

**THE EFFECT OF TALKING STICK METHOD TO  
VOCABULARY MASTERY AT GRADE VIII STUDENTS  
OF SMP N 8 PADANGSIDIMPUAN**



**Thesis**

*Submitted to the English Education Department of State Islamic  
University Syekh Ali Hasan Ahmad Addary Padangsidempuan as a Partial  
Fulfillment of the Requirement for the Graduate Degree of Education ( S. Pd ) in  
English Department*

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PADANGSIDIMPUAN**

**2025**

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Education (S. Pd.) in English Department*

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*Assalamu 'alaikum Warahmatullahi Wabarakatuh,*

After reading, studying and giving advice for necessary revise on thesis belongs to *Jahara Hasibuan*, entitled "*The Effect of Talking Stick Method To Vocabulary Mastery at Grade VIII Students of SMP N 8 Padangsidempuan*", the researcher assume that the thesis has been acceptable to complete the requirement to fulfill the degree of Islamic Educational Scholar (S.Pd) in English Department, Tarbiyah and Teacher Training Faculty, in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

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*Wassalamu 'alaikum Warahmatullahi Wabarakatuh*

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## ABSTRACT

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This research discussed about the effect of talking stick method to vocabulary mastery at grade VIII students of SMP N 8 Padangsidempuan. The problem of this research were the teacher only used books as a teaching tool, it can make students fell bored in learning, the students lack of the vocabulary especially nouns and the students are low in memorizing the vocabulary. This research uses quantitative research by using experimental research type with pre-test and pos-test control group design. The sample taken by random sampling. The participant of this research were students at grade VIII students of SMP N 8 Padangsidempuan which consisted of 23 students in class VIII-3 and 23 students in class VIII-5. The data were collected 25 multiple choices test for pre-test and 25 multiple choices for post-test. In analyzing data, the researcher used t-test by using the Spss 29.0 application. The result of this research is the mean score of the experimental group was higher than the mean score of control group after using talking stick method. The mean score of experimental after using talking stick method was 87.65 and mean score of control group after doing the post-test was 61.74. After calculating the t-test, the researcher found the result of this research that was  $t_{11.617} > t_{2.080}$ . It means hypothesis was accepted. So, there is significant effect of talking stick method to vocabulary mastery at grade VIII Students of SMP N 8 Padangsidempuan.

**Keyword:** *Vocabulary Mastery, Talking Stick Method*

## ABSTRAK

Nama : Jahara Hasibuan  
NIM : 20 203 00027  
Judul Skripsi : Pengaruh Metode Talking Stick Terhadap Penguasaan Kosakata Pada Siswa Kelas VIII SMP N 8 Padangsidempuan

Penelitian ini membahas tentang meningkatkan penguasaan kosakata siswa dengan menggunakan metode tongkat berbicara pada siswa kelas VIII SMP N 8 Padangsidempuan. Permasalahan dalam penelitian ini adalah guru hanya menggunakan buku sebagai alat pembelajaran, sehingga membuat siswa merasa bosan dalam belajar, siswa kurang menguasai kosakata khususnya kata benda dan rendahnya kemampuan siswa dalam menghafal kosakata. Penelitian ini menggunakan metode kuantitatif eksperimen dengan menggunakan pre-test dan post-test kontrol grup desain. Sampel diambil dengan random sampling. Partisipan penelitian ini adalah siswa kelas VIII SMP N 8 Padangsidempuan yang berjumlah 23 siswa kelas VIII-2 dan 23 siswa kelas VIII-5. Data dikumpulkan menggunakan 25 tes pilihan ganda untuk pre-test dan 25 pilihan ganda untuk post-test. Dalam menganalisis data penelitian ini menggunakan aplikasi Spss.29.0 untuk menguji t kontrol. Hasil dari penelitian ini menunjukkan bahwa hasil rata-rata skor kelompok eksperimen lebih tinggi daripada kelompok kontrol setelah menggunakan metode tongkat berbicara. Rata-rata skor kelompok eksperimen setelah menggunakan metode tongkat berbicara adalah 87.65 dan nilai rata-rata kelompok kontrol setelah melaksanakan post-test adalah 61.74. Setelah menghitung uji t, peneliti menemukan bahwa hasil penelitian ini adalah  $t_{11,617} > t_{2,080}$ . Ini berarti hipotesis diterima. Jadi, ada pengaruh yang signifikan dari penggunaan metode tongkat berbicara terhadap penguasaan kosakata siswa kelas VIII SMP N 8 Padangsidempuan.

Kata kunci : *Penguasaan Kosakata, Metode Tongkat Berbicara*

## ملخص البحث

الاسم : جهارا حسيبوان  
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عنوان البحث : أثر طريقة العصا الناطقة على إتقان المفردات لدى طلاب الصف الثامن من المرحلة الإعدادية ٨ بادانغسيديمبوان

ناقش هذا البحث تأثير طريقة العصا الناطقة على إتقان المفردات لدى طلاب الصف الثامن من المرحلة الإعدادية ٨ بادانغسيديمبوان. كانت مشكلة هذا البحث هي أن المعلم يستخدم الكتب فقط كأداة تعليمية، مما يجعل الطلاب يشعرون بالملل في التعلم، ويفتقر الطلاب إلى المفردات وخاصة الأسماء، كما أن الطلاب لا يحفظون المفردات بشكل جيد. يستخدم هذا البحث بحثًا كميًا باستخدام نوع البحث التجريبي مع تصميم مجموعة ضابطة للاختبار القبلي والاختبار الوضعي. تم أخذ العينة عن طريق أخذ عينات عشوائية. كان المشاركون في هذا البحث طلاب الصف الثامن من طلاب الصف الثامن من المرحلة الإعدادية ٨ بادانغسيديمبوان الذي يتألف من ٣٢ طالبًا في الصف الثامن - ٣ و ٣٢ طالبًا في الصف الثامن - ٥. تم جمع البيانات من خلال ٥٢ اختبارًا متعدد الخيارات للاختبار القبلي و ٥٢ اختبارًا متعدد الخيارات للاختبار البعدي. في تحليل البيانات، استخدم الباحث اختبار ت تس باستخدام تطبيق الحزمة الإحصائية للعلوم الاجتماعية ٠.٢٩. وكانت نتيجة هذا البحث هي أن متوسط درجات المجموعة التجريبية كان أعلى من متوسط درجات المجموعة الضابطة بعد استخدام طريقة العصا الناطقة. وكان متوسط درجات المجموعة التجريبية بعد استخدام أسلوب العصا الناطقة ٨٧٠.٦٥، ومتوسط درجات المجموعة الضابطة بعد إجراء الاختبار البعدي ٥٢.٨٦. بعد حساب اختبار ، وجد الباحث نتيجة هذا البحث التي كانت  $11,617 > 2,080$  وهذا يعني أنه تم قبول الفرضية. إذن، هناك تأثير كبير لطريقة عصا التحدث على إتقان المفردات لدى طلاب الصف الثامن من المرحلة الإعدادية ٨ بادانغسيديمبوان

الكلمات المفتاحية : إتقان المفردات، طريقة العصا الناطقة



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Padangsidempuan, 2025  
Researcher

**Jahara Hasibuan**  
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## CHAPTER I

### INTRODUCTION

#### A. The Background of the Problem

Vocabulary is the collection of words that an individual knows. Clouston said that Vocabulary is central to English language teaching because without sufficient vocabulary, students cannot understand others or express their own ideas.<sup>1</sup> According to Rosanti, et.al vocabulary is an inseparable part of any language learning process. It would be impossible to learn a language without vocabulary. That is why to be able to master the four skills, students must master vocabulary first.<sup>2</sup> So, mastering vocabulary is essential for effective language learning and is a prerequisite for developing the four language skills

Vocabulary is basic to communication and very crucial because if people do not recognize the meaning of the key words used by those who address them, the students will not be able to participate in the conversation especially when teaching and learning language.<sup>3</sup> So, mastering vocabulary is essential for language learners because it forms the foundation for effective communication and the development of other language skills. Therefore,

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<sup>1</sup> Michael Lessard-Clouston, *Teaching Vocabulary, Revised*, ed. Meg Moss (Alexandria, Virginia, 22314 USA: Tesol International Association, 2021).

<sup>2</sup> Susi Rosanti, Iskandar Zulkarnain, and Linda Astuti Rangkuti, "Excellence Journal of English and English Education The Effect Of Scramble Method On Students' Achievement In Learning Vocabulary" 2, no. 1 (2022): 2807–2103, <https://doi.org/10.47662/ejee.v2i1.332>.

<sup>3</sup> Mega Silvia Sitompul et al., "The Effect of Scramble to Improving Vocabulary Mastery of the First Year Student at State Vocational High School 1 Pematangsiantar," *Journal on Education* 05, no. 04 (2023): 13884–92, <https://jonedu.org/index.php/joe/article/view/2405>.

prioritizing vocabulary acquisition is crucial for students aiming to excel in listening, speaking, reading, and writing in foreign language.

According to Richards and Renandya, vocabulary plays a crucial role in acquiring language skills which is the basis for learning to speak, listen, read, and write. As a basis for learning a language, students need to learn vocabulary well so that it can facilitate them in the learning process.<sup>4</sup> Learning vocabulary is very important part of learning a business English. Since business terms are rather unique, their meanings are not easy to guess.<sup>5</sup> Herawati,et.al stated that vocabulary is all the words in a language that are familiar and used by someone to communicate with each other. Vocabulary is a major concern in Junior High School materials because vocabulary is a collection of several words is combining, so that meaning or meaning. Successful communication or saying what you mean is dependent upon a good vocabulary base.

Based on the interviewed with Khairani<sup>6</sup> as the English teacher of SMPN 8 Padangsidempuan, the main vocabulary problem is lack of vocabulary knowledge of students. Students find it difficult to read and tell

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<sup>4</sup> Jack C.Richards and Willy A.Renandya, *"Methodology in Language Teaching"* [https://viancep2012.files.wordpress.com/2011/12/Methodology\\_in\\_language\\_teaching\\_2002\\_scan\\_Ned.Pdf](https://viancep2012.files.wordpress.com/2011/12/Methodology_in_language_teaching_2002_scan_Ned.Pdf). (Cambridge University Press, 2002), [https://viancep2012.files.wordpress.com/2011/12/methodology\\_in\\_language\\_teaching\\_2002\\_scan\\_ned.pdf](https://viancep2012.files.wordpress.com/2011/12/methodology_in_language_teaching_2002_scan_ned.pdf).

<sup>5</sup> Ahmad Thalib and M. Basri Wello, *Developing Your Business English Vocabulary Exercises for Business English Student* (Makassar: Badan Penerbit Universitas Negeri Makassar, 2007), [https://eprints.unm.ac.id/14101/1/New\\_Document\\_1.pdf](https://eprints.unm.ac.id/14101/1/New_Document_1.pdf).

<sup>6</sup> Masnah Khairani, "Interview With English Teacher at SMPN 8 Padangsidempuan on November 13 2023, at 13.00 Am," n.d.

the vocabulary, which discourages them from learning it. The students are not motivated to learn vocabulary. The teacher taught the English Learning using books provided and students are asked to say or spell the word, write and memorize the words being thought. As the result, the students get bored and are unable to enjoy the classroom learning process. Students feel difficult in memorizing the vocabulary that they have learned. Students also lack motivation to memorize vocabulary at grade VII in SMP Negeri 8 Padangsidempuan. They don't interest to memorize vocabulary and they hate English because they think English is very difficult, as a result most of the students don't understand about English. It can be happened because of strategies for teaching and learning it not appropriate with students.

In this research, researcher used the method to study. One of method that can improve the students' vocabulary mastery is talking stick method. This method can be used to help build students vocabulary using a variety of themes. Ideally if the students can play many games in english their vocabulary mastery will be up. It can be seen from less vocabulary that they have memorize and they are not able to mention the meaning of simple vocabulary . The learning method is a strategy or technique in delivering teaching and learning activities in the classroom that is applied by teachers so that the set of goals can be achieved objectively. The learning process requires a variety of special methods which in essence can support the achievement of effective and efficient learning objectives. Teachers need to know and learn

appropriate teaching methods to convey material to students. Teaching methods are practiced at the time of teaching and made as attractive as possible so that students can receive lessons easier. Additionally, the teacher must also know the advantages and disadvantages of the methods to reduce difficulties during teaching and learning.<sup>7</sup> So, the effective teaching methods are essential for achieving educational goals, and teachers must understand various strategies to enhance learning while being aware of each method's strengths and weaknesses.

Talking Stick method takes an important roles from the teachers and the students. Without the teacher and the students, this method will not be able to apply in the context of teaching language learning. Mukrimah stated that Talking stick is one of the learning models. This talking stick learning model is carried out with the help of a stick, whoever holds the stick is obliged to answer questions from the teacher after the students have studied the main material. This learning model is to practice speaking, create a pleasant atmosphere and make students active. Therefore, talking stick method can be used to enrich vocabulary and solve the students' problem in learning vocabulary.<sup>8</sup> Huda stated that talking stick is a group learning method with the help of stick. The group holding the stick must first answer question from the

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<sup>7</sup> M Ilyas and Armizi, "Metode Mengajar Dalam Pendidikan," 2020, 185–96, file:///C:/Users/hp/Downloads/m\_ridhwan,+5.++M.+Ilyas+&+Armizi+185-196.pdf.

<sup>8</sup> Syifa S. Mukrimaa, *53 Metode Belajar Pembelajaran*, ed. Sifa Siti Mukrimah, *Buku* (Bumi Siliwangi, Bandung: Business Management of Education, 2014).

teacher after they have studied the main material. This activity is repeated continuously until all groups have a turn to answer question from the teacher.<sup>9</sup> So, talking stick is a structured group learning technique where groups take turns to answer questions from a teacher using a stick as a tool to designate who is speaking. this process continues until every group has had the opportunity to respond.

As a result of the explanation given above, the researcher is interested in knowing how talking stick affects the students' vocabulary. As a result, the researcher is inspired to carry out a research called "The Effect of Talking Stick Method to Students' Vocabulary Mastery at Eight Grade of SMP N 8 Padang Sidempuan".

## **B. The Identification of the Problem**

From the background of the problem, the researcher would like to show that students' problems in vocabulary mastery at eight grade students of SMP N 8 Padang Sidempuan can be identified by :

1. The students still lack of the vocabulary.
2. The teacher only used books as a teaching tool.
3. The students can not generate the organize the ideas.
4. The students feel bored in learning.
5. The students can not memorize the vocabulary.

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<sup>9</sup> Miftahul Huda, *Model-Model Pengajaran Dan Pembelajaran : Isu- Isu Metodis Dan Paradigmatis* (Yogyakarta: Pustaka Pelajar, 2016).



### **C. The Limitation of the Problem**

The problems that faced of students SMP N 8 Padangsidimpuan are they still lack of the vocabulary, the teacher only used books as a teaching tool, The students feel bored in learning, and The students can not memorize the vocabulary. So, the researcher limited the research in learning vocabulary about Animal, fruit, and things. Then, researcher used Talking Stick Method to know whether there is significant effect of talking stick method to students' vocabulary mastery.

### **D. The Definitions of Operational Variables**

The definition of operational variables of this research are:

#### **1. Talking Stick**

Talking stick is one kind of cooperative learning method 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.

#### **2. Vocabulary Mastery**

Vocabulary mastery is a deep understanding and mastery of various words in a language. That involves the ability to recognize, understand and use these words appropriately in a variety of communication situations, both spoken and written.

### **E. The Formulation of the Problem**

The formulation of the problem in this research are :

1. How is students' vocabulary mastery before learning by using talking stick method at SMP N 8 Padang Sidimpuan?
2. How is students' vocabulary mastery after learning by using talking stick method at SMP N 8 Padang Sidimpuan?
3. Is there any significant effect of using talking stick method to students' vocabulary mastery at SMP N 8 Padang Sidimpuan?

### **F. The Objectives of the Research**

Considering the formulation of the problems above, the objectives of this research can be formulated to know the effectiveness of talking stick to students' vocabulary at SMP N 8 Padangsidimpuan which is described as follow:

1. To describe the students' vocabulary mastery at eight grade of SMP N 8 Padang Sidimpuan before using talking stick method.
2. To describe the students' vocabulary mastery at aight grade of SMP N 8 Padang Sidimpuan after using talking stick method.
3. To examine the effect of using talking stick method to students' vocabulary mastery at eight grade of SMP N 8 Padang Sidimpuan.

### **G. The Significances of the Research**

The significances of the research are:

1. For the teacher, It can be used to vary teaching students to master English vocabulary. Teacher can use the talking stick method and improve students' vocabulary mastery and can make students more interested and not bored in learning English and easily master english vocabulary
2. For the students, They can find ways to learn English that are more interesting and less boring during lessons. As well as students can improve their mastery of English vocabulary by using talking stick method.
3. For the researcher, the result of the research supplied information for further related studies and this study can be used by the researcher as a strategy in teaching learning process and gives insightful knowledge of English proficiency.

### **H. Outline of the Thesis**

There are five chapters in this research. Each chapter consists of some subtitles or chapters with detail as follows:

Chapter I to further explain the concepts covered in each chapter, various subtopics are included. The background of the problem, the identification of the problem, the limitation of the problem, the definitions of operational variables, the formulation of the problem, the objectives of the research, and the significances of the research are all included as an introduction in the first chapter.

Chapter two consist of the literature review, which explain about the vocabulary, teaching vocabulary, word chain game, the related finding, the conceptual framework, and the hypothesis. In chapter three there are the research design, the time and the location of the research, the population and the sample, the instrument of the data collection, the validity and the reability of instrument, the research procedure, and the technique of data analysis.

Chapter four consist of the data description, hypothesis testing, and discussion and result threats of the research. chapter five consist of the conclusion about the result of this research and suggestions for the students, teacher and the school that are given by the researcher.

## CHAPTER II

### LITERATURE REVIEW

#### I. Theoretical Description

##### 1. Vocabulary Mastery

###### a. Definition of Vocabulary

Vocabulary is the collection of words that an individual knows. Vocabulary plays a crucial role in acquiring language skills which is the basis for learning to speak, listen, read, and write. As a basis for learning a language, students need to learn vocabulary well so that it can facilitate them in the learning process.<sup>10</sup> According to Mawar et al that Vocabulary is all the words which use in a language and vocabulary is all words that people know or use and also as the core component of word from master. Master is person very skilled and able in some work, profession, science. Addition about mastery “mastery is great knowledge about understanding of a particular thing”. It means mastery is a competence someone about one material or to do something.<sup>11</sup> Vocabulary mastery is that great knowledge, control or skill pof all word, vocabulary mastery is ability to memorize many of list vocabulary.

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<sup>10</sup> C.Richards and A.Renandya, “Methodology in Language Teaching”[https://Viancep2012.Files.Wordpress.Com/2011/12/Methodology\\_in\\_language\\_teaching\\_2002\\_scan Ned.Pdf](https://Viancep2012.Files.Wordpress.Com/2011/12/Methodology_in_language_teaching_2002_scan_Ned.Pdf).

<sup>11</sup> Seri Mawar, Eka Sustri Harida, and Fitri Rayani Siregar, “Improving Students’ Vocabulary Mastery Through Word Square Modeling At Grade Vii Smp Negeri 5 Padangsidimpuan,” *TAZKIR: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman* 3, no. 2 (2017): 235, <https://doi.org/10.24952/tazkir.v3i2.1554>.

Vocabulary is the stock of word on which they can draw in expressing people selves. Most of the people do not use nearly as many words in speaking or writing as someone recognizes or understands when they hear or see.<sup>12</sup> It means, someone uses vocabularies which they have been known, and cannot use vocabulary that they have been known yet.

Vocabulary is the basic element of language that someone needs in learning a language especially to communicate effectively with others. Thus, researcher concluded that vocabulary is all the words in a particular language that an individual knows or uses to communicate effectively. The students will understand the all of english learning by studying and memorizing the vocabulary.

#### b. Kinds of Vocabulary

Vocabulary is an essential component that links the four skills of listening, speaking, reading, and writing. There are many kinds of vocabulary made by the expert. Mitchell at al stated that there are eight kinds of vocabulary, and they are:

##### 1. Noun

A noun is a word that names a person, place, thing, or idea. It can also refer to an event, substance, or quality. Nouns are one of the four major word classes, along with verbs, adjectives, and adverbs.

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<sup>12</sup> Richard D. Mallery, *How to Enlarge and Improve Your Vocabulary*, This editi (The New Home Library, 1944).



Example: a) It is a *magazine*.

b) There is an *umbrella*.

## 2. Verb

A verb is a word that describe an action, state, or occurrence in a sentence. Verbs are an essential part of a sentence's predicate and are almost always used with a noun or pronoun.

Example : a) The teacher *teach* in the class

b) The students *study* in the class

## 3. Pronoun

A pronoun is a word that can be used instead of a noun or noun phrase to refer to people, things, concepts, or places. So, it means a pronoun is a word that replace a noun or noun phrase in a sentence. Pronouns help avoid repeating the same noun over and over. Pronouns also can provide context and make sentence clearer.

Example: a) They are my lecture.

b) He goes to office.

## 4. Adjective

An adjective is a word that describes or modifies a noun or pronoun. adjectives can describe a noun's quality, quantity, or extent, or distinguish it from other things. Adjective can be used to describe the

qualities of someone or something independently or in comparison to something else.

Example : a) Mr. Herman is *clever*.

b) This magazine is *expensive*.

## 5. Adverbs

An adverb is a word that modifies a verb, adjective, or another adverb, and is often recognized by the suffix “-ly” at the end of it. Adverbs provide context in a sentence by describing how, when, where, and to what extent something occurs.

Example: a) Mrs. Nurul is teaching in the classroom.

b) I go to campus.

## 6. Preposition

A preposition is a word or group of words that connects a noun, pronoun, or noun phrases to another words in a sentence. Preposition is used to show relationship between words, such as time, place, direction, or spatial relationships. It can also introduce an object.

Example : a) She is waiting *at* the bus stop

b) There is ice cream *on* the table

## 7. Conjunction

A conjunction is a word that joins words, phrases, clauses, or sentence together. Conjunction is a part of speech, and they are used to create more complex sentence. There are many conjunctions in the English language, but some common one include and, or, but, because, for, if, and when.

Example: a) I stayed home *because* it was raining.

b) Intan *and* I go to the campus

## 8. Interjection

An interjection is a word or phrase that is used to express a feeling or reaction, or to request or demand something. Interjections are grammatically independent from the words around them, and can be used to emphasize a thought or add excitement to a sentence.<sup>13</sup>

Example : a) *Oh!* I'm sorry to hear that.

b) *Ah!* It's just my luck

From the kinds of vocabulary above, the researcher focuses on noun. So, here the researcher will explain about the definition and kinds of noun:

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<sup>13</sup> Shannon Mitchell, Leanne Baugh, and Julie Kelly, *Parts of Speech*, ed. Monica Morris, *Transactions of the Philological Society*, vol. 48 (West Vancouver: Monique Brewer, 2007), <https://doi.org/10.1111/j.1467-968X.1949.tb00697.x>.

### a) Definition of Noun

Noun is a word that names a person, place, thing, or idea. It can also refer to an event, substance, or quality. Nouns are one of the four major word classes, along with verbs, adjectives, and adverbs. A noun can be defined as a word used to animal, fruit, and things. A thing here means that it comprises something which can be perceived by human senses, or that which cannot be perceived but can be thought of.

### b) Kinds of Noun

Nouns according to their form are divided into two type:

#### 1) Concrete noun

Concrete noun is something which can be captured with the five senses such as: name of people, places, or things, and so on.

Example :

- a. I moved the table to the corner.
- b. He has just painted the wall.
- c. I saw Mr. John at school yesterday.
- d. It's dark here, I need a fl ashlight.
- e. Who broke the mirror?

Concrete nouns themselves are divided into five parts:

#### a. Common Nouns

Namely a noun that shows the type, class of objects, places, and so on. Example: man, town, water, metal, ammonia.

#### b. Proper Nouns

That is the name for a special noun intended for one object only. Proper nouns always start with a capital letter. Example: Africa, Peking, United Nations, The Tower of London, The Red Lion.

#### c. Collective Nouns

In the form of humans (people), animals (animals), and an object (thing). Certain words usually or always used to create a collective nouns. Examples: choir, team, jury, shoal, cabinet (of ministers), regiment.

#### d. Material Nouns

Namely a name that indicates the name of an object which happens by itself and is not artificial man. Examples: gold, water, fish, iron, blood.

#### e. Compound Nouns

Which is a combination of two words or more. Examples: step sister, board of members, courtmartial, paper-clip

#### f. Countable Nouns

Countable nouns are nouns that CAN be counted. They have a singular and a plural form and can be used with a number. Sometimes countable nouns are called count nouns. Examples of countable nouns: car, desk, cup, house, bike, eye, butterfly.

#### g. Uncountable Nouns

Uncountable nouns are nouns that CANNOT be counted. These are sometimes called Mass Nouns. Uncountable nouns often refer to:

- a. substances: paper, wood, plastic
- b. liquids: milk, oil , juice
- c. gases: air, oxygen
- d. abstract ideas: happiness, time, information

Examples of uncountable nouns: water, coffee, cheese, sand, furniture, skin, wool, gold, fur

#### 2) Abstract Noun

The opposite of concrete noun, which is meant by abstract noun is a noun that cannot be captured by the five senses such as: ideas, feelings, and others so on.

Example :

- a. Devils always try to bring us to the darkness.



- b. Everyone hopes to get happiness.
- c. We have to keep our health.
- d. A judge must have a wisdom.
- e. A soldier must have a courage.<sup>14</sup>

c. Principles of Teaching Vocabulary

In order to achieve a certain level of vocabulary acquisition, learners have to use various strategies to be successful in their learning process. Besides, teachers also hold an immense responsibility in ensuring the success of acquisition among learners. This is because learners are particularly interested in receiving vocabulary instruction. Thus, vocabulary acquisition depends not only on how learners learn, but also how they are taught. Consequently, many scholars have come out with teaching and learning principles for teachers and learners to teach and learn vocabulary respectively. Of all the principles introduced, ten principles were found to be essential in ensuring vocabulary acquisition.

According to Hedge, there are number of principle for the teaching of vocabulary ;

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<sup>14</sup> Lise Fontaine, "Noun, Grammar and Context," *Linguistics and the Human Sciences* 11, no. 2–3 (2018): 178–202, <https://doi.org/10.1558/lhs.34355>.

- 1) Developing a variety of techniques for the teaching of meaning.
- 2) Encouraging the development of effective strategies.
- 3) Exposing learners to vocabulary through reading and training lexical inferencing.
- 4) Teaching the effective use of dictionaries.
- 5) Evaluating the vocabulary component of coursebooks.
- 6) Teaching vocabulary explicitly through a range of activity types.
- 7) Developing resources for vocabulary teaching.<sup>15</sup>

Based on the points above, the more principles how the teacher's way to teaching vocabulary that the students able to know the vocabulary. The students also able to understanding and memorize the vocabularies. In this research, the researcher uses talking stick method to make students easier in memorize vocabulary, they do not feel bored in learning, and also make them active when study in the class.

#### d. Material of Vocabulary

Material is the main material that must be prepared by a teacher before starting the class and it can help the teacher in teaching and learning process. Material in the learning context is any form of

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<sup>15</sup> Tricia Hedge, *Teaching and Learning in the Language Classroom*, 1st ed. (Oxford University Press, 2000).

material or content used to assist the education and learning process. it includes various types of resources designed to support teaching and students' understanding of a particular subject or skill. Material of vocabulary used in this research is noun. A noun can be defined as a word used to animal, fruit, and things. A thing here means that it comprises something which can be perceived by human senses, or that which cannot be perceived but can be thought of.

The example of the material about animal is : Rabbit, cat, dog, zebra, elephant, fish, snake, etc. And the example of fruit is : Mango, banana, apple, grape, guava, avocado, etc. And the last is about things, the example is : chair, table, lamp, phone, car, plate, cup, etc.

And the image below is the examples of Animal and vocabulary assignment in a class of 8 textbook.

**Task 13**  
Work in pairs. Look at the pictures of pets below. Ask 5 classmates which animal they would be willing to keep as a pet. Write the answer in the table.

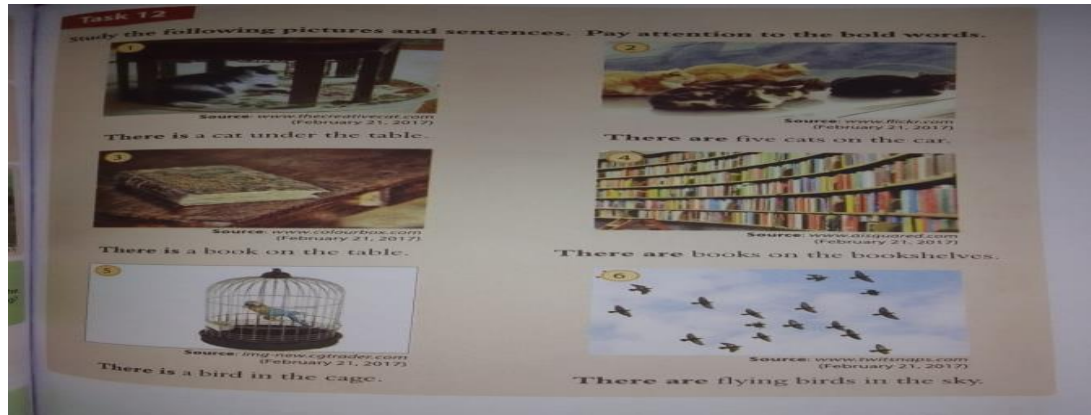


Source: [www.pinterest.com](http://www.pinterest.com), [www.meritallots.com](http://www.meritallots.com), [www.petbarn.com](http://www.petbarn.com), [www.amazon.com](http://www.amazon.com), [www.i-love-cats.com](http://www.i-love-cats.com), [www.reference.com](http://www.reference.com) (January 9, 2017)

No.	Name	Animal					
		Rabbit	Hamster	Fish	Dog	Cat	Snake
1.		✓			✓	✓	
2.							
3.							
4.							
5.							

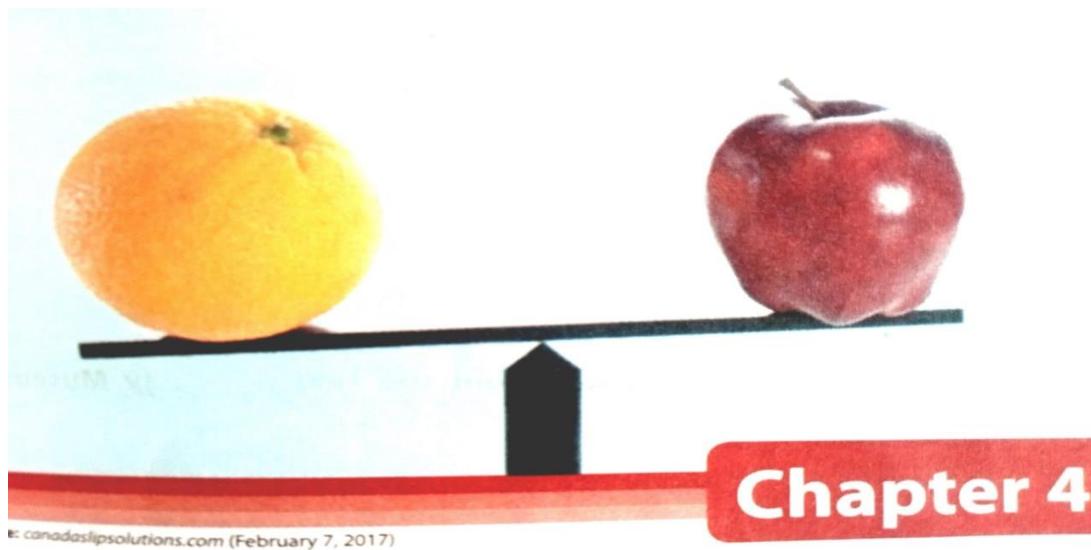
### Picture 1. The example of animal

Another examples in the picture below, we can see the vocabularies.<sup>16</sup>



### Picture 2. The example of things

Another examples in the picture below, we can see the vocabularies



### Picture 3. The example of fruit.

<sup>16</sup> Titie Surtiyah K, Ai Siti Djamilah, and Neneng Nurjannah, *Bahasa Inggris Communicative English in Context*, ed. Nadira Dhaifina (Bandung, 2017).

#### e. Vocabulary Assessment

There are some vocabulary assessment that we must know. According to Lado in Mustika there are some vocabulary aspects as follows:

##### 1) Meaning

When teaching students about meaning, the teacher should clarify that a word can have multiple meanings depending on the context in which it is used. The teacher can use guided discovery and dictionaries to help students understand the meaning.

##### 2) Spelling

In learning vocabulary, spelling is essential for learning vocabulary since it promotes reading and serves as a link between letters and sounds, due to the fact that they belong to various types, spelling there may be different acceptable written versions of an equivalent word within the same variety of English, as is the case with many American English terms.

##### 3) Pronunciation

The manner a person pronounces words in a language is referred to as pronunciation. The majority of words have only one pronunciation, however some words have two or more. It can be seen

from some words are “present” which pronunciation /”preznt/ and /”prl”zent/ and the word “read”, which pronunciation /ri:d/ and /red/. Because it is unrelated to word spelling, English pronunciation is difficult to master. Students want to be able to speak English fluently and clearly. So that they can communicate without being irritated, and so that the receiver can communicate more easily.

#### 4) Word Classes

Word classes are a sets of word in a language. Hatch and Brown stated that the word classification is based on their functional classification, namely part of speech. There are parts of speech that students must know such as noun, verb, adjectives, adverbs, pronouns, preposition, conjunctions, and interjections.

#### 5) Word Use

Words use is how a word, phrase, or concept is employed in a language. Word use can also entail grammar, which can be the topic of profound analysis.<sup>17</sup>

Based on the aspects of vocabularies above, the researcher focused on meaning and spelling. Those are the skills that early learners acquire in order to communicate effectively. This research will be conducted at SMP N 8 Padangsidempuan.

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<sup>17</sup> Vina Mustika, “The Use of Puzzle Game To Improve Students’ Vocabulary Mastery” (Universitas Lampung, 2022), <http://digilib.unila.ac.id/67177/3/3>. SKRIPSI TANPA BAB PEMBAHASAN.pdf.



### 3) Talking Stick Method

#### a. Definition of Talking Stick

Huda stated that talking stick is a group learning method with the help of stick. The group holding the stick must first answer question from the teacher after they have studied the main material. This activity is repeated continuously until all groups have a turn to answer question from the teacher.<sup>18</sup> Mukrimaa stated that Talking stick is one of the learning models. This talking stick learning model is carry out with the help of a stick, whoever holds the stick is obliged to answer questions from the teacher after the students have studied the main material. This learning model is to practice speaking, create a students active. Therefore, talking stick method can be used to enrich vocabulary and solve the students' problem in learning vocabulary.<sup>19</sup> 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.

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<sup>18</sup> Huda, *Model-Model Pengajaran Dan Pembelajaran : Isu- Isu Metodis Dan Paradigmati*s.

<sup>19</sup> Mukrimaa, *53 Metode Belajar Pembelajaran*.

According to Sara'an and Swondo Talking stick is a method of group learning with the help of a stick. The group holding the stick first must answer questions from the teacher after students learn the subject matter, then the activity is repeated continuously until all groups have a turn to answer questions from the teacher. The talking stick is one of the cooperative learning, the teacher gives students the opportunity to work alone and work together with others by optimizing student participation.<sup>20</sup> In conclusion, the talking stick fosters cooperative group learning by employing a structured approach where groups take turns holding a designated stick to answer teacher-directed questions. This game encourages active student engagement and collaboration, balancing individual learning opportunities with group interaction to enhance overall participation and comprehension.

The picture below is the example of talking stick :

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<sup>20</sup> Citra Purwira Sari Br. Sara'an and Ashari P. Swondo, "The Effect of Talking Stick Method on Students' Vocabulary Mastery At the Seventh Grade of Smp Swasta Darussalam Medan," *Journal MELT (Medium for English Language Teaching)* 5, no. 1 (2021): 01, <https://doi.org/10.22303/melt.5.1.2020.01-11>.



**Picture 3. The example of talking stick**

The image above is an example of a talking stick. and researchers will make a simpler one from the image. The images above will be used by researcher as a media for teaching vocabulary.

**b. Advantages of Talking Stick Method**

According to Mukrimaa there are many advantages of talking stick method that can be taken, namely :

1. Tests student readiness.
2. Practice reading and understanding quickly.
3. To study harder (study first).<sup>21</sup>

Therefore, the conclusion of the advantages of playing talking stick is that students' learning in class becomes quickly to understand. The talking stick method serves to assess student readiness, enhance rapid learning and understanding. And promote a focus on studying diligently.

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<sup>21</sup> Mukrimaa, *53 Metode Belajar Pembelajaran*.

According to Sartipa the advantages of talking stick are :

1. Examine ready the students in learning.
2. Try the students to understanding the material.
3. Make students study hard.
4. Make students to be brave to express the opinion.<sup>22</sup>

So, by using talking stick there are the advantages for the students. Because, by using talking stick to make students more be brave to express their ideas or opinions. Besides that, with this technique train the students to speaking and also can make funny situation.

#### c. The Procedure of Talking Stick

Talking Stick game takes an important roles from the teachers and the students. Without the teacher and the students, this game will not be able to apply in the context of teaching language learning.

According to Mukrimaa, the ways to increase vocabulary by using talking stick game are:

1. The teacher prepares a stick as a learning medium.
2. The teacher forms a circle position.
3. The teacher prepares the main material to be studied, then provides

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<sup>22</sup> Dewi Sartipa, "Talking Stick in Speaking Ability," 2020, 163, file:///C:/Users/hp/Downloads/Talking\_Stick\_In\_Speaking\_Ability (1).pdf.

text or material to understand the material.

4. After finishing reading the lesson material and studying its contents, the teacher invites you to close the reading content.
5. After forming a circle, students are asked to count and must memorize the numbers the students got.
6. The teacher says a free number and the student must come forward to take the stick and the teacher asks the student a question, then the student must answer it.
7. The teacher gives a conclusion.
8. Teachers carry out evaluations/assessments, both in groups and individually.
9. The teacher closes the lesson.<sup>23</sup>

Based on the points above, the researcher concludes the Talking Stick Game is played by making a big circle. The teacher asks the students to count. And the students should memorize the number that they found. And the teacher will say free number, the students who get the number that has said the teacher must take the stick.

According to Huda , the ways to increase vocabulary by using talking stick game are:

1. The teacher prepares a stick that is + 20 cm long.

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<sup>23</sup> Mukrimaa, *53 Metode Belajar Pembelajaran*.

2. The teacher conveys the main material to be studied, then gives the groups the opportunity to read and study the lesson material.
3. Students discuss the problems contained in the discourse.
4. After students have finished reading the lesson material and studied its contents, the teacher invites students to close the reading content.
5. The teacher takes a stick and gives it to one of the students, after that the teacher asks a question and the student holding the stick must answer it. and so on until most of the students get a part to answer each question from the teacher.
6. The teacher gives a conclusion.
7. The teacher gives an evaluation.
8. The teacher closes the lesson.<sup>24</sup>

From the two theories above, the researcher uses the theory from Mukrimah. The Mukrimah's theory is easier for students to understand. The researcher likes to teach by her theory.

#### d. Teaching Vocabulary by Using Talking Stick

Teaching vocabulary can be more effective and interesting if you use a variety of media. When teaching vocabulary this is the major part of the teacher's art. There are several media that teachers can use to teach, one of which is using talking stick game. With this

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<sup>24</sup> Huda, *Model-Model Pengajaran Dan Pembelajaran : Isu- Isu Metodis Dan Paradigmatik*.

game the teacher can be more effective in teaching. The procedures for using this talking stick game is as follows :

**Table II. 1.Teaching Vocabulary by Using Talking Stick**

**Method**

<b>Steps</b>	<b>Teacher's Activity</b>	<b>Procedures</b>	<b>Students' Activity</b>
<b>Pre-Teaching</b>	Teacher comes into the class and open the class. Then teacher asks the students to pray on their beliefs.	The head of the class leads the students to pray together.	Students start to pray.
	Teacher checks the students attendant list and gives motivation to students.	Teacher cheks the students's attendant list and teacher gives the motivation before start the class.	Students pay attention to teacher and listen to the teacher.
	Teacher explain about the material that they will learn.	Teacher explain the material and shows the some pictures of vocabulary and asks the students about the name of vocabulary.	Students pay attention to teacher and answer the name of vocabulary.

Steps	Teacher's Activity	Procedures	Students' activity
<b>While Teaching</b>	The teacher prepares playing game.	Prepares the stick as a learning medium.	Students follow the instruction from the teacher.
	Teacher gives the rules and how to play the game, asks the students to start to play the game.	Forming a circle position.	The students follow the instruction from the teacher.
	The teacher explain the procedures of talking stick game.	Prepares the main material to be studied.	The Students follow the instruction from the teacher.
	Teacher invites students to close the reading content.	After finishing reading the lesson material and studying its content, invites to close the reading content.	Students close the reading content.
	Teacher asks students to count and memorize their number.	After forming a circle, students asked to count and memorize the numbers they got.	Students count and memorize the number they got.



Steps	Teacher's Activity	Procedures	Students' Activity
	The teacher says free number and give the question.	Says free number and gives question.	The students come forward to take the stick and answer the question from teacher.
	The teacher gives the conclusion.	Gives the conclusion.	The students write the conclusion.
	The teacher carry out evaluation/assessments, both in groups and individually.	Carry out evaluation/assessments	The students do the evaluation/assessment.
Post-teaching	In the end of game, the teacher asks the students whose the winner.	The winner of the game is the student whose get the high score.	Students whose the winner get the reward from the teacher.

## B. The Related Findings

Related findings were conducted to avoid duplication in drawing the researcher and observations. Also shows authenticity to the researcher that the subject studied by other researchers is not the same regarding. In addition, it is very useful when looking at previous studies research in selecting and

determining an appropriate research design because researchers get an overview and comparison of the plans made carried out.

The first research conducted by Apriza. This Research used quasi Experimental method with quantitative approach. Sample of this research were 54 students in grade seventh. The data collection is used pretest and posttest. Data analysis is using Vocabulary test. It can be seen there are difference effect of students' Vocabulary Mastery between experimental and control class. To sum up, it 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.<sup>25</sup>

The second is from Fitria and Anggraini. This study is conducted by using quantitative research and in this case is an experimental study. The total population is 120 students who are composed of four classes; class XI IA1, class XI IA2, class XI IS1, and class XI IS2. While the sample of this study is taken from two classes of the four classes. One class is an experimental group and one another is as control group. The result of the study shows that there is a significant difference between the eleventh grade students of SMA Negeri 1

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<sup>25</sup> Else Apriza, "The Effect of Talking Stick on Students' English Vocabulary Mastery ( Quasi-Experimental Study at the Seventh Grade of SMPN 2 Lebong )" (IAIN Curup, 2023), [https://e-theses.iaincurup.ac.id/5310/1/Else Apriza .pdf](https://e-theses.iaincurup.ac.id/5310/1/Else%20Apriza.pdf).

Peukan Bada Aceh Besar who are taught vocabulary mastery by using talking stick method and those who are taught without using talking stick method.<sup>26</sup>

The third is from Jusman at al. The outcome of the data assessment showed that the understudies' jargon predominance improved through and through when given treatment. It was showed up by the mean score of the pre-test was (67.96) and the post-test was (78.70). It showed that talking stick strategy can improve the jargon authority of the drawn out understudies of SMP Negeri 5 Pinrang out and out. Resulting to inspecting the data by using t-test formula, the eventual outcome of t- test regard (4.58) and t-table (2.021), Those showed that H1 was recognized and H0 was excused.<sup>27</sup>

The fourth is from Pramono. The method that is used in this research was quantitative through quasi-experimental research. The result of the research showed that the post-test means score of the experimental class was 78.51 while the post-test means score of controlled class was 74.17. In conclusion, the using of Talking Stick Strategy is modestly effective on students' speaking ability of asking and giving opinion of eighth grade students at SMP Negeri 177 Jakarta academic year 2019/2020.<sup>28</sup>

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<sup>26</sup> Nora Fitria and Dilla Anggraini, "The Use Of Talking Stick Method To Improve Student ' s Vocabulary Mastery At The Eleventh Grade Students Of SMA Negeri 1 Peukan," *Serambi Akademika* 9, no. 6 (2021): 1097–1104, <https://ojs.serambimekkah.ac.id/serambi-akademika/article/view/4783>.

<sup>27</sup> Jusman, Ammang Latifa, and Amaluddin, "Students' Vocabulary Mastery Before and After Taught Using Talking Stick Strategy," *Exposure : Jurnal Pendidikan Bahasa Inggris* 10, no. 2 (2021): 180–89, <https://doi.org/10.26618/exposure.v10i2.5352>.

<sup>28</sup> Adit Tria Pramono, "The Effect of Talking Stick Strategy on Students '" (2020), [https://repository.uinjkt.ac.id/dspace/bitstream/123456789/48994/1/ADIT TRIA PRAMONO-FITK %2811151040000063%29.pdf](https://repository.uinjkt.ac.id/dspace/bitstream/123456789/48994/1/ADIT%20TRIA%20PRAMONO-FITK%2011151040000063%29.pdf).

The fifth is from Sara'an and Swondo. The method that was a quantitative method. The design of this study was experimental study. This study was 60 students of seventh grade. The instrument of this study was test. The tests were divided into two, there were pre-test and post-test. The result of the study showed that the mean score of post-test in control class was 68.50 while the mean score of post-test in experiment class was 85.33. In this study, the result of sig. 2 tailed was 0.000 and it proved that  $p < \alpha$ . It showed that there was a significant to Talking Stick Method Students' Vocabulary Mastery.<sup>29</sup>

There are many illustration for talking stick method. Derived from the researchers above, the researcher would do the research in the same technique but different in context. This researcher challenges to do and see there is significant effect or not for vocabulary.

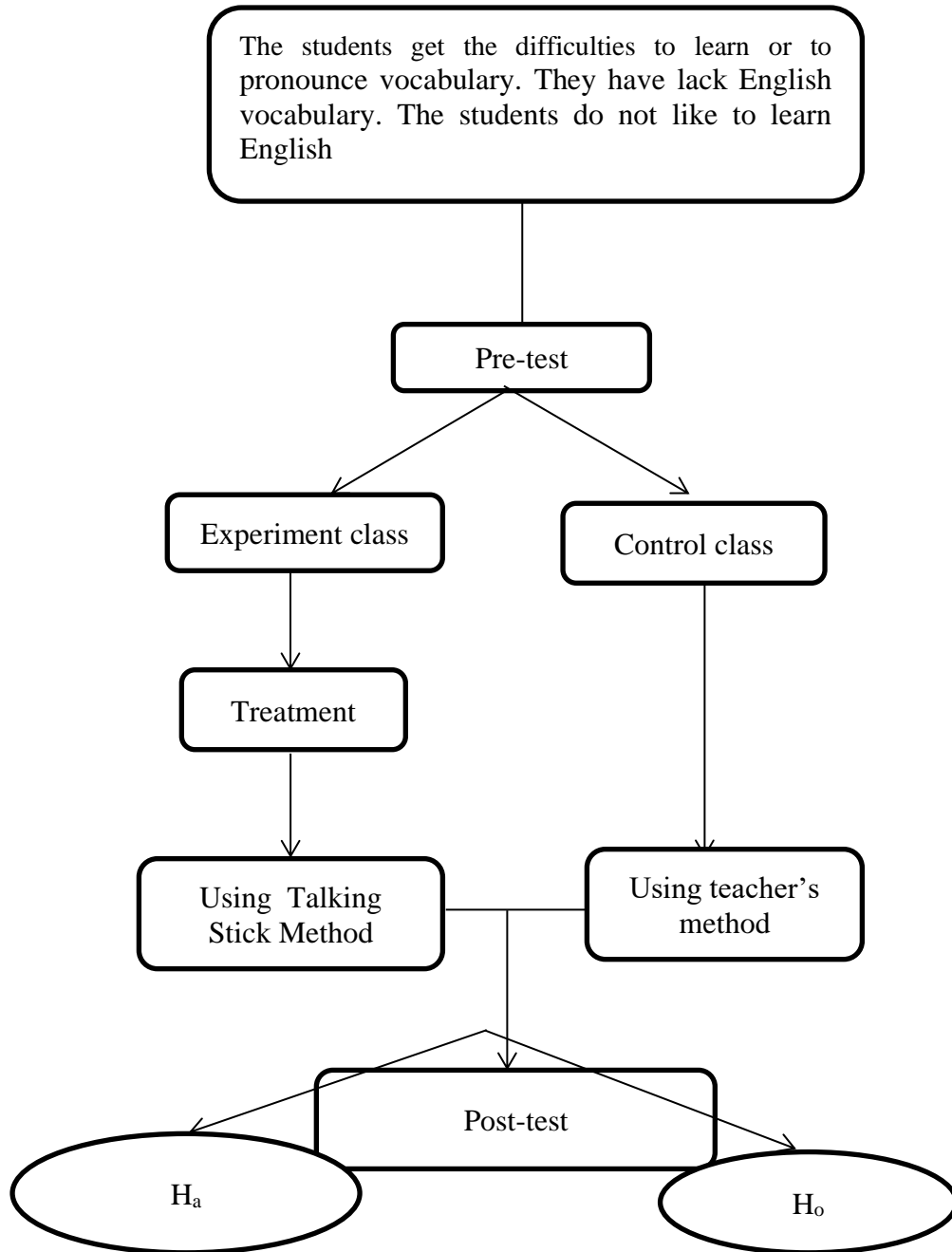
### **C. The Conceptual Framework**

From the background of the problems, the researcher found the problems on students' in English Learning. Such as :The students get the difficulties to pronounce the vocabulary, they have lack difficult to spell the vocabulary, they do not interested to learn the English. So, In this research the researcher interested to use the Talking Stick method to teach vocabulary. In this research, the researcher will prove whether this method has an effect or

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<sup>29</sup> Br. Sara'an and Swondo, "The Effect of Talking Stick Method on Students' Vocabulary Mastery At the Seventh Grade of Smp Swasta Darussalam Medan."

not towards students' vocabulary mastery. Based on the above, conceptual framework can be seen from the figure below :



**Figure 1 : Conceptual Framework**

**D. The Hypothesis**

Hypothesis of this research stated that ;

There is a significant effect of using talking stick method to students' vocabulary mastery at grade VIII students of SMPN 8 Padangsidempuan.

### CHAPTER III

#### RESEARCH METHODOLOGY

##### A. The Research Design

Quantitative research is uses as the kind of the study with true experimental research. This research uses two classes, as an experimental class and a control class. The design of the research used pre-test post-test control group design. The students are given pre-tset, to find their vocabulary mastery before and after being given treatment. After teatment, the students are given post-test, to find the effect of the treatment toward their vocabulary mastery. It can be illustrated in the table below:

**Table III. 1. Table of Pre-test Post-test Control Group design<sup>30</sup>**

Class	Pre-test	Treatment	Post-test
Experimental Class	Y <sub>1</sub>	X	Y <sub>3</sub>
Control Class	Y <sub>2</sub>		Y <sub>4</sub>

Keterangan :

Y<sub>1</sub> : Pre-test for experimental class

Y<sub>2</sub> : Pre-test for Control class

Y<sub>3</sub> : Post-test for experimental class

Y<sub>4</sub> : Post-test for control class

X : Treatment for experimental class

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<sup>30</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, 25th ed. (Bandung: ALFABETA, 2017).

## B. The Time and the Location of the Research

This research conducts students at grade VIII of SMP N 8 Padangsidimpuan. The location is at JL. Mandailing Km. 7,8, Kota Padangsidimpuan Tenggara. North Sumatera. This research has been started from November 2023 until finish.

## C. The Population and the Sample

### 1. Population

The population of this reserach all students at grade VIII of SMP N 8 Padangsidimpuan, which consists five classes of the students at grade VIII of SMP N 8 Padangsidimpuan. That consists of 139 students.

**Table III. 2**  
**Population of Grade VIII SMP N 8 Padangsidimpuan**

<b>No</b>	<b>Class</b>	<b>Total</b>
1.	VIII-1	31
2.	VIII-2	31
3.	VIII-3	23
4.	VIII-4	31
5.	VIII-5	23
	<b>Total</b>	<b>139</b>

### 2. Sample

The sample of the research is part of population chosen as the object of the research. According to Sugiyono there are various sampling techniques can be used to determine the sample in research. There are two types of sampling technique, namely probability sampling and nonprobability



sampling. Probability sampling includes simple random sampling, proportionate stratified random, disproportionate stratified random, and area random. Random sampling is sampling of sample members from a population is carry out without paying attention to the strata in that population. This method is used if members of the population are considered homogeneous.<sup>31</sup> The technique taking the sample of this research by using simple random sampling. which is write down the name of class according to the number of the classes on a piece of paper that is VIII-1, VIII-2, VIII-3, VIII-4. VIII-5. Then shuffled and take two classes, selected VIII-3 23 students as experimental class and VIII-5 23 as control class it consist 46 students.

**Table III. 3**  
**The Table of Sample**

No	Sample	Total
1.	VIII-3	23
2.	VIII-5	23
	Total	46

#### **D. The Instrument of Data Collection**

Instrument is the tool used to collect, measure, and analyze data related which as used in this research. The main instrument of this research is test. The test focuses on testing vocabulary. The researcher have given 50 questions from

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<sup>31</sup> Sugiyono.

five indicators by using multiple choices test. The researcher prepared 50 questions for the pre-test to be validated first and 50 questions for the post-test to be validated first.

From the results above, the researcher decided to create an instrument of vocabulary test that consists 25 multiple choice of pre-test and 25 multiple choice of post-test with the 4 option a, b, c, d in each question. The function of pre-test to know how far the students' vocabulary mastery before using talking stick method and function of post test is to know the enhancement of students' vocabulary mastery after using talking stick method and to examine whether or not the game has an effect on the students' vocabulary mastery. The result of this assessment is to provide the information about the students' vocabulary mastery.

Below is the indicator items of the pre-test for the vocabulary :

**Table III. 4****The Indicators Pre-Test of Vocabulary Test**

<b>No</b>	<b>Indicators</b>	<b>Items</b>	<b>Number of Items</b>	<b>Score</b>	<b>Total score</b>
1.	Students are able to identify name and the characteristics s of fruit.	5	1,2,3,4,5	4	20
2.	Students are able to identify name and characteristics of animal.	5	6,7,8,9,10,11	4	20
3.	Students are able to identify name and characteristics of things.	6	12,13,14, 15,16	4	24
4.	Students are able to know the meaning of each word.	4	17,18,19,20	4	16
5.	Students are able to write correct spelling of the words.	5	21, 22, 23, 24, 25	4	20
<b>Total</b>		25			100

Below is the indicator items of the post-test for the vocabulary mastery instrument :

**Table III. 5**

**The Indicators Post-Test of Vocabulary Test**

<b>No</b>	<b>Indicators</b>	<b>Items</b>	<b>Number of Items</b>	<b>Value</b>	<b>Score</b>
1.	Students are able to identify name and the characteristics s of things.	4	1, 2, 3, 4	4	16
2.	Students are able to identify name and the characteristics s of animal.	6	5,6,7,8,9,10	4	24
3.	Students are able to identify name and the characteristics s of fruit.	4	11,12,13,14	4	16
4.	Students are able to know the meaning of each word.	6	15,16,17,18,19,20	4	24
5.	Students are able to write correct spelling of the words.	5	21,22,23,24,25	4	20
<b>Total</b>		25			100

The score in each question for the pre test and post test have been used in each question. The scoring is obtained using the formula :

$$\text{Score} : \frac{B}{N} \times 100 = \frac{1}{25} \times 100 = 4$$

B = Number of question answer correctly

N = Number of question<sup>32</sup>

The total of question was 50 questions, 25 for pre-test and 25 for post-test. If the students can answer all questions correctly then the students will get a score of 100.

## **E. The Validity and the Reability of Instrument**

### **1. Validity instrument**

In this study, the instrument's validity is established through the application of content validity. Because content validity refers to which instrument represents the content of mastery, the researcher will utilize that as the instrument. The degree to which a test or assesment instrument asseses every fact of the concept, pattern, or behavior that it is intended to assess is known as content validity. Examining each test question to determine if it focuses on the traits that the instrument is intended to address is how content validity is determined. In this instance, the researcher's initial inspiration for the

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<sup>32</sup> Ahmad Nizar Rangkuti, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, PTK, Dan Penelitian Pengembangan*, ed. Mara Samin Lubis (Bandung: Citapustaka Media, 2016).

test is a vocabulary test. Validity is supported most convincingly by the text individual observations of teachers and peers.<sup>33</sup>

We can see the formula below :

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

Description :

$R_{xy}$  = Correlation coefficient between variables X and Y.

X = Score of the question item.

Y = Total score.

N = There are many subjects with score X and score Y.<sup>34</sup>

In pre-test there were 29 out of 50 questions that are validated, where numbers 1,2,3,5,6,7,10,13,14,17,20,21,24,26,28,29,30,31,32,33,34,37,38,39,40, 46,47,48, and 50. And there were 21 out of 50 questions that were not valid, where numbers 4,8,9,11,12,15,16,18,19,22,23,25,27,35,36,41,42,43,44,45,49 . In post-test there were 30 out of 50 questions that were valid, where number 1,7,9,10,12,13,15,17,20,21,24,25,26,29,30,31,32,35,36,39,40,41,42,43,44,45,47 ,48,49,50. And there were 20 out of 50 questions that were not valid, where number 2,3,4,5,6,8,11,14,16,18,19,22,23,27,28,33,34,37,38,46.

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<sup>33</sup> H Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (San Francisco: Longman, 20007), <https://smartlib.umri.ac.id/assets/uploads/files/af2ff-language-teaching-principles-1-.pdf>.

<sup>34</sup> Erna Kusumawati, *Metodologi Penelitian Langkah-Langkah Metodologi Penelitian Yang Sistematis*, ed. Asrtid Pranadani and Andi Ismail (Kotawaringin Timur: PT. Asadel Liamsindo Teknologi, 2023).

Based on the explanation above, the researcher decided to select 25 questions from the pre-test and post-test to be used as the tests in this research.

## 2. Realibility

The high reability be must have a good test, besides having validity. The internal consistency of the measurement is defined as reability. Internal consistency is have done by trying the instrument just once, then the data obtained is analyzed with certain techniques<sup>35</sup>. Reability is the consistency and accuracy in scoring that would have resulted from the researched measure. That reality of succesful test is reability.

## F. The Research Procedure

The researcher gives a test to the students for collecting the data,pre-test and post-test, the process of collecting data can be seen below:

### 1. Pre-test

Pre-test is distributes on the fird meeting. The pre-test is given to the students before treatments. The purpose is to know the students' vocabulary mastery before applying talking stick method. The researcher has some ways for pre-test. They can be seen below:

- 1) Researcher created multiple choice test about vocabulary.
- 2) The researcher given the paper test and answer sheet to experimental and control classes.

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<sup>35</sup> Magdalena et al., *Metode Penelitian Untuk Penulisan Laporan Penelitian*, ed. M.Pd. I Dr. Sumarto (Bengkulu: Penerbit Buku Literasiologi, 2021).

- 3) The researcher explained the way to reply the multiple choice test.
- 4) The researcher given time to do test.
- 5) The researcher compiled the pupils' responses.
- 6) The researcher checked the students' answer sheets and totals their score last.

## 2. Treatment

The treatments are given to the students after giving the pre-test. The experimental class is treated by teaching vocabulary by using talking stick game. The control class is treated by using teaching with the teacher way.

Here is the steps of treatment in using talking stick method in teaching vocabulary mastery :

- 1) The teacher begun the classroom with greetings, praying, checking attendance, given some question related to topic be taught.
- 2) The teacher prepared the talking stick game that has been made previously.
- 3) The teacher asked students to stand in front of the class by forming a circle.
- 4) The teacher asked students to count and they must memorize their number they get.
- 5) Fifth, the teacher explained the rules of the game.



- 6) Sixth, the teacher said the free number, and for students who got the number came to front and take the stick that has prepared.
- 7) The teacher given the question about the lesson that has studied.
- 8) The students answered the question from the teacher.

### 3. Post-test

The post-test is given to the sample after treatments. To know the students' vocabulary after applying talking stick method, the researcher give post-test at the last meeting. The-post test is conducted to know the score of the student after teaching learning process and treatment. It means to see whether there is a significant effect or not. For this test, the researcher implements a lot of steps. They are:

- 1) The researcher prepared a vocabulary test.
- 2) The researcher shared the paper test and answer sheets to students.
- 3) The researcher given the instructions to do the test.
- 4) The learners answered the question.
- 5) The researcher given time to do the test at least 30 minutes.
- 6) The researcher collected the answer sheet.
- 7) The students' answer would be checked and score would be counted.

## **G. Techniques for Analyzing Data**

### 1. Normality Test

The normality test is used to determine whether the distribution is normal or not. The researcher used Shapiro-Wilk. One sample K-S with

SPSS. It is Statistical program for social Science that used to analyze statistic data with computer application. It is a way to see the difference between the data being tested normal and raw data. The hypothesis for normality test are formulated as follows:

$H_0$  = the data have normal distribution

$H_1$  = The data do not have normal distribution

While the criteria of acceptance and rejection of normality test are :

$H_0$  is accepted if  $\text{sig} < 0.05$

$H_1$  is accepted if  $\text{sig} > 0.05$

## 2. Homogeneity Test

To test whether the variants of the two samples are homogeneous, the variants equality test is used. The researcher used test of homogeneity of variences with using SPSS. The criteria of acceptance and rejection of homogeneity test are :

If  $\text{sig} > 0.05$ , the variance is homogeneous

If  $\text{sig} < 0.05$ , the variance is not homogeneous<sup>36</sup>

## 3. Hypothesis test

The researcher used T-test to examine the hypothesis. The researcher used Independent Sample T-test by using SPSS 29.0 version. The result can be seen from the mean of score. The mean score would show whether there is the difference between mean score of control group and mean score of

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<sup>36</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*.

experimental group. The researcher made the hypothesis from the data that have been analyzed by looking at the  $t_{\text{count}}$  and compare it to  $t_{\text{table}}$ . If  $t_{\text{count}} > t_{\text{table}}$  means the alternative hypothesis is accepted, while if  $t_{\text{count}} < t_{\text{table}}$  means the alternative hypothesis is rejected.

1. Alternative hypothesis ( $H_a$ ) : There is a significant effect of using talking stick method to vocabulary mastery at the VIII grade students of SMPN 8 Padangsidempuan.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

In this chapter, the researcher discussed the outcome of the effect of talking stick method to vocabulary mastery at grade VIII students of SMP N 8 Padangsidempuan. The researcher calculated the data through pre-test and post-test. The researcher conducted the research with a pre-test to know the students' vocabulary before given the treatment and a post-test to know the students' vocabulary after given the treatment that was performed through by using talking stick method.. Using quantitative research, the researcher use the t-test formulation using the formula that has been put in the thirth chapter to test the hypothesis. Here the researcher would like to describe the result based on the examined data as follows:

#### **A. The Description of Data**

##### **1. The Description Data of Pre-test**

###### **a. Pre-test Score of Experimental Class**

In pre-test of experimental class, the researcher calculated the result that had been gotten by the students in answering the question (test). The researcher took class VIII-5 as experimental class. The score of pre-test experimental class can be seen in the following table:

**Table IV.1**  
**Score of Pre-test in Control Class**

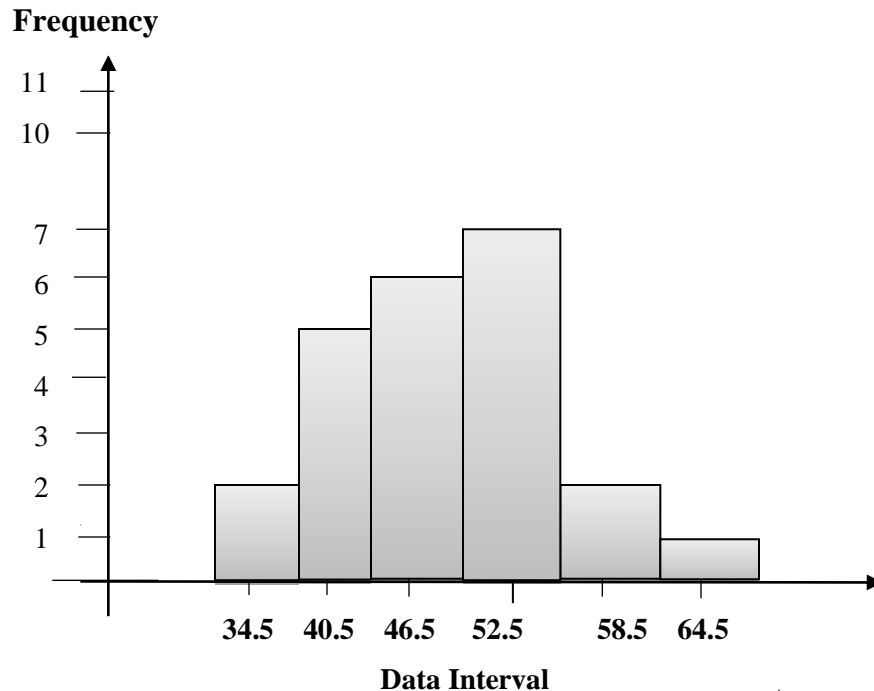
No.	Description	Statistics
1	Total score	1.100
2	Highest Score	64
3	Lowest Score	32
4	Range	32
5	Interval	6
6	Mean	47.83
7	Median	48.00
8	Mode	60
9	Variant	102.514
10	Standard Deviation	10.125

Based on the above table the total score of control class in pre-test was 1.100, mean was 47.83, standard deviation was 10.125, variants was 102.514, median was 48.00, range was 32, modus was 60, interval was 6. The researcher got the highest score was 64 and the lowest score was 32. It can be seen on appendix 16 and 17. Then, the computed of the frequency distribution of the students' score of control class can be applied into table frequency distribution as follow:

**Table IV.2**  
**Frequency Distribution of Pre-test in Control Class**

No.	Interval	Mid Point	Frequency	Percentages
1	32-37	34.5	2	8.7%
2	38-43	40.5	5	17.3%
3	44-49	46.5	6	26.1 %
4	50-55	52.5	7	30.4%
5	56-61	58.5	2	13.0%
6	62-67	64.5	1	4.3%
	<b>I = 6</b>		<b>23</b>	<b>100%</b>

Based on the table above, the researcher found the students' score in interval class between 32-37 was 6 students ( 26.1%) it shows an increase in the number of students who scored slightly higher compared to the first group. Students' score in interval class between 38-43 was 1 student (17.3%) it indicates that very few students are in the lowest score range. Students' score in interval class between 44-49 was 6 students (13.0%). The students' score in interval class between 50-55 was 2 students (8.7%). The students' score in interval between 56-61 was 7 students (30.4%). The students' score in interval class between 62-67 was 1 student (4.3%). It means that only one student who got higher score in this interval. After that, the researcher presented the data in the form of histogram to make description of the data clearly and completely, the histogram as follow:



**Figure IV.1 Students' Score of Pre-test in Control Class**

The Figure described the students' score of pre-test in interval was different. The X-axis showed in interval score obtained by the students, while Y-axis showed the number of students who got the score. There was 2 students got score in mid point 34.5, 5 student got score in mid point 40.5, 6 students who got the score in mid point 46.5, 7 students who got the score in mid point 52.5, 2 students who got the score in mid point 58.5, and 1 student who got the score in mid point 64.5.

#### **b. Pre-test of Experimental Class**

The pre-test in control class, the researcher choosed VIII-3. The researcher has calculated the students' score and arranged it from the lowest score until higher score in interval class form. The researcher calculated it used the SPSS 29.0. The researcher calculated it to get the score of total score, higher

score, lowest score, range, interval, mean, median, mode, variant, and standard deviation. The score of pre-test control class can be seen in the following table:

**Table IV.3**  
**Score of Pre-test in Experimental Class**

No.	Description	Statistics
1	Total score	1.116
2	Highest Score	60
3	Lowest Score	32
4	Range	28
5	Interval	6
6	Mean	48.52
7	Median	52.00
8	Mode	56
9	Variant	80.443
10	Standard Deviation	8.969

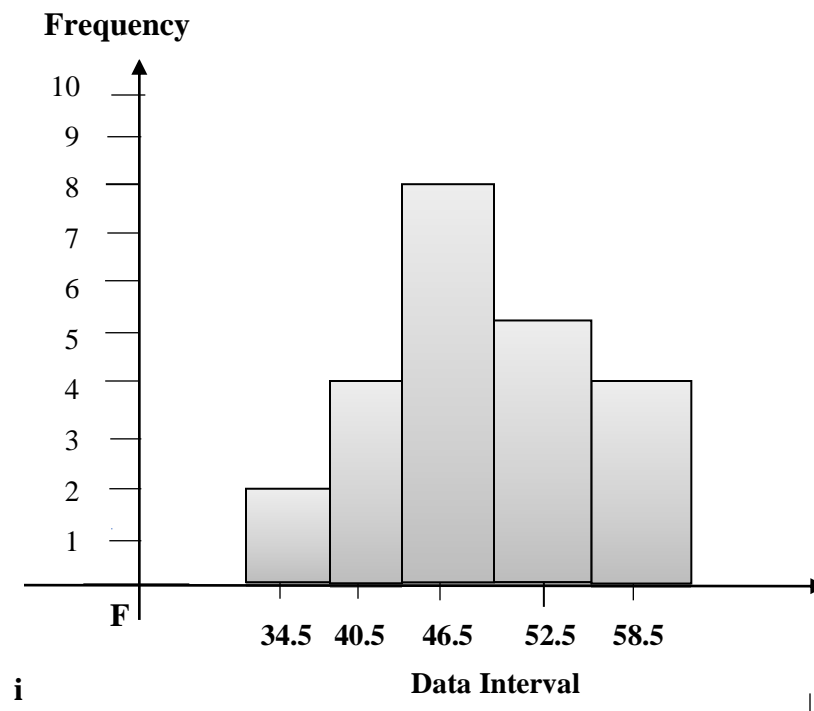
Based on the above table the total score of experimental class in pre-test was 1.116, mean was 48.52, standard deviation was 8.969, variants was 80.443, median was 52.00, range was 28, modus was 56, interval was 6. The researcher got the highest score was 60 and the lowest score was 32. Then, the computed of the frequency distribution of the students' score of experimental class can be applied into table frequency distribution as follow:

**Table IV.4**  
**Frequency Distribution of Pre-test in Experimental Class**

No.	Interval	Mid-Point	Frequency	Percentages
1	32-37	34.5	2	8.7%
2	38-43	40.5	4	17.4%
3	44-49	46.5	8	34.7%
4	50-55	52.5	5	21.7%
5	56-61	58.5	4	17.4%
	<b>I = 6</b>		<b>23</b>	<b>100%</b>



Based on the table above, the researcher found the students' score in interval class between 32-37 was 2 students ( 8.7%). Students' score in interval class between 38-43 was 4 students (17.4%) it indicates that very few students are in the lowest score range. Students' score in interval class between 44-49 was 8 students (34.7%). The students' score in interval class between 50-55 was 5 students (21.7%). The students' score in interval between 56-61 was 4 students (17.4%). It means there were 8 students who got higher score in this interval. After that, the researcher presented the data in the form of histogram to make description of the data clearly and completely, the histogram as follow:



**Figure VI.2 Students' Score of Pre-test in Experimental Class**

The Figure described the students' score of pre-test in interval was

different. The X-axis showed in interval score obtained by the students, while Y-axis showed the number of students who got the score. There was 2 student got score in mid point 34.5, there were 4 students got score in mid point 40.5, there were 8 students who got the score in mid point 46.5, there is 5 students who got the score in mid point 52.5, there were 4 students who got the score in mid point 58.5.

Based on the result of the data above, the mean score of pre-test in experimental class was higher than the mean score of post-test in control class.

## **2. Description Data of Post-Test**

### **a. Post-Test Score of Control Class**

The result of control class in post-test after answering the test that taught by using talking stick method can be seen in the table below:

**Table IV.5**  
**Score of Post-test in Control Class**

No.	Description	Statistics
1	Total score	1.420
2	Highest Score	80
3	Lowest Score	44
4	Range	36
5	Interval	7
6	Mean	61.74
7	Median	60.00
8	Mode	60
9	Variant	151.020
10	Standard Deviation	12.289

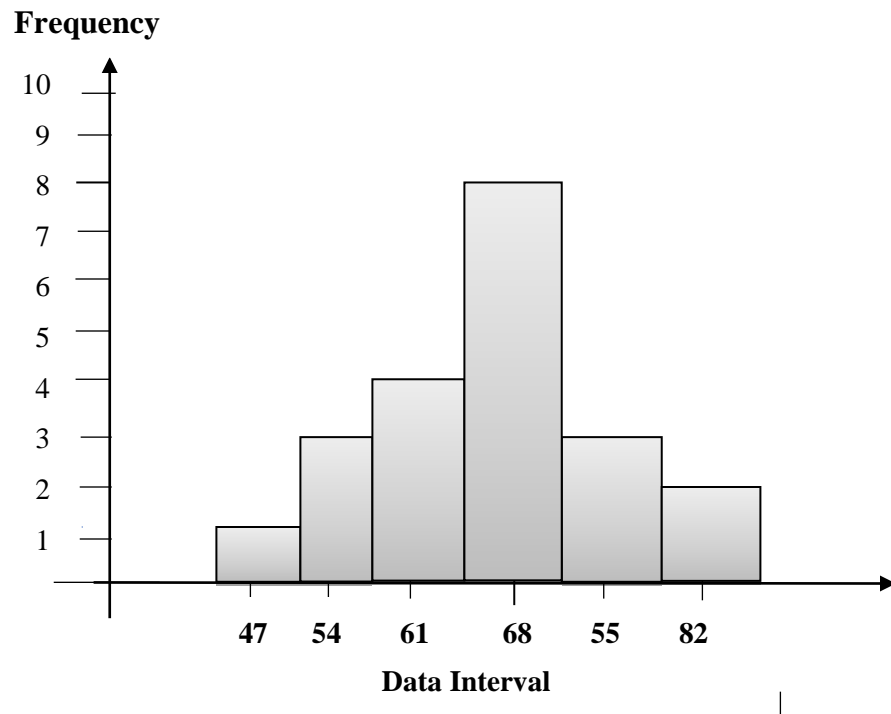
Based on the above table the total score of control class in post-test was 1.420, mean was 61.74, standard deviation was 12.289, variants was 151.020, median was 60.00, range was 36, modus was 60, interval was 7. The researcher got the highest score was 80 and the lowest score was 44. Then, the computed of the frequency distribution of the students' score of control class can be applied into table frequency distribution as follow:

**Table IV.6**  
**Frequency Distribution of Post-test in Control Class**

<b>No.</b>	<b>Interval</b>	<b>Mid-Point</b>	<b>Frequency</b>	<b>Percentages</b>
1	44-50	47	1	4.3%
2	51-57	54	3	13.0%
3	58-64	61	4	17.4%
4	65-71	68	8	34.7%
5	72-78	75	4	17.4%
6	79-85	82	2	17.4%
	<b>I = 7</b>		<b>23</b>	<b>100%</b>

Based on the table above, the researcher found the students' score in interval class between 44-50 was 1 students ( 4.3%) it indicates that very few students are in the lowest score range. Students' score in interval class between 51-57 was 3 students (13.0%). Students' score in interval class between 58-64 was 4 students (17.4%). The students' score in interval class between 65-71 was 8 students (34.7%). The students' score in interval between 72-78 was 4 students (17.4%). The students' score in interval between 79-85 was 2 students (17.4%). It means there were 8 students who

got higher score in this interval. After that, the researcher also presented the data in the form of histogram to make description of the data clearly and completely, the histogram as follow:



**Figure IV. 3 Students' Score of Post-test in Control Class**

The figure above described the students' score of post-test in interval was different. There were 1 student got score in mid point 47, 3 students who got score in mid point 54 , 4 students who got score in i mid point 61, 8 students who got score in mid point 88, 4 students who got score mid point 55, and 2 students who got score in mid point 82.

### b. Post-Test in Experimental Class

The researcher given the teacher method to students for the treatment. The teacher given test to the students consist 25 multiple choice. And the result of experimental class in post-test after answering the test that taught by using talking stick method can be seen in the table below:

**Table IV.7**  
**Score of Post-test in Experimental Class**

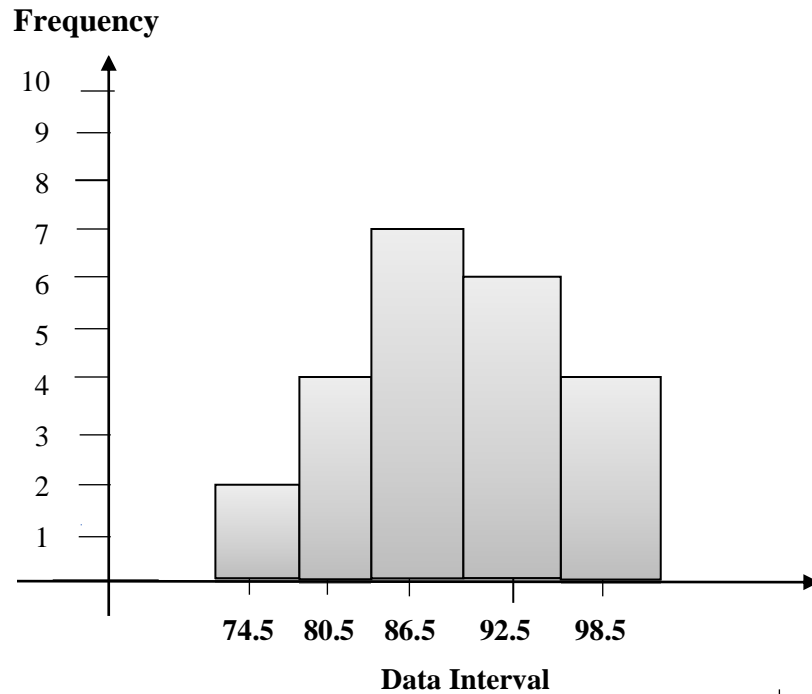
No.	Description	Statistics
1	Total score	2.016
2	Highest Score	100
3	Lowest Score	72
4	Range	28
5	Interval	6
6	Mean	87.65
7	Median	88.00
8	Mode	96
9	Variant	92.964
10	Standard Deviation	9.692

Based on the above table the total score of experimental class in post-test was 2016, mean was 87.65, standard deviation was 9.692, variants was 92.964, median was 88.00, range was 28, modus was 96, interval was 6. The researcher got the highest score was 100 and the lowest score was 72. Then, the computed of the frequency distribution of the students' score of experimental class can be applied into table frequency distribution as follow:

**Table IV.8**  
**Frequency Distribution of Post-test in Experimental Class**

<b>No.</b>	<b>Interval</b>	<b>Mid- Point</b>	<b>Frequency</b>	<b>Percentages</b>
1	72-77	74.5	2	21.7%
2	78-83	80.5	4	4.3%
3	84-89	86.5	7	30.4%
4	90-95	92.5	6	13.0%
5	96-101	98.5	4	30.4%
	<b>I=6</b>		<b>23</b>	<b>100%</b>

Based on the table above, the researcher found the students' score in interval class between 72-77 was 2 students ( 21.7%). Students' score in interval class between 78-83 was 4 students (4.3%) it indicates that very few students are in the lowest score range. Students' score in interval class between 84-89 was 7 students (13.0%). The students' score in interval class between 90-95 was 6 students (13.0%). The students' score in interval between 96-101 was 4 students (30.4%). It means there were 4 students who got higher score in this interval. After that, the researcher also presented the data in the form of histogram to make description of the data clearly and completely, the histogram as follow:



**Figure IV. 4 Students' Score of Post-test in Experimental Class**

The figure above described the students' score of post-test in control class in interval was different. There was 2 students who got score in mid point 74.5, 4 student who got score in mid point 80.5, 7 students who got score in mid point 86.5, 6 students who got score in mid point 92.5, and 4 students who got score in mid point 98.5.

### **3. Description of Comparison the Score of Pre-test and Post-test**

#### **a. Comparison Score of Pre-test and Post-test in Control Class**

After getting the score of pre-test and post test in control class, the researcher made the comparison of score in form of table. The comparison of score of pre-test and post-test in experimental class can be seen in the table below :

**Table VI.9**  
**The Comparison of Score Pre-Test and Post-Test in Control Class**

No	Description	Pre-Test	Post-Test
1	Total Score	1.100	1.420
2	Highest Score	64	80
3	Lowest Score	32	64
4	Range	32	36
5	Interval	6	7
6	Mean	47.83	61.74
7	Median	48.00	60.00
8	Mode	60	60
9	Variant	102.514	151.020
10	Standard Deviation	10.125	12.289

Based on the table above, the researcher found the different score pre-test and post-test in control class, the most of students got the lowest score in pre-test, the lowest score in pre-test was 32. But after got the treatment the lowest score in post test was 64. Based on the data, it can be concluded that the score of students' vocabulary mastery was higher in the post-test than pre-test.

**b. The Comparison of Score Pre-test and Post-test in Experimental Class**

After getting the score of pre-test and post test in experimental class, the researcher made the comparison of score in form of table. The comparison of score of pre-test and post-test in experimental class can be seen in the table below :



**Table VI.10**  
**The Comparison of Score Pre-Test and Post-Test in Experimental Class**

No.	Description	Pre-Test	Post-Test
1	Total Score	1.116	2.016
2	Highest Score	60	100
3	Lowest Score	32	72
4	Range	28	28
5	Interval	6	6
6	Mean	48.52	87.65
7	Median	52.00	88.00
8	Mode	56	96
9	Variant	80.443	92.964
10	Standard Deviation	8.969	9.642

## B. Data Analysis

### 1. Requirement Test

#### a. Normality Test

The data normality in this research used Shapiro-Wilk. The data was calculated using SPSS 29.0. The result of normality test can be seen in the table below:

**Table VI.11**  
**The Normality Test**

<b>Shapiro -Wilk</b>			
<b>Class</b>	<b>Statistics</b>	<b>Df</b>	<b>Sig.</b>
Pre-test Experimental	,930	23	,107
Post-test Experimental	,919	23	,063
Pre-test Control	,916	23	,054
Post-test Control	,878	23	,009

From the table above, In this research the researcher used the Shapiro-Wilk that the test is used for small samples (less than 50). If the p-value is

greater than 0.05, the data is considered normal. So, based on the table test of normality above can be seen that the significances  $> 0.05$ . So,  $111 > 0.05$  it means that the data is normal.

### **b. Homogeneity Test**

Homogeneity test is conducted to determine whether the variance is homogeneous or not. In calculating the data, the researcher used SPSS 29.0 version. The result in calculating the data can be seen in the table below:

**Table VI.12**  
**Homogeneity Test**

<b>Result</b>	<b>Levene Statistic</b>	<b>Df 1</b>	<b>Df 2</b>	<b>Sig.</b>
Based on Mean	,871	3	88	,459
Based On Median	,669	3	88	,473
Based on Median and with Adjusted df	,669	3	79.714	,573
Based on trimmed mean	,876	3	88	,457

From the table of homogeneity test of the variance above, based on mean of post-test experimental class and post test control class, sig is 459. So,  $459 > 0.05$ . It means that there is no significant difference in the variances between the groups of data tested. In other words, the assumption of homogeneity of variance is met.

### **c. Hypothesis Test**

Based on the results of the data analysis requirement test, both classes are normally distributed and have homogeneous variants. Therefore, to test the hypothesis can be done using the independent sample t-test. The researcher used the SPSS version 29.0 application to calculated the hypothesis

statistically. The researcher presented the data in the table below:

**Table VI.13**  
**Independent Sample Test**

		<b>F</b>	<b>Sig</b>	<b>t</b>
Students learning Outcomes	Equal Variances Assumed	,439	,511	11. 617
	Equal Variances not Assumed			11.617

Based on the data above, to see whether a research is succesfull or not, it can look at the  $t_{count}$  and  $t_{table}$ , if  $t_{count} > t_{table}$  then  $H_a$  is accepted and  $H_o$  is rejected, and if  $t_{count} < t_{table}$  then  $H_a$  is rejected and  $H_o$  is accepted. And for the hypothesis of this research can be seen from the table above, where  $t_{count}$  was 11.617 and  $t_{table}$  was 2.080. It means that  $t_{count} > t_{table}$  (  $11.617 > 2.080$  ) so  $H_a$  is accepted and  $H_o$  is rejected. So there is a significant effect of talking stick method to vocabulary mastery at grade VIII Students of SMPN 8 Padangsidimpuan.

### **C. Discussion**

This research was conducted in SMP N 8 Padangsidimpuan with 46 participants. The result of this research found that talking stick method gave the significant effect for students at the grade VIII students of SMP N 8 Padangsidimpuan. It can be seen from the calculation of the data and test hyphothesis using T-test formula. In this research, the researcher found the result of experimental class in pre-test and post-test, before using the talking stick method, the mean score of pre-test in experimental class was 48.52, the

highest score was 60, and the lowest score was 32. And after using talking stick method, the mean score of post-test in experimental class was 87.65, the highest score was 100, and the lowest score was 72. So, the post-test score higher than pre-test score. It means, there is the significant effect of using talking stick method to vocabulary mastery at grade VIII students of SMP N 8 Padangsidempuan. This result prove that the talking stick method can make students active, can be used to enrich vocabulary, and to solve the students' problem in learning vocabulary.<sup>37</sup>

There were several results from previous research. The first, Afriza the result of mean post-test score for the experimental class (76.26) was higher than the control class (55.63)<sup>38</sup>. The second, Fitria and Anggraini<sup>39</sup>, the average score of the pre-test before the researcher did the treatment was 55.03. After the researcher did the treatment talking stick method, the average post-test score was 70.16.

Based on result above, the similarity between this research and the previous research was that have an effect on students' vocabulary mastery. And there are the difference between the result of this research. In this research, in control class the score of mean in post-test was 61.74 and the

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<sup>37</sup> Syifa S. Mukrimaa, *53 Metode Belajar Pembelajaran*, ed. Sifa Siti Mukrimah, *Buku* (Bumi Siliwangi, Bandung: Business Management of Education, 2014).

<sup>38</sup> Else Apriza, "The Effect of Talking Stick on Students ' English Vocabulary Mastery ( Quasi-Experimental Study at the Seventh Grade of SMPN 2 Lebong )" (IAIN Curup, 2023), [https://e-theses.iaincurup.ac.id/5310/1/Else Apriza .pdf](https://e-theses.iaincurup.ac.id/5310/1/Else%20Apriza.pdf).

<sup>39</sup> Nora Fitria and Dilla Anggraini, "The Use Of Talking Stick Method To Improve Student ' s Vocabulary Mastery At The Eleventh Grade Students Of SMA Negeri 1 Peukan," *Serambi Akademika* 9, no. 6 (2021): 1097–1104, <https://ojs.serambimekkah.ac.id/serambi-akademika/article/view/4783>.

score of mean in post-test was 87.52. It shows that the score of the experimental class is better than the control class. And the population of this research is different, the population of the first research was junior high school( SMP N 2 Lebong), and the population of the second research is senior high school ( SMA N 1 Peukan).

To figure out the vocabulary mastery of students at SMP N 8 Padangsidimpuan, researcher distributed multiple choice to all students for the pre-test and post-test, the researcher used multiple choice to assess the students' Vocabulary mastery. After distributing the printed multiple choice to 46 students of the eight- grade students at SMPN 8 Padangsidimpuan and the researcher successfully collected and also got the result.

In conclusion talking stick method gave a significant effect on vocabulary mastery. This method can be used in increasing students' vocabulary mastery, it was supported from discussion above that tells that talking stick method is suitable and good game for teaching vocabulary.

#### **D. Threat of the Research**

There were some threats that faced by the researcher when conducting this research, as follows:

1. The researcher found the students' weakness in the class when the writing vocabulary happened. The students never try writing vocabulary well. So

that the students more interest, felt happy, and also enjoy in teaching English learning process without missing the lesson.

2. The students were noisy while the learning process. They were not concentrating in following the learning process. Some of them talked to their friends and some of them did something outside the teacher's rule.
3. The learning implementation is not effective because of the limited time.
4. The students were not serious in answering the pre-test and post-test. Some of them still were cheating. It made the answer of the test was not pure because they did not do it by themselves.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. The students' vocabulary mastery at grade VIII students of SMP N 8 Padangsidempuan before using talking stick method was low. It can be seen from the students' mean score of pre-test in experimental class was 48.52.
2. The students' vocabulary mastery at grade VIII students of SMP N 8 Padangsidempuan after using talking stick method had higher score. It can be seen from the students' mean score of post-test was 87.65 in experimental class. The category was very good. It means, there is the different mean score before and after using talking stick method.
3. The result of the research showed that talking stick method give good effect to students' vocabulary mastery. The researcher found that the result of T-test where  $t_{\text{count}}$  was 11.617 >  $t_{\text{table}}$  was 2.080 So, the hypothesis is accepted, It means that  $H_a$  was accepted and  $H_0$  was rejected. In other words, there was significant effect of talking stick method to students' vocabulary mastery at grade VIII students of SMP N 8 Padangsidempuan.

## **B. Implication**

Based on the result of this research, it is known that talking stick method is a good method to develop or increase their ability in vocabulary. A study that has been carried out in an educational environment, the conclusions drawn certainly has indormation this method in the field of education and also subsequent reaearch. That's relating to the implications are as follow:

1. The result of this study, talking stick method make the students more active and create a pleasant atmosphere in learning English.
2. The result of this study, talking stick method can be a good method to improve students' vocabulary mastery.
3. The result of this study, talking stick method can be used by English teacher, because this method is very easy to practice in the classroom when learned vocabulary in the class.
4. The result of this study, talking stick method provide more information to English teacher that's a method of learning process to be used. So, it do not make learning process monotonous.

In summary, talking stick method during the research can affect to the students vocabulary mastery. Therefore, the talking stick method needs to be applied continuously in teaching vocabulary. It is because the talking stick method can be effective to help the students vocabulary and create a pleasant atmosphere learning process so that the standard of competence of learning process can be achieved.



### **C. Suggestion**

After finishing this research, the researcher got much information in English teaching and learning process. Therefore, the researcher has suggestion to:

1. For the English teacher

The researcher suggests to use the talking stick method to teach or explain English subject to the students so the students will not be bored in learning English, interested, can enjoy and increase their skill in learning English.

2. For students

The researcher suggests when the teacher explain in front of you, you should concentrate, listen to your teacher, do what the teacher ask you to, and do not cheat with your friends. Also you can use any method for learning that can make you more enjoyable.

3. For Future Researcher

The researcher hopes that the future researchers who want to conduct a research related to this research to find the others influence of these method deeply.

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## CURRICULUM VITAE



### I. Identify

1. Name : Jahara Hasibuan
2. Reg. Number : 20 203 00027
3. Gender : Female
4. Place/Birthday : Tapanuli Selatan, 10 Januari 2001
5. Child : 4
6. Nationality : Indonesia
7. Status : Not Married
8. Religion : Islam
9. Address : Sosa, Kab. Padang Lawas
10. Phone Number : 082276980887
11. E-mail : [jaharahasibuanjahara@gmail.com](mailto:jaharahasibuanjahara@gmail.com)

### II. Parents

#### a. Father

1. Name : Wahidin Hasibuan
2. Job : -

#### b. Mother

1. Name : Roslaini Pasaribu
2. Job : Housewife

### III. Educational Background

1. Elementary School : SD Negeri 0704 Sungai Korang
2. Junior High School : MtsS Al-Khoir Mananti
3. Senior High School : MAS Al-Khoir Mananti
4. Institute : UIN Syahada Padangsidempuan

## **APPENDIX 1. Lesson Plan Experimental Class**

### **LESSON PLAN RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Sekolah : SMP N 8 Padangsidempuan  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : VIII / 1  
Materi Pokok : Vocabulary about animal, fruit, and things  
Alokasi waktu : 4 x 40 menit ( 2 x pertemuan )

#### **A. Kompetensi Inti**

K1 : Menghargai dan menghayati ajaran agama yang dianutnya

K2 : Menghargai sesama, berperilaku baik, disiplin, jujur, santun, percaya diri, peduli dan bertanggungjawab.

K3 : Memahami dan menerapkan pengetahuan faktual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan.

#### **B. Kompetensi Dasar**

3.1 Siswa mampu memahami kosakata yang telah diajarkan guru

4.1 Siswa mampu menguasai kosa kata yang telah diajarkan guru

#### **C. Indikator**

1. Siswa mampu menuliskan kembali kosa kata tentang noun di buku secara individual kemudian menghafalkannya.

2. Siswa mampu mengucapkan kosa kata yang diajarkan oleh guru.

#### **D. Tujuan Pembelajaran**

1. Siswa mampu mengetahui kata benda ( noun ) melalui permainan talking stick.

2. Siswa mampu mengingat kata benda (noun) melalui permainan talking stick.

3. Siswa mampu menyebutkan kata benda (noun) melalui permainan talking stick.

4. Siswa mampu memberikan contoh kata benda (noun) melalui permainan talking stick.

#### **E. Materi Pembelajaran**

Materi pembelajaran kata benda (noun) tentang animal, fruit, and things.

#### **F. Metode Pembelajaran**

1. Metode yang digunakan yaitu melalui permainan talking stick.

2. Metode pembelajaran, Tanya Jawab, Problem Based Learning.

#### **G. Media Pembelajaran**

1. Stick ( tongkat )

2. Buku Paket

3. Buku tulis
4. Pulpen
5. Spidol
6. Papan tulis

#### **H. Sumber Belajar**

1. Buku paket kelas
2. Internet
3. Kamus bahasa Inggris

#### **I. Langkah—Langkah Pembelajaran**

##### **a. Kegiatan Pendahuluan**

1. Berdoa sebelum memulai pelajaran
2. Greeting
3. Mengabsen siswa
4. Menanya kabar dan memberi motivasi pada siswa
5. Memberi gambaran penjelasan mengenai materi yang akan dipelajari serta strategi yang akan digunakan

##### **b. Kegiatan Inti**

1. Guru menjelaskan tentang topik yang akan dipelajari
2. Guru menjelaskan cara permainan talking stick.
3. Guru menyiapkan tongkat sebagai media pembelajaran.
4. Guru meminta siswa untuk berdiri di depan dengan membentuk lingkaran.
5. Setelah membentuk lingkaran, guru meminta siswa untuk menghitung dan siswa diminta untuk menghafal nomor masing-masing.
6. Guru menyebutkan nomor bebas dan siswa yang mendapat nomor yang disebutkan guru maju ke depan dan mengambil tongkat yang telah disiapkan guru.
7. Kemudian guru memberikan pertanyaan kepada siswa sesuai dengan materi yang telah dipelajari.
8. Siswa menjawab pertanyaan yang telah diberikan guru.
9. Guru memberikan kesimpulan.
10. Guru melakukan evaluasi/penilaian, baik secara kelompok maupun individu.

##### **c. Kegiatan Penutup**

1. Diakhir permainan guru dan peserta didik bersama-sama menghitung skor dari masing-masing team.
2. Team dengan perolehan skor tertinggi akan mendapatkan hadiah dari guru.

#### **J. Asesmen / penilaian**

1. Sikap
2. Pengetahuan dan keterampilan
3. Penugasan

## **APPENDIX 2. Lesson Plan Control Class**

### **LESSON PLAN RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

Sekolah : SMP N 8 Padangsidempuan  
Mata Pelajaran : Bahasa Inggris  
Kelas / Semester : VIII / 1  
Materi Pokok : Vocabulary about animal, fruit, and things  
Alokasi waktu : 4 x 40 menit ( 2 x pertemuan )

#### **A. Kompetensi Inti**

K1 : Menghargai dan menghayati ajaran agama yang dianutnya

K2 : Menghargai sesama, berperilaku baik, disiplin, jujur, santun, percaya diri, peduli dan bertanggungjawab.

K3 : Memahami dan menerapkan pengetahuan faktual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan.

#### **B. Kompetensi Dasar**

3.1 Siswa mampu memahami kosakata yang telah diajarkan guru

4.1 Siswa mampu menguasai kosa kata yang telah diajarkan guru

#### **C. Indikator**

1. Siswa mampu menuliskan kembali kosa kata tentang noun di buku secara individual kemudian menghafalkannya.

2. Siswa mampu mengucapkan kosa kata yang diajarkan oleh guru.

#### **D. Tujuan Pembelajaran**

1. Siswa mampu mengetahui kata benda ( noun ) melalui permainan talking stick.

2. Siswa mampu mengingat kata benda (noun) melalui permainan talking stick.

3. Siswa mampu menyebutkan kata benda (noun) melalui permainan talking stick.

4. Siswa mampu memberikan contoh kata benda (noun) melalui permainan talking stick.

#### **E. Materi Pembelajaran**

Materi pembelajaran vocabulary about animal, fruit, and things.

#### **F. Metode Pembelajaran**

1. Metode yang digunakan yaitu melalui permainan talking stick.

2. Metode pembelajaran, Tanya Jawab, Problem Based Learning.

#### **G. Media Pembelajaran**

1. Stick ( tongkat )

2. Buku Paket

3. Buku tulis
4. Pulpen
5. Spidol
6. Papan tulis

#### **H. Sumber Belajar**

1. Buku paket kelas
2. Internet
3. Kamus bahasa inggris

#### **I. Langkah—Langkah Pembelajaran**

##### **a. Kegiatan Pendahuluan**

1. Berdoa sebelum memulai pelajaran
2. Greeting
3. Mengabsen siswa
4. Menanya kabar dan memberi motivasi pada siswa
5. Memberi gambaran penjelasan mengenai materi yang akan dipelajari serta strategi yang akan digunakan

##### **b. Kegiatan inti**

1. Guru menunjukkan beberapa gambar tentang benda.
2. Guru menyebutkan nama benda yang ada didalam gambar dalam bahasa inggris dan siswa diminta untuk menyebutkan ulang nama benda tersebut.
3. Guru meminta siswa mencari arti benda yang ada pada gambar menggunakan kamus bahasa inggris.
4. Guru meminta siswa untuk menuliskan kosa kata tersebut di buku tulis mereka masing-masing.

##### **c. Kegiatan Penutup**

1. Guru meminta siswa untuk menyebutkan ulang kosa kata yang mereka tulis sebelumnya.
2. Guru meriview pembelajaran sekaligus merangkum materi pembelajaran pada hari itu.
3. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.
4. Kelas di tutup dengan doa.

#### **J. Assesmen / penilaian**

4. Sikap
5. Pengetahuan dan keterampilan
6. Penugasan

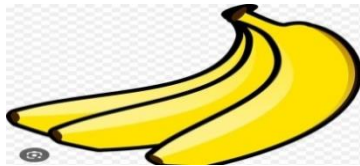


### APPENDIX 3 Instrumen Pre-test Before Validation

#### Instrument Pre-Test in Experimental Class and Control Class

Choose the answer ( a,b,c, or d ) from the questions below!

1. What fruit is the name of this picture?



- |           |              |
|-----------|--------------|
| a. Banana | c. Pineapple |
| b. Mango  | d. Orange    |
2. What fruit taste sour ( terasa asam )?
- |            |           |
|------------|-----------|
| a. Avocado | c. Apple  |
| b. Lemon   | d. Banana |
3. The color of banana is.....
- |           |          |
|-----------|----------|
| a. Pink   | c. Red   |
| b. Yellow | d. Black |
4. What is the name of this picture ?



- |            |           |
|------------|-----------|
| a. Badrrom | c. Teibel |
| b. Table   | d. Tabel  |
5. What fruit is in the picture below?



- |               |           |
|---------------|-----------|
| a. Strowberry | c. Durian |
| b. Rambutan   | d. Grape  |
6. The fruit have the red colour is.....
- |            |           |
|------------|-----------|
| a. Apple   | c. Banana |
| b. Avocado | d. Durian |

7. What animal is the name of this picture?



- a. Dog
  - b. Goat
  - c. Cow
  - d. zebra
8. What does usually a man put on his head? He puts on a...
- a. belt
  - b. shoe
  - c. gloves
  - d. hat
9. Give me a... to make my body warm.
- a. handkerchief
  - b. blanket
  - c. soap
  - d. table clothes
10. Moo... is the sound of?
- a. Cow
  - b. Goat
  - c. Elephant
  - d. Dog
11. My father always reads... every morning in living room.
- a. newspaper
  - b. radio
  - c. computer
  - d. television
12. Siti is an SMP students. Her uniform is new, white blouse and a blue
- a. short
  - b. shirt
  - c. trousers
  - d. skirt
13. What animal lives in the water and swims?
- a. Monkey
  - b. Tiger
  - c. Fish
  - d. Lion
14. The rabbit( kelinci) likes to eat.....
- a. Grapes
  - b. Durian
  - c. Orange
  - d. Carrot
15. This animal has four legs, we often drink their milk. This animal is ...
- a. crocodile
  - b. donkey
  - c. Cow
  - d. Kangaroo
16. These animals are considered amphibians because they are live on land and in water. They like to eat insects. This animal is ....

- a. Frog                      c. Mosquito
- b. Grasshopper      d. Snake

17. What animal is in the picture below?



- a. Tiger                      c. Chicken
  - b. Elephant              d. Dog
18. Lions and eagles love to eat ....
- a. fruit                      c. Meat
  - b. grass                      d. Egg
19. The animals below that like to eat carrots and other vegetables are ....
- a. chicken                      c. Goose
  - a. b. monkey                      d. Rabbit
20. Which animal has long neck and eat leaves from tall trees?
- a. Giraffe                      c. Zebra
  - b. Elephant                      d. Tiger
21. The thing we used to write?
- a. Table                      c. Chair
  - b. Bag                      d. Pen
22. What fruit do you like?
- a. Spinach                      c. Carrot
  - b. Apple                      d. Broccoli
23. ...taste sweet.
- A. Chili                      c. Pepper
  - B. Coffee                      d. Banana
24. I save my.....in my wallet(dompot).
- a. Money                      c. Phone
  - b. Lamp                      d. Book
25. What fruit you can not eat with its skin?
- a. Coconut                      c. Apple
  - b. Pear                      d. Grape
26. I put some pens, pencils, a ruler, and some erasers in my.....
- a. Pencil case                      c. Clock
  - b. Broom                      d. Scissor
27. What is the meaning of coconut?
- a. Kelapa                      c. Jambu

- b. Anggur                      d. Mangga
28. The color of indonesia's flag(bendera) is.....  
 a. Red and blue                      c. Black and white  
 b. Red and white                      d. Black and brown
29. We have a lot of..... in the classroom, we always sit on it.  
 a. Table                                      c. Chair  
 b. Whiteboard                      d. Sofa
30. What is the meaning of chicken?  
 a. Bebek                      c. Kucing  
 b. Ayam                      d. Burung
31. What is the meaning of pineapple?  
 a. Pisang                      c. Nanas  
 b. Jeruk                      d. Mangga
32. What is the meaning of car, motorcycle, bicycle?  
 a. Motor,mobil, sepeda                      c. Sepeda, motor, mobil  
 b. Sepeda, mobil, motor                      d. Mobil, motor, sepeda
33. What is the meaning of paper?  
 a. Buku                      b. Pelastik  
 b. Kertas                      c. Bunga
34. N-T-O-E-B-O-K-O  
 a. Notbok                                      c. Notebook  
 b. Notebok                                      d. Booknote
35. H-S-O-S-E  
 a. Shoes                                      c. Hsoes  
 b. Soes                                      d. Sehos
36. L-A-T-P-E  
 a. Palet                                      c. Plate  
 b. Pelat                                      d. Pleta
37. I-T-E-G-R  
 a. Tegir                                      c. Getir  
 b. Tiger                                      d. Regit
38. A-L-P-E-P  
 a. Apple                                      c. Apel  
 b. Eppla                                      d. Aple
39. R-B-A-B-T-I  
 a. Rabit                                      c. Ribet  
 b. Rabbit                                      d. Barrit
40. T-L-E-V-E-N-I-O-I-S  
 a. Television                                      c. Televionis  
 b. Televisi                                      d. Veletionis
41. What is the meaning of window?  
 a. Pintu                                      c. Atap  
 b. Jendela                                      d. Angin

42. What is the meaning of floor?  
a. Seng                      c. Lantai  
b. Beton                     d. Pintu
43. The animal eats meat?  
a. Rabbit                    c. Sheep  
b. Cow                      d. Tiger
44. The animal has big body?  
a. Cat                        c. Elephant  
b. Chicken                   d. Butterfly
45. The fruit has sour flavour?  
a. Banana                   c. Lemon  
b. Avocado                   d. Watermelon
46. What do we use when rainy days? EXCEPT!  
a. Umbrella                   c. Coat  
b. Jacket                    d. T-shirt
47. What do you use when you eat?  
a. Spoon                    c. Cup  
b. Glass                     d. Comb
48. What animal eat grass?  
a. Tiger                      c. Goat  
b. Lion                       d. Ant
49. What fruit has green colour?  
a. Banana                   c. Avocado  
b. Strawberry               d. Guava
50. What fruit has yellow color?  
a. Lemon                    c. Avocado  
b. Grape                     d. Apple

#### APPENDIX 4 Instrument Post-test Before Validation

##### Instrument Post-Test in Experimental Class and Control Class

Choose the answer ( a,b,c, or d ) from the questions below!

1. What is the name of this picture ?



- |            |           |
|------------|-----------|
| c. Badrrom | c. Teibel |
| d. Tabel   | d. Table  |

2. What is the animal of the picture below?



- |          |          |
|----------|----------|
| a. Belut | c. Snake |
| b. Worm  | d. Leech |

3. What is the name of the picture below?



- |            |               |
|------------|---------------|
| a. Radio   | c. Television |
| b. Infocus | d. Music Box  |

4. “Long, bite, has no legs.”

The characteristics above is animal ?

- |          |         |
|----------|---------|
| a. Owl   | c. Bird |
| b. Snake | d. Cat  |

5. kwek kwek kwekk” is the sound of ?

- |            |         |
|------------|---------|
| a. Chicken | c. Bird |
| b. Duck    | d. Lion |

6. Music, song, listen” are the characteristics of ?

- |          |         |
|----------|---------|
| a. Taxi  | c. Tv   |
| b. Radio | d. Bell |

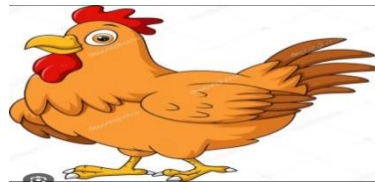
7. What is the name of this picture ?



- a. Bag
  - b. Gab
  - c. Pencilcase
  - d. Basket
8. What is the meaning of Guava?
- a. Jeruk
  - b. Nanas
  - c. Jambu
  - d. Mangga
9. This tool can erase marker, chalk, or pencil. This is.....
- a. Map
  - b. Eraser
  - c. Glue
  - d. Bag
10. My family watch Upin Ipin from.....
- a. Television
  - b. Lamp
  - c. Radio
  - d. Music
11. What animal has wings?
- a. Elephant
  - b. Bird
  - c. Lion
  - d. Tiger
12. What animal is in the picture below?



- a. Chicken
  - b. Dog
  - c. Duck
  - d. Goat
13. "Kukkuruyuk" is the sound of ?
- a. Duck
  - b. Chicken
  - c. Bird
  - d. Butterfly
14. What animal has small body?
- a. Giraffe
  - b. Elephant
  - c. Cat
  - d. Cow
15. What animal is in the picture below?



- a. Bird
  - b. Chicken
  - c. Duck
  - d. Cat
16. Carrot is the food of ....
- a. Dog
  - b. Chicken
  - c. Rabbit
  - d. Cat
17. The monkey is likes to eat.....
- a. Banana
  - b. Mango
  - c. Chili
  - d. Orange
18. What animal can NOT fly?
- a. Bird
  - b. Dragonfly
  - c. Butterfly
  - d. Dog
19. The animal do NOT eat meat?
- a. Tiger
  - b. Lion
  - c. Cow
  - d. Dog
20. What animal can fly?
- a. Cat
  - b. Tiger
  - c. Butterfly
  - d. Monkey
21. "meaow, meaow" is the sound of ?
- a. Lion
  - b. Bear
  - c. Cat
  - d. Dog
22. The fruit has big shape?
- a. Watermelon
  - b. Apple
  - c. Orange
  - d. Grape
23. What is the fruit has red color?
- a. Strowberry
  - b. Orange
  - c. Manggo
  - d. Duku
24. What fruit is the picture below?



- a. Avocado
  - b. Mango
  - c. Orange
  - d. Lecy
25. The color of fruit below is.....





- a. Brown                      c. Red
  - b. Pink                        d. Yellow
26. What fruit has red color?
- a. Banana                      c. Pineapple
  - b. Apple                        d. Avocado
27. Which of the following is NOT fruit?
- a. Potato                      c. Guava
  - b. Mango                      d. Papaya
28. Which of the following the fruit has small shape?
- a. Melon                      c. Watermelon
  - b. Kiwi                        d. coconut
29. Which of the following is a fruit?
- a. Potato                      c. Orange
  - b. Tomato                      d. Chili
30. What is the meaning of book, pen, pencilcase?
- a. Pena,buku, tempat pensil                      c. Buku,tempat pensil, pena
  - b. Tempat pensil, buku, pena                      d. Buku, pena, tempat pensil
31. What is the meaning of tiger?
- a. Singa                      c. Harimau
  - b. Kucing                      d. Monyet
32. What is the meaning of Orange?
- a. Jeruk                      c. Mangga
  - b. Alpukat                      d. Nanas
33. What is the meaning of GUAVA?
- a. Jeruk                      c. Pepaya
  - b. Anggur                      d. Jambu
34. What is the meaning of RABBIT?
- a. Kelinci                      c. Ayam
  - b. Kuda                      d. Kambing
35. What is the meaning of CHROCODILE?
- a. Paus                      c. Buaya
  - b. Biawak                      d. Hiu
36. What is the meaning of mango, banana, pineapple?
- a. Pisang,mangga,nanas                      c. Nanas,pisang,mangga
  - b. Mangga,pisang,nanas                      d. Mangga,pisang,nanas
37. What is the meaning of CHAIR?
- a. Meja                      c. Sofa
  - b. Kursi                      d. Pintu
38. What is the meaning of ELEPHANT?
- a. Singa                      c. Gajah
  - b. Harimau                      d. Buaya
39. What is the meaning of Lamp,television,phone?

- |  |                      |                      |
|--|----------------------|----------------------|
|  | a. Lampu,televisi,Hp | c. televisi,Hp,lampu |
|  | b. Hp,lampu,televisi | d. lampu,Hp,televisi |
40. M-N-O-Y-E-K
- |           |           |
|-----------|-----------|
| a. Monyek | c. Monkey |
| b. Menyok | d. Komney |
41. G-A-I-F-F-R-E
- |            |            |
|------------|------------|
| a. Girafe  | c. Giraff  |
| b. Giraffe | d. Gariffe |
42. O-H-U-E-S
- |          |          |
|----------|----------|
| a. Hause | c. Hesuo |
| b. House | d. Housa |
43. T-R-U-L-T-E
- |           |           |
|-----------|-----------|
| a. Turtle | c. Trutel |
| b. Turtel | d. Trulet |
44. B-R-I-D
- |         |         |
|---------|---------|
| a. Bird | c. Bidr |
| b. Brid | d. Bdir |
45. R-B-A-B-I-T
- |           |           |
|-----------|-----------|
| a. Barrit | c. Rabit  |
| b. Rabbit | d. Tarbit |
46. P-C-I-T-U-E-R
- |            |            |
|------------|------------|
| a. Picture | c. Pucture |
| b. Puctire | d. Pitcure |
47. D-K-U-C
- |          |         |
|----------|---------|
| a. Duck  | c. Duke |
| b. Bebek | d. Duke |
48. O-B-K-O
- |         |         |
|---------|---------|
| a. Koob | c. Bkoo |
| b. Book | d. Boko |
49. A-D-R-O-N-G
- |           |           |
|-----------|-----------|
| a. Gradon | c. Dragon |
| b. Dgaron | d. Grodan |
50. E-P-N-C-L-I
- |           |           |
|-----------|-----------|
| a. Pincel | c. Lencip |
| b. Pencil | d. Lincep |

## **APPENDIX 5**

### **Key Answers of Pre Test and Post Test in Experimental Class and Control Class**

#### **Key Answers of Pre-Test**

1. A. Banana
2. B. Lemon
3. B. Yellow
4. B. Table
5. D. Grape
6. A. Apple
7. B. Goat
8. D. Hat
9. C. Soap
10. A. Cow
11. A. Newspaper
12. D. Skirt
13. C. Fish
14. D. Carrot
15. C. Cow
16. A. Frog
17. B. Elephant
18. C. Meat
19. D. Rabbit
20. A. Giraffe
21. D. Pen
22. B. Apple
23. D. Banana
24. A. Money
25. A. Coconut
26. A. Pencilcase
27. A. Kelapa
28. B. Red and white
29. C. Chair
30. B. Ayam
31. C. Nanas
32. D. Mobil, motor, sepeda
33. B. Kertas
34. C. Notebook
35. A. Shoes
36. C. Plate
37. B. Tiger
38. A. Apple
39. B. Rabbit
40. A. Television

- 41. B. Jendela
- 42. C. Lantai
- 43. D. Tiger
- 44. C. Elephant
- 45. C. Lemon
- 46. D. T-Skirt
- 47. A. Spoon
- 48. C. Goat
- 49. C. Avocado
- 50. A. Lemon

### **Key Answers of Post-Test**

1. D. Table
2. C. Snake
3. C. Television
4. B. Snake
5. B. Duck
6. B. Radio
7. A. Bag
8. C. Jambu
9. B. Eraser
10. A. Television
11. B. Bird
12. C. Duck
13. B. Chicken
14. C. Cat
15. B. Chicken
16. C. Rabbit
17. A. Banana
18. D. Dog
19. C. Cow
20. C. Butterfly
21. C. Cat
22. A. Watermelon
23. A. Strawberry
24. A. Avocado
25. C. Red
26. B. Apple
27. A. Potato
28. B. Kiwi
29. C. Orange
30. D. Buku, pena, tempat pensil
31. C. Harimau
32. A. Jeruk
33. D. Jambu
34. A. Kelinci
35. C. Buaya
36. D. Mangga, pisang, nanas
37. B. Kursi
38. C. Gajah
39. A. Lampu, televisi, Hp
40. C. Monkey
41. B. Giraffe
42. B. House

- 43. A. Turtle
- 44. A. Bird
- 45. B. Rabbit
- 46. A. Picture
- 47. A. Duck
- 48. B. Book
- 49. C. Dragon
- 50. B. Pencil

**APPENDIX 6****VALIDATION INSTRUMENT TEST OF PRE-TEST**

<b>No</b>	<b>R<sub>Hitung</sub></b>	<b>R<sub>Tabel</sub></b>	<b>Keterangan</b>
1	0,497172	0,3961	Valid
2	0,40719	0,3961	Valid
3	0,617852	0,3961	Valid
4	-0,00828	0,3961	Invalid
5	0,582747	0,3961	Valid
6	0,725812	0,3961	Valid
7	0,423763	0,3961	Valid
8	-0,10484	0,3961	Invalid
9	0,26964	0,3961	Invalid
10	0,654654	0,3961	Valid
11	0,367785	0,3961	Invalid
12	-0,35392	0,3961	Invalid
13	0,880057	0,3961	Valid
14	0,880057	0,3961	Valid
15	-0,09109	0,3961	Invalid
16	0,124784	0,3961	Invalid
17	0,443565	0,3961	Valid
18	0,373348	0,3961	Invalid
19	0,395554	0,3961	Invalid
20	0,402181	0,3961	Valid
21	0,880057	0,3961	Valid
22	-0,07224	0,3961	Invalid
23	0,091946	0,3961	Invalid
24	0,582747	0,3961	Valid
25	-0,2036	0,3961	Invalid
26	0,702092	0,3961	Valid
27	0,365795	0,3961	Invalid
28	0,582179	0,3961	Valid
29	0,464092	0,3961	Valid
30	0,702092	0,3961	Valid
31	0,661387	0,3961	Valid
32	0,702092	0,3961	Valid
33	0,702092	0,3961	Valid
34	0,654654	0,3961	Valid
35	-0,00657	0,3961	Invalid
36	0,038616	0,3961	Invalid
37	0,678373	0,3961	Valid

38	0,630934	0,3961	Valid
39	0,446948	0,3961	Valid
40	0,46653	0,3961	Valid
41	0,124784	0,3961	Invalid
42	-0,00657	0,3961	Invalid
43	0,354563	0,3961	Invalid
44	-0,20712	0,3961	Invalid
45	0,014232	0,3961	Invalid
46	0,678373	0,3961	Valid
47	0,702092	0,3961	Valid
48	0,678373	0,3961	Valid
49	0,037951	0,3961	Invalid
50	0,459878	0,3961	Valid



**APPENDIX 7****VALIDATION INSTRUMENT TEST OF POST-TEST**

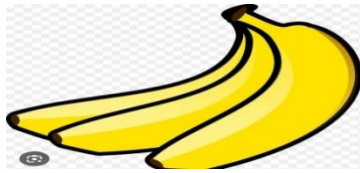
<b>No</b>	<b>R<sub>Hitung</sub></b>	<b>R<sub>Tabel</sub></b>	<b>Keterangan</b>
1	0,494541	0,3961	Valid
2	0,392805	0,3961	Invalid
3	0,302326	0,3961	Invalid
4	0,393828	0,3961	Invalid
5	0,035078	0,3961	Invalid
6	0,302326	0,3961	Invalid
7	0,522569	0,3961	Valid
8	0,302326	0,3961	Invalid
9	0,593134	0,3961	Valid
10	0,910454	0,3961	Valid
11	0,302326	0,3961	Invalid
12	0,708673	0,3961	Valid
13	0,910454	0,3961	Valid
14	-0,045175	0,3961	Invalid
15	0,581854	0,3961	Valid
16	0,061652	0,3961	Invalid
17	0,529466	0,3961	Valid
18	-0,003715	0,3961	Invalid
19	0,145289	0,3961	Invalid
20	0,910454	0,3961	Valid
21	0,910454	0,3961	Valid
22	0,343318	0,3961	Invalid
23	0,228504	0,3961	Invalid
24	0,645921	0,3961	Valid
25	0,428438	0,3961	Valid
26	0,910454	0,3961	Valid
27	0,380166	0,3961	Invalid
28	0,36778	0,3961	Invalid
29	0,910454	0,3961	Valid
30	0,910454	0,3961	Valid
31	0,634242	0,3961	Valid
32	0,645921	0,3961	Valid
33	0,305801	0,3961	Invalid
34	0,145289	0,3961	Invalid
35	0,910454	0,3961	Valid
36	0,87601	0,3961	Valid
37	0,14391	0,3961	Invalid
38	0,302326	0,3961	Invalid

39	0,910454	0,3961	Valid
40	0,445175	0,3961	Valid
41	0,910454	0,3961	Valid
42	0,910454	0,3961	Valid
43	0,512004	0,3961	Valid
44	0,910454	0,3961	Valid
45	0,625004	0,3961	Valid
46	-0,016217	0,3961	Invalid
47	0,910454	0,3961	Valid
48	0,910454	0,3961	Valid
49	0,708673	0,3961	Valid
50	0,87601	0,3961	Valid

## APPENDIX 8

**Instrument Pre-Test in Experimental Class and Control Class**  
**Choose the answer ( a,b,c, or d ) from the questions below!**

11. What fruit is the name of this picture?



- |           |              |
|-----------|--------------|
| c. Banana | c. Pineapple |
| d. Mango  | d. Orange    |

12. What fruit taste sour ( terasa asam )?

- |            |           |
|------------|-----------|
| c. Avocado | c. Apple  |
| d. Lemon   | d. Banana |

13. The color of banana is.....

- |           |          |
|-----------|----------|
| c. Pink   | c. Red   |
| d. Yellow | d. Black |

14. What fruit is in the picture below?

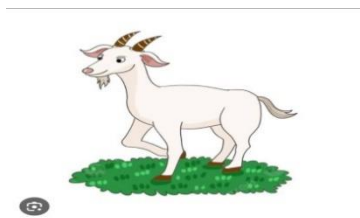


- |               |           |
|---------------|-----------|
| c. Strawberry | c. Durian |
| d. Rambutan   | d. Grape  |

15. The fruit have the red colour is.....

- |            |           |
|------------|-----------|
| c. Apple   | c. Banana |
| d. Avocado | d. Durian |

16. What animal is the name of this picture?



- |        |        |
|--------|--------|
| c. Dog | c. Cow |
|--------|--------|

- d. Goat                      d. zebra
17. Moo.....is the sound of?
- c. Cow                      c. Elephant
- d. Goat                      d. Dog
18. What animal lives in the water and swims?
- c. Monkey                      c. Fish
- d. Tiger                      d. Lion
19. The rabbit( kelinci) likes to eat.....
- c. Grapes                      c. Orange
- d. Durian                      d. Carrot
20. What animal is in the picture below?



- c. Tiger                      c. Chicken
- d. Elephant                      d. Dog
21. Which animal has long neck and eat leaves from tall trees?
- c. Giraffe                      c. Zebra
- d. Elephant                      d. Tiger
22. The thing we used to write?
- c. Table                      c. Chair
- d. Bag                      d. Pen
23. I save my.....in my wallet(dompet).
- c. Money                      c. Phone
- d. Lamp                      d. Book
24. I put some pens, pencils, a ruler, and some erasers in my.....
- c. Pencil case                      c. Clock
- d. Broom                      d. Scissor
25. The color of indonesia's flag(bendera) is.....
- c. Red and blue                      c. Black and white
- d. Red and white                      d. Black and brown
26. We have a lot of..... in the classroom, we always sit on it.
- c. Table                      c. Chair
- d. Whiteboard                      d. Sofa
27. What is the meaning of chicken?
- c. Bebek                      c. Kucing
- d. Ayam                      d. Burung
28. What is the meaning of pineapple?
- c. Pisang                      c. Nanas

- d. Jeruk                      d. Mangga
29. What is the meaning of car, motorcycle, bicycle?
- c. Motor,mobil, sepeda                      c. Sepeda, motor, mobil
- d. Sepeda, mobil, motor                      d. Mobil, motor, sepeda
30. What is the meaning of paper?
- c. Buku                      b. Pelastik
- d. Kertas                      c. Bunga
31. N-T-O-E-B-O-K-O
- c. Notbok                      c. Notebook
- d. Notebok                      d. Booknote
32. I-T-E-G-R
- c. Tegir                      c. Getir
- d. Tiger                      d. Regit
33. A-L-P-E-P
- c. Apple                      c. Apel
- d. Eppla                      d. Aple
34. R-B-A-B-T-I
- c. Rabit                      c. Ribet
- d. Rabbit                      d. Barrit
35. T-L-E-V-E-N-I-O-I-S
- c. Television                      c. Televionis
- d. Televisi                      d. Veletionis

## APPENDIX 9

**Instrument Post-Test in Experimental Class and Control Class**  
**Choose the answer ( a,b,c, or d ) from the questions below!**

1. What is the name of this picture ?



- e. Badrrom
- f. Tabel
- c. Teibel
- d. Table

2. What is the name of this picture ?



- c. Bag
- d. Gab
- c. Pencilmcase
- d. Basket

3. This tool can erase marker, chalk, or pencil. This is.....

- c. Map
- d. Eraser
- c. Glue
- d. Bag

4. My family watch Upin Ipin from.....

- c. Television
- d. Lamp
- c. Radio
- d. Music

5. What animal is in the picture below?

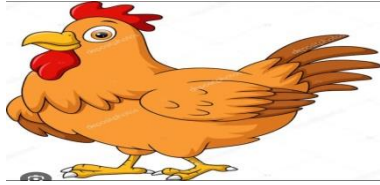


- c. Chicken
- d. Dog
- c. Duck
- d. Goat

6. Kukkuruyuk” is the sound of ?

- c. Duck
- d. Chicken
- c. Bird
- d. Butterfly

7. What animal is in the picture below?



- c. Bird
- d. Chicken
- c. Duck
- d. Cat

8. The monkey is likes to eat.....
- c. Banana
  - d. Mango
  - c. Chili
  - d. Orange
9. What animal can fly?
- c. Cat
  - d. Tiger
  - c. Butterfly
  - d. Monkey
10. "meaow, meaow" is the sound of ?
- c. Lion
  - d. Bear
  - c. Cat
  - d. Dog
11. What fruit is the picture below?



- c. Avocado
- d. Mango
- c. Orange
- d. Lecy

12. The color of fruit below is.....



- c. Brown
- d. Pink
- c. Red
- d. Yellow

13. What fruit has red color?
- c. Banana
  - d. Apple
  - c. Pineapple
  - d. Avocado
14. Which of the following is a fruit?
- c. Potato
  - d. Tomato
  - c. Orange
  - d. Chili

15. What is the meaning of book, pen, pencilcase?

- c. Pena,buku, tempat pensil
- c. Buku,tempat pensil, pena

d. Tempat pensil, buku, pena

d. Buku, pena, tempat pensil

16. What is the meaning of tiger?

c. Singa                      c. Harimau

d. Kucing                    d. Monyet

17. What is the meaning of Orange?

c. Jeruk                      c. Mangga

d. Alpukat                  d. Nanas

18. What is the meaning of CHROCODILE?

c. Paus                      c. Buaya

d. Biawak                  d. Hiu

19. What is the meaning of mango, banana, pineapple?

c. Pisang,mangga,nanas                      c. Nanas,pisang,mangga

d. Mangga,pisang,nanas                      d. Mangga,pisang,nanas

20. What is the meaning of Lamp,television,phone?

c. Lampu,televisi,Hp                      c. televisi,Hp,lampu

d. Hp,lampu,televisi                      d. lampu,Hp,televisi

21. M-N-O-Y-E-K

c. Monyek                      c. Monkey

d. Menyok                      d. Komney

22. G-A-I-F-F-R-E

c. Girafe                      c. Giraff

d. Giraffe                      d. Gariffe

23. O-H-U-E-S

c. Hause                      c. Hesuo

d. House                      d. Housa

24. T-R-U-L-T-E

c. Turtle                      c. Trutel

d. Turtel                      d. Trulet

25. B-R-I-D

c. Bird                      c. Bidr

d. Brid                      d. Bdir



## **APPENDIX 10**

### **Key Answera of Pret Test and Post Test**

#### **Key Answers of Pre-Test**

51. A. Banana
52. B. Lemon
53. B. Yellow
54. D. Grape
55. A. Apple
56. B. Goat
57. A. Cow
58. C. Fish
59. D. Carrot
60. B. Elephant
61. A. Giraffe
62. D. Pen
63. A. Money
64. A. Pencilcase
65. B. Red and white
66. C. Chair
67. B. Ayam
68. C. Nanas
69. D. Mobil, motor, sepeda
70. B. Kertas
71. C. Notebook
72. B. Tiger
73. A. Apple
74. B. Rabbit
75. A. Television

#### **Key Answers of Post-Test**

51. D. Table
52. A. Bag
53. B. Eraser
54. A. Television
55. C. Duck
56. B. Chicken
57. B. Chicken
58. A. Banana
59. C. Butterfly
60. C. Cat
61. A. Avocado
62. C. Red

- 63. B. Apple
- 64. C. Orange
- 65. D. Buku, pena, tempat pensil
- 66. C. Harimau
- 67. A. Jeruk
- 68. C. Buaya
- 69. D. Mangga, pisang, nanas
- 70. A. Lampu, televisi, Hp
- 71. C. Monkey
- 72. B. Giraffe
- 73. B. House
- 74. A. Turtle
- 75. A. Bird

## **Appendix 11**

### **Calculation of statistical result**

#### **A. Perhitungan distribusi data nilai pre-test kelas kontrol**

Langkah-langkah menghitung distribusi frekuensi

##### **a. Menentukan banyak kelas (K)**

$$\begin{aligned}\text{Rumus} = K &= 1 + 3,3 \log n \\ &= 1 + 3,3 \log 23 \\ &= 1 + 3,3 \cdot 1,361 \\ &= 5,4913 = 5\end{aligned}$$

##### **b. Rentang data**

$$\begin{aligned}R &= \text{data terbesar} - \text{data terkecil} \\ &= 64 - 32 = 32\end{aligned}$$

##### **c. Menentukan interval**

$$\begin{aligned}I &= R/K \\ 32/5 &= 6,4 = 6\end{aligned}$$

## Descriptive statistic

### Pre-test Control

	kelas		Statistic	Std. Error
hasil	1	Mean	47,83	2,111
		95% Confidence Interval for Mean	Lower Bound	43,45
			Upper Bound	52,20
		5% Trimmed Mean	47,84	
		Median	48,00	
		Variance	102,514	
		Std. Deviation	10,125	
		Minimum	32	
		Maximum	64	
		Range	32	
		Interquartile Range	20	
		Skewness	-,094	,481
		Kurtosis	-1,306	,935

### Hasil pre-test control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	32	2	8,7	8,7	8,7
	36	4	17,4	17,4	26,1
	40	1	4,3	4,3	30,4
	44	3	13,0	13,0	43,5
	48	3	13,0	13,0	56,5
	52	2	8,7	8,7	65,2
	56	3	13,0	13,0	78,3
	60	4	17,4	17,4	95,7
	64	1	4,3	4,3	100,0
	Total	23	100,0	100,0	

## B. Perhitungan distribusi data nilai post-test kelas kontrol

Langkah-langkah menghitung distribusi frekuensi

### a. Menentukan banyak kelas (K)

$$\begin{aligned}\text{Rumus} = K &= 1 + 3,3 \log n \\ &= 1 + 3,3 \log 23 \\ &= 1 + 3,3 \cdot 1,361 \\ &= 5,4913 = 5\end{aligned}$$

### b. Rentang data

$$\begin{aligned}R &= \text{data terbesar} - \text{data terkecil} \\ &= 80 - 44 = 36\end{aligned}$$

### c. Menentukan interval

$$\begin{aligned}I &= R/K \\ 36/5 &= 7,2 = 7\end{aligned}$$

### Descriptive Statistics Post-test control

	kelas		Statistic	Std. Error
hasil	1	Mean	61,74	2,562
		95% Confidence Interval for Mean		
		Lower Bound	56,42	
		Upper Bound	67,05	
		5% Trimmed Mean	61,71	
		Median	60,00	
		Variance	151,020	
		Std. Deviation	12,289	
		Minimum	44	
		Maximum	80	

	Range	36	
	Interquartile Range	20	
	Skewness	,146	,481
	Kurtosis	-1,111	,935

### Post test control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	64,00	1	4,3	4,3	4,3
	72,00	5	21,7	21,7	26,1
	76,00	3	13,0	13,0	39,1
	84,00	3	13,0	13,0	52,2
	88,00	3	13,0	13,0	65,2
	92,00	2	8,7	8,7	73,9
	96,00	2	8,7	8,7	82,6
	100,00	4	17,4	17,4	100,0
	Total	23	100,0	100,0	

### C. Perhitungan distribusi data nilai pre-test kelas eksperimental

Langkah-langkah menghitung distribusi frekuensi

#### a. Menentukan banyak kelas (K)

$$\begin{aligned}
 \text{Rumus} = K &= 1 + 3,3 \log n \\
 &= 1 + 3,3 \log 23 \\
 &= 1 + 3,3 \cdot 1,361 \\
 &= 5,4913 = 5
 \end{aligned}$$

#### b. Rentang data

$$R = \text{data terbesar} - \text{data terkecil}$$

$$= 60 - 32 = 28$$

**c. Menentukan interval**

$$I = R/K$$

$$28/5 = 5,6 = 6$$

## Descriptive statistics

### Pre-test control class

kelas		Statistic	Std. Error
1	Mean	48,52	1,870
	95% Confidence Interval for Lower Bound	44,64	
	Mean Upper Bound	52,40	
	5% Trimmed Mean	48,80	
	Median	52,00	
	Variance	80,443	
	Std. Deviation	8,969	
	Minimum	32	
	Maximum	60	
	Range	28	
	Interquartile Range	16	
	Skewness	-,523	,481
	Kurtosis	-,892	,935

### Pre-test experimental class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	32,00	2	8,7	8,7	8,7
	36,00	2	8,7	8,7	17,4
	40,00	2	8,7	8,7	26,1
	44,00	2	8,7	8,7	34,8
	48,00	3	13,0	13,0	47,8
	52,00	4	17,4	17,4	65,2

56,00	5	21,7	21,7	87,0
60,00	3	13,0	13,0	100,0
Total	23	100,0	100,0	

#### D. Perhitungan distribusi data nilai post-test kelas eksperimental

Langkah-langkah menghitung distribusi frekuensi

##### a. Menentukan banyak kelas (K)

$$\begin{aligned}
 \text{Rumus} = K &= 1 + 3,3 \log n \\
 &= 1 + 3,3 \log 23 \\
 &= 1 + 3,3 \cdot 1,361 \\
 &= 5,4913 = 5
 \end{aligned}$$

##### b. Rentang data

$$\begin{aligned}
 R &= \text{data terbesar} - \text{data terkecil} \\
 &= 100 - 72 = 28
 \end{aligned}$$

##### c. Menentukan interval

$$\begin{aligned}
 I &= R/K \\
 28/5 &= 5,6 = 6
 \end{aligned}$$

#### post-test control eksperimental

kelas		Statistic	Std. Error
1	Mean	87,65	1,893
	95% Confidence Interval for Lower Bound	83,48	
	Mean Upper Bound	91,82	
	5% Trimmed Mean	87,84	
	Median	88,00	
	Variance	92,964	
	Std. Deviation	9,942	



Minimum	72	
Maximum	100	
Range	28	
Interquartile Range	16	
Skewness	-,528	,481
Kurtosis	-,1081	,935

### Post-test experimental class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	72,00	3	13,0	13,0	13,0
	76,00	2	8,7	8,7	21,7
	80,00	1	4,3	4,3	26,1
	84,00	3	13,0	13,0	39,1
	88,00	4	17,4	17,4	56,5
	92,00	3	13,0	13,0	69,6
	96,00	5	21,7	21,7	91,3
	100,00	2	8,7	8,7	100,0
	Total	23	100,0	100,0	

### E. Normality Test

#### Tests of Normality

		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	kelas	Statistic	df	Sig.	Statistic	df	Sig.
Hasil belajar	1	,139	23	,200*	,930	23	,107
	2	,123	23	,200	,919	23	,063
	3	,173	23	,074	,916	23	,054
	4	,198	23	,020*	,878	23	,009

## F. Homogeneity Test

### Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil belajar	Based on Mean	,871	3	88	,459
	Based on Median	,669	3	88	,573
	Based on Median and with adjusted df	,669	3	79,714	,573
	Based on trimmed mean	,876	3	88	,457

## G. Independent sample test

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	Df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Side d p	Two - Side d p			Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	,439	,511	11.617	44	<.000	<.000	36,695	3.15885	43.061	30.329

	Equal variances not assumed			11.6 17	43.5 05	<.00 0	<.00 0	36. 695	3.158 85	43.0 639	30.3 27
--	-----------------------------------	--	--	------------	------------	-----------	-----------	------------	-------------	-------------	------------

## Appendix 12

### Students' Score in Control Class

No.	VIII-5	Control Class	
	Name	Pre-test	Post-test
1	AAN	60	76
2	AAR	44	72
3	AR	32	64
4	ASS	64	80
5	AARP	36	44
6	DS	40	60
7	FTA	48	64
8	HPP	60	80
9	IMH	56	80
10	JY	44	60
11	LK	36	44
12	MSH	52	60
13	MS	56	52
14	NH	60	72
15	NKA	36	48
16	NJ	44	56
17	RAUH	48	60
18	SL	52	64
19	SA	32	48
20	SAL	56	60
21	SKN	48	52
22	USH	36	44
23	WI	60	80
	Jumlah	1.100	1.420

**Appendix 13****Students' Score In Experimental Class**

No.	VIII-3	Experimental class	
	Name	Pre-test	Post-test
1	ASS	32	76
2	AWS	36	72
3	ARH	40	72
4	AAS	44	84
5	CSC	52	96
6	DAP	48	88
7	ES	56	96
8	EDP	60	100
9	HAP	56	96
10	KHW	60	96
11	LAR	44	84
12	MAL	56	96
13	NAD	52	96
14	PAH	32	72
15	RL	36	80
16	RN	40	84
17	RPI	56	96
18	RD	48	72
19	SSS	52	92
20	SL	60	100
21	TMH	48	88
22	VM	52	88
23	ZS	56	92
	<b>Jumlah</b>	<b>1.116</b>	<b>2.016</b>

# **DOCUMENTATION**

**In Experimental Class**

**The Students Did the Pre-Test**



**The Researcher Explained The Vocabulary To Students**



**The Researcher Explained How To Play Talking Stick in Treatment Class**





**The Students did the treatment**





**After Treatment the Students Did the post-Test**



**DOCUMENTATION**  
**In Control Class**  
**The Students Did the Pre-Test**



**The Students Learned About Vocabulary**





**The Students Did the Post-Test**





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21 Oktober 2024

Lampiran : -

Hal : Riset  
Penyelesaian Skripsi

Yth. Kepala SMP N 8 Padangsidempuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Jahara Hasibuan  
NIM : 2020300027  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Program Studi : Tadris Bahasa Inggris  
Alamat : Sosa, Padang Lawas

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect of Talking Stick Method To Vocabulary Mastery At Grade VIII Students of SMP N 8 Padangsidempuan"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian mulai tanggal 21 Oktober 2024 s.d. tanggal 21 November 2024 dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



M. Syafri Syafri Siregar, S.Psi, M.A

NIM 19801224 200604 2 001



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Benar telah mengadakan penelitian mulai tanggal 21 Oktober 2024 s/d tanggal 21 November 2024 untuk penulisan Karya Tulis Ilmiah dengan judul "The Effect Of Talking Stick Method To Vocabulary Mastery At Grade VIII Students Of SMP Negeri 8 Padangsidempuan".

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana perlunya.

Padangsidempuan, 14 November 2024



ARMILA SARI LUBIS, S. Pd.I  
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