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# THE EFFECT OF VISUAL THINKING STRATEGIES ON STUDENTS VIEWING SKILLS IN LEARNING ENGLISH AT SMAN 7 KEDIRI IN 2023/2024

**SKRIPSI**

Presented as a Partial Fulfilment of the Requirement to obtain the Sarjana Degree of English Education Departement Faculty of Teacher Training and Education University of Nusantara PGRI Kediri


**By:**

**LISHA AYU PRATIWI**

**NPM.2014050035**



**ENGLISH LANGUAGE EDUCATION DEPARTMENT**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

**UNIVERSITY OF NUSANTARA PGRI KEDIRI**


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# CHAPTER I

# INTRODUCTION

This chapter explains about background of the problem, identification of the problem, limitations of the problem, formulation of the problem, objective of the research, the significance of the research

## A. Background of the Problem

Given that English is currently the language spoken the most across the globe, its importance cannot be downplayed or denied. It is imperative that youngsters receive an education and develop their linguistic skills. Language teacher need to highlight students' watching skills in addition to their speaking, listening, reading, and writing abilities if they want this to become a reality. By pausing, considering, and pondering the pictures they are watching, learners gain the knowledge and develop the abilities required to evaluate and appraise multimedia texts as well as visual texts. Consequently, viewing is an essential 21st-century skill that many people usually undervalue. English language teacher had to learn how to adapt to the fundamental shift from traditional to digital teaching methods in a world where the abundance of digital pedagogical materials is drastically changing educational standards. Teaching in a digital context requires language skills, including digital literacy, according to Corpuz & Bullecer (2017). He takes into account the widespread consensus among educators that English language teachers ought to shift their focus from reading, writing, speaking, and listening to viewing and demonstrating digital skills. As the fiveth macroskill in language acquisition and education, viewing

is a skill that needs to be acquired. Following that, the teachers must acquire the soft skills required to deliver clear teaching. In the context of teaching and learning, digital literacy is very important.

This research is motivated by facts found in the field that English is still a scary and boring subject for most students, especially students at SMAN 7 Kediri. This is because the learning system feels stiff or less interesting for students, so in the learning process, students are less able to grasp the material being taught. In this way, utilizing the latest skills from the independent curriculum, namely viewing skills, can be more effective in the English language learning process by utilizing sophisticated technology that uses visual thinking strategies so that students can understand English by using various technological media, which are currently media that can be used to teach English. So that it doesn't seem monotonous, you can use videos in your teaching. Currently, there are many methods that seem boring to students, especially in learning English, which makes students often feel bored. This problem cannot be separated from the existence of conventional teachers who only use monotonous teaching methods. Conventional teachers referred to here are teachers who do not use creative and interesting techniques in the teaching process. They lack motivation in developing their teaching methods, especially in teaching, especially in English, narrative text material. So there are no interesting activities in their English class, which creates conditions that can make students bored.

To make English teaching fun so that students don't get bored, there needs to be a fun strategy in teaching. With the existence of an independent curriculum that includes viewing skills as an important skill for teaching English, Maybe there are still a few who only know this skill, because many language teachers do not know viewing skills and are still unfamiliar to students, especially students at SMAN 7 Kediri who have not really learned viewing skills. So the researcher wants to use viewing skills by using visual thinking strategies whose medium is video in teaching English with narrative text material.

Many educators contend that the importance of language and text-based learning should come first and that pictures just serve to obscure the words. Nonetheless, since visual and multimodal texts with images make up the bulk of texts that students access outside of the classroom, it is imperative that we give them the chance to "read"—that is, transmit and distribute—these kinds of texts in the classroom. Furthermore, the majority of these multimodal texts—YouTube videos, infographics, webpages, blogs, and social media sites—combine written text with visuals in a way that neither detracts from nor amplifies the text. Viewing thus becomes crucial because, in order for students to fully engage in society, they must be able to comprehend multimodal texts and develop into more proficient, engaged, and critical viewers. Students' knowledge and abilities to analyze visual texts and multimodal texts that incorporate visuals are developed through viewing. The ability to view also

aids pupils in learning and in appreciating concepts and experiences that are conveyed visually by others.

It is imperative that students comprehend the significance of comprehending the viewing process in addition to the hearing and reading processes. It is important for students to comprehend that viewers who are effective and active complete these steps: pre-viewing, during viewing, and after viewing or responding.

The unwillingness to switch from conventional to new techniques and the incapacity to use technology in teaching and learning are further barriers that prevent the development of viewing skills. Some educators are unwilling to incorporate digital technology into their classes, while others do not make effective use of technology, which leads to underutilized linguistic resources. Furthermore, the inclination to develop positive media and visual literacy is impeded since they rely more on conventional techniques to teach and practice viewing skills (Carolino & Queroda, 2019). Students' skills will remain undeveloped, passive, and disengaged if these methods continue. The government is committed to improving education in the area, particularly the English curriculum. It seeks to support students in gaining an understanding of viewing as a teachable ability. Still, systemic issues continue to exist. Therefore, in order to address the competencies that students need to gain over a given semester, teachers must exhibit ingenuity and flexibility. As a result, there are ways to meet these demands. One such way is to using Visual Thinking Strategies, which many students will find to be more engaging than

simply filling out language tasks clearly and passively (Hess, Young, & Arbogast, 2020).

Furthermore, people can more easily adjust to schooling thanks to the new talent of viewing, which was taken from technological advancements (Zyam & Umam, 2022). In addition to other macrolanguage abilities like speaking, writing, listening, and reading, viewing skills are also necessary (Mulyadi & Wikanengsih, 2022). In the current world, visual media has become an indispensable aspect of our everyday existence. We are continuously exposed to visual information, whether it is through social media or advertising (Lowella et al., 2023).

Based on the explanation above, researchers assume that viewing skills can be applied to English language learning. However, the application of viewing skills in English language learning using visual thinking strategies is still small, so later in this research, the researcher is interested in conducting quantitative research related to viewing skills that focuses on the use of visual media so that it can make learning easier. English fun. students increasingly like and understand English. Researchers conducted research with the title "The Effect of Visual Thinking Strategies on Viewing Skills in Learning English at SMAN 7 Kediri in 2023-2024."

## B. Identification of the Problem

1. In the independent curriculum, the latest skills have been added, namely viewing skills which are very important due to technological developments that require all students to continue to develop and adapt. Technological

developments that require all learning to switch to the auditory system to the visual system in communicating with the media can especially have an impact on learning English which students can understand more and more.

2. Learning English is currently important, especially for high school students who should be fluent considering that learning English is carried out from elementary to high school. but there are still many students who are not fluent in English.
3. To create enjoyable English teaching through viewing skills, as a teacher, you can apply visual-oriented English learning using various technological media.

**C. Limitation of the Problem**

Based on these problems, the focus of this research is learning viewing skills using visual thinking strategies, which are expected to make English easier for students to understand by taking advantage of today's increasingly sophisticated technological developments.

**D. Formulation of the Problem**

Is there any significant effect of visual thinking strategies on students viewing skills in learning english SMAN 7 Kediri?

**E. Objective of the Research**

Aims to determine viewing skills when applied in teaching English using visual thinking strategies to students of SMAN 7 Kediri, who have now started implementing the independence curriculum for students. So that students can learn English in a fun way and can use technological sophistication.

## F. Significance of the Research

1. This research can be useful for other research related to viewing skills in learning English
2. It is hoped that learning English with viewing skills using visual thinking strategies can make students more understand and interested in learning English.
3. It is hoped that all teachers can implement viewing skills in learning English so that students can learn English in a fun way.

# CHAPTER II
# REVIEW OF RELATED LITERATURE AND HYPOTHESIS

This chapter explains about literature review, review of previous researches, theorectical framework, hypothesis

## A. Literature Review

### 1. Viewing Skills

#### a. Definition viewing skills

Viewing skills are new skills that were created during the curriculum update, namely becoming an independent curriculum, followed by other language skills, namely reading, speaking, listening, and writing. In fact, according to (Donaghy, 2019), this viewing skill has long been implemented in language curricula in various countries. explained the fact that visual and audio-visual aspects are the main modes of communication in the world. Based on this, the skills of the audience are developing due to the rapid development of technology. As written by Huri et al. (2021), viewing skills are a response to technological developments so that the educational community can adapt to the times. These skills must be mastered in real terms by students after studying English at both the elementary and high school levels. With the development of increasingly sophisticated technology, this is something that can encourage us to switch from visual systems to systems that must communicate using media, such as learning applications. and learning videos. Ultimately, viewing skills

have become part of the learning process and an important means of communication.

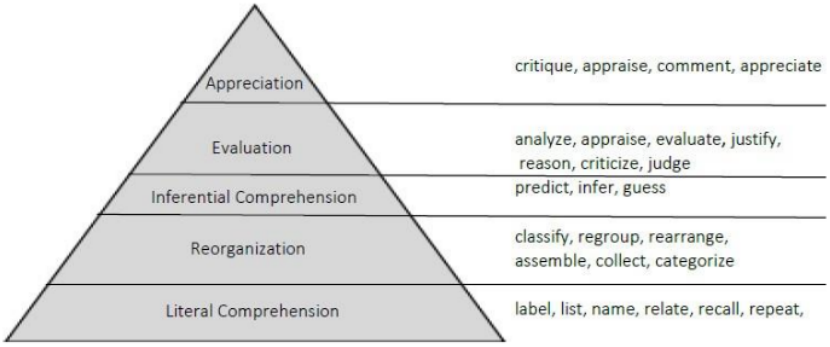
Kurt Fischer's Skill Theory offers an outlook on cognitive development that spans the entire life. According to Engelkemeyer and Brown, who cited King and VanHecke, skill theory offers a means of comprehending how learners grow their ability to see linkages in more abstract, inclusive, and intellectually perceptive ways. Since looking is a talent that involves reading and comprehending visual images, this skill theory provides the researcher with some clarity.

The practice of actively observing and comprehending visual media, such as advertisements, symbols, films, videos, sculptures, paintings, or drawings, calls for the application of viewing skills (Feng & Webb, 2020). Teaching in a digital context requires language skills, including digital literacy, according to Corpuz & Bullecer (2017). The explanation of this definition is that viewing or watching is an active process of paying attention to and understanding visual media. Furthermore, emphasizing that this viewing skill leads to a learning process, Jewit (Donaghy, 2019) follows, "What do you see? place multimodal and visual texts in the curriculum" (Jewit, 2008; Chan, 2020). Then The English Language Art (2007) discovers students' thoughts, ideas, and feelings by seeing, hearing, and reading.

**b. Viewing Understanding**

In understanding the viewing process, the first step is to use an aspect framework and refer to the three-dimensional organization of Holiday's meta-functional (1978) in Wulansari (2016), namely ideational functions, interpersonal functions, and textual functions. The ideational function The ideational function consists of experiential and logical meanings. interpersonal function, language is used to express social reality and is related to the interaction between writers and readers, and the textual function of language is used to express semiotic reality or symbol reality and is related to the way of creating texts in context.

Viewers can also use Barrett's taxonomy as shown below:




Barrett distinguished that there are 5 parts to viewing comprehension activities, namely: first, literal understanding, namely the ability to know something or facts or to recall something or facts. second, realignment reorganization, namely the capability analyze, synthesize, and organize the ideas and information contained in the reading; third, inferential understanding, namely the ability to use ideas or information explicitly stated in the reading accompanied by intuition and personal experience as

a basis for solving problems; fourth, evaluative understanding, namely the ability to ascertain and assess the quality, accuracy, usefulness, or usefulness of ideas contained in discourse; and fifth, appreciation, namely the ability to be aware of its emotional and aesthetic sensitivity in form, style, structure, and technique of presenting ideas in reading.

It is imperative that students comprehend the significance of comprehending the viewing process in addition to the hearing and reading processes. It is important for students to comprehend that viewers who are effective and active complete these steps:

a) Pre-viewing: Students get ready to watch by expecting a message, making predictions, speculating, asking questions, and establishing a purpose for watching. This process involves activating their schema, or the past knowledge they bring to the study of a topic or theme.

b) During viewing: By looking for and verifying comprehension, drawing connections, generating and validating assumptions and deductions, interpreting and summarizing, pausing and rereading, and analyzing and evaluating, students see the visual text to comprehend the message. By making connections to their schema, asking questions, and reflecting, students should keep an eye on their comprehension.

c) After viewing and responding: It is important to provide pupils with the chance to react critically, artistically, and personally to visual texts. In response, students think, analyze, assess, and create.

**c. Viewing Skill Type**

There are two types of viewing skills, namely visual literacy and critical viewing. The two types will be explained below:

1) Visual Literacy

It was writer John Debes who coined the phrase "visual literacy" in 1968. According to Sabino (2015), who cited Messaris (1995), visual literacy is the development of both a high level of awareness and knowledge regarding the operation of visual media. To put it simply, visual literacy refers to both mental and visual perception. Being able to decipher and comprehend the visual messages it captures and react appropriately and pertinently to them is a basic example of learning visual literacy.

2) Critical Viewing

Viewing critically Viewing critically s a receptive skill, as are critical reading, media literacy, and critical listening (Empador, 2020). Furthermore, critical watching has the following additional benefits: 1) Examine the text, bias, and point of view; 2) Consider the text in a sociopolitical context; 3) Examine the images and messages; 4) Seek out bias in the words and expressions; 5) Identify stereotypes in images or photos; 6) Comprehend symbols; 7) Examine or assess

presumptions, beliefs, and behaviors (Empador, 2020). When we look at a photograph of a beach, for instance, we can deduce the meaning of the image by analyzing its colors, patterns, and events.

## 2. Visual Thinking Strategies

### a. Definition Visual Thinking Strategies

The Visual Thinking Strategy (VTS) is a method that uses visual pictures to facilitate teacher-student exchanges and help students develop their critical thinking abilities. Visual Thinking Strategies (VTS) employ art to teach visual literacy, thinking, and communication skills, including listening and self-expression, according to (Yenawine, 2013). The purpose of visual aids in the learning process is to provide students with hands-on experience so they can examine more closely and analytically the ideas and context that underlie the images that are being shown.

VTS stimulates students' learning of visual, cognitive, and social processes by starting with developmentally appropriate imagery and questions. In the classroom, practical application adheres to a methodically organized process. In their role as facilitators, the teachers pose three fixed VTS questions alongside an artwork. What is happening in this image? Why did you say it, and what did you see? What more are you able to locate? In addition to paraphrasing each response, the facilitator points to each element in the image

("pointing"). Additionally, they place the fundamental concepts inside a more comprehensive thematic framework ("framing") and link similar or dissimilar points of view ("linking"). Due to the fact that every contribution is paraphrased in an impartial way, students are encouraged to participate actively; they learn to justify their opinions, and they discover that images can be interpreted in many ways (Jung & Kraler, 2020, pp. 224–249).

**b. Teaching Creativity and Visual Tinking Strategies for English Language Learners**

According to (Yenawine, 2013), teachers who effectively use visual thinking strategy help students to:

a) Look carefully at works of art (images)
b) Talk about what they observe
c) Back up their idea with evidence
d) Listen to and consider the views of others
e) Discuss and hold as possible a variety of interpretations

He also said that when teaching visual thinking techniques, teachers are essentially expected to step back and allow the students to talk among themselves, keeping an eye out for any discrepancies in what each student is noticing or learning. While professors should act as process facilitators, students should also take on the roles of observers, thinkers, and discussers. Additionally, during a discussion on visual thinking strategies, a teacher should respect

each student's viewpoint by exhibiting receptive attitudes, teaching all pupils to be open-minded and receptive to the ideas of others. This neutrality and openness connect to both creativity and visual thinking lessons.

When visual thinking strategy is applied, teachers also provide some specifc but open-ended questions for the student to talk. In (Housen, 2002) created the core questions such as:

a) What's going on in this picture?

b) What do you see that makes you say that?

c) What more can we fnd?

Then, in order to help pupils develop cognitive habits, teachers must ask the same questions again. (Yenawine's, 2013) study indicates that youngsters acquired the technique of deciphering visual images through repetitive inquiry. Consequently, it is evident that creative thinking, which may be fostered by teachers using a variety of thought-provoking questions, is linked to visual thinking processes (Egbert, 2010). Encouraging English language learners to produce language is also essential. More importantly, cooperative and cozy learning environments can be created by instructors who are acceptable and receptive to feedback.

Additionally, teachers can use any materials that incorporate visuals or symbols, such as cartoons, maps, graphs, posters, picture books, and artwork, when implementing visual thinking skills in

English instruction. For instance, a language class could include a movie poster along with a number of thought-provoking questions and difficult exercises. Students are asked to come up with original ideas, debate viewpoints, make educated estimates, visualize the scenarios, build narratives through visual products, and more using the provided images. for a lesson on developing creativity and visual thinking that may be applied in English classrooms.

**c. Strategies for Implementing Visual Thinking in the Classroom**

Through discussions and observations of visual art, VTS is an inquiry-based learning approach that develops students' ability to explain, find, and evaluate pertinent pictures and information (Yenawine, 2013). It is the teacher's responsibility to make links and draw similarities between the responses. Since finding facts is not the primary objective of VTS, the teacher must supply extra knowledge because the main purpose is to enhance the ability to see and think logically. When implementing VTS in a language classroom, the teacher poses the question, "What is going on here?" and then summarizes the answers from the students by utilizing conditional language, like "Juan believes that it is possible..." This allows other students to perceive the debate in other ways. Linguists can probe students by asking, "What did you see that made you say that?".

## B. Review of Previous Researches

Viewing Skill Analysis on Folklore Learning Videos via Whatsapp (Nira Sari Syahrul Zyam and Nanang Khoirul Umam), 2022. The results of this study indicate that the skills of watching videos of folklore legends of Mount Merapi in grade 4 UPT SDN 35 Gresik are quite good. For each indicator of skills in watching videos of folklore legends of Mount Merapi, it shows a score of 76% on the watching indicator, 70% on the listening indicator and 59% on the observing indicator. Efforts made to improve viewing skills include rearranging the scope of learning materials, using learning models and media that have been adapted to conditions. Efforts to improve viewing skills by improving all aspects of the learning process in applying concepts.

Implementation of Language Viewing Skills in the Learning outcomes of the Prototype Curriculum for Class X Indonesian Language Subjects in the School Program ( Yadi Mulyadi, Wikanengsih), 2022. The results show that the implementation of viewing skills involves two main stages, Visual literacy viewing - This is at the exploration phase, where students integrate various strategies to rewrite information in the form of summaries or infographics. Critical viewing - This is at a more advanced level, where students evaluate complex multimodal texts using various strategies, understand relationships between texts, and provide in-depth analysis with logical and critical argumentation. Overall, the implementation of viewing skills in the Indonesian language curriculum for Sekolah Penggerak 10th grade aims to develop students' visual literacy and critical viewing abilities through various learning strategies and activities.

Viewing Skill in 7th Grade English for Nusantara Student's Book: An Analysis of Strategy (Nabila Yuditya Pratiwi, Dyah Nugraheni, Faiza Hawa), 2024. Findings, The 7th grade English for Nusantara student's book contains two types of viewing skills: visual literacy and critical viewing. The study found three stages of the viewing skill process: pre-viewing, during viewing, and post-viewing. In summary, this study analyzed the types of viewing skills and the viewing skills process present in the 7th grade English for Nusantara student's book, with the aim of contributing to the understanding and implementation of viewing skills in the Indonesian education context.

Visual Thinking Strategies-Theory and Applied Areas Of Insertion (Carmen Narcisa Albert, Mihaela Mihai), 2022. Research identifies areas of higher education where the implementation of VTS procedures is still lacking, even though students would greatly benefit if they were implemented. This study recommends implementing VTS activities within the broader framework of ESP (English for Specific Purposes) classes in higher education, by combining English language and communication skills with skills related to the area of specialization.

Using Visual Thinking Strategies to Improve the Viewing Skills of Grade 9 Students (Enoch Lowella, Armedilla, Juan), 2023. This research aims to determine the effectiveness of visual thinking strategies in improving the viewing skills of grade 9 students. The findings show that the application of visual thinking strategies can have a significant positive impact on viewing skills in grade 9. This research explores the use of visual thinking strategies to

improve the viewing skills of grade 9 students, which is an important but often overlooked aspect of language learning in the digital era.

## C. Theorectical Framework

Visual thinking strategies can be a reference for viewing skills to assist in learning English using technology that has begun to develop at this time, so it is very important in the world of education today. Viewing skills is also a new skill, so it requires a very deep understanding for both students and teachers. This skill can be one that makes it easier for students to understand English, where teaching usually seems boring. By using viewing skills that use visual thinking strategies in the form of developmentally appropriate images and questions as a starting point to stimulate visual learning and cognitive and social processes in students, Viewing skills can be related to visual thinking strategies because viewing skills prioritize the use of technology in the form of images, videos, and social media. In order to better understand these skills, use visual thinking strategies.

The use of viewing skills with visual thinking strategies affects the process of learning English. If the teacher in the process of learning English uses visual thinking strategies with the help of video media, it is hoped that this media can stimulate thoughts, feelings, interests, attention, and student learning outcomes. Video media in learning can also be said to be a tool or object used by teachers in teaching and learning activities to convey messages or information to students with the intention that the process of communication interaction between teachers and students can take place properly.

## D. Hypothesis

There are 2 hypotheses in this study, namely the working hypothesis and the null hypothesis

3) Ho: there is no effectiveness of using visual thinking strategies on viewing skills on understanding the use of English in students of SMAN 7 Kediri.
4) Ha: there is the effectiveness of using visual thinking strategies on viewing skills on understanding the use of English in students of SMAN 7 Kediri.

# CHAPTER III

# RESEARCH METHODOLOGY

This chapter explains about variables , technique and approach, place and time of the research, populatian and sample, research instrument and data collecting technique, technique of data analysis

## A. Variables of the Research

In this study, there are two variables, namely the independent variable and the dependent variable. This is in line with the opinion of Nana Sudjana (1988:24), who expressed the following opinion: Variables in this study are divided into two categories, namely independent variables and dependent variables. The independent variable is the treatment variable, intentionally manipulated to determine its intensity on the dependent variable. The dependent variable is the variable that arises as a result of the independent variable; therefore, the dependent variable is a benchmark or indicator of the success of the independent variable.

This study uses two variables, namely the effectiveness of applying visual thinking strategies in learning English, which is the independent variable (X), and the results of the viewing skills learning test after applying visual thinking strategies, which is the dependent variable (Y). The use of viewing skills in order to be more effective in the process of learning English by utilizing technological sophistication that uses visual thinking strategies so that students can understand English using various technological media in

the form of videos. This research is important to study because researchers want to find out how the application of viewing skills is applied to visual thinking strategies in high school students. In other words, the researcher wants to know whether there is an increase in students' English skills by implementing the use of viewing skills with visual thinking strategies.

## B. Technique and Approach of the Research

The technique used in this study is quasi-experimental with a quantitative approach. Mohammad Ali (1993: 140) explains that quasi-experiments are almost similar to actual experiments. The difference lies in the use of subjects; namely, in the quasi-experiment, random assignments are not carried out but using existing groups. The technique used in this study is a quasi-experimental technique. The quasi-experimental technique is a research method that does not use random assignments but uses existing groups. The use of this quasi-experimental technique is based on the consideration that, in the implementation of this research, learning takes place naturally and students do not feel that they are being experimented on, so that in such a situation, it is hoped that it can contribute to the level of research validity. Quasi-experimental research, namely experimental research carried out on just one group, called the experimental group, without any comparison group or control group (Arikunto, 2006),.

The research design used was a one-group pre-test-post-test design, namely experimental research carried out on only one group chosen at random, and no stability and clarity tests were carried out on the group's condition before being given treatment. This one-group pre- and post-test research design was measured using a pre-test, which was carried out before being given treatment, and a post-test, which was carried out after being given treatment, for each learning series. In this way, the results of the treatment can be known more accurately. To eliminate bias from the research results, a pre-test and post-test will be carried out in each learning series.

Skema *one group pre test-post test design* ditunjukkan sebagai berikut:

**Tabel 3.1 Skema *one group pre test-post test design***

| *Pre Test* | *Treatment* | *Post Test* |
|---|---|---|
| $T_1$ | X | $T_2$ |

T1: (Pre Test) is carried out before treatment is given

X: Treatment (learn English using visual thinking strategies)

T2: The final test (Post Test) is carried out after being given treatment

This study uses a quantitative approach, which is a research method based on the philosophy of positivism, to examine certain populations or samples. Data collection uses research tools, and the nature of data analysis is quantitative or statistical to test hypotheses that have been made (Prasetyo and Jannah, 2005: 24–26). In addition, according to Mulyadi (2011), research

instruments have been prepared or determined in advance so that they do not provide many opportunities for flexibility. Quantitative data in the form of numbers from viewing skill scores.

## C. Place and Time of the Research

### 1) Place of the Research

This research will be conducted at SMA Negeri 7 Kediri. Because the school has implemented an independent curriculum, the researchers chose this place to make the best use of their research at SMAN 7 Kediri.

### 2) Time of the Research

The time used by researchers for this research was carried out over a period of approximately one month, starting from 1 to 20 November 2023. Those activities are designing the preparation, pre-test, application, post-test, and analyzing the data

**Tabel 3.2**

**Time schedule**

| No | Activities | Month 1 | | | | Month 2 | | | | Month 3 | | | | Month 4 | | | | Month 5 | | | | Month 6 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 1 | Preparation | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | Pre-test | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | Application of the use of visual thinking strategies on viewing skills | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | Post-test | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | Analyzing the data | | | | | | | | | | | | | | | | | | | | | | | | |

## D. Population and Sample

### 1. Population

A population is an object or subject that has certain quantities and characteristics determined by the researcher to be studied and then drawn conclusions by researchers. According to Hendryadi (2019: 162-163), there are two types of population: limited population and unlimited population.

1) A limited population (finite population) is a population whose amount can be calculated. However, sometimes the finite population is very large, so it can be treated as an infinite population for statistical conclusions (generalization).

2) Unlimited population is a population that does not allow researchers to calculate the total population. Such a population is called infinite.

The population in this study was limited population to grade 11 students at SMAN 7 Kediri, which consisted of 12 classes with a total of 416 students..

**2. Sample**

Part of the population that will be taken for research and research results are used as a representation of the population as a whole. Thus, the sample can be expressed as a portion of the population taken by certain techniques or methods to be researched and generalized to the population according to Hendryadi (2019: 162-180).

The research sample will be taken by 1 class, namely class 11-12 which will be taken for this research data. In one class consists of 32 students.

## E. Research Instrument and Data Collecting Techinique

In this study, the authors used tests to collect data. This test is used to determine the effectiveness of viewing skills using visual thinking strategies for students in SMAN 7 Kediri. The test technique is the main technique in data collection. There are two kinds of instruments, namely learning media and tests (pre- and post-test). The learning medium is used to determine learning outcomes, using tests that are used as a reference to determine

students' abilities in the pre-test and post-test for commitment to knowing English mastery by using visual thinking strategies for students. viewing skills. Viewing skill indicators are watching, listening, and observing. The questions from the pre-test and post-test consist of 25 questions with indicators of viewing skills consisting of 10 watching and listening questions and 15 observation questions.

a. Pre test

Pre-test for students is conducted to get their score. students are shown an English video, then students are asked to explain briefly according to what has been explained in the video. This test is to determine the ability to master English by using videos that refer to understanding their viewing skills.

b. Treatment

The treatment carried out is that the author will teach understanding of viewing skills through visual thinking strategies on narrative text questions. When watching, students are required to master hearing, pre-viewing, during viewing, responding and, detailed information about the video that has been shown. Meetings were held three times in class 11. At the first meeting, students took a pretest. After carrying out the pretest, the author began to explain the narrative text material in terms of its meaning, purpose, function and structure. At the second meeting, the material explained was an example of

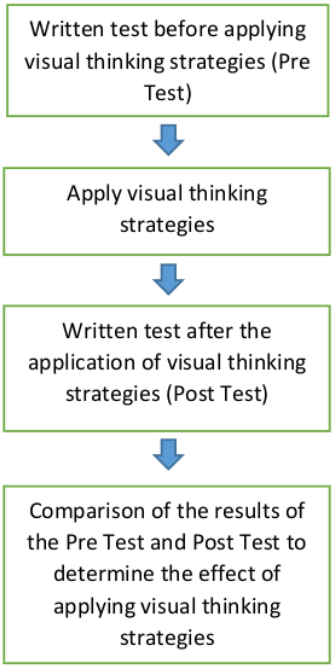
folklore. Students can master it by watching the video carefully. After that, students are asked to briefly explain the story again on the worksheet provided by the author. At the third meeting, students can explain a little more about the story in the video based on what they understand. This is done to measure how much they understand about viewing skills using visual thinking strategies. After that the author evaluates the results of students' work and carries out a post-test. to see whether using visual thinking strategies can make them understand more about learning English.

c. Post-test

Post-test students are still shown the same video, with the teacher giving a description of the question according to what the video has explained, then the student answers the question according to what he understands from watching the video. This test was conducted to determine the increase in students' ability to understand English through their visual thinking strategies, after the writer gave treatment to students.

**F. Technique of Data Analysis**

This study uses the T TEST in the SPSS application type IBM SPSS Statistics 20, to measure the difference between the two tests carried out on the research sample. Through the T test researchers will study the effect of variable X on variable Y.


Written test before applying visual thinking strategies (Pre Test)
Apply visual thinking strategies
Written test after the application of visual thinking strategies (Post Test)
Comparison of the results of the Pre Test and Post Test to determine the effect of applying visual thinking strategies

# CHAPTER IV

## RESEARCH FINDINGS AND DISCUSSION

This chapter discusses the research findings. These findings are explained into research descriptions, data analysis, hypothesis testing, and discussion

### A. Variable Data Description

This sub-chapter discusses research descriptions regarding the pre-test, treatment, and post-test applied to grade 11 students at SMAN 7 Kediri. This sub-chapter also discusses the results of students' pre-test and post-test scores. This research is quantitative in nature, where the data produced is in the form of numbers. From the data obtained, analysis was carried out using SPSS software. This research aims to determine the effectiveness of learning English using viewing skills through visual thinking strategies for high school students.

#### 1. Description of Students' Viewing Understanding before being taught using students' visual thinking strategies with video.

Before the results are analyzed, it is necessary to know the conditions of the English learning process. The condition of the teaching and learning process at SMAN 7 Kediri is that the teaching and learning process activity, especially viewing, is a skill that is not really understood by students. Students only know four skills, consisting of listening, reading, writing, and speaking. But because of the independent curriculum, there is a new skill, namely viewing. This makes students not know about this latest

skill, and until now, there are still many students who don't really know English because they get bored easily with the lesson and lack motivation to learn. They are busy chatting with their friends, sleepy, and not participating in teaching and learning activities. Thus, the teaching and learning process does not run effectively.

When entering the class for the first time, the researcher gave a pre-test to the students. The research subjects were students in grades 11–12 at SMAN 7 Kediri. The class consists of 32 students. The pre-test was carried out on November 6, 2023. Researchers gave students 25 question items that were used to measure students' viewing understanding before being taught using visual thinking strategies. Students are asked to take the test within 40 minutes. Then the researcher checked and calculated the students' pre-test results to obtain data; the data is in the attachment. The total pre-test score for grades 11–12 was 2,264. Apart from that, for more detail, researchers also analyzed the frequency of student scores to make it easier for readers to understand the results. The following will be presented:

**Tabel 4.1**

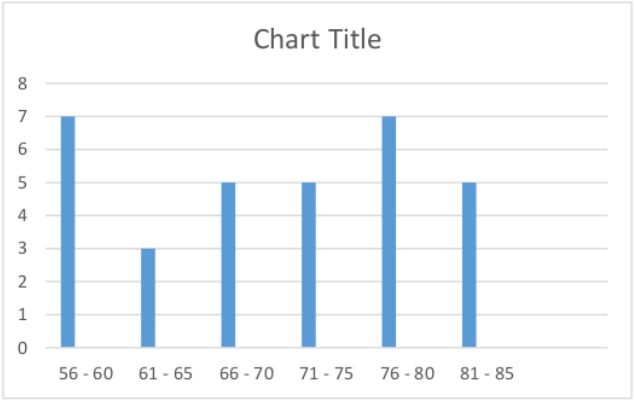
**Frequency of students Pre-test**

| No | Class limit | Class Boundaries | Mid. Point | Frequency | Percent |
|---|---|---|---|---|---|
| 1. | 56-60 | 55,5-60,5 | 58 | 7 | 21,87% |
| 2. | 61-65 | 61,5-65,5 | 63 | 3 | 9,37% |
| 3. | 66-70 | 65,5-70,5 | 68 | 5 | 15,62% |
| 4. | 71-75 | 70,5-75,5 | 73 | 5 | 15,62% |
| 5. | 76-80 | 75,5-80,5 | 78 | 7 | 21,87% |
| 6. | 81-85 | 80,5-85,5 | 83 | 5 | 15,62% |
| | **Total** | | | 32 | 99,97% |

From the table above, 7 students (21.87%) got a score of 56 and 60, 3 students (9.37%) got a score of 64, 5 students (15.62%) got a score of 68, 5 students (15.62%) ) got a score of 72, 7 students (21.87%) got a score of 76 and 80, 5 students (15.62%) got a score of 84. From this explanation it can be concluded that the students' viewing abilities are quite good.

**Diagram 4.2**

**Bar Chart of Pre-test**




**2. Treatment**

The pre-test has been carried out; the next activity is treatment. At the first meeting, the first treatment begins with greetings. The researcher

opened the lesson by giving advice to students to pray first and continued by checking the attendance list. At the beginning of the lesson, the researcher provides an explanation of viewing skills and provides an explanation of the narrative text material. In the narrative text material, researchers provide examples of folk tales. In viewing skills, students must be able to listen to folklore videos carefully. After that, the researcher prepared a video about the narrative text of a folk tale, and then students were asked to watch the video to understand the content of the story. Researchers provide time so that students can better understand the content of the video. The researcher gave each person time to discuss it with their group. And students form groups consisting of two people to work on the questions given by the researcher. When students started watching the video, the researcher distributed picture questions randomly using the available table columns.

This activity will help students analyze and examine ideas from photo or video presentations. From the pictures presented, students are asked to sort the pictures according to the content of the video story and retell it according to each scene depicted in the video. This activity will encourage students to pause, reflect, and consider the images and presentations they have seen to gain the skills and abilities necessary to evaluate visual text, photos, and expressions. In the closing activity, the researcher said that at the next meeting, a post-test would be held..

3. **Description of students' understanding of viewing after being taught using students' visual thinking strategies with video.**

The post-test was given on Monday, November 15, 2023, after the treatment was completed. The post-test consists of 25 multiple-choice questions. The test is about "folklore" material; some of the questions have snippets of images according to the video shown. The test is given to determine the increase in student viewing. The development can be seen in the table. The total post-test score for grades 11–12 is 2.796. Apart from that, for more detail, researchers also analyzed the frequency of student scores to make it easier for readers to understand the results. The following will be presented:

**Tabel 4.3**

**Frequency of students Post-test**

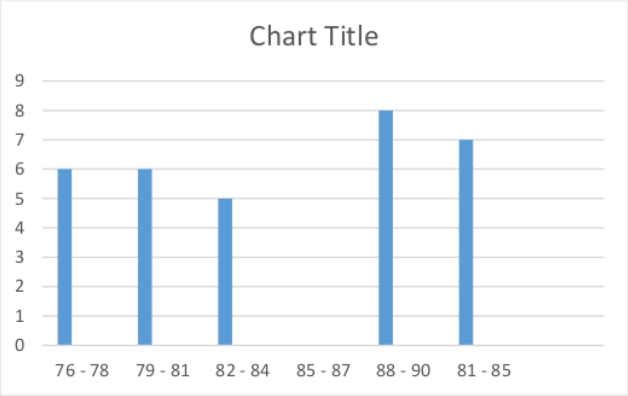
| No | Class limit | Class Boundaries | Mid. Point | Frequency | Percent |
|---|---|---|---|---|---|
| 1. | 76-78 | 75,5-78,5 | 77 | 5 | 18,75% |
| 2. | 79-81 | 78,5-81,5 | 80 | 6 | 18,75% |
| 3. | 82-84 | 81,5-84,5 | 83 | 6 | 15,62% |
| 4. | 85-87 | 84,5-87,5 | 86 | 0 | 0% |
| 5. | 88-90 | 87,5-90,5 | 89 | 8 | 25% |
| 6. | 91-93 | 90,5-93,5 | 92 | 7 | 21,87% |
| | **Total** | | | 32 | 99.99 |

From the table above, 6 students (18.75%) got a score of 76, 6 students (18.75%) got a score of 80, 5 students (15.62%) got a score of 84, 8 students (25%) got a score of 88 , 7 students (21.87%) got a score of 92. This means that students'

viewing skills improved after students were taught to use visual thinking strategies.

**Diagram 4.4**

**Bar Chart of Post-test**




## B. Data analysis

This time the researcher explained the data analysis procedures and obtained the pre-test and post-test results.

### 1. Data analysis procedures

In this section the data is analyzed using total sampling. The purpose of the T-Test is whether visual thinking strategies influence students' mastery of viewing skills or not. To analyze a simple test, researchers analyzed data on students' viewing mastery before being taught to use video media to train students' visual thinking strategies and students' mastery of viewing skills after being taught to use videos to train students' visual thinking strategies. The data analysis procedure starts

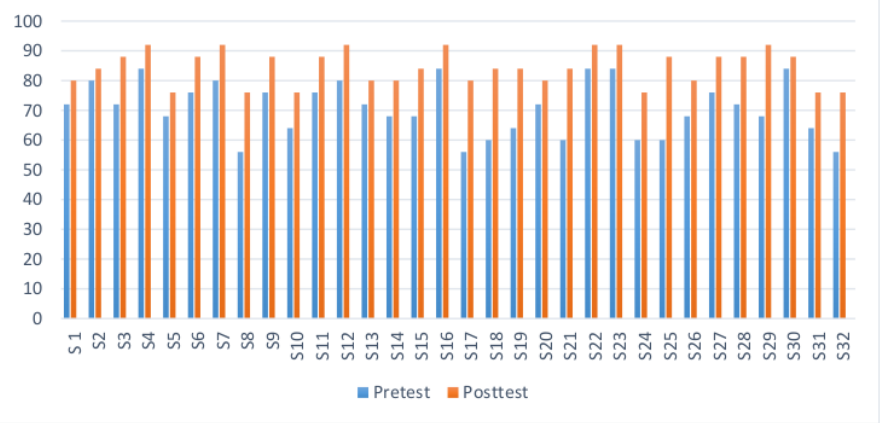
from correction to pre-test and post-test. Then, get a score based on each predetermined criteria. After that, researchers.

**2. Data Analysis Results**

In this section the researcher explains the results of student pre-test and post-test data analysis using SPSS version 20. From the SPSS analysis, the following data output is obtained: Paired sample 2 statistics, paired sample correlation, and paired sample test.

In this section, the researcher shows the difference in students' pre-test and post-test scores.

**Diagram 4.5**
**The Different of Pre-Test and Post-Test**




In this section the researcher shows the results of the scores that have been imputted and calculated using SPSS. uses quantitative data where data collection is in the form of pretest and posttest data. Following are the results of the SPSS analysis, the following data output is obtained: Paired sample 2 statistics, paired sample correlation, and paired sample test.

**a. Mean of Pre-test and Post test**

**Table 4.6**

**Paired Sample Statistic**

| | | Mean | N | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Pair 1 | Pretest Visual Thinking Strategies | 70,75 | 32 | 9,055 | 1,601 |
| | Posttest Visual Thinking Strategies | 84,50 | 32 | 5,814 | 1,028 |

From the paired sample statistics above, the average pre-test score is 70.75 and the standard deviation is 9.055. Meanwhile, the average post-test score is 84.50 and the standard deviation is 5.814. The number of participants in each test (N) was 32 people.

**b. Correlation**

**Table 4.7**

**Paired Sample Correlation**

| | | N | Correlation | Sig. |
|---|---|---|---|---|
| Pair 1 | Pretest Visual Thinking Strategies & Posttest Visual Thinking Strategies | 32 | ,718 | ,000 |

In the Paired Sample Correlation data output above, the results show that the correlation before and after using flashcard media is 0.718 with a significance of 0.000.

**c. T-test**

T-test calculation in this study using SPSS 20. This test is used to test the average value before and after treatment, whether there is a significant effect or not. Following are the results of the T-test output using SPSS 20.

**Table 4.8**

**Paired Sample Test**

| | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|---|---|---|---|---|---|---|---|---|
| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | Lower | Upper | | | |
| Pretest Posttest | -13,750 | 6,340 | 1,121 | -16,036 | -11,464 | -12,269 | 31 | ,000 |

In the Paired Sample Test table, the mean difference between the pre-test and post-test using SPSS 20 is presented by pre-test minus post-test. This shows that the t-test is -12.269 with 31 degrees of freedom and significance (2-tailed) 0.000<0.005. It can be concluded that the t-count is greater than the t-table, then Ha is accepted.

## C. Hypothesis

Hypothesis testing aims to see whether visual thinking strategies have an influence on viewing skills by using t-table and t-count in the table below.

**Table 4.9**

**The differences level of significant from t-table and t-score**

| Df | t-score | t-table | | Ha | Ho |
|---|---|---|---|---|---|
| | | 1% | 5% | | |
| 31 | 12,269 | 2,039 | 2,744 | accepted | rejected |

Based on the table above, the result of this research shows that the t-score is 12,269 at degree of freedom 31 and the t-table is 2,744 at the level of significance of 5%. It means that t-score (12,269) > t-table is at the level of significant 5% (2,744). The data shows that the t-score is higher than the t-table by a significant 5%. Therefore, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It can be concluded that visual thinking strategies using video media have a significant influence on the viewing skills of grade 11 students at SMAN 7 Kediri in the 2023–2024 academic year.

In conclusion, there is an influence of the use of visual thinking strategies on the mastery of viewing skills of students in grades 11–12 at SMAN 7 Kediri in 2024, which means it was accepted. This means that there

is an influence on students' mastery of viewing skills in grades 11–12 at SMAN 7 Kediri in 2024 who use visual thinking strategies using video media..

## D. Discussion

From the research findings, as explained previously, it can be concluded that teaching viewing skills with visual thinking strategies using videos has a very significant effect. Previously, students were taught by applying visual thinking strategies. Their total viewing skills test score was 2,264. And their pre-test average was 70.75. After they were taught by applying visual thinking strategies, their total viewing skills test score was 2,796 and their post-test average was 84.50. It can be said that students' grades are good after being taught visual thinking strategies using videos and pictures. Apart from that, analytically, the t-score is higher than the t-table. The t-score value is 12.269, and the t-table is 2.744 at a significance level of 5%. Based on the t-score results obtained, the use of video media by applying visual thinking strategies has a very significant influence on students' understanding of viewing skills for grade 11 students at SM AN 7 Kediri for the 2023–2024 academic year.

To measure students' understanding of viewing skills with visual thinking strategies, the instruments used in this research were two types of tests (pre-test and post-test). Researchers conducted a pre-test before focusing on the material to determine the extent of students' abilities in understanding viewing skills. After that, the researcher explained viewing

skills using video media, which made students able to understand the content of the video story. With visual thinking strategies, it could make students more focused on understanding the material. In this research, several findings were found when videos were applied to teaching viewing skills.

The first finding is that videos make students more active, and students are able to understand the video visually. Students must be able to focus on understanding the message by searching for and checking understanding, making connections, making and confirming predictions and conclusions, interpreting and summarizing, pausing and reviewing, as well as analyzing and evaluating the video content to answer each question given. The use of videos makes it easier for students to learn narrative texts and helps explain the material. The final finding is that videos can create a pleasant situation in the English learning process. Students can respond to visual texts personally, critically, and creatively. Students respond by reflecting, analyzing, evaluating, and creating. And students can answer some questions based on the text provided.

The findings of this study are consistent with several studies, such as. Zyam's research (2022), Viewing Skills Analysis in Folklore Learning Videos via WhatsApp. The results of this research show that the analysis of viewing skills in folklore learning videos via WhatsApp is quite good by analyzing indicators of viewing skills, which include watching, listening, and paying attention. Pratiwi research (2024) Viewing Skill in 7th Grade

English for Nusantara Student's Book: An Analysis of Strategy . The results of this research this study analyzed the types of viewing skills and the viewing skills process present in the 7th grade English for Nusantara student's book, with the aim of contributing to the understanding and implementation of viewing skills in the Indonesian education context. Lowella (2023), Using visual thinking strategies to improve the viewing skills of grade 9 students. The findings show that the application of visual thinking strategies can have a significant positive impact on viewing skills in Grade 9. The above research has similarities with this researcher, namely that the results show that viewing skills have improved and can make students focus more on learning.

However, the findings this time are different from several previous studies, which were conditioned by Mulyadi (2022). Implementation of Language Viewing Skills in Learning Outcomes of Class X Curriculum Prototype for Indonesian Language School Program Subjects. Albert's research (2022), Visual Thinking Theory-Strategy and Applied Insertion Areas. In contrast to the research above, there are different results from this researcher, namely that the research above has potential applications that have not been explored adequately, especially in the application of Viewing Skills and Visual Thinking Strategies.

There is a weakness in this research, namely the lack of references. This research is not supported by adequate references because the phenomenon that the researcher is studying is a phenomenon that has not

been studied by many others, so there are difficulties for researchers in finding relevant references. So it is hoped that further research can produce similar research so that more people will take up this research phenomenon, and this research can be used as a reference when they conduct research.

# CHAPTER V

# CONCLUSION AND SUGGESTION

In this chapter, the researcher discusses conclusions, implications, and research suggestions. For this purpose, the researcher presents conclusions about the research problem and suggestions to English teachers, students, and other researchers.

## A. Conclusion

Based on the explanation in the previous chapter, the researcher drew several conclusions from this research. Viewing skills are skills whose use occurs in the active process of paying attention to and understanding visual media, such as the use of advertising images, symbols, videos, films, sculptures, and paintings or drawings. As the fiveth macroskill in language acquisition and education, viewing is a skill that needs to be acquired. Viewing skills can help students develop knowledge and skills in analyzing visual text. So viewing skills are a very important skill nowadays to keep up with technological developments, especially for English subjects where most of the teaching methods used are ineffective, making students easily bored and often unfocused. There are some students who lack focus when applying viewing skills using video media. After researchers carried out learning by applying visual thinking strategies to understand viewing skills, students focused more on paying attention to the video.

This research uses quantitative methods, where the research results are guided by data. This is proven by the result of tcount (12.269), which is greater than ttable at the 5% significance level (2.744). Apart from that, understanding

of viewing skills also increases. This is proven by the post-test average score of 84%, which is higher than the pre-test average score of 70.. This means that visual thinking strategies are effective in understanding students' viewing skills.

The research results show better improvement. In short, watching skills with visual thinking strategies using video media contributes to students' understanding of English because they can enjoy the process of understanding narrative text material and also make them more active in learning English. This affects students' understanding of viewing skills. It can be said that there is a very significant influence of visual thinking strategies on viewing skills using video media among students in grades 11–12 at SMAN 7 Kediri.

## B. Implication

Based on the results of this research, implications can be put forward. theoretically and practically, as follows:

1. Theoretical implications
    a. Appropriate learning techniques can influence students' English learning goals, especially viewing skills. Visual thinking strategies using video media have an effective impact on students' understanding of English.
    b. Students' learning motivation can be built by using viewing skills with visual thinking strategies using video media, because students' learning motivation promotes their' understanding of English. Students with high learning motivation certainly have a better understanding of English than students with low learning motivation.
2. Practical Implications

The results of this research are used as suggestions for teachers to be better in the learning process, especially in teaching viewing skills and students' understanding

of viewing skills, which have been improved with visual thinking strategies using video media.

## C. Suggestion

Based on the research results, there are several aspects that could be used as good suggestions for schools and teachers. The suggestions that the author wants to convey are:

a. To the teachers

Teachers must explain the procedures for making videos and how doing so affects students' understanding of viewing skills. In this way, students will more easily understand the procedures for making videos.

b. To students

Students are expected to be more cooperative and responsible in class when videos are applied to learning viewing skills because, in video activities, students must focus on understanding the content of the video, so students must understand the topic in depth to complete their assignments.

c. To other researchers

Researchers provide advice to other researchers who are conducting the same research. Other researchers are interested in using visual thinking strategies using videos with the same material and skills. Future researchers can add references that are relevant to this research. So it is hoped that this research can be used as a reference when they conduct similar research on this matter.

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