

**THE APPLICATION OF TALKING STICK METHOD IN IMPROVING
STUDENTS' SPEAKING ABILITY**

THESIS

Submitted by

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**FACULTY OF EDUCATION AND TEACHER TRAINING
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Bachelor Degree of Education in English Language Teaching**

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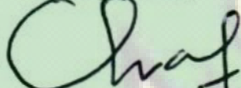
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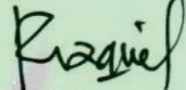
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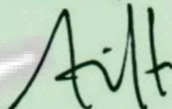
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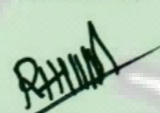
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The Application of Talking Stick Method in Improving Students' Speaking Ability

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Finally, this thesis is expected to be able to provide useful knowledge and information to the readers.

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The Researcher,

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ABSTRACT

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Talking stick method is one of innovative strategy in order to make the students speak up and express their idea, so that this method is very suitable to use in speaking class. The purpose of this study is to discover whether the application of talking stick method improved students' speaking ability. This quantitative study, employed pre-experimental research design. The data collection process was carried out by doing pre-test and post-test. The sample was 33 students class VIII B from second grade students of SMPN 10 Banda Aceh. This research was conducted to attain the information about the improvement of the students' speaking ability. After the use of talking stick method, the result of the test shows that the mean score of pre-test is 65.6 while in the post-test is 80.8. It proved that the mean score of both are very different. Moreover, based on the analysis of hypothesis showed that $T\text{-test} > T\text{-table}$ ($12.6 > 2$). Therefore, it can be concluded that teaching by using talking stick method can improve the students' speaking ability.

TABLE OF CONTENTS

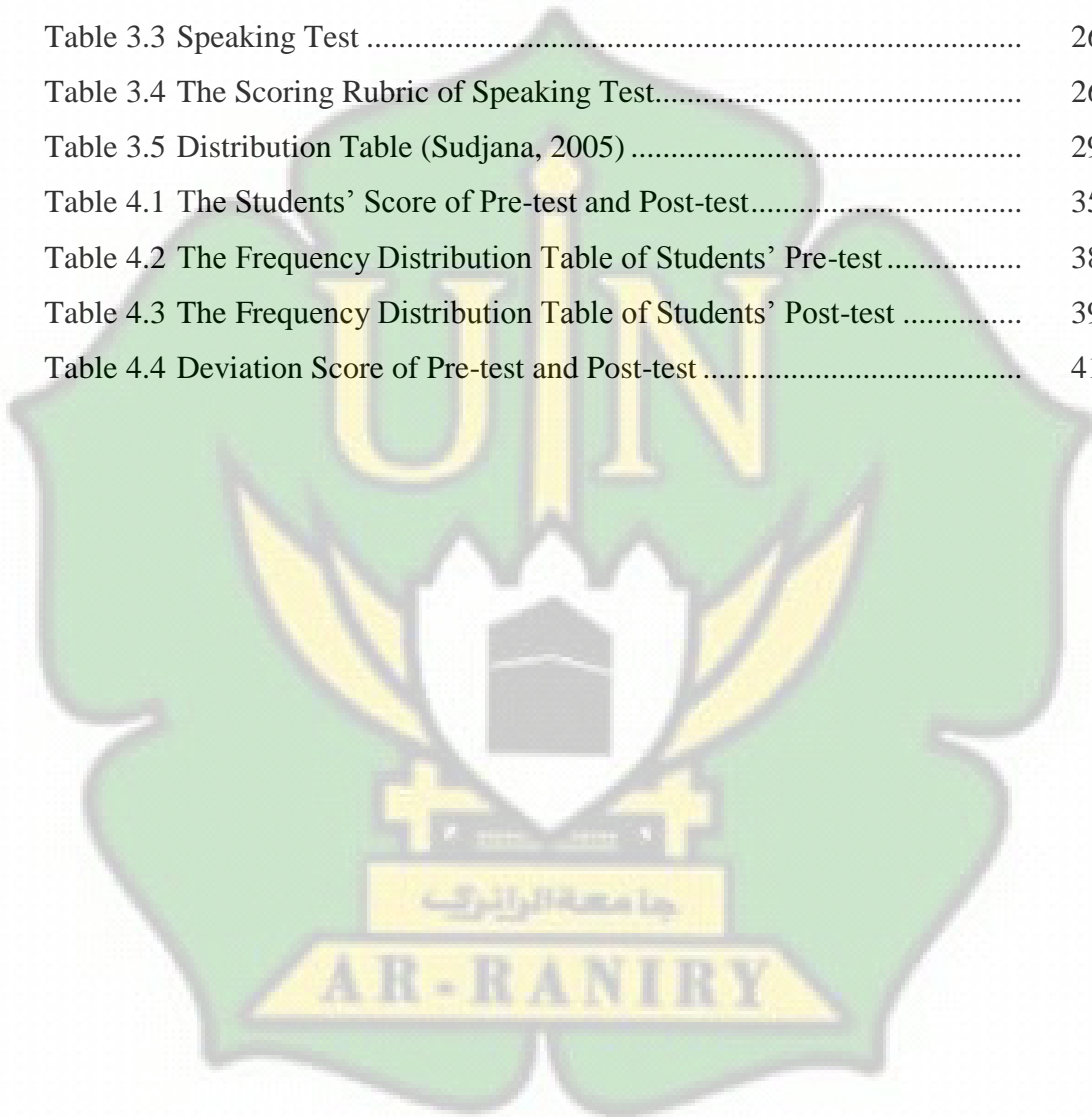
APPROVAL LETTER FROM SUPERVISOR	i
SIDANG MUNAQASYAH-EXAMINER SIGNATURE.....	ii
DECLARATION OF ORIGINALITY	iii
ACKNOWLEDGMENT	iv
ABSTRACT.....	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	ix
LIST OF APPENDICES	x
CHAPTER I INTRODUCTION.....	1
A. Background of Study.....	1
B. Research Question.....	3
C. Research Aim	3
D. Research Benefit	4
E. Research Hypothesis	5
F. Research Terminology	5
CHAPTER II LITERATURE REVIEW.....	7
A. Speaking.....	7
a. Definition of speaking.....	7
b. Types of speaking	8
c. The aims of speaking	9
d. The aspects of speaking	10
e. Kind of speaking activities.....	11
f. Teaching speaking.....	14
B. Talking Stick	16
a. The procedure of talking stick strategy	17
b. Benefits of talking stick strategy.....	20
c. Relevant studies on the use of talking stick in teaching Speaking	21
CHAPTER III RESEARCH METHODOLOGY	23
A. Research Design.....	23
B. Population and Sample.....	24
C. Technique of Data Collection	25
D. Technique of Data Analysis	28
CHAPTER IV RESEARCH FINDING AND DISCUSSION	31
A. The Implementation of Study.....	31
B. The Result of Test	35
C. Significance of Examining Hypothesis	40
D. Discussion	44

CHAPTER V CONCLUSION AND RECOMMENDATIONS.....	46
A. Conclusion.....	46
B. Recommendations.....	47
REFERENCES.....	49
APPENDICES	53



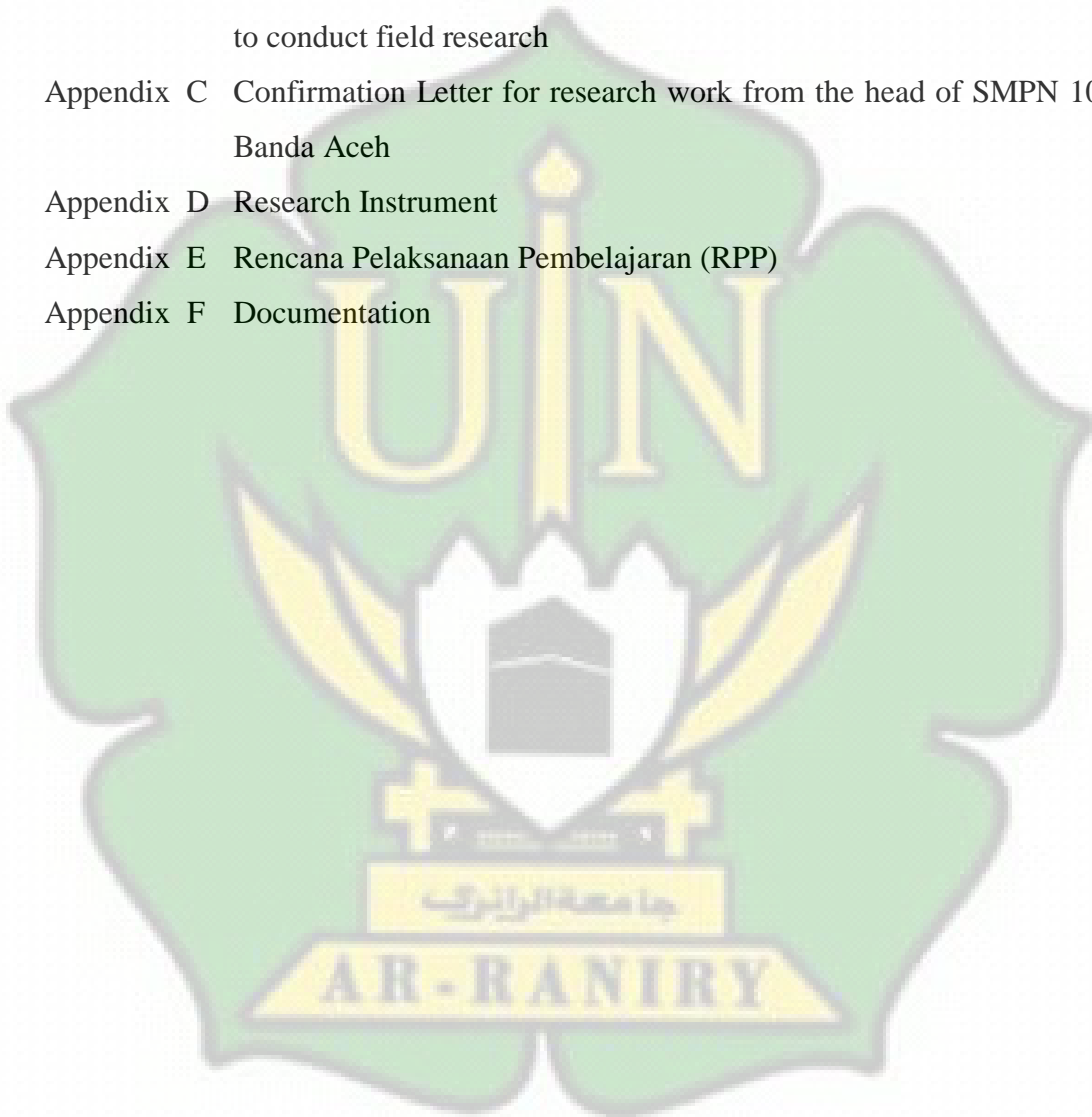
LIST OF TABLE

Table 3.1 Research Design	23
Table 3.2 The Number of Students.....	24
Table 3.3 Speaking Test	26
Table 3.4 The Scoring Rubric of Speaking Test.....	26
Table 3.5 Distribution Table (Sudjana, 2005)	29
Table 4.1 The Students' Score of Pre-test and Post-test.....	35
Table 4.2 The Frequency Distribution Table of Students' Pre-test.....	38
Table 4.3 The Frequency Distribution Table of Students' Post-test	39
Table 4.4 Deviation Score of Pre-test and Post-test	41



LIST OF APPENDICES

- Appendix A Appointment Letter of Supervisor
- Appendix B Recommendation Letter from the Fakultas Tarbiyah dan Keguruan to conduct field research
- Appendix C Confirmation Letter for research work from the head of SMPN 10 Banda Aceh
- Appendix D Research Instrument
- Appendix E Rencana Pelaksanaan Pembelajaran (RPP)
- Appendix F Documentation



CHAPTER I

INTRODUCTION

In this chapter the researcher presents background of study, research question, research aim, research benefit, and research terminology

A. Background of study

Language is one of important things in communicating, and it is used by everyone all over the world to communicate between people. With language, we can give and take all the information and knowledge. As an international language, English is a very important tool. Especially in Indonesia, English has started to be studied from elementary school to college. There are four skills in English, which are, listening, speaking, reading, and writing. Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth, and lips. Speaking as a communication skill that we use every day to order to understand each other's meaning. Speaking is a way to express opinions so that other people can listen, conclude, and respond to what we want to convey. According to Lindsay and Knight cited in Maria Rondriguez (2012), there are some reasons people need to speak, for instance; to socialize with other people, to help, give advice and give direction to others, to respond someone who give an advice, to express our feelings or opinion about agreement and disagreement, to give an information, to refer to an event in the past, present, or future, the possibility of something that is happening, and soon.

In a speaking class, students and the teacher need to cooperate to make good atmosphere in teaching and learning process. Based on the researcher observation, there were some problems in students speaking performance. First, students had difficulty in speaking in front of the class. Second, they were still not confident to practice the conversation, some of them were shy and anxiously. The students were also passive during the classroom activities. It becomes a habit in English class to speak Bahasa rather than English. The situation happens because the students have a limited vocabulary and they have difficulties to recall vocabulary.

In teaching speaking, English teacher must be creative to design many communication activities in the classroom. According to Sawyer (2004), creativity is one of important aspects in teaching process, because as a teacher needs it to make interesting performance and help the students understand the material easily in the classroom. Based on researcher opinion, there are two ways how to stimulate the students to speak and more active in the class. The first way is asking one by one the students just like interviewing them, but it would be waste the time to practice it in the class. The second way is based on fun game it should not like a formal teaching learning process, the student's would be more enjoy to give attention in the class discussion. The students would have more topics to share in the class. In speaking class the teacher become motivator to make students willing and happy to speak. The researcher is interested to using Talking Stick method in teaching English speaking.

Talking stick method is kind of strategy in cooperative learning. Talking stick is a method used by Native Americans to let everyone have a voice during council meetings or tribal gatherings. This means that the talking stick has been used for centuries as a fair and impartial hearing aid. When applied in the classroom, the talking stick method becomes a tool for teachers to listen to student opinions during the teaching and learning process. This method can be used in the ordinary learning process as well as in group learning. According to Candler (2013), Talking Stick is a strategy that encourages all the students to participate equally in the learning. Students who hold stick must answer questions from the teachers after the students learn the material in their discussion. Talking stick method is a method in the learning process by a stick, the student who gets the stick must answer the question by the teacher (Imas and Berlin, 2015). The researcher will be try to apply talking stick method to solve students problem in speaking so that they will be easier to speak in English.

In this study, the researcher wants to know does the use of talking stick method improve students speaking ability or not, the focus of this study is using talking stick method to improve students speaking ability.

B. Research Question

Based on the background of research above, the research question is:

Does the use of talking stick method improve the students speaking ability?

C. Research Aim

Based on the research question above, the aim of this study is:

To find out whether the use of Talking Stick method improve the students speaking skill.

D. Research Benefit

The results of this study are expected to contribute to teacher, students, readers, and other researchers.

1. For the teacher

This research can motivate the teacher to be more active, creative and innovative in using or developing interesting and fun learning methods, especially in improving students speaking ability.

2. For the students

This research is expected can be stimulated to speak more individually or in a group in speaking class, and make students more confident to speak English in the class.

3. For the readers

This research can be used as a reference when they want to know more about the talking stick method and how it is applied in teaching and learning process.

4. For the other researchers

This research can be a reference for researching cases related to speaking, especially in the application of talking stick method in improving students speaking ability.

E. Research Hypothesis

To get answer, the researcher purposes Alternative Hypothesis (H_a) and Null Hypothesis (H_0) as below:

H_a : There is a significant difference of the students speaking ability after they are taught by using talking stick method in speaking class.

H_0 : There is no significant difference of the students speaking ability after they are taught by using talking stick method in speaking class.

F. Research Terminology

The terms of this study are as follows:

1. Speaking

Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal cords, tongue, teeth, and lips. According to Nunan (1998), speaking is the single most important aspect of learning a second or foreign language and success is measuring in terms of the ability to carry out a conversation in the language. Harmer (2007), states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language. According Brown (2004) there are five basic types of speaking; imitative speaking, intensive speaking, responsive speaking, interactive speaking, and extensive speaking. In this study, responsive speaking is more dominant because the students do small talk and answer questions.

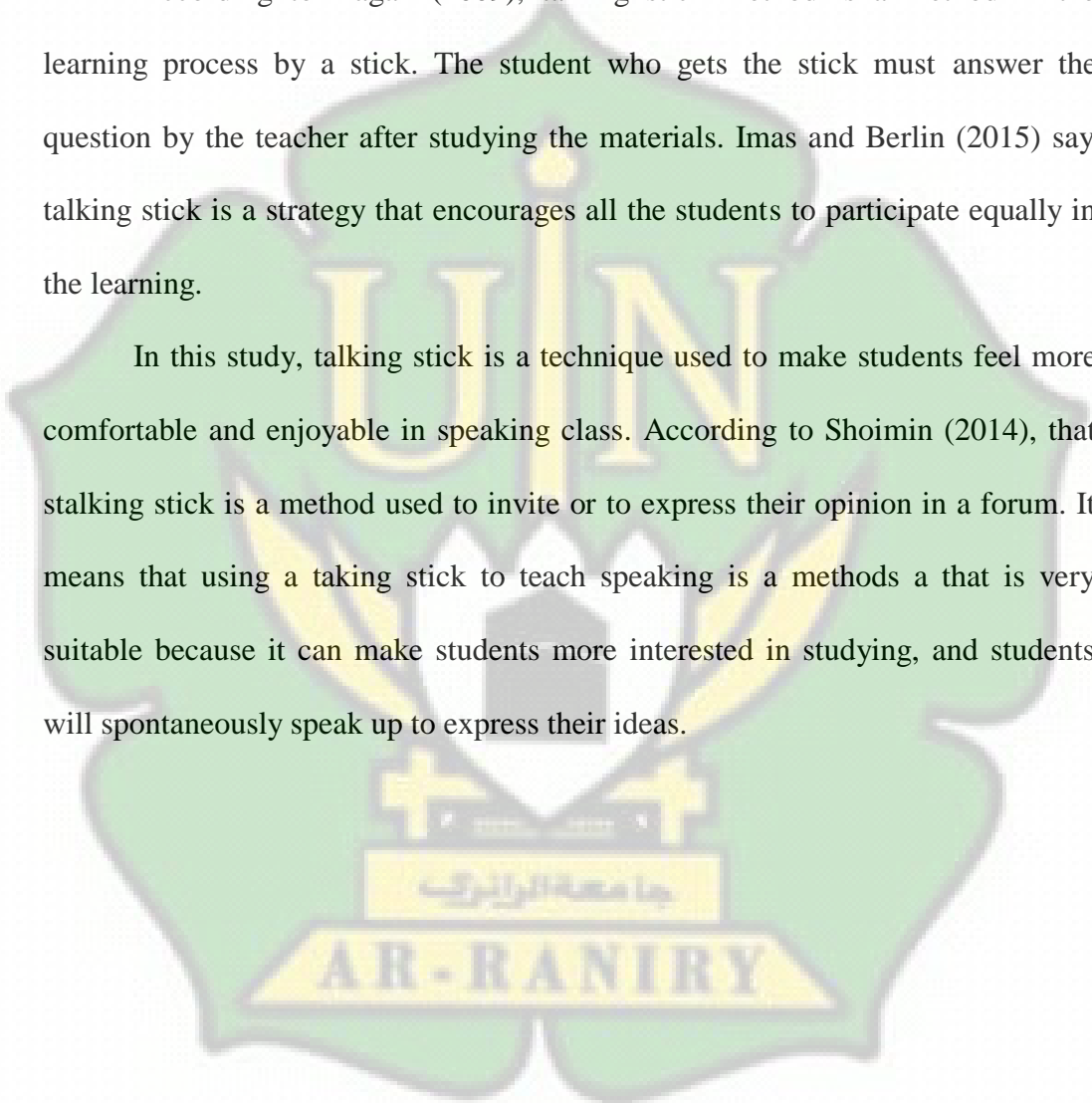
Teaching speaking is teaching about speaking learning which a process to help students getting knowledge from environment system and useful to inform,

persuade the aim, express the idea, communicate and as interaction with a human being in daily activities.

2. Talking Stick

According to Kagan (2009), talking stick method is a method in the learning process by a stick. The student who gets the stick must answer the question by the teacher after studying the materials. Imas and Berlin (2015) say talking stick is a strategy that encourages all the students to participate equally in the learning.

In this study, talking stick is a technique used to make students feel more comfortable and enjoyable in speaking class. According to Shoimin (2014), that talking stick is a method used to invite or to express their opinion in a forum. It means that using a talking stick to teach speaking is a method that is very suitable because it can make students more interested in studying, and students will spontaneously speak up to express their ideas.



CHAPTER II

LITERATURE REVIEW

In this chapter the researcher presents review of theoretical framework, it consist of speaking, and talking stick.

A. Speaking

a. Definition of speaking

There are many definitions of speaking that have been proposed by some experts. Speaking is a productive language skill Siahaan (2008). It means that speaking is a person's skills to produce sounds that exists at the meaning and be understood by other people, so that able to create of good communication. Furthermore, speaking is the use of language to communicate with other Fulcher (2003). It means that this activity involves two or more people in whom the participants are both hearers and speakers having to react to whatever they hear and make their contribution a high speed, so each participant has intention or a set of intention that he wants. So, the English teacher should active the students speaking ability by providing communicative language activities and interesting media in the classroom and then giving them the opportunities to practice their speaking skill as much as possible.

According to Bailey (2000), speaking is a process of interaction where speakers intend to build meaning through producing, receiving, and processing information.

From those theories, it can be concluded that speaking skill is related to communication. Speaking is a skill to use a language appropriately to express someone's idea, opinions, or feelings in order to give or get information and knowledge from other people who do communication.

b. Types of speaking

According to Brown (2004), there are five basic types of speaking, they are imitative, intensive, responsive interactive, and extensive. The explanation of type speaking can be seen below:

a. Imitative Speaking

Imitative speaking is the ability to imitate (parrot back) a word or a phrase or possibly a sentence.

b. Intensive Speaking

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological and grammatical aspect of language.

c. Responsive Speaking

Responsive speaking is interaction at the somewhat limited level of a very short conversation, standard greeting and small talk, simple comment and request, and the like.

d. Interactive Speaking

Interactive speaking complex interaction which sometimes includes multiple exchanges and or multiple participant.

e. Extensive Speaking

Extensive speaking is oral production, include speeches, oral presentation, and storytelling.

From the statement before, the researcher uses responsive speaking because there are interaction between the teacher and the students in teaching learning process.

c. The aims of speaking

The main purpose of speaking is to communicate. Speaking is a important tool to communicate or to deliver mind things about what the speaker will be said with their society. That's why speaking is very important. Basically, there are three important aims of speaking Tarigan (2008) namely:

a. To inform

To inform means that the speaker wants to inform and share ideas, information, process feeling or opinion to the hearer and give knowledge as well in particular purpose Tarigan (2008). In this case, the speaker just want to inform about a fact.

b. To entertain

To entertain means that the speaker wants to make the hearer feels happier with the materials which are selected primarily based on their entertainment value Tarigan (2008). For example when the teacher told about story to the students, the parents told the funny story to their children. By doing it, speaking will be more interesting to be heard by the listeners.

c. To persuade

To persuade means that the speaker tries to confirm the hearer to do something in certain activity Tarigan (2008). The teacher has to make a good teaching to the students by giving them example in delivering material. From the example, the students can be understand the mindset the lesson and be active to join the lesson. The activities need the actions to make the listener interested to perform the actions in which the speaker wants.

d. To discuss

To discuss means that the speaker wants to discuss something because the purpose of speaking is to make some decisions and planning Tarigan (2008). Discussion activity is believed to get more attention from the students because they have to solve a problem from the task which is given by the teacher.

From the statements before, it can be concluded that through speaking, somebody can inform their feeling and know somebody's feeling from ask them in their communication and make some decisions.

d. The aspects of speaking

In speaking, there are some aspects that must be fulfilled by the learners. It can be used as a measurement whether our speech is good or not. Those are fluency, comprehension, grammar, vocabulary, and pronunciation. The description is as follows according to Brown (2001):

a. Fluency

It refers to one's ability to speak smoothly and easily. Fluency is the matter

of the way someone speaks the language without any trouble like thinking the word confusing the idea, etc.

b. Comprehension

Comprehension is a student's competence to comprehend all of the speaker says to them.

c. Grammar

Grammar is the way to organize the words into the correct sentence. This is important that if the speaker can master grammar to organize the word so the speaker also easily to speak English well.

d. Vocabulary

Vocabulary is the basic of language. It appears in every language skill. It is very important because we can say nothing without vocabulary in our mind. Vocabulary is about choice of word which is used appropriately based on the context of speaking.

e. Pronunciation

Based on the definition, pronunciation is the important component of language. Therefore, it is necessary if the students have a good pronunciation because if they have a good pronunciation so their speaking will be understandable.

The researcher used the speaking aspects above in assessing student's speaking ability.

e. Kind of speaking activities

According to Kayi (2006) there are some kinds of speaking activities:

a. Informative-gap Activities

An informative gap is where speakers have different information, and they can only complete the whole picture by sharing that information, there is a gap between them. By having discussion they will get information that is appropriate with the picture. In this activities can discuss using English language. This activity is effective because everybody has the opportunity to talk intensively in the target language.

b. Telling Story

Telling story is one of activities to practice the students speaking skill. In this activity, students must be able to tell story in English as a target language. Teacher can ask the students to retell the story. They have read from books, newspaper or internet. It helps the students express the ideas in the format of beginning, development and ending. Students can tell about themselves and their family or friend. When they do so, they can do it easily for telling because it comes from their own experiences.

c. Pictures differences

In this activity students can work with two pictures. The pictures are almost same, but the pictures have some differences. The students task is to find the differences of the pictures, and the students must give the answer orally. The teacher must find the differences of two the pictures before applying this activity. In the last section the teacher gives more descriptions about difference of the pictures that provided to the students.

d. Discussion

The students are arranged into some groups, and then teacher gives the topic to the students. After that the teacher gives time to the students to discuss it in a group. Then the students represent the results of their discussion in front of the class. The last activity is the teacher gives correction on the students speaking performance.

e. Describing picture

This is another way to make the students speak up through the use of picture. In this activity, the students are given just one picture and they have to describe the picture. It can be done individually or in group. In a group they can share ideas by describing the picture, and then each group tells the picture in turn.

f. Narrating picture

This activity is based on several sequential pictures. The students are asked to tell the story taking place in sequential pictures by paying attention on the criteria provided by the teacher as a rubric.

g. Story completion

This is a very enjoyable, class with free speaking activity in which the students sit in circle. In this activity in initiated by teacher who tells a story. The teacher does not tell the story completely. Students can add new characters, events, descriptions, and so on.

h. Role play

Another attractive way of getting students to speak up is by using role play. The students pretend that they are part of social roles. In the role play

activities, the teacher can ask the learners, such as who they are and what they think or feel about their roles.

i. Simulations

Simulations are similar to the role plays but what makes simulations are different from the role plays is that they are more details. In the simulations, the students can bring items to the class to create a realistic environment. For instance, if a student acts as a singer, he or she brings a microphone to sing and so on.

Based on the explanation above, the researcher can include that the teacher can use some of the kinds above to promote speaking activity, it hopes that the result of the students' ability can increase time by time.

f. Teaching speaking

Learning English as a foreign language is different thing to do for the most Indonesian students, because it cannot be learnt naturally as their mother tongue. Usually learning another language means learning the dictionary, grammar and the sound of system in that language. Focusing on language form is important in foreign language learning, but developing the ability to the real communication in English is the main goals of an English language course. At the end of a course, the learners should be able to communicate effectively in English in or outside the classroom for study, works or leisure.

Teaching speaking is not easy, because English is not a native language in Indonesia. Basically people have many difficulties to learn it. It is caused that their environments do not speak English. People only speak English when the

time of lesson. It means that the opportunity to practice is not enough. So, here we need to try several strategies for teaching speaking that can be used to help language learners gain practice in speaking in target language Nunan (2003).

To make it clearer, Nunan (2003) proposes at least four principles for teaching speaking. Below are the descriptions:

a. Giving students practice with both fluency and accuracy

Accuracy is the ability to speak or write without making any grammatical, vocabulary, punctuations and other errors. Fluency is the smoothness of flow with which sounds, syllables, word, and phrases are joined to other when speaking. Teacher must provide students with fluency-building practice and realize that making mistakes is a natural part of learning a new language.

b. Providing opportunities for students to talk by using group work or pair work, and limiting teacher talk.

It is important for us as language teachers to be aware of how much we are talking in class so we do not take up all the time the students could be talking. Pair work and group work activities can be used to increase the time of students speaking practice and to limit the teacher to talk.

c. Planning speaking tasks that involve negotiation for meaning

Learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make teacher understood. This process is called negotiating for meaning. It involves checking to see if you have understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning.

d. Designing classroom activities that involve guidance and practice in both transactional and interpersonal speaking

When we talk with someone outside the classroom, we usually do so for interactional or transactional purposes. Interpersonal speech is communicating with someone for social purposes. Transactional speech involves communicating to get something done, including the exchange of goods or services.

Based on explanation before, a good teacher takes an important role. The teacher has to know how to teach speaking easily and to make the students interest to join speaking activities.

B. Talking Stick

Talking stick is part of cooperative learning. Kagan (2009) states that cooperative learning includes social interaction over content, and literally the brains in cooperative learning classroom are engaged. He also defines that cooperative learning as “a teaching arrangement that refers to small, heterogeneous groups of students working together to achieve a common goal students work together to learn and are responsible for the teammates learning as well as their own”. Talking stick is a kind of strategy used in Americans to invite all the people speak and extend their opinions in an ethnic group meeting. For long times ago, Indian ethnics are used this strategy as a good and wise facilitation without taking side each other. Talking stick is used by the councils to decide who will have the right to speak up. When the leader starts in the discussion, he must hold the stick. Then, the stick moves to another person who wants to speak or respond the topic. After all the people have opportunities to convey their opinions,

the stick returnable to the leader. According to Kagan (2009), talking stick method is a method in the learning process by a stick. The student who gets the stick must answer the questions by the teacher after studying the materials.

a. The procedures of Talking Stick strategy:

According to Kagan (2009), the procedures of applying talking stick method are as follows:

- a. The teacher prepares a stick.
- b. The teacher explains the learning material. Then, the teacher asks the students to make up a conversation based on the learning material.
- c. The teacher gives the stick to the students.
- d. The teacher sings a song or plays music while the stick moves from one student to another until the song or music stops.
- e. The student who gets the stick must perform the conversation in front of the class with his friend.
- f. Further, the stick rolls on again until each student gets the stick and takes part in the learning process of speaking skill.
- g. Finally, the teacher gives the evaluation and make conclusion.

According to Kurniasih and Sani (2015), the procedures of talking stick method type cooperative learning model are as follows:

- a. The teacher explains the learning objectives.
- b. The teacher forms a group of 5 students.
- c. The teacher prepares a stick that is 20 cm long.

- d. The teacher gives the material and asks the groups to read and understand the material in the allotted time.
- e. Students discuss the problems in the discourse.
- f. After the group has finished reading and understanding the material, the teacher invites group members to convey the contents of the discourse.
- g. The teacher takes a stick and gives it to one of the group members, after that the teacher gives a question and the group member who holding the stick must answer it, and so on until most of the students get a chance to answer the teacher's question.
- h. The other students may help answer the question if the group members cannot answer the question.
- i. After all of student get a chance, the teacher make a conclusion and evaluates both individually and in groups. Then close the lesson.

According to Suprijono (2009), the procedures of talking stick method are as follows:

- a. The teacher forms a group of 4 students.
- b. The teacher prepares a stick that is 40 cm long.
- c. The teacher conveys the main material to be studied.
- d. The teacher gives the group the opportunity to read and study the subject material.
- e. Students discuss the problems contained in the discourse.

- f. After the group has finished reading the subject material and understanding its contents, the teacher invites group members to convey the contents of the discourse.
- g. The teacher takes a stick and gives it to one of the group members, after that the teacher gives a question and the group member holding the stick must answer it, and so on until most of the students have a chance to answer the teacher's question.
- h. The other students may help answer the question if the group members cannot answer the question.
- i. When the stick rolls on from one group to other group it should be accompanied by a song or music.
- j. The teacher concludes.
- k. The teacher evaluates or assesses, both in groups and individually.
- l. The teacher closes the lesson.

From the procedures above, the researcher can conclude that the similarities of the 3 procedures above are that the teacher gives students time to understand the material, the teacher gives a stick and then plays music. When the music stop the student who gets the stick must speak and answer question. The difference from the 3 procedures above are according to Kagan, the teacher ask students to work in pair and make a conversation based on the learning material, then the students who gets the stick must perform the conversation in front of the class with his friend. According to Kurniasih and Sani, and Suprijono, the teacher forms a group of 5 or 6 students, the teacher ask students to read and understand

the material. Then a group member who gets the stick must answer question from the teacher and the other students may help answer the question if the group members cannot answer the questions. In this study, the researchers combine these three procedures above in learning activities in the classroom.

b. Benefits of Talking Stick Strategy

In teaching and learning English speaking, it is important for the teacher to create interesting activities as well as supported by many kinds of teaching media, approach, method or strategies. In addition, by using talking stick strategy, students can give their opinions and answer some statements freely without any hesitation about to express what they want to say to others. However, some studies explain about the benefits of using talking stick strategy on language teaching and learning process.

The talking stick strategy has several benefits to improve students speaking skills, Laura Candler (2013) stated that by applying talking stick strategy in the classroom, it helps students to be more patient in giving opinion because if they are more patient, they will have an opportunity to speak due to the limited number of sticks that each student has in the learning process. So, some students don't need to worry with their friends who will dominate learning in the classroom. In addition, this activity also can help students to be more confident to speak because they will not get stuck ended up by holding the stick for the entire learning process. In line with Laura, Agus Suprijuno (2009) also stated that usage of talking stick in teaching and learning process is expected to help students to be braver in giving their opinions to the other friends in the classroom.

In conclusion, the researcher concluded that the usage of talking stick strategy has many benefits such as it can improve students speaking ability, encourage students to be braver to speak to others, give the same opportunities to speak for each student in the classroom, and actively engage in the classroom activities.

c.Relevant Studies on the Use of Talking Stick in Teaching Speaking

In this study, the researcher takes three previous study. The first review is written by Elsa Ananda with the title “Improving students speaking performance by using talking stick method of the second grade of SMPS Bumi Khatulistiwa Kubu Raya” Tanjung Pura University Pontianak in 2017. The results of the previous researches concluded that student’s speaking performance could be improved through classroom action research by applying the talking stick method. Students must always be ready every time they take their turn to make their preparations even better than before. This helps encourage students to perform better. While this method is applied, it must have preconditioned time to help them prepare or make material for their speech. Finally, the method as a new style of the teacher changes traditional methods to encourage students speaking performance and the results are also much better cycle by cycle.

The second review is come from Ati’ Mustamiddah with title “How to improve students speaking skills using talking stick strategy of second grade students of SMP Nusantara Tuntang in the academic year 2017/2018” IAIN Salatiga in 2018. The purpose of the research was to find out if there were

significant differences students speaking score before and after taught by using talking stick method. The research design is Classroom Action Research (CAR). The result shows that the passing grade is 70. The number of the students who pass the passing grade in the pre-test cycle I is 29.16% and in post-test is 62.5%. While in the second cycle, pre-test is 58.33% and the post-test is 95.83%. The previous study is same with present study, the researcher focused on the use of talking stick method to improve students speaking performance.

The third review is entitled “The effectiveness of using talking stick method in teaching speaking at the seventh grade students of SMP N 6 Purworejo in the academic year of 2015/2016”. This thesis written by Dilla Vitalia from Purworejo Muhammadiyah University. In conducting this research, the researcher applied quantitative research. Their post-test scores were higher than their pre-test scores. The mean of pre-test scores was 66.38 while the mean of post-test score was 68.41.

Based on the three previous studies above on the use of talking stick here, the researcher conducted a research in improving students speaking skills by using talking stick as well.

CHAPTER III

RESEARCH METHODOLOGY

This chapter points out about research design, population and sample, technique of collecting data, and technique of data analysis. Each point is discussed further in detail explanation.

A. Research Design

In this study, the researcher used a quantitative research. According to Cresswell (2012) Quantitative research is a type of educational research in which the researcher decides what study: ask specific, narrow questions, collect quantifiable data from participants, analyze these numbers using statistics and objective manner. Researcher used quantitative research design which utilizes pre-experimental method for data collection. The experiment here means that researcher used pre-test and post-test design to obtain convincing data about significant differences between before and after the application of talking stick method. The model of research design is illustrated as follows:

Table 3.1 Research Design

Class	Pre-test	Treatment	Post-test
A	O_1	X	O_2

Source: Arikunto (2010)

Where:

A : Sampling

O_1 : Pre-test experimental class

O_2 : post-test experimental class

X : Talking stick method

B. Population and Sample

According to Sugiyono (2015) population consist of objects or subject that has specific qualities and characteristics which set by the researchers to be learned and make the conclusion. The population in this study was the second grade student of SMPN 10 Banda Aceh in the academic year 2022/2023. The population consisted of three classes (VIII A, VIII B, and VIII C) and all of the second grade students were 99 students. The researcher described the details for each class in the following table.

Table 3.2 Number of students in second grade of SMPN 10 Banda Aceh

No	Class	Number of Student
1	VIII A	33
2	VIII B	33
3	VIII C	33
Total		99

(Source: class data and number of student in second grade SMPN 10 Banda Aceh in 2022/2023)

This study used purposive sampling technique. The reason was because purposive sampling is a nonrandom sampling technique where the researcher determined the sampling in specific characteristic that are suitable with the objective of the study. According to Sugiyono (2017) purposive sampling is a data sampling technique based on certain considerations. In this study, the researcher took class VIII B (consist of 20 male students and 13 female students) as a sample because the researcher considered several things such as; the students had

difficulty in speaking, some of them were shy and anxiously to speak in front of the class. The students had limited vocabulary and they were passive during the classroom activities. Consequently, the sample in this study was class VIII B in the second grade students of SMPN 10 Banda Aceh in the academic year 2022/2023.

C. Technique of Collecting Data

In this study, the researcher collected the data by using some appropriate techniques; experimental class, and test.

a. Test

According to Brown (2004) “A test is a method of measuring a person’s ability, knowledge, or performance in giving domain”. In this study, researcher used speaking test by using oral test in pre-test and post-test. The researcher used tests to measure the ability of students before and after the teaching and learning process, it aims to determine whether the talking stick method improved students’ speaking ability or not. Arikunto (2013), argues that the test consists of questions or exercises used to measure skills, knowledge, intelligence, abilities, or talents that the processed by individuals or groups. Pre-tests are given before the teaching and learning process, while post-test are given after students are given treatment, it was useful to know whether the talking stick method improved students’ speaking skills. Pre-test and post-test results were collected and compared.

In this study, the researcher gave pre-test and post-test in the form of recount text to students to get the data.

Table 3.3 Speaking test

Pre-test	Retell the recount text given by the teacher
Post-test	Retell the recount text given by the teacher

Table 3.4 The Scoring Rubric of Speaking Test

	4 points	3 points	2 points	1 points
P r o n u n c i a t i o n	Virtually no pronounce mistakes	Produce word with mostly correct pronunciation but sometimes there is any error	Produces words with some pronunciation	May have many strong foreign accents or produces words with too many errors pronunciation
G r a m m a r	Uses grammatical sentence or expressions or virtually no grammar mistakes	Uses a slightly incorrect grammatical sentences or expressions or occasional grammar slips	Makes obvious grammar mistakes or makes some grammar mistakes	Makes mistakes in basic grammar or no correct grammatical sentences or expression
V o c a b u l a r y	Uses wide vocabulary appropriately	Uses good range of vocabulary	Uses of adequate but not rich vocabulary	Little or no language produces
F l u	Speaks fluently with rare repetition and	Speaks with occasional repetition and	Gets idea across but hesitantly and	Speaks slowly and very hesitant with frequent

e n c y	uses long turns easily and effectively	uses short turn in speaking	briefly with some repetition	repetition and sometimes difficult to understand
C o m p r e h e n s i o n	Understand all without any difficulties	Understand almost all, although there is repetition in certain part	Understand most of what she/he talks in slow speaking	Difficult to understand what she/he talks

Maximum score 20

$$\text{Score} = \frac{\text{the result of score}}{\text{maximum score}} \times 100$$

b. Pre-experimental class

This study used the pre-experimental design research method. The research design used is one group pretest and post-test design. In this study, the group that had been selected as a sample is given a pretest before treatment and ended with a final test (treatment is an independent variable and results are the dependent variable). Thus, the results of the treatment were more accurately, because it could compare with the conditions before being given treatment (Sugiyono, 2001).

The researcher needed an experimental class to apply talking stick method. The class used by researcher was one class. Collecting data was conducted during the experimental class, to investigated the application of talking stick method in speaking class. This experimental class consisted of 33 students. The researcher took fourth meetings. The allocated time was 2x40 minutes for each meeting.

D. Technique of Data Analysis

Data analysis is done to interpret data from pre-test and post-test. Mean is used to find out the average of all samples Arikunto (2013). Therefore, in analyzing test scores, the researcher calculates average student scores using statistical formulas Sudjana (2002).

$$X = \frac{\sum fixi}{\sum fi}$$

Where:

X : Mean (average score)

Fi : Frequency

Xi : Middle score of interval class

FiXi : The amount of multiplication between the frequencies and the middle scores of interval class

Before calculating mean, the data should be distributed in frequency distribution list. The following steps are used in creating frequency distribution list:

a. The range of data

Range of data is the lowest score is subtracted by the highest score. The formula is:

$$R = H-L$$

Where:

R: Range

H: The highest score

L: The lowest score

b. Number of interval class

In determining the number of interval, the following formula is used:

$$K = 1 + (3.3) \log n$$

Where:

K: The amount of interval class

n: The amount of sample

In determining the length of interval class the following formula is used:

$$P = R/K$$

Where:

P: Length of interval

R: The range of score

K: Interval

c. Table distribution of test

After finding the ranger of data, number of interval classes, length of interval, the data is served in distribution table as follow:

Table 3.5 Distribution Table Sudjana (2005)

Interval Class	Fi	Xi	FiXi

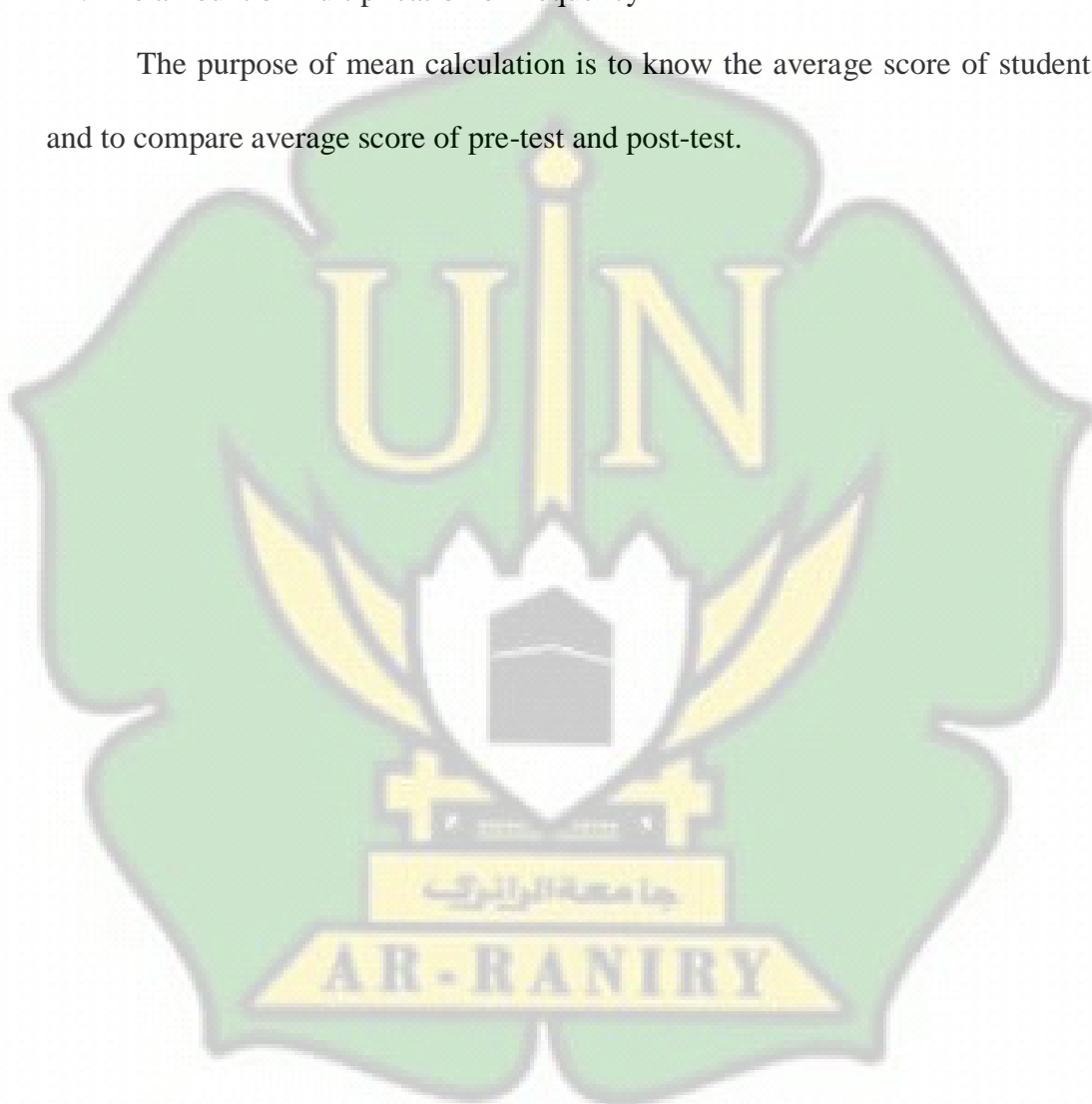
Where:

F: Frequency

X: Middle score of interval class

Fx: The amount of multiplication of frequency

The purpose of mean calculation is to know the average score of students and to compare average score of pre-test and post-test.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter the researcher presents overall result of the research. It consists of the implementation of study, the results of test both pre-test and post-test, the discussion about the research result, and significance of examining hypothesis.

A. The Implementation of Study

The purpose of this study is to find out whether the use of talking stick method improved the students speaking skill. This study used pre-experimental design research method to collected the data. The research question of this study was “Does the use of talking stick method improve the students speaking ability?”. This question could be answered based on given speaking test. Based on the scores, there were significant results between pre-test and post-test. The different score before and after applying talking stick method showed that the use of talking stick method improved students speaking skill.

The implementation phase needed four meetings to gain data. Two meetings were dedicated for pre-test and post-test while the other two were for practicing talking stick method in speaking class. The researcher did research on September 5th 2022 at 10.00 a.m. The researcher collected the data from 33 students of the second grade students of SMPN 10 Banda Aceh in the academic year 2022/2023. They were consist of 20 male and 13 female students.

In the first meeting, the researcher prepared the recount text sheet for pre-test. The researcher came to class and the student was surprised with her coming. The researcher conditioned the students until they had paid attention to the researcher. After all students organized, the researcher began the class said salam and pray by reciting basmallah together. After that, the researcher introduced herself and told the students about her participation in their class for about two weeks. She hoped the students can work together in teaching and learning process.

The researcher told the student they had pre-test in first meeting, the pre-test was retell the recount text given by the researcher. The researcher gave 20 minutes for students to read and understood the text. Then the researcher called the students one by one to retell the recount text in front of the class. Most of students were shy and nervous when they start to speak but the researcher gave motivation to the students to make them more confident with their ability. The researcher focused on students speaking and take the score based on speaking test rubric that had been prepared. The pre-test was over. Then, the researcher closed the class with salam.

In the second meeting, the researcher prepared lesson plan, a stick, and recount text sheet. The researcher came to class and the situation was crowded. The researcher said salam and organized the class. The students greeted and sat quietly. After checked the students list name the researcher gave a material about recount text. The researcher explained the definition, social function, and generic structure of recount text. After explained the material, the researcher divided the students into 6 small groups with 5 or 6 members for each group. The researcher

gave a different recount text to each group and asked them to read and understand the text.

After all group finish with their text, the researcher explained about talking stick and the rules of method. The researcher gave a stick to one of the students and played a music. When the music stop, the student who got the stick must retell the recount text that she/he got in their group and answer the question from the researcher. The other students may help answered the question if their group member could not answer the question. The students were enthusiast and enjoyed the talking stick method. They were excited when got the stick and some students were screaming because they would get question from the researcher. After all students got the chance, the researcher make a conclusion and closed the class with salam.

In the third meeting, the researcher prepared a lesson, a stick, and recount text sheet as the last meeting. The researcher started the class by salam and the students answer. The researcher lead to reciting basmallah together and checked the students list name. Then, the researcher reminded the students about the material that had been studied previously by giving question to students. The researcher asked to one of student “Intan, what is generic structure of recount text?” Intan answered “Orientation, events, and re-orientation miss” “Ok good Intan”. After asked to the some students, the researcher prepared the text.

The researcher divided the students into 6 small groups with 5 or 6 members for each group. Then, the researcher gave a different recount text to each group and asked them to read and understand the text. After all students finish

read and understood the text, the researcher took the stick and told the students they would play the talking stick method as the last meeting. All of students was excited and enthusiast to play the talking stick method. The researcher explained about the same rules as before. The researcher gave the stick to one of students and played a music. When the music stop the student who hold the stick must retell the recount text that she/he got in their group and answer the question from the researcher. Hanif got the first chance to retell the recount text. The researcher asked “Hanif, please retell the recount text that you have read” Hanif retell the recount text nicely even though he was nervous. The researcher also asked about the text and Hanif answered fluently. “Ok good, give applause for Hanif” and all students cheering for Hanif.

Then, the stick roll on again and stop at Arman. The researcher asked Arman to retell the text that he got in his group. Arman was shy and could not retell the text. The researcher asked question about the text but Arman still could not answer the question. Then the researcher asked if there was a group member who could help Arman to retell the recount text. Asya raised her hand and retold the text fluently and nicely. The researcher asked about the orientation of the text and Asya answered well. All students gave applause for Anya. In this meeting the students were very cooperative and sportive during this method because they were understood and did not afraid when they got the stick. After all student got the chance, the researcher concluded the material and closed the learning process with salam.

In the fourth meeting, the researcher prepared recount text sheet before came to the class. The researcher started the class by salam and students answered. The researcher told the students that this is their last meeting. In this meeting, the researcher would give them a post-test. The post-test was retell the recount text given by the researcher. The researcher gave 20 minutes for students to read and understood the text. After 20 minutes, the researcher called the students by list of absent to manage the time. The researcher focused on students speaking skill and take the score based on speaking test rubric that had been prepared. The post-test was over. Then, the researcher closed the class with salam.

B. The Result of Test

After conducting the pre-test and post-test, the obtained data were calculated statistically to identify the mean scores and analyze whether the pre-test and post-test scores differed significantly after treatment. The first step was counted the mean of pre-test and post-test scores before doing the analysis. The scores can be seen in the following table.

Table 4.1 The Student's Score of Talking Stick Method Pre-test and Post-test

No	Initial Name	Pre-test	Post-test
1	AK	80	85
2	AS	60	80
3	AN	70	80
4	AM	60	75
5	AK	80	100
6	AZ	70	90
7	DZA	70	90
8	FAF	70	85

9	HA	80	100
10	IA	60	75
11	IN	60	70
12	JZ	70	80
13	KN	60	70
14	MNA	60	80
15	MRA	60	60
16	MRM	70	75
17	MA	60	70
18	NA	70	80
19	PLF	70	85
20	RA	80	100
21	R	70	80
22	RMR	60	70
23	R	60	80
24	RR	70	80
25	RF	70	80
26	RN	80	80
27	SAM	80	100
28	SZ	60	80
29	TL	70	90
30	TRA	50	70
31	W	40	60
32	TMI	60	70
33	BRS	70	80
Total	33	2200	2650

The next step was arranging the score from the lowest up to the highest score pre-test

40 50 60 60 60 60 60 60 60 60 60

60 60 60 70 70 70 70 70 70 70 70
 70 70 70 70 70 80 80 80 80 80 80

Post-test

60 60 70 70 70 70 70 70 75 75 75
 80 80 80 80 80 80 80 80 80 80 80
 80 85 85 85 90 90 90 100 100 100 100

1. Pre-test

Based on pre-test, the highest score of the pre-test was 80 and the lowest score was 40. To determine the range score, the formula was:

$$R = H - L$$

$$R = 80 - 40$$

$$R = 40$$

The next step was identified the amount of interval class by using the formula below:

$$K = 1 + (3.3) \log n$$

$$K = 1 + (3.3) \log 33$$

$$K = 1 + (3.3) 1.51$$

$$K = 1 + 4.983$$

$$K = 5.983 = \mathbf{6 \text{ (taken)}}$$

After finding the amount of interval class, the length of the interval class was found out by using:

$$P = R / K$$

$$P = 40 / 6$$

$$P = 6.66 = \mathbf{7 \text{ (taken)}}$$

The last step was substituting the scores into the frequency distribution table as follow:

Table 4.2 The Frequency Distribution Table of Student's Pre-test Score

No	Interval Class	Fi	Xi	FiXi
1	40-46	1	43	43
2	47-53	1	50	50
3	54-60	12	57	684
4	61-67	0	64	0
5	68-74	13	71	923
6	75-81	6	78	468
		$\sum fi = 33$	$\sum xi = 363$	$\sum fixi = 2168$

Where:

Fi = Frequency

Xi = Middle Score of Interval Class

FiXi = The Amount of The Multiplication between Frequency and Middle Interval

The mean score of pre-test was found out by using the formula:

$$X = \frac{\sum fixi}{\sum fi}$$

$$X = 2.168/33$$

$$X = 65.6$$

The mean of pre-test was 66.

2. Post-test

After the calculation of students pre-test score, then researcher continued to analyze the post-test score of the students. To analyze the post-test score, the researcher used the same formula as in pre-test. From the arranging data before, it shows that the highest score of post-test was 100 and the lowest score was 60. So the range was:

$$R = H - L$$

$$R = 100 - 60$$

$$R = 40$$

The next step was identified the amount of interval class by using the formula below:

$$K = 1 + (3.3) \log n$$

$$K = 1 + (3.3) \log 33$$

$$K = 1 + (3.3) 1.51$$

$$K = 1 + 4.983$$

$$K = 5.983 = \mathbf{6 \text{ (taken)}}$$

After finding the amount of interval class, the length of the interval class was found out by using:

$$P = R/K$$

$$P = 40/6$$

$$P = 6.66 = \mathbf{7 \text{ (taken)}}$$

The last step was substituting the scores into the frequency distribution table as follow:

Table 4.3 Table Frequency Distribution Table of Student's Post-test Score

No	Interval Class	Fi	Xi	FiXi
1	59-65	2	62	124
2	66-72	6	69	414
3	73-79	3	76	228
4	80-86	15	83	1245
5	87-93	3	90	270
6	94-100	4	97	388
		$\sum fi = 33$	$\sum xi = 477$	$\sum fixi = 2669$

Where:

Fi = Frequency

Xi = Middle Score of Interval Class

$f_i X_i$ = The Amount of The Multiplication between Frequency and Middle Interval

The mean score or post-test was found out by using the formula:

$$X = \frac{\sum f_i x_i}{\sum f_i}$$

$$X = 2.669/33$$

$$X = 80.8$$

The mean of post-test was 81.

The result of test above showed that the students score increased from the pre-test to the post-test. The mean of pre-test was 66 while the mean of post-test was 81.

C. Significance of Examining Hypothesis

“t” test (t_0) it's used to determine the significant examining of the student score sudjana (2008). The aim is to measure and examine the significant between two means of pre-test and post-test. Then the result of calculation of the t-test value will consulted to t-valuable table. If t-test is higher than t-table of 5% of alpha level, it means that there is significant difference between the result of pre-test and post-test score.

1. Alternative hypothesis (H_a) and null hypothesis (H_0) is determined as in the following:

H_a : assumes that there is a significant different between pre-test and post-test

H_0 : assumes that there is no significant different between pre-test and post-test

2. Listing the score of pre-test and post-test and find the difference score between them.

Table 4.4 Deviation score of pre-test and post-test

No	Initial	Pre-test (Y)	Post-test (X)	X-Y (D)	D ²
1	AK	80	85	5	25
2	AS	60	80	20	400
3	AN	70	80	10	100
4	AM	60	75	15	225
5	AK	80	100	20	400
6	AZ	70	90	20	400
7	DZA	70	90	20	400
8	FAF	70	85	15	225
9	HA	80	100	20	400
10	IA	60	75	15	225
11	IN	60	70	10	100
12	JZ	70	80	10	100
13	KN	60	70	10	100
14	MNA	60	80	20	400
15	MRA	60	60	0	0
16	MRM	70	75	5	25
17	MA	60	70	10	100
18	NA	70	80	10	100
19	PLF	70	85	15	225
20	RA	80	100	20	400
21	R	70	80	10	100
22	RMR	60	70	10	100
23	R	60	80	20	400
24	RR	70	80	20	400
25	RF	70	80	10	100
26	RN	80	80	0	0
27	SAM	80	100	20	400
28	SZ	60	80	20	400

29	TL	70	90	20	400
30	TRA	50	70	20	400
31	W	40	60	20	400
32	TMI	60	70	10	100
33	BRS	70	80	10	100
Total	33	2200	2650	460	7650

3. Finding the difference score, standard deviation of two variables, X and Y by using the following formula:

$$SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$SD = \sqrt{\frac{7650}{33} - \left(\frac{460}{33}\right)^2}$$

$$SD = \sqrt{232 - (13.93)^2}$$

$$SD = \sqrt{232 - 194}$$

$$SD = \sqrt{38}$$

$$SD = 6.1$$

4. Finding the mean of difference (M_D) by using following formula:

$$M_D = \frac{\sum D}{N}$$

$$M_D = \frac{460}{33}$$

$$M_D = 13.93$$

5. Calculating the Standards Error of the mean difference (SEM_D) between two variable X and Y

$$SEM_D = \frac{SD}{\sqrt{N-1}}$$

$$SEM_D = \frac{6.1}{\sqrt{33-1}}$$

$$SEM_D = \frac{6.1}{\sqrt{32}}$$

$$SEM_D = \frac{6.1}{5.6}$$

$$SEM_D = 1.1$$

6. Calculating t_0 score by using the following formula:

$$t_0 = \frac{MD}{SEMD}$$

$$t_0 = \frac{13.93}{1.1}$$

$$t_0 = 12.6$$

7. Determining t-table in significant level 5% with df:

$$DF = N-1$$

$$DF = 33-1$$

$$DF = 32$$

8. Determining to through t table

The hypothesis of this research uses T table at significant level of $\alpha = 0.05$ (5%). According to T table list, the value of distribution table at 32 as degree of freedom is 2.1. However, in this research $T_{test} > T_{table}$ ($12.6 > 2.1$). In addition, referring to the above criteria, because T_{test} was higher than T_{table} , it could be concluded that this research's alternative hypothesis (H_a) was accepted and that the null hypothesis (H_0) was rejected. Thus, it could be stated that there was a significant difference between the mean values of pre-test and post-test score. In the final analysis, it could be concluded that T_{test} indicate there was a difference

of students score before and after being taught by using talking stick method in speaking class.

D. Discussion

The purpose of this study is examined to find out whether the use of talking stick method improved the students speaking skill. This study using pre-experimental design research method to collected the data. The research question of this study was “Does the use of talking stick method improve the students speaking ability?”. The researcher gave some treatment to the experimental class students on how to apply talking stick method in teaching speaking.

From the result analyzing pre-test and post-test score, it showed the increased of students speaking ability before and after applied talking stick method. The mean of pre-test was 65.6 while the mean of post-test was 80.8. This data showed that the mean of post-test score was greater than the pre-test score. The mean score of students was 80.8 and the improvement point was 15.2. The calculating of T test also showed that there was a significant improvement of students speaking score. It was proved by the result of hypothesis testing; $t\text{-test} > t\text{-table}$ which $12.6 > 2$. It means the result of this research was higher than t-table that caused the H_0 was refused and H_a was accepted.

Based on the data from student's pre-test and post-test score, it was showed that the application of talking stick method improved students speaking ability significantly. It was the same to statement stated by Agus Suprijono (2009) who claimed that usage of talking stick in teaching and learning process is expected to help students to be braver in giving their opinions to the other friends

in classroom. The researcher already proved that the use of talking stick method make students enjoy and more confident to speak in front of the class. Kagan (2009) also stated that the talking stick method is a method in learning process by a stick. The students who got the stick must answer the question by the teacher after studying the materials. This method trained students in speaking and understanding the subject material.

The researcher took three previous studies that related with this study, they are written by Elsa Ananda (2017), Ati' Mustamiddah (2018), and Dilla Vitalia (2016). The previous study found that students speaking ability could be improved by applying the talking stick method and there were significant students speaking score before and after taught by using talking stick method. The finding of previous research was related with this study where the students speaking ability increased after using the talking stick method.

In conclusion, the researcher concluded that the treatment was successful in improving students speaking skill. It could be seen from the result of the student's pre-test and post-test score. They were very active and confidence in present the material in front of the class. Almost all of students being active in engaging in the learning process; such as asking question and responding question. Therefore, it shows that talking stick method was improved students speaking ability class VIII B in the second grade students of SMPN 10 Banda Aceh in the academic year 2022/2023.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

After analyzing the result of the research in the previous chapter, the researcher presents the conclusions and recommendations as follows:

A. Conclusion

This study aimed to find out whether the use of talking stick method can improve students speaking ability. There is significant result of using talking stick method in teaching speaking to improve students speaking skill for class VIII B in the second grade students of SMPN 10 Banda Aceh. It is shown by the result of pre-test and post-test. The mean score of pre-test was 65.6 and it improved into 80.8 in post-test. The t-test result is higher than t-table which $12.6 > 2$, it means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. In short, the talking stick method is able to improve students speaking skills.

Therefore, in teaching speaking, the talking stick method was effective. It can help students to improve their speaking. Thus, the talking stick method gives a lot of good effects on students speaking ability, it show they improved in several aspects of speaking performance; such as pronunciation, grammar, vocabulary, comprehension, and fluency.

B. Recommendations

Based on the research findings, the researcher would give suggestions to the English teacher, students, and the other researcher as follow:

1. For the teachers

The method of teaching speaking will influence the students speaking skill. They should pay attention to the fact that the students confident and braveness during teaching learning process which should be increased. The use of various methods is suggested to make the students more encourage to improve the teaching learning process.

2. For the students

The researcher expects that students must be active in teaching learning process, especially when they are taught by using talking stick method. The students should be active and creative to get the good score in class activity. The students should not be afraid to make mistake during the teaching and learning process, they should be brave to speak and give their opinion in the classroom. The students should learn and practice English speaking in order to improve their speaking ability.

3. For other researcher

It shows that the using of talking stick method improved students speaking skill. So that, the other researchers and the readers could use the method in learning English especially in improving student's speaking skill. They should read this study clearly, so they can understand how to practice talking stick method in improving students speaking skill.

Based on explanation above, the researcher would like to suggest the readers and other researchers that this study can be used to be applied in additional reference to the next research with the different sample and occasion. The researcher hoped this thesis may help the other researcher to conduct their research.



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APPENDIX A

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-18617/UN.08/FTK/KP.07.6/12/2021

TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013: tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 12:00.00 AM
- Menetapkan
PERTAMA : **MEMUTUSKAN**
- Menunjuk Saudara:
1. Siti Khasinah, S. Ag., M. Pd. Sebagai Pembimbing Pertama
2. Azizah, M. Pd. Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : Ria Marisa
- NIM : 170203184
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : The Application of Talking Stick Method in Improving Students' Speaking Ability
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
- KEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 29 Desember 2021
Dekan,


Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry sebagai laporan;
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Kepala Biro Administrasi Umum dan Keuangan;
4. Kepala Biro Administrasi Akademik dan Pengajaran;
5. Kepala Biro Administrasi Perpustakaan;
6. Kepala Biro Administrasi Hubungan Masyarakat dan Kerjasama;
7. Kepala Biro Administrasi Keuangan;
8. Kepala Biro Administrasi Umum dan Kerjasama;
9. Kepala Biro Administrasi Umum dan Kerjasama;
10. Kepala Biro Administrasi Umum dan Kerjasama;
11. Kepala Biro Administrasi Umum dan Kerjasama;
12. Kepala Biro Administrasi Umum dan Kerjasama;
13. Kepala Biro Administrasi Umum dan Kerjasama;
14. Kepala Biro Administrasi Umum dan Kerjasama;
15. Kepala Biro Administrasi Umum dan Kerjasama;
16. Kepala Biro Administrasi Umum dan Kerjasama;
17. Kepala Biro Administrasi Umum dan Kerjasama;
18. Kepala Biro Administrasi Umum dan Kerjasama;
19. Kepala Biro Administrasi Umum dan Kerjasama;
20. Kepala Biro Administrasi Umum dan Kerjasama;

APPENDIX B

Document

<https://siakad.ar-raniry.ac.id/e-mahasiswa/akademik/penelitian/cetak>



**KEMENTERIAN AGAMA
UNIVERSITÄS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-11301/Un.08/FTK.1/TL.00/08/2022
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

1. Kepala Dinas Pendidikan dan Kebudayaan Kota Banda Aceh
2. Kepala SMP Negeri 10 Banda Aceh

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **RIA MARISA / 170203184**
Semester/Jurusan : **XI / Pendidikan Bahasa Inggris**
Alamat sekarang : **Jl. Laks. Mlahayati Gampoeng Baet, Kec. Baitussalam, Kab.Aceh Besar**

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***The Application of Talking Stick Method in Improving Students' Speaking Ability.***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 26 Agustus 2022
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 26 September
2022

Habiburrahim, M.Com., M.S., Ph.D.

APPENDIX C



PEMERINTAH KOTA BANDA ACEH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH PERTAMA NEGERI 10
Jl. PoteumeureuhomUleeKarengTelp. (0651) 25295
E-mail: smpn10bandaacehh@gmail.com Website: <http://smpn10bna.sch.id>

KodePos : 23118

SURAT KETERANGAN

Nomor : 422 / 407 / 2022

Sehubungan dengan Surat Kepala Dinas Pendidikan dan Kebudayaan Kota Banda Aceh, No.074/A4/6188 Tanggal 30 Agustus 2022, perihal Izin melaksanakan Pengumpulan Data dalam rangka mengumpulkan data Skripsi pada SMP Negeri 10 Banda Aceh, maka dengan ini kami sampaikan bahwa :

Nama : RIA MARISA
NPM : 170203184
Jurusan : Pendidikan Bahasa Inggris
Jenjang : S1

Benar yang namanya tersebut diatas telah mengadakan Penelitian/Pengumpulan data pada SMP Negeri 10 Banda Aceh pada tanggal 9 s.d 13 September 2022, dengan judul : **"THE APPLICATION OF TALKING STICK METHOD IN IMPROVING STUDENTS' SPEAKING ABILITY"**.

Demikian untuk dapat dimaklumi dan dipergunakan seperlunya.

13 Desember 2022
Nur Adam
Nip. 19630713 199512 1 001

APPENDIX D
RESEARCH INSTRUMENT

PRE-TEST

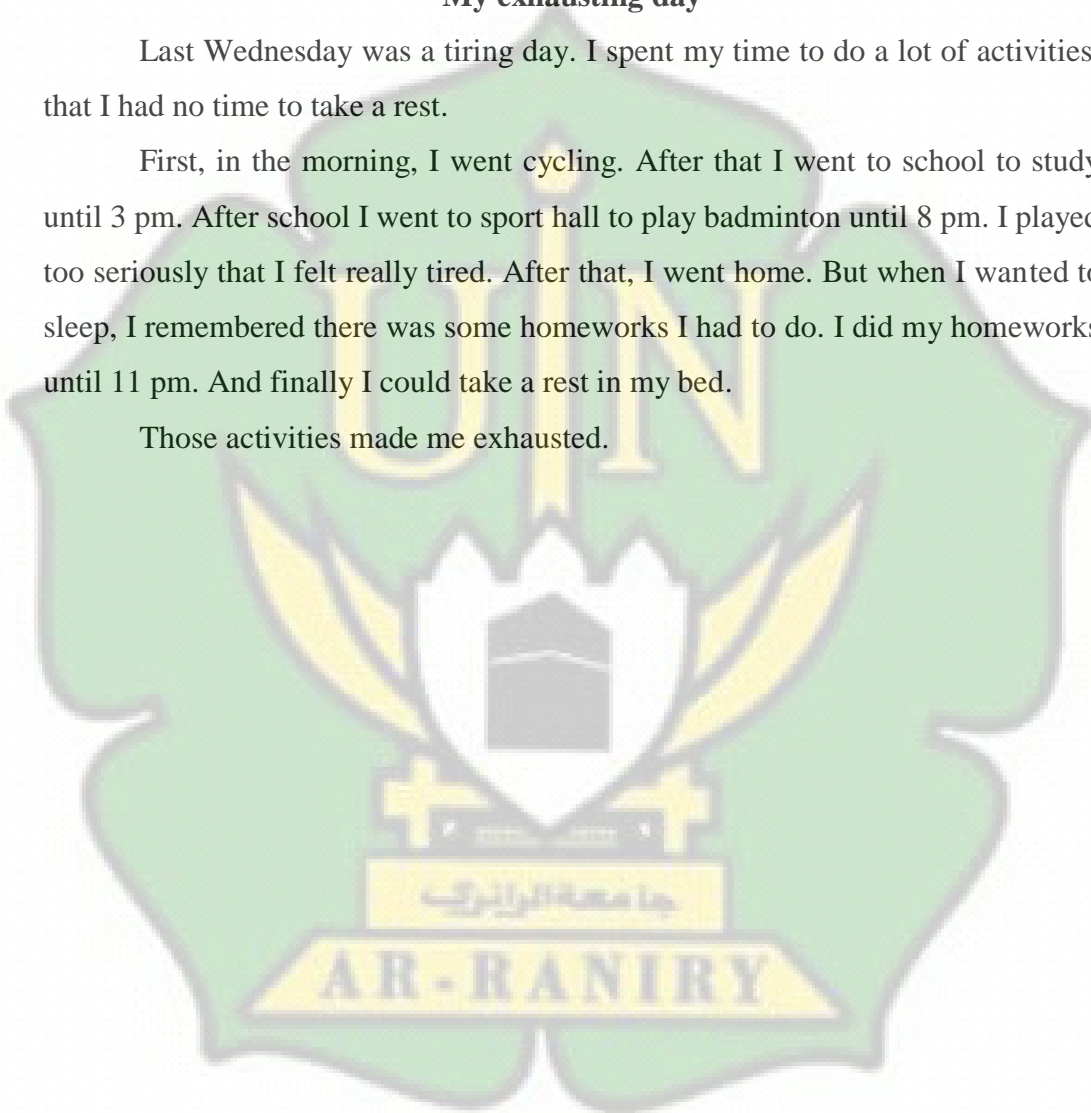
Please retell the recount text below!

My exhausting day

Last Wednesday was a tiring day. I spent my time to do a lot of activities, that I had no time to take a rest.

First, in the morning, I went cycling. After that I went to school to study until 3 pm. After school I went to sport hall to play badminton until 8 pm. I played too seriously that I felt really tired. After that, I went home. But when I wanted to sleep, I remembered there was some homeworks I had to do. I did my homeworks until 11 pm. And finally I could take a rest in my bed.

Those activities made me exhausted.



POST-TEST

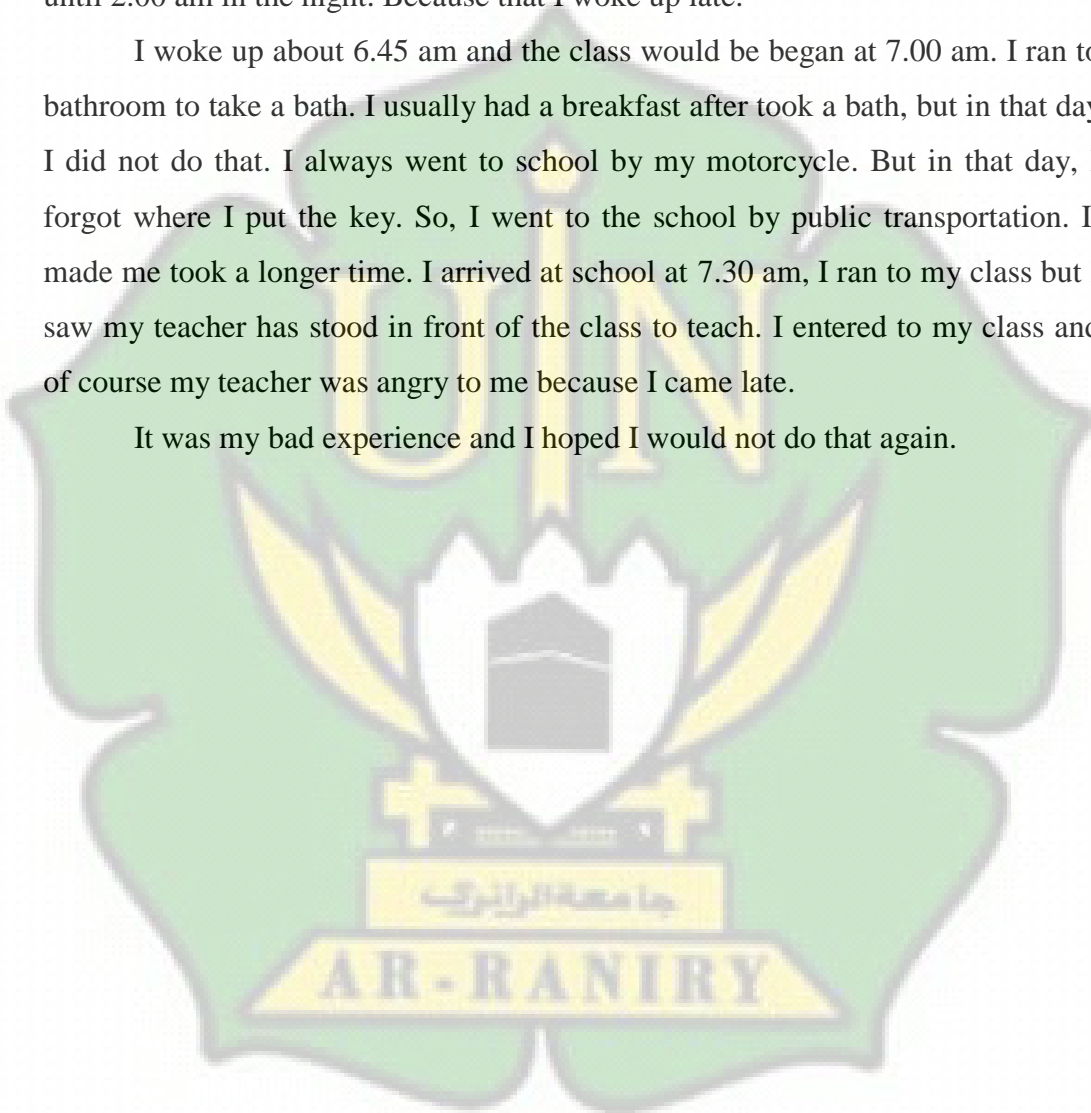
Please retell the recount text below!

Came late to school

Last Monday, I came late to my school because I played play station game until 2.00 am in the night. Because that I woke up late.

I woke up about 6.45 am and the class would be began at 7.00 am. I ran to bathroom to take a bath. I usually had a breakfast after took a bath, but in that day I did not do that. I always went to school by my motorcycle. But in that day, I forgot where I put the key. So, I went to the school by public transportation. It made me took a longer time. I arrived at school at 7.30 am, I ran to my class but I saw my teacher has stood in front of the class to teach. I entered to my class and of course my teacher was angry to me because I came late.

It was my bad experience and I hoped I would not do that again.



APPENDIX E

RPP

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah	:	SMPN 10 Banda Aceh
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII/1 (Ganjil)
Materi	:	Recount Text
Kecakapan	:	Berbicara
Alokasi Waktu	:	2x80 Menit (dua kali pertemuan)

A. Kompetensi Inti

KI 1 Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 Menghayati dan mengamalkan perilaku (jujur, disiplin, tanggung jawab, peduli, santun, ramah lingkungan, gotong royong, kerja sama, cinta damai, responsif dan pro-aktif) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian kompetensi
3.7 Menganalisis fungsi sosial,	3.7.1 Mengidentifikasi fungsi sosial,

<p>struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa/pengalaman sesuai dengan konteks penggunaannya</p>	<p>struktur teks, dan unsur kebahasaan dari beberapa teks recount terkait pengalaman pribadi di waktu lampau, pendek, dan sederhana, sesuai dengan konteks penggunaannya</p> <p>3.7.2 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan dari beberapa teks recount terkait pengalaman pribadi di waktu lampau pendek, dan sederhana, sesuai dengan konteks penggunaannya</p>
<p>4.7 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa/pengalaman, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan dan sesuai konteks</p>	<p>4.7.1 Menceritakan kembali teks recount yang diberikan guru</p>

C. Tujuan pembelajaran

Setelah selesai melaksanakan serangkaian kegiatan pembelajaran, siswa dapat:

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks recount terkait pengalaman pribadi di waktu lampau, pendek, dan sederhana, sesuai dengan konteks penggunaannya
2. Membedakan fungsi sosial, struktur teks dan unsur kebahasaan dari beberapa teks recount terkait pengalaman pribadi di waktu lampau pendek, dan sederhana, sesuai dengan konteks penggunaannya

3. Menemukan makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount terkait pengalaman pribadi di waktu lampau dari lembar kertas yang dibagikan oleh guru
4. Mengarang teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks

D. Materi Pembelajaran

Teks recount lisan dan tulis sangat pendek dan sederhana tentang pengalaman/kejadian/peristiwa pribadi (personal recount)

Contoh:

A Beautiful Day at Jogja

Orientation ← Last week, my friends and I went to Jogja. We visited many places.

Events ← First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home.

Reorientation ← For me, that was a beautiful day. we really enjoyed it, and I hope I could visit Jogja again.

Diving in Bunaken Island

Orientation ← Last year, I left New Zealand for Bunaken Island. I went there with a group of New Zealand divers. Getting there was not quite easy.

Event 1 ← Soon after our arrival at Bunaken, we got a general briefing. It included a description about how to take pictures under water.

Event 2 ← Then, we began our diving. In our diving we saw groups of tiny fish. In order to identify them, we needed a good guide. Without some knowledge of their habitat and behavior, it was difficult to identify.

Re-orientation ← In summary, the trip was mostly enjoyable. This place is so impressive with its marine life.

-Fungsi Sosial

Memberikan informasi dan menghibur audience tentang pengalaman di waktu lampau

-Struktur Teks

- a. Orientation
- b. Events
- c. Re-orientation

-Unsur kebahasaan

- a. Penggunaan past tense (was, were, V2, etc), using linking verb and action verb
- b. Penggunaan conjunctions (and, then, after that, etc)
- c. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan

-Topik

Teks recount terkait pengalaman pribadi di waktu lampau

E. Metode Pembelajaran

1. Pendekatan : Communicative Approach
2. Metode pembelajaran: Talking Stick
3. Teknik pembelajaran : Ceramah, tanya jawab, diskusi, dan penugasan
4. Model pembelajaran : *Cooperative Learning*

F. Media dan Sumber Pembelajaran

1. Media/alat : Papan tulis, spidol, lembar kertas teks recount, dan tongkat talking stick
2. Sumber : Suara guru, buku siswa, dan internet

G. Kegiatan Pembelajaran

Pertemuan pertama (80 menit)

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Guru memberi salam dan mempersilahkan ketua kelas memimpin peserta didik untuk memulai dengan doa bersama	10 menit

	<ul style="list-style-type: none"> • Guru mengecek kehadiran peserta didik • Guru mengkondisikan suasana belajar yang menyenangkan • Guru menyampaikan materi yang akan dipelajari tentang teks recount dan mengaitkannya dengan pengalaman peserta didik • Guru menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan & manfaat dengan mempelajari teks recount, contoh, dan penggunaannya • Guru menjelaskan hal-hal yang akan dipelajari dan kompetensi yang akan dicapai 	
<p>Kegiatan Inti</p>	<ol style="list-style-type: none"> a. Guru memberikan ilustrasi tentang recount text b. Guru menjelaskan materi tentang recount text berupa definisi, fungsi sosial, struktur teks, dan unsur kebahasaannya c. Peserta didik mengamati informasi dari guru dan bertanya jika ada hal yang tidak dipahami terkait materi recount text d. Guru membagi peserta didik kedalam 6 kelompok kecil dengan 5-6 anggota dalam masing-masing kelompok e. Guru membagikan contoh teks recount dengan tema berbeda ke masing-masing kelompok f. Guru meminta peserta didik membaca dan memahami teks yang sudah dibagikan g. Guru meminta peserta didik mengidentifikasi struktur teks dan unsur kebahasaan dari teks 	60 menit

	<p>yang sudah dibagikan</p> <ul style="list-style-type: none"> h. Peserta didik diizinkan melihat kamus jika ada vocab yang tidak diketahui dari teks tersebut i. Guru menyiapkan sebuah tongkat dan menjelaskan kepada peserta didik tentang metode talking stick j. Guru memberikan tongkat kepada salah satu peserta didik dalam kelompok dan memainkan musik k. Peserta didik saling mengoper tongkat talking stick ke kelompok lain sambil menunggu musik berhenti l. Guru mematikan musik dan peserta didik yang terakhir kali memegang tongkat harus menjawab pertanyaan dari guru dan menjelaskan kembali teks recount yang didapat oleh kelompoknya m. Jika peserta didik yang ditunjuk tidak dapat menjawab ataupun menjelaskan, maka teman kelompoknya yang lain boleh membantu untuk menjawab n. Kemudian tongkat berputar kembali sampai seluruh peserta didik mendapatkan gilirannya o. Setelah seluruh peserta didik mendapat giliran, guru memberi penilaian 	
<p>Penutup</p>	<ul style="list-style-type: none"> • Guru bersama peserta didik menyimpulkan, merefleksi dan memberikan umpan balik terhadap proses dan hasil pembelajaran • Guru menutup kegiatan belajar dengan membaca doa dan salam 	<p>10 menit</p>

Pertemuan kedua (80 menit)

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> ● Guru memberi salam dan mempersilahkan ketua kelas memimpin peserta didik untuk memulai dengan doa bersama ● Guru mengecek kehadiran peserta didik ● Guru mengulang sedikit tentang materi yang sudah dipelajari minggu lalu 	10 menit
Kegiatan Inti	<ol style="list-style-type: none"> a. Guru menyampaikan kepada peserta didik jika materi yang dipelajari masih tentang recount text b. Guru membagi peserta didik menjadi 6 kelompok dengan 5-6 anggota dalam masing-masing kelompok c. Guru membagikan contoh teks recount dengan tema yang berbeda ke masing-masing kelompok d. Guru meminta peserta didik untuk membaca dan memahami teks recount yang telah dibagikan e. Guru meminta setiap kelompok untuk menentukan struktur teks dan melihat unsur kebahasaan dari teks recount yang dibagikan f. Setelah semua kelompok selesai mengerjakan apa yang diminta oleh guru, guru mengambil sebuah tongkat g. Guru menjelaskan kembali tentang metode talking stick seperti yang sudah dilakukan pada minggu lalu 	60 menit

	<p>h. Guru memberikan tongkat kepada salah satu peserta didik</p> <p>i. Guru memainkan musik dan peserta didik saling mengoper tongkat sambil menunggu musik berhenti</p> <p>j. Ketika musik berhenti, peserta didik yang memegang tongkat terakhir kali harus menjelaskan tentang contoh teks recount dari kelompoknya dan menjawab pertanyaan dari guru</p> <p>k. Jika peserta didik yang memegang tongkat tidak bisa menjelaskan ataupun menjawab pertanyaan dari guru, teman kelompoknya yang lain boleh membantu untuk menjawab</p> <p>l. Kemudian tongkat berputar kembali sampai seluruh peserta didik dari masing-masing kelompok mendapatkan gilirannya</p> <p>m. Setelah semuanya mendapat giliran berbicara, guru dan murid sama-sama berdiskusi kembali mengenai teks recount yang sudah dibagikan</p> <p>n. Guru memberi penilaian untuk speaking peserta didik</p>	
Penutup	<ul style="list-style-type: none"> • Guru bersama peserta didik menyimpulkan, merefleksi, dan memberikan umpan balik terhadap proses dan hasil pembelajaran • Guru menutup kegiatan belajar dengan membaca doa dan salam 	10 menit

H. Penilaian Hasil Pembelajaran

1. Sikap

No	Nama	Sikap								
		Aktif			Bekerjasama			Disiplin		
		KB	B	SB	KB	B	SB	KB	B	SB
1										
2										
3										
4										
5										
6										
dst										

Keterangan:

KB=Kurang baik

B=Baik

SB=Sangat baik

2. Pengetahuan

No	Nama	Penilaian				Score
		Pengucapan	Pemahaman	Kosa Kata	Ketelitian	
1						
2						
3						
4						

5						
dst						

Rubrik Penilaian

Pengucapan:

- 5 Hampir sempurna
- 4 Ada kesalahan tapi tidak mengganggu makna
- 3 Ada beberapa kesalahan dan mengganggu makna
- 2 Banyak kesalahan dan mengganggu makna
- 1 Sulit dipahami

Pemahaman

- 5 Sangat memahami
- 4 Memahami
- 3 Cukup memahami
- 2 Kurang memahami
- 1 Tidak memahami

Kosa Kata:

- 5 Hampir sempurna
- 4 Ada kesalahan tapi tidak mengganggu makna
- 3 Ada beberapa kesalahan dan mengganggu makna
- 2 Banyak kesalahan sehingga mengganggu makna
- 1 Banyak kesalahan sehingga sulit dipahami

Ketelitian:

- 5 Sangat teliti
- 4 Teliti
- 3 Cukup teliti
- 2 Kurang teliti
- 1 Tidak teliti

Score maksimum 20

$$\text{Score} = \frac{\text{Hasil score}}{\text{score maksimum}} \times 100$$

3. Speaking

	4 points	3 points	2 points	1 points
P r o n u n c i a t i o n	Virtually no pronounce mistakes	Produce word with mostly correct pronunciation but sometimes there is any error	Produces words with some pronunciation	May have many strong foreign accents or produces words with too many errors pronunciation
G r a m m a r	Uses grammatical sentence or expressions or virtually no grammar mistakes	Uses a slightly incorrect grammatical sentences or expressions or occasional grammar slips	Makes obvious grammar mistakes or makes some grammar mistakes	Makes mistakes in basic grammar or no correct grammatical sentences or expression
V o c a b u l a r y	Uses wide vocabulary appropriately	Uses good range of vocabulary	Uses of adequate but not rich vocabulary	Little or no language produces
F l u e n c y	Speaks fluently with rare repetition and uses long turns easily and effectively	Speaks with occasional repetition and uses short turn in speaking	Gets idea across but hesitantly and briefly with some repetition	Speaks slowly and very hesitant with frequent repetition and sometimes difficult to understand
C o m	Understand all without any difficulties	Understand almost all, although there	Understand most of what she/he talks in	Difficult to understand what she/he talks

p r e h e n s i o n		is repetition in certain part	slow speaking	
------------------------------------------------	--	----------------------------------	---------------	--

Maximum score 20

$$\text{Score} = \frac{\text{the result of score}}{\text{maximum score}} \times 100$$

Mengetahui.....2022

Kepala Sekolah,

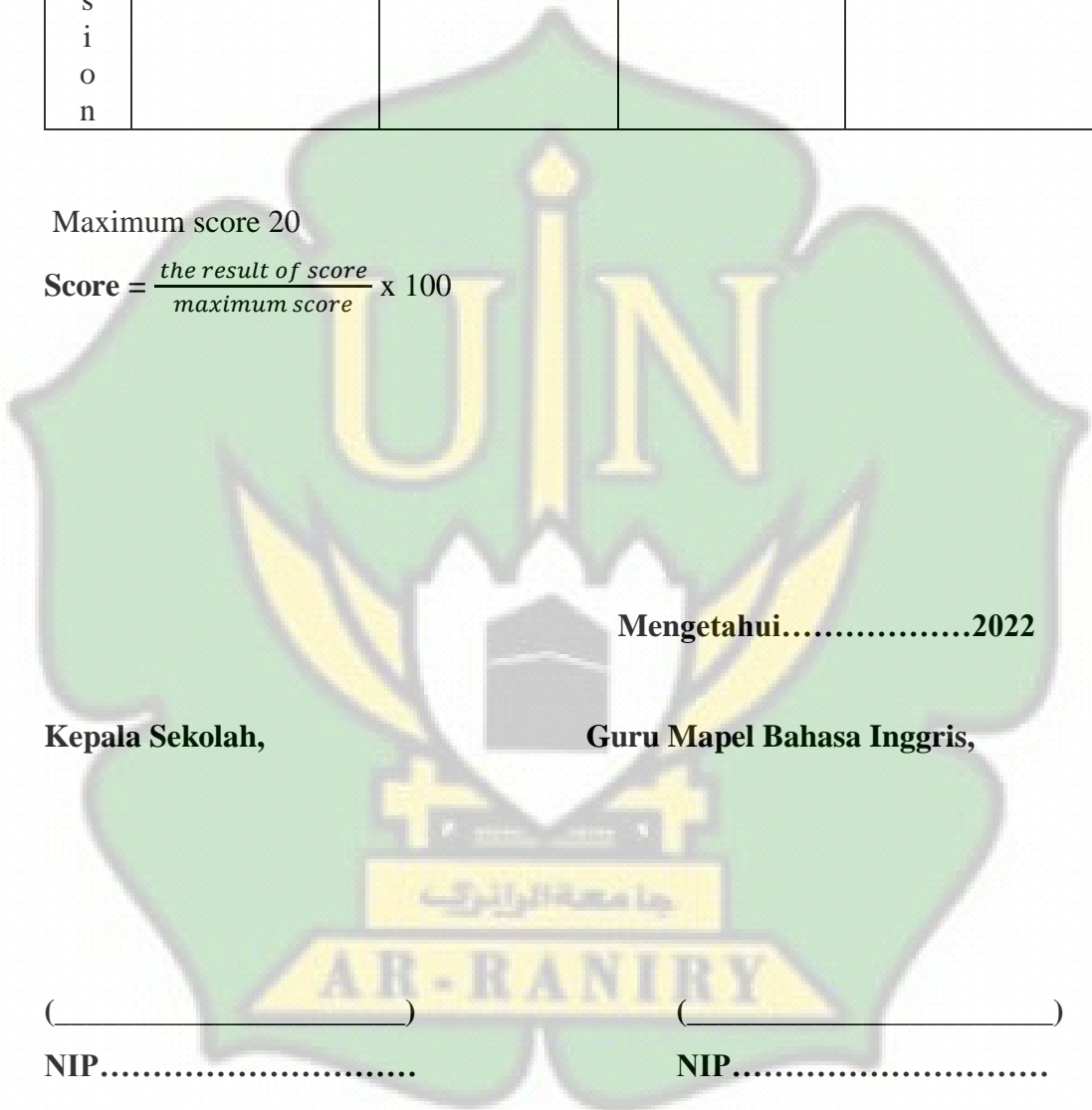
Guru Mapel Bahasa Inggris,

(_____)

(_____)

NIP.....

NIP.....



LAMPIRAN

A. Recount Text

1. Definisi Recount Text

Menurut kamus, kata 'Recount' memiliki arti menceritakan. Jadi Recount text dapat diartikan sebagai 'Text yang menceritakan'. Maka Recount text adalah sebuah teks yang menceritakan kembali peristiwa atau aktivitas yang terjadi di masa lampau yang pernah di alami sebelumnya. Kita mungkin pernah mendengar sebelumnya dari guru kita bahwa Recount Text adalah sebuah cerita pengalaman yang benar - benar terjadi di dalam kehidupan kita. Lalu, tujuan dari Recount text itu sendiri adalah untuk menghibur atau memberi informasi kepada pembaca.

2. Ciri-Ciri Recount Text

- Memiliki judul yang merangkum teks. Contohnya *'My Vacation to Bali'* maka ceritanya hanya akan menceritakan seluruh liburan saat berada di bali
- Menceritakan peristiwa yang sudah terjadi di masa lampau. Maka Recount text selalu menggunakan past tense, contohnya *'Last month, I went to Bali with my family.'*
- Semua kejadian yang di ceritakan harus secara berurutan. Jadi, harus memakai kata sambung seperti *'when', 'later', 'then', 'after', 'before',* dan lain lain.

3. Generic Structure of Recount Text

Generic structure atau struktur kebahasaan dari Recount Text ini terbagi kedalam 3 susunan, yaitu :

1. Orientation

Bagian Orientation merupakan bagian pendahuluan atau perkenalan dari text yang akan dibahas. Karena di dalam Orientation ini menceritakan siapa saja yang terlibat dalam cerita, apa yang terjadi, di mana tempat peristiwa terjadi, dan waktu terjadinya peristiwa.

2. Events

Bagian Event merupakan inti dari cerita. Pada bagian ini kita menceritakan semua yang terjadi secara berurutan dari awal sampai selesai

3. Re-orientation

Bagian Re-orientation berisi kesimpulan dari isi cerita, atau bisa juga merupakan pendapat pribadi dari si pencerita. Re-orientation ini bisa disebut juga akhir atau penutup dari cerita.

4. Linguistic Element of Recount Text

- Menggunakan nouns dan pronouns sebagai kata ganti orang, binatang atau benda dalam teks. Contoh: Bella, the Cat, the Villa, dll.
- Menggunakan action verbs (kata kerja). Contoh: walk, run, talk, shop, dll.
- Ditulis dalam bentuk past tense. Contoh: We shopped in the market yesterday, I was excited, dll.
- Terdapat conjunction dan time connectives, gunanya agar peristiwa yang ditulis menjadi sinkron dan runtut. Contoh kata yang sering digunakan: and, but, then, after that, next, dll.
- Melibatkan adverb dan adverb phrases yang menerangkan setting tempat, waktu dan keterangan tambahan. Contoh: At the hospital, yesterday, quickly, dll.
- Menggunakan adjectives (kata sifat) yang menerangkan nouns (kata benda). Contoh: handsome, rich, expensive, dll.

Example of Personal Recount Text



Holiday in Santolo Beach

When Idul Fitri holiday, after visiting my parent at Pameungpeuk, Garut. Me and my family went to Santolo Beach to refresh our mind after the long time of work. It's rarely to take a vacation because I'm very busy.

The way to Santolo beach is quite good, and the view is really beautiful. On our left and right is full of rice fields and many coconut trees along the way. But when we nearly arrived, there was a long traffic jam so we hardly to get in into the beach. I guess this was because of the Idul Fitri holiday, so people want to go to beach too. Then we just take a walk to the beach because it was not far. Fortunately the weather was not too hot on that day. After we arrived, the beach was so crowded. But we still enjoyed the time by took pictures, swimming, playing sand, and go around the beach by boat. We stay overnight in the inn that we have rent before. We got up so early in the morning that we could enjoy sunrise landscape at the beach. My cousin playing with white sand and I took a picture of him.

A day at Santolo beach felt so short, we were quite tired for playing a whole day, but we were very happy.

B. The researcher divided students into 6 groups and gives different recount text.

Text 1

A Trip to the Zoo

Yesterday my family went to the zoo to see the elephant and other animal. When we got to the zoo, we went to the shop to buy some food to give to the animals.

After getting the food we went to the nocturnal house where we saw birds and reptiles which only come out at night. Before lunch we went for a ride on the elephant. It was a thrill to ride it. Dad nearly fell off when he let go of the rope. During lunch we fed some birds in the park. In the afternoon we saw the animals being fed.

When we returned home we were tired but happy because we had so much fun.

Text 2

Holiday In Bali

We had a wonderful holiday in Bali. It was a really great place. The people were friendly, the food was great, and the weather was a lot better than at home.

Most days were pretty. I swam two or three times a day, but my brother Fachri just spent all his time lying on the beach with his eyes closed. Last Saturday I got on the bus and went to the north of the island, It was much quieter there than here-very beautiful, but no tourists. The next day we went across to the east coast to see some of the old villages.

I learned Balinese I couldn't say much, but it was fun to try. Fachri actually spoke it quite well, but he was afraid to open his mouth, so I was the one who talked to people

Text 3

A Trip to Borobudur Temple

Last week, I spent my holiday in Jogjakarta. I went to Borobudur Temple. My family and I went there early morning.

We went to Borobudur Temple by private car. I had prepared everything before we went to Jogja. While we were driving, we could see some beautiful views of mountains, forests, and waterfalls. My family and I arrived at Borobudur Temple at 11:30 in the afternoon. There, I saw many tourists. Borobudur Temple was crowded in that holiday vacation. I could learn and practice speaking English

with one of foreign tourists. His name was Jack. He was very friendly. It was my first time to speak English with foreign tourist.

We went back at 04:30 in the evening. It was a very interesting vacation.

Text 4

Going to Camping

Last weekend, my friends and I went camping. We reached the camping ground after we walked for about one and a half hour from the parking lot. We built the camp next to a small river.

It was getting darker and colder, so we built a fire camp. The next day, we spent our time observing plantation and insects while the girls were preparing meals. In the afternoon we went to the river and caught some fish for supper.

At night, we held a fire camp night. We sang, danced, read poetry, played magic tricks, and even some of us performed a standing comedy. On Monday, we packed our bags and got ready to go home.

Text 5

Visiting the Grandparent

Spending the holiday at the grandparents' house was very memorable. My grandparent's house is in the village with beautiful natural scenery and cool air. On the second day of vacation, my family went there by car. We brought lots of souvenirs such as pastries, syrup, and snacks.

We enjoyed the quiet and peaceful village life there. Every morning my family went jogging around the rice fields. After that, we had breakfast with rice, some grilled chicken, and vegetables made by my grandmother with special spices. The taste was so delicious and special. At night our grandparents told me

about my father's childhood. My mother and I laughed so hard at that. While my father blushed because of that story.

After 5 days of vacation, we went back to the city because my parents had to back to work. After this vacation, my family was very joyful and peaceful. Later we will obviously back there again.

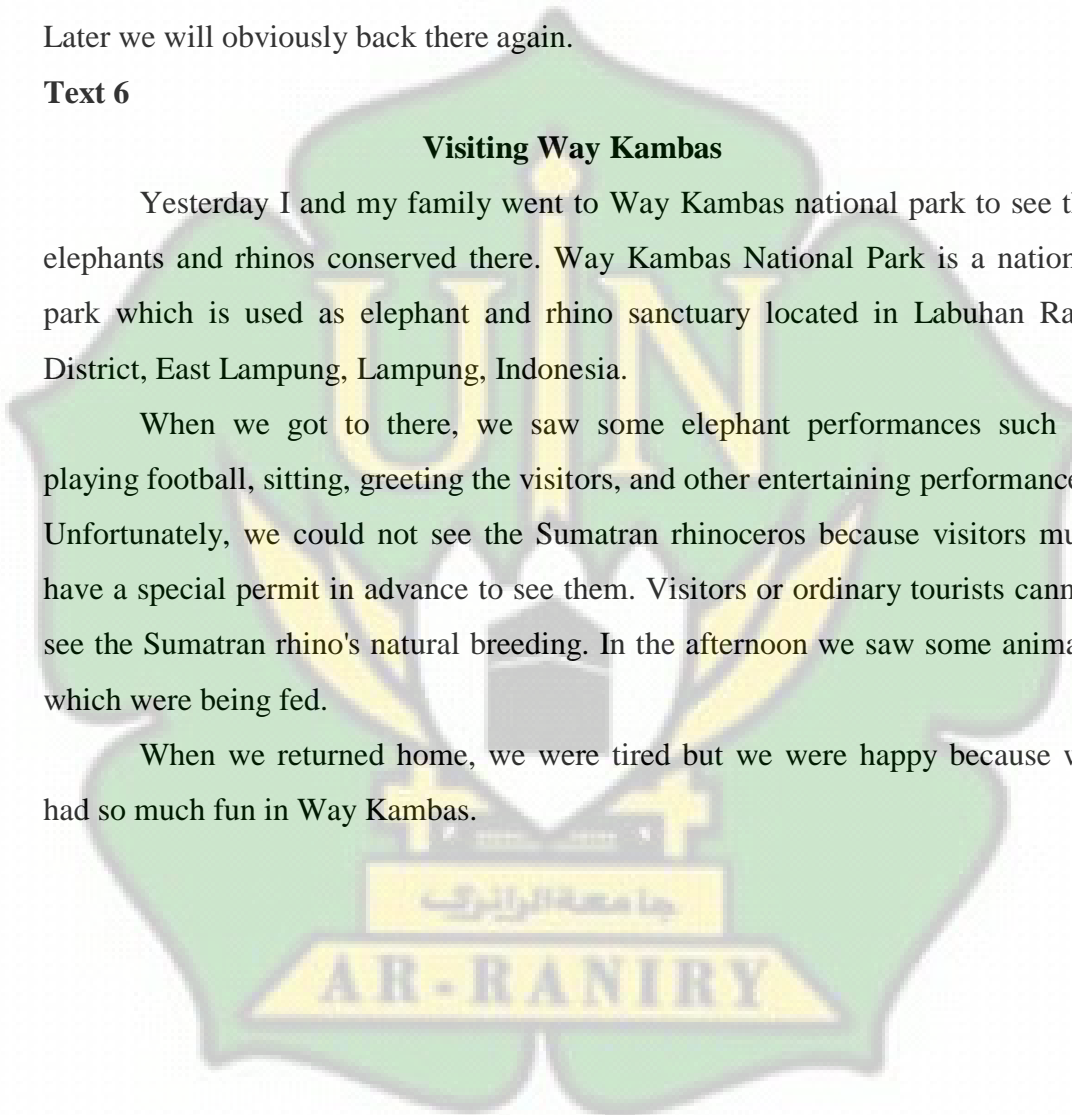
Text 6

Visiting Way Kambas

Yesterday I and my family went to Way Kambas national park to see the elephants and rhinos conserved there. Way Kambas National Park is a national park which is used as elephant and rhino sanctuary located in Labuhan Ratu District, East Lampung, Lampung, Indonesia.

When we got to there, we saw some elephant performances such as playing football, sitting, greeting the visitors, and other entertaining performances. Unfortunately, we could not see the Sumatran rhinoceros because visitors must have a special permit in advance to see them. Visitors or ordinary tourists cannot see the Sumatran rhino's natural breeding. In the afternoon we saw some animals which were being fed.

When we returned home, we were tired but we were happy because we had so much fun in Way Kambas.



APPENDIX F
DOCUMENTATION

