

STUDENTS' VOCABULARY MASTERY BEFORE AND AFTER TAUGHT USING TALKING STICK STRATEGY

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ABSTRACT

This exploration was expected to uncover that: to discover the understudies' vocabulary dominance previously, after educate through talking stick strategy, additionally the huge distinctive the understudies' vocabulary authority at the long term understudies of SMP Negeri 5 Pinrang. This examination utilized semi test strategy, with two gathering pre-test and post-test plan. The general population was the drawn out understudies of SMP Negeri 5 Pinrang. The example is picking by random sampling technic. Where, the specialist accept one class as trial class and one class as control class. 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.

Keywords: Strategy, Talking Stick, Vocabulary Mastery.

INTRODUCTION

Language is vital for everybody on the planet, because the language is an instrument to make speak with others additionally uses to send the message, to communicate and treat anything. Language has words. According to Longman Dictionary of Applied Linguistics, "Language is system of human communication by means of a structured arrangement of sound (or their written representation) to form larger unit, e.g. morphemes, words, sentences"(Richards & Schmidt, 2010). Language is as the media to cooperate with others about their thoughts in oral, composed, or communicated in language that obviously utilizes numerous different vocabulary. English is important to learn on the grounds that English has become the world's language despite the fact that it isn't the most broadly communicated in

language because of the quantity of speakers it applies (Kosar and Bedir 2014). Encouraging English in auxiliary school is planned to build up the understudy's open capacities, which put the accentuation on the language abilities covering tuning, recorded as a hard copy, perusing and talking. Particularly in Indonesia English is educated as a mandatory subject of Junior High School. The public approach as reflected in Content Standard 2006 suggests that the instructing of English at the Junior High School is centered on the four language abilities for example tuning in, talking, perusing, and composing.

To speak English well we need vocabulary to support our idea As indicated by Richards and Renadya in Kartikasari "Vocabulary is a center segment of language capability and gives a large part of the premise to how well students talk, tune in, read, and compose" (Kartikasari, 2020). Therefore, understudies ought to at any rate have saved a few vocabularies before the class meeting for they will actually want to follow the material and stay aware of the abilities being created. Jargon is one of the language viewpoints that is vital in examining English. By dominance jargon well, understudies can simpler to acknowledge data from the instructor. Understudies who have a ton of jargon will think that it's simple to communicate their capacities. In any case, those whose jargon is deficient with regards to will encounter challenges in certain abilities.

Approach to improve the four language abilities that incorporate tuning in, talking, perusing and composing is the understudies need to have a decent jargon. It implies that the jargon hold a significant things in examining. The understudies who are need jargon, will be get inconvenience in understanding the content, unfit to communicate in English well, and hard to communicate their thought recorded as a hard copy. In any case, In a class, the majority of the understudies are uninvolved on the grounds that they need more vocabularies. Based on the observation English achievement of students in SMP Negeri 5 Pinrang is low because the teacher teaches the students traditionally. They let the students only memorize the vocabulary. The students need a new method to improve their vocabulary mastery. Based on the interview of the English teacher, the researcher also found that there are some problems that faced in vocabulary mastery. First, the students have difficult to remembering new vocabulary encountered because they

have never used it before. Second, the students do not have a high motivation in learning English. Where the mean score is 65.5. Hasria state that this score is categorized as fair classification from classification score of Dirjen Pendidikan Dasar dan Menengah (S, 2018).

Numerous educators simply clarify the material with no strategy even will in general be inventive in showing English, so it can make the understudies exhausted. A technique that utilized by the instructors need to cause the understudies to appreciate in learning. The instructor should utilize the appropriate game strategy in instructing measure that can make understudies is not difficult to get the new vocabulary. There are many methods which can be used in teaching English. One of me them is talking stick. By applying talking stick, the researcher believes that the students will acquire new vocabulary and their vocabulary will increase easily.

Talking stick strategy is an appropriate method to be used in teaching Junior High School students. First, the students feel happy, enjoyable and interest in learning process. Also teacher is easier to control the students. At last, they could improve their solace in class. With, the presence of input and cooperation among teachers and understudies, the objectives of training are effectively accomplished. In view of current realities over, the specialist needs to figure an exploration entitled: "Improving Student's Vocabulary Mastery through *Talking Stick* Strategy at the Eight Year Students of SMP Negeri 5 Pinrang".

This research is aimed to give benefit information to the English teaching and learning especially to the eight year students of SMP Negeri 5 Pinrang. The following, there are two significances from this research:

1. Theoretically: the result of this research is expected to be useful improve knowledge and information teaching and learning English especially in improving the students' vocabulary mastery.
2. Practically, there are three significances that are expected, such as:
 - a. The education world, the result of the research is expected to be useful information for developing teaching method, especially in teaching vocabulary.
 - b. The English teachers, the outcome of this research can help the teacher in teaching English vocabulary.

- c. The students, it can be applied to motivate the students in improving the vocabulary mastery.
- d. The next researcher, the result of this research is expected to be meaningful information for the next researcher in teaching vocabulary.

MATERIALS AND METHOD

A. Materials

This research use vocabulary test as instrument that apply multiple times, to be specific pre-test and post-test. Time assignment is 2 x 40 minutes each gathering. There are 15 things for three sorts of test they are : 5 things of fill the clear and 10 thing of different decision. The appraisal that will apply in this exploration is 1 and 0. 1 if the appropriate response of the understudies is valid and 0 if the appropriate response of the understudies is bogus. The pretest will be utilizations to check the information on understudies in vocabulary authority before they are give a treatment. The post-test will be use to quantify the understudies dominance of vocabulary after they are give a treatment

B. Method

The researcher was applying Quasi-experimental method. The examination was associated with two gatherings, a test bunch and a benchmark group. The exploratory gathering was gotten treatment by applied Talking circle procedure; while the benchmark group was get ordinary technique where understudies were given a gathering study.

RESULTS

The discoveries were gotten through the test, which was led through two things, to be specific, pre-test and post-test. The aftereffect of the pre-test and post-test in test class.

Table 1 :The frequency and rate percentage of vocabulary mastery score pre-test and post-test in experimental class

No	classification	Scores	Pre-test		Post-test	
			F	%	F	%
1	Very good	86-100	1	3.71	5	18.51

2	Good	71-85	5	18.51	18	66.67
3	Fair	56-70	18	66.67	4	14.82
4	Poor	41-55	2	7.40	0	0
6	Very poor	< 40	1	3.71	0	0
	Total		27	100	27	100

From the table 1 the researcher understands that between pre-test and post-test have basic qualification, where post-test score is more unmistakable than pre-test score it is showed up in pre-test basically 22.22% understudies got positive principles become 85.18% in post-test there are 62.96% improvement and no more understudy got poor and incredibly poor after there were shown talking stick procedure.

As the consideration, the researcher put the result of the pre-test and the post-test in control class. The table discussed below:

Table 2: The distribution score of students' vocabulary mastery of pre-test and in control class

No	Classification	Scores	Pre-test		Post-test	
			F	%	F	%
1	Very good	86-100	1	3.71	-	-
2	Good	71-85	7	25.93	12	44.44
3	Fair	56-70	14	51.85	9	33.33
4	Poor	41-55	3	11.11	5	18.51
6	Very poor	< 40	2	7.40	1	3.71
	Total		27	100	27	100

Table 2 shown that there was improvement score of the understudies. Albeit in post test no understudy got awesome characterization except for there was critical expanded in certain arrangement from 29.64% after they are instructed remembering become 33.33% yet it simply 3.69% not more altogether than exploratory class.

The mean score and standard deviation of the understudies in pre-test and post-test between test class and control class introduced as followed:

Table 3: The mean score and standard deviation of the understudies pre-test both exploratory class and control class.

Variable	Mean score	Standard deviation
Experimental class	67.96	10.30
Control class	64.44	7.7

The t-table above showed that the typical pre-test score of understudies in both the exploratory class and the control class. The mean score of the pre-test in the test class (67.96) was higher than that of the pre-test in the control class (64.44).

Table 4: The mean score and standard deviation of the understudies post-test both in trial class and control class

Variable	Mean score	Standard deviation
Exp. Class	78.70	6.00
Control class	67.78	11.29

The table 4 above shows that the mean score of the understudies post-test both in exploratory class and control class. The mean score of the post-test in test class (78.70) is higher than post-test in control class (67.78).

In testing the theory, the analyst applied a t-test recipe at the degree of importance with $\alpha = 0.05$ and with level of opportunity = 52

Table 5: The t-table of the understudies pre-test in trial class and control class

Degree of freedom	T-test Value	T-table Value
52	1.46	2.021

The table 5 shows that t-table worth (2.021) was higher than the t-test respect (1.46). The assessment shows that the H_0 was perceived. The jargon authority of the seventh year understudies of SMP Negeri 5 Pinrang of insightful year 2019/2020 was not enormous differentiation. It infers that the language authority of control class and preliminary class have a comparative limit preceding giving the treatment.

Table 6: The t-table of the understudies post-test in trial class and control class

Degree of freedom	T-test	T-table
52	4.58	2.021

The table shows that t-test regard (4.58) was higher than the t-table worth (2.021). the examination shows that H1 was recognized. The language strength of the seventh year understudies of SMP Negeri 5 Pinrang of insightful year 2019/2020 was basic differentiation.

DISCUSSION

Kosar and Bedir in Rahmawati was claim that English is significant to learn because English has become the lingua franca all over the world even though it is not the most spoken language concerning the number of its native speakers (Rahmawati, 2017).

Way to improve the four language skills that include tuning in, talking, perusing and composing is the understudies need to have a decent vocabulary. It implies that the vocabulary is an important thing in studying. The students who are lack in vocabulary, will be get trouble in understanding the text, unable to speak English well, and difficult to express their idea in writing. But In a class, most of the students are passive because they do not have enough vocabularies.

Based on the observation English achievement of students in SMP Negeri 5 Pinrang is low because the teacher teaches the students traditionally. They let the students only memorize the vocabulary. The students need a new method to improve their vocabulary mastery. Based on the interview of the English teacher, the researcher also found that there are some problems that faced in vocabulary mastery. First, the students have difficult to remembering new vocabulary encountered because they have never used it before. Second, the students do not have high motivation in learning English. Where the mean score is 65.5. This score is categorized as fair classification from classification score of Dirjen Pendidikan Dasar dan Menengah.

There are many strategies which can be used in teaching English. One of them is talking stick. By applying talking stick, the researcher believed that the students can get new vocabularies and improve their vocabulary easier. Talking

stick method is a appropriate method to be used in teaching Junior High School students. First, the students feel happy, enjoyable and interest in learning process. Also teacher is easier to control the students. Finally, they could improve their comfort in class.

Hasan and Aunurrahman define that talking stick is a learning strategy that is fun, so do not make students bored and make learning not boring and increases student motivation, which in turn will improve student learning outcomes (Rasmani Hasan, 2017). Besides, Pike talking stick used to share with each other the wisdom and insights we had on various topics (Pike, 2011).

To see the different ability between students who teach by memorizing method and students who teach by talking stick strategy researcher give different treatment for booth class. For the experimental class, the researcher gives the treatment in three times. The researcher used to talk stick method in teaching process. The procedures of treatment that had been given are as follow:

1. The researcher gave material about descriptive text by applying talking stick method
2. The researcher gave to the student's time to read and learn the material by group while the researcher prepares a stick.
3. The next researcher asked the students closed the book and the teacher take the stick that have prepared before to one student and plying a song.
4. Who hold the stick when the song stops required answering the question from teachers about the topic.
5. Than the stick rolls on again until all students got chance.
6. Finally, researcher and students gave conclusion about the lesson.

(Rahayuningsi, 2013)

Therefore in control class the researcher applied memorizing method in teaching learning process. The steps in teaching process using Memorising technique are follows:

1. The teacher prepares the materials.
2. The teacher explains the main topic about descriptive text. Then, the students read and learn the materials for some minutes.

3. The teacher ask the students to write down some vocabulary that related with the materials (the material same with material in experimental class).
4. The teacher give some minutes to the students for memorizing that vocabulary.
5. The teacher call one by one students to evaluate.

Before giving the treatment, both of classes had to complete the worksheet on the pre-test, where presented 5 items of fill the blank and 10 item of multiple-choice. And after giving treatment, both of classes had to complete the same worksheet on the post-test.

Treatment that was given to each class carried four times but with different media. For experimental class in teaching English vocabulary they used talking stick method, while for control class, they teaching English vocabulary memorizing method. Before starting treatment, the research explains to the students about the method used during the learning process, it is talking stick for experimental class. During the wave of treatment to support the use of media, in the experimental class students and teachers use stick as media. Each treatment, both of class must complete a worksheet that has been given.

CONCLUSION

The finding of the t-test is the proof that students have significant improvement in their competence. Where t-test value (4.58) and t-table value (2.021). Its mean that score t-test are higher than t-table so H_0 is rejected. It means that the vocabulary mastery of the seventh year students of SMP Negeri 5 Pinrang is improvement significantly through talking stick strategy.

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