THE EFFECT OF TALKING STICK ON STUDENTS' ENGLISH VOCABULARY MASTERY

(Quasi-Experimental Study at the seventh Grade of SMPN 2 Lebong)

THESIS

This Thesis is Submitted to Fulfill the Requirement for

'Sarjana' in English Tadris Study Program

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ENGLISH TADRIS STUDY PROGRAM

FACULTY OF TARBIYAH

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2023

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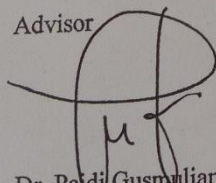
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Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi saudari Else Apriza IAIN Curup yang berjudul: **"The Effect of Talking Stick Technique on Students' English Vocabulary Mastery"** Sudah dapat diajukan dalam sidang munaqasyah Institut Agama Islam Negeri Curup (IAIN) Curup.

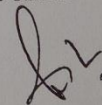Demikian permohonan ini kami ajukan, terimakasih.

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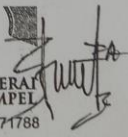
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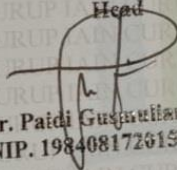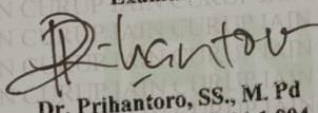
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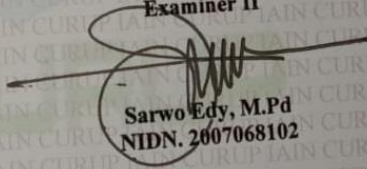
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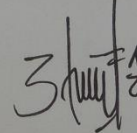
PREFACE

Firstly, praise is due to Allah SWT the most merciful and the most beneficent for blessing and mercy who given to the researcher to finish this Thesis successfully. Secondly, peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to brightness. This Thesis entitled" the effect of talking stick on students English vocabulary mastery".

The purpose of writing this Thesis is to complete one of the requirements for the S - I English Tadris Study Program. The Faculty of Tarbiyah and Teacher training at The State Islamic Institute (IAIN) Curup. The researcher hopes that this Thesis will be useful for readers and other interested parties , and can be used as a reference for future researchers.

Curup, June2023

The Researcher,

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19551021

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Assalamu alaikam Warrahmatullah Wabarokanuh

Alhamdulllahirabbil 'alamin, all of praises Just for ALLAH SWT who his given His mercy and blessing to the researcher, so the researcher can finish this thesis. Peace and salutation always be given to Prophet Muhammad SAW, who has been good example for every Muslim in this world.

The researcher finished this thesis entitled **"The Effect of Talking Stick Technique on Students' English Vocabulary Mastery"**. This thesis is obtainable in partial fulfillment of the requirement for Degree of Strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the writer received valuable contribution, guidance, helping, support, and also motivation from a lot of participations. In this chance, the writer would like to express the deepest appreciation to:

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2. Prof. Dr. H. Hamengkubuwono, M. Pd as the Dean of Faculty Tarbiyah

3. Mrs. Jumatul Hidayah, M. Pd as the Head of English Tadris Study Program thanks for the guidance and helping

4. My great advisor Mr. Dr. Paidi Gusmuliana,M. Pd in finishing my study at IAIN Curup.
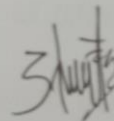
6. **All of the lecturers** of English Tadris Study Program in IAIN Curup thanks for support, suggestion and advices.
7. **My Father and my Mother** who have been pleased to give everything during the study and compile this thesis at IAIN Curup.
8. All of my friends of English Study Program of IAIN Curup.

Finally, the writer believes that this thesis is still far from being perfect. So, the constructive, suggestion for the improvement of it still need for better. Hopefully, the result of this research can give a useful contribution especially for readers especially for students and lecturers in English Study Program.

Wassalammualaikum Warrahmatullah Wabarakatuh

Curup, Juli 2023

Writer,

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19551021

Do something with all your heart and leave the results to God.

FINISH WHAT YOU'VE STARTED AND NEVER STOP BEFORE IT'S DONE.

Love and appreciate yourself before you love and appreciate others.

Never compare your process to someone else's.

Don't think to be the best, but think do the best.

Don't pay attention to the words of people who hurt you and make you weak, but prove to them what they think about you is wrong.

Work hard, but don't forget to love yourself by resting for a while.

This thesis dedicates to:

- ❖ My wonderful and beloved family, the greatest man ever, my father Mr. Sainul Amuri the most patient and beautiful woman ever, my mother Mrs. Wincana

- ❖ My beloved Brothers, Aan Dwi Iqtara and Reihan Tri Putra who always support and give motivation to me.

- ❖ My greatest advisor Dr. Paidi Gusmuliana, M.Pd. who always give me motivation, suggestion, guidance, in finishing my study at IAIN Curup.

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- ❖ All of students English Study Program of IAIN Curup

- ❖ And all the people around me who gave me the golden precept that I couldnot be mentioned one by one.

ABSTRACT

ELSE APRIZA 2023: **The Effect Of Talking Stick Technique On Students' English Vocabulary Mastery at SMPN 2 Lebong Regency(A Quasi-Experimental Quantitative Study the Seventh Grade Students of SMPN 2 Lebong Regency)**

This Study aimed to find the effect of talking stick technique on students' English Vocabulary mastery at SMPN 2 Lebong. The goals of this Research are to find out the effect of Talking Stick Technique on students' Vocabulary mastery and to find out the significant difference between the students who taught by using Talking Stick Technique ands those who are not. This Research used quasi Experimental method with quantitative approach. Sample of this research were 54 students in grade seventh. 27 students in class A were Sampled as a Experimental Class and 27 students in class C were Sampled as a Control class. The data collection is used pretest and posttest. Data analysis is using Vocabulary test. The result t of this research shows that applying Talking Stick Technique affected on students' Vocabulary mastery. It can be seen from the Result of mean score. The result of the Average Students score from the same group who taught by using Talking Stick Technique got mean Score 76.26. And the result of Control class 55.63. It can be seen there are difference effect of students' Vocabulary Mastery between experimental and control class. To sum up, in can be conclude that Talking Stick Technique enhances students' vocabulary mastery and there is significant difference between students who taught by using Talking Stick Technique and those who are not.

Key word: Talking Stick, Teaching, Vocabulary Mastery, Grade 7

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CHAPTER 1

INTRODUCTION

This present chapter, researcher discusses with regards to research's background and emphasizes significance effect of employing Talking stick as a technique towards students' vocabulary mastery. The questions of the research, research's objectives, delimitation, hypothesis, and the operational definitions are presented to focus the scope of this research thesis.

A. Background of the Research

Learning a foreign language is an integrated process that the learner should study the four language skills in English namely listening, speaking, reading, and writing. Each of them is important and has a relation to each other. However, students cannot master those four skills without vocabulary. As Manurung states, the ability of speaking, listening, reading, and writing English depend on the mastery of vocabulary and grammar.[1] As stated by the linguist David Wilkins in Hartati, "without grammar very little can be conveyed, without vocabulary nothing can be conveyed".[2] People cannot express their opinion and ideas in English either in spoken or written form without knowing English vocabulary. So, vocabulary plays an important role in a language and also one important aspect for students in learning a foreign language.

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[1] Manurung, H. (2003). *Mastering English Competence*. Jakarta: Great Media.
[2] Hartati. (2019). Using Talking Stick Method to Improve Vocabulary Mastery of the Eighth Grade Students of MTS Annajah Petaling. *The Journal of English Literacy Education*, Vol. 6, Number 2. pp. 94 - 100 P-ISSN 2355-7486, E-ISSN 2621-4512

Vocabulary is a list of words and sometimes phrases, usually arranged in alphabetical order or defined, it contains a brief explanation of their meaning, the range of language of a particular person, the sum or aggregate of words composing a language. Stevenson states that vocabulary is all the words recognized and understood by a particular person, although not necessarily used by him.[3] Also, Milton states that a vocabulary is a total number of words that make up a language, words used in a book.[4] It is a fact that there is no doubt that vocabulary mastery is an absolute factor to success in any language learning. By having adequate stock of words, someone can use the language orally or in written form as what she/he wishes. Based on the definition above, it can be concluded that a vocabulary is several words or a bunch of words that someone has in his mind and should be familiar with, in other words, vocabulary is the words capacity that someone has when they speak or read.

Vocabulary is important key to enhance the English achievement. Students who have a lot of vocabularies are easier in understanding the material which has been given by the teacher. Without good vocabulary mastery, students will face difficulties in learning process. When the students do not know how to enrich their vocabulary, they often gradually lose their interest in learning. But in fact, there are a lot of students in Indonesia facing difficulties while learning vocabulary. According to Rorimpandey and Andries, vocabulary mastery is finding it difficult due to foreign language, and trouble memorizing and

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[3] Fitria, N.(2022). The Use Of Talking Stick Method To Improve Student ' s Reading Mastery At The Eleventh Grade Students Of SMA Negeri 1 Peukan. *Serambi Akademica*, *9*(6), 1097–1104.

[4] Milton,J.(2009). *Measuring second language vocabulary acquisition* (Vol. 45). Multilingual Matters.

understanding vocabulary because of their mother tongue using Indonesian pronunciation.[5] Additionally, Alansah et al. stated the cause students finding difficult in vocabulary mastery because students did not serious in class due to less vocabulary to interact to their teacher.[6] As a result, they tend to be passive and hesitant to try. This is exacerbated when they pay less attention to the lesson when the teaching and learning process takes place. They even tend to chat with their classmates and do other activities such as doodling, studying subjects, and some even sleep. Especially for seventh grade junior high school students, where they are still very unstable, so it will be difficult to catch their attention if the teacher is not able to get them interested in learning English.

In this situation, the teacher factor plays a very important role in the success of students, all teaching and learning activities are controlled by the teacher so that the effectiveness and efficiency of learning in students can be achieved. There are several things that a teacher must pay attention to in learning, including teachers must see the involvement of students in learning, providing media for reviewing standard material and adjusting learning methods or approaches, and teachers must be able to master various learning methods.

Therefore, there are several vocabulary approaches that have been applied including by using cognitive learning strategy. According to Cross in

[5] Rorimpandey, R., & Andries, F. (2023). Utilization of the Talking Stick Learning Model in Improving English Vocabulary Mastery. *Proceedings of the Unima International Conference on Social Sciences and Humanities (UNICSSH 2022).* Atlantis Press SARL. https://doi.org/10.2991/978-2-494069-35-0

[6] Alansah, W., Nurasmawati, & Ana Kuliahana. (2021). Improving English Vocabulary Mastery Through Talking Stick Strategy At the Tenth Grade Students of Sma Negeri 1 Kasimbar. *Datokarama English Education Journal*, *2*(2), 150–160. https://doi.org/10.24239/dee.v2i2.38

Fitria, cognitive learning strategy is a strategy that views teaching as a complex cognitive activity and focuses on the nature of teachers' beliefs and thinking and how these influence their teaching and learning.[7] On Taka definition that cognitive learning strategies are coined as techniques, principles, or rules that will facilitate the acquisition, manipulation, integration, storage, and retrieval of information across situations and settings.[8] Furthermore, Richards and Farrell state that: "Cognitive learning strategies are a fundamental part of the process of acquiring knowledge as well as the tool skills of reading, writing, speaking, listening, note-taking, questioning, vocabulary acquisition, time management, reasoning, problem-solving, and memorization."[9] Behbahani mentions some important points about strategy learning vocabulary used by students, namely: 1) Asking students to reflect on their experience; 2) Helping students find new solutions to problems; 3) Encouraging discussions about what is being taught; 4) Helping students explore and understand how ideas are connected; 5) Asking students to justify and explain their thinking; and 6) Using visualizations to improve students' understanding and recall. [10]

As aforementioned, the strategy that is suitable to improve students' vocabulary mastery is Talking Stick. This method is expected to bring the fun atmosphere in the classroom. In this case, it is important to do an implementation

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[7] Fitria, N.(2022). The Use Of Talking Stick Method To Improve Student ' s Reading Mastery At The Eleventh Grade Students Of SMA Negeri 1 Peukan. *Serambi Akademica*, *9*(6), 1097–1104.

[8] Taka, V. P. (2008). Vocabulary learning strategies and foreign language acquisition. In *Vocabulary Learning Strategies and Foreign Language Acquisition*. Multilingual Matters.

[9] Richards, J. C., & Farrell, T. S. (2005). *Professional development for language teachers: Strategies for teacher learning*. Cambridge University Press.

[10] Behbahani, A. R. (2015). Vocabulary learning strategies: what language teachers must help students to learn. *TESOL Newsletter*. University of Jyvaskyla, Finland.Diaksespadahttps://jyx.jyu.fi/bitstream/handle/123456789/ 49945/ls.pdf

to prove whether the method can improve student's ability in improving vocabulary or not. As explained by Spencer Kagan Talking Stick is a technique where each student has the same chance to express their ideas, and every students gave opportunity to answer the question by the teacher, this technique make teaching and learning process is fun and students will got new vocabulary from this teaching process and could improve students vocabulary.[11] Talking Stick makes students more active and directly join in learning English process, give the big chance between the teacher and students to interaction, the students being self-supporting, and also make the learning activity more fun.[12] Usually, the fun learning activity will make the students feel happy, if they feel happy, of course their enthusiasm to learn is more increase, the material will be received well and they may be able to improve their vocabulary.

In this case, the researcher offered Talking Stick strategy to SMPN 2 Lebong, especially at seventh grade students. Based on pre-observation and pre-interview, the researcher found that English achievement of seventh grade students in SMP Negeri 2 Lebong is low. The teacher could say that the students' vocabulary mastery is still low because the students never got English teaching when they were in elementary school. It means that the elementary school could put English into learning subject or not.[13] However, the elementary

[11] Dr. Spencer Kagan, Miguel Kagan, Cooperative Learning (San clemente: Kagan publishing,2009)

[12] Sao, F. P., Wibowo, A., & Nursalim, N. (2018). the Implementation of Talking Stick To Improve Students' Vocabulary Mastery At the Tenth Grade of Sma Negeri 2 Kabupaten Sorong. *INTERACTION: Jurnal Pendidikan Bahasa*, *5*(2), 91–99. https://doi.org/10.36232/jurnalpendidikanbahasa.v5i2.185

[13] Kaltsum, H. U. (2016). Bahasa Inggris Dalam Kurikulum 2013 Di Sekolah Dasar. Proceedings Of The 3rd University Research Colloquium, 276–283.

school in Lebong did not do it. So that, the teacher should teach them start form the basic English, such as numbers or part of body. In coincidence, based on the syllabus used, students at seventh-grade still learn about the use of vocabulary. However, according to pre observation the researcher found that the teacher still used PBL in teaching learning. Problem-based learning is a student-centered pedagogical approach in which students learn about a subject through the experience of solving a material PBL classes support many students to discover problems found in their deep engagement, think critically, practice teamwork, show confidence in problem-solving situations, and make connections between the classroom and everyday life.[14] But, in teaching and learning process by using PBL make Students will find it difficult to find problems when using this learning model, especially seventh graders who are still very young. So that this learning model will make students feel bored and difficult in learning, because students in the seventh grade who are still very young will be more interested and happier when they learn with fun class activities and make them feel not bored when studying.

Therefore, to improve students' vocabulary mastery, the students need a new method in teaching and learning process. Based on the interview of the English teacher, the researcher also found that there are some problems that faced in vocabulary mastery. First, the students have difficult to remembering

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[14] Dyah Christina Iswandari, Johannes Ananto Prayogo, and Bambang Yudi Cahyono, "Effect of Environmental Problem-Based Learning on the Indonesian Efl Students' Environment-Related Vocabulary Mastery and Writing Ability," *Theory and Practice in Language Studies* 7, no. 8 (2017): 608–16, https://doi.org/10.17507/tpls.0708.02.

new vocabulary encountered because they have never used it before. Second, the students do not have a high motivation in learning English. Additionally, the researcher chose this school because this school one of favorite schools in Lebong.

Accordingly, the researcher used Talking Stick to improve students' vocabulary mastery. Talking stick strategy is an appropriate method to be used in teaching Junior High School students. First, the students feel happy, enjoyable and interest in learning process. Also, teacher is easier to control the students. At last, they could improve their solace in class. The researcher also found that the Talking stick technique has not been applied by English teachers at SMPN 2 Lebong, so here the researcher wants to know whether there is an influence in vocabulary learning by using Talking stick. In this regard, researcher was involved in conducting quasi-experimental research about "**The Effect of Talking Stick on Students' English Vocabulary Mastery".**

B. Research Question

Based on the background of above, the problems are formulated as follows;

1. How is the students' vocabulary mastery under the teaching by using Talking stick at seventh grade students of SMPN 2 Lebong?

2. How is the students' vocabulary under the teaching by using Problem Based Learning Model?

3. Is there a significance effect of talking stick toward student vocabulary mastery?

C. **Objectives of the Research**

The present research attempts to answer the questions presented in the research problem. As a result, the research's objectives were:

1. To find out the students' vocabulary mastery before and after the teaching by using the talking stick technique.

2. To find out the students' vocabulary mastery the teaching by Problem Based Learning Model.

3. To find out the effectiveness of using talking stick on student vocabulary mastery.

D. **Limitation of the Research**

The study is limited to the area of investigating students' vocabulary mastery before and after the use of talking stick. The sample in this research is limited to students at SMPN 2 Lebong in seventh grade academic years 2022/2023.

E. **Significance of The Research**

The result of the study is expected to be used theoretical and practical:

1. **Theoretical**

The findings of the study can be used to improve the theory and method for students' vocabulary mastery utilizing Talking stick.

2. **Practical**

a. For the researcher.

This research provides the researcher an understanding that the result of this about the effects of talking stick of students' vocabulary mastery.

b. For the students

From this research, the researcher hopes that the students of SMP 2 will be more aware and realize about talking stick. So, the writer hopes that talking stick will make them easier to improve skills.

c. For the teachers

For English teachers, the result of this research hopefully will be an input to increase their teaching and learning process especially in teaching vocabulary. Moreover, the researcher hopes that this technique can be an option for the teacher to build an interesting learning process.

F. **Hypothesis of the Research**

In using a talking stick can help improve vocabulary mastery as students engage in a more purposeful and structured communication process.[15] Hypothesis is an assumption about predicted relationship between phenomena. Furthermore, a hypothesis is a temporary answer to the research problem. The hypothesis is stated as follows:

H_o: There is no significant effect of using talking stick on student's vocabulary mastery.

H_a: There is a significant effect of using talking stick on students' vocabulary mastery.

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[15] Spencer Kagan, loc.Cit

G. Operational Definition

The operational definition of this research is:

1. Talking stick strategy

Talking Stick is a technique where each student has the same chance to express their ideas and concern with equal participant of students. It is one kinds of Cooperative learning method. Using a talking stick, students must speak one at a time and listen carefully before their speaking turn arrives. This process can help improve speaking, listening, and vocabulary skills as students engage in a more purposeful and structured communication process.[16] In this research, the researcher used Talking Stick technique to improve students' vocabulary mastery at seventh-grade students of SMP N 2 Lebong.

2. Vocabulary Mastery

Vocabulary is the set of words that its meaning is known and can be used in certain language. It is also defined as the well-known words to create sentence.[17] Vocabulary Mastery is the ability or expertise in mastering or mastering vocabulary or words in a language. It involves understanding and using words appropriately and effectively in speaking, writing, or reading in the language. In this research, vocabulary mastery is the ability of seventh grade at SMPN 2 Lebong recognizing meaning, spelling, and using the word into the sentence in learning vocabulary.

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[16] Dr. Spencer Kagan, Op. Cit
[17] Graves, M. F. (1986). *Vocabulary learning and instruction.* Review of Research in Education, 13, 49-90.

3. Problem Based Learning

Problem-based learning is a student-centered pedagogical approach in which students learn about a subject through the experience of solving a material PBL classes support many students to discover problems found in their deep engagement, think critically, practice teamwork, show confidence in problem-solving situations, and make connections between the classroom and everyday life. Through PBL can enrich students' vocabulary related to the environment because learning using language and using language to learn occurs simultaneously.[18] In this research, the teacher at SMPN 2 Lebong used PBL in teaching vocabulary.

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[18] Dyah Christina Iswandari, Johannes Ananto Prayogo, and Bambang Yudi Cahyono, "Effect of Environmental Problem-Based Learning on the Indonesian Efl Students' Environment-Related Vocabulary Mastery and Writing Ability," *Theory and Practice in Language Studies* 7, no. 8 (2017): 608–16, https://doi.org/10.17507/tpls.0708.02.

CHAPTER II

LITERATURE RIVIEW

A. Review of Literature

1. Vocabulary

a. Definition of Vocabulary

Vocabulary can be defined as words that we must know to communicate effectively, such as word in speaking and words in listening.[19] Vocabulary is one of the important language components in learning English, vocabulary is some English words that are taught to students in the teaching and learning process in line with the four English skills.[20]Vocabulary is acquired incidentally through indirect exposure to words and intentionally through explicit instruction in specific words and word learning strategies. Vocabulary is very important in learning English because by having many vocabularies someone can be easier to learn English. It is different when someone has limited vocabulary, they could not learn English better.[21] Depending to the following definitions above, the researcher can take a conclusion that vocabulary is an important component for students in learning process, because when students have many vocabularies, it will

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[19] Omer Elsheikh Hago Elmahdi and Abdulrahman Mokbel Mahyoub Hezam, "Challenges for Methods of Teaching English Vocabulary to Non-Native Students," *Advances in Social Sciences Research Journal* 7, no. 5 (2020): 556–75, https://doi.org/10.14738/assrj.75.8263.

[20] Marta Widiawitasari Br Simamora and Lulud Oktaviani, "What Is Your Favorite Movie?: A Strategy of English Education Students To Improve English Vocabulary," *Journal of English Language Teaching and Learning* 1, no. 2 (2020): 44–49, https://doi.org/10.33365/jeltl.v1i2.604.

[21] Munir, F. (2016). The effectiveness of teaching vocabulary by using cartoon film toward vocabulary mastery of EFL students. *Journal of English Language Teaching and Linguistics*, *1*(1), 13-37.

make easier for students got others skill in learning English. Such a reading, speaking, writing and listening.

b. Kinds of Vocabulary.

Instead, Nation has determined the contractions of vocabulary knowledge in a broader perspective by combining form (pronunciation, words) meaning (spelling and the structure or meaning of word, ideas and preferences, a combination of words) and use (syntax, collocation, constraints in use).[22]

1) Form

   a. Spoken (What does the word sound like? And How is the word pronounced?)
   b. Written (What does the word look like? And how is the word written and spelled?)
   c. Words parts (What parts are needed to express meaning? And What parts are recognizable in this word?)

2) Meaning

   a. Meaning (What meaning does this word from signal? And What word form can be used to express this meaning?)
   b. Concepts and referents (What id included in the concept? And What items can the concept refer to?)
   c. Associations (What others words does this word make us think of? And What other word could we use instead of this one?)

3) Use

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[22] Nation, P. Learning Vocabulary In Another Language, (Cambridge: Cambridge University,2001)

a. Grammatical functions (In what patterns does the word occur? And In what patterns must we use this word?)

b. Collocations (What words or types of word chance with this one? And What word or types of words must we use with this one?)

c. Constrains on use (Where, when, how often would we meet this word? And where, when, and how often can we use this word?)

c. The importance of vocabulary in Learning Language

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmitt emphasizes that lexical knowledge is central to communicative competence and to the acquisition of a second language.[23] Nation further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge.[24] The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the sufficient vocabulary.[25]

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[23] Schmitt, N. (2000). *Vocabulary in language teaching*. Cambridge: Cambridge University Press.

[24] Nation, I. S. P. (2001).Learning vocabulary in another language. Cambridge: Cambridge University Press.

[25] MOFAREH ALQAHTANI, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching and Education* III, no. 3 (2015): 21–34, https://doi.org/10.20472/te.2015.3.3.002.

d. Vocabulary Mastery

Vocabulary is one of important things in learning language. Learning vocabulary is important because in order to be able to speak, write, listen and read students have to know about the vocabulary firstly. It means in learning vocabulary students have to know the meaning of word so they can use it in understanding the sentence context.

Vocabulary mastery can be defined as a number of words in a language which contains information about its meaning, form, and usage in context of communication. Vocabulary is the basic knowledge before the students mastering the four skills. Thus, learning vocabulary is a main issue for English learning because it included all of content that build the students to master English.

According to Jensen & Nickelsen, the learning of information does not result from a more reading of the content but from processing, thinking about, or reflecting on the content.[26] So, it proves the result of teaching and learning vocabulary was not all about focusing only on the content but it more focused on processing and thinking. It also proves that teaching vocabulary is quite important in the students learning process. Moreover, by mastering vocabulary students will be easy to understand the other English material taught by the teacher.

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[26] Jensen, E., & Nickelsen, L. (2008). *Deeper learning: 7 powerful strategies for in-depth and longer-lasting learning*. Corwin press.

To make the discussion clearer, Harmer stated that there are some aspects that have to be discussed in vocabulary, namely: word meaning (synonym, antonym, connotation, and denotation), extending word use such as idioms, word combination or collocation, and the grammar of words which comprises noun, verb, adjective, and adverb.[27]

1) Meaning

The meaning can be classified according to the form they attach to. It can be classified into three forms: lexical meaning, morphological meaning, and syntactic meaning. Lexical meaning is the meaning that attaches to words as word. For example, the meaning of a building for human habitation that attaches to house is lexical meaning. Morphological meaning is the meaning that attaches to morpheme. Morpheme is the smallest unit that carries information about meaning or function. The meaning that attaches to the word arrangement in a sentence is the syntactic meaning. A word meaning can also be defined by its relationship to other words. One should also know the denotation and connotation of a word in order to know the negative or positive meanings that occur in the word.

a) Synonym

The term synonymy derives from Greek: syn- + -nymy. The two parts mean "same and name". Synonymy deals with sameness of

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[27] Harmer, J. (2008). *How to teach English* (Vol. 62, No. 3, pp. 313-316). Oxford University Press.

meaning, more than one word having the same meaning, alternatively the same meaning being expressed by more than one word. In other words, synonym is wording whose denotation is the same but has different connotation.

b) Antonym

Antonym is the opposite of meaning. It derives from Greek, "ant- + - nymy", the two parts mean "opposite + name". Antonym deals with oppositeness of meaning. Antonyms are not differentiated for formality or dialect or technicality; antonyms occur within the same style, dialect, or register.

c) Denotation

Denotative meaning is called as some terms such as denotational meaning, cognitive meaning, conceptual meaning, ideational meaning, referential meaning, or proportional meaning. This is called dennotational, referential, conceptual, or ideational because the meaning refers to a certain referent, concept, or idea from reference. Denotative meaning is also called cognitive meaning because the meaning concerns with consciousness or knowledge.

d) Connotation

Connotation is more complicated than denotation. Connotation is feeling and emotion that occurs within a word. Thus, it can be said that connotation is denotative meaning which is

stretched. In other words, connotation is the feeling and emotion associated with a meaning.

2) Use

There are some ways to draw the attentions to the use of words by quickly showing the grammatical pattern the word fits into (countable/uncountable, transitive/intransitive, etc.), giving a few similar collocates, mentioning any restrictions on the use of the word (formal, informal, impolite, only used with children, etc.), and giving a well-known opposite or a well-known word describing the group or lexical set it fits into.

3) Spelling

Spelling is the writing of a word or words with the necessary letters and diacritics present in an accepted standard order and an arrangement of letters that form a word or part of a word; the process of forming words by putting letters together.

According to Ur there are some important points that should be considered when teaching vocabulary that is form pronunciation and spelling.[28] The learners have to know what a word sound is like (its pronunciation) and what it looks like (its spelling).

4) Pronunciation

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[28] Ur, P. (2022). Re-examining some conventional assumptions in vocabulary teaching: What can we learn from the research?. In *Handbook of Practical Second Language Teaching and Learning* (pp. 409-420). Routledge.

According to Hewings, pronunciation of a language is the main components of speech which combine together.[29] These components range from the individual sounds that make up speech, to the way in pitch (the rise and fall of the voice is used to convey meaning). Pronunciation can be said as the act of uttering with articulation; the act of giving the proper sound and accent; utterance; as, the pronunciation of syllables of words; distinct or indistinct pronunciation. It is a way in which language is spoken. It includes segmental feature, vowel, and the intonation patterns. The listeners are supposed to apply them well and correctly.

1. **Teaching Vocabulary**

Teaching vocabulary is not easy to do. Some people think that vocabulary teaching only wastes the time because vocabulary number is unlimited. The English teachers had better teach English vocabulary first than other aspect of this language, such as grammar, speaking, reading and writing. If students know more vocabulary, it will be easy for them to learn another aspect of English language. Vocabulary is a central of English language acquisition, as according to Celce and Murcia vocabulary learning is a central to language acquisition whether the language is first, second, or foreign.[30] According to Hornby in Sao et al, "teaching" is defined as giving

[29] Hewings, M. (2004). *Pronunciation Practice Activities Book and Audio CD Pack* (Vol. 2). Cambridge University Press.
[30] Celce-Murcia, M. (2001). Language teaching approaches: An overview. *Teaching English as a second or foreign language*, *2*(1), 3-10.

instruction to somebody' knowledge, skill, etc.[31] From that explanation, teaching vocabulary is an activity where the teacher gives the students' knowledge about vocabulary and how to use it in daily life. Harmer in Sao et al stated that the wide explanation about some technique for teaching vocabulary that is summarized as follows:[32]

1) Demonstration

   The teacher demonstrates the he language where he/she wants the students to study by offering them there in action.

2) Explanation

   The teacher explains the construction of language in diagram, using textbook, using board or OHP.

3) Discovery

   The students can be encouraged to understand new language form by discovering them in a test or by looking at grammatical evidence in order to work out a grammar rule.

4) Check Question

   The teacher can check question to see if students have understood the meaning and use in the text or paragraph.

5) Presentation

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[31] Sao, F. P., Wibowo, A., & Nursalim, N. (2018). the Implementation of Talking Stick To Improve Students' Vocabulary Mastery At the Tenth Grade of Sma Negeri 2 Kabupaten Sorong. *INTERACTION: Jurnal Pendidikan Bahasa*, *5*(2), 91–99. https://doi.org/10.36232/jurnalpendidikanbahasa.v5i2.185

[32] *Ibid*

The teacher shows the things and does not present words to students, for example, pictures, video and also use the mime, action and gesture to present the words.

a. Teaching Vocabulary in Junior High School

The students at Junior High School are teenagers. Teaching English to teenagers is different from teaching English to adult learners. The teenagers have special characteristics.[33] First, the operational thought of the teenagers is increasing. They can solve the problems with logical thinking. Second, attention spans of the teenagers are lengthening. This is as a result of intellectual maturation of the teenagers. Third, the teenagers still need varieties of sensory input. Other characteristics of the teenagers are they have a very high ego and self-image and are very sensitive. The last characteristics of the teenagers are they are more and more becoming adult like, so the teachers have to be careful in teaching them. Teenagers are easy to get bored with the lesson compared with adult learners. They need colorful pictures and information that are relevant with their world. Teaching English vocabulary to teenagers needs an extra work and appropriate teaching method which is adjusted to the students' need. Therefore, the teachers should be creative in finding interesting ways to teach vocabulary.

Therefore, it is needed as systematic instruction on vocabulary as a solution to the problems there are some possible ways of teaching

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[33] Brown, H. D. (2001). Teaching by Principles (2nd ed.). NY: Addison Wesley Longman, Inc.

activity so that the students' motivation may increase in learning English especially regarding to the meaning of words. They are:[34]

a. Teaching vocabulary through creativity. It means that the students can learn the English vocabulary by using the pictures.

b. Teaching vocabulary through context clues. In essence, the students may find out the English vocabulary based on clues in the surrounding context

c. Teaching vocabulary through guessing. It may be speculated that the students may learn the meaning of word in context and it needs a special approach.

d. Teaching vocabulary though definition. It is useful in guiding the students to be able to define the meaning of words and to arrange word into the correct sentence.

e. Teaching vocabulary through derivation. It means that the students must be able to derive words correctly. It comes only with practice or by studying the rules of how to form noun, adjective, adverb, etc.

Referring these reasons, it is clear that language games can be employed to make the class enjoyable for the students. Also, the language games are able to increase the students' motivation in learning English as they stress mostly on real communication. However, in choosing appropriate games, there are many factors that need to be

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[34] Arief, H. (2017). The Effectiveness of Talking Stick Method in Teaching Vocabulary at the Second Grade of MTs Madani Pao-Pao.

considered by the English teachers, one of them is appropriacy. Briefly, the English teachers should be more careful to choose games if they want to make them profitable in learning process. If games are expected to bring the objective result, they must correspond the students' level and age or to the material that being taught.[35] Then using Talking Stick can be used to teach vocabulary because students will facilitate new vocabulary from classmates or from the teacher when learning takes place.

In junior high school, there are actually several vocabulary competencies that student has to accomplish according to the regulation of ministry of education and culture affairs. The content of the basic competence and indicator competence for senior high school students' especially first grade can be seen in the table below:

Table 2.1

Standard and indicator competence of vocabulary mastery for seventh grade junior high school students'[36]

Basic Competence	Indicator Competence

[35] Ersan Sanusi, S Pd, and M Pd, "The Techniques of Teaching Vocabulary," *Ittihad Jurnal Kopertis Wilayah XI Kalimantan* 7, no. 11 (2009).

[36] English Teaching Module for VII grade of SMPN 2 Lebong

3.5 Menghargai dan menghayati ajaran agama yang dianutnya, menghargai dan menghayati perilaku jujur disiplin, tanggung jawab peduli(toleransi, gotong royong), santun percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannnya.	3.5.1 Mengidentifikasi fungsi social dan unsur kebahasaan kalimat khusus berupa nama bagian tubuh dan nama-nama hari, bulan dan tahun, dengan memberi dan meminta informasi terkait dengan bagian tubuh dan nama hari. 3.5.2 Menyebutkan nama bagian tubuh dan nama hari. 3.5.3 Memahami makna kata berdasarkan nama bagian tubuh dan nama hari, bulan tahun. 3.5.4 Menyusun huruf menjadi kata dari bagian tubuh. 3.5.5 Memahami kata, frasa dan kalimat yang berkaitan dengan, part of body, the days of the week, the month of the year
4.5 Part of body, the days of the week	4.5.1 Menulis informasi rinci yang terdapat pada kata bagian tubuh 4.5.2 Melengkapi kalimat dari nama bagian tubuh baik lisan maupun tulisan pendek dan sederhana.

From the foregoing explanation, it may be inferred that teaching helps learning rather than providing information or study techniques. Therefore, teachers have to consider much with the steps when teaching reading so it will lead the students to accomplish the indicator competences that created by the ministry of education and culture.

b. **Assessing Vocabulary**

Assessing vocabulary in the language classroom explained important points for teacher or researcher in assessing vocabulary. It provided

explanation about kinds of tasks in vocabulary testing and how to assess

vocabulary.

Table 2.2

Useful Prepared Exercises for Vocabulary Learning/Form of the vocabulary Test[37]

Objectives	There levels for developing a test for vocabulary assessment	Types of question	Items of question
To figure out students' abilities in vocabulary by using Talking stick technique	Meaning	1.Multiple choice(word and word meaning)	1-10
	Form	1.Following spelling rules	11-20
	Use	1.Sentence completion	21-30

There are six kinds of task in the vocabulary test, Those are[38]

Kinds of vocabulary test	Related with
Multiple choice	Word Meaning
Finding Synonym and antonym	Additional new vocabulary
Making Sentence	Word use and word grammar
Finding the words class and the words formation	Word class and word formation
Filling The blank spaces	Word use and word grammar
Completing the blank spaces with different kinds of word formation	Word formation, word use, word grammar

Table 2.3

Qualification Score of Vocabulary Test[39]

No	Qualification	Score
1	Very Good	86-100

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[37] Uswatunnisa Usman, "Assessing and Analysing Students' Vocabulary Understanding Through 6 Kinds of Task", *Atlantis Press* 14, (2016):277.

[38] Uswatunnisa. Loc, cit

[39] Anku Joshi etal, "Likert Scale Explored and Explained, "British Journal of Applied Science and Technology 7, no,4(2015):996-403

2	Good	71-85
3	Enough	56-70
4	Poor	41-55
5	Very Poor	<40

There are 10 for each task in this research, so the total numbers is 30 numbers (Meaning: Multiple choices, following spelling rules: Arrange The letters, Completing the blank spaces with different kinds of words formation: Complete the sentences).

3. **Talking Stick Technique**

a. The definition of talking stick Technique

Talking Stick method is one of the cooperative learning models to which this model is very simple and easy to practice. It is done with the help of a stick. The student who holds the last stick must answer questions from the teacher. [40] Talking stick is a cooperative learning model which shows students' courage in answering questions. The student who answers the question will be chosen by using the stick, In teaching vocabulary Talking stick plays a role as a technique so that students get new vocabulary from activities in the teaching process using talking stick, because students will get new vocabulary from friends who get their turn to answer questions from the teacher, students will try to remember the vocabulary they know because students will not know when they get their turn to answer questions about vocabulary from the teacher. Learning

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[40] Shoimin, Aris. 68 *Model* Pembelajaran Inovatif Dalam Kurikulum *2013*(Yogyakarta: Ar-Ruzz Media,2014)

model is not the only factor which affects students' learning result, but students learning interest also becomes an important element in the result. Interest is a will or like of someone towards something.[41]

Furthermore, talking stick technique a circle and running together with simple song such as " Twinkle Twinkle Little Star " and then the last student who hold into the stick is allowed to answer the question. Students needs to answer the question whilst holding into the stick for an agreed upon length of time(usually one minute) before passing it to the next person in the team. A talking stick is usually decorated in some ways. When teams are created in the beginning, ask the team to make their own Talking Stick and decorate it to represent the team's name or the topic that will be discussed. This activity also can be considered as a team building activity. When each student is in possession of the stick, he or she is asked to speak whatever comes to their mind based on the topic.[42]

b. The Advantage **of talking stick technique**

In teaching and learning English vocabulary mastery, it is important for the teacher to create interesting activities as well as supported by many kinds of teaching media, approach, method or strategies. By applying cooperative learning in the learning process, it is expected to help students

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[41] Bety Ratih Meganingtyas, Retno Winarni, and Tri Murwaningsih, "The Effect of Using Course Review Horay and Talking Stick Learning Methods Towards Social Science Learning Result Reviewed From Learning Interest," *International Journal of Educational Research Review*, 2019, 190–97, https://doi.org/10.24331/ijere.518053.

[42] Ajeng Novia Anggraini and Fitrawati, "Teaching Speaking By Using Talking Stick Technique for Senior High School Students," *Journal of English Language Teaching* 5, no. 1 (2016): 72–79, http://ejournal.unp.ac.id/index.php/jelt.

to be more comfortable in the language learning process. In addition, by using talking stick strategy, students can give their opinions and answer some statements freely without any hesitation about to express what they want to say to others. However, some studies explain about the benefits of using talking stick strategy on language teaching and learning process.[43]

The talking stick technique has many several benefits to improve student's vocabulary mastery. According to Laura Candler by applying talking stick technique in the classroom, it helps students to be more patient in giving opinion because they are more patient, students will have an opportunity to answer the question and will know more vocabulary due to the limited number of sticks that each student has in the learning process. So, some students don't need to worry anymore if there are friends in their class who will dominate learning in the classroom. In addition, this activity also can help shy students to be more confident to speak because they will not get stuck ended up by holding the stick for the entire learning process.[44]

c. Procedures of using talking stick

Talking Stick method is developed by Spencer Kagan, it is a group of study that student learnt independently from one another, each student has the same chance to express their ideas and concern with equal participant

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[43] Meganingtyas, Winarni, and Murwaningsih, "The Effect of Using Course Review Horay and Talking Stick Learning Methods Towards Social Science Learning Result Reviewed From Learning Interest."

[44] Laura candrel in Wahyu fausan alansah" improving vocabulary mastery through Talking stick strategy at the tenth grade students of SMA Negeri 1 kasimbar" jurnal 2, no. 2 2021:P.7

of students.[45] Based on kagan, the procedure of Talking Stick method in teaching and learning process, they are as follows:

1. The teacher prepares the materials and a stick.

2. The teacher prepares the material that will be learned and gives opportunity to the students to read the material clearly.

3. After finish to read the material, the students are asked to close the book.

4. The teacher gives the stick to a student.

5. The teacher sings a song or plays music while the stick moves one student to another until the song or music stops. The music should suitable for 7th grade.

6. The student who gets the stick must stands up and answers the teacher's questions

7. Then the stick rolls on again until each student gets the stick and takes part in the learning process.

From all the procedures that already stated above, the writer would adapt the procedures and would be applied in the classroom. The reason why the writer would like to apply the procedures is that the writer wants to avoid the possibility that students would get bored in the learning process due to applying the same procedure of talking stick strategy in the classroom. In addition, another reason is that the writer wants to make

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[45] Dr. Spencer Kagan, Miguel Kagan, Cooperative Learning (San clemente:Kagan publishing,2009)

some variation in applying talking stick strategy in teaching and learning process.

a. Procedures of using talking stick in teaching vocabulary

Teaching vocabulary with Talking Stick can make students more active in teaching and learning process and improve students' vocabulary mastery. The following step of teaching vocabulary using talking stick by Arief in Hartina, the talking stick can be any convenient thing that a person can pick up and hold. Flipchart or screen can also be used to display material. Hartina stated that there are some steps implementations of talking stick, which are:[46]

1. Start the session by placing the talking stick on the floor with everyone sitting on chairs in a circle around it.

2. Teacher explains the rules and everyone agrees to abide by them. Nobody who rejects the rules can take part

3. Give someone the role of timekeeper

4. If using topic or issue-based material present it now

5. Begin with one person holding the talking stick. When they are holding the stick, they can talk for the agreed amount of time

6. When the talker has stopped, they pass the talking stick to somebody else

7. The next person holding the stick repeats the same process

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[46] A., Arief, H., (2017). The Effectiveness of Talking Stick Method in Teaching Vocabulary at The Second Grade of MTS Madani Paopao. English Education Department Tarbiyah and Teaching Science Faculty Alauddin State Islamic University Makassar

8. Continue the session until nobody else has anything left to say, which is signaled by a noticeable period when nobody is passed the stick.

B. Review of Previous Finding

There are some related studies that can be references for the researcher to help this study. First study is entitled Improving Student's Vocabulary Ability Through Talking Stick Technique At Grade VIIA Of SMPN 3 Tongauna. The result of this research showed that the usage of Talking stick Method in Teaching vocabulary could improve students' vocabulary mastery.[47]

Second related study is entitled Utilization of the Talking Stick Learning Model in Improving English Vocabulary Mastery. In this study, the results showed that students' Vocabulary Mastery can be improved by using Talking stick, in this study the researcher mentioned that it is recommended for teachers to use the talking stick method as a teaching technique in the classroom. The result of the research this technique is appropriate to provide opportunities for students to express their thoughts in front of everyone in the class equally and this technique could improve students' vocabulary.[48]

Third related study is entitled improving English vocabulary mastery through talking stick strategy at the tenth-grade students of SMA Negeri 1 Kasimbar. The focus on this study is to get the empirical evidence about the effect of Talking Stick Strategy on students Vocabulary mastery. In addition, the result

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[47] Mohammed Kuddus, "Improving Student's Vocabulary Ability Through Talking Stick Technique At Grade VIIA Of SMPN 3 Tongaun" 2 (2019): 225–35.
[48] Rinny Rorimpandey B and Fivy Andries, Utilization of the Talking Stick Learning Model in Improving English Vocabulary Mastery (Atlantis Press SARL, 2023), https://doi.org/10.2991/978-2-494069-35-0.

of this study showed that Talking Stick Strategy has a positive effect to improve students ' vocabulary mastery.[49] The difference between those relevant researches and this research is the Samples and the place of the research. Then there are several studies above that use class action research methods, while this study was used experimental methods.

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[49] Alansah, Nurasmawati, and Ana Kuliahana, "Improving English Vocabulary Mastery Through Talking Stick Strategy At the Tenth Grade Students of Sma Negeri 1 Kasimbar."

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Method

Quasi-experimental with a non-equivalent controlled group design was used in this research, with Talking Stick serving as the independent variable and student Vocabulary mastery serving as the dependent variable. According to Kimberley, the nature of quasi-experiment is the manipulation of the independent variable without randomization. In nonequivalent group design, the researcher selects existing groups that look identical, but only one of the groups receives treatment.[50] The sample was divided into two groups: experimental and control. In this research, the experimental group indicated the class that given the treatment with Talking Stick as a technique of teaching. In this study, the themes of the study were grouped into two groups: pretest (Y1) and posttest (Y2). The design table of this study is as follows:[51]

Table 3.1

Treatment Design

Group	Pre-test	Independent Variable	Post-test
A	Y1	X	Y2
B	Y1	-	Y2

Notes:

A=experimental group

B=control group

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[50] Burkholder, Gary J., Kimberley A. Cox, Linda M. Crawford, and John H. Hitchcock, eds. Research design and methods*: An applied guide for the scholar-practitioner.* Sage Publications, 2019.

[51] Yayatruhiyat"*Efektivitas penggunaan Media film youtube untuk meningkatkan listening skills mata pelajaran bahasa inggris*":Studi Quasi Eksperimen.pdf

Y1=pre-test

X=treatment on the experiment group

Y2=post-test

Table 3.2
Design of the study

Group	Measurement I	Independent Variable	Measurement II
Experiment group	Pre-test	Treatment using talking stick technique	Post test
Controlled group	Pre-test	Treatment using Based Problem Learning	Post-test

(Source : Sugiyono, 2015)[52]

B. Population and sample

1. Population

The population could be defined as the entire set of components which the researcher intends to derive conclusions.[53] In this research, the researcher recruited all of seventh grade students of SMPN 2 Lebong to participate in this study. On the basis of quasi-experimental method, the essential characteristic is the lack of randomization and the use of a particularly exciting group. Therefore, the sample in this research did not collect from individuals, instead of taking in classes form. It can be seen in the table below.

Table 3.3
The Number of Population[54]

NO	Class	Amount
1	VII A	27
2	VII B	27
3	VII C	27

[52] *Sugiyono, Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D,*(Bandung:Alfabeta,2015, P.116

[53] Donald R Cooper, Pamela S. Schindler, and J. K. Sharma. *Business research methods*, 12/E (SIE). McGraw-Hill Education, 2018.

[54] The data given by English Teacher of SMPN 2 Lebong

Total Population	81

(Source Documentation of SMPN 2 Lebong)

To get observe data for the study, the researcher gave the vocabulary test for students at seventh grade. This vocabulary test is given to the seventh grade of SMPN 2 Lebong, they have 81 students in three classes. They are invented to take the vocabulary test to show their achievement in vocabulary mastery. The reason why the researcher took seventh grade as the population because based on the seventh-grade teaching module used by the teacher, the material taught was mostly about vocabulary.[55] Then, most of the elementary schools in Lebong did not have English subjects when they were in elementary school, in the elementary class was abolished.[56] So, learning an English is something new for them at the junior high school level. In this study, the researcher would be assigned a selection group for the experiment and a non - experiment (control group). The experiment group would be given Talking Stick as learning media and the control group would not use technique.

2. Homogeneity Sampling

The researcher employed homogeneity sampling to choose which classes would be utilized as the sample in the present research. The homogeneity test was given to first-grade students at SMPN 2 Lebong. The scores of students' homogeneity test was then administered through calculating the average score from every class, and then researcher attended two classes, which had homogenous score as the control group and the

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[55] Teaching Module at seventh grade
[56] Curiculum-13

experimental group. To obtain the homogeneous ability of students, the researcher chose to take students' scores obtained from vocabulary tests conducted by the researcher.*(Appendix 8)* This means scores can be seen as on the table below:

Table 3.4
Students score in Homogeneity[57]

NO	CLASS	Mean Score
1	VII A	51,85
2	VII B	40
3	VII C	50,74

(Source Documentation of SMPN 2 Lebong)

Based on the mean scores of classes above, the researcher took two mean scores which were in the nearest amount in which. Based on the table above, they are the mean scores possessed by VII A and VII C. The table indicates that VII A and VII C are the most appropriate classes which can be classified into the level of homogeneity. Based on the result conducted on three classes by the researcher in vocabulary test, the result obtained are two homogeneity classes, there are Class VII A and VII C. Therefore, an intact group sample was used in this study. Where the intact group is a statistical group comparison design.[58] Where the class to be compared is class VII C as the control class and class VII A as the experimental class. *(Appendix 8)*

3. Samples

A sample is a representative group of population that used to reflect the characteristics of the entire population. Creswell says, sample is a subset of the

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[57] Ibid
[58] Punaji Setyosari Metode Penelitian Pendidikan dan pengembangan edisi keempat(Jakarta: PRENADAMEDIA GROUP,2016), p. 207

intended population studied by the researcher in order to generalize the target population.[59] In this research, there are two classes as the sample in this study. The researcher of the study selected the sample by considering the mean scores of students' grades from the researcher's homogeneity test. Two classes than classify into experimental group and control group. The result showed that VII A as experimental group and VII C as control group.

C. Procedure of the Research

On the structure below, you can see how the research was conducted in both the experimental and control groups:

Table 3.5 Procedure of the Research

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                    ┌─────────────────────────────┐
                    │  Process of collecting the data │
                    └─────────────────────────────┘

    ┌─────────────────┐                   ┌─────────────────┐
    │ Controlled Group │                   │ Experiment group │
    └─────────────────┘                   └─────────────────┘

         ┌───────────┐                          ┌───────────┐
         │ Pre-test   │                          │ Pre-test   │
         └───────────┘                          └───────────┘

  ┌─────────────────────┐          ┌─────────────────────────┐
  │ Problem Based Learning │        │ Treatment (vocabulary    │
  │ Model                  │        │ mastery using Talking    │
  └─────────────────────┘          │ stick technique)          │
                                    └─────────────────────────┘

         ┌───────────┐                          ┌───────────┐
         │ Post test  │                          │ Post test  │
         └───────────┘                          └───────────┘

                    ┌─────────────────────────────┐
                    │ Score post test-pre test      │
                    └─────────────────────────────┘
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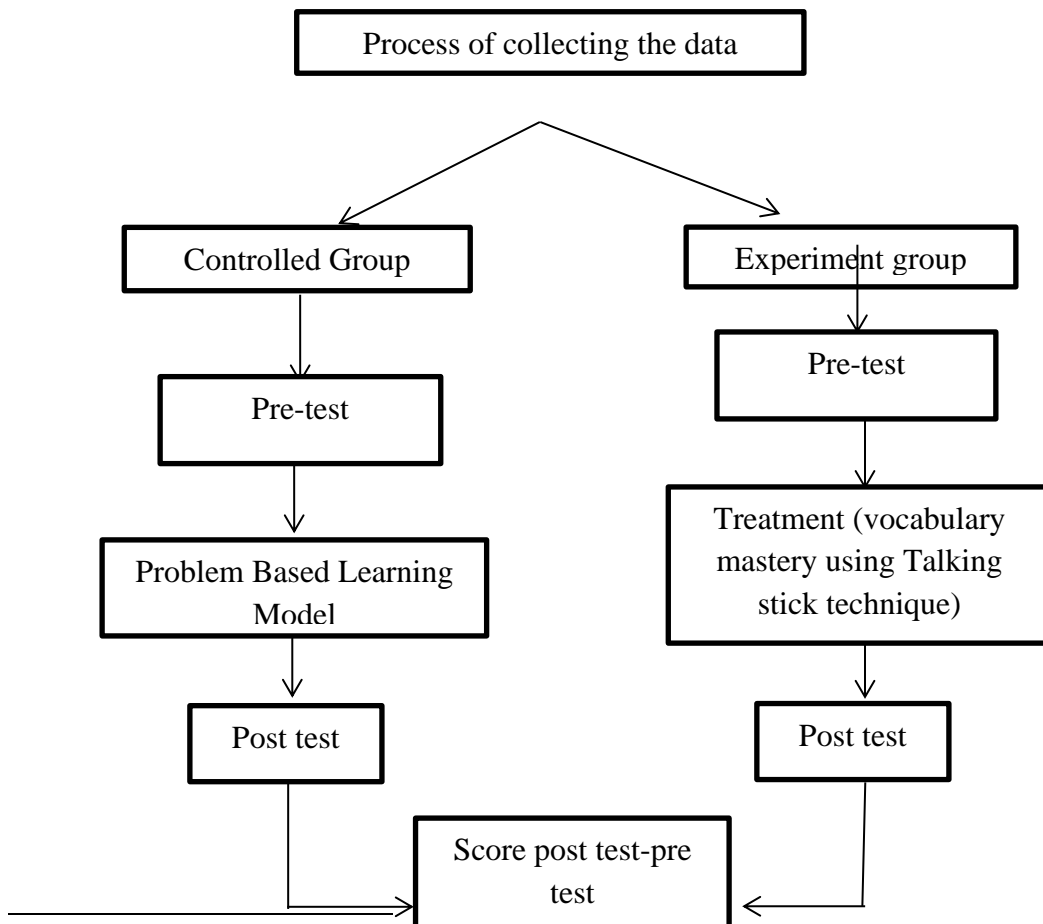
[59] John W. Creswell., and J David Creswell. Research design: Qualitative, Quantitative, and mixed method approaches, sage publications, 2017.

The diagram above shows how this research is carry out, including the procedures taken by the researcher to arrive at the final result. The processes in this research procedure, which included steps for both the experimental and control groups, can be seen below:

1. Procedure in Control Group

In control group, the researcher used the Problem Based Learning Model technique without treatment. The processes were as follow for all materials:

a. Pre - teaching activities

   1) The teacher expresses his greetings to the students.

   2) The teacher check students' attendance list.

   3) The material is chosen by the teacher.

b. While activities

   1) The teacher give one topic about parts of body.

   2) The teacher conveys the problem to be solved in a group. The issues raised should be consequential. Problems can be found by students themselves through reading materials or activity sheets

   3) Teachers make sure each member understands their respective duties

   4) In data Teachers monitor student involvement collection during the investigation process

   5) The group observes and understands the problems presented by the teacher or obtained from the readings screened Learners discuss and divide tasks to find the necessary materials to solve problems

6) Learners conduct investigations for group discussion materials

c. Post teaching activities

1) Teacher checking understanding the students

2) The teacher was gave exercise to review the material by using their own language.

2. Procedure in Experimental Group

The procedure of activity in giving The approach utilized in this study for collecting data in the experimental group classroom can be viewed as follows:

a. Pre activities

1) The teacher extends a greeting to the students.

2) The teacher check students' attendance list.

3) The teacher chooses the material.

b. While activities

1) In the first ten minutes, the researcher was presented and discuss the Talking Stick technique.

2) The researcher was asked the students to hold the stick in turn, while singing the song. Then the last student who holds the stick when the song has stopped will have the opportunity to choose a paper that has been provided by the teacher where the paper contains vocabulary in Indonesian where students are asked to interpret the vocabulary in English.

c. Post activities

1) The teacher and students come to a conclusion regarding the teaching materials that have been discussed.

2) The teacher asks the students about difficulties that they faced while they are speaking and applying the skill.

D. Technique of Collection the Data

The use instrument to collect the data was a test. The research was gave Student's to gather information from the students. There are two tests that the analyst provides for the students. The first is a pre - test would be given at the outset to know abilities of the students before the treatment is started by the researcher and secondly a post – test, was gave toward the finish of the examination to know further developing vocabulary mastery before treatment and after treatment. It is built in view of the scholarly schedule and semester program of SMPN 2 Lebong.

1. Pre - test

Pre - test is a test given by researchers to students before being given treatment. The class used by the researcher, both the experimental and control class, was gave the same test. During the pre – test, the researcher was gave a test in the form of a vocabulary test. In this test students was wrote down the vocabulary with words meaning of English vocabulary based on the material in the picture that researcher has prepared and then students was gave instruction to use words into simple sentence about classroom environment, after that students was mention the vocabulary

they wrote along with their meaning. After carrying out the test, test result was assessed based on the rubric.

2. Treatment of Teaching

After that the experimental and control groups are frequently paired together for treatment, which is a special situation. In this research, the researcher went through the process six times. This is how the therapeutic schedule:

Table 3.6

List of Treatment in Control Group

Meeting	Control Group	Date
1	Pre – test	17-05-2023
2	Problem Based Learning Model:	19-05-2023
3	Problem Based Learning Model:	24-05-2023
4	Problem Based Learning Model:	26-05-2023
5	Problem Based Learning Model:	31-05-2023
6	Problem Based Learning Model:	07-06-2023
7	Problem Based Learning Model:	09-06-2023
8	Post – test	14-06-2023

Table 3.7 List of Experiment Group

Meeting	Experimental Group	Date
1	Pre – test	16-05-2023
2	Talking Stick Technique:	17-05-2023
3	Talking Stick Technique:	23-05-2023
4	Talking Stick Technique:	24-05-2023
5	Talking Stick Technique:	30-05-2023
6	Talking Stick Technique:	31-05-2023
7	Talking Stick Technique:	06-06-2023
8	Post – test	14-05-2023

3. Post - Test

The post - test conducted in the last meeting of the learning process. The writer gave an oral test again to both classes experimental and controlled in order to find out the progress of two classes before and after using treatment, and also to measure the effect of talking stick strategy on students vocabulary mastery.

E. Instrument

The instrument is the device of the method which was used in this research. The main instrument of this research was the test. Test alert in testing vocabulary. According to Gay, a test is a means of measuring the knowledge, skill, feelings, intelligence, or aptitude of an individual or group.[60] Therefore,

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[60] L.R. Gay, *Educational Research Competencies for Analysis and Application Fourth Edition*, (New York:Macmillan, Inc, 1992) P.124

the test produces statistical scores that can be used to evaluate the test takers. The items are based on the indicators of vocabulary, meaning, spelling and word usage in the sentences.

1. Writing Blue print

The blue print specification consisted of some points. Supported identifying, program, deciding the target of the test. Generally, it thought about of what talents are being tested. The essential ability to be reached and therefore the item indicator supported the basic competence. The blueprint was made by following Usman qualification: [61]

Table 3.8
Blue Print Instrument (Vocabulary test)

Indicators Competence	Indicators	Three Levels for developing a test for vocabulary assessment	Types of question	Sub indicators	Item of question
Memahami kata, frasa dan kalimat yang berkaitan dengan, part of body, the days of the week, the month of the year	Mengindentifikasi kosa kata yang terdapat pada nama-nama tubuh	Meaning	Multiple choice 1. word and meaning matching	1. The days of the week	1,3,4 5,8, 10
				2. Month of the year	2,6,7,9
	Mengindetifikasi kosa kata yang terdapat pada hari, minggu, bulan dan tahun.	Spelling	Arrange the letters 1.followig spelling rules	1. The days of the week	11-20
		Using the word into the sentence	1.Sentene Completing 2.Sentence fill in the blank	1. Part of body	21-30

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[61] Uswatunnisa Usman, "Assessing and Analysing Students' Vocabulary Understanding Through 6 Kinds of Task", *Atlantis Press* 14, (2016):277.

(Source By English Teaching Module at Seventh grade)

Table 3.9
Qualification Score of Vocabulary Test[62]

No	Qualification	Score
1	Very Good	86-100
2	Good	71-85
3	Enough	56-70
4	Poor	41-55
5	Very Poor	<40

2. Expert Validation

After made the blueprint instrument, the researcher did validation. Validation is a process to check that the instrument is good to use for gathering the data. In this situation, the researcher chose the validator that professional in Vocabulary subject. In this study the expert validation is the lecture of English Tadris Study Program. In addition, to validate the vocabulary test questions, the researcher gave the vocabulary test to different students from the control and experimental classes.

3. First revision

The goal of the initial revision is to determine whether there is an item that needs to be modified. The validator revises several things such as content, and coherence between questions and indicators. Then some grammar is used. The researcher revises the assessment depending on expert guidance. The expert guidance provides some input on the test that will be used as a pre test and post test, and then the researcher makes improvements according to the directions from the expert guidance.*(Appendix 6)*

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[62] Anku Joshi etal, "Likert Scale Explored and Explained, "British Journal of Applied Science and Technology 7, no,4(2015):996-403

4. Trying out the test

      The try out test aim at producing the requirement data with relatively valid instrument. The try out gave to another class except experimental and control class for two times. However, the class which will give the try out should have the same level as the subject of this study it is mean same grade. In this research, the try out will conducting in VII B.

5. Validity and Reliability

    1. Validity

      According to Sugiyono, validity is the occasion when there is found similarity between the data collected and the actual data on object of study.[63] The validity of instrument test means that the instrument use for collecting data is valid.[64] Based on Sugiyono statement, he recommended that the device was used in the test has to be correlation with the materials in the syllabus. The validity test will to reassure that this study instrument could be proper to become pre and posttest. In order to determine the test validity, the researcher using SPSS v. 26 for windows program. In this research, the validity data was gained after conducting the tryout to VII B class. Then, the result of the tryout became the measurement that this test is valid or no.

<div align="center">

Table 3.10

The index Range and interpretation of validity[65]

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[63] Sugiyono, Statiska untuk penelitian, (jakarta : Rineka cipta, 1998), P.172

[64] Ngalim Purwato,prinsip-prinsip dan Teknik evaluasi pengajaran Remaja (Bandung : Roasda, 1994), P. 137

[65] Arikunto Suharsimi. Prosedur Penelitian: Suatu Pendekatan Praktik. Jakarta: Rineka Cipta. 2010

Index Range	Interpretation
0.800-1.000	Highest
0.600-1.000	High
0.400-0.600	Enough
0.200-0.400	Low
0.000-0.200	Lowest

Table 3.11

The Result Of validity Analysis

	Pre-test		Post-test	
Highest	-	Highest	-
High	1,12,14,15,19,21,22,25,26,30	High	3,7,4,24, 23,30,17, 9,21,23
Enough	2,3,4,5,6,7,8,9,10,11,13,16,17,18,20, 23,24,27,28,29	Enough	1,2,5,6,8, 10,11,12, 13,14,15, 16,18,20, 22,24,25, 26,29,27,
Low	-	Low	
Lowest	-	Lowest	

According to the results shown on the table above, all of items instrument are categorize into good range of validity. Some question in high range and the rest are enough. Moreover, it can be drawn that the instruments in this research are valid.*(Appendix 7)*

2. Reliability

Reliability is the characteristic of very good test for it to be valid. A test must be reliable as a measuring instrument.[66] In collecting the data, reliability of test is necessary to be measured too. The pretest and posttest are tested by reliability test. A good instrument in collecting the data will be

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[66] Brown, H. Douglas, and Teaching By Principles. "An interactive approach to language pedagogy." NY: Longman 430 (2001).

reliable. The researcher using SPSS v. 26 for windows program for collecting the data.

Table 3.10

The Result of Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.932	30

Items	The Value	Information
1	0,932	RELIABILITY

In Inputting data, if the value is greater than 0,60, then statement items can be relied on. Meanwhile, if the value is less than 0,60, then the statement items cannot be relied upon.

Based on the reliability test in the table above, it shows that the value is 0,932 its mean that the value greater than 0,60. So it can be concluded that the test data is reliable. To interpret the level of reliability the reliability coefficient can be categorized on the following criteria:

Criteria	Category
0,8-1	Highest
0,6-0,6	High
0,4-0,5	Enough
0,2-0,3	Low
0-0,1	Very Low

Based on the result of the reliability test showed that the value is 0,932 its mean that the data values have a highest categorized level of reliability.

6. Final revision

The researcher completes the last revision after obtaining the validity and reliability. After the final modification, the research instrument is completed.*(Appendix 6)*

G. Technique of Data Analysis

The next step after conducting the pre - test and post - test is to analyze the data. To answer research problems with data obtained through pre and post test is data analysis. After the tests are administered to students in the pre - test and post – test, the students ' pre - test and post - test scores will be tested. The test was focused on the normality and homogeneity of students' pre - test and post - test scores. If the students' pre - test and post - test scores are normally distributed and homogeneous, the researcher can prove with the independent sample t test. Following are the steps to analyze the data:

1. Normality Test

The researcher uses normality test to check whether the post test score of experimental group and control group are normally distributed or not. The test of normality in this study will be measured by using SPSS v. 26 for windows program. It is use to know whether both variables X (independent variable) and Y (dependent variable) are normally distributed. The score in the test of normality must be higher than 0.05 to obtain the normal data.

2. Homogeneity Test

Homogeneity test will be used to check whether the post test score of experimental and control group have similar variance or not. The test of homogeneity was conducted by using SPSS v. 26 for windows program. It is aimed to know the similarity of Y variable score that has been categorized to X variable score. The score of this test must be higher than 0.05 to obtain the homogeneous data.

3. T- Test

As stated before, the t - test is used to know the effect of Talking stick technique. On the other hand, it is adopted from the score that has been acquired by conducting pre - test and post - test. By using t-test formula, the researcher calculates the students " post test score from experimental and control group. The terms in using t-test should be in normal distribution and homogenous variants. There are two one kind of t-test used in this research, paired t-test and independent sample t-test. Paired sample t-test used to see the different between pretest and posttest of a group. Independent sample t - test is used to see the different between experimental group and control group.

CHAPTER IV

FINDING AND DISCUSION

A. FINDING

In this chapter the researcher answered the question in formulation problem. The researcher collected the data by using pre-test and post-test in control and experimental class, by given vocabulary tests to each class where the control class previously used Problem Based Learning Model techniques and the experimental class used the Talking stick technique. After the researcher got the data. the researcher used IBM SPSS v 26 to know the normality, homogeneity and t-test.

1. **Students' Vocabulary Mastery in Control Class (Problem Based Learning)**
   a. **The Result of Pre-test in Control Class**

   In this research, the Problem Based Learning Model teaching strategy was applied in the control class which was referred to the class VII C. To acquire the first data before the learning process was carried out; the researcher gave students the pre-test. The result of the pre-test which was reached can be viewed on the table below in which students' names were represented by students' sequence based on the attendance list, the researcher used SPSS 26.V to calculated the formula.

Chart 4.1 Result Of Pre-Test In Control Class

Class Control Pre Test

Class Control Pre Test
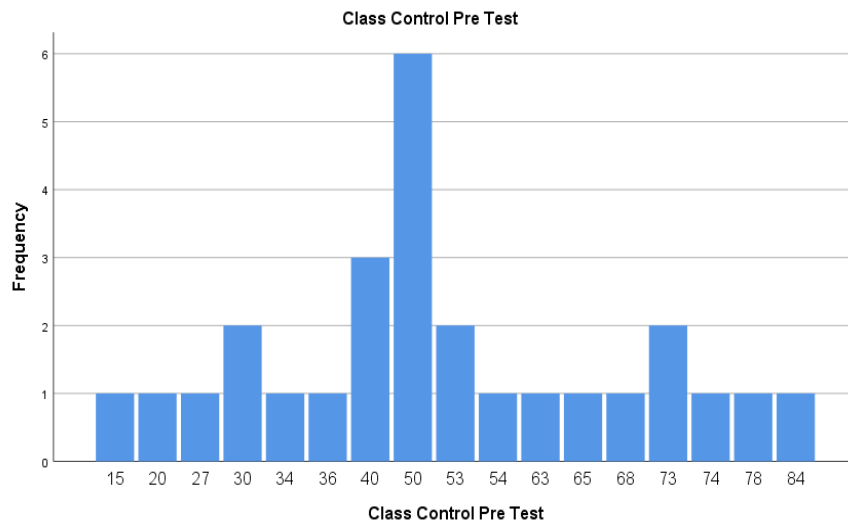
Notes:

Vertical   :Numbers of the students

Horizontally   :Students Mean Scores

Based on the chart above, it can be seen that from 27 students there was 19 students who got score in range (15-54) and 8 students got score in range (55-84). It can be seen that in pre-test control class there was 19 students who had vocabulary mastery categorized poor and only 8 students who had categorized fair. This statement proved that student' Vocabulary mastery in control class was low with the mean score is 50,00.
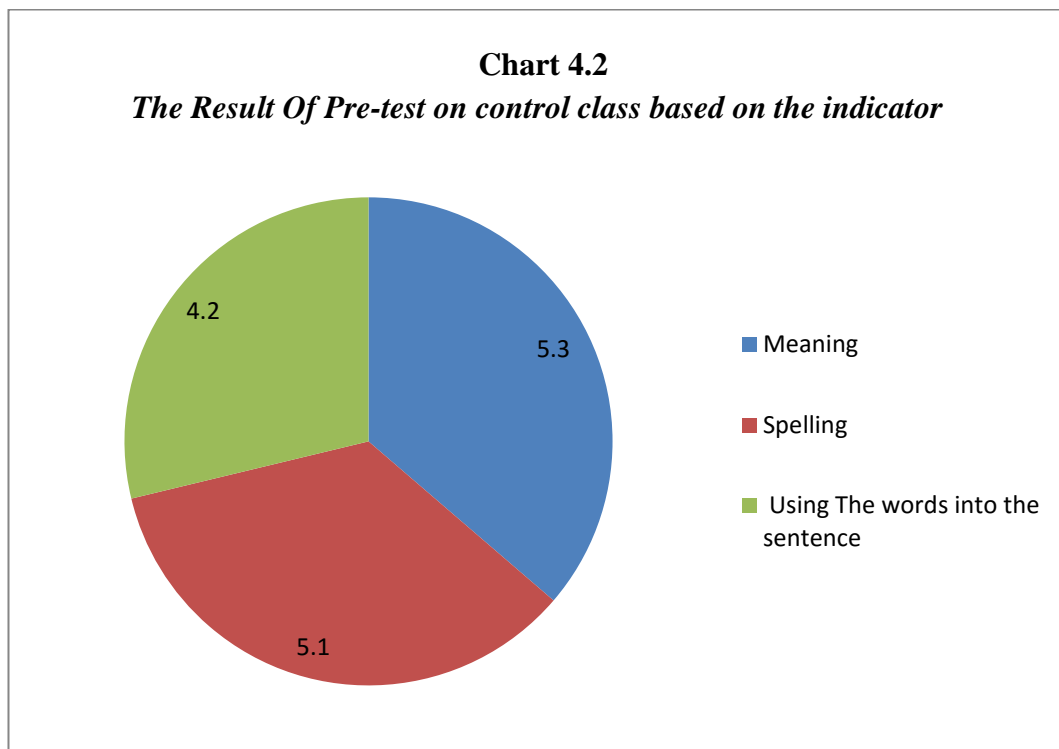
Chart 4.2
The Result Of Pre-test on control class based on the indicator

Based on the Chart above, where the assessment indicators of the vocabulary test. It can be concluded that students pre test of control class is weak in "using the words into the sentences" indicator of vocabulary with the mean score 4,2 and high in "meaning" indicator of vocabulary with the mean score 5,3. With the mean of total score in pre test on control class is 50,00. Its mean the mean was poor categorized.

b. The result of post-test in control class

Post-Test in Control Group The results of the post-test given to 27 students in the control class or VII C were used to determine the state of the students' Vocabulary Mastery after the Problem Based Learning Model was put into practice. The result of the post-test which was reached can be

viewed on the table below in which students' names were represented by students' sequence based on the attendance list.

Chart 4.3

Result Of Post-Test In Control Class
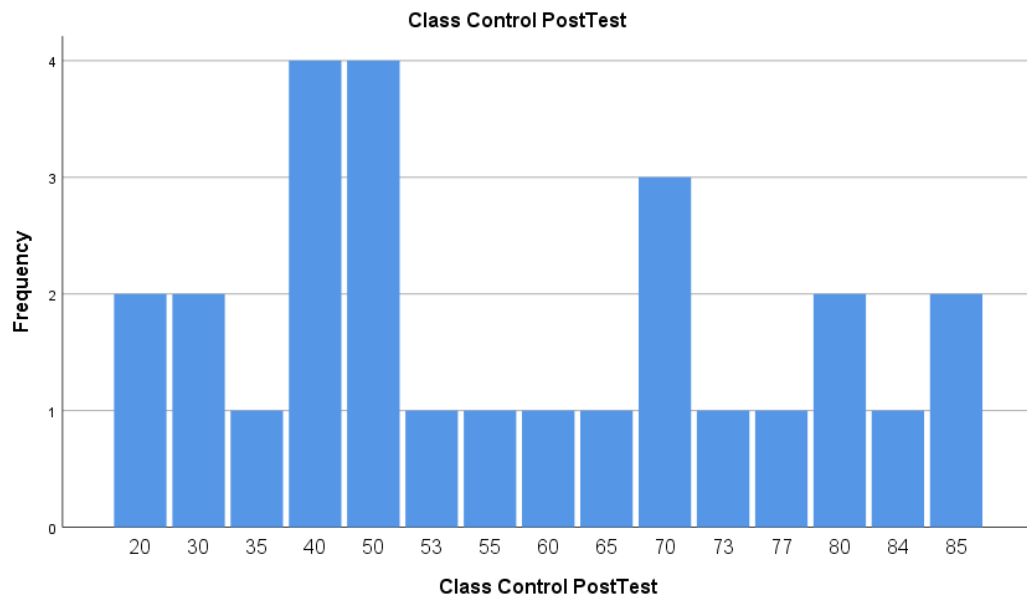
Class Control PostTest

Notes:

Vertical   : Numbers of students

Horizontally   : Students Mean Scores

Based on the chart above, it can be seen that from 27 students there was 15 students who got score in range (20-55) and 12 students got score in range (56-85). It can be concluded that in post-test control class there was 15 students who had vocabulary mastery categorized poor and only 12 students who had categorized fair. This statement proved that students' Vocabulary mastery in control class was low with the mean score is(55,63). It can be concluded that there is improvement of students' vocabulary mastery in post-test. However, students' score in post-test

control class did not show the significant result compared to students score in post test experimental class.
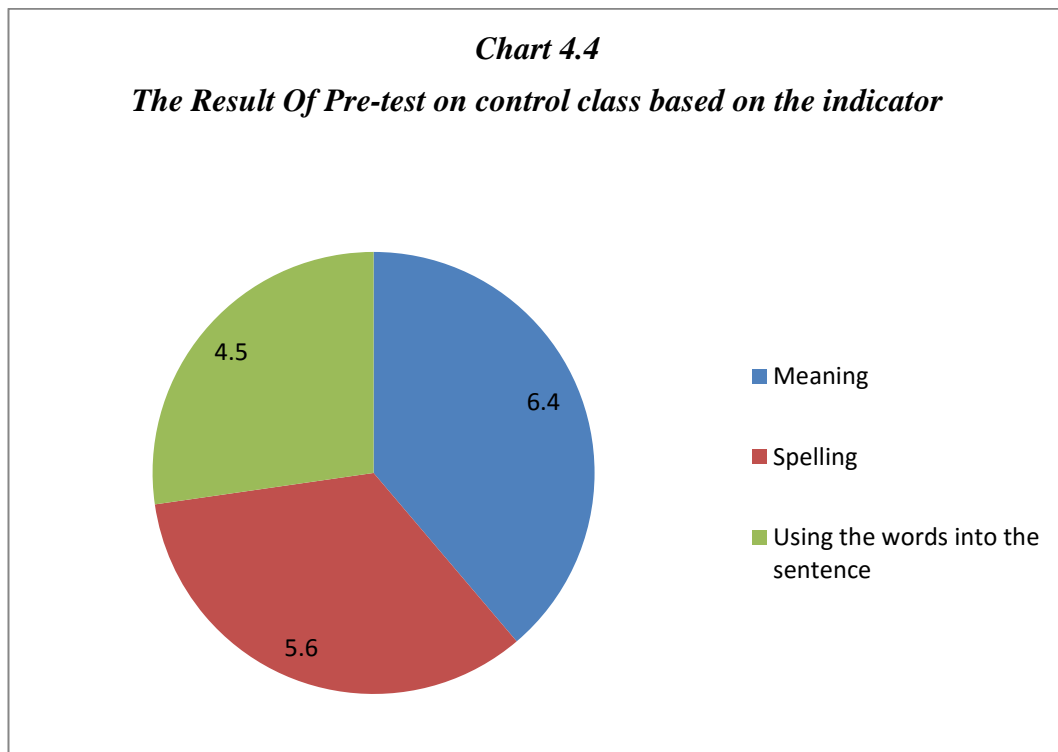
Chart 4.4

The Result Of Pre-test on control class based on the indicator

Based on the Chart above, where the assessment indicators of the vocabulary test. It can be concluded that students' posttest of control class is weak in using the words into the sentence indicators of vocabulary with the mean is score 4,5 and high in "meaning" indicator of vocabulary with the mean score is 6,4. With the mean of total score in posttest on control class is 55,63. It means that the mean was poor categorized.

2. **Students' Vocabulary mastery in Experimental class (Talking Stick Technique)**

   a. **The result of pre-test in Experimental class**

   In this research, treatment (Talking Stick Technique) in teaching was applied in the experimental class referring to the class VII A. To acquire

the first data before the learning process was carried out; the researcher gave students the pre-test. The result of the pre-test which was reached can be seen on the table below.

Chart 4.5

Result Of Pre-Test In Experimental Class
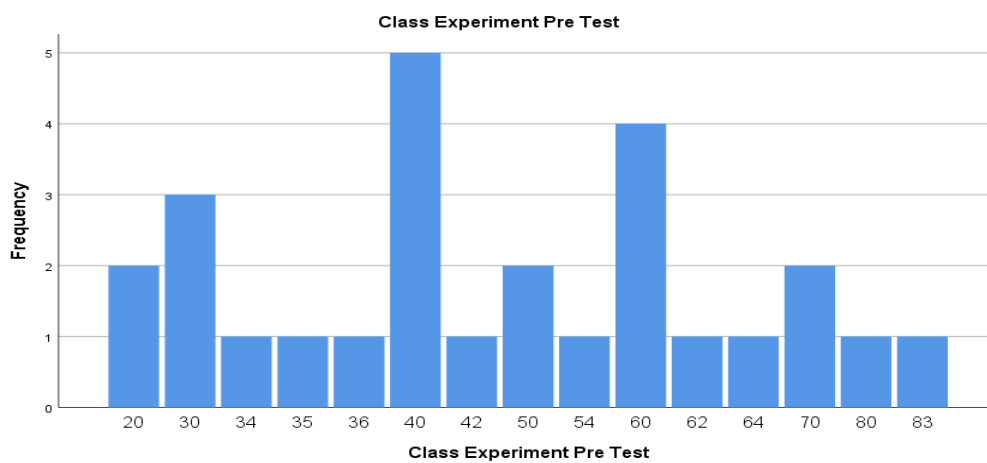
Class Experiment Pre Test

Notes:

Vertical   :Numbers of Students

Horizontally   :Students Mean Scores

Based on the chart above, it can be seen that from 27 students there was 17 students who got score in range (20-54) and 10 students got score in range (55-83). It can be concluded that in pre-test experimental class there was 17 students who had vocabulary mastery categorized poor and only 10 students who had categorized fair. This statement proved that students' Vocabulary mastery in experimental class still low with the mean score is 48,15.
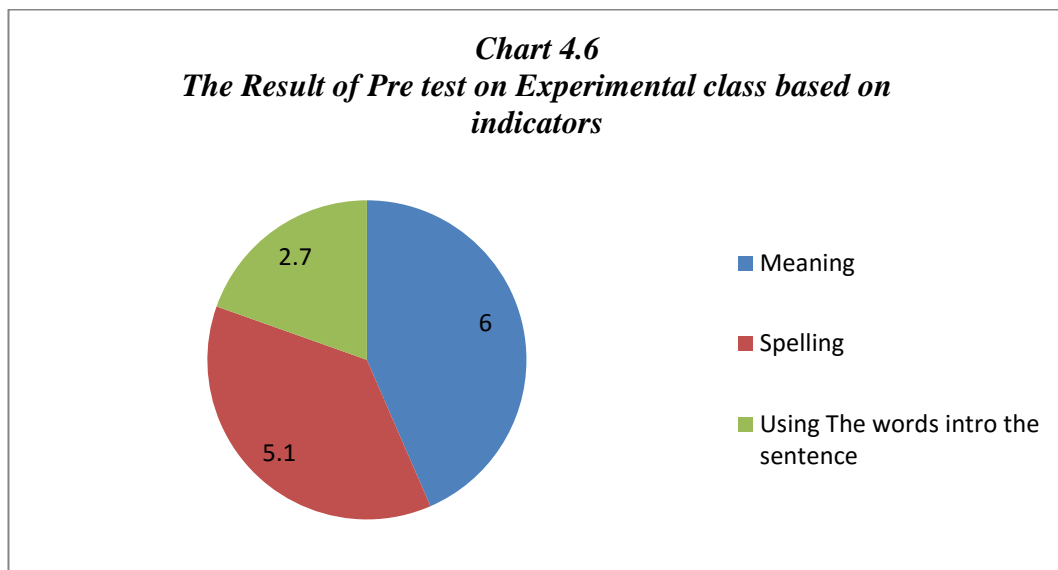
Chart 4.6
The Result of Pre test on Experimental class based on
indicators

2.7

6

5.1

■ Meaning

■ Spelling

■ Using The words intro the sentence

Based on the Chart above, where the assessment indicators of the vocabulary test. It can be concluded that students pretest of experimental class is weak in using the words into the sentence indicators of vocabulary with the mean score 2,7 and high in "meaning" indicator of vocabulary with the mean score 6,0. With the mean of total score in pretest class on control class is 48,15. It means that the mean was poor categorized.

b. The result of post-test in Experimental class

In facilitating to understand the condition of students' Vocabulary Mastery after treatment (Talking Stick Technique) in teaching was implemented, it was measured based on the result of post-test given to 27 students in the experimental class or VII A. The result of post-test in the experimental class can be viewed on the table below:

Chart 4.7

Result Of Post-Test In Experimental Class

Class Experiment Post Test

Class Experiment Post Test
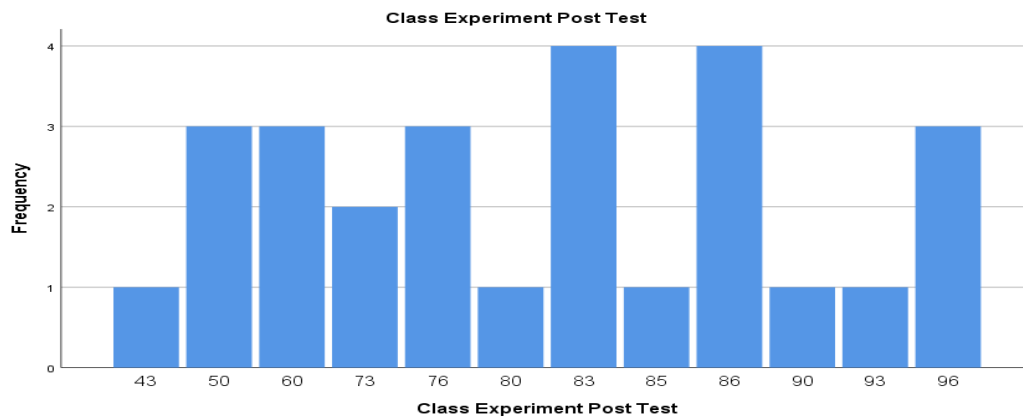
Notes:

Vertical   :Many Student

Horizontally   :Students Mean Scores

Based on the chart above, it can be seen that from 27 students there was 4 students who got score in range (40-50) and 23 students got score in range (51-96). It can be concluded that in post-test experimental class there was 7 students who had vocabulary mastery categorized poor and 20 students who had categorized good with the mean score is (76,26). Based on the statements above, it can say that students Vocabulary mastery was increased in post-test.
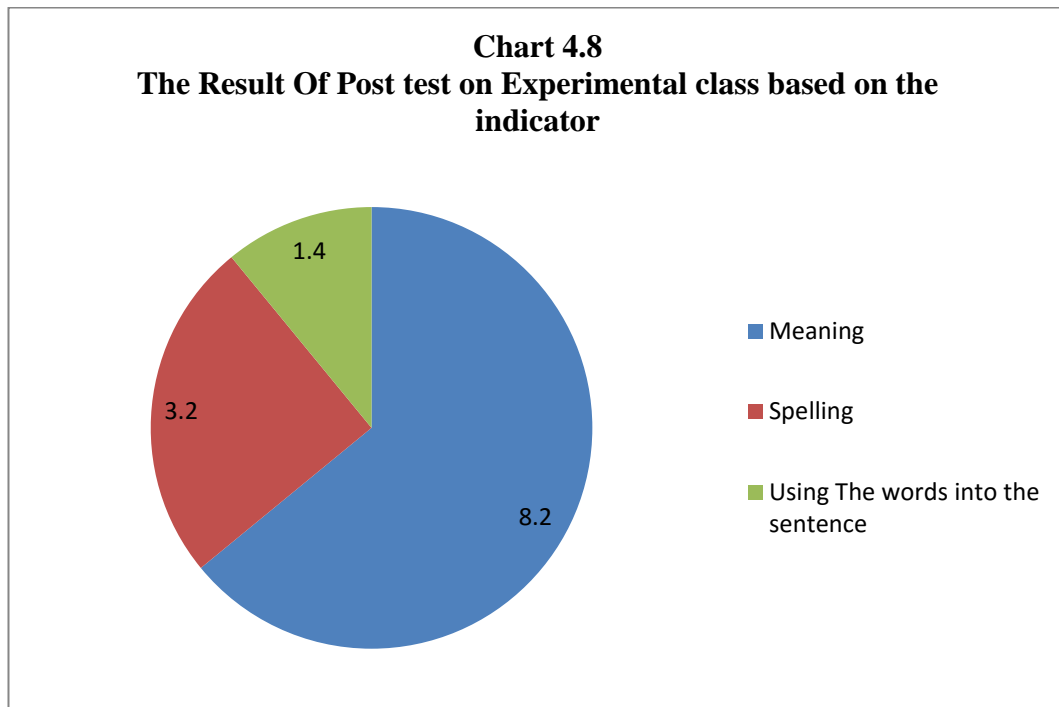
Chart 4.8
The Result Of Post test on Experimental class based on the indicator

Based on the chart above, where the assessment indicators of the vocabulary test. It can be concluded that students' posttest of experimental class is weak in using the words into the sentence indicators of vocabulary with the mean score 4,5 and high in "Spelling" indicator of vocabulary with the mean score 8,2. But it can be concluded that the final score of the both control and experimental class are still highest in the experimental. With the mean of total score in pretest class on control class is 76,26. It means that the mean was Good categorized.

After the pre-test and post-test were given to the experimental and control classes, the results of both were checked by the researcher to find out the scores of both. Then the score was retested by the researcher using SPSS 26. The following is the order of the next test.

B. Normality Test

The normality test was applied to find out whether the sample had normal distribution or not. The normality test is tested by using Kolmogorov-smirnov of SPSS v.26. If the result of significance was higher than 0.05 then the data is distributed normal. However, if the result of significance lower than 0,05 it means the data is not distributed normal.

Table 4.1

Normality Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Class Control Pre Test	.130	27	.200[*]	.972	27	.643
Class Control PostTest	.132	27	.200[*]	.945	27	.159
Class Experiment Pre Test	.164	27	.062	.957	27	.315
Class Experiment Post Test	.186	27	.017	.899	27	.013

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above was known that the significance value from each pre-test and post- test experimental class was higher than 0,05. The sig/p values on pre test of experimental class was 0,062 and it was higher than 0,05 it means that the data in normal distribution. The v-values in post-test in experimental class was 0,019 and it was higher than 0,05 means that the data is normal distribution. The significance value from each pre-test of control class

was 0,130 and it higher than 0'05 it means the data is normal distribution. The p-values on post-test control class was 0,132 and it was higher than 0,05 it means that the data is normal distribution. It can be concluded that all of the data from pre-test and post-test both experimental and control class is in normal distribution. Therefore, it means that the researcher can continue the pair sample t test.

C. Paired Sample T-Test

In this test the sample used was same. However, both of the samples were given different treatment. To calculate the data in this research, the research, the researcher used SPSS v 26.

Table 4.2

Paired t-test

Paired Samples Test

| | | Paired Differences | | | | | | | Sig. (2-tailed) |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | t | df | |
					Lower	Upper			
Pair 1	Class Control Pre Test - Class Control PostTest	-5.630	6.325	1.217	-8.132	-3.127	-4.625	26	.000

Pair 2	Class Experiment Pre Test - Class Experiment Post Test	-28.111	15.485	2.980	-34.237	-21.985	-9.433	26	.000

It can be seen from the table above that score of sig(2-tailed) from pair 1 and pair 2 was 0,000 and it was smaller than 0,05 so it can be concluded that Talking Stick Technique enhances students' vocabulary mastery.

D. Homogeneity Test

The homogeneity test was carried out in order to know whether the data were homogenous or not. In calculating the homogeneity of the data, the researcher used SPSS v. 26 if the result of the homogeneity test was higher than criteria of the test 0,05 it means the data were homogenous. However, if the result of significance lower than 0,05 it means the data is not homogenous.

Table 4.3

Homogeneity Test

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Hasil Belajar siswa	Based on Mean	3.253	1	52	.077
	Based on Median	2.721	1	52	.105
	Based on Median and with adjusted df	2.721	1	51.445	.105
	Based on trimmed mean	3.390	1	52	.071

Based on the table above was known that the sig/p value from each data was higher than 0,05 it means that the data is homogeny. Since the data is proven normal and have distribute variance, then the researcher can conduct paired sample t-test and independent sample t-test.

E. Independent Sample T-test

Independent sample T-test was used to compare two means unrelated groups in order to know whether there was statistical evidence that associated population means were significantly different. The researcher tests the independent sample t-test the independent sample by using SPSS v 26.

Table 4.4

Independent T-Test

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
Hasil Test Control dan Experimental Class	Equal variances assumed	1.286	.264	3.574	38	.001	12.200	3.413	5.291	19.109

			3.574	37.669	.001	12.200	3.413	5.289	19.111
Equal variances not assumed									

It can be seen from the table above that the output of independent sample t test showed that sig(2-tailed)is 0,001 and it was smaller than 0,05. From this output it can be concluded that there is significant difference between students who taught using Talking Stick Technique and those are not.

Table 4.5

Descriptive Statistic

	N	Minimum	Maximum	Mean	Std. Deviation
Class Control Pre Test	27	15	84	50.00	18.115
Class Control PostTest	27	20	85	55.63	20.184
Class Experiment Pre Test	27	20	83	48.15	17.202
Class Experiment Post Test	27	43	96	76.26	15.540
Valid N (listwise)	27				

As the table showed, the mean of post-test score of Experimental class is 76,26 the mean of post-test score of control class is 55,63. It can be seen that there is a little difference between mean of post-test experiment and post-test control.

B. Discussion

Research finding on students SMPN 2 Lebong in control class and experimental class show the different Vocabulary mastery after the treatment, which is the experimental class using Talking Stick in learning and control class using Problem Based Learning Model technique. In this section, the findings are discussed more detailed based on the previous findings.

To figure out the vocabulary mastery of students at SMPN 2 Lebong, researcher distributed multiple choice, arrange the letters and complete the sentence to all students for the pre-test and post-test, the researcher used multiple choice, arrange the letters and complete the sentence to assess the students' Vocabulary mastery. After distributing the printed multiple choice, arrange the letters and complete the sentence to 54 students of the seventh-grade students at SMPN 2 Lebong and the researcher successfully collected and also got the result. The assess contains 30 statements and 3 indicators: Meaning, Spelling, and using.

1. Vocabulary Mastery Under the Teaching by Using Talking Stick Technique

In this research class VII A is an experimental class that uses the Talking Stick Technique as a treatment. From the research results obtained by researcher through data analysis, it shows that this Talking Stick Technique has an enhances on students' Vocabulary Mastery. It can be

proved by the result of post-test 76,26 mean score of experiment class higher than 55,63 mean score of control class.

Besides that, there was an increase from the pre-test to the post-test scores in the experimental class after being given treatment. This is proven by the results of data from student tests that have been checked by researcher. Based on the results of the independent sample T-test showed that the sig(2-tailed) is 0,001 and it was smaller than 0,05, it can be concluded that talking stick can improve the vocabulary of seventh grade students of SMPN 2 Lebong. It supported by kagan, that Talking Stick gave the students opportunity to answer question by the teacher, and this process can improving students' vocabulary, because this teaching process is a fun in teaching and learning, this is also relevant to several previous studies which state that the Talking stick technique can improve student vocabulary. The research that concerns that talking stick can improve students' vocabulary based on previous related study who found that Talking stick could improve student vocabulary mastery, the research entitled Improving Student's Vocabulary Ability Through Talking Stick Technique conducted from mohammed kuddus. This result also is similar to previous findings that said that using talking sticks, It is very suitable for teaching vocabulary, students will remember new vocabulary, because students must answer the question one by one and listen carefully before their get a turn. This process can help improve vocabulary mastery as

students engage in a more purposeful and structured communication process.

So that, the researcher can conclude that the talking stick strategy is an appropriate strategy to teach vocabulary mastery in junior high school students. This strategy is can make students feel happy, enjoyable, and make the class situation more interesting. As the results, talking stick strategy give an improvement to students' vocabulary mastery.

2. Vocabulary Mastery Under the Teaching by Using Problem Based Learning Model

In this research class VII C is a control class that uses the Problem Based Learning Model. This class is not given treatment. The results of the posttest show that 55,63 mean score of the control class is lower than 76,26 mean score of experimental class.

Although both classes posttest averages improved, the experimental class outperformed the control class. Furthermore, after the pre-test, the researcher used talking stick technique to increase student' Vocabulary mastery. Researcher used a level significance of 0.05 in this study T value > T table to is higher than t-test which the null hypothesis (ha) was accepted. which means there is the significant effect of using Talking Stick Technique on students' English Vocabulary mastery. From the result researcher can prove that the use talking stick is effective in increasing students' vocabulary mastery, it can be concluded with the statement

below. This result does not supported by Lin Lu Fang said that problem based learning can improve students' vocabulary mastery.

3. Significant Effect of Talking Stick Technique on the Student's English Vocabulary Mastery

Based on the explanation in previous analysis the result showed that Talking Stick Technique enhance students' Vocabulary Mastery and there is significant difference between students who taught using Talking Stick Technique and those who are not. It can be seen of the result mean score posttest of experiment class and control class. The mean score of experiment class higher than control class. The mean score posttest in experiment class was 76,26, while control class was 55, 63. Then from the results of the Independent T test which showed that there was significant between students using the Talking stick technique seen from the results of the T test sig(2-tailed) 0.001 and smaller than 0.05

From explanation above, it can be concluded that the using of Talking Stick Technique teaching and learning process is effective, especially in teaching Vocabulary. Based on research finding in this research, it can be seen that there is any significant difference between students who taught by using Talking Stick Technique and those who are not. Thus, it can be concluded that Talking Stick Technique enhance the Vocabulary Mastery of students Seventh grade at State Junior High 2 School of Lebong Regency.

The goal of this research was to find out whether Talking Stick Technique enhance students' Vocabulary Mastery or not and those the significant different between students who were taught using Talking Stick Technique and those who are not. Based on the explanation in previous analysis the result showed that Talking Stick Technique enhance students' Vocabulary and there is significant difference between students who taught Talking Stick Technique and those who are not. It can be proved by the result of pre-test and post-test in both experimental and control class. However, before the researcher elaborated the result of the research the process would be discussed first in this part.

In conducting this research, the first step was conducted pre-test by giving Vocabulary test. Pre-test was given to the 54 students from experimental and control class to measure their ability before the researcher give them treatment by using Talking Stick Technique. After getting the result of pre-test the two groups are given different treatment. The experimental class got a treatment by using Talking Stick Technique. Meanwhile in control class the students were taught by using the Problem Based Learning Model which is write the material and listen to the explaining by the researcher. The last step, the researcher conducted the post-test. The post-test was in the form of Vocabulary Test. The test was used to measure the students' ability after they were given treatment. The post-test was conduct in the last meeting.

CHAPTER V

CONCLUSION AND SUGESTION

A. Conclusion

1. Based on the findings obtained by the researcher, it can be concluded that the Talking Stick can enhance students' vocabulary mastery, it can be seen from the finding and discussion before.

2. Based on the results obtained by researcher, it was found that students' scores in the control class using Problem Based Learning Model were lower than the experimental class.

3. From two explanation above, it can be concluded that the using of Talking Stick Technique teaching and learning process is effective, especially in teaching Vocabulary, Based on research finding in this research, it can be seen that there is any significant difference between students who taught by using Talking Stick Technique and those who are not, Thus, it can be concluded that Talking Stick Technique enhance the Vocabulary Mastery of students grade Seventh at State Junior High 2 School of Lebong Regency.

There are some limitations to this research. First, the lack of participation from students during the researcher conducted the research. Second, the limited of time is very short in research. Third, finally the limited use of media in the learning process.

B. Suggestion

Based on the findings and discussions stated in the previous chapter, some suggestions are given to the participants who are closely related to this study. They are presented as follows:

1. For English teachers

The English teachers should consider the students need and interest before designing Vocabulary materials. It is important for teachers to use various activities that is appropriate to the students need because it can reduce students' boredom and monotonous during teaching and learning process. The English teachers can consider to use Talking Stick Technique as one of the appropriate activities in teaching Vocabulary.

2. For students

By using Talking Stick Technique, the students have the opportunities to sharing their ideas.

3. For other researchers

The weakness of this study is its limited time in implementing the actions. Other researchers who are interested in the same field are recommend to implement the actions in a longer period of time to get more maximum results so that the improvement will be more significantly seen.

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APPENDIX

APPENDIX 1

SK Pembimbing

Nomor : 367 Tahun 2023

Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

Menimbang	:	a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
		b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
Mengingat	:	1.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
		2.	Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
		3.	Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
		4.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
		5.	Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
		6.	Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
		7.	Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 13 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
Memperhatikan	:	1.	Surat Rekomendasi dari Ketua Prodi TBI Nomor :B.147/FT.5 /PP.00.9/03/2023
		2.	Berita Acara Seminar Proposal Pada Hari Selasa, 07 Maret 2023

MEMUTUSKAN:

Menetapkan				
Pertama	:	1.	Dr. Paidi Gusmuliana, M. Pd	19840817 201503 1 004
		2.	Jumatul Hidayah, M.Pd	19780224 200212 2 002

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

NAMA : Else Apriza
NIM : 19551021
JUDUL SKRIPSI : The Effect of Talking Stick on Students' English Vocabulary Mastery

Kedua	:	Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	:	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	:	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam	:	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	:	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berla ku ;

Ditetapkan di Curup,
Pada tanggal 05 April 2023
Dekan,

Hamengkubuwono

Tembusan
1. Rektor

APPENDIX 2

Surat permohonan izin penelitian

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn.(0732)21010
Fax.(o732) 21010 Homepage http:// www.iaincurup.ac.id E-Mail : admin@iainCurupa.id

09 Mei 2023

Nomor   : 772 /In.34/FT/PP.00.9/05/2023
Lampiran   : Proposal dan Instrumen
Hal   : Permohonan Izin Penelitian
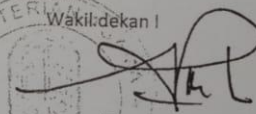
Kepada Yth.   Kepala Dinas Penanaman Modal Dan
               Pelayanan Terpadu Satu Pintu (PTSP)

Assalamualaikum Wr.Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama   : Else Apriza
Nim   : 19551021
Fakultas/Prodi   : Tarbiyah/ TBI
Judul Skripsi   :
                    The Effect Of Talking Stick On Students English Vocabulary Mastery
Waktu Penelitian : 09 Mei - 09 Agustus 2023
Tempat Penelitian : SMPN 2 Lebong

Mohon kiranya Bapak berkenan memberikan izin penelitian kepada mahasiswa yang bersangkutan. Demikian atas kerja sama dan izinnya diucapkan terima kasih

A.n Dekan
Wakil dekan I

Dr. Sakut Anshori, S.Pd.I.,M,Hum
NIP.1981102 1200604 1 002

Tembusan disampaikan Kepada :
1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arsip

APPENDIX 3

Surat dinas penaman dan PTSP

PEMERINTAH KABUPATEN LEBONG
DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
Jalan Raya Muara Aman – Curup Kode Pos 39164
Email: dpmptspkablebong@gmail.com

REKOMENDASI
Nomor :070/039/DPMPTSP-04/2023
TENTANG PENELITIAN

Dasar :
1. Peraturan Bupati Lebong Nomor 60 Tahun 2017 tentang Pendelegasian Wewenang Penadatanganan Perizinan Dan Non Perizinan Pemerintah Kabupaten Lebong Kepada Kepala Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu Kabupaten Lebong.
2. Surat dari Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup Nomor : 772/In.34/FT/PP.00.9/05/2023 Tanggal : 09 Mei 2023 Perihal Permohonan Izin Penelitian. Permohonan diterima di Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Lebong Tanggal 15 Mei 2023.

Nama Peneliti / NPM	: Else Apriza / 19551021
Maksud	: Melakukan Penelitian
Judul Penelitian	: The Effect Of Talking Stick On Students'English Vocabulary Mastery
Tempat Penelitian	: SMPN 2 Lebong
Waktu	: 09 Mei s.d 09 Agustus 2023
Penanggung Jawab	: Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup

Dengan ini merekomendasikan Penelitian yang akan diadakan dengan ketentuan :

a. Sebelum melakukan penelitian harus melapor kepada Dinas terkait.
b. Harus menaati semua ketentuan Perundang-undangan yang berlaku.
c. Selesai melakukan Penelitian agar melaporkan/menyampaikan hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Lebong.
d. Apabila masa berlaku Rekomendasi ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai, perpanjangan Rekomendasi penelitian harus diajukan kembali kepada intansi pemohon.
e. Rekomendasi ini akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang surat rekomendasi ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut diatas.

Demikian rekomendasi ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Suka Marga, 15 Mei 2023
An. KEPALA
SEKRETARIS

SAPUTRA, SH
NIP. 196807 0 200502 1 001

Tembusan disampaikan kepada Yth:
1. Kepala Kantor Kesatuan Bangsa dan Politik Kabupaten Lebong
2. Kepala Dinas Pendidikan dan Kebudayaan Kabupaten Lebong
3. Kepala Sekolah SMPN 2 Lebong
4. Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup
5. Yang Bersangkutan.

APPENDIX 4

Surat keterangan selesai penelitian

PEMERINTAH KABUPATEN LEBONG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 02 LEBONG
KECAMATAN LEBONG ATAS
AKREDITASI B
Jl. Raya Desa Tabak Blau 1
NPSN 10701976

SURAT KETERANGAN SELESAI PENELITIAN
NO: 40/122.04.16/SMPN 02 LB/LL/2023

Yang bertanda tangan dibawah ini :

Nama   : JEMI HERYANTI, S.Pd.Gr
NIP   : 198103092006042011
Pangkat/Gol   : Pembina IV/A
Jabatan   : Kepala Sekolah

Dengan ini menerangkan Bahwa :

Nama   : Else Apriza
NPM   : 19551021
Prodi   : Tadris Bahasa Inggris (S1)
Fakultas   : Tarbiyah IAIN Curup

Benar-benar telah melaksanakan penelitian dari tanggal 15 Mei s.d 15 Juni 2023 di SMP Negeri 02 Lebong dengan judul penelitian :

"The Effect Of Talking Stick On Students' English Vocabulary Mastery"

Demikian surat keterangan ini buat untuk dipergunakan sebagai mestinya.

Lebong Atas, 16 Juni 2023
Kepala Sekolah

JEMI HERYANTI, S.Pd.Gr
NIP 198103092006042011

APPENDIX 5

Kartu bimbingan skripsi

APPENDIX 6

EXPERT VALIDATION

FIRST REVISION

Vocabulary Test

A. Meaning Test

~~COOSE~~ CHOOSE THE CORRECT ANSWER BY CROSSING A,B,C, OR D!

1. There are…..days in a week
    a. Fourth
    b. Seventh
    c. Sixth
    d. Fifth
2. Before Wednesday is…….
    a. Sunday
    b. Thursday
    c. Monday
    d. Tuesday
3. After Sunday is……..
    a. Monday
    b. Wednesday
    c. Thursday
    d. Tuesday
4. The second day after Sunday is……
    a. Thursday
    b. Tuesday
    c. Monday
    d. Wednesday
5. What is the day before Saturday……
    a. Sunday
    b. Tuesday
    c. Saturday
    d. Friday
6. What month comes after August?
    a. September
    b. October
    c. November

d. July
7. What month comes before May?
        a. June
        b. July
        c. April
        d. March
8. We have breakfast in the……
        a. Morning
        b. Night
        c. Noon
        d. Afternoon
9. The ~~eightmonth~~ eighth month of the year is……
        a. June
        b. September
        c. July
        d. August
10. Today is Thursday. What day was yesterday?
        a. Tuesday
        b. Wednesday
        c. Friday
        d. Saturday

B. Spelling Test

ARRANGE THE ~~WORDS~~ LETTERS BELOW INTO THE CORRECT WORDS! (PART OF BODY)

1. ETETH

    ☐☐☐☐☐

2. YEE

    ☐☐☐

3. OSEN

    ☐☐☐☐

4. OFOT

☐☐☐☐☐

5. DHNA

☐☐☐☐☐

6. EADH

☐☐☐☐☐

7. EOWYEBR

☐☐☐☐☐☐☐☐

8. REA

☐☐☐☐

9. IFGNRE

☐☐☐☐☐☐

10. AHRI

☐☐☐☐☐

C. Using words into the sentences test

COMPLETE THE PARAGRAPH BY USING WORDS IN THE BOX!

I have two(1)_____that I use to hold many things, and I like to run using my(2)_____. I also often listen to music using earphones that I put in my(3)_____, I often eat spicy food with my(4)_____ and eat food by biting it with my(5)_____. I often walk to the beach and look at its beauty with my(6)_____, I have 10(7)_____ on my left and right hands, I often smell my mother's homemade cakes with my(8)_____. My mom likes to comb her(9)___in the morning, and my father's(10)_____often hurts from eating spicy food.

a. Legs	f. teeth
b. Mouth	g. hands
c. Fingers	h. eyes
d. Stomach	i. hair
e. Ears	j. nose

Notes from Validator:

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. In addition, please pay attention to your spelling.

➢ The blue color words or statements mean the validator's additional point for your instrument.
➢ The red color means something that you need to revise or delete.

Make sure your questions are appropriate for the students' level of English Competence.

Curup, th of May 2023

Validator

Nastiti Handayani, M.Pd

FINAL REVISION

Vocabulary Test

A. Meaning Test

CHOOSE THE CORRECT ANSWER BY CROSSING A,B,C, OR D!

1. There are…..days in a week
   a. Fourth
   b. Seventh
   c. Sixth
   d. Fifth

2. Before Wednesday is…….
   a. Sunday
   b. Thursday
   c. Monday
   d. Tuesday

3. After Sunday is……..
   a. Monday
   b. Wednesday
   c. Thursday
   d. Tuesday

4. The second day after Sunday is……
   a. Thursday
   b. Tuesday
   c. Monday
   d. Wednesday

5. What is the day before Saturday……
   a. Sunday
   b. Tuesday
   c. Saturday
   d. Friday

6. What month comes after August?
   a. September
   b. October

c. November

    d. July

7. What month comes before May?

    a. June

    b. July

    c. April

    d. March

8. We have breakfast in the……

    a. Morning

    b. Night

    c. Noon

    d. Afternoon

9. The eighth month of the year is……

    a. June

    b. September

    c. July

    d. August

10. Today is Thursday. What day was yesterday?

    a. Tuesday

    b. Wednesday

    c. Friday

    d. Saturday

B. Spelling Test

ARRANGE THE LETTERS BELOW INTO THE CORRECT WORDS! **(PART OF BODY)**

1. ETETH

   ☐☐☐☐☐

2. YEE

   ☐☐☐

3. OSEN

   ☐☐☐☐

4. OFOT

□□□□

5. DHNA

□□□□

6. EADH

□□□□□

7. EOWYEBR

□□□□□□□

8. REA

□□□

9. IFGNRE

□□□□□□

10. AHRI

□□□□

C. Using words into the sentences test

COMPLETE THE PARAGRAPH BY USING WORDS IN THE BOX!

I have two(1)_____that I use to hold many things, and I like to run using my(2)_____. I also often listen to music using earphones that I put in my(3)____, I often eat spicy food with my(4)____ and eat food by biting it with my(5)____. I often walk to the beach and look at its beauty with my(6)____, I have 10(7)____ on my left and right hands, I often smell my mother's homemade cakes with my(8)____. My mom likes to comb her(9)__in the morning, and my father's(10)____often hurts from eating spicy food.

a. Legs	f. teeth
b. Mouth	g. hands
c. Fingers	h. eyes
d. Stomach	i. hair

e. Ears	j. nose

Notes from Validator:

The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. In addition, please pay attention to your spelling.

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Make sure your questions are appropriate for the students' level of English Competence.

Curup,   of May 2023

Validator

Nastiti Handayani, M.Pd

APPENDIX 7

STATISTIC DATA ANALYSIS

The Score of students' Pre-Test and Post-Test in Control and Experimental Class

No	Subject	Control Class		Experiment Class	
1	**Student 1**	40	40	40	50
2	**Student 2**	27	35	50	60
3	**Student 3**	50	53	60	86
4	**Student 4**	74	77	70	85
5	**Student 5**	78	80	50	60
6	**Student 6**	63	70	80	96
7	**Student 7**	15	20	40	86
8	**Student 8**	20	20	30	83
9	**Student 9**	30	30	40	76
10	**Student 10**	30	30	36	76
11	**Student 11**	73	85	20	43
12	**Student 12**	84	85	70	96
13	**Student 13**	50	50	60	80
14	**Student 14**	40	50	20	50
15	**Student 15**	53	70	30	83
16	**Student 16**	50	50	40	86
17	**Student 17**	73	73	83	96
18	**Student 18**	50	70	60	90
19	**Student 19**	65	84	30	50
20	**Student 20**	68	80	60	73
21	**Student 21**	36	40	34	83
22	**Student 22**	50	60	40	83
23	**Student 23**	53	65	35	76
24	**Student 24**	34	40	62	86
25	**Student 25**	40	40	64	73
26	**Student 26**	50	50	42	93
27	**Student 27**	54	55	54	60
	Total	**1.350**	**1.502**	**1.300**	**2.059**
	Average	**50,00**	**55,63**	**48,15**	**76,26**
	Max	**84**	**85**	**83**	**96**
	Min	**15**	**20**	**20**	**43**

The Score of students' Pre-Test and Post-Test in Control and Experimental per indicators

Pre Test Control

Subject	Meaning	Spelling	Using	Sum	Total Score
Student 1	2	1	8	13	40
Student 2	3	3	2	8	27
Student 3	6	0	9	15	50
Student 4	9	6	6	22	74
Student 5	8	7	8	23	78
Student 6	6	3	10	19	53
Student 7	4	0	0	4	15
Student 8	6	0	0	6	20
Student 9	3	2	4	9	30
Student 10	6	2	1	9	30
Student 11	6	8	8	22	73
Student 12	8	9	7	24	84
Student 13	5	8	4	16	50
Student 14	3	2	7	13	40
Student 15	3	10	3	16	53
Student 16	2	10	4	16	50
Student 17	7	10	6	23	75
Student 18	7	8	0	15	60
Student 19	8	6	5	19	65
Student 20	6	5	9	20	68
Student 21	7	2	2	11	36
Student 22	4	6	4	14	50
Student 23	6	8	1	15	53
Student 24	4	2	4	10	34
Student 25	6	6	0	12	40
Student 26	6	7	1	15	50
Student 27	4	9	3	16	54
Mean	**5,3**	**5,1**	**4,2**	**15**	

Post-Test Control Class

Subject	Meaning	Spelling	Using	Sum	Total Score
Student 1	4	3	6	13	40

Student 2	5	2	3	**10**	35
Student 3	6	8	2	**16**	53
Student 4	9	6	8	**23**	77
Student 5	10	8	6	**24**	80
Student 6	8	8	4	**20**	70
Student 7	4	2	0	**6**	20
Student 8	6	0	0	**6**	20
Student 9	4	3	2	**9**	30
Student 10	7	2	0	**9**	30
Student 11	9	8	9	**25**	85
Student 12	8	10	7	**25**	85
Student 13	2	4	9	**15**	50
Student 14	3	7	5	**15**	50
Student 15	6	4	10	**20**	70
Student 16	10	6	0	**16**	50
Student 17	8	9	6	**23**	75
Student 18	7	8	6	**21**	70
Student 19	8	10	7	**25**	84
Student 20	9	6	9	**24**	80
Student 21	7	2	3	**12**	36
Student 22	7	6	5	**18**	60
Student 23	7	8	4	**19**	65
Student 24	5	5	3	**11**	40
Student 25	3	6	3	**12**	40
Student 26	9	4	1	**15**	50
Student 27	4	7	5	**16**	55
Mean	**6,4**	**5,6**	**4,5**	**16,5**	

Pre-Test Experimental Class

Subject	**Meaning**	**Spelling**	**Using**	**Sum**	**Total Score**
Student 1	5	3	3	**11**	40
Student 2	5	6	4	**15**	50
Student 3	4	8	6	**18**	60
Student 4	6	7	6	**20**	70
Student 5	8	8	5	**20**	70
Student 6	6	9	8	**23**	80
Student 7	5	6	0	**11**	40
Student 8	6	3	0	**9**	30
Student 9	5	4	2	**11**	40
Student 10	6	4	0	**10**	36
Student 11	3	1	2	**6**	20

Subject					
Student 12	8	2	10	**20**	70
Student 13	5	7	5	**18**	60
Student 14	5	1	0	**6**	20
Student 15	8	0	0	**8**	30
Student 16	4	7	0	**11**	40
Student 17	8	9	8	**25**	83
Student 18	7	8	3	**18**	60
Student 19	4	1	3	**8**	30
Student 20	9	2	7	**18**	60
Student 21	4	3	3	**9**	34
Student 22	8	3	0	**11**	40
Student 23	4	4	2	**10**	35
Student 24	8	10	0	**18**	62
Student 25	10	8	1	**19**	64
Student 26	5	7	0	**12**	42
Student 27	8	8	0	**16**	54
Mean	**6,0**	**5,1**	**2,7**	**12,1**	

Post-Test Experimental Class

Subject	Meaning	Spelling	Using	Sum	Total Score
Student 1	3	5	7	**15**	50
Student 2	8	9	10	**17**	60
Student 3	9	10	7	**26**	86
Student 4	10	6	10	**26**	86
Student 5	9	9	0	**18**	60
Student 6	9	10	10	**29**	96
Student 7	8	8	10	**26**	86
Student 8	7	10	8	**25**	83
Student 9	8	9	5	**21**	76
Student 10	5	7	10	**21**	76
Student 11	8	5	0	**13**	43
Student 12	9	10	10	**29**	96
Student 13	8	10	6	**24**	80
Student 14	9	5	0	**15**	50
Student 15	9	10	5	**25**	83
Student 16	10	10	6	**26**	86
Student 17	9	10	10	**29**	96
Student 18	8	9	10	**27**	90
Student 19	2	3	10	**15**	50
Student 20	9	10	3	**22**	73
Student 21	10	10	5	**25**	83
Student 22	8	3	0	**11**	40

Student 23	4	8	9	**21**	76
Student 24	9	10	7	**26**	86
Student 25	7	9	5	**21**	76
Student 26	9	9	9	**27**	93
Student 27	8	10	6	**18**	60
Mean	**7,8**	**8,2**	**6,5**	**22,1**	

The Result Of Validity Test
(SPSS 26)

Correlations

		soal1	soal2	soal3	soal4	soal5	soal6	soal7	soal8	soal9	soal10	soal11	soal12	soal13	soal14	soal15	soal16	soal17	soal18	soal19	soal20	soal21	soal22	soal24	soal25	soal26	soal27	soal28	soal29	soal30	SkorTotal
soal1	Pearson Correlation	1	-.298	.804**	-.097	-.074	.804**	.971**	.011	.670**	-.196	-.199	.011	.804**	.931**	-.029	.732**	-.096	-.155	.011	.724**	.931**	.011	.804**	-.196	.931**	.011	.804**	-.196	.804**	.011
	Sig. (2-tailed)		.132	.000	.631	.714	.000	.000	.957	.000	.326	.319	.957	.000	.000	.886	.000	.633	.440	.957	.000	.000	.957	.000	.326	.000	.957	.000	.326	.000	.957
	N	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27
soal2	Pearson Correlation	-.298	1	-.144	.502**	.667**	-.144	-.279	.723**	-.107	.802**	.679**	.723**	-.144	-.207	.716**	-.107	.761**	.785**	.723**	-.102	-.207	.723**	-.144	.802**	-.207	.723**	-.144	.802**	-.144	.723**

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	Sig. (2-tailed)	.132		.472	.008	.000	.472	.158	.000	.596	.000	.000	.000	.472	.300	.000	.596	.000	.000	.000	.612	.300	.000	.472	.000	.300	.000	.472	.000	.472		.000
	N	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27		27
soal3	Pearson Correlation	.804**	-.144	1	-.069	-.233	1.000**	.787**	-.157	.950**	-.247	-.227	-.157	1.000**	.871**	-.194	.915**	-.121	-.205	-.157	.915**	.871**	-.157	1.000**	-.247	.871**	-.157	1.000**	-.247	1.000**		-.157
	Sig. (2-tailed)	.000	.472		.734	.243	.000	.000	.435	.000	.215	.256	.435	.000	.000	.332	.000	.547	.306	.435	.000	.000	.435	.000	.215	.000	.435	.000	.215	.000		.435
	N	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27		27
soal4	Pearson Correlation	-.097	.502*	-.069	1	.388*	-.069	-.163	.474*	-.025	.695**	.449*	.474*	-.069	-.122	.454*	-.025	.512**	.695**	.474*	-.050	-.122	.474*	-.069	.695**	-.122	.474*	-.069	.695**	-.069		.474*
	Sig. (2-tailed)	.631	.008	.734		.045	.734	.417	.013	.903	.000	.019	.013	.734	.544	.017	.903	.006	.000	.013	.805	.544	.013	.734	.000	.544	.013	.734	.000	.734		.013
	N	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27		27

soal5	Pearson Correlation	-.074	.667**	-.233	.388*	1	-.233	-.045	.916**	-.357	.686**	.450*	.916**	-.233	-.087	.896**	-.186	.507**	.682**	.916**	-.203	-.087	.916**	-.233	.686**	-.087	.916**	-.233	.686**	-.233	.916**
	Sig. (2-tailed)	.714	.000	.243	.045		.243	.824	.000	.068	.000	.019	.000	.243	.666	.000	.353	.007	.000	.000	.310	.666	.000	.243	.000	.666	.000	.243	.000	.243	.000
	N	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27
soal6	Pearson Correlation	.804**	-.144	1.000**	-.069	-.233	1	.787**	-.157	.950**	-.247	-.227	-.157	1.000**	.871**	-.194	.915**	-.121	-.205	-.157	.915**	.871**	-.157	1.000**	-.247	.871**	-.157	1.000**	-.247	1.000**	-.157
	Sig. (2-tailed)	.000	.472	.000	.734	.243		.000	.435	.000	.215	.256	.435	.000	.000	.332	.000	.547	.306	.435	.000	.000	.435	.000	.215	.000	.435	.000	.215	.000	.435
	N	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27
soal7	Pearson Correlation	.971**	-.279	.787**	-.163	-.045	.787**	1	-.023	.679**	-.242	-.244	-.023	.787**	.927**	-.065	.712**	-.135	-.198	-.023	.703**	.927**	-.023	.787**	-.242	.927**	-.023	.787**	-.242	.787**	-.023
	Sig. (2-tailed)	.000	.158	.000	.417	.824	.000		.908	.000	.223	.219	.908	.000	.000	.747	.000	.501	.323	.908	.000	.000	.908	.000	.223	.000	.908	.000	.223	.000	.908

	N	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27
soal8	Pearson Correlation	.011	.723**	-.157	.474*	.916**	-.157	-.023	1	-.291	.752**	.528**	1.000**	-.157	-.011	.982**	-.114	.581**	.742**	1.000**	-.123	-.011	1.000**	-.157	.752**	-.011	1.000**	-.157	.752**	-.157	1.000**
	Sig. (2-tailed)	.957	.000	.435	.013	.000	.435	.908		.140	.000	.005	.000	.435	.955	.000	.571	.001	.000	.000	.541	.955	.000	.435	.000	.955	.000	.435	.000	.435	.000
	N	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27
soal9	Pearson Correlation	.670**	-.107	.950**	-.025	-.357	.950**	.679**	-.291	1	-.275	-.246	-.291	.950**	.761**	-.325	.866**	-.146	-.234	-.291	.868**	.761**	-.291	.950**	-.275	.761**	-.291	.950**	-.275	.950**	-.291
	Sig. (2-tailed)	.000	.596	.000	.903	.068	.000	.000	.140		.166	.215	.140	.000	.000	.098	.000	.468	.240	.140	.000	.000	.140	.000	.166	.000	.140	.000	.166	.000	.140
	N	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27
soal10	Pearson Correlation	-.196	.802**	-.247	.695**	.686**	-.247	-.242	.752**	-.275	1	.790**	.752**	-.247	-.231	.740*	-.207	.841**	.984**	.752**	-.211	-.231	.752**	-.247	1.000**	-.231	.752**	-.247	1.000**	-.247	.752**

	Sig. (2-tailed)	.326	.000	.215	.000	.000	.215	.223	.000	.166		.000	.000	.215	.246	.000	.301	.000	.000	.000	.292	.246	.000	.215	.000	.246	.000	.215	.000	.215		.000
	N	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27		27
soal11	Pearson Correlation	-.199	.679**	-.227	.449*	.450*	-.227	-.244	.528**	-.246	.790**	1	.528**	-.227	-.212	.546*	-.181	.807**	.752**	.528**	-.133	-.212	.528**	-.227	.790**	-.212	.528**	-.227	.790**	-.227		.528**
	Sig. (2-tailed)	.319	.000	.256	.019	.019	.256	.219	.005	.215	.000		.005	.256	.288	.003	.367	.000	.000	.005	.507	.288	.005	.256	.000	.288	.005	.256	.000	.256		.005
	N	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27		27
soal12	Pearson Correlation	.011	.723**	-.157	.474*	.916**	-.157	-.023	1.000**	-.291	.752**	.528**	1	-.157	-.011	.982*	-.114	.581**	.742**	1.000**	-.123	-.011	1.000**	-.157	.752**	-.011	1.000**	-.157	.752**	-.157		1.000**
	Sig. (2-tailed)	.957	.000	.435	.013	.000	.435	.908	.000	.140	.000	.005		.435	.955	.000	.571	.001	.000	.000	.541	.955	.000	.435	.000	.955	.000	.435	.000	.435		.000
	N	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27		27

soal13	Pearson Correlation	.804**	-.144	1.000**	-.069	-.233	1.000**	.787**	-.157	.950**	-.247	-.227	-.157	1	.871**	-.194	.915**	-.121	.205	.157	.915**	.871**	-.157	1.000**	-.247	.871**	-.157	1.000**	-.247	1.000**	-.157
	Sig. (2-tailed)	.000	.472	.000	.734	.243	.000	.000	.435	.000	.215	.256	.435		.000	.332	.000	.547	.306	.435	.000	.000	.435	.000	.215	.000	.435	.000	.215	.000	.435
	N	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27
soal14	Pearson Correlation	.931**	-.207	.871**	-.122	-.087	.871**	.927**	-.011	.761**	-.231	-.212	-.011	.871**	1	-.048	.793**	-.113	.192	.011	.792**	1.000**	-.011	.871**	-.231	1.000**	-.011	.871**	-.231	.871**	-.011
	Sig. (2-tailed)	.000	.300	.000	.544	.666	.000	.000	.955	.000	.246	.288	.955	.000		.811	.000	.573	.338	.955	.000	.000	.955	.000	.246	.000	.955	.000	.246	.000	.955
	N	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27
soal15	Pearson Correlation	-.029	.716**	-.194	.454*	.896**	-.194	-.065	.982**	-.325	.740**	.546**	.982**	-.194	-.048	1	-.150	.566**	.697**	.982**	-.091	-.048	.982**	-.194	.740**	-.048	.982**	-.194	.740**	-.194	.982**
	Sig. (2-tailed)	.886	.000	.332	.017	.000	.332	.747	.000	.098	.000	.003	.000	.332	.811		.455	.002	.000	.000	.651	.811	.000	.332	.000	.811	.000	.332	.000	.332	.000

		C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16	C17	C18	C19	C20	C21	C22	C23	C24	C25	C26	C27	C28	C29	C30
	N	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27
soal16	Pearson Correlation	.732**	-.107	.915**	-.025	-.186	.915**	.712**	-.114	.866**	-.207	-.181	-.114	.915**	.793**	-.150	1	-.146	-.167	-.114	.800**	.793**	-.114	.915**	-.207	.793**	-.114	.915**	-.207	.915**	-.114
	Sig. (2-tailed)	.000	.596	.000	.903	.353	.000	.000	.571	.000	.301	.367	.571	.000	.000	.455		.468	.405	.571	.000	.000	.571	.000	.301	.000	.571	.000	.301	.000	.571
	N	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27
soal17	Pearson Correlation	-.096	.761**	-.121	.512**	.507**	-.121	-.135	.581**	-.146	.841**	.807**	.581**	-.121	-.113	.566**	-.146	1	.832**	.581**	-.092	-.113	.581**	-.121	.841**	-.113	.581**	-.121	.841**	-.121	.581**
	Sig. (2-tailed)	.633	.000	.547	.006	.007	.547	.501	.001	.468	.000	.000	.001	.547	.573	.002	.468		.000	.001	.648	.573	.001	.547	.000	.573	.001	.547	.000	.547	.001
	N	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27
soal18	Pearson Correlation	-.155	.785**	-.205	.695**	.682**	-.205	-.198	.742**	-.234	.984**	.752**	.742**	-.205	-.192	.697**	-.167	.832**	1	.742**	-.236	-.192	.742**	-.205	.984**	-.192	.742**	-.205	.984**	-.205	.742**

	Sig. (2-tailed)	.440	.000	.306	.000	.000	.306	.323	.000	.240	.000	.000	.000	.306	.338	.000	.405	.000		.000	.237	.338	.000	.306	.000	.338	.000	.306	.000	.306	.000
	N	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27
soal19	Pearson Correlation	.011	.723**	-.157	.474*	.916**	-.157	-.023	1.000**	-.291	.752**	.528**	1.000**	-.157	-.011	.982**	-.114	.581**	.742**	1	-.123	-.011	1.000**	-.157	.752**	-.011	1.000**	-.157	.752**	-.157	1.000**
	Sig. (2-tailed)	.957	.000	.435	.013	.000	.435	.908	.000	.140	.000	.005	.000	.435	.955	.000	.571	.001	.000		.541	.955	.000	.435	.000	.955	.000	.435	.000	.435	.000
	N	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27
soal20	Pearson Correlation	.724**	-.102	.915**	-.050	-.203	.915**	.703**	-.123	.868**	-.211	-.133	-.123	.915**	.792**	-.091	.800**	-.092	-.236	-.123	1	.792**	-.123	.915**	-.211	.792**	-.123	.915**	-.211	.915**	-.123
	Sig. (2-tailed)	.000	.612	.000	.805	.310	.000	.000	.541	.000	.292	.507	.541	.000	.000	.651	.000	.648	.237	.541		.000	.541	.000	.292	.000	.541	.000	.292	.000	.541
	N	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27

soal21	Pearson Correlation	.931**	-.207	.871**	-.122	-.087	.871**	.927**	-.011	.761**	-.231	-.212	-.011	.871**	1.000**	-.048	.793**	-.113	.192	-.011	.792**	1	-.011	.871**	-.231	1.000**	-.011	.871**	-.231	.871**	-.011
	Sig. (2-tailed)	.000	.300	.000	.544	.666	.000	.000	.955	.000	.246	.288	.955	.000	.000	.811	.000	.573	.338	.955	.000		.955	.000	.246	.000	.955	.000	.246	.000	.955
	N	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27
soal22	Pearson Correlation	.011	.723**	-.157	.474*	.916**	-.157	-.023	1.000**	-.291	.752**	.528**	1.000**	-.157	-.011	.982**	-.114	.581**	.742**	1.000**	-.123	-.011	1	-.157	.752**	-.011	1.000**	-.157	.752**	-.157	1.000**
	Sig. (2-tailed)	.957	.000	.435	.013	.000	.435	.908	.000	.140	.000	.005	.000	.435	.955	.000	.571	.001	.000	.000	.541	.955		.435	.000	.955	.000	.435	.000	.435	.000
	N	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27
soal23	Pearson Correlation	.804**	-.144	1.000**	-.069	-.233	1.000**	.787**	-.157	.950**	-.247	-.227	-.157	1.000**	.871**	-.194	.915**	-.121	-.205	-.157	.915**	.871**	-.157	1	-.247	.871**	-.157	1.000**	-.247	1.000**	-.157
	Sig. (2-tailed)	.000	.472	.000	.734	.243	.000	.000	.435	.000	.215	.256	.435	.000	.000	.332	.000	.547	.306	.435	.000	.000	.435		.215	.000	.435	.000	.215	.000	.435

	N	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27
soal24	Pearson Correlation	-.196	.802**	-.247	.695**	.686**	-.247	-.242	.752**	-.275	1.000**	.790**	.752**	-.247	-.231	.740**	-.207	.841**	.984**	.752**	-.211	-.231	.752**	-.247	1	-.231	.752**	-.247	1.000**	-.247	.752**
	Sig. (2-tailed)	.326	.000	.215	.000	.000	.215	.223	.000	.166	.000	.000	.000	.215	.246	.000	.301	.000	.000	.000	.292	.246	.000	.215		.246	.000	.215	.000	.215	.000
	N	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27
soal25	Pearson Correlation	.931**	-.207	.871**	-.122	-.087	.871**	.927**	-.011	.761**	-.231	-.212	-.011	.871**	1.000**	-.048	.793**	-.113	-.192	-.011	.792**	1.000**	-.011	.871**	-.231	1	-.011	.871**	-.231	.871**	-.011
	Sig. (2-tailed)	.000	.300	.000	.544	.666	.000	.000	.955	.000	.246	.288	.955	.000	.000	.811	.000	.573	.338	.955	.000	.000	.955	.000	.246		.955	.000	.246	.000	.955
	N	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27
soal26	Pearson Correlation	.011	.723**	-.157	.474*	.916**	-.157	-.023	1.000**	-.291	.752**	.528**	1.000**	-.157	-.011	.982**	-.114	.581**	.742**	1.000**	-.123	-.011	1	-.157	.752**	-.011	1	-.157	.752**	-.157	1.000**

	Sig. (2-tailed)	.957	.000	.435	.013	.000	.435	.908	.000	.140	.000	.005	.000	.435	.955	.000	.571	.001	.000	.000	.541	.955	.000	.435	.000	.955		.435	.000	.435		.000
	N	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27		27
soal27	Pearson Correlation	.804**	-.144	1.000**	-.069	-.233	1.000**	.787**	-.157	.950**	-.247	-.227	-.157	1.000**	.871**	-.194	.915**	-.121	.205	-.157	.915**	-.871**	-.157	1.000**	-.247	.871**	-.157	1	-.247	1.000**		-.157
	Sig. (2-tailed)	.000	.472	.000	.734	.243	.000	.000	.435	.000	.215	.256	.435	.000	.000	.332	.000	.547	.306	.435	.000	.000	.435	.000	.215	.000	.435		.215	.000		.435
	N	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27		27
soal28	Pearson Correlation	-.196	.802**	-.247	.695**	.686**	-.247	-.242	.752**	-.275	1.000**	.790**	.752**	-.247	-.231	.740**	-.207	.841**	.984**	.752**	-.211	-.231	.752**	-.247	1.000**	-.231	.752**	-.247	1	-.247		.752**
	Sig. (2-tailed)	.326	.000	.215	.000	.000	.215	.223	.000	.166	.000	.000	.000	.215	.246	.000	.301	.000	.000	.000	.292	.246	.000	.215	.000	.246	.000	.215		.215		.000
	N	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27		27

		soal29	soal30	... (items)																										
soal29	Pearson Correlation	.804**	-.144	1.000**	-.069	-.233	1.000**	.787**	-.157	.950**	-.247	-.227	-.157	1.000**	.871**	-.194	.915**	-.121	.205	-.157	.915**	.871**	-.157	1.000**	-.247	.871**	-.157	1.000**	-.247	1	-.157
	Sig. (2-tailed)	.000	.472	.000	.734	.243	.000	.000	.435	.000	.215	.256	.435	.000	.000	.332	.000	.547	.306	.435	.000	.000	.435	.000	.215	.000	.435	.000	.215		.435
	N	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27
soal30	Pearson Correlation	.011	.723**	-.157	.474*	.916**	-.157	-.023	1.000**	-.291	.752**	.528**	1.000**	-.157	-.011	.982**	-.114	.581**	.742**	1.000**	-.123	-.011	1.000**	-.157	.752**	-.011	1.000**	-.157	.752*	-.157	1
	Sig. (2-tailed)	.957	.000	.435	.013	.000	.435	.908	.000	.140	.000	.005	.000	.435	.955	.000	.571	.001	.000	.000	.541	.955	.000	.435	.000	.955	.000	.435	.000	.435	
	N	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27
SkorTotal	Pearson Correlation	.603**	.527**	.596**	.443*	.536**	.596**	.564**	.655**	.478*	.546**	.404*	.655**	.596**	.629**	.616**	.571**	.525**	.565**	.655**	.569**	.629**	.655**	.596**	.546*	.629**	.655**	.596**	.546**	.596**	.655**
	Sig. (2-tailed)	.001	.005	.001	.021	.004	.001	.002	.000	.012	.003	.037	.000	.001	.000	.001	.002	.005	.002	.000	.002	.000	.000	.001	.003	.000	.000	.001	.003	.001	.000

| N | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 | 27 |

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Appendix 8

The Result of Homogeneity sampling

No	VII A	VII B	VII C
1.	50	40	40
2.	40	30	60
3.	60	20	50
4.	50	50	40
5.	40	40	70
6.	70	70	80
7.	80	10	40
8.	40	20	70
9.	70	10	10
10.	10	80	20
11.	20	60	50
12.	50	50	20
13.	20	40	50
14.	50	70	40
15.	40	10	70
16.	70	40	80
17.	60	70	20
18.	20	10	10
19.	80	20	80
20.	80	80	60
21.	70	60	70
22.	50	50	80
23.	80	40	70
24.	70	70	50
25.	20	10	60
26.	40	20	50
27.	70	10	30
Mean	51,85185	40	50,74074

Vocabulary test untuk menentukan homogeneity sampling

1) A school is the place where students…… with their teachers.

A. teach

B. work

C. play

D. study

2) Bunga is celebrating her birthday. Now Bunga feels

A. happy

B. easy

C. angry

D. hungry

3) Intan: Amir, your new shoes are good and really fit in your ..... You look charming and cool. Amir: Thank you Nita.

A. body

B. feet

 C. finger

D. hand

4) There is a clown in my friend's birthday party. He is very .... He makes all children laugh and happy.

A. angry

B. noisy

 C. funny

D. quiet

5) My little sister and brother are very hungry, so I... lunch for them.

A. prepare

B. wear

C. throw

D. kick

 6) Thomas….. the competition in a National Olimpiade. He looks very happy.

A. jumped

B. lost

C. celebrated

D. Won

7) My younger brother went to dentist two days ago because his…..were in pain.

A. teeth

B. ears

C. hands

D. fingers

8) Fena : Can you lend me a hand?

Rissa: Yes, of course. What can I help you?

Fena: Please,…… these text book to my office.

Rissa: Yes sure, Sir.

A. put

B. give

C. bring

D. read

9) The exam was too ... for her. She got an A!

A. easy

B. expensive

C. difficult

D. high

10) Tina's bicycle is broken. Tina is really……now.

A. charm

B. happy

C. sad

D. confused

Lesson Plan

MODUL AJAR 7 BAHASA INGGRIS SMP/MTs FASE D

A. **Informasi Umum**

Kode Modul	Bhs Inggris D.VII.7 (mapel.fase.kelas.nomor modul/bab)
Penyusun/Tahun	(Nama Penyusun Modul)/2022
Kelas/Fase Capaian	VII/Fase D
Elemen/Topik	Vocabulary Part of body/ Days Of the week
Alokasi Waktu	480 menit (12 Jam Pelajaran)
Pertemuan Ke-	
Profil Pelajar Pancasila	Creative (diambil dari halaman awal bab)
Sarana Prasarana	Papan Tulis,Stick, spidol
Target Peserta Didik	Regular/tipikal
Teknik Pembelajaran	Talking Stick Technique
Mode Pembelajaran	Tatap Muka

B. **Komponen Inti**

Menerapkan fungsi sosial, penggunaan kosa kata. Menyusun kata khusus berupa nama-nama bagian tubuh dan nama-nama hari, bulan dan tahun, sangat pendek dan sederhana dengan memperhatikan fungsi sosial, struktur kalimat, dan unsur kebahasaan, secara benar dan sesuai konteks.

Tujuan Pembelajaran

1. Peserta didik dapat memahami makna dari nama nama hari dalam bahasa inggris
2. Peserta didik dapat mengeja bagian tubuh dalam bahasa Inggris.
3. Peserta didik dapat menyusun kalimat dari karakteristik fisik.

Pertanyaan Pemantik

- *How do you describe your mom?*
- *How do you describe your father?*

Persiapan Pembelajaran

1. Guru melakukan asesmen diagnostik dalam bentuk kuis sebelum pembelajaran.
2. Guru menyiapkan kosakata bagian tubuh dan ciri-ciri fisik

Materi Pembelajaran

1. Days of the week(Bright VII Hal 80)
2. Parts of body (Bright VII hal. 121 – 122)

3. Adjectives to describe parts of body (Bright VII hal. 124)

Langkah Pembelajaran

Pertemuan 1 (2 JP)

Kegiatan awal (10')

- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar.
- Memberikan Pertanyaan Pemantik terkait karakteristik fisik seseorang.
  - *How do you describe your parents?*
  - *Have your brother got a short hair?*
- Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti (55')

- Guru menyiapkan materi tentang kosa kata nama-nama tubuh
- Guru menjelaskan materi tentang part of body
- Guru meminta peserta didik untuk menutup buku dan mengambil sebuah tongkat
- Mempersilakan siswa untuk memegang tongkat secara bergantian sambil menyanyikan lagu
- Siswa terakhir yang memegang tongkat ketika lagu berhenti, diminta untuk mengambil kertas yang berisi kosa kata dan guru meminta siswa untuk mengerjakan tugas seperti mengartikan kosa kata, membuat kalimat ataupun mengeja kosa kata tersebut sesuai dengan intruksi guru
- Kemudian tongkat akan terus dijalankan sampai setiap siswa mendapatkan giliran.

Kegiatan Penutup (15')

- Melakukan refleksi pembelajaran
- Menyampaikan agenda pertemuan berikutnya

Pertemuan 2 (2 JP)

Kegiatan awal (10')
- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar.
- Memberikan Pertanyaan Pemantik terkait materi *Parts of body*
- Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti (55)
- Guru menyiapkan materi tentang kosa kata nama-nama hari dalam bahasa inggri

- Guru menjelaskan materi tentang Days of the week
- Guru meminta peserta didik untuk menutup buku dan mengambil sebuah tongkat
- Mempersilakan siswa untuk memegang tongkat secara bergantian sambil menyanyikan lagu
- Siswa terakhir yang memegang tongkat ketika lagu berhenti, diminta untuk mengambil kertas yang berisi kosa kata dan guru meminta siswa untuk mengerjakan tugas seperti mengartikan kosa kata, membuat kalimat ataupun mengeja kosa kata tersebut sesuai dengan intruksi guru
- Kemudian tongkat akan terus dijalankan sampai setiap siswa mendapatkan giliran.

Kegiatan Penutup (15)
- Melakukan refleksi pembelajaran.
- Menyampaikan agenda pertemuan berikutnya.

Pertemuan 3 (2 JP)
Kegiatan awal (10')
- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar.
- Memberikan Pertanyaan Pemantik tentang kata sifat.
  - *Do you know some adjective words to describe parts of body?*
- Menyampaikan topik dan agenda pembelajaran.

Kegiatan Inti (55)

- Guru menyiapkan materi tentang kosa kata nama-nama tubuh dan nama-nama hari dalam bahasa inggri
- Guru menjelaskan materi tentang part of body
- Guru meminta peserta didik untuk menutup buku dan mengambil sebuah tongkat
- Mempersilakan siswa untuk memegang tongkat secara bergantian sambil menyanyikan lagu
- Siswa terakhir yang memegang tongkat ketika lagu berhenti, diminta untuk mengambil kertas yang berisi kosa kata dan guru meminta siswa untuk mengerjakan tugas seperti mengartikan kosa kata, membuat kalimat ataupun mengeja kosa kata tersebut sesuai dengan intruksi guru
- Kemudian tongkat akan terus dijalankan sampai setiap siswa mendapatkan giliran.

Kegiatan Penutup (10)

- Melakukan refleksi pembelajaran.
- Menyampaikan agenda pertemuan berikutnya.

Pertemuan 4 (2 JP)

Kegiatan awal (10')
- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar.)
- Memberikan pertanyaan pemantik tentang bagian tubuh hewan.
- Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti (55)
- Guru menyiapkan materi tentang kosa kata nama-nama tubuh dan nama-nama hari dalam bahasa inggri
- Guru menjelaskan materi tentang part of body
- Guru meminta peserta didik untuk menutup buku dan mengambil sebuah tongkat
- Mempersilakan siswa untuk memegang tongkat secara bergantian sambil menyanyikan lagu
- Siswa terakhir yang memegang tongkat ketika lagu berhenti, diminta untuk mengambil kertas yang berisi kosa kata dan guru meminta siswa untuk mengerjakan tugas seperti mengartikan kosa kata, membuat kalimat ataupun mengeja kosa kata tersebut sesuai dengan intruksi guru
- Kemudian tongkat akan terus dijalankan sampai setiap siswa mendapatkan giliran.

Kegiatan Penutup (15)
- Melakukan refleksi pembelajaran.
- Menanyakan progress *mini project*.
- Menyampaikan agenda pertemuan berikutnya.

Pertemuan 5 (2 JP)

Kegiatan awal (15')
- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar.)
- Memberikan pertanyaan pemantik
  - *Do you still remember how to write a descriptive text?*
  - *What should be included in a descriptive text?*
- Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti (55)
- Mempersilakan siswa untuk menulis sebuah teks deskripsi tentang salah satu anggota keluarga atau peliharaan. (Hal. 128) (25')
- Mempersilakan siswa untuk mencari sebuah video tentang peliharaan seseorang dan menulis tentang karakteristik hewan peliharaan tersebut. (Hal. 108) (30')

Kegiatan Penutup (10)

- Melakukan refleksi pembelajaran.
- Menyampaikan agenda pertemuan berikutnya.

Pertemuan 6 (2 JP)

Kegiatan awal (15')
- Mempersiapkan siswa untuk siap dalam melaksanakan pembelajaran (berdoa, absensi, dan menyiapkan sumber belajar.)
- Mempersilakan siswa untuk bertanya mengenai materi pembelajaran pertemuan sebelumnya yang tidak dimengerti.
- Menyampaikan topik dan agenda pembelajaran

Kegiatan Inti (55)
- Mempersilahkan siswa untuk mengerjakan tugas akhir bab (hal. 129 – 133). (55')

Kegiatan Penutup (10)

- Melakukan refleksi pembelajaran. .
- Menyampaikan agenda pertemuan berikutnya.

Rencana Asesment

Peserta didik mengerjakan tugas terstruktur, yaitu **Let's Practise** dan **Critical Thinking Tasks** dari Buku Bright and English Course for SMP/MTs Grade VII dari PT Penerbit Erlangga halaman 129 – 133.

Pengayaan dan Remedial

Peserta didik mengerjakan soal pengayaan dan remedial yang terdapat di akhir bab. Soal tersebut dapat diunduh dengan scan QR. Soal dikerjakan secara digital

Refleksi Peserta Didik dan Guru

Refleksi Peserta Didik

- ✓ *How do you describe your physical characteristic?*
- ✓ *Write 5 parts of body in English.*

Refleksi Guru
- ✓ *Does the teaching and learning process run as planned?*
- ✓ *Do the students participate in class activities?*
- ✓ *Do students have any difficulties in understanding some parts of the materials?*

C. Lampiran

Lembar Aktivitas

Silakan kerjakan **Let's Practise** dan **Critical Thinking Tasks** dari Buku Bright and English Course for SMP/MTs Grade VII dari PT Penerbit Erlangga halaman 129 – 133.

Bahan Bacaan Guru dan Peserta Didik

Buku Bright and English Course for SMP/MTs Grade VII dari PT Penerbit Erlangga halaman 117 – 136.

Daftar Pustaka

Zaida, Nur. 2022. Bright and English Course for SMP/MTs Grade VII. Jakarta: PT Penerbit Erlangga

APPENDIX 10

KISI –KISI SOAL VOCABULARY TEST

NO	Indicators of the test	Form of the test	Number of questions
1	**To Understand the Meaning of Vocabulary**	**Multiple Choice**	**10**
2	**To Understand the Spellings of Vocabulary**	**Contracts Words**	**10**
3	**To Understand the Use of Vocabulary in sentences**	**Paragraph Completion**	**10**
Total			**30**

APPENDIX 11

Vocabulary Test(Pre-Test)

A. Meaning Test

CHOOSE THE CORRECT ANSWER BY CROSSING A,B,C, OR D!

11. What is the third day of the week?
    - e. Sunday
    - f. Monday
    - g. Friday
    - h. Wednesday

12. What is the last month of the year?
    - e. April
    - f. may
    - g. December
    - h. Tuesday

13. Before Tuesday is……..
    - e. Monday
    - f. Wednesday
    - g. Thursday
    - h. Tuesday

14. The Third day after Sunday is……
    - e. Thursday
    - f. Tuesday
    - g. Monday
    - h. Wednesday

15. What is the day before Saturday……
    - e. Sunday
    - f. Tuesday
    - g. Saturday
    - h. Friday

16. What month comes after August?
    - e. September
    - f. October
    - g. November
    - h. July

17. What month comes before March?
    - e. June
    - f. July
    - g. April
    - h. March

18. We have breakfast in the……
   e. Morning
   f. Night
   g. Noon
   h. Afternoon
19. The eighth month of the year is……
   e. June
   f. September
   g. July
   h. August
20. Today is Thursday. What day was yesterday?
   e. Tuesday
   f. Wednesday
   g. Friday
   h. Saturday

B. Spelling Test

Complete the following names of the days and month!

S					
M					
T					
W					
T					
F					
S					
A					
F					
D					

C. Using words into the sentences test

COMPLETE THE PARAGRAPH BY USING WORDS IN THE BOX!

I have two(1)_____that I use to hold many things, and I like to run using my(2)_____. I also often listen to music using earphones that I put in my(3)____, I often eat spicy food with my(4)____ and eat food by biting it with my(5)____. I often walk to the beach and look at its beauty with my(6)____, I have 10(7)____ on my left and right hands, I often smell my mother's homemade cakes with my(8)____. My mom likes to comb her(9)___in the morning, and my father's(10)____often hurts from eating spicy food.

Vocabulary Test(Post-Test)

A. Meaning Test

CHOOSE THE CORRECT ANSWER BY CROSSING A,B,C, OR D!

21. There are…..days in a week
    i. Fourth
    j. Seventh
    k. Sixth
    l. Fifth
22. Before Wednesday is…….
    i. Sunday
    j. Thursday
    k. Monday
    l. Tuesday
23. After Sunday is……..
    i. Monday
    j. Wednesday
    k. Thursday
    l. Tuesday
24. The second day after Sunday is……
    i. Thursday
    j. Tuesday
    k. Monday
    l. Wednesday
25. What is the day before Saturday……
    i. Sunday
    j. Tuesday
    k. Saturday
    l. Friday
26. What month comes after August?
    i. September
    j. October
    k. November
    l. July
27. What month comes before May?
    i. June
    j. July
    k. April
    l. March

28. We have breakfast in the……
    i.   Morning
    j.   Night
    k.   Noon
    l.   Afternoon
29. The eighth month of the year is……
    i.   June
    j.   September
    k.   July
    l.   August
30. Today is Thursday. What day was yesterday?
    i.   Tuesday
    j.   Wednesday
    k.   Friday
    l.   Saturday

B. Spelling Test

ARRANGE THE LETTERS BELOW INTO THE CORRECT WORDS!
(PART OF BODY)

11. ETETH

12. YEE

13. OSEN

14. OFOT

15. DHNA

16. EADH

17. EOWYEBR

☐☐☐☐☐☐☐

18. REA

☐☐☐

19. IFGNRE

☐☐☐☐☐☐

20. AHRI

☐☐☐☐

C. Using words into the sentences test

COMPLETE THE PARAGRAPH BY USING WORDS IN THE BOX!

I have two(1)_____that I use to hold many things, and I like to run using my(2)_____. I also often listen to music using earphones that I put in my(3)____, I often eat spicy food with my(4)____ and eat food by biting it with my(5)____. I often walk to the beach and look at its beauty with my(6)____, I have 10(7)____ on my left and right hands, I often smell my mother's homemade cakes with my(8)____. My mom likes to comb her(9)___in the morning, and my father's(10)____often hurts from eating spicy food.

f. Legs	f. teeth
g. Mouth	g. hands
h. Fingers	h. eyes
i. Stomach	i. hair
j. Ears	j. nose

APPENDIX 12

Blue Print Instrument(Vocabulary test)

Indicators Competence	Indicators	Three Levels for developing a test for vocabulary assessment	Types of question	Sub indicators	Item of question
Menerapkan fungsi sosial dari penggunaan kosakata	Mengindentifikasi kosa kata yang terdapat pada nama-nama tubuh	Meaning	Multiple choice 1. word and meaning matching	1. The days of the week	1,3,4 5,8, 10
				2. Month of the year	2,6,7,9
	Mengindetifikasi kosa kata yang terdapat pada hari, minggu, bulan dan tahun.	Spelling	Arrange the letters 1.followig spelling rules	1. The days of the week	11-20
		Using the word into the sentence	1.Sentene Completing 2.Sentence fill in the blank	1. Part of body	21-30

APPENDIX 13
JAWABAN SISWA DAN DOKUMENTASI
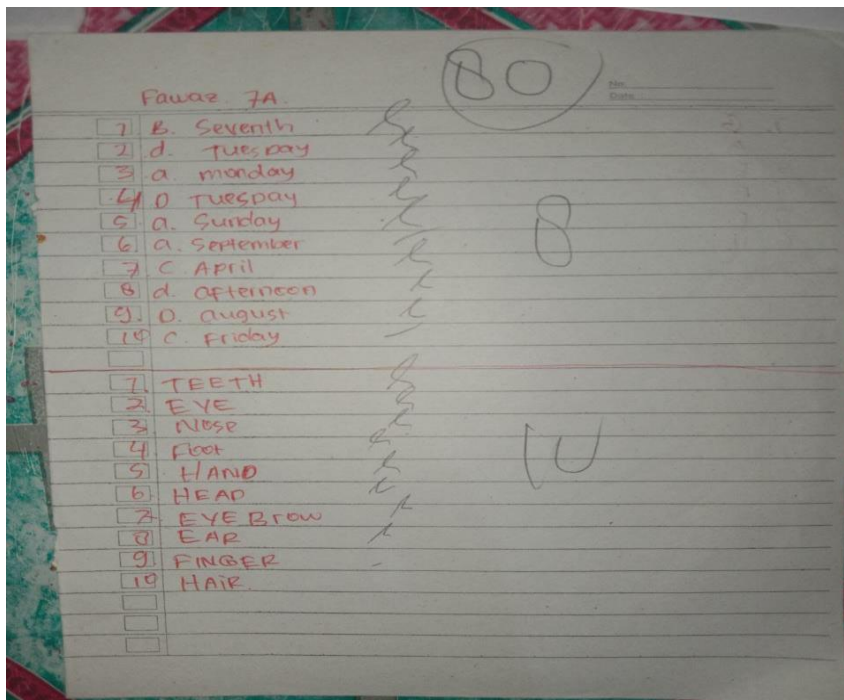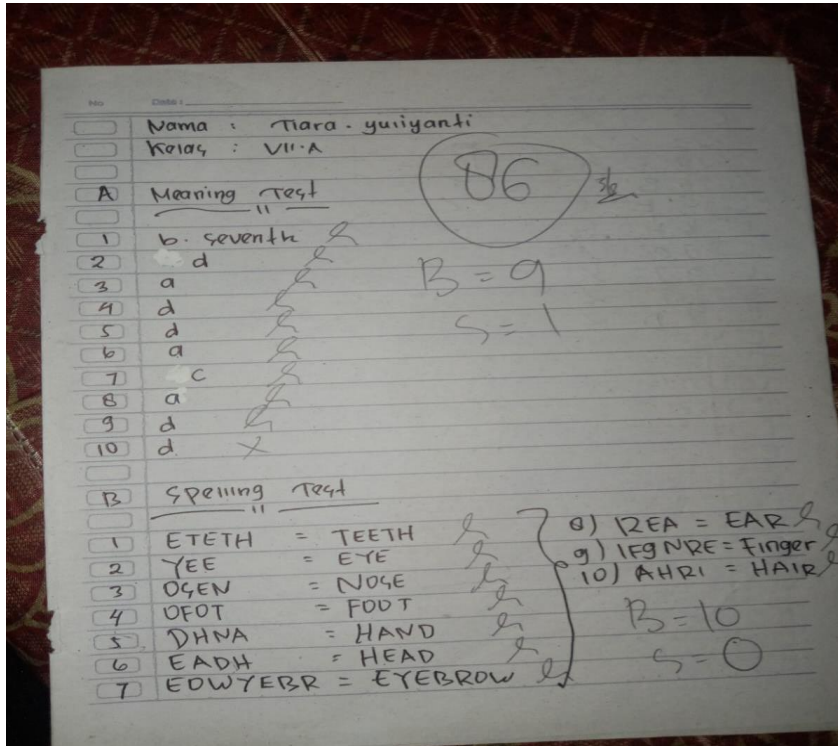
Nama : Mutiara Indah Ramadan
kelas : 7C VIIC
Mapel : B.Ing

A
1. c) sixth
2. b) Thursday
3. a) Monday
4. c monday
5. d friday
6. a september
7. ~~a~~ June
8. a morning
9. d august
10. c friday

B
1. T e e T h
2. e y e
3. N o s e
4. h a n g
5. h a n s
6. b a pt
7. e B o l y e wr
8. e a r
9. F y 6 h r e
10. H a i r t

1. teath
2. eye
3. nose
4. foot
5. 1 hang
6. 1 head
7. eye brow
8. ear
9. Finger
10. hair

6   (40)

6

Nama : ZIDE andreas
kelas : VII.C
Pelajaran : B.inggris

A
1.) b. seventh
2.) a. sunday
3.) a. monday
4.) b. Tuesday
5.) a. sunday
6.) a. september
7.) a. June
8.) d. afternoon
9.) d. august
10.) c. friday

B
1. TEHTE
2. EYE
3. SOEN
4. FOTO
5. DANH
6. DEAH
7. REYBEOW
8. EAR
9. IFRENG
10. HIRA

C
1. 1. hair
2. e ear
3. J. nose   9. fingers
4. h. eyes   10. d. Stomats
5. E. teeth
6. 5. hands
7. a. legs
8. b. mout

(3 4)

4

2

4

1   2... mora Andini

Nama : Tiara yuliyanti
Kelas : VII·A

60

1. B· Seventh
2. d· Tuesday
3. a· Monday
4. C· Monday
5. d· Friday
6. A· September
7. C· April
8. A· Morning
9. d· August
10. C· Friday

B   Spelling Test
1) ETETH = Teeth
2) YEE = Eye
3) OSEN = NOSE
4) OFOT = FOOT
5) OHNA = Hand
6) EADH = Head
7) EOWYBR = Eyebrow
8) REA = EAR

9) IF9NRE = Fingers
10) AHRI = Hair

10

Nama : Zela Sephi Pratiwi
Kelas : VIIA

54

A I fourth
2. d. Tuesday
3. a. monday
4. d. Wednesday
5. d. Friday
6. a. september
7. c. April
8. d. Afternoon
9. d. August
10. b. wednesday

(Pre-Test kelas control)

(Pre-Test Experimental Class)

(Post-test Class Control)

(Post-test Experimental class)

(Treatment Experimental class)