

TEACHING VOCABULARY TROUGH STUDENTS' VISUAL SPATIAL INTELLIGENCE

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Abstract

The study aims to know students' vocabulary through teaching vocabulary towards students' visual spatial intelligence. The objects are 27 students of MAN Sidenreng Rappang. The instrument are pre-test, posttest, and questionnaire. The sampling technique of this research was random group sampling. The results revealed that: 1) teaching vocabulary through students' visual spatial intelligence able to enhance students' vocabulary. The students mean score of post-test more higher than pre-test, where the mean score of pre test 77,48 while the mean score of post-test 83,70. Then the result of t-test was 3,76 was higher than value of t-table 1,706 and for the level significant 5% or 0.05 and degree of freedom (df) =26. Thus, it can be concluded that 1) teaching vocabulary through students' visual spatial intelligence able to enhance students' vocabulary. 2) the students' interested through the questionnaire also had concluded and most of them got 81-100 score with percentage was 83,76%. Based on the liker scale the student is very interested in learning vocabulary through students' visual spatial intelligence.

Keywords: *Vocabulary, Visual Spatial Intelligence, Students' visual spatial intelligence.*

Introduction

Vocabulary is one of most important elements necessary for teaching and learning English. It is the basic for the development of all the other skills such as reading, writing, listening and speaking. However, teaching vocabulary to develop the other skills is not easy because every student has different abilities in learning. Thus, teacher much be creative to design program in teaching.

According to Martin, the children of the national must get the intelligence of mindset and character. In this case, every student has character and intelligence varies depending on the potential they have. But unfortunately, on in fact teachers tend to generalize character and potential of every student. For example, a student is said to be smart if he is smart in field of Mathematics studies, a student is said to be competent if he is proficient in the field of English language studies. Even though it cannot always be said like that, back again in its essence that every student has potential different.

Having good vocabulary can make easier to understand the meaning of the words and mastering vocabulary is the key to language learning the students will be easier to master the language skill well. On the other hand, the students who have less vocabulary will get difficulty to understand text, to speak english and to write their ideas.

The important of vocabulary is larger than other aspect. Because when people learn about new language, they usually think about mastering vocabulary. It means that whenever people use a language, automatically they have to use the word of the language. Therefore, it is crucial for them to have range of vocabulary. By having large vocabulary. They can precisely open some ideas both in oral and written communication.

At MAN Sidenreng Rappang, students have trouble remembering the vocabulary because they only focus on vocabulary lists by the teacher. This has been done continuously, with the result that student's mastery in vocabulary is not optimal and teaching by visual yet pay attention in learning process.

The factors from the case above, include: (1) The teacher has limited understanding of visual spatial intelligence as the result the teacher has not given attention this aspect of intelligence, (2) There are existence to vocabulary list, (3) The teacher also has not been able to develop indicators in designing a fun activity for students, and (4) The lacking of instructinal media.

The teacher have to think about the way or anything that used to facilitate the learning of a language. Materials could be videos, grammar books, newspaper, song, pictures. In other words, they can be anything which is used too increase students' knowladge or experience of the language.

Visual Spatial intelligence is need to be stimulated and developed. It capacity for recognize and delineate objects or patterns received by the brain to produce vocabulary. This ability makes it possible to present the visual in detail and through imagination is depicted in mind is the poured in a visual form.

Fibriani Endah Widiasari in her research said that spatial visual intelligence giving a chance for students to explore their ability without feeling shame and reluctant. It help students to increase their vocabularies and keeping them on their memory much longer because of the learning that they use help them to stay connected to the words that they listed from see pictures or experience some events in their activities.

Method

This study apply quantitative approach and pre-experimental design with one group pre-test and post-test. Random sampling group technique apply in collecting data. This study is conducted in MAN Sidenreng Rappang that involved the students in the second year.

The population is students in the second year of MAN Sidenreng Rappang. There are five classes in MAN Sidenreng Rappang. The total population is 153 students from five classes. The sample of is XI MIA 3 (*Matematika dan Ilmu Pengetahuan Alam (IPA)*) 3 which consists of 31 students.

Test is used to know the students' vocabulary before and after being taught by teaching vocabulary through students' visual spatial intelligence and questionnaire to know the students' interested in learning vocabulary through students' visual spatial intelligence.

The data is analyzing by using quantitative approach with statistical method. The first is scoring students' vocabulary. The second is classifying students' score. The third is calculating mean score and standard deviation of pre-test and post-test.

The last process is testing the hypothesis. To test the hypothesis, the test of significance is calculated with 0.05 levels of significances (2-tailed) with these criteria of testing hypothesis: 1) If $t\text{-test} < t\text{-table}$, H_0 is a fail rejected and H_a is rejected (teaching vocabulary through students' visual spatial intelligence is not significant enhance the students' vocabulary achievement); 2) If $t\text{-test} > t\text{-table}$, H_a is a fail rejected and H_0 is rejected (teaching vocabulary through students' visual spatial intelligence is significant enhance the students' vocabulary achievement).

Result

1. Description of Test.

The result of the pre-test and post-test showing in the following table.

Table 1. The mean score and standard deviation of the pre-test and post-test

| Test | Mean Score |
|-----------|------------|
| Pre-test | 77.48 |
| Post-test | 83.70 |

Based on the table above, it showed that the mean score of pos-test was higher than the mean score of post-test. It can be concluded that there was enhancement on teaching vocabulary through students' visual spatial intelligence.

The following table showed the percentage of the frequency of pre-test and post-test.

Table 2. The rate percentage of the frequency of pre-test and post-test

| No | Classification | Score | Frequency | | Percentage | |
|-------|----------------|-------------|-----------|-----------|------------|-----------|
| | | | Pre-test | Post-test | Pre-test | Post-test |
| 1 | Very Good | 86-100 | 8 | 17 | 29,62% | 62,96% |
| 2 | Good | 71-85 | 14 | 9 | 51,85% | 33,33% |
| 3 | Fair | 56-70 | 4 | 1 | 14,81% | 3,70% |
| 4 | Poor | 41-55 | 0 | 0 | 0% | 0% |
| 5 | Very Poor | $\leq 40^2$ | 1 | 0 | 3,703% | 0% |
| Total | | | 27 | 27 | 100% | 100% |

The data of the table above indicate that the rate percentage of pre-test was mostly students got good score namely 14 students (51,85%) and only 1 students (3,703%) who were in poor score. It means that the students' vocabulary still low. While the rate percentage of the post-test indicate that there was enhancement percentage of the students in vocabulary because none of students got poor score and very poor score. Besides, It can be seen that was mostly students got very good score namely 17 students (82,96%) and also there were 9 students got good score (33,33%). It showed that students were able to enhance their vocabulary after teaching through students' visual spatial intelligence.

2. Hypothesis Testing

The following table was the result of t-test value statistical analysis and it described the hypothesis testing of pre-test and post-test as follows:

Table 3. The hypothesis testing

| Variable | T-test | T-table Value |
|----------------------|--------|---------------|
| Pre-test & Post-test | 3.76 | 1.706 |

Based on the table above, the T-test of hypothesis showed that there was a significant difference to enhance students' writing descriptive text. The t-table with 5% significance (2-tailed) of degree freedom (df) = 26 is 1.706 and the result of the t-test is 3.76, which means there was significant enhancement because the t-test was higher than t-table. Therefore, teaching vocabulary through students' visual spatial intelligence able to enhance students' vocabulary.

3. Description of questionnaire

The result of the questionnaire about the students' interested in learning vocabulary

$$\frac{3091}{3691} \times 100\% = 83,76$$

| | | | | | |
|---|----|----|----|----|-----|
| 0 | 20 | 40 | 60 | 80 | 100 |
| | SD | D | U | A | SA |

Where:

SA : Strong Agree (5)

A : Agree (4)

U : Undecided (3)

D : Disagree (2)

SD : Strong Disagree (1)

Result of questionnaire showed that thirty items and the total mean score of all items showed that 83,76 with very strong score. Based on the liker scale, the students' was very positive responses in learning vocabulary through students' visual spatial intelligence. Some students believe that learning vocabulary through students' visual spatial intelligence was helped them in learning vocabulary and the same time knowing the meaning and able to pronounce each word . Some students also said that they enjoy in learning vocabulary through visual spatial intelligence. Besides that, some students feel that they still confused but enjoy in the class. Therefore, the questionnaire showed that the learning vocabulary through students visual intelligence that means students interested in leaning vocabulary.

Discussion

Based on the description of the test, it showed that students' vocabulary can be enhanced by teaching trough students visual spatial intelligence after giving treatment. The students' score after treatment was higher than before the treatment. The mean score between the result of pre-test and post-test had difference and the result of pre-test and post-test in which the result of the computation of t-test value (3,76) with the degree of freedom (df) =N-1= 27-1=26 for a level of significance 5% (2-tailed) = 1.706. It showed that there is a significance difference score on the students' writing descriptive text achievement before and

after being taught by using project-based learning. It means that the null hypothesis (H_0) was rejected.

Based on the treatment as long as four meetings and target vocabulary must be achieved by the students above, the students got 300-350 words during four meetings and on average all students got vocabulary above the target that is 50 words every meeting. It can be concluded that most of the students have been able to enhance their vocabulary. In each meeting was different materials that help students to find many words and made students always to repeat up each word in many times. In every meeting the students have improved even just a little improved, in the second until the fourth meeting most of the students have been able to pronounce, differentiated between adjective and verb, and enhanced their vocabulary.

Based on the result above, teaching vocabulary through students' visual spatial intelligence able to enhance students' vocabulary achievement at second year of MAN Sidenreng Rappang. It is accordance with what Jody Lyn Brokaw said that the implementation of the visual spatial intelligence was benefit to his students and his self because this is a one way to improve students in learning science learning. Therefore, the visual spatial intelligence can be applied in learning English specially in teaching vocabulary.

Formed on the research statement in the previous chapter, the students' visual spatial intelligence can make students more sensitive to an image. Firstly, it can make students more sensitive to an image that they see and that can stimulate their memory to remember word. It is accordance with Luqman Fathoni said that spatial visual is a ability to perceive the spatial word accurately and transform the perception of the spatial word. Secondly, it is a one different learning for the students and make them more active in learning. It is accordance with what Jody Lyn Brokaw said that teaching through students' visual spatial intelligence was benefit to his student and his self. He also said that always keeping the students more engaged and active while they were learning. Thirdly, it can make students get new experience in learning. It is accordance with Fibriani Widyasari said that visual spatial intelligence giving a change for students to keep their vocabulary in long memory because of the learning that they use help them to stay connected to the words that they get and list by see pictures or experience some events in their activities.

In additions, from thirty items questionnaires, all students answered very positively. Based on the liker scale, the students' was very positive responses in learning vocabulary through students' visual spatial intelligence. It means that the visual spatial intelligence have

positive response toward in learning vocabulary and they agree about it. The cumulative percentage on the thirty items of questionnaire was 83,76 while the cumulative score that they got was 3091.

According to the data above, learning vocabulary through students' visual spatial intelligence able to enhance students' vocabulary because most of students are interested in learning vocabulary. This way helps the students more active in the classroom and also helps in learning process of students who basically have a different capabilities in visual spatial intelligence. It is accordance with Jodi Lyn Brokaw said that teaching through visual spatial intelligence was benefit to his students and made the students more active and enjoyed in classroom. Secondly, the students

After examined all the students' answered to each questionnaire, the students respond of learning vocabulary through visual spatial intelligence is interested. According to the category of score of all items indicates that there is a very good classification.

Conclusion

Teaching vocabulary through students' visual spatial intelligence able to enhance students' vocabulary. In fact, t-test result in which the value of the t-test was 3,76 while the value of t-table was 1,706 at the level significance 5% and degree of freedom (Df) was 26. The mean score of pre-test 77,48 that is lower that the mean score of post-test 83,70. In result that, H_0 was rejected and H_a was accepted.

The students' interested in learning vocabulary through students' visual spatial intelligence is very strong positive. It was proved by looking the percentage statement. The percentage was 83,76%.

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