

SKRIPSI

**THE USE OF TALKING STICK TO IMPROVE THE
STUDENTS' SPEAKING SKILL AT THE SECOND GRADE
OF SMKN 9 PINRANG**



By

SARNI

Reg Num. 13.1300.026

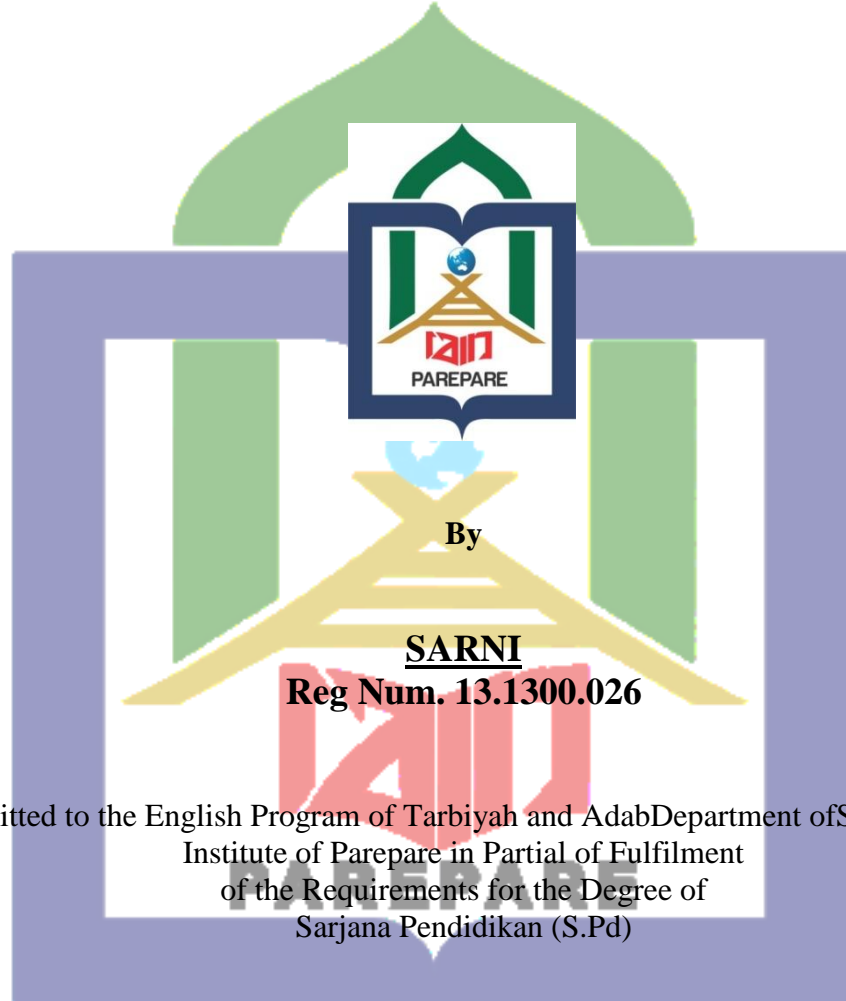
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**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTEMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2018

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Reg Num. 13.1300.026

Submitted to the English Program of Tarbiyah and Adab Department of State Islamic
Institute of Parepare in Partial of Fulfilment
of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd)

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ii

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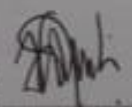
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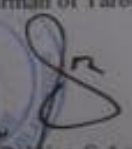
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SKRIPSI

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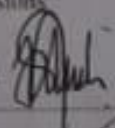
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May Almighty Allah be with us.

Parepare, 30th Mei 2018

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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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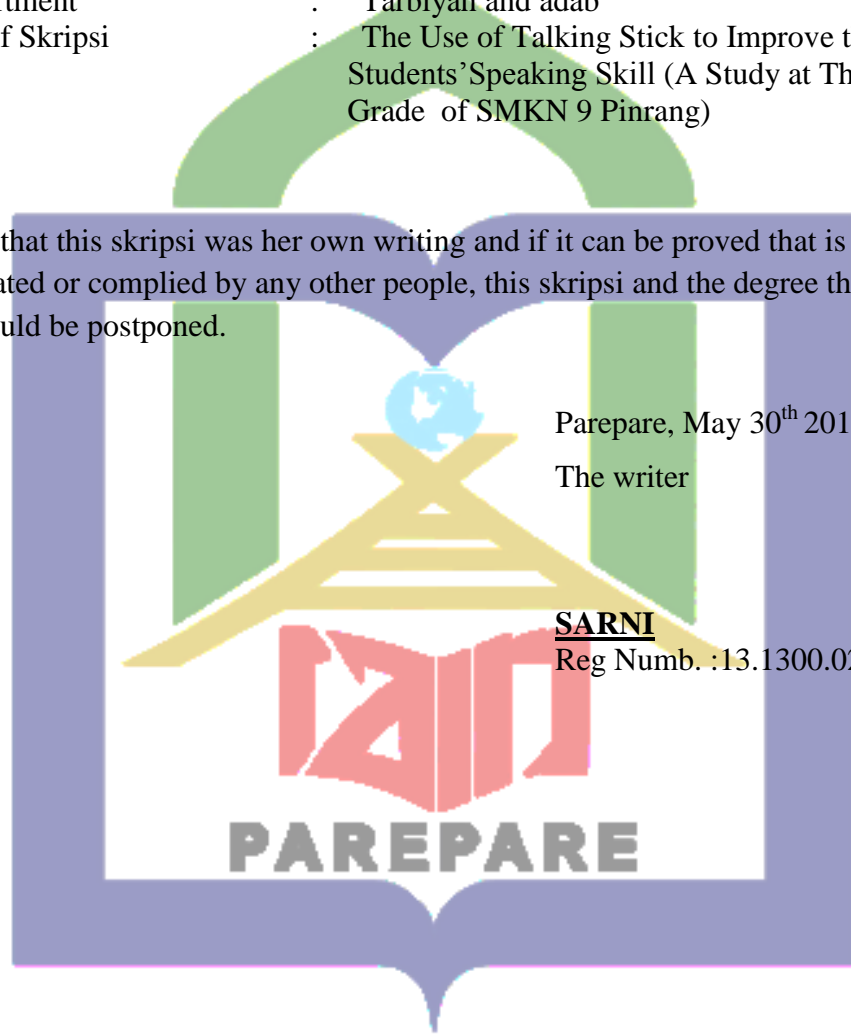
Stated that this skripsi was her own writing and if it can be proved that is was copied, duplicated or compiled by any other people, this skripsi and the degree that has been got would be postponed.

Parepare, May 30th 2018

The writer

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ABSTRACT

Sarni. *The Use of Talking Stick to Improve the Students' Speaking Skill at the Second Grade of SMKN 9 Pinrang (Supervised by Hj. Nurhamdah and Mujahidah)*.

The objective of the research was to know the Students' Speaking Skill using Talking Stick Method at the Second Grade of SMKN 9 Pinrang. The research was conducted at class XI Perikanan in SMKN 9 Pinrang in academic years 2017-2018. The data collected speaking material about Introducing, daily activities, telling time, personal experience, planning in the future and story telling by using score students and t-test.

In this study the researcher used pre-experimental design, by one group pre-test and post-test design with using Purposive sampling technique. In collecting data on students speaking skill the researcher has taken one month before and after giving treatment. The sample of population consist 15 students.

The result of the research about mean score of pre-test the students was 3.7 and post-test of students was 4.6 it show that the students speaking skill is improve. The result finding that the score of t-test value was 7,8 while the score of t-table value was 0,691 for the level significance 5% (0,05). It show that the alternative hypothesis (H1) was accepted, which t-test value was greater than t-table value, it mean that using talking stick method was able to improve the students speaking skill.

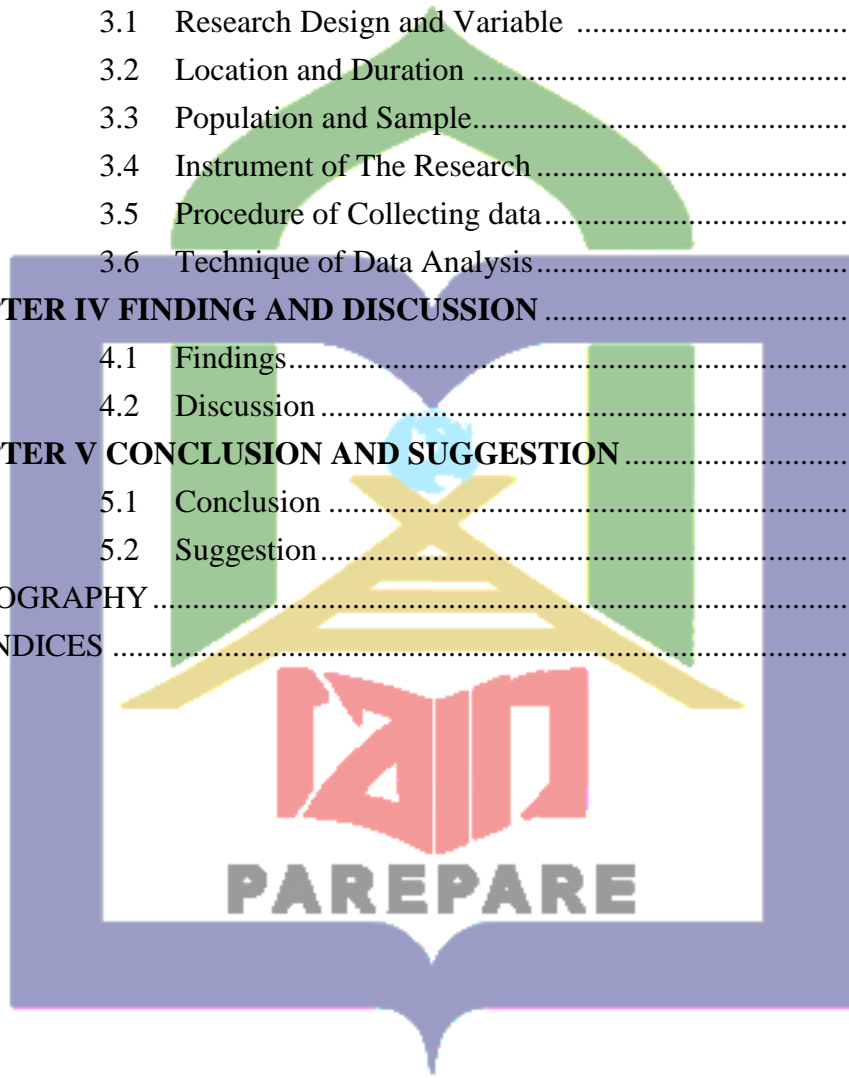
The result of the students' response show that students in studying speaking had a very good response using talking stick. Based on to the result of positive questionnaire it was found out that most of students gained better result in agree than any other choices and based on to the result of negative questionnaire was found out that most of students disagreed than any other choices.

Keyword : Talking stick, Students' speaking skill

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CHAPTER I

INTRODUCTION

1.1 Background

Communication is an essential need for human being where language as its tool which has important role to express an intention to someone. People will be able to convey their thought and feeling by using language. Nowadays, English become an international language that is spoken in many other countries. In using English language, people who come from different countries to be easier in making interaction and communication when they want to express their ideas, mind, and feeling to others.

Because of it English as a media of communication by many people in the world which is used in many aspects of human life. Such as, in politic, culture, business, and education. In English, speaking is the most frustrating skill for the students. Although English already studies by Indonesia people from kindergartens until university.so, one of the ways that should be due by the students to get the knowledge is speaking. They were demanded to speak English fluently,in fact many of them still cannot speak English well in the classroom after they studied many years.

The students need to know that speaking is not only say something correctly according to the grammar, vocabulary, and pronunciation but it is how to producing language appropriately according to the functional, place, situation, whom and the social convention in the foreign language.

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the physical environment, and the purposes for speaking. For the reason, in social context, speaking only requires the speakers to know how to produce specific points of language such as grammar, pronunciation, or vocabulary. They also need to understand when, why and in what ways to produce language.¹

To be master in speaking, the students must be trained to use English oral communication. The frequency in using the Language would determine the success in speaking skill. Without implementing the experience of learning the language in the real life, it is difficult for the students to master speaking skill, speaking competence can be accomplished by oral practice.

For students who are studying English as a foreign language, speaking is not easy. Although speaking is the key to express idea but sometimes is difficult to speak or produce some words. In improving students speaking skill there are many methods, techniques and strategy in teaching and learning English. So, the researcher would use one of alternative to improve students' speaking skill and the researcher used talking stick method. This method make the students feel happy, enjoy and the students become more active in doing some activities Such as : answering teacher's question, and working together with their friends.

Based on the result from the teacher the researcher get information about the students' speaking skill on SMK 9 Pinrang. I had interviewed with one of the teacher

¹A. Kaharuddin Bahar, *The Communicative Competence-Based English Language Testing* (Yogyakarta: Trustmedia, 2013), p. 15

of there and she said that, the students' Speaking here still Low. So, the researcher have motivated to applied this method in this School.

Therefore, based on the explanation above, the researcher was motivated to carry out a research with the title "*The Use of Talking Stick to Improve The Students' Speaking Skill at the Second Grade of SMK 9 Pinrang*".

1.2 Problem Statement

Based on the backround above, the researcher formulates a research question as follow :

- 1.2.1 Is talking stick able to improve the students' speaking skill at the second grade of SMKN 9 Pinrang?
- 1.2.2 What is the students' response in studying speaking using talking stick method at the Second Grade of SMKN 9 Pinrang?

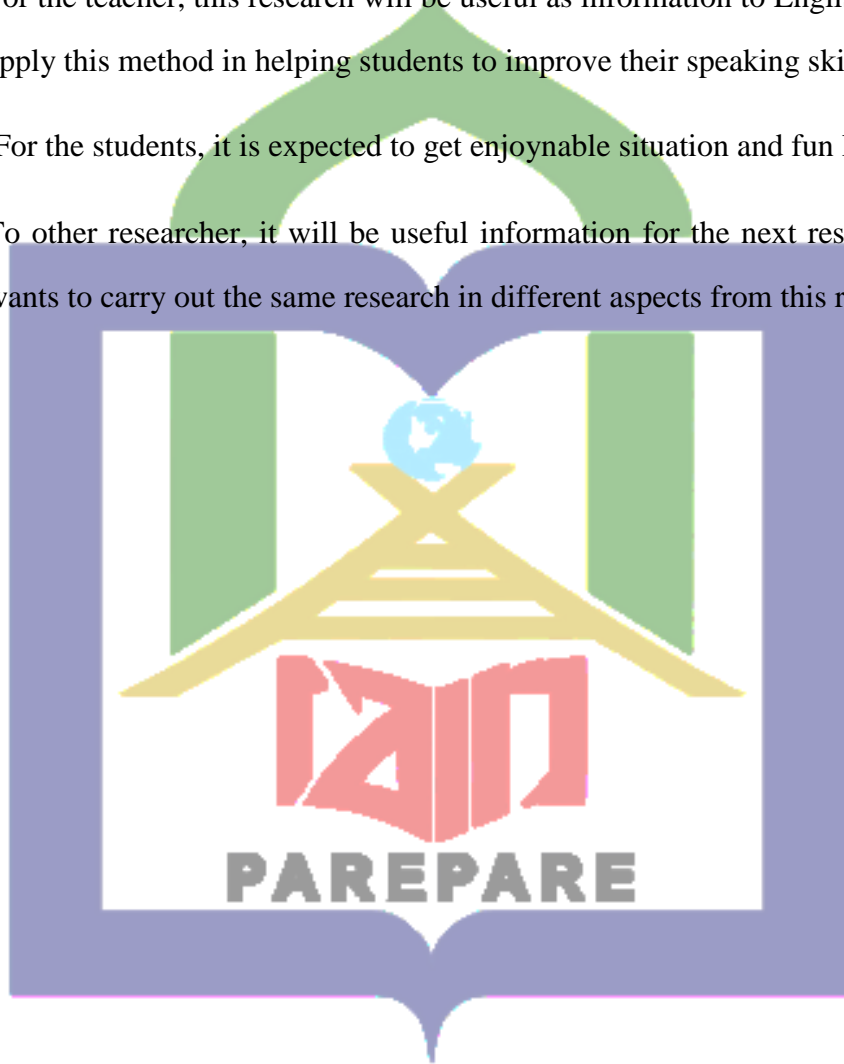
1.3 Objective of The Research

- 1.3.1 The researcher focus on verifying out whether or not, the use of talking stick to improve the students' speaking skill at the second grade of SMK 9 Pinrang.
- 1.3.2 To know the students' response in studying speaking using talking stick method at the Second Grade of SMK 9 Pinrang.

1.4 Significance of the Research

The significant of the research is expected to be a piece of useful contributions to academics partial development:

- 1.4.1 For the researcher, it can help the researcher to improve their speaking skill in talking stick and it gives a new experience for the researcher to research this method. So, it is useful for the researcher to be creative in teaching.
- 1.4.2 For the teacher, this research will be useful as information to English teacher to apply this method in helping students to improve their speaking skill.
- 1.4.3 For the students, it is expected to get enjoyable situation and fun learning.
- 1.4.4 To other researcher, it will be useful information for the next researcher who wants to carry out the same research in different aspects from this research.



CHAPTER II

REVIEW AND RELATED LITERATURE

2.1 Some Pertinent Ideas

2.1.1 Definition of Speaking

Many definitions about speaking have been proposed by language theorists. According to Nunan speaking is one of the fundamental language skills, it is considered as the most important of learning English as foreign language.² According to Chaney and T.L Burk Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.³

According to Bahar speaking is a mean of oral activity that plays essential role in human interaction and communication when the speaker express their ideas, minds, and feelings to others through the sequence of sound, word and sentence. If someone speak they need enough vocabulary, grammar, pronunciation and fluency as rule in forming speaking⁴.

According to Brown speaking is a productive skill that can be directly and empirically observed; those observations are invariably colored by the accuracy and effectiveness of attest-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test⁵.

² David Nunan, *Language Teaching Methodology* (Sydney : Prentice Hill, 1991) p. 14.

³ Chaney, A. L., and T. L. Burk, *Teaching Oral Communication in Grades K-8* (Boston, 1998), p. 13

⁴ A. Kaharuddin Bahar, *Lets Speak English Activity* (a comprehensive guiding book for parepare : STAIN Parepare, 2007), p.32.

⁵ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (United States of America: Longman, Inc., 2004), p.140.

Based on some definitions above, it can be taken some ideas that speaking is talking about oral communication which contains messages by people to another. Therefore, the researcher concludes that speaking is the way of how to make communication to another people, to get some information about whatever to explain something and to convey meaning.

2.1.2 Components of Speaking

There are some components in speaking that had to be considered by the speakers as follow:

2.1.2.1 Comprehensibility

Comprehensibility is the quality of comprehensible language or thought.⁶ Easy for listener to understand the speaker's intention, the speaker's intention and general meaning are fairly clear and also the comprehensibility is most of what the speakers says easy to follow, the way for speakers' to produce clearer language when the speak.⁷

2.1.2.2 Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

2.1.2.3 Accuracy

⁶ Merriam Webster, "Defeniton of Comprehensibility". <https://www.the-free-dictionary.com/comprehensibility>. (online: accessed on Sunday, 8 July 2018)

Accuracy sees the Extent to which use correct grammar, idioms, phrases, sentence. Speaking accurate means that the students speaking without grammatical errors and vocabulary. Accuracy is focus on issues appropriate and the other formal factors.

Accuracy is closely related to precision show the same or similar result. The result of calculations or a measurement can be accurate but not precise: precise but not accurate; neither or both. A result is called valid if it is both accurate and precise.⁸

2.1.3 Successful in Speaking

According To Nunan there were some things that have to be master by the speaker if they want to reach on successful in speaking which involve developing :

2.1.3.1 The skill point to articulate phonological features of the language comprehensibly

Means that when the people speak up between wide community or to another people that have different language or intonation, the someone have skill to articulate phonological features clearly and it is easily To understand.

2.1.3.2 Mastery of Stress, Rhythm, Intonation Patterns.

Stress is the emphasis given to a specific syllable or word in speech, usually through a combination of relatively greater loudness, rhythm is mean that movement or procedure with uniform or patterned resurrence of a beat, accent or the like and intonation patterns is the variation of our pitch, in the spoken language.

⁸Cemink;s Voices, “*The Components Of Speaking Ability*,”. [http ://Bedeabbah.haterulezz.co.id/2012/08/the-components-of-speaking-ability.html](http://Bedeabbah.haterulezz.co.id/2012/08/the-components-of-speaking-ability.html) (Online: accessed on Saturday, 29 July 2017).

2.1.3.3 An acceptable degree of fluency

It is mean that the skill to do something in a way that seems very easy or the skill to speak easily band smoothly.

2.1.3.4 Transctional and interpersonal skills

Transactional is something related to a process or other action and Interpersonal is the ability to communicate or interaction with other people.

2.1.3.5 Skills in taking short and long speaking turns

Is a type of organization in conversation and discourse when participants speak one at a time in taking short and long speaking turns,in practice, it involves processes Processes for constructing contributions,responding to previous comments transtioning to a taking short and long speaking turns.

2.1.36 Skills in negotiating meaning

We seek to clarification and to show the sctructure of what we are saying. We often need to clarification when we are listening to someone else talk and it is very crucial for students.

2.1.36.1 Skills in knowing about negotiating purposes for conversations⁹

the skill to talk beetwen two or more people in which toughts, feelings, and ideas are expressed,questions are asked and answered or news information is exchanged.

Based on explanation above, the researcher concluded that sucessful in speaking not just contain about they were going to say something wheter it is

⁹David Nunan, *Designing Taks For the Communicative Classroom* (First Published; Great Britain Cambridge University Press ,1989), p. 32.

opinion, feeling, idea but also if we want to make a successful speaking the speaker must know some rules of speak. Because we will meet and make a communication not just one person or just our family but there were so many people will make communication with us.

2.1.4 The Nature of Speaking

There are several reasons for people why they speak each other those are:

2.1.4.1 They want to say something

2.1.4.2 They have some purpose of communication

2.1.4.3 They select from their language store

Those three reasons describe that speakers have social or personal reason to speak. There is an information gap to be filled or an area of uncertainty to be made clear. What is said is potentially interesting or useful to the participants. The result is of intrinsic interest or value to the participants. Speaker achieves their aims. They get what they want such an information gap is filled, a problem is solved, a decision is reached or a social contact is made, etc.¹⁰

2.1.5 The Types of Speaking

Speaking are classified into two types as follow:

2.1.5.1 Speaking in Social Context

Speaking in social context are categorized into two parts those are:

2.1.5.1.1 Monologue

Monologue is a kind of speaking which is normally found in our social lives as in speeches, lectures, and news broadcasts. Monologue is commonly differentiated as planned and unplanned monologue. Planned monologue is usually preceded by

¹⁰ Pat Pattinson, *Developing Communication Skills* (Cambridge: Cambridge University Press, 1987), p.7.

preparing some prewritten materials to be delivered (such as official speeches and news broadcasting). Then, unplanned monologue is usually an impromptu one way speaking (such as lectures and long story in conversation).

2.2.5.1.2 Dialogue

Dialogue normally refers to an interactional discourse which involves two or more speakers. Dialogue can be subdivided according to the purpose of the speakers' interaction. When the interaction is conducted to promote social relationships, the exchange is then identified as an interpersonal dialogue e.g. conversation.

2.1.5.2 The Types of Speaking in Classroom Context

2.1.5.2.1 Imitative Speaking

Imitative speaking refers to producing speech by imitating language forms either phonological or grammatical. This kind of speaking focuses on the phonetic level of oral production (i.e. pronunciation) not meaning and requires listening just for the prompt.

2.1.5.2.2 Intensive Speaking

. Intensive speaking is more than just repeating word by word. Intensive speaking can be self-initiated or it can even from part of some pair work activity, where learners are going over to practice some phonological or grammatical aspect of language.

2.1.5.2.3 Responsive Speaking

Responsive speaking refers to the students' speech production in the classroom in the form of short replies or student-initiated questions or comments. These replies are usually sufficient and do not extend into dialogues which can be meaningful and authentic. Question and Answer tasks usually consist of a couple questions that are simple.

2.1.5.2.4 Transactional Speaking

Transactional speaking is conducted for the purpose of conveying and exchanging specific information. It can be viewed as an extended form of responsive speaking. Transactional speaking as a medium for transacting message is being spoken.¹¹

2.1.6 Concept of Talking Stick

Kurniasih and Sani define that talking stick method is one of cooperative learning in learning process by a stick, the students who gets the stick must answer the question by the teacher. The talking Stick is not Only train the students speak up but also creates fun and active condition in the class.¹²

According to Agus Suprijono, Talking stick is a method that uses a stick as intruotional, who holds stick must answer Questions from the teacher after the students learn the material anyway. It mean that talking stick is learning using Stick,and only the students who is holding the stick can talk and other students lister to the speaker. All the students have some apportunity to speak when they have discussion. It will be challenge for the students, because in same time, they do not know who is the person that will get apportunity, so the students must think what they are going to say¹³.

In Learning process there are many methods that can be used in the classroom. Talking steik is a method of group learning with the help of cane, the group that holds the stick first to answer questions from teachers after the students learn the material anyway,then the activity is repeated continuously until all of the group's turn to answer questions from the teacher.¹⁴

Based on explanation above, it can be concluded that talking stick was commonly used in a group of people to decide who will to speak. It given to chance to every students to speak, so the students needed to consider what they heard and what they thought.

¹¹ Kaharuddin Bahar, *The Communicative Competence-Based English Language Teaching*, (Yogyakarta: TrustMedia, 2013), p. 19.

¹² Kurniasih,Imas S.pd & Sani Berlin, 2015, *Ragam Pengembangan Model Pembelajaran Untuk Peningkatan Profesionalitas Guru*, Yogyakarta, p.82.

¹³ Agus Suprijono,*Cooperative Learning Teori dan Aplikasi PAIKEM* (yogyakarta :2013), p.128.

¹⁴ Elida Libial Malik, "Improving Students Speaking Skill Throught Talking Stick of the Second Students of Colomadu Karangayar"(Unpublished Skripsi of University STKIP PGRI Sidoarjo English Education Jurnal EEJ, 2015),p.15

2.1.7 The history of Talking Stick Method

Carot Locuts said that talking stick or "tongkat berbicara" is a kind of methods used in American to invite all the people speak and extend their opinions in an ethnic group meeting. The talking was commonly used in council circles to decide who had the right to speak. When matters of great concern would come before the council, the leading elder would hold the talking stick, and begin the discussion. When he would finish what he had to say, he would hold out the talking stick, and whoever would speak after him would take it. In this manner, the stick would be passed from one individual to another until all who wanted to speak had done so. The stick was then passed back to the elder for safe keeping.¹⁵

2.1.8 The advantages of the talking stick

The talking stick method has advantages and disadvantages, the advantages of talking stick :

2.1.8.1 Keep the students alert

When the researcher began applied to the method, every students will focus with the material as when they get the stick and the teacher asked a question, they can answer it correctly.

2.1.8.2 Help the researcher realize if the students listened and understand it or not

when the researcher applied it, the teacher can observe whether or not the students listened the material and understand it. When the teacher find the students do not focus to the material, she can directly tell them to be focus to it.

¹⁵ Miftahul Huda, *Model Model Pengajaran Dan Pembelajaran* (celeban Timur :yogyakarta 2014), p.224.

2.1.8.3 The teacher talk less and the students talk more

When used the talking stick method, the teacher only tell the rules of the talking stick and ask question to the students about the material. Thus the student should be actived by answering the question that is asked by the teacher, their group can help them to answer it.

2.1.9 The Disvantages of talking stick

2.1.9.1 Time consuming

In applying this method, the teacher needed to divided the students into some groups. It will needed more time as well because after dividing the group, the teacher asked the students to bring the chair and table in the back of the class because this method needs a large place for all groups.

2.1.9.2 It can be met by silence

Sometimes, there is a time when the students cannot answer the question, they are not confident with their answer, or they are ashamed to answer the question as well.

If it happens, the teacher should give time first. If they still cannot anser it, do not wait any longer and just tell them the answer of that question as the other students will not be bored¹⁶.

2.1.10 The Procedure of The Talking Stick

The Procedure of using talking stick method in teaching speaking based on Huda :

1. The students make a group consist of some students.
2. The teacher prepare talking stick.

¹⁶ Kurniasih Imas S.pd & Sani Berlin, *Ragam Pengembangan Model Pembelajaran Untuk Peningkatan Profesionalitas Guru* (Yogyakarta: 2015), p.83.

3. The teacher states the material and gives the students a chance to read and to understand the material on their book.
4. The teacher cammands to close their books and takes a stick.
5. The teacher gives the stick to the students .
6. The teacher sing a song plays music while the stick moves one students to another until the song or music stops.
7. The students who gets the stick must stands up and answer the teacher's question.
8. Then the stick rolls on again until each student get the stick and takes part in the learning process.
9. Finally, the teacher gives the evaluation and makes conclusion.¹⁷

2.2 Previous Research Findings

The research which had been conducted by other researcher that related to this are:

2.2.1 Slamet Riyadi Surakarta in his research “Improving Students’Speaking skill By using Talking Stick method of SMA N Colomadu Karangayar in the Academic Year 2015/2016” concluded that the result of The speaking achievements was increased. It been seen from the mean score of the pre-test was 2,3, the mean score of post- test 1 was 2,7 and the mean score of post-test 2 was 2,9. It can proved that using Talking Stick method can improve the Students Speaking Skill in teaching and learning process.¹⁸

¹⁷ Kurniasih,Imas S.pd & Sani Berlin. 2015. *Ragam Pengembangan Model Pembelajaran Untuk Peningkatan Profesionalitas Guru* (Yogyakarta), p.83-84.

¹⁸ Slamet Riyadi Surakarta, “Improving Students’Speaking Skill by Using Talking Stick Method of SMA N Colomadu, Karangayar” (Unpublished Skripsi of University of Nusantara PGRI Kediri, 2016), p.38

2.2. 2 Dita Indra Febryanti with the title “the use of talking stick to improve students’ speaking skill of SMA negeri 1 Kesamben” showed that there is significant improvement of students’ speaking skill after implemented talking stick method, the mean score of pre-test was 66,86 and post-test was 74,19 it can be said that the student’s post test was higher than the students pre-test.¹⁹

2.2.3 Widiya Sari in her research with the title “the influence of using talking stick technique to the speaking ability of eleventh grade students at SMAN 1 Gondang Nganjuk in academic year 2014/2015”, the average score in pre-test was 50,52 and post-test 73, 25 it can be said that the student’s post-test was higher than the students pre-test.²⁰ it means that there is an influence of talking stick technique to the speaking ability of eleventh grade students.

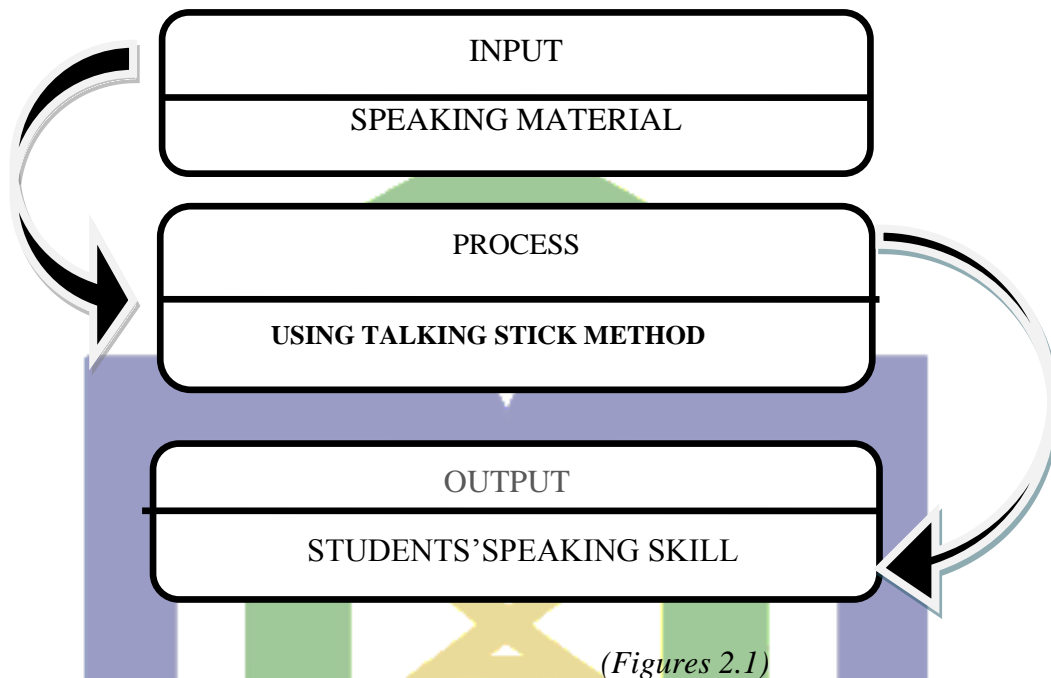
Based on the research finding above, three researchers have been done the research with the some method and other way they used to improve the students’ speaking skill. The teachers have to be creative, productive and innovative to made the students interest in learning process by created a good atmosphere or varieties of method in teaching English, particularity in teaching speaking and using talking stick was one of the creative method because the students will thought faster and tried to explain something.

¹⁹ Dita Indra Febryanti, “The Use of Talking Stick to Improve Students’ Speaking Skill of SMA Negeri 1 Kesamben”(Unpublished Skripsi Universitas Brawijaya, 2015), p.35

²⁰Widiya Sari, “Influence of Using Talking Stick Method of The Speaking Ability of eleventh Grade Students at SMAN 1 Gondang Nganjuk” (Unpublished Skripsi of University of Nusantara PGRI Kediri, 2016), p.37

2.3 Conceptual Framework

The conceptual framework of this research as follow:



2.4 Hypothesis

Hypothesis is the conclusion based on fact and become temporary answer from the problem statement. Based on previous explanation and the conceptual framework. The researcher formulates hypothesis as follows :

2.4.1 Null Hypothesis (H_0) : means that using Talking stick is not able to improve the students' Speaking skill at the second grade students of SMKN 9 Pinrang.

2.4.2 Alternative Hypothesis (H_1): means that using talking stick is able to Improve the students' Speaking Skill at the second grade students of SMKN 9 Pinrang.

2.5 Variable and Operational Definition of Research

2.5.1 Research Variable:

In this research have two variables, independent variable and dependent variable :

1. Dependent variable : Speaking skill.
2. Independent variable : using talking stick.

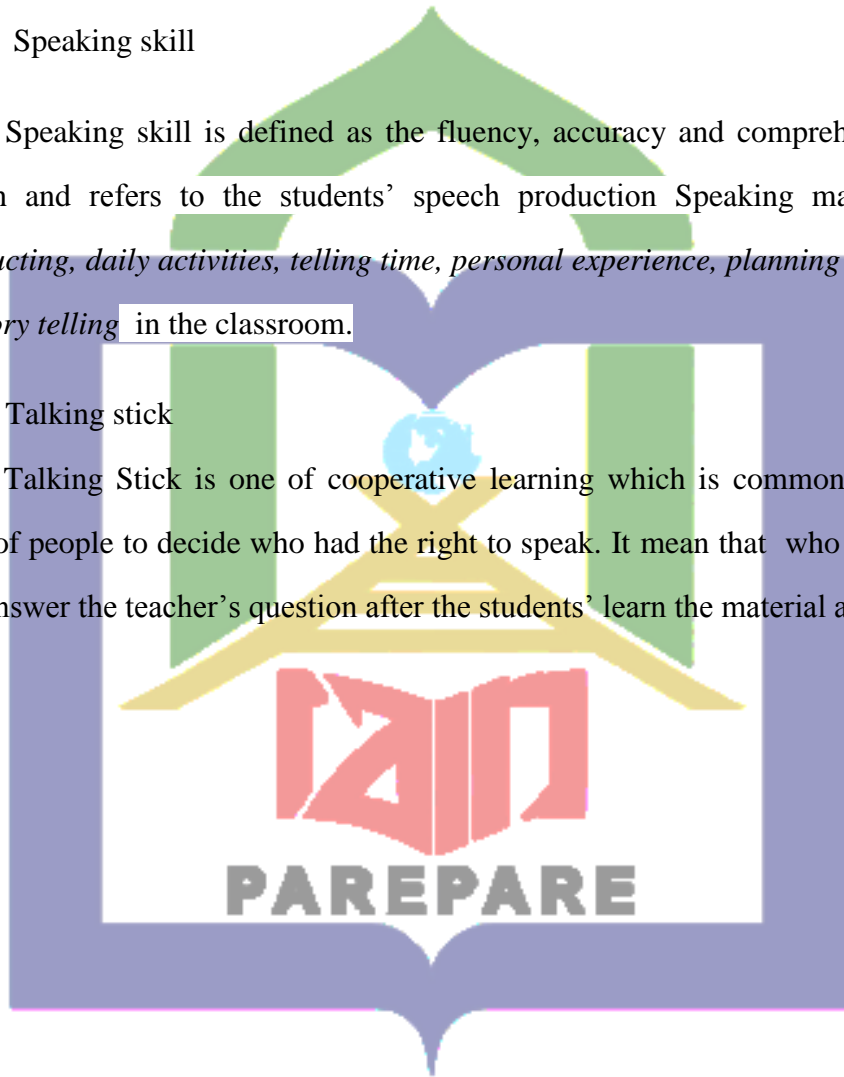
2.5.2 Operational Definition of Variable

2.5.2.1 Speaking skill

Speaking skill is defined as the fluency, accuracy and comprehensibility in English and refers to the students' speech production Speaking material about *Introducing, daily activities, telling time, personal experience, planning in the future and story telling* in the classroom.

2.5.2.2 Talking stick

Talking Stick is one of cooperative learning which is commonly used in a group of people to decide who had the right to speak. It mean that who get the stick must answer the teacher's question after the students' learn the material anyway.



CHAPTER III

RESEARCH METHOD

3.1 Design of the Research

In this research, the researcher used a pre-experimental design with one group pre-test-post test design. The design which provides some improvement over the first, for the effects of treatment is judged by the difference between the pretest and the posttest scores. No comparison with a control group is provided.²¹

The design is described as follows:

Figure 3.1 pre experimental designs with one group pre-test-post test design.

E = O1 X O2

Where:

E : Experimental Design

O1 : Pre-Test

X : Treatment

O2 : Post-Test²².

3.2 Location of the Research

The location of this research was conducted in SMKN 9 Pinrang. By focusing at the second grade of SMK 9 Pinrang, and the duration of the research was taken one month.

²¹ John W. Best, *Research in Education*, (Printed in the United States of America: Prentice Hall Inc, 1981), p.81.

²²Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung :Alfabeta, 2012), p.111.

3.3 Population and Sample

3.3.1 Population

According to L.R. Gay the population was the group of interest to the researcher, to the group to which she or he would like the result of the study to generalizable.²³ Population is a groups object, events that become targets the researcher.

The Population in this study was the second grade students of SMKN 9 Pinrang which was consisted of 78 students. The total number of them can be seen in the following Table:

Table: 3.1.1 The Total Population Of SMKN 9 Pinrang

No	Class	Total
1.	Manajemen Multimedia	31
2.	Perikanan	15
3.	Perkantoran	32
		78

(Source : Administration of Smkn 9 pinrang)

3.3.2 Sample

In this research, the researcher used purposive sampling technique. Purposive Sampling Technique is the process of selecting a sample that is believed to be representative of a given population. The sample of the research took X1 Perikanan class, the total sample was 15 students. The researcher chooses XI Perikanan class as

²³ L.R. Gay, *Educational Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, and R&D* (Bandung : Alfabeta, n.d), p.81

a sample of her research because of XI Perikanan class is the second grade of SMKN Pinrang that really need help to solve their speaking skill.

3.4 Instrument of the Research

To collect the data, the researcher collected the data by using two instruments namely :

3.4.1 Test

The researcher used a speaking test as the instrument and used recording voice to know the students' speaking skill. The test applied for pre-test and post-test. The pre-test to know the student's prior of speaking before giving the treatment, while the post-test will intend to know the students' speaking skill after giving the treatment.

3.4.2 Questionnaire

Questionnaire aims to find out the students' response in studying speaking by using talking stick method . In this research the researcher distributes the questionnaire to second grade students of SMKN 9 Pinrang which consist class XI Perikanan to measure the use of talking stick to improve the student's speaking skill. The questionnaire is "closed", in the sense that respondents are only marking a checklist on the give answers. In this instrument the answers are:

- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly disagree

The questionnaire has 10 items.

3.5 Procedure of collecting data

The procedure of collecting data were described as follows :

3.5.1 Pre-test

Before giving the treatment, the researcher gave pre-test to the students to identify the prior knowledge of the students' speaking skill when speaking English. Then the researcher gave a test.

3.5.1 Treatment

In giving treatment, the researcher taught the students about Talking Stick Method. The treatment has run for six meetings in the classroom. The procedure of the treatment could be illustrated as follow.

3.5.1.1 The First meeting (Tuesday, jan 16th 2018)

- 3.5.1.1.1 The researcher greeted the students and open the class.
- 3.5.1.1.2 The researcher gave them one example about introducing to the students.
- 3.5.1.1.3 The researcher explained about the procedure of how to used this method in learning Process
- 3.5.1.1.4 The researcher gave the stick to the students as a tool of communication and as example to them.
- 3.5.1.1.5 The researcher closed the class and makes conclusion.

3.5.1.2 The Second meeting(Monday, jan 22nd 2018)

- 3.5.1.2.1 The researcher greeted the students and open the class.
- 3.5.1.2.2 The researcher devided them into some a group.
- 3.5.1.2.3 The researcher prepared talking stick and explained the way how to used the talking Stick.

- 3.5.1.2.4 The researcher gave a different material about daily activities to the students and gives the students a chance to read and to understand the material on their book.
- 3.5.1.2.5 The researcher command to close their books and takes a stick
- 3.5.1.2.6 The researcher gave the stick to the students.
- 3.5.1.2.7 The researcher sang a song plays music while the stick moves on students to another until the song or music stops.
- 3.5.1.2.8 The researcher gave them opportunity to speak up as they get the stick, which who get the stick must stand up and answer the teacher's question .
- 3.5.1.2.9 The researcher closed the class and gave evaluation and makes conclusion.

3.5.1.3 The Third meeting(Thursday, jan 25th 2018)

- 3.5.1.3.1 The researcher greeted the students and open the class.
- 3.5.1.3.2 The researcher divided them into some a group .
- 3.5.1.3.3 The researcher prepared talking stick and explained the way how to used the talking Stick.
- 3.5.1.3.4 The researcher gave a different material about daily time to the students and gives the students a chance to read and to understand the material on their book.
- 3.5.1.3.5 The researcher command to close their books and takes a stick
- 3.5.1.3.6 The researcher gave the stick to the students.
- 3.5.2.3.7 The researcher sang a song plays music while the stick moves on students to another until the song or music stops.
- 3.5.2.3.8 The researcher gave them opportunity to speak up as they get the stick, which who get the stick must stand up and answer the teacher's question .
- 3.5.2.3.9 The researcher closed the class and gave evaluation and makes conclusion.

3.5.2.4 The Fourth meeting(Monday, jan 29th 2018)

3.5.2.4.1 The researcher greeted the students and open the class.

3.5.2.4.2 The researcher devided them into some a group .

3.5.2.4.3 The researcher prepared talking stick and explained the way how to used the talking Stick.

3.5.2.4.4 The researcher gave a different material about Personal Experience to the students and gave the students a chance to read and to understand the material on their book.

3.5.2.4.5 The researcher command to close their books and takes a stick

3.5.2.4.6 The researcher gave the stick to the students.

3.5.2.4.7 The researcher sang a song plays music while the stick moves on students to another until the song or music stops.

3.5.2.4.8 The researcher gave them apportunity to speak up as they get the stick, which who get the stick must stand up and answer the teacher's question .

3.5.2.4.9 The researcher closed the class and gave evaluation and makes conclusion.

3.5.2.5 The fifth meeting(Thrusday, Feb 1st 2018)

3.5.2.5.1 The researcher greeted the students and open the class.

3.5.2.5.2 The researcher devided them into some a group .

3.5.2.5.3 The researcher prepared talking stick and explained the way how to used the talking Stick.

3.5.2.5.4 The researcher gave a different material about planning in the future to the students and gave the students a chance to read and to understand the material on their book.

3.5.2.5.5 The researcher command to close their books and takes a stick

3.5.2.5.6 The researcher gave the stick to the students.

3.5.2.5.7 The researcher sang a song plays music while the stick moves on students to another until the song or music stops.

3.5.2.5.8 The researcher gave them opportunity to speak up as they get the stick, which who get the stick must stand up and answer the teacher's question .

3.5.2.5.9 The researcher closed the class and gave evaluation and makes conclusion.

3.2.5.6 The sixth meeting(Monday, Feb 5th 2018)

3.2.5.6.1 The researcher greeted the students and open the class.

3.2.5.6.2 The researcher divided them into some a group .

3.2.5.6.3 The researcher prepared talking stick and explained the way how to used the talking Stick.

3.2.5.6.4 The researcher gave a different material about story telling to the students and gives the students a chance to read and to understand the material on their book.

3.2.5.6.5 The researcher command to close their books and takes a stick

3.2.5.6.6 The researcher gave the stick to the students.

3.2.5.6.7 The researcher sing a song plays music while the stick moves on students to another until the song or music stops.

3.2.5.6.8 The researcher gave them opportunity to speak up as they get the stick, which who get the stick must stand up and answer the teacher's question .

3.2.5.6.9 The researcher closed the class and gave evaluation and makes conclusion.

3.5.2 Post-test

After doing treatment, the researcher gave the post-test to the students to know the improvement of their speaking skill after applying "talking stick method". The test that would be given in post test will be the same with the test in pre-test.

3.6 Technique of Data Analysis

J.B Hilton stated technique of the data analysis, the researcher used the analysis scoring scale which includes the accuracy, fluency and comprehensibility.

3.6.1 After collected the test data, researcher rates the students' score in rating scale shown on the table below:

Score	Accuracy	Fluency	Comprehensibility
6	Pronunciation is only very; slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors.	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarifications required.
5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.	The speaker's intention and general meaning are fairly clear. A few interruptions by the sake of clarification are necessary.
4	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.	Most of what the speaker says is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.
3	Pronunciation is influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.	Has to make an effort for much of the time. Often has to search desired meaning. Rather halting delivery and fragmentary, range of expression often limited.	The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex and longer sentences.

2	Pronunciation seriously influenced by the mother tongue with errors causing breakdown in communication. many 'basic' grammatical and lexical errors.	Long pauses while he searches for the desired meaning frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.	Only small bits (usually short sentences and phrases) can be understood-and then with considerable effort by someone who is used to listening to the speaker.
1	Serious pronunciation errors as well as many 'basic' grammatical and lexical errors.No evidence of having mastered any of the language skills and areas practiced in the course.	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.	Hardly anything of what is said can be understood. Even when the listener makes great effort or interrupts, the speaker is unable to clarify anything he seems to have said. ²⁴

3.6.2 Classification the students' score based on the following classification

Table 3.6.2 Classification Scores:

No	Score	Classification
1	80-100	Very Good
2	66-79	Good
3	56-65	Fair
4	40-55	Poor
5	≤ 39 ²⁵	Very Poor

3.6.3 Scoring the students' answer by dividing the correct answer with the total answer. This formulates used to find out the students' speaking skill.

$$\text{Score} = \frac{\text{Students correct answer}}{\text{the total number of item}} \times 100$$

²⁴ J.B Heaton, *Writing English Language Test*(United States of America : Longman,1998), p.100.

²⁵Suharisimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*(Jakarta: Bumi Aksara, 2009), p.245.

3.6.4 To calculate the rate percentage of the learner score used the formula below:

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

Where:

P = Percentage

F = Frequency

N= Total number of student²⁶.

3.6.5 Find out the mean score of each students, by using the formula:

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

Where:

X = Mean Score

$\sum X$ = the total number of the students score

N = the number of student.

3.6.6 Find out standard deviation of the students score in pre-test and post-test on speaking skill by using the following formula:

$$SD = \frac{SS}{N}, \text{ where } SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

Where:

SD = Standar Deviasi

$\sum X^2$ = The Sum of Square

$(\sum X)^2$ = Total Square of the sum

N = Total number of Sum²⁷.

²⁶ Anas Sudjino, *Pengantar Statistik Pendidikan* (Jakarta: PT Raja Grafindo Persada 2001), p.40-41.

²⁷ L.R Gay, *Educational Research Competencies For Analysis And Applications*, Second Edition (Columbus Ohio: Person Merrill Prentice Hall, 1981),p.298.

3.6.7 Test of significant

Finding the different of the mean score between the pre-test and post-test by calculating the value of t-test, the formula as follow as:

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

Where:

T = test of significance

D = the mean score of different analysis

$\sum D$ = the sum of total score different

$\sum D^2$ = the square of the sum score different

N = the total number of the students²⁸.

3.7 Criteria of testing hypothesis

The statistical hypothesis in this research as follows:

To test hypothesis the researcher used one tail with 0.05 level of significance. For independence sample, the formula of freedom (d f) is N-1

1. If t-table value higher than t-test value. H_0 is accepted and H_1 is rejected, it means that using “talking stick ” cannot improve students speaking skill at the second grade of SMKN 9 Pinrang.
2. If t-test value higher than t-table value (H_0) is rejected and H_1 is accepted. It means that using “talking stick ”able to improve student’s speaking skill at the second grade of SMKN 9 Pinrang. In analyzing the improvement of students speaking skill the

²⁸L.R Gay, *Educational Research Competencies for Analysis and Applications* (Columbus Ohio: Person Merrill Prentice Hall, 1981), Second Edition, p.331.

researcher used Likert Scale. Likert scale is a scale can be used for measure attitude, opinion or perception of person about certain object or phenomenon.²⁹

The scoring of the students' answer by using the formula of Likert scale, as follows:

Table 3.6.3 Scoring of the student' answer by Likert Scale

Positive Statement score	Category	Negative Statement score
5	Strongly agree (SA)	1
4	Agree (A)	2
3	Undecided (N)	3
2	Disagree (N)	4
1	Strongly disagree(SD)	5

The researcher used 5 positive and 5 negative statements. Therefore, if a respondent answer all the positive statements with strongly agree and with all the negative statement with strongly disagree, he got 50, and if a student answer all the positive statements with strongly disagree and with all the negative statements with strongly agree, he got 5. The rating score ranges from 5 to 50 (interval 45). Since the questionnaire employ 5 level/category. The interval which used to determine the level/category of respondents is $45:5=9$. The rate score of student's response as shown in table as follows:

Table 3.6.4 the rate score of students response

Score	Category
45-50	Very Response (Very Positive)
39-44	Response (Positive)
33-28	Undecided
27-22	Not Response (Negative)
< 21	Very Not Response (Very Negative) ³⁰

²⁹Syofian Siregar, *Staistika Deskriptif untuk Penelitian* (Jakarta: PT Raja Grafindo Persada, 2010), p.138.

³⁰Riduwan, *Dasar-Dasar Statistika*, (Bandung: Alfabeta, 2011), p.41.

The table above means that the students say that they have strongly response if the mean score are between 45-50, they will say that they have response if the mean score are between 39-44 ,they will say that they have moderate response if the mean score are between 33-28 , they will say that they have not response if the mean score are between 27-22, and they will say that they have strongly not response if the mean score are between < 21.

Next, the researcher percentage the data by using the formula below:

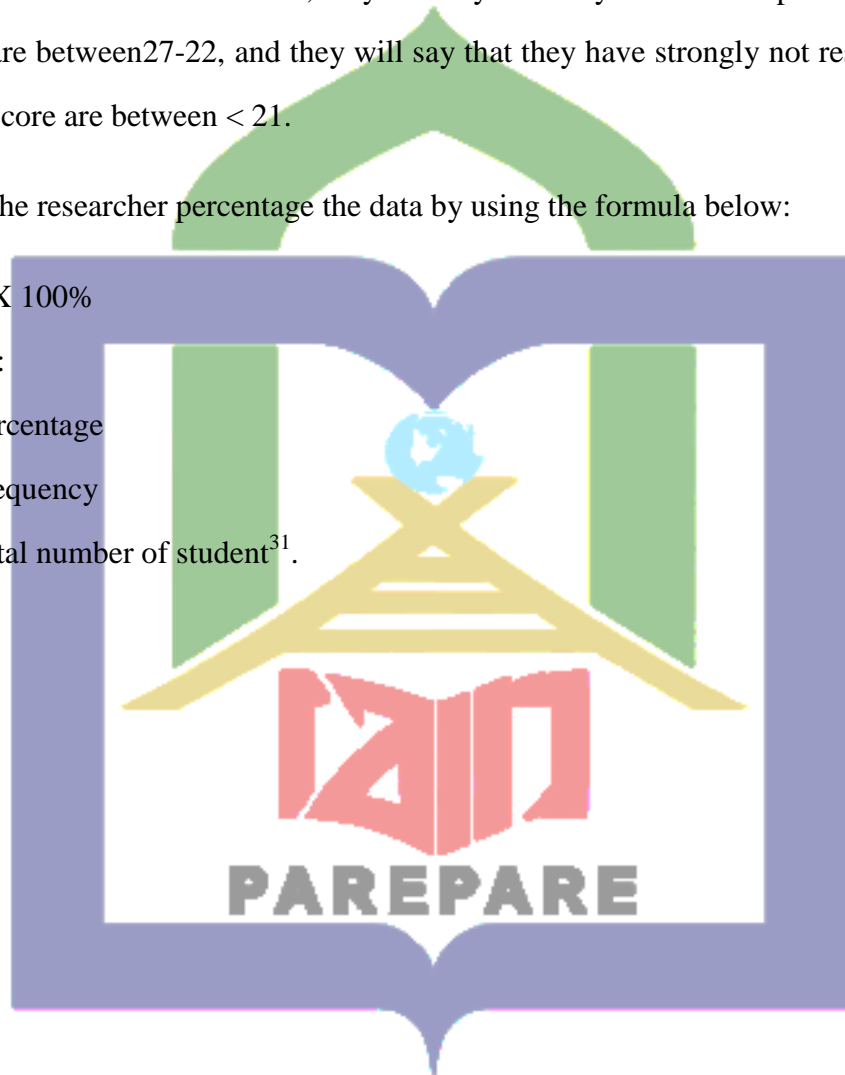
$$P = \frac{F}{N} \times 100\%$$

Where:

P = Percentage

F = Frequency

N= Total number of student³¹.



³¹ Anas Sudjino, *Pengantar Statistik Pendidikan* (Jakarta: PT Raja Grafindo Persada, 2001), P.40-41.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections, the section deals with the finding of the research and the discussions of the research. The findings of the research cover the description of the result of data collected through test and questionnaire that can be discussed in the section below.

4.1 Findings

The findings of this research deal with the classification of students' pre-test and post-test. And the finding of students responses in studying speaking skill using talking stick method at the Second Grade of SMKN 9 Pinrang the researcher used questionnaire.

4.1.1 Finding through Test

In order to know the students' results in speaking skill, the raw score the students obtained through pre-test and post-test of experimental class, as the first step of this research, pre-test was considerate as one of the main data in supporting this research, the frequency and percentage of the result of pre-test used talking stick, it aims to finding out the detail information about the students skill in different accuracy, fluency and comprehensibility before giving treatment used talking stick method which were analyzed and resulted in the information as shown in the following table:

Table 4.1.1 the pre-test of students

No	Respondents	Aspects			Total	Average
		Accuracy	Fluency	Comprehensibility		
1	A	3	4	4	11	3.7
2	B	2	4	3	9	3
3	C	4	3	4	12	4
4	D	4	3	4	11	3.7
5	E	4	2	2	8	2.7
6	F	3	2	3	8	2.7
7	G	4	6	3	13	4.3
8	H	4	6	5	15	5
9	I	4	6	5	15	5
10	J	4	4	4	12	4
11	K	3	2	2	8	2.7
12	L	4	4	4	12	4
13	M	4	6	5	15	5
14	N	3	3	3	9	3
15	O	3	2	2	7	2.3
Total					$\Sigma = 165$	$\Sigma = 55$

Meanwhile the students score on post-test would be presented in the following table

Table.4.1.2 the students score on post-test

No	Respondents	Aspects			Total	Average
		Accuracy	Fluency	Comprehensibility		
1	A	4	6	5	15	5

2	B	3	5	4	12	4
3	C	5	5	4	14	4.7
4	D	5	6	5	16	5.3
5	E	4	4	4	12	4
6	F	3	3	3	9	3
7	G	5	6	6	16	5.3
8	H	5	6	6	17	5.7
9	I	5	6	5	16	5.3
10	J	3	4	3	10	3.3
11	K	3	3	3	9	3
12	L	4	5	5	14	4.7
13	M	5	6	5	16	5.3
14	N	5	6	5	14	4.7
15	O	3	6	3	12	4
			Total		$\Sigma = 203$	$\Sigma = 69$

Table 4.1.3 the students score of pre-test and post-test

No	Respondent	Pre-test	Post-test
1	A	3.7	5
2	B	3	4
3	C	4	4.7
4	D	3.7	5.3
5	E	2.7	4
6	F	2.7	3
7	G	4.3	5.3

8	H	5	3.7
9	I	5	5.3
10	J	4	3.3
11	K	2.7	3
12	L	4	4.7
13	M	5	5.3
14	N	3	4.7
15	O	2.3	4
Total		$\Sigma = 55$	$\Sigma = 69$

Table 4.1.4 The Students' score on pre-test

No	Respondents	Max Score	Score	Classification
1	A	18	61	Fair
2	B	18	50	Poor
3	C	18	66	Good
4	D	18	61	fair
5	E	18	44	Poor
6	F	18	44	Poor
7	G	18	72	Good
8	H	18	83	Good
9	I	18	83	Very Good
10	J	18	66	Good
11	K	18	44	Poor
12	L	18	66	Good
13	M	18	83	Very Good

14	N	18	50	fair
15	O	18	38	Very Poor
Σ	N= 15	-	911	-

Table 4.1.5 The Students' score on post-test

No	Respondents	Max Score	Score	Classification
1	A	18	83	Very Good
2	B	18	66	Good
3	C	18	77	Good
4	D	18	88	Very Good
5	E	18	66	Good
6	F	18	50	Poor
7	G	18	88	Very Good
8	H	18	94	Very Good
9	I	18	88	Very Good
10	J	18	55	Poor
11	K	18	50	Poor
12	L	18	77	Good
13	M	18	88	Very Good
14	N	18	77	Good
15	O	18	66	Good
Σ	N= 15	-	1113	-

4.1.1.1 Data analysis

After Collected data on the table above, we could classify the data in five classifications such as in the following tables:

Table 4.1.1.1.1 the classification of students score speaking ability on pre-test

No	Classification	Score	Pre-test	
			Frequency	Percentage %
1	Very Good	80-100	3	20%
2	Good	66-79	4	27 %
3	Fair	56-65	3	20%
4	Poor	40-55	4	27 %
5	Very Poor	≤ 39	1	6%
Total			15	100

Five classifications table above shows that before giving treatment by using “talking stick” method. three students (20%) in very good classification, four students (27%) in good classification, three students (20%) in fair classification, four students in poor classification, and one student(6%) in very poor classification. It means that the frequency of students in good and poor is the same.

Table 4.1.1.1.2 the classification of students score speaking skill on post-test

No	Classification	Score	Post-test	
			Frequency	Percentage %
1	Very Good	80-100	6	40 %
	Good	66-79	6	40 %
	Fair	56-65	0	0
	Poor	40-55	3	20 %
	Very Poor	≤ 39	0	0 %
Total			15	100

Five classifications table above shows that after giving treatment by using “talking stick ” method, six students (40 %) in very good classification, six students in good classification, no one student in fair, three students(20)% in poor classification, and no one students in very poor classification. It means that the frequency of students and good is the same, means that students speaking skill has improved by using “talking stick ” method significantly.

The main score and standard deviation in pre-test and post-test

To determine mean score of students’ speaking skill in pre-test and post-test, the researcher applied the following formula:

1. Pre-test

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

$$X = \frac{55}{15}$$

$$X = 3.7(4)$$

2. Post-test

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

$$X = \frac{69}{15}$$

$$X = 4.6 (5)$$

To calculate standard deviation in pre-test use the following formula:

$$SD = \frac{SS}{N},$$

$$\text{where } SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

$$= \sum X^2 - \frac{(\sum X)^2}{N}$$

$$= 214.03 - \frac{(55)^2}{15}$$

$$= 214.03 - \frac{3025}{15}$$

$$= 214.03 - 201.6$$

$$= 12.43$$

$$\text{So, SD} = \sqrt{\frac{SS}{N-1}}$$

$$= \sqrt{\frac{12.43}{N-1}}$$

$$= \sqrt{\frac{12.43}{14}}$$

$$= \sqrt{0.887}$$

$$= 0.941$$

To calculate standard deviation in post-test use the following formula:

$$SD = \frac{SS}{N},$$

$$\text{where } SS = \sum X^2 - \frac{(\sum X)^2}{N}$$

$$= \sum X^2 - \frac{(\sum X)^2}{N}$$

$$= 330.21 - \frac{(69)^2}{15}$$

$$= 330.21 - 4761$$

$$= 330.21 - 317.4$$

$$= 12.81$$

$$\text{So, SD} = \sqrt{\frac{SS}{N-1}}$$

$$= \sqrt{\frac{12.81}{N-1}}$$

$$= \sqrt{\frac{12.81}{14}}$$

$$= \sqrt{0.915}$$

$$= 0.956$$

The mean score and standard deviation of the students' pre-test and post-test result on speaking test were tabulated in the table below:

Table 4.1.1.1.3 the mean score and standard deviation

No	Test	Mean Score	Standard Deviation
1	Pre-test	3.7 (4)	0.941
2	Post-test	4.6 (5)	0.956

The table above showed that the mean score of post-test is higher than pre-test. Therefore, the researcher conclude that the activities that researcher use in teaching speaking skill able to improve the students' speaking skill at the second grade of SMKN 9 Pinrang. It means that the post-test result is higher than the pre-test result, and the standard deviation of pre-test is higher than the standard deviation of post-test

Table. 4.1.1.1.4 The worksheet of calculate score of pre-test and post-test:

No	Respondents	Pre-test		Post-test		D	D ²
		X1	X1 ²	X2	X2 ²		
1	A	3.7	13.69	5	25	1.3	1.69
2	B	3	9	4	16	1	1
3	C	4	16	4.7	22.09	0.7	0.49
4	D	3.7	13.69	5.3	28.09	1.6	2.56
5	E	2.7	7.29	4	16	1.3	1.69
6	F	2.7	7.29	3	9	0.3	0.09
7	G	4.3	18.49	5.3	28.09	1	1

8	H	5	25	5.7	32.49	0.7	0.49
9	I	5	25	5.3	28.09	0.3	0.09
10	J	4	16	3.3	10.89	1.3	1.69
11	K	2.7	7.29	3	9	0.3	0.09
12	L	4	16	4.7	22.09	0.7	0.49
13	M	5	25	5.3	28.09	0.3	0.09
14	N	3	9	4.7	22.09	1.7	2.89
15	O	2.3	5.29	4	16	1.7	2.89
Total		55	214.03	69	330.21	14.2	17.24

Concerning with the table above, the researcher compute the mean deviation of experimental class as shown below:

To find out D

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

$$= \frac{14.2}{15}$$

$$= 0.94$$

Where, $\sum D = 14.2$
 $\sum D^2 = 17.24$
 $N = 15$

The result of calculating the value of t-test, the formula as follow as:

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

$$t = \frac{0.94}{\sqrt{17.24 - \frac{(14.2)^2}{15(15-1)}}}$$

$$\begin{aligned}
 t &= \frac{0.94}{\sqrt{17.24 - \frac{(206.64)}{15} - \frac{15}{15(15-1)}}} \\
 &= \frac{0.94}{\sqrt{\frac{17.24 - 13.776}{210}}} \\
 &= \frac{0.94}{\sqrt{\frac{3.464}{210}}} \\
 &= \frac{0.94}{\sqrt{0.016}} \\
 &= \frac{0.94}{0.12} \\
 &= 7.8
 \end{aligned}$$

Based on the explanation above, the researcher found the result of t-test is 7.8

4.2.1 Testing Hypothesis

$$df = 15 - 1 = 14, \alpha = 0,50 = t \text{ table} = 0.691$$

The result of t-test value was tabulated as follows:

Table 4.1.1.1.5 the result of t-test and t-table Value

t-test Value	t-table Value
7.8	0.691

Table above shows that t-test value 7.8 was higher than t-table value 0.691. It means that H_0 is rejected and H_1 was acceptable.

4.1.2 Finding through Questionnaire

The description will show the researcher about the result and the classification each item of questionnaire which have been collected and analyzed and presents the percentage of the student's response.

Based on the result of the questionnaire, the writer described students for the question in the following table :

Table : 4.1.2.12 For calculating the students response Of talking Stick of frequency as the following:

Respondents' Number	Items of Questionnaire										Total	Average
	1	2	3	4	5	6	7	8	9	10		
1.	4	3	4	4	4	4	4	4	5	4	40	4,0
2.	4	3	4	4	3	4	4	4	4	4	38	3,8
3.	4	4	4	4	5	4	5	4	4	4	42	4,2
4.	5	4	4	4	4	4	5	4	5	4	43	4,3
5.	4	3	4	4	3	4	4	4	4	4	38	3,8
6.	4	3	3	4	4	5	4	5	4	4	40	4,0
7.	4	4	3	5	4	5	5	4	4	4	42	4,2
8.	5	4	4	4	4	5	4	4	5	5	44	4,4
9.	5	4	5	4	5	4	4	4	4	4	43	4,3
10.	3	4	3	4	5	4	4	4	4	4	39	3,9
11.	4	3	3	4	3	4	4	4	4	3	36	3,6
12.	5	4	4	4	4	4	4	4	4	3	40	4,0
13.	4	4	5	4	4	4	5	4	4	4	42	4,2
14.	4	3	3	4	4	3	5	4	4	4	38	3,8
15.	3	3	4	4	4	3	4	4	4	3	36	3,6
Total											601	60,1

Based on the table above the writer concludes that the highest score is 43 and the lowest score is 36.

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

Where: \bar{X} = Mean Score

$\sum X$ = The sum of all score

N = total Number of sample

$$= \frac{601}{15}$$

$$= 40.06$$

4.2 Discussion

Before the researcher explained about the result of the research, so the researcher explained about the talking stick. Talking stick is one of cooperative learning and talking stick which is commonly used in a group of people to decide who had the right to speak. It was given a chance to everyone to speak. Cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in classroom.

Cooperative learning like collaborative learning, entail small group and working on specific task. This talking stick method can be applied from the elementary school students until the senior high school. The teacher function as the facilitators who make their students more active and make students speaking improved.

The research was doing in the Perikanan Class Eleventh of SMKN 9 Pinrang with the total population are 78 students and the researcher took 15 as sample. Tehnique of data analysis are Test and questionnaire .The researcher used purposive sampling technique and the researcher has taken one month before and after giving treatment.

To know the improvement of students' skill by using talking stick method the researcher calculated the mean score of students' skill was indicated from two tests

namely pre-test and post-test. The mean score in pre-test before treatment was 3,7 and the mean score of post-test was 4,6 after treatment.

By looking at the test finding from the data provided in classification of students score on the table based on the fluency, accuracy and comprehensibility on pre-test to see that three students (20%) in very good classification, four students (27%) in good classification, three students (20%) in fair classification, four students in poor classification, and one student(6%) in very poor classification. While in the post-test six students (40 %) in very good classification, six students in good classification, no one student in fair, three students(20)% in poor classification, and no one students in very poor classification.

In addition, to know what was the hypothesis received between null hypothesis (H_0) and alternative hypothesis (H_1), the researcher used t-test to calculating result showed that on the t-test value 7,8 was greater than t-table value 0,691 ($7,8 \geq 0,691$) with degree of freedom (df) 14. It means alternative hypothesis (H_1) was concluded that the talking stick method was able to improve the students' speaking skill at the second grade of SMKN 9 Pinrang. This hypothesis was accepted while the null hypothesis (H_0) was rejected.

Based on the data analysis testing, the result of questionnaire the use of talking stick are 601, and score high to the variable of respondent $10 \times 5 = 50$. So, the result from use of talking stick are $601 \div 15 = 40,06$ and it means that they have response (positive) by looking rate score 39-44 of students' respondent with have response (positive).

The description of the data test explained the raw score the students obtained through pre-test and post-test of experimental class and it aims to finding out the detail information about the students speaking skill in different accuracy, fluency and

comprehensibility before and after giving treatment used talking stick method. The pre-test of students showed some rate from accuracy, fluency and comprehensibility.

From accuracy if the students had 2 points means that pronunciation seriously influenced by the mother tongue with erros causing breakdown in communication, if the students had 3 points that pronunciation is influenced by the mother tongue but only a few serious phonological errors and for 4 points that prounciation is still moderately influenced by the mother tongue but not serious phonological errors.

From fluency if the students had 2 points showed that always gives up making the effort at times. Limited range of expression and if 3 points that often has to search desired meaning. Rather halting delivery and fragmentary, range of expression often limited, 4 points means that ocasionally fragmentary but succeeds in conveying the general meaning.fair range of expression and the last 6 points showed that searches for words occasionally but only one or two unnatural pauses.

And for comprehensibility showed that if the students had 2 points only small bits(usually short sentences and pharases. And if the students had 3 points that the listener can understand a lot of what is said, but he must constantly seek clarification, 4 points that Most of what the speaker says is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification. For 5 ponits that The speaker's intention and general meaning are fairly clear. A few interruptions by the sake of clarification are necessary.

While the post-test of students showed some rate from accuracy fluency and comprehensibility. For accuary 3 points that is Pronunciation is influenced by the mother tongue but only a few serious phonological errors. 4 points that Pronunciation is still

moderately influenced by the mother tongue but no serious phonological errors an the last 5 points Pronunciation is slightly influenced by the mother tongue.

For fluency if 3 points Rather halting delivery and fragmentary, range of expression often limited. 4 points that Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression., 5 points that Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses. The last points 6 Searches for words occasionally but only one or two unnatural pauses.

For comprehensibility if 3 points means that The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex and longer sentences. 4 points that His attention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.5 points that A few interruptions by the sake of clarification are necessary. The last for 6 points that Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarifications required.

The description of the researcher about the result and the classification each item of questionnaire which have been collected and analyzed and presents the percentage of the student's response. The questionnaire is "closed", in the sense that respondents are only marking a checklist on the gave answers. In this instrument the answers are:

- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly disagree

The questionnaire has 10 items. 5 for positive statement and 5 for negative statement.

The researcher gave them a questions for the positive statement about studying speaking by using talking stick method, then the researcher command to them to only marking a checklist on the gave answers. If the students categorized 5 points it means that Strongly agree, 4 points means that agree, 3 points that undecided, 2 points means that Disagree and the last points 1 Strongly disagree.

While the researcher gave them a questions for the negative statement about studying speaking by using talking stick method, then the researcher command also to them to only marking a checklist on the gave answers like the first steps. If the students categorized 1 points it means that Strongly agree, 2 points means that agree, 3 points that undecided, 4 points means that Disagree and the last points 5 Strongly disagree.

Based on the explanation above the the resercher concluded that for to know the improvement of students' skill by using talking stick method the researcher calculated the mean score of students' skill was indicated from two tests namely pre-test and post-test. The means of pre-test before giving treatment and the post-test after giving treatment and the researcher used analysis scoring scale which includes the accuracy, fluency and comprehensibility while the students response how to know the students response in studying speaking by using this method to applied in this school.

According to Slamet Riyadi Surakarta in his research "Improving Students' Speaking skill By using Talking Stick method of SMA N Colomadu Karangayar in the Academic Year 2015/2016" concluded that the result of The speaking achievements was increased. It been seen from the mean score of the pre-test was 2,3, the mean score of post- test 1 was 2,7 and the mean score of post-test 2 was

2,9. It can be proved that using Talking Stick method can improve the students' Speaking skill in teaching and learning process.

According to Dita Indra Febryanti with the title "the use of talking stick to improve students' speaking skill of SMA negeri 1 kesamben" showed that there is a significant improvement of students' speaking skill after implemented talking stick method, the mean score of pre-test was 66,86 and post-test was 74,19 it can be said that the student's post test was higher than the students pre-test.

According to Widiya Sari in her research "the influence of using talking stick technique to the speaking ability of eleventh grade students at SMAN 1 Gondang nganjuk in academic year 2014/2015", the average score in pre-test was 50,52 and post-test 73, 25 it can be said that the student's post-test was higher than the students pre-test. It means that there is an influence of talking stick technique to the speaking ability of eleventh grade students.

Based on the research finding above that shown of three researchers have been done the research with the same method and other way they used to improve the students' speaking skill. The teachers have to be creative, productive and innovative to make the students interested in learning process by creating a good atmosphere or varieties of method in teaching English, particularly in teaching speaking and using talking stick was one of the creative methods because the students will think faster and try to explain something.

CHAPTER V

CONCLUSSION AND SUGGESTION

This chapter presented of two parts namely conclusion and suggestion.

5.1 Conclusion

Based on the result of data analysis and the discussion of the result in previous chapter, the researcher concluded that:

5.1.1 Based on the data analysis, the result of the problem statement that had been formulated in the previous chapter. The students' speaking skill at the second grade of SMKN 9 Pinrang was improved by using "talking stick" method. It could be seen from the mean score and the standard deviation of the post-test was 4.6 and standard deviation was 0,956, which is compared with the mean score of pre-test that is 3.7 and standard deviation was 0.691. The students' speaking skill was improved significantly by looking at t-test was (7.8) is higher than t-table value (0.691). It means that the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) was acceptable.

5.1.2 Based on the result and the classification each item of questionnaire which had been calculated and analysis in the previous chapter, the researcher concluded that the students' speaking skill by using "talking stick" method at the Second Grade of SMKN 9 PINRANG had response(positive). Based on to the result of positive questionnaire it was found out that most of students gained better result in agree than any other choices and based on to the result of negative questionnaire was found out that most of students disagreed than any other choices.

5.2 Suggestion

Based on the results and discussion presented in previous chapter, the suggestion can be summarized as follow:

5.2.1 The researcher suggested that “talking stick ” method should be implemented in teaching speaking in order to encourage by means this activity gave a chance to the students to produce their ideas and their speaking skill.

5.2.2 Teaching English especially in students’ speaking skill the teacher should applied any methods, techniques and strategy in teaching and learning English. In this case “talking stick ” method are one of alternative way to improve student’s speaking skill.

5.2.3 The researcher suggested to others that before you took a tittle of Skripsi more better if you had a skill on your subject before, about your research. Because, as happened to the researcher for her consultans to changed her tittle from the first is “The Use of Talking Stick to Improve the Students’ motivation Speaking at the second grade of SMKN 9 Pinrang became The Use of Talking Stick to Improve the Students’ Speaking Skill at the second grade of SMKN 9.

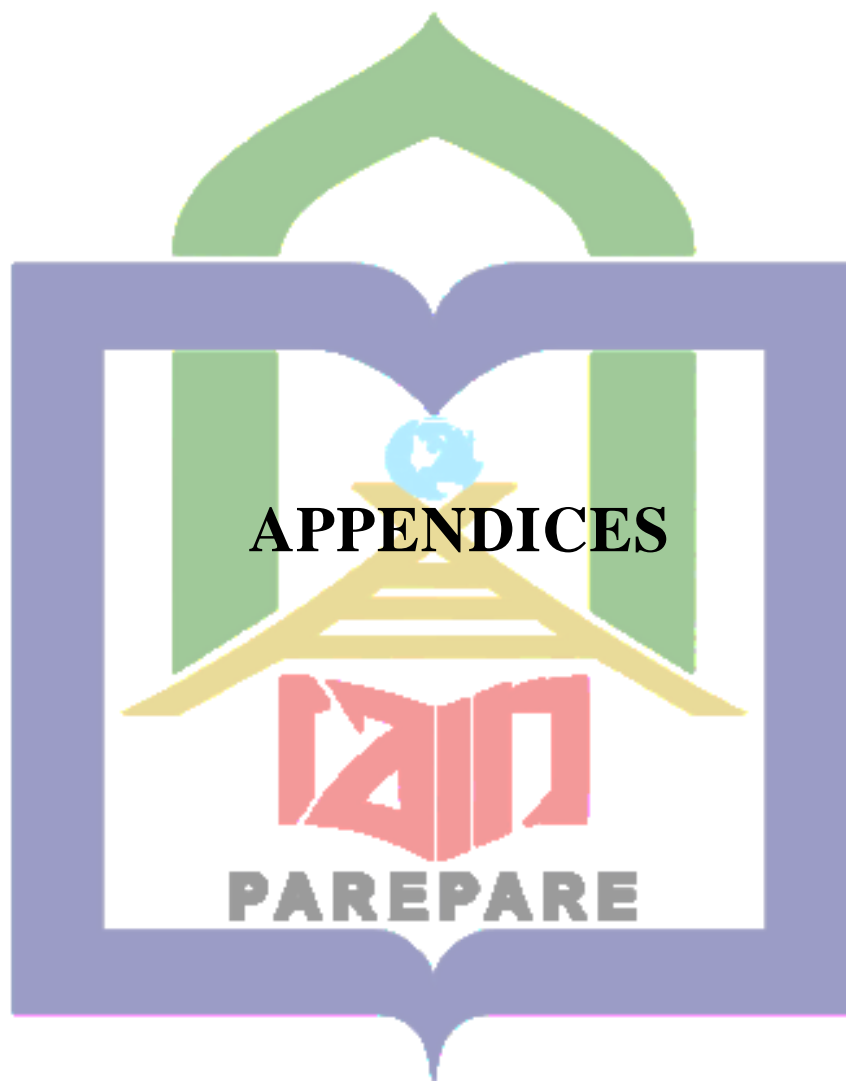
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PAREPARE



Appendix 1. Instrumen of Pre-Test and Post-Test

Instrument of Pre-Test and Post-Test

Name :.....

Class :.....

Pre test and Post test

(Topics: Ambition,daily activities, family,favorite subject)

Answer the Question below :

1. What is your ambition?

Answer :

2. Why do you choose to become it ?

Answer :

3. How to become it ?

Answer :

4. How many member of your family you have ?

Answer :

5. Do you have plan go to holiday with your family ?

Answer :

6. Where do you prefer you go ?

Answer :

7. What is you favorite subject ?

Answer :

8. Why do you like it ?

Answer :

9. What do you want to do after studying ?

Answer :

10. Why do you want to do it ?

Answer :

11. What time do you Usually wake Up?

Answer:

12. Where do you usually eat?

Answer :

13. What do you do in the morning?

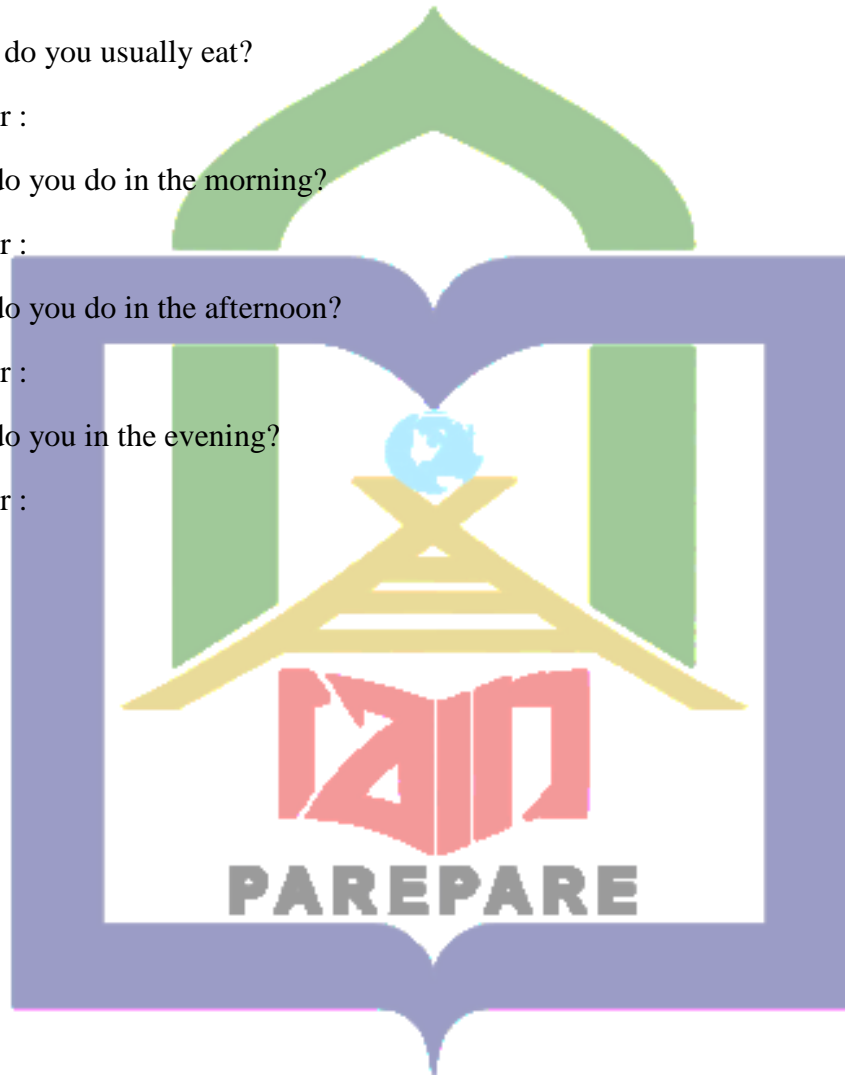
Answer :

14. What do you do in the afternoon?

Answer :

15. What do you in the evening?

Answer :



Appendix 2. The Students' Response

E USE OF TALKING STICK TO IMPROVE THE STUDENTS' SPEAKING SKILL AT THE SECOND GRADE OF SMKN 9 PINRANG

PETUNJUK

- I. Pada angket ini terdapat 10 Pertanyaan. Perhatikan baik baik setiap pertanyaan tersebut .
- II. Angket ini tidak dimaksudkan untuk menguji atau menilai Anda, melainkan untuk mendapatkan gambaran yang jelas tentang sikap Anda mempelajari bahasa Inggris khususnya materi Talking Stick Method.
- III. Berilah tanda check (\checkmark) pada pernyataan sesuai dengan pendapat Anda dengan sejujur-jujurnya tanpa paksaan dan pengaruh dari pihak lain. Dengan memperhatikan kelima keterangan pilihan jawaban di bawah ini :

Keterangan pilihan jawaban :

1. Sangat Setuju (SS)
2. Setuju (S)
3. Ragu-Ragu (RR)
4. Tidak Setuju (TS)
5. Sangat Tidak Setuju (STS)

APPENDIX 1

No.	PERNYATAAN- PERNYATAAN	STS	TS	RR	S	SS
1	Belajar berbicara menggunakan metode tongkat berbicara memberi kesempatan kepada siswa untuk melatih bahasanya.					

2	Belajar bahasa inggris menggunakan tongkat berbicara melatih bahasa inggris siswa.					
3	Belajar bahasa inggris menggunakan metode tongkat berbicara membantu siswa menggunakan tata bahasa.					
4	Metode tongkat berbicara membantu siswa kreatif dalam berinteraksi dengan guru.					
5	Metode tongkat berbicara membantu siswa meningkatkan pengetahuan siswa.					
6	Menggunakan metode tongkat berbicara membuat siswa sulit menjelaskan sesuatu.					
7	Menggunakan metode tongkat berbicara membuat siswa passif dikelas.					
8	Belajar bahasa inggris menggunakan metode tongkat berbicara membuat siswa merasa sulit berinteraksi.					
9	Menggunakan metode tongkat berbicara membuat siswa sulit mengetahui pelajaran bahasa inggris.					
10	Belajara bahasa inggris menggunakan tongkat berbicara membuat siswa malas menjawab pertanyaan guru.					

Appendix 3. Tabel Nilai-Nilai Standar Deviasi

cum. prob	$t_{.50}$	$t_{.75}$	$t_{.80}$	$t_{.85}$	$t_{.90}$	$t_{.95}$	$t_{.975}$	$t_{.99}$	$t_{.995}$	$t_{.999}$	$t_{.9995}$
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
Z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
	Confidence Level										

Appendix 6. Documentation







KEMENTERIAN AGAMA REPUBLIK INDONESIA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PAREPARE

Alamat : Jl. Amal Bakti No. 03 Lingsing Kota Parepare ☎ (0421)22207 ☎ (0421) 24401
Website : www.stainparepare.ac.id Email : email.stainparepare.ac.id

Nomor : B 40 /SU.08/PP.00.9/01/2018
Lampiran : -
Hal : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KAB. PINRANG
di
KAB. PINRANG

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PAREPARE :

Nama	: SARINI
Tempat/Tgl. Lahir	: BUTTU TANRE, 25 Desember 1994
NIM	: 13.1300.026
Jurusan / Program Studi	: Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester	: IX (Sembilan)
Alamat	: JL. YUSUF RAZUL RT 004 RW 002, DESA PAJALELE, KECAMATAN TELLU LIMPOE SIDRAP

Bermaksud akan mengadakan penelitian di wilayah KAB. PINRANG dalam rangka penyusunan skripsi yang berjudul :

" THE USE OF TALKING STICK TO IMPROVE THE STUDENTS' MOTIVATION SPEAKING AT THE SECOND GRADE OF SMKN 9 PINRANG "

Pelaksanaan penelitian ini direncanakan pada bulan Januari sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih.

10 Januari 2018

A.n Ketua

Wakil Ketua Bidang Akademik dan
Pengembangan Lembaga (APL)



PEMERINTAH KABUPATEN PINRANG
SEKRETARIAT DAERAH
 Jl. Bintang No. 01 Telp (0421) 923 056 – 922 914 – 923 233
PINRANG

Pinrang, 10 Januari 2018

Nomor : 070 / / Kemasy
 Lamp. :
 Perihal : **Rekomendasi Penelitian**

Kepada :
 Yth : **SMKN 9 PINRANG**
 di- : **Salopa**

Berdasarkan Surat Ketua Sekolah Tinggi Agama Islam Negeri Parepare Nomor : B 40/STI.08/PP.00.9/01/09 tanggal 10 Januari 2018 Perihal Izin Melaksanakan Penelitian, mahasiswa atau peneliti di bawah ini :

Nama : SARNI
 NIM : 13.1300.026
 Jenis Kelamin : Perempuan
 Pekerjaan /Prog Study : Mahasiswa/Tarbiyah dan Adab/Pendidikan Bahasa Inggris
 Alamat : JL. YUSUF RAZUL RT 004 RW 002, DESA PAJALELE, KECAMATAN TELLU LIMPOE SIDRAP
 Telephone : 085399527095

Bermaksud mengadakan Penelitian di Daerah / Instansi Saudara dalam rangka Penyusunan Skripsi dengan judul "THE USE OF TALKING TO IMPROVE STUDENTS' SPEAKING SKILL AT THE SECOND GRADE OF SMKN PINRANG" yang pelaksanaannya pada tanggal 11 Januari s/d 11 Februari 2018.

Sehubungan dengan hal tersebut di atas, pada prinsipnya kami menyuguhkan kegiatan atau merekomendasikan yang dimaksud dan dalam pelaksanaan kegiatan wajib memenuhi ketentuan yang tertera di belakang surat rekomendasi penelitian.

Demikian rekomendasi ini disampaikan kepada Saudara untuk diketahui dan dilaksanakan sebagaimana mestinya.

An. SEKRETARIS DAERAH
 Asisten Pemerintahan dan Kesra

[Signature]
DR. BASMAN LAUPE
 Pangkat Pembina Utama Madya
 Nip. 19590305 1990203



- Tembusan :**
- Bupati Pinrang sebagai laporan di Pinrang;
 - Dandim 1404 Pinrang di Pinrang;
 - Kapolres Pinrang di Pinrang;
 - Kepala Dinas Dikbud Kab. Pinrang di Pinrang;
 - Kepala Badan Kesbang dan Politik Kab. Pinrang di Pinrang;
 - Kepala Kantor Kementerian Agama Kab. Pinrang di Pinrang;
 - Ketua STAIN Parepare di Parepare;
 - Camat Lembang di Tuppu;
 - Yang bersangkutan untuk diketahui;
 - Pertinggal.



PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
SMKN 9 PINRANG
Jalan Poros Pinrang-Polman, Salopi Kabupaten. Pinrang KM42



SURAT KETERANGAN PENELITIAN
Nomor : 800/ 037/SMKN9/PRG/2018

Yang bertanda tangan dibawah ini Kepala UPT Satuan Pendidikan SMKN 9 Pinrang menerangkan Bahwa :

Nama : SARNI
NIM : 13.1300.026
Tempat dan Tanggal Lahir : BUTTU TANRE, 25 Desember 1994
Jurusan/Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris

Telah Melaksanakan Penelitian di SMKN 9 Pinrang pada tanggal 11 Januari s/d 11 Februari 2018, dengan Judul Skripsi "THE USE OF TALKING STICK TO IMPROVE THE STUDENTS' SPEAKING SKILL AT THE SECOND GRADE OF SMKN 9 PINRANG"

Demikian Surat Keterangan ini Diberikan Kepada Yang bersangkutan Untuk Dapat Dipergunakan Sebagaimana mestinya.

Pinrang, 11 Februari 2018

Kepala UPT Satuan Pendidikan
SMKN 9 Pinrang



DR. MUHAMMAD IDRUS, MM
NIP. 19631115 1987031 015

Appendix 7. Curriculum Vitae

Curriculum Vitae



The writer was born on Desember 25th 1994 in Pinrang, West Sulawesi. Her father's name is Laseng and her mother's is Sana. She is the third in her family; she has two brothers and Two sisters .

She began her education on 2001 at SDN No 225 Lambalumama, and graduated on 2007. At the same year, she registered on SMPN 1 Lembang and graduated on 2010. Then, she continued her study again in SMAN 1 Lembang and graduated on 2013. In the same year, she continued her study in IAIN parepare and . After finished her study, she continued and accepted studying in State Islamic Institute Of (IAIN) Parepare. On 2018 she completed her skripsi in title "The use of Talking Stick to Improve the Students Speaking Skill at the Second Grade of SMKN 9 Pinrang".

