

**THE EFFECT OF USING STAR REWARDS AND PUNISHMENTS  
STRATEGY ON STUDENTS' MASTERY VOCABULARY**

**SKRIPSI**

*Submitted In Partial Fulfillment of the Requirements  
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*By*

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## ABSTRACT

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This study aimed at finding out whether the used of star rewards and punishments strategy on students' mastery vocabulary. This research applied experimental research. Population of this research was the second year student of junior high school in SMP Swasta Darussalam Medan at JL. Darussalam No.26 ABC Medan. At academic year 2014-2015 with the total population were 192 students. And the researcher took two classes as the sample. The samples divided into two groups. The first group as experimental that consist of 49 students in class VIII-3 and the second group as control group that consist of 49 students in class VIII-4. The experimental group was taught by using star rewards and punishments and the control group was taught by lecturing method. The instrument of collecting data is multiple choice which consist 20 items. After the data have been collected they were analyzed by using t-test formula. The result of analysis showed that  $t_{\text{observed}}$  ( $t_o = 20.61$ ) was higher than  $t_{\text{table}}$  ( $t_{\text{table}} = \text{with the level of significant } \alpha = 0.05$  the value of  $t_{\text{table}} 1.67$  and the degree of freedom ( $df=96$ ) it showed that  $t_{\text{observed}} > t_{\text{table}}$  ( $20.61 > 1.67$ ). The result showed that the alternative hypothesis of the study is accepted. It means the result of this research proved that using Star Rewards and Punishments Strategy was significantly more effective to increase the vocabulary than using Lecturing method.

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

English is a foreign language in Indonesia which makes it very difficult for the people especially those who live in the village because they are not familiar with English and still use Indonesian or regional languages everyday. It is everybody's duty to teach English to the students at school especially those who live there. It will be very interesting to the teachers to look for several ways in teaching English. The simple way to know English from the vocabulary is by using technology. Vocabulary is the most useful component. Without it, the learners cannot speak, read and write. From the words it is made sentences to arrange a song, paragraph, etc.

The study of language includes the four skills namely listening, speaking, reading and writing. It is impossible to master one skill without mastery vocabulary. Vocabulary is one of basic elements in achieved language skills. Language components consisted of grammar, vocabulary, pronunciation and spelling. Obviously, vocabulary as one of the language components and supporting element to mastery of four skills is very important in learning a language.

Vocabulary is one of the basic element to achieve language skill. Vocabulary learning is a very important part of learning a language. Students learn English in order to enable to communicate in that language. To achieve these aims, students

most master a number of vocabularies. With the rich vocabulary students will be able to talk about more things and communicate well.

Vocabulary mastery is one of the components to master English. It means that the student have ability in understanding and using the words and meaning. They do not need only to learn a lot of words but also remember them. The larger vocabulary they master, the better they perform their language.

There are some problems in learning vocabulary. The first, students get bored in learning vocabulary. The second, the students' feelings that English was difficult, for example they did not know the simple words which are often used in daily life, for instance, name of things in the house, things arround in the classroom. The reason why this problem happened because, (1) there was no any changing of strategy from the teacher to students. It made students bored in learning vocabulary. (2) as we know that English has different written with pronounciation it refers to Indonesia. It makes the students confused in comprehend it. That why the students felt that English was difficult.

To increase of vocabulary it will be very helpful as one is learning foreign language having great mastery on it. It will also facilitated them to comprehend the subject in which is in English. The failure in increasing of vocabulary by students are crucial problem that needed deeper care from teachers. In this case, the teacher should be able to apply the suitable strategy that can easy be understood by students, so that they can master the vocabulary much better. The aims of using a variety of ways and teaching strategy are to make the lesson easily

for the students to learn or to understand. So the students will enjoy and will not get bored in the end of learning process.

One strategy that can be used by teacher is Star Rewards and Punishments Strategy. This strategy can help students more active especially in learning vocabulary. Star Rewards and Punishments Strategy as a strategy that can increase students' learning responsibility in interesting situation, can make them be active and solid be wise in using vocabulary by them own sentence.

Based on explanation and problem above, the researcher wants to make a research entitle "The Effect of Using Star Rewards and Punishments Strategy on Students' Mastery Vocabulary".

## **B. The Identification of Problem**

The problems of this research are identified as follows:

1. The effect of using Star Rewards and Punishments Strategy on students' mastery vocabulary".
2. The students' difficulties in learning vocabulary by using Star Rewards and Punishments Strategy.

## **C. The Scope and Limitation**

Based on the background of the problem above, the scope of this research focus on vocabulary. The limitation of researcher is common noun about name of animals, plants and things with Star Rewards and Punishments Strategy on students' mastery vocabulary.

#### **D. Formulation of the Problem**

Based on the background of the problem above, the problem of the study is formulated as follow “Is there any significant effect of using Star Rewards And Punishments Strategy on students mastery vocabulary?”.

#### **E. The objective of the Study**

The Objective of the study is to find out the significant effect of using Star Rewards and Punishments Strategy on students' mastery vocabulary.

#### **F. The Significance of the Study**

The findings of the study were expected to be useful theoretically and practically.

##### **1) Theoretically**

To add the knowledge, experience and insight, as well as in the application of materials research by using Star Rewards and Punishments, especially regarding our knowledge about vocabulary about name of animals , plants and things and useful for other research who want to do the research about this topic, so they can improve the research better.

##### **2) Practically**

- a. For English Teacher, to give them more information how to apply in teaching vocabulary by using star rewards and punishments strategy.
- b. For the student, the result of this study can make students more easy to understanding, creative, interested in learning process especially vocabulary.

- c. For the school, the principle of SMP Swasta Darussalam Medan as an input to increase the English quality subject at that school.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Theoretical Framework**

The theoretical framework aimed at giving concepts applied in this research. These concepts lead to a better analysis of the given theories because they help the writer limit the scope of the problem. In this part, the researcher explained about all of the theories that used to strengthen the research. So that, the reader sure, understands, and encourage them to read.

##### **1. Definition of Effect**

The effect in language technique according to Richard and plat (1999:133) said “Effect is defined to change of ability that the students have after being treated by using certain technique of teaching”. It is usually in experimental method in which it is an approach to educational research in which able idea or hypothesis is tested or verified by setting up situation in which the relationship between subject and variables can be determinate.

According to Buchl (1995:78) explain “ Effect of teaching treatment in language learning is related to the chance of getting something into our cognitive system, the final of the effect in teaching is the progress of ability.

##### **2. Strategy, Approach, Technique and Method.**

The language practitioners especially who concern in education field have obligation to understand the terms about the strategy, approach and, technique in language teaching, the insight is very important because teacher must explain only the content but only also related theoretical framework in the language studies.

The teaching learning process will run well teacher understand the theory and expert in practical teaching.

**a. Strategy**

In the learning process, the teacher has important role that cannot be ignored. The teacher must have a strategy in conveying the material to the students order to the students can study effectively and reach the goal as the teacher hoped. According Richards et al (2001:2) “ Strategies as defined as procedure use in learning, thinking, etc which serve as away of reaching a goal”. (Douglas, 2000:22) “Strategies are the specific method of approaching the problem or task, mode of operation for achieving a particular end, planned design for controlling and manipulating certain information”.

Teaching strategies according to Richard and Platto, (1992:335) is “The procedures used in teaching which serve as away of instructional goals. Teaching strategies are the teacher’s tactics in achieving the curriculum target”.

**b. Approach**

An approach is a set of correlative assumptions dealing with the nature of language and the nature of language learning and teaching. Approach is the level at which assumptions and beliefs about language, language learning and learning teaching.

**c. Technique**

A technique is implementation, meaning that a technique is something that actually takes place in language teaching or learning in the classroom. All activities that take place in a language class are technique.

### **3. Description of Star Rewards and Punishments Strategy**

Star is a star-shaped stickers that can stick in an object. According Craighead, Kazdin, & Mahoney, (1981) “ A reward is the offering of an environmental event in exchange for the student's participation, service, or achievement” . When a teacher promises an reward if the student will complete an assignment or when a teacher promises a prize to acknowledge a successful performance, she introduces a reward into the learning environment. such as giving star rewards to the students. So, star rewards can be given to the student if the student is able to answer the assignment of teachers.

And Gage, N.L & David C. Berliner (1992) stated that punishments is most effective when it is presented immadiately after a response, it cannot be escaped, it is as intense as necessary and so alternative and desirabel response is avaible to the students. So, punishment is usually done when a specific target is not reached, or there is a child's behavior that is inconsistent with norms which are believed by the school.

Two things those are indeed very important thing in education. By those, they were expected to be stimulation for the students to experience the process of learning encourage by their own consciousness. That means children are expected to learn something not because of forces or influences by others, but they themselves being aware of what they can do for their own good and achievement.Punishments star is a positive punishment by reducing the star that if students are not able to answer the teacher's test. Star Rewards and Punishments Strategy is one strategy can help students more active expecially in learning

vocabulary. Star Rewards and Punishments Strategy as a strategy that can increase students' learning responsibility in interesting situation, can make them be active and solid be wise in using vocabulary by them own sentence.

**The Advantages of Star Rewards and Punishments Strategy:**

1. Learning became more interesting because it using Star Rewards and Punishments Strategy, so students do not get bored or tired.
2. Improve students' ability to translate vocabulary.
3. Learning will be more memorable.
4. To train students to become active by using Star Rewards and Punishments Strategy as an alternative answer,
5. It can entertain the students.

**The Disadvantages of Star Rewards and Punishments Strategy :**

1. Some students can not require it.
2. Arranging the qualified questions is hard to students
3. Students do not know how to ask.
4. The students need extra confident to following learning process by using Star Rewards and Punishments.

**4. Teaching Vocabulary by using Star Rewards and Punishments Strategy**

Teaching strategy are the ways or techniques of presentation of learning materials to be used by teachers when presenting the materials, either individually or in groups. In order to achieve the learning objectives that have been formulated, one teacher must know the various strategy. By having knowledge

about the nature of the various strategy then a teacher will be easier to set the strategy that best suits your circumstances. The use of teaching strategy really, heavily on the learning objectives.

According to Istarani's book (2012: 211) that "this model can increase the students' learning responsibility in interesting situation". It means that the model can make the learning is very enjoy and make students active and creative in using vocabulary.

In Istarani's book explained the steps, as follow:

1. Choose the topic that can be divided into three parts.
2. Divide the students into three teams, they are A, B, and C.
3. Tell the students the form of informing the lesson then start telling the subject, limit the time to 10 minutes.
4. After informing, ask team A to prepare some questions related to new material that have just been informed
5. Ask team A to give question to team B if team B cannot answer the questions; throw those questions to team C.
6. Team A give the question to team C, if team C cannot answer throw that to team B.
7. If the questions done, continue the second subject and point team B to be questioner's team. Do like the process of team A before.
8. After team B finished with the questions, continue inform the third subject and point C as questioner's team.

9. Finish the subject with concluding of ask and answer and explain if there are student's confused.

## **5. Description of Vocabulary**

Howard Jackson and Etienne (2002: 184) submitted that “the vocabulary is a system, in which the value of one element is determined by the values of related elements in the system”.

According to Laurier Bauer (1998: viii) stated that “vocabulary is about words—where they come from, how they change, how they relate to each other and how we use them to view the world.

A vocabulary is defined as “all the words known and used by a particular person”. A person’s vocabulary is the set of words they are familiar with in language. Learning a language means learning its vocabularies. We use vocabularies in communication either in spoken form or written form. We try to send messages, share information and idea by using the language. In general, no language acquisition is possible without understanding the vocabulary, either in the first or second language.

When vocabulary is discussed, it means that words are also discussed Jackson (2002: 202) state that “vocabulary is the stock of the words in language, or that is known or used by an individual, or that is associated with particular activity”.

### **a. Vocabulary Mastery**

Vocabulary mastery is one of the components to master English. It means that the student have ability in understanding and using the words and meaning. They

do not need only to learn a lot of words but also remember them. The larger vocabulary they master, the better they perform their language.

### **b. Receptive Vocabulary**

Receptive vocabulary is larger than production ones. Vocabulary or words we recognize when we see or hear them, usually in reading and listening. Gaims and Redman (2003: 65) are writing that receptive vocabulary as the language items can only recognized and comprehend in the context of reading and listening activity and it requires a reader to associate label as in reading or listening”.

### **c. Productive Vocabulary**

Productive vocabulary is involved in using the words to stand for the meaning. It represents and being able to think of suitable for the word if there are any. Productive vocabulary includes words that we use in our own speech and writing is called productive or active vocabulary. Gaims and Redman (2003: 65) state that “productive or active vocabulary means language items which the learners can recall and use appropriately in speech or writing”.

#### **5.1 The Importance of Vocabulary**

Vocabulary is vital to communicating with others and understanding what one is reading. The linguist David Wilkins (2002: 13) summed up “the importance of vocabulary learning is without grammar very little can be conveyed, without vocabulary nothing conveyed”.

In addition, Cough (2001: 13) asserts that “vocabulary is important because it is words which carry the content of what we want to say”. Grammar joins group of words together, but most of the meaning is in the words. The more words you

know, the more you will be able to communicate vocabulary. While Dellar H and Hocking D (in Thornbury, 2002: 13) say that you will see most progress if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words. So a person may be judged by others based on their vocabulary.

The importance of vocabulary:

- a. An extensive vocabulary aids expression and communication.
- b. Vocabulary has been directly linked to reading comprehension.
- c. Linguistic vocabulary is synonymous with thinking vocabulary.
- d. A person may be judge by others based on his or her vocabulary.

Vocabulary deals with words. Students of a foreign language must know about the word and word information in order to be able to understand the form and the meaning of words as well as to be use the correct form of word. There are two points word necessary to be learned, content words and function.

## **5.2 Types of Vocabulary**

### **1. Reading Vocabulary**

A person's reading vocabulary is all the words he or she can recognize when reading. This is the largest type of vocabulary simply because it concludes the other three

### **2. Listening Vocabulary**

A person's listening vocabulary is all the words her or she can recognize when listening speech. This vocabulary is added in size by content and tone of voice.

### 3. Writing vocabulary

A person's writing vocabulary is all the words her or she can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its users.

### 4. Speaking Vocabulary

A person's speaking vocabulary is all the words her or she can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misused thought slight and unintentional may be compensated by facial expressions, tone of voice, or hand gestures.

## **5.3 Teaching Vocabulary**

Vocabulary is number of word of language which is base on native speaker experiences. Because each experience, even thing and idea has name this is called "word".

Every language has many words. According to Webster new international Dictionary, a language has 450.000 words. Therefore, it is impossible that someone will be able to master all the words a certain language although in language himself. Teaching vocabulary is seen as incidental to the main language teaching namely the acquisition of grammatical knowledge about language.

Vocabulary is necessary to give the students to hang on it though the two are obviously interdependent and the teachers should be the some kind of expertise in the teaching communication as they do in teaching of structure.

The goals of vocabulary teaching must be more than simply covering a certain number of word lists. The teacher must look to how teaching technique numbers can help realize their concept of what it means to know a word. As in all areas of the syllabus, on understanding the nature of what they are teaching should be reflected in the way about teaching it. Brumfit (1984: 15) said that “Vocabulary has been one area of the syllabus while the link between method and technique has been developed”.

Kustari (1988: 15) says “teaching vocabulary is guiding students to define the meaning of words and arrange words in correct sentence. In order words, teaching can be defined as lead the students to identify the meaning of the target language and in this case in English. Then, the teaching vocabulary does mean teaching word in isolation. Words should be though in context because often of word has different meaning depending on context. They also changed the meaning of the words forms changes”.

While in the oxford advanced. Dictionary (1986: 959) “The meaning of vocabulary is a total of number of words which (with rules for combination team) make up a language”. But as learners of English as a foreign language, our aim of learning English is to enable us to master the vocabulary more closely to the native speaker.

Based on the explanation above, it can be said that teaching vocabulary is a set of work done by a teacher to enable the students to master the total amount of words (vocabulary) presented in the vocabulary test.

David Nunan (2003:150) submitted that “the teacher’s role is to focus on the most useful vocabulary, to provide strategy training for the low frequency vocabulary, to ensure that vocabulary learning has a chance to occur in all parts of a course, and to help learners take control of their own vocabulary learning.

It is necessary to have a broad view of what can be considered vocabulary so that multiword units are included. It is also necessary to see that there are shared meanings underlying the range of senses of word as well as its various family members.

Vocabulary learning cannot be left to itself. It needs to be strengthened by careful planning and well-directed teaching”. It means that vocabulary learning needs someone to help the learners to achieve in mastering the vocabularies. Many ways to teaching the vocabulary. One of the ways is using a method. And in this thesis the researcher uses Star Rewards and Punishments Strategy Strategy.

#### **5.4 The Difficulties in learning vocabulary**

Learning vocabulary is one of the first steps of learning a second language, yet a learner never finishes vocabulary acquisition. Whether in one’s native language or a second language, the acquisition of new vocabulary is a continual process.

There are many problems in difficulties in learning a foreign language, especially in learning vocabulary. As we know that learning vocabulary becomes difficult because of one word does not convert one meaning and the meaning of word in a new language is closely related to the culture of people who use the

language. And words have several meaning, so that the student must learn the appropriate meanings of words when the use.

## **6. Description Part of Speech**

Grammar is the set of structural rules that govern the composition of sentences, phrases and words in any given actual language. In addition grammar is rules that describes how words are put together in a language and allow better understanding of language structure.

Thus,grammar is a theset of structural rules in linguistics that describes how the words or sentences are arranged in language. Then, English language has many subdiciplines of grammar such as part of speech,tenses, active and passive voice,determiner,gerund, etc.

In grammar,a *part of speech* (also called lexical categories, grammatical categories or word classes) is a linguistic category of words. In English there are eight parts of speech.

A list of parts of speech in English grammar include the following:

### **1. Verb**

A verb is used to show an action or a state of being.

*Examples :go, write, exist, be*

### **2. Noun**

A noun is the name of a person, place, thing, or idea. Whatever exists, we assume, can be named, and that name is a noun. A proper noun, which names a specific person, place, or thing (Carlos, Queen Marguerite, Middle East,

Jerusalem, Malaysia, Presbyterianism, God, Spanish, Buddhism, the Republican Party), is almost always capitalized.

According to ABC Plus English Grammar Common nouns are words used to refer to general people, places, or things, or more technically, a specific *class* or *type* of person, place, or thing. Common nouns name everything else, things that usually are not capitalized.

**Table I**  
**Most Common Nouns :**

<b>Common Nouns</b>
<b>Person :</b> children, women, teacher, parent, scientist, doctor, girl
<b>Animals :</b> lion, elephants, ants, insects, tigers, birds, cheetah, mice, sheep
<b>Places :</b> street, city, hills, mountain, beach, river, province
<b>Things :</b> book, bag, table, whiteboard, pen, cupboard, shoes
<b>Idea :</b> love, ideology, loyalty, joy, religion

### 3. Adjective

Adjectives are used to describe or specify a noun or pronoun

*Example : good, beautiful, nice, my ...*

### 4. Adverb

An adverb is used to modify a verb, adjective and other adverbs.

*Example : completely, never, there ...*

### 5. Pronoun

A pronoun is used in the place of a noun or phrase.

*Example : I, you, he, she, it ...*

## **6. Preposition**

Prepositions are used before nouns to form a phrase that shows where, when, how and why.

## **7. Conjunction**

Conjunctions join clauses or sentences or words

*Example : and, but, when ...*

## **8. Interjection**

Interjections are used to show surprise or emotion.

*Example : oh!, Good Lord*

## **7. Description of Common Noun**

According to ABC Plus English Grammar Common nouns are words used to refer to general people, places, or things, or more technically, a specific *class* or *type* of person, place, or thing. Common nouns name everything else, things that usually are not capitalized. A common noun is a word that names people, places, things, or ideas. They are not the names of a single person, place or thing. A common noun begins with a lowercase letter unless it is at the beginning of a sentence.

For example:

**People** : man, girl, boy, mother, father, child, person, teacher, student

**Animals** : cat, dog, fish, ant, snake

**Things** : book, table, chair, phone

**Places** : school, city, building, shop

**Ideas** : love, hate, idea, pride

## B. Conceptual Framework

Vocabulary is the important aspect of language one. Because language is part of language that human use to produce language by using vocabulary. If we do not have vocabulary, we can not produce the words or we can not express our mind, idea, and opinion. Language can not stand without vocabulary. Well, in each skill, like speaking, listening, writing and reading need vocabulary too.

There are various efforts conducted by teacher to assist and avoid the students saturation in learning, one of them is by applying good strategy. In this case, the researcher attends the Star Rewards and Punishments Strategy. It arranges as good as possible as effort to assist to improve the students' mastery vocabulary. To process assist to improve the students' mastery vocabulary, in the end given the benefit to the students' ability in writing, listening, speaking and reading.

Star Rewards and Punishments Strategy as a strategy that can increase students' learning responsibility in interesting situation, can make them be active and solid be wise in using vocabulary by them own sentence. In circumstance where the students use limited facilities, limited resources, the researcher given the spirits to the teacher and the students. That is some reason, why the researcher eager to analyze the students' mastery vocabulary by using Star Rewards and Punishments to students' 8<sup>th</sup> grade. And finally, the researcher hopefully gives the positive influenced and there is no reason to stop the study.

### C. Hypothesis

Based on the review of the literature above and conceptual framework, hypothesis is formulated as follows:

Ha : There is significance effect of the Star Rewards and Punishments Strategy on students' mastery vocabulary.

Ho : There is no significance effect of the Star Rewards and Punishments Strategy on students' mastery vocabulary.

## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Location and Time**

This research would be conducted at SMP SWASTA DARUSSALAM MEDAN Jl.Darussalam No.26 Abc Medan, during the academic year 2014/2015. The reason for choosing in that school because teaching vocabulary with using star rewards and punishments strategy had been conducted before in that school and the location was accessible in terms of time and data collection process.

#### **B. Population and Sample**

##### **1. Population**

The population is the whole subject of research. A population is a set or collection of all elements possessing one or more attributes of interest.

For this research the researcher took the second year class of SMP Swasta Darussalam Medan, that consist of VIII-1,VIII-2,VIII-3,VIII-4. Where VIII-1=47 students, VIII-2=47 students, VIII-3=49 students, VIII-4=49 students. So, the number of the population of this research was 192 students. Then the population of this research is distributed in distributed table 3.1 bellow:

**Table 3.1  
Population**

<b>Class</b>	<b>Population</b>
VIII-1	47
VIII-2	47
VIII-3	49
VIII-4	49
<b>Total</b>	<b>192</b>

## **2. Sample**

Sample is a procedure of taking the data, where only a part of population would be taken and used to determine the characteristic from the population. The researcher used cluster random sampling. Cluster random sampling is a sampling technique where the entire population is divided into groups, or clusters, a random sample of these clusters are selected. All observations in the selected clusters are included in the sample. Sample is cluster random sampling.

**Table 3.2  
Sample**

Class	Sample
VIII-3	49
VIII-4	49
<b>Total</b>	<b>98</b>

Moreover, they were divided into two groups. VIII-3 as experimental group and VIII-4 as control group. The experimental group was taught by using Star Rewards and Punishments Strategy and the control group was taught by using lecturing method.

## **C. Research Design**

This research applies an experimental method in this method the sample is given a treatment base on the variable research. Therefore, the sample is divided in two groups of sample: experimental group and control group. The experimental group, which consists of 49 students, the experimental group was taught by using Star Rewards and Punishments Strategy. On the other hand, the control group consists of 49 students without using Star Rewards and Punishments Strategy or

the group were taught by using lecturing method. It can be seen in following the table 3.3:

**Table 3.3  
The Research Design**

<b>Group</b>	<b>Pre- Test</b>	<b>Treatment</b>	<b>Post- Test</b>
Experimental Group (X)	✓	X	✓
Control Group (Y)	✓	Y	✓

Note:

- X** = The Experimental group, where the sample were taught by using Star Rewards and Punishments Strategy .
- Y** = The Control group, where the sample were taught by using Lecturing method.

The procedures in administering the test can be show below :

1. Pre-Test

Pre-test was given to the classes (experimental class and control class) before giving the treatment or teaching presentation. It is meant to find out the homogeneity of the sample. It is done by hoping that the result of the test can be concluded that two groups are homogenous.

In pre-test, the students asked to answer question based on their understanding about vocabulary. It is before they are taught about vocabulary. Then when the time is over, the answer sheet should be collected. The test was given to both experimental class and control class.

## 2. Treatment

In teaching vocabulary to the experimental class and control class,different treatment were used. The experimental class was given the treatment by using Star Rewards and Punishments Strategy, and the control class was taught to students by usual Lecturing method.

**TABLE 3.4**  
**Procedure of Research in Experimental Group**

No	Teacher Activities	Students Activities
1.	Teacher was given pre-test and ask to the students to answer the question based on material.	Students do the test and answer the question based on the material
2.	Teacher was given treatment by using Star Rewards and Punishments. a. Teacher was prepared the test item for the class and check them. b. Teacher was asked the students to sit together and make a vocabulary about name of animals,plants,and things. c. Teacher was given clue to the students. d. Teacher was asked the students to answer the question and write the word in paper sheet base on the clue	a. Students pay attention to the teacher concept or topic. b. Students do what the teacher's ask. c. Students were started to think the clue d. Students were written the answer on a paper sheet. e. Students must answer the question correctly if the students want to get

	<p>that given by the teacher.</p> <p>e. Teacher was given star rewards if the students are able to answer the question correctly.</p> <p>f. Teacher was given star punishments if the students are not able to answer the question correctly.</p>	<p>star rewards.</p> <p>f. Students are not able to answer the question correctly, so teacher was given star punishments.</p>
3.	Teacher was given the post-test, teacher ask the students to answer the question based on the topic.	Students do the test and answer the question based on topic.
4.	Teacher was collected the students work.	Students was submitted their work to their teacher.

**TABLE 3.5**  
**Procedure of Research in Control Group**

No.	Teacher Activities	Students Activities
1	Teacher was given pre-test and ask to the students to answer the question based on material	Students do the test and answer the question based on the material
3	Teacher was given the post-test, teacher ask the students to answer the question based on the topic	Students do the test and answer the question based on topic
4	Teacher was collected the students work	Students was submitted their work to their teacher

### 3. Post-test

The post-test was given to both groups, experimental and control group after treatment had been completed. It means to get means scores of experimental class and control class. It is applied to know the effect of teaching presentation in both classes.

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

The instrument of this research was collected by using multiple choice test which consist of 20 items. The students were asked to answer the questions. The correct answer was scored 5 and incorrect be scored 0.

The test was conducted twice. The first is pre-test. Pre-test was given for two groups (Experimental group and Control Group) before giving the treatment. Pre-test was conducted to know the ability of students in Experimental group and Control group. The second is post-test. Post-test was given for both of groups after giving treatment.

The tests would be prepared in such away in the attempt to know how the result of teaching Star Rewards and Punishments Strategy. It is important to measure the validity and reability of the test of the students' vocabulary improvement and to gain the consistency of the scores from one test to another that were given them. The two aspect were essential qualities in developing and using t-test. They were as following:

### **1. Validity of the Test**

Arikunto (2010:213) says “ a test is valid if it measures what is purposes to measure. The researcher used correlation product moment as pattern, as :

$$r_{xy} = \frac{n \sum X_i Y_i - (X)(Y)}{\sqrt{\{n \sum X^2 - (X)^2\} \{n \sum Y^2 - (Y)^2\}}}$$

Where :

$\sum xy$  = the total score of multiplied with total score of Y

$\sum X^2$  = the sum of score squared X

$\sum Y^2$  = the sum of score squared Y

The following is the range of validitas based on Arikunto's statements.

0.00-0.20 = the test is invalid

0.21-0.40 = the test is low validity

0.41-0.60 = the test is fair validity

0.61-0.80 = the test is high validity

0.81-1.00 = the test is complete

## 2. Reability

Arikunto (2010:221) says “ a reliable measure in one that provides consistent and stable indication of the characteristics being investigated. To get the test reliability, the researcher used Kuder and Richardson (KR<sub>21</sub>) formula as follow :

Which :

$r_t$  = reliability coefficient of test

N = number of samples

$M_t$  = total mean

$S_t^2$  = total variance

To find mean ( $M_t$ ) this formula was used :

$$M_t = \frac{\sum xt}{N}$$

Where :

$M_t$  = total mean

$\sum xt$  = total scores

N = Number of samples

And to find total variance ( $St^2$ ), this formula was:

$$St^2 = \frac{\sum xt^2}{N}$$

Before counting total variance, finding out  $\sum xt^2$  by using this formula:

$$\sum xt^2 = \sum xt^2 - \left( \frac{\sum xt}{N} \right)$$

### **E. Technique for Collecting the Data**

In collecting the data, some steps would be applied as follows.

1. Giving pre-test to both classes.
2. Giving treatment to the experimental group by using Star Rewards and Punishments Strategy.
3. Giving treatment to the control group by using Lecturing method
4. Giving post-test to both classes
5. Evaluating the effect of Star Rewards and Punishments Strategy

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

After collecting the data, the researcher is implemented to analyze the data:

1. Scoring the students' answer for value of the test.
2. Listing their score in two tables, first the score for experimental class and second for control class scores.
3. Calculating the normality and homogeneity test by using Lilifors test to know the normality and homogeneity of the test.

4. The calculating was concluded by using t-test as show below, according

Sugiyono :

**a. Coeficient r**

(Sugiyono,2010 : 356)

$$R_{xy} = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{\{n \sum X_i^2 - (\sum X_i)^2\} \{n \sum Y_i^2 - (\sum Y_i)^2\}}}$$

**b. Testing Hypothesis**

(Sugiyono,2010 : 121)

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\frac{s_1^2}{N_1} + \frac{s_2^2}{N_2} - 2R \left( \frac{s_1}{\sqrt{N_1}} \right) \left( \frac{s_2}{\sqrt{N_2}} \right)}}$$

In which :

$s_1$  : Standard Deviation of Experimental Group

$s_2$  : Standard Deviation of Control Group

$\overline{X_1}$  : Mean Score of Experimental Group

$\overline{X_2}$  : Mean Score of Control Group

$N_1$  : The Amount of Sample in Experimental Group

$N_2$  : The Amount of Sample in Control Group

## G. Statistical Hypothesis

The following statistical hypothesis criteria were used to reject or accept the null-hypothesis.

If  $t_{observe} > t_{table} = H_a$  is accepted and  $H_o$  is rejected, and

If  $t_{observe} < t_{table} = H_o$  is accepted and  $H_a$  is rejected.

In order to understand about  $H_a$  and  $H_o$  it is said that,

$H_a$  : There is significance effect of the Star Rewards and Punishments Strategy on students' mastery vocabulary.

Ho : There is no significance effect of the Star Rewards and Punishments Strategy on students' mastery vocabulary.

## CHAPTER IV

### DATA COLLECTION AND DATA ANALYSIS

#### A. Data Collection

After doing pre-test and post-test in experimental group and control group. the students' score became the data input of this research. From the result, it was found that the highest score of pre-test in experimental group was 80 and the lowest was 60 but the highest score of post-test was 90 and the lowest score was 70. Different to control group. the highest score of pre-test was 75 and the lowest was 50 but the highest score of post-test was 80 and the lowest was 50 . It would be shown in the table below.

**Table 4.1**  
**The Scores of Pre-Test and Post-Test in Experimental Group**

<b>No</b>	<b>Students' Initial</b>	<b>Scores</b>	
		<b>Pre-Test</b>	<b>Post-Test</b>
1.	AWR	65	80
2.	ADN	60	75
3.	ALP	70	80
4.	ANN	75	85
5.	ARY	80	85
6.	AYU	70	80
7.	BAY	75	80
8.	CRH	65	75
9.	DHI	60	70
10.	DANU	80	85
11.	FAD	75	80
12.	FAH	70	80
13.	FRA	70	80
14.	FAM	65	75
15.	FEB	70	80
16.	HIW	60	80
17.	IBA	75	80
18.	IRA	80	90
19.	LHU	70	85
20.	M.AI	70	80
21.	MRA	65	85

22.	MBD	70	80
23.	MAY	60	80
24.	MFW	70	85
25.	MDR	65	80
26.	MHF	75	75
27.	MHA	65	75
28.	MIC	65	80
29.	MNR	65	70
30.	MPA	80	80
31.	MRD	60	85
32.	MNA	75	80
33.	MAP	65	75
34.	NNA	80	80
35.	OYM	75	80
36.	OTA	70	70
37.	PAAR	75	85
38.	RAP	70	80
39.	RPR	65	80
40.	RKU	70	80
41.	SSL	70	85
42.	SAS	70	85
43.	SMFA	65	85
44.	SYU	60	70
45.	TKH	65	80
46.	WAD	75	90
47.	RDA	80	80
48.	ANS	60	80
49.	KRA	65	85
	<b>Jumlah</b>	$\Sigma X_1 = 3400$	$\Sigma X_2 = 3930$
	<b>Mean</b>	<b>69.38</b>	<b>80.20</b>

Based on table 4.1 showed that the mean of Pre-test in experimental was 69.38 and the mean of Post-test was 80.20. The highest score in Pre-test of experimental group was 80 and the lowest was 60 while the highest score of Post-test was 90 and the lowest score was 70.

**Table 4.2**  
**The Scores of Pre-Test and Post-Test in Control Group**

<b>No</b>	<b>Students' Initial</b>	<b>Scores</b>	
		<b>Pre-Test</b>	<b>Post-Test</b>
1.	AAS	65	75
2.	AAA	70	80
3.	APA	60	75
4.	ATA	65	70
5.	AGN	60	60
6.	BWK	70	75
7.	BSI	75	80
8.	BRA	60	70
9.	CAA	60	75
10.	FAZ	50	70
11.	FHI	65	75
12.	FFKA	50	50
13.	FAD	65	70
14.	GMA	60	60
15.	IQB	65	70
16.	IAF	70	70
17.	IHA	65	70
18.	KLE	70	75
19.	LAS	55	55
20.	LFA	50	65
21.	MFA	60	70
22.	MRA	60	60
23.	MSJ	60	70
24.	MA	55	65
25.	MAF	60	60
26.	MAFK	65	75
27.	MAS	50	60
28.	MHH	60	60
29.	MHA	60	70
30.	MWA	65	70
31.	MAN	60	75
32.	MFA	70	70
33.	NFA	60	65
34.	NFU	65	75
35.	OBRG	60	75
36.	PAS	70	75
37.	PYI	55	70
38.	RAR	60	75
39.	ROL	65	75
40.	RRY	70	75

41.	SKU	60	70
42.	SRA	65	80
43.	WAT	70	75
44.	ANF	60	75
45.	NQO	65	70
46.	ZAL	70	75
47.	SNA	70	75
48.	PAH	60	75
49.	ARA	65	80
<b>Total</b>		$\sum X_1 = 3065$	$\sum X_2 = 3455$
<b>Mean</b>		<b>62.55</b>	<b>70.51</b>

Based on table 4.2 showed that the mean of Pre-test in control was 62.55 and the mean of Post-test was 70.51. The highest score in Pre-test of control group was 75 and the lowest was 50 while the highest score of Post-test was 80 and the lowest score was 50.

Based on the data in table 4.1 and the 4.2 showed that the mean score of post-test in experimental group was 80.20 and the mean score of post-test in control group was 70.51. The data showed that the mean score of students in experimental group who were taught by applying Star Rewards and Punishments Strategy was greater than mean score of students in control group who were taught by using Lecturing method.

## B. Data Analysis

### 1. Normality Test

Normality test used to determine if a data set is well – modeled by a normal distribution and to compete how likely it is random variable underlying the data to be normally distribution.

#### a. Normality Test of X Variable

The normality test of variable X used Lilifors test :

1. Listing the students score from the lowest to the highest
2. The score made to Z1.Z2.Z3.....Zn by using formula :

$$ZI = \frac{X - \bar{x}}{S}$$

3. The table of Zi can be seen from the table of normal curve

$$4. F(ZI) = \frac{Fk}{N} = \frac{1}{49} = 0.204$$

#### Standard Deviation of X Variable

$$\begin{aligned} S &= \frac{\sqrt{N \sum X^2 - (\sum X)^2}}{N(N-1)} \\ S &= \frac{\sqrt{49 \times 316250 - (3930)^2}}{49(49-1)} \\ S &= \frac{\sqrt{15496250 - 15444900}}{2352} \\ S &= \frac{\sqrt{51350}}{2352} \\ S &= \sqrt{21.83} \\ S &= 4.67 \end{aligned}$$

**Tabel 4.3**  
**Normality Test of X Variable**

Xi	F	F kum	Zi	F(ZI)	S(ZI)	F(ZI)-S(ZI)
70	1	1	-2.18	0.0158	0.020408	-0.00461
70	1	2	-2.18	0.0158	0.040816	-0.02502
70	1	3	-2.18	0.0158	0.061224	-0.04542
70	1	4	-2.18	0.0158	0.081633	-0.06583
75	1	5	-1.11	0.1251	0.102041	0.023059
75	1	6	-1.11	0.1251	0.122449	0.002651
75	1	7	-1.11	0.1251	0.142857	-0.01776
75	1	8	-1.11	0.1251	0.163265	-0.03817
75	1	9	-1.11	0.1251	0.183673	-0.05857
75	1	10	-1.11	0.1251	0.204082	-0.07898
80	1	11	-0.04	0.3264	0.22449	0.10191
80	1	12	-0.04	0.3264	0.244898	0.081502
80	1	13	-0.04	0.3264	0.265306	0.061094
80	1	14	-0.04	0.3264	0.285714	0.040686

80	1	15	-0.04	0.3264	0.306122	0.020278
80	1	16	-0.04	0.3264	0.326531	-0.00013
80	1	17	-0.04	0.3264	0.346939	-0.02054
80	1	18	-0.04	0.3264	0.367347	-0.04095
80	1	19	-0.04	0.3264	0.387755	-0.06136
80	1	20	-0.04	0.3264	0.408163	-0.08176
80	1	21	-0.04	0.3264	0.428571	-0.10217
80	1	22	-0.04	0.3264	0.44898	-0.12258
80	1	23	-0.04	0.3264	0.469388	-0.14299
80	1	24	-0.04	0.3264	0.489796	-0.1634
80	1	25	-0.04	0.3264	0.510204	-0.1838
80	1	26	-0.04	0.3264	0.530612	-0.20421
80	1	27	-0.04	0.3264	0.55102	-0.22462
80	1	28	-0.04	0.3264	0.571429	-0.24503
80	1	29	-0.04	0.3264	0.591837	-0.26544
80	1	30	-0.04	0.3264	0.612245	-0.28584
80	1	31	-0.04	0.3264	0.632653	-0.30625
80	1	32	-0.04	0.3264	0.653061	-0.32666
80	1	33	-0.04	0.3264	0.673469	-0.34707
80	1	34	-0.04	0.3264	0.693878	-0.36748
80	1	35	-0.04	0.3264	0.714286	-0.38789
85	1	36	1.02	0.8531	0.734694	0.118406
85	1	37	1.02	0.8531	0.755102	0.097998
85	1	38	1.02	0.8531	0.77551	0.07759
85	1	39	1.02	0.8531	0.795918	0.057182
85	1	40	1.02	0.8531	0.816327	0.036773
85	1	41	1.02	0.8531	0.836735	0.016365
85	1	42	1.02	0.8531	0.857143	-0.00404
85	1	43	1.02	0.8531	0.877551	-0.02445
85	1	44	1.02	0.8531	0.897959	-0.04486
85	1	45	1.02	0.8531	0.918367	-0.06527
85	1	46	1.02	0.8531	0.938776	-0.08568
85	1	47	1.02	0.8531	0.959184	-0.10608
90	1	48	2.69	0.996	0.979592	0.016408
90	1	49	2.69	0.996	1.000000	-0.004

Based on the data in table 4.3  $L_{hitung}$  was 0.118 and the Lilifors test in significant  $\alpha = 0.05$  with  $n = 49$   $L_{table}$  was 0.123. So the  $L_{hitung} < L_{table}$  ( $0.118 < 0.123$ ). So it can be concluded that the data was normally distributed.

### b. Normality Test of Y Variable

The normality test of variable X used Lilifors test :

1. Listing the students score from the lowest to the highest
2. The score made to Z1.Z2.Z3.....Zn by using formula :

$$ZI = \frac{X - \bar{x}}{S}$$

3. The table of Zi can be seen from the table of normal curve

$$F(ZI) = \frac{Fk}{N} = \frac{1}{49} = 0.204$$

Standard Deviation of Y Variable

$$S = \frac{\sqrt{N \sum Y^2 - (\sum Y)^2}}{N(N-1)}$$

$$S = \frac{\sqrt{49 \times 245775 - (3455)^2}}{49(49-1)}$$

$$S = \frac{\sqrt{12042975 - 11937025}}{2352}$$

$$S = \frac{\sqrt{105950}}{2352}$$

$$S = \sqrt{45.04}$$

$$S = 6.71$$

**Table 4.4**  
**Normality Test of Y Variable**

$X_i$	F	F kum	Zi	$F(ZI)$	$S(ZI)$	$F(ZI)-S(ZI)$
50	1	1	-3.05663	0.00114	0.020408	-0.01927
55	1	2	-2.31148	0.0094	0.040816	-0.03142
60	1	3	-1.56632	0.0606	0.061224	-0.00062
60	1	4	-1.56632	0.0606	0.081633	-0.02103
60	1	5	-1.56632	0.0606	0.102041	-0.04144
60	1	6	-1.56632	0.0606	0.122449	-0.06185

60	1	7	-1.56632	0.0606	0.142857	-0.08226
60	1	8	-1.56632	0.0606	0.163265	-0.10267
65	1	9	-0.82116	0.1977	0.183673	0.014027
65	1	10	-0.82116	0.1977	0.204082	-0.00638
65	1	11	-0.82116	0.1977	0.22449	-0.02679
70	1	12	-0.07601	0.2266	0.244898	-0.0183
70	1	13	-0.07601	0.2266	0.265306	-0.03871
70	1	14	-0.07601	0.2266	0.285714	-0.05911
70	1	15	-0.07601	0.2266	0.306122	-0.07952
70	1	16	-0.07601	0.2266	0.326531	-0.09993
70	1	17	-0.07601	0.2266	0.346939	-0.12034
70	1	18	-0.07601	0.2266	0.367347	-0.14075
70	1	19	-0.07601	0.2266	0.387755	-0.16116
70	1	20	-0.07601	0.2266	0.408163	-0.18156
70	1	21	-0.07601	0.2266	0.428571	-0.20197
70	1	22	-0.07601	0.2266	0.44898	-0.22238
70	1	23	-0.07601	0.2266	0.469388	-0.24279
70	1	24	-0.07601	0.2266	0.489796	-0.2632
70	1	25	-0.07601	0.2266	0.510204	-0.2836
70	1	26	-0.07601	0.2266	0.530612	-0.30401
75	1	27	-0.66915	0.2578	0.55102	-0.29322
75	1	28	-0.66915	0.2578	0.571429	-0.31363
75	1	29	-0.66915	0.2578	0.591837	-0.33404
75	1	30	-0.66915	0.2578	0.612245	-0.35444
75	1	31	-0.66915	0.2578	0.632653	-0.37485
75	1	32	-0.66915	0.2578	0.653061	-0.39526
75	1	33	-0.66915	0.2578	0.673469	-0.41567
75	1	34	-0.66915	0.2578	0.693878	-0.43608
75	1	35	-0.66915	0.2578	0.714286	-0.45649
75	1	36	-0.66915	0.2578	0.734694	-0.47689
75	1	37	-0.66915	0.2578	0.755102	-0.4973
75	1	38	-0.66915	0.2578	0.77551	-0.51771
75	1	39	-0.66915	0.2578	0.795918	-0.53812
75	1	40	-0.66915	0.2578	0.816327	-0.55853
75	1	41	-0.66915	0.2578	0.836735	-0.57893
75	1	42	-0.66915	0.2578	0.857143	-0.59934
75	1	43	-0.66915	0.2578	0.877551	-0.61975

75	1	44	-0.66915	0.2578	0.897959	-0.64016
75	1	45	-0.66915	0.2578	0.918367	-0.66057
80	1	46	1.414307	0.9285	0.938776	-0.01028
80	1	47	1.414307	0.9285	0.959184	-0.03068
80	1	48	1.414307	0.9285	0.979592	-0.05109
80	1	49	1.414307	0.9285	1.0000000	-0.0715

Based on the data in table 4.4  $L_{hitung}$  was 0.014 and the Liliors test in significance  $\alpha = 0.05$  with  $n = 49$   $L_{table}$  was 0.123. So the  $L_{hitung} < L_{table}$  ( $0.014 < 0.123$ ). So it can be concluded that the data was normally distributed.

#### 4. Homogeneity

Homogeneity test performed to determine whether the variances of data equal from two distribution group.

The data of variable X and variable Y

a. Variable X

$$\bar{x} = 80.20$$

$$S_1^2 = 21.85$$

$$N = 49$$

b. Variable Y

$$\bar{x} = 70.51$$

$$S_1^2 = 45.04$$

$$N = 49$$

$$F = \frac{\text{THE HIGHEST VARIANCE}}{\text{THE LOWEST VARIANCE}}$$

$$F = \frac{21.85}{45.04}$$

$$F = 0.48$$

The value of  $F_{\text{table}}$  with the significance  $\alpha = 0.05$  with  $n = 49$  was 2.41. And the  $F_{\text{hitung}}$  was 0.48. So the  $F_{\text{hitung}} < F_{\text{table}}$  ( $0.48 < 2.41$ ). So it can be concluded that the data was homogen

### **C. Testing Hypothesis.**

After calculating the data, the result was showed the rules of statistics normality and homogeneity was fulfilled so the next is testing hypothesis.

**Table 4.5**  
**The Calculation Table**

80	70	-0.2	-0.51	0.04	0.2601	0.102
80	75	-0.2	4.49	0.04	20.1601	-0.898
80	75	-0.2	4.49	0.04	20.1601	-0.898
80	75	-0.2	4.49	0.04	20.1601	-0.898
80	75	-0.2	4.49	0.04	20.1601	-0.898
80	75	-0.2	4.49	0.04	20.1601	-0.898
80	75	-0.2	4.49	0.04	20.1601	-0.898
80	75	-0.2	4.49	0.04	20.1601	-0.898
80	75	-0.2	4.49	0.04	20.1601	-0.898
80	75	-0.2	4.49	0.04	20.1601	-0.898
80	75	-0.2	4.49	0.04	20.1601	-0.898
80	75	-0.2	4.49	0.04	20.1601	-0.898
85	75	4.8	4.49	23.04	20.1601	21.552
85	75	4.8	4.49	23.04	20.1601	21.552
85	75	4.8	4.49	23.04	20.1601	21.552
85	75	4.8	4.49	23.04	20.1601	21.552
85	75	4.8	4.49	23.04	20.1601	21.552
85	75	4.8	4.49	23.04	20.1601	21.552
85	75	4.8	4.49	23.04	20.1601	21.552
85	75	4.8	4.49	23.04	20.1601	21.552
85	75	4.8	4.49	23.04	20.1601	21.552
85	80	4.8	9.49	23.04	90.0601	45.552
85	80	4.8	9.49	23.04	90.0601	45.552
90	80	9.8	9.49	96.04	90.0601	93.002
90	80	9.8	9.49	96.04	90.0601	93.002
<b>3930</b>	<b>3455</b>	<b>0.2</b>	<b>0.01</b>	<b>1047.96</b>	<b>2162.245</b>	<b>1344.898</b>

The table 4.5 above, calculating table that explained formula for post-test in experimental and post-test in control group was implemented to find t-critical value both groups as the basic to the hypothesis of the research.

The following formula of t-test was implementing to find out the t-observed value both groups as the basic to test hypothesis of this research :

### a. Coeficient r

$$R_{xy} = \frac{n \sum X_i Y_i - (X_i)(Y_i)}{\sqrt{\{n \sum X_2^2 - (X_i)^2\} \{n \sum Y_2^2 - (Y_i)^2\}}}$$

$$R_{xy} = \frac{49(1344.89) - (0.2)(0.01)}{\sqrt{49(1047.96) - (0.04)(49(2162.245 - (0.0001))}}$$

$$R_{xy} = \frac{65900.002 - (000.2)}{\sqrt{(51349.55) - (0.04)(105950.005 - 0.0001)}}$$

$$R_{xy} = \frac{65900}{\sqrt{(51349.51) - (105950.0049)}}$$

$$R_{xy} = \frac{65900}{\sqrt{(5440480836)}}$$

$$R_{xy} = \frac{65900}{73459.615}$$

$$R_{xy} = 0.89$$

### b. Examining the Statistical Hypothesis

Ha : There is significance effect of the Star Rewards and Punishments Strategy on students' mastery vocabulary.

Ho : There is no significance effect of the Star Rewards and Punishments Strategy on students' mastery vocabulary.

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2} - 2R \left( \frac{S_1}{\sqrt{N_1}} \right) \left( \frac{S_2}{\sqrt{N_2}} \right)}}$$

$$t = \frac{80.20 - 70.51}{\sqrt{\frac{21.33}{49} + \frac{45.04}{49} - 2(0.89) \left( \frac{4.67}{\sqrt{49}} \right) \left( \frac{6.71}{\sqrt{49}} \right)}}$$

$$t = \frac{9.69}{\sqrt{(0.44) + (0.91) - 1.78(0.66)(0.95)}}$$

$$t = \frac{9.69}{\sqrt{1.35 - 1.78(0.66)(0.95)}}$$

$$t = \frac{9.69}{\sqrt{0.23}}$$

$$t = \frac{9.69}{0.47}$$

$$t = 20.61$$

After measuring the data above by using t-test formula. it showed that t-observed value was 20.61 . after seeking the table of the distribution of t-observed as the basis of accounting in certain degree of freedom (df). the calculation showed that :

$$Df = N_1 + N_2 - 2$$

$$= 49 + 49 - 2$$

$$= 96$$

In the line of 96. showed that t-table was 1.67 .  $t_o > t_{\text{table}}$  which was  $20.61 > 1.67$ . the fact hypothesis  $H_a$  was accepted and  $H_o$  was rejected.

#### **D. Validity and Reliability of the Test**

**Table 4.6**  
**The Analysis Item For The Test of Validity**

No.	X	Y	$X^2$	$Y^2$	$XY$
1.	65	65	4225	4225	4225
2.	60	70	3600	4900	4200
3.	70	60	4900	3600	4200
4.	75	65	5625	4225	4875
5.	80	60	6400	3600	4800
6.	70	70	4900	4900	4900
7.	75	75	5625	5625	5625
8.	65	60	4225	3600	3900
9.	60	60	3600	3600	3600
10.	80	50	6400	2500	4000
11.	75	65	5625	4225	4875
12.	70	50	4900	2500	3500
13.	70	65	4900	4225	4550
14.	65	60	4225	3600	3900
15.	70	65	4900	4225	4550
16.	60	70	3600	4900	4200
17.	75	65	5625	4225	4875

18.	80	70	6400	4900	5600
19.	70	55	4900	3025	3850
20.	70	50	4900	2500	3500
21.	65	60	4225	3600	3900
22.	70	60	4900	3600	4200
23.	60	60	3600	3600	3600
24.	70	55	4900	3025	3850
25.	65	60	4225	3600	3900
26.	75	65	5625	4225	4875
27.	65	50	4225	2500	3250
28.	65	60	4225	3600	3900
29.	65	60	4225	3600	3900
30.	80	65	6400	4225	5200
31.	60	60	3600	3600	3600
32.	75	70	5625	4900	5250
33.	65	60	4225	3600	3900
34.	80	65	6400	4225	5200
35.	75	60	5625	3600	4500
36.	70	70	4900	4900	4900
37.	75	55	5625	3025	4125
38.	70	60	4900	3600	4200
39.	65	65	4225	4225	4225
40.	70	70	4900	4900	4900
41.	70	60	4900	3600	4200
42.	70	65	4900	4225	4550
43.	65	70	4225	4900	4550
44.	60	60	3600	3600	3600
45.	65	65	4225	4225	4225
46.	75	70	5625	4900	5250
47.	80	70	6400	4900	5600
48.	60	60	3600	3600	3600
49.	65	65	4225	4225	4225
	<b>3400</b>	<b>3065</b>	<b>237750</b>	<b>193425</b>	<b>212900</b>

### 1. The Validity

$$\begin{aligned}
 r_{xy} &= \frac{n \sum X_i Y_i - (X)(Y)}{\sqrt{\{n \sum X^2 - (X)^2\} \{n \sum Y^2 - (Y)^2\}}} \\
 &= \frac{49(212900) - (3400)(3065)}{\sqrt{49\{237750\} - (3400)^2 \{49\{193425\} - (3065)^2\}}} \\
 &= \frac{11100}{\sqrt{\{(89750)(83600)\}}}
 \end{aligned}$$

$$= \frac{11100}{27391.78709}$$

$$= 0.63$$

It means 0.63 means that validity of the test was high validity. It can be seen as in following statement of arikunto ( 2010:213).

1. 0.00-0.20 = the test is invalid
2. 0.21-0.40 = the test is low validity
3. 0.41-0.60 = the test is fair validity
4. 0.61-0.80 = the test is high validity
5. 0.81-0.100 = the test is complete validity

## **2. The Reliability**

In this research. the test reliability was calculated by using Kuder and Richardson (KR<sub>21</sub>) formula the data were got from appendix and the data shown bellow:

**Table 4.7**  
**The Calculation Data of test Realibity**

No.	Xt	Xt <sub>2</sub>
1.	16	256
2.	15	225
3.	16	256
4.	17	289
5.	17	289
6.	16	256
7.	16	256
8.	15	225
9.	14	196
10.	17	289
11.	16	256
12.	16	256
13.	16	256
14.	15	225
15.	16	256

16.	16	256
17.	16	256
18.	18	324
19.	17	289
20.	16	256
21.	17	289
22.	16	256
23.	16	256
24.	17	289
25.	16	256
26.	15	225
27.	15	225
28.	16	256
29.	14	196
30.	16	256
31.	17	289
32.	16	256
33.	15	225
34.	16	256
35.	16	256
36.	14	196
37.	17	289
38.	16	256
39.	16	256
40.	16	256
41.	17	289
42.	17	289
43.	17	289
44.	14	196
45.	16	256
46.	18	324
47.	16	256
48.	16	256
49.	17	289
	<b>786</b>	<b>12650</b>

From the data above. the next step were finding out the total mean. total variance and accounting the reability of the test using KR<sub>21</sub> formula:

### 1. Total Mean

From the data above. it known  $\sum xt=786$  . and N=49, so:

$$Mt = \frac{\sum xt}{N}$$

$$= \frac{786}{49}$$

$$= 16.04$$

## 2. Total Variance

Before calculating test variance.  $\sum xt^2$  was calculated as below it known

$$\sum xt^2 = 12650, \sum xt = 786 \text{ and } N=49$$

$$\sum xt^2 = \sum xt^2 - \left(\frac{\sum xt}{N}\right)^2$$

$$\sum xt^2 = 12650 - \left(\frac{786}{49}\right)^2$$

$$\sum xt^2 = 12650 - (16.04)^2$$

$$\sum xt^2 = 12650 - (257.28)$$

$$\sum xt^2 = 12392.72$$

From the calculation above. it know that  $\sum xt^2 = 12392.72$  and  $N= 49$ . the total variance was :

$$\begin{aligned} St^2 &= \frac{\sum xt^2}{N} \\ &= \frac{12392.72}{49} \\ &= 252.91 \end{aligned}$$

## 3. Calculation the realibity of the test by using this formula. where: $N=49$ .

$Mt= 16.0, St^2 = 252.91$  .so the reability of the test was calculated as below:

$$\begin{aligned} r_{11} &= \left(\frac{n}{n-1}\right) \left(1 - \frac{Mt(n-Mt)}{(N)(St^2)}\right) \\ &= \left(\frac{49}{49-1}\right) \left(1 - \frac{16.04 (49-16.04)}{(49)(252.91)}\right) \end{aligned}$$

$$\begin{aligned}
&= \left( \frac{49}{48} \right) \left( 1 - \frac{16.04 (32.96)}{(12392.59)} \right) \\
&= (1.020) \left( 1 - \frac{528.6784}{12392.59} \right) \\
&= (1.020) (1 - 0.0426) \\
&= (1.020) (0.9574) \\
&= 0.97
\end{aligned}$$

The value of the standard reliability is as follows:

- 0.00 – 0.20 : the standard reliability is empty
- 0.21 – 0.40 : the standard reliability is low
- 0.41 – 0.60 : the standard reliability is fair
- 0.61 – 0.80 : the standard reliability is good
- 0.81 – 0.100 : the standard reliability is very good

Based on the calculation above. the result of reability of test was 0.97 . if on internal coefficient distance between 0.81 – 0.100. it means the reliability of the test was very good.

## **E. Findings**

Based on the calculation. it was found that the result of  $t_{\text{observed}}$  was higher than  $t_{\text{table}}$  ( $20.61 > 1.67$ ). it shown that alternative hypothesis was accepted and it means that using Star Rewards and Punishments Strategy gave significant effect on students' mastery vocabulary.

So. the researcher concluded the alternative hypothesis is accepted that “there is a significant effect of using Star Rewards and Punishments Strategy on

students' mastery vocabulary". In other words. the students' who were by using Star Rewards and Punishments Strategy got better result than those who were taught by using lecturing method in mastery vocabulary. So it can be concluded that the data was homogen. The result of validity of the test was 0.63. It means that the test is "high validity".The value of the standard reliability of the test was 0. 97. It means that the test is "very good".

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

Based on the findings and analysis data, there were some conclusion that could be described as follows:

1. Based on the result of the pre-test and post-test the researcher found there was a significant effect of using Star Rewards and Punishments Strategy on students' mastery vocabulary, which is proven from the result of the test  $t_{\text{observed}} > t_{\text{table}}$  or  $20.61 > 1.67$ . The fact hypothesis  $H_a$  was accepted and  $H_o$  was rejected.
2. The result of validity of the test is 0.63. It means that the test is "high validity".
3. The value of the standard reliability of the test was 0.97. It means that the test is "very good".

#### **B. Suggestions**

In realation to the conclusion above, suggestions are put forward as follow:

1. Hopely the finding of this research is a beneficial for the improvmnt teaching English especially vocabulary for those students of SMP.
2. The teacher can motivate the students to interest in increasing vocabulary with Star Rewards and Punishments Strategy.

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