

Investigating EFL Students' Perception in English Basic Vocabulary Teaching Through Pictures for the First Year Students of SMA Datuk Ribandang Makassar

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Abstract

This study aims to find out the EFL students' perception in regards to basic English vocabulary teaching through pictures. This study was conducted in a senior high school situated in Makassar, South Sulawesi, called SMA Datuk Ribandang Makassar. This study is about students' teaching English basic vocabulary through pictures. A quantitative method were use to how the effects of basic vocabulary teaching through pictures are. A qualitative study determine students' perception in teaching vocabulary through pictures. Based on the findings and discussion the previous chapter, the researcher concludes that the effect vocabulary through pictures by the students' in Learning English showed from pre-test and post Mean score of 27 students pre-test was 48,74 (with standart deviation 14,482 and standard error mean was 2,5787) and the students' post-test mean score was 77,70 (with standart deviation 10,498 and standard error mean was 2,020). Furthermore, Students' perception of English basic vocabulary through pictures for the firsy years students of SMA Datuk Ribandang Makassar gives the positive perception that exactly students' perception of the teacher method in teaching English.

Keywords: EFL Students, ELT, Vocabulary, Pictures

INTRODUCTION

English basic vocabulary is very important as the basic foundation in speaking English. By learning English basic vocabulary, students must know and understand new expressions acceptable to other language speakers. However, learners can have English language skills to be used and understood to communicate with others. In

addition, by learning English, students can understand English and can interact with other people using English, So that it can benefit them in the future.

The basic vocabulary is needed in a language is one of the most important micro functions to develop. Of course, all micro skills such as grammar, vocabulary, pronunciation are very important. You will be difficult if you deficiency without vocabulary without any grammar. Fusher the vocabulary through pictures can be used by students, in this case the students have more written images, if the images made and given in accordance with good requirements, which certainly increase students' enthusiasm in the learning process.

The observations showed that on senior high school students, the writer concludes that English learning is still lack of vocabulary building. To Improve vocabulary, It is required use of the learning strategies that can make students easier to understand the vocabulary learned. After the research taught several meetings during the work practice he saw that English language learning was still open in the teacher method which for this lecture method had weaknesses in limited cognitive abilities, So researchers designed strategies for teaching English through pictures to improve abilities using the image process to know whether or not it is successful with this strategy.

According Zimmerman (2000), there are three-phase cyclical models of self-regulation. In this model, Learners must actively combine cognitive strategies with motivational beliefs in pursuit of their task-specific learning goals. Students must proactively set their goals, activate relevant prior knowledge, and allocate time and effort for achieving their goals. At the performance or volitional control phase, students must execute their learning strategies. Students must also monitor their actions and performance by controlling their thoughts, motivation, behaviors, and contextual factors during learning. In learning vocabulary pictures have an important role in understanding of meaning, They give illustration of something and make it clear Pictures are used to help students to understand and comprehend something clearly and easily.

The collaborative aspect of the process, where each teacher focused on the common area of vocabulary but took this up in different ways in their research, meant that practical ideas could be shared with peers, tried out in the classroom and brought back to the group for further discussion. In addition, the group provided a catalyst for thinking and experimentation, and was a professional development mechanism that gave ownership of the process primarily to the teachers. Based on the description above, the writer is interested; (1) to investigate the effects of basic vocabulary teaching through pictures, and (2) to determine the student's perception in teaching vocabulary throught pictures.

METHOD

This research was conduct in a senior high school that located in Makassar, South Sulawesi, that is SMA Datuk Ribandang Makassar. This study is about students’ Teaching English basic vocabulary through pictures. A quantitative method were use to how are the effects of basic vocabulary teaching through pictures. A qualitative determine students’ perception in teaching vocabulary through pictures.

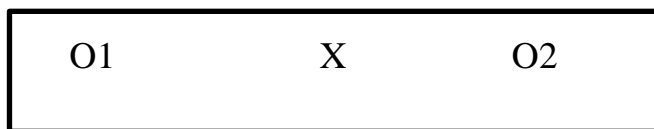
(Sugiyono, 2010: 107). Forms of pre-experimental designs (non designs) selected one-group pretest-posttest design model, in this model there is one experimental group was then given a pretest to find out the situation the beginning of the experimental group, then given treatment and given posttest. this design can be described as follows:

Where :

O1 = Pre-test

X = Treatment

O2 = Post-test



Source : Seondry researcher data 2019

Where :

O1 : Before doing the treatment, the students were give pre-test to know their prior knowledge.

X : The research give treatment through pictures to improve their students teaching on English vocabulary.

O2: The research give post-test to find the improvement of the teaching from learning process students vocabulary through pictures after getting the treatment.

Based on the research design, an experimental group was established namely X IPA 1. To find out whether there is an increase in learning achievement, this can be seen from the pretest and posttest.

The writer was use purposive sampling in the research, where the researcher assumes that the students’ in first year of SMA Datuk Ribandang Makassar. The researcher will took one class in the first year students that consists of 36 students.

In this research, the researcher use test and questionnaire. The test concist test of one parts and questionnaire. The first part, To know the students’ vocabulary achievement before and after they were given the treatment, the researcher used test as the instrument and is there any improvement of students’ basic vocabulary through pictures. In this research kind of instrument that would be used was test essay to know students’ vocabulary achievement in try out, pre-test and post-test.

The second part is close questionnaire, it will be had 15 statements, utilize the Likes scale, ask the students to choose one of the following responses as appropriate for them: Strongly Agree, Agree, Doubt, Disagree, and Strongly Disagree.

To measure the students’ investigate to basic vocabulary and perception students vocabulary through pictures, the researcher used two kind of instruments. Those instruments were specified as follows:

1. Test

The Vocabulary test in pre-test and post-test have was 36 students, distributed to the experimental classes. The forms of the tests were test essay. The total number of questions was 30 items.

2. Questionnaire

The questionnaire was given to students after treatment. This intruments was given to find out students perception on english basic vocabulary throught pictures.. The questionnaire consisted of fifteen items.

The writter was use SPSS program and scala likert to analyze the data. The data consist of two types, i.e. quantitave (30 statements), qualitative (15 statements).

a) Quantitative part of the data, the responses would be analyzed, investigate the effects of basic vocabulary teaching through pictures. The responses would be analyzed, tabulated and the percentages was be calculated.

b) Qualitative part of the data, the response would be analyzed, students perception on english basic vocabulary throught pictures. After finding percentages of each items then it is classified into five classifications in interval.

There are two kinds of the test in this research, pre test and post test, scoring students :

$$Score = \frac{Students' correct answer}{Total number of items} \times 100$$

Helmin in Samsul Alam (2007:32)

The quality of students vocabulary score based on their answer, for each number measured into five classifications.

No	Interval score	Classification
1	81-100	Very good
2	61-80	Good

3	41-60	Fair
4	21-40	Poor
5	0-20	Very poor

Source : secondy research data 2019

c) Questionnaire

This intruments was given to find out students perception on english basic vocabulary through pictures. The questionnaire consisted of fifteen items. After tabulating all answers, the writer calculates the percentage of the strength of the interpretation score as follow:

No	Interval	Classification	
1	0% - 19,99%	Strongly Disagree	very low
2	20% - 39,99%	Disagree	Low
3	40% – 59,99%	Doubtful	Neutral
4	60% – 79,99%	Agree	Strong
5	80% - 100%	Strongly Agree	very strong

Source : Secondry research data 2019

In qualitative and quantitative study to analyze the data is by using SPSS 21. Data analysis is a technique to analyze data in order to know the result of a study, before the writer scoring the students’ correct answer pre-test and post-test.

FINDINGS AND DISCUSSION

A. Findings

The effects of basic vocabulary teaching through pictures.

In this part, the researcher did pre experimental research to know the effects of basic vocabulary teaching through pictures.

I.Raw score Pre-test and Post-test

A. Pre-Test

The part of the researcher began the meeting to the students and gave them a test (vocabulary test) to know the competence or the ability of students, the results of the pre-test data analysis can be seen in the following table:

Table 1. Raw score of students’ pre-Test

No	Name	Score
1	AMS	56
2	AMI	26
3	AQK	66
4	HFF	64
5	IM	30
6	MS	46
7	MSM	63
8	MAN	56
9	MA	66
10	MRS	53
11	MRI	56
12	MFM	43
13	MSL	50
14	NPK	30
15	NBR	63
16	NAS	56
17	NJN	30
18	NQB	63
19	PRP	20
20	RHM	30
21	RHI	63
22	RZY	40
23	SLB	50
24	SPR	30
25	SNF	63
26	SWF	60
27	RNH	43
Score		1316

Source : Primary research data 2019

Table 2. Raw score of students’ vocabulary based A the grade levels

No	Name	Interval Score	Level
1	MA	66	Excellent
2	AQK	66	Excellent

3	HFF	64	Good
4	MSM	63	Good
5	NQB	63	Good
6	SNF	63	Good
7	RHI	63	Good
8	NBR	63	Good
9	SWF	60	Fair
10	MRI	56	Fair
11	NAS	56	Fair
12	MAN	56	Fair
13	AMS	56	Fair
14	MRS	53	Fair
15	SLB	50	Fair
16	MSL	50	Fair
17	MS	46	Fair
18	RNH	43	Fair
19	MFM	43	Fair
20	RZY	40	Fair
21	IM	30	Low
22	SPR	30	Low
23	NJN	30	Low
24	RHM	30	Low
25	NPK	30	Low
26	AMI	26	Very low
27	PRP	20	Very low

Source : Primary research data 2019

Based on the students scores in the pre-test showed that of the 27 students, two students got the score 66 with the level “excellent”, one student got score 64, and five students got score 63 with the level “good”, one student got score 60, four students got score 56, one student got score 53, two students got score 50, one student got score 46, two students got score 43, and one student got score 40 with the level “fair”, five students got score 30 with the level “low”, one student got score 26 and one student got score 20 with the level “very low”.

B. Treatment

Based on the students scores in the pre test, it is indicated that students’ vocabulary through pictures still low, so the researcher gave the treatment to the students, to help students in investigating the effects of basic vocabulary teaching through pictures. Below is the steps in giving the treatment to the students:

a) Planning

Before doing the research, the researcher designed lesson plan to help the researcher to know the students’ attitudes and motivations toward the learning process to

achieve the goal of the study. The researcher must prepare the instruments of auxiliary verb and verb-ing to obtain data researcher. There were 27 students become the object of research. They all discuss about vocabulary through pictures, personal pronouns (auxiliary verb), Present continuous (verb-ing), singular and plural to improve students' vocabulary from the text.

Planning in this research is an the effects of basic vocabulary teaching through pictures in SMA Datuk Ribandang Makassar. Teaching and learning process in this research in English subject, that researcher did in 6 meeting, which each meeting consist of 90 minutes.

1) Preparing the lesson plan

in designed lesson plan, the researcher thought about strategy materials and research instruments that used in implementation. In other hand the researcher also determined standard competence, basic competence and indicator of aim of teaching and learning process.

2) Preparing instructional materials

The researcher used instructional material vocabulary through pictures text, which text took from internet, because there are many optioned could be chosen by the researcher.

3) Preparing Research instruments

The research used some instruments to collect the data there were vocabulary test and questionnaire. All instruments were used to obtain the data in English basic vocabulary teaching through pictures So researchers designed strategies for teaching English through pictures to improve abilities using the image process to know whether or not it is successful with this strategy.

b) Action

In this part, the researcher did research for the first years students' in the classroom. The research consist of 6 meeting. Each meeting consist of 90 minutes.

The first meeting was pre-test on Monday 11 march 2019, the next meeting was treatment on Thursday 21 march 2019 (second meeting), Friday 22 march 2019 (third meeting), Monday 25 march 2019 (fourth meeting), Thursday 28 march 2019 (fifth meeting), and the last meeting was post-test and the researcher gave questionnaire on Friday 29 march 2019. The activities were divided into the following general procedures as follows.

The first meeting did on 11 march 2019, the researcher start a research and gave a pre-test to the students which used Essay to To investigate the effects of basic vocabulary teaching through pictures.

The second meeting did on Thursday 21 march 2019, researcher explained about vocabulary through pictures, personal pronoun (auxiliary verb) to improve students' vocabulary from the text, then the researcher divided the students into five groups, each

group consist of four or five person. The material that researcher gave on the second meeting was Essay test (vocabulary through pictures, auxialry verb)

The third meeting did on Friday 22 march 2019, the researcher gave the material about Noun for basic vocabulary English, then the researcher divided the students into five groups, each group consist of four or five person. The rsearcher repeat the material for second material about personal pronoun (auxialry verb) until students understood and gave the students material about plural and singular.

The fourth meeting on Monday 25 march 2019, the researcherr gave the material to students about present continuous (verb+ing), then the researcher divided the students into five groups, each group consist of four or five person. The activity that researcher did in this meeting same thrid activity. The students read the text then discussed with their own group to explain the material until the students understands.

The fifth meeting on Thursday 28 march 2019, reseacher gave the material to thr students and divided students into five group. The activity that researcher did in this meeting same with previous meeting. The students read the text then discussed with their own groups to learning the material from the first meeting until fifth meeting about personal pronoun (axualiry verb), present continuous (verb+ing), plural and singular, after that gave students of the text that they got with all the treatment (second until fifth meeting) researcher stimulated students got new vocabulay and try to read the text and the most important was know and understood the material.

The last or sixth meeting did on Friday 29 march 2019, researcher gave a Post-test the students. The test that gave to the student same with the test in pre test, because the researcher wants to know the development of vocabulary through pictures each student. Then, researcher gave questionnaire to the students to know To know the students' vocabulary achievement to improvement of students' vocabulary mastery through picture it will be had 15 statements, utilize the Likes scale, ask the students to choose one of the following responses as appropriate for them: Strongly Agree, Agree, Doubt, Disagree, and Strongly Disagree.

C. Post-Test

Based on the explanation above, the researcher gave the post-test in sixth meeting after the researcher gave treatments for six meetings. And the result or the raw score of students in post test as follow :

Table 3. Raw score of students' Post-Test

No	Nama	Score
1	AMS	83
2	AMI	70
3	AQK	80

4	HFF	90
5	IM	80
6	MS	95
7	MSM	80
8	MAN	76
9	MA	97
10	MRS	73
11	MRI	76
12	MFM	80
13	MSL	76
14	NPK	73
15	NBR	77
16	NAS	83
17	NJN	63
18	NQB	83
19	PRP	67
20	RHM	60
21	RHI	76
22	RZY	80
23	SLB	97
24	SPR	60
25	SNF	73
26	SWF	90
27	RNH	60
Score		2098

Source : Primary research data 2019

Table 4. Raw score of students’ vocabulary based the grade levels

No	Name	Interval Score	Level
1	MA	97	Excellent
2	SLB	97	Excellent
3	MS	95	Excellent
4	HFF	90	Excellent
5	SWF	90	Excellent
6	NQB	83	Excellent
7	NAS	83	Excellent
8	AMS	83	Excellent
9	AQK	80	Good
10	IM	80	Good
11	MSM	80	Good
12	MFM	80	Good
13	RZY	80	Good
14	NBR	77	Good
15	MAN	76	Good
16	MRI	76	Good
17	MSL	76	Good
18	RHI	76	Good
19	MRS	73	Good
20	NPK	73	Good
21	SNF	73	Good
22	AMI	70	Good
23	PRP	67	Good
24	NJN	63	Good
25	SPR	60	Fair
26	RHM	60	Fair
27	RNH	60	Fair

Source : Primary research data 2019

Based on the students scores in the post-test showed that 27 students, two students got that score 97, one students got score 95 , two students got score 90, three students got score 83 they were with the level “excelent”, five students got score 80, one students got score 77, four students got score 76, three student got score 73, one students got score 70, and one students got score 63 with the level “good”, and three students got score 60 with the level “fair”.

Based on the explanation above, the researcher gave the pre-test and post test after the treatments for six meetings. The results of the vocabulary based the grade levels test are as follows. The result comparison, in the pre test, the students who got “excellent” score are only two students, and it rises up after the researcher give treatment became eight students. The same as in “good” score in the pre test, six students got “good” score and it also rises up in the post test became sixteen students. Differences in the fair score, the students decreased score, in the pre test twelve students got “fair” score and its decreased after the treatment became three students. The same as in students who got “fair” score in students pre test got only five score and in post test there is no students got fair score. The students got “very low” score in the students pre test got two score, and after the reseacher give treatment, the students are the same as in post test. There is not students got “very low”, so the expermental class showed that during experiment in the class there were significant results.

II. Test of significant (t-test)

Inferential analysis was used to test the hypotheses. The writer used t-test for paired sample test. This is a test to know the significant differences between the result of students’ mean score in pre-test and post-test in pre-experimental class.

The mean of pre-test and post-test are as follow:

Table 5. Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRE TEST	48,74	27	14,482	2,787
POST TEST	77,70	27	10,498	2,020

Source : Primary research data 2019

Mean score of 27 students pre-test was 48,74 (with standart deviation 14,482 and standard error mean was 2,5787) and the students’ post-test mean score was 77,70 (with standart deviation 10,498 and standard error mean was 2,020).

Table 6. Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 PRE TEST & POST TEST	27	,569	,002

Source : Primary research data 2019

The table show there was correlation as big as 0,569 between pre-test and post-test, because of sig (0,002).

Table 7. Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PRE TEST - POST TEST	-28,963	12,126	2,334	-33,760	-24,166	-12,411	26	,000

Source : Primary research data 2019

Based on the result above, the researcher gave interpretation as the step:

1. Mean paired pre-test and post-test : -28,722
2. Standard deviation paired pre-test and post-test : 12,126
3. Standard error mean paired pre-test and post-test : 2,334
4. Interval of the difference, lower : -33,760 and upper : -24,166
5. Table : -12,411
6. Df : 26
7. Sig (2-tailed) : 0,000

After analyzing using spss 21 the writer found that ($0.00 < 0.05$) where, at the p-value (0.00) at the level significance (0.05). It indicated that alternative hypothesis (H_0) was rejected. It showed that the use of students perception on english basic vocabulary teaching through pictures. The significant development can be seen from the differences result between the pre-test and post-test. The post-test results are greater than that of the pre-test.

The results of pre-test and post-test shows that the mean score of the pre-test was 48,74 and the mean of the post-test was 77,70. This indicates that the post-test results was greater than that of pre-test. Thus, it answers the first research questions that through pictures can help students to develop their vocabulary achievement.

Students’ perception on English basic vocabulary through pictures

To answer the second problem statements, researcher using questionnaire to know the responses of students students perception on english basic vocabulary through pictures. The questionnaire consist of 15 items (close ended questionnaire), There were seven negative statements and eight positive statements. The result in analyzing the data through questionnaire explained below:

- 1) Item 1 : About the statement the learning English vocabulary by using through pictures increase students ability in understand the pictures**

No	Classification	frequency	percentage
1	Strongly agree	17	63%
2	Agree	10	37%
3	Doubtful	0	0%
4	Disagree	0	0%
5	Strongly disagree	0	0%

Source : Primary research data 2019

From item 1 above showed that 27 students, seventeen students (63%) said that they were strongly agree with the statements, Ten students (37%) agree with the statements. It showed that student in SMA Datuk Ribandang Makassar.

2) Item 2 : About the statement the learning English vocabulary by using through pictures is boring

No	Classification	frequency	Percentage
1	Strongly agree	1	4%
2	Agree	0	0%
3	Doubtful	2	7%
4	Disagree	19	70%
5	Strongly disagree	5	19%

Source : Primary research data 2019

From item 2 above showed that 27 students, one students (4%) said that they were agree with the statements, Two students (7%) doubtful with the statements, Nineteen students (70%) disagree with the statements and five students (19%) strongly disagree with the statements. It showed that student in SMA Datuk Ribandang Makassar.

3) Item 3 : About the statement the learning English vocabulary by using through pictures increase students spirit.

No	Classification	frequency	percentage
1	Strongly agree	21	77%
2	Agree	5	0%
3	Doubtful	1	4%
4	Disagree	0	0%
5	Strongly disagree	0	0%

Source : Primary research data 2019

From item 3 above showed that 27 students, Twenty one students (77%) said that they were strongly agree with the statements, five students (19%) agree with the statements, one students (4%) doubtful with the statements. It showed that student in SMA Datuk Ribandang Makassar.

4) Item 4 : About the statement the learning English vocabulary by using through pictures did not motivate the students in understand vocabulary.

No	Classification	frequency	percentage
1	Strongly agree	1	4%
2	Agree	0	0%
3	Doubtful	5	19%
4	Disagree	15	55%
5	Strongly disagree	6	22%

Source : Primary research data 2019

From item 4 above showed that 27 students, one students (4%) said that they were agree with the statements, five students (19%) doubtful with the statements, fifteen students (55%) disagree with the statements, six students (22%) strongly agree with statement. It showed that student in SMA Datuk Ribandang Makassar.

5) Item 5 : About the statement the learning English vocabulary by using through pictures increase the student curiosity.

No	Classification	frequency	percentage
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1	Strongly agree	16	59%
2	Agree	10	37%
3	Doubtful	1	4%
4	Disagree	0	0%
5	Strongly disagree	0	0%

Source : Primary research data 2019

From item 5 above showed that 27 students, sixteen students (59%) said that they were strongly agree with the statements, ten students (37%) agree with the statements, one students (4%) doubtful with the statements. It showed that student in SMA Datuk Ribandang Makassar.

6) Item 6 : About the statement the learning English vocabulary by using through pictures did not increase curiosity.

No	Classification	frequency	Percentage
1	Strongly agree	3	11%
2	Agree	0	0%
3	Doubtful	6	22%
4	Disagree	13	48%
5	Strongly disagree	5	19%

Source : Primary research data 2019

From item 6 above showed that 27 students, three students (11%) said that they were agree with the statements, six students (22%) doubtful with the statements, thirteen students (48%) disagree with the statements, five students (19%) strongly disagree statement. It showed that student in SMA Datuk Ribandang Makassar.

7) Item 7 : About the statement the learning English vocabulary by using through pictures increase students ability in understand the pictures.

No	Classification	frequency	percentage
1	Strongly agree	17	63%
2	Agree	10	37%

3	Doubtful	0	0%
4	Disagree	0	0%
5	Strongly disagree	0	0%

Source : Primary research data 2019

From item 7 above showed that 27 students, seventeen students (63%) said that they were strongly agree with the statements, ten students (37%) agree with the statements. It showed that student in SMA Datuk Ribandang Makassar.

8) Item 8 : About the statement the learning English vocabulary by using through pictures can not increase their ability in understand the pictures.

No	Classification	frequency	percentage
1	Strongly agree	2	7%
2	Agree	0	0%
3	Doubtful	5	19%
4	Disagree	10	37%
5	Strongly disagree	10	37%

Source : Primary research data 2019

From item 8 above showed that 27 students, two students (7%) said that they were agree with the statements, five students (19%) doubtful with the statements, ten students (37%) disagree with the statements, ten students (37%) strongly disagree statement. It showed that student in SMA Datuk Ribandang Makassar.

9) Item 9 : About the statement the learning English vocabulary by using through pictures effective and efficient way for students

No	Classification	frequency	percentage
1	Strongly agree	17	63%
2	Agree	10	37%
3	Doubtful	0	0%

4	Disagree	0	0%
5	Strongly disagree	0	0%

Source : Primary research data 2019

From item 9 above showed that 27 students, seventeen students (63%) said that they were strongly agree with the statements, ten students (37%) agree with the statements. It showed that student in SMA Datuk Ribandang Makassar.

10) Item 10 : About the statement the learning English vocabulary by using through pictures was not efficient because it needed long time

No	Classification	frequency	percentage
1	Strongly agree	1	4%
2	Agree	0	0%
3	Doubtful	3	11%
4	Disagree	13	48%
5	Strongly disagree	10	37%

Source : Primary research data 2019

From item 10 above showed that 27 students, one students (4%) said that they were strongly agree with the statements, three students (11%) doubtful with the statements, thirteen students (48%) disagree with the statementst, ten students (37%) strongly disagree statement. It showed that student in SMA Datuk Ribandang Makassar.

11) Item 11: About the statement the learning English vocabulary by using through pictures gave students the freedom to think

No	Classification	frequency	percentage
1	Strongly agree	16	59%
2	Agree	6	22%
3	Doubtful	5	19%
4	Disagree	0	0%
5	Strongly disagree	0	0%

Source : Primary research data 2019

From item 11 above showed that 27 students, sixteen students (59%) said that they were strongly agree with the statements, six students (22%) agree with the statements, five students (19%) doubtful statements. It showed that student in SMA Datuk Ribandang Makassar.

12) Item 12 : About the statement the learning English vocabulary by using through pictures did not give a chance in understand the pictures

No	Classification	frequency	percentage
1	Strongly agree	0	0%
2	Agree	0	0%
3	Doubtful	3	11%
4	Disagree	14	52%
5	Strongly disagree	10	37%

Source : Primary research data 2019

From item 12 above showed that 27 students, three students (11%) said that they were doubtful with the statements, fourteen students (52%) disagree with the statements, ten students (37%) strongly disagree statement. It showed that student in SMA Datuk Ribandang Makassar.

13) Item 13 : About the statement I cant less concentration using English vocabulary through pictures.

No	Classification	frequency	percentage
1	Strongly agree	2	7%
2	Agree	1	4%
3	Doubtful	5	19%
4	Disagree	12	44%
5	Strongly disagree	7	25%

Source : Primary research data 2019

From item 13 above showed that 27 students, two students (7%) said that they were strongly agree with the statements, one students (4%) agree with the statementst, five students (19%) doubtful statement, twelve students (44%) disagree with the statments, seven students (25%) disagree with the statments, It showed that student in SMA Datuk Ribandang Makassar.

14) Item 14 : About the statement I attracted to understand English vocabulary by using through pictures.

No	Classification	frequency	percentage
1	Strongly agree	14	52%
2	Agree	13	48%
3	Doubtful	0	0%
4	Disagree	0	0%
5	Strongly disagree	0	0%

Source : Primary research data 2019

From item 14 above showed that 27 students, fourteen students (52%) said that they were strongly agree with the statements, thirteeen students (48%) agree with the statementst. It showed that student in SMA Datuk Ribandang Makassar.

15) Item 15 : About the statement the learning English vocabulary by using through pictures students' intersting for lernaning

No	Classification	frequency	percentage
1	Strongly agree	19	70%
2	Agree	5	19%
3	Doubtful	1	4%
4	Disagree	0	0%
5	Strongly disagree	2	7%

Source : Primary research data 2019

From item 14 above showed that 27 students, nineteen students (70%) said that they were strongly agree with the statements, five students (19%) agree with the statements, one student (4%) doubtful statement, two students (7%) strongly disagree with the statements. It showed that student in SMA Datuk Ribandang Makassar.

B. Discussion

The effect of basic vocabulary teaching through pictures

Based on the observations list the students actively participate during the process of teaching vocabulary through pictures for the first year students, the researcher used a strategy teaching on English basic vocabulary through pictures to support the material in class as the media to make the students more interested in learning English. The researcher found that all students looked very enthusiastic in doing the teaching learning process and most of students were interested in teachers vocabulary explanation. Teaching vocabulary through pictures could help the students understand, memorize, and make the students enjoy the class.

This section would discuss deeply about findings which one class as the subject of the research, the research design, an pre-experimental group was established namely X IPA 1. To find out whether there is an increase in learning achievement, this can be seen from the pretest and posttest. They were chosen by purposive sampling in the research. Before and after giving the treatment to one class, the researcher concludes tests to get the scores of the effects of basic vocabulary teaching through pictures. They were the Pre-test is the test before giving the treatment, and the Post-test is the test after conducting the treatment.

Based on the report of the analysis of pre-test between the Experimental class the analysis showed the differences was significant. Therefore, it can be concluded that the pre-test scores of experimental class, showed from pre-test and post Mean score of 27 students pre-test was 48,74 (with standard deviation 14,482 and standard error mean was 2,5787) and the students' post-test mean score was 77,70 (with standard deviation 10,498 and standard error mean was 2,020).

Students perception on English basic vocabulary teaching through pictures

Based on the students assessment about the statement the learning English vocabulary by using through pictures increase students ability in understand, The pictures From item 1 above showed that 27 students, seventeen students (63%) said that they were strongly agree with the statements, Ten students (37%) agree with the statements. this is one item about questionnaire positive statement. And item 4 About the statement the learning English vocabulary by using through pictures did not motivate the students in understand vocabulary From item 4 above showed that 27 students, one students (4%) said that they were agree with the statements, five students (19%) doubtful with the statements, fiveteen students (55%) disagree with the statements, six students (22%) strongly agree with statement, This is negative statements.

Even though one classes have an equally increasing score, but for the experimental class based on reseacher findings above the score in increasing significantly. It simply illustrates that the students who are taught by using English through pictures have better and students easy to learning English through strategy for the researcher.

CONCLUSION

Based on the findings and discussion the previous chapter, the researcher concludes that the effect vocabulary through pictures by the students' in Learning English showed from pre-test and post Mean score of 27 students pre-test was 48,74 (with standart deviation 14,482 and standard error mean was 2,5787) and the students' post-test mean score was 77,70 (with standart deviation 10,498 and standard error mean was 2,020). Furthermore, Students' perception of English basic vocabulary through pictures for the first years students of SMA Datuk Ribandang Makassar gives the positive perception that exactly students' perception of the teacher method in teaching English.

Based on the conclusion above, the researcher put forwards some suggestions that English teachers are suggested to use teaching through pictures as one strategy that can be used in teaching and learning English. Beside that, teachers should preapre and choose appropriate method, strategy and material to produce the effective teaching and learning process. Then the teacher should determine the target the will achieve. It is was important for the teacher and learning process to achieve the goal of study. Additionally, teachers should give the alternative solution in teaching vocabulary, hopefully improve the ability students in learning can achieve the desired value by students and the result of this research will be useful for teacher indonesia to help them improve their performance in teaching. ELT teachers are encouraged to give more positive feedback to students and give influence of learning styles in the learning process.

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