

**QUICK MEMORIZING TECHNIQUE USING GESTURE IN  
IMPROVING VOCABULARY AT VIII GRADE  
STUDENTS OF SMPN 8 PALOPO**



**IAIN PALOPO**

**A THESIS**

*Submitted to the English Study Program of Tarbiyah and Teacher  
Training Faculty of State Islamic Institute of Palopo for S.Pd  
Degree in English Education*

**Composed by:**

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**ENGLISH DEPARTMENT  
FACULTY AT TARBIYAH AND TEACHERS TRAINING  
STATE ISLAMIC INSTITUTE OF PALOPO**

**2019**

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STATE ISLAMIC INSTITUTE OF PALOPO**

**2019**

## THESIS APPROVAL

This thesis, entitled “Quick Memorizing Technique Using Gesture In Improving Students Vocabulary at the Eight Grade Students of Junior High School Eight Palopo” written by Witri Febrianti Subair, Reg. Number 15 0202 0111, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Saturday, September 21<sup>st</sup> 2019 M**, coincided with **Muharram 21<sup>st</sup> 1441 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

Palopo, September 21<sup>st</sup>, 2019 M  
Muharram 20<sup>th</sup> 1441 H

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Demikian untuk di proses selanjutnya.

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**IAIN PALOPO**

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## ABSTRACT

**Witri Febrianti Subair, 2019, Quick Memorizing technique Using Gesture in Improving Students' Vocabulary at the Eight Grade Students of SMPN 8 palopo. Thesis tarbiyah Department. Consultant (1). Dr. Abdul Pirol, M.Ag (2). Wahibah S.Ag. M.Hum**

*Key Words: Improving Vocabulary, Quick Memorizing Technique, Quasi-Experimental Design.*

The researcher aimed to find out whether the use of Quick memorizing technique using gestures is effective to improve students' vocabularies or not at the Eighth Grade Students of SMPN 8 Palopo. The objective of this research is the students who were taught by using Quick memorizing technique had effective than the students were taught without by using Quick Memorizing Technique through gesture.

In this research, the researcher used quasi-experimental design and conducted in six meetings. The researcher conducted pre-test, treatment and post-test in experimental class and control class. The population of this research was the eighth grade students of SMPN 8 palopo. The researcher used purposive sampling technique the sample of this research was 60 students. They were divided into two classes: 30 students in experimental class and 30 students to control class. The instrument used to collect data was vocabulary test.

The data of this research were analyzed in percentage by using SPSS program version 20. And the finding of this researcher showed that the students who are taught by using gesture is effective in improving students vocabulary to the eight grade students of SMPN 8 Palopo. The students result of the mean score in pretest of experimental class was lowest than the mean score in the post-test ( $44.03 < 80.43$ ). the researcher found that probability value is lower than alpha ( $\alpha$ ) ( $0,00 > 0.05$ ). Meanwhile, the mean score of students' in pre-test of control class was lowest than the mean score in posttest ( $48.16 < 67.40$ ). It means that the mean score of post-test in experimental class is better than the mean score of post test in control class ( $80.43 < 67.40$ ). The researcher concluded that the Quick Memorizing Technique Using Gesture can Improve students' vocabulary.

# CHAPTER 1

## INTRODUCTION

### A. Background

Vocabulary is very influential at the ability of students in learning English especially at the level of Junior High School education. It proves that communication is a key to associate and interact to another people, and all people need and implement it wherever and whenever they live. Allen (1983) says that much of the vocabulary English textbook must be learned. Without it, no one can speak or understand the language. The learner who understands vocabulary well will have an impact on the process of good communication.

There are some technique to improve student's vocabulary, one of the technique is memorising technique using gesture. According to Goldin- Meadow gesture technique is cooperative learning and helps listeners to understand information to spoken content of the message and it is especially relevant for students. Memorizing using gesture technique is a good strategy to make students briefer to express themselves to express their ideas and generated it with each other<sup>1</sup>.

Memorization has a great influence on the ability of students in speaking and have the power to deepen their knowledge, especially in learning English. Memorization is the ability to organize, receive and review information<sup>2</sup>. Then the

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<sup>1</sup> Abner N., Coerrider K., Goldin-Meadow S. (2015). Gesture for linguists.

<sup>2</sup> Journal teknik menghafal cepat (Compatibility Mode)-Direktori File UPI/ Trainer/Brain Coach Memory Skill & study Skill 2002, accessed on 09 mei 2019

understanding and development of their thinking will be wider. By memorizing the vocabulary, one can immediately know what people are saying by using a foreign language. Students who can memorize quickly then they will be very proud to have more than one language and can be categorized as a diligent and diligent student in learning.

Quick memorizing technique is a way to enter information into the brain to (memorize) by involving the right brain. According to Roger Sperry the human brain used to think is divided into two parts, namely the right brain, and the left brain, the right brain plays an important role in the development of creativity in memorization.

The Researcher will applies a way to memorize students quickly by using Gesture in the demonstration by one student and the other students will guess. Then, the Researcher will include gestures to memorize quickly so that students can be interested and easily absorb what they will have to memorize. In teaching method especially in teaching vocabulary we have to choose important word that always be used by the students in this case the vocabulary that can be used for the language performance. For example for vocabulary for daily communication etc.

Based on the previous explanation I conclude that using gesture technique in improving vocabulary students to awaken students to be interested and not bored in the learning process and for students to memorize easily thier to what he will memorizing. So students have to learn an memorize many of vocabulary in order can speak english well.



Gesture is a form of non-verbal communication with actions that seem to communicate a particular message, both as nutritional and parallel to the words. Cues include movement of the hand, face, or other parts of the body. Every communication is received by another person, there will be a question that occurs depending on the strength of the interpretation. body language and focus on messages abstracted by the recipient. Body language as a message with separate symbols that can be communicated verbally, cannot be translated properly without conversion<sup>3</sup>.

Based on observations collected by researchers at the school at SMPN 8 Palopo, especially in class seventh. Most students do not know the meaning of the vocabulary even they also say that memorizing the English vocabulary is very difficult. so that students are able to increase their vocabulary insight. learn to use artificial objects. Realizing the problem above, teachers have to find out a method or technique to overcome the problem that can help students in improving their vocabularies. in this researcher use gesture technique or media in improving students vocabulary especially for the junior high school because we can not deny that they are still lack of vocabulary.

Therefore, The researcher is interested in conducting the research entitled "Quick memorizing using technique gesture to improving vocabulary at seventh grade students of SMPN 8 Palopo". Therefore, the researcher uses experiment research method because the researcher wants to know the success of the media after used in SMPN 8 PALOPO especially in the 8<sup>th</sup> years.

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<sup>3</sup>Kendon, Adam. (2004) *Gesture: Visible Action as Utterance*. Cambridge: Cambridge University Press. [ISBN 0-521-83525-9](#)

## **B. Research Question**

Base on the background above the researcher formulated the research question as follow:

Is quick memorizing technique using gestures effective in improving students' vocabulary at the eighth grade of SMPN 8 Palopo ?

## **C. Objective of the Research**

Base on the research question previously, the researcher puts objective to find out whether the use of Quick memorizing technique using gestures is effective to improve students' vocabularies or not.

## **D. Significances of the Research**

The significance of the research consists of two categories as follows:

### **1. Theoretically**

This research is expected to give a contribution on how to learn and memorise vocabulary by gesture technique and find out alternative way in teaching English, especially in memorising technique vocabulary using gesture. In addition, the result of this research can be used as a reference for everyone who wants to explore a research to teaching English Vocabulary.

### **2. Practically**

The result of this research is expected to be useful information for all teachers and the students in learning vocabulary . In addition, the result of this research can help the students can be easy mastery of Lesson material then Concentrate, students Increase spirit and motivation in learning, Interesting

students to learn, Help students to remember longer and implement the knowledge gained Stimulate students' thinking and reasoning, Improve the imagination and creativity of students. And helpful For Teachers, expand the Lesson material collection then, Can be easily delivery material Abstract lessons, Helps overcome language, Avoid the tedious learning of verbalism, Creating effective and efficient learning.

#### **E. Scope of the Research**

The research is limited to the effective of Quick Memorizing technique using gesture in Improving Vocabulary At seventh Grade Students Of SMPN 8 Palopo. The students will be given some vocabulary focus on nouns, adjectives and verbs as teory in quick memorizing using gesture technique.

#### **F. Operational Definition**

Based on the tittle above, quick memorizing technique using gesture in improving vocabulary students' of SMPN 8 Palopo, the writer give definition as follow:

1. Vocabulary is all the words a person knows or used, all the words in a language, list the words with their meanings, especially in a book for learning foreign language
2. Quick memorizing technique is a technique which memorise in a short period of time. As for the approach to fast memorization there are 5 methods: memorise outside the head, make a list that you need to memorize and add imagination in the process of memorization so that it is easy to

remember, read what has been memorized, and practice what you have memorized.

3. Gesture or body language is the motion of the limbs of the human body such as the eyes, Lips, shoulders, hands, feet, when communicating. Or motion reflexively happened as a form of strengthening communication message about the ongoing. using gestures when speaking isn't just a way to engage your audience and to help them remember your content, either. Gestures help you, the speaker, learn, remember, and articulate your speech.



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## CHAPTER II

### REVIEW OF RELATED LITEERATURE

#### A. Previous Studies

In writing this research proposal, the researcher found some researchers related to this research as follows:

Wulan Susanti, *Improving students' vocabulary mastery through gesture (A Classroom Action Research at the Third Grade of SD Muhammadiyah Bekonang, Mojolaban Academic Year 2008/2009)*. This research is a classroom action research. This classroom action research was conducted at the third grade of SD Muhammadiyah Bekonang, Mojolaban academic year 2008/2009. The objective of this research is to know whether the implementation of gesture is able to improve the student's vocabulary mastery or not. In this research, the writer only focuses on the vocabulary mastery on meaning. The action hypothesis of this research is that the implementation of gesture is able to improve the student's vocabulary mastery. This classroom action research was conducted in two cycles. Each cycle consisted of four steps, namely planning, action, observation, and reflection. In collecting the data, the writer use observation, test and documents. The writer was the teacher and her partner was the observer in this implementation of gesture. The result of the observation served as field notes, while the test was conducted before and after the action in each cycle. The result of the research shows that gesture can improve the student's vocabulary mastery. It also improved the students participation in learning vocabulary. It made the

students learn English much easier. Moreover, the student's vocabulary achievement during the research was better than their previous vocabulary achievement. In addition, their vocabulary mean score in the first cycle was 5,993 and improved to 7, 003 in the second cycle.<sup>4</sup>

Rath Irmawati Fadli, *Improving students speaking Skill Using Gesture Technique ( A Classroom Action Research at The English Grade Students of SMPNegeri 23 Surakarta in 2014/2015 Academic Year )*. This research aims at :

- a. findings out wheter the use of gesture technique in teaching English can improve students speaking skill at the eight grade of class G of SMP Negeri 23 Surakarta in 2014/2015.

Asih Winarni, *The Effectiveness of Using Gesture to Improve The Vocabulary Mastery Of The Fifth Grade Students At SD NegeriKeduren The Academic Year Of 2012 / 2013*. This final project is an experimental research. The goal of this research is to find out the effectiveness of using gesture to improve vocabulary mastery of the fifth grade students at SD NegeriKeduren in the academic years 2012/2013. In this research, the writer took one class as the sample the subject research is class V which consists of 33 students. While the instrument that was used in this thesis, was test. In collecting the data, the writer used pretest and post-test. Before conducting post-test, the writer gave treatment. After getting enough data, the writer calculated the data using t-test pooled-variance. Based on the previous computation, the mean score of pre-test was 48.24 and the mean of post-test was 71.51 to see whether the hypothesis was

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<sup>4</sup>WulanSusanti, *Improving students' vocabulary mastery through gesture (A Classroom Action Research at the Third Grade of SD Muhammadiyah Bekonang, Mojolaban Academic Year 2008/2009)*. UniversitasNegeri Surakarta, 2009, p.

accepted or rejected, the t-value was consulted to the t-table at the 0.05 significance level. It shows that the t-table was 1.697 and the t-value was 9.397. It means that t-value was higher than t-table, that was  $9.397 > 1.697$ . The validity of pre-test and post-test was 22 items valid and 3 invalid items. The reliability of pre-test was 0.894 and the reliability of post-test was 0.899. So, it can be concluded that the use of gesture to improve vocabulary mastery of the fifth grade students at SD Negeri Keduren in the academic years 2012/2013 was effective.<sup>5</sup>

Based on the previous explanation above, the research found that there were similarities and difference between previous research and current research. The similarities are the use of gesture in improving students vocabulary. The differences are previous reseaches used classroom action reseach method and this research will use Quasi experimental method.

## **B. Some Pertinent Ideas**

### **1. Definition of Vocabulary**

The terms of vocabulary have several meanings. Many experts have proposed the definitions of vocabulary. According Jeremy Harmer (1992), States the Vocabulary was seon as incidental to the main purpose of language, namely the acquisition of grammatical knowldage about language.<sup>6</sup>

Basides that according Pieter A.Nopa, explains that vocabulary is on of the component of language and that language axist withot words are sign or symbols for ideas, there are means by wich peole exchange the thought , the

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<sup>5</sup>Asih Winarni, *The Effectiveness of Using Gesture to Improve The Vocabulary Mastery Of The Fifth Grade Students At SdNegeriKeduren The Academic Year Of 2012 / 2013*, Universitas Muhammadiyah Purworejo, p.

<sup>6</sup>Jeremy Harmer *The Practice of English Language Teaching* [Newyork London 1992].

more words we learn, the more ideas we should have so we can communicate the ideas more effectively.<sup>7</sup>

Long Han Richard (1967), definition of the vocabulary as an essential component of all uses of language, because it would be impossible to learn a language without vocabulary or words.<sup>8</sup> And the other definition explains that, Vocabulary as the content and functional words of a language which are learned though the words having meaning when heard or seen though not produced by individual itself.<sup>9</sup> According to Wilga M. Rivers, It would be impossible to learn a language without vocabulary or words vocabulary is the main part in a sentence, very impossible to be mastered and we cannot organize our idea in sentence without words.<sup>10</sup>

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, write without an extensive vocabulary strategies for acquiring new vocabulary, learners often achieve less than their potential and be discouraged from making use of language learning.

From the definition above, we can see that vocabulary is one of the components of language and no language exist without words. Without vocabulary we cannot communicate each other, so we have to learn and memorize many of vocabulary in order we can speak English well.

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<sup>7</sup>Pieter.A.Nopa, Vocabulary Development skill, [cet.1; Yogyakarta : Kornisius, 1991].

<sup>8</sup> Michael H. Long and Jack C. Richards, Methodology in TESOL : A Book of Reading [New York : Harper Row Publisher inc, 1967].

<sup>9</sup> C.V Good Dictionary of education [New York. M.C. Growhill book company, 1959]

<sup>10</sup> Wilga M. Rivers, Teaching foreign-language skills. 1968



## 2. The Types of Vocabulary

There are four types of vocabulary, those are:

- 1) Active speaking of vocabulary is word that the speakers are to use in speaking
- 2) Passive listening vocabulary, words that the listener recognizes but cannot necessary produce when speaking.
- 3) Passive reading vocabulary refers to words that a reader recognizes would not necessarily be able to produce.
- 4) Active writing vocabulary, words that a writer is able to use in writing.<sup>11</sup>

## 3. How to Learn Vocabulary

Learning vocabulary is very important part of learning a language. The teacher should know which are important to learn because many words will not be useful to the students.

### 1) Which words to learn?

Every day you hear or read many new English words. You also find them in your dictionary when you are translating from your own language. You cannot possibly learn all these new words, so your first problem is decide which ones to concentrate on. Here some suggestion which words to learn namely:

- a) Learn the words that are important to the subjects they are studying.
- b) Learn the words that they read or hear again and again.

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<sup>11</sup> Kenji Kitao and S. Kathleen Kitao, types of Vocabulary. Accessed at <http://www.mifi.gov/partnershipforreading/publishings/readfirstvocab.html>. 2000.

- c) Learn the words that they know will often want to use in yourself
- d) do not Learn words that are or not usefull ( your teacher can help you with this)

## 2) How to Learn Words ?

Once you have which words to learn, you next have to decide how you are going to learn them. Here are a few ideas :

- a) Write the words in a notebook (with their translation or definition)
- b) Write the words and devinition on small cards
- c) Say the words many times
- d) Put the words into differen groups.
- e) Use the words in their own speaking or writing.<sup>12</sup>

## 4. Strategy of Memorizing Vocabulary

In general, the strategy refers to the students memorize of vocabulary involving the relationship between words delivered with studied words and some previously learned knowladge. It state that “the type of elaborative mental procces is memorizing strategy plays an important role in helping students to learn new words into memory and the whole proces of learning vocabulary. Memorization strategy using keywords or mentioned characteristics of new words or methods using physical action when learning a word, something that is easy to do, but should be considered carefully.

A good formula used in fast memorizing that are :

- 1). alphabetical system

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<sup>12</sup> <http://esl.fis.edu/learners/advice/vocab.htm> accessed on August 15<sup>th</sup> 2018

- 2). system form
- 3). word change system
- 4). picture system<sup>13</sup>

#### 5. Vocabulary selection

Teaching vocabulary is an important part of language and it must be done carefully. English teacher should know which words will not be usefull to the students. One of the problems vocabulary teaching is how to select what words to teach. Useful words are the word that occurs frequently in every day English. It is mean that, for beginner they only know from what they see, they hear, and etc.

#### 6. Expediency

Expediency vocabulary teaching occurs when the classroom demand it, engages the students interest, the students demands to know the meaning of a words a word and the couse book dictates it.<sup>14</sup> When the students learn the first language, they are must developiung concepts while learning the ways their language community expression. They may later use language in innovative ways to new concept.

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These are some ways to learn vocabulary:

- 1) Students need to learn how to commit vocabulary to long term memory and using gesture.

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<sup>13</sup> Journal teknik menghafal cepat (Compatibility Mode)-Direktori File UPI/ Trainer/Brain Coach Memory Skill & study Skill 2002, accesed on 09 mei 2019.

<sup>14</sup> Ibid.p.64

- 2) Students must learn to discriminate variations in distribution and new bounds of meaning.
- 3) Students do not always realize that words are constructed of morphemes which share the burden of meaning among them.
- 4) Students should learn to penetrate disguises.
- 5) Students must learn how to discover new words for themselves.
- 6) If they are not become discouraged, they need to learn that vocabulary is elastic and they can make much of the little know by paraphrase, circumlocution and definition.
- 7) The students must learn how to augment their own vocabulary steady and systematically.<sup>15</sup>

### **C. Memorization Concept.**

#### **1. Memorization**

According to Richards, Platt, and Platt (1992, p.226), Memorizing is the process of establishing information in memory. The term 'memorizing' usually refers to the conscious processes. "This means the learners use memorization consciously and they think about the process of memorization when they are applying it.

Oxford Advanced Learner's Dictionary (2005) that "Memorizing is to learn something carefully so that you can remember it exactly."

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<sup>15</sup>Wilga M. Rivers, Teaching foreign Language Skill. ( Chicago and London : The University of Chicago Pres, 1981), p. 464

This technique is similar to a description of a cognitive learning strategy called rehearsal (O'Malley & Chamot, 1990).<sup>16</sup>

Memory has two Parts there are Concentration (you have to get it before you can forget it) and recall. It is a natural tendency to divide our attention, e.g., driving in the car while listening to the radio, but when we can focus exclusively on material we are attempting to learn, we have a better chance to complete the memory task quickly and accurately. Draw on information from your background for pictures or a mental image. This helps you to utilize both the left and right hemispheres of your brain, which have certain socialized functions.<sup>17</sup>

According to Dr. John Tenny there are ideal conditions to improve concentration and recall in class and while studying as follow:

- Pay attention to get information right the first time. It's difficult to replace wrong information with the right information
- Make certain that you understand a concept - its very difficult to recall what is fuzzy. Read and then reread before class, ask questions and try to explain the concept to someone else during your review session.
- Use chunking, there are limits to how much we can recall, but these limits expand when the material is meaningfully

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<sup>16</sup> Oanh, Duong Thi Hoang, & Nguyen Thu Hien. (2006) "Memorization and EFL Students' Strategies at University Level in Vietnam." TESL-EJ 10.2 : n2

<sup>17</sup> Willamette University (1987) Memorization Techniques. [academicSupport@willamette.edu](mailto:academicSupport@willamette.edu)

organized, e.g., what are the three key concepts of the chapter and how are ideas grouped under these key ideas. Cluster ideas around a heading or category. One item may serve as a cue to another during the exam.

- Be selective - condense and summarize. This helps to make the time requirements more manageable. Remember: Memorization Secondary to Comprehension.
- Mnemonic devices can serve as organizers for new information, either classic acronyms such as Every Good Boy Does Fine to represent the lines on the musical staff EGBDF, or individualized ones that you design for yourself. Be sure to memorize completely as a small error will create difficulty when utilizing these techniques.
- Create a peg on which to hang the information you want to remember. It might be a rhyme, an unusual image or maybe a sequence, e.g., remember your grocery list by visualizing going through the aisles in the market.
- Eliminate distractions:
  - Use a "cue" - e.g., when you are wearing a certain baseball hat, you are not to be disturbed. Use your desk to read, review, write letters but use your bed only to sit on for a relaxing break.

Remove obstacles, a sound or visual background which is unobtrusive may help to screen out distractions.

Have all of your equipment available before you begin, lamp, pencil, good comfortable chair, books and paper clips, etc.

Record stray thoughts on a note pad, but don't act upon them. Call this your worry pad, e.g., personal tasks that need to be completed. Make your to do list for the week before you start, or as a study break, to get random thoughts out of your head.

- Check your concentration as you go generally toward the end of every other page, but more often if the reading is dense in terms of facts, definitions, equations, etc. Test yourself on identifying the main idea, restate in your own words.
- Use all of your senses, e.g., draw on the board, trace it over and over, look for unique visual patterns, talk it out to somebody, rehearse it in the mirror.
- Erase to remember. Write out what you need to recall for an exam completely in pencil. Progressively erase words as you commit them to memory. (Thanks to Dr. John Tenny for this idea).<sup>18</sup>

## 2. Memorization Technique using gesture

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<sup>18</sup> WillametteUniversity(1987)MemorizationTechniques.[academicSupport@willamette.edu](mailto:academicSupport@willamette.edu)

There is quick memorization technique using gesture According to Ayu Rini (2012):

Spelling Memory Gesture is one of the games that can make students more interested in learning English, especially in adding to the vocabulary they have. The system in this game is a group. Before starting the game, form several groups, a minimum of eight students in each group. This Gesture spelling game emphasizes the use of body language or sign language in spelling words that are instructed. All groups must use gestures to spell all the words used in the game.

The ways to use this technique:

a. The first activity:

- Make some groups before play to game.
- Teacher will Determine and give one topic for each group, and each group has a different topic.
- Group A will be given a topic about 'School'.
- Each member of group A, must have a vocabulary about school, including parts of the school. This activity makes students think more and build their ideas.
- After that students will go to infront of class to write each vocabulary that they know. Then explain the class



of words from the vocabulary they write (specifically for the group of players, namely group A).

- After that the other groups will write in a paper and remember all the vocabulary written by group A.

- Students will be given 5 minutes to memorize the vocab of the opposing group and practice with their group mates.kegiatan kedua

a. The second activity

Give the first group the opportunity to read a word, for example cow, then the student must spell with the following conditions:

**A** : Raise right hand

**I** : show to your self

**U** : show your teacher

**E** : Raise left hand

**O** : Appointed that open mouth

**Example I to ways spell word “ COW” As follows :**

**C** : say ‘C’

**O** : Appointed that open mouth

**W** : say ‘W’ .

**Example II to ways spell word “Teacher” as follow :**

**P : say Pi**

**O : Appointed that open mouth**

**L : say L**

**I : say I**

**C : say C**

**Y :say why<sup>19</sup>**

This second activity, aims to train students to recall vocabulary they have memorized even though in a different way. This proves that students really remember what they have learned.

3. Recommendations for gesturing as a memory device:

- a) Train yourself to gesture more. Prod yourself in your speech notes to gesture, either with specific, meaningful gestures or planned, “spontaneous” gestures. This will seem awkward at first, but you don’t have to use all the gestures that you try out.
- b) Watch some TED talks focusing on the gestures. Get some ideas to try.
- c) Experiment with having a specific gesture for each of your speech points. See for yourself if doing so helps with recall.
- d) Video yourself practicing and watch for what works, and what doesn’t. Gestures, even if planned, must flow naturally as you speak. If you script and choregraph your gestures too much, you

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<sup>19</sup> Ayu Rini Handbook Exellent English Publishing Kesaint Blasnc Games gesture Spelling, jakarta-indonesia2012.

may forget your speech, and you may not look or sound natural. Conversely, some spontaneous gestures may be too repetitive (e.g., continually slicing the air). Keep in mind that you may need to adjust the size/type of gestures to the audience or venue size (bigger gestures for a bigger audience).

- e) Practice your speech as you plan to give it, including gestures so that the words are encoded in your memory along with the gestures, making recall easier.
- f) Do a culture check on gestures when speaking cross-culturally.
- g) Adjust for recorded speeches. If you are speaking on video, gestures that cut in and out of the frame can be distracting. Either keep gestures out of the frame, or record in a wider shot, to show the gestures<sup>20</sup>.

#### **D. Gesture**

Body language or commonly referred to as gesture is the motion of members of the human body such as eyes, shoulders, hands, feet when communicating with others. Naturally body language is a reflex movement that occurs as a form of strengthening messages surrounding ongoing communication. So from the body language shown we have to know what is wanted by the other person. For example, tapping his fingers over and over again indicates that our interlocutor already wants to end the conversation. Or by shrugging his shoulders, it is a gesture he does not understand what we are talking about. We can

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<sup>20</sup> Diane Wingland 2018 <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3124384/>

understand it even though it is not spoken verbally. A simple example of a low level English class. To teach the meaning of a command line like: Sit down! Stand up! Open the door! It will be easier for students to understand when it is done by the teacher by directly practicing what is ordered rather than writing it on the board and asking students to read and memorize it<sup>21</sup>

Every communication is received by another person, there will be a question that occurs depending on the strength of the interpretation. body language and focus on messages abstracted by the recipient. Body language as a message with separate symbols that can be communicated verbally, cannot be translated properly without conversion<sup>22</sup>

Gesture is a form of nonverbal communication in which the actions of the body are seen to communicate certain messages and very important in the world of education. By doing such body movement child's language development will occur and they will learn to express new words and meaning. As a result, teachers or adults can understand those developments. Furthermore, non-verbal communication like gesture helps to develop child's first language acquisition thinking that they will be able to express themselves verbally in future<sup>23</sup>.

In communicating, often our body participate convey the implied message to the other person. It is precisely this gesture from our body that conveys a more honest message than we say. But unfortunately cues body or body language is

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<sup>21</sup><https://www.kompasiana.com/20101995/penggunaan-gesture-dan-metode-lams-dalam-pengajaran-bahasa-inggris>.

<sup>22</sup>jurnal+tntang+gesture+tubuh&oq=jurnal+tntang+gesture+tubuh+&aqs=chrome..69i57.19489j0j7&sourceid=chrome&ie=UTF-8

<sup>23</sup> Teller, Marion (2007). How do teacher's gestures help young children in second language acquisition? Proceedings of the meeting of interntional Society of Gesture Studies.

difficult to read if we do not know the meaning. And by knowing body language, we can know the feelings of the other person who does not want to convey. Therefore, it is very important for us to understand at least some of the body language that appears in communication, so that we can better understand the other person<sup>24</sup>

The purpose of the use of educational gesture is to create a learning atmosphere so more fun then learners are more enthusiastic in listening & explore the material then the endnyapara learners can be able to win & deepen all the material that has been studied. There are two main types of gestures: beat gestures (simple, non-meaningful movements produced with the rhythm of the speech, such as a hand flip with an open palm) and iconic gestures (meaningful gestures). For adults, both types of gestures aid recall<sup>25</sup>.

The benefits of visual media in the learning process is to facilitate the relationship between teachers and learners along the road:

- a. Making learning process more interesting
- b. Making learning process more interactive
- c. Improve efficiency in time & effort
- d. Improve the quality of the results of student science
- e. Avoid situations of learning that verbalism

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<sup>24</sup><https://pakarkomunikasi.com/bahasa-tubuh-dalam-komunikasi>

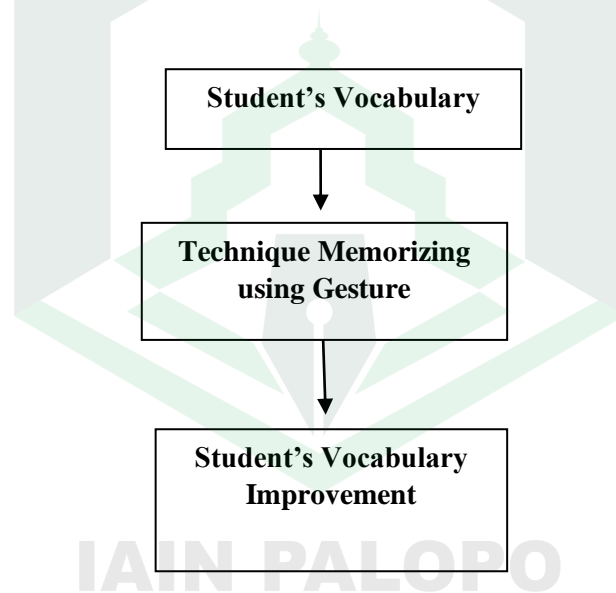
<sup>25</sup>DianeWindingland,(2018).<https://www.sciencedirect.com/science/article/pii/S0010027714000511>

f. Learning media will clarify the presentation of messages & news then it will accelerate & improve the process & learning<sup>26</sup>

### **E. Conceptual Framework**

Vocabulary is an important part of language. In learning Vocabulary there many ways that can be used. But in this case the researcher will use memorising technique through gesture in improve students vocabulary.

Base on the statment above, the researher focus on the effectiveness of quick memorizing technique usning Gesture game to improve students vocabulary. The Conceptual framework in this research is show in the diagram below:



In diagram above was classified in the following:

There are some ways to develop students vocabulary such using Gesture. In memorizing vocabulary, the teacher have made students interested in learning process. In connection with the importance of vocabulary

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<sup>26</sup> <https://schilperoort.wordpress.com/2016/04/26/kelebihan-menggunakan-alat-peraga/>

expansion in the students beginner learner study as English teacher should look for some effective way in memorizing vocabulary. One of the way to effective learning teaching vocabulary is considered to be usefull if students and teacher creat a good situation and cooperation. With use gesture in learning process will make a good situation (fun and interesting), effective teaching vocabulary, can improve their vocabulary, motivate. The students memorizing vocabulary using gesture can developing students vocabulary. The students will be given some vocabulary related to nboun, adjective an d verb as teori quick memorizing technique using gesture in improve students' vocabulary.

#### **F. Hypothesis**

This hypothesis is interim answer toward the result that be expected. Base on the explanation at the chapter one. So Hypothesis in this research is described as follows:

1. Null Hypothesis ( $H_0$ ): there is no significan difference for students experimental class after apply quik memorizing tecnique using gesture in improving vocabulary students.
2. Hypothesis ( $H_a$ ): there is significan difference for students in exerimental class after aplying quick memorizing technique using gesture in improving vocabulary students.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Method

##### 1. Research Type

This research applied Quasi-experimental research. Quasi experimental is involve two groups of students with pre-test and post-test. According to Donal Ary et al, quasi experimental is experiment research design that has lack randomization of group.<sup>27</sup> Quasi experimental needed two similar groups as the sample of the research. As Latief states that quasi experimental research is the research which takes sample form two different classes in the same grades which has similarity. The classes are experimental group and control group.<sup>28</sup>

The Experimental groups is the group who teaching on vocabulary using gesture. Besides that, the control group is the group who are not to memorizing vocabulary using Gesture technique.

The reseacher use pre-test and post-test in both exerimental group and control group. The aim to find out technique memorization using gesture in improve students vocabulary and to get the effectiveness significant by comparing by pre-test and post-test both of experimental class and control class.

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<sup>27</sup> Donald Ary, Jacobs, LC, and Razavie, an Introduction to Research in Education: Third Edition (New York: CBS Collage Publishing, 1985) 302.

<sup>28</sup> M. Adna. Latief, Tanyan Jawab Metode enelitian Pembelajaran Bahasa (Malang:UNM Press, 2010) 120.



## 2. Research Design

The researcher design in this research could be seen as follows:

**Table 3.1 Research Design**

Groups	Pre-test	Treatment	Post-test
E	$Y_1$	X	$Y_2$
C	$Y_1$	-	$Y_2$

Where :

E : Experimental Group

C : control group

X : treatment

- : Non treatment

$Y_1$  : pre-test

$Y_2$  : pro-test

If the result of post-test is better than pre-tes, it means the program was effective. If the result of post-test similar to the pre-test it means that the program was not effective.

### **B. Variables of the Research**

In this research, there are two categories of variables as follows:

1. Dependen variable by using memorizing technique through gesture to improvement of students vocabulary.
2. Independent Variable is improvement students' of vocabulary.

### **C. Population and Sample**

#### 1. Population

The population of this research were the eighth grade students of SMPN 8 Palopo academic years 2019/2020. The total population was 240 students which were distributed of 8 classes, they were VIII 1, VIII 2, VIII 3, VIII 4, VIII 5 and VIII 6, VIII7, VIII8.

#### 2. Sample

Sample of this research, the researcher applied purposive sampling technique because both of classes was given by the teacher and students' vocabulary of the classes was still need to improved. In this case, the research took two classes namely class VIII.3 as an experimental class and VII.4 as a control class. Each class consisted of 30 students and the total students were 60 students.

### **D. The Instrument of the Research**

In conducting this research, the researcher used some instruments in collecting data during the process of the research those instruments are:

#### 1. Vocabulary test

The researcher uses vocabulary test which consist of three points. They are about (nouns, verbs, and adjectives). Every classes words nouns, Verb, and adjective each has 10 vocabulary and the totally of vocabulary tes is 30. Each Vocabulary has 1 scores. If the students can answer all the questions correctly. Then the totall score is 30. If students answer only 10 Vocabulary the student's

score is 10. In this case the researcher will use vocabulary test to make sure and to find out students' vocabulary in the pre-test and post-test .

### **E. The Procedure of Collecting Data**

The data will be collected by using the procedures as below:

#### 1. Pre-test

Before doing treatment, the researcher applied pre-test. The researcher distributed to identify the students prior knowledge in vocabulary. The researcher will give some of vocabulary test. The research will give questions about vocabulary that have done their memorised. Then the researcher will give an example of memorizing technique using gesture about noun (animals and place), and adjective ( human characters and animals).

#### 2. Treatment

The researcher gone treatments in the classroom after pre-test. The researcher will conduct treatment, it will be done for sixteen meetings, the steps as follows:

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### i. Experimental class

#### a. The first meeting

- Researcher explaine to the students what is vocabulary and the importance of learning and memorizing vocabularies.
- Researcher will introduces quick memorizing technique using gesture and how to play

- After that, the researcher gives an example of playing quick memorizing technique word through gesture.

Example:

FAMILY : for this method used in a group system, researchers will divide students into several groups that are members in accordance with the number of words determined by the researcher. then the students make a line up in front of the class as well as the opposite. they face each other after that the researcher shares one letter for one student.

- FAMILY (whose letters are 6 so the researcher will call 6 students who will test and 6 students who will answer, then they have to shout each letter he gets.
  - The researcher will gives 10 minutes to arrage the letters in their paper
  - Then the researcher divied the students in to 6 groups, each groups have 5-6 students.
- The researcher will give some topic to each groups

Group A :Part of the house

Group B: School

Group C: Beach

Group D : mountain

Group E: Supermarket

Group F : Hospital

- Each meeting there are 2 groups will present about their topic then the other group will answer and guessing

b. The second meeting

- The Researcher repeat the material obtained at the before meeting.
- The Researcher will order to students for make 6 group. Each of the groups will get the different a topic to be use as learning material and start learning process.

Topic of each group:

Group A :Part of the house

Group B: School

Group C: Beach

Group D : mountain

Group E: Supermarket

Group F : Hospital

- Each meeting there are 2 groups will present about their topic then the other group will answer and guessing.
- So in this meet the researcher will give the topic for group A and B. Groups A the topic is Parts of the house. And for groups B the topic is school.
- The researcher will gives 10 minutes to arrange the letters in their paper

- Before the lesson is finish the Reseacrher will tell about groups C and D to ready for the next meeting.

c. The third meeting

- The Researcher repeat the material obtained at the before meeting.
- The researcher will show the students to come forward to show the topic that has been given at before meeting.
- The researcher will order to students to practice by using the method thoutg yesterday.the vocabulary uses is that has been given.
- So in this meet there are groups C and for groups D. their topic is beach and montain.
- The researcher will gives 10 minutes to arrage the letters in their paper.
- Before the lesson is finish the Reseacrher will tell about groups E and F to ready for the next meeting.

d. The four meeting

- The Researcher repeat the material obtained at the before meeting.
- The researcher will order the next groups to come forward to show the topic that has been given at before meeting.

- The researcher will order to students to practice by using the method thought yesterday. the vocabulary uses is that has been given.
  - So in this meet there are groups E And for groups F. That the topic are supermarket and hospital.
  - The researcher will gives 10 minutes to arrage the letters in their paper.
  - Before the lesson is finish the Reseachr will give chance to the losing group will repeat again their topic.
- e. The fifth meeting
- The Researcher repeat the material obtained at the before meeting.
  - The researcher will order the next groups to come forward to show the topic that has been given at before meeting.
  - The researcher will order to students to practice by using the method thought yesterday. So in this meet there is the losing groups will repeat again their topic.
  - The researcher will gives 10 minutes to arrage the letters in their paper.
  - Finnally, the researcher will gives score to the winning grou in record.

#### ii. Control Class

The steps on teaching vocabulary in control class describe as follow:

- a. The researcher explain about Vocabulary, types, and give example
- b. The researcher assigned students to write vocabulary about noun (animals), adjective (human character), and verb (their activities in their home or school)
- c. The researcher asked to the students to write the answer on board.
- d. The researcher gave students (checked students assignment and returned to students)

iii. Post-test

After giving treatments to the students, the researcher will give post-test to find out the achievement of the students and their progress after giving treatment. The researcher will test the students vocabulary to write all of that have to memorise by their selves about noun (animals), adjective (human character), and verb (their activities in their home or school).

#### **F. Technique of Data Analysis**

The data collected through pre-test and post-test. Data will be analyzed in percentage by using the formula as follow:

1. Scoring classification

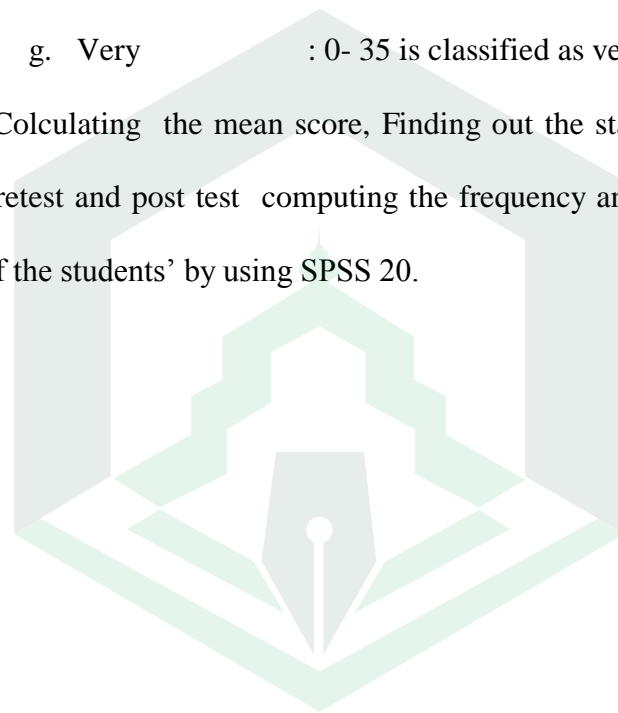
Looking for students score, by using the following formula:

$$\text{Score} = \frac{\text{the total of the students' correct answer}}{\text{The total of items}} \times 100.$$

2. The score is core classified into criteria interpretation score as follows:



- a. Excellent : 95-100 is classified as excellent
  - b. Very Good : 86-95 is classified as very good
  - c. Good : 76-85 is classified as good
  - d. Fair Good : 66-75 is classified as fair
  - e. Fair : 56-65 is classified as fair
  - f. Poor : 36-55 is classified as poor
  - g. Very : 0- 35 is classified as very poor.<sup>29</sup>
3. Calculating the mean score, Finding out the standards deviation of pretest and post test computing the frequency and the rate ercentage of the students' by using SPSS 20.



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<sup>29</sup> Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktis*,( Jakarta:Rineka Cipta, (1998), p 185

## CHAPTER IV

### FINDINGS AND DISSCUSSION

#### A. Findings

The reseacher achived the data in the form of score. The score divided form the test. There where pre-test and post-test. The pretest was held in 27<sup>nd</sup> August, 2019. Before giving the pre-test the researcher didi the treatment to experimental Class ( VIII.3) were held in 28<sup>th</sup> August until 04<sup>th</sup> Sept 2019. The last post-test held in 05<sup>th</sup> Sept 2019. The researcher will discuss the finding the students vocabulary between the experimental classes were given the treatmen and control class were not given the treatment.

##### 1. The Analysis of Students' Pre-test Score

In the following analysis, it would be presented research findings. The score of students' pretest was collected. The research discused the finding of the students' vocabulary between the experimental class were given the treatment and control class were not given the treatment.

##### a. The students pretest of exerimental and control classes

The pretest was conducted in order to measure the students'vocabulary in experiment class before giving treatment by using memorizing technique through gesture and without using gesture in control class. The following are the description of the students' pre-test score in the exerimental and control class.

Table 4.1

The students' pretest of experimental class and control class

Respondents	Pretest of Experimental Class	Pretest of Control Class
R1	30	30
R2	36	40
R3	66	56
R4	40	60
R5	40	63
R6	30	30
R7	36	73
R8	36	66
R9	50	30
R10	36	36
R11	36	30
R12	36	60
R13	40	56
R14	66	40
R15	50	73
R16	50	56
R17	63	40
R18	66	56
R19	40	40
R20	50	66
R21	36	30
R22	36	56
R23	40	56

R24	63	60
R25	30	56
R26	50	30
R27	36	40
R28	30	56
R29	63	30
R30	40	30

Based on the table 4.1 showed that the data result indicates that the students' pretest score of experimental and control class. The data of pretest score of experimental class showed, 4 student's achieved score 30, 3 student's achieved score 66, 6 student's achieved score 40, 9 student's achieved score 36, 5 student's achieved score 50, 3 student's achieved score 63. While the data pretest of control class showed 8 students achieved score 30, 8 students achieved 56, 5 students achieved score 40, 1 students' achieved score 36, 2 students' achieved score 66, 2 student's achieved score 73, 1 students achieved score 63, 3 students achieved score 60.

b. The students' scoring Classification of students' Pretest score of Experimental and Control Class

In this classification, the writer presents the frequency and percentage of the students' pretest of experimental class and control class. It show the improvement of the students in experimental class

and control class after giving treatment by using technique memorizing using gesture.

The following table to be the data achieved from the experimental and control class after giving treatment.

**Table 4.2**  
**Frequency and Percentage of Students Pretest of Experimental Class and Control Class**

No	Classification	Score	Pretest of		Pretest of Control	
			Experimental Class		Class	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	95-100	0	0%	0	0%
2	Very Good	86-95	0	0%	0	0%
3	Good	76-85	0	0%	0	0%
4	Fair Good	66-75	3	10%	4	13,34%
5	Fair	56-65	3	10%	12	40%
6	Poor	36-55	20	66,66%	6	20%
7	Very Poor	0- 35	4	13,34 %	8	26,66%
Total			30	100	30	100%

Table 4.2 showed of the data of pretest in experimental and control class. The data pretest of experimental were 3 students (10%) in fair good classification, 3 students (40%) in Fair, 20 students (66,66%) in Poor classification, 4 students (13,34 %) in Very Poor. While the data pretest of control class were 4 students (13,34%) in fair good classification, 12 students (40%) in Fair, 6 students (20%) in Poor classification, 8 students

(26,66%) in Very Poor And non students'of both classes are excellent classification. And non students'of both classes are excellent classification, Good, and very Good classification.

- c. The mean score and standard deviation of students pretest score of experimental class and control class.

In this part, the researcher described the mean score and standard deviation in order to compare a mean score of pretest in experimental class and control class before giving treatment.

**Table 4.3**  
**The Mean Score and Standard Deviation of Students's Pretest in Experimental Class and Control Class**  
**Descriptive statistics**

**Descriptive Statistics**

	N	Minimu m	Maximu m	Mean	Std. Deviation
Pretest Experimental Class	30	30.00	66.00	44.0333	11.99277
Pretest Control Class	30	30.00	73.00	48.1667	14.52960
Valid N (listwise)	30				

Table 4.3 showed there was a difference betwee the mean score of pretest in experimental and control class. The mean score of pretest in experiential class was 44.03 and control class was 48.16 it means the mean score of pretest in experimental class was lower than the mean score in control class ( $44.03 < 48.16$ ). the standard deviation of pre-test in

experimental class was lower than standard deviation in control class ( $11,99 < 14.52$ ).

- d. The Calculation of t-test pretest of experimental class and control class in this part, the researcher described the colculation of t-tes paired samples statistic and paired sample t-tyest of pretest in experimental class and control class before giving treatment.

**Table 4.4**  
**The paired Samples Statistic Pretest of Experimental Class and Control Class**

<b>Paired Samples Statistics</b>				
	Mean	N	Std. Deviation	Std. Error Mean
Pretest Expeimental Class	44.0333	30	11.99277	2.18957
Pretest Control Class	48.1667	30	14.52960	2.65273

The table 4.4 was descibed the statistical result of the exerimental calss and contol class. From the class of table abouve. N was the of the subject data which was 30 from group experimental class and 30 from control class. It could be seen that between pretest of experimental and control class is significantly different. The mean that acquired by the experimetal class was 44.0333 while the mean score of control class was 48.166. further

the statistical hypothesis of the reseach was described in the table below:

**Table 4.5**  
**The Paired Samples Test Pretest of Exerimental Class and Control Class**

		Paired Differences					t	df	Sig.(2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest Expeimental Class - Pretest Control Class	4.13333	18.43298	3.36539	-2.74965	11.01632	1.228	29	.229

Based on the result of data analysis as summarized in table 4.5 above in pretest of experimental class and control class, the researcher found that probability value is higher than alpa (a) ( $0,229 > 0.05$ ) which means that there is no significant difference in pretest of both class.

**2. The Analysis of Students' Post-test Score**

In the following analysis, it would be presented research findings. The score of students' posttest was collected. The researcher discused the



finding of the students' vocabulary between the experimental class were given the treatment and control classes were given treatment.

a. The students' posttest of experimental and control class

The posttest was conducted after giving treatment in order to find out the influence of using gesture in experimental and control class. The following were the description of the students' posttest score in the experimental and control class.

**Table 4.6**  
**The Students' Posttest of Experimental Class and Control Class**

<b>Respondent</b>	<b>Posttest of Experimental Class</b>	<b>Posttest of Control Class</b>
R1	86	70
R2	76	65
R3	83	73
R4	83	63
R5	76	70
R6	86	70
R7	96	70
R8	66	83
R9	76	65
R10	66	65
R11	80	63
R12	66	63
R13	80	65
R14	76	63

R15	86	65
R16	90	63
R17	76	70
R18	83	63
R19	80	63
R20	76	70
R21	76	70
R22	86	56
R23	80	70
R24	76	56
R25	83	83
R26	83	70
R27	86	56
R28	80	73
R29	80	73
R30	96	73

Based on the table 4.6 showed that the data result indicates that the students' posttest score of experimental class and control class. The data of posttest score of experimental class showed that the 5 students achieved score 86, 8 students achieved score 76, 5 students achieved score 83, 2 students achieved score 96, 3 students achieved score 66, 6 students achieved score 80, 3 students achieved score 86, 1 students achieved score 90. While the data posttest of control class showed, 9 students achieved score 70, 5 students achieved score 65, 4

students achieved score 73, 7 students achieved score 63,2 students achieved score 83, 3 students achieved score 56.

- b. The students's scoring Classification of students' posttest score of Exerimental class and Control Class

In this Classification, the writer presents the frequency and percentage of the students' posttest of of Exerimental class and Control Class. It shows the improvement of students in experimental class and control class after giving treatment quick memorizing technique using gesture.

The following able to be the data achieved from the experimental and control class after giving treatment.

**Table 4.7**  
**Frequency and Percentage of Students Pretest of Experimental Class and Control Class**

No	Classification	Score	Posttest of Experimenta Class		Posttest of Control Class	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	95-100	2	6,66%	0	0
2	Very Good	86-95	6	20%	0	0
3	Good	76-85	19	63,33%	2	6,66%
4	Fair Good	66-75	3	10%	13	43.33%
5	Fair	56-65	0	0	15	50%
6	Poor	36-55	0	0	0	0

7	Very Poor	0- 35	0	0	0	0
<b>Total</b>			<b>30</b>	<b>100%</b>	<b>30</b>	100%

Table 4.7 showed of the data of posttest in experimental and control class. The data posttest of experimental were 2 students (6,66%) in fair excellent classification, 3 students (10%) in fair Good. While the data posttest of control class were 2 students (6,66%) in good classification, 13 students (43,33%) in Fair good, 15 students (50%) in fair classification, And non students' of both classes are Poor classification, and Very Poor classification of experimental and control class.

- c. The mean score and standard deviation of students posttest score of experimental class and control class.

In this part the researcher described the mean score and standard deviation in order to compare a mean score of posttest in experimental class and control class before giving treatment.

**Table 4.3**  
**The Mean Score and Standard Deviation of Students's Pretest in**  
**Experimental Class and Control Class**

**Descriptive Statistics**

	N	Minimu m	Maximu m	Mean	Std. Deviation
Pretest Expeimental Class	30	66.00	96.00	80.4333	7.30462
Pretest Control Class	30	56.00	83.00	67.4000	6.50517
Valid N (listwise)	30				

Table 4.8 showed there was a difference between the mean score of pretest in experimental and control class. The mean score of pretest in experimental class was 80.4 and control class was 67.4. It means the mean score of pretest in experimental class was higher than the mean score of control class ( $80.4 > 67.4$ ). The standard deviation of pretest in experimental groups was higher than the standard deviation in control class ( $7.30 > 6.50$ ).

- d. The Calculation of t-test posttest of experimental class and control class in this part, the researcher described the calculation of t-test paired samples statistic and paired sample t-test of posttest in experimental class and control class after giving treatment.

**Table 4.9**  
**The paired Samples Statistic Posttest of Experimental Class**  
**and Control Class**

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest Expeimental Class	80.4333	30	7.30462	1.33364
	Pretest Control Class	67.4000	30	6.50517	1.18768

The table 4.9 was descibed the statistical result of the posttes exerimental calss and contol class. From the class of table above. N was the of the subject data which was 30 from group experimental class and 30 from control class. It could be seen that between posttest of experimental and control class is significantly different. The mean that acquired by the experimental class was 80.4333 while the mean score of control class was 67.4000. further the statistical hypothesis of the reseach was descibed in the table below:

**Table 4.10**  
**The Paired Samples Test Posttest of Exerimental Class**  
**and Control Class**  
**Paired Samples Test**

	Paired Differences				t	Df	Sig. (2- tailed )
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
				Lower			

Pretest									
Pair	Expeimental	13.03333	10.02577	1.83045	9.28965	16.77702	7.120	29	.000
1	Class - Pretest								
	Control Class								

Based on the result of data analysis as summarized in table 4.10 above in posttest of experimental class and control class, the researcher found that probability value is lower than alpa (a) ( $0,00 > 0.05$ ) which means that there is no significant difference in posttest of both classes. So the quick memorizing technique using gesture was effective in improve students vocabulary.

#### B. Discussion

Based on the method of the research chapter III in this research, teaching and learning process as divided into three steps. The first step is the researcher administrated pre-test by giving vocabulary test. It used to the students' earlier vocabulary before they get treatment. When the researcher gave pre-test , most of students felt confised because they did not understand the meaning of the vocabulary on the task. The result of the students pre-test showed that there was no got excellent category.

The second step is the researcher gave treatment to the students. The teacher was teaching vocabulary more to quick memorizing technique by using gesture. The materials were nouns, verbs, and adjectives. During this research teaching vocabulary by using gesture technique could make the

students more motivate ti learn, they enjoy and they were enthusiastic in learning process. It evidance that using gesture could help the students to improve' their vocabulary.

The last step was giving post-test to the students. When the researcher gave post-test, the students' condition on the class to be quite. The result of the students' post-test is most of the students had a better score.

In this research, the vocabulaey test was given to the students that still have basic for english, they are classes of VIII.3 and VIII.4 at SMPN 8 Palopo. Besides that opportunity after did this research, the researcher also found some problem in their class such us :

1. Students still have difficulties in answer the questions about vocabulary (noun, verb and adjective), because the students did not understand the meanong of vocabulary.
2. Some of students were late enter in the classroom when the subject of learning was changed.
3. Some of students want to quickly back to go gone before time is run out.

It has been discussed in Chapter II that using gesture is one of the technique that can improve students Vocabulary. Asih Winarni, said that the Using Gesture is Effective to memorize the word and can Improve The Vocabulary Mastery.<sup>30</sup> And From the data analysis on findings, quick memorizing technique using gesture was effective to

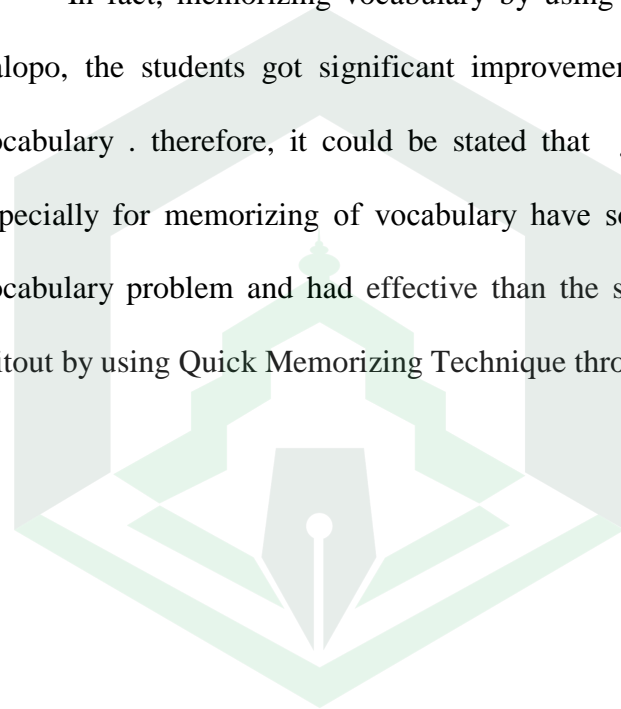
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<sup>30</sup> AsihWinarni, *The Effectiveness of Using Gesture to Improve The Vocabulary Mastery Of The Fifth Grade Students At SdNegeriKeduren The Academic Year Of 2012 / 2013*,



improve students' vocabulary. It can be seen on the table before and after giving the treatment where the mean score of students' after giving the treatment using gesture in experimental class was 80.43, whereas the mean score of students in control class (no apply Gesture) was 67.40

In fact, memorizing vocabulary by using gesture at SMPN 8 Palopo, the students got significant improvement in their score of vocabulary . therefore, it could be stated that gesture in learning especially for memorizing of vocabulary have solved the students' vocabulary problem and had effective than the students were taught without by using Quick Memorizing Technique through gesture.



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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The result of this research found that there is a significant effect to quick memorizing technique using gesture to improve students vocabulary. In other word, memorizing technique using gesture is effective to improve students' vocabulary. After presenting presenting and analysing data in previous chater,the research accomplishes to the conclusion as follow: there was a significance quick memorizing technique using gesture to imrpove students' vocabulary. That is, momizing tecnique using gesture can give a significant influence toward students' vocabulary. It was suported by score the scores achieved by the students in which they got hight after the researcher gave the treatment using gesture game as a media for teaching vocabulary. The significan can be seeing from the researcher found that the probabily Value is lower than alpha ((a)  $(0,00 > 0.05)$  which means that there is no significant difference in posttest of both classes. This, quick memorizing technique using gesture was effective in improving students Vocabulary.

#### B. Suggestion

Based on the result of the research, the researcher would like to give some suggestion.

1. Suggestion for the teacher

- a. The teacher should realize the technique using in teaching learning is a an important thing that can imporove students' motivation in learning. The researcher a recomended to use gesture in memorizing vocabulary in order to make students easier in understanding vocabulary.
- b. The teacher should give that the intruction clearly when using games as media in teaching english. So it makes students understood how to play the games.

2. Suggestion for students

The students have to use the alternarive way to help students in understanding the vocabulary such us gesture game because the effectivness of using this technique has been evidenced.

3. Suggetion for the next researcher

In this research, the researcher use gesture game to teach students of junior high school, especially in teaching Vocabulary noun (animals and place), and adjective ( human characters and animals physiques). Further the researcher can conduct on this media on different level students and different of material.

This technique in this reseach can be applied to high school.

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## Pre-test

Name :

Class :

### A. Write your name and class, then answer the question below !

1. Apa yang sedang dilakukan seorang laki-laki itu di dalam gambar tersebut?



- a. Sleeping
- b. Swimming
- c. Jumping
- d. Eating

2. Gambar di bawah ini menunjukkan bahwa seorang guru dan siswa sedang ?



- a. Singing
- b. Learning in the class
- c. Running
- d. Dancing

3. Perhatikan gambar di bawah ini, lalu pilihlah jawaban dibawah sesuai dengan profesi yang ada pada gambar tersebut! (Bobot Nilai 1)



- a. Security
- b. Teacher
- c. Sailor
- d. Docter

4. apa nama tempat yang anda ketahui tentang gambar di bawah ini?



- a. Library
- b. Teacher's room
- c. Principal's office
- d. Laboratory room

e.

5. Gambar di bawah ini adalah seekor kucing, ekspresi apakah yang di sedang dilakukan seekor kucing itu?

- a. Angry
- b. Smile



- c. Laugh
  - d. Sleep
6. Ada beberapa provesi yang ada pada gambar dibawah ini, pilihlah jawaban dibawah sesuai dengan profesi yang ada pada gambar tersebut.



- a. Lecture and Police
- b. Police and Security guard
- c. Army and Police
- d. Army and Lecturer

- 7. Sad termasuk dalam kelas kata ?
  - a. Verb
  - b. Noun
  - c. Adjective
  - d. Adverb
- 8. Mountain termasuk dalam kelas kata ?
  - a. Verb
  - b. Noun
  - c. Adjective
  - d. Adverb
- 9. Animals termasuk dalam kelas kata ?
  - a. Verb
  - b. Noun
  - c. Adjective
  - d. Adverb
- 10. Angry termasuk dalam kelas kata apa?
  - a. Verb
  - b. Noun
  - c. Adjective
  - d. Adverb

B. Artikan ke dalam bahasa indonesia beberapa Vocabulary di bawah ini:

- 1. Sad :
- 2. Cry:
- 3. Sick:
- 4. Happy:
- 5. Jealous:

C. Tuliskan masing- masing 5 vocabulary Noun, adjective, and verb yang sudah anda ketahui selama proses pembelajaran telah berlangsung dan tuliskan di bawah kelas kata berikut!



<b>Noun</b>	<b>Adjective</b>	<b>Verb</b>
<b>1</b>	<b>1.</b>	<b>1.</b>
<b>2.</b>	<b>2.</b>	<b>2.</b>
<b>3.</b>	<b>3.</b>	<b>3.</b>
<b>4.</b>	<b>4.</b>	<b>4.</b>
<b>5.</b>	<b>5.</b>	<b>5.</b>



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## Post-Test

Name :

Class :

**A. Write your name and class, then answer the question below !**

1. Apa yang sedang dilakukan seorang perempuan di dalam gambar tersebut?



- e. sleeping
- f. Reading
- g. Jumping
- h. Walking

11. Gambar di bawah ini menunjukkan bahwa bayu dan keluarganya sedang berlibur di?



- e. Mountain
- f. Beach
- g. Hometown
- h. Zoo

12. Perhatikan gambar di bawah ini, lalu pilihlah jawaban dibawah sesuai dengan profesi yang ada pada gambar tersebut! (Bobot Nilai 1)

- e. Security
- f. Teacher
- g. Sailor
- h. Docter

13. apa nama tempat yang anda ketahui tentang gambar di bawah ini?



- f. Library
- g. Teacher's room
- h. Principal's office
- i. Laboratory room

J.

14. Gambar di bawah ini adalah seekor kelinci, ekspresi apakah yang di sedang dilakukan seekor kucing itu?



- e. Sad
- f. anggry
- g. Laugh

h. Sleep

15. Ada dua ekor hewan yang ada pada gambar dibawah ini, hewan apakah itu? Pilihlah jawaban dengan benar!



- a. Rabbit and Cat
- b. Elephant and Rabbit
- c. Dog and Elephant
- d. Cat and Elephant

16. Sad termasuk dalam kelas kata ?

- e. Verb
- f. Noun
- g. Adjective
- h. Adverb

17. Mountain termasuk dalam kelas kata ?

- e. Verb
- f. Noun
- g. Adjective
- h. Adverb

18. Animals termasuk dalam kelas kata ?

- e. Verb
- f. Noun
- g. Adjective
- h. Adverb

19. Angry termasuk dalam kelas kata apa?

- e. Verb
- f. Noun
- g. Adjective
- h. Adverb

B. Artikan ke dalam bahasa indonesia beberapa Vocabulary di bawah ini:

- 6. Sad :
- 7. Cry:
- 8. Sick:
- 9. Happy:
- 10. Jealous:

D. Tuliskan masing- masing 5 vocabulary Noun, adjective, and verb yang sudah anda ketahui selama proses pembelajaran telah berlangsung dan tuliskan di bawah kelas kata berikut!

<b>Noun</b>	<b>Adjective</b>	<b>Verb</b>
<b>1.</b>	<b>1.</b>	<b>1.</b>
<b>2.</b>	<b>2.</b>	<b>2.</b>
<b>3.</b>	<b>3.</b>	<b>3.</b>
<b>4.</b>	<b>4.</b>	<b>4.</b>
<b>5.</b>	<b>5.</b>	<b>5.</b>



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## Dokumentation

### 1. Control Class



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## 2. Experimental Class





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