USING PICTURES OF LUWU CULTURE ACTIVITY FOR TEACHING VOCABULARY

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ARTICLE INFO	ABSTRACT
	This study aimed to ascertain whether junior high school students in Palopo, Indonesia, might enhance their vocabulary by the utilization of pictures illustrating Luwu cultural activities or not. The study employed a pre-experimental research method with a one-group pretest and posttest design. The research population comprised 210 eighth-grade students at a junior high school in Palopo for the 2024 academic year. Class 8, with 33 students, implemented as the experimental sample. The researcher utilized tests to collect data. The researcher performed a quantitative analysis of the data. The findings indicated that integrating images of Luwu culture into student activities can improve their vocabulary. The t-test statistic corroborated this. The t-test statistic of 11.853 exceeded the t-table value of 2.021. This signifies a substantial disparity between the students' pre- and post-test outcomes. It is concluded that employing images of Luwu cultural practices can improve students' language proficiency. *This is an open access article under the* <u>CC BY-SA</u> *license.*

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INTRODUCTION

For the most majority of learners, vocabulary is one of the language components that plays a significant role in the development of language skills (Khan, Raudzuan, Shahbaz, Ibrahim, & Mustafa, 2020; Yudha & Mandasari, 2021). Every day, both inside and outside of the classroom, vocabulary's value is proved. The most proficient students in the classroom have the most extensive vocabulary (Hestiana & Anita, 2022). For instance, without vocabulary, it would be difficult for the students to translate what they read (Iksan, 2021). However, boosting a student's vocabulary is not simple (Sarhang & Furwana, 2020). According to some junior high school students in Palopo, learning English is a challenging subject, particularly when it comes to vocabulary and word recall. Because of their poor vocabulary knowledge and the fact that many teachers assign memorization of vocabulary by having students search for

it in dictionaries, students find it difficult to communicate in English. As a result, they lack the ambition to study English and require strong motivation to acquire the language.

When the English learning process was being implemented, the researcher frequently discovered that pupils were having trouble reaching a basic competency (Helma & Jufriadi, 2020). This was due to the students' inadequate command of the English language vocabulary, which made it extremely troubling for them to meet the curriculum requirements for competences. Their vocabulary comprehension is generally weak, which makes it difficult for them to understand words and makes the process of obtaining basic competency take longer.

The ability of the teacher to encourage students and establish an enjoyable atmosphere for learning is crucial to the teaching and learning process (Akbari, 2015; Sayed & Afzal, 2021). Pictures can be used to do this (Solak & Cakır, 2015). To create an effective learning process, the researchers conducted research to increase students' vocabulary. Other method for teaching vocabulary is to employ the strategy of describing pictures (Munir, 2016; Rizky Setiawan & Wiedarti, 2020). It demonstrates innovative methods to bringing educational scenarios to life. It is intended that teachers will be able to inspire students to learn language and enhance their achievement and excitement in the process by utilizing visuals (Bajrami & Ismaili, 2016; Guan, Song, & Li, 2018; Lee, 2014; Seven, 2019).

In this study, the researcher conveyed information through visuals, particularly when teaching vocabulary (Susanto, 2017). Using pictures in the classroom is crucial, especially to expand students' vocabulary (Supardi, 2013). It is possible to make pictures understandable and clear for students. Pictures are one of the media that is very simple, inexpensive, and has a long duration, therefore they can help teachers convey learning to fulfill learning objectives (Khan et al., 2020). Learning will therefore be highly valued since the pictures, student experience, and comprehension will be wider, clearer, harder to forget, and more concrete in terms of helping students remember and associate concepts. Therefore, in an effort to enhance the procedure and outcomes of vocabulary learning, study on teaching vocabulary through the use of picture of Luwu culture activities at Junior High School in Palopo is highly needed.

RESEARCH METHOD

The pre-experimental method was used by the researcher. This study approach belongs to the quantitative technique, which has unique qualities of its own, particularly in the case of the control group. One group pretest and posttest design was employed. In Palopo, South Sulawesi, Indonesia, a junior high school served as the study's site. 210 eighth grade students were chosen as the population. Purposive sampling technique was used to choose the sample, which included 33 students. Pre- test, treatment, and administering post-tests were the methods used to acquire the data. The method of treatment involved teaching language using a variety of pictures including traditional foods, clothing, and housing from the Luwu culture. After that, the data were examined using SPSS in order to determine the outcome of the t-test and to formulate the hypothesis.

RESULT AND DISCUSSION

The findings of the study on the use of pictures from the Luwu culture activity in vocabulary instruction for eighth grade junior high school students are covered in this part. The researchers conduct a final reflection to assess the overall action taken during the study stage after carrying out a variety of tasks in it. According to the researchers, junior high school students' vocabulary knowledge can be significantly increased by using pictures from the Luwu culture activities.

Table 1. Data Presentation

Students	Pre-test Score	Post-test Score	Gain
1	75	95	20
2	60	85	25
3	70	100	30
4	60	85	25
5	65	95	30
6	75	95	20
7	60	95	35
8	55	100	45
9	70	100	30
10	60	80	20
11	60	75	15
12	25	85	60
13	75	90	25
14	60	85	25
15	75	100	25
16	65	95	30
17	70	80	10
18	70	95	25
19	40	80	40
20	75	85	10
21	75	85	10
22	65	95	35
23	45	75	30
24	30	85	55
25	75	100	25
26	70	95	25
27	45	90	45
28	60	80	20
29	70	100	30
30	45	100	55
31	75	100	25
32	75	80	5
33	30	85	55
N=33	$\sum x$ = 2.025	$\sum x$ = 2.970	

The pre- and post-test findings directed the grouping of all the aforementioned data. It is evident that both the pre- and post-test scores have increased. The role of treatment and the increase are inextricably linked. The Luwu culture activity picture was included in the treatment. The pre-test was given before the activity.

The students' mastery of language increased after the activity was put into practice. The exercise was meant to improve the students' vocabulary proficiency using pictures from Luwu culture. The picture featured traditional homes, clothing, and food from the Luwu people. Students are more motivated to study language as a result of this. This is consistent with Br Simamora & Oktaviani (2020), Liando, Tatipang, Tamboto, Poluan, & Manuas (2022), Pratiwi & Ayu (2020), and Sari & Aminatun (2021) earlier findings.

Furthermore, the aforementioned results demonstrated how effective the activity is in raising the quality of the students' English vocabulary mastery. The attractiveness of the pictures and the effective use of communicative activities to draw students' attention to vocabulary learning are the reasons for the improvement.

Table 2. The Paired Sample Test of Pre-test and Post-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	-28.636	13.879	2.416	-33.557	-23.715	-11.853	32	.000

The researchers discovered that the paired sample test, which is displayed in table 4.8, demonstrates that the value of to (t_{count}) is -11.853 with a df (degree of freedom) value of 32, whereas the value of tt (t_{table}) at a standard significance level of 0.05 at df (degree of freedom) = 32 is 2.021. When compared to the value of the t-table, this indicates that the t-count value is higher.

The table above indicates a significant value (2-tailed) of .000, which is below the usual significance level of 0.05. The weights in the aforementioned table indicate that the alternative hypothesis (H_1) is accepted, whereas the null hypothesis (H_0) is rejected. The researchers determined that the utilization of images portraying Luwu Cultural activities helped enhance students' language proficiency.

The method of exercise implementation influences student comprehension of vocabulary words. The students were addressed on the sixth meeting subsequent to administering the pre-test. The students accomplished the initial pre-test to assess their vocabulary proficiency before the treatment commenced. Before the students began guessing images or answering questions related to the provided topic, they were welcomed and explained the objectives. The researchers elucidated the Luwu cultural exercise and succinctly

addressed its material to facilitate the students' understanding of the technique's functionality. The researchers allotted many minutes for the students to identify the images on the whiteboard before requesting their responses. The lecture was engaging; nevertheless, half of the students were unprepared for the subject and could not comprehend the subsequent images. The researcher endeavored to enhance student understanding. During the previous meeting, the researchers then administered a post-test. The students responded to the test by estimating when the researcher administered the pre-test on the topic provided. The objective was to determine the impact of this treatment.

The results of the previous researches by Ambarwati & Mandasari (2020), Asyiah (2017), Derakhshan (2015), Firdausah & Sari (2022), Sari & Aminatun (2021), Yudha & Mandasari (2021) are similar and support this research. The use picture of Luwu culture activity has the potential to increase students' motivation and enthusiast in teaching vocabulary. This strategy allows students to quickly understand pictures that will be identified according to the topic provided.

The learning process is an element that leads to mastery of instructional understanding. Proficiency in English language growth is closely linked to skill mastery. It is then recognized when someone wishes to expand their vocabulary. The foundational element of the four English language skills is vocabulary. It implies that if we are unfamiliar with the majority of the terminology, we will struggle to understand it. The fact that kids struggle with English vocabulary is a major factor in the current results. The aforementioned explanation indicates that several factors impede students' ability to identify pictures, including their limited vocabulary and insufficient knowledge of language components, which contribute to challenges in learning and comprehending a foreign language.

Several issues impede researchers in conducting their studies, including time constraints, challenging student management, and the distance between the researcher's living and the research location. Simultaneously, challenges arise in utilizing pictures of Luwu cultural activities for vocabulary instruction in the classroom. Firstly, students encounter the issue of forgetting words immediately after the teacher provides their definitions or after consulting the dictionary. Secondly, students exhibit a lack of interest and often become disengaged during vocabulary lessons that focus solely on memorization, as the instructional techniques employed by the teacher fail to captivate their attention.

CONCLUSION

The data analysis led the researcher to infer that the use of pictures illustrating Luwu Culture activities significantly enhances vocabulary knowledge among eighth-grade Junior High School students. The results demonstrated that the outcome of the statistical analysis indicated a t-test value of 11.853, which exceeded the t-table value of 2.021, with a degree of freedom (df=N-1) of 32. There was a notable enhancement in pupils' language proficiency through the utilization of images depicting Luwu cultural activities. Ultimately, the utilization of imagery can assist students in vocabulary acquisition, as this method has proven to be highly beneficial.

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