**THE USE OF LOOK AND SAY METHOD TO IMPROVE STUDENTS'
VOCABULARY AT THE EIGHTH GRADE STUDENTS OF SMPN 3
BONTONOMPO
(A PRE-EXPERIMENTAL RESEARCH)**

A THESIS

*Submitted to the Faculty of Teachers Training and EducationMuhammadiyah
University of Makassar in Partial Fulfillment of the Requirement for the
Degree of Education in English Department*

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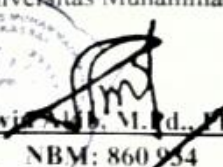
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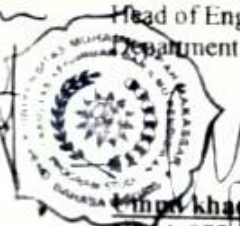**Ummi Khaerati Syam, S.Pd., M.Pd**
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. MOTTO

☺ *To be successful, you have to decide exactly what you want, write it and*

then creat it.

☺ *Don't give up over things you deem correct reply although it looks*

impossible, As long as there is a will, God's provided way

☺ *Time keeps running, learn from the past, prepare for the future, give the*

best reply to this day

This thesis dedicated to my belove parents, my brother

and sisters, and my family who always give me motivations,

praying and love.

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

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Mila Wardiatun

ABSTRACT

Wardiatun Mila. 2019. *The Use of Look and Say Method to Improve Students'VocabularyattheEighthGrade students ofSMPN3 Bontonompo(A Pre-Experimental Research).* A thesis ofEnglish Department,TheFacultyof TeacherTraining andEducation, Muhammadiyah Univesity of Makassar. Supervised by Ummi Khaerati Syam and Muh. Astrianto Setiadi.

This research aimed at finding out whether or not the use ofLook and Say Method improve thestudents' vocabulary in terms of noun and verb. Pre-experimental method was applied in this research with one class pre-test and post-test.

The instrument of this research was vocabulary test. The population of this research was the eighth grade of SMPN 3 Bontonompo, academic year 2018/2019. The sample was class VIII.1 which consisted of 30 students selected by using purposive sampling. The research variable were Look and Say Method as independent variable and the students' vocabulary achievement as a dependent variable.

The findings indicated that the Look and Say Method improve the students' vocabulary achievement. It was proved by the mean score of pre-test was 67, 73% categorizedas fairly scorethan improved to be 80, 26% categorized as good score in post test. The result of t-test was 8.24 and t-table was 2.045. It means that Look and Say Method improve the students' vocabulary.

Keywords: Vocabulary achievement, Look and Say Method

ABSTRAK

Penelitian ini bertujuan untuk mengetahui peningkatan penggunaan metode lihat dan ucap dalam pengajaran koskata berkaitan dengan kata benda dan kata kerja. Metode pra-eksperimen digunakan dalam penelitian ini yang diimplementasikan pada 30 siswa terdiri dari pre-test, memberi perlakuan, dan post-test.Variabel penelitian ini adalah metode lihat dan ucap sebagai variable bebas dan pencapaian kosakata sebagai variable terikat.Temuan menunjukkan bahwa metode lihat dan ucap dapat meningkatkan pencapaian kosakata siswa. Itu dapat dilihat dari hasil skor rata-rata sebelum diberikan perlakuanadalah 67, 73% dikategorikan sebagai skor cukup dan meningkat menjadi 80,26% dikategorikan sebagai skor baik setelah diberikan perlakuan. Nilai t-test adalah 8, 24 dan t-table adalah 2,045.Itu dapat dikatakan bahwa metode lihat dan ucap dapat meningkatkan kosakata siswa.

Kata Kunci: Pencapaian kosakata siswa, Metode lihat dan ucap

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CHAPTER I

INTRODUCTION

A. Background

English is becoming more important in the world. It is used in many aspects of life such as communication, knowledge, education, technology, culture and art. In Indonesia, English is as a one of foreign language that has four skills, namely listening, reading, speaking, and writing which is taught in elementary school, junior high school, and senior high school. The four skills are supporting by the learning of language elements. They are structure, vocabulary, pronunciation, and spelling. Thornbury (2002: 7) said, it is one of foreign language that is used as a means of communication, and vocabulary is one of the important language elements the student should mater.

Vocabulary is one of aspects in English. It is very important for studying English. Learner who just learns grammar without vocabulary will be difficult to convey what they want to say. However, Learners who just learn vocabulary or just read text or open dictionary will be able to say something (Harmer, 2001; 13). Vocabulary is needed to improve the four English skills; Listening, speaking, reading, and writing. This means that the vocabulary plays an important role for the study in their field of study. The students, who are less in vocabulary, they will be difficult to speak English. In addition, students with a small vocabulary also read slowly because they do not understand many of words or have to stop and look them up dictionary (Edwards, 2006; 177).

Based on the researcher's observation, some of students in junior high school still have less vocabulary. Sometimes the students don't understand what the teacher says and they are difficult to remember news vocabularies that they have learned. Moreover, they are still difficult to communicate using English. It can make the students lazy to learn English. The students don't give attention when the teacher is explaining the material in the class. Furthermore, they just keep silent if the teacher asked them in English. Thus, most the students just acquire a few vocabularies. The researcher needs to implement a method that make the students interested in learning, one of them through "Look and Say" method. Look and Say method is one of the learning method in the classroom can evidently be the alternative solution that can solve the problem of English learning especially in vocabulary. The students can look and say what a teacher read and directly the students can memorize because every words will be read several times.

All of above explanation create inspiration to the researcher to make pre-experimental research, because the researcher wants to know how far Look and Say method can improve students' vocabulary at SMPN 3 Bontonompo? So the researcher makes pre-experimental research with the title: ***"The Use of Look and Say Method to Improve Students' Vocabulary at The Eighth Grade of SMP Negeri 3 Bontonompo"***.

B. Problem Statement

Based on background, problem statement of this research "Does the use of Look and Say method improve students' vocabulary at the eighth grade of SMP Negeri 3 Bontonompo?".

C. Objective of the Research

Related to the research problems above, the research objective is to find out whether or not the use of Look and Say method improve students' vocabulary at the eighth grade of SMPN 3 Bontonompo.

D. Significance of the Research

The outcomes of this research are expected to give contribution to the teaching and learning english as a foreign language and give some information about learning and teaching english vocabulary.

1. Theoretically

This research will contribute the development of knowledge in teaching and learning english and also will enrich the method of teaching and learning english.

2. Pratically

The significant of the research hopefully used for:

a. The researcher

The outcome of this research will answer the question problem as the basic of conducting this study.

b. The teacher

The using look and say method is expected to be proper way in teaching English vocabulary, especially for junior high school students.

c. The students

It is hoped that the students can improve their voabulary through using look and say method and develop their thinking ability effectively.

E. Scope of the Research

The scope of this research focused on the use of look and say method to improve students' vocabulary especially in writing vocabularies of verb and noun at SMPN 3 Bontonompo.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Preview of Related Research Findings

There are five previous studies that use the same method. Five researchers they are Nofiandari (2016) have conducted on teaching reading by using Look and Say method, Sari (2015) have conducted on teaching reading by using Look and Say Technique, Mutmainna (2013) have conducted their research on teaching vocabulary by using Look and Say method, Nurnianti (2012) and Meynilda (2011).

The first study was conducted by Nofiandari (2016) entitled *" The Effectiveness of using Look and Say Method in Teaching Reading to Increase Students' Reading Achievement For The Fourth Grade The Students of MI BaiturrahmanSuwaluh Academic Year 2015/2016"*. The research employed quantitative approach with Pre-experimental design . After applying look and say method, the researcher found that there were significant differences between the result of students achievement before and after they are taught using look and say method in pre-test and post-test.

The second study was conducted by Sari (2015) entitled *"Teaching Reading by Using Look and Say Technique at The Fifth Grade of MI MatholibulUlum Wotan SukoliliPati in Academic Year 2014/2015"*. The research employed Experimental design. After applying look and say technique, the result of her research indicated that using Look and Say technique was effective to teach reading for young learners or elementary school.

The third study was conducted by Mutmainna (2013) entitled "*The Application of Look and Say Technique in Teaching Vocabulary to The First Students at SMK 1 YP-PGRI Makassar*". The research employed Quasi-experimental. After applying look and say technique, the researcher found that there were good responses from students and they were more enthusiastic in studying English and it can also help the students to increase their vocabulary.

The fourth study was conducted by Nurnianti (2012) entitled " *Teaching Reading Using Look and Say Technique at The Fifth Grade Pupils of SDN WarungBambu IV Karawang*". The researcher employed one group pretest-post-test design and quantitative method. The result of her research indicated that using Look and Say technique was effective in improving students' reading comprehension ability.

The fifth study was conducted by Meynilda (2011) entitled "*Look and Say Technique in Teaching Vocabulary for Improving Students Vocabulary Mastery*. The researcher employed An Experimental Study at the Six Grade students of MI Al-Mishbah Bandung. The result of her research indicated that the improvement of students' vocabulary was categorized in good classification, so it means that using Look and Say technique improved the English vocabulary of the students.

According the previous related research findings above, the researcher can conclude that students need an interesting method to improve their vocabulary. Therefore, the researcher want to try improve students' vocabulary by using Look and Say method. This method is one of a good method that students

can look and say what a teacher read and directly the students can memorize because every words will be read several times.

B. Some Pertinent Ideas

   1. Some concept of vocabulary

     a. Definition of Vocabulary

       Vocabulary is a fundamental requirement that influence students' achievement in studying English. Without vocabulary there is no communicate, read, and write can be conveyed. Therefore, it is important to know what the vocabulary is. As follows is the definition or concept of vocabulary by some Experts:

       Burns (2010: 295) says that vocabulary means the stock of words used by a person, class or profession. Vocabulary is group of words that contain meaning while according to Muhbubah (2005) said that vocabulary as the concept and function word of language which are so thoroughly that became a part a child's understanding speaking, reading and writing. Vocabulary is the word having meaning when heard or see even thought not proceed by the individual himself to communicate with other.

       In Oxford Learner's pocket dictionary, vocabulary is list of words with their meanings, especially in a book for learning a foreign language. Vocabulary is central to language and critical importance to typical language learner (Fauziati; 2005: 155).

Based on those definition above, although there are different sound from each order, the important point of them that vocabulary is one of aspect of language in which important in learning language because vocabularies carry meaning which used in communication.

b. Types of Vocabulary

Word in language is a small element, which could make up a language and function to express an idea. Some experts have classified in some ways:

1. Passive or recognition , vocabulary, which is made up the words, one recognizes in the context or reading the materials, but he does not actually use himself

2. Active vocabulary which is consists of words is used daily in writing and speaking

    Nation (2001: 24) also divided vocabulary into two types

    a). Active vocabulary refers to vocabulary that students have learned. They are expected to be able to use by the students.

    b). Passive vocabulary refers to words, which students will recognize when they met them, but they will probably not be able to produce.

    Good in Suryaningsih (2005) divided vocabulary into four parts, namely:

1. Oral vocabulary consists of word actively used in a speech that comes readily to the tongue of the one's conservation.

2. Writing vocabulary is the stock of words that come readily to one's finger vocabulary. It's commonly used in writing.

3. Listening vocabulary is the stock of words, which a person can understand when hearing it.

4. Reading vocabulary is the words where the people can recognize when they find it in written material.

Schall in Amiruddin (2004) classified vocabulary into three types, namely:

1. Active vocabulary, the words are customarily used in speaking.

2. Reserve vocabulary, the words are we know, but we have rarely used them in ordinary speech. We use them in writing a letter and searching for synonyms.

3. Passive vocabulary, the words are recognizing vaguely, but we are sure of the meaning never using them are either speech or writing, we just know them because we see them before.

c. Difficulties in Vocabulary

The first step in successful teaching vocabulary are to identify the difficulties that faced by the students. Thornbury (2004: 27) proposes some factors that make some words difficult as follows:

1. Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn,

2. Spelling

Sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and contribute to a word's difficulty. While most English spelling is fairly law-abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic: foreign, listen, headache, climbing, bored, an honest, cupboard, etc.

3. Grammar

Also problematic is the grammar associated with the word. Remembering whether a verb like enjoy, love and hope is followed by an infinitive (to swim) or an- ing form (swimming)

4. Meaning

When two words overlap in meaning, learners are likely to confuse them.

d. The Principle of Teaching Vocabulary

Wallace (1989) informs that there are various main principles of teaching vocabulary. They are:

1. Aims

In teaching vocabulary, we have to be clear about our aims, how many of vocabulary listed we expect learners to do. If it is not clear on this point, it is difficult to assess how successful the vocabulary learning has been attained.

2. Quantity

The quantity of the vocabulary that will be taught to the students must be decides because many words given to them will confuse, discourage and frustrate them.

3. Need

In any case, teacher is choosing the vocabulary to be taught according to the aim of the course and objective or individual lesson. It also possible for the teachers, in a sense to give the responsibility of choosing vocabulary that will be taught to the students.

4. Frequent Exposure and Repetition

Teaching and learning vocabulary, there have to be certain amount of repetitions until there is evidence that students can recognize the target words. The simplest way to checking that the learning has been done is by seeing whether the students can recognize the target words and identify their memory. If the words to parts of the students productive vocabulary, they must be given an opportunity to use them, as often as necessary for them to recall the words, with the correct stress, pronunciation and identify their meaning.

5. Meaningful Presentation

Presenting the vocabulary lesson, the students must have a clear and specific understanding of what words denotes or refers to.

The requires the reference and denotation of the words that are represented in such a way are correctly and unambiguous.

6. Presenting in a Context

Words are seldom occurring in isolation, so it is important for thestudents to know the words must appear in the natural environment as it were among the words it normally collocates.

e. Vocabulary mastery

Cameron (2001: 74) says that learning the word is not something that is done finished yet. Limited vocabulary mastery can give bad influences to the teaching learning process of a language. Therefore, mastering vocabulary well is essential for the language learners. Vocabulary mastery is gradual process. To reach out the excellent vocabulary mastery someone needs to follow the process. It can be defined as through knowledge of the words of a language. Their ability indicates the learners' vocabulary mastery in producing and understanding the words in their daily life.

Vocabulary mastery relates to what kinds of words, learners have to master. According to Nation (2008: 7), the most important group of words is the high frequency words of the language. These words occur very frequently in all kinds of uses of the language. They are needed for formal and informal uses of the language.

For junior high school students, they are expected to master at least the first 1,000 of high-frequency words. Also, according to the

Nation (2001: 13) the high-frequency words is very important because these words cover a substantial proportion of the running words in both spoken and written texts. Therefore, by mastering at least the high-frequency words can help the students in understanding the target language

f. Kinds of Vocabulary

Many kinds "part of speech" that all English words commonly classifies into seven parts of speech, those are noun, verb, adjective, adverb, preposition, conjunction, and interjection. But in this part the research is going to discuss only four parts of speech, they are noun, verb, adjective and adverb.

1. Noun

According to Oxford dictionary (2008: 298), a noun is a word (other than a pronoun) used to identify any of the class of people, places or things or an idea, event, substance or quality. Noun can be classified into three parts.

a) Proper Nouns

A proper noun refers to someone or something specific and it is capitalized, for example: Indonesia, Robert, January, etc. And all others nouns, which are not capitalized are called common noun, for example: woman, city, and month.

b) Collective Nouns

A collective noun refers to a group of people or things that is generally thought of as one unit, for example: Group, Team, Jury, etc.

c) Count Nouns

Count nouns name persons, things, places, or ideas that can be counted, for example: two books, teachers, four rooms, etc.

2. Verb

Oxford dictionary (2008:492) explained that verb is a word phrase that expressed an action, an event, process, activity, etc. Every complete sentence must contain at least one verb, for example: read, walk, see, think, etc.

There are three important types of verb to be aware of: auxiliary verbs, main verbs and phrasal verbs.

a) Auxiliary verbs there are be, do, have and modal auxiliary verbs shall, should, will, would, can, could, may, might, must or ought. They are used with main verbs in affirmative sentences, negative sentences and question formation.

b) Main verbs that contains the meaning, compared with any auxiliary verbs that go with it. For example, "I should have been studying".

c) Phrasal verbs these are formed by adding an adverb or a preposition (or an adverb and a preposition) to a verb to create new meanings.

For example, 'set out' ('We set out the following day' or 'He set out his agenda for the meeting').

3. Adjective

Oxford dictionary (2008: 5) explains that an adjective is a word that describes a noun, giving extra information about it. For example: a blue pen and beautiful girl. .

4. Adverb

Adverb is a word that changes or qualities the meaning of a verb, adjective, other adverb, clause, sentence or any other word or phrase, except that is does not include the adjectives and determiners that directly modify nouns.

g. The Importance of Learning Vocabulary

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language. Underscoring the importance of vocabulary acquisition, Schmitt (2000) emphasizes that "lexical knowledge is central communication competence and to the acquisition of a second language. Notion (2001) further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and conversely, language use leads to an increase in vocabulary knowledge.

A good mastery of vocabulary helps the learners to express their ideas precisely. By having many stocks of word learners will be able to

comprehend the reading materials catch other talking, give response, speak fluently and write some kind of topics. On the contrary, if the learners do not recognize the meaning of the words use by those address them, the will be unable to participate in conversations, unable to express some ideas, or unable to ask for information.

The mastery of vocabulary is very important. We use vocabulary in the form of language to express our feelings, idea, etc. whether is orally or in written to other people. Talking about vocabulary, it can't be separated from four language skills: listening, speaking, reading and writing. The proficiency of someone's speaking is influenced by their vocabulary. To clarify that, there are some the importance of vocabulary relating to the language skills.

In listening, vocabulary is used to understand someone's speech or what someone says. It is very hard for us to catch what somenone says if we just know the instruction of sentence without knowing the words.

In speaking, vocabulary is used to express our ideas or feelings to the other orally. The words that we have influence how effective the communication runs.

In Reading, it is used to comprehend the reading material. Reading without vocabulary mastery will cause difficulties in comprehending a text. The number of words and the meaning of words, which someone knows will affect their reading activity. It is impossible to

understand passage unless they know the meaning of words used in the passage.

In writing, the writer uses vocabulary (words) to develop his/her idea. A writer should choose the words clearly and accurately to express his/her idea. Without knowing much vocabulary, we can't develop our writing because we are limited on vocabulary mastery.

2. The Concept of Look and Say Method

a. Definition of Look and Say Method

Look and say method is one of method of teaching beginners to read by memorizing and recognizing whole words, rather than by using associating letters with sounds (Edhitin, 2000). With the look and say method students will look at a word which they hear, and it will turn repeat the sound or word.

According to Nofiandari (2015) Look and Say Teaching Method is based on having children recognize full short sentence. It is done through pictures, where the teacher can read each word on the card while the child repeats. If a picture card is not used the students will guess what is on the card, which is not the idea, so picture cards must be used.

According to Meynilda (2011), Look and Say method is one of method that is enable to increase students' language ability in vocabulary mastery. It taught to memorize word by sight, students learn carefully and draw on picture clues and key word from the context. Eventually students

learn to 'sight read' the word, recognizing it through pattern recognition without any conscious attempt to break the word down into its parts.

Based on the above explanation, it can be concluded that Look and Say method is one of method that it related pictures which can to increase students' vocabulary. In this method, the teacher say the words or sentences and ask the students to repeat it while pointing and looking at each sentence as she/he repeats what the teacher say.

b. Technique to Teaching Look and Say Method

According to Nofiandari (2015), To teach look and say method in the school, the teacher show the students the word and says it while pointing to the object. The students must repeat the word. This happens several times with each word. The introduction of the word only takes a short time, and goes quiet quickly, so the teacher many spend some minutes. There are a lot of word recognition games which can be done at this stage. Such as matching words and pictures, pointing to the object on the card, guessing which word.

In this study the researcher choose puzzle and essay of picture as the method in look and say. There were many steps to apply in look and say.

a) First step, provide material about Noun and Verb.

b) Second steps, provide picture related the puzzle, thenstudents write words into the puzzle based on the picture.

c) Third steps, invite students to read all of words accompanied with the meaning.

d) The next steps, the students must be looking which the word that the teacher read. After that the students must be repeat the words with correct pronunciation

e) The last steps, students must be answer one question correctly

c. Teaching principles of Look and Say Method

New words are systematically introduced to the students by letting him see the word, hear the word and see a picture or a sentence referring to the word. Picture is often used with individual words written on them. The teachers are shown repetitively to the students until they memorize the pattern of the word.

According to Nofiandari (2015), Progressive texts are used with strictly controlled vocabularies containing just those words which have been learned. Initially the students may concentrate on learning a few hundred words. Once these are mastered new words are systematically added to the repertoire. Typically a child would learn to recognize 1.500 to 3.000 words in his first three or four years of school.

d. The Advantages of Look and Say Method

According to Nofiandari (2015) Look and Say is a good method that teachers can apply in learning process because this method can emphasizes building up a sight vocabulary based on most common word and students can easy to remember each of words because this method used picture that related with the word.

C. Conceptual Framework

The conceptual framework underlying this research is given in the following diagram:

```
            ┌─────────────────────────────┐
            │           INPUT             │
            │                             │
            │     Vocabulary Materials    │
            └─────────────────────────────┘
                          │
                          ▼
            ┌─────────────────────────────┐
            │          PROCESS            │
            │                             │
            │     Look and Say Method     │
            └─────────────────────────────┘
                          │
                          ▼
            ┌─────────────────────────────┐
            │           OUTPUT            │
            │                             │
            │  Improve Students' Vocabulary│
            └─────────────────────────────┘
                          │
            ┌─────────────┴──────────────┐
            ▼                            ▼
    ┌───────────────┐            ┌───────────────┐
    │     VERB      │            │     NOUN      │
    └───────────────┘            └───────────────┘
```
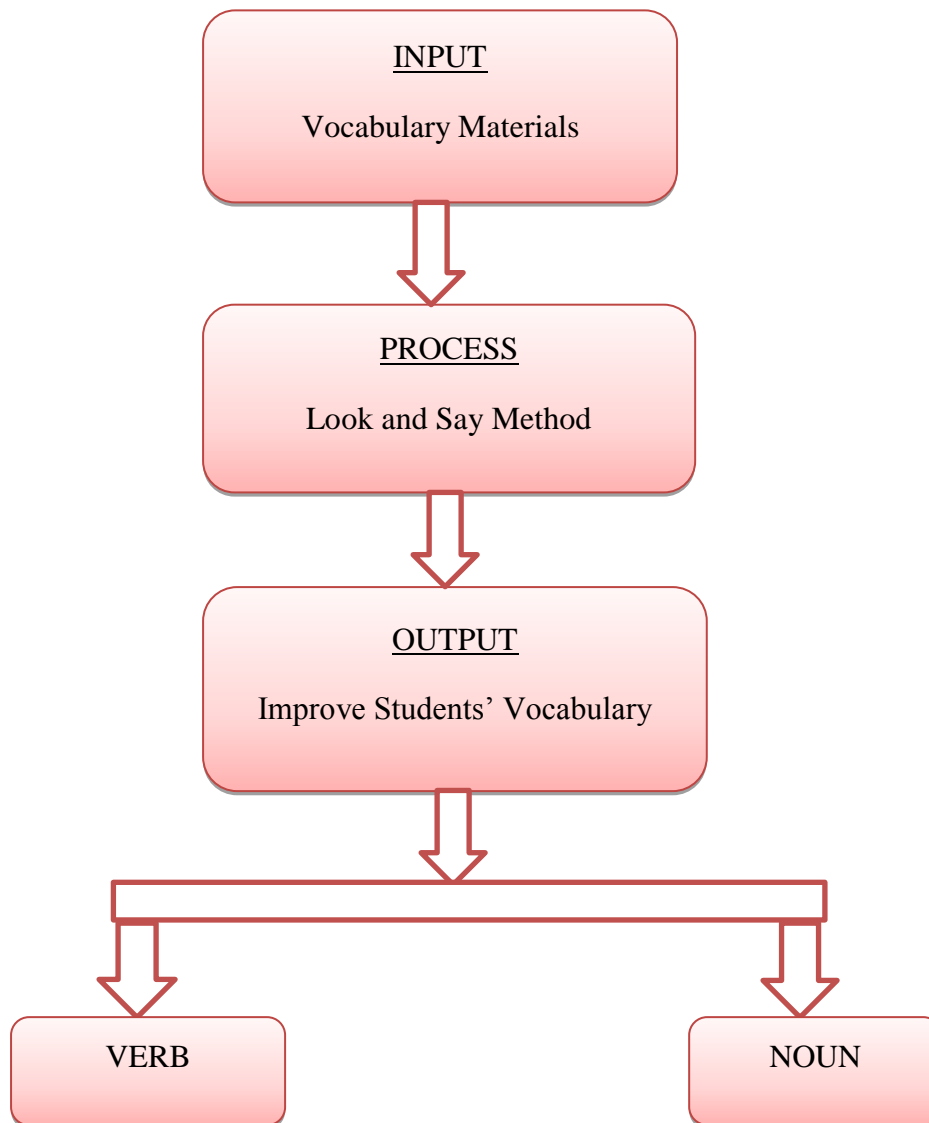
The three variables of conceptual framework above are including input, process, and output. First, the input refers to the method that used in experimental class which consists of vocabulary materials. Second, the process refers to the

Look and Say method. And the last, the output refers to improve students' vocabulary. These are especially vocabulary in term of verb and noun

D. Hypothesis

The hypothesis is the assumption that possibly true or possibly also wrong. The hypothesis is the provisional answer to the problems of the research that theoretically considered possibly or highest the level of his truth. In this research, the hypothesis can be stated as follows:

- Null hypothesis (H_0): The use of Look and Say method can't improve students' vocabulary at SMPN 3 Bontonompo.

- Alternative hypothesis (H_1): The use of Look and Say method can improve students' vocabulary at SMPN 3 Bontonompo.

CHAPTER III

RESEARCH METHOD

A. Research Design

The design of this researchwas pre-experimental with pre-test and post-test design, it consisted of a single class. The one group pre-test and post-test was represented in the following diagram:

T1	X	T2
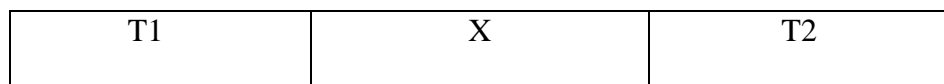
Notion:

T1   = Pre-test

X   = Treatment

T2   = Post-test

(Sanjaya, 2013: 103)

B. Research Variables

1. Variable

    a. Independent variable

       Independent variable in this research was the use of look and say method.

    b. Dependent variable

       Dependent variable in this research was students' vocabulary achievement.

2. Indicators

The indicators of this research were the improvement of students' vocabulary (Verb and Noun)

C. Population and Sample

1. Population

The population of this study was the students of eighth grade SMPN 3 Bontonompo, register 2018/2019 academic years that consisted of five classes; VIII.1, VIII.2, VIII.3, VIII.4 which 120 students.

2. Sample

In this research, method of taking sample was purposive sampling technique. Purposive sampling means taking sample by intentionality. The researcher took one class of the eighth grade namely VIII.1 which consisted of 30 students. The researcher chose the sample by looking the characteristics of the class which the students still needed to improve their vocabulary.

D. Research Instrument

The instrument of the research which was test has a purpose to figure out some students' vocabulary. The test gave through pre-test and post-test. The test was the vocabulary test which consisted of 25 numbers, twenty numbers for puzzle and five numbers essay of picture and both pre-test and post-test.

E. Procedure of Data Collecting

In data collection, the researcher followed the procedure as following:

1. Pre-test

Before giving treatment, the researcher gave a pre-test for each student in the experimental class. The pre-test intended to know the students' vocabulary before giving a treatment. In this case, the students gave some questions. This test spent 80 (2 x 40) minutes. The test was the vocabulary test which twenty numbers for puzzle and five numbers essay of picture.

2. Treatment

After the pre-test, the researcher taught the students for four meetings. Teaching and learning about the objective of the material and teacher gave the information about the procedure of using look and say method.

3. Post-test

Post-test gave to the class after the last treatment. The procedure of post-test was the same with the pre-test. The researcher gave the post-test to the students. The test was different to the pre-test. Post-test functioned to know the students' knowledge and ability in vocabulary mastery after teaching vocabulary using look and say method. The test was the vocabulary test which twentynumbers for puzzle and five numbers essay of picture.

F. Technique of Data Analysis

The step collected data was undertaken by quantitative analysis as following:

1. Scoring the students' corrects answer of pre-test and post-test.

$$Students'score = \frac{The\ number\ of\ students'corrects\ answer\ score}{Total\ number\ of\ items} x\ 100$$

(Gay, 2012)

2. Classifying the students' scores using the following scale:

Score 91 – 100	Very Good
Score 76 – 90	Good
Score 61 – 75	Fairly
Score 51 – 60	Poor
Score less than 50	Very Poor

(Depdikbud, 2006)

3. Computing the frequency and the rule percentage of the students' score.

$$P = \frac{F}{N} x100$$

Where:

P : Percentage

F : Frequency

N : The total number of students

(Gay, 2012)

4. Calculating the collected data from the students in answering the test, the researcher used formula to get the mean score of the students as follows:

$$X = \frac{\sum X}{N}$$

Where:

X : Mean score

$\sum x$: The sum of all score

N : The total number of samples

(Gay, 2012)

5. To find the students improvement the formula as follows:

$$\% = \frac{x2-x1}{x1} x\ 100$$

Where:

$\%$: The students' improving

X_1 : The mean score of the pre-test

X_2 : The mean score of the post-test

(Gay, 2012)

6. Finding out the significant difference between the score of the pre-test and post-test by using the formula:

$$T = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where:

D   : Mean score

$\sum D$: The sum of all the scores

N   : The total number of students

T   : Test of significance

<div align="right">(Gay, 2012)</div>

7. The criteria for the hypothesis testing was as follows:

<div align="center">

Table 3.1 Hypothesis Testing

</div>

Comparison	Hypothesis	
	H_0	H_1
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

The table above means that the t-test value was smaller than t-table value, the null hypothesis was accepted while the alternative hypothesis was rejected and the t-test value was greater than t-table value, the null hypothesis was rejected while the alternative hypothesis was accepted.

<div align="right">(Gay, 2012)</div>

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections, the findings of the research the discussion of the research findings. The findings of the research consist of the description of the result of the collecteddata through noun and verb (pre-test and post-test). Then, the discussion described further explanation and interpretation of the findings given.

A. Findings

The findings of the research were based on the results of the data analysis. The vocabulary test consisted of pre-test and post-test. The pre-test gave to find out the first students' vocabulary before presenting look and say method, and post-test gave to find out the improvement of the students' vocabulary after giving the treatment. They were the student's score classification, the mean scores of the pre-test and post-test, the t-test value and hypothesis test. These findings described as follows.

1. The students' vocabulary achievement in terms of noun and verb

The students' score of pre-test and post-test were observed based on vocabulary. The data can be seen in the following table:

Table 4.1:Frequency and rate percentage of the students' vocabulary in pre-test

No	Score	Classification	Frequency	Percentage
1	91-100	Very good	2	6,66%
2	76-90	Good	13	43,33%
3	61-75	Fairly	5	16,66%
4	51-60	Poor	6	20%
5	Score less than 50	Very poor	4	13,33%
Total			30	100

The table above showed that frequency and rate percentage of the students' vocabulary in pre-test from 30 students, there were 2 students (6,66%)got *very good*, 13 students (43,33%) got*good*, 5students (16,66%) got *fairly*, 6 students (20%)got *poor*, 4 students (13,33%)got *very poor*.

Table 4.2:Frequency and rate percentage of the students' vocabulary in post-test

No	Score	Classification	Frequency	Percentage
1	91-100	Very good	5	16,66%
2	76-90	Good	22	73,33%
3	61-75	Fairly	3	10%
4	51-60	Poor	0	0%
5	Score less than 50	Very poor	0	0%
Total			30	100

The table above showed that frequency and rate percentage of the students' vocabulary in post-test from post-test, there were 5 students

(16,66%)got *very good*, 22 students (73,33%)got *good*, 3 students (10%)got

fairly, and none of them got *poor* and very *poor score*.

To know the percentage of the students' improvement in vocabulary,

can be seen in figure below:
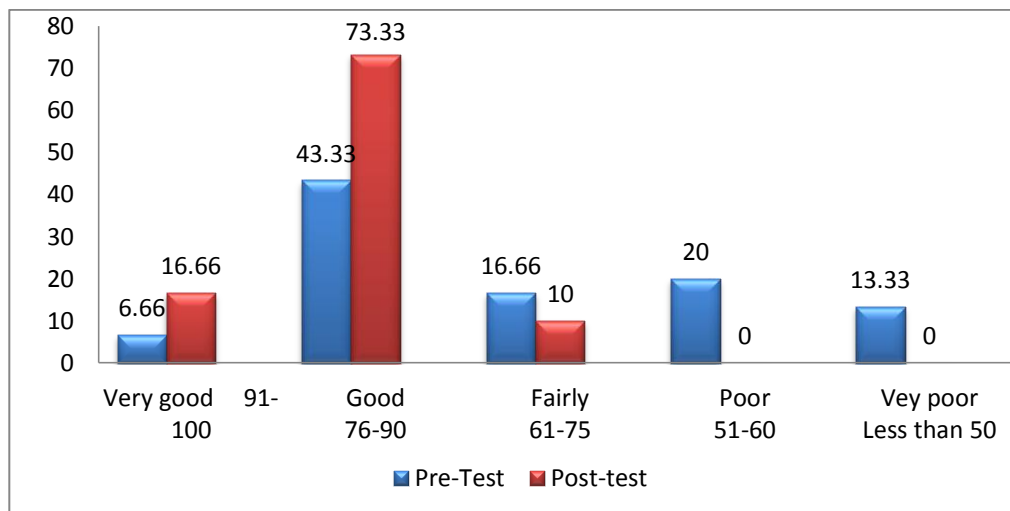
Figure 4.1 : Percentage of the students' vocabulary in pre-test and post-test

The figure above showed that the result of the students' evaluation of

vocabulary. In pre-test, there were 6,66 % classified into very good, 43,33 %

classied into good, 16,66 % classified into fairly, 20 % classified into *poor*and

then 13,33 % classified into very *poorscore*.

After having treatment in post-test the improving of the students'

vocabulary showed that there were 16,66 % classified into *very good* score,

73,33 % classified into *good* score, 10 % classified into *fairly*, and none of

them classified into poor and *very poor score*.

It means that the score and the percentage of the students' vocabulary

of the post-test were better than in the pre-test because in the rate percentage of

the post-test was higher than the percentage of a pre-test.

2. The mean score of students' vocabulary in terms of noun and verb

The following table showed the distribution of mean score and standard deviation in pre-test and post-test.

Table 4.3:The mean score of the students' vocabulary in pre-test and post-test

Components	Pre-test	Post-test
	Mean Score	Mean Score
Noun and Verb	67, 73	80, 26

The result of data analysis from pre-test and post-test of the students' vocabulary in the table above. The mean score in pre-test was 67.73 (categorized as fairly) and the mean score of post-test was 80.26 (categorized as good). In conclusion from the discussed table above, the students' achieve higher score after giving the treatment.

3. The improvement of students' vocabulary in pre-test and post-test

The following table showed the improvement in pre-test and post-test

Table 4.4: The improvement of the students' vocabulary in pre-test andpost-test

Component	Pre-test	Post-test	Improvement (%)
Noun and Verb	67, 73	80, 26	18, 49 %

The table above showed that pre-test was 67.73 and post-test was 80.26, the score of post-test>pre-test. From pre-test to post-test can improve on 18.49 %.It indicates that the students' vocabulary improved significantly through Look and Say Method.

To see clearly the improvement of the students' vocabulary, look at the figure below:
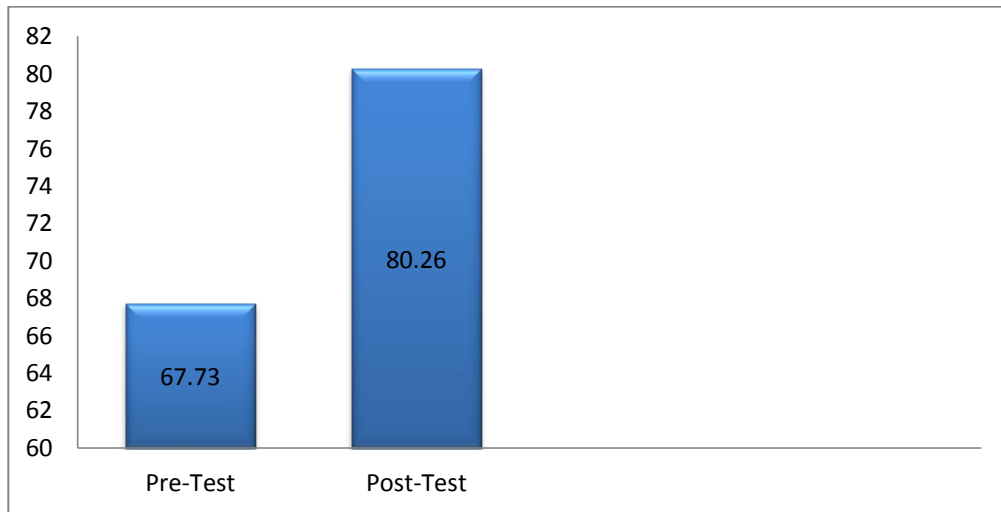
Figure 4.2: Figure of the improvement students' vocabulary in pre-test and Post-test

The figure above showed that the improve of students' vocabulary in post-test was higher than pre-test. From pre-test to post-test can improved on 18,49 %.

4. Hypothesis Testing

To know the level of significance of the pre-test and post-test, the researched used t-test analysis on the level of significance (p)= 0.05 with the degree of freedom (DF) = N-1, Where the N = number of subjects (29 students) then the value of t-table is 2,045. The t-test statistics, analysis of the independent sample was applied. The following table showed the result of t-test calculation.

Table 4.5: The t-test and t-table of the students' improvement

Components	T-test value	T-table value
Noun and Verb	8, 24	2, 045

The table above showed that t-test value was higher than the t-test table value (8, 24>2,045). It means that there was improvement in the students' vocabulary mastery before and after use look and say method to the students' vocabulary mastery of the second grade of SMPN 3 Bontonompo.

Based on elaboration above, it could be concluded that the null hypothesis was rejected. Otherwise, the alternative hypothesis (H_1) was accepted. In other words, there was a significant difference in students' vocabulary mastery of the second grade of SMPN 3 Bontonompoin academic year 208/2019 by using Look and Say Method.

B. Discussion

This research concerned to the use look and say method in improving students' vocabulary achievement of the eighth grade students at SMPN 3 Bontonompo. It has similarity with the some previous findings. There were as below:

Nofiandari (2016) conducted research entitled "The Effectiveness of using Look and Say Method in Teaching Reading to Increase Students' Reading Achievement For The Fourth Grade. The Students of MI BaiturrahmanSuwaluh Academic Year 2015/2016". This researcher found that there were significant differences between the result of students achievement before and after they are taught using look and say method in pre-test and post-test.

Sari (2015) in thesis entitled "Teaching Reading by Using Look and Say Technique at The Fifth Grade of MI MatholibulUlum Wotan SukoliliPati in Academic Year 2014/2015". The research employed Experimental design. After applying look and say technique, the result of her research indicated that using Look and Say technique was effective to teach reading for young learners or elementary school.

Mutmainna (2013) conducted research entitled "The Application of Look and Say Technique in Teaching Vocabulary to The First Students at SMK 1 YP-PGRI Makassar". The researcher found that there were good responses from students and they were more enthusiastic in studying English and it can also help the students to increase their vocabulary.

Nurnianti (2012) conducted research entitled " Teaching Reading Using Look and Say Technique at The Fifth Grade Pupils of SDN WarungBambu IV Karawang". The researcher employed one group pretest-post-test design and quantitative method. The result of her research indicated that using Look and Say technique was effective in improving students' reading comprehension ability.

Meynilda (2011) in thesis entitled "Look and Say Technique in Teaching Vocabulary for Improving Students Vocabulary Mastery. The researcher employed An Experimental Study at the Six Grade students of MI Al-Mishbah Bandung. The result of her research indicated that the improvement of students' vocabulary was categorized in good classification, so it means that using Look and Say technique improved the English vocabulary of the students.

Thus, the primary purpose of this research was to find out whether the use of the look and say method was effective in improving students' vocabulary mastery of the second grade of SMPN 3 Bontonompo. To find out the purpose, the researcher used the test as an instrument. The test gave through pre-test and post-test and the researcher taught about vocabulary in the treatment in the classroom with four meeting. The population, second year at SMPN 3 Bontonompo, which consisted 120 students and the sample was VIII.1, and the sample of the researched were 30 students.

The description of the data collected through the test as explained in the previous section showed that the students' vocabulary was better after giving treatment by using look and say method. It has proved by the result indicated that the mean score of students' in post-test was higher than the mean score of students' in pre-test. So, there was improvement of students' vocabulary .

In the first meeting when the researcher gave pre-test, researcher looked most of students did not know how differentiate which were noun and verb. It caused by the students still have less vocabulary. It could be seen in the mean score of pre-test was fairly.

The treatment process, the researcher used look and say method thatthe students more interested in learning process because the students could look and say what the teacher read. The students could memorize the words because every words related with some pictures and it was repeat several times. As a result, the students enjoy and more excited in learning process.

By the explanation above, the researcher concluded that look and say method was effective to improve students' vocabulary. The researcher can concluded that students need an interesting method to improve their vocabulary. Therefore, the researcher tried improve students' vocabulary by using Look and Say method.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the research findings and discussion, the researcher concluded that using Look and Say is one of method in teaching vocabulary mastery. The findings indicated that this method effective in improving students' vocabulary mastery in terms of noun and verb at the second grade of SMPN 3 Bontonompo. It is proved by the result indicated thatthe mean score of students in pre-test was 67, 73 which were classified as fairly classification and post-test 80,26 which classified as good classification.

Moreover, another finding in this research t-test value were higher than t-table value (8, 24> 2,045) in which to reject the null hypothesis (H_0), t-test value certainly should be higher than t-table value. Therefore, the null hypothesis (H_0) was rejected otherwise the alternative hypothesis (H_1) was accepted.Thus from the discussed above, the students achieve a higher score after giving the treatment.

B. Suggestion

As the result of the study reveals that the using look and say method had been an effective way to improve the students' vocabulary mastery in terms of noun and verb, the researcher suggests the following things:

1. It is suggested to the English teacher to use look and say method as one of method in teaching and learning process especially in terms of noun and verb. The teacher should optimize and improve the students' vocabulary, so the students interested and enthusiastic to learn English.

2. The teacher should give motivation to the students to learn English, especially through the using look and say method.

3. The teacher should be active, creative, an effective to arrange English materials

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DOCUMENTATION

A. Pre-Test

B. Treatment

C. Post-Test

APPENDICES

APPENDIX A
RESEARCH INSTRUMENT
Pre-Test

1. Use the picture below to fill in the words across and down in the puzzle
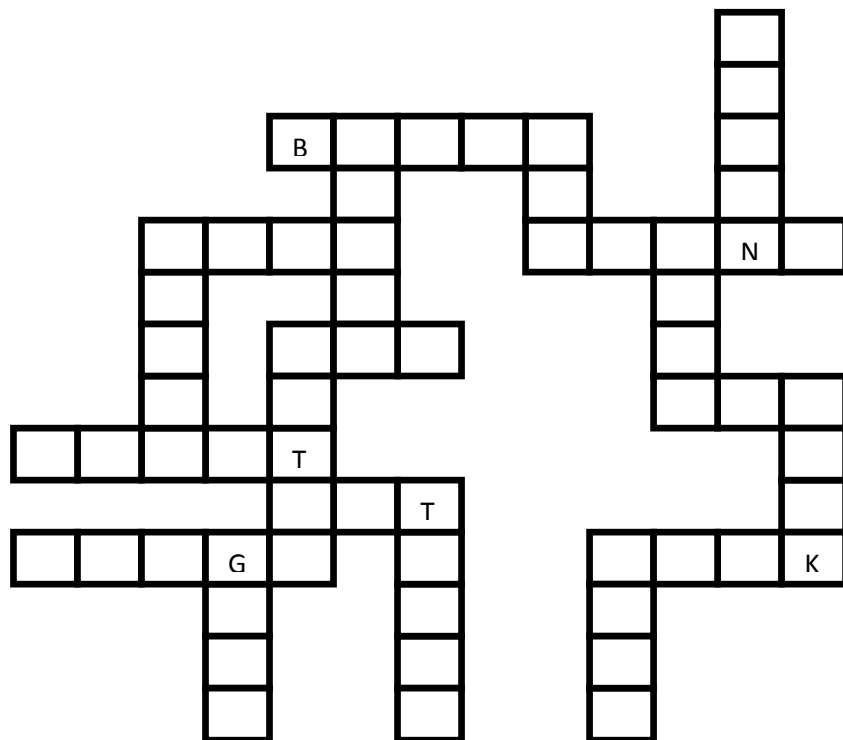
2. Write down the name of the pictures below in English

ANSWER KEY

Pre-Test

1. The Puzzles

```
                                        S
                                        P
           B   R   O   O   M            O
                   U           A        O
       D   O   L   L           P  A  I  N  T
       R           E                 R
       I       C   R   Y           O  W  L
       V       A                   N     O
   C   H   E   A   T                     O
               C   U   T         W  A  L  K
   C   O   U   G   H       H     A
               A           I     L
               T           N     L
               E           K
```

2. Esaay

- Hit
- Jump
- Throw
- Sweep
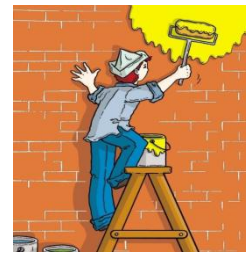- Shower

RESEARCH INSTRUMENT

Post-Test

1. Use the picture below to fill in the words across and down in the puzzle

2. Write down the name of the pictures below in English

[_____]

[_____]

[_____]

1. **The Puzzles**

```
K  I  C  K
   N                                    H
   J  U  M  P              B     S      U
   E              F  I  S  H  I  N  G
   C  L  I  M  B           T     O      T
   T           R  I  S  E        O
               E              T         B
         P  L  A  T  E     K            R
         I  ■  D     R  I  N  G         I
   B  E  L  T        A     I            N
         L           S     F  R  O  G
      F  O  R  K     E     E
         W     E     R
               Y
```
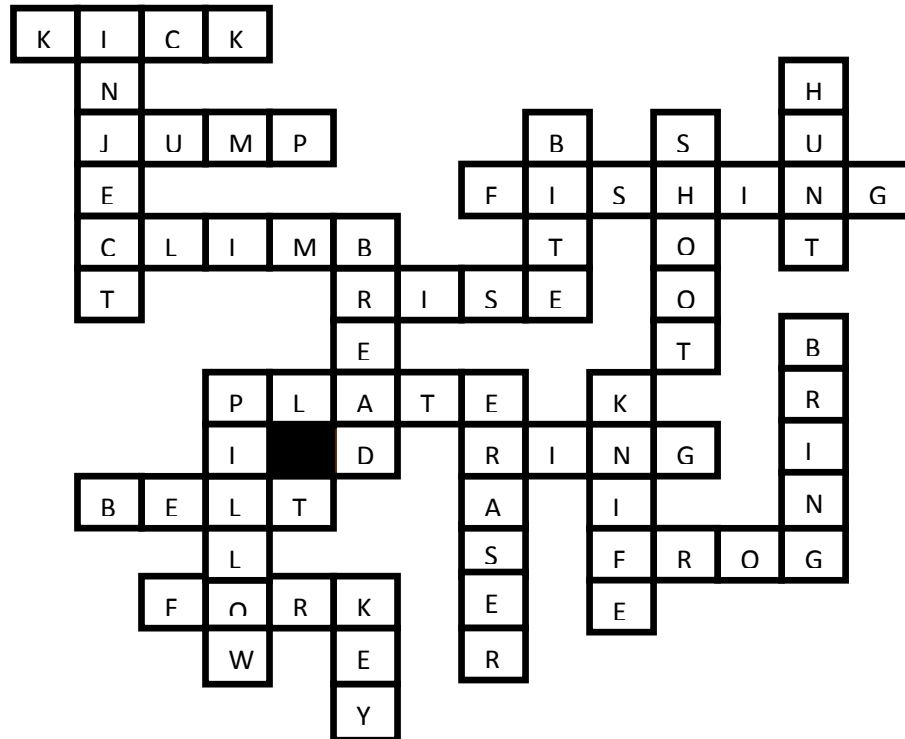
2. **Essay**
   - Broom
   - Stove
   - Bowl
   - Necklace
   - Pail

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah   **: SMP NEGERI 3 BONTONOMPO**

Mata Pelajaran **: Bahasa Inggris**

Kelas   **: VIII. 1**

Materi Pokok **: Descriptive Picture (Noun and Verb)**

Alokasi Waktu : 8 × 40 Menit (4 Pertemuan)

A. Kompetensi Inti

KI 1   : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2   : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3   : Memahami dan menerapkan pengetahuan (factual, konseptual dan procedural) berdasarkan rasa inin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait feomena dan kejadian tampak mata.

KI 4   : Mengolah, menyaji dan menalar dala ranah konkret (menggunakan , mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

No	Kompetensi Dasar	Indikator
1	1.1 Mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Mengungkapkan rasa syukur atas kesempatan dapat belajar bahasa inggris dengan sungguh-sungguh.
2	2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1.1 Siswa mampu bertutur kata dengan sopan dan santun terhadap guru dan sesama temannya selama pelajaran berlangsung.
	2.2 Menunjukkan perilaku jujur, disiplin, percaya diri dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1 Tidak menyontek saat ulangan 2.2.2 Menyalin karya orang laindengan melampirkan sumber pada saat mengerjakan tugas 2.2.3 Berani menggakui kesalahan yang telah dilakukan.
	2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama dan cinta damai dala melaksanakan komunikasi fungsional.	2.3.1 Berani mengakui kesalahan yang telah dilakukan 2.3.2 Bertanggung jawab atas tindakan anggotanya saat mejadi pemimpin kelompok 2.3.3 Tidak menyalahkan orang lain atas tindakannya sendiri.
3	3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan meminta, perhatian, mengecek pemahaman, menghargai kinerja yang baik, meminta dan mengungkapkan pendapat serta responny sesuai konteks.	3.1.1 Mepraktekkan penggunaan kata benda dan kata kerja sederhana 3.1.2Mendemonstrasikan penggunaan kata beda dan kata keja secara lisan dan tulisan.
4	4.1 Menyusun kalimat lisan sederhana untuk mengucapka dan mengartikan kata benda sederhana serta mengecek pemahaman dan kinerja yang baikdengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	4.1.1 Membuat atau menyusun kalimat sederhana terkait dengan kata benda dan kata kerja sederhana dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

C. Materi Pembelajaran

Materi Pokok	Teks lisan dan tulis untuk a) meminta perhatian, b) mengecek pemahaman, c) menghargai kinerja yang baik dan d) meminta/mengungkapkan pendapat serta responnya
Fungsi sosial	Menjaga hubungan interpersonal dengan guru dan teman
Unsur Kebahasaan	Kosa kata: Kata benda dan kata kerja sederhana
Struktur teks	Descriptive Picture

D. Metode Pembelajaran

Metode   : Look and Say

E. Media, Alat dan Sumber pembelajaran

1.   Media   : Gambar

2.   Alat/bahan   : Spidol dan Paper

3.   Sumber belajar dari internet

F. Langkah-langkah pembelajaran

Pertemuan Ke-1
➢ **Pendahuluan (10 Menit)**   1.   Guru memberi salam   2.   Guru memeriksa kehadiran siswa   3.   Guru menyiapkan peserta didik secara psikis dan fisik   4.   Guru memberikan motivasi belajar siswa secara kontekstual sesuai dengan anfaat dan aplikasi materi ajar dalam kehidupan sehari-hari dengan memberikan contoh dan perbandingan
➢ **Kegiatan Inti (60 Menit)**   **a) Observasi**   1.   Siswa mendengarkan instruksi yang diberikan   2.   Guru mejelaskan materi verb and noun   3.   Guru memperlihatkan gambar yang berhubungan dengan puzzle   4.   Guru meeminta siswa untuk mengisi puzzle   **b) Menanyakan**   1.   Siswa mengisi puzzle berdasarkan nama dari gambar yang diberikan dalam Bahasa Inggris   2.   Siswa diminta untuk menulis kosa kata yang telah didapatkan beserta artinya   3.   Siswa diminta untuk membaca kosa kata yang telah diberikan

beserta artinya
4. Siswa diminta untuk menghafal kosa kata yang telah diberikan kemudian menyebut kosa kata sesuai dengan instruksi yang diberikan oleh guru
5. Siswa menjawab pertanyaan dari guru berkaitan dengan puzzle

> **Penutup (10 Menit)**
1. Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran
2. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya

3. Siswa dan guru mengucapkan salam penutup/berdoa sebelum pulang

Pertemuan Ke-2

> **Pendahuluan (10 Menit)**
1. Guru memberi salam
2. Guru memeriksa kehadiran siswa
3. Guru menyiapkan peserta didik secara psikis dan fisik
4. Guru emberikan motivasi belajar siswa secara kontekstual sesuai dengan manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari dengan memberikan contoh dan perbandingan

> **Kegiatan Inti (60 Menit)**

   a) Mengeksplorasi
Siswa secara bergantian memperlihatkan gambar sesuai tema dengan menggunakan metode Look and Say
   b) Mengasosiasi
Siswa mengisi nama dan arti kata sesuai dengan gambar yang diberikan
   c) Mengkomunikasikan
Siswa bekerja secara membuat sebuah kalimat sesuai dengan gambar yang telah diberikan

> **Penutup (10 Menit)**
1. Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran
2. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya
3. Siswa dan guru mengucapkan salam penutup/berdoa sebelum pulang

Pertemuan Ke-3

➢ **Pendahuluan (10 Menit)**

1. Guru memberi salam
2. Guru memeriksa kehadiran siswa
3. Guru menyiapkan peserta didik secara psikis dan fisik
4. Guru emberikan motivasi belajar siswa secara kontekstual sesuai dengan anfaat dan aplikasi materi ajar dalam kehidupan sehari-hari dengan memberikan contoh dan perbandingan

➢ **Kegiatan Inti (60 Menit)**

a. Mengobservasi
1. Siswa memperhatikan gambar, kemudian mendengarkan cara pengucapan dari gambar yang diperlihatkan
2. Siswa meperhatikan struktur atau abjad dari gambar tersebut
3. Siswa mengucapakan nama dari gambar tersebut secara benar
4. Siswa berlatih mengucapkan nama dari gambar tersebut

b. Menanyakan
Siwa berlatih menjawab pertanyaan yang diberikan

c. Mengeksplorasi
Siswa memperhatikan gambar kemudian berlatih menulis dengan benar Bahasa Inggris gambar yang diberikan

d. Mengkomunikasikan
Siswa secra bergantian di depan kelas menyebutka nama dari gambar yang diberikan

➢ **Penutup (10 Menit)**

1. Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran
2. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya
3. Siswa dan guru mengucapkan salam penutup/berdoa sebelum pulang

Pertemuan Ke-4

➢ **Pendahuluan (10 Menit)**
1. Guru memberi salam
2. Guru memeriksa kehadiran siswa
3. Guru menyiapkan peserta didik secara psikis dan fisik
4. Guru emberikan motivasi belajar siswa secara kontekstual sesuai dengan anfaat dan aplikasi materi ajar dalam kehidupan sehari-hari dengan memberikan contoh dan perbandingan

➢ **Kegiatan Inti (60 Menit)**

a. Mengamati
1. Siswa mendengarkan dan memperhatikan gambar yang diberikan
2. Siswa memperhatikan struktur atau abjad dari nama gambar tersebut
3. Siswa mengucapkan nama dari gambar tersebut secara benar dalam Bahasa Inggris

b. Menanyakan
   Siswa mengisi kotak kosongatau puzzle dari gambar yang diberikan dalam Bahasa Inggris

c. Mengeksplorasi

   Siswa memperhatikan gambar kemudian berlatih menulis dengan benar nama gambar yang diberikan dalam Bahasa Inggris

d. Mengkomunikasikan
   Siswa secara bergantian di depan kelas menyebutkan nama dari gambar yang diberikan

➢ **Penutup (10 Menit)**
1. Siswa dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran
2. Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya
3. Siswa dan guru mengucapkan salam penutup/berdoa sebelum pulang

G. Penilaian

Perhitunganskor menggunakan rumus:

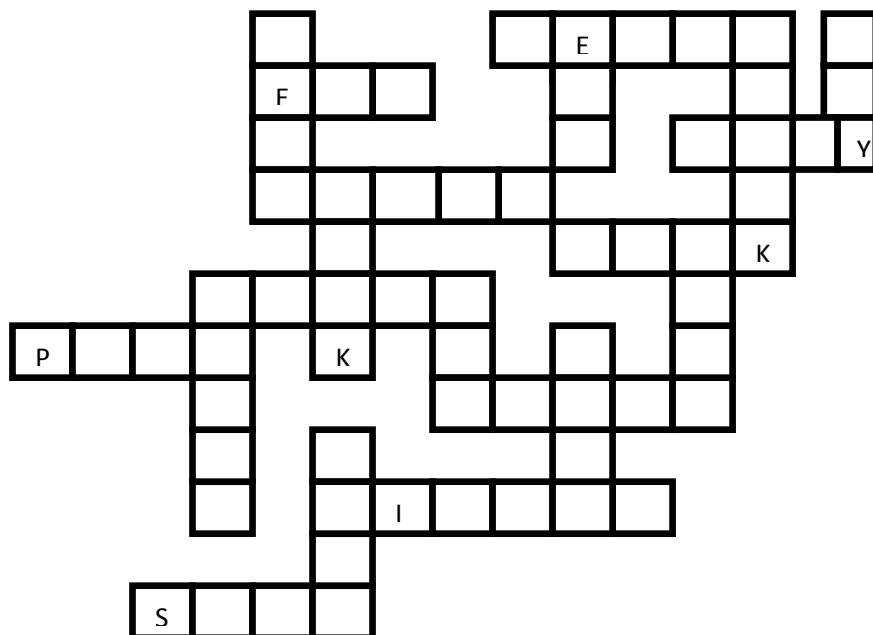$$Skor\ Siswa = \frac{Skor\ yang\ diperoleh}{Jumlah\ soal} x\ 100$$

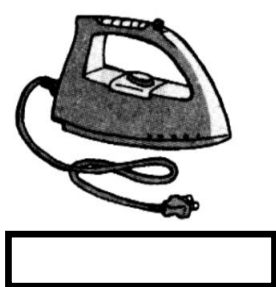Makassar, 26 September 2018

Peneliti

Mila Wardiatun

The first and second meeting

1. Use the picture of verbs below to fill in the words across and down in the puzzle

2. Write down the name of the pictures below in English
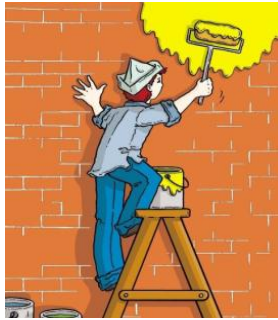
APPENDIX C
Scoring the Students Correct Answer of Pre-Test and Post-Test

$$Students'\ Score = \frac{The\ number\ of\ student's\ correct\ answer}{The\ total\ score} \times 100$$

1. Agussalam

   a. Pre-Test

   Student's score $= \frac{17}{25} \times 100 = 68$

   b. Post-Test

   Student's score $= \frac{22}{25} \times 100 = 88$

2. Agustiawan

   a. Pre-Test

   Student's score $= \frac{12}{25} \times 100 = 48$

   b. Post-Test

   Student's score $= \frac{15}{25} \times 100 = 60$

3. Armin Maulana

   a. Pre-Test

   Student's score $= \frac{19}{25} \times 100 = 76$

   b. Post-Test

   Student's score $= \frac{20}{25} \times 100 = 80$

4. Desti Dwi Anugrah

   a. Pre-Test

   Student's score $= \frac{17}{25} \times 100 = 68$

   b. Post-Test

   Student's score $= \frac{22}{25} \times 100 = 88$

5. Nur Israq Iqrayanti

   a. Pre-Test

   Student's score $= \frac{19}{25} \times 100 = 76$

   b. Post-Test

   Student's score $= \frac{21}{25} \times 100 = 84$

6. Julisa

   a. Pre-Test

   Student's score $= \frac{14}{25} \times 100 = 56$

   b. Post-Test

   Student's score $= \frac{19}{25} \times 100 = 76$

7. Karmila

   a. Pre-Test

   Student's score $= \frac{17}{25} \times 100 = 76$

   b. Post-Test

   Student's score $= \frac{21}{25} \times 100 = 84$

8. Kurniati

   a. Pre-Test

   Student's score $= \frac{23}{25} \times 100 = 92$

   b. Post-Test

   Student's score $= \frac{23}{25} \times 100 = 92$

9. Meri Afriani
   a. Pre-Test
      Student's score $= \frac{14}{25} \times 100 = 56$

   b. Post-Test
      Student's score $= \frac{19}{25} \times 100 = 76$

10. Muh. Nur Al Qadri
    a. Pre-Test
       Student's score $= \frac{18}{25} \times 100 = 72$

    b. Post-Test
       Student's score $= \frac{19}{25} \times 100 = 76$

11. Muh. Facri
    a. Pre-Test
       Student's score $= \frac{19}{25} \times 100 = 76$

    b. Post-Test
       Student's score $= \frac{21}{25} \times 100 = 84$

12. Muh. Fahmi Dzaki
    a. Pre-Test
       Student's score $= \frac{15}{25} \times 100 = 60$

    b. Post-Test
       Student's score $= \frac{19}{25} \times 100 = 76$

13. Muh. Ilham Agus
    a. Pre-Test
       Student's score $= \frac{17}{25} \times 100 = 68$

    b. Post-Test
       Student's score $= \frac{20}{25} \times 100 = 80$

14. Muh. Kasbir
    a. Pre-Test
       Student's score $= \frac{10}{25} \times 100 = 40$

    b. Post-Test
       Student's score $= \frac{19}{25} \times 100 = 76$

15. Muh. Samsir Nauval
    a. Pre-Test
       Student's score $= \frac{17}{25} \times 100 = 68$

    b. Post-Test
       Student's score $= \frac{19}{25} \times 100 = 76$

16. Muh. Yusran
    a. Pre-Test
       Student's score $= \frac{15}{25} \times 100 = 60$

    b. Post-Test
       Student's score $= \frac{20}{25} \times 100 = 80$

17. Muh. Yusran Hidayat
    a. Pre-Test
       Student's score $= \frac{15}{25} \times 100 = 60$

    b. Post-Test
       Student's score $= \frac{19}{25} \times 100 = 76$

18. Mustari
    a. Pre-Test
       Student's score $= \frac{20}{25} \times 100 = 80$

    b. Post-Test
       Student's score $= \frac{23}{25} \times 100 = 92$

19. Nur Fina Damayanti
   a. Pre-Test
   Student's score $= \frac{12}{25} \times 100 = 48$

   b. Post-Test
   Student's score $= \frac{15}{25} \times 100 = 60$

20. Nur Hilal Amri
   a. Pre-Test
   Student's score $= \frac{19}{25} \times 100 = 76$

   b. Post-Test
   Student's score $= \frac{20}{25} \times 100 = 80$

21. Nur Insani
   a. Pre-Test
   Student's score $= \frac{13}{25} \times 100 = 52$

   b. Post-Test
   Student's score $= \frac{19}{25} \times 100 = 76$

22. Nur Wahyu Amri
   a. Pre-Test
   Student's score $= \frac{19}{25} \times 100 = 76$

   b. Post-Test
   Student's score $= \frac{20}{25} \times 100 = 80$

23. Nur Hidayah
   a. Pre-Test
   Student's score $= \frac{19}{25} \times 100 = 76$

   b. Post-Test
   Student's score $= \frac{20}{25} \times 100 = 80$

24. Nurjannah
   a.Pre-Test
   Student's score $= \frac{20}{25} \times 100 = 80$

   b. Post-Test
   Student's score $= \frac{21}{25} \times 100 = 84$

25. Nursinta Sri Putri
   a. Pre-Test
   Student's score $= \frac{23}{25} \times 100 = 92$

   b. Post-Test
   Student's score $= \frac{24}{25} \times 100 = 96$

26. Nurul Nabilah
   a. Pre-Test
   Student's score $= \frac{10}{25} \times 100 = 40$

   b. Post-Test
   Student's score $= \frac{17}{25} \times 100 = 68$

27. Rifky Wahyudi
   a. Pre-Test
   Student's score $= \frac{17}{25} \times 100 = 68$

   b. Post-Test
   Student's score $= \frac{19}{25} \times 100 = 76$

28. Sahrini
   a. Pre-Test
   Student's score $= \frac{17}{25} \times 100 = 68$

   b. Post-Test
   Student's score $= \frac{20}{25} \times 100 = 80$

29. Wandis
    a. Pre-Test

        Student's score $= \frac{20}{25} \times 100 = 80$

                                      b. Post-Test

                                      Student's score $= \frac{23}{25} \times 100 = 92$

30. Syamsul Qamar
    a. Pre-Test

        Student's score $= \frac{19}{25} \times 100 = 76$

                                        b. Post-Test

                                      Student's score $= \frac{23}{25} \times 100 = 92$

APPENDIX D
The Row Score of the Students' Pre-test and Post-test

No	Respondents	Pre-test Score (X_1)	Post-test Score (X_2)	D ($X2-X1$)	D^2 ($X2-X1$)^2
1	Agussalam	68	88	20	400
2	Agustiawan	48	60	12	144
3	Armin Maulana	76	80	4	16
4	Desti Dwi Anugrah	68	88	20	400
5	Nur Israq Iqrayanti	76	84	8	64
6	Julisa	56	76	20	400
7	Karmila	76	84	8	64
8	Kurniati	92	92	0	0
9	Meri Afriani	56	76	20	400
10	Muh. Nur Al Qadri	72	76	4	16
11	Muh. Facri	76	84	8	64
12	Muh. Fahmi Dzaki	60	76	16	256
13	Muh. Ilham Agus	68	80	12	144
14	Muh. Kasbir	40	76	36	1296
15	Muh. Samsir Nauval	68	76	8	64
16	Muh. Yusran	60	80	20	400
17	Muh.Yusran Hidayat	60	76	16	256
18	Mustari	80	92	12	144
19	Nur Fina Damayanti	48	60	12	144
20	Nur Hilal Amri	76	80	4	16
21	Nur Insani	52	76	24	576
22	Nur Wahyu Amri	76	80	4	16
23	Nur Hidayah	76	80	4	16
24	Nurjannah	80	84	4	16
25	Nursinta Sri Putri	92	96	4	16
26	Nurul Nabilah	40	68	28	784
27	Rifky Wahyudi	68	76	8	64
28	Sahrini	68	80	12	144
29	Wandis	80	92	12	144
30	Syamsul Qamar	76	92	16	256
	Total	**2.032**	**2.408**	**376**	**6.72**

The Mean Score of Pre-test and Post-Test and The students' Improvement

1. **Mean Score of Pre-test and Post-Test**

   a. Pre-Test   b. Post-Test

   $$\overline{X}_1 = \frac{\Sigma X}{N}$$ $$\overline{X}_2 = \frac{\Sigma X}{N}$$

   $$\overline{X}_2 = \frac{2032}{30}$$ $$\overline{X}_2 = \frac{2408}{30}$$

   $$\overline{X}_1 = 67{,}73$$ $$\overline{X}_2 = 80{,}26$$

2. **The students' Improvement**

   $$\% = \frac{x2 - x1}{x1} \text{ x } 100$$

   $$= \frac{80.26 - 67.73}{67.73} \text{ x } 100$$

   $$= \frac{12.53}{67.73} \text{ x } 100$$

   $$= 0{,}18 \text{ x } 100$$

   $$= 18{,}49$$

The Significant Difference

A. t-Test

Notes: $\sum D$ = 376

$\sum D^2$ = 6.720

N = 30

$$D = \frac{\sum D}{N} = \frac{376}{30} = 12{,}53$$

$$t = \frac{D}{\sqrt{\frac{\sum D^2 \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$= \frac{12.53}{\sqrt{\frac{6.720 \frac{(376)^2}{30}}{30(30-1)}}}$$

$$= \frac{12.53}{\sqrt{\frac{6.720 \frac{(141{,}376)}{30}}{30(29)}}}$$

$$= \frac{12.53}{\sqrt{\frac{6.720 - 4.71253}{870}}}$$

$$= \frac{12.53}{\sqrt{\frac{2.008}{870}}}$$

$$= \frac{12.53}{\sqrt{2.30}}$$

$$= \frac{12.53}{1.52} = 8{,}24$$

B. t-Table

TABLE DISTRIBUTION OF T-VALUE

For level of significance (D) = 0,050

Degree of freedom (df) = N-1=30-1=29

t- Table = 2.045

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
Df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.0000	3.07768	6.31375	12.7062	31.82052	63.65674	318.30
2	0.8165	1.88562	2.91999	4.30265	6.96456	9.92484	22.327
3	0.7648	1.63774	2.35336	3.18245	4.54070	5.84091	10.214
4	0.7407	1.53321	2.13185	2.77645	3.74695	4.60409	7.1731
5	0.7266	1.47588	2.01505	2.57058	3.36493	4.03214	5.8934
6	0.7175	1.43976	1.94318	2.44691	3.14267	3.70743	5.2076
7	0.7111	1.41492	1.89458	2.36462	2.99795	3.49948	4.7852
8	0.7063	1.39682	1.85955	2.30600	2.89646	3.35539	4.5007
9	0.7027	1.38303	1.83311	2.26216	2.82144	3.24984	4.2968
10	0.6998	1.37218	1.81246	2.22814	2.76377	3.16927	4.1437
11	0.6974	1.36343	1.79588	2.20099	2.71808	3.10581	4.0247
12	0.6954	1.35622	1.78229	2.17881	2.68100	3.05454	3.9296
13	0.6938	1.35017	1.77093	2.16037	2.65031	3.01228	3.8519
14	0.6924	1.34503	1.76131	2.14479	2.62449	2.97684	3.7873
15	0.6912	1.34061	1.75305	2.13145	2.60248	2.94671	3.7328
16	0.6901	1.33676	1.74588	2.11991	2.58349	2.92078	3.6861
17	0.6892	1.33338	1.73961	2.10982	2.56693	2.89823	3.6457
18	0.6883	1.33039	1.73406	2.10092	2.55238	2.87844	3.6104
19	0.6876	1.32773	1.72913	2.09302	2.53948	2.86093	3.5794
20	0.6869	1.32534	1.72472	2.08596	2.52798	2.84534	3.5518
21	0.6863	1.32319	1.72074	2.07961	2.51765	2.83136	3.5271
22	0.6858	1.32124	1.71714	2.07387	2.50832	2.81876	3.5049
23	0.6853	1.31946	1.71387	2.06866	2.49987	2.80734	3.4849
24	0.6848	1.31784	1.71088	2.06390	2.49216	2.79694	3.4667
25	0.6844	1.31635	1.70814	2.05954	2.48511	2.78744	3.4501
26	0.6840	1.31497	1.70562	2.05553	2.47863	2.77871	3.4350
27	0.6836	1.31370	1.70329	2.05183	2.47266	2.77068	3.4210
28	0.6833	1.31253	1.70113	2.04841	2.46714	2.76326	3.4081
29	0.6830	1.31143	1.69913	2.04523	2.46202	2.75639	3.3962
30	0.6827	1.31042	1.69726	2.04227	2.45726	2.75000	3.3851
31	0.6824	1.30946	1.69552	2.03951	2.45282	2.74404	3.3749
32	0.6822	1.30857	1.69389	2.03693	2.44868	2.73848	3.3653
33	0.6820	1.30774	1.69236	2.03452	2.44479	2.73328	3.3563
34	0.6817	1.30695	1.69092	2.03224	2.44115	2.72839	3.3479
35	0.6815	1.30621	1.68957	2.03011	2.43772	2.72381	3.3400
36	0.6813	1.30551	1.68830	2.02809	2.43449	2.71948	3.3326
37	0.6811	1.30485	1.68709	2.02619	2.43145	2.71541	3.3256
38	0.6810	1.30423	1.68595	2.02439	2.42857	2.71156	3.3190
39	0.6808	1.30364	1.68488	2.02269	2.42584	2.70791	3.3127

APPENDIX G

Attendance List of Students

NO	NAMA	JENIS KELAMIN	PERTEMUAN					
			1	2	3	4	5	6
1	Agussalam	L	√	√	√	√	√	√
2	Agustiawan	L	√	√	√	√	a	√
3	Armin Maulana	L	√	√	√	√	√	√
4	Desti Dwi Anugrah	P	√	√	√	√	√	√
5	Nur Israq Iqrayanti	P	√	√	√	√	√	√
6	Julisa	P	√	√	√	√	√	√
7	Karmila	P	√	√	√	√	√	√
8	Kurniati	P	√	√	√	√	√	√
9	Meri Afriani	P	√	√	√	√	√	√
10	Muh. Nur Al Qadri	L	√	√	√	√	√	√
11	Muh. Facri	L	√	√	√	√	√	√
12	Muh. Fahmi Dzaki	L	√	√	√	√	√	√
13	Muh. Ilham Agus	L	√	√	√	√	√	√
14	Muh. Kasbir	L	√	a	√	√	√	√
15	Muh. Samsir Nauval	L	√	√	√	√	√	√
16	Muh. Yusran	L	√	√	√	√	√	√
17	Muh.Yusran Hidayat	L	√	√	√	√	√	√
18	Mustari	L	√	√	√	√	√	√
19	Nur Fina Damayanti	P	√	√	a	√	√	√
20	Nur Hilal Amri	L	√	√	√	√	√	√
21	Nur Insani	P	√	√	√	√	√	√
22	Nur Wahyu Amri	L	√	√	√	√	√	√
23	Nur Hidayah	P	√	√	√	√	√	√
24	Nurjannah	P	√	√	√	√	√	√
25	Nursinta Sri Putri	P	√	√	√	√	√	√
26	Nurul Nabilah	P	√	√	s	√	√	√
27	Rifky Wahyudi	L	√	√	√	√	√	√
28	Sahrini	P	√	√	√	√	√	√
29	Wandis	L	√	√	√	√	√	√
30	Syamsul Qamar	L	√	√	√	√	√	√

CURRICULUM VITAE

MILA WARDIATUN, wasborn on May 27th, 1997 in Benteng, Luwu Timur regency. The researcher is the third child from siblings from marriage of her parents Kamaruddin and Zaitun. In 2003,the researcher registered as student elementary school, SDN108 Bone Pute in Luwu Timur regency and she graduated in 2008. The next in the same year the writer registered as a student in SMPN 1 Burau, Luwu Timur regency graduated in 2011. Then the researcher registered in senior high school, SMAN 1 Burau and graduated in 2014. The next in the same year, The researcher registered to study of English Department in Makassar Muhammadiyah University, and finally on November 2014. The researcher finished her thesis that has tittle "The Use of Look and Say Method to Improve Students' Vocabulary at The Eighth Grade Students of SMPN 3 Bontonompo (A Pre-Experimental Research)".

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