AN UNDERGRADUATE THESIS

UTILIZATION OF THE TALKING STICK LEARNING MODEL IN IMPROVING STUDENTS' ENGLISH VOCABULARY MASTERY FOR JUNIOR HIGH SCHOOL

BY:

IRWAN

H0120510

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IRWAN
H0120510

Has successfully defended the thesis in front
of the Examiner Team of Faculty of Teacher
Training and Education on: 21st April 2025

EXAMINATION

Chair of the Examiner	: Dr. Rafiqa, S.Pd., M.Pd.	(.............................)
Secretary of Exam Committee	: Amrang, S.Pd., M.Pd.	(.............................)
Supervisor I	: Ridwan, S.Pd.I., M.Pd.	(.............................)
Supervisor II	: Ahyadi, M.Pd.	(.............................)
Examiner I	: Nurul Imansari, S.S., M.A.	(.............................)
Examiner II	: Dwi Adi Nugroho, S.S., M.Hum.	(.............................)

Majene, 30th April 2025
FACULTY OF TEACHER TRAINING
AND EDUCATION UNIVERSITAS
SULAWESI BARAT

Dr. H. Kaslim, M.Pd
NIP. 196312311990031028

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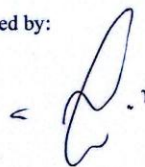**Proposed by:**
IRWAN
H0120510

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Approved by:

Supervisor 1 :

RIDWAN, S.Pd.I., M.Pd.
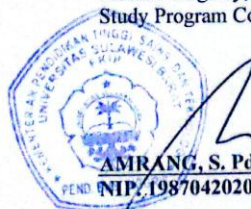**NIDN. 02128028402**

Supervisor 2 :

AHYADI, M.Pd.
NIP. 198701262022031005

Majene, 14th February 2025
Acknowledge by,
Study Program Coordinator

AMRANG, S. Pd., M. Pd
NIP. 198704202019031009

STATEMENT OF WORKING ORIGINALITY

The one who is filed bellow:

Students's Name   : Irwan

NIM   : H0120510

Study Program   : English Education Department

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ABSTRAK

IRWAN: Pemanfaatan Model Pembelajaran Talking Stick dalam Meningkatkan Penguasaan Kosakata Bahasa Inggris Siswa SMP. **Skripsi Majene: Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat.2025.**

      Tujuan penelitian ini adalah untuk menilai pemanfaatan model pembelajaran Talking Stick dalam meningkatkan penguasaan kosakata siswa dan untuk mengetahui persepsi siswa terhadap model pembelajaran Talking Stick. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif dan desain penelitian yang digunakan adalah quasi-experimental dengan menerapkan pre-test dan post-test ke dalam kelas eksperimen dan kelas kontrol. Data yang diperoleh diolah menggunakan aplikasi SPSS versi 25.0 untuk mengetahui signifikansi antara variabel. Selain itu, peneliti juga menggunakan beberapa rumus untuk menghitung dan memperoleh hasil dari persepsi siswa. Hasil penelitian menunjukkan hasil uji t-test tidak berpasangan antara eksperimen dan kontrol menunjukkan bahwa nilai t-test yaitu 4.983 atau nilai signifikansi dua ekor (0.000) lebih kecil dari t-tabel dengan taraf signifikan 0.05 (0.000<0.05) dengan derajat kebebasan (df) menjadi 46. Hal tersebut berarti bahwa terdapat perbedaan antara kelompok eksperimen dan kelompok kontrol setelah diberikan perlakuan. Selain itu, nilai rata-rata kelompok eksperimen memiliki peningkatan antara skor pre-test dan post-test. Meskipun kelompok eksperimen mengalami peningkatan sedikit dari kelompok kontrol. Oleh karena itu, dapat disimpulkan bahwa penggunaan model pembelajaran Talking Stick bermanfaat dalam meningkatkan penguasaan kosakata siswa. Kemudian hasil kuesioner menujukkan bahwa siswa memiliki kategori persepsi positif dengan menunjukkan nilai 58,48 terhadap model pembelajaran Talking Stick.

Kata kunci: Talking Stick, penguasaan kosakata siswa.

ABSTRACT

IRWAN: Utilization of the Talking Stick Learning Model in Improving Students English Vocabulary Mastery for Junior High School. **Thesis. Majene: Faculty of Teacher Training and Education, University of Sulawesi Barat. 2025.**

The purpose of this study are to assess the use of the Talking Stick learning model in improving students' vocabulary mastery and to determine students' perceptions of the Talking Stick learning model. The method used was a quantitative method with a quasi-experimental research design, where pre-test and post-test were applied to the experimental class and control class. The data obtained were analyzed using the SPSS version 25.0 application to test the significance between variables. In addition, several formulas were used to calculate and analyze students' perceptions. The results showed that the unpaired t-test between the experimental and control classes produced a t value of 4.983 with a two-tailed significance (0.000), which was smaller than the t-table at a significance level of 0.05 (0.000 <0.05) with degrees of freedom (df) 46. This means that there is a difference between the experimental and control groups after being given treatment. The average score of the experimental group increased between the pre-test and post-test, although the difference was not too far compared to the control group. Thus, it can be concluded that the Talking Stick learning model is useful in improving students' vocabulary mastery. In addition, the questionnaire results showed that students gave positive perceptions by showing a value of 58,48 towards the implementation of this learning model.

Keywords: Talking Stick, students' vocabulary mastery.

CHAPTER I
INTRODUCTION

A. Background

In Indonesia, English is usually taught as a foreign language. A foreign language is a language that is not used as a medium of communication in the particular country where it is taught. Foreign languages are usually taught as one of the subjects at school. (Sya & Helmanto, 2020). Some people think that grammar is more important than vocabulary. For example, people will not speak in English simply because they are afraid of taking risks with incorrect grammar. Since learning a language is most often identified with mastering its grammar system, it is not surprising that most textbooks have a grammatical or 'structural' organization. As Scott Thornbury (2011) states that "without grammar, very little can be conveyed and without vocabulary, nothing can be conveyed".

Based on the results of preliminary observations and also conducting interviews with English teachers related to vocabulary problems at school, several problems are often experienced by students, one of which is students' interest in learning English, the lack of vocabulary owned by students and the need for development of the learning model because it is considered monotonous which has also previously been used as a learning model, so this is the cause of students being lazy to learn English. They find it difficult to use English, both orally and in writing due to their limited vocabulary. In addition, students' understanding of English grammar is hampered by inadequate grammar knowledge.

According to (sucandra et al., 2022) Poor learning vocabulary is a problem that needs to be solved properly. Student ability is the foundation of student success, but the teacher's problem is that they always misinterpret the word ability in a context that is not broad. Based on the explanation above, there is a problem, namely students' difficulties in learning English, especially in mastering vocabulary. Therefore, the researcher is interested in analyzing

the various difficulties faced by students in the English learning process with the title "Utilization of the Talking Stick learning model in improving students' English vocabulary mastery for Junior High School".

The importance of vocabulary mastery is because it is a person's ability to understand and master words in a language which is the basis of communication known by everyone (Tampubolon et al., 2023). Based on the explanation above, the researcher concludes that vocabulary mastery is very important for a person because it is one of the supporting factors in language.

There are several models that can be used in the English learning process, one of which is the use of game models. The Talking Stick model is a learning approach that gives learners the freedom to act and move as far as possible (Tanjung et al., 2019). The Talking Stick learning model uses sticks as a learning tool. The teacher gives the stick to students, and students who receive the stick must answer the teacher's questions. The Talking Stick model trains students mentally to be ready in every situation. The learning concept related to the Talking Stick learning model will encourage teachers and students to participate actively and creatively in the learning process.

Based on the problems above, the researcher conducted a study entitled **"Utilization of the Talking Stick Learning Model in Improving Students' English Vocabulary Mastery for Junior High School."**

B. Problem Identification

Based on previous research and the results of preliminary observations, as well as conducting interviews with English teachers related to vocabulary problems at school, several problems were found:

1. Students need a good command of vocabulary in learning English.
2. The development of learning models by teachers is important to adjust to the needs of students.

C. Problem Limitation and Formulation

This research focused on supporting English language skills, such as; good vocabulary, vocabulary mastery, learning techniques by the teachers. Therefore, the researcher main goal is to improve students' vocabulary. So, the students have high confidence in learning English. The researcher focused on the research problem to evaluate the utilization of the Talking Stick technique as a learning model.

The research consists of two essential research formulations, as follows:

1. Is the use of Talking Stick model significantly effective in improving students vocabulary mastery at the VII grade SMPN 4 Campalagian?
2. What are students perceptions of the use of the Talking Stick model in learning English vocabulary?

D. Research Objective

Based on the formulation of the problem above, the objectives of this study are:

1. To explore the utilization of the Talking Stick model in improving students' vocabulary mastery.
2. To find out the students' perceptions of the use Talking Stick model in learning English vocabulary.

E. Research Benefits

This study deals with the use of Talking Stick as a model to improve students' vocabulary mastery. This research is expected to develop students' vocabulary acquisition potential in English.

The findings of this study are expected to contribute positively to two key elements:

1. Theoretical Benefits:
   a. This research contributes to English education by utilizing the use of the Talking Stick model can improve vocabulary mastery, active speaking and have an attraction in English subjects.
   b. The findings can be a valuable literature review for other the researcher conducting similar research.
   c. This study recommends an effective method to improve students' vocabulary acquisition in English.

2. Practical Benefits:

   a. This research offers the need for a solution that has the potential to meet students' needs for confidence in learning English by having a large vocabulary to encourage students' activeness in learning.
   b. For students, this research provides a knowledge supplement by using the Talking Stick model, to develop students' vocabulary in English.

CHAPTER II
LITERATURE REVIEW

A. Previous Related Studies

There are several research findings related to this research, in this case the Talking Stick model and vocabulary mastery, namely:

Alansah et al. (2021) in his research entitled "Improving english vocabulary mastery through Talking Stick strategy at the tenth grade students of SMANegeri 1 Kasimbar". Implemented Talking Stick model to help tenth grade students at SMA Negeri 1 Kasimbar in understanding new words. Because students usually feel bored in learning because they use the same strategy before, the researcher tried to create a new atmosphere in learning. The researcher used the quasi-experimental method by conducting pre-test and post tests on the class that followed the strategy (experimental class) and the class that did not follow the strategy (control class). Before the test was used to see the students' ability before they learned, while the after test was used to see the development after the learning was done. The results showed that there was a significant difference in scores between the experimental class (696.64) and the control class (516.66). Using a significance level of 0.05 and 18 degrees of freedom, the analysis results showed that the calculated t value (2.573) was greater than the t table value (2.153), which means that the research hypothesis was accepted. This shows that the use of Talking Stick strategy significantly improves the vocabulary mastery of grade X students at SMA Negeri 1 Kasimbar.

Rorimpandey & Andries, (2023) In his research entitled "Utilization of the Talking Stick learning model in improving english vocabulary mastery". Also conducted a study to evaluate the effectiveness of the Talking Stick Learning Model in improving English vocabulary mastery at Raanan Baru State Middle School. The research involved 25 class VIII junior high school students as subjects, applying the Classroom Action Research method. This research consists of four-cycle steps: Planning, Action, Observation, and

Reflection. Data collection techniques used include observation, tests and field notes. The Talking Stick learning model involves collaborative student work to achieve cooperative learning goals. The research results showed that the use of this model was successful in increasing students' mastery of English vocabulary. Overall, the use of the Talking Stick Learning Model in the learning process is able to increase students' vocabulary, mastery of English language skills, and create a fun and enthusiastic learning atmosphere.

Syamsia & Rusdy, (2021) In his research entitled "The effectiveness of cooperative learning method type Talking Stick in improving students' vocabulary memorization". Evaluated students' effectiveness in memorizing English vocabulary through the application of a cooperative learning model using Talking Stick. This research was conducted using the Classroom Action Research method at Mts Al-Khautsar Kao, with research subjects totaling 27 class VIII students, consisting of 14 girls and 13 boys. This research used various techniques and instruments to collect qualitative and quantitative data, including observation, interviews, testing, and study documentation. Data analysis was carried out reflectively in each research cycle, starting from the moment the implementation of the action begins. To reduce subjectivity, research members were involved in exploring their perceptions, opinions and suggestions related to data analysis. The reflection results from cycle I showed that improvements needed to be made, so the research continued in cycle II. By applying the Talking Stick technique, it was seen that students' vocabulary scores increased in cycle II. This shows that the use of this model provides encouragement and motivation for students to maintain and expand their vocabulary.

The above research has similarities and differences with the research to be conducted by researchers, which both focus on improving students' vocabulary mastery but there are also some differences from the three research findings above. My research is related to the model and method that I use with song accompaniment which is a novelty from the above research. the above research uses class action research. However, in my study I was interested in

exploring the possibility of using a different methodology and research design, specifically a quantitative quasi-experiment approach. This study tested whether Talking Stick is effective for students' English vocabulary acquisition. This study was conducted at SMPN 4 Campalagian, the researcher wanted to know the good method and also the students should use the right research method to support students in improving their vocabulary mastery in learning English.

B. Theoretical Framework

1. Vocabulary

a. The definition of vocabulary

Ulumudin et al. (2023) says that English vocabulary is very important in gaining proficiency in various aspects of English language learning elements. proficiency in communicating, listening, writing, and reading, therefore vocabulary becomes a support in various English language learning. Vocabulary is central in language acquisition, vocabulary has a strong meaning and realizes that the communicative power of vocabulary, which may aim to acquire a large number of words. without vocabulary, communication will not go well and effectively. vocabulary is one of the important components in English which is the basis for learning English as the main key in communication. This also has an impact with vocabulary or English vocabulary which has a wider effect.

Vocabulary is the total number of words in a language. It is also a collection of words a person knows and uses in speaking and writing" (Vocabulary is the total number of words in a language, as well as a collection of words that a person knows and uses in speaking and writing). Cameron in(Rikmasari & Riyanissani, 2017), explains that there are four indicators that have a major influence on the mastery of English vocabulary in early childhood students (English for young learners), namely: (a) pronunciation, (b) spelling, (c) changes in language structure, and (d) meaning. Based on the results of

observations and interviews with grade IIIA and IIIB teachers at SDIT YPI "45" Bekasi, students' mastery of English vocabulary is still very low. This can be seen from the pronunciation of students who are still stammering, hesitant, and not confident in pronouncing English vocabulary, inappropriate intonation of pronunciation so that it sounds unclear, many students have difficulty remembering the spelling of vocabulary spoken by the teacher, and many students have not been precise in composing English sentences according to good and correct grammar.

b. The types of vocabulary

There are two types of vocabulary, they are active and passive, there are many ways to learn vocabulary, but when one is still a beginner in learning vocabulary, one needs a lot of practice by learning vocabulary that is around in daily life (Chaerunnisa et al., 2024). Which is produced by sight or the result of our ideas then stored in memory and recalled when speaking and writing. Thus, there are two main groups of vocabulary: active and passive vocabulary. Active vocabulary (productive) is used in speaking or writing from the results of one's thoughts so that it can produce spoken or written sentences. On the other hand, passive vocabulary (receptive) is known but not used by a person. People understand it when it is heard or read. The two types of vocabulary become two collective groups and usually the passive vocabulary group is larger than the active vocabulary while active vocabulary may tend to appear more active, the goal of foreign language teaching is to expand students' passive vocabulary and active vocabulary.

Based on their use, vocabulary in Indonesian is divided into active vocabulary and passive vocabulary (Chaerunnisa et al., 2024).

1) Active Vocabulary

Active vocabulary is vocabulary used in daily communication, both orally and in writing. This vocabulary is often used, so it has a high frequency in conversation.

2) Passive Vocabulary

Passive vocabulary is vocabulary that is rarely or almost never used in communication. Vocabulary in Indonesian consists of two forms, namely the basic form and the derived form.

According to Lorenzutti (2016), vocabulary can be categorized into eight distinct parts:

1) Nouns

These words represent names of things, people, or concepts. Examples include gadgets, records, players, and chairs.

2) Pronouns

These are words used in place of nouns, representing things, people, or concepts. Examples are me, them, and you.

3) Verbs

These words describe actions. Examples include like, watch, do, and see.

4) Adjectives

These words describe nouns. Examples are old, used, and new.

5) Adverbs

These words describe actions. Examples include get up, recently, happy, and usually.

6) Prepositions

These words indicate location, time, or direction in relation to nouns or pronouns. Examples are for, like, on, at, between, and under.

7) Conjunctions

These words connect two or more sentences or clauses. Examples are and, but, and if.

8) Determiners

These words refer to nouns without fully describing them, similar to adjectives. Examples are the and a.

c. Kinds of Vocabulary

Apriza, (2023), vocabulary knowledge can be understood in a broader perspective by combining three main aspects: form, meaning and usage.

1. Form
   a. Pronunciation: How does the word sound? How is the word pronounced?
   b. Writing: What is the shape of the word? How is the word written and spelled?
   c. Word components: Which parts are needed to convey meaning? Which parts of the word are recognizable?

2. Meaning
   a. Basic meaning: What meaning does this word evoke? What tenses can be used to express this meaning?
   b. Concept and reference: What ideas does this concept include? What things can the concept refer to?
   c. Association: What other words are associated with this word? What other words could be used instead of this word?

3. Uses
   a. Grammatical function: In what patterns does the word appear? In what pattern should this word be used?
   b. Collocation: What words or word types often occur with this word? What word or type of word should be used with this word?
   c. Usage restrictions: Where, when, and how often will we encounter this word? Where, when and how often can this word be used?

d. The Importance of Vocabulary

Vocabulary knowledge is often considered an essential tool for second language learners as limited vocabulary can hinder effective communication. (Rahmah et al., 2024), asserts that vocabulary acquisition is at the core of communicative competence and second

language acquisition. Adds that there is a reciprocal relationship between vocabulary knowledge and language use: vocabulary knowledge supports language use, and conversely, language use enhances vocabulary knowledge. The importance of vocabulary is evident both in and out of school. In the classroom, successful students usually have adequate vocabulary. Vocabulary is one of the areas of knowledge in language that is very important for learners to master a language. This statement emphasizes how important vocabulary is in understanding a language. Vocabulary as a set of words known by a person. This statement explains that vocabulary is a collection of words that a person knows.

2. Vocabulary Mastery

a. The Defenition of Vocabulary Mastery

Tawali, (2018) vocabulary is an inseparable component of language, so mastery of vocabulary is the most important aspect in learning a second or foreign language. Today, English is spoken almost all over the world, either as a first or second language. In Indonesia, English is used as a foreign language and has been introduced since elementary school even in playgroups. Although vocabulary is taught from elementary school to college, students still have difficulties in mastering English vocabulary. Therefore, teachers need to develop various new methods so that students can more easily expand their vocabulary. One of the activities in vocabulary teaching that can make learning more fun and challenging is using definitions. This activity can also be done in pairs or groups, so that students can avoid ambiguity and clarify the meaning of words through definitions. based on this explanation, the author is interested in examining the effect of using definitions on students' vocabulary mastery.

This study involved all students in the second grade of SMPN 1 Kolaka, consisting of 206 students, and aimed to determine whether there is a relationship between students' vocabulary mastery and their understanding of reading (Reskiawan & Syam, 2019). The study involved 26 students from class

VIII B. The reading comprehension and vocabulary test consisted of 20 multiple choices. The Pearson Product Moment Correlation Coefficient formulation was used to analyze all data obtained in this study. The results of statistical analysis and calculations show that, with the degree of freedom (df=N-nr) is 24, the rxy value is 0.705 and the rt value is 0.404. The comparison of rxy and rt values shows that rxy is greater than rt, or greater than r table. This indicates that there is a correlation between students' reading comprehension and their vocabulary acquisition, as well as a high correlation coefficient. Thus, the alternative hypothesis is accepted. Based on the results of this study, it can be concluded that vocabulary mastery helps students understand the text.

This study aims to find out how vocabulary acquisition affects reading comprehension of narrative texts in English, as well as how grammar affects such comprehension. In addition, this study also aims to determine the effect of vocabulary acquisition and grammar simultaneously on reading comprehension of English narrative text. The research method used was a survey with a sample of 30 students taken by simple random sampling. Data were collected using test instruments and analyzed with descriptive statistics to find mean, median, mode, standard deviation, as well as inferential statistics to find correlation coefficient with t test. The research lasted almost one month with direct tests in two classes, conducted in January 2016. The results showed: 1) There is a significant effect of vocabulary and grammar mastery together on the reading comprehension of narrative text, with Sig value. $0.000 < 0.05$ and Fh = 12.281. Vocabulary and grammar mastery together contribute 34.3% to the reading comprehension of narrative text.2) There is a significant effect of vocabulary mastery on reading comprehension of narrative text, with Sig value. $0.010 < 0.05$ and th = 3.349. Vocabulary mastery contributes 21.89% in improving reading comprehension of narrative text.3) There is a significant influence of grammar mastery on reading comprehension of narrative text, with Sig value. $0.027 < 0.05$ and th = 2.287. The mastery of grammar contributes 12.44% in improving the reading comprehension of narrative text.

b. Aspect of Vocabulary Mastery

Apriza (2023) also emphasizes that vocabulary teaching has a crucial role in students' learning process. Mastery of vocabulary will make it easier for students to understand other English materials delivered by the teacher.

To clarify, Harmer (2008). States that there are several aspects that should be discussed in vocabulary, namely: word meaning (synonyms, antonyms, connotations, and denotations), expansion of word usage such as idioms, word combinations or collocations, and word grammar consisting of nouns, verbs, adjectives, and adverbs.

1) Meaning

Meaning can be classified based on the form it is attached to. It is divided into three forms: lexical meaning, morphological meaning and syntactic meaning. Lexical meaning is the meaning attached to the word itself. For example, the meaning "building for human habitation" attached to the word "house" is lexical meaning. Morphological meaning is the meaning attached to morphemes. Morphemes are the smallest units that carry information about meaning or function. The meaning attached to the arrangement of words in a sentence is called syntactic meaning. The meaning of a word can also be defined by its relationship with other words. One also needs to know the denotation and connotation of a word to understand the negative or positive meaning contained in the word.

a. Synonyms The term synonym comes from the Greek: syn- + -nymy, meaning "same and name". Synonymy deals with similarity of meaning, i.e. more than one word having the same meaning, or the same meaning being expressed by more than one word. In other words, synonyms are words that have the same denotation but different connotations.

b. Antonyms are the opposite of meaning. This word comes from the Greek: ant- + -nymy, which means "opposite + name". Antonyms pertain to the opposite of meaning. Antonyms are not distinguished by

formality, dialect, or technicality; they appear in the same style, dialect, or variety.

c. Denotation Denotative meaning is also known by several terms such as denotational meaning, cognitive meaning, conceptual meaning, ideational meaning, referential meaning, or propositional meaning. It is called denotative, referential, conceptual, or ideational because it refers to a specific referent, concept, or idea. Denotative meaning is also called cognitive meaning because it relates to consciousness or knowledge.

d. Connotation is more complicated than denotation. Connotations are the feelings and emotions that arise in a word. Thus, it can be said that connotation is the expanded denotative meaning.

2) Usage

There are several ways to quickly highlight the usage of words, such as indicating the grammatical pattern that corresponds to the word (e.g., countable/non-countable, transitive/intransitive), giving some collocations, mentioning the word's usage restrictions (formal, informal, impolite, only used with children, etc.), and giving well-known antonyms or synonyms that belong to the corresponding lexical group or set.

3) Spelling

Spelling is the writing of a word with the necessary letters and diacritics in the standard accepted order, as well as the arrangement of letters that make up a word or part of a word. According to Ur, P. (2022). There are several important points to consider when teaching vocabulary, namely pronunciation and spelling. Students should know how a word sounds (pronunciation) and how it looks (spelling).

4) Pronunciation

According to Hewings (2004), pronunciation in a language is the main components of an utterance that are joined together. These components range from the individual sounds that make up an utterance to intonation (the rise and

fall of sounds used to convey meaning). Pronunciation is the act of saying things with proper articulation; the act of giving the correct sounds and accents; and the way in which language is spoken.

c. The Factors of Vocabulary Mastery

Children's vocabulary mastery is influenced by several factors (Chaerunnisa et al., 2024), including:

1. Health and Physical Condition: Children who develop healthily tend to have good growth, so their vocabulary mastery increases naturally. A child's physical condition that does not experience problems with the speech organs, hearing, and neuromuscular system in the brain also supports good vocabulary acquisition.

2. Intelligence: A child's intelligence or memory affects vocabulary acquisition. Children who have good memory tend to be able to absorb and remember vocabulary from what they see and hear.

3. Gender and Family Relationship: Gender affects vocabulary acquisition. According to Chaer, female brains have more neurons than male brains, so their brain function is stronger in verbal aspects. Girls tend to speak more actively than boys, who prefer to play with physical movements rather than talking. In addition, only children usually experience slower language development than children with siblings.

4. Environmental Factors: The environment greatly influences a child's language skills. Children learn language by listening and imitating what is around them. A family environment that provides more interaction opportunities will help children learn and express what they have learned. For example, if the environment uses Indonesian, the child will learn Indonesian, and if it uses local languages, the child will learn local languages.

5. Input Factors: Vocabulary acquisition is greatly influenced by the input or stimuli given to the child. These stimuli are processed and recorded in the child's memory, which the child then responds to.

6. Economic Conditions: According to Berk in Sumaryanti (2017), children from middle economic class have faster language development than children from low economic class. Parents from middle to upper class families usually have enough education to facilitate children's language development, such as providing books and stationery. They also pay more attention to their children in terms of good and correct speech.

The influence of all these factors determines how well a child can master vocabulary in the language learning process.

d. Importance of Vocabulary Mastery

Vocabulary mastery is very important in communication. To be able to communicate in a particular language, one must master the vocabulary of that language. We will encounter vocabulary when reading, speaking and dialoguing. There is always vocabulary to learn in all English textbooks in class, apart from reading, speaking and dialoguing. From the above statement, it is clear that if learners do not have enough vocabulary, they will have difficulty learning English and understanding English texts well. Vocabulary is very useful for all language skills. Learners who lack vocabulary will face difficulties in the language learning process and have little chance of developing their language skills. By having vocabulary, learners can respond to or create discourse in society. Therefore, English lessons are geared towards developing these skills so that students are able to communicate in English well at a certain literacy level. Vocabulary mastery is one of the main factors that determine a person's success in language skills. The more vocabulary a person has, the more likely he or she is to be skilled in language and the easier it is to convey and receive information either orally, in writing, or with signs and signals. In this case, (Ramdhan, 2017), explains that vocabulary can improve writing, speaking, reading and listening skills.

3. **Talking Stick technique**

   a. **The definition of Talking Stick**

   Talking Stick is a learning method used to increase student participation and engagement in a discussion. At its core, this method involves a stick that is given to a student as a symbol of permission to speak. Only the student holding the stick is allowed to speak, while the rest of the students listen. Talking Stick is one of the learning models that makes the classroom atmosphere fun because students are more active in learning in class with this model, with the help of sticks that encourage students to dare to express their opinions and be more confident, by the way students who hold the stick are required to answer questions from the teacher with the material that has been given by the teacher and will roll to other students and usually accompanied by music (Kurniasih & Sani 2015).Talking Stick is a model that creates good communication. this model is part of a student-centered curriculum, where teachers facilitate knowledge to students with this method will be emphasized to learn from each other. in the Talking Stick model when someone holds the stick and speaks, others must listen attentively and without judgment. even if a listener disagrees with what is said, they must not show irritation, annoyance, contempt or any other discouragement.

   According to Widodo in (Nurmaulidyah, et al., 2019), The Talking Stick is used by the council to decide who gets to speak. The Indian ethnic group uses this method as a tactful and kind way of not taking sides. a similar method is also used in America for expressing opinions in ethnic group meetings. when the leader starts the discussion, the students holding the stick move it to others for a chance to express an opinion, speak, or respond to the topic. then the stick is returned to the discussion leader after everyone has had a chance.

b. Procedure of Using Talking Stick

Murtiningsih, (2017), the steps of implementing the Talking Stick learning model are as follows:

1. The teacher will create a pattern in the Talking Stick model learning classroom by forming a circle.
2. The teacher will prepare a learning game device in the form of a stick with a length of 20cm.
3. The teacher conveys the main material to be learned, then gives the students the opportunity to study the material that has been given. After the students finish studying the material and reading it, the teacher asks them to close the reading.
4. The teacher takes a stick and gives it to one of the students and starts the game accompanied by a song, after which the teacher asks a question to the student holding the stick and the student must answer it, and so on until most students get a question from the teacher.
5. The teacher gives a conclusion
6. The teacher conducts evaluation and assessment
7. The teacher ends the lesson

There are several examples of talking stick learning models that I described from watching on YouTube:

1. In the video is a model of Talking Stick learning taught in elementary schools, in the video the teacher divides into several groups, then starts the talking stick method accompanied by several songs and at the end of each song who receives a stick then he is the one who gets a question from the teacher with the material of Natural Sciences and Cultural Arts with a duration of 5 minutes 12 seconds.

2. In the video is a model of learning Talking Stick or stick as a rotating tool accompanied by music is a way to determine students who will answer or make sentences in the form of comparison levels. So the stick or tool rotates accompanied by music when the music stops, one of the children holding it is obliged to answer or read the description of the picture that already exists in their respective groups. Which is taught in high school with a duration of 6 minutes 45 seconds.

3. In the video, the model of Talking Stick learning taught in elementary schools begins with praying for learning to begin and the teacher conducts an introduction to learning, students are divided into several groups, the teacher shows several pictures and explains what is in the picture, namely Natural Science material then starts the talking stick learning game accompanied by several songs with a learning time duration of 10 minutes 3 minutes.

4. In the video, the model of Talking Stick learning taught in high school with English learning material, the teacher begins the lesson by checking the presence of students and asking about the material studied, namely the present perfect tense and past perfect tense material then continues the future perfect tense material, after the teacher explains the material the teacher asks students' understanding of the material. Then the teacher practices the use of Future Perfect with the talking stick model by asking the material that has been learned to the student holding the stick. The teacher conveys the learning material that will be learned at the next meeting. The length of learning time in the video is 10 minutes 24 seconds.

c. Adventages of using Talking Stick

Risnawati & Fasha, (2021),There are several advantages of using the Talking Stick learning model for vocabulary development. the vocabulary advantages include:

    a. Testing students' readiness for learning

    b. Train students to understand the material quickly

    c. Encourage students to be more active in learning

    d. students dare to express their opinions

d. Disadventages of using Talking Stick

Galand et al., (2023),There are some disadvantages in using the Talking Stick learning model in vocabulary development. the disadvantages of vocabulary include:

    a. Making students do heart exercises

    b. Unprepared students with questions

    c. Makes students tense

4. Perception

a. The definition of perception

Perception is the process of understanding and giving meaning to the results of sensory experiences related to certain phenomena, events or objects obtained, by inferring or interpreting information According to Ardi, (2011), with vision in a narrow sense is how one's perspective sees something; while with vision in a broad sense is how one interprets something.

b. Types of Perception

According to Nisa et al., (2023) there are two kinds of perception, namely:

external perception and self perception

1. external perception, namely perception obtained by stimuli from outside the individual, or environmental factors.
2. Self perception, namely perception obtained from within the individual, in this case, namely oneself.

Perception is the process of interpreting stimuli, influenced by internal and external factors, and occurs in specific stages.

1. The first stage, which is the physical process stage, is the process by which a stimulus is acquired by the human sensory organs.
2. The second stage, is the stage of the physiological process or the process of forwarding the stimulus received by the senses through the sensory nerves.
3. The third stage, is the stage of the psychological process, or the process of individual awareness regarding the stimulus obtained by the receptor.
4. The fourth stage, is the result of the perception process in the form of responses and behavior.

c. **The Indicator of Perception**

According to Slameto (2010), perception has the following indicators:

1. Interest

Any object or activity can be an effective means of creating an experience, says Crow "This is related to the drives that make us likely to feel attraction towards others." For example, someone who has a keen interest in a school usually also shows a strong interest in the teachers and the subjects they deliver. Thus, a person's interest can be identified through their sense of attraction.

2. Feeling

Every individual has a soul that should be manifested through feelings, with the soul reflected in different behaviors or activities in each person. Feelings are closely related to each individual, so it is natural that different people show diverse reactions to the same thing. It is emphasized that students' feelings have an important role in the learning delivered by the teacher. When a student shows enthusiasm or interest in a subject, it signifies their active engagement. Under these conditions, students tend to continue learning naturally and are able to master the material without pressure from the teacher.

3. Participation

Participation is a form of student involvement in undergoing the teaching and learning process. This includes active student participation in various aspects related to learning activities. Student participation can be seen from their attitudes that show involvement, such as actively expressing opinions and expressing ideas during the learning process.
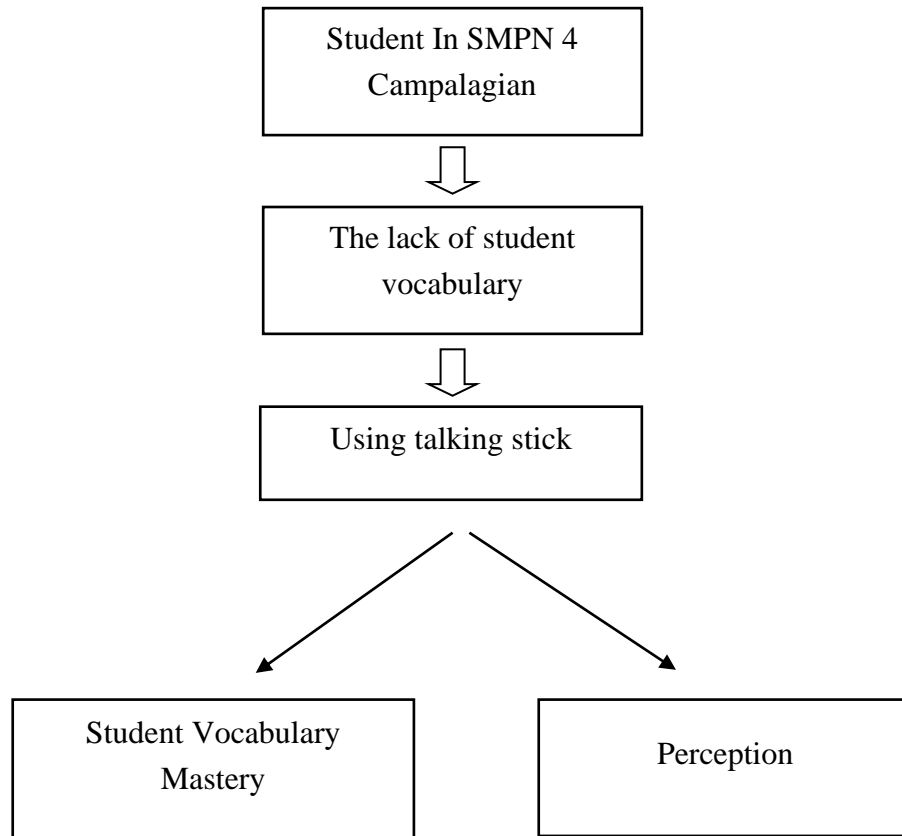
Table 2.1 Perception Scale Blueprint

No.	Indicators	Items	Total
1.	Interest	1,2,5,8,15	5
2.	Feeling	3,6,7,9,12	5
3	Participation	4,10,11,13,14	5
	Total		15

C. Conceptual Framework

The conceptual framework that guided this study are displayed in the table below:

Figure 2.1 (Conceptual Framework)

```
        ┌─────────────────────────┐
        │   Student In SMPN 4      │
        │      Campalagian         │
        └─────────────────────────┘
                    ⇩
        ┌─────────────────────────┐
        │   The lack of student    │
        │       vocabulary         │
        └─────────────────────────┘
                    ⇩
        ┌─────────────────────────┐
        │    Using talking stick   │
        └─────────────────────────┘
              ↙           ↘
┌──────────────────────┐   ┌──────────────────────┐
│  Student Vocabulary  │   │      Perception      │
│       Mastery        │   │                      │
└──────────────────────┘   └──────────────────────┘
```

Based on the conceptual framework above. It can be understood that the teaching is done to the students of SMPN 4 Campalagian. Because students at SMPN 4 Campalagian still lack vocabulary in learning English, it will be done in teaching using the talking stick model. Then it will be seen the improvement of students' vocabulary mastery and also see students' perceptions of the talking stick learning model.

D. Hypothesis

Hypotheses are important in research, (Yam & Taufik, 2021) statements made by the researcher as an initial research design that assumes the relationship between factors and features. Hypotheses are temporary answers to research

questions. Hypotheses help direct the researcher towards certain predictions in the study. The researcher propose the following hypothesis:

1. Null hypothesis (H0): Talking Stick model is not effective in improving students' vocabulary mastery.

2. Alternative hypothesis (H1): The application of Talking Stick model is effective in improving students' vocabulary mastery.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that has been conducted on the application of the Talking Stick learning model in improving vocabulary mastery of class VII students at SMPN 4 Campalagian, and based on the results of data analysis and discussion in the previous chapter, the researcher concluded that:

a. Based on the findings and analysis in this study, it can be concluded that the Talking Stick learning model is a useful model in improving students' English vocabulary mastery. The application of this model encourages active student involvement, increases participation in the learning process, and creates a more interactive and enjoyable classroom atmosphere.

   Some of the main factors that support the success of the Talking Stick model include: Increasing Student Motivation The element of surprise in the rotation of the stick keeps students focused and motivated to participate in learning. Creating an Active Learning Environment This model requires each student to be ready to answer questions when receiving the stick, thus encouraging active involvement. Strengthening Vocabulary Retention Repeated and enjoyable exercises help students remember and understand new vocabulary more easily. Increasing Collaboration and Self-Confidence Interaction with peers allows students to develop communication skills and increase their confidence in using English vocabulary.

   In conclusion, the Talking Stick model not only helps students master vocabulary better, but also increases their enthusiasm for learning English. Therefore, this method can be a useful option for English teachers at the junior high school level to create a more interactive learning atmosphere and actively engage students.

b. Based on the research results, it can be concluded that overall students have a positive perception of the Talking Stick learning model. They consider that this model makes learning more active, interactive, and fun. In addition, this model also contributes to increasing student participation in the learning process, both individually and in group work.

   The success of implementing the Talking Stick model in learning can be seen from several main aspects, namely:

Increasing Motivation and Participation The existence of challenges and active involvement in each learning session makes students more motivated to learn. Creating an Interactive Learning Environment This method encourages communication and cooperation between students, thus creating a more dynamic classroom atmosphere. Facilitating Vocabulary Mastery Talking Stick based activities help students remember and understand new vocabulary more easily. Increasing Self-Confidence Through regular speaking and question-answering exercises, students become more confident in using English.

Overall, students' positive views of the Talking Stick model indicate that this model can be an effective alternative in improving the quality of English learning, especially in vocabulary mastery. Therefore, teachers can use this model as an innovative strategy to create a more interesting learning environment and actively engage students.

B. Suggestion

Based on the conclusion above, the researcher would like to give suggestion. Some of suggestions as follows:

a. English Teacher

Teachers who teach English can apply the Talking Stick model in teaching vocabulary and create variations in the learning process.

b. Students

Students can assess their vocabulary skills in English, discuss with friends when they have difficulties, and enjoy the process of learning English.

c. Other Researchers

It is hoped that this thesis can be a reference for other researchers who want to conduct research on similar topics.

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