

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

The finding of this research deal with the classification of the students' pre-test and post-test. To find out the question in the previous chapter, the researcher gave a test that given twice. A pre-test was given before treatment to know the students' vocabulary mastery, while post-test was given after treatment through semaphore and sandi technique and the result of post-test of this research can answer the question of this research that aims to find out through semaphore and sandi technique can be able to increase the students' vocabulary mastery at the scout students of SMPN 4 Parepare.

4.1.1 The students' vocabulary mastery through semaphore and sandi technique the scout students of SMPN 4 Parepare.

This part presented the result of data analysis about the vocabulary mastery through semaphore and sandi technique the scout students of SMPN 4 Parepare and the discussion about how the semaphore and sandi technique in increase in students' vocabulary mastery.

4.1.1.1 The students score in pre-test

The pre-test had done before giving semaphore and sandi technique. It was conducted on Wednesday, December 25th, 2019.

The students' were given the pre-test. The researcher found out the result of the students' pre-test based on the scoring of vocabulary before giving treatment that using semaphore and sandi technique which were analyzed and resulted in the information as shown in the following table:

Table 4.1 The Result of Pre-test

After knowing the students' score in the pre-test, the researcher following table are students' score to find out the mean score:

No	Students	Pre-test	
		Correct Answer	Score
1	Muhammad Ivan Ramadani	16	40
2	Muhammad Fadil Afari	7	17,5
3	Muhammad Afdal	26	65
4	Muhammad Rionaldo Febrian	33	82,5
5	Muhammad Farras Aziran	20	50
6	Muhammad Ali Taufan	20	50
7	Muhammad Adnan	7	17,5
8	Wiradmajaya	17	42,5
9	Dwi Amanda	24	60
10	Salwiah Bardan	25	62,5
11	Jane Friska	26	65
12	Lutfiah Adni	16	40
13	Putri Maulidya Bundah	26	65
14	Sulfiyanti Putri Absar	25	62,5
15	Elvi Nur Alam	21	52,5
16	Reva Agustin	27	67,5
17	Saskiyah Arman	27	67,5
18	Andi Meisya Andini Purnama	20	50
19	Nur Elma	28	70
20	Nur Reski Amalia	19	47,5
Total			$\sum X=1075$

(Data' source: the Students' Score in Pre-test)

After knowing the students' score in the pre-test, the researcher following table are students' score to find out the mean score:

Table. 4.2 The Students' Score in Pre-test

No	Students	Pre-test of the Students (X ₁)		X ²	CLF
		Max Score	Score X ₁		
1	Muhammad Ivan Ramadani	100	40	1600,00	Poor
2	Muhammad Fadil Afari	100	17,5	306,25	Very Poor
3	Muhammad Afdal	100	65	4225,00	Fair
4	Muhammad Rionaldo Febrian	100	82,5	6806,25	Very Good
5	Muhammad Farras Aziran	100	50	2500,00	Poor
6	Muhammad Ali Taufan	100	50	2500,00	Poor
7	Muhammad Adnan	100	17,5	306,25	Very Poor
8	Wiradmajaya	100	42,5	1806,25	Poor
9	Dwi Amanda	100	60	3600,00	Fair
10	Salwiah Bardan	100	62,5	3906,25	Fair
11	Jane Friska	100	65	4225,00	Fair
12	Lutfiah Adni	100	40	1600,00	Poor
13	Putri Maulidya Bundah	100	65	4225,00	Fair
14	Sulfiyanti Putri Absar	100	62,5	3906,25	Fair
15	Elvi Nur Alam	100	52,5	2756,25	Poor
16	Reva Agustin	100	67,5	4556,25	Good
17	Saskiyah Arman	100	67,5	4556,25	Good
18	Andi Meisya Andini Purnama	100	50	2500,00	Poor
19	Nur Elma	100	70	4900,00	Good
20	Nur Reski Amalia	100	47,5	2256,25	Poor
Total			$\sum X = 1075$	$\sum X^2 = 63037,50$	

(Data' source: the Students' Score in Pre-test)

Based on the table above, showing the result of improving students' vocabulary score before giving treatment that using semaphore and sandi technique, one in very good classification, three in good classification, six in fair classification, eight in poor classification and two students in very poor classification. Total score in pre-test was 1075. It could be seen that most of the members of the Raft class Scout low. Because most students earn a fair value. The following is a calculation

process to figure out the flat value and the standard deviation based on the student score calculation in pre-Test table 4.2.

Firstly, the researcher calculated the mean score of the pre-test:

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

$$x = \frac{1075}{20}$$

$$x = 53,75$$

So, the mean score (X_1) of pre-test is 53,75

Based on the result of the pre-test, the data showed that the mean score of the pre-test is 53,75. From that analyzing. It could be seen that most of the 20 students' ability in vocabulary was still low because most of the students gained poor score.

Secondly, the researcher calculated the standard deviation of the pre-test:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{63037,50 - \frac{(1075)^2}{20}}{20 - 1}}$$

$$SD = \sqrt{\frac{63037,50 - \frac{1155625}{20}}{19}}$$

$$SD = \sqrt{\frac{63037,50 - 57781,25}{19}}$$

$$SD = \sqrt{\frac{5256,25}{19}}$$

$$SD = \sqrt{276,64}$$

SD = 16,63

So, the result of the standard deviation of the pre-test is 16,63

After determining the mean score (X_1) of pre-test was 53,75 and standard deviation (SD) of the pre-test was 16,63, it could be seen that increasing students' vocabulary were in low category.

4.1.1.2 The students' score in the Post-test

Meanwhile, the students' score on post-test would be presented in the following table:

Table. 4.3 the Result of the Post-test

No	Students	Post-test	
		Correct Answer	Score
1	Muhammad Ivan Ramadani	33	82,5
2	Muhammad Fadil Afari	12	30
3	Muhammad Afdal	14	35
4	Muhammad Rionaldo Febrian	38	95
5	Muhammad Farras Aziran	31	77,5
6	Muhammad Ali Taufan	35	87,5
7	Muhammad Adnan	21	52,5
8	Wiradmajaya	31	77,5
9	Dwi Amanda	35	87,5
10	Salwiah Bardan	28	70
11	Jane Friska	27	67,5
12	Lutfiah Adni	25	62,5
13	Putri Maulidya Bundah	30	75
14	Sulfiyanti Putri Absar	36	90
15	Elvi Nur Alam	29	72,5
16	Reva Agustin	27	67,5
17	Saskiyah Arman	31	77,5
18	Andi Meisya Andini Purnama	25	62,5
19	Nur Elma	31	77,5
20	Nur Reski Amalia	31	77,5
Total			$\sum X=1425$

(Data' source: the Students' Score in Post-test)

After knowing the students' score in post-test based on the scoring rubric of writing, the following table students' score to find out the mean score:

Table. 4.4 The Students' Score in Post-test

No	Students	Post-test of the Students (X ₂)		X ²	CLF
		Max Score	Score X ₂		
1	Muhammad Ivan Ramadani	100	82,5	6806,25	Very Good
2	Muhammad Fadil Afari	100	30	900,00	Very Poor
3	Muhammad Afdal	100	35	1225,00	Very Poor
4	Muhammad Rionaldo Febrian	100	95	9025,00	Very Good
5	Muhammad Farras Aziran	100	77,5	6006,25	Good
6	Muhammad Ali Taufan	100	87,5	7656,25	Very Good
7	Muhammad Adnan	100	52,5	2756,25	Poor
8	Wiradmajaya	100	77,5	6006,25	Good
9	Dwi Amanda	100	87,5	7656,25	Very Good
10	Salwiah Bardan	100	70	4900,00	Good
11	Jane Friska	100	67,5	4556,25	Good
12	Lutfiah Adni	100	62,5	3906,25	Fair
13	Putri Maulidya Bundah	100	75	5625,00	Good
14	Sulfiyanti Putri Absar	100	90	8100,00	Very Good
15	Elvi Nur Alam	100	72,5	5256,25	Very Good
16	Reva Agustin	100	67,5	4556,25	Good
17	Saskiyah Arman	100	77,5	6006,25	Good
18	Andi Meisya Andini Purnama	100	62,5	3906,25	Fair
19	Nur Elma	100	77,5	6006,25	Good
20	Nur Reski Amalia	100	77,5	6006,25	Good
Total			$\Sigma X=1075$	$\Sigma X^2=63037,50$	$\Sigma X=1425$

(Data' source: the Students' Score in Post-test)

The table above showed that was an improvement of students' score after giving treatment that using Semaphore and Sandi technique, six students in very

good classification, nine students in good classification, two students in fair classification, one student in poor classification and two students in very poor classification. It means that the students vocabulary ability has improved that using Semaphore and Sandi technique. The total score in post-test is 1425. It proved that there were increases of students' score in post-test.

In this, the researcher analyzed the data of the students' score in post-test to know whether there is or there is no a significant difference of students' achievement before and after learning process that using Semaphore and Sandi technique in vocabulary ability.

The first, to get the mean score of the post-test, used a formula:

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

$$x = \frac{1425}{20}$$

$$X = 71,25$$

So, the mean score (X_2) of post-test is 71,25.

Based on the result of the post-test. The data showed that the mean score of the post-test was 66. From that analyzing, it could be seen that most of the 20 students' vocabulary was an very good and good score.

The second to get the standard deviation of the post-test, used a formula:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{106862,50 - \frac{(1425)^2}{20}}{20 - 1}}$$

$$SD = \sqrt{\frac{106862,50 - \frac{2030625}{20}}{19}}$$

$$SD = \sqrt{\frac{106862,50 - 101531,25}{19}}$$

$$SD = \sqrt{\frac{5331,25}{19}}$$

$$SD = \sqrt{280,59}$$

$$SD = 16,75$$

So, the standard deviation of the post-test is 16,75

After determining the mean score (X_2) of post-test was 71,25 and standard deviation (SD) of the post-test was 16,75 it could be seen that increasing students' vocabulary were in a very good category.

4.1.1.3 The result of the pre-test and post-test were presented in the following:

Table. 4.5 The Mean Score and Standard Deviation of the Pre-test and Post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	53,75	16,63
Post-test	71,25	16,75

(Data' source: the mean score and standard deviation of the pre-test and post-test)

The data in table 4.5 indicates that there was improvement while doing pre-test up post-test, in the pre-test had score 53,75 and the post-test score increased become 71,25. The standard deviation of pre-test was 16,63 (SD) while the standard deviation of the post-test was 16,75 (SD).

As the result at this item was the mean score of the post-test was greater than the mean score in the pre-test. It mean that increasing students' vocabulary had improvement after doing the learning process that used in class.

4.1.1.4 The percentage of the frequency in pre-test and post-test.

The following table shows the percentage of the frequency in pre-test and post-test.

Table. 4.6 The Rate Percentage of the Frequency of the Pre-test and Post-test

No	Classification	Score	Frequency		Percentage	
			Pre-Test	Post-Test	Pre-Test	Post-Test
1	Very Good	80-100	1	6	5%	30%
2	Good	66-79	3	9	15%	45%
3	Fair	56-65	6	2	30%	10%
4	Poor	40-55	8	1	40%	5%
5	Very Poor	≤39	2	2	10%	10%
Total			20	20	100 %	100 %

(Data' source: the Rate Percentage of the Frequency of the Pre-test and Post-test)

The data of the table above indicated that rate percentage of the pre-test one (5%) student got very good score, three (15%) students got good score, six (30%) students got fair score, eight (40%) students got poor score and two (10%) students got very poor. while the rate percentage of the post-test, six (30%) students got very good score, nine (45%) students got good score, two (10%) students got fair score, one (5%) student got poor score and two (10%) students got very poor score . The percentage in post-test that students got very good score was higher than the percentage in the pre-test. It showed that students were able to increase students' vocabulary after treatment that using the Semaphore and Sandi technique.

4.1.2 The Implementation of Semaphore and Sandi technique to Increasing Students' Vocabulary at SMP Negeri 4 Parepare.

This part discusses the result of data analysis about the implementation of Semaphore and Sandi technique to increasing students' vocabulary at SMP Negeri 4 Parepare.

4.1.2.1 T-test Value

The following is the table to find out the difference of the mean score between pre-test and post-test.

Table. 4.7 The Worksheet of the Calculation of the Score on Pre-test and Post-test on the Increasing Students' vocabulary

No	X ₁	X ₂	(X ₁) ²	(X ₂) ²	D(X ₂ -X ₁)	(X ₂ -X ₁) ²
1	40	82,5	1600,00	6806,25	42,5	5206,25
2	17,5	30	306,25	900	12,5	593,75
3	65	35	4225,00	1225	-30	-3000,00
4	82,5	95	6806,25	9025	12,5	2218,75
5	50	77,5	2500,00	6006,25	27,5	3506,25
6	50	87,5	2500,00	7656,25	37,5	5156,25
7	17,5	52,5	306,25	2756,25	35	2450,00
8	42,5	77,5	1806,25	6006,25	35	4200,00
9	60	87,5	3600,00	7656,25	27,5	4056,25
10	62,5	70	3906,25	4900	7,5	993,75
11	65	67,5	4225,00	4556,25	2,5	331,25
12	40	62,5	1600,00	3906,25	22,5	2306,25
13	65	75	4225,00	5625	10	1400,00
14	62,5	90	3906,25	8100	27,5	4193,75
15	52,5	72,5	2756,25	5256,25	20	2500,00
16	67,5	67,5	4556,25	4556,25	0	0,00
17	67,5	77,5	4556,25	6006,25	10	1450,00
18	50	62,5	2500,00	3906,25	12,5	1406,25
19	70	77,5	4900,00	6006,25	7,5	1106,25
20	47,5	77,5	2256,25	6006,25	30	3750,00
Total	1075	1425	63037,50	106862,50	350	43825,00

(Data' source: the of the Calculation of the Score on Pre-test and Post-test on the Improving Students' vocabulary that using Semaphore and Sandi technique)

In the other to see the students' score, the following is t-test was statistically applied:

To find out D used the formula as follow:

$$D = \frac{\sum D}{N} = \frac{350}{20} = 17,5$$

The calculation the t-test value

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

$$t = \frac{17,5}{\sqrt{\frac{43825 - \frac{350^2}{20}}{20(20-1)}}$$

$$t = \frac{17,5}{\sqrt{\frac{43825 - \frac{112500}{20}}{20(19)}}$$

$$t = \frac{17,5}{\sqrt{\frac{43825 - 6125}{380}}$$

$$t = \frac{17,5}{\sqrt{\frac{37700}{380}}}$$

$$t = \frac{17,5}{\sqrt{99,21}}$$

$$t = \frac{17,5}{9,96}$$

$$t = 1,757$$

So, the t-test value is 1,757 It was greater than t-table.

Table. 4.8 The Test of Significant

Variable	T-test	T-table value
Pre-test – Post-test	1,757	1,729

(Data' source: the Test of Significance)

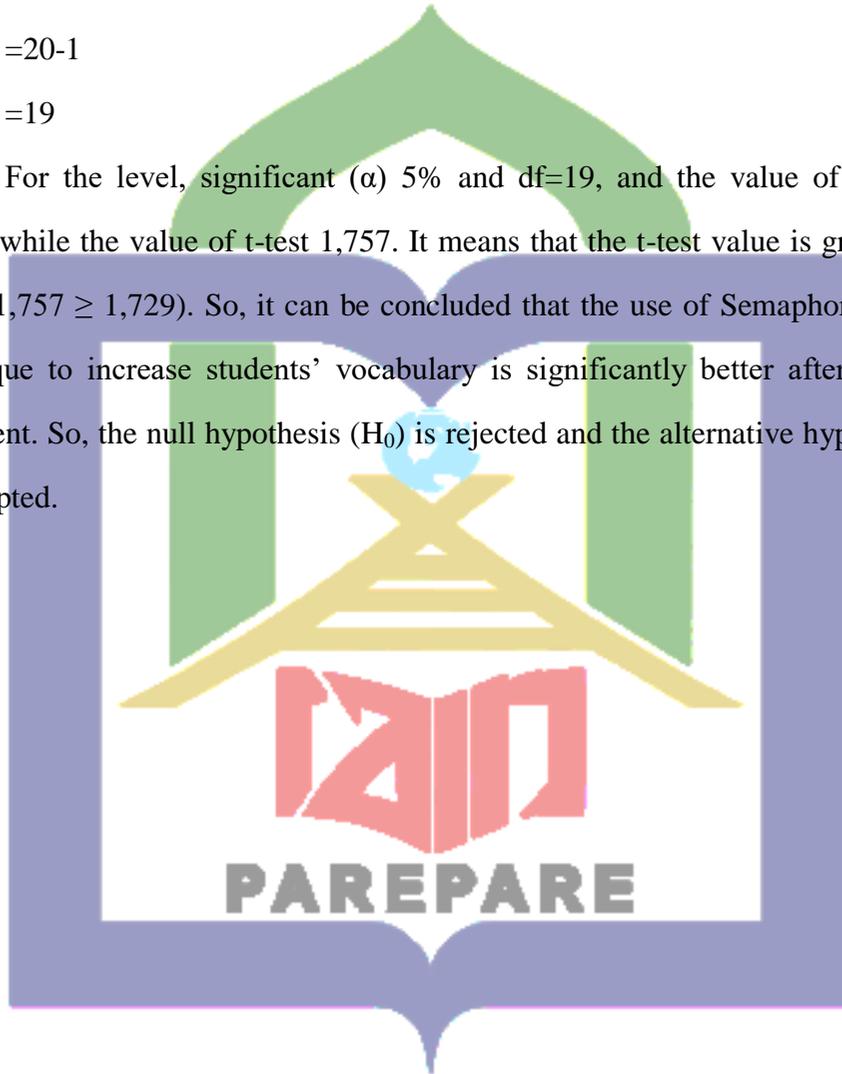
The data above showed that the value of t-test was greater than t-table value. It indicated that there was a significant difference between the results students' pre-test and post-test.

4.1.2.2 Hypothesis Testing

To find out a degree of freedom (df) the researcher used the following formula:

$$\begin{aligned} Df &= N-1 \\ &= 20-1 \\ &= 19 \end{aligned}$$

For the level, significant (α) 5% and $df=19$, and the value of the table is 1,729, while the value of t-test 1,757. It means that the t-test value is greater than t-table ($1,757 \geq 1,729$). So, it can be concluded that the use of Semaphore and Sandi technique to increase students' vocabulary is significantly better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.



4.1.2.3 The finding through the questionnaire

Table. 4.9 The Score of questionnaire

RESPONDEN	ITEM																														TOTAL
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
S1	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	150
S2	3	5	5	5	5	5	5	5	5	5	3	5	5	5	5	5	5	5	5	5	5	1	5	5	5	5	5	5	5	5	142
S3	4	5	4	5	4	3	2	4	2	4	5	3	4	4	5	1	2	1	1	2	3	1	1	1	1	3	1	1	1	79	
S4	5	5	5	5	4	5	4	5	5	5	5	5	5	5	5	5	5	5	5	4	5	4	5	5	5	5	5	5	5	146	
S5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	150	
S6	5	4	4	5	5	5	5	3	3	4	5	5	5	5	3	5	4	5	5	5	5	4	4	5	5	5	5	4	4	135	
S7	3	4	4	5	4	4	5	5	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	5	4	4	4	4	5	124	
S8	5	5	4	5	4	4	5	5	4	5	5	4	4	5	4	5	5	4	5	4	4	5	5	4	5	5	4	4	5	136	
S9	4	4	5	5	5	5	5	5	5	5	5	5	4	4	4	4	5	5	5	5	4	4	4	4	4	4	5	5	5	138	
S10	4	5	4	5	5	5	4	4	4	5	4	5	4	5	4	3	2	3	3	3	3	3	3	3	3	3	3	3	3	111	
S11	1	4	4	4	4	4	4	4	4	5	4	5	4	5	4	1	2	3	2	2	5	5	3	3	5	5	5	5	5	116	
S12	4	5	5	5	5	5	4	5	5	5	4	5	5	4	4	4	5	5	5	4	5	4	5	5	4	5	4	4	4	137	
S13	3	4	4	4	4	4	4	4	4	5	4	5	4	4	5	3	4	4	4	4	4	4	4	4	4	4	4	4	4	121	
S14	5	5	4	5	4	5	5	5	4	5	4	5	5	4	4	4	4	4	5	4	5	5	5	4	5	4	5	5	4	136	
S15	3	5	4	5	5	5	5	4	4	5	4	5	4	4	5	3	5	4	5	5	5	5	4	4	5	4	5	4	4	134	
S16	4	5	5	4	5	5	4	5	4	5	4	5	4	5	5	3	3	5	4	5	4	5	5	4	5	5	5	5	5	137	
S17	4	3	4	5	4	5	5	5	5	5	5	5	5	4	5	4	5	5	4	5	5	5	5	4	5	5	5	4	5	139	
S18	4	3	3	4	4	3	4	4	4	3	3	4	4	3	4	4	3	2	2	3	2	3	3	3	2	2	3	3	2	94	
S19	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	4	4	5	5	5	5	5	5	5	5	5	5	146	
S20	4	5	4	4	4	4	4	5	5	4	4	5	5	5	3	4	4	5	5	4	5	5	5	5	5	5	4	4	4	133	
TOTAL																														2604	



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

$$X = \frac{2604}{20}$$

$$X = 130,2$$

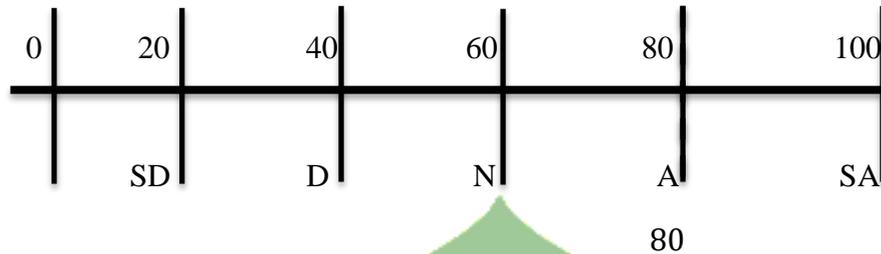
The table above shows that from 15 positive and 15 negative questionnaires. All the students answered very positive according to the like scale. Based on liker's scale that students' very interest in learning vocabulary by using semaphore and sandi technique.

At the second part analyzed about tabulates and analyzed the data from questionnaire into percentage as follow:

Table 4.10 Learning vocabulary through "Semaphore and sandi" technique make students' more active in the learning process.

Question Alternative1	Scores	Frequency	Sum the score
Strongly agree	5	7	35
Agree	4	8	32
Undecided	3	4	12
Disagree	2	-	-
Strongly disagree	1	1	1
Total		20	80

Based on the table above regarding questionnaire number 1, 7 students chose "strongly agree", 8 students chose "agree", 4 students chose undecided and no one to chose disagree and 1 student strongly disagree. If seen from a large number of students who have chosen to agree, it is concluded that most students of members Scout of SMPN 4 Parepare like learning English.

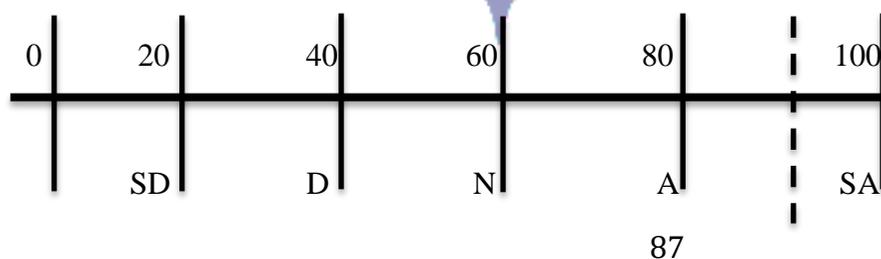


So the students like to learn the English language by using Semaphore and Sandi technique namely $80/100 \times 100 = 80$ so, it was categorized very good.

Table 4.11 Learning vocabulary through “Semaphore and sandi” technique make students’ more active in the learning process.

Question Alternative 2	Scores	Frequency	Sum the score
Strongly agree	5	13	65
Agree	4	5	20
Undecided	3	2	6
Disagree	2	-	-
Strongly disagree	1	-	-
Total		20	91

Based on the table above regarding questionnaire number 2, 13 students chose “strongly agree”, 5 students chose “agree”, 2 students chose undecided, no one to chose disagree and chose strongly disagree. If seen from a large number of students who have chosen to agree, it is concluded that most students of members Scout of SMPN 4 Parepare like learning English.

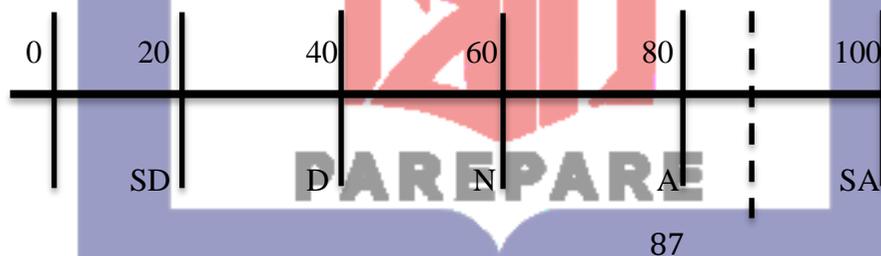


So the students like to learn the English language by using Semaphore and Sandi Technique namely $81/100 \times 100 = 91$ so, it was categorized very good.

Table 4.12 Learning vocabulary through “Semaphore and sandi” technique make students’ more active in the learning process.

Question Alternative 3	Scores	Frequency	Sum the score
Strongly agree	5	8	40
Agree	4	11	44
Undecided	3	1	3
Disagree	2	-	-
Strongly disagree	1	-	-
Total		20	87

Based on the table above regarding questionnaire number 3, 8 students chose “strongly agree”, 11 students chose “agree”, 1 student chose undecided, no one to chose disagree and strongly disagree. If seen from a large number of students who have chosen to agree, it is concluded that most students of members Scout of SMPN 4 Parepare like learning English.

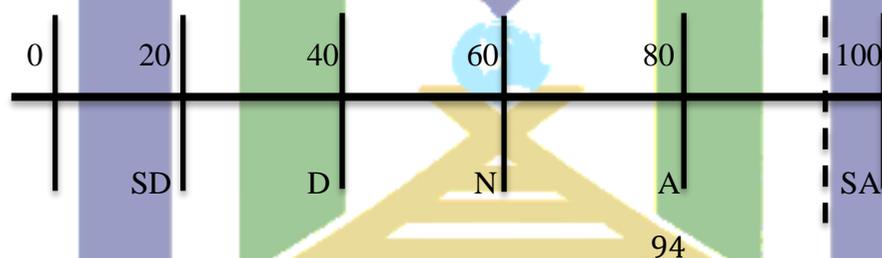


So the students like to learn the English language by using Semaphore and Sandi Technique namely $87/100 \times 100 = 87$ so, it was categorized very good.

Table 4.13. Learning vocabulary through “Semaphore and sandi” technique make students’ more active in the learning process.

Question Alternative 4	Scores	Frequency	Sum the score
Strongly agree	5	14	70
Agree	4	6	24
Undecided	3	-	-
Disagree	2	-	-
Strongly disagree	1	-	-
Total		20	94

Based on the table above regarding questionnaire number 4, 14 students chose “strongly agree”, 6 students chose “agree”, no one to students chose undecided, disagree, and strongly disagree. If seen from a large number of students who have chosen to agree, it is concluded that most students of members Scout of SMPN 4 Parepare like learning English.

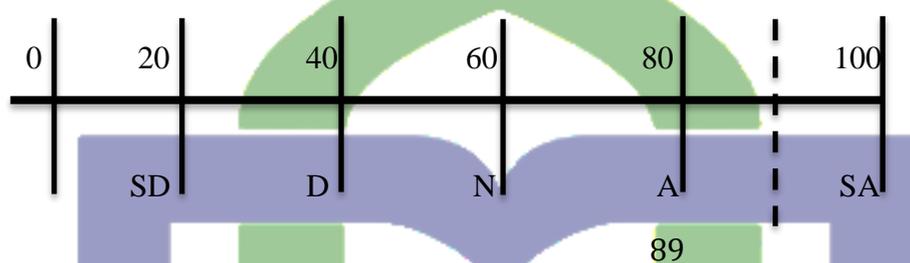


So the students like to learn the English language by using Semaphore and Sandi Technique namely $94/100 \times 100 = 94$ so, it was categorized very good.

Table 4.14 Learning vocabulary through “Semaphore and sandi” technique make students’ more active in the learning process.

Question Alternative 5	Scores	Frequency	Sum the score
Strongly agree	5	9	45
Agree	4	11	44
Undecided	3	-	-
Disagree	2	-	-
Strongly disagree	1	-	-
Total		20	94

Based on the table above regarding questionnaire number 5, 9 students chose “strongly agree”, 11 students chose “agree”, no one to students chose undecided, chose disagree and chose strongly disagree. If seen from a large number of students who have chosen to agree, it is concluded that most students of members Scout of SMPN 4 Parepare like learning English.

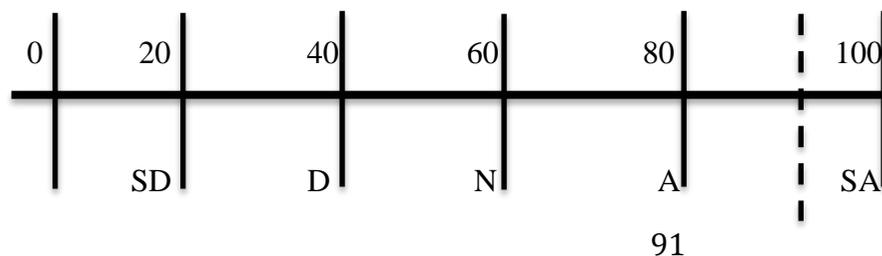


So the students like to learn the English language by using Semaphore and Sandi Technique namely $89/100 \times 100 = 89$ so, it was categorized very good.

Table 4.15 Learning vocabulary through “Semaphore and sandi” technique make students’ more active in the learning process.

Question Alternative 6	Scores	Frequency	Sum the score
Strongly agree	5	13	65
Agree	4	5	20
Undecided	3	2	6
Disagree	2	-	-
Strongly disagree	1	-	-
Total		20	91

Based on the table above regarding questionnaire number 6, 13 students chose “strongly agree”, 5 students chose “agree”, 2 students chose undecided, no one to students disagree and strongly disagree. If seen from a large number of students who have chosen to agree, it is concluded that most students of members Scout of SMPN 4 Parepare like learning English.

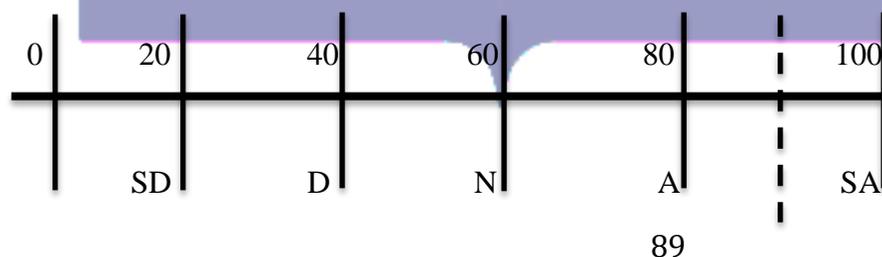


So the students like to learn the English language by using Semaphore and Sandi Technique namely $91/100 \times 100 = 91$ so, it was categorized very good.

Table 4.16 Learning vocabulary through “Semaphore and sandi” technique make students’ more active in the learning process.

Question Alternative 7	Scores	Frequency	Sum the score
Strongly agree	5	11	55
Agree	4	8	32
Undecided	3	-	-
Disagree	2	1	2
Strongly disagree	1	-	-
Total		20	89

Based on the table above regarding questionnaire number 7, 11 students chose “strongly agree”, 8 students chose “agree”, no one students chose undecided, 1 student chose disagree and strongly disagree. If seen from a large number of students who have chosen to agree, it is concluded that most students of members Scout of SMPN 4 Parepare like learning English

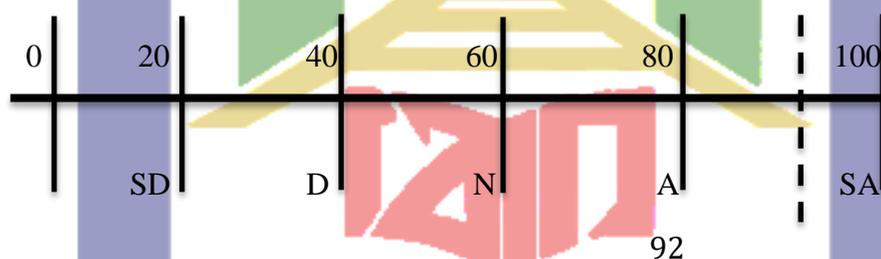


So the students like to learn the English language by using Semaphore and Sandi Technique namely $89/100 \times 100 = 89$ so, it was categorized very good.

Table 4.17 Learning vocabulary through “Semaphore and sandi” technique make students’ more active in the learning process.

Question Alternative 8	Scores	Frequency	Sum the score
Strongly agree	5	13	65
Agree	4	6	24
Undecided	3	1	3
Disagree	2	-	-
Strongly disagree	1	-	-
Total		20	92

Based on the table above regarding questionnaire number 8, 13 students chose “strongly agree”, 6 students chose “agree”, 1 students chose undecided, no one to chose disagree and strongly disagree. If seen from a large number of students who have chosen to agree, it is concluded that most students of members Scout of SMPN 4 Parepare like learning English.

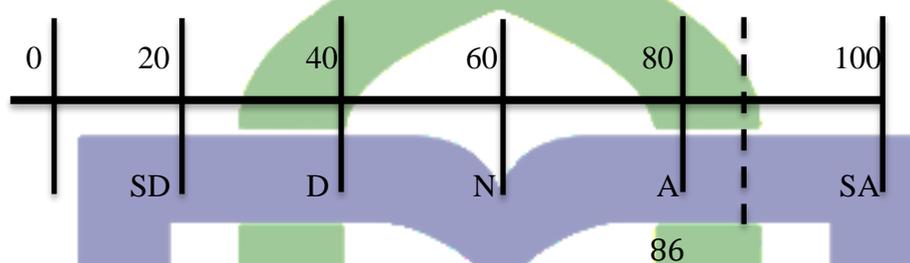


So the students like to learn the English language by using Semaphore and Sandi Technique namely $92/100 \times 100 = 92$ so, it was categorized very good.

Table 4.18 Learning vocabulary through “Semaphore and sandi” technique make students’ more active in the learning process.

Question Alternative 9	Scores	Frequency	Sum the score
Strongly agree	5	9	45
Agree	4	9	36
Undecided	3	1	3
Disagree	2	1	2
Strongly disagree	1	-	-
Total		20	86

Based on the table above regarding questionnaire number 9, 9 students chose “strongly agree”, 9 students chose “agree”, 1 student chose undecided, 1 student chose disagree and no one chose strongly disagree. If seen from a large number of students who have chosen to agree, it is concluded that most students of members Scout of SMPN 4 Parepare like learning English.

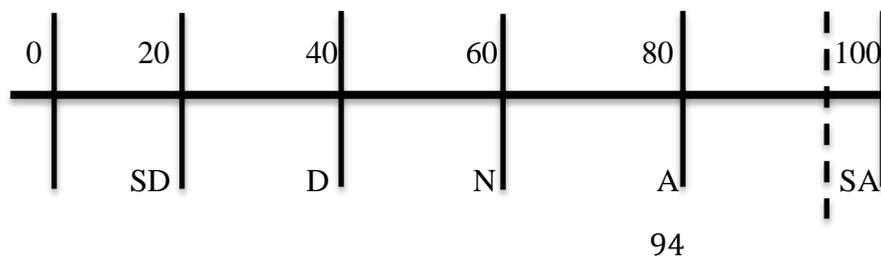


So the students like to learn the English language by using Semaphore and Sandi Technique namely $86/100 \times 100 = 86$ so, it was categorized very strong.

Table 4.19 Learning vocabulary through “Semaphore and sandi” technique make students’ more active in the learning process.

Question Alternative 10	Scores	Frequency	Sum the score
Strongly agree	5	15	75
Agree	4	4	16
Undecided	3	1	3
Disagree	2	-	-
Strongly disagree	1	-	-
Total		20	94

Based on the table above regarding questionnaire number 10, 15 students chose “strongly agree”, 4 students chose “agree”, 1 students chose undecided, no one chose disagree and strongly disagree. If seen from a large number of students who have chosen to agree, it is concluded that most students of members Scout of SMPN 4 Parepare like learning English.

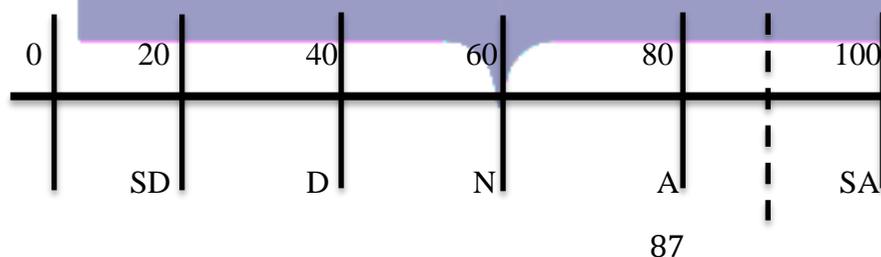


So the students like to learn the English language by using Semaphore and Sandi Technique namely $94/100 \times 100 = 94$ so, it was categorized very good.

Table 4.20 Learning vocabulary through “Semaphore and sandi” technique make students’ more active in the learning process.

Question Alternative 11	Scores	Frequency	Sum the score
Strongly agree	5	9	45
Agree	4	9	36
Undecided	3	2	6
Disagree	2	-	-
Strongly disagree	1	-	-
Total		20	87

Based on the table above regarding questionnaire number 7, 9 students chose “strongly agree”, 9 students chose “agree”, 2 students chose undecided, no one to disagree and strongly disagree. If seen from a large number of students who have chosen to agree, it is concluded that most students of members Scout of SMPN 4 Parepare like learning English.

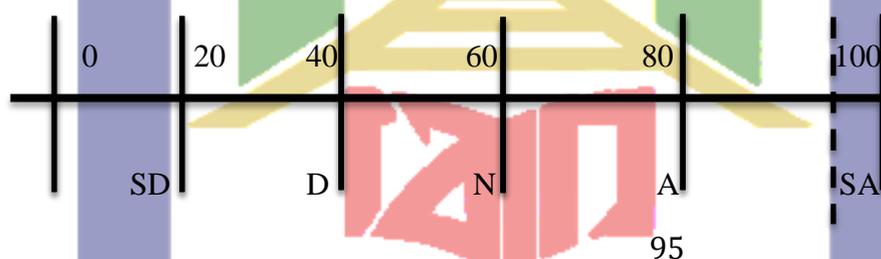


So the students like to learn the English language by using Semaphore and Sandi Technique namely $87/100 \times 100 = 87$ so, it was categorized very good.

Table 4.21 Learning vocabulary through “Semaphore and sandi” technique make students’ more active in the learning process.

Question Alternative 12	Scores	Frequency	Sum the score
Strongly agree	5	16	80
Agree	4	3	12
Undecided	3	1	3
Disagree	2	-	-
Strongly disagree	1	-	-
Total		20	95

Based on the table above regarding questionnaire number 12, 16 students chose “strongly agree”, 3 students chose “agree”, 1 student chose undecided, no one chose disagree and strongly disagree. If seen from a large number of students who have chosen to agree, it is concluded that most students of members Scout of SMPN 4 Parepare like learning English.

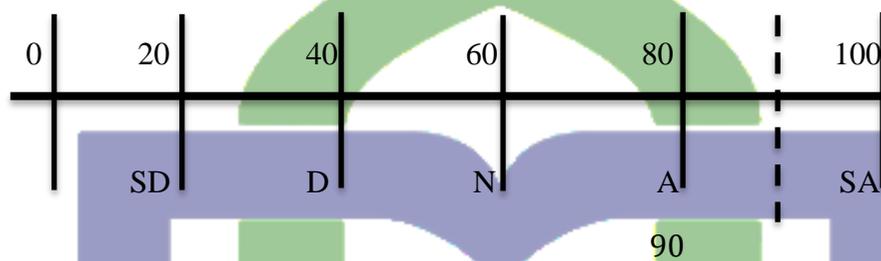


So the students like to learn the English language by using Semaphore and Sandi Technique namely $95/100 \times 100 = 95$ so, it was categorized very good.

Table 4.22 Learning vocabulary through “Semaphore and sandi” technique make students’ more active in the learning process.

Question Alternative 13	Scores	Frequency	Sum the score
Strongly agree	5	10	50
Agree	4	10	40
Undecided	3	-	-
Disagree	2	-	-
Strongly disagree	1	-	-
Total		20	90

Based on the table above regarding questionnaire number 13, 10 students chose “strongly agree”, 10 students chose “agree”, no one to students chose undecided, chose disagree and strongly disagree. If seen from a large number of students who have chosen to agree, it is concluded that most students of members Scout of SMPN 4Model Parepare like learning English.

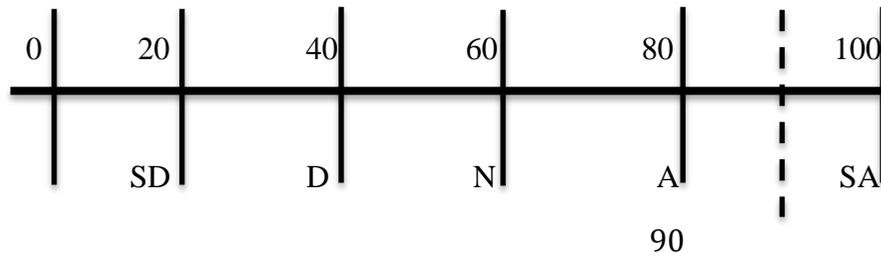


So the students like to learn the English language by using Semaphore and Sandi Technique namely $90/100 \times 100 = 90$ so, it was categorized very good.

Table 4.23 Learning vocabulary through “Semaphore and sandi” technique make students’ more active in the learning process.

Question Alternative 14	Scores	Frequency	Sum the score
Strongly agree	5	11	55
Agree	4	8	32
Undecided	3	1	3
Disagree	2	-	-
Strongly disagree	1	-	-
Total		20	90

Based on the table above regarding questionnaire number 14, 11 students chose “strongly agree”, 8 students chose “agree”, 1 student chose undecided, no one chose disagree and strongly disagree. If seen from a large number of students who have chosen to agree, it is concluded that most students of members Scout of SMPN 4 Parepare like learning English.

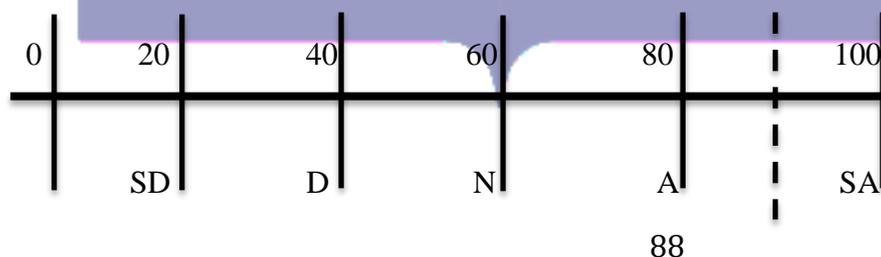


So the students like to learn the English language by using Semaphore and Sandi Technique namely $90/100 \times 100 = 90$ so, it was categorized very good.

Table 4.24 Learning vocabulary through “Semaphore and sandi” technique make students’ more active in the learning process.

Question Alternative 15	Scores	Frequency	Sum the score
Strongly agree	5	10	50
Agree	4	8	32
Undecided	3	2	6
Disagree	2	-	-
Strongly disagree	1	-	-
Total		20	88

Based on the table above regarding questionnaire number 15, 10 students chose “strongly agree”, 8 students chose “agree”, 2 students chose undecided and no one to chose disagree and strongly disagree. If seen from a large number of students who have chosen to agree, it is concluded that most students of members Scout of SMPN 4 Parepare like learning English.

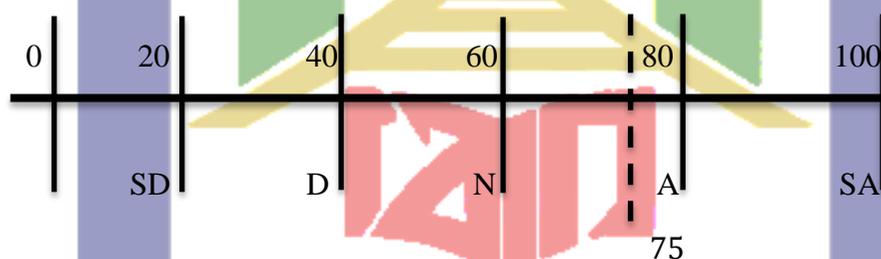


So the students like to learn the English language by using Semaphore and Sandi technique namely $88/100 \times 100 = 88$ so, it was categorized very good.

Table 4.25 Learning vocabulary through “Semaphore and sandi” technique make students’ more active in the learning process.

Question Alternative 16	Scores	Frequency	Sum the score
Strongly agree	5	7	30
Agree	4	6	24
Undecided	3	5	15
Disagree	2	-	-
Strongly disagree	1	2	2
Total		20	75

Based on the table above regarding questionnaire number 16, 7 students chose “strongly agree”, 6 students chose “agree”, 5 students chose undecided and no one to chose disagree and 2 students chose strongly disagree. If seen from a large number of students who have chosen to agree, it is concluded that most students of members Scout of SMPN 4 Parepare like learning English.

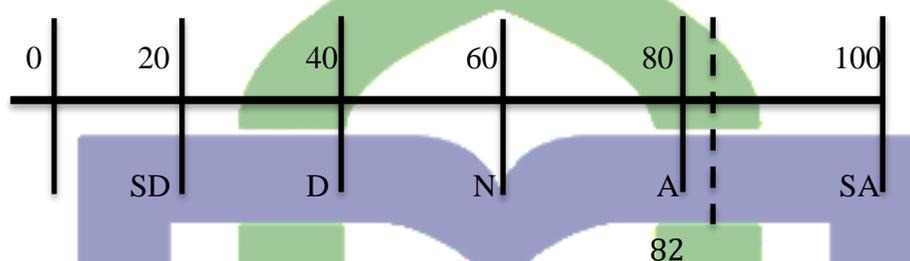


So the students like to learn the English language by using Semaphore and Sandi technique namely $75/100 \times 100 = 75$ so, it was categorized good.

Table 4.26 Learning vocabulary through “Semaphore and sandi” technique make students’ more active in the learning process.

Question Alternative 17	Scores	Frequency	Sum the score
Strongly agree	5	10	50
Agree	4	5	20
Undecided	3	2	6
Disagree	2	3	6
Strongly disagree	1	-	-
Total		20	82

Based on the table above regarding questionnaire number 17, 10 students chose “strongly agree”, 5 students chose “agree”, 2 students chose undecided and 3 students chose disagree and no one chose strongly disagree. If seen from a large number of students who have chosen to agree, it is concluded that most students of members Scout of SMPN 4 Parepare like learning English.

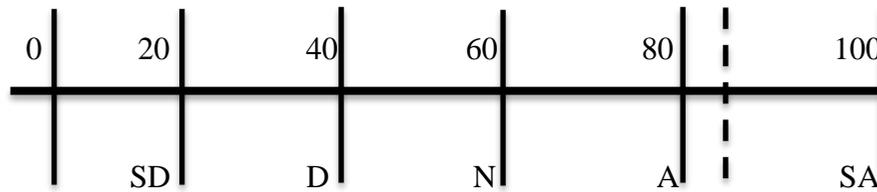


So the students like to learn the English language by using Semaphore and Sandi technique namely $82/100 \times 100 = 82$ so, it was categorized very good.

Table 4.27 Learning vocabulary through “Semaphore and sandi” technique make students’ more active in the learning process.

Question Alternative 18	Scores	Frequency	Sum the score
Strongly agree	5	10	50
Agree	4	6	24
Undecided	3	2	6
Disagree	2	1	2
Strongly disagree	1	1	1
Total		20	83

Based on the table above regarding questionnaire number 18, 10 students chose “strongly agree”, 6 students chose “agree”, 2 students chose undecided, 1 student chose disagree and 1 student chose strongly disagree. If seen from a large number of students who have chosen to agree, it is concluded that most students of members Scout of SMPN 4 Parepare like learning English.



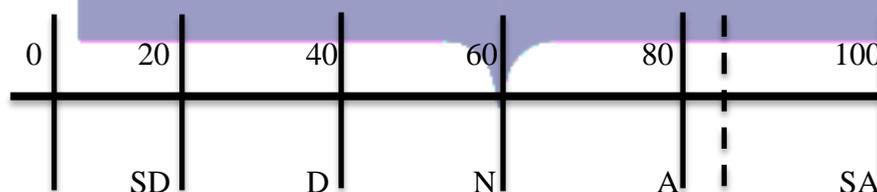
83

So the students like to learn the English language by using Semaphore and Sandi technique namely $83/100 \times 100 = 83$ so, it was categorized very good.

Table 4.28 Learning vocabulary through “Semaphore and sandi” technique make students’ more active in the learning process.

Question Alternative 19	Scores	Frequency	Sum the score
Strongly agree	5	11	55
Agree	4	5	20
Undecided	3	1	3
Disagree	2	2	4
Strongly disagree	1	1	1
Total		20	83

Based on the table above regarding questionnaire number 19, 11 students chose “strongly agree”, 5 students chose “agree”, 1 student chose undecided and 2 students chose disagree and 1 student chose strongly disagree. If seen from a large number of students who have chosen to agree, it is concluded that most students of members Scout of SMPN 4 Parepare like learning English.



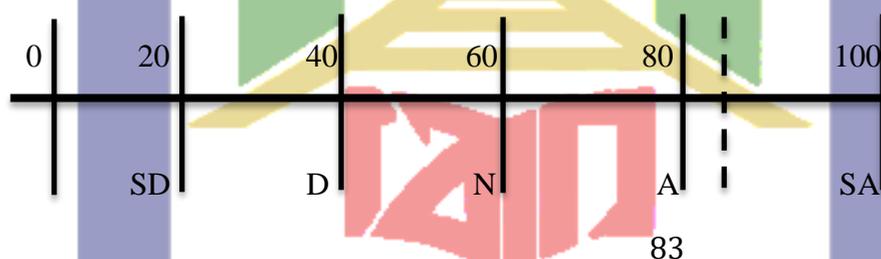
83

So the students like to learn the English language by using Semaphore and Sandi technique namely $83/100 \times 100 = 83$ so, it was categorized very good.

Table 4.29 Learning vocabulary through “Semaphore and sandi” technique make students’ more active in the learning process.

Question Alternative 20	Scores	Frequency	Sum the score
Strongly agree	5	9	45
Agree	4	7	28
Undecided	3	2	6
Disagree	2	2	4
Strongly disagree	1	-	-
Total		20	83

Based on the table above regarding questionnaire number 20, 9 students chose “strongly agree”, 7 students chose “agree”, 2 students chose undecided and 2 students chose disagree and no one chose strongly disagree. If seen from a large number of students who have chosen to agree, it is concluded that most students of members Scout of SMPN 4 Parepare like learning English.

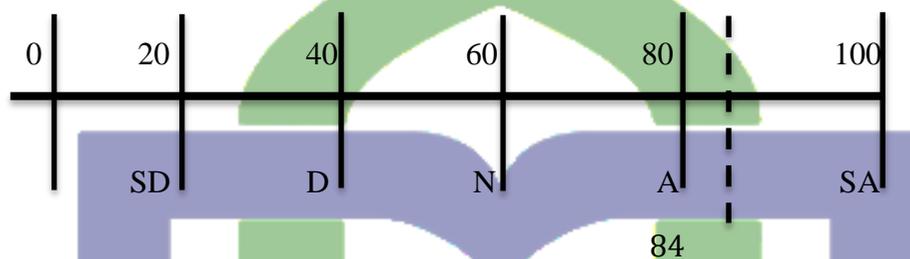


So the students like to learn the English language by using Semaphore and Sandi technique namely $83/100 \times 100 = 83$ so, it was categorized very good.

Table 4.30 Learning vocabulary through “Semaphore and sandi” technique make students’ more active in the learning process.

Question Alternative 21	Scores	Frequency	Sum the score
Strongly agree	5	11	55
Agree	4	5	20
Undecided	3	2	6
Disagree	2	1	2
Strongly disagree	1	1	1
Total		20	84

Based on the table above regarding questionnaire number 21, 11 students chose “strongly agree”, 5 students chose “agree”, 2 students chose undecided, 1 student chose disagree and 1 student chose strongly disagree. If seen from a large number of students who have chosen to agree, it is concluded that most students of members Scout of SMPN 4 Parepare like learning English.

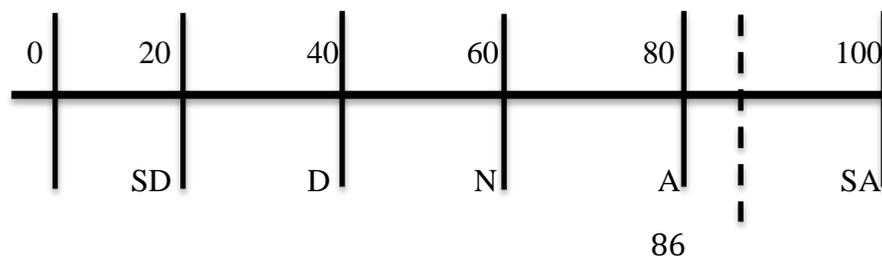


So the students like to learn the English language by using Semaphore and Sandi technique namely $84/100 \times 100 = 84$ so, it was categorized very good.

Table 4.31 Learning vocabulary through “Semaphore and sandi” technique make students’ more active in the learning process.

Question Alternative 22	Scores	Frequency	Sum the score
Strongly agree	5	11	55
Agree	4	6	24
Undecided	3	2	6
Disagree	2	-	-
Strongly disagree	1	1	1
Total		20	86

Based on the table above regarding questionnaire number 22, 11 students chose “strongly agree”, 6 students chose “agree”, 2 student chose undecided, no one chose disagree and 1 student strongly disagree. If seen from a large number of students who have chosen to agree, it is concluded that most students of members Scout of SMPN 4 Parepare like learning English.

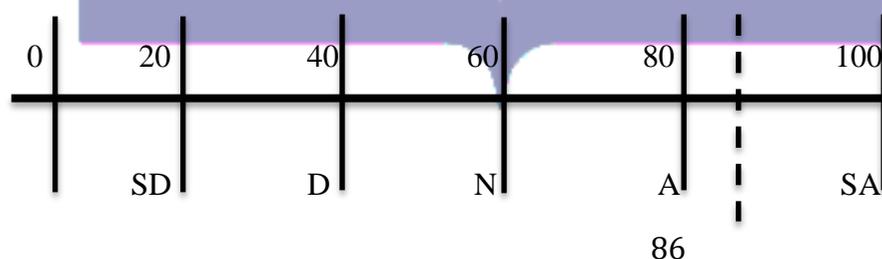


So the students like to learn the English language by using Semaphore and Sandi technique namely $86/100 \times 100 = 86$ so, it was categorized very good.

Table 4.32 Learning vocabulary through “Semaphore and sandi” technique make students’ more active in the learning process.

Question Alternative 23	Scores	Frequency	Sum the score
Strongly agree	5	11	55
Agree	4	6	24
Undecided	3	2	6
Disagree	2	-	-
Strongly disagree	1	1	1
Total		20	86

Based on the table above regarding questionnaire number 23, 12 students chose “strongly agree”, 4 students chose “agree”, 3 student chose undecided, no one chose disagree and 1 student chose strongly disagree. If seen from a large number of students who have chosen to agree, it is concluded that most students of members Scout of SMPN 4 Parepare like learning English.

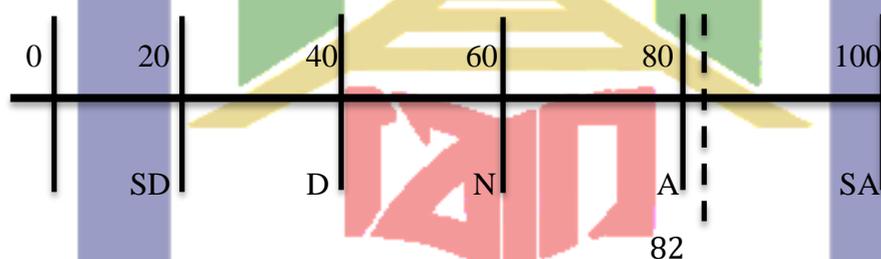


So the students like to learn the English language by using Semaphore and Sandi technique namely $86/100 \times 100 = 86$ so, it was categorized very good.

Table 4.33 Learning vocabulary through “Semaphore and sandi” technique make students’ more active in the learning process.

Question Alternative 24	Scores	Frequency	Sum the score
Strongly agree	5	8	40
Agree	4	8	32
Undecided	3	3	9
Disagree	2	-	-
Strongly disagree	1	1	1
Total		20	82

Based on the table above regarding questionnaire number 24, 8 students chose “strongly agree”, 8 students chose “agree”, 3 students chose undecided, no one student chose disagree and 1 student chose strongly disagree. If seen from a large number of students who have chosen to agree, it is concluded that most students of members Scout of SMPN 4 Parepare like learning English.

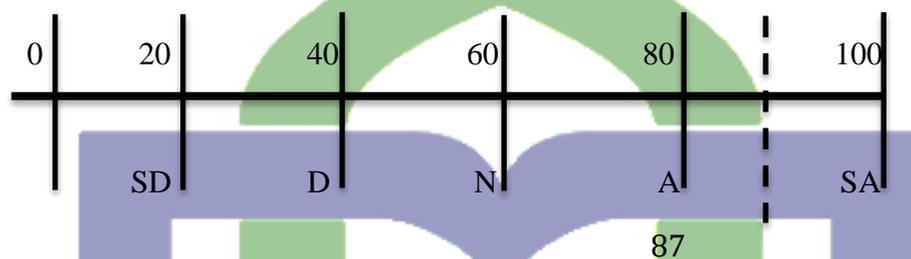


So the students like to learn the English language by using Semaphore and Sandi technique namely $82/100 \times 100 = 82$ so, it was categorized very good.

Table 4.34 Learning vocabulary through “Semaphore and sandi” technique make students’ more active in the learning process.

Question Alternative 25	Scores	Frequency	Sum the score
Strongly agree	5	13	65
Agree	4	4	16
Undecided	3	1	3
Disagree	2	1	2
Strongly disagree	1	1	1
Total		20	87

Based on the table above regarding questionnaire number 25, 13 students chose “strongly agree”, 4 students chose “agree”, 1 student chose undecided, 1 student chose disagree and 1 student strongly disagree. If seen from a large number of students who have chosen to agree, it is concluded that most students of members Scout of SMPN 4 Parepare like learning English.

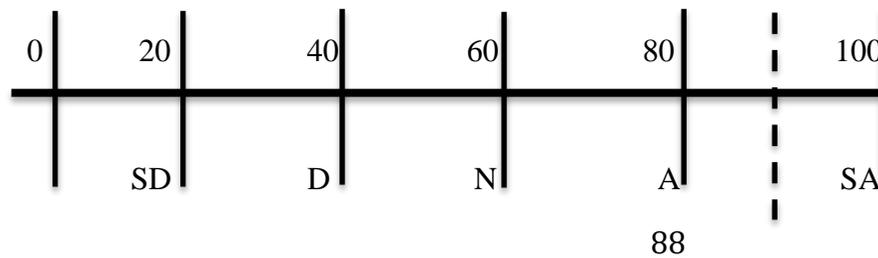


So the students like to learn the English language by using Semaphore and Sandi technique namely $87/100 \times 100 = 87$ so, it was categorized very good.

Table 4.35 Learning vocabulary through “Semaphore and sandi” technique make students’ more active in the learning process.

Question Alternative 26	Scores	Frequency	Sum the score
Strongly agree	5	12	60
Agree	4	5	20
Undecided	3	2	6
Disagree	2	1	2
Strongly disagree	1	-	-
Total		20	88

Based on the table above regarding questionnaire number 26, 12 students chose “strongly agree”, 5 students chose “agree”, 2 students chose undecided, 1 student chose disagree and no one student s trongly disagree. If seen from a large number of students who have chosen to agree, it is concluded that most students of members Scout of SMPN 4 Parepare like learning English.

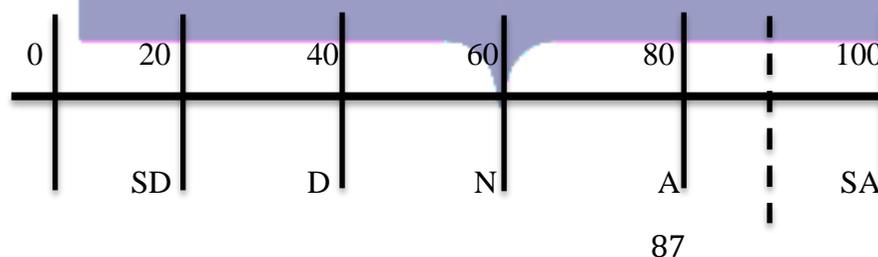


So the students like to learn the English language by using Semaphore and Sandi technique namely $88/100 \times 100 = 88$ so, it was categorized very good.

Table 4.36 Learning vocabulary through “Semaphore and sandi” technique make students’ more active in the learning process.

Question Alternative 27	Scores	Frequency	Sum the score
Strongly agree	5	12	60
Agree	4	5	20
Undecided	3	2	6
Disagree	2	-	-
Strongly disagree	1	1	1
Total		20	87

Based on the table above regarding questionnaire number 27, 12 students chose “strongly agree”, 5 students chose “agree”, 2 students chose undecided, no one student chose disagree and 1 student chose strongly disagree. If seen from a large number of students who have chosen to agree, it is concluded that most students of members Scout of SMPN 4 Parepare like learning English.

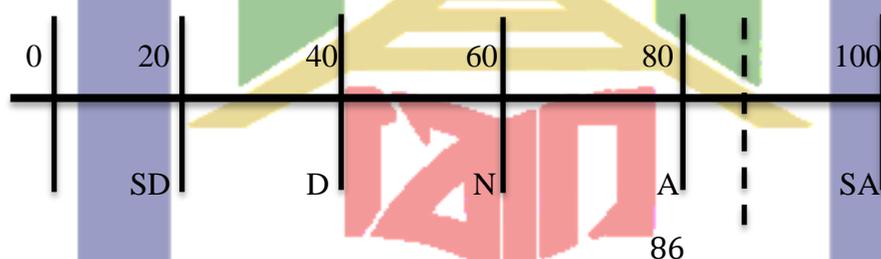


So the students like to learn the English language by using Semaphore and Sandi technique namely $87/100 \times 100 = 87$ so, it was categorized very good.

Table 4.37 Learning vocabulary through “Semaphore and sandi” technique make students’ more active in the learning process.

Question Alternative 28	Scores	Frequency	Sum the score
Strongly agree	5	11	55
Agree	4	6	24
Undecided	3	2	6
Disagree	2	-	-
Strongly disagree	1	1	1
Total		20	86

Based on the table above regarding questionnaire number 28, 11 students chose “strongly agree”, 6 students chose “agree”, 2 students chose undecided, no one student chose disagree and 1 student chose strongly disagree. If seen from a large number of students who have chosen to agree, it is concluded that most students of members Scout of SMPN 4 Parepare like learning English.

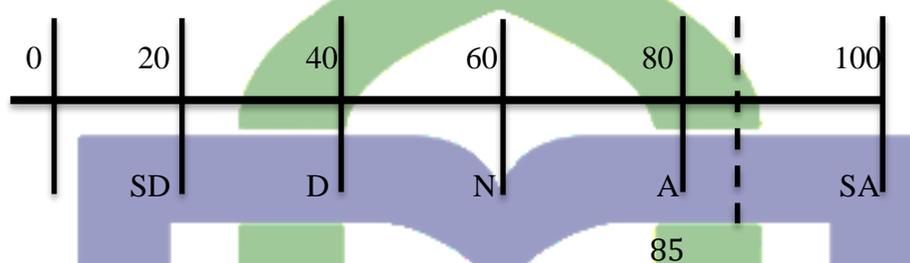


So the students like to learn the English language by using Semaphore and Sandi technique namely $86/100 \times 100 = 86$ so, it was categorized very good.

Table 4.38 Learning vocabulary through “Semaphore and sandi” technique make students’ more active in the learning process.

Question Alternative 29	Scores	Frequency	Sum the score
Strongly agree	5	11	55
Agree	4	6	24
Undecided	3	1	3
Disagree	2	1	2
Strongly disagree	1	1	1
Total		20	85

Based on the table above regarding questionnaire number 29, 11 students chose “strongly agree”, 6 students chose “agree”, 1 student chose undecided, 1 student chose disagree and 1 student chose strongly disagree. If seen from a large number of students who have chosen to agree, it is concluded that most students of members Scout of SMPN 4 Parepare like learning English.

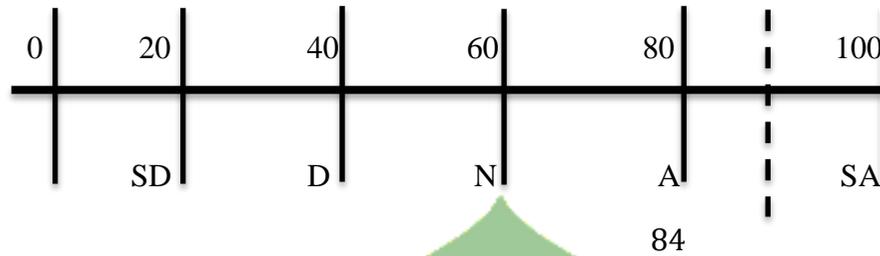


So the students like to learn the English language by using Semaphore and Sandi technique namely $85/100 \times 100 = 85$ so, it was categorized very good.

Table 4.39 Learning vocabulary through “Semaphore and sandi” technique make students’ more active in the learning process.

Question Alternative 30	Scores	Frequency	Sum the score
Strongly agree	5	9	45
Agree	4	8	32
Undecided	3	2	6
Disagree	2	-	-
Strongly disagree	1	1	1
Total		20	84

Based on the table above regarding questionnaire number 30, 9 students chose “strongly agree”, 8 students chose “agree”, 2 students chose undecided, no one student chose disagree and 1 student chose strongly disagree. If seen from a large number of students who have chosen to agree, it is concluded that most students of members Scout of SMPN 4 Parepare like learning English.



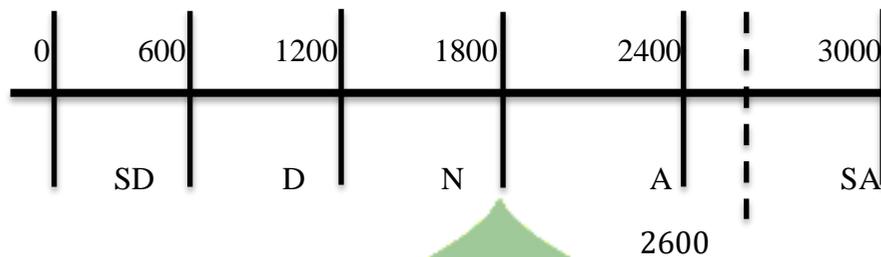
So the students like to learn the English language by using Semaphore and Sandi technique namely $84/100 \times 100 = 84$ so, it was categorized very good.



Table. 4.40 The Percentage of the Statement of the Questionnaire on Learning Vocabulary by using Semaphore and Sandi technique

No.	Frequency					Point					Score
	SA	A	N	D	SD	SA	A	N	D	SD	
1	7	8	4	0	1	35	32	12	0	1	80
2	13	5	2	0	0	65	20	6	0	0	91
3	8	11	1	0	0	40	44	3	0	0	87
4	14	6	0	0	0	70	24	0	0	0	94
5	9	11	0	0	0	45	44	0	0	0	89
6	13	5	2	0	0	65	20	6	0	0	91
7	11	8	0	1	0	55	32	0	2	0	89
8	13	6	1	0	0	65	24	3	0	0	92
9	9	9	1	1	0	45	36	3	2	0	86
10	15	4	1	0	0	75	16	3	0	0	94
11	9	9	2	0	0	45	36	6	0	0	87
12	16	3	1	0	0	80	12	3	0	0	95
13	10	10	0	0	0	50	40	0	0	0	90
14	11	8	1	0	0	55	32	3	0	0	90
15	10	8	2	0	0	50	32	6	0	0	88
16	7	6	5	0	2	35	24	15	0	2	76
17	10	5	2	3	0	50	20	6	6	0	82
18	10	6	2	1	1	50	24	6	2	1	83
19	11	5	1	2	1	55	20	3	4	1	83
20	9	7	2	2	0	45	28	6	4	0	83
21	11	5	2	1	1	55	20	6	2	1	84
22	11	6	2	0	1	55	24	6	0	1	86
23	12	4	3	0	1	60	16	9	0	1	86
24	8	8	3	0	1	40	32	9	0	1	82
25	13	4	1	1	1	65	16	3	2	1	87
26	12	5	2	1	0	60	20	6	2	0	88
27	11	5	2	0	1	55	20	6	0	1	82
28	11	6	2	0	1	55	24	6	0	1	86
29	11	6	1	1	1	55	24	3	2	1	85
30	9	8	2	0	1	45	32	6	0	1	84
Score						1620	788	150	28	14	2600

The table above shows that the cumulative percentage on the thirty items of the questionnaire was 86,66 (Very Strong), while the cumulative score that they got the questionnaire was 2600 (Strongly Agree).



4.2 Discussion

4.2.1 The Ways of the Implementation Semaphore and Sandi Technique to Improve Students' Vocabulary.

To find out how the implementation of semaphore and sandi technique is able to improve the students' vocabulary, the researcher got some pieces of information from the students' activities in the learning process.

To find out how the semaphore and sandi technique is able to improve student vocabulary, researchers get some information from student activities in the learning process.

There are four meetings to conduct this research treatment. At first, before giving the treatment, the students pre-test it aimed to know the ability of the student in the vocabulary before getting the treatment. The step of this test is that researchers begin to introduce themselves and provide information about its purpose with students making students interested in doing the next instruction from researchers. Then the researcher explained a little about the material. After the researcher gave a pre-test work contains 40 questions. It aims to know the increase of students in the vocabulary before getting treatment. In this case, researchers examined the work of students at home. Researchers provide some corrections to student papers that are unrelated to the main idea of the test.

The first meeting was on 06th January, 2020 before the student began answering the question, the researcher gave a speech to the students providing information about his purpose with the students. Afterwards, researchers gave an explanation of how to conduct instruments and guide students to understand the instrument. After that the researchers give an explanation and then give students the opportunity to ask the researchers if they do not understand about how to do the instrument. There are a few students asking about the instrument, and researchers who explain once the test is more and after students understand, researchers give a few minutes to read about the test before researchers ask students to answer questions. Researchers began guiding students to understand the process of semaphore and sandi technique.

The second meeting was on 28th December, 2020 was the second meeting, researcher. Researchers show and explain examples of English vocabulary in semaphore and sandi technique. Researchers also gave instructions on how to implement semaphore and sandi technique. Researchers set up semaphore flags and scout Pocket Books according to the number of groups that have been formed. In the first implementation, researchers divide the group giving vocabulary about the family. In the next step, each group sent 2 members of the group to demonstrate and write vocabulary using semaphore and sandi technique. Each student guessed a vocabulary that was demonstrated or written by a group friend sent. After students have guessed their vocabulary discuss translating the vocabulary. Conversely, students who have demonstrated and written the sandi also discuss translating the vocabulary. After they have translated the vocabulary each group sent members to stand reading the results of the vocabulary obtained. Researchers will correct a less

precise vocabulary. After the researchers corrected it was given 20 minutes to memorize the vocabulary.

The third meeting was on 04th January 2020, researcher. Researchers show and explain examples of English vocabulary in semaphore forms and sandi technique. Researchers set up semaphore flags and scout Pocket Books according to the number of groups that have been formed. In the first implementation, researchers give vocabulary to each group about the name of the object in the Scout. In the next step, each group sent 2 members of the group to demonstrate and write vocabulary using semaphore and sandi technique. Each student guessed a vocabulary that was demonstrated or written by a group friend sent. After students have guessed their vocabulary discuss translating the vocabulary. Conversely, students who have demonstrated and written the sandi also discuss translating the vocabulary. After they have translated the vocabulary each group sent members to stand reading the results of the vocabulary obtained. Researchers will correct a less precise vocabulary. After the researchers corrected it was given 20 minutes to memorize the vocabulary.

The fourth meeting was on 06, January 2020, researcher. Researchers showed and explained an example of English vocabulary in the form of semaphore and sandi Para researchers prepared a semaphore flag and scout Pocket Book according to the number of groups that have been formed. In the first implementation, researchers give vocabulary to each group about nouns in the Scout. In the next step, each group sent 2 members of the group to demonstrate and write vocabulary using semaphore and sandi technique. Each student guessed a vocabulary that was demonstrated or written by a group friend sent. After students have guessed their vocabulary discuss translating the vocabulary. Conversely, students who have demonstrated and written the sandi also discuss translating the vocabulary. After they have translated the

vocabulary each group sent members to stand reading the results of the vocabulary obtained. Researchers will correct a less precise vocabulary. After the researchers corrected it was given 20 minutes to memorize the vocabulary.

The fifth meeting was on 11, January 2020, researcher. Researchers show and explain examples of English vocabulary in semaphore and sandi technique. Researchers set up semaphore flags and scout Pocket Books according to the number of groups that have been formed. In the first implementation, researchers give vocabulary to each group about the name of the animals. In the next step, each group sent 2 members of the group to demonstrate and write vocabulary using semaphore and sandi technique. Each student guessed a vocabulary that was demonstrated or written by a group friend sent. After students have guessed their vocabulary discuss translating the vocabulary. Conversely, students who have demonstrated and written the sandi also discuss translating the vocabulary. After they have translated the vocabulary each group sent members to stand reading the results of the vocabulary obtained. Researchers will correct a less precise vocabulary. After the researchers corrected it was given 20 minutes to memorize the vocabulary.

The sixth meeting was on 14, January 2020, researcher. Researchers show and explain examples of English vocabulary in semaphore and sandi technique. Researchers set up semaphore flags and scout Pocket Books according to the number of groups that have been formed. In the first implementation, researchers give vocabulary to each group about part of the body. In the next step, each group sent 2 members of the group to demonstrate and write vocabulary using semaphore and sandi technique. Each student guessed a vocabulary that was demonstrated or written by a group friend sent. After students have guessed their vocabulary discuss translating the vocabulary. Conversely, students who have demonstrated and written

sandi also discuss translating the vocabulary. After they have translated the vocabulary each group sent members to stand reading the results of the vocabulary obtained. Researchers will correct a less precise vocabulary. After the researchers corrected it was given 20 minutes to memorize the vocabulary.

From pre-Test, researchers concluded that the student vocabulary is still low. That is evident from the pre-test results gets a very low score, the average pre-test value is 53,75. Afterwards, researchers provided treatment using semaphore and sandi technique. Researchers see increasing students in understanding the material. In the second meeting they can improve their vocabulary.

After a four-time treatment on 18 January, 2020 researchers conducted a post-test. Post-test scores show that there are different significance before giving treatment and after treatment. The mean value of post-test is 71,25. The data analysis result is a Test value (1,757) greater than the T-Table value (1,729). With this result it was concluded that there was an increase between the students' vocabulary before and after treatment using semaphore and sandi technique. This indicates that an alternate hypothesis (H_a) received in the null hypothesis (H_0) was rejected.

After applying semaphore and sandi technique in teaching vocabulary gives an increase in the Scout Members SMPN 4 Parepare, for example:

1. The students are easy to memorize vocabulary.
2. The students are more fun and enjoyable to learn English, because the material is taught using techniques that suit the student's condition. Thus, making students active in the scout training process. Because, the use of techniques prioritize the physical movements of students when searching for friends in the same category. This physical movement can help students to brain energy that has been bored of thinking.

The procedure of treatment, before the researcher gave the material, the first researchers explained how to enjoy in the process of learning English and also researchers give time to students to ask the researchers when they are still not Understand.

Before giving care, students face some problems to memorize vocabulary, namely:

1. The students are lazy to memorize, because they think that English is difficult.
2. Students lack motivation and awareness in learning English.
3. The students easily forget the vocabulary that has been memorized.

4.2.2 The discussion of the finding through the questionnaire

The students' response by using Semaphore and Sandi technique to improve students' vocabulary at SMPN 4 Parepare has been and analyzed by using liker scale. The questionnaire were successfully filled by 20 respondent that taken on January 2020.

From 15 questionnaires, all the students answered very positively. Based on a better scale that the students are very positive in learning English by using semaphore. This means that semaphore and sandi technique make students have a positive response to in learning vocabulary and they agree about it. And the cumulative percentage at thirty item questionnaire is 86.66, while the cumulative score that they got the questionnaire was 2600. According to the above data, we can see that using Semaphore and Sandi technique can improve students' vocabulary in learning English. Because most students are interested in learning to use this technique. This semaphore and password technique helps teachers or coaches to make students more active in practice and also helps in the learning process of students who essentially have a different understanding of the background. From the

point of view of the researchers, students now need new things to help them learn wherever they are.

We can see from the data described above, that using Semaphore and Sandi technique can help students to improve their vocabulary. From the previous explanation of the experts, that the first element to mastering English is vocabulary. Because, the lack of vocabulary can affect the mastery of the four elements in English. Both in terms of mastery speak, write, listen and read. Students ' interest in vocabulary mastery using Semaphore and Sandi technique is quite high. Students are also more active in scout exercises. According to researchers, this medium is suitable for students who follow the extracurricular scout. Because, their time is the active period in the move or play so when learning they enjoy receiving the material and are more interested in learning English. In fact, motivate students to learn more in English. Because one of the things that makes a lazy student is learning when learning boring ingredients in the classroom.

