RESEARCH ARTICLE

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Incorporating Secret Door in Teaching Vocabulary for EFL Vocational Secondary School Students in Indonesia

Nur Aeni[1], Lely Novia[1], Muhalim[1], Nur Fitri[1]

[1]English Department, Faculty of Languages and Literature, Universitas Negeri Makassar, 90224, Makassar, Indonesia

Email: nur_aeni@unm.ac.id

Abstract

This study seeks to: (1) assess students' vocabulary mastery levels before and after utilizing the Secret Door approach; and (2) ascertain whether employing the Secret Door method enhances students' vocabulary. This supports the idea that using the Secret Door approach improves pupils' vocabularies. Pre-experimental One Group Pretest-Posttest Design with a Sample of 16 Students from Class X IPS 2 and Cluster Random Sampling Technique is the design employed in this study. The test served as an instrument for the researcher to gather the data. Data research revealed that applying the Secret Door approach increased students' vocabulary mastery. It can be proven by the t-test value of -27.547 which is less than the t-table value of 2.602, which means that H0 of this research was rejected and H1 was accepted. Therefore, it can be concluded that the use of the Secret Door method improve students' vocabulary at the first year students of Vocational Secondary School in South Sulawesi.

1. Introduction

There are four abilities that students need to acquire in order to successfully learn English as a foreign language. Speaking, listening, reading, and writing are the four talents. Vocabulary is one of the four abilities that is of utmost importance. Students must first know what they will say before speaking, which of course requires vocabulary. The same applies to reading and writing. Before starting to write, students must consider the words they will use. Similarly, when reading, students must analyze the text's meaning in order to comprehend the author's intention. The last is listening after that. To be able to understand what is being said by the speaker or teacher, students must be able to master at least some vocabularies.

Vocabulary is the main key in learning English as a foreign language. "No matter how well the stu-dent learn grammar, no matter how successfully the sounds of L2 just cannot happen in any meaning-ful way" (Ningsih). (Lestari, Yasbiati, and Mustika) also states that "without grammar very little can be conveyed, without vocabulary nothing can be con-veyed". Many students and English learners think that grammar is the determining factor for people to be good in English. However, from the two opin-ions above, it can be concluded that though students master in grammar if their vocabulary knowledge is low, they will still not be able to make a sentence. A sentence can be formed from the composition of vocabulary. "Vocabulary is defined as words that are taught in a foreign language" . However, this does not mean that learning grammar is not impor-tant. There are several vocabularies in English that have more than one meaning. Some of that are deter-mined by the context of the sentence.

At school, teachers and students certainly have

their own difficulties in teaching and learning vocabulary. The teacher must adapt the way of teaching vocabulary to the needs of the students. Usually, the teacher teaches vocabulary by providing a vocabulary list and then students are expected to memorize the list. Teachers without realizing it if the method can reduce students' interest in learning because it is boring. But it cannot be denied that teaching a foreign language is not an easy job for a teacher. There will always be difficulties in class. "Making vocabulary study meaningful and useful for students has always been the difficult part" (**1605772:27399036**; Kuning et al.)

The researcher conducted an interview with an English at SMK 1 Selayar on 1st June, 2022. From the results of this interview, the researcher found several difficulties in teaching English, especially vocabulary. First, it is inherent in the mindset of students that English is a difficult subject. First, it is inherent in the mindset of students that English is a difficult subject. This causes students not to have enthusiasm I n learning. Second, limited learning media facilities. The school does not provide projectors (LCD) to attract students' interest in the classroom learning process. This makes English teacher teach only based on books and a whiteboard. The teacher only writes a list of vocabularies on the whiteboard, and then students write the vocabulary list in their respective books and look up the meaning in the dictionary to memorize at home. This makes students not interested because they feel bored. Third, students lack of confidence in conveying ideas about the meaning of words. (Jarwati) This is because English is considered a foreign language and is rarely used, so if there are students who speak English, they get ridicule from their friends. This makes students not brave and not confident in speaking English. This problem is also caused by the monotonous learning ways in the classroom. There is no feedback from the students during learning. Students become tense in learning so they do not have the opportunity to express their opinions. (Endarweni)

Based on the problems above which become difficulties for the English teacher at SMK 1 Selayar class X in teaching English, especially vocabulary, the researcher decided to use a teaching method that is more relaxed and attracts students' attention in learning vocabulary. One of the methods or techniques is the Secret Door. This method is adapted to the needs of students and limited school's facilities to using learning media. Through this method, the learning process can use an accessible media. Teachers or students only need picture paper to explain the pictures listed. This fits perfectly with the schools that are still lagging behind.

Secret Door is an activity that prioritizes ability simple communication. It means, Secret Door method is a learning methods with students' activities to show objects and states opinion, express feelings, desires, and related experiences with those things. By Secret Door method, researcher expected students' speaking ability will be stimulated and students' vocabulary development can be increase.

(Hornby and Cowie) found that Secret Door method can enhance students' speaking skill of describing. The researcher using Classroom Action Research (CAR) to find out the result of this research. The findings showed that students' speaking skill of describing had enhance in the cycle 2 which is 84,37% students passed the posttest. It similar to Aeni, Fitriani, Fitri (2019) (2020), talked about the implementing of Circle Games method to improve students' vocabulary mastery of the eight grade students at SMPN 1 Selayar. This research also used Classroom Action Research (CAR). The findings of this study showed that the implementation of the Secret Door technique was effective to improve the student's speaking ability. It proven by the speaking test was improve from the cycle 1 to cycle 2. Another research by (Revermann) , who also found that Secret Door method can improve students' speaking skill in the second grade students of SMPN 4 Ngrayun. The result of this research showed that students' speaking ability was improve. (Brown)

The previous researches have the differences in this research, which is those researches focus on speaking skill, while this research focused on vocabulary. It caused by the researcher found that the vocabulary is the basic and the first step to master for the beginners. Another difference is the research design, which those research used Classroom Action Research (CAR) to find out the research result. (Cameron) In this research, the researcher used pre-experimental with One-Group Pretest-Posttest.

The previous researches shown that Secret Door

method is an effective method or strategy in classroom. This is makes the researcher has interested to conducting this method at the first grade students of SMK 1 Selayar to improve their vocabulary.

2. Research Method

2.1. Research Design

To obtain data as the purpose of a study, research methods are needed. The research design used by the researcher in this study is pre-experimental, which is One-Group Pretest-Posttest design. The researcher gave a pretest and posttest in one group to be studied to test the success of the show and method in increasing students' vocabulary.

The following is an illustration of the one-group pretest-posttest design:

$$O_1 \quad X \quad O_2$$
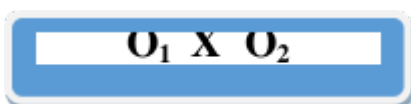
Note:

O_1 : Pretest value
X   : Treatment
O_2 : Posttest value   (Sugiyono, 2016 p. 74)

The population of this study is the first-grade students of SMK 1 Selayar. There are four classes. There are two classes of MIPA (MIPA 1 and MIPA 2) and there are two classes of IPS (IPS 1 and IPS 2). In this research, the researchers used cluster random sampling technique. Cluster random sampling is used to determine the sample which are not individuals, but small unit groups. The researcher selected one out of the four classes randomly as the sample of this research. The sample of this research is X IPS 2, which consists 16 students.

The researchers used a vocabulary test as the instrument in this study. The test consists of 35 items (20 items of multiple choice and 15 of fill the blank) and it selected from the vocabulary during treatment. The vocabulary items in treatment were selected from the vocabulary list, which are the vocabulary list is the vocabulary from the learning module at the first grade of SMK 1 Selayar. There are two hundreds of vocabulary on the list and the researcher analyzed the students' knowledge about those vocabulary by giving the vocabulary list. There were sixty vocabulary items were taught during the treatment (10 % of very familiar,

80% of quite familiar, and 10 % of unfamiliar word). treatment. It aims to measure the level of students' vocabulary knowledge using conventional methods so far. The after being given treatment. It aims to see the success or failure of this research

In addition, the researchers used a vocabulary test as the instrument in this study. The test consists of 35 items (20 items of multiple choice and 15 of fill the blank) and its' selected from the vocabulary during treatment. The vocabulary items in treatment were selected from the vocabulary list, which are the vocabulary list is the vocabulary from the learning module at the first grade of SMK 1 Selayar

2.2. Data Analysis Technique

After the data is collected, the researcher analyzed the data in the following steps:

2.2.1. Scoring students' correct answer

$$Score = \frac{Student's\ correct\ answer}{Total\ number\ of\ item}\ X\ \ 100$$

2.2.2. Classifying the students' score
2.2.3. Students' Mean Score

$$\overline{X} = \frac{\sum X}{N}$$

$\overline{X}$: Mean Score
$\sum X$: Sum of all score
N : Total number of students

3. Standard Deviation

$$SD = \sqrt{\frac{SS}{N}}, \text{ where } SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

SD: Standard deviation
SS: Sum of square
N: Total number of the subjects
$\sum X^2$: The sum of all square; each score is squared and all the squares are added up
$(\sum X)^2$: The square of the sum; all the scores are added up and the sum is square, total

4. Findings and Discussion

4.1. Findings

This research took place for four meetings, from January 10, 2022 until January 31, 2022 at SMA

TABLE 1. Students Score Classification

No	Classification	Score
1	Excellent	91-100
2	Good	81-90
3	Average	71-80
4	Poor	61-70
5	Very poor	<61

Negeri 6 Toraja Utara. The researcher used the Secret Door method in teaching vocabulary with the aim of improving students' Vocabulary.The researcher took one class as a sample that is X IPS 2. The researcher started by giving the pretest and then giving treatment. The last, the researcher gave posttest to measure the improvement of the students' vocabulary. In the treatment, the researcher showed fifteen pictures in every meeting. In the first meeting, the researcher showed fifteen pictures of nouns, the second meeting is adjectives, the third and fourth meeting is verbs. After showing the pictures, the researcher asked the students to find out the meaning of those pictures and then the researcher told the correct meaning. Before giving the students assignment, the researcher pronounced those vocabulary loudly and then the students repeated it.

5. The Frequency and Rate Percentage of the Pretest and the Posttest Scores

Students' scores of the pretest and posttest are classified into five categories, which are excellent, good, average, poor, and very poor scores. The classification of the students' scores are presented below:

The data on the table above showed that none students got excellent scores, good scores, and average scores. Furthermore, there was 1 (6.25 %) out of 16 students got poor scores and 15 students (93.75 %) got very poor scores.

For the posttest, it showed that there were 4 students (25 %) got excellent scores, 5 students (31.25 %) got good scores, 5 students (31.25 %) got average scores, 2 students (12.5 %) got poor or low scores, and none of students got very poor score.

From the two tables above, it can be concluded that the rate percentage of excellent score, good score, and average score of the posttest was higher than the percentage of the pretest.

6. Students' Mean Score and Standard Deviation

showed that the mean score of the pretest was 22.6 and it is classified into very poor score, while the standard deviation was 13.3. The mean score of the posttest was 82.7 and it is classified into good score, while the standard deviation was 8.9. It can be said that the students' vocabulary improved after giving treatment by using Secret Door method.

7. Normality Test

Normality test is a test used with the aim of knowing whether the population of the data is normally distributed or not. In this study, the researcher used the Kolmogrov Smirov method (K-S) test by looking at the asymp. values. Sig. (2-tailed). To get the data normally distributed, the Sig. (2-tailed) > 0.05.

The normality test can be seen by the following table below using SPSS 22.0 for windows:

The data of the table above showed that the value of the significance of the pretest and posttest was higher than 0.05. The sig/p. value of pretest was 0.078 ($0.078 > 0.05$) and p.value of posttest was 0.200 ($0.200 > 0.05$). So, it can be concluded that both of pretest and posttest are classified into normal distribution.

8. Hypothesis

In this research, hypothesis testing used paired sample t-test. It is used from sample before and after receiving treatment

The hypothesis in this research:

H_0 : The use of Secret Door method does not improve students' Vocabulary.

H_1 : The use of Secret Door method improves students' Vocabulary.

The comparison of t count and t table in making decision paired sample t-test:

If the value of $t_{obtained} < t_{table}$, H_0 is rejected and H_1 is accepted

If the value of $t_{obtained} > t_{table}$, H_0 is accepted and

TABLE 2. Pretest and Posttest Score Classification

Classification	Score	Pretest			
		Frequency	Percentages	Frequency	percentage
Excellent	91-100	0	0	4	25
Good	81-90	0	0	5	31.25
Average	71-80	0	0	5	31.25
Poor	61-70	1	6.25	2	12.5
Very poor	<61	15	93.75	0	0
Total		16	100%	16	100%

TABLE 3. Mean Score and Standard Deviation

No	Classification	Pretest	Posttest
1	Mean	22.6	82.7
2	Standard Deviation	13.3	8.9

H_1 is rejected

Based on the table above, the significance value 0.01. So, it can be known that t_{table} of the data 2.602 (df = 15).

Based on the table above, the value of $t_{obtained}$ was -27.547. H_0 is rejected and H_1 is accepted because the value of $t_{obtained} < t_{table}$ (-27.547 < 2.602). So, it can be concluded that Secret Door method improves the students' vocabulary.

9. Discussion

Based on the results of the data analysis above, it is shown that the vocabulary of students before the researcher gave the Secret Door teaching method was classified as low. This is evidenced by the scores obtained by students before being given treatment (pretest) and after being given treatment (posttest). The mean score of the pretest was 22.6 and the mean score of the posttest was 82.7. It shows that there is an improvement in students' vocabulary which is relatively high.

Then to find out how the improvement in students' scores from the pretest to posttest, the N-gain is 0.586. Based on the criteria, 0.586 belongs to the medium criteria. It means that the use of Secret Door method improve students' vocabulary.

The use of the Secret Door method is effective in learning vocabulary, especially for schools with limited learning media facilities. [16] stated that "Secret Door method is activity to show something to the audience or describe something". As mentioned in chapter two that the Secret Door method can attract students' attention without any pressure. Students become more active, and participate over-

all. The findings showed that the using Secret Door method is effective toward the students' vocabulary at the second grade students of Junior High School (SMP) Negeri 4 Galesong Selatan Kabupaten Takalar. It proven by the t-test value was 14.12 and t-table value was 2.042, which it means the t-test was higher than the t-table.

In this research, Secret Door method is helpful for students and teacher. Students enjoyed the class and they felt free in conveying idea especially in learning vocabulary, they conveyed the meaning of pictures that were showed. For the teacher, it easier in teaching vocabulary. So, it can be seen by the scores of students in pretest-posttest and the value of t-test and t-table.

As the findings, the researcher found the strength of the Secret Door method in learning vocabulary in the classroom. Secret Door method can attract students' attention during the learning process and the students actively participate. The students enthusiasts to guess the pictures that showed by the researcher and they find out the English words in their dictionary. The researcher also found the weakness of the Secret Door method that this method need the extra time in the learning process.

10. Conclusion and Suggestion

10.1. Conclusion

After going through the data analysis process, the researcher is finally able to provide conclusions from this research. Based on the data obtained, the researcher found the differences in students' scores before and after being taught the Secret Door method. The mean score of posttest was higher than the pretest mean score, where the pretest mean score was 22.6 (very poor score) and posttest was 82.7 (good score).

The value of $t_{obtained}$ was less than t_{table} where -27.547 was less than 2.602. Based on the result

TABLE 4. Normality Test

One-Sample Kolmogorov-Smirnov Test		Pretest	Posttest
N		16	16
Normal Parameters[a,b]	Mean	22.63	82.69
	Std. Deviation	13.336	8.905
Most Extreme Differences	Absolute	.203	.131
	Positive	.203	.111
	Negative	-.153	-.131
Test Statistic		.203	.131
Asymp. Sig. (2-tailed)[c]		.078	.200[e]

TABLE 5. Paired sample Correlation

Paired Samples Correlations		N	Correlation	Significance
Pair 1	Pretest & Posttest	16	.762	.01

TABLE 6. The t-test of Pretest and Posttest

		Paired Differences					T	Df	Sig (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Paired Pretest-Posttest	1	-60.062	.721	2.180	-64,710	-55.415	-27.547	15	0.001

above, it can be concluded that the use of Secret Door method improves the vocabulary of the first grade students at SMA Negeri 6 Toraja Utara.

10.2. Suggestion

Based on the research findings and the conclusion of this study, which found that the use of Secret Door method improve students' vocabulary at the first grade students of SMA Negeri 6 Toraja Utara. The researcher presented some suggestions for the English teachers and further researchers.

1. As an English teacher, teaching English in classroom requires a great effort, considering that learning English especially in mastering vocabulary, is considered difficult for students. The teachers must be creative in creating an interesting classroom atmosphere to keep students from getting bored or to attract students' attention without any pressure. To create an interesting atmosphere, the teacher should be able to choose the method that are interesting and

of course according to the needs of students. One of the methods that is simple and affordable is the Secret Door method. It utilizes images as a medium in the learning process

2. For the further researchers, this research provide the data about improving students' vocabulary by using Secret Door method that can be used as reference in conducting the same method.

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