


THE EFFECTIVENESS OF OSTENSIVE MEANS METHOD TO IMPROVE STUDENTS' VOCABULARY MASTERY IN LEARNING ENGLISH AT VII GRADE IN SMPN 4 MALILI

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: 22- 10 -2021 Revised: 10- 11- 2021 Accepted: 20-11- 2021 Published: 16-12-2021</p> <p>Keywords: Ostensive Means Vocabulary Noun</p>	<p>This study aimed to determine the effectiveness of students in learning vocabulary mastery after using the ostensive means that in the process of teaching and learning vocabulary, teachers can bring real objects according to the theme of lessons. This research focuses to noun (things at home, part of body, animal, and fruits). The researcher used the pre-experimental method, consist of pre-test treatment, and post-test design, and collected the data by giving pre-test and posttest. The sample of the research was class VII SMPN 4 Malili which was 25 students. The sample that researcher used was purposive sampling technique. The result of the research was score in the pre-test was 41, and in the post-test was 75,44. In this research also show that the value t-test was higher than the value of the t-table ($27,04 > 1.713$). It means that the alternative hypothesis (H1) was accepted, and the null hypothesis (H0) was rejected. It was concluded the implementation of ostensive means in VII grade of SMP Negeri 4 Malili was effective to improve students' vocabulary mastery consist of noun.</p> 
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INTRODUCTION

A Language is a communication tool used by humans to give and receive information that humans can't live without it. Talk about communication, we communicate each other by use words or we call it vocabulary. Vocabulary, as one of The knowledge areas in language is vocabulary, plays a great role for learners in acquiring a language (Cameron, 2001). It is impossible to master the four language skills without understanding a number of vocabularies because it is fundamental in language learning.

Vocabulary as the basic aspect of English supports listening, reading, speaking, and writing (Leny, 2006: I). Walkins (1972) stated that “without grammar very little can be

conveyed, without vocabulary nothing can be conveyed”. It shows that vocabulary is a very important element, even though people have good ability in structures, but they do not have good enough vocabulary to express their idea, the structures are nothing. Vocabulary and grammatical constructs are essential but incomplete components of language, the learner has more time to either balance input with existing experience or develop the appropriate language (B, A., Akib, E., & Amin, B. 2021).

Mastering vocabulary is very important for students; even they are still in elementary. Cited in Wardani (2015) that “vocabulary mastery is understanding the utterances of others requires us to make meaningful a string of sound that strikes our ears requires us to make inferences, using our knowledge of situation and language itself- it’s sound, syntax, and semantics” (Shamrock. 1991). With good vocabulary, students can be easy to master four skills in learning English: listening, speaking, reading, and writing. With good vocabulary, students can be easy to master four skills in learning English: listening, speaking, reading, and writing. It is hoped that they can use language effectively and join in the global era.

Based on the researcher experienced of students’ of SMPN 4 Malili also their teacher also said that they still have low vocabulary and they had problems in the class when giving materials to the students, especially the vocabulary such as:

The first problem was that students still unfamiliar with English stuff, they unfamiliar with English because they are fresh graduated elementary school. The second problem was students think that learning English is difficult, such as the way it written is different with the way it pronounces. Another problem was the students had low motivation and no interesting to learn English.

According to Cross in Aza (2017) states that “there some ways of making clear the meaning of a word and these may be used alone or a combination. They are Ostensive Means, Verbal Definition, Audio Presentation, and running context.” Cross cited by Aza (2017) said that “Ostensive Means by showing the real things in the classroom.” In the process of teaching and learning vocabulary, teachers can bring real objects according to the theme of lessons.

In reference to the explanations above, the researcher had the motivation to find out significant of students’ vocabulary by using ostensive means as method. It was hoped that the technique has significant of effect to students’ vocabulary mastery entitled “The Effectiveness of Ostensive Means Method to Improve Students’ Vocabulary Mastery in Learning English at VII Grade at SMPN 4 Malili”.

RESEARCH METHOD

This research used pre-experimental, pre-experimental design is a design that includes only one group or class given pre and posttest. The one group pre-test and post-test design was carried out on one group without any control or comparison groups. The subject of this research was first grade at SMPN 4 Malili, totaling 25 students out a hundred students.

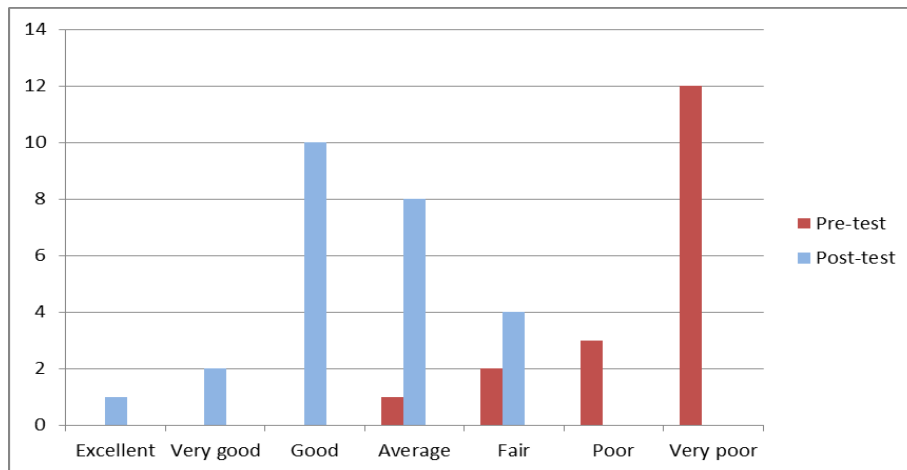
In this research, the data collection process began with the researcher gave pretest was a vocabulary test to make sure the basic students’ ability in vocabulary, students would give 37 vocabularies in English related to nouns with the theme things at home, part of body,

the animals, and the fruits. Then the researcher gave treatment by using ostensive means method. The last was giving students post-test to know is there any effectiveness.

RESULT AND DISCUSSION

Based on the result of the research, it can be concluded that researcher found the effect of using ostensive means in learning English vocabulary as follows;

Chart 1. The Result of the Students' Pre-Test and Post-test



Based on the table above, it showed the students' score in pre-test there was 1 (4%) student that got average, 2 (8%) students got fair, was 6 (24%) that the students that poor, 16 (64%) the students that got very poor. Also based on the table above, it showed the students' score in pre-test there was 4 (16%) the student that got fair, 8 (32%) the students got average, 10 (40%) the students got good, 2 (8%) the students got very good, and 1 (4%) the students got excellent.

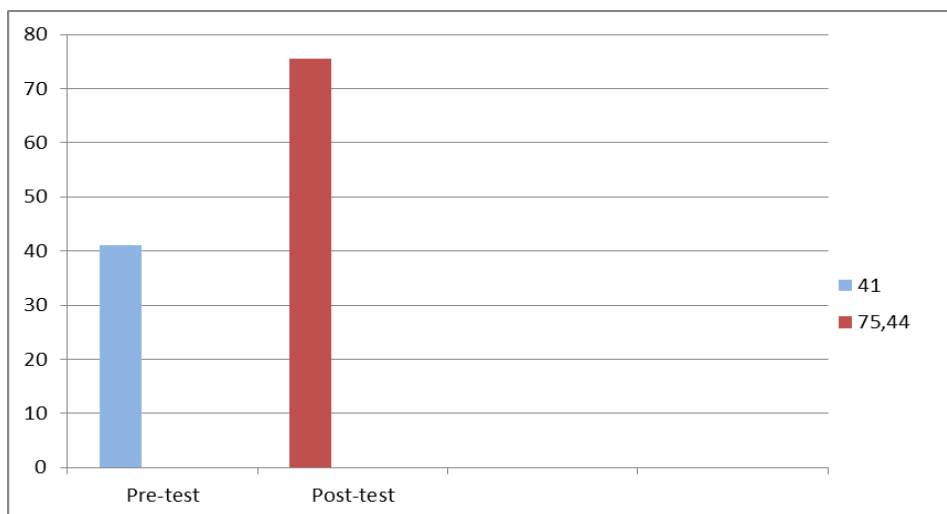


Chart 2. The improvement Students' Vocabulary Mastery

The data in table three shows that the students' score mean in the pre-test 41 was classified as very poor and from the post-test 75,44 it was classified as average. This mean that the post-test score of students is higher than the score of students' pretest and the improvement between pre-test and post-test was 81%.

Table . T-test, and T-table

Vocabulary	T-test	T-table	Comparison	Classification
Mastery	27,04	1.713	T-test> t-table	Significantly Different

Based on the table above, it could be concluded that the t-test value was greater than the t-table (T-Test> T-Table), so the final result shows that the t-test score for the final score of students' vocabulary achievement was (27,04>1.713) . This shows there is meaningful difference between the students' vocabulary mastery in before and after using the ostensive means.

CONCLUSION

From the explanation above the researcher concluded that the ostensive means method in the teaching and learning process was effective to improve vocabulary achievement VII grade students of SMPN 4 Malili, by using ostensive means the students could improve their participant in teaching and learning process and also the knew the meaning of things at home, parts of body, animals, and fruits. It was proven that there was a meaningful difference between the value of t-test (27,04) which was higher than the value of t-table (1.713).

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