



**Improving Student's Vocabulary Ability Through Talking Stick Technique
At Grade VIIA Of SMPN 3 Tongauna**

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Abstract

This research study investigated a study about improving student's vocabulary ability through talking stick technique at grade VIIA of SMPN 3 Tongauna. The objective of the study was to find out whether talking stick method can improve students' vocabulary ability. This research applied classroom action research design. Focus on four steps, namely planning, action, observation and reflection. The subject of was students grade VIIA of SMPN 3 Tongauna with the total number of students was 30, consisted 12 females and 18 males. This research was conducted temporary in two cycles where each cycles consist of one meeting of treatment and one meeting for evaluation. This research also implemented vocabulary test (qualitative) and observation sheet (quantitative) as the data of the research. The expected target of students' vocabulary ability was 80% the students got standard score 65. Based on the result of this study, it showed that there was an improvement of students' vocabulary ability at grade VIIA of SMPN 3 TONGAUNA the result in the pre-observation 1453 (20%) or 6 students improved, next in the cycle I, there was only 2032 (60%) or 18 students improved. Those are reflected an improved to the next cycle. In the cycle II there researcher found that was more progress than in previous cycle. The percentage of students vocabulary achievement in second cycle was 2359 (87%) or 26 students improved, the result of post test was 2372 (90%) or 27 students improved. Which the vocabulary of students is very good categories. Because the target plan was achieved. There for the treatment stopped based on the result of data it can be conclude that talking stick technique could improve students' vocabulary ability.

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Abstrak

Studi ini meneliti tentang meningkatkan kosakata siswa melalui teknik tongkat bicara di kelas VIIA SMP Tongauna 3. Tujuan dari penelitian ini adalah untuk mengetahui apakah metode tongkat bicara dapat meningkatkan kemampuan kosa kata siswa. Penelitian ini menggunakan desain penelitian tindakan kelas. Fokus pada empat langkah, yaitu perencanaan, tindakan, observasi dan refleksi. Subjek penelitian adalah siswa kelas VIIA SMP Tongauna dengan jumlah total 30 siswa, yang terdiri dari 12 perempuan dan 18 laki-laki. Penelitian ini dilakukan dalam dua siklus dimana setiap siklus adalah satu pertemuan pengobatan dan satu pertemuan untuk evaluasi. Penelitian ini juga menerapkan tes kosa kata (kualitatif) dan lembar observasi (kuantitatif) sebagai data penelitian. Target yang diharapkan dari kemampuan kosakata siswa adalah 80% siswa mendapat skor 65. Kemampuan kosakata kelas VIIA dari TONGAUNA SMP 3 menghasilkan hasil pra-observasi 1453 (20%) hanya ada 2.032 (60%) atau 18 siswa. ditingkatkan. Yang direfleksikan dan ditingkatkan ke siklus berikutnya. Di dalam siklus ada seorang peneliti menemukan bahwa lebih banyak kemajuan daripada pada siklus sebelumnya. Persentase siswa adalah 2359 (87%) atau 26 siswa meningkat, hasil post test adalah 2372 (90%) atau 27 siswa meningkat. Yang kosa kata siswa kategori sangat baik. Karena rencana target tercapai. Karena itu pengobatan dihentikan berdasarkan hasil data dapat menyimpulkan bahwa teknik berbicara dapat meningkatkan kemampuan kosa kata siswa.

Introduction

Nowadays, education is an equally important thing. It takes over values, good morals, cultures, job, opportunities and knowledge to the owner. It also brings the future of nation in the middle of world global civilization. Therefore, the government applies for the best system to improve the education quality in this country.

Language is occupying important role in human life as a tool of communication. One of the characteristics of human being is their ability to communication with the others people that shown by their ability to receive and express their idea well. As we know that, one of elements in language that cannot be separated from learning English is vocabulary. It is hard to be master the four skills without understanding a number of vocabularies because it is fundamental in language learning. The general objective of English teaching in junior high school is to prepare children to have competitive value in this global era and introduce English early ages. So, teaching vocabulary earlier is better than teaching the other skills of English.

In learning English, one of the factors is the poor mastery of vocabulary knowledge. The students are lack of stock of the words. The students who have little knowledge of vocabulary was faced some difficulties to understand the written language and oral language. The students may get some difficulties in learning a language if they have limited number vocabularies.

Especially in class VII.A of SMPN 3 Tongauna based on observation from the students, they get low score in learning English. They still have difficulties to learn and recite the vocabulary. When the first time, the material taught in the vocabulary of their students still felt foreign and strange with these words, they are difficult to remember and recite because unfamiliar use of foreign.

Based on these reasons, the researcher choose talking stick method to improve their skill in vocabulary, talking stick technique is a method in the learning process by a stick, student who gets the stick must answer the question by the teacher. This technique gives an alternative manner to refresh and to add vocabulary in a more enjoyable way. The researcher choose this technique because this is one of the easy technique to improve their vocabulary in their lesson, this technique is right to use cause it is like playing game in their learning so that they can easy to understand and easy to save in their mind. Researcher was applied one way to teach vocabulary by talking stick technique at SMPN 3 Tongauna especially class VII.A. The researcher chose the study entitled “improving student’s vocabulary ability through talking stick technique at grade VII.A of SMPN 3 Tongauna”.

Method

This chapter talks about the method and the problem to answer the problem of this research methodology is specific set of procedure of researching. It explains the design population sample and techniques for collecting data and data analysis.

Result and Discussion

Data Analysis of cycle II

1. Planning

Based on the reflection in the first cycle, the researcher found some problems, they were:

- a. The students had difficulty to answer the questions.
- b. The students had difficulty to get the meaning of the words.
- c. The students did not participated well and low motivation.

So, the researcher planned some changes for improvement in the second cycle, the strategies to solve the students problem were:

- a. Researcher used a new planning in this cycle
- b. The researcher arranged lesson plan for first meeting. This section will be divided in two meetings. The first meeting was focused on the topic namely “names of animals”. And the second meeting the researcher did evaluation to students examine about the topic.
- c. Researcher explained about the topic.
- d. Researcher asked to guess the meaning of the words of the picture and pay attention to each word.
- e. The researcher encouraged students to be participated as well as motivated the students to be more active.
- f. Researcher asked students to stay focus on the activity and nothing else if not they got low score.
- g. Researcher and the teacher still prepared observation sheet for the observer to observe the researcher exactitude in teaching English vocabulary through talking stick technique.
- h. The researcher and teacher still prepared note taking to collect the data during teaching and learning process.
- i. Researcher and set the standard assessment to the students improvement on their vocabulary ability was minimally 80% of all students must get standard score 65.

2. Action and observation

Action of this second cycle was also consisted of two meetings. First meeting were addressed for treatment through the talking stick method and second meeting was for evaluation using vocabulary test.

The first meeting was conducted on Saturday, August 25th 2018 at 10.55-12.15 am. The topic was different with the first cycle. It was used “names of Animals” as the topic in achieving the vocabulary target. The researcher opened the class by greeting and asked students’ condition. Next, the researcher checked the attendance list of students. All students attend at that meetings, the researcher gave motivation to students to study hard. That in pre-activity span time 15 minutes. The researcher started the teaching and learning process by asking the students about the previous topic that had been discussed in the first cycle. In this time, most of students paid attention to be researcher, it could appear that the students’ active and giving their respond, even though some of them did not do it, but they showed a good attitude. The researcher then explained the steps of the talking stick technique that would be used in that meeting.

Next, the researcher introduced the topic that would be taught during this meeting namely the names of animals. The researcher present the topic asked the student prior knowledge with the material was going to be learnt by asking some questions related to their daily life

experiences. For instance the researcher asked, *do you likes animals? How much you know the names of animals?* At the first time, most students could understand the question and could answer the questions in variously.

After that, the researcher revised the list of vocabulary by gives example of the picture. Referenced to the students' problems in previous cycle that students had difficulty to answer the question, therefore to this cycle, teacher explained how to answer the question through talking stick technique. Researcher also gave examples in order students more easy to understand before the researcher asks them by the talking stick technique to answer the question with orally. Next, the researcher gave the task to students to write some names of animal those around us. The researcher gave time-limit for students to finish in 30 minutes. In this activity, the researcher role here was monitored the progress when students did the activity. The teacher might walk around just to check that the students were following the instructions correctly and may help when it was necessary or asked, and ask the students to open their dictionary if it is necessary. The researcher also motivated the students in order in could be more active in teaching and learning process and warning the students to be silent focus when they were noise.

In the process of learning through the talking stick technique, students seemed get some improvement in learning process. Meanwhile, some of students will still did not fill in the blanks sentences. Students also could pay attention to the teacher explanation and researcher instruction. After all step finished, the researcher asked students to collect their worksheet. At end of meeting, the researcher gave feedback and conclusion to the class and told to students for learning at home.

The two meeting was evaluation. The test was conducted on Tuesday, August 28th 2018 at 09.15-10.35 am. The researcher opened the class by greeting and asked students' condition. Next, the researcher checked the attendance list of students. All students attend at that meeting. The researcher gave to students. The vocabulary test was given to the students to measure how far the students' ability the material they have got from the second cycle. The researcher gave time about 60 minutes to finish the test. To make the process running well, the researcher controlled all students and sometimes helps them when they had problem with the question and to make sure that they worked individually. In the evaluation, student seemed enjoy and relax to do test. Around 60 minutes later, the researcher asked them to submit their work. Finally, togave conclusion and cased the meeting.

In observing students and researcher activities in the second cycle, the observed found some result as following:

- a. The researcher had already applied all the procedure of the talking stick technique

- b. The researcher could manage the class and student noisy
- c. The researcher had already done all the activities in pre-activity, main-activity and post activity
- d. Researcher motivated students to be more active in learning process
- e. Researcher gave feedback and conclusion to the students in the end of meeting
- f. Students pay attention to the researcher explanation
- g. The students motivation and attention was increased, it can be seen from their attitude with enthusiastically during teaching and learning process.

3. Reflection

After conducting second cycle, the researcher found that students got increased score from the first cycle. Based on the test which done on two meeting of cycle II. Data as follow:

Table 1 the students' score in cycle II

No	Students name	Noun in the classroom	Noun in the kitchen	Animals	score	Total score	Classification
1	Student 1	5	3	5	13	87	Improved
2	Student 2	4	3	5	12	80	Improved
3	Student 3	3	4	4	10	67	Improved
4	Student 4	3	2	4	9	60	Not Improved
5	Student 5	4	4	4	12	80	Improved
6	Student 6	4	3	4	11	73	Improved
7	Student 7	5	5	5	15	100	Improved
8	Student 8	4	3	4	11	73	Improved
9	Student 9	4	2	3	9	60	Not Improved
10	Student 10	4	3	5	12	80	Improved
11	Student 11	3	3	5	11	73	Improved
12	Student 12	5	3	5	13	87	Improved
13	Student 13	4	4	4	12	80	Improved
14	Student 14	3	4	5	12	80	Improved
15	Student 15	5	5	5	14	93	Improved
16	Student 16	3	3	5	11	73	Improved
17	Student 17	3	3	4	10	67	Improved
18	Student 18	4	3	5	12	80	Improved

19	Student 19	3	3	3	9	60	Not Improved
20	Student 20	3	5	4	12	80	Improved
21	Student 21	2	2	5	9	60	Not Improved
22	Student 22	5	5	5	14	93	Improved
23	Student 23	5	3	4	13	87	Improved
24	Student 24	4	3	4	11	73	Improved
25	Student 25	3	4	4	11	73	Improved
26	Student 26	4	3	5	12	80	Improved
27	Student 27	5	4	5	14	93	Improved
28	Student 28	4	4	4	12	80	Improved
29	Student 29	5	3	5	13	87	Improved
30	Student 30	5	5	5	15	100	Improved
Total					354	2359	
Percentage					87%		

The test in second cycle consists of 15 item essay test. However, the test in the second cycle 9 students got very good score or 30%, 9students got good score or 30%, 8 students got enough score or 27%, and 4 students got low score or 13,33%. It means that the percentage score of students, who got score ≥ 65 reached 87% , it was improved 27% than the previous cycle (27%, in addition the result showed that percentage of students vocabulary ability had achieved the target).

Table 2 of students' problems during teaching and learning process and the strategy of solve problems.

No	Problems	Strategy of solve problem
1	The students had difficulty in mean	Students could meanings the word corre
2	The students had difficulty to get the question therefore, they could words.	Students could get the answer of the wo question correctly
3	The students did not particip motivation.	Students were active and participate process.
4	Students did no full of attentions in teaching and learning process.	Students could pay attention and d anymore.

Based on the table above, it seems that the weaknesses of the students' vocabulary ability that found in the first cycle could generally treat well in the second cycle. In addition, in term of ability in found the meaning of the words mostly students could do it than the previous cycle. Besides, students were active and participated well learning process and could pay attentions and did not make noisy anymore.

After finishing the researcher in cycle II, researcher conducted initial test to students to determine student understanding in the classroom. The result of the post test to the students:

Table 3. Data distribution of score about students' vocabulary score on post test.

No	Students name	Noun in the classroom	Noun in the kitchen	Animals	score	Total score	Classification
1	Student 1	5	3	5	13	87	Improved
2	Student 2	4	3	5	12	80	Improved
3	Student 3	3	4	4	10	67	Improved
4	Student 4	3	2	4	9	60	Not Improved
5	Student 5	4	4	4	12	80	Improved
6	Student 6	4	3	4	11	73	Improved
7	Student 7	5	5	5	15	100	Improved
8	Student 8	4	3	4	11	73	Improved
9	Student 9	4	2	3	9	60	Not Improved
10	Student 10	4	3	5	12	80	Improved
11	Student 11	3	3	5	11	73	Improved
12	Student 12	5	3	5	13	87	Improved
13	Student 13	4	4	4	12	80	Improved
14	Student 14	3	4	5	12	80	Improved
15	Student 15	5	5	5	14	93	Improved
16	Student 16	3	3	5	11	73	Improved
17	Student 17	3	3	4	10	67	Improved
18	Student 18	4	3	5	12	80	Improved
19	Student 19	3	3	3	9	60	Not Improved
20	Student 20	3	5	4	12	80	Improved
21	Student 21	4	2	5	11	73	Improved
22	Student 22	5	5	5	14	93	Improved

23	Student 23	5	3	4	13	87	Improved
24	Student 24	4	3	4	11	73	Improved
25	Student 25	3	4	4	11	73	Improved
26	Student 26	4	3	5	12	80	Improved
27	Student 27	5	4	5	14	93	Improved
28	Student 28	4	4	4	12	80	Improved
29	Student 29	5	3	5	13	87	Improved
30	Student 30	5	5	5	15	100	Improved
Total					356	2372	
Percentage						90%	

Table 4 Total score students on the pre-observation, cycle I, cycle II and post test.

No	Students name	Pre Observation score	Cycle I score	Cycle II score	Post test score
1	Student 1	67	73	87	87
2	Student 2	40	60	80	80
3	Student 3	47	60	67	67
4	Student 4	40	47	60	60
5	Student 5	53	73	80	80
6	Student 6	47	60	73	73
7	Student 7	67	93	100	100
8	Student 8	33	67	73	73
9	Student 9	27	60	60	60
10	Student 10	40	67	80	80
11	Student 11	33	67	73	73
12	Student 12	53	73	87	87
13	Student 13	53	73	80	80
14	Student 14	27	60	80	80
15	Student 15	73	93	93	93
16	Student 16	33	60	73	73
17	Student 17	20	53	67	67
18	Student 18	47	67	80	80
19	Student 19	20	47	60	60

20	Student 20	53	73	80	80
21	Student 21	33	53	60	73
22	Student 22	80	93	93	93
23	Student 23	60	67	87	87
24	Student 24	47	67	73	73
25	Student 25	60	73	73	73
26	Student 26	40	60	80	80
27	Student 27	60	60	93	93
28	Student 28	67	73	80	80
29	Student 29	60	67	87	87
30	Student 30	80	93	100	100

Based on the data above, it showed that there were 30 students in class VII.A of SMPN 3 Tongauna, the result of students' vocabulary test on first cycle that there were 4 students that got the very good score, 14 students got enough score and there were 12 students got low score. Whereas the indicator of successfulness of their vocabulary ability where minimal 80% of the students got standard 65. It means that the result was still under the achieved.

On second cycle, the result of students' vocabulary test were 9 students got very good score, 9 students got good score, 8 students got enough score and 4 students got low score. Whereas the indicator of successfulness of their vocabulary ability where minimal 80% of the students got standard 65.

Based on this finding, the researcher concluded that the level of students in class VII.A of SMPN 3 Tongauna in vocabulary ability was increased. It means that, there was significant improvement of students' vocabulary score after applying talking stick technique in teaching and learning process.

Conclusion

The title of this study is "Improving Student's Vocabulary Ability through Talking Stick technique at grade VII.a of SMPN 3 Tongauna in the Academic Year of 2018 /2019". After describing the previous chapter, the researcher summarizes that:

1. The implementation of students' vocabulary ability through talking stick technique for the first grade students of SMPN 3 Tongauna in the academic year of 2018/2019 applied well. Students enjoyed and joined with fun learning activities in the class. The talking stick

technique made them confidence to speak English hand there were feedback between teacher and students.

2. The finding of the students' score is the proof that students have significant improvement in their competence. Both of them can be seen from cycle I and cycle II. In the cycle I the students who got score 65 as the standard score only 63,69%. But in the cycle II the students who got score 65 as the standard score only 86,95%. So from the first cycle and second cycle the students increased until 23,26%. It means that there is significant improvement of students' vocabulary ability through talking stick technique.

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