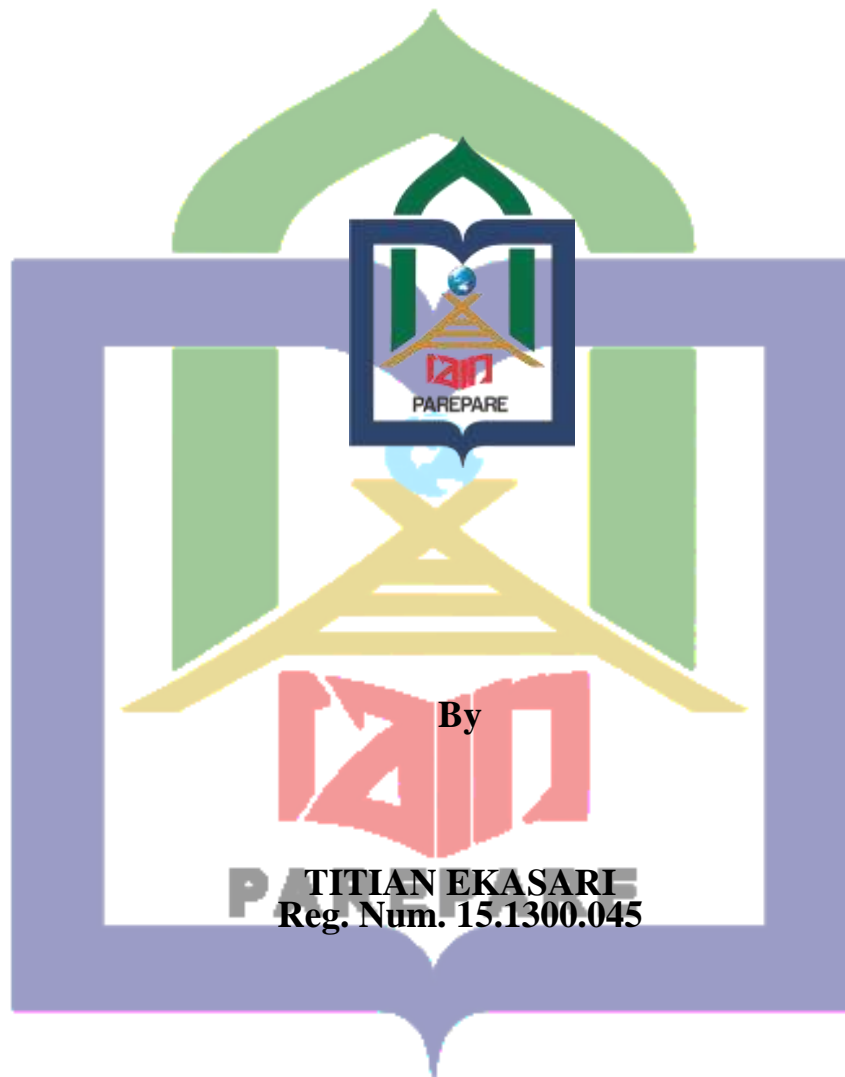


**SKRIPSI**

**IMPROVING THE STUDENTS' VOCABULARY MASTERY  
THROUGH LOOK AND SAY METHOD AT THE EIGHT  
GRADE OF SMP NEGERI 1 PAREPARE**



**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2020**

**SKRIPSI**

**IMPROVING THE STUDENTS' VOCABULARY MASTERY  
THROUGH LOOK AND SAY METHOD AT THE EIGHT  
GRADE OF SMP NEGERI 1 PAREPARE**



**By**

**TITIAN EKASARI  
Reg. Num. 15.1300.045**

**PAREPARE**

Submitted to the English Program of Tarbiyah Faculty of State Islamic Institute of Parepare in Partial of Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd)

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2020**

**IMPROVING THE STUDENTS' VOCABULARY MASTERY  
THROUGH LOOK AND SAY METHOD AT THE EIGHT  
GRADE OF SMP NEGERI 1 PAREPARE**

**Skripsi**

**As a Part of Fulfillment of the Requirements for the Degree  
of Sarjana Pendidikan (S.Pd.)**

**English Education Program**

**Submitted By**

**TITIAN EKASARI**

**Reg. Num. 15.1300.045**

**PAREPARE**

**to**

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

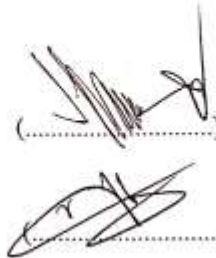
**2020**

**ENDORSEMENT OF CONSULTANT COMMISSIONS**

Name of the Student : Titian Ekasari  
The Title of Script : Improving the Students' Vocabulary Mastery  
Through Look and Say Method at The Eight  
Grade of SMP Negeri 1 Parepare  
Student Reg. Number : 15.1300.045  
Faculty : Tarbiyah  
Study Program : English Education  
By Virtue of Consultant Degree : SK. The Dean of Tarbiyah Faculty Certificate  
No./B.404/In.39/FT/4/2019

Has been legalized by Consultants

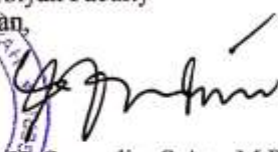
Consultant : Drs. Amzah Selle, M.Pd.  
NIP : 196712312003121011  
Co-Consultant : Mujahidah, M.Pd.  
NIP : 197904122008012020



Approved by:

Tarbiyah Faculty  
Dean,



  
/ Dr. H. Saepudin, S.Ag., M.Pd.  
NIP 19721216 199903 1 001

**SKRIPSI**

**IMPROVING THE STUDENTS' VOCABULARY MASTERY  
THROUGH LOOK AND SAY METHOD AT THE EIGHT  
GRADE OF SMK NEGERI 2 PAREPARE**

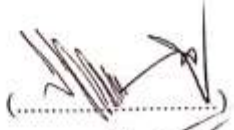

Submitted by

TITIAN EKASARI  
Reg. Num. 15.1300.045


Had been examined on January 13<sup>th</sup>, 2020 and had been declared that it fulfilled the requirements


Approved by


Consultant Commissions

Consultant	: Drs. Amzah Selle, M.Pd.	
NIP	: 196712312003121011	
Co-Consultant	: Mujahidah, M.Pd.	
NIP	: 197904122008012020	

State Islamic Institute (IAIN) of Parepare  
 Rector,  
  
 Dr. Ahmad Sultra Rustan, M.Si.,  
 NIP. 19640427 198703 1 002



Tarbiyah Faculty  
 Dean,  
  
 Dr. H. Saepudin, S.Ag, M.Pd.  
 NIP. 19721216 199903 1 001



**ENDORSEMENT OF EXAMINER COMMISSIONS**

The Title of Skripsi : Improving the Students Vocabulary Mastery Through Look and Say Method at the Eight Grade of SMP Negeri 1 Parepare

Name of the Student : Titian Ekasari

Student Reg. Number : 15.1300.045

Faculty : Tarbiyah

Study Program : English Education

By Virtue of Consultant Degree : SK. The Dean of Tarbiyah Faculty No. B.404/In.39/FT/4/2019

Date of Graduation : January 13<sup>th</sup> 2020

Approved by Examiner Commissions

Drs. Amzah Selle, M.Pd. (Chairman)

Mujahidah, M.Pd. (Secretary)

Dr. H. Saepudin, S.Ag., M.Pd. (Member)

Drs. Anwar, M.Pd. (Member)



Cognizant of:

State Islamic Institute of Parepare  
Rector



Dr. Ahmad Sultra Rustan, M.Si.  
M.P. 19640427 198703 1 002

## ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah rabbil ‘Alamin, Praise is merely to the Almighty Allah SWT. Give thanks for God’s love and grace for us, the most gracious and the most merciful, the lord of the universe, and the master of the judgment day, the king of the kings, who has given his bless to the writer for finishing this skripsi entitled: Improving the students’ vocabulary mastery through Look and say method at the eight grade of SMP Negeri 1 Parepare. Shalawat and salam always be given to our prophet Muhammad SAW (peace be upon him,) a person that becomes a great leader, the best example for us, who has been guided us from Jahiliah era to Islamiah, from the darkness to the lightness, and from uneducational person to be educational person.

First of all, the writer wants to express her gratitude and loving to her family, her beloved parents Drs. Abd. Rahmanjafar and Lili Maryani, for their love and sincerely pray for him. As well as other relatives because she realizes that without their support and help, she could not be able to finish this Skripsi.

Her high appreciation to the first consultant, Drs. Amzah, M.Pd. and the second consultant, Mujahidah, M.Pd. who have patiently given their time in reading, correcting, suggesting, and encouraging the writer to finish this skripsi.

Besides, the writer would also deliver special thanks to :

1. Dr. Ahmad Sultra Rustam, M.Si. as the Rector of IAIN Parepare who always be a good leader for all students of the collage.
2. Dr. H. Saepuddin, M.Pd. as the Dean of Tarbiyah Faculty IAIN Parepare, who has arranged a great education for the students in the Faculty of Tarbiyah.
3. Mujahidah, M.Pd. as the chairman of English study Program for giving the good guidance to the students in the English Program, and has given him the great motivation during the period of this skripsi.
4. All lecturers of English Program who have already taught the writer during her study in IAIN Parepare.
5. Makmur, S.Pd., M.Pd. As the headmaster of SMP Negeri 1 Parepare who has permitted the writer to observe the research at the school.
6. Andi Rezky S.Pd. as the English Teacher of SMP Negeri 1 Parepare who has given the writer advices and change in teaching and doing the research.
7. The students of VIII.8 class SMP Negeri 1 Parepare for their willingness to participate in this research.
8. Her special sister: Billasari, Harpia, Wahyuni Abidin, Gusriana, A. Al-Amirah, Puspa wati, Nita Amanda, Andi Rizky Alvionita, Anita Anggraeni, Sarah Mutmainnah who always companied her, start from first semester until now during study at IAIN Parepare give her support and being a good friends.
9. Her friends: Nurul Fidyani, Riska Afriyanti Hasman, Nurhikama, Rezky Jayhan, Hardiana, Nurul Wahyuni, Erni Tahir and Hasni who always ready to help and



pushed her to finish this skripsi and for their support him while doing the research.

*10. Her friends in English Departement of Tarbiyah Faculty 2015. Thanks for giving support and sharing their time and being good friends.*

*11. Her Family from Posko Taccimpo Syahrul Syam, Firdaus, Nursakinah, Yunita, Nilam, Nur Afyunita, and Sumarni.who has give her a good time in KKN.*

*Finally, the writer also would like to say big thanks to all his amazing friends, and awesome people that the writer could not mention it one by one that have helped and supported him sincerly. Hopefully, this skripsi will be useful for all of us and for the development of English Teaching Learning and become a references for the next research. Aamiin.....*

Parepare, January 13<sup>th</sup>2020

The writer,



TITIAN EKASARI  
Reg Num. 15.1300.045

## DECLARATION OF THE RESEARCH AUTHENTICITY

The writer who signed the declaration bellow:

Name : Titian Ekasari  
NIM : 15.1300.045  
Birthday date and place : Parepare, May 23, 1997  
Study program : English  
Faculty : Tarbiyah Faculty  
Skripsi Title : Improving the Students' Vocabulary Mastery Through  
Look and Say Method at The Eight Grade Of SMP  
Negeri 1 Parepare

Stated that this skripsi is her own writing, if it can be proved that it was copied, duplicated or complied by other people, this skripsi and degree that has been gotten would be postponed.

Parepare, June 30<sup>th</sup> 2020

The writer,



Titian Ekasari

Reg Num. 15.1300.045

## ABSTRACT

**Titian Ekasari** *Improving the Students' Vocabulary Mastery through Look and Say Method at the Eight Grade of SMP Negeri 1 Parepare* (Supervised by Amzag and Mujahidah)

This research was aimed to see the improvement of Vocabulary Mastery Students before and after learning process Look and Say Method. The results of the research are useful for the teacher and students. The teacher should aware that it is important to supplied before teaching amake the students more active in learning process.

This researcher was conducted at SMP Negeri 1 Parepare, the population of this research were the students of VIII.8 class which is consisted 32 students. The sample was taken by using classroom random sampling. In this research, the researcher used a pre-experimental design pre-test and post-test, which is the effect of treatment is judges by the differences between the pre-test and post-test score.

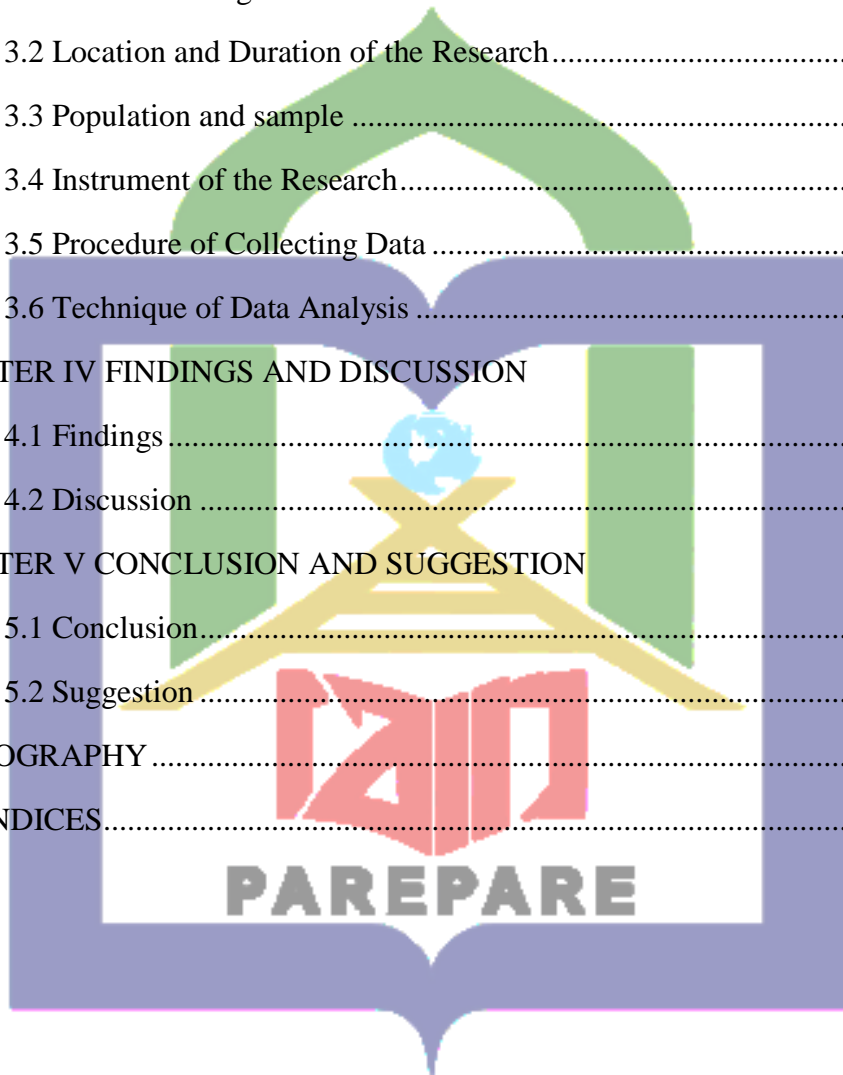
The researcher found that Look and Say Method is able to improve the vocabulary mastery. The students' vocabulary mastery was improved significantly by looking at pre-test means score were 53.8 . By the end of the study the result of Look and Say Method to improved students' vocabulary mastery enhance after giving treatment. The mean score indicate 78.5 . The impact through Look and Say Method seems to be significant in students improvement in vocabulary mastery. It can be concluded that treatment have been effective.

**Keyword:** Vocabulary Mastery, Look and Say Method

## LIST OF CONTENTS

COVER .....	i
COVER OF TITLE.....	ii
SUBMISSION PAGE .....	iii
ENDORSEMENT OF CONSULTANT COMMISSIONS .....	iv
APPROVED OF CONSULTANT COMMISSIONS.....	v
ENDORSEMENT OF EXAMINER OF COMMISSIONS.....	vi
ACKNOWLEDGEMENT .....	vii
DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI .....	viii
ABSTRACT .....	ix
LIST OF CONTENTS .....	x
LIST OF TABLES .....	xi
LIST OF FIGURES.....	xii
LIST OF APPENDICES .....	xiii
CHAPTER I INTRODUCTION	
1.1 Background .....	1
1.2 Problem Statement .....	3
1.3 The Objective of the Research .....	3
1.4 Significance of the research .....	4
CHAPTER II REVIEW OF RELATED LITERATURE	
2.1 Some Pertinent Ideas .....	5
2.2 Previous Research Findings .....	18
2.3 Conceptual Framework .....	22

2.4 Hypothesis .....	23
2.5 Operational Definition of Variable.....	23
<b>CHAPTER III METHODOLOGY OF THE RESEARCH</b>	
3.1 Research Design .....	25
3.2 Location and Duration of the Research.....	25
3.3 Population and sample .....	26
3.4 Instrument of the Research.....	27
3.5 Procedure of Collecting Data .....	27
3.6 Technique of Data Analysis .....	32
<b>CHAPTER IV FINDINGS AND DISCUSSION</b>	
4.1 Findings .....	35
4.2 Discussion .....	44
<b>CHAPTER V CONCLUSION AND SUGGESTION</b>	
5.1 Conclusion.....	53
5.2 Suggestion .....	54
BIBLIOGRAPHY .....	55
APPENDICES.....	57



**LIST OF TABLES**

Table Number	Name of Tables	Page
3.1	Population Data of The Eight Grade Students of SMP Negeri 1 Parepare	26
3.2	Classification Students' Score	32
4.1	The Student's Pre-test Score	35
4.2	The Students' Classification Score in Pre-test	37
4.3	The Student's Post-test Score	38
4.4	The Students' Classification Score in Post-test	39
4.5	The Students' Mean Score and Standard Deviation of Pre-test and Post-test	40
4.6	The worksheet of Calculate Score of Pre-test and Post-test	41
4.7	The Test of Significant	44



**PAREPARE**

## LIST OF FIGURES

Figure's Number	Name of Figures	Page
4.1.1.1	The Students' Mean Score of Pre-test	37
4.1.1.2	The Standard Deviation Of Pre-test	38
4.1.1.3	The Students' Mean Score of Post-test	40
4.1.1.4	The Standard Deviation Of Post-test	41
4.1.1.5	The Significance of T-test value	41



## LIST OF APPENDICES

No.	The Title of Appendices	Page
1	Instrument of the Pre-test and Post-test	57
2	Lesson Plan	63
3	Analysis data	77
4	The Students' Result of The Pre-test	79
5	The Students' Result of The Post-test	88
6	List of Vocabulary	94
7	Research Permission	100
7	Curriculum Vitae	105



## CHAPTER I INTRODUCTION

### 1.1 Background

Vocabulary is one of the language components that have an important role in the development of the language skills because for large majority of learners, the ultimate goal of studying is to be able to communicate. The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary.<sup>1</sup>

In addition for vocabularies the students tend to forget the meaning of the word which had been taught or practiced before. Unfortunately, in many work field most of the students could not state their ideas and opinion well since they were not accustomed to speak. Commonly, it was caused by the limited vocabulary.

In teaching English vocabulary, there were many method that could help the students to enrich and improve their vocabulary. The teacher had to choose an appropriate method in teaching vocabulary, because it was not easy to teach English especially vocabulary without using suitable method. Teaching vocabulary was like teaching other social science, which needed suitable method in order to get the successful learning. Teaching vocabulary has been presented in so many methods and should be taught in various ways so that students could be interested in learning vocabulary.

---

<sup>1</sup>MofarehAlqahtani, "The Importance of Vocabulary in Language Learning and How ToBe Taught,"(International Journal of Teaching and Education, Vol III, No 3/2015), p. 22.

As English language students, they need to study about the word that what they want to use, they have to master as many as feasible vocabularies in order to make easier in listening, speaking, reading and writing. Learning English as a foreign language is an integrated process that students must learn from four basic<sup>i</sup> skills: listening, speaking, reading, and writing. By having more knowledge of language skills, we have the opportunity to understand better and get what we want and need from around us. This ability cannot be separated because it has a relationship with each other talking about language, vocabulary is the most important element in learning well a foreign language as one of three basic parts (phonetic, vocabulary and grammar)<sup>2</sup>

Many methods, strategies and techniques had been used by the teachers, lectures and instructors in teaching vocabulary. But however, the result of it still under of target. Therefore, to improve the students mastering vocabulary the English teacher must be creative to design away or program in teaching English that will motivate the students to improve their speaking vocabulary.

In reality there are many students' have some problems in learning English. One of the problem is the students' lack of vocabulary or the students vocabulary mastery is low, because teacher just gives list of vocabulary to the students and ask to memorize it. It makes students not interested to learn English especially vocabulary. This method did not give students a chance to practice the vocabulary in real life, so the students only remember the vocabulary for a few days.

---

<sup>2</sup>Qi Pan, "Vocabulary Teaching in English Language Teaching, "Theory and Practice in Language Studies, vol. 1 no. 11 (November 2011),p. 1586

<http://www.academypublication.com/issues/past/tpls/vol01/11/17.pdf> (accessed on 14th March 2018).

According to the problem above, the researcher wants to propose a method and tries to give a solution the teacher's problem learning vocabulary mastery. In order to the problems that faced by students and the teachers can be solved to reinforce students in mastering vocabulary. Using look and say method is suitable for the students in teaching the vocabulary and it gives solution for the teacher in teaching learning activities.

Based on the background above the researcher is interested in conducting research on “ improving the students' vocabulary mastery through look say method at the eight grade of SMPN 1 Parepare”.

## **1.2 Problem Statement**

Based on the background above, the researcher formulated the problem statement as follow;

- 1.2.1 How is the students' vocabulary mastery before and after using Look and Say method at the Eight grade of SMPN 1 Parepare?
- 1.2.2 Is the use of Look and say method able to improve the vocabulary mastery at the eight grade students' of SMPN 1 Parepare?

## **1.3 Objectives of Research**

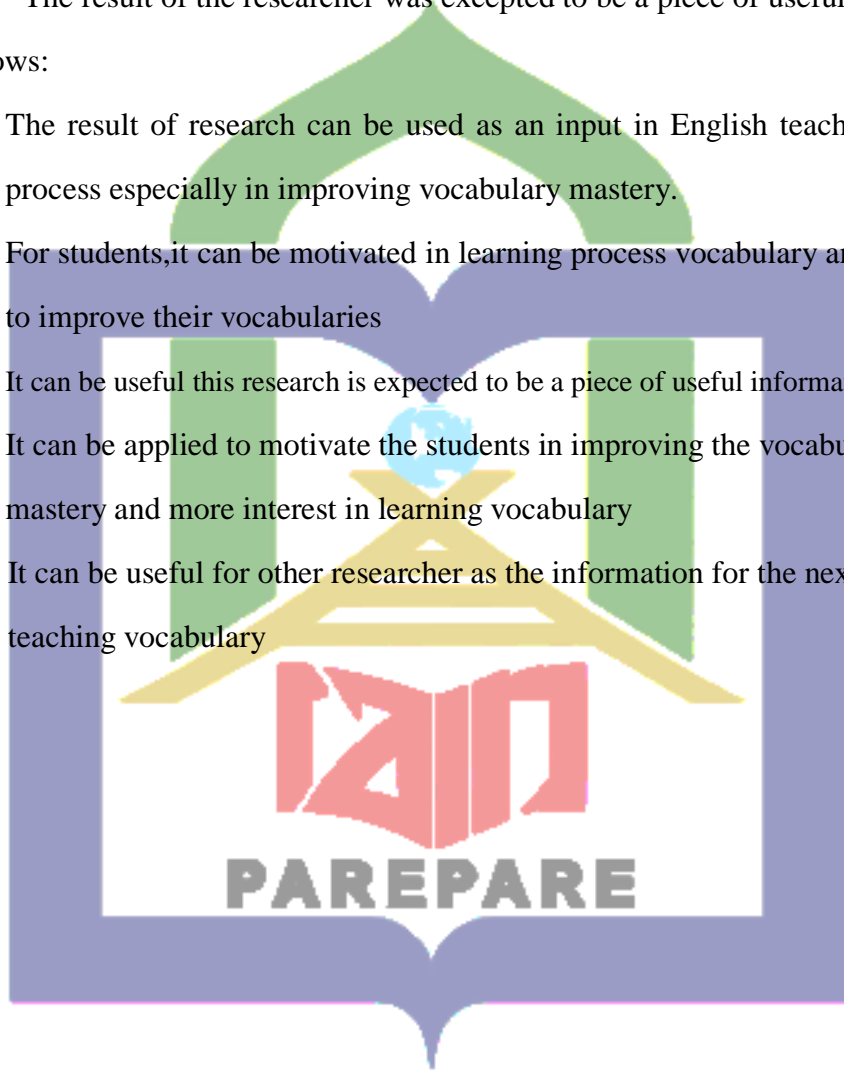
Relating of the problem statment, the researcher decide the objective of the research is to examine:

- 1.3.1 To find out using Look say method is able to improve vocabulary mastery at the eight grade students' of SMPN 1 Parepare
- 1.3.2 To know the students' vocabulary mastery before and after using Look say method at the eight grade students' of SMPN 1 Parepare

#### **1.4 Significances of the Research**

The result of the researcher was expected to be a piece of useful information as follows:

- 1.4.1 The result of research can be used as an input in English teaching learning process especially in improving vocabulary mastery.
- 1.4.2 For students, it can be motivated in learning process vocabulary and interested to improve their vocabularies
- 1.4.3 It can be useful this research is expected to be a piece of useful information for:
- 1.4.4 It can be applied to motivate the students in improving the vocabulary mastery and more interest in learning vocabulary
- 1.4.5 It can be useful for other researcher as the information for the next invent in teaching vocabulary



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Some Pertinent Ideas

##### 2.1.1 The Concept of Vocabulary

##### 2.1.1.1 Definition of Vocabulary

Vocabulary is one of the language components which should be mastered by English learners, because vocabulary is the main key to understand foreign language. Vocabulary is very important because without vocabulary, someone can't understand the meaning of foreign language. First step when someone learned a foreign language, he or she must know the vocabulary.<sup>3</sup>

According to Richards, vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.<sup>4</sup> It means that vocabulary is the first things that we have to learn in English learn in English language, because with vocabulary we can learn English language skill easier and use full in four skills of English language. Next, Penny Ur defined that vocabulary is one of the important aspects in teaching a language, beside grammar and pronunciation. As a stock of words used by a person, vocabulary can defined, roughly, as the word we teach in foreign language.<sup>5</sup> It means that vocabulary

---

<sup>3</sup>Nur Aprianti. *Enhancing Students' Vocabulary through Hangaroo Word Game at the Seventh Grade Students' of MTs PP DDI AS-SALMAN Allakuang Sidrap* (Unpublished Skripsi of IAIN Parepare 2019),p. 6.

<sup>4</sup>Jack C. Ricards, Willy A.Renandya. *Methodology in Language Teachin* (Cambridge: Cambridge University Press),p. 255.

<sup>5</sup>Penny Ur. *A Course in Language Teaching* (United kingdom: Cambridge Teacher Training and Development, 1996),p. 60.

is a list of words that we learn in foreign language. According, to Hatch and Brown that vocabulary as a list or set of words for a particular language of a list or set of words that individual speakers of language might use.<sup>6</sup>

According to Oxford advanced learner's Dictionary that vocabulary are.

1. All the word that a person knows or uses
2. All the word in language
3. The words that people use when they are talking about particular subject
4. List of words with their meanings, especially in a book for learning a foreign language.<sup>7</sup>

According to the new international webster's comprehensive dictionary that vocabulary are:

1. A list of words and pharases, especially one arranged in alphabetical order and defined or translated; a lexicon; glosarry
2. All the words of a language
3. A sum or aggregate of the words used or understood by a particular person, class, ect.
4. The range of expression at a person's disposal, especially in art.<sup>8</sup>

According to dictionary of American English that vocabulary are:

1. Stock of words used by a person, class of people, prefession, etc
2. A collection or list of words, usually in alphabetical order and defined.<sup>9</sup>

<sup>6</sup>Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantic and language Education* (Cambridge: Cambridge University Press, 1995), p. 1.

<sup>7</sup>Oxford Advanced Learner's Dictionary (New York: Oxford University press,2000), p. 1506.

<sup>8</sup>*The New International Webster's Comprehensive Dictionary* (Columbia: Columbia University press:2003 ) p, 1407.

<sup>9</sup>Oxford Essential Dictionary (New York: Oxford University Press, 2003), p. 673.

Hornby states that vocabulary is:

1. The total numbers of words that make up language.
2. Range words knows to use by a person in a trade and profession
3. Book counting a list of words.<sup>10</sup>

Based on several definitions above that have been given, it can be concluded vocabulary is all of words in language that using people to express to opinion, feeling statement consist of some letters and has meaning. A vocabulary usually develops with age and serves as a fundamental tool for communication. To have mastering vocabulary is of much importance because you will be judged based on the words you use. The more words you knows, the more you will be able to understand what you hear and read and the better you will be able to say what you want to when speaking or writing.

#### **2.1.1.2 Kinds Of Vocabulary**

Schail formulated the vocabulary into three kinds of vocabulary as in following:

1. Active Vocabulary the words we costume to use in speaking and a probably account for 5,000 to 10,000 words.
2. Reserved vocabulary, the words use to know but we seldom use in speaking, we use them an unwritten letter.
3. Passive vocabulary, the words we recognize and never use them in either speak or writing and just know that we have them before.

#### **2.1.1.3 Types of Vocabulary**

---

<sup>10</sup>Hornby. *Oxford Advanced Learner Dictionary* (Great Britain: Oxford University Press, 1987), p. 959.

Based on the people capability in implementing the vocabulary, Paul Nation mentions two types of vocabulary, those are:

Vocabulary is all the words in a language, all the words used by a group or individual, and alphabetical list of the words used in a book often includes their translation or definition.

There are four types of vocabulary, they are:

1. **Reading Vocabulary:** a literate person's vocabulary is all the words he or she can recognize when reading. This is generally the largest type of vocabulary simply because a reader tends to be exposed to more words by reading than by listening.
2. **Listening Vocabulary:** a person's listening vocabulary is all the words he or she can recognize when listening to speech. People may still understand words they were not exposed to before using cues such as tone, gesture, the topic of discussion and the social context of the conversation.
3. **Speaking vocabulary:** a person's speaking vocabulary is all the words he or she uses in speech.
4. **Writing vocabulary:** words are used in various forms of writing from formal essays to social media feeds. Many written words do not commonly appear in speech. Writers generally use limited set of words when communicating.

#### **2.1.1.4 Methods of Teaching Vocabulary**



According to Petty, Harold and Stoll that a critical survey of vocabulary instructions classified vocabulary teaching procedures as either direct or context. Direct study methods involve:

1. Study of word lists usually list assigned to be looked up in a dictionary and used in sentences.
2. Study of word parts English roots, prefixes, and suffixes, particularly those of Latin or Greek origin, are studied and applied.
3. Addition direct methods include teaching the use of dictionary; vocabulary notebook; study of word original; synonyms; and homonyms; workbook; programmed materials and audio visual.<sup>11</sup>

#### **2.1.1.5 The Importance of Vocabulary**

The mastery is very important. We use vocabulary in the form of language to express our feelings, idea, etc. talking about vocabulary , it cannot be separated from four language skill: listening, speaking, reading, writing. The proficiency of someone's speaking is influenced by his/her vocabulary. To clarify that, let us look at the importance of vocabulary relating to the language skills.

1. In speaking, vocabulary is used to express our ideas or feelings to the other orally. The words we have influence how effective the communication runs.
2. In listening, vocabulary is used to understand someone's speech or what someone says. It's very hard for use to catch what someone says if we just know the construction of sentence without knowing the words.

---

<sup>11</sup>Albert J. Harris and Edward S.Sipay. *How to Increase Reading ability*.(New York, 1975), p. 456.

3. 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 his/her, reading activity. It is impossible to understand passage unless he/she knows the mean of words used in the passage.
4. 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 ideas. Without knowing much vocabulary. We cannot develop our writing because we are limited on vocabulary mastering.<sup>12</sup>

#### 2.1.1.6 Word Classes

All words belong to categories called word classes or (parts of speech) according to the part they play in a sentence. We can see from our example sentence that words play different roles in a text. They fall into one of eight different word classes: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and determiners.<sup>13</sup>

#### 2.1.1.7 Content Word (Lexical Words)

<sup>12</sup>AsmilahDani. *Using a Match Game to increase students' vocabulary at the second grade SMPN 2 TelluLimpoesidenreng, Rappang* (Unpublished Skripsi Parepare: STAIN Parepare, 2015), p. 09.

<sup>13</sup>Scott Thornbury. *How to Teach Vocabulary* (England: Pearson Education Limited, 2002), p. 3.

Lexical words which are also known as “full words” such as nouns (*man, cat*), adjectives (*large, beautiful*), verbs (*find, wish*) and adverbs (*brightly, luckily*). They bring a more prominent information content and are syntactically structured by the grammatical words.<sup>14</sup>

### 1. Nouns

Nouns are words that name a person, place, thing or idea. We can classify or group nouns into the categories:<sup>15</sup>

- a) Proper nouns label specific people, places, or things. The first letter must be capitalized. Example: Susan.
- b) Common nouns label general groups, places, people, or things. Example: School.
- c) Concrete nouns label things experienced through the sense of sight, hearing, taste, smell, and touch. Example: Hamburger.
- d) Abstract nouns label things not knowable through the senses. Example: Love.
- e) Collective noun label groups as a unit. Example: Family.
- f) Compound nouns label a single concept composed of two or more words. Example: body lotion.
- g) Count noun are nouns that can be counted. Example: cars, people, trucks.
- h) Non count nouns are usually mass nouns (*butter, oil, water*-categories or items that we usually measure) or abstract nouns (*honesty, love*-concept that are difficult to quantify). Non count nouns are always singular.

<sup>14</sup>Ronald Carter. *Vocabulary: Applied Linguistic Perspectives* (West 35th Street, New York, NY: Routledge, 2002), p. 8.

<sup>15</sup>Gabrielle Stobbe. *Just Enough: English Grammar Illustrated* (United States of America: The McGraw-Hill Companies, 2008), p. 2-3.

## 2. Adjectives

Adjectives describe nouns and pronouns, adding color and clarity to sentences.<sup>16</sup> Adjectives are often called “describing words” because they provide information about the qualities of something described in a noun, a noun phrase or a noun clause.<sup>17</sup> Examples of adjectives: size (*large*), color (*yellow*), shape (*round*), appearance (*pretty*), evaluation (*commendable*) and soon.

## 3. Pronoun

A pronoun is a word used instead of a noun.<sup>18</sup> A pronoun 'stands for' a noun/phrase. Sometimes it can stand for a clause or sentence.<sup>19</sup> There are several types of pronouns:<sup>20</sup>

- a) Personal pronouns refer to people, places, things, and ideas. Example: *I, me, you, your, they, us, and it* are all personal pronouns.
- b) Reflexive pronoun are formed by adding “-self” or “-selves” to certain personal pronouns. They “reflect” back to the person or thing mentioned in the sentence. Example: *myself, himself, herself, itself, yourself, yourselves, and themselves*.

<sup>16</sup>Phyllis Dutwin. *English Grammar Demystified: A Self-Teaching Guide* (United State: McGraw-Hill, 2010), p. 36.

<sup>17</sup>Martin Parrott. *Grammar for English Language Teachers with Exercises And A Key*, (Cambridge: Cambridge University Press, 2000), p. 51.

<sup>18</sup>Wren and Martin. *High School English Grammar and Composition* (Bombay-25 India: K & J Cooper, 1970), p. 57.

<sup>19</sup>Tony Penston. *A Concise Grammar for English Language Teachers* (Ireland: TP Publication, 2005), p. 42.

<sup>20</sup>Jack Umstatter. *The Grammar: Teacher's Activity-a-Day* (989 Market Street, San Francisco: Jossey-Bass A Wiley Imprint, 2010), p. 4.

- c) Demonstrative pronoun can be singular or plural. They point out a specific person, place, or thing. *This, that, these, and those* are demonstrative pronouns.
- d) Interrogative pronouns, like their name suggest, are used when asking a question. *Who, whom, which, and whose* are interrogative pronouns.
- e) Indefinite pronouns do not refer to a specific person, place, or thing. Some indefinite pronouns are *another, both, everyone, most, no one, and several*.

#### 4. Verb

A Verb is a word that shows action (*run, hit, slide*) or state of being (*is, are, was, were, am* and so on).<sup>21</sup>

#### 5. Adjective

Adjective is the word that used to explain noun by describing, identifying, or quantifying. Jeremy Harmer suggests that adjective is a word that gives more information about a noun or pronoun. Adjective describes the properties of an entity that a noun represents. Adjectives describe nouns and pronoun. They give you more information about people, places, and things.

#### 6. Adverb

Adverbs are the words that used to clarify verbs, adjective and the whole sentences. Commonly an adverb will tell you when, where, how, in what manner or to what extent and action is performed. Adverb is a word (or group of words) that

---

<sup>21</sup>Jane Straus. *The Blue Book of Grammar and Punctuation, An Easy- to-Use Guide with Clear Rules, Real-World Examples, and Reproducible Quizzes Tenth Edition* (United States: Jossey-Bass A Wiley Imprint, 2008), p. 1.

describes or adds to the meaning of a verb, adjective, another adverb or a whole sentence.

#### 7. Preposition

The prepositions are a part of the part of speech which connect words, clauses, and sentences together and show the relations between them.<sup>22</sup> Here is a list of some commonly used prepositions: about, behind, for, since, above, below, from, through, across, beside, in, to, etc.<sup>23</sup>

#### 8. Conjunction

Conjunction as the name implies, also have a joining function, usually that of joining one clause to another, but sometimes also of one noun to another. They are two kinds: co-ordinating conjunctions, such as and, or, but, which join two items on an equal footing; and subordinating conjunctions, such as when, if, why, whether, because, since, which subordinate one items to another in some way. The subordination may be one of time.<sup>24</sup>

#### 9. Determiner

<sup>22</sup>RahmahFitriani. *English Grammar* (Bandung: Ciptapustaka Media Perintis, 2010), p. 96.

<sup>23</sup>Ed Swick. *Practice Makes Perfect: English Grammar for ESL Learners* (United States of America: The McGraw-Hill Companies, 2005), p. 92.

<sup>24</sup>Howard Jackson. *Analyzing English An Interoduction to Descriptive Linguistic Second Edition* (New York:Pergamon Press, 1982), p. 61-65.

Determiner often identify, and describe distribution and quantity. They come before nouns.<sup>25</sup> Determiners are words such as this, those, my, their, which. They are special adjectives that are used before nouns.

### 2.1.1.7 The technique in Teaching English Vocabulary

Vocabulary is basic to communication. If people do not recognize the meaning of the key words used by those who address them, they will not be able to participate in the conversation. If they want to express ideas or ask for information, they must be able to produce words to convey their meaning. Thus vocabulary learning is very crucial in developing competence in a second or foreign language.

In teaching vocabulary, the teachers are hoped to have some techniques in order to make students familiar with the vocabulary so that they understand new word easily. The techniques functions not only to help the students grasp the meaning of new words quite easily, but also to vary the teaching activity in order to avoid the boredom on the part of students. Harmer mentions that the following aids can help to explain new vocabulary are:

---

<sup>25</sup>Jake Allsop. *Really Useful English Grammar* (Edinburgh Gate: Pearson Education Limited, 2001), p. 28.

### 1. Realia

This is the word to refer the use of real objects in the classroom. Thus the words „book” , „pencil” , or chair” , can be easily explained by showing students a book, a ruler, or a chalk. This is clearly satisfactory for certain single words, but the use of realia is limited to things that can be taken easily from the classroom.

### 2. Pictures

Pictures are clearly indispensable for the language teacher since they can be used in so many ways. Pictures can be used to explain the meaning of vocabulary items: the teacher can draw pens, rulers, pencils, and books in the blackboard/whiteboard, or have magazines pictures of trucks, bicycle, train, or bus into cardboard. The teacher might bring in a wall picture showing three people in a room that could be used for introducing the meaning of the sentences, for instance: there are three people in the classroom.

### 3. Mime, Action, and gesture

It is often impossible to explain the meaning of words and grammar either with realia or in picture. An action, in particular, is probably better explained by mime. Gesture is useful for explaining words like „from” , „to” , ect. or indicating that the past is being talked about (the teacher gestures backwards over his shoulder).

### 4. Contrast

A visual element sometime may not be sufficient to explain meaning and contrast can be used. Thus, the meaning of “full” is better understood in the context of “empty”, “big” in the context of small, ect.



## 5. Enumeration

The word “vegetable” is difficult to be explained visually. If, however, the teacher rapidly lists ( or enumerates) a number of vegetables, the meaning will become clear. The same is true of a word like “clothes”.

## 6. Explanation

Explaining the meaning of vocabulary items can be extremely difficult just as grammatical explanations. It will be important in giving such explanations to make sure that the explanations include information about when the item can be used. For example, it would be unsatisfactory just to say that “mate” is a word for “friend” unless you point out that it is colloquial informal English and only be used in certain context.

## 7. Translation

For many years, translation went out of fashion and was considered as something of sin. Clearly, if the teacher is always translating this will impede the students “ learning since they want to hear and use the target language, not their own. Nevertheless, it seems silly not to translate if by doing so; a lot of time can be saved. If the students do not understand a word and the teacher cannot think how to explain it, he can quickly translate it.

Translation then, seems a usefull measure if it is used sparingly, but it is hoped to be used with caution. These aids and measure may be useful for explaining the meaning of a word or sentence.

There are many kinds of technique in teaching vocabulary to English learners such as mentioned above. But from the statments mentioned above, the writer concludes that the away in teaching vocabulary in English classroom is depend on the teacher to choose the best way to make student feel easy to learn vocabulary.

## 2.1 Previous Related Researches

Sukma Syam Maspa in her research about “ the effectiveness of using guessing game to improve students’ vocabulary mastery at “Mindset English center (MEC) Course” Kabupaten Pinrang. She found significant difference between ability of the students’ vocabulary before applying guessing game and able to increase their vocabulary mastery.<sup>26</sup>

Mutmainna in his research, “The application of Look and Say Technique in teaching Vocabulary to the first year students at smk 1 YP-PGRI Makassar. The objective of this research was to find out wheather or not the use Look and Say Technique effective to improve the students vocabulary of the first year of SMK 1 YP-PGRI Makassar.<sup>27</sup>

Legina Meynilda conclude in his research “Look and Say Technique in Teaching vocabulary for Improving Students Vocabulary Mastery (An Experimental Study at the Six Grade students of MI AI-Mishbah Bandung).<sup>28</sup> Look and say

---

<sup>26</sup>Sukma Syam Maspa. *The Affectiveness of Using Guessing Game to Improve Students’ Vocabulary Mastery at Mindset English Center (MEC) Course Kabupaten Pinran* (Skripsi; Jurusan Tarbiyan dan Adab: Parepare,2011).

<sup>27</sup>Mutmainna. *The Application of Look and Say Technique in Teaching Vocabulary to the First Year Students at SMK 1 YP-PGRI Makassar* (Thesis, Fakultas Bahasa dan Sastra Inggris: Universitas Negeri Makassar,2013).

<sup>28</sup>Legina Meynilda. *Look and Say Technique in Teaching Vocabulary for Improving Students Vocabulary Mastery (An Experimental Study at the Six Grade Students of MI AI-Misbah Bandung)*.

technique is one of that is enable to increase students' language ability in vocabulary mastery. In this technique students are taught to memorize word by sight.

Based on the research finding above, the researchers have concluded that there are some ideas and media can be used to increase students' vocabulary ability one of them is by using Look and say method in teaching English vocabulary made the students' more active.

### **2.2.3 The Concept of Look and Say Method**

#### **2.2.3.1 Definition of Look and say method**

Look and say method is one of method that is enable to increase students' language ability in vocabulary mastery. In this method students are taught to memorize words. in this method can improve the students' vocabulary mastery because this method can also make it easier for students to remember the meaning of the new vocabulary taught to them.<sup>29</sup>

The look and say method was focused on the looking the picture What is does is teach students to learn through rote memorization. The look and say method applied flashcard system to the students. Flashcard with one of picture to them, every picture are show to the students.

In this picture card game children practice remembering pictures and each type of activity contained in the picture. While picture is the most commonly use by the teacher in teaching materials in the school. So that, especially if the picture is created and presented with the good of requirements, will certainly add the spirit of the students in following the learning process. In teaching English, use of

---

<sup>29</sup>PDF. *Look and Say Method (vj2013.dei.uc.pt)*, accessed on March 27<sup>th</sup> 2019, 20:24P.M.

picture has important roles. The first role is to help teachers to manage the process of teaching and to use the classroom time wisely. The second, by using picture, the students will be more interested and eager to learn the material which is given.

Based on the related findings above, the researcher concluded that learning vocabulary by using Look say method is one of the method can improve students' vocabulary. So that the students can be more interested and enjoy in So that the students can be more interested and enjoy in English learning process.

#### **2.2.4 The Steps of Look and Say Method**

Below are the steps to use look say method in teaching vocabulary:

1. First, The researcher will give greeting to the students
2. The researcher will give a motivation to the students
3. The researcher will give direction to the students what they have to do and explain the material.
4. The researcher will explain about look and say method that can understand and give example how to use look say method
5. The researcher will give the students some list of vocabulary
6. The researcher will show some picture to students about the topic to the students as object to describe applied flashcard.
7. The students see the picture and the researcher mention how to pronounce the word
8. The researcher divide into some groups
9. The researcher will call every groups in front of the class
10. The students open the card and see that find in the picture
11. The students mention the word

12. The researcher gave greeting to the students to close the class

### **2.2.5 Advantages of Look and Say Method**

According to Riswandi, there are many advantages of using look and say method in classroom:

1. It is commonly used, easy to understand, can be enjoyed
2. They are motivating and challenging
3. Easy and cheap established or made
4. The price cheap and easily available without the need special equipment
5. They encourage students to interact and communicate
6. This media is also very unpleasant used as a medium of learning, even can be used in the form of the game

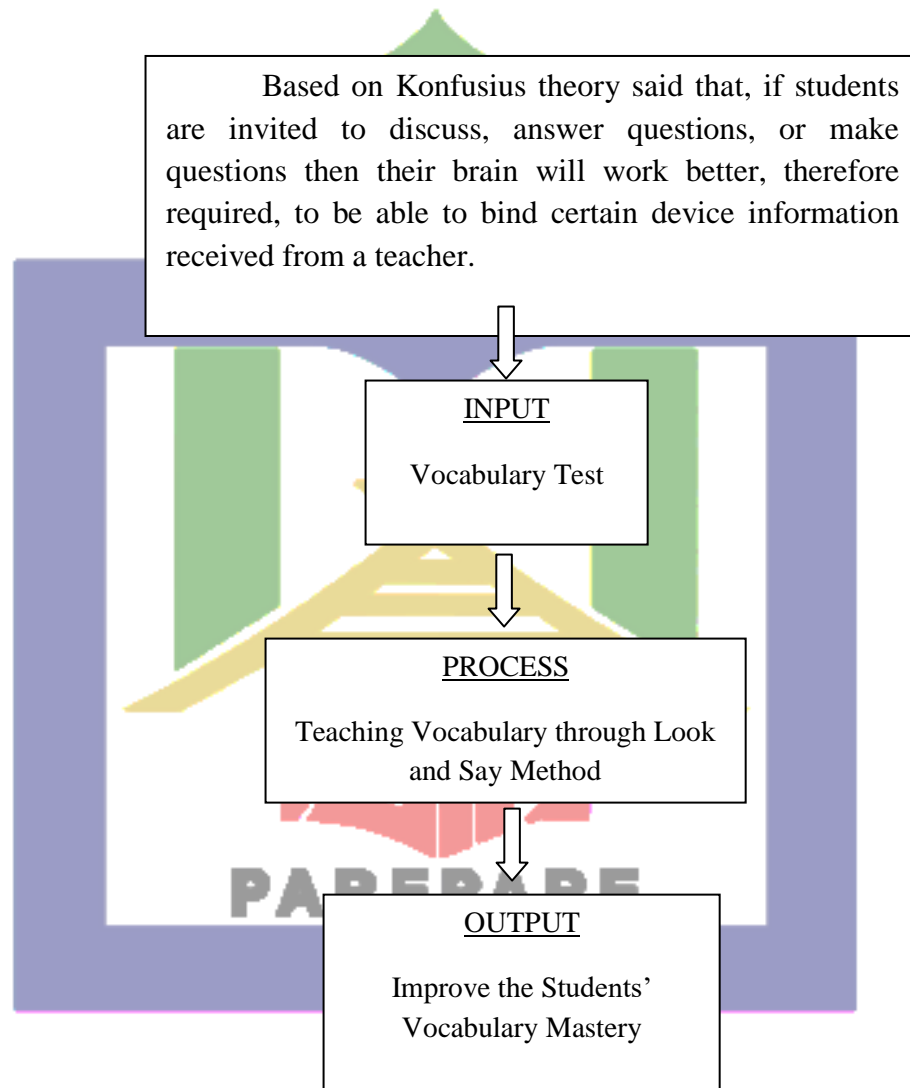
### **2.2.6 Disadvantages Look and Say Method**

1. Need a teacher who has the skills in making pictures
2. Requires preparation because if not done the preparation then techniques the game will be pointless and a waste of time
3. Feelings may arise to defeat the other not to work together.

Some of those mentioned above would be overcome if a teacher can do the preparation and set hold a discussion the game well.

### 2.3 Conceptual Framework

The concept framework underlying this research is presented in the following diagram:



In the diagram above, there are three elements, namely:

1. Input :Refers to the material that is applied in the classroom.

2. Process :Refers to the teaching and learning vocabulary through Look and Say Method, include researcher will give Pre-Test after that give treatment and the last give post test.
3. Output: Refers to the Students' Vocabulary Mastery after they are learning and teaching the material through Look and Say Method.

## **2.4 Hypothesis**

The researcher formulate the hypothesis as follows:

- 2.4.1  $H_0$  (Null Hypothesis) : The use of "Look and Say" method is not able to improve the students' vocabulary mastery at the eight grade of SMP Negeri 1 Parepare.
- 2.4.2  $H_a$  (Alternative Hypothesis) : The use of "Look and Say" method is able to improve the students' vocabulary mastery at the eight grade of SMP Negeri 1 Parepare.

## **2.5 Variable and Operational Definition**

### **2.5.1 Variable**

There are two variabel involve in this research, dependent variable and independent variable, which are independent variabel is Look and Say method and dependent variabel is the students' Vocabulary Mastery.

### **2.5.2 Operational Definition of Variabel**

- 2.5.2.1 Look and Say is one of Method that is applied in the classroom by the researcher by looking the picture, from the picture the student described the picture orally. So that, the students vocabulary mastery is expected to be improved. The aims of Look and Say method to make students' mastery in vocabulary at the SMP Negeri 1 Parepare.

2.5.2.2 Vocabulary mastery is the students' ability to analyze and find different pronunciation and the new word about Animals, Fruits, Things in the classroom, Member of family, Parts of body, Profession & Transfortation.

### CHAPTER III

#### METHODOLOGY OF THE RESEARCH

This part describes about the description of the description of the research design, location and duration of the research, population and sample, instrument of research, procedure of collecting data and Technique of Data Analysis.

##### 3.1 Research Design

The research design of this research was pre-experimental with pre-test and post test. It aimed to know wheather applying Look and say method in teaching vocabulary can improve the students' vocabulary mastery at the Eight Grade of SMP Negeri 1 Parepare. The following is the formula:

$$E = O_1 \quad X \quad O_2$$

Where:

E : Experimental Group

O<sub>1</sub> : Pre-test

O<sub>2</sub> : Post-test

X : Treatment



### 3.2 Location and Duration

The location of the Research took a place at SMP Negeri 1 Model Parepare. The Researcher used the quantitative Research that has several times to collect and analyze data. Therefore, the researcher used round one month for collecting the data

### 3.3 Population and Sample

#### 3.3.1 Population

The population of this research was the eight grade students of SMP Negeri 1 Parepare in academic year 2019/2020. There were nine classes in eight grade, and each class consist of 31 students of VIII.1, 32 students of VIII.2, 32 students of VIII.3, 32 students of VIII.4, and 32 student of VIII.5 so, the population of this research were 165 students. To make it clear, the data 3.1 below showed the total population of the eight grade students of SMP Negeri 1 Parepare.

Table 3.1 Total Students' of VIII SMP Negeri 1 Parepare

NO	CLASS	L	P	JUMLAH TOTAL
1	VIII.1	16	15	31
2	VIII.2	13	19	32
3	VIII.3	15	17	32
4	VIII.4	15	17	32
5	VIII.5	15	17	32
6	VIII.6	15	17	32
7	VIII.7	16	16	32
8	VIII.8	7	25	32

9	VIII.9	10	22	32
---	--------	----	----	----

*Source: Junior High school 1 Parepare 2019*

### 3.3.2 Sample

In this research, the sample of the data was took from VIII.8 class, this class was taken chosen randomly. The total numbers of the students were 32.

### 3.4 The Instrument of the Research

The instrument of the research was vocabulary test. The test was given before and after doing treatment. The pre-test to find out the students' prior knowledge before using of Look and Say method, in this case vocabulary test, and post-test to find out improvement of the students. The instrument that used in this research are 20 numbers of essay.

### 3.5 Procedure of Collecting Data

The procedures of collecting data as following:

The researcher is conducted testing in collecting data, pre-test and post-test. The pre-test was give to find out the previous ability before conducting the material and the post-test was shown the students vocabulary mastery after presenting the material by using look say method.

#### 3.5.1 Pre-test

Before the researcher gave the treatment, the researcher gave the students Pre-test for the first activity in the first meeting. Its purpose is to know how far the students' vocabulary mastery up to know.

#### 3.5.2 Treatment

After giving the pre-test, the researcher gave a treatment to the students and it was done for sixth meetings. After that, the researcher used Look and say method in teaching vocabulary, and explained about the materials.

The First meeting.

1. The researcher opened the lesson
2. The researcher gave greeting to the students
3. The researcher gave a motivation to the students.
4. The researcher gave direction to the students what they have to do and explain the material.
5. The researcher explained about Look and Say Method that can understand and gave example how to used Look and Say Method.
6. The researcher gave the students some list of vocabulary.
7. Every meeting, the students have to know 25 word about the material, the researcher showed first material about “Animals” such as: Monkey, Tiger, Lion, Cat, Goat, Big, Fish, Buffalo, Mouse, Ant, Rabbit, ect.
8. The students show the picture and the researcher mention how to pronounce the word.
9. The researcher divided into some groups.
10. The researcher called every groups in front of the class.
11. The students opened the card and saw that find in the picture.
12. The students mentioned the word
13. The researcher gave greeting to the students to close the class.

The Second meeting

1. The researcher gave greeting to the students to open the class.
2. The researcher gave motivation to the students.
3. The researcher gave direction to the students what they have to do and explain the material.
4. The researcher shown some picture to students about some fruits to the students as object to describe applied flashcard.
5. The students saw the picture and the researcher mention how to pronounce the word.
6. The researcher called every groups in front of the class.
7. Every meeting, the students have to know 25 word about the material, the researcher showed first material about “**Fruits**” such as: Apple, Grape, Guava, Cocunut, Melon, Manggo, Banana, Water melon, ect.
8. The students opened the card and see that find in the picture.
9. The students mentioned the word.
10. The researcher gave greeting to the students to close the class.

#### The Third Meeting

1. The researcher gave greeting to the students to open the class.
2. The researcher gave motivation to the students.
3. The researcher gave direction to the students what they have to do and explained the material.
4. The researcher shown some picture to students about profession and transportation to the students as object to describe applied flashcard.
5. The students saw the picture and the researcher mention how to pronounce the word.

6. Every meeting, the students have to know 25 word about the material, the researcher showed first material about **“Transformation and Profession”** such as: Plane, Ship, Car, Boat, Farmer, Nurse, Singer, Teacher, Pilot, ect.
7. The researcher called every groups in front of the class
8. The students opened the card and saw that find in the picture.
9. The students mentioned the word .
10. The researcher gave greeting to the students to close the class.

#### The Fourth Meeting

1. The researcher gave greeting to the students to open the class.
2. The researcher gave motivation to the students.
3. The researcher gave direction to the students what they have to do and explained the material.
4. The researcher shown some picture to students about things in the classroom to the students as object to describe applied flashcard.
5. The students saw the picture and the researcher mention how to pronounce the word.
6. Every meeting, the students have to know 25 word about the material, the researcher showed first material about **“Things in the classroom”** such as:Table, Chair, Book, Chalk, Ruler, Blackboard, Marker, ect.
7. The researcher called every groups in front of the class
8. The students opened the card and saw that find in the picture
9. The students mentioned the word .
10. The researcher gave greeting to the students to close the class.

#### The Fifth Meeting

1. The researcher gave greeting to the students to open the class.
2. The researcher gave motivation to the students
3. The researcher gave direction to the students what they have to do and explained the material.
4. The researcher shown some picture to students about member of family to the students as object to describe applied flashcard.
5. The students saw the picture and the researcher mention how to pronounce the word.
6. Every meeting, the students have to know 25 word about the material, the researcher showed first material about **“Parts of Body”** such as: Eyebrow, Nose, Skin, Neck, Knee, Ear, Face, Finger, Tooth, ect.
7. The researcher called every groups in front of the class
8. The students opened the card and saw that find in the picture.
9. The students mentioned the word .
10. The researcher gave greeting to the students to close the class.

#### The Sixth Meeting

1. The researcher gave greeting to the students to open the class.
2. The researcher gave motivation to the students.
3. The researcher gave direction to the students what they have to do and explained the material.
4. The researcher shown some picture to students about parts of body to the students as object to describe applied flashcard.
5. The students saw the picture and the researcher mention how to pronounce the word.
6. The researcher called every groups in front of the class.

7. Every meeting, the students have to know 25 word about the material, the researcher showed first material about “**Member of family**” such as: Father, Mother, Aunt, Uncle, Brother, Sister, Cousin, etc.
8. The students opened the card and saw that find in the picture.
9. The students mentioned the word.
10. The researcher gave greeting to the students to close the class.

### 3.5.3 Post-Test

After giving treatment, the researcher given post-test to measure the result of the treatment after teaching vocabulary through look and say method.

## 3.6 Technique of Data Analysis

The data would collect through pre-test and post-test, the following procedure is used:

### 3.6.1 Scoring the students' answer

$$\text{Score} = \frac{\text{students correct answer}}{\text{The Total Number of Item}} \times 100$$

### 3.6.2 Classification the students' score based on the following classification

Table: 3.6.2 Classification of the Score

No.	Classification	Score
1.	Very Good	86-100
2.	Good	71-85
3.	Fair	56-70
4.	Poor	41-55

5.	Very Poor	$\leq 40$
----	-----------	-----------

(Dirjen Pendidikan Dasar dan Menengah, 2005: 2)<sup>30</sup>

3.6.3 Finding out the mean score will use the following formula

$$X = \frac{\sum Xi}{n}$$

Where :

X : Mean

$\sum Xi$  : Total Score

N : The total Number of Students<sup>31</sup>

3.6.4 Calculating the rate percentage of the students score:

$$P = \frac{F}{N} \times 100 \%$$

Where :

P : Percentage

F : Frequency

N : total of the sample.<sup>32</sup>

3.6.5 Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

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

<sup>30</sup>Dirjen Pendidikan Dasar dan Menengah, Peraturan Direktoral Jenderal Pendidikan Dasar dan Menengah tentang; *Penilaian Perkembangan Anak Didik* (Jakarta: Depdiknas, 2005), p. 2.

<sup>31</sup>Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan, Edisi Revisi* (Jakarta: Bumi Aksara, 2009), p. 298.

<sup>32</sup>Anas Sudijon, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2006), p. 43.



Where :

T : test of significance

D : the mean score of difference ( $X_1 - X_2$ )

$\Sigma D$  : the sum of the total score

$\Sigma D^2$  : the square of the sum score of difference

N : the total score<sup>33</sup>



---

<sup>33</sup>Gay. L. R. *Educational Research, Competencies for Analysis and Application*. Second Edition (Columbus: Charles E. Meril Publishing Company, 1981), p. 331.

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter consists of two parts, namely the finding of the research and the discussion of the research. The finding of the research cover the description of the result of data collected through a test that can be discussed in the part below:

#### 4.1 Findings

##### 4.1.1 The Result of Pre-test

The data collected from the students' vocabulary mastery through Look and Say at VIII.8 class in SMP NEGERI 1 Parepare. The result of the pre-test can be described as the following:

After the writer gave pre-test before treatment, the writer found out the result of Students' Vocabulary mastery in pre-test. To know the last score of students' pre-test, the writer used this formula as below. The resulted in the information as shown in the following table:

**Table 4.1.** The Student's Score and square in Pre-test.

No	Students	Pre-test Score		$(X_1)^2$
		Correct Answer	Score ( $X_1$ )	
1	Adilfa Khalifah	9	45	2025
2	Alifah Zalsabila	8	40	1600
3	Amanda	9	45	2025
4	Andi Atifah	11	55	3025
5	Andi Aulia	11	55	3025
6	Andi Delon	11	55	3025
7	Andi Fadlan	12	60	3600
8	Andi Tyara	12	60	3600

9	Ardianti Dadang	9	45	2025
10	Arzhilla	8	40	1600

The next Table 4.1

1	2	3	4	5
11	Astri Cindi	11	55	3025
12	Deby Cherunisah	9	45	2025
13	Elsya Salsabila	9	45	2025
14	Fathir Herman	11	55	3025
15	Fauziyah Maharani	19	95	9025
16	Nur Aisyah	11	55	3025
17	Iis Annisa	9	45	2025
18	Imamul Daffa	9	45	2025
19	Jihan Amadea	8	40	1600
20	Muh.Fadhil Naufal	14	70	4900
21	Mu'thia Khairunnisa	11	55	3025
22	Nabila Az-zahra	13	65	4225
23	Naesa Ambar	12	60	3600
24	Neisya Aprizal	11	55	3025
25	Nurul Mutmainnah	11	55	3025
26	Renata Rombe	11	55	3025
27	Reva Nurul	12	60	3600
28	Revata Rombe	12	60	3600
29	Rizky	12	60	3600
30	Stevai Glen	11	55	3025
31	Syafiqa Kezy Aulia	9	45	2025
32	Widya Pratiwi	9	45	2025
	Total	344	1720	96050

(Data' source: the Students' Score in pre-test

After knowing the Students' score in pre-test, the writer classified the

Students' score on the following table:

**Table 4.2** The Students' Classified Score in Pre-test

No	Classification	Score	Frequency	Percentage
1	Verygood	80-100	1	3.125%
2	Good	66-79	1	3.125%
3	Fair	56-65	7	21.86%
4	Poor	40-55	23	71.88%
5	Very Poor	30-39	0	0%
Total			32	100%

(Data' source: the rate percentage of the frequency of pre-test)

The tabel above shows that the result of students' vocabulary mastery score before giving treatment through Look and Say Method. The data in the table above shows that in pre-test 1student (3.125%) got very good score, 1student (3.125%) got good score, 7 students (21.86%) got fair score, 23 students (71.88%) got poor score and none student got very poor score. It had shows that, the students' ability in vocabulary pre-test was low, because most of the students' got very poor,poor and fair score.

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

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

$$X = \frac{1720}{32}$$

$$X = 53.8$$

So, the mean score ( $X_1$ ) of the pre-test was 53.8

#### 4.1.2 The Result of Post-test

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

**Table 4.3** The Students' score and square in Post-test.

No	Students	Post-test Score		$(X_2^2)$
		Correct Answer	Score $(X_2)$	
1	Adilfa Khalifah	17	88	7744
2	Alifah Zalsabila	14	70	4900
3	Amanda	13	86	7396
4	Andi Athifah	15	75	5625
5	Andi Aulia	17	88	7744
6	Andi Delon	16	80	6400

The next Table 4.3

1	2	3	4	5
7	Andi Fadlan	20	100	10000
8	Andi Tyara	19	95	9025
9	Ardianti	17	88	7744
10	Arzhilla	17	88	7744
11	Astri Cindi	19	95	9025
12	Deby Cherunisah	14	70	4900
13	Elsya Salsabila	14	70	4900
14	Fathir Herman	16	80	6400
15	Fauziyah Maharani	19	95	9025
16	Nur Aisya	14	70	4900
17	Iis Annisa	14	70	4900
18	Imamul Daffa	15	75	5625
19	Jihan Amadea	17	86	7396
20	Muh.Fadhil	18	90	8100
21	Mu'thia	17	85	7225
22	Nabila Az-Zahra	19	95	9025

23	Naesa Ambyar	18	90	8100
24	Neisya Aprizal	17	85	7225
25	Nurul Mutmainnah	17	86	7396
26	Renata Rombe	18	90	8100
27	Reva Nurul	18	90	8100
28	Revata Rombe	16	80	6400
29	Rizky	15	75	5625
30	Stevai Glen	11	55	3025
31	Syafiq Kezy Aulia	19	95	9025
32	Widya Pratiwi	16	80	6400
	Total	502	2510	199450

(Data' source: the students' score in post- test)

After knowing the Students' score in pre-test, the writer classified the Students' score on the following table:

Table 4.4 The Students' Classification Score Frequency and Percentage in Post-test

No	Classification	Score	Frequency	Percentage
1	Very good	86-100	17	53.125%
2	Good	71-85	13	40.625%
3	Fair	56-70	8	25%
4	Poor	41-55	1	3.125%
5	Very Poor	<40	0	0%

Total		32	100%
-------	--	----	------

(Data' source: the rate percentage of the frequency of post test)

The table above shows that the result of students' vocabulary mastery score after giving treatment through Look and Say Method. The data in the table above shows that in post-test 17 students (53.125%) got very good score, 13 students (40.625%) got good score, 1 student (3.125%) got fair score, and 1 students (3.125%) got poor score, and none student got very poor score. It means that the students' vocabulary ability had improved through Look and Say Method. It proved that there were inscreasing of students' score in post-test. In this, the researcher analyzed the data of students' score in post -test to know whether there is or there is no significant difference of students achievement before and after process in using Look and Say Method in vocabulary ability.

#### 4.1.1.3 Determining Mean Score of the Post-test

The following are the process of calculation to find put the mean score based on the calculation of students' score in post-test table 4.4

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

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

$$X = \frac{2510}{32}$$

$$= 78,5$$

So, the mean score ( $X_2$ ) of post-test was 78,5

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

Test	Mean Score	Standard Deviation (SD)
Pre-test	53.8	1.08

Post-test	78,5	9.11
-----------	------	------

(Data' source: the main score and standar deviation of pre-test and post-test)

The data in table 4.5 shows that the mean score of pre-test was 53.8( $X_1$ ) while the mean score of the post-test increased 78.5( $X_2$ ). The standard deviation of pre-test was 17.59 while the standard deviation of post-test was 80.18.

Based on the data, the mean and the standard deviation scores of the post-test was greater than the mean and the standard deviation scores in pre-test. It means that the students' vocabulary mastery had improved after doing the learning process that using Look and say method in the classroom.

#### 4.1.1.5 Determining The Significance by Calculating the T-test value

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

Table 4.6 The Worksheet of Calculate Score of Pre-test and Post-test

No	$X_1$	$X_2$	$(X_1)^2$	$(X_2)^2$	$D(X_2-X_1)$	$D(X_2-X_1)^2$
1	45	70	2025	4900	25	625
2	40	70	1600	4900	30	900
3	45	65	2025	4225	20	400
4	55	75	3025	5625	20	400
5	55	80	3025	6400	25	625
6	55	80	3025	6400	25	625



7	60	85	3600	7225	25	625
8	60	80	3600	6400	20	400
9	45	75	2025	5625	30	900
10	40	70	1600	4900	30	900
11	55	80	3025	6400	25	625
12	45	70	2025	4900	25	625
13	45	70	2025	4900	25	625
14	55	80	3025	6400	25	625
15	95	95	9025	9025	0	0
16	55	70	3025	4900	15	225
17	45	70	2025	4900	25	625
18	45	75	2025	5625	30	900
19	40	75	1600	5625	35	1225
20	70	90	4900	8100	20	400
21	55	85	3025	7225	30	900
22	65	95	4225	9025	30	900
23	60	90	3600	8100	30	900

24	55	85	3025	7225	30	900
25	55	85	3025	7225	30	900
26	55	90	3025	8100	35	1225
27	60	90	3600	8100	30	900
28	60	80	3600	6400	20	400
29	60	75	3600	5625	15	225
30	55	55	3025	3025	0	0
31	45	75	2025	5625	30	900
32	45	80	2025	6400	35	1225
Total	1720	2440	96050	199450	790	22550

(Data' source:thecalculate of the Score on Pre-test and Post-test on the improving Students Vocabulary that using Look and say method).

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

$$Df = N - 1$$

$$Df = 32 - 1$$

$$Df = 31$$

After obtaining the degree of freedom, the t-table at the degree of freedom 31 in significant degrees of 0,05 (5%), the table is 1,695. The following table showed that the value was higher than t-table value. So, it indicated that there was significant difference between the students' pre-test and post-test result

Table 4.6 The Test of Significant

Variable	T-test	T-table value
Pre-test and post-test	1.712	1,695

The data above shows that the value of t-test was greater than t-table value. It indicated that there was a difference between the result of students' pre-test and post-test, but it was not significant.

#### 4.1.1.6 Hypothesis Testing

The level significant ( $\alpha$ ) 5% and  $df = 31$ , and the value of the t-table is 1,695 while the value of t-test is 1.712, it can be concluded that the t-test is higher than t-table ( $1.712 > 1,695$ ). Thus, it means that the students' vocabulary mastery was significantly better after getting the treatment. So, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted. It has been found that there was improvement of Look and say method on students' vocabulary mastery.

## 4.2. Discussion

### 4.2.1 The improvement of students' Vocabulary mastery through Look and Say method.

Based on the finding in the previous section showed that the students's vocabulary mastery has developed, student's score after giving treatment was higher than before giving treatment.

As explained in data collection, The student's vocabulary mastery before using of Look and Say method was still low, the problem was that they were still lack of the vocabularies and not familiar with the words. Before giving the treatment, it showed

---

the classification score there are only one student(3.125%) in very good classification, one student (21.86%) in fair classification, 23 students in fair (71.88%) and one students in very poor. It is means that the students still found difficulties in vocabulary mastery. And after the implementation of treatment from instrument used then the result to increase students' vocabulary mastery using Look and Say method. So, the students can increase their vocabulary masery because the students more creative, and does not make the students to be bored. The students should practice and measure their vocabulary in English, discussing with their friend if they have difficult in vocabulary and enjoy the vocabulary to memorize the vocabulary. And it can be helped to memorize word in teaching learning process.

Legina Meynilda said that, Look and say technique is one of that is enable to increase students' language ability in vocabulary mastery. In this technique students are taught to memorize word by sight. This research was conducted to find out students pre-treatment ability, and their post treatment ability on mastery of vocabulary and to find out effect of picture clues on their ability in mastery on vocabulary. And i tried to apply teaching learning process by using Look and Say technique to enhance student mastery of vocabulary.

This method that used of the researcher and there are several ways of the researcher to increase students' vocabulary mastery not only implementing techniques of teaching vocabulary. So, the students can increase their vocabulary masery. It can be helped the students more creative effective, and easier to memorize the vocabulary.

The researcher used Look and Say method to make students unbored in the classroom and more actively. this method is also modern method because it is combination several method that what the students need and what the teacher need.

---

4.2.2 To find out how to implementation of Look and Say method to improve students' Vocabulary.

There were eight meetings for doing the treatment of this research. Two meeting for doing the test and six meeting for doing treatment by using look and say method. At the first, before giving the treatment, the students did the pre-test to know student's ability in vocabulary introduced herself and gave information about her aim with the students made and the students' interest to do the next instruction of the researcher. Then, the researcher explains little about the material. After the researcher gave pre test that consist 20 questions. It purposed to know the students improvement in vocabulary before getting the treatment. In this case, the researcher checked at the students work at home. The researcher gave some correction on the students' paper that was not connecting with the main idea of the material.

On Wednesday September 25th, 2019, in the first meeting before the researcher gave treatment the researcher gave the student's pre test, the pre test was 20 questions essay, The researcher gave one point for each right answer and zero point for wrong answer. After that, The researcher was greet by the students when the first time the researcher coming to the class. The researcher were welcome by the students. After the researcher opened the meeting, she invited the students for praying before the lesson begin. Next, the researcher continued to inform them that the researcher gave motivation to the students' about the important of English as

---

an International language before teaching process then researcher also gave information about her aim to do research at SMP Negeri 1 Parepare.

On Saturday September 28<sup>th</sup> 2019, in the second meeting was located at VIII.8 class of SMP Negeri 1 Parepare, This meeting was a first treatment after giving the pre-test. In the Morning, the researcher started the class by greeting and checked the attendant list. In the learning process, in the first treatment the researcher gave vocabulary about “Animals”, before that, the researcher divide into some groups each group six member. The researcher will show some picture to students about animals to the students as object to describe applied flashcard and The students see the picture and the researcher mention how to pronounce the word, after that the researcher called the students’ from each group and then, the researcher gave envelope and the students open the envelope and take one card and see the picture, next the students mentioned picture that they find. But if the students A not been able to mention it, the researcher called representative from the first groups takes the picture and mention, and the and the groups friend students B to answer the mention the picture with the word Yes or No. If students’ B has not been able to mention it, then another group is given an opportunity to answer what animal is meant by the caption described by student A and so on. At the end of the meeting the group with the lowest score is punished, such as singing, joking and others. And the researcher also said that the given vocabulary would be a requirement to enter the class at the next meeting.

---

On Wednesday October 2th 2019, in the third meeting was located at VIII.8 class of SMP Negeri 1Parepare. In the Morning, before starting the material the researcher started the class by greeting and checked the attendant list. After that, the researcher have an evaluated by reviewing the vocabulary given from the previous meeting. In the second meeting the researcher gave vocabulary about “Fruits” to the students as object to describe applied flashcard and The students see the picture and the researcher mention how to pronounce the word, after that the researcher called the students’ from each group and then, the researcher gave envelope and the students open the envelope and take one card and see the picture, next the students mentioned picture that they find. But if the students A not been able to mention it, each group has two representative to come forward for doing mention the word. the researcher called representative from the first groups takes the picture and mention, and the and the groups friend students B to answer the mention the picture with the word Yes or No. If students’ B has not been able to mention it, then another group is given an opportunity to answer what kinds of fruits were meant by the caption described by student A and so on. At the end of the meeting the group with the lowest score is punished, such as singing, joking and others. And the researcher also said that the given vocabulary would be a requirement to enter the class at the next meeting.

On Saturday October 5th 2019, in the third meeting was located at VIII.8 class of SMP Negeri 1Parepare. In the Morning, before starting the material the researcher started the class by greeting and checked the attendant list. After that, the

---

researcher have an evaluated by reviewing the vocabulary given from the previous meeting. The process look and say in the second meeting the researcher gave vocabulary about “Profession and Transformation to the students as object to describe applied flashcard, after that the researcher called to every group and then the researcher provides 25 picture which lists “Profession and Transformation that will be randomized by the researcher then one of the representative of the group comes forward to matched picture and word and displays the list of transformations and professions. And each group was given five minutes to movement displays by the group representatives. And the fastest movement has the highest score. At the end of meeting the group with the lowest score is punished, such as singing, joking, and others. The researcher also said that the given vocabulary would be requirement to enter the class at the next meeting.

On Wednesday October 9th 2019, in the fourth meeting was located at VIII.8 class of SMP Negeri 1 Parepare. In the Morning, before starting the material the researcher started the class by greeting and checked the attendant list. After that, the researcher have an evaluated by reviewing the vocabulary given from the previous meeting. in the second meeting the researcher gave vocabulary about “Things in the classroom” to the students as object to describe applied flashcard, after that the researcher called to every group to play snack ladder which list of things in the classroom and then one of representative of the groups comes forward to matched picture and word and displays the list of transportations and professions. And each group was given five minutes to movement displays by the group representatives.



---

And the fastest movement has the highest score. At the end of meeting the group with the lowest score is punished, such as singing, joking, and others. The researcher also said that the given vocabulary would be requirement to enter the class at the next meeting.

In that four meeting, the students were very happy and enthusiasts to learn English, because the situation in the class was enjoy and they like the material what the writer gave.

On Saturday October 12th 2019, in the fifth meeting was located at VIII.8 class of SMP Negeri 1 Parepare. In the Morning, before starting the material the researcher started the class by greeting and checked the attendant list. After that, the researcher have an evaluated by reviewing the vocabulary given from the previous meeting. in the second meeting the researcher gave vocabulary discuss “ Parts of Body” to the students as object to describe applied flashcard, after that, The students see the picture and the researcher mention how to pronounce the word, after that the researcher called the students’ from each group and then, the researcher gave envelope and the students open the envelope and take one card and see the picture, next the students mentioned picture that they find. But if the students A not been able to mention it, each group has two representative to come forward for doing mention the word. the researcher called representative from the first groups takes the picture and mention, and the and the groups friend students B to answer the mention the picture with the word Yes or No. If students’ B has not been able to mention it, then another group is given an opportunity to answer what kinds of fruits are meant by

---

the caption described by student A and so on. At the end of the meeting the group with the lowest score is punished, such as singing, joking and others. And the researcher also said that the given vocabulary would be a requirement to enter the class at the next meeting.

On Wednesday October 16th 2019, in the sixth meeting was located at VIII.8 class of SMP Negeri 1 Parepare. In the Morning, before starting the material the researcher started the class by greeting and checked the attendant list. After that, the researcher have an evaluated by reviewing the vocabulary given from the previous meeting. The process look and say in the second meeting the researcher gave vocabulary discuss “Family” to the students as object to describe applied flashcard, after that, the The researcher showed some picture to students about this to the students as object to describe applied flashcard. students see the picture and the researcher mention how to pronounce the word, after that the researcher called the students’ from each group and then, the researcher gave envelope and the students open the envelope and take one card and see the picture, next the students mentioned picture that they find. But if the students A not been able to mention it, each group has two representative to come forward for doing mention the word. the researcher called representative from the first groups takes the picture and mention, and the and the groups friend students B to answer the mention the picture with the word Yes or No. If students’ B has not been able to mention it, then another group is given an opportunity to answer what kinds of fruits are meant by the caption described by student A and so on. At the end of the meeting the group with the lowest score is

---

punished, such as singing, joking and others. At the end of this meeting the researchers conducted an evaluation, namely all the vocabularies that had been given starting from the first meeting to the seventh meeting by the way the researchers appointed several students to mention some of the vocabularies he had obtained.

From the first meeting until the last meeting, the implementation of Look and Say method as changed classroom situation more active in class and in learning process although there are many students have less of vocabulary, and Every meeting the students memorized vocabularies. It show that, implemented the Look and say method that able to interest the students in learning, they are group, individually. Finally, as a fact what the researcher have used in this research, it was able to increase the students' vocabulary.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusion and suggestion of the research about increasing vocabulary mastery of the students' through Look and Say method at the Eight Grade of SMP Negeri 1 Parepare.

#### **5.1 Conclusion**

Based on the finding and discussion of the previous chapter in this study, the writer concluded that:

5.1.1 The student's vocabulary mastery before using of Look and say method was still low, the problem was that they were still lack of the vocabularies and not familiar

---

with the words. Before giving the treatment, it showed the classification score there are only one student (3.125%) in very good classification, one student (21,86%) in fair classification, 23 students in fair (71.88%) and one students in very poor. It is means that the students still found difficulties in vocabulary mastery.

5.1.2 After the researcher gave the treatment by using Look and Say Method and the mean score of the post-test was 78.5, it showed that the classification score there are 17 students (53.125%) got very good score, 13 students (40.625) got good score, 1 student (3.125%) got fair score, and 1 students and none student got very poor score. The data analysis result is the T-test value (1.712) was greater than T-table value (1.695). By this result, it is concluded that there is an improvement between the students' vocabulary before and after giving treatment by using Look and Say Method. It shows that the alternative hypothesis ( $H_a$ ) is accept in the null hypothesis ( $H_o$ ) is rejected.

## **5.2 Suggestion**

Based on the research, the researcher gives some suggestions as follows:

5.2.1 In teaching vocabulary, the teacher is hoped more creative and has a good feedback in teaching in students in order to maximize teaching learning process and does not make the students to be bored.

5.2.2 The teacher should be active in giving the feedback to involve the students in teaching learning process.

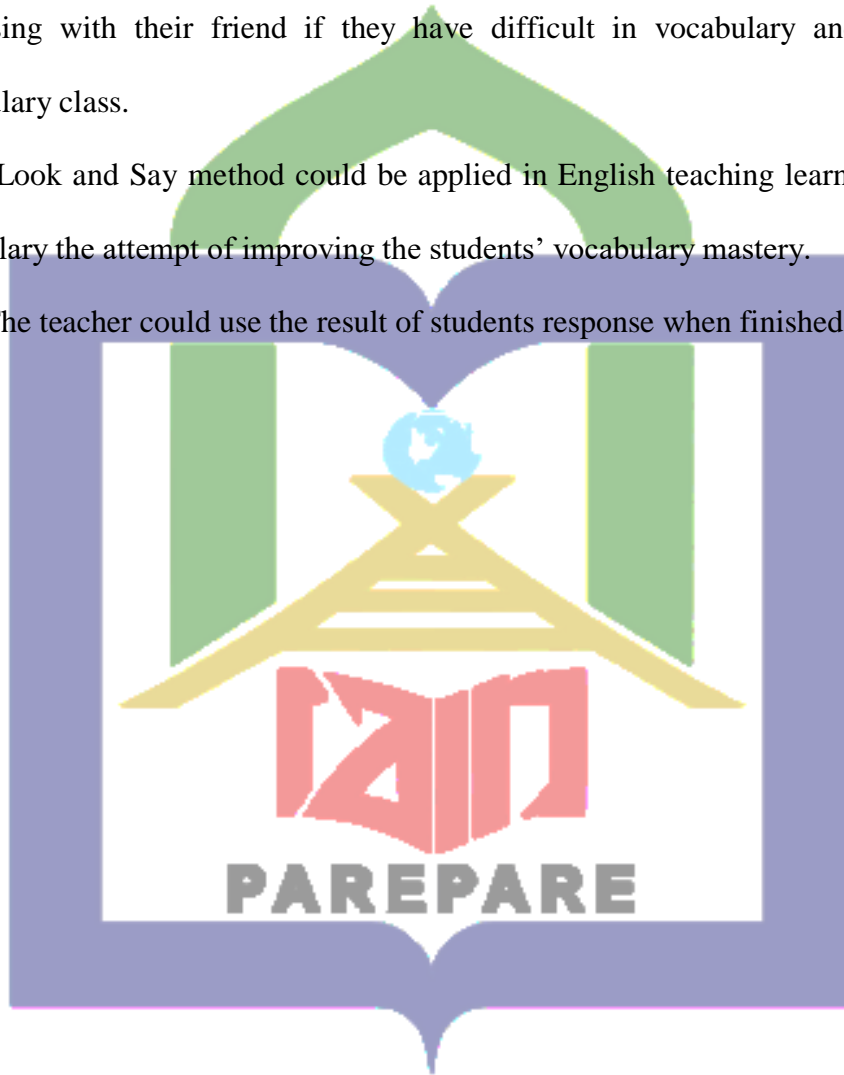
---

5.2.3 The students should be more active and not afraid of making mistakes during teaching learning process.

5.2.4 The students should practice and measure their vocabulary in English, discussing with their friend if they have difficult in vocabulary and enjoy the vocabulary class.

5.2.5 Look and Say method could be applied in English teaching learning process, particularly the attempt of improving the students' vocabulary mastery.

5.2.6 The teacher could use the result of students response when finished teaching.



---

## BIBLIOGRAPHY

- Alqahtani Mofareh. 2015 *“The Importance of Vocabulary in Language Learning and How ToBe Taught,”*(International Journal of Teaching and Education, Vol III, No 3).
- Aprianti Nur. 2019 “Enhancing students’ vocabulary through Hangaroo word game at the Seventh grade students’ of Mts PP DDI AS-SALMAN Allakuang Sidrap.”(Unpublished Skripsi of IAIN Parepare).
- Asmilah Dani, 2015 “Using a Match Game to increase students’ vocabulary at the second grade SMPN 2 Tellu Limpoe Sidenreng, Rappang”. Unpublished Skripsi Parepare:STAIN Parepare.
- Cheryl Brown, 1995 Evelyn Hatch. *“Vocabulary, Semantic and language Education.”* (Cambridge: Cambridge University Press).
- Dictionary, 2000. Oxford Advanced Learner’s. (New York: Oxford University press).
- Harmer Jeremy, 1991. *“The Practice of English Language Teaching.”* (New Edition London: Longman).
- Hidayat Irfan wahyu, 2017. “The techniques for teaching vocabulary at SMP Muhammadiyah 10 Surakarta. (Unpublished Universitas Muhammadiyah Surakarta).
- Hisyam Zaini, Bermawy Munthe, Sekar Ayu Aryani, 2007 *Strategi Pembelajaran Aktif*, ( CTSD ) IAIN Sunan Kalijaga.
- Hornby. 1987. *oxford advanced learner Dictionary* (Great Britain: Oxford University Press).
- Ikawati. 2012. “Building Up Students Vocabulary mastery Through Guessing Word Game.” (Unpublished Thesis; Faculty of English Faculty, Universitas Negeri Makassar:Makassar).
- Meynilda Legina *“Look and say Technique in teaching vocabulary for improving students vocabulary mastery (An Experimental Study at the six grade students of MI Al-Misbah Bandung)”*.
- Oxford Essential Dictionary. 2003. (New York: Oxford University Press).
- Penny Ur. A. 1996. *“Course in language teaching.”* (United kingdom: Cambridge Teacher Training and development).

---

Penston Tony. 2005. *A Concise Grammar for English Language Teachers*. (Ireland: TP Publication).

Sepudin, dkk, 2013. *Pedoman penulisan Karya Ilmiah (makalah dan skripsi) Edisi revisi*. Stain Parepare.

Schail, 1976. *Seven Days to Faster Reading*, New York: Oxford University Press.

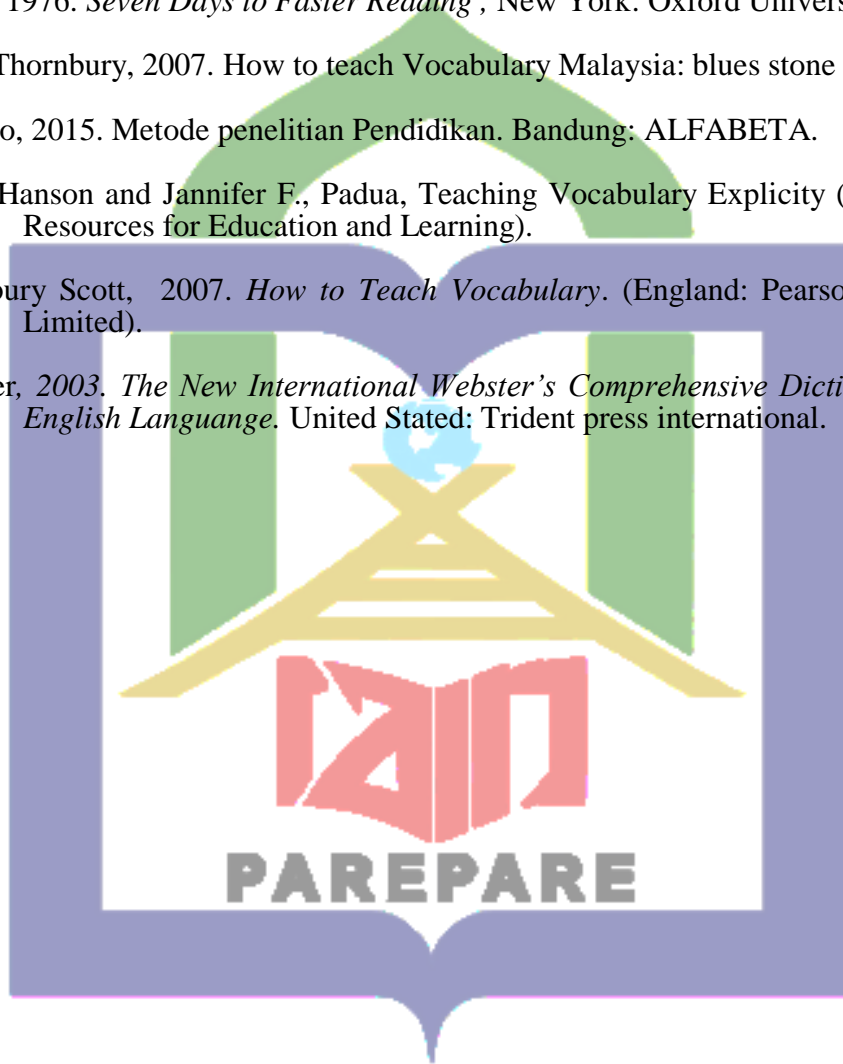
Scout Thornbury, 2007. *How to teach Vocabulary Malaysia*: blues stone press.

Sugiono, 2015. *Metode penelitian Pendidikan*. Bandung: ALFABETA.


Susan Hanson and Jannifer F., Padua, *Teaching Vocabulary Explicity* ( U.S:Pacific Resources for Education and Learning).

Thornbury Scott, 2007. *How to Teach Vocabulary*. (England: Pearson Education Limited).

Webster, 2003. *The New International Webster's Comprehensive Dictionary of the English Language*. United Stated: Trident press international.



Appendix 1. Instrument of Test ( Pre-test And Post-test )

	<p style="text-align: center;">KEMENTRIAN AGAMA REPUBLIK INDONESIA          INSTITUTE AGAMA ISLAM NEGERI (IAIN)          PAREPARE          JURUSAN TARBIYAH          Jl. Amal Bakti No. 8 Soreang 911331</p> <hr/> <p style="text-align: center;">VALIDASI INSTRUMEN PENELITIAN PENULISAN          SKRIPSI</p>
---	--

NAMA MAHASISWA : TITIAN EKASARI  
 NIM/ PRODI : 15.1300.045/ PBI  
 JURUSAN : TARBIYAH  
 JUDUL :IMPROVING THE STUDENTS’ VOCABULARY MASTERY  
 THROUGH LOOK AND SAY METHOD AT THE EIGHT GRADE OF SMP NEGERI 1  
 PAREPARE

**Instrumen penelitian**

Dalam penelitian ini, peneliti akan menggunakan pre experiment dengan memberikan pre-tes dan post- test yang sama pada kelas VIII.8 yang dilengkapi dengan instruksi pada instrumen sebagai berikut:

**Instrument of the pre-test**

**Nama** :.....

**Class** :.....



---

## URRICULUM VITAE



**TITIAN EKASARI.** The writer was born in Parepare, May 23<sup>th</sup> 1997. She is the first child from four children in the family, she has two sister and one brother. From the couple, Drs.Abd.Rahman Jafar and Lili Maryani.

She began her study in Elementary School at SDN 5 Parepare and graduated on 2009. In the same year, she continued her studying in junior high school, she studied at SMP Negeri 1 Parepare and finished her Junior High School on 2012. After that, she continued her studying in high school, she studied at SMA Negeri 4 Parepare and graduated on 2015. In the same year she continues her study at State Islamic College (STAIN) Parepare and now it was changed become State Islamic Institute (IAIN) Parepare. On 2019, she completed her skripsi under the title “Improving the Students’ Vocabulary Mastery through Look and Say Method at the Eight Grade of SMP Negeri 1 Parepare”