HOW TO IMPROVE STUDENTS’ SPEAKING SKILLS USING TALKING STICK STRATEGY OF SECOND GRADE STUDENTS OF SMP NUSANTARA TUNTANG IN THE ACADEMIC YEAR 2017/2018

A GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan (S.Pd.)

By:

ATI’ MUSTAMIDDAH
NIM.11313005

ENGLISH EDUCATION DEPARTMENT TEACHER TRAINING AND EDUCATION FACULTY STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)
SALATIGA
2018
DECLARATION

In the name of Allah the Most Gracious and the Most Merciful, hereby, the researcher declares that this graduating paper is written by the researcher herself. This paper does not contain any materials which have been published by other people, and it does not cite any other people's ideas except the information from the references.

The researcher is capable to account her graduating paper if in the future it can be proved of containing others' idea or in fact that the researcher imitates the others' graduating paper. Likewise, this declaration is written by the researcher, and she hopes that this declaration can be understood. The researcher will also agree if the library of IAIN Salatiga publishes this graduating paper.

Salatiga, April 5th 2018

Ati Mustamiddah

NIM.113-13-005
Salatiga, March 14th 2018

Hanung Triyoko, S.S, M.Hum, M.Ed
The Lecturer of English Education Department
State Institute for Islamic Studies (IAIN) Salatiga

ATTENTIVE COUNSELOR’S NOTE
Case: Ati’ Mustamiddah Graduating Paper

Dear:
Dean of Teacher Training and Education Faculty

Assalamu ‘alaikum Wr. Wb.

After reading and correcting Ati’ Mustamiddah’s graduating paper entitled “HOW TO IMPROVE STUDENTS SPEAKING SKILLS (A Classroom Action Research of the Second Grade of SMP Nusantara Tuntang in the Academic Year of 2017/2018)”, I have decided and would like to propose that if it could be accepted by Teacher Training and Education Faculty. I hope it would be examined as soon as possible.

Wassalamu ‘alaikum Wr. Wb.

Counselor

Hanung Triyoko, S.S, M.Hum, M.Ed
NIP. 19730815 199903 1003
A GRADUATING PAPER

HOW TO IMPROVE STUDENTS’ SPEAKING SKILLS USING TALKING STICK STRATEGY OF SECOND GRADE OF SMP NUSANTARA TUNTANG IN THE ACADEMIC YEAR OF 2017/2018

WRITTEN BY:
Ati’ Mustamiddah
NIM. 11313005

Has been brought to the broad of examiners of English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga on April 2nd 2018, and hereby considered to completely fulfill of the requirement for degree of Sarjana Pendidikan (S.Pd) in English Education Departement.

Board of Examiners

Head : Noor Maliah, Ph.D.
Secretary : Hanung Triyoko, S.S, M.Hum, M.Ed
First Examiner : Dr. H. Sa’adi, M.Ag
Second Examiner : Dr. Setia Rini, M.Pd.

Salatiga, April 5th 2018
Dean of Teacher Training and Education Faculty of IAIN Salatiga

Suwardi, M.Pd
NIP. 196701211999031002
MOTTO

“Just believe your ability, you will be the strongest”

-The writer-

“Trust in dream, for in them is hidden the gate to eternity”

-Kahlil Gibran-

“Everything that makes you better, hold it”

-Regy Antono-
DEDICATION

This graduating paper is dedicated to:

1. My lord, Allah SWT and Prophet Muhammad SAW Thank to Allah for gives me guidance and strength in my life, especially to finish this graduating paper.

2. My beloved parents who always prays, guide and motivate me. You are the best parents, your smiles and your spirit give me power to always stand up and fighting to reach success.

3. My lovely brothers M Zaeni Mahawan and his little family and M Adzhani who always be my little heroes.

4. My engaged Regy Antono thank you so much for your patience, motivate and all of our stories about love, laugh and tears.
ACKNOWLEDGEMENTS

Bismillahirrohmanirrohim,

In the name of Allah, the most gracious and merciful, the king of universe and space. Thank to Allah because the researcher can complete this graduating paper as one of requirement to finish the graduating paper. Bless and mercy is upon great Prophet Muhammad SAW for his guidance that leads the writer to the truth.

This graduating paper would not have been completed without support, guidance and help from individual and institution. Therefore, I would like to express special thanks to:

1. Dr. Rahmat Haryadi, M. Pd, the Rector of State Institute for Islamic Studies (IAIN) of Salatiga.
2. Suwardi, M. Pd, as a Dean of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) of Salatiga.
3. Noor Maliah, Ph.D, the Head of English Education Department of State Institute for Islamic Studies (IAIN) of Salatiga.
4. Hanung Triyoko, S.S, M.Hum, M.Ed as counselor who has bring up, espoused, and given the researcher advices, suggestion and recommendations for this graduating paper from beginning until the end. Thank you for patience and care.
5. All the lecturers and staff of State Institute for Islamic Studies (IAIN) of Salatiga.
6. My beloved family, thanks for your spirit and patient.
7. All of staff who have helped the writer in processing of graduating paper administration.

8. My engaged Regy Antono thank you so much for your patience, motivate and all of our stories about love, laugh and tears.

9. All my friends in English Education Department. Thanks you for friendship and kindness.

10. Thank you for my big family (Rewo: Annisa, Ossi, Yeni, Monica, Tiya, Risky, Syakib, Aji, Farid, Wahyudi and Yaenal) I love you so much guys, thank you for the togetherness and I hope we could be together until end of time.

11. Thank you for my gang (Ngeri ngerong: Yeni, Tiya, Annisa, Monica, Miftah Fajar, Ardy Achmad, Indra, Huda, Aditama, Rino, Mustofa and Syakib) thank you for your silly and weird story guys.

Eventually, this graduating paper is expected to be able to provide useful knowledge and information to the readers. The writer is pleased to accept more suggestion and contribution for the improvement of this graduating paper.

Salatiga, March 13\textsuperscript{th}, 2018

The Writer

Ati’ Mustamiddah
NIM. 11313005
ABSTRACT


**Key Words:** Talking Stick, Speaking Skills

The Research is mainly aimed to improve students’ speaking skill using Talking Stick strategy at the Second Grade Students of SMP Nusantara Tuntang in the Academic Year of 2017/2018. The subject of this research consists of 24 students in VIII class. The objectives of the study are: (1) To find out the significance different students speaking score after and before taught by Talking Stick. (2) To find out the difficulties during applying Talking Stick in speaking class. (3) To find out the teachers’ cope the difficulties in applying Talking Stick in speaking class.

The methodology of the research is Classroom Action Research (CAR). It was conduct two cycles. Each cycle contained four steps there were planning, acting, observing and reflecting. The data are collected through observation, test and documentation.

The result shows that (1) The passing grade is 70. The number of the students who pass the passing grade in the pre-test cycle 1 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 improvement of the students writing ability using Talking Stick is significant. It can be seen from the T-test the first cycle and the second cycle is higher than the t-table. The T-Table is 2.069. The first cycle, the mean of the post-test is 67.70, is higher than the mean of the pre-test 60.41. while the T-test is 8.1. In the second cycle, the mean of the post-test is 80.41, is higher than the mean of the pre-test 67.91. The result of T-test is 12.01. The data shows that the result of the T-test in first cycle and second cycle is higher than the T-table, the T-table is 2.069. It means that using the Talking Stick can Improve the Students Speaking skills. (2) The difficulties of using talking stick method is in the time management because the applying talking stick strategy in the speaking class is need more time, it is need extra time to finish all students to speak if the students are not brave and not confident to speak in the class. (3) To cope the difficulties of applying talking stick in the speaking class the teacher apply some treatments, the first cycle is give each student the text so every students hold their own text and they focus to the text it can make teacher manage the time better, second is the teacher need to burn the students spirit in the speaking class so they feel more confident and more comfortable in the speaking class.
TABLE OF CONTENTS

TITLE.......................................................................................................................... i
DECLARATION ........................................................................................................... ii
ATTENTIVE COUNSELOR’S NOTE ................................................................. iii
CERTIFICATION PAGE ......................................................................................... iv
MOTTO..................................................................................................................... v
DEDICATION ........................................................................................................... vi
ACKNOWLEDGMENT .......................................................................................... vii
ABSTRACT ............................................................................................................. ix
TABLE OF CONTENTS ......................................................................................... x
LIST OF FIGURES............................................................................................... xiii
LIST OF THE TABLES ........................................................................................... xiv

CHAPTER I: INTRODUCTION

A. Background of the Research.......................................................................... 1
B. Research Question............................................................................................ 3
C. The Objective of the Research ....................................................................... 4
D. Significance of the Research .......................................................................... 4
E. Scope and Limitation of the Research.......................................................... 5
F. Definition of Key Term .................................................................................. 5
G. Method of the Graduating Paper ................................................................. 6
H. Organization of the Graduating Paper......................................................... 18
CHAPTER II: LITERATURE REVIEW

A. Previous Research .................................................................20

B. Theoretical Framework ..........................................................21

1. Teaching English in Indonesia ...............................................21
2. Teaching English in Junior High School ...............................23
3. Speaking ..............................................................................25
   a. Nature of Speaking .........................................................25
   b. Types of Speaking ..........................................................30
   c. Function of Speaking ......................................................33
   d. Elements of Speaking ......................................................35
   e. Kind of Speaking Activities ............................................37
   f. Aspect of Speaking ........................................................40
4. Cooperative Learning .........................................................42
   a. Definition of Cooperative Learning .................................42
   b. Elements of Cooperative Learning .................................43
   c. Types of Cooperative Learning Group ............................44
   d. Advantages and Disadvantages of Cooperative Learning ...45
   e. Cooperative Learning Activity .......................................48
5. Talking stick ........................................................................49

CHAPTER III: IMPLEMENTATION OF RESEARCH

A. Implementation of Study .......................................................52

1. Cycle I ..............................................................................52
2. Cycle II.................................................................................................54

CHAPTER IV: ANALYSIS OF DATA

A. The Result of Study.............................................................................56
   1. Cycle I..............................................................................................56
   2. Cycle II............................................................................................70

B. Analysis and Discussion .................................................................81

CHAPTER V: CLOSURE

A. Conclusion .......................................................................................84

B. Suggestion .......................................................................................85
   1. For the Teacher ................................................................................85
   2. For the Students...............................................................................86
   3. For the Other Researchers..............................................................86

REFERENCES

APPENDIXES

CURRICULUM VITAE
LIST OF FIGURES

Figure 1.1 The Classroom Action Research Concept ........................................9
LIST OF TABLES

Table 1.1 List of Second Grade ................................................................. 10
Table 1.2 Scoring Rubric of Speaking ..................................................... 12
Table 1.3 Question Table ....................................................................... 14
Table 4.1 Observation Checklist Cycle I ................................................ 62
Table 4.2 Student’s Score Cycle I .............................................................. 66
Table 4.3 Observation Checklist Cycle II ................................................ 74
Table 4.4 Student’s score cycle II ............................................................. 77
Table 4.5 The Mean and T-calculation ..................................................... 81
Table 4.6 Percentages of Students score ................................................ 82
CHAPTER I

INTRODUCTION

In this chapter the writer presents background of research, research question, the objective of the research, significance of research, scoop and limitation of research, definition of key terms, method of the research and organization of the graduating paper.

A. Background of Research

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. By language we can take and give all information and knowledge. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level. In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing.

Speaking is very important to learn, speaking is an activity used by people to communicate with other. Speaking take place everywhere and has become our daily activities. By speaking people can deliver their ideas and
feeling, so they can take and share their opinion. Speaking is also expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learned through teaching and learning process Cook and Linse (2000) in Yenti and Nanik (2012: 33).

In speaking class students and teacher need to cooperate to make good atmosphere in teaching and learning process if the students and teacher success in make good atmosphere it would be easier to teacher deliver the materials and would be easier to students to understood what the teacher give to the students. Commonly the Indonesian junior high school students too passive during speaking class they do not have confidence to speak in the class, the students still worry about making mistakes during speaking and this is a teacher’s problem make the students become active and confident during speaking. There are two types how to stimulate the students to speak more in the speaking class. The first type is asking one by one the students just like interviewing them and the teacher become as a supervisor, but it would be waste the time to practice it in the class. The second type is based on fun game it should not like a formal teaching learning process, the students would be more enjoy to give attention to the teacher and they would not feel bored to following the class discussion. By the types above the student would have more topics to share in the speaking class. In speaking class the teacher become motivator to make students feeling fun and enjoy with the speaking
class. The researcher is interested to using Talking Stick strategy in speaking class.

Talking Stick Strategy is kind of strategy in cooperative learning. According to Candler (2013:2) 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 discussed. Talking stick method is a method in the learning process by a stick, student who gets the stick must answer the question by the teacher, Imas and Berlin (2015:82-83).

From the explanation above, the researcher wants to know how effective by using talking stick to improve students speaking skills. By the purpose above, the study is done entitles“How to Improve Students’ Speaking Skills of Second Grade Students of SMP Nusantara Tuntang in the Academic Year 2017/2018”

B. Research Question

Based on the background of research above, the research questions are:

1. How effective is the use of Talking Stick strategy to improve students’ speaking score?

2. Are there any weaknesses during applying Talking Stick in speaking class?

3. How do the teachers cope with the difficulties in applying Talking Stick in speaking class?
C. **Objective of the Research**

Based on the research question above, the purpose of this study are:

1. To find out if there were significant differences students’ speaking score after and before taught by using Talking Stick strategy.
2. To find out the difficulties during applying Talking Stick in speaking class.
3. To find out the teacher cope the difficulties in applying Talking Stick in speaking class.

D. **Significance of Research**

1. The results of the research are expected to be contributive for the teacher, students and other researchers.
2. For the teacher it can be reference to teach students in speaking class and teacher can fix the difficulties of teaching speaking class.
3. For the students it can be stimulate to speak more individually or in group in speaking class, and make students more confident to speak in speaking class.
4. For the other researchers it can be reference to make their research about using certain strategy to improve speaking skills.
E. Scope and Limitation of Study

In this research the scope of the study covers teaching speaking using Talking Stick the second grade students of SMP Nusantara Tuntang. The limitation of study is using Talking Stick strategy to improve speaking skills. Practically students give different treatment during speaking class. Students are previously not taught by using Talking Stick strategy and the result is compared the students score before and after taught by using Talking stick.

F. Definition of Key Terms

The key terms of this study are follows:

1. Teaching English

   An English teacher has to know about strategies in order to get better result in learning. Besides, she or he has to know about the method or model which must be used to guide the students, Assa (2015 :74-80).

2. Speaking

   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, Nunan (1998: 39).

   Speaking is also expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learned through teaching and learning process Cook and Linse (2000) in Yenti and Nanik (2012: 33).
3. Talking Stick

Talking stick strategy is a strategy in the learning process by a stick, student who gets the stick must answer the question by the teacher, Imas and Berlin (2015: 82-83) say 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 discussed, Laura Candler (2013: 2).

G. Method of the Research

1. Method of Research

The writer using classroom action research in this study, here the writer will explain the definition and characteristic of classroom action research.

a. The Definition of Classroom Action Research

The method of research is using Classroom Action Research. According to Arikunto (2006: 104) argues that classroom action research is a research in which the root of the problems appear in the class. This classroom action research is conducted by the teacher that patient in the study to develop their teaching skill. Classroom action research can be conducted using four ways. They are: planning, action, observation and reflection. Classroom action research is aimed to develop teachers teaching skill and to improve students score.
b. Characteristic of classroom action research

Syamsudin and Damaianti (2011: 197) outline the following characteristics of classroom action research:

1) It examines problem which are deemed problematic by researcher in teaching learning process.

2) The researcher can give treatment which planed action to solve the problems and improve the quality, so the subject can get the implication.

3) The steps of research in the form of cycle.

4) Such reflective thinking from researcher both after and before research.

5) Contextual situational, which related to diagnosing and solving the problem.

6) Classroom action research used collaborative approach.

7) Participatory, which each team member accompany in the research.

8) Self-evaluative, which the researcher evaluate by self continually to improve the performance.

9) The procedure of research is on-the-spot which designed to handle the real immediately, long-range in perspective.

10) Measuring up to supple and adaptive.
2. The Procedure of Research

This research uses classroom action research and the procedures are as follows:

a. Planning

The activities in the planning are:

1) Preparing materials, making lesson plan and designing the steps in doing the action
2) Preparing list of students’ names and scoring
3) Preparing teaching aids
4) Preparing test (pre-test and post-test)

b. Action

1) Giving pre-test
2) Teaching speaking
3) Giving opportunity to the students to ask about difficulties
4) Giving post-test

c. Observation

Observation is an observation activity to know how far the action effect have reach target. Observation was conducted by observing and scoring through oral test to students’ ability in speaking English.
d. Reflecting

Reflecting was conducted for evaluating all of the actions done in every cycle. The result of the observation is analyzed it is to remember what occurs that has been written in observation. Reflection seeks to memorize sense of the process, problems and real issues in strategic action. The writer’s reflection is done by discussing with his collaborator. If the writer found problems in teaching in the first cycle, she will try to solve the problem in the next cycle.

Kemmis and Mc Taggart (2010: 132) illustrate the concept of classroom action research in figure 3.1. There are two cycles in which each cycle contains four phases: planning, action, observation and reflection.

Figure 1.1 Classroom Action Research Concept
e. The Subject of Research

The research conducted this Classroom Action Research in SMP NUSANTARA Tuntang and especially concern in the second grade students. It consist of 24 students there are 6 females and 18 males. The English teacher for the subject of this research is Mrs. Nur Widyaningsih, S.PdI. The observer of this research is the researcher.

**TABLE 1.1 The Second Grade Students of SMP NUSANTARA in the Academic Year 2017/2018**

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AS</td>
<td>Male</td>
</tr>
<tr>
<td>2</td>
<td>AD</td>
<td>Male</td>
</tr>
<tr>
<td>3</td>
<td>AAM</td>
<td>Female</td>
</tr>
<tr>
<td>4</td>
<td>BSI</td>
<td>Male</td>
</tr>
<tr>
<td>5</td>
<td>DB</td>
<td>Male</td>
</tr>
<tr>
<td>6</td>
<td>DP</td>
<td>Male</td>
</tr>
<tr>
<td>7</td>
<td>DPNS</td>
<td>Male</td>
</tr>
<tr>
<td>8</td>
<td>EG</td>
<td>Male</td>
</tr>
<tr>
<td>9</td>
<td>EYTA</td>
<td>Male</td>
</tr>
<tr>
<td>10</td>
<td>EM</td>
<td>Female</td>
</tr>
<tr>
<td>11</td>
<td>EM</td>
<td>Female</td>
</tr>
<tr>
<td>12</td>
<td>FRA</td>
<td>Male</td>
</tr>
</tbody>
</table>
f. Technique Collecting Data

1) Observation

Observe is look at an occurrence, movement and process. Observing is not an easy task since people are influenced a lot by interest and tendencies they have. In observation the most effective method is by fulfilling an observation blank from as a tool. The arranged from consists of items about occurrences or behaviors that drawn will be happened (Arikunto, 2010: 272).
The observation noticed classroom events and classroom interaction.

2) Test

Brown (2004: 3), defines test is number measuring a person ability, knowledge, or performance in a given domain. In this research, the writer will make pre-test and post-test to compare the students’ speaking ability before and after the implementation of the method. The test will present as oral test, every student must did monologue recount text in front of class.

Table 1.2 The Scoring Rubric of Speaking Test (Ur, 1996: 135)

<table>
<thead>
<tr>
<th>5 points</th>
<th>4 points</th>
<th>3 points</th>
<th>2 points</th>
<th>1 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronoun</td>
<td>virtually no grammar mistakes</td>
<td>Produces words with mostly correct pronunciation but sometimes there is any error</td>
<td>Produces words with some errors pronunciation</td>
<td>May have many strong foreign accents or produce words with too many errors pronunciation</td>
</tr>
<tr>
<td>Grammar</td>
<td>Uses grammatical sentences or expressions or virtually no grammar mistakes</td>
<td>Uses a slightly incorrect grammatical sentences or expressions or</td>
<td>Makes obvious grammar mistakes or makes some grammar mistakes</td>
<td>Makes mistakes in basic grammar or no correct grammatical sentence</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>occasio nal grammar slips</td>
<td>es or expression</td>
<td>Vocabulary</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------</td>
<td>------------------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>Uses wide vocabulary appropriately</td>
<td>Uses good range of vocabulary</td>
<td>Uses adequate but not rich vocabulary</td>
<td>Uses adequate but not rich vocabulary</td>
<td>Uses adequate but not rich vocabulary</td>
</tr>
<tr>
<td>Fluency</td>
<td>Speaks fluently with rare repetition and uses long turns easily and effectively</td>
<td>Speaks with occasional repetition and uses short turns in speaking</td>
<td>Gets idea across but hesitantly and briefly with some repetition</td>
<td>Speaks slowly and very hesitant with frequent repetition and sometimes difficult to understand</td>
</tr>
</tbody>
</table>

maximum score 20
\[
\text{score} = \frac{\text{the result of score} \times 100}{\text{maximum score}}
\]

3) Documentation

Arikunto (2010: 274) states that documentation method is an activity to look for variable like notes, transcribes, books, newspaper, magazines, etc. This method is not too difficult since if there is an error the source data is still not change. In this section, besides make a note the researcher take photographs as proof of teaching learning activity.
g. Research Instrument

The instrument used to collect the data is observation sheets and test. The writer uses pre-test and post-test.

<table>
<thead>
<tr>
<th>Question Table</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Test 1</strong></td>
</tr>
<tr>
<td><strong>Pre-Test 2</strong></td>
</tr>
<tr>
<td><strong>Post-test 1</strong></td>
</tr>
<tr>
<td><strong>Post-Test 2</strong></td>
</tr>
</tbody>
</table>

h. Data Analysis Method

After collecting data, the next step of the study is analyzing the data. There are two ways to analyze the data. They are:

1) Descriptive Technique

A descriptive technique is used to know the students behavior during the teaching learning process. In descriptive technique, the researcher analyzes the observation sheet which has been made by his partner.
2) Statistical Technique

A statistical technique is used to know the extent to using the small group discussion to improve the students speaking skills the result of pre-test and post-test. This research is calculated by t-test analysis:

a) Mean

\[ M_x = \frac{\Sigma x}{n} \]

\( M_x \): mean or average.

\( \Sigma x \): total score of all students.

\( N \): number of students.

b) SD (Deviation Standard)

The first step, the researcher will calculate SD, the formula is:

\[ SD = \sqrt{\frac{\Sigma D^2}{N} - \left(\frac{\Sigma D}{N}\right)^2} \]

\( SD \): Deviation standard for one sample t-test

\( D \): Different between pre-test and post-test

\( N \): Number of observations in sample

c) T-test

After calculating the SD, the researcher will calculate t-test to know is there any significant
differences or no between pre-test and post-test, the formula is:

$$T_0 = \frac{\left( \frac{\bar{X} - D}{SD} \right)}{\sqrt{\frac{N}{N-1}}}$$

$T_0$ : T-test for the differences of pre-test and post-test

SD : Deviation standard for one sample t-test

D : Different between pre-test and post-test

N : Number of observation in sample

d) Percentages score

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

P : Percentages

F : Frequency

N : Number of group

The standardized score (the minimum of passing criteria) is 70. If students have low mark from the standardized, they will be assumed that they have not passed. While students who passed the standardized are students who have equal mark or good mark.
i. The Setting of the Research

1) General Description of SMP NUSANTARA TUNTANG

   School: SMP NUSANTARA TUNTANG  
   NPSN: 20320218  
   Address: JL. Raya Muncul Salatiga Gedangan Tuntang  
   Province: Central Java  
   District: Tuntang  
   Regency: Semarang  
   Postal Zip: 50773  
   Email: smp_nusantaratuntang@yahoo.com

2) Time Setting

   The subjects of the research were students in the second grade of SMP NUSANTARA Tuntang in the academic year 2017/2018. They consist of 24 students with 18 male and 6 female. This research was conducted on the second semester in the academic year of 2017/2018 for about 17\textsuperscript{th} - 25\textsuperscript{th} January 2018.

3) The Situation of Educational Facilities

   SMP NUSANTARA Tuntang has 4 classrooms there are 1 first grade classroom, 1 second grade classroom and 2 third grade classrooms. 1 Headmaster room, 1 Teachers room, 1 Administration room, 1 Cooperative room, 1 Counseling room, 1
Library, 1 Lab computer, 1 Mosque, 1 Art room and 3 Toilets. All of those rooms are in good condition.

4) The Teachers and Staff of SMP NUSANTARA Tuntang.

There are many teachers and staff of SMP NUSANTARA Tuntang. They are lead by Mrs. Siti Rofiah as a Headmaster and mathematics teacher. There are two English teachers they are Mrs. Sri Widyaningsih,S.Pdi and Mrs. Sandri Hapsari,S.Pd, Mr. Abdul Manaf as an Islamic teacher, Mrs. Dra Titi Mulyani as an art teacher and national education teacher, Mrs. Hani Saida Maghfuroh as a Bahasa Indonesia teacher, Mrs. Nur Faridah,S.Pd as a science teacher, Mr. Rifqi Rianto as a sport teacher and IT teacher, Mr. Samsul Huda,S.Ag as a Arabic teacher and Electro teacher, Mr. Sutikno as a social teacher, Mrs. Uyun Mihrozan Nissa as a Javanese teacher, Mrs. Wiwin Ariningsih as a Administration staff and Mr. Sutikno as a gardener.

H. Organization of the Graduating Paper

This graduating paper is composed in to five chapters and able to clarify as follow: Chapter I consist of introduction, in this chapter consist of background of research, research question, objective of the research, significance of research, scoop and limitation of research, definition of key terms, methodology of the research, organization of the graduating paper. Chapter II consist of review of literature, in this chapter the writer will explain
about previous study and supporting theories consist meaning of teaching English in Indonesia, teaching English in junior high school, speaking, cooperative learning and talking stick. Chapter III consist of implementation of study. Chapter IV consist of analysis Data, in this the writer will discuss about the result of study and analysis and discussion. Chapter V consist closure, in this chapter the writer will explain about conclusion and suggestion.
CHAPTER II

LITERATURE REVIEW

In this chapter the writer presents review of previous research and theoretical framework.

A. Previous Research

In this study the researcher takes three previous study. The first review is entitled “Using Talking Stick method to improve students’ reading mastery for the second grade students of SMPN 1 Pringapus in the academic year of 2016/2017”. It was written by Saraswati, a student of IAIN Salatiga. She concluded that by using Talking stick can improve student reading mastery. The previous study is different with present study, in the previous study the previous research was focused on the use of talking stick as a good method to improve students reading mastery. On the other side, the research is focus on improving student speaking skills by using talking stick as a strategy.

The second review is entitled “improving students’ Speaking frequency through Talking stick”. It was written by Zakiah, Rosnija, Zainal they are students of Tanjungpura University in Pontianak. They conclude about the advantages by using Talking stick in improving students speaking frequency. Although the previous study and the present study use the same strategy and same skills, it has differentiate in the speaking skills, the previous research was focused about using talking stick to improve students speaking frequency, and
the other side the present study focus on using talking stick to improve students speaking skills.

The third review is entitled “The use of talking stick to improve students’ speaking skill (a classroom action research on Xmia-2 students of SMA negeri 1 Kesamben)”. It was written by Febriyanti a student of Brawijaya University. She concluded that using Talking stick can solve problem in teaching speaking. In this research the differentiate between the previous study with the present study is the subject of research, the subject in the previous research was the students of senior high school and the subject of the researcher is the students of junior high school.

From the related researches and this study basically about talking stick strategy, but in this study the researcher is going to improve students speaking skills and the advantages of using Talking stick in teaching speaking.

B. Theoretical Framework

In this chapter consist of teaching English in Indonesia, teaching English in junior high school, speaking, cooperative learning and talking stick.

1. Teaching English in Indonesia

In Indonesia, English is be categorized as a foreign language. It denotes that the learners of the language are the foreigners who study it for various purposes.

Brown (2001:118) state that English increasingly used as a tool for interaction among non-native speakers. He adds that most of English
language teacher across the globe are non-native English speaker. It means that their language is not monolinguals, but bilingualism. Instead, English as a second language has become a tool for international communication in transportation, education, commerce, banking, tourism, technology, diplomacy, scientific researcher in the world including in Indonesia.

In addition, Brown (2001:3) states that English as a foreign language always refers specifically to English taught in countries where English is not a major language of commerce and education. They may be obtainable through language clubs, special media, opportunity books, or on occasional tourist, but efforts must be made to create such opportunities.

Concerning the way in English teaching, Harmer (2001: 4) states that a foreign language does not have an immediate social and communication function within the community where it is learned. It is mostly to communicate elsewhere. Furthermore, foreign languages are those in which the students do not have a readiness for communication beyond their classroom, they may be obtainable through language clubs, special media, or books.

Based on those statements above, it is clear that teaching English in Indonesia is regarded as teaching English as a foreign language. English is spoken by Indonesian people neither informal nor in daily communication. In the daily life, English is learned in a very limited environment such as at school as one of the compulsory subjects.
2. **Teaching English in Junior High School**

Cameroon (2001:15) categorizes children in the ages between 12 and 14 years as older children and between 7 and 8 years as younger children. Thus, students of junior high school, based on their level of ages, are still called as young learners. In line with Cameroon, Brown (2001: 91) states that junior high school students are in age of transition, confusion, self-consciousness, growing, and changing bodies and minds. He also adds that teens are in between childhood and adulthood, and therefore a very special set of considerations applies to teaching them, as follows:

a. Intellectual capacity adds abstract operational thought around the age of twelve.

b. Attention spans are lengthening as a result of intellectual maturation, but once again, with many diversions present in a teenagers’ life, those potential attention spans can easily be shortened.

c. Varieties of sensory input are still important, but, again, increasing capacities of abstraction lessen the essential nature of appealing to all five senses.

d. Factors surrounding ego, self-image, and self-esteem are at their pinnacle. Teens are ultrasensitive to how others perceive their changing physical and emotional selves along with their mental capabilities.
e. Secondary school students are of course becoming increasingly adult like in their ability to make those occasional diversions from “here and now” nature of immediate communicative contexts to dwell on a grammar point or vocabulary item. But as in teaching adults, care must be taken not to insult them with stilted language or to bore them with over analyses.

To reach the objectives of English teaching and learning, the government tries to make the better changes on education by developing a good curriculum. A curriculum is a general statement of goal and outcome, learner arrangements, evaluation and documentation relating to the management of program within an educational institution (Feez & Joyce, 1998: 9). Besides that, Curriculum can be defined as a set of plans and arrangements which aims to achieve some specific education purposes (BNSP, 2006:4). Curriculum includes some methods as a learning activity in order to achieve the purpose of education itself.

At junior high school, the English teaching and learning process is targeted to enable students to gain the ability to communicate in daily life context. As language is a mean of communication, students have to be accustomed to speak English orally. Their communicative competence has to be developed through tasks and activities which are carried out during the teaching and learning process. Considering the fact that the students of junior high school are still young learners, the teacher has to organize the
lesson based on their needs, interest, and characteristics as well. They need enjoyable activities, which involves body movement, pictures, real objects, during the teaching and learning process.

3. Speaking

a. Nature of Speaking

Speaking is very important to learn, speaking is an activity used by people to communicate with other. Speaking take place everywhere and has become our daily activities. By speaking people can deliver their ideas and feeling, so they can take and share their opinion. Speaking is also expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learned through teaching and learning process Cook and Linse (2000) in Yenti and Nanik (2012: 33).

Brown (2001: 267) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

Richards and Renandya (2002: 204) state that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but
also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. Brown (2007: 237) states that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages.

In their discussion on the nature of spoken language, Brown and Yule (1983) in Nunan (1989: 26) distinguish spoken language from written language. They point out that for most of its history. The teaching of language has not been concerned with spoken language teaching. This language comprises short, often fragmentary utterances, in pronunciation range. On the contrary, written language is characterized by well-formed sentences which are integrated into highly structured paragraphs. Brown and Yule (1983) in Nunan (1989: 29) also differentiate between two basic language functions, i.e. the transactional and the interactional functions. The former basically concerns the transfer of information. According to Nunan (1989: 32) successful oral communication involves:
1) The ability to articulate phonological features of the language comprehensibly

2) Mastery of stress, rhythm, intonation patterns

3) An acceptable degree of fluency

4) Transactional and interpersonal skills

5) Skills in taking short and long speaking turns

6) Skills in the management of interaction

7) Skills in negotiating meaning

8) Conversational listening skills (successful conversations require good listeners as well as good speakers)

9) Skills in knowing about and negotiating purposes for conversations

10) Using appropriate conversational formulae and fillers

Moreover, he states that the teacher can apply the bottom-up-top-down approach to speaking. The bottom-up approach to speaking means that the learners begin with the smallest units of language, i.e. individual sounds, and move through the mastery of words and sentences to discourse. The top-down view, on the other hand, proposes that the learners start with the larger chunks of language, which are embedded in meaningful contexts, and use their knowledge of the contexts to comprehend and use the smaller language elements correctly.
Brown (2001: 271) adds in teaching oral communication, micro skills are very important. One implication is the importance of focusing on both the forms of language and the functions of the language. He also mentions that the pieces of language should be given attention for more that make up to the whole.

Furthermore he mentions micro skills of oral communication:

1) Produce chunks of language of different lengths.

2) Orally produces differences among the English phonemes and allophonic variants.

3) Produce English patterns, words in stressed and unstressed positions rhythmic structure, and into national contours.

4) Produce reduced forms if words and phrases.

5) Use an adequate number of lexical units (words) in order to accomplish pragmatic purpose.

6) Produce fluent speech at different rates of delivery.

7) Monitor your own oral production and use various strategic devices pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.

8) Use grammatical word classes (nouns, verbs, etc), system (e.g. tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.
9) Produce speech in natural constituent in appropriate phrases, pause groups, breath groups, and sentences.

10) Express a particular meaning in different grammatical forms.

11) Use cohesive devices in spoken discourse.

12) Accomplish appropriately communicative functions according to the situation, participants and goals.

13) Use appropriate registers, implicative, pragmatic conventions, and other sociolinguistics features in face to face conversations.

14) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

15) Use facial features, kinetics, body languages, and other nonverbal cues among with verbal language to convey meanings.

16) Develop and use a battery of speaking strategies such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well interlocutor is understanding you.
Furthermore, in speaking, there are some aspects that should be concerned. They are fluency, accuracy (grammar and pronunciation) and comprehensibility. Fluency is the smoothness or flow with which sounds, syllable, words and phrases are joined together when speaking. Brown (2001: 268) says that both fluency and accuracy are important goal in Communicative Language Teaching. While fluency may in many communicative language courses be an initial goal in language teaching, accuracy is achieved to some extent by allowing the students to focus on the element of phonology, grammar, and discourse in their spoken output. The statement infers that both fluency and accuracy are important in speaking.

Besides, fluency and accuracy, comprehensibility is also needed in speaking since it reflect how much the speaker understands what he is talking about. If someone says something beyond the topic discussed, it can be said that he has no comprehensibility towards the topic. In other words, comprehensibility determines how well the speaker interprets and responds the massage received. Comprehensibility is defined as measurement of how much interpretation is required to understand the others’ responses Harris (1974: 82) adds that comprehension for all communication certainly requires a subject to respond to speech as well as initiate it.
b. Types of Speaking

Brown (2001: 250) says that much of our language teaching is devoted to instruction in mastering English conversation. He classifies the types of oral language become monologues and dialogues. In monologues, when one speaker uses spoken language, as in speeches, lectures, readings, and news broadcast, the listener must process long stretches of speech without interruption-the stream of the speech will go on whether or not the hearer understands. In planed, as it opposed to unplanned, monologue differs considerably in their discourse structures. While dialogues involve two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional).

Brown also provides type of classroom speaking performance, they are:

1) Imitative

A very limited portion of classroom speaking time may legitimately be spent generating” Human tape-recorder” speech, where for example, learner practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaning full interaction, but for focusing on some particular element of language form.
2) Intensive

Intensive speaking goes one-step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of the language. Intensive speaking can be self-imitated or it can even from part of some pair work activity, where learners are “going over” certain forms of language.

3) Responsive

The students’ speech in the classroom is responsive short replies to teacher-or-students-initiated questions or comment. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic.

4) Transactional (Dialogue)

Transactional dialogue, which is carried out for the purpose of conveying or exchanging specific information is to extend form of responsive language. Conversation, for example, may have more of a negotiate nature to them than does responsive speech e.g.

5) Interpersonal (Dialogue)

Interpersonal dialogue carried out more for maintaining social relationship than for the transmission of the facts and information e.g. The conversations are little trickier for learner
because they can involve some or all of the following factors: a casual register, colloquial language, emotionally charged language, slag, ellipsis, sarcasm, and a covert “agenda”.

6) Extensive (Monologue)

Students at intermediate to advanced level are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. In this, the register is more formal and deliberative. This monologue can be planned or impromptu.

c. Function of Speaking

According to Brown and Yule (1983) in Richard (2008: 21) there are three functions of speaking; talks as transaction, talk as interaction, and talk as performance.

1) Talk as Transaction

Transactional is produced in order to get something, or to get something done. Talk as transaction refers to situations where the focus is on what is said or done. In talk as transaction, the speaking activity focuses on a message that is conveyed and makes other people understand what they want to convey clearly and accurately. In this type of spoken language, students and teacher usually focus on meaning or how they understand someone’s said. The examples of talk as transaction are
classroom group discussion and problem solving activities, buying something in a shop, ordering food from a menu in a restaurant, asking someone for directions on the street.

There are two different types of talk as transaction dependent on the focus. Burns in Richard (2008: 26) distinguishes between two different types of talk as transaction. The first type involves situations where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved (e.g., asking someone for directions). Accuracy may not be a priority, as long as information is successfully communicated or understood. The second type is transaction that focuses on obtaining goods or services, such as checking into a hotel or ordering food in a restaurant. There are some of the skills involved in using talk for transactions are explaining a need or intention, describing something, asking question, making suggestion, agreeing and disagreeing.

2) Talk as Interaction

Interactional language is produced for social purpose. Talk as interaction refers to conversation with each other people. When people meet someone, they exchange greetings, engage with small talk or tell their recent experience to their friend. Our daily communication remains the interactional with other
people. This refers to what we say as conversation. It is an interactive communication which is done spontaneously by two or more people. This is about how people try to convey their message to other peoples. Therefore, they must use speaking skill to communicate to other person. The main intention in this function is social relationship.

Some of the skills involved in using talk as interaction involve knowing how to do the following things are opening and closing conversations, joking, making small talk, recounting personal incidents and experiences, interrupting.

3) Talk as Performance

In this case, the speaking activity focuses on dialogue rather than monologue. The function of speaking as performance happened at speeches, public talks, public announcements, storytelling, and so on.

d. Elements of Speaking

Harmer, (2001: 269), states that the ability to speak English presupposes the elements necessary for spoken production as follows:

1) Language Features, the elements necessary for spoken production, are the following:

a) Connected Speech: in connected speech sounds are modified (assimilation), omitted (elision), added (linking),
or weakened a through contractions and stress patterning). It is also for this reason that we should involve students in activities designed specifically to improve their speaking skill.

b) Expressive Devices: native speakers of English change the pitch and stress of particular parts of utterance, vary volume and speed, and shown by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face-to-face interaction). The use of these devices contributes to the ability to conveys meaning.

c) Lexis and Grammar: teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval.

d) Negotiation Language: effective speaking benefits from negotiators language we use to seek clarification and to show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talk and it is very crucial for students.

2) Mental / Social Processing

Success of speaker’s productivity is also dependent upon the rapid processing skills that talking necessitates such as:
a) Language Processing: language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences.

b) Interacting with Others: effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.

c) Information Processing (On-the-spot): quite apart from our response to other’s feelings, we also need to able to process the information they tell us the moment we get it.

e. Kind of Speaking Activities

The following are some kinds of speaking activities, according to Kayi (2013:14):

1) Informative-gap Activities

An informative gap is where two 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.

2) 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.

3) 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 their 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.
4) 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.

5) 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.

6) 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.

7) Story completion

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

8) 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.

9) 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.

f. Aspect of speaking

In the learning of speaking, it should be considerable about the important aspect to encourage the interaction and communicative skill.
The aspects of speaking are:

1) Vocabulary

   The essential element to learn before practice speaking is vocabulary. We are difficult to speak without mastering vocabulary. According to Hornby (1995) vocabulary is all the words that person knows or uses. The learner must have many vocabularies it will be easier for him to express her/his idea.

2) Grammar

   One factor in influencing the students’ speaking skill is the functional grammar. Sometimes the students speak English with lack of functional grammar. According to Hornby (1995:517) grammar is the rules in a language for changing them into sentences.

3) Pronunciation.

   According to Hornby (1995) pronunciation is way in which a language or a particular words or sounds is spoken. Pronunciation is how to say a word in made of sound, stress and intonation.

4) Fluency

   Byrne in Paisal (2011:14) states that the main goal in teaching the produce skill of speaking will be oral fluency. This can define as the ability to express on self intelligibly,
reasonably, accurately and without too much hesitation in communication. Fluency is one aspect of speaking when the people take the communication.

5) Accuracy

According to Hornby (1995), accuracy is the state of being correct or exact and without minor, especially as a result of careful effort. While Marcel (1978) states that accuracy is a manner of people in using appropriate word and the pattern of sentences.

4. Cooperative Learning

a. Definition of Cooperative Learning

Felder and Brent (2007: 1) define cooperative learning is an approach to group work that minimizes the occurrence of those unpleasant situations and maximizes the learning and satisfaction that result from working on a high-performance team. The term Cooperative Learning (CL) refers to students working in teams on an assignment or project under conditions in which certain criteria are satisfied, including that the team members be held individually accountable for the complete content of the assignment or project. This chapter summarizes the defining criteria of cooperative learning, surveys CL applications, summarizes the research base that attest to
the effectiveness of the method, and outlines proven methods for implementing CL and overcoming common obstacles to its success.

Kagan (2009: 10) states that cooperative learning includes social interaction over content, and literally the brains in a cooperative learning classroom are more 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”. The Kagan model of cooperative learning based on the concept and use of “structures” is an innovate approach to classroom instructions these structures such as “numbered heads together”.

b. Elements of Cooperative Learning

According to the Johnson model in Felder and Brent journal (2007: 2), cooperative learning is instruction that involves students working in teams to accomplish a common goal, under conditions that include the following elements:

1) Positive interdependence: Team members are obliged to rely on one another to achieve the goal. If any team members fail to do their part, everyone suffers consequences.
2) Individual accountable: All students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned.

3) Face-to-face promotive interaction: Although some of the group work may be parceled out and done individually, some must be done interactively, with group members providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching and encouraging one another.

4) Appropriate use of collaborative skills: Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.

5) Group processing: Team members set group goals, periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in the future.

c. Types of Cooperative Learning Group

1) Formal Cooperative Learning

Established for a specific task and asked students to work together to achieve shared learning goals.

2) Informal Cooperative Learning Groups

Used to facilitate learning during direct teaching and focus on student attention.

3) Cooperative base Groups

4) Consist of heterogeneous learning groups with steady membership whose primary purpose is to allow member to give each other support, help encouragement, and assistance they need to succeed academically.

d. Advantages and Disadvantages of Cooperative Learning

1) Advantages of Cooperative Learning

Felder and Brent (2007: 7) states that cooperative learning has some advantages, there are:

a) Learners learn from one another, learn the material covered at a deeper level and feel better about themselves and their interactions with their peers.

b) Cooperative learning can be used successfully with a variety of others teaching strategies.

c) Learners learn valuable social skills such as resolving conflict, problem solving, criticizing ideas and not people, paraphrasing,
as asking questions, giving direction to the groups’ work, and building on each other’s information.

d) Learners learn trust building, communication and leadership skills from which they benefit for the rest of their lives in the workplace, or in relationship.

e) Learners usually enjoy working together because they are actively involved in the learning process.

f) Helping learners learn to cooperate in their groups gives them valuable life-long learning skills.

g) The teacher’s role changes from being in front of the room doing most of the work and all of the talking, to being a facilitator of learning, monitoring and collecting data on learner performance, as well as intervening when the group needs assistance in doing the task or learning to work together more effectively.

h) Cooperative learning efficacy is heavily supported by over 90 years of research found in over 650 studies.

i) When in place, processing skills help learners learn effective conflict resolution which improves group functioning in the future.
j) Instructors will eventually be able to cover more material at a deeper level with learners who will also enjoy the learning process.

2) Disadvantages of Cooperative Learning

Felder and Brent (2007: 7) states that cooperative learning has some disadvantages, there are:

a) Learning to facilitate cooperative learning expertly requires training, experience, and perseverance. It may take 2 to 3 years before an instructor can use these techniques routinely.

b) Groups finish work at their different times. Sometimes learners argue or refuse to do the work. Some learners do not know how to get along with others and settle their differences. Some learners want to work alone.

c) Initially, the teaching of collaborative/social skills takes up a great deal of class time, affecting the amount of content covered.

d) Cooperative learning does not work well in easy lessons.

e) Processing skills take time to learn and to carry out in the classroom. Conflicts may arise for which the instructor may not be prepared.
f) Some learners do not like to work in groups. If individual accountability is not in place, some learners do all of the work and the other group members let them.

g) Working in cooperative groups creates a level of “noise” that may be uncomfortable for some instructors.

e. Cooperative Learning Activity

There are some classroom activities that use cooperative learning. Most of these activities are developed by Spencer Kagan (2009: 14), they are:

1) Jigsaw: Groups with five students are set up. Each group member is assigned some unique material to learn and then to teach to his group members. To help in the learning students across the class working on the same sub-section get together to decide what is important and how to teach it. After practice in these “expert” groups the original groups reform and students teach each other.

2) Think-Pair-Share: Involves a three step cooperative structure. During the first step individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group.

3) Three-Step Interview: Each member of a team chooses another member to be a partner. During the first step individuals
interview their partners by asking clarifying questions. During the second step partners reverse the roles. For the final step, members share their partners responses with the team.

4) Roundrobin Brainstorming: Class is divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After “think time”, members of the team share responses with another round robin style. The recorder writes down the answers of the group members. The person next to the scorer starts and each person in the group in order gives an answer until time is called.

5) Talking Stick: Talking stick is a management strategy that encourages all students to participate equally in a discussion. It involves giving each student a stick to use during a discussion to signal that he or she would like to speak.

5. **Talking stick**

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 others. 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 the opportunities to convey their opinions, the stick returnable to the leader.

The Procedures of Talking Stick strategy

a. The teacher prepares the materials and a stick.

b. The teacher explains the main topic. Then, the students read and learn the materials for some minutes (10 minutes).

c. The teacher commands the students to close their books and takes a stick.

d. The teacher gives the stick to a student.

e. The teacher sings a song or plays music while the stick moves one student to another until the song or music stops.

f. The student who gets the stick must stands up and answers the teacher's questions.

g. Then, the stick rolls on again until each student gets the stick and takes part in the learning process.

h. Finally, the teacher gives the evaluation and makes conclusion.

The Strength and Weakness of Talking Stick strategy

The talking stick strategy is one of innovative strategy in order to make the students speak up and express their idea confidently. Every strategy and method has the strengths and weakness belong to the talking stick strategy. Irfatul Aini (2010: 45) define that the talking stick strategy
has strengths and weakness. This strategy gives the advantages to attract the students’ preparation, so they are more serious in learning. Next, the talking stick strategy trains the students to comprehend and recall the materials vividly. However, there are some weaknesses when applying this strategy. This strategy makes the student be strained and afraid. Student stress when he or she gets the stick and must answers the teacher’s question.
CHAPTER III

IMPLEMENTATION OF RESEARCH

In this chapter the writer presents the implementation of the study and analysis and discussion.

A. Implementation of Study

1. Cycle I
   a. Planning

   In this study researcher as observer, teacher teaches about recount text to teach speaking skills. Before the research the instruments are prepared.

   1) Lesson plan and the material (Look at the appendix)

   2) A stick, the stick is used by the researcher in applying the talking stick strategy.

   3) Sheets for Classroom Action Research

       The researcher provides the observation sheets for observers to take a note on teaching learning process.

   4) Test instrument

       The test instrument consists of pre-test and post-test. The pre-test are the test given for the students before applying the
talking stick strategy in teaching learning process. Post-test are
test given for the students after applying the talking stick
strategy in teaching learning process.

b. Action

1) Giving pre-test

2) Teaching speaking with new method

3) Giving opportunity to the students to ask about difficulties

4) Giving post-test

c. Observation

Observation is an observation activity to know how far the
action effect have reach target. Observation was conducted by
observing and scoring through oral test to student’s ability in
speaking English.

d. Reflecting

Reflecting was conducted for evaluating all of the actions
done in every cycle. The result of the observation is analyzed it is
to remember what occurs that has been written in observation.
Reflection seeks to memorize sense of the process, problems and
real issues in strategic action. The writer’s reflection is done by
discussing with his collaborator. If the writer found problems in
teaching in the first cycle, she will try to solve the problem in the
next cycle.
2. Cycle II

a. Planning

Before research the instruments are prepared.

1) Lesson plan and the material (look at the appendix)

2) A stick, the stick is used by the researcher in applying the talking stick strategy.

3) Sheets for Classroom Action Research

   The researcher provides the observation sheets for observers to take a note on teaching learning process.

4) Test instrument

   The test instrument consists of pre-test and post-test.

b. Action

1) Giving pre-test

2) Teaching speaking with new treatment

3) Giving opportunity to the students to ask the difficulties

4) Giving post-test

c. Observation

   Observation is an observation activity to know how far the action effect have reach target. Observation was conducted by observing and scoring through oral test to student’s ability in speaking English.
d. Reflecting

Reflecting was conducted for evaluating all of the actions done in every cycle. The result of the observation is analyzed it is to remember what occurs that has been written in observation. Reflection seeks to memorize sense of the process, problems and real issues in strategic action. The writer’s reflection is done by discussing with his collaborator. If the writer found problems in teaching in the first cycle, she will try to solve the problem in the next cycle.
CHAPTER IV
ANALYSIS OF DATA

In this research, the writer presents the students’ speaking achievement before and after being taught by using Talking Stick Strategy. To know the speaking achievement the researcher conducted pre-test and post-test. As mentioned before the researcher used test as instrument in collecting the data. It was given to the second grade students of SMP NUSANTARA Tuntang. Data analysis in this chapter will answer the research question as mentioned in chapter I.

A. The Result Of Study

1. Cycle I

   a. Planning

      In this study researcher as observer, teacher teaches about recount text to teach speaking skills. Before the research the instruments are prepared.

      1) Lesson plan and the material (Look at the appendix)

      2) A stick, the stick is used by the researcher in applying the talking stick strategy.

      3) Sheets for Classroom Action Research

      The researcher provides the observation sheets for observers to take a note on teaching learning process.
4) Test instrument

The test instrument consists of pre-test and post-test. The pre-test are the test given for the students before applying the talking stick strategy in teaching learning process. Post-test are test given for the students after applying the talking stick strategy in teaching learning process.

b. Action

The researcher did research on 18th January 2017 at 10.00 am in the second grade of SMP Nusantara Tuntang. The students surprised with our coming. The situation of the classroom was crowded. The researcher conditioned the students until they have paid attention. After all of the students was organized, the teacher began the class said salam and led to pray by reciting bassmallah together. After that, she greeted the students and also the students too.

The teacher told them about her participation in their classroom for about two weeks. She hoped the students and the teacher can be cooperative in teaching learning process. After checked the student’s list name she began the lesson by introduce the researcher to the students. The teacher start the lesson by reminded the students about recount text because the material has
been taught before. After that, the teacher asked the students to tell everything about descriptive text. It is about the definition, purpose, and the generic structures in recount text. The teacher ask to the student “Do you still remember what is definition of recount text guys?” and the students answer “Yes ma’am”. After that the teacher ask to the students randomly “Okay, Ridha what is definition of recount text?” “text that use to tell the personal past event”. After the teacher asked about recount text aspect randomly to the student the teacher explain again the recount text in the class.

After opening, the teacher explained the definition, purpose and the generic structures of recount texts. The teacher divided students into five groups and the each group were given different recount text sheet and told the students about what they should find in recount text such as the orientation, event and reorientation, the students also should translate the difficult words under the text. Most of students brought their own dictionary but some students were not, the student who does not brought dictionary must borrow dictionary in the library, so they didn’t need to wait the other student when they translating the difficult words. In that time the class was very crowded and noisy because they actively in the discussion to finish their task. Some students
ask to the teacher because they cannot found the word in the dictionary and the teacher answer patiently.

After the students finish with the text and some difficult words, all of students must retell the recount text that they have orally as a pre-test. They stand up on their place and speak up in the class, most of students were shy and nervous when they start to speak but the teacher give motivation to the students to make students become confident with their ability. Some of students still nervous but most students were get their confident by the applause from the other students when they finish their speech. The class become noisy again because one of students make mistake when he was speak in Javanese, he said “Basa Inggrise pak tani apa ya?” and all of students laugh then the teacher ask student to keep calm and answer the question of student.

After all of students get their chance to speak in the class the teacher explained about talking stick and the rules of game. The teacher gives the stick from the first student in corner, the teacher play a music and stop when the stick were running and the student who get the stick when the music stop must answer the question from teacher. The students were enthusiast when the game were running they enjoyed the game and follow the rules of the game, they were exited when get the stick and some students were
screaming when they get the stick because they would get question from the teacher. One of students was throw the stick because she scare if she got the stick and get question from the teacher, the teacher was laugh when she throw the stick. After most of students get the stick the teacher ask students to make their own recount text and tell their recount text in front of class orally as a post test.

The students refuse to make recount text because they still want to play the Talking stick game but the teacher told to the students they would do the game again on the next week and then the students was cheering and agree to make their recount text. The teacher told students to make simple paragraph consist 3 or 5 sentences. After the students finish their text the teacher called the student by list of absent to manage the time.

After that, the teacher concluded the material and closed the learning process said *hamdallah* together. Teacher reminded the students to study for the next meeting. She closed by reciting *Wassalamu’alaikum Wr. Wb.* and the students answered by reciting *Wassalamu’alaikum Wr. Wb.*
c. Observing

Based on the activities in the cycle I, the researcher gets data. The field notes show the student’s interest in teaching learning process.

In the cycle I the teacher entered the class with the observer. The class was too crowded and disorganized, but after that, the teacher spoke up and they paid attention to us, then the teacher and the observer introduced their selves to the students. The teacher companied by a collaborator observer. By monitoring the students” activity in this action, we could see that the students were ready in the class when the teacher came. In the research the teacher had dominants function. She served as a model, provide help, support, guidance and facilities to build up an interaction in all learning activities in English class.

When students presented the result in front of the class, some students still did not have high confidence and therefore they were so shy and afraid if they would do mistake. When they were doing assignment almost all of the students needed helping to the teacher, and the teacher always helped to students. When they were practicing speaking, they still did incorrect pronunciation and sometimes they still read the text, because they still have difficulties to speak up spontaneously.
When the students played the game they are curious and shy when they hold the stick, but they still have enthusiastic to join the learning. Some of them are confidence to answer the question, but some students are silent when get the stick. Overall, they enjoy with the talking stick strategy and feel new atmosphere in learning English.

Meanwhile, the test instruments show the improvement of the student’s speaking skills with talking stick strategy. It is the proof that they take a part and interest in the learning process.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teacher prepares the material</td>
<td>✓</td>
</tr>
<tr>
<td>2.</td>
<td>Teacher can manage classroom condition well</td>
<td>✓</td>
</tr>
<tr>
<td>3.</td>
<td>Teacher uses time effectively</td>
<td>✓</td>
</tr>
<tr>
<td>4.</td>
<td>The method that used by the teacher is interesting</td>
<td>✓</td>
</tr>
<tr>
<td>5.</td>
<td>Teacher being friendly to the student</td>
<td>✓</td>
</tr>
<tr>
<td>6.</td>
<td>Teacher is able to use the technique well</td>
<td>✓</td>
</tr>
<tr>
<td>7.</td>
<td>Teacher provides teaching aids</td>
<td>✓</td>
</tr>
<tr>
<td>8.</td>
<td>Teacher asks the students’ difficulties</td>
<td>✓</td>
</tr>
<tr>
<td>9.</td>
<td>Students pay attention to the teacher explanation</td>
<td>✓</td>
</tr>
<tr>
<td>10.</td>
<td>Students ask the teacher explanation</td>
<td>✓</td>
</tr>
<tr>
<td>11.</td>
<td>Students understand the teacher explanation</td>
<td>✓</td>
</tr>
</tbody>
</table>
In the first cycle the condition of the class was not cooperative for teaching learning it can be seen by the observation checklist that filled by observer. In the observation sheet shows that the teacher was not able to manage the classroom condition well because the class was very hectic and noisy when got the text, in this cycle the teacher divided the class in to five groups and gives one recount text to each group so the students who not held the text they were not focus and talk with the others, it is wasting time if each group that consist of 4-5 students but the students who finish the task just 2 students.

The students also not paid attention to the teacher explanation because not all of students hold the text so they were not focus with the material the students talk with other and some students keep walking around class, although the teacher warn the students to keep clam and sit down on their own chair but they repeat to move and talk with others, no one ask about their difficulties because they not too brave to talk in the class, they do
not have enough confident to ask teacher about the materials if the class do not answer when the teacher ask “are you understand about the material class?” it means that the class do not clear enough with the material and the teacher repeat her explanation until the students say yes when the teacher ask are the students understood about the material.

In the other hand in this cycle the teacher prepared material well, the teacher prepared five different recount texts with picture and difficult words to each groups so students were not to get bored when the teacher explain the texts because the different theme make students more curious about others texts and interest to learn the contain of the other texts.

When the teacher applied the talking stick the teacher was very friendly to the class, it is make the students more comfortable and easy in the class. The students were interested with taking stick method they cheering and laughing due talking stick game, in this game some students were brave to answer the question but some students still silent and shy when they got the stick. The teacher claps when the game running to burn the students spirit and to live the atmosphere of the class.

In this cycle shows that using talking stick can improve students speaking skill it can be seen before and after applying
talking stick, before the teacher apply the talking stick strategy no one students brave to speak, ask or answer the teacher question but when the teacher apply the talking stick strategy little of students brave to answer the question although not all of students but it is good improvement in the speaking class.

The writer hopes all of students be brave and confident to speak in the class, so the writer continue the next cycle until most of students brave to answer and speak in speaking class, the teacher hope in the next cycle will give more improvement in the students speaking skills.

d. Reflecting

In analyzing the results of cycle I, the researcher concluded that it is very important for teacher to be serious with the student’s speaking skills. Based on the result of previous cycle did not give a satisfactory result, because it was still found some problems in learning and teaching process. So, those are very important to continue to the next cycle to increase the student’s speaking skill. In the next cycle must be doing some improvements, not only about the student’s activities but also everything that supported the teaching learning process.
e. Calculation of test result

1) Result of pre-test and post-test in cycle I

Table 4.2 The Student’s Score of Pre-test and Post-test in Cycle I

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>X</th>
<th>Y</th>
<th>D</th>
<th>$D^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AS</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>AD</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>AAM</td>
<td>60</td>
<td>75</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>4</td>
<td>BSI</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>DB</td>
<td>60</td>
<td>65</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>6</td>
<td>DP</td>
<td>60</td>
<td>60</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>DPNS</td>
<td>65</td>
<td>70</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>8</td>
<td>EG</td>
<td>60</td>
<td>65</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>9</td>
<td>EYTA</td>
<td>60</td>
<td>60</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>EM</td>
<td>65</td>
<td>75</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>11</td>
<td>EM</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>12</td>
<td>FRA</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>13</td>
<td>FR</td>
<td>50</td>
<td>65</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>14</td>
<td>HP</td>
<td>55</td>
<td>65</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>15</td>
<td>KH</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>16</td>
<td>KA</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>17</td>
<td>MR</td>
<td>65</td>
<td>75</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>18</td>
<td>MA</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>19</td>
<td>MANA</td>
<td>65</td>
<td>75</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>20</td>
<td>NL</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>PS</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>22</td>
<td>PS</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>23</td>
<td>RDA</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>24</td>
<td>VR</td>
<td>65</td>
<td>65</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total score</td>
<td>1450</td>
<td>1625</td>
<td>175</td>
<td>1725</td>
<td></td>
</tr>
</tbody>
</table>

a) **Mean of pre-test cycle I**

\[
M_x = \frac{\Sigma x}{n}
\]

\[
M_x = \frac{1450}{24}
\]

\[
M_x = 60.41
\]

b) **Mean of post-test cycle I**

\[
M_x = \frac{\Sigma x}{n}
\]

\[
M_x = \frac{1625}{24}
\]

\[
M_x = 67.70
\]

c) **Standard deviation of cycle I**

\[
SD = \sqrt{\frac{\Sigma D^2}{N} - \left(\frac{\Sigma D}{N}\right)^2}
\]

\[
SD = \sqrt{\frac{1725}{24} - \left(\frac{175}{24}\right)^2}
\]

\[
SD = \sqrt{71.87 - 53.14}
\]

\[
SD = \sqrt{18.73}
\]

\[
SD = 4.32
\]
d) T-test of cycle I

\[ T_0 = \frac{\left( \frac{\sum D}{N} \right)}{\frac{SD}{\sqrt{N-1}}} \]

\[ T_0 = \frac{\left( \frac{17.5}{24} \right)}{4.32} \]

\[ T_0 = \frac{(7.29)}{4.32} \]

\[ T_0 = \frac{7.29}{4.32} \]

\[ T_0 = \frac{7.29}{0.90} \]

\[ T_0 = 8.1 \]

- Mean of pre-test 60.41
- Mean of post-test 67.70
- Standard deviation 4.32
- T-test of cycle I 8.1

There is a significant increasing score between pre-test and post-test, that means that using talking stick can improve students speaking skills.

e) Percentages score

Percentages of pre-test cycle I

\[ <70 \text{ P}= \frac{\text{F}}{N} \times 100\% \]

\[ <70 \text{ P}= \frac{17}{24} \times 100\% \]
<70 P = 70.83%

>70 P = \frac{F}{N} \times 100%

>70 P = \frac{7}{24} \times 100%

>70 P = 29.16%

Percentages of post-test cycle I

<70 P = \frac{F}{N} \times 100%

<70 P = \frac{9}{24} \times 100%

<70 P = 37.5%

>70 P = \frac{F}{N} \times 100%

>70 P = \frac{15}{24} \times 100%

>70 P = 62.5%

The result of cycle I, there is 62.5% who pass oral test and 29.16% who does not pass the oral test. The mean of pre-test in cycle I is 60.41 and the mean of post-test is 67.70, the result shows an increase of student’s score in the cycle I.

While the standardized score (KKM) is 70 and the students who get score above the standardize score is 62.5%, the writer wants more than 70% students who pass the oral test then the writer continue the treatment with cycle II.
2. Cycle II

a. Planning

Before research the instruments are prepared.

1) Lesson plan and the material (look at the appendix)

2) A stick, the stick is used by the researcher in applying the talking stick strategy.

3) Sheets for Classroom Action Research

   The researcher provides the observation sheets for observers to take a note on teaching learning process.

4) Test instrument

   The test instrument consists of pre-test and post-test.

b. Acting

   In the cycle II the research was did on 23rd January 2018, in the second cycle the class was ready to begin. The teacher start the class by salam and the students answer, the teacher lead to reciting basmallah together. After the teacher open the class the teacher reviewed the last meeting material it was about recount text the teacher ask about purpose and generic structure of recount text and the students answer clearly.

   The teacher was start the class and ask students about their last holiday “okay class now tell me about your last holiday, do you still remember what are you doing in your last holiday?”
“Yes ma’am”. And the teacher ask to one of the student “Anik, what have you done in your last holiday?” “I went to grandma’s house ma’am I stayed there about three days and I do many things there, such as gardening and farming”, the teacher answer “great job Anik you spend your holiday positively”. After asked to the some students the teacher prepared the text.

The teacher gives a new recount text about holiday to each student, the student must understood the contain of the text and retell with their own words in front of class as a pre-test, in this cycle the teacher gives same text to all of students so they did not make noisy because they have their own text and they brought their own dictionary. In the second cycle the class condition was very support the teaching and learning process, the student was adapted with the observer and the teacher gives different treatment by gives each student text.

After the students finish read the text and understood the contain of the text the teacher ask the students to speak in front of class “Okay class, who want to be the first performer today?” teacher still waiting because nobody raise their hand “come on class be confident please, I will give you plus score if you raise your hand and be the first performer” then a student raise his hand and walk to the front of class, the teacher try to burn the
atmosphere of class “give applause to Riski” everybody gives him applause. Then the students brave to perform without called by the teacher.

Then all of students retell about the text, the teacher take the stick out and told the students that they will play the same game as the last meeting, all of students was exited they were cheering and very enthusiastic to play the game. The teacher explains about the same rules as before, in this cycle the students were very cooperative and more sportive during the game, because they were understood the rules and did not afraid when they get the stick. After most of student gets their change the teacher was finished the game and give task to the students, the teacher ask the students to make recount text about their last holiday and must spoke up in front of class about their own recount text as a post test. In this cycle the teacher did not gives level of the text so the students can write everything they want to write. When the students finish their recount text they tell the teacher, so the teacher start asked the students to speak in front of class without the text, but some students asked to brought the text without read them, then the teacher was deal. Most of students speak without read the text but some students read the text rarely. After the last performer the teacher conclude the material today and before the
teacher closed the meeting the teacher reviewed all of activity and give home work.

Teacher and students prayed by reciting Hamdallah together. She closed the class by reciting Wassalamu’alaikum Wr.Wb and the students answered by reciting Waalaikumsalam.Wr.Wb.

c. Observing

This cycle used same method using talking stick strategy. Students looked enthusiastic in following teaching and learning process. The teacher reminded the students about the material that has been studied previously by giving questions to students. After explaining the material, the teacher asked the students to share about their last holiday based on the text that was given by the teacher.

According to activity in the cycle II, the data show that the students have the improvement in the English competence. The researcher and observer see that the students enjoy this method and do not afraid to speak in English.

The teacher found that in this second cycle the students had a significant progress. They improved their understanding the recount text significantly. Also they could do the task easier and faster and they look more confidence to speak up in front of class.
The teacher gives some new treatment to the students to make the students be more cooperative in the class and it is working, in the cycle II the class condition more effective and more fun. The students can follow the lesson easily than the first cycle.

### Table 4.3 Observation Checklist

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>1.</td>
<td>Teacher prepares the material</td>
<td>✔</td>
</tr>
<tr>
<td>2.</td>
<td>Teacher can manage classroom condition well</td>
<td>✔</td>
</tr>
<tr>
<td>3.</td>
<td>Teacher uses time effectively</td>
<td>✔</td>
</tr>
<tr>
<td>4.</td>
<td>The method that used by the teacher is interesting</td>
<td>✔</td>
</tr>
<tr>
<td>5.</td>
<td>Teacher being friendly to the student</td>
<td>✔</td>
</tr>
<tr>
<td>6.</td>
<td>Teacher is able to use the technique well</td>
<td>✔</td>
</tr>
<tr>
<td>7.</td>
<td>Teacher provides teaching aids</td>
<td>✔</td>
</tr>
<tr>
<td>8.</td>
<td>Teacher asks the students’ difficulties</td>
<td>✔</td>
</tr>
<tr>
<td>9.</td>
<td>Students pay attention to the teacher explanation</td>
<td>✔</td>
</tr>
<tr>
<td>10.</td>
<td>Students ask the teacher explanation</td>
<td>✔</td>
</tr>
<tr>
<td>11.</td>
<td>Students understand the teacher explanation</td>
<td>✔</td>
</tr>
<tr>
<td>12.</td>
<td>The students become active in classroom</td>
<td>✔</td>
</tr>
<tr>
<td>13.</td>
<td>Students brave to ask and answer</td>
<td>✔</td>
</tr>
<tr>
<td>14.</td>
<td>Students feel happy during the lesson</td>
<td>✔</td>
</tr>
<tr>
<td>15.</td>
<td>Students get bored during the lesson process</td>
<td>✔</td>
</tr>
</tbody>
</table>
In the second cycle shows the good improvement in the teaching learning process both in the teacher and the student side. The improvement of the teacher is the teacher managed class well. The teacher gives each students recount text so no more students who do not pay attention to the material because the students already held their own recount text, the class condition is more cooperative and more organized. All of students focus with the text and follows the class better. The teacher can manage the time effectively by applying new treatment and the student fix the task faster than the first cycle. The teacher also more able using the talking stick method and make the game more live by ask the students to claps during the music play, it is very important to make students more interest and happy during lesson and comfortable to learn the material.

In the students side the improvement can be seen by significant improvement of students who brave to speak in front of class, in the first cycle just little of students who brave to speak in front of class. But in this second cycle they are sure and brave to raise their hand to ask or speak in the speaking class, they also has big confident when answer the question from the teacher. The students do not afraid to make mistakes when they speak because
the teacher will correct the mistakes and they know the better answer.

During the talking stick game the students were happy and interested to take part in the talking stick they already know their position and the rule of game so they do not confused with their role. The students cheering, laughing and claps during the game, the class is noisy but more organized than the first cycle. In this cycle the teacher do not run of time because the students more easy to coordinate.

By the explanation above the writer conclude that in the second cycle make better improvement and the target of students speaking is achieved, almost all of students speaking bravely and confident when they speak in the class and they do not afraid to make mistakes they just speak more active and better during speaking class. This is satisfied improvement for the writer and the writer does not need to continue the next cycle.

d. Reflecting

In the second cycle, the researcher concludes that using appropriate method in teaching speaking is very significant. The students are enthusiastic in taking a part the learning process. They become familiar with the talking stick strategy and enjoy the fun
learning activities. Moreover, they have motivation and interest in learning English.

e. Calculation of test result

1) Result of pre-test and post-test cycle II

<table>
<thead>
<tr>
<th>Number</th>
<th>Name</th>
<th>X</th>
<th>Y</th>
<th>D</th>
<th>D⁻</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>As</td>
<td>60</td>
<td>65</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>AD</td>
<td>65</td>
<td>80</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>3</td>
<td>AAM</td>
<td>70</td>
<td>85</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>4</td>
<td>BSI</td>
<td>65</td>
<td>80</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>5</td>
<td>DB</td>
<td>60</td>
<td>75</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>6</td>
<td>DP</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>7</td>
<td>DPNS</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>8</td>
<td>EG</td>
<td>70</td>
<td>85</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>9</td>
<td>EYTA</td>
<td>65</td>
<td>75</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>10</td>
<td>EM</td>
<td>65</td>
<td>85</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>11</td>
<td>EM</td>
<td>65</td>
<td>80</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>12</td>
<td>FRA</td>
<td>75</td>
<td>95</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>13</td>
<td>FR</td>
<td>65</td>
<td>85</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>14</td>
<td>HP</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>15</td>
<td>KH</td>
<td>75</td>
<td>85</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>16</td>
<td>KA</td>
<td>70</td>
<td>70</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>17</td>
<td>MR</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>18</td>
<td>MA</td>
<td>75</td>
<td>85</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>19</td>
<td>MANA</td>
<td>70</td>
<td>85</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>20</td>
<td>NL</td>
<td>75</td>
<td>85</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>21</td>
<td>PS</td>
<td>70</td>
<td>85</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>22</td>
<td>PS</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>23</td>
<td>RDA</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>24</td>
<td>VR</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Total score</td>
<td>1630</td>
<td>1930</td>
<td>300</td>
<td>4350</td>
</tr>
</tbody>
</table>

a) Mean of pre-test cycle II

\[ M_x = \frac{\sum x}{n} \]

\[ M_x = \frac{1630}{24} \]

\[ M_x = 67.91 \]

b) Mean of post-test cycle II

\[ M_x = \frac{\sum x}{n} \]

\[ M_x = \frac{1930}{24} \]

\[ M_x = 80.41 \]

c) Standard deviation of cycle II

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

\[ SD = \sqrt{\frac{4350}{24} - \left( \frac{300}{24} \right)^2} \]

\[ SD = \sqrt{181.2 - 156.2} \]
\[ SD = \sqrt{25} \]
\[ SD = 5 \]

d) T-test of cycle II

\[ T_o = \frac{\left(\frac{SD}{N}\right)}{SD} \]
\[ T_o = \frac{\left(\frac{300}{25}\right)}{5} \]
\[ T_o = \frac{\left(\frac{12.5}{5}\right)}{5} \]
\[ T_o = \frac{12.5}{4.79} \]
\[ T_o = 12.04 \]
\[ T_o = 12.01 \]

- Mean of pre-test 67.91
- Mean of post test 80.41
- Standard deviation 5
- T-test of cycle I 12.01

There is a significant increasing score between pre-test and post-test, that means that using talking stick can improve students speaking skills.
e) Percentages score

Percentages of pre-test cycle II

\[ <70 \text{ P}= \frac{F}{N} \times 100\% \]
\[ <70 \text{ P}= \frac{10}{24} \times 100\% \]
\[ <70 \text{ P}= 41.66\% \]
\[ >70 \text{ P}= \frac{F}{N} \times 100\% \]
\[ >70 \text{ P}= \frac{14}{24} \times 100\% \]
\[ >70 \text{ P}= 58.33\% \]

Percentages of post-test cycle II

\[ <70 \text{ P}= \frac{F}{N} \times 100\% \]
\[ <70 \text{ P}= \frac{1}{24} \times 100\% \]
\[ <70 \text{ P}= 4.16\% \]
\[ >70 \text{ P}= \frac{F}{N} \times 100\% \]
\[ >70 \text{ P}= \frac{23}{24} \times 100\% \]
\[ >70 \text{ P}= 95.83\% \]

The result of cycle II, there is 95.83% who pass oral test and 4.16% who does not pass the oral test. The mean of pre-test in cycle I is 67.91 and the mean of post-test is 80.41, the result shows an increase of student’s score in the cycle I.
While the standardized score (KKM) is 70 and the students who get score above the standardize score is 95.83%.

Finally the writer do not necessary to continue the cycle III because the result of cycle II is suitable with the writer target, the result of cycle II shows a significant increase from cycle I.

B. **Analysis and Discussion**

From the result of analyzing cycle I and cycle II, it shows the increase the students score in oral test.

**Table 4.5 The mean and T-calculation of students score**

<table>
<thead>
<tr>
<th>No</th>
<th>Analyzing</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mean</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>60.41</td>
<td>67.91</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>67.70</td>
<td>80.41</td>
</tr>
<tr>
<td>2.</td>
<td>T-calculation</td>
<td>8.1</td>
<td>12.01</td>
</tr>
<tr>
<td>3.</td>
<td>T-table</td>
<td>2.069</td>
<td>2.069</td>
</tr>
</tbody>
</table>

The table shows the increase score of students in oral test in cycle I and cycle II, it means that using talking stick strategy can improve students speaking skills.

Based on the T-calculation of cycle I and cycle II using talking stick strategy can improve students speaking skills it can be seen in the cycle I the T-calculation is 8.1 while the T-calculation of cycle II is 12.01, it means the cycle II is greater than cycle I. The T-calculation is bigger than T-table, the
T-table is 2.069 it means that using talking stick can improve students speaking skills.

Table 4.6 Percentages of students score

<table>
<thead>
<tr>
<th>Category</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;70</td>
<td>37.5%</td>
<td>4.16%</td>
</tr>
<tr>
<td>&gt;70</td>
<td>62.5%</td>
<td>95.83%</td>
</tr>
</tbody>
</table>

The table above shows the improvement score of students in speaking test of cycle I and cycle II. The percentages score is shows students who pass the oral test in the cycle I are 62.5% while in the cycle II are 95.83%.

The result shows that score in the second cycle is greater than the score in the first cycle because in the first cycle the student never taught with talking stick the students speaking skill still poor, they were not confidence with their ability and they still afraid about making mistakes when they speak. For the students when they speak in front of class they feel nervous because the old treatment did not treat the students to enjoy learning in the class, the old treatment just want to get the aspect and score, while the students need new treatment to make them enjoy the lesson and feel more confident, when the students feel comfort with the atmosphere of class they enjoy the lesson automatically they will improve their skill and automatically their score will improve as they want to try and the lesson feel so easy.
Furthermore, in the cycle II the students score improve significantly and the writer can get the score target, the score in the cycle II is very satisfying almost all of students pass the oral test with high score because after applying Talking stick the students feel the lesson like a game, they enjoy to speak and more confident to answer teacher question, they follow the teaching learning better when the teacher applying Talking Stick in the class. It can be seen in the second cycle, in the second cycle the students were adapted with Talking Stick strategy the students faced the task and question easily, they finish the task faster and more discipline, the condition of the class more cooperative than the first cycle.

It can be conclude that using talking stick can improve students speaking skill of second grade students of SMP Nusantara Tuntang
CHAPTER V

CLOSURE

In this chapter present the conclusion and suggestion for the students, English teachers and the other researchers.

A. Conclusions

1. There is significant result of using talking stick to improve students’ speaking skills of second grade students of SMP Nusantara Tuntang. It is shown by the result of T-test calculation of cycle I and cycle II, in the cycle I is 8,1 while in the cycle II is 12,01. The improvement also can be seen by percentages score of each cycle, in the cycle I the students who pass the test is 62,5% while in the cycle II the students who pass the test is 95,83%. In addition the improvement score can be seen by the mean of pre-test and post test of each cycle, in the first cycle the pre-test mean is 60,41 and the post test is 67,70, in the second cycle the pre-test mean is 67,91 and the post-test mean is 80,41. The t-test result is higher than t-table, the t-table is 2,069 the t-test of first cycle is 8,1 and t-test of second cycle is 12,01. It means that using talking stick strategy is able to improve students’ speaking skills of second grade students of SMP Nusantara Tuntang.
2. The weaknesses of using talking stick strategy is in the time management because the applying talking stick strategy in the speaking class need more time, needs extra time to finish all students to speak if the students are not brave and not confident to speak in the class, the teacher needs to push the students hardly to make students speak confidently.

3. To cope the difficulties of applying talking stick in the speaking class the teacher apply some treatments, the first treatment was to give each student the text so every students hold their own text and they focus to the text can makes teacher manage the time better, second is the teacher need to burn the students spirit in the speaking class so they feel more confident and more comfortable in the speaking class, when the students feel comfortable they will understand the material better.

B. Suggestion

There are suggestions for the English teachers, students and the other researchers based on research finding are follows:

1. For the teacher

   The way of teaching speaking are influence the students’ speaking skill. By using various methods is suggested to make good atmosphere in the class and make students more encourage to improve the teaching learning process. The teacher can apply talking stick strategy to make students more enjoying the teaching learning process.
2. For the students

The students must pay attention to the teacher, not just enjoying the game but also focus with the materials that given by the teacher, the students should be creative, active and brave to have practices speaking to get the point of speaking class.

3. For the other researcher

This research shows that using talking stick strategy can improve students’ speaking skills. The reader and the other researcher could use the talking stick strategy to teach English especially in improving students speaking skills. The other researcher should read this research clearly to understand how to practice talking stick in speaking class.

Based on the explanation above, the writer would like to suggest the reader that this research can be used to applied in additional further research with the different sample and occasion.
BIBLIOGRAPHY

Aini, Irfatul. 2010. *Application of Innovative Instruction Model by Means of the Talking Stick Method to Improve the Students Learning Activity on the Integrated Social Studies Subject Matter of seventh Grade of the State Junior High School I of Singosari Malang*. Minithesis, Study Program of Economics, Department of Social Study Education, Faculty of Tarbiyah, Maulana Malik Ibrahim State Islamic University (UIN) of Malang.


APPENDIXES
CYCLE I
Rencana Pelaksanaan Pembelajaran (RPP)

NAMA SEKOLAH : SMP NUSANTARA

TAHUN PELAJARAN : 2017/2018

KELAS/SEMESTER : VIII/2 (DUA)

MATA PELAJARAN : Bahasa Inggris

KECAKAPAN : BERBICARA

WAKTU : 2x40 MENIT

A. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

<table>
<thead>
<tr>
<th>SK/KD</th>
<th>Kegiatan</th>
<th>Rincian</th>
<th>Waktu (menit)</th>
</tr>
</thead>
</table>
| SK. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar | **Kegiatan Awal** | a. Guru memberikan salam dengan ramah kepada siswa kemudian dilanjutkan dengan berdoa bersama  
b. Guru mengecek kehadiran siswa  
c. Tanya jawab tentang Recount Text, menebak dan merespon ucapan guru.  
d. Guru memberikan pengertian tentang Recount Text | 10’ |
| | **Kegiatan Inti** | Eksplorasi  
- Guru memberi ilustrasi tentang Recount text  
- Guru menjelaskan | 25’ |
<table>
<thead>
<tr>
<th>KD.</th>
<th>Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk</th>
<th>Elaborasi</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>tentang pengertian, ciri-ciri, jenis dan struktur Recount text</td>
<td>25’</td>
</tr>
<tr>
<td></td>
<td>• Guru memastikan semua siswa faham tentang Recount text</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Elaborasi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru membagi siswa menjadi 4 kelompok</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Setiap kelompok terdiri dari 6 siswa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru membagi materi kepada siswa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Setiap kelompok mendapatkan teks Recount yang berbeda</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Siswa berdiskusi mengenai struktur teks dan difficult words</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru menanya hasil diskusi mengenai struktur teks dan difficult words</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru meminta siswa mengulang kembali tentang Recount teks yang mereka dapat (pre-test)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru</td>
<td></td>
</tr>
</tbody>
</table>
Guru menjelaskan tentang metode Talking Stick

- Guru memainkan musik sementara tongkat Talking stick berputar ke seluruh siswa sampai musik berhenti
- Siswa yang terakhir kali memegang tongkat harus menjawab pertanyaan dari guru mengenai Recount teks
- Kemudian tongkat berputar kembali sampai semua siswa mendapatkan gilirannya
- Guru menyimpulkan tentang penggunaan metode Talking stick pada pembelajaran hari ini

Konfirmasi

- Guru meminta siswa membuat Recount teks mereka sendiri
- Guru Meminta siswa menceritakan
Kegiatan Akhir

- Guru mengulang kembali secara singkat tentang Recount text
- Guru memberi kesempatan kepada siswa untuk bertanya jika mereka kurang faham
- Guru menutup kegiatan belajar dengan membaca doa dan salam

B. INDIKATOR PENCAPAIAN

1. Bertanya dan menjawab berbagai informasi secara lisan dalam teks pendek dalam bentuk descriptive dan recount
2. Melakukan monolog pendek dalam bentuk descriptive dan recount

C. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran diharapkan siswa mampu:
- mengidentifikasi teks report dan menyampaikan tentang kejadian, peristiwa atau pengalaman

D. KARAKTER PEMERANT AS PEDIDIK YANG DI HARAPKAN

siswa dapat di percaya (trustworthines), rasa hormat dan perhatian (respect), tekun (diligent)
At last year holiday I didn’t go anywhere. I just stay at home for the whole month. It was not too bad to spend the holiday at home because I had something to do. I did a small project building a small fishpond at home.

What I need is river sand, cement, and some tools. I choose the middle space of my yard. After that, I made the design. Anyway, I would like to keep some koi fish at that fishpond, so that I had to make the design as well as I can. I preferred to choose the nature landscape as the model. I did it alone, day and night. I was so happy to do that.

After two weeks, I finished it. It was a small beautiful fishpond with nature landscape designed. Before I put on it some koi fish, I fill the water and waited for about two weeks to make sure that the fishpond was free from poison. Finally, I bought 5 koi fish and kept them at my new fishpond.

It was a nice thing to spend the holiday at home.

F. METODE DAN TEKNIK PEMBELAJARAN
metode: Talking Stick
teknik: ceramah,tanya jawab, diskusi,pemberian tugas
G. ALAT DAN MEDIA BELAJAR
Lembar materi
Tongkat talking stick
Whiteboard dan board marker
Speaker active
Netbook

H. PENILAIAN HASIL BELAJAR
1. teknik/ jenis : tugas kelompok dan individu
2. bentuk instrumen : oral dialog
3. oral rubrik

<table>
<thead>
<tr>
<th></th>
<th>5 points</th>
<th>4 points</th>
<th>3 points</th>
<th>2 points</th>
<th>1 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>pronoun</td>
<td>virtually no grammar mistakes</td>
<td>Produces words with mostly correct pronunciation but sometimes there is any error</td>
<td>Produces words with some errors pronunciation</td>
<td>May have many strong foreign accents or produces words with too many errors pronunciation and unintelligible</td>
<td>Little or no language produces</td>
</tr>
<tr>
<td>grammar</td>
<td>Uses grammatical sentences or expressions or virtually no grammar mistakes</td>
<td>Uses a slightly incorrect grammatical sentences or expressions or occasional grammar slips</td>
<td>Makes obvious grammar mistakes or makes some grammar mistakes</td>
<td>Makes mistakes in basic grammar or no correct grammatical sentences or expression</td>
<td>Little or no language produces</td>
</tr>
<tr>
<td>vocabulary</td>
<td>Uses wide vocabulary appropriately</td>
<td>Uses good range of vocabulary</td>
<td>Uses adequate but not rich vocabulary</td>
<td>Uses adequate but not rich vocabulary</td>
<td>Little or no language produces</td>
</tr>
<tr>
<td>fluency</td>
<td>Speaks fluently with rare repetition and uses long turns easily and effectively</td>
<td>Speaks with occasional repetition and uses short turns in speaking</td>
<td>Gets idea across but hesitantly and briefly with some repetition</td>
<td>Speaks slowly and very hesitant with frequent repetition and sometimes difficult to understand</td>
<td>Little or no communication</td>
</tr>
</tbody>
</table>

maximum score 20
score=\frac{\text{the result of score} \times 100}{\text{maximum score}}
Tuntang, 17 Januari 2018

Mengetahui,

Guru Mapel Bahasa Inggris

Sri Widyaningsih, S.PdI
NIP.

Peneliti

Ati’ Mustamiddah
NIM. 113 13 004
That day was August 23, 2016. A week before that day I had been preparing everything. Then, at that day I was ready for my holiday. At 9 in the morning, I went to the station. The train would arrive at 10 a.m. It took 30 minutes walking from my home to the station. At that station, I bought the ticket to go to Yogyakarta.

It took around 5 hour to go to Yogyakarta from Tulungagung by train. I arrived in Tugu Station Yogyakarta at 3.15 pm. I had no scheduled things about the places I would visit. So, I was free to do anything in this city. At first, I went to Malioboro Street. I saw so many people in this street. Perhaps, they did the same thing as I did, just walking and sometimes stopped at some street merchandise sellers a long that road.

At 6 p.m, I was tired and hungry. I was at Alun-Alun Kidul, the south side of Yogyakarta Palace. I looked around and found Angkringan, at that place I ordered a glass of ice tea and ate some Sego Kucing with Sate and also Gorengan. After that, I began to think of where I would get the cheap hotel to stay for several days in Yogyakarta.

That was my story which I always remember about my holiday at Yogyakarta.
Translate the difficult words below into Bahasa Indonesia!

1. Preparing
2. Bought
3. Scheduled
4. Perhaps
5. Merchandise sellers
6. Tired
7. Hungry
8. Order
9. Cheap
10. Several

Fun Farms

The last holiday I went to my grandma’s home. Her home is quite, so far away from the city and close to the vegetables farm area. My grandma and grandpa are farmers. I spent two days there and I did so many interesting things in the farm, helping my grandpa planted vegetables.

At the first day, I learned to plant spinach. What I did was moving out the young spinach from the seeding area to the plantation area. I thought it was
easy, but in fact, it was tiring. I had to move those one by one under the sun. I did that for several hours before launch and continued until afternoon. In the night, I didn’t want anything except sleeping. I was really tired but it was fun.

I couldn’t wake up in the morning until my grandma knocked at my door. He laughed at me because what I did was not hard actually if compared with the real farmer. Then, before we went to the farm again, my grandma had prepared for breakfast. After eating I follow my grandpa going to the next field. We would do daily treatment for the 1 month age spinach. We had to give them enough water and checked if there were any caterpillars and grasshoppers.

At the third day, I had to back home. I was sad to leave my grandma and grandpa. But, that’s fine because the next holiday I would go there and see them again.

Translate the difficult words below into Bahasa Indonesia!

1. Quite
2. Moving out
3. Tiring
4. Launch
5. Compare
6. Prepare
7. Field
8. Daily treatment
9. Caterpillar
10. Grasshopper
Fishpond

At last year holiday I didn’t go anywhere. I just stay at home for the whole month. It was not too bad to spend the holiday at home because I had something to do. I did a small project building a small fishpond at home.

What I need is river sand, cement, and some tools. I choose the middle space of my yard. After that, I made the design. Anyway, I would like to keep some koi fish at that fishpond, so that I had to make the design as well as I can. I preferred to choose the nature landscape as the model. I did it alone, day and night. I was so happy to do that.

After two weeks, I finished it. It was a small beautiful fishpond with nature landscape designed. Before I put on it some koi fish, I fill the water and waited for about two weeks to make sure that the fishpond was free from poison. Finally, I bought 5 koi fish and kept them at my new fishpond

It was a nice thing to spend the holiday at home.

Translate the difficult words below into Bahasa Indonesia!

1. Whole month
2. Small project
One of my favorite things in Junior High School was camping. Once a month my school held a routine extracurricular that was camping at some mountain or camp field in my town. Usually the event was at first Saturday night in a month.

One day at the camping time, we all gathered at the school first before we went together at the camping area. We were grouped in teams and each team has its own tent. We went to the camping area by bus. At the afternoon around 4 pm we had already been there. We built our own tent before we continue the activities. After building the tent, bathing, and having a break, we start the rundown of the activities.
One thing I love most was the activity of nightmare training. It was held at 10 pm until 1 am in the morning. We all, every team, were scattered into the jungle to find the letters in a bottle. The camping committees had prepared something to frighten us by wearing ghost or zombie costume and chased after us. Anyway, I was never afraid of that but I was so happy seeing some of my friends screaming and running. I laughed loudly at that event because I think both of the ghost and the victims were totally funny. The ghost or the zombie never frightened us who were not afraid, but they will run after them who were too afraid.

That was so fun experience that I had in Junior High School.

Translate the difficult words below into Bahasa Indonesia!

2. Rundown 7. Chased
3. Nightmare training 8. Screaming
4. Scattered 9. Ghost
5. Frighten 10. Victims
ASSESSMENT

Oral Test

Pre-test cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Pronunciation</th>
<th>Grammar</th>
<th>Vocab</th>
<th>Fluency</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>7</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>65</td>
</tr>
<tr>
<td>8</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>9</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>10</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>65</td>
</tr>
<tr>
<td>11</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>12</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>70</td>
</tr>
<tr>
<td>13</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>14</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>55</td>
</tr>
<tr>
<td>15</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>70</td>
</tr>
<tr>
<td>16</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>70</td>
</tr>
<tr>
<td>17</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>65</td>
</tr>
<tr>
<td>18</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>70</td>
</tr>
<tr>
<td>19</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>65</td>
</tr>
<tr>
<td>20</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>70</td>
</tr>
<tr>
<td>21</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>22</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>70</td>
</tr>
<tr>
<td>23</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>70</td>
</tr>
<tr>
<td>24</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>65</td>
</tr>
<tr>
<td>∑</td>
<td>74</td>
<td>61</td>
<td>73</td>
<td>82</td>
<td>1450</td>
</tr>
</tbody>
</table>
ASSESSMENT

Oral Test

Post-test cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Pronunciation</th>
<th>Grammar</th>
<th>Vocab</th>
<th>Fluency</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>75</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>65</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>7</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>70</td>
</tr>
<tr>
<td>8</td>
<td>5</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>65</td>
</tr>
<tr>
<td>9</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>10</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>75</td>
</tr>
<tr>
<td>11</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>70</td>
</tr>
<tr>
<td>12</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>75</td>
</tr>
<tr>
<td>13</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>65</td>
</tr>
<tr>
<td>14</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>65</td>
</tr>
<tr>
<td>15</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>16</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>75</td>
</tr>
<tr>
<td>17</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>75</td>
</tr>
<tr>
<td>18</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>19</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>20</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>21</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>70</td>
</tr>
<tr>
<td>22</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>75</td>
</tr>
<tr>
<td>23</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>75</td>
</tr>
<tr>
<td>24</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>65</td>
</tr>
<tr>
<td>∑</td>
<td>87</td>
<td>64</td>
<td>81</td>
<td>92</td>
<td>1625</td>
</tr>
</tbody>
</table>
CYCLE II
Rencana Pelaksanaan Pembelajaran (RPP)

NAMA SEKOLAH : SMP NUSANTARA
TAHUN PELAJARAN : 2017/2018
KELAS/SEMESTER : VIII/2 (DUA)
MATA PELAJARAN : Bahasa Inggris
KECAKAPAN : BERBICARA
WAKTU : 2x40 MENIT

I. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

<table>
<thead>
<tr>
<th>SK/KD</th>
<th>Kegiatan</th>
<th>Rincian</th>
<th>Waktu (menit)</th>
</tr>
</thead>
</table>
| SK.   | Kegiatan Awal | a. Guru memberikan salam dengan ramah kepada siswa kemudian dilanjutkan dengan berdoa bersama  
|       |          | b. Guru mengecek kehadiran siswa  
|       |          | c. Tanya jawab tentang Recount Text, menebak dan merespon ucapan guru.  
|       |          | d. Guru memberikan pengertian tentang Recount Text  |
|       | Kegiatan Inti | Eksplorasi | 25’ |
|       |          | • Guru memberi ilustrasi tentang Recount text  
<p>|       |          | • Guru menjelaskan |</p>
<table>
<thead>
<tr>
<th>KD. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk</th>
<th>Elaborasi 25'</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Guru memastikan semua siswa faham tentang Recount text</td>
<td>• Guru memastikan semua siswa faham tentang Recount text</td>
</tr>
<tr>
<td>• Guru membagi siswa menjadi 4 kelompok</td>
<td>• Setiap kelompok terdiri dari 6 siswa</td>
</tr>
<tr>
<td>• Setiap kelompok mendapatkan teks Recount yang berbeda</td>
<td>• Guru membagi materi kepada siswa</td>
</tr>
<tr>
<td>• Siswa berdiskusi mengenai struktur teks dan difficult words</td>
<td>• Setiap kelompok mendapatkan teks Recount yang berbeda</td>
</tr>
<tr>
<td>• Guru menanya hasil diskusi mengenai struktur teks dan difficult words</td>
<td>• Siswa berdiskusi mengenai struktur teks dan difficult words</td>
</tr>
<tr>
<td>• Guru meminta siswa mengulang kembali tentang Recount teks yang mereka dapat (pre-test)</td>
<td>• Guru</td>
</tr>
<tr>
<td>• Guru</td>
<td></td>
</tr>
<tr>
<td>descriptive dan recount</td>
<td>menjelaskan tentang metode Talking Stick</td>
</tr>
<tr>
<td>-------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>• Guru memainkan musik sementara tongkat Talking stick berputar ke seluruh siswa sampai musik berhenti</td>
<td></td>
</tr>
<tr>
<td>• Siswa yang terakhir kali memegang tongkat harus menjawab pertanyaan dari guru mengenai Recount teks</td>
<td></td>
</tr>
<tr>
<td>• Kemudian tongkat berputar kembali sampai semua siswa mendapatkan gilirannya</td>
<td></td>
</tr>
<tr>
<td>• Guru menyimpulkan tentang penggunaan metode Talking stick pada pembelajaran hari ini</td>
<td></td>
</tr>
</tbody>
</table>

**Konfirmasi**

- Guru meminta siswa membuat Recount teks mereka sendiri
- Guru Meminta siswa menceritakan
Kembali Recount teks yang mereka buat (post-test)

| Kegiatan Akhir | • Guru mengulang kembali secara singkat tentang Recount text  
|               | • Guru memberi kesempatan kepada siswa untuk bertanya jika mereka kurang faham  
|               | • Guru menutup kegiatan belajar dengan membaca doa dan salam |

| 10’ |

J. INDIKATOR PENCAPAIAN

3. Bertanya dan menjawab berbagai informasi secara lisan dalam teks pendek dalam bentuk descriptive dan recount
4. Melakukan monolog pendek dalam bentuk descriptive dan recount

K. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran diharapkan siswa mampu:
- mengidentifikasi teks report dan menyampaikan tentang kejadian, peristiwa atau pengalaman

L. KARAKTER PESERTA DIDIK YANG DI HARAPKAN

siswa dapat di percaya (trustworthiness), rasa hormat dan perhatian (respect), tekun (diligent).
Three days ago, I went to the traditional market to buy some fruits and vegetables.

In that market, I saw an accident, there was a thief beaten by a lot of people. It was so terrible. I didn’t want to take closer and see.

A few minutes later, police came and took him.

I asked to the fruit seller what had happened actually and she said that the thief tried to steal someone’s wallet but he was unlucky.

Someone saw him and shouted loudly and suddenly some people roughed him up hardly.

It was a pity event and I hoped it would never happen again.
N. METODE DAN TEKNIK PEMBELAJARAN
metode: Talking Stick
teknik: ceramah, tanya jawab, diskusi, pemberian tugas

O. ALAT DAN MEDIA BELAJAR
Lembar materi
Tongkat talking stick
Whiteboard dan board marker
Speaker active
Netbook

P. PENILAIAN HASIL BELAJAR
4. teknik/ jenis : tugas kelompok dan individu
5. bentuk instrumen : oral dialog
6. oral rubrik

<table>
<thead>
<tr>
<th></th>
<th>5 points</th>
<th>4 points</th>
<th>3 points</th>
<th>2 points</th>
<th>1 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>pronoun</td>
<td>virtually no grammar mistakes</td>
<td>Produces words with mostly correct pronunciation but sometimes there is any error</td>
<td>Produces words with some errors pronunciation</td>
<td>May have many strong foreign accents or produces words with too many errors pronunciation and unintelligible</td>
<td>Little or no language produces</td>
</tr>
<tr>
<td>grammar</td>
<td>Uses grammatical sentences or expressions or virtually no grammar mistakes</td>
<td>Uses a slightly incorrect grammatical sentences or expressions or occasional grammar slips</td>
<td>Makes obvious grammar mistakes or makes some grammar mistakes</td>
<td>Makes mistakes in basic grammar or no correct grammatical sentences or expression</td>
<td>Little or no language produces</td>
</tr>
<tr>
<td>vocabulary</td>
<td>Uses wide vocabulary appropriately</td>
<td>Uses good range of vocabulary</td>
<td>Uses adequate but not rich vocabulary</td>
<td>Uses adequate but not rich vocabulary</td>
<td>Little or no language produces</td>
</tr>
<tr>
<td>fluency</td>
<td>Speaks fluently with rare repetition and uses long turns easily and effectively</td>
<td>Speaks with occasional repetition and uses short turns in speaking</td>
<td>Gets idea across but hesitantly and briefly with some repetition</td>
<td>Speaks slowly and very hesitant with frequent repetition and sometimes difficult to understand</td>
<td>Little or no communication</td>
</tr>
</tbody>
</table>
maximum score 20
score = \( \frac{\text{the result of score} \times 100}{\text{maximum score}} \)

Tuntang, 23 Januari 2018

Mengetahui,

Guru Mapel Bahasa Inggris Peneliti

Sri Widyaningsih, S.PdI Ati’ Mustamiddah
NIP. NIM. 113 13 004
Three days ago, I went to the traditional market to buy some fruits and vegetables.

In that market, I saw an accident, there was a thief beaten by a lot of people. It was so terrible. I didn't want to take closer and see.

A few minutes later, police came and took him.

I asked to the fruit seller what had happened actually and she said that the thief tried to steal someone's wallet but he was unlucky.

Someone saw him and shouted loudly and suddenly some people roughed him up hardly.

It was a pity event and I hoped it would never happen again.
### ASSESSMENT

**Oral Test**

**Pre-test cycle II**

<table>
<thead>
<tr>
<th>No</th>
<th>Pronunciation</th>
<th>Grammar</th>
<th>Vocab</th>
<th>Fluency</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>65</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>70</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>65</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>7</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>70</td>
</tr>
<tr>
<td>8</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>70</td>
</tr>
<tr>
<td>9</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>65</td>
</tr>
<tr>
<td>10</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>65</td>
</tr>
<tr>
<td>11</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>65</td>
</tr>
<tr>
<td>12</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>75</td>
</tr>
<tr>
<td>13</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>65</td>
</tr>
<tr>
<td>14</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>15</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>75</td>
</tr>
<tr>
<td>16</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>70</td>
</tr>
<tr>
<td>17</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>70</td>
</tr>
<tr>
<td>18</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>75</td>
</tr>
<tr>
<td>19</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>70</td>
</tr>
<tr>
<td>20</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>75</td>
</tr>
<tr>
<td>21</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>70</td>
</tr>
<tr>
<td>22</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>70</td>
</tr>
<tr>
<td>23</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>70</td>
</tr>
<tr>
<td>24</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>70</td>
</tr>
<tr>
<td>(\sum)</td>
<td>89</td>
<td>61</td>
<td>97</td>
<td>94</td>
<td>1630</td>
</tr>
</tbody>
</table>
### ASSESMENT

#### Oral Test

**Post-test cycle II**

<table>
<thead>
<tr>
<th>No</th>
<th>Pronunciation</th>
<th>Grammar</th>
<th>Vocab</th>
<th>Fluency</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>65</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>85</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>75</td>
</tr>
<tr>
<td>6</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>70</td>
</tr>
<tr>
<td>7</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>8</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>85</td>
</tr>
<tr>
<td>9</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>75</td>
</tr>
<tr>
<td>10</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>85</td>
</tr>
<tr>
<td>11</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>12</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>95</td>
</tr>
<tr>
<td>13</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>85</td>
</tr>
<tr>
<td>14</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>15</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>85</td>
</tr>
<tr>
<td>16</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>70</td>
</tr>
<tr>
<td>17</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>18</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>85</td>
</tr>
<tr>
<td>19</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>85</td>
</tr>
<tr>
<td>20</td>
<td>5</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>85</td>
</tr>
<tr>
<td>21</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>85</td>
</tr>
<tr>
<td>22</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>23</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>80</td>
</tr>
<tr>
<td>24</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>75</td>
</tr>
<tr>
<td>∑</td>
<td>100</td>
<td>84</td>
<td>98</td>
<td>104</td>
<td>1930</td>
</tr>
</tbody>
</table>
Grouping during the lesson, the teacher give text to each group and then they must speak individually in front of class.
Group discussion

Speaking individually in front of class
Students playing talking stick method

Students who gets the stick
THE PROFILE OF SCHOOL

Biology laboratory

Teacher’s room
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Lingkar Selatan, No.2 Telp. (0298) 6031364, Fax. (0298) 323433 Salatiga 30712
http://www.iainsalatiga.ac.id email : adminstrasi@iainsalatiga.ac.id

Nomor : B.1.3.111/In.21/D1.1/PN.03.00/ 07/2017
Lamp : -
Hal : Pembimbing dan Asisten Pembimbing Skripsi

Kepada
Yth. Hanung Triyoko, M.Hum, M.Ed
di Tempat

Assalamualaikum w.w.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1). Saudara ditunjuk sebagai Dosen Pembimbing Skripsi mahasiswa:

Nama : ATI' MUSTAMIDDAH
NIM : 113-13-005
Fakultas : TARBIYAH DAN ILMU KEGURUAN
Jurusan : TADRIS BAHASA INGGRIS
Judul Skripsi : THE USE OF TALKING STICK METHOD TO IMPROVE SPEAKING SKILL OF SECOND GRADE STUDENTS OF MTS N SALATIGA IN THE ACADEMIC YEAR OF 2017/2018

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas. Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum w.w.

Salatiga, 31 Juli 2017

fm. Dekan,
Wakil Dekan Bidang Akademik

[Signature]

NIP. 19690617 199603 1004

Tembusan : 1. Dosen Pembimbing
Nomor : B -029 /In.21/D1/PN.03.00/01/2018
Lamp : - 
Hal : Permohonan Izin Penelitian Skripsi

Kepada
Yth. Kepala SMP Nusantara Gedangan, Kab. Semarang
di Tempat

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:

Nama : ATI’ MUSTAMIDDAH
NIM : 113-13-005
Mahasiswa : Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S.1 di IAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.

Judul skripsi:
HOW TO IMPROVE STUDENTS SPEAKING SKILLS OF THE SECOND GRADE STUDENTS OF SMP NUSANTARA GEDANGAN IN THE ACADEMIC YEAR 2017/2018

Dengan Pembimbing : Hanung Triyoko, S.S. M.Hum. M.Ed
Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan dimulai tanggal 09 Januari 2018 s.d selesai
Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wasalamualaikum w.w.

Salatiga, 08 Januari 2018

Dekan
Fakultas Tarbiyah dan Ilmu Keguruan

Tembusan : 1. Mahasiswa yang bersangkutan
LEMBAGA PENDIDIKAN MA’ARIF
SMP NUSANTARA TUNTANG
Alamat: Desa Gedangan Kec Tuntang Kab Semarang 50773

SURAT PERNYATAAN
No: 22/SMP Nus/I/II/18

Yang bertanda tangan di bawah ini Kepala SMP Nusantara Tuntang, Kabupaten Semarang menyatakan bahwa:

- Nama: Ati Mustamiddah
- Tempat Tanggal Lahir: Kab Semarang, 11 Juli 1995
- Alamat: IAIN Salatiga
- NIM: 113 13 005
- Jurusan: Tadris Bahasa Inggris

Nama tersebut diatas benar-benar telah melakukan Penelitian di SMP Nusantara Tuntang dengan judul “How to Improve students speaking skills (A classroom action research at the second grade of SMP Nusantara Tuntang in academic year 2017-2018)” mulai tanggal 16 s.d 28 Januari Januari 2018.

Demiikan Surat Keterangan ini dibuat dengan sebenar-benarnya dan dapat dipergunakan sebagaimana mestinya.

Tuntang, 5 Maret 2018
Kepala Sekolah

[Signature]
Siti Rofiah, S.Pd
<table>
<thead>
<tr>
<th>NO.</th>
<th>TANGGAL</th>
<th>ISI KONSULTASI</th>
<th>CATATAN PEMBIMBING</th>
<th>PARAF</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>08-11-2017</td>
<td>Proposal</td>
<td>add the research hypothesis and the organization of the paper</td>
<td>fp</td>
</tr>
<tr>
<td>2</td>
<td>13-11-2017</td>
<td>Proposal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>18-11-2017</td>
<td>Chapter I</td>
<td>AC</td>
<td>C</td>
</tr>
<tr>
<td>4</td>
<td>24-11-2017</td>
<td>Chapter II</td>
<td>AC</td>
<td>C</td>
</tr>
<tr>
<td>5</td>
<td>08-12-2017</td>
<td>Chapter III</td>
<td>AC</td>
<td>C</td>
</tr>
<tr>
<td>6</td>
<td>05-01-2018</td>
<td>Chapter IV</td>
<td>AC</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>05-02-2018</td>
<td>Chapter V</td>
<td>AC</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>30-03-2018</td>
<td>Chapter III</td>
<td>AC</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>07-03-2018</td>
<td>Chapter IV</td>
<td>AC</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>12-03-2018</td>
<td>Chapter V</td>
<td>AC</td>
<td>C</td>
</tr>
<tr>
<td>11</td>
<td>14-03-2018</td>
<td>Chapter VI</td>
<td>AC</td>
<td></td>
</tr>
</tbody>
</table>

IAN

KONSULTASI LEMBAR INI HARUS DIHAWA

Hanung Triyoko
### DAFTAR NILAI

**SATUAN KREDIT KEGIATAN MAHASISWA**

<table>
<thead>
<tr>
<th>No.</th>
<th>Nama kegiatan</th>
<th>Pelaksanaan</th>
<th>Sebagai</th>
<th>Nilai</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Opak Stan Salatiga</td>
<td>27 Agustus 2013</td>
<td>Peserta</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Opak Tarbiyah 2013</td>
<td>29 Agustus 2013</td>
<td>Peserta</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Library User Education</td>
<td>16 September 2013</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>SEMINAR NASIONAL HMJ “Sosialisasi UU No.1 Th 2013, Peran Serta Fungsi OJK”,</td>
<td>30 September 2013</td>
<td>Peserta</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>“Peran Pemerintah Dalam Pengawasan LKM”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Musababah Tilawatil Quran “MTQ” V</td>
<td>23 Oktober 2013</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>CEC, Youngster Today Is The Leader Of Tomorrow</td>
<td>18-20 November 2013</td>
<td>Peserta</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>SEMINAR NASIONAL HMJ. Guru Kreatif Dalam Implementasi Kurikulum 2013</td>
<td>18 November 2013</td>
<td>Peserta</td>
<td>8</td>
</tr>
<tr>
<td>8</td>
<td>HIJABERS STAIN Salatiga “Hijab And Beauty”</td>
<td>27 November 2013</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>Diaspora Politik Indonesia Di Tahun 2014, Memilih Untuk Salatiga Hati Beriman</td>
<td>1 April 2014</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>SEMINAR NASIONAL LPM DINAMIKA “Idealisme Mahasiswa”</td>
<td>3 Juni 2014</td>
<td>Peserta</td>
<td>8</td>
</tr>
<tr>
<td>11</td>
<td>SEMINAR NASIONAL “Perlindungan Hukum Terhadap Usaha Mikro Menghadapi Pasar Bebas Asean”</td>
<td>Desember 2014</td>
<td>Peserta</td>
<td>8</td>
</tr>
<tr>
<td>12</td>
<td>Mujaroifadz JQH</td>
<td>25 Desember 2014</td>
<td>Panitia</td>
<td>3</td>
</tr>
<tr>
<td>13</td>
<td>HMI “Membunyikan Peran”</td>
<td>22 April 2015</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>No</td>
<td>Seminar Nasional / Event</td>
<td>Date</td>
<td>Participants</td>
<td>Count</td>
</tr>
<tr>
<td>----</td>
<td>----------------------------------------------------------------------------------------</td>
<td>------------------</td>
<td>--------------</td>
<td>-------</td>
</tr>
<tr>
<td>14</td>
<td>Seminar Nasional &quot;Mencegah Generasi Pemuda Islam Dari Pengaruh ISIS&quot;</td>
<td>6 Mei 2015</td>
<td>Peserta</td>
<td>8</td>
</tr>
<tr>
<td>15</td>
<td>Seminar Nasional &quot;Pendidikan Karakter Untuk Melahirkan Pemimpin Masa Depan&quot;</td>
<td>17 November 2015</td>
<td>Peserta</td>
<td>8</td>
</tr>
<tr>
<td>16</td>
<td>Seminar Internasional &quot;Petani Untuk Negeri&quot;</td>
<td>18 September 2016</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>17</td>
<td>Seminar Nasional Dema FIK &quot;Dimana Kiblat Pendidikan Kita?&quot;</td>
<td>9 November 2016</td>
<td>Peserta</td>
<td>8</td>
</tr>
<tr>
<td>18</td>
<td>Economic Festival Dema FEBI</td>
<td>28 Oktober 2017</td>
<td>Peserta</td>
<td>2</td>
</tr>
<tr>
<td>19</td>
<td>Seminar Nasional &quot;Peran Media Terhadap Perkembangan Indonesia Kreatif&quot;</td>
<td>23 September 2017</td>
<td>Peserta</td>
<td>8</td>
</tr>
<tr>
<td>20</td>
<td>Seminar Nasional UNS &quot;Youth Innovative And Creative In The Digital Economic Era&quot;</td>
<td>7 Desember 2017</td>
<td>Peserta</td>
<td>8</td>
</tr>
<tr>
<td>21</td>
<td>Salatiga Agro Expo</td>
<td>16-18 Februari 2018</td>
<td>Peserta</td>
<td>3</td>
</tr>
</tbody>
</table>

**Jumlah**: 101

Salatiga, 9 Maret 2018

Mengetahui,

Wakil Dekan Bidang Kemahasiswaan

Adan Karjatun

[Signature]

Achmad Maimun, M.Ag.
NIP. 19700510 1998 03 1 003
At last year holiday I didn’t go anywhere. I just stay at home for the whole month. It was not too bad to spend the holiday at home because I had something to do. I did a small project building a small fishpond at home.

What I need is river sand, cement, and some tools. I choose the middle space of my yard. After that, I made the design. Anyway, I would like to keep some koi fish at that fishpond, so that I had to make the design as well as I can. I preferred to choose the nature landscape as the model. I did it alone, day and night. I was so happy to do that.

After two weeks, I finished it. It was a small beautiful fishpond with nature landscape designed. Before I put on it some koi fish, I fill the water and waited for about two weeks to make sure that the fishpond was free from poison. Finally, I bought 5 koi fish and kept them at my new fishpond.

It was a nice thing to spend the holiday at home.
Translate the difficult words below into Bahasa Indonesia!

1. Whole month = keseluruhan bulan
2. Small project = kecil proyek kecil
3. Fishpond = kolam ikan
4. River sand = pasir sungai
5. Middle space = pertengahan tempat
6. Prefer = lebih sukcu
7. Landscape = pemandangan alam
8. Fill = mengisi
9. Make sure = memastikan

FAIZUL
RIDA
HERU
BAGAS
CAMPING

One of my favorite things in Junior High School was camping. Once a month my school held a routine extracurricular that was camping at some mountain or camp field in my town. Usually the event was at first Saturday night in a month.

One day at the camping time, we all gathered at the school first before we went together at the camping area. We were grouped in teams and each team has its own tent. We went to the camping area by bus. At the afternoon around 4 pm we had already been there. We built our own tent before we continue the activities. After building the tent, bathing, and having a break, we start the rundown of the activities.

One thing I love most was the activity of nightmare training. It was held at 10 pm until 1 am in the morning. We all, every team, were scattered into the jungle to find the letters in a bottle. The camping committees had prepared something to frighten us by wearing ghost or zombie costume and chased after us. Anyway, I was never afraid of that but I was so happy seeing some of my friends screaming and running. I laughed loudly at that event because I think both of the ghost and the victims were totally funny. The ghost or the zombie never frightened us who were not afraid, but they will run after them who were too afraid.

That was so fun experience that I had in Junior High School.
Translate the difficult words below into Bahasa Indonesia!

1. Gathered = berkumpul
2. Rundown = runtum
3. Nightmare training = Pelatihan mimpi horor
4. Scattered = terpeleset
5. Frighten = menakuti/keter惊kan
6. Zombie costume = kostum zombie
7. Chased = diketar
8. Screaming = teriakan
9. Ghost = hantu
10. Victims = korban.

Kelompok 5:
Akbar
Armada
Bara
Fun Farms

The last holiday I went to my grandma’s home. Her home is quite, so far away from the city and close to the vegetables farm area. My grandma and grandpa are farmers. I spent two days there and I did so many interesting things in the farm, helping my grandpa planted vegetables.

At the first day, I learned to plant spinach. What I did was moving out the young spinach from the seeding area to the plantation area. I thought it was easy, but in fact, it was tiring. I had to move those one by one under the sun. I did that for several hours before lunch and continued until afternoon. In the night, I didn’t want anything except sleeping. I was really tired but it was fun.

I couldn’t wake up in the morning until my grandma knocked at my door. He laughed at me because what I did was not hard actually if compared with the real farmer. Then, before we went to the farm again, my grandma had prepared for breakfast. After eating I follow my grandpa going to the next field. We would do daily treatment for the 1 month age spinach. We had to give them enough water and checked if there were any caterpillars and grasshoppers.

At the third day, I had to back home. I was sad to leave my grandma and grandpa. But, that’s fine because the next holiday I would go there and see them again.
Translate the difficult words below into Bahasa Indonesia!

1. Quite: sama sekali
2. Moving out: pindah
3. Tiring: melelahkan
4. Launch: meluncurkan
5. Compare: membandingkan

6. Prepare: mempersiapkan
7. Field: lahan
8. Daily treatment: perawatan sehari-hari
9. Caterpillar: ulat buah
10. Grasshopper: kepang

Kelompok 3

- Anik
- Elza
- Etika
- Vita
- Lala Dwi
CURRICULUM VITAE

Name : Ati’ Mustamiddah
Place of birth : Kab. Semarang
Date of birth : 11 July 1995
Sex : Female
Religion : Islam
Address : Sraten, RT.02/RW.03, Kec. Tuntang, Kab. Semarang
E-mail : atiqmustamiddah@gmail.com

Education background:
1. 2001-2007 : SD N 1 Sraten
2. 2007-2010 : SMP N 4 Salatiga
3. 2010-2013 : SMA N 2 Salatiga
4. 2013-2018 : English Education Department of IAIN Salatiga

Salatiga, 14th March 2018

The writer,

Ati’ Mustamiddah
11313005