THE EFFECT OF OSTENSIVE APPROACH ON IMPROVING STUDENTS' VOCABULARY ACHIEVEMENT, A CASE OF SMPN 10 KENDARI

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Abstract

The background of conducting this research is the need to find out a method of teaching vocabulary that can be integrated into the four main skills, while focused still on students' vocabulary. The objective of the research is to find out whether there is a significant effect of ostensive approach on students' vocabulary at the first grade of SMP Negeri 10 Kendari. This research is focused on the effect of ostensive approach based on students' vocabulary achievement.

The design of the study was Quasi experimental design which two group in given pretest and posttest. The instrument of this study was vocabulary test that consisted of 40 numbers and multiple-choice test consists of 20 items and there are 20 items of matching test. The population of this study was all the first grade students' of SMP Negeri 10 Kendari who were registered in academic year 2015/2016 with the total number of students is 223. The researcher chooses class VII5 as experimental class and VII6 as control class and both of class consist of 30 students. The researcher collected the data by giving pretest in two classes to know students' prior knowledge, giving treatment which the researcher conducted teaching and learning process by using ostensive approach in experimental class and using traditional approach in control class, then giving posttest to know the differences effect of the two approach toward the improving of students' vocabulary achievement after treatment.

The data collected analyzed by using SPSS 16 for windows in form independent-sample t test and the result of the analysis shows that there were significant differences between students who taught by ostensive approach and students who taught by traditional approach. Its' proved by the result, the hypothesis testing show the value of probability (sig. 2 tailed) 0.004 lower than alpha value (0.05). It means that H_0 was rejected and H_1 totally accepted. Therefore, mean score experiment class was higher than control class ($79.5000 > 69.4667$). The mean score of experiment class was included in high criteria whereas the mean score of control class was included in moderate criteria. It can be concluded that there is a significant effect of using ostensive approach on improving students' vocabulary achievement at the first grade of SMPN 10 Kendari.

Key words: Ostensive Approach, effect, vocabulary achievement.

I. INTRODUCTION

Learning English means learning the elements and skills in the language. Vocabulary, pronunciation, grammar, and spelling are language elements, while language skills are listening, writing, reading and speaking. In the process of learning a foreign language, the ability to understand the language greatly depends on one's knowledge of vocabulary besides the other elements of language itself. Vocabulary is one of the important language elements that learners must master. The learner who has more words has better chance in practicing English. In other word, they can more easily master reading, listening, speaking, and writing if students have enough vocabulary.

McCarthy (1990: viii) states that the biggest component of any language course is vocabulary. In addition, Richard (1986: 117) states that in the early stages of learning and using a second language, one is better served by vocabulary than grammar. This reason is strongly supported by Rivers (1989: 125) in Nunan (1998: 117) who argues that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and functions. We may have learned for comprehensible communication. By having enough vocabulary the ability to communicate and to convey our social need can be established.

Vocabulary is one of the elements of language that cannot be separated from learning English. It is impossible to master the four language skills without understanding a number of

vocabularies, because it is fundamental in language learning. Vocabulary mastery is comprehensive knowledge to recognize, understand, and produce stock of words and their meaning. Mastering vocabulary is the ability to get or to receive a lot of words. By having and mastering vocabulary, we will know the meaning of vocabulary in a context. Mastering vocabulary helps to avoid making mistakes in understanding. Someone can be said mastering vocabulary if he knows the meaning of the word and knows how to put them together in the sentence (McCarthy, 1990:4).

In reality, many people who learn English especially young learners are often faced with the problem of vocabulary mastery. The researcher found that the students face some obstacles in mastering vocabulary. Many students do not master vocabulary appropriately. This can be proven by the researcher when he conducted the observation at the first grade student of SMPN 10 Kendari. The result of observation performed that many students get some difficulties in mastering vocabulary.

Here are the problems which were observed during teaching-learning process of English at the first year of SMP Negeri 10 Kendari:

1. The students were less interested in teaching learning process. It may be caused by the teacher's material which was not appropriate and attractive.
The material and teaching equipment were only from a book. The students were studying vocabulary only by seeing small pictures from the book. The teacher never brought other teaching aids such as attractive bigger pictures or realia that attracted students' curiosity to get their interest.
2. The students got difficulties to remember and grasp the meaning of words when the teacher gave them some English words. The students also got difficulties when they had to translate the words. It is because there was no appropriate learning approach that used to help the students for remembering the materials that were given.

II LITERATURE REVIEW

There are some definitions of vocabulary proposed by linguist experts. Hatch and Brown (1995: 1) state that vocabulary is a list or set of words for a particular language or a list or set of words that individual speakers of a language might use. It means vocabulary is a series of words used by individual speakers of certain language. Since vocabulary is a list, the only system involved is alphabetical order in dictionaries. Here, vocabulary is written in alphabetical order in dictionaries based on the system or rule of the foreign language.

Different from the definition above, Ur (1998: 60) says that vocabulary can be defined, roughly, as the words we teach in the foreign language. It means vocabulary is written or spoken unit of language as symbol of idea in foreign language introduced to learners. If a teacher teaches new words in foreign language, it means the teacher teaches vocabulary. An item of vocabulary may be more than a single word: for example post office, mother-in law, which are made up of two or three words but expressing a single idea.

Furthermore, McWhorter (1989: 311) says that vocabulary means the ability to recognize individual words and to associate meaning with the particular combination of letters that form a word. It means words formed by a combination of letters represent meaning. Here, vocabulary is the competence or skill in recognizing words and its meaning. Words are symbols, they are groups of letter that stand for, or represent, either a physical object or an idea. Recognizing words

There are two kinds of vocabulary, active or productive and passive or receptive vocabulary. Haycraft (1978) quoted by Hatch and Brown (1995: 370) gave a distinction between receptive vocabulary and productive vocabulary as follows:

- a. Receptive vocabulary is "words that the student recognizes and understands when they occur in a context, but which he cannot produce correctly.
- b. Productive vocabulary is "words which the student can understand, pronounce correctly and use constructively in speaking and writing".

From the statement above, it can be concluded that receptive vocabulary is words that the students recognize and understand when they are used in context, but in which they cannot produce. It is vocabulary that the students recognize when they see or meet in reading text but do not use in speaking and writing. While Productive vocabulary is the words which the students understand, can pronounce correctly, and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive language can be addressed as an active process, because the students can produce the words to express their thoughts to others.

Vocabulary Presentation through Ostensive Approach

The writer tries to develop the students' vocabulary through this approach as it is stated that it is widely used for the beginner class. However, its potential to mature learners should not be limited. Ostensive approach not limit only to those things which can be brought or found in the classroom. Cross (in Anita 2011:15) stated that there are some ways to show the meaning of a word from the world outside the school inside the classroom, namely:

1. Realia

Realia means real things. Teacher use real things to show meaning of a word to the students. The real object being learnt and it can possibly show to the student, such as, stationeries (book, pencil, eraser, bag, ruler, etc), things in the classroom (chair, whiteboard, chalk, etc), parts of the body (hair, eyes, nose, foot, etc), etc. The teacher show and hold the object and say several words about the objects he / she holds and get the students to repeat it.

Heaton (1979) in Celce and Hilles (1988: 87) characterizes realia as an associative bridge between the classroom and the world, an old and versatile resource of language teachers. Meanwhile Kelly (1976) in Celce and Hilles (1987: 87) states that there are some disagreements in the literature as to exactly what constitutes realia. It can refer either to objects in the learner's own environment used to illustrate vocabulary in the L2 or to objects specific to the culture of the L2 used for the same purpose. In the spirit of the former definition, teachers shall use the term to refer to objects of any origin used to illustrate vocabulary and structure in the L2.

The objects of realia deal with the real things. These objects can often be brought to schools which are easily carried in order to create children's interest. Cross adds that imagination can be used too. Halliwell (1998: 7) says that language teaching should be concerned with real life. But it would be a great pity if we were so concerned to promote reality in the classroom that teacher forgot that reality for children includes imagination and fantasy. The act of fantasizing, of imagining, is very much an authentic part of being a child. If teachers accept the role of imagination in children's lives, they can see that it provides another very powerful stimulus for real language use. Teachers need to find ways of building on this factor in the language classroom too. They want to stimulate the children's creative imagination so that they want to use the language to share their ideas.

2. Pictures

Object or things that are not easily carried or which are difficult to found it (unavailable) can be presented pictorially. There are abundant sources to get pictures; magazines, newspaper, sketch, etc.

Pairing pictures with word in L2 results in better recall than pairing them with their L1 equivalents

Objects that are not easily carried or which are unavailable can be represented pictorially. Teachers can collect useful pictures from magazines as a matter of course, but often teachers will not have the one they need, or the one they have may contain too many unnecessary details. For presentation purposes, simple pictures are better because the focus is clearer and the meaning is less ambiguous. Abstract concepts such as last week, tomorrow, late or early can be conveyed by use of a cardboard clock and a calendar.

3. Body movement

Our body can be used to get meaning across, particularly to explain the meaning of a word that could not be presented through realia or picture. Experience for young learners is able to understand what is being said to them even before they understand the individual words. Gesture, facial expressions, actions and circumstances all help to tell them what the unknown words and phrases probably mean. These are the techniques that teachers can use:

a. Facial expression

To show our feeling, for examples: happy, hot, thirsty, angry, tired, etc.

b. Gesture

Using hands and arms to show a range of meaning, for examples: fast, small, wide, etc.

c. Mime and actions

To show many verbs and some adverbs, for examples: to eat, to sleep, to wake up, slowly, angrily, etc.

Using ostensive approach to teach vocabulary can be presenting through this four step (Cross, as cited in Anita Mei Nurjanah 2011:19), as follow.

a. Sound and meaning

Teacher pronounces the new word clearly, two or three more times. He also shows a meaning at the same time, ostensively or verbally. There is no point in making learners listen to the stranger noises which are meaningless.

b. Repetition

In this step, the teacher gets the class repeat the new words a few times. Check the pronunciation carefully. If the teacher is using visual, keep it in front of the students to ensure that they associate with the sound and meaning.

c. Written form

The teacher writes the new word on the blackboard and has the class read it aloud, without distorting pronunciation. First, choosing two or three individuals to repeat it, and then getting chorus repetition so that everyone in the class has the opportunity to associate with the written form and pronunciation

d. Illustrative sentence

Put a short illustrative sentence on the board so that the meaning will be clear to anyone reading the notes afterwards. The students will enjoy trying to compose good illustrative sentences themselves. If the teachers have shown the meaning, stick the picture to the side of the board next to the illustrative sentence. Students will enjoy drawing a similar one in their exercise books.

III METHODOLOGY OF THE RESEARCH

In conducting the study, the researcher applied Quasi Experimental Design that consisted of experimental class and control class.

Johnson and Christensen (2000:158) defined that population is the large group to which a researcher wants to generalize the sample result. While Fraenkel and Wallen (1993:104) stated that population is the group of interest to the researcher, the group to whom the researcher would like to generalize the results of the study. In conclusion, population is a group of person or individual having quality and characteristics in common from which a researcher may get the data needed. The population of this study was actually all of the students at the first grade of SMPN 10 Kendari who are registered in academic year 2015/2016. The total of population were 223 students. They are grouped into 7 classes from VII-1 to VII-7. In other word, all the population could be determined as sample. In this study, the researcher used purposive sampling. It means that in determining the class subject, the difference of class performance is neglected and determined directly.

IV FINDINGS AND DISCUSSION

The decrease 100% on low and very low criteria in experiment and control class have caused

increase on other criteria. As shown in chart: 4.3 students' vocabulary score on posttest in experiment class are mostly classified on high and very high criteria, while in control class are mostly classified on moderate and high criteria. The different of students' vocabulary achievement can be seen in experimental and control class which 77% students in experiment class obtained score in high criteria then 13% obtained score in very high criteria. whereas in control class 50% students obtained score in high criteria and also 50% students got score in moderate criteria and there was no student (0%) got score in very high criteria. It means that, there was different around 27% between students who obtained score in high criteria in experiment and control class. Then, there was different around 13% between students who obtained *very high* criteria in experiment and control class.

In addition, the differences percentage on moderate criteria where the percentage level of control class higher then experiment class. There was different around 40%. The differences caused by there was decrease 20% from 30% number of students who got score in moderate criteria from pretest to posttest. The decrease caused progress of students' percentage level on high and very high criteria. This condition was different in control class where there was addition number of students who got score in moderate score namely from 30% to 50%. The progress caused decrease number of student who got score in low and very low criteria.

Based on the calculation of SPSS 16 in the form of independent sample t-test on pretest scores in the experimental and control classes the table data output showed Fcount 0.005 and $p = 0.944$ where Fcount < F table with (df) 58 ($0.005 < 4.01$) and $p > (0.994 > 0.05)$, the finding proves that the data was homogene or got from the same variant. Then, the analysis shows tcount = 0.511 with (df) 58 where this value was lower than ttable (df) 58 at the significant level of 0.05 ($0.511 < 2.001$). Finally, the data output in the table above shows the probability value (p) lower of alpha () ($0.611 > 0.05$). This means that there was no significant difference of vocabulary knowledge of students between the experimental and control group before treatment. on the other hand, the ability of the student or students' vocabulary score before the treatment was same.

Discussion

The result of this study showed research that there is a significant effect of using ostensive approach on improving students' vocabulary; a case of SMPN 10 Kendari. This statement could be proved by showing t-test computation. It showed that t-test ($0.885 > 0.05$) is higher than t-table ($0.003 < 4.01$). This indicated the hypothesis "There is a significant of using ostensive approach on improving students' vocabulary; a case of SMPN 10 Kendari" is accepted.

It was also illustrated by the students' mean score in experimental class (ostensive class) is higher than students' mean score in control class (non-ostensive class) a case of SMPN 10 Kendari. The students' mean score in experimental class raised 79.5000 point from 69.4667 at pre-test became 65.00 at post-test. While, students' mean score in control class only raised point from 53.0000 at pre-test became 69.4667 at the post-test.

Considering the research findings explanation above, the researcher concluded that the using of realia, pictures and body movement (ostensive approach) give many advantages as follows:

1. The using of ostensive approach offers fun learning activity that can motivate the students to learn English. Therefore, it can improve the students' vocabulary particularly helping them to find meaning of words.
2. The using of ostensive approach helps the students memorizing vocabulary easier because they can see, smell and touch the objects at the same times as hearing the new words.
3. The using of ostensive approach can improve students' pronunciation because beside pointing realia, picture and also performs body movement at the same time directly teacher teach to the students how to pronounce the words well and correctly which related to vocabularies target.

V CONCLUSION AND RECOMMENDATION

Conclusion

This research has presented an overview of applying ostensive approach in teaching students' vocabulary achievement. Before testing the hypothesis of the research the researcher was done three main analyses;

1. Calculate the students mark on pre and posttest in experiment and control class. The percentage comparison between score posttest experiment and control class show that there were 13% students in experiment class obtained very high score as compared to control class 0% students obtained very high score. In high category there were 77% students in experiment class obtained high score and in control class only 50% students got high score.
2. Normality test was done in determine whether or not the score pre and posttest in experiment and control class were distributed normally. The result show that those scores were distributed normally. It's proved by the result of Kolmogorov smirnov^a which show all the probability value of score pretest and posttest in experiment and control class was higher than alpha value (0.120, 0.138, 0.200, and $0.200 > 0.05$)
3. Homogeneity test was done by using one way Anova analysis in determine whether or not the data come from the same variances. The result show that f count less than f table ($0.034 < 4.01$) and $p = 0.855$ higher than alpha () value (0.05). It means that variant of data of the two groups are same ($0.855 > 0.05$).

Suggestion and Recommendation

In accordance with the research findings, the researcher proposes some suggestions:

1. Teaching vocabulary through ostensive approach should be done frequently by the English teacher to improve their students' vocabulary.
2. English teacher should select the appropriate technique in teaching vocabulary for students. English teacher needs to create good atmosphere in the class, so that teaching and learning process become interesting, easy and enjoyable.
3. Since the study conducted to see the effect of Ostensive approach on vocabulary achievement, the researcher then asked the next researcher to carry out the researcher concerning the use of Ostensive approach in another English skill by using different design

Limitation of the Study

In this study, there was a part of the study needs clarification. It referred to the pilot of technique. The researcher didn't pilot Ostensive approach before applying it in teaching vocabulary. Therefore, for the further study, before using this approach, it should be pilot firstly to know the obstacles in applying it in the classroom so that could be overcome the problems that found.

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