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TEACHERS' PERCEPTIONS TOWARD PICTURES USAGE AND STUDENTS' VISUAL- SPATIAL INTELLIGENCE IN TEACHING VOCABULARY

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Abstract

This research discusses the teachers' perceptions toward the contribution of vocabulary teaching with pictures for students' visual-spatial intelligence. Visual-spatial intelligence is the potential for representing the spatial world internally in one's mind as used in reading maps and charts, drawing, solving mazes and puzzles, imagining and visualizing. This research is qualitative research. The data was analysis by combining the result from the questionnaire and interview. Based on the results of the questionnaires and interviews, the teachers agreed that teaching vocabulary with pictures made their students more interested and active. They also agree that this method has a positive impact on the learning process of teaching vocabulary. In addition, the teachers stated that teaching vocabulary using pictures was very helpful and contributed to them in attracting students' attention. According to them, teaching using images is very important for students who have their visual-spatial intelligence. With this method, it becomes easier for them to imagine the form of a picture from a vocabulary.

Keywords: *Vocabulary Mastery, Multiple Intelligences, Visual-Spatial, Perception.*

INTRODUCTION

In the modern era, English is not a new thing for us to learn. We must apply it from children to young students by using many methods, because children's abilities are not the same but different. They have different multiple intelligences. Young learners have different skills, and most of them have different intelligences too. It means that each person has different ability to solve the problem at hand. The ability of individual to think and act in a directing direction, solving problems, gaining knowledge, managing and controlling the environment effectively, using the past to bring about a change in them for the better. According to Howard Gardner, there are at least eight intelligences that need to be considered (Nelson, 1998), i.e., verbal-linguistic,

logical- mathematic, visual-spatial, Bodily-Kinesthetic, Rhythm-music, interpersonal, intrapersonal, naturalistic. Moreover, to find out students' intelligences, they must use easy way to understanding vocabulary for support the communication between teacher and students. Students are not only listening, speaking, reading and writing, but also four of the skills need vocabulary. In communication, the role of vocabulary is very important because if you do not have good vocabulary, communication can be stopped if someone reads and listens to words that are difficult for people to understand (Scott, Jamieson-Noel & Asselin, 2003). Besides that, when they have multiple intelligences well, they understand vocabulary and some people have some perception to connect both of them. According to

Robbins & Judge (2012:175), perception is a process where individuals organize and interpret the sense of their sense to be given meaning in their environment. However, someone different from objective reality can accept that. In above description, it is the reason to conduct the research. I would like to explore the perceptions of the multiple intelligences to increase vocabulary.

LITERATURE REVIEW

George and Jones (2005) stated that perception is how someone sees others and how others see individuals. The process of choosing and describing what they see, hear, and touch, smell, and feel. Brown (2017:11) clarifies that the way of wondering of each character is different one another. Generally, he describes the factor influenced comes from the summary technique in unique individual's intelligence and extraordinary source or object of perception. People's perception comes from the internal and external factors, or known as inside and exterior factors.

Vocabulary is the essential that must be learned first by students. It will help the student in learning English well. As Harmand and Stork (1976:250) expressed that Vocabulary is a supply of words that are the removal of speaker or author. Mathewson (1999), there are some strategies using pictures as a new strategy to mastering four skills. By using picture from the learning strategies make the students enjoy and happy in teaching and learning process. Multiple intelligences are the different ability from different people towards something because every child has different abilities in the field of learning. Gardner (2000) stated that there are at least eight intelligences that need to be considered. One of them is

visual-spatial, the ability to visualize images, in an image.

RESEARCH METHODOLOGY

In this research, I used qualitative research. Creswell (2007) stated that qualitative research is a means to understand the meaning of individuals or groups relating to social and or humans' problem. It is exciting because the researcher can describe what they see through the response or behavior of the person. Therefore, I used qualitative research because it is aimed to explore the teachers' perceptions of multiple intelligences to increase vocabulary mastery. This research applied descriptive qualitative method. I described how the teacher perceptions perception of multiple intelligences to increase vocabulary mastery.

Population of the research was 6 teachers in SDN 1 Gunung Cahaya Way Kanan. I used total sampling technique. Total sampling technique is a technique where the entire populations observed as a sample, (Ary et.al., 2010, p.148). I collected the data based on the result of the questionnaire and interview.

Firstly, the data conducted for the teacher questionnaire. The data were collected by providing questionnaire more or less twenty questions related the teachers' perception toward picture usage in teaching vocabulary. The alternatives are yes or no that will the teachers will choose the questionnaire that the right ones. Second is related to the teachers' perception toward picture usage and students' visual-spatial intelligence in teaching vocabulary. Further, As stated by Cohen, Manion & Marrison (2011), Interviews were used to follow up on their results and reasons for responding as they do. Thus, the writer is able to definite answers and results through interview.

The data was analyzed by coding. There are three steps of coding, the first is I sorted and classified the data related to the problem. The second is axial coding. It is a process to give a code, link it and find the main analytic category. The last is selective coding, I opened the code for approval and chose data that support the conceptual coding category to be developed. Then, I described the result of observation and questionnaire to make it easier to be understood.

RESULT AND DISCUSSION

The result explains teachers' perceptions toward picture usage in teaching vocabulary and its contribution for students' visual-spatial intelligence in SDN 1 Gunung Cahaya Way Kanan. The indicators are Interest, Experience, Personality, Mood, Positive/Negative, the important of vocabulary, Picture usage to increase vocabulary mastery, Multiple Intelligences to increase vocabulary, teaching vocabulary with pictures.

Interest

Based on the questionnaire result, it can be concluded that the dominant answer is that they are recommended by others to teach vocabulary by developing Pictures In teaching vocabulary.

Experience

The questionnaire result showed that the teachers already have experience in teaching vocabulary toward pictures usage and students' visual-spatial intelligence in teaching vocabulary in SDN 1 Gunung Cahaya Way Kanan.

Personality

From the questions that have been given to the 6 teachers, 90% of teachers stated that they prefer to develop pictures usage in teaching vocabulary and its contribution for students' visual-spatial

intelligence in SDN 1 Gunung Cahaya Way Kanan.

Mood

The result of the questionnaire provides an overview of the mood of the teacher when teaching vocabulary by developing pictures usage in teaching vocabulary and its contribution for students' visual-spatial intelligence in SDN 1 Gunung Cahaya Way Kanan. They feel more like teaching in this way. It might be because students are becoming more active and interested in the way their teacher uses them. So that teachers more easily manage and control their students.

Positive and Negative

The result of questionnaire illustrates two indicators at once, namely regarding the positive and negative sides of vocabulary teaching by developing pictures usage in teaching vocabulary. The teachers agree that teaching their students using pictures give positive feedback and they want to continue to do so to teach students their vocabulary. None of the teachers stated that such teaching patterns did not give a negative side.

The Important of Vocabulary

In the result questionnaire, it emphasizes the importance of mastering student vocabulary. Teaching vocabulary is very important for students; therefore, teachers need to prepare themselves, plans, methods, and appropriate teaching patterns so that their students more easily learn new vocabulary.

Pictures Usage to Increase Vocabulary Mastery

The result showed that the teachers teach vocabulary by developing pictures, colors, and other visuals make

it easier for them to teach, as well as students they are easier to understand and master English vocabulary. They teach vocabulary by developing pictures aimed at enriching students' vocabulary, and they always motivate their students to develop their visual skills and vocabulary.

Multiple Intelligences to Increase Vocabulary

Based on the questionnaire result, when they teach, they need to develop one of which activates students' pictures usage in teaching vocabulary and its contribution for students' visual-spatial intelligence in SDN 1 Gunung Cahaya Way Kanan.

Interview

Based on the teachers' interview, the implementation of pictures in learning vocabulary has a positive impact on students in increasing the desire to learn vocabulary, the ease of remembering vocabulary, the ease in interpreting the message of a word, and focusing student attention. Based on the teachers' perception, use picture in teaching vocabulary can help their students' master vocabulary, increase student motivation in learning English, and increase interaction with teachers and their other friends.

CONCLUSION AND SUGGESTION

Conclusion

From the results of the questionnaires and interviews that have been obtained, it can be concluded that the use of images for teaching learning young learners as the students is very helpful and contributes to the student's visual spatial intelligence, because there are some positive impacts when they was teaching vocabulary to their students using picture.

Suggestion

In this research, the writer gives a suggestion to the English teachers and the students. Those suggestions for the teachers are the teacher must teach vocabulary in context and use appropriate techniques to achieve the process of presenting new words, teachers must increase their students' awareness of grades to obtain EFL vocabulary, teachers must be aware that their teaching methods will influence the level of development of their students. In addition, the suggestion for the students is students must be involved and active in the process of designing images, they must also learn outside the classroom by using pictures to enrich their vocabulary banks.

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