

THE STUDENT'S PERCEPTION IN LEARNING VOCABULARY THROUGH LIST OF TABLES WITH PICTURES

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ABSTRACT

Vocabulary is very important in a language because vocabulary is a basic element for communication. With vocabulary we can know the intent of the speaker. We cannot convey meaning when speaking if we do not master vocabulary and we cannot master a language if we do not learn the vocabulary, Learning vocabulary, especially English vocabulary in junior high schools is considered difficult by some students due to a lack of vocabulary. The objectives of this research are To know the student's perception in learning vocabulary through list of tables with pictures and To know the increase of students' vocabulary in learning vocabulary through list of tables with pictures. To reach the goal the researcher used qualitative research design to collect data. The participants are the students at seventh grade of SMP Negeri 6 Banjarmasin. Data collection involves several instruments, namely Observation, Interview and Documentation. The data were analyzed through three steps. Namely Collecting data, Analyzing the problem and Conclusion. The results of learning vocabulary through list of tables with pictures is very effective to improve their vocabulary, they also feel that there is no difficulty in learning. quickly remember the vocabulary, they are even willing to tell their friends or family and suggest their teachers at school to learn vocabulary using this way and of course they will use this way when learning English vocabulary at home and to students' perceptions in learning vocabulary through list of table with pictures get very positive results, namely they have the perception that learning vocabulary through list of table with pictures is easier because they can quickly understand/learn vocabulary compared to other ways, learning is more interesting. because there is not only written vocabulary but there are pictures, it is faster to remember new vocabulary and can focus on the vocabulary being taught, and is more enthusiastic in learning. Pictures are very effective in helping students remember vocabulary because they get a picture of the picture displayed by the teacher, so that when students see the picture, they can immediately guess the vocabulary to be learned.

Key words : Learning. Vocabulary, table list, Pictures

BACKGROUND

Vocabulary is very important in a language because vocabulary is a basic element for communication. With vocabulary we can know the intent of the speaker. We cannot convey meaning when speaking if we do not master vocabulary and we cannot master a language if we do not learn the vocabulary, Thornbury (2002: 13), by quoting David Wilkins, says that vocabulary learning is very important. 'Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed'. For example, Students often recognize the importance of vocabulary

to their language learning by bringing English dictionary. As Schmitt (2010) noted, "learners carry around dictionaries and not grammar books". So, this shows that learning vocabulary is almost more important than learning grammar. Vocabulary is the flesh of a language while grammar is the framework. In order to use language productively, students must know a number of vocabularies, not only for verbal communication, but also in writing. Learning vocabulary is a language learning process that is considered very important. Learning vocabulary, especially English vocabulary in junior high schools is considered difficult by some students due to a lack of vocabulary. Sometimes when they are in the speaking class, the students cannot speak fluently because of a lack of vocabulary. They only say a few sentences because they don't find / don't know the appropriate vocabulary to use in expressing their ideas. For example, as Indonesians it will be easier for us to understand our own language because since we were young and everyday we use the language. It is different with English which is a second language. According to Berne & Blachowicz, 2008 "Most of second language learners perceive vocabulary learning as one of the most common difficult and challenging part of learning second language". So, the teacher must find out some task to increase student vocabulary. One way, the teacher can use a tool to make it easier for students to remember vocabulary, such as through list of tables with pictures. This will help and make it easier for students to memorize and understand the words.

English vocabulary learning will be more interesting through list of tables with pictures because it will help students more. So, it is very important for teachers to teach vocabulary in English using visual aids. According to Rusman (2015:42) visual learning style is a learning style in which ideas, concepts, data and other information are packaged in the form of pictures. Students with visual learning styles have a high interest in learning which presents pictures where they can see directly. This learning style puts forward the eye sense tools to capture the information presented.

Every student must have an opinion / perception about the lesson, maybe there are those who say learning vocabulary through list of tables with pictures is easy and others may also say it's difficult, we must respect the perception of each student, so this research asks students' perception in learning vocabulary through list of tables with pictures, if in this research many students give good perception are easier to understand, remember, and enjoy, it means, this way is effective and can continue to be used for vocabulary learning.

METHOD

In this research, the researcher used qualitative research. The researcher took seventh grade students of SMP Negeri 6 Banjarmasin. This research has been carried out in 3 meetings providing material by the teacher. The first meeting until the third meeting the researcher made observation when learning took place and on the third day also after the teacher gave the material, the researcher distributed observation sheets to students and 1 more meeting for researcher to interview students. The first meeting was 12 of April 2021 teacher presented adjective material, the second meeting was 13 of April 2021 teacher presented noun material, and the third meeting was held 2 days after the second meeting, exactly 15 of April 2021 teacher presented verb material. and after learning was completed then the researcher distributed observation sheets used Google form to all students and the next day was 16 of April 2021 the researchers conducted interviews.

The following activities have been carried out during the teaching and learning process from direct observation by researchers:

1. The first meeting was 12 of April 2021 teacher presented adjective material
2. The second meeting was 13 of April 2021 teacher presented noun material
3. The third meeting was held 15 of April 2021 teacher presented verb material.

Based on the activities, it can be seen that there are three steps of learning vocabulary through list of table with pictures that applied by the teacher in the classroom, such as opening (pre-activity), learning session (temporary

activity), and closing (post-activity). The first step was the opening which lasted for 10 minutes. The opening session was an activity where the teacher opened the lesson by leading students to say hello, pray together, motivated students to be enthusiastic in learning, check student attendance and prepared the lessons. The second step was learning or explanation session. The explanation takes 60 minutes to teach vocabulary through list of tables with pictures. Based on observations in the vocabulary teaching process, the teacher displayed pictures that shown the vocabulary to be studied, the teacher helped students pronounce the vocabulary, the teacher guided students and asked students to focus on the learning given. And the last step was closing which takes 20 minutes, where the teacher asked about the students' difficulties in learning vocabulary, then the teacher returned the list of vocabulary learned and gave a game about the vocabulary learned. Finally, the teacher closed the meeting and said salam.

RESULT AND DISCUSSION

A. Result

1. Based on the research question, which asks "Does learning vocabulary through list of tables with pictures can increase students' vocabulary?" The results were obtained from 10 students of SMP Negeri 6 Banjarmasin, precisely in grade 7, where to get this result the researcher provided an observation sheet which contained 10 questions that would determine the answer to the research of the problem being studied and the researcher also witnessed the learning activities while they were in progress. This observation sheet was distributed via google form to students on the last day after giving the material by the teacher, exactly 15 of april 2021. The observation sheet used Indonesian so that was easily understood by students which then the results was translated into English by the researcher. The following are the questions on the observation sheet and the results of the answers from students:

The first question contained in the observation sheet is "Do you like learning English vocabulary through list of tables with pictures?" From 10 students all answered yes.

The second question contained in the observation sheet is "Are you excited in learning English vocabulary using this way?" From 10 students all answered yes.

The third question contained in the observation sheet is "Does learn English vocabulary using this way very interesting?" From 10 students all answered yes.

The fourth question contained in the observation sheet is "Do you find the difficulties in learning English vocabulary using this way?" from 10 students there were 9 students who answered no and 1 student who answered yes.

The fifth question contained in the observation sheet is "Does learn English vocabulary in this way very effectively for increasing your vocabulary?" from 10 students all answered yes.

The sixth question contained in the observation sheet is "Does learn English vocabulary using this way make you quickly remember the vocabulary which it has taught?" from 10 students all answered yes.

The seventh question contained in the observation sheet is "Will you use this way to learn English vocabulary at home?" from 10 students there were 9 students who answered yes and 1 student answered no.

The eighth question contained in the observation sheet is "Will you tell your friends or your family to learn English vocabulary using this way?" From 10 students there were 9 students who answered yes and 1 student answered no.

The ninth question contained in the observation sheet is "Will you be happy if you learn English vocabulary in school using this way continuously?" from 10 students all answered yes.

The tenth question contained in the observation sheet is "Would you suggest the English teacher at your school to learn vocabulary by this way on an ongoing basis if it proves to be easier for you to memorize vocabulary?" From 10 students all answered yes.

2. Based on the research question, which asks "What are the students' perception in learning vocabulary through list of tables with pictures?" The researcher got the results of this research question from 5 students who were interviewed directly using zoom meeting on 16 of april 2021. The researcher used Indonesian when interviewing the students and then the researcher translated it into Indonesian, there were 6 questions asked to the students. The following are the results of students' answers about their perception of learning vocabulary through list of tables with pictures.

The first question of the interview is "What is the problem in learning English, especially in learning vocabulary?" The answer from student (LRV) said "Sometimes there is a vocabulary that has the same meaning, for example, like angry or mad, it means the same thing as angry, right (?), so sometimes it's a bit confused how to use it". The answer from student (MAE) said "Pronunciation of the vocabulary is different from the written vocabulary". The answer from student (MIK) said "Often forget vocabulary and their meanings". The answer from student (MRA) said "nothing". The answer from student (SNA) said "Sometimes Forget the vocabulary".

The second question of the interview is "What do you think about learning vocabulary through a list of tables with pictures, is it difficult or easier?" The answers from 5 students who were interviewed that they found it easier. Which means learning vocabulary through list of tables with pictures is recognized as easy by students.

The third question of the interview is "3. If you think it is difficult, what are your difficulties in learning vocabulary through list of tables with pictures?" Because all students answered the second question easier, this question was not answered and went straight to the fourth question.

The fourth question of the interview is "If you think it's easier, what makes you feel easier in learning vocabulary through list of tables with pictures?" The answer from student (LRV) said "If there is a picture it is more interesting than just writing so there is enthusiasm for learning and if there is a picture we can know what is describing in the picture, if there is a picture it will just make it feel more fun". The answer from student (MAE) said "if learn vocabulary through a list of tables with pictures, we can see the picture and the vocabulary so it is easier to catch and understand the vocabulary because we can see the picture directly". The answer from student (MIK) said "Learning vocabulary through a list of tables with pictures make quickly understand and digest the vocabulary". The answer from student (MRA) said "It's that easy when we look at the picture we can guess what the vocabulary". The answer from student (SNA) said "Explanation from teacher it's easier and the effect of the way learning vocabulary thought list of tables with picture make the explanations are shorter, denser and clearer so it's easy to understand".

The fifth interview question is "What is your opinion/perception after learning vocabulary through a list of tables with pictures ?" The answer from student (LRV) "My perception is that learning vocabulary through list of tables with pictures is easier to understand, actually using pictures or not, it's easy to learn but learning with pictures is more interesting and inspiring to learn so maybe it's easier to understand than if it's just writing and no pictures". The answer from student (MAE) "My perception is that learning vocabulary through a list of tables with pictures is easier to understand, to know and quickly remember new vocabulary and I can focus on the vocabulary being taught". The answer from student (MIK) "My perception is that learning vocabulary through a list of tables with pictures is easier because we can quickly understand the vocabulary being taught". The answer from student (MRA) "My perception is that learning vocabulary through a list of tables with pictures is easier than other ways". The answer from student (SNA) "My perception is that learning vocabulary through a list of tables with pictures it's more understandable and enthusiastic about learning, so I like learning vocabulary using this way". It can be concluded that students' perceptions of learning vocabulary through list of table with pictures get very positive results, namely they have the perception that learning vocabulary through list of table with pictures is easier because they can

quickly understand/learn the vocabulary compared to other ways, it is more interesting because there is not only written vocabulary but there are pictures, faster to remember new vocabulary and can focus on the vocabulary being taught, and more enthusiastic in learning.

The sixth interview question is "If you study at home, will you use this way to learn English vocabulary or another way?" The answers of the 5 students who were interviewed they all answered yes, which means they will learn English vocabulary through list of table with pictures.

Overall the learning process went very well, students' enthusiasm was very large in learning vocabulary through list of tables with pictures because the learning way used was easy and fun which made students motivated in learning and students seemed more interested in learning, the pictures displayed could support their imagination so that they will easily guess the vocabulary that will be learned and will also be easier to remember the vocabulary.

B. Discussion

1. Vocabulary learning is important for students to learn a language, especially English because vocabulary is the basis of a language. Problems in learning vocabulary generally students see/hear words that are not known. Increasing vocabulary mastery can not only be done by memorizing words in a certain time, in this way there are students who are less motivated and there are also difficult to memorize vocabulary. In this case, grade 7 SMP Negeri 6 Banjarmasin was given an example of a more effective way of learning vocabulary to make students remember quickly and increase their mastery of new vocabulary. The way is to learning vocabulary through list of tables with pictures. In this case, 10 students who were given an observation sheet about learning vocabulary through list of tables with pictures stated that displaying vocabulary accompanied by pictures was considered by students as an easy and fun way to increase their vocabulary.

2. The next founding is about students' perceptions in learning vocabulary through list of tables with pictures. from the 5 students interviewed, the students' perceptions were very positive, they stated that learning using this way really helped them in learning vocabulary, the use of pictures can arouse students' motivation because they can see objects directly so that there is a spirit of learning, quickly understand and digest the vocabulary being taught, quickly remembering vocabulary because they already know the vocabulary from the picture displayed.

CLOSING

A. Conclusions

Based on the result of research, the researcher conclude that :

1. From the observation sheet answered by the students, it can be concluded that they are happy, excited, and really like to learn using this way, they also think learning vocabulary using this way is very interesting and effective to improve their vocabulary, they also feel that there is no difficulty in learning. quickly remember the vocabulary, they are even willing to tell their friends or family and suggest their teachers at school to learn vocabulary using this way and of course they will use this way when learning English vocabulary at home.

2. From the interviews with students, it can be concluded that students' perceptions in learning vocabulary through list of table with pictures get very positive results, namely they have the perception that learning vocabulary through list of table with pictures is easier because they can quickly understand/learn vocabulary compared to other ways, learning is more interesting. because there is not only written vocabulary but there are pictures, it is faster to remember new vocabulary and can focus on the vocabulary being taught, and is more enthusiastic in learning.

Pictures are very effective in helping students remember vocabulary because they get a picture of the picture displayed by the teacher, so that when students see the picture, they can immediately guess the vocabulary to be learned.

B. Suggestions

Based on results of the research, the researcher has some suggestions as follows:

1. Learning vocabulary through list of table with pictures in teaching English vocabulary is Recommended for students to continue learning vocabulary both at school and home because it is based on data obtained from learning research through a list of tables with pictures can help to learn/add new vocabulary.
2. Learning vocabulary through list of table with pictures in teaching English vocabulary is recommended for English teachers, to attract students' interest and motivation in learning English. This way must be carried out regularly and continuously given to students, because this way is an effective way for teachers to teach so that students feel happy and learning vocabulary is not boring.
3. To get a wider generalization of learning outcomes, learning activities using pictures should also be carried out in other classes or other schools, and the researcher hopes that more other researchers will research on how to use pictures in the classroom more effectively in the future.

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