learning process.

The importance of reflection has existed long. This is explained in the Quran surah Al-Hasyr (59) 18 and Hadits at-Tirmidzi:

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَتُنْتَظِرْ نَفْسَ مَا
قَدَّمْتُمْ لِغَدٍ وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ خَبِيرٌ بِمَا تَعْمَلُونَ

“O you who have believed, fear Allāh. And let every soul look to what it has put forth for

*tomorrow - and fear Allāh. Indeed, Allāh is
Aware of what you do”*

حَاسِبُوا أَنْفُسَكُمْ قَبْلَ أَنْ تُحَاسَبُوا، وَتَزَيَّنُوا
لِلْعَرْضِ الْأَكْبَرِ

*“Correct yourselves before you are judged
and decorate (with good deeds) for a great
performance (on the Day of Resurrection)”
(HR Tirmidzi)*

From this verse, it can be seen that reflection or self-reflection is important for our life. In that verse also we should judge or correct ourselves before we judge other people. The importance of reflective practice has been investigated and reinvestigated over the past three decades¹ resulting in a plethora of research on reflective practices in various fields of

¹ Thomas S.C. Farrell, (2016), The practices of encouraging TESOL teachers to engage in reflective practice: An appraisal of recent research contributions, *Language Teaching Research*, 20.2, 223–47 <<https://doi.org/10.1177/1362168815617335>>.

teacher education^{2 3 4}, and teaching.^{5 6 7 8 9 10} In the language teaching context, reflective practice has also gained popularity

² Jordi Colomer and others, (2013), Tutoring as evidence of a reflective practice: A case study, *Procedia - Social and Behavioral Sciences*, 93.October, 356–63, <https://doi.org/10.1016/j.sbspro.2013.09.203>.

³ Frederick L. Nelson, Libbi R. Miller, and Cathy Yun, (2016), “It’s ok to feel totally confused”: Reflection without practice by preservice teachers in an introductory education course, *Reflective Practice*, 17(5), 648–61, <https://doi.org/10.1080/14623943.2016.1197113>.

⁴ Øyvind F. Standal and Vegard F. Moe, (2013), Reflective practice in physical education and physical education teacher education: A review of the literature since 1995, *Quest*, 65(2), 220–40, <https://doi.org/10.1080/00336297.2013.773530>.

⁵ Lori Andersen and Juanita Jo Matkins, (2011), Web 2.0 tools and the reflections of preservice secondary science teachers, *Journal of Digital Learning in Teacher Education*, 28(1), 27–38, <https://doi.org/10.1080/21532974.2011.10784677>.

⁶ Sheng Wen Hsieh and others, (2011), Effects of teaching and learning styles on students’ reflection levels for ubiquitous learning, *Computers and Education*, 57(1), 1194–1201, <https://doi.org/10.1016/j.compedu.2011.01.004>.

⁷ liangyue lu, (2014), cultivating reflective practitioners in technology preparation: Constructing TPACK through reflection, *Education Sciences*, 4(1), 13–35, <https://doi.org/10.3390/educsci4010013>.

⁸ Kym M. Simoncini, Michelle Lasen, and Sharn Rocco, (2014), Professional dialogue, reflective practice and teacher research: Engaging early childhood pre-service teachers in collegial dialogue about curriculum innovation, *Australian Journal of Teacher Education*, 39(1), <https://doi.org/10.14221/ajte.2014v39n1.3>.

⁹ Tan Aik-Ling and others, (2014,2010), Reflection of teaching: A glimpse through the eyes of pre-service science teachers, *ASCILITE*

focusing on a pre-service, in-service, novice, less experienced as well as experienced teachers¹¹, of English language

2010 - *The Australasian Society for Computers in Learning in Tertiary Education*, June, 1–12.

¹⁰ İlknur Yüksel, (2011), The effects of post-observational reflective feedback modes on teaching beliefs: Peer vs. teacher-mediated feedback, *Turkish Online Journal of Qualitative Inquiry*, 2(1), 38–56, <https://doi.org/10.17569/tojqi.32140>.

¹¹ Ilana Seidel Horn and Judith Warren Little, (2010), Attending to problems of practice: Routines and resources for professional learning in teachers' workplace interactions, *American Educational Research Journal*, 47(1), 181–217, <https://doi.org/10.3102/0002831209345158>.

teaching.^{12 13 14 15 16 17} Every time, it is necessary to prioritize reflection because of how important it is, especially in terms of learning vocabulary.

The substantial body of studies particularly related to EFL teacher's reflection especially in the implementation of Visual Vocabulary Application is limited in numbers. Most of the studies were only concerned with topics such as the correlation

¹² Ali Al-Issa and Ali Al-Bulushi, (2010), Training English language student teachers to become reflective teachers', *Australian Journal of Teacher Education*, 35(4), 41–64, <https://doi.org/10.14221/ajte.2010v35n4.4>.

¹³ Azar Hosseini Fatemi, Majid Elahi Shirvan, and Yasser Rezvani, (2011), The effect of teachers' self-reflection on EFL learners' writing achievement, *Cross-Cultural Communication*, 7(3), 177–83, <https://doi.org/10.3968/j.ccc.1923670020110703.250>.

¹⁴ Debora Tri Ragawanti, (2015), Cultivating pre-service teachers' classroom management skills through teaching practicum: A reflective practice, *TEFLIN Journal - A Publication on the Teaching and Learning of English*, 26(1), 117, <https://doi.org/10.15639/teflinjournal.v26i1/117-128>.

¹⁵ Ruth Roux, Alberto Mora, and Axel Tamez, (2012), Reflective writing of Mexican EFL writers: Levels of reflection, difficulties and perceived usefulness, *English Language Teaching*, 5(8), 1–13, <https://doi.org/10.5539/elt.v5n8p1>.

¹⁶ Malachi Edwin Vethamani, (2011), Teacher education in Malaysia: Preparing and training of English language teacher educators, *Journal of Asia TEFL*, 8(4), 85–110.

¹⁷ Amanda Yesilbursa, (2011), Reflection at the interface of theory and practice: An analysis of pre-Service English language teachers' written reflections, *Australian Journal of Teacher Education*, 36(3), <https://doi.org/10.14221/ajte.2011v36n5.2>.

between teaching reflection and gender, teachers' efficacy and autonomy, and the effectiveness of teaching reflection for teacher professional development.^{18 19 20} Thus, there has been a paucity of scientific knowledge on the hopes or voices, recommendations, or challenges of EFL teachers teaching vocabulary in the implementation of Visual Vocabulary Application. This study, therefore, utilized the teaching reflection framework to disclose the thoughts or actions of EFL teachers as teaching reflection per se has an essential function to unveil thoughts or actions of teachers in teaching practices.²¹ As a result, recommendations, challenges, and voices of ELT teachers in the implementation of Visual Vocabulary Application are easily identified and revealed.

¹⁸ Hassan Soodmand Afshar and Mojtaba Farahani, (2015), Reflective thinking and reflective teaching among Iranian EFL teachers: Do gender and teaching experience make a difference?, *Procedia - Social and Behavioral Sciences*, 192, 615–20, <https://doi.org/10.1016/j.sbspro.2015.06.107>.

¹⁹ Samane Noormohammadi, (2014), Teacher reflection and its relation to teacher efficacy and autonomy, *Procedia - Social and Behavioral Sciences*, 98, 1380–89 <https://doi.org/10.1016/j.sbspro.2014.03.556>.

²⁰ XU Qing, (2009), Reflective teaching--an effective path for EFL teacher's professional development, *Canadian Social Science*, 5(2), 35–40, <http://www.cscanada.net/index.php/css/article/view/j.css.1923669720090502.005>.

²¹ Afshar and Farahani.

Learning vocabulary can be carried out optimally if there is a learning strategy. Learning strategies that can be used are guessing and imagining. Besides that, it also uses interesting and fun learning media.²² It is known that learning with applications or technologies is a new method, especially since the COVID-19 pandemic.²³

Educational technology has been widely practiced at all levels of education, both in school and higher learning institutions,²⁴ The educational system needs to collaborate with technology in education and increase the teacher's awareness of the application. Many technologies have been developed to assist the students in education as reference materials and tools such as e-learning, web-based learning, and mobile learning.

²² Ndileleni Paulinah Mudzielwana, (2016), Conceptualisation of language and vocabulary learning strategies: Key aspect in every curriculum area, *International Journal of Educational Sciences*, 15(3), 538–46, <https://doi.org/10.1080/09751122.2016.11890564>.

²³ Ivan Montiel and others, (2020), New ways of teaching: Using technology and mobile apps to educate on societal grand challenges, *Journal of Business Ethics*, 161(2), 243–51, <https://doi.org/10.1007/s10551-019-04184-x>.

²⁴ Nor Haliza Che Hashim and Kamisah Osman, (2021), Teaching and learning by using online application during movement control order, *International Journal of Academic Research in Progressive Education and Development*, 10(2), 605–14, <https://doi.org/10.6007/ijarped/v10-i2/10143>.

So, from this statement, the technologies innovate a lot to add education value and evaluate digital reference materials.²⁵

Furthermore, some studies have proved the topic of teacher's reflection and the implementation of Visual Vocabulary Application. The first is about a comparison of beginning and experienced teachers' perceptions of reflection for practice by Williams and Grudnoff (2011). This research focuses on examining how reflection was used by experienced and beginning teachers who were formally introduced to the same model of reflection. The second is about Swedish teacher's views on the use of personalized learning technologies for teaching children reading in English classroom by Bunting, af Segerstad, and Barendregt (2021). This research focuses on the teacher's perspective about a new system to develop the skill of reading, the use of I-read application (project). Another study explained the application of Visual Vocabulary for ESL students' vocabulary learning by Haniff Mohd Tahir et al. (2020). This research focuses on the implementation of Visual Vocabulary Application.

²⁵ M R Samsudin and others, (2017), A review of mobile application characteristics based on teaching and learning theory for mute and deaf students, *International Journal of Technology in Education and Science (IJTES)*, 1(1), 24–28 www.ijtes.net.

On this occasion, at SMP Muhammadiyah 1 Alternatif Kota Magelang, the 7th-grade teacher reflected on the use of a Visual Vocabulary Application, which is an application for learning basic vocabulary and can be adapted to the competencies being applied. This application is applied in the smartphone, besides that, the Visual Vocabulary Application has many features and is also very easy to use.

In a nutshell, the goal of the research is to shed light on EFL teacher's reflection on their practices in the implementation of Visual Vocabulary Application. Based on the phenomenon and the empirical findings above, this study attempted to use the theoretical and methodological assumptions derived from Gibbs (1988) stages of reflection. Based on the explanation, this research will be conducted to describe the EFL teacher's reflection on the implementation of Visual Vocabulary Application.

1.2 Research Question

The research question of the research is; How is the EFL teacher's reflection on the implementation of Visual Vocabulary Application?

1.3 Research Objective

The objective of the research is; To describe the EFL teacher's reflection on the implementation of Visual Vocabulary Application.

1.4 Research Significances

This research is expected to give the benefits as follows:

1. Theoretical Significance:

This research is expected to be additional information for the readers about the EFL teacher's reflection and the implementation of Visual Vocabulary Application which is useful for learning vocabulary.

2. Practical Significance

The researcher hopes that the result of this research can provide some positive contribution in the context of teacher's reflection. The result of this research is expected to provide some information for the researcher themselves and people in the field of education. The researcher hopes that the result of this research can be useful for:

a. For the Teacher

This research can encourage the teacher to be used as the material for consideration in

preparing teaching materials and develop their own reflection on Visual Vocabulary Application.

b. For the Researcher

The research can help and be valuable for the researcher to fix and finish his research as one of the requirements. The researcher expects that the research can provide useful information for the readers.

c. For the Other Researchers

The research can help and be valuable for the next researcher to do his/her research for a similar topic. Hopefully, the next researcher can dig for further information about the same topic.

1.5 Research Scope and Limitation

In order to avoid deviations in this study, researchers limit the problem of this research to teachers in junior high school and 7th grade, especially SMP Muhammadiyah 1 Alternatif Kota Magelang. This is related to learning the basic vocabulary they have just learned.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides theoretical reviews which are related to the research problems and a review of some previous studies that are done in the same field related to this research topic.

2.1 Previous Research

The researcher took several previous studies to strengthen and support the study. Some studies investigated online learning.

The first previous research explored Inhibitors to EFL teachers' reflective teaching and EFL learners' reflective thinking and the role of teaching experience and academic degree in reflection perception.²⁶ This research focuses on describes English as a foreign language (EFL) teachers' perception of their own reflective teaching, of inhibitors to their reflective teaching, of inhibitors to their students' reflective thinking, and the impact of teaching experience and academic

²⁶ Hassan Soodmand Afshar and Mojtaba Farahani, (2018), Inhibitors to EFL teachers' reflective teaching and EFL learners' reflective thinking and the role of teaching experience and academic degree in reflection perception, *Reflective Practice*, 19.1, 46–67 <<https://doi.org/10.1080/14623943.2017.1351353>>.

degree on their perception of reflective teaching. The participants of 304 private language institute English as a foreign language teachers. This research used questionnaire, 29 five-point Likertscale items which are scored on a scale ranging from 1 (never) to 5 (always). This instrument encompasses five components of practical (items 1–6), cognitive (items 7–12), affective (items 13–15) metacognitive (items 16–22) and critical reflection (items 23–29). The results indicated that Iranian EFL teachers perceived their reflective teaching to lie at a medium level, three types of inhibitors to EFL teachers' reflective teaching included lack of knowledge, affective emotional, and teaching situation inhibitors, three types of inhibitors to EFL learners reflective thinking also comprised affective emotional, cognitive, and learning situation inhibitors. The result of two way ANNOVA indicated both academic degree and teaching experience significantly differentiated Iranian EFL teachers with respect to their reflective teaching perception, but the iintercation effect of them did not do so. This research has similarities with my research in that both discussed teacher reflection especially EFL teacher. While the difference is the number of participants of the research, in this research used 304 teachers, but my research, only one teacher. Another difference is this research

used questionnaire to collect the data, in my research used interviews.

The second previous research explored Swedish teacher's views on the use of personalized learning technologies for teaching children reading in English classroom.²⁷ This research focuses on the teacher's perspective about a new system to develop the skill of reading, the use of I-read application (project). This research uses thematic analysis of semi-structured in-depth interviews with 11 primary school teachers in Swedish, that consist of (10 females and 1 male). The result of this research is teachers' Swedish consider the use of technology as learning but are also worried because the focus of the Swedish curriculum is focused on communication between humans, which in fact cannot be met with this technology. This research has similarities with my research on the use of digital technologies in English classrooms, using semi-structured in-depth interviews and elementary school teachers as the participants of the research. While the differences are this research consists of learning reading, but in

²⁷ Leona Bunting, Ylva Hård af Segerstad, and Wolmet Barendregt, (2021), Swedish teachers' views on the use of personalised learning technologies for teaching children reading in the English classroom, *International Journal of Child-Computer Interaction*, 27, 100236, <https://doi.org/10.1016/j.ijcci.2020.100236>.

my research consists of learning vocabulary, the place of the research is also different. Another difference is the data analysis of the research, this research used thematic analysis, but my research used critical incident analysis.

The next previous research explored the application of visual vocabulary for ESL students' vocabulary learning.²⁸ This research focuses on the effectiveness of using Visual Vocabulary Application. The research using quasi-experimental were the participants are 60 students of Form Two Students from two different situations of school in the suburban school in Ipoh and Teluk Intan, Perak. The participants learn 45 target words and visual vocabulary be the method to learn and simultaneously understand the meaning of the words. The result of this research confirms that visual vocabulary is an effective method to learn and understand vocabulary. The similarity between this research and my research is using the same topic. While the differences are the research design, the place of the research, and the participants of the research.

²⁸ Mohd Haniff Mohd Tahir and others, (2020), The application of visual vocabulary for ESL students' vocabulary learning, *Arab World English Journal*, 11(2), 323–38, <https://doi.org/10.24093/awej/vol11no2.23>.

The next previous research explored the effectiveness of mobile application in vocabulary teaching.²⁹ This research focus on the effectiveness of mobile application on teaching 40 figurative idioms from the Michigan Corpus of Academic Spoken English (MICASE) compares to traditional activities. This research uses quasi-experimental research the participants are 50 first-year students from an English Language Teaching Department of a State University in Turkey were divided into two groups randomly (control group and experimental group). The control group consists of 6 males and 19 females who were taught with the traditional method, and the experimental group consists of 5 males and 20 females who were taught with the use of the mobile application and all of that had an average of 20 in terms of their age. The result of this research is all of the groups have significant improvement but using the mobile application was more effective than the traditional activities in teaching the target idioms. The similarity of this research with my research is using mobile applications to teaching-learning activities. While the differences are the research design, the participants, and also the place of the research.

²⁹ Ahmet Basal and others, (2020), Effectiveness of mobile applications in vocabulary teaching, *Contemporary Educational Technology*, 7(1), 47–59, <https://doi.org/10.30935/cedtech/6162>.

The last previous research explored the use of smartphone application in English language learning – a challenge for foreign language education.³⁰ The research focuses on the beneficial or effective mobile applications used in learning English as a foreign language. This research used literature review sources in two acknowledged databases, web of science and Scopus. This search period was conducted for studies published between January 2015 and April 2019. Altogether, 16 original journal studies on the research topic were detected. The result of the research is mobile learning become a silent feature of education as it is a great opportunity for foreign language learning. The benefits are the learner's autonomy and confidence, as well as the promotion of personalized learning, helping low-achieving students to reach their study goals.

2.2 Literature Review

There are some literature review that related with this research:

³⁰ Jaroslav Kacetyl and Blanka Klímová, (2019), Use of smartphone applications in English language learning—a challenge for foreign language education, *Education Sciences*, 9(3), 1–9, <https://doi.org/10.3390/educsci9030179>.

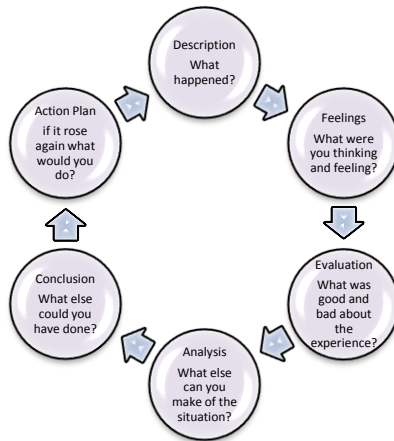
2.2.1 Reflection

Regarding teacher education, reflection is commonly reported as a process of self-examination and self-evaluation that teachers should engage in regularly to interpret and improve their professional practices.³¹ Reflection provides a structure in which to evaluate learning, allowing theories and concepts to become entrenched in practice and fostering continual thought and innovation.³²

³¹ Jukka Husu, Auli Toom, and Sanna Patrikainen, (2008), Guided reflection as a means to demonstrate and develop student teachers' reflective competencies, *Reflective Practice*, 9(1), 37–51, <https://doi.org/10.1080/14623940701816642>.

³² Ruth Helyer, (2015), Learning through reflection: The critical role of reflection in Work-Based Learning (WBL), *Journal of Work-Applied Management*, 7(1), 15–27, <https://doi.org/10.1108/jwam-10-2015-003>.

- Gibb's Model Reflection



Gibb's Model Reflection 1

Gibb's reflective cycle was developed by Graham Gibbs in 1988 to give structure to learning from experiences. It offers a framework for examining experiences and given its cyclic nature lends itself particularly well to repeated experiences, allowing to learn and plan from things that either went well or didn't go well. The cycles are conducted into six stages:

- a. Description, recall events, drawing on powers of observation to remember with accuracy and impartiality. The main points to include here

concern what happened, the feelings, and the conclusion will come later. In this stage, the researcher has a chance to describe the situation in detail.

- b. Feeling, the researcher explored any feelings or thoughts that had during the experience and how they may have impacted the experience. The main point is to identify the reaction of the experience.
- c. Evaluation, the researcher has a chance to evaluate what worked and what didn't work in the situation. Try to be as objective and honest as possible. Focus on the positive and negative aspects.
- d. Analysis, where the researcher has a chance to make sense of what happened, more detail, and extract the meaning.
- e. Conclusion, where the researcher makes summarize the responses to the experience and what has been learned. It also highlights what change to the researcher's action could improve the outcome in the future ³³.

³³ Helyer.

- f. Action Plan, what the researcher will do differently in a similar or related situation in the future.³⁴

2.2.2 Mobile Learning (m-learning)

Mobile learning is ‘the process of coming to know through continuous conversations and explorations across multiple contexts amongst people and interactive technologies’³⁵, by placing the focus on the mobility of learning, we may better understand how knowledge and skills can be transferred across contexts.³⁶ Therefore, m-learning has emphasized ease of access and flexibility.

³⁴ Gibbs, G. (1988), *Learning by doing: A guide to teaching and learning methods*, Further Education Unit, Oxford Polytechnic: Oxford, <https://www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience/gibbs-reflective-cycle>.

³⁵ Em Sharples, (2006, 2007), Big issues in mobile learning: Report of a workshop by the kaleidoscope network of excellence, *Learning Sciences Research Institute*, January, 36, http://hal.archives-ouvertes.fr/docs/00/19/02/54/PDF/Sharples_Big_Issues.pdf%5Cnh <http://citeseerx.ist.psu.edu/viewdoc/summary?doi=10.1.1.183.9628>

³⁶ Mike Sharples, Josie Taylor, and Giasemi Vavoula, (2007), *A theory of learning for the mobile age* (Pre-Print), *Learning*, 85(3), 221–47, http://hal.archives-ouvertes.fr/docs/00/19/02/76/PDF/Sharples_et_al_.

a. Mobile Application

A mobile application, as a computer program, is designed to run on mobile phones, tablets, computers, and other devices. Application is easily available through an application distribution platform called App Maker.³⁷ The characteristics of mobile applications are handheld and available in all conditions. A mobile application has small, autonomous, and unobtrusive enough to accompany every moment.³⁸

b. MALL (Mobile-Assisted Language Learning)

MAAL focus on the use of mobile technology in language learning. MALL can be viewed as an ideal solution to language learning barriers in terms of time and place.³⁹ MALL technologies have the prodigious potential for assisting more innovative

³⁷ Qiaochu Liu and Xuan He, (2014), *Using mobile apps to facilitate english learning for college students in China*, Bachelor's Thesis in Informatics, 68.

³⁸ Humberto Gumeta and Jashim Khan, (2017), 'Where is mobile learning going in China?', *INTED2017 Proceedings*, 1.May, 2750–59, <https://doi.org/10.21125/inted.2017.0751>.

³⁹ Tayebeh Mosavi Miangah, (2012), Mobile-assisted language learning, *International Journal of Distributed and Parallel Systems*, 3(1), 309–19, <https://doi.org/10.5121/ijdps.2012.3126>.

educational methods.⁴⁰ It means that MALL is effective to learn especially English learning because the students can use it everywhere and anytime. MALL can encourage collaboration and co-construction of knowledge.⁴¹ Students had to find information and share it with their peers. So that they can build up an overall understanding of a real problem. The teaching and learning process is changed with the development of recent developments in mobile technology.

Five keys to the teaching and learning process, there are the directions of communication, the level of interactivity, the media of communication, the constraints of the educational process, and the learning outcomes.⁴² From the explanation above

⁴⁰ Yao Ting Sung, Kuo En Chang, and Tzu Chien Liu, (2016), The effects of integrating mobile devices with teaching and learning on students' learning performance: A meta-analysis and research synthesis, *Computers and Education*, 94, 252–75, <https://doi.org/10.1016/j.compedu.2015.11.008>.

⁴¹ Agnes Kukulska-Hulme and Lesley Shield, (2008), An overview of mobile assisted language learning: from content delivery to supported collaboration and interaction', *ReCALL*, 20(3), 271–89, <https://doi.org/10.1017/S0958344008000335>.

⁴² John V. Pavlik, (2020), Fueling a third paradigm of education: The pedagogical implications of digital, social and mobile

Smartphone apps have considerable potential for enhancing vocabulary and English learning process.

SWOT Analysis of M-Learning 1

SWOT Analysis of Mobile Learning (m-learning)⁴³			
Strengths	Mobile applications effectively develop all the language skills	Weaknesses	Cautions design, planning, and implementation is sometimes missing but desirable
	Students embrace using mobile technologies for language learning		Respect to student's needs
	Students are more motivated to study		Essential to delivering multiple language skills in authentic learning environments
	m-learning is becoming a salient feature of education		Small screen size of mobile devices

media, *Contemporary Educational Technology*, 6(2), 113–25, <https://doi.org/10.30935/cedtech/6143>.

⁴³ Jaroslav Kacetl and Blanka Klímová, (2019), Use of smartphone applications in English language learning—a challenge for foreign language education, *Education Sciences*, 9(3), 1–9 <https://doi.org/10.3390/educsci9030179>.

	Enhancement of the learner's cognitive capacity		Lack of human contact
	The learner's increasing autonomy and growing confidence		External interference, distraction
	More personalized learning		The addictive nature of mobile devices
	Diversified resources		Technical problems
Opportunities	A lot of potential in m-learning as a new trend	Threats	It is not clear whether m-learning should remain a supportive medium or become the primary one in education
	The fast development of web 2.0, 2.0,X.0		Difficult to assess if profound changes in education should be expected, including a paradigm change: if so, how to best prepare for these changes?
	The rapid development of mobile and smart technologies		Chaotic environment, a lot of new applications of varying quality plus the utilization of

		already existing platforms
	May make full inclusion in education possible	Potential lack of guidance for students in m-learning environments
	New learning environment	Potential problems for students preferring a reflective style of learning to an active one

2.2.3 Vocabulary

Five steps in teaching vocabulary. They are: have a source for encountering new words, getting a clear image, whether visual or auditory or both, for the forms of the new words, learning the meaning of the words, making a strong memory connection between the forms and the meanings of the words, using the words.⁴⁴

The principles of teaching vocabulary: focus on the most useful vocabulary first, focus on the vocabulary in the most appropriate way, give attention to the high-frequency words across the four strands of a course,

⁴⁴ Lynne Cameron, (2001), *Teaching language to young learners*, 1st edn (New York: Cambridge University Press).

encourage learners to reflect on and take responsibility for learning.⁴⁵

Teaching vocabulary needs meaningful learning because vocabulary is not only about theory but also about how to apply it. Meaningful learning will lend toward better long-term retention than rote learning.⁴⁶

- Visual Vocabulary Application

Visual Vocabulary Application is one of the methods to improve vocabulary skills by learning and answering the question (test) related to vocabulary on a mobile phone. Visual Vocabulary not only focuses on one skill but three skills, they are speaking, writing, and listening. Besides that, visual vocabulary also has many words that will be helpful to learn vocabulary, from people, home, food, etc. This application also not only learn the word but the students can memorize the word by the picture (flashcard). The students can learn vocabulary using visual aids. Visual aids alongside words were effective to explain the meaning of the word, especially in

⁴⁵ Carroline T. Linse, (2005), *Practical English language teaching: Young learners*, ed. by David Nunan (New York: McGraw-Hill).

⁴⁶ H. Douglas Brown, (2000), *Teaching by principles an interactive approach to language pedagogy*, p. 491.

the form of diagrams.⁴⁷ Based on the explanation above, these studies that pairing vocabulary with pictures is helpful in learning. Visual Vocabulary Application is the word in the form of images and can attract the attention of students to learn as well as make it easier for students to understand the vocabulary.

Visual Vocabulary App features are described as follows;

- a. Many words with pictures; Visual Vocabulary Application has many words with pictures and pronunciation. So, you can learn some words and you can know the pronunciation of the words.
- b. Many learning topics and tests; there are a lot of topics and tests to improve your language skills by answering the test, speaking, writing, and listening task. In the answering test; there is one picture and choose one word based on the picture. For speaking; there is one picture. Press the speaker then pronounce the name of the object based on the picture. If you do not know the name of the picture, you can listen to one word three times. For the

⁴⁷ Daesang Kim and David A. Gilman, (2008), Effects of text, audio, and graphic aids in multimedia instruction for vocabulary learning, *Educational Technology and Society*, 11(3), 114–26.

writing test; there is one picture and write the name of the object based on the picture. For the listening test; there is one picture then press the speaker and listen to some words. After you listen choose your answer with true or false.

- c. Flashcard; this feature support using pictures and pronunciation.
- d. The last is language support; in this feature not only use English but also another language, such as German, Spanish, French, Russian, Turkish, Arabic, etc.

Even though this application has many features, but the size is very small, only 69 MB, so it will be recommended not only for the mobile phone that has a big capacity but for the small one. On the other hand, this is a very simple application.

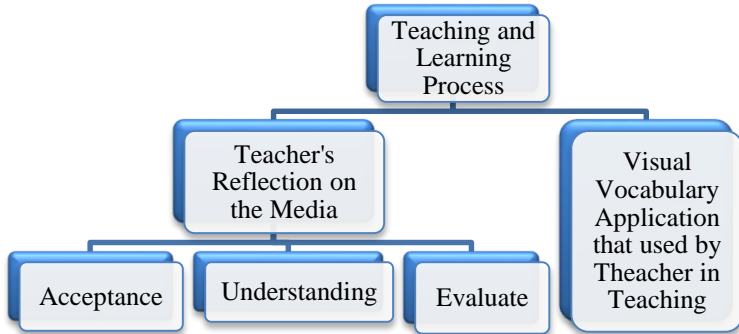


Visual Vocabulary Application 1



Language Support 1

2.3 Conceptual Frameworks



Conceptual Framework 1

In this research, the researcher analyzed the implementation of Visual Vocabulary Application and the teacher's reflection of the Visual Vocabulary Application is used by the teacher in teaching English. As we know, teaching English is one of the teacher's ways to make students understand English. It needs to use the various media in helping the learning process more effectively and enable students to more learn readily.

In the teaching and learning process, the teacher is given a positive reflection if the students have more active and consider in the implementation of Visual Vocabulary Application. Meanwhile, the teacher is given negative reflection if the

implementation of Visual Vocabulary Application is not helpful in the teaching-learning process. The result of this research will be different based on the teacher's acceptance, understanding, and evaluation.

CHAPTER III

RESEARCH METHOD

This chapter presents the research approach employed in the research design, research setting, technique of data collection, and data analysis.

3.1 Research Design

The central focus of this research is to conduct a small narrative investigation that tries to collect data from SMP Muhammadiyah 1 Alternatif Kota Magelang in 7th grade regarding the EFL teacher's reflection on the implementation of Visual Vocabulary Application. Following its objectives, the approach in narrative inquiry determines the most suitable for this research, because this approach emphasizes the human experience and captures the detailed story of the life experience of the individual.⁴⁸ The term narrative inquiry was first used in the educational research field in 1990 by Connely and Clandinin. They established the educational importance of

⁴⁸ Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, (2010), *Introduction to research in education*, ed. by Chris Shortt, Eight edit (Canada: Cengage Learning).

narrative as a research methodology⁴⁹, based on Dewey's philosophical tradition that claims education, experience, and life are interrelated.⁵⁰ This approach is known to have a long intellectual history both in and out of education, including I in the discipline of anthropology, linguistics, literary theory, philosophy, theology, women studies, organizational theory, psychotherapy, geography, law, and medicine.⁵¹ The wide use of narrative in and across disciplines reinforces narrative inquiry as a widely acknowledged approach that is able to generate insights and foster multiple interpretations of the phenomenon being studied.

Narrative inquiry, as its name suggests, can generally be defined as a qualitative approach that captures the personal and human dimensions of lived experiences and presents them narratively, narrative inquiry is the study of how humans experience the world⁵², on the other explanation, the narrative

⁴⁹ F. Michael Connelly and D. Jean Clandinin, (1990), Stories of experience and narrative inquiry, *Educational Researcher*, 19(5), 2–14, <https://doi.org/10.3102/0013189X019005002>.

⁵⁰ John Dewey, (1938), *Experience and education*, Macmillan (New York: Macmillan), <https://doi.org/10.1103/PhysRevB.33.3530>.

⁵¹ Cheryl J. Craig, (2007), Story constellations: A narrative approach to contextualizing teachers' knowledge of school reform, *Teaching and Teacher Education*, 23(2), 173–88, <https://doi.org/10.1016/j.tate.2006.04.014>.

⁵² Connelly and Clandinin.

approach focuses on the meanings and values that individuals attach to their experiences through the stories they tell and share.⁵³ Furthermore, the narrative is the study of experience as a story.⁵⁴ These ideas imply that the narrative inquiry approach attempts to understand how people think and experience through events and what they value. For that reason, the researcher applied narrative inquiry in this research as a way to make sense of the EFL teacher's reflection on the implementation of Visual Vocabulary Application. The researcher fully understands that the inquiry is subjective, but it captures the complexities of meanings embodied within the stories representing an in-depth analysis of data.

3.2 Research Setting

This research was collected from a teacher who teaches at SMP Muhammadiyah 1 Alternatif Kota Magelang in 7th grade who will later be called Mrs. A. The research has been carried out from November 2-12 in the odd semester of the

⁵³ Torill Moen, (2006), Reflections on the narrative research approach, *International Journal of Qualitative Methods*, 5(4), 56–69, <https://doi.org/10.1177/160940690600500405>.

⁵⁴ D. Jean Clandinin, Debbie Pushor, and Anne Murray Orr, (2007), Navigating sites for narrative inquiry, *Journal of Teacher Education*, 58(1), 21–35, <https://doi.org/10.1177/0022487106296218>.

2021/2022 academic year. The reason for choosing the location of the research is that schools prioritize technology and supporting infrastructure. The prioritized technology and supporting infrastructure here is based on the vision and mission of SMP Muhammadiyah 1 Alternatif Kota Magelang, excellence, progress, and love the environment. So the implementation of Visual Vocabulary Application can be worked.

3.3 Research Participant

In this research, the term population was not used. This research used a social situation because it is more suitable with the research method taken. In a social situation, there are three elements, consisting of place, actors, and activities that are carried out at the same time. The point was that this kind of research used a sample called a participant or informant. During the research was being conducted, the teacher that teaches at SMP Muhammadiyah 1 Alternatif Kota Magelang in 7th grade only one teacher. So, the participant in this research only one teacher and she was graduated from a bachelor's degree majoring in English Language Education Department in Universitas Negeri Yogyakarta. She is 37 years old, all this time she taught English in 8th or 9th grade. Only 7 years ago and this year she taught English in 7th grade because she felt that

during 2 years the most difficult level to understand learning English is in 7th grade.

3.4 Research Type and Data Source

The type of data in this research was EFL teacher's reflection on the implementation of Visual Vocabulary Application. The primary data would be collected by doing an interview with the participant directly and using WhatsApp. The data collection would be used for finding out the participant's experience in this case as a teacher's reflection in the implementation of Visual Vocabulary Application.

3.5 Research Data Collection Technique

A research instrument was used to collect the data of the research. It was a tool and facility for the researcher in order to make it easier for finding the result. The data collection technique can be applied through in-depth interviews.

In this research, the researcher applied steps to collect data, including:

- a. Field Note

With interviews as the unit of analysis to research and understand how the EFL Teacher's reflection on the implementation of Visual Vocabulary Application. In

narrative research, interviews are often conducted in an informal conversation manner to encourage participants to tell their life stories.

b. Interview

In the interview sessions, the researcher first guides the interview process. By doing this through several processes, the researcher dug deeper information in order to get rich information about the EFL teacher's reflection on the implementation of Visual Vocabulary Application. In this case, the participant tells as much as possible about the experience felt in detail and thoroughly.

An interview technique can be done as a semi-structured in-depth interview. The result of the interview was used to formulate data and to investigate the obstacle during the application of the strategy. The reflective questions were developed by referring to the reflecting on experience theory by Gibbs (1988).

This would be conducted by the researcher by asking the participant to retell her experience about the implementation of Visual Vocabulary Application. Because the question used Indonesian language, mostly the participant used Indonesia to answer the question and

sometimes used English. The question for the teacher consists of 10 questions (**Appendix 1**).

Reflection Guides 1

The lattice of instruments of the interview is as follows:

Cycles	Number	List of Reflection Guides
Description	1.	How was the implementation of Visual Vocabulary Application in English class? (What was the topic, how many times, who was present)?
	2.	What you were feeling about the implementation of Visual Vocabulary Application in English class? (Before, during, after, how about the students were feeling in implementation of Visual Vocabulary Application)?
Feeling	3.	What was good and bad about the implementation of Visual Vocabulary Application?
	4.	What went well in the implementation of Visual Vocabulary Application?
	5.	What didn't go so well in the implementation of Visual Vocabulary Application?

	6.	What were the challenges in the implementation of Visual Vocabulary Application?
Analysis	7.	Why did things go well?
Analysis	8.	Why didn't it go well?
Conclusion	9.	What skill do you need to develop for you to handle a situation like this be better?
Action Plan	10.	What did you learn from this situation?

Adapted from Gibb's Model Reflection by G. Gibbs (1988)

c. Conversation

To get incomplete information at the time of the interview, a conversation was carried out via WhatsApp, with this, the researcher explores the experiences of EFL teacher's reflection on the implementation of Visual Vocabulary Application.

d. Documentation

In this research, the researcher uses written and pictures as the documentation. In the documentation guidelines, the researchers simply write a checkmark in the column. By doing this technique, the data would be comprehensive and valid. The documentation was in the form of media used to conduct the meeting.

3.6 Data Analysis Technique

In this process of arranging and looking for the result of the research, the researcher would be used narrative inquiry technique to analyze and describe the data. The data research in the narrative could be obtained from field notes, interviews, conversation, and documentation. In this research, the researcher would obtain the data from the interviews directly as the main data and use field notes, conversation, and documentation also some previous research as supporting data. So it would be easily understood by the researcher and the others.

In this research, which focused on EFL teacher's reflection in the implementation of Visual Vocabulary Application, the approach used to analyze the data was critical incident analysis. Critical incident analysis is a qualitative research analysis that involves the thorough description and analysis of an authentic and experienced event within its specific context.⁵⁵ Critical incident analysis is also a research method in which the research participant is asked to recall and

⁵⁵ Brigitte Vachon and Jeannette Leblanc, (2011), Effectiveness of past and current critical incident analysis on reflective learning and practice change, *Medical Education*, 45(9), 894–904, <https://doi.org/10.1111/j.1365-2923.2011.04042.x>.

describe a time when a behavior, action, or occurrence impacted (either positively or negatively) a specified outcome.

Critical incident analysis is assumed to be the most appropriate method used in research that uses interpretation as one of the data analysis techniques. In this research, the participant is asked to share the first-hand experience about the behavior, occurrence of a particular situation, and the outcomes. Critical incident analysis has strengths, there are the critical incident analysis allows participants as free a range of responses as possible within an overall research framework,⁵⁶ the type of critical incident analysis is inductive in nature.⁵⁷ This analysis is used to generate an accurate and in-depth record of events.⁵⁸ Then, critical incident analysis can provide a rich set of data.⁵⁹ From the statements above it can be

⁵⁶ Mark Gabbott and Gillian Hogg, (1996), The glory of stories: Using Critical incidents to understand service evaluation in the primary healthcare context', *Journal of Marketing Management*, 12(6), 493–503, <https://doi.org/10.1080/0267257X.1996.9964431>.

⁵⁷ Bo Edvardsson, (1992), Service breakdowns: A study of critical incidents in an airline, *International Journal of Service Industry Management*, 3(4), 17–29, <https://doi.org/10.1108/09564239210019450>.

⁵⁸ Stephen J. Grove and Raymond P. Fisk, (1997), The impact of other customers on service experiences: a critical incident examination of “getting along”, *Journal of Retailing*, 73(1), 63–85, [https://doi.org/10.1016/S0022-4359\(97\)90015-4](https://doi.org/10.1016/S0022-4359(97)90015-4).

⁵⁹ Gabbott and Hogg.

concluded that critical incident analysis is a way in which the data that has been obtained by the researcher are interpreted using various emerging themes.

In using critical incident analysis, the researcher analyzes the field notes and then the interview content. In this research, the process of critical incident analysis followed five definite phases

- a. Determination of the general aim of the activity. This general aim should be a brief statement obtained from the researcher in the field which expresses in simple terms those objectives to which most people would agree
- b. Development of plans and specifications for collecting factual incidents regarding the activity. The instructions to the person who is reporting their field text need to be as specific as possible concerning the standards to be used in evaluating and classifying the behavior observed.
- c. Collection of the data. The incident may be reported in an interview or written up by the observer herself. In either case, it is essential that the reporting be objective and include all relevant details.
- d. Analysis of the data. The purpose of this analysis is to summarize and describe the data effectively so that it

can be effectively used for various practical purposes. It is not usually possible to obtain as much objectively in these steps as in the preceding one.

- e. Interpretation and reporting of the statement of the requirements of the activity.

The possible biases and implications of decisions and procedures made in each of the four previous steps should be reported. The research worker is responsible for pointing out not only the limitation but also the degree of credibility and the value of the final results obtained. It should be noted that the critical incident analysis is very flexible and the principles underlying it have many types of applications.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents research findings and discussion which include the explanation about EFL teacher's reflection on the implementation of Visual Vocabulary Application.

4.1 Research Findings

The representation of EFL Teacher's reflection on the implementation of Visual Vocabulary Application at SMP Muhammadiyah 1 Alternatif Kota Magelang according to Gibb's Model Reflection, as follows;

4.1.1 Description

Description is how to describe the implementation of Visual Vocabulary Application in the classroom in detail. In terms of description, the implementation of Visual Vocabulary Application went as expected, according to what was prepared by the teacher. The beginning of learning using zoom by delivering the core competence, basic competence, learning objectives, and learning resources which apply Visual Vocabulary Application, then delivering the material that adapted from Visual Vocabulary

Application. At the end of learning the teacher gives assignments.

The implementation of Visual Vocabulary Application is carried out on the topic of a family (people), namely the introduction of family members. In the class where Visual Vocabulary Application was implemented, 71 people participated with details of 68 students, one English teacher, one operator, and one observer. The implementation of Visual Vocabulary Application so far has only been implemented once time but there are plans to implement it in other basic competencies. as the teacher said that:

*“The implementation of Visual Vocabulary Application is **carried out as expected, all students can be participated in learning as much as possible**... the class is carried out through the zoom meeting application ... the learning was **attended by 71 people, with details of 68 students, English teacher, operator, and observer** ... the material that was presented is people or family topic, so far, **I have applied Visual Vocabulary Application in once** ... but, **I have a plan that I will apply again in another topic** ...”*

Based on the explanation above, the implementation of Visual Vocabulary Application runs optimally, attended by almost all students on the topic of learning basic competence 3.2 (introduction of family members). Besides that, the teacher is also the first time to apply Visual Vocabulary Application in this lesson but has plans to apply this application again in other topics.

4.1.2 Feeling

The feeling is an explanation related to the reactions that occur in the implementation of Visual Vocabulary Application in the classroom. In terms of feeling, this explanation is based on before, during, and after the implementation of this application. Before the implementation of the application, the teacher only used Zoom, Esinaumutual, and Handbook. However, the teacher felt that she needed other media references which were related to vocabulary, suited to the topic of learning in 7th grade of junior high school, and did not come out of books or previous media references. Mrs. A said that:

“I feel that we need to look for the other media references that are suitable for

the topic of learning because, for the past 2 years, the problem in learning English at Junior High School is in 7th grade”

During the implementation of Visual Vocabulary, the teacher felt enjoyed, interested, and helped by the Visual Vocabulary Application in the learning topic. This can be seen with the plan of the teacher that she will reuse this application in another topic. She said that:

*“I feel that Visual Vocabulary Application is **very interesting** learning media because it is equipped with pictures that **are easy to understand**. On the other hand, Visual Vocabulary has a pronunciation that can be adjusted in speed ... so it **helps the vocabulary** learning process ... the students and I **enjoy it**, because with Visual Vocabulary Application learning vocab being ...”*

After the implementation of Visual Vocabulary Application, the teacher felt that there was an easy media reference. Visual Vocabulary

Application has a small application size, the features are also very simple and simple. so students can use Visual Vocabulary Application independently. The teacher said:

*“I feel **helped by the ease of media references**, I also **recommend Visual Vocabulary Application can be used independently ... because Visual Vocabulary Application has features that are **simple and small in size but very useful**”***

From this explanation, the teacher initially felt the need for another learning media which was following the learning topic at that time. Finally, the teacher found Visual Vocabulary Application in play store. During learning using Visual Vocabulary Application, teachers and students feel interested, enjoy, and helpful in learning. After learning to use this application, the teacher feels that this application is very easy to use, so students can use this application independently.

4.1.3 Evaluation

Evaluation is a process to evaluate what works and what doesn't work in the situation. Try to be as objective and honest as possible. The evaluation of the implementation of Visual Vocabulary Application are divided into good point, the bad points, what went well, what did not go well, and the challenges of the implementation of Visual Vocabulary Application.

The good points of implementing Visual Vocabulary Application are from the completeness of the topics. Where each topic has sub-topics that can help/teach students about vocabulary. In addition to a complete topic, she also has 4 English skills in one application, namely listening, speaking, reading, and writing. Mrs. A said:

*“I see that Visual Vocabulary Application has **a very complete topics** ... than there are 4 English skills, namely listening, speaking, reading, and writing, which is **very useful.**”*

On the other hand, the bad points about Visual Vocabulary Application are that there is no download platform in the application. So the teacher needs more

time and effort when making material. In addition, the poor implementation of Visual Vocabulary Application is seen from the absence of a sequence of questions in the exercise. So, every different gadget, every different time, doesn't have the same questions. Because of that, the bad Visual Vocabulary Application can also be seen at this point, that the teacher is less able to coordinate the results of student's work or practice. Mrs. A said:

*“While I was implementing Visual Vocabulary Application, I had **quite a bit of trouble** when I had to download material because there is **no download platform** ... the other **bad side** is there is **no sequence of questions** when using different gadgets, I am also **less able to coordinate the student's results** of work or practice”*

Then, what went well in the implementation of Visual Vocabulary Application. The implementation of Visual Vocabulary Application can go well for several reasons, the first is the sharpened listening, speaking, reading, and writing skills. Then in terms of many language features. Lastly, because the pictures

presented are very good, colorful, and easy to understand. She said that:

*What went well was that, firstly, there were **complete questions presented**, which **made it easier for students to sharpen their English skills**, ... In addition, the Visual Vocabulary Application **has a choice of language features**. So it is **not only good for learning English vocabulary but also for learning other language vocabulary**. Finally, there are pictures in each material and practice questions. So, even though students study independently at home, the vocabulary absorbed **can be maximized**.*

After the things that went well, what did not go well from the implementation of Visual Vocabulary Application. The implementation of Visual Vocabulary Application did not go well because there were problems related to signals that were not supported and because not all students had Visual Vocabulary Application on their gadgets.

*“On the implementation of Visual Vocabulary Application there are some problems that make it **not run as expected** because **not all of the students have Visual Vocabulary Application** in their gadgets ... besides that, the **signal has been trouble in several times.**”*

The last is about the challenges in implementing Visual Vocabulary Application. The challenge is how to make enrichment questions from all the existing exercises. So after the practice questions, it is hoped that later you can make questions by including all types of exercises that are in the Visual Vocabulary Application. Another challenge is how to handle each student's achievement with the application.

*“The challenges are how to **make enrichment question from all the exercises** in Visual Vocabulary Application ... another challenge is how to **coordinate each students achievement** by this application ...”*

Visual Vocabulary Application has good and bad points. The good point of Visual Vocabulary

Application is that it has complete topics and subtopics. From this explanation, Visual Vocabulary Application went well because with this application four English skills can be honed, it has many language features, and the images presented are very colorful and easy to understand. However, on the other hand, this application has a bad point, which is that it doesn't have a feature to download images, materials, etc. This application can not run well in learning because of problems in the signal which is needed in blended learning. Besides that, because not all students have the application on their gadgets. Then, the challenge when implementing Visual Vocabulary Application in the classroom is how to make exercises from all the existing practice questions and also how to control student achievement with the application.

4.1.4 Analysis

The analysis is a cycle where you can relate what happened in that situation. So to make an analysis, the reason why it works so well and why it doesn't go well. Everything can go well in the implementation of Visual Vocabulary Application because of the preparation of the teacher. So from the

readiness to teach, includes how to prepare the material presented by making PowerPoint, practice questions, and adding family photos to stimulate students, and the use of Visual Vocabulary Application so it can be to facilitate student understanding. The teacher said:

*“Everything **can go well** because of the **preparation of teacher**, it will see that before the implementation of Visual Vocabulary Application in the classroom, the teacher had studied the application ... then, the teacher makes a PowerPoint for media delivery of material. Don't forget to use the picture or family photos which are the stimulus for students...”*

On the other hand, is the reason why it doesn't go well. Indeed the application of Visual Vocabulary Application has not run optimally, due to 2 things. that not all students have applications on their gadgets. So because this is the first time it has been applied, the teacher is still focused on introducing Visual Vocabulary Application as another learning media. The second factor is the signal problem so because of that online learning is not maximized.

“The implementation of Visual Vocabulary Application in the classroom has not run optimally, because not all the students have Visual Vocabulary Application on their gadgets ... another reason is that there are signal problems ...”

The implementation of this application can run well because the teacher has prepared what is needed in learning using Visual Vocabulary Application. from the preparation of PowerPoints, screenshots of pictures one by one, and preparing family photos for student stimulus material, but, everything didn't go perfectly due to signal interference and not all students have this application on their gadgets.

4.1.5 Conclusion

Conclusion of what happened. In this section, the teacher is asked what skills are needed to develop his knowledge in dealing with situations like this in the future to be better and what the teacher learned. The term of implementation of Visual Vocabulary Application the teacher needed is to prepare other

learning media (second learning media) to overcome deficiencies in the application of Visual Vocabulary Application without reducing the essence of the material and time estimation.

*“I have to prepare a **second learning media to overcome the short comings in the implementation of Visual Vocabulary Application without reducing the material and the estimated time ... so the learning can be continued without reducing the material and time that has been passed previously.**”*

The ability needed to develop knowledge in the implementation of Visual Vocabulary Application is to prepare other learning media, which do not reduce the essence of time and materials.

4.1.6 Action Plan

The action plan is how the teacher would deal with the similar situation in the future. The teacher would be prepared about time management and classroom management. Time management and classroom management are simple but very important

things. How a class can run time optimally with the various obstacles that exist, for example from a problematic signal, or students who are getting bored. So it is necessary to maintain and develop related to time management and class management so that classes can take place effectively.

“I learned that time management and class management are very important ...”

During the implementation of this Visual Vocabulary Application, the teacher learn about time management and class management which is very important.

4.2 Discussion

This section presents the discussion of the findings after getting the result of the research. The results were got through interviews with one teacher. According to Gibb’s model, reflection is a framework for examining experiences, and given its cyclic nature lends itself particularly well to repeated experiences, allowing you to learn and plan from things that either went well or didn’t go well. Teaching and learning

vocabulary is the process of learning the meaning of new words.⁶⁰ Teaching and learning vocabulary is not easy, we should make a strong connection between the forms and the meanings of the words. Teaching and learning vocabulary should get a clear image, whether visual or auditory or both.

One of the vocabulary learning methods is using technology or m-learning. M-learning is the process of coming to know through continuous conversations and explorations across multiple contexts amongst people and interactive technologies'.⁶¹ M-learning is easy because whenever and wherever you are you can operate it. The m-learning features intend to make it easier for the users. One of m-learning in teaching and learning vocabulary is Visual Vocabulary Application.

Based on the result of the interview, the reflection on the implementation of Visual Vocabulary Application is the process evaluation of a teaching experience that shows Visual Vocabulary Application is a learning media, which is very helpful and effective. On the other hand, the Visual Vocabulary Application has the weaknesses that the download platform does not exist and not all the students have the application on

⁶⁰ Cameron.

⁶¹ Sharples.

their gadget. Although it has several weaknesses, the teacher believes that there is a need for a second learning media that can overcome the weaknesses of the Visual Vocabulary Application, in which the second media does not affect the material and time of the users that have been passed before.

According to Rute William, that, comparing and contrasting beginning and experienced teachers' perceptions of the usefulness of reflection for practice by Smyth's Theory.⁶² The findings revealed commonalities in how both groups viewed reflection, but also uncovered variations between the two groups (beginning and experienced teachers' in terms of the use of reflection, and its impact on them as practitioners. However, the lack of this research is there are no specific questions about the concept that were asked in interviews.

In another research by Leona Bunting and others, that, Swedish primary school teachers'; views on a prospective system for children's personalized reading skill development in the English classroom.⁶³ Our findings show that the teachers consider personalized learning technologies a promising way to mitigate the competence differences in the children's

⁶² Gary W. Taylor and Jane M. Ussher, (2001), Making sense of S&M: A discourse analytic account', *Sexualities*, 4(3), 293–314, <https://doi.org/10.1177/136346001004003002>.

⁶³ Bunting, af Segerstad, and Barendregt.

English. They do however also express concerns that the Swedish curricular focus on communication, mainly seen as acquired through human-to-human dialogue, cannot be met using such technologies. The teachers' views and concerns are important to take into consideration if personalized learning technologies are to be implemented and used successfully in classrooms as they are the ones who shape the learning activities based on their pedagogical underpinnings. The lack of this research here, there is no explanation about what is the theory that used in this research to look for the views on a prospective system for children personalized reading skill development.

Then, according to Lori Andersen & Juanita Jo Matkins, the effect of using blogs as a reflective journal during the method course and practicum periods on a preservice science teacher reflection.⁶⁴ The researchers investigated blogging and commenting as potential catalysts for critical reflection using an action research approach. Blogs have the potential to support specialized professional learning communities. This journal has a lack, that it is still focused on one pre-service teacher and one blog so that a lot of time must be spent in the process of influencing blogs in a reflection journal. The next researcher is

⁶⁴ Andersen and Jo Matkins.

expected to focus on the pre-service teacher group (blog group).

Then, according to Ruth Roux, Alberto Mora, and Axel Tamez, reflective writing of Mexican EFL writers: levels of reflection, difficulties and perceived usefulness.⁶⁵ The problems came from a lack of familiarity with reflective writing; this academic genre is not common in the Mexican education system and participants were experiencing it for the first time. Difficulties also arose for those who had a low level of proficiency in English language and those with an inductive style of learning. The course adopted a deductive approach in which the participants learned the concepts and theories of SLA first, and then used them to reflect on their teaching experience. Some teachers prefer working from concrete situations to theoretical explanations rather than the other way around. Also, participants could have had fewer problems if more productive feedback were provided.

From some of the explanations above and also the findings of this study regarding the EFL teacher's reflection on the implementation of Visual Vocabulary Application, the researcher found that, this implementation has a positive reflection. The teacher argues that Visual Vocabulary

⁶⁵ Roux, Mora, and Tamez.

Application as a learning media is simple, efficient, and helpful to support students in learning vocabulary. Thus, the teacher plans to use this application in other learning materials.

This application was still lacking. The example, from preparation which will be as simple as that but it turns out that it is still difficult to download the material or images presented. So initially, they will be immediately open the Visual Vocabulary Application in class, become a screen shot or make a video containing a screen recorder from this application.

In addition, a very visible difference between the results of this research and previous research shows that this research uses Gibb's theory reflection and Visual Vocabulary Application in learning English. The previous research used other reflection theories such as Smyth and other learning media (I-read). Apart from the theory and the media used, and also several studies that only discuss teacher reflection in general.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections: conclusion and suggestion.

5.1 Conclusion

Based on the finding and discussion that explain about EFL teacher's reflection on the implementation of Visual Vocabulary Application, then the researcher could conclude that the teacher has a positive reflection on the implementation of Visual Vocabulary Application. The teacher argues that this application as a learning media is simple, efficient, and helpful to support students in learning vocabulary. Thus, the teacher plans to use it in other learning materials.

In terms of the implementation of Visual Vocabulary Application, the teacher found some problems such as there is no platform download, signals were not supported and not all the students have Visual Vocabulary Application in their gadget. In dealing with the problems, the teacher prepared another learning media to overcome deficiencies in the application of Visual Vocabulary Application without reducing the essence of the material and time estimation. Despite some issues, this application has several advantages, for example, the

completeness of the topic and subtopics, it has various language features so that it is not only for learning English vocabulary but for other languages as well, and the last advantage is having images or visual media that are very colorful and make it easier to understand.

5.2 Suggestion

Based on the conclusion above the teacher would try to give some suggestions that could be beneficial for the teacher, students, and further researchers.

1. More participants to get the further investigation in the teacher's reflection on the implementation of Visual Vocabulary Application, it will be better if the participants not only one participant. So there is a comparison between the first participants and the other participants.
2. This research needs to be developed not only to describe the teacher's reflection on the implementation of Visual Vocabulary Application. It will be better if other researchers are willing to develop other instruments to gain better analysis in teacher's reflection on the implementation of Visual Vocabulary Application.

Thus, this thesis served the readers. The researcher realizes that it is still far from perfection. The researcher hopes for some suggestions and criticism to make it better. Hopefully, this research can be useful for the researcher and all the readers.

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APPENDICES

Appendix 1: Interview Guidelines (Adapted from Gibb's Model Reflection)

1. How was the implementation of Visual Vocabulary Application in English class? (What was the topic, how many times, who was present)?
2. What you were feeling about the implementation of Visual Vocabulary Application in English class? (Before, during, after, how about the students were feeling in implementation of Visual Vocabulary Application)?
3. What was good and bad about the implementation of Visual Vocabulary Application?
4. What went well in the implementation of Visual Vocabulary Application?
5. What didn't go so well in the implementation of Visual Vocabulary Application?
6. What are the challenges in the implementation of Visual Vocabulary Application?
7. Why did things go well?
8. Why didn't it go well?

9. What skill do you need to develop for you to handle a situation like this be better?
10. What did you learn from this situation?

Appendix 2: Transcript of Interview

1. How was the implementation of Visual Vocabulary Application in English class? (What was the topic, how many times, who was present)?

The implementation of the Visual Vocabulary Application runs as expected, where all students can be participated in learning to the fullest. Learning is carried out through the Zoom Meeting application because the Zoom application is considered the most effective and can communicate directly. This learning meeting was attended by 71 people, with details of 68 students, 1 English teacher, 1 operator, and one observer. The class starts at 09.25, opens with greetings and confirmation of attendance. Then, the process of delivering Core Competencies, Basic Competencies, Learning Objectives, until Learning Resources which use Visual Vocabulary Application. Furthermore, the delivery of material with the topic of people or family. I got this material from the learn menu in the Visual Vocabulary Application and finally did the practice questions. The practice questions consist of choosing and writing exercises. At the end of the lesson, I gave the task of making a family tree that was sent to the *esinaumutual*, because parents and schools had

already determined the use of zoom meetings for online learning, *esinaumutual* for collecting assignments, and face-to-face learning. The last is reading of *hamdallah* and greetings. The class ends at 10.11. So far, I have implemented the Visual Vocabulary Application once, in the topic of introducing family members to basic competencies 3.2 and 4.2. However, I plan to apply the Visual Vocabulary Application again in another topic, because I think this Visual Vocabulary Application is a good learning media.

2. What were you feeling about the implementation of Visual Vocabulary Application in English class? (Before, during, and after)

Before implementing the Visual Vocabulary Application, I felt that I need to find out the other references that match the topic was discussed. Because for the past two years, the problem in learning English at the junior high school level has been in grade 7. The problem is due to a lack of understanding of basic vocabulary. So, I looking for the media that will help in English class and I found Visual Vocabulary Application in the play store. After that, I studied the application. Then, I prepared the

material which is a combination of the handbook and Visual Vocabulary Application.

During the implementation, I feel that the Visual Vocabulary Application has features of pronunciation that can also be adjusted for the reading speed, which can be slow or normal. It helps the vocabulary learning process and also the reading process. Besides that, in the teaching and learning process, I and the students enjoy it because, with the Visual Vocabulary Application, learning vocab using visual learning with colorful pictures can make it easier to understand, on other hand, many features are presented. Starting from learning basic vocabulary to more challenging vocabulary. So I plan to use Visual Vocabulary Application as a reference for other media at other times.

After implementing it, I feel helped by the ease of media references, I recommend this application to be used in independent learning if students cannot join the zoom application or face-to-face learning because this Visual Vocabulary Application has simple features.

3. What was good and bad about the implementation of Visual Vocabulary Application?

I see that Visual Vocabulary Application has a very complete topic. Each topic has many sub-topics and is presented in a structured manner. Then there are also 4 English skills, namely listening, speaking, reading, and writing. which are very useful.

When I applied this Visual Vocabulary Application, I had quite a bit of trouble when I made materials, there is no download platform, so I have to screenshot the images one by one, then enter them in PowerPoint or word. Another negative side is also seen from there is no the sequence of questions in the same order when different gadget, different time, and also less able to coordinate the work or practice of students.

4. What went well in the implementation of Visual Vocabulary Application?

What went well was that, firstly, there were complete questions presented, which made it easier for students to sharpen their English skills, from listening, speaking, reading, and writing. For example, sub listening is displayed with a selectable sound (speech) at a speed (slow/normal). Sub-writing is indicated by after listening to the vocabulary that is heard then students write down the answers, etc. In addition, the Visual Vocabulary

Application has a choice of language features. So it is not only good for learning English vocabulary but also for learning other language vocabulary. Finally, there are pictures in each material and practice questions. So, even though students study independently at home, the vocabulary absorbed can be maximized..

5. What didn't go so well in the implementation of Visual Vocabulary Application?

On the implementation of Visual Vocabulary Application, there are some problems that make it not run as expected because not all the students have Visual Vocabulary Application in their gadgets. Visual Vocabulary Application which is intended for mobile phones which applied in every gadget of students. However, when not all students have it, the implementation of Visual Vocabulary Application has not run optimally.

6. What are the challenges in the implementation of Visual Vocabulary Application?

The challenge is how to create enrichment questions from all the exercises in the Visual Vocabulary Application. Another challenge is how to coordinate each

student's achievement with the application. So the hope is that in implementing the Visual Vocabulary Application, we can find out the results of the existing exercises automatically. So that this Visual Vocabulary Application does not only focus on the material, but practice can also be a way to give assignments.

7. Why did things go well?

Everything can go well because of the preparation of teachers. It can be seen, before the implementation of the Visual Vocabulary Application in the classroom, the teacher had studied the application. Next, the teacher takes the material in the Visual Vocabulary Application using a screenshot of the image from the Visual Vocabulary Application. Then, the teacher also makes power points for media delivery of material. The last is the use of pictures or photos of a family which becomes a stimulus for students or an introduction before entering the learning material.

8. Why it didn't go well?

The implementation of the Visual Vocabulary Application in the classroom has not run optimally because there are 2 factors, that, all students didn't have a

Visual Vocabulary Application in their gadgets. So in practice, it still focuses on the introduction of the application, which is indeed the first time it has been implemented. The second factor is that there is a signal problem during learning. Signal in online learning is very useful, but when the signal is very weak for one or two things, learning does not run optimally, from having difficulty paying attention to material until exiting the application meetings.

9. What skills do you need to develop for you to handle a situation like this be better?

Prepare the second learning media to overcome deficiencies in the application of Visual Vocabulary Application without reducing the essence of the material and time effectiveness. In learning use an application with situations that require more signals or effort, there is a need for other learning media. So when having a bad situation, the teacher can transfer the learning media from Visual Vocabulary Application to other learning media and learning can be continued without affecting the material and time that has passed previously.

10. What did you learn from this situation?

What can be learned in this situation is about time management and classroom management. With a situation that is still semi-online or blended learning, it is necessary to pay more attention to the time management were with such signals and also the material that needs to be delivered optimally. So the learning objectives can be achieved. In addition to classroom management or class management, with blended learning, students are faced with learning at home in front of a monitor screen for hours on end which makes them bored, but learning must run optimally. So class and time management is certainly the key so that learning takes place effectively and efficiently.

Appendix 3: Lesson Plan in Implementation of Visual Vocabulary Application

BAHASA INGGRIS

TUJUAN PEMBELAJARAN

Dengan pembelajaran *blended* siswa diharapkan mampu:

- Menyebutkan kosakata tentang anggota keluarga dalam bahasa Inggris maupun Indonesia
- Menulis kosakata dengan benar sesuai dengan family tree yang telah disediakan
- Menyusun *family tree* berdasarkan keluarga siswa

KEGIATAN PEMBELAJARAN

- Guru dan peserta didik mulai bergabung di zoom meeting
- Guru membuka pembelajaran *blended* dengan salam dan berdoa bersama peserta didik
- Guru memastikan kehadiran peserta didik
- Guru meminta peserta didik untuk menyiapkan buku "Bright an English level 1" sebelum pembelajaran dimulai.
- Peserta didik mengamati slide power point yang telah disiapkan tentang orang-orang di sekitar sebagai stimulus
- Peserta didik menanyakan terkait materi, dengan menanyakan hal yang dirasa relevan dengan materi tersebut
- Guru menjelaskan terkait orang-orang di sekitar kita menggunakan video yang ada
- Guru meminta peserta didik untuk mengerjakan soal yang telah disiapkan sebagai nilai pengetahuan.
- Guru menunjuk peserta didik untuk menyampaikan apa yang telah dipelajari hari ini

PENILAIAN PEMBELAJARAN

<i>Keterampilan :</i>	<i>Pengetahuan :</i>	<i>Sikap :</i>
Menyusun family tree berdasarkan keluarga siswa	Penilaian tertulis (penugasan)	Keaktifan siswa selama pembelajaran <i>blended</i>

SUMBER BUKU DAN MEDIA:

- Buku Paket "Bright an English level 1"
- Aplikasi Visual Vocabulary

Magelang, 29 Oktober 2021

Kepala Sekolah

Guru

Wasiun, S. Pd. I. M. Pd.I

NBM. 1051001

Nurul Fadhilah, S. Pd.

NBM. 1051717



IDENTITAS SEKOLAH
SMP MUHAMMADIYAH
1 ALTERNATIF KOTA
MAGELANG



MATA PELAJARAN
BAHASA INGGRIS



MATERI POKOK
PEOPLE AROUND ME




KELAS / SEMESTER
VII / GANJIL

















ALOKASI WAKTU
40 MENIT X 2 JP






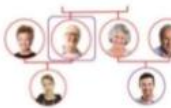
LAMPIRAN

1. Materi

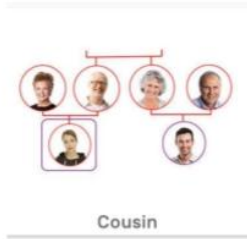
<p>Laki-laki muda</p>  <p>Boy</p>	<p>Perempuan Muda</p>  <p>Girl</p>
<p>Laki-Laki</p>  <p>Man</p>	<p>Perempuan</p>  <p>Woman</p>
<p>Anak-Anak</p>  <p>Children</p>	<p>Suami</p>  <p>Husband</p>

<p>Istri</p>  <p>Wife</p>	<p>Orang tua</p>  <p>Parent</p>
<p>Bayi</p>  <p>Baby</p>	<p>Kakek Nenek</p>  <p>Grandparent</p>
<p>Cucu Laki-Laki</p>  <p>Grandson</p>	<p>Cucu Perempuan</p>  <p>Granddaughter</p>
<p>Anak Laki-Laki</p>  <p>Son</p>	<p>Anak Perempuan</p>  <p>Daughter</p>

<p>Ayah</p>  <p>Father</p>	<p>Ibu</p>  <p>Mother</p>
<p>Saudara Perempuan</p>  <p>Sister</p>	<p>Saudara Laki-Laki</p>  <p>Brother</p>
<p>Saudara ipar laki-laki</p>  <p>Brother-in-law</p>	<p>Keponakan Perempuan</p>  <p>Niece</p>

<p>Saudara Ipar perempuan</p>  <p>Sister-in-law</p>	<p>Keponakan laki-laki</p>  <p>Nephew</p>
<p>Nenek</p>  <p>Grandmother</p>	<p>Kakek</p>  <p>Grandfather</p>
<p>Bibi</p>  <p>Aunt</p>	<p>Paman</p>  <p>Uncle</p>

Sepupu







2. Penilaian

a. Pengetahuan

1) Choose the correct answer









<p>1.</p>  <p>Choose the right answer:</p> <p>_____</p> <p>SISTER</p> <p>_____</p> <p>SISTER-IN-LAW</p> <p>_____</p> <p>NEPHEW</p> <p>_____</p> <p>BROTHER-IN-LAW</p> <p>_____</p>	<p>2.</p>  <p>Choose the right answer:</p> <p>_____</p> <p>PARENT</p> <p>_____</p> <p>DAUGHTER</p> <p>_____</p> <p>AUNT</p> <p>_____</p> <p>MOTHER</p> <p>_____</p>
<p>3.</p>  <p>Choose the right answer:</p> <p>_____</p> <p>BROTHER-IN-LAW</p> <p>_____</p> <p>BOY</p> <p>_____</p> <p>GRANDFATHER</p> <p>_____</p> <p>GRANDPARENT</p> <p>_____</p>	<p>4.</p>  <p>Choose the right answer:</p> <p>_____</p> <p>BOY</p> <p>_____</p> <p>CHILDREN</p> <p>_____</p> <p>WIFE</p> <p>_____</p> <p>FATHER</p> <p>_____</p>
<p>5.</p>  <p>Choose the right answer:</p> <p>_____</p> <p>GRANDFATHER</p> <p>_____</p> <p>WIFE</p> <p>_____</p> <p>COUSIN</p> <p>_____</p> <p>NEPHEW</p> <p>_____</p>	<p>6.</p>  <p>Choose the right answer:</p> <p>_____</p> <p>WOMAN</p> <p>_____</p> <p>AUNT</p> <p>_____</p> <p>GRANDMOTHER</p> <p>_____</p> <p>NIECE</p> <p>_____</p>





<p>7.</p>  <p>Choose the right answer:</p> <p>GRANDMOTHER</p> <hr/> <p>DAUGHTER</p> <hr/> <p>FATHER</p> <hr/> <p>WIFE</p> <hr/>	<p>8.</p>  <p>Choose the right answer:</p> <p>NEPHEW</p> <hr/> <p>BOY</p> <hr/> <p>WIFE</p> <hr/> <p>SISTER-IN-LAW</p> <hr/>
<p>9.</p>  <p>Choose the right answer:</p> <p>GRANDMOTHER</p> <hr/> <p>BABY</p> <hr/> <p>GIRL</p> <hr/> <p>MOTHER</p> <hr/>	<p>10.</p>  <p>Choose the right answer:</p> <p>WIFE</p> <hr/> <p>HUSBAND</p> <hr/> <p>WIFE</p> <hr/> <p>GRANDPARENT</p> <hr/>

Kunci Jawaban

1. Brother-in-law
2. Aunt
3. Boy
4. Father
5. Cousin
6. Woman
7. Grandmother
8. Nephew
9. Baby
10. Husband

2) Answer the question

<p>1.</p>  <p>Type the right answer:</p> <p>4/2 Type here... 5/0</p>	<p>2.</p>  <p>Type the right answer:</p> <p>4/1 Type here... 5/0</p>
<p>3.</p>  <p>Type the right answer:</p> <p>4/2 Type here... 5/0</p>	<p>4.</p>  <p>Type the right answer:</p> <p>4/1 Type here... 5/0</p>
<p>5.</p>  <p>Type the right answer:</p> <p>4/2 Type here... 5/0</p>	<p>6.</p>  <p>Type the right answer:</p> <p>4/2 Type here... 5/0</p>
<p>7.</p>  <p>Type the right answer:</p> <p>4/2 Type here... 5/0</p>	<p>8.</p>  <p>Type the right answer:</p> <p>4/2 Type here... 5/0</p>

<p>9.</p> <div style="border: 1px solid gray; padding: 10px; text-align: center;">  <p>Type the right answer:</p> <p>4/2 <input type="text" value="Type here..."/> </p> </div>	<p>10.</p> <div style="border: 1px solid gray; padding: 10px; text-align: center;">  <p>Type the right answer:</p> <p>4/2 <input type="text" value="Type here..."/> </p> </div>
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Kunci Jawaban

1. Girl
2. Man
3. Children
4. Wife
5. Parent
6. Grandparent
7. Granddaughter
8. Son
9. Mother
10. Sister

b. Keterampilan

Guru meminta peserta didik untuk membuat *family tree* dengan dihias secantik mungkin dan peserta didik mengumpulkan secara daring

Instruksi

Buatlah *family tree* tentang dirimu dan keluargamu dengan hiasan semenarik dan sekreatif mungkin dengan bahan-bahan yang ada di sekitarmu (menggunakan kertas warna, pensil warna, sedotan, lidi, maupun biji-bijian).

c. Sikap

Aspek Penilaian

- 1) Mengerjakan tugas dengan mandiri, bila perlu dibantu dengan teman mau pun keluarga
- 2) Masuk ke kelas tepat waktu
- 3) Mengikuti peraturan yang ada di dalam kelas maupun di luar kelas
- 4) Mengumpulkan tugas tepat waktu
- 5) Menerima pendapat orang lain dalam diskusi

3. Rubrik Penilaian

a. Pengetahuan

Teknik Penilaian : tes tertulis

Bentuk Instrument : pilihan ganda dan jawaban singkat

Spesifikasi :

1. Jika peserta didik mampu menjawab soal dengan benar maka akan mendapatkan point 5
2. Total point minimal $1 \times 5 = 5$
3. Total point maksimal $20 \times 5 = 100$

b. Keterampilan

Aspek	Keterangan	Point
Keindahan isi (hiasan)	Sangat berwarna, menarik, dan tidak menutupi dari isi yaitu perkenalan keluarga	4
	Sangat berwarna, menarik, sedikit menutupi isi	3
	Berwarna namun kurang menarik	2
	Hanya menggunakan hiasan seadanya	1
Ketepatan dan vocabulary	Lengkap dan sesuai	4
	Lengkap dan kurang sesuai	3
	Kurang lengkap dan kurang sesuai	2
	Tidak lengkap maupun sesuai	1

Pedoman penilaian

Nilai = $\frac{\text{Perolehan nilai}}{\text{Nilai maksimal}} \times 100$

Nilai maksimal (8)

c. Sikap

Penilaian Disiplin Aspek Kedisiplinan

Nama :

Kelas/Semester : (VII/1)

Tahun Ajaran : 2021/2022

Instruksi : Berilah tanda centang (✓) pada kriteria di bawah ini

No.	Aspek Penilaian	Point			
		4	3	2	1
1.	Saya mengerjakan tugas dengan mandiri, bila perlu dibantu dengan teman maupun keluarga				
2.	Saya masuk ke kelas tepat waktu				
3.	Saya mengikuti peraturan yang ada di kelas maupun di luar kelas				
4.	Saya mengumpulkan tugas dengan tepat waktu				
5.	Saya menerima pendapat orang lain dalam diskusi, walaupun berbeda dengan pendapat saya				
Jumlah Nilai					

Catatan :

Keterangan Point

4 = sangat setuju

3 = setuju

2 = kurang setuju

1 = tidak setuju

Petunjuk Penilaian

Nilai = total nilai x 5

Total nilai = 20

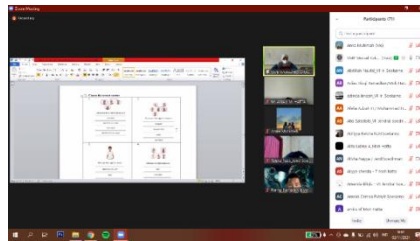
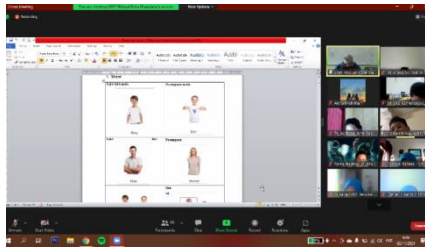
1 = tidak setuju

Petunjuk Penilaian

Nilai = total nilai x 5

Total nilai = 20

Appendix 4: Documentation



Appendix 5: Letter of Appointment of Advisor



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang
Telp. 024-7601295 Fax. 7615387

Nomor : B.7989/UU.10.3/J4.PP.00.9/11/2019 27 November 2019
Lamp :
Hal : **Penunjukan Pembimbing Skripsi**

Yth.
Sayyidatul Fadlilah, M. Pd.
Lulut Widyaningrum, M. Pd.
di Semarang

Assalamualaikum Wr. Wb.

Berdasarkan hasil pembahasan usulan judul penelitian di jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Anna Muhimah
NIM : 1703046059
Judul : EFL Teacher's Reflection on the Implementation of Visual Vocabulary Application

dan menunjuk saudara : Sayyidatul Fadlilah, M. Pd. sebagai pembimbing I

Lulut Widyaningrum, M. Pd. sebagai pembimbing II

Demikian penunjukan pembimbing skripsi ini disampaikan dan atas kerjasama yang diberikan diucapkan terima kasih.

Wassalamualaikum Wr. Wb



A. D. Dekan
Fakultas Ilmu Tarbiyah dan Keguruan Studi Pendidikan Bahasa Inggris

Sayyidatul Fadlilah, M. Pd
NIP. 19810908 200710 2 001

Tembusan :

1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo (sebagai laporan)
2. Mahasiswa yang bersangkutan
3. Arsip

Appendix 6: Letter of Research Permit



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185
Website: <http://fitk.walisongo.ac.id>

Nomor: 3334/Un.10.3/D.1/ DA.04/10 /2021 29 Oktober 2021

Lamp :-

Hal : Mohon Izin Riset
a.n. : Anna Muhimah
NIM : 1703046059

Yth.
Kepala Sekolah SMP Mutual
di Tempat

Assalamu'alaikum Wr.Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Anna Muhimah
NIM : 1703046059
Alamat : Citrosono 01/02 Citrosono Grabag Magelang
Judul Skripsi : The Teacher's Reflection on the Implementation of Visual Vocabulary Application in 7th Grade at SMP 1 Alternative Kota Magelang

Pembimbing :
1. Sayyidatul Fadlillah, S.Pd. I., M. Pd.
2. Lulut Widyaningrum, M. Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut di atas.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.



Dekan,
Wakil Dekan Bidang Akademik

Mahtud Ju'paedi

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

Appendix 7: Letter of Having Carried Out the Research



MUHAMMADIYAH BOARDING SCHOOL
**SMP MUHAMMADIYAH 1
ALTERNATIF KOTA MAGELANG**

Alamat Sekolah :
Jl. Singosari No. 85 Kota Magelang
Telp. 0293 - 364753

www.smpmutual.sch.id

SURAT KETERANGAN

No.:232 /KET/III.4.AU/F/2022

Dengan ini Kepala SMP Muhammadiyah 1 Alternatif Kota Magelang menerangkan dengan sesungguhnya bahwa :

N a m a : Anna Muhimah
NIM : 1703046059
Fakultas : Fakultas Ilmu Tarbiyah dan Keguruan
Program Studi : Pendidikan Bahasa Inggris

Adalah benar-benar telah melakukan penelitian di SMP Muhammadiyah 1 Alternatif Kota Magelang untuk pembuatan Skripsi dengan judul **"EFL Teacher's Reflection on the Implementation of Visual Vocabulary Application"** Di SMP Muhammadiyah 1 Alternatif (MUTUAL) Kota Magelang" dari tanggal 2 November 2021 sampai dengan tanggal 13 November 2021.

Demikian Surat Keterangan ini kami berikan untuk dapat dipergunakan sebagaimana mestinya bagi pihak-pihak yang berkepentingan.

Magelang, 03 Januari 2022



Kepala Sekolah,

Wati M. S.Pd.I, M.Pd.I
NBM. 105/1001

ISLAMI - UNGGUL - BERKEMAJUAN

NPSN: 20327599
NISN: 200140

NDS: C.34012001
NSS: 202036001017

smp_mu1mg@yahoo.co.id
 smp mutual kota magelang

FULL DAY dan
BOARDING SCHOOL

CURRICULUM VITAE

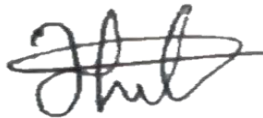
Name : Anna Muhimah
Born : Magelang, 8 Juni 1998
Student Number : 1703046059
Major : English Language Education
Religion : Islam
Address : Citrosono 01/02 Citrosono Grabag
Magelang
E-mail : anna.muhimah8@gmail.com
Phone Number : 085641498243

Educational Background :

1. TK Bustanul Athfal
2. MI AL-ITTIHAAD Citrosono
3. SMP N 1 Grabag
4. MA Ma'arif Grabag

Semarang, 17 March 2022

Researcher



Anna Muhimah

1703046059