THE EFFECT OF TALKING STICK METHOD ON STUDENTS’ VOCABULARY MASTERY AT THE SEVENTH GRADE OF SMP SWASTA DARUSSALAM MEDAN

Pengaruh Metode Tongkat Terhadap Penguasaan Kosakata Siswa Kelas VII SMP Swasta Darussalam Medan

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Abstract: This Study was aimed to find the empirical proof of The Effect Talking Stick Method Students’ Vocabulary Mastery by using Talking Stick. 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 data that were obtained from test analyzed by using SPSS statistic 25 program. 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. Based on the criteria of hypothesis test that if sig. 2 tailed (p) was lower than alpha (α) 0.05, the Ho (Null Hypothesis) was rejected and Ha (Alternative Hypothesis) was accepted. In this study, the result of sig. 2 tailed was 0.000 and it proved that p<α. It showed that there was a significant to Talking Stick Method Students’ Vocabulary Mastery.

Keywords: Vocabulary, Talking Stick Method.

1. INTRODUCTION

English is one of the most important languages in the world because almost all countries use English as the communication tool as the native language, a second language, and the foreign language. People who study English consider it as their personal proficiency. Many people particularly students, thought to master English. Mastering English is an
important value for the students to have. By mastering English, students can improve themselves both in academic and life skill.

Language is very important to everyone, because we can communicate with all people in all distances, especially English language. Nowadays English is very important for communication, therefore our vocabulary must be enriched, so we can communicate English in a better way. Without the existence of language, people are difficult to communicate each other. In this globalization era, we can not be separated from language. Because language has become part of human needs. For instance English language which has become International language now.

**VOCABULARY**

As David Wilkins (Thornbury 2002: 13) says that, “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. From this statement, it could be understood that vocabulary is one of the items that has to be mastered by students in learning English because no one speak English if they have limited vocabulary and without a proportional amount of vocabulary anyone will get trouble in her reading, listening, writing, and speaking.

**TALKING STICK METHOD**

Talking stick learning model is a model 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 learning model is one of the cooperative learning models, the teacher gives students the opportunity to work alone and work together with others by optimizing student participation (Lie, 2002: 56).

**2. RESEARCH METHODOLOGY**

**Research Design**

This research was conducted in experiment design. There were two groups of students, namely the control and experiment groups. Experimental group was taught by using talking Stick Method and control group was taught by using Conventional way. This
research is intended to investigate the effect of using talking stick method on students’ vocabulary mastery of the seventh grade at SMP Swasta Darussalam Medan.

**Population and Sample**

The population of the research was seventh grade students of SMP Swasta Darussalam Medan. The total number of the population is 150 students who were divided into five classes, VII 1, VII 2, VII 3, VII 4, VII 5. The researcher used Purposive Cluster Sampling Technique to decide the sample. The sample was divided into two groups. Namely control group and experimental group. They were grade VII 1, and VII 2 which consist of 30 students for each class. So, the total sample of this research was 60 students.

**Treatment**

In this research, the students were given different treatments. There were 4 meetings for each group and each of group consist of 30 students. The control group was taught in the conventional way, the researcher wrote vocabulary list on the whiteboard, they were asked to memorize vocabulary about verb. On the other hand, the experimental group was taught by using Talking Stick Method. The method used stick. The researcher prepared stick to share with students, and they take the stick containing material that must be mastered. Then, they look

The experimental class was taught by using Talking Stick Method vocabulary technique. This technique as a treatment to see the differences score between experimental class and control group.

Steps in applying Talking Stick:
1. The teacher prepares a stick.
2. The teacher conveys the main material to be learned, then gives the opportunity for students to read and study the material on the handle / package.
3. After finishing reading a book and studying it, the teacher invites students to close the book.
4. The teacher takes the stick and gives it to students, after that the teacher gives questions and students who hold the stick must answer it. And so on until most students get a part to answer each question from the teacher.
5. The teacher gives a conclusion.
Research Instrument

In this research, the researcher applied two tests, namely pre-test and post-test. The instruments in the form of multiple choice test, there were 20 items (the score is 5 for each item). To get the final score is 10 x 5 = 100. So if students can answer all the question correctly the score is 100.

Reliability and Validity of Instrument

Reliability

To find out which test are reliable and valid, the realibility of test was analyzed by using Kuder Richardson 20 formula which is stated by Sugiono, as present below:

\[
r_i = \frac{k}{k-1} \left( \frac{S_{_2} - \sum pi \, a_i}{S_{_2}} \right)
\]

where:
- \(k\) : the number of item in the instrument
- \(pi\) : proportion of the number of subject who answer item 1
- \(qi\) : 1-pi
- \(S_{_2}\) : the number of variant

The value of realibility coefficient (Guilford, 1956) as he following:
- 0,80 – 1,00 : the realibility is very good
- 0,60 – 0,80 : the realibility is good
- 0,40 – 0,60 : the realibility is significant
- 0,20 – 0,40 : the realibility is low
- -1,00 – 0,20 : the realibility is very low (Not reliable)

Validity

Validity is the extent to which a concept which accurately measured in a quantitaive research. Moskal Leydens (2002) defined the validity as the degree to which support the interpretations of the data are correct and the manner in which interpretations use are appropriate. As a process, validation involves collecting and analyzing data to assess the accuracy of an instrument.

In this research, the researcher used correlation pointbiserial. Correlation pointbiserial is correlation product moment pearson that applies to scores of items that are discrete dichotomies (0/1) with a total score on an interval test. The purpose of the discrete
dichotomy here is that the difference in values 1 and 0 is real and not the continuum value in it.

To find out the test is valid, the validity of the test was analyzed by using Correlation Point Biserial formula. As present below:

\[
\rho_{\text{bis}} = \frac{X_i - \bar{X}}{S_Y} \sqrt{\frac{p}{1 - p}}
\]

Where:
- \(X_i\) : mean test score for the group of subject who answer correctly
- \(X\) : mean test score for all subject
- \(S_x\) : standart deviation test scores all subject
- \(p\) : proportion of subjects who answer correctly

**Technique of Data Collection**

The data collection is an important part in conducting a research. To collect the data, this research used pre-test and post-test was given to experimental group and control group.

**Technique of Data Analysis**

After collecting all the data from the test, the data was calculated by using t–test. In analyzing the data, this following formula oft–test is.

\[
t = \frac{Ma - Mb}{\sqrt{\frac{da^2 + db^2}{Na + Nb - 2} \left[ \frac{1}{Na} + \frac{1}{Nb} \right]}}
\]

Where:
- \(t\) : total score
- \(Ma\) : the mean of experimental group
- \(Mb\) : the mean of control group
- \(da\) : the standart deviation of experiment group
- \(db\) : the standart deviation of control group
- \(Na\) : the total number sample of experiment group
- \(Nb\) : the total number sample of control group.
3. FINDINGS AND DISCUSSION

Data

To collect the data of this research, the writer observed the seventh grade students of SMP Swasta Darussalam Medan. There were two classes namely VII 1 and VII 2. There were 30 students of each class. VII 1 is the experimental class that was taught by using talking Stick. The control class of this study is VII 2 that was taught by using conventional method. Then the writer gave the test to the students to get the data about the students’ mastery in English vocabulary. After getting the data of this study, the writer analyzed it.

Score of Pre-Test and Post-Test Students in Experimental Class

In collecting the data of the students’ ability in English vocabulary mastery in experimental group by using Talking Stick Method, the writer gave paper test, to test the students’ ability. The test is divided into pre-test and post-test. The purpose of this study is to find out the students’ mastery in English vocabulary of SMP Swasta Darussalam Medan taught by using Talking Stick Method that increased or not. The result of this study in English vocabulary ability in experimental and control group that can be seen in the following tables:

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Ngain Score</th>
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<td>1</td>
<td>MAF</td>
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<td>100</td>
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</tr>
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<td>KS</td>
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<td>100</td>
<td>20</td>
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<td>3</td>
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<td>75</td>
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<td>20</td>
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<td>4</td>
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<td>75</td>
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<td>20</td>
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<td>75</td>
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<td>20</td>
</tr>
<tr>
<td>6</td>
<td>PDR</td>
<td>75</td>
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<td>Post-Test</td>
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<td>15</td>
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<tr>
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<td>HLL</td>
<td>55</td>
<td>70</td>
<td>15</td>
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<tr>
<td>30</td>
<td>DA</td>
<td>55</td>
<td>70</td>
<td>15</td>
</tr>
<tr>
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<td>2560</td>
<td>575</td>
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</tr>
<tr>
<td>Mean</td>
<td>66.17</td>
<td>85.33</td>
<td>19.16</td>
<td></td>
</tr>
</tbody>
</table>

**Tabel 2. Score of the Control Class**
### 4. CONCLUSION

The use Talking stick method can motivate students to learn vocabulary. This can be seen from the process of vocabulary mastery with Talking stick method. The students are still confused and less interested in learning vocabulary mastery before the researcher applies Talking Stick Method.
However, after the implementation of this method, students begin to be interested and enjoy the lesson provided and not only the students also more easily understand the material and they can share their knowledge about vocabulary when this method is implemented.

The researcher analyzed the data using the t-test, from the result of statistical calculations through SPSS. It can be seen from the data with the statistical hypothesis of significance level 5% it showed that the mean score of experimental class after taught by using Talking Stick Method was 85.33 and it was higher than the mean score before using Talking Stick Method it was 68.50.

The data analysis, moreover, showed that sig. 2-tailed \( p \) < \( \alpha \); 0.000 < 0.05. It means that null hypothesis \( H_0 \) was rejected and alternative hypothesis \( H_a \) was accepted. Therefore, the data showed that Talking Stick Method had the positive effect on the students’ vocabulary mastery. And this shows that the teaching of vocabulary mastery using the Talking Stick Method is very effective in the effect vocabulary students’ abilities compared to teaching by not using Talking Stick Method. Then it can be concluded that the Talking Stick Method has significant effect to improve students’ abilities in vocabulary mastery.

5. SUGGESTIONS

The result of the research showed that using the talking stick method can give effect to students’ vocabulary mastery, there are three the following suggestions are offered:

1. English Teacher should use the talking stick method on effect students’ vocabulary mastery.
2. Students should can improve their vocabulary mastery with the talking stick method.
3. The result of this research should be useful for researchers who apply talking stick method as the application of learning to develop students’ abilities in vocabulary mastery or other subject. And the result of this study will be useful other researchers.

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REFERENCES


