LAPORAN KEMAJUAN PENELITIAN

STATE ISLAMIC SENIOR HIGH SCHOOL STUDENTS: THE EFFECT OF USING TALKING STICK METHOD ON STUDENTS' SPEAKING PERFORMANCE

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INTRODUCTION

A. Background of the Study

English is an international language. It is used as a means of communication by people around the world. It is very important to learn English. Students' should learn English in foreign language. Through speaking, they can communicate with others and get information. According to Harmer (2001,p.269) as cited in wahyuni (2016,p.6) states that comprehension of language feature is not only affected by competence to speak but also to get competence of get an information of language. This skill has to be learned by language learners.

According to Tarigan (1985,p.15) as cited in Anggiana's thesis (2011:15) explain that speaking is a skill of conveying word or sounds of articulation to express or to deliver ideas, opinion, or feeling. Speaking also has some aspect such as pronunciation, fluency, grammar, vocabulary, accuracy, and comprehension which used in communication.

Generally, speaking is a way to build a communication. It is used to share meaning through the use of words. Speaking is one of important aspects in human life process and also a crucial part of second language learning and teaching. It is a process that involves two or more people of sending and receiving message or information in oral communication to speak and express their ideas, feeling, and emotion to others. Therefore, speaking has received the greatest attention among both students and teacher.

In Indonesia, speaking has been taught to starting from junior high school to university. Based on curriculum 2013, senior high school students are expected to be able to speak in form of spoken or written, students should improve their communicative skill and they can learn how to interact with community such as social and culture. As we know that an international language is English, it is the reason why people compete to learn English as tool in this globalization era. Students have many problems in learning English. especially to speak English. It caused most of students think that speak English

is difficult because they have lack of vocabulary, they feel afraid and luck the confidence to speak in English, Etc.

This research is based on the preliminary research. By observation at MAN 3 Kota Jambi, learning English is still lack the attention of students. Learning English especially those related to learning speaking skills are still considered difficult by students. Learners still feel afraid and lack the confidence to speak in English. Therefore, students tend to be lazy, less motivated, less interested in learning English, felt bored, lack of concentration this has a direct impact on the low ability to speak English on students.

The students' problems in speaking English above are caused by some factors. According to Rababa' in Almira (2014) as cited in Wahidah (2016,p.3) pointed out that there are many factors that cause students having difficulties in speaking English as a foreign language. Some of these factors are related to the students themselves, the teaching strategies, the curriculum, and the environment. Factor that is related to the students is for example, the students have lack vocabularies, difficult to get meaning or understand the conversations, and keep the interaction going.

Therefore, important for English teacher to find out some solutions in teaching speaking. One of them, the teacher should find out new method that can increase the student's motivation to speak English and develop their speaking fluency. Motivation is also a factor that cause students having difficulties in speaking English as a foreign language. Some students usually have low motivation to speak English.

Based on the problems above, a teacher has to prepare interesting method to motivate students' spirit. To overcome these obstacles, we need more varied and interesting learning methods and involve students to actively participate in learning English. One method that can overcome these obstacles is the Talking Stick Learning Method and this method has not been used in this school.

The talking stick method is a method innovative learning, where learning is assisted with a small sticks that run in turns. Students who get the stick had the opportunity to answer questions from the teacher (Suprijono, 2011,p.109).

This method is useful because it is able to test the readiness of students, practice their skills in reading and understanding material lesson quickly, and invite them to stay ready in any situation (Huda, 2019,p.225).

The researcher will be try to apply an alternative method to solve these problems so that students will be easier to speak in English, because this method can make students share their different ideas or perspectives and can help students master spoken English. This method can also make students have more enthusiasm during the teaching and learning process in class because this method involves students to express answers or opinions when they get a stick (small stick) or turn, so this method is expected to help students to dare to express their opinions in English. According to Suprijono (2009,p.109) learning with the taking stick learning model can encourage students to be brave in expressing opinions. In addition, this method uses musical accompaniment in its application, so the learning process becomes fun and can increase students' interest and motivation in learning English. It is easy to be applied in the classroom and invite students to be more active in learning English.

The effectiveness of teaching speaking by using Talking Stick Method has tried out in many researchers. First, the research conducted by Ati' Mustamiddah (2018). The purpose of the research was to find out if there were significant differences students' speaking score after and before taught by using Talking Stick Strategy at second grade students of SMP Nusantara Tuntang. The research design is Classroom Action Research (CAR). The result shows that the passing grade is 70. The number of the students who pass the passing grade in the pre-test cycle 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%.

Another research condacted by Dila Vitalia (2016). This study about The Effectiveness of Using Talking Stick Method in Teaching Speaking at The Seventh Grade Students of SMP N 6 Purworejo. The research design is pre-experimental design using quantitative approach with one group pre-test post-test. Their post-test scores were higher than pre-test scores. The mean of pre-

test scores was 66.38 while the mean of post test scores was 68.41. It means that the use talking stick method is effective to students' speaking skill.

The another study related literature is come from Suci Cahyati (2016). This Study about the effectiveness of using talking stick strategy toward students' speaking skill at SMPN 5 Tulung Agung. This study intends to find out the students speaking score before being taught by using talking stick strategy and to find out the students speaking score after being taught by using talking stick strategy. The research design is pre-experimental design using quantitative approach with one group pre-test post-test. It could be seen from the result of the test score Speaking before they taught by using Talking Stick Strategy was 59,60. While the mean of students' scores after taught by using Talking Stick Strategy was 65,03. Based on the result of the research showed that the students' speaking achievement improves.

Based on previous study above, there are some difference between this study. If the previous study applied Classroom Action Research design and the pre-experimental design, in the three of previous studies above choose Junior high school, however the researcher choose Senior high school with quesi-experimental design. The researcher is interested in condacting research with the title **"The Effect of Using Talking Stick Method on Student's Speaking Performance at MAN 3 Kota Jambi".**

B. The Identification of Problems

Based on the observation conducted by the researcher find that most of students' have some difficult to speak in English. To solve this problem, the researcher identification the problem as follows:

1. Students in MAN 3 Kota Jambi have difficulty communicating verbally Using English.
2. Learners still feel afraid and lack of vocabulary and lack the confidence To speak in English.
3. Students tend to be lazy, less motivated and less interested in learning English.

C. The Limitation of the Problem

According to the identification of the problems above, the writer have to limit the research only focused on The Effect of Using Talking Stick Method on Students' Speaking Performance of Recount Text at 10th Grade of MAN 3 Kota Jambi in Academic Year 2020.

D. The Formulation of The Research

Based on the identification problems and limitation of the problem above, the researcher are formulated the problems as follows:

1. Is there any significant effect of the students' speaking performance after being taught by using Talking Stick Method at MAN 3 Kota Jambi?
2. Is there any significant difference between students' who are taught by using Talking Stick Method and those who are not at MAN 3 Kota Jambi?

E. The Objectives of The Research

To answer research formulation above, the objectives of the research are:

1. Find out the significant effect of the students' speaking performance after being taught by using Talking Stick Method at MAN 3 Kota Jambi.
2. Find out the significant difference between students' taught by using and those are not at MAN 3 Kota Jambi.

F. The Significance of The Research

The significant of the research are:

1. For the teachers

   The result of this study is expected to give contribution for the teacher, especially the English teacher of MAN 3 Kota Jambi with *talking stick method* enriches teacher's method to teach speaking in the classroom. So, teacher expands the ability to create innovation, effective strategies, and interesting teaching.
2. For the students

After having known the result of the advantages of using this method hopefully, the students' especially the students of MAN 3 Kota Jambi can interest to practice speaking English and make them enjoy expressing their feeling, idea, and opinion through *talking stick method.*

3. For the researcher

   It is expected that the result will give some knowledge and experience for the researcher in teaching and learning process, especially in teaching speaking using *talking stick method*. It is also can be used as new reference about method in teaching learning process especially in teaching speaking.

CHAPTER II
REVIEW OF LITERATURE

A. Theoretical Framework

1. The Nature of Speaking

There are many definitions to define what is speaking. First 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) cited in Yenti and Nanik (2012,p.33).

According to Mudini (2010,p.3) explains that essentially speaking is expression of one's thoughts and feelings in the form of sounds of language. Speaking ability is the ability to say the words for express thoughts, ideas, and feelings. The listener receives a message or information through tones, stresses, and pauses.

Speaking is more than just the pronunciation of sounds or words. Speaking is a tool for communicating ideas that are arranged and developed appropriate to the needs of the listener. Speaking is actually a process not ability, namely the process of delivering thoughts, ideas, ideas in spoken language to the communicant, that is someone else or yourself (Hartono, 2005,p.8).

According to Cameron (2001,p.40) cited in Nirmawati (2015,p.8) explains that speaking is the active use of language to express meanings so that other people can make sense of them. The ability to speak in public or the conversation well and smoothly by paying attention to good delivery procedures. Speaking performance by speaking experience and fluency in

Indonesia. Things that need to be done in speaking are fluency, mastering of vocabulary, gestures and mimic.

Based on the definitions above, the researcher infers that speaking is a process of sharing idea, knowledge, information, or opinion. Speaking is important skill that has to be taught in teaching English, because speaking is one of the four language skills which become priority in teaching English as a foreign language. Therefore, speaking skill should be taught to the students since they entered elementary school.

2. **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. The problems that Indonesian EFL learners face in developing their speaking performance relate not only to their linguistic and personality factors, but also the types of classroom tasks provided by the teachers. Thus, this section suggests that teachers have an important role in fostering learners' ability to speak English well. For this, teachers need to help maintain good relation with EFL learners, to encourage them to use English more often, and to create classroom activities in order to enhance students' interaction.

Brown (2000,p.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 (2000,p.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,p.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.

3. **Indonesian Learners Abilities in Speaking**

Indonesian students are mostly Non Native Speakers (NNS), they definitely face many problems, the use of Indonesian (Bahasa Indonesian) in daily activities influence their speaking skill in learning English. The development of their speaking skill also influences their ability.

According to Richard (2002) cited in Hanifah Hifni.et al (2018,p.1) Stated that a huge amount of people learning English in the world shows that they study English to develop proficiency in speaking. Therefore, some schools in Indonesia have started to encourage their students' speaking competence by having extra activities such as English club or extracurricular to improve the students' speaking that they do not obtain in the formal class.

Moreover, based on Wijaya and Rizkina (2015) study Indonesian students' willingness to communicate with English are still low. It is mostly affected by the teacher's roles as motivator and facilitator in helping the students to speak up and actively engage in classroom activities and communication. The students' also agree that the numbers of students

in the classroom influenced their motivations to speak, as the students do not have an equal chance to speak. Moreover, the Indonesian environment and society that are not supportive made the students feel anxious when speaking English.

Furthermore, the motivation of EFL (English as Foreign Language) learners is still a problem in Indonesian schools context. The problem is that many students in Indonesia show low motivation in learning English. They come to class to fulfill their attendance list. Most of them are passive in teaching and learning process. Only few are brave to communicate in English. They are shy to speak English. They feel hesitate that they produce a lot of mistakes when they communicate in English. Almost none of them practice English outside the classroom, especially in rural areas. Some learn English in order to gain their good English grades. They do not think what advantages they are able to get from their good English proficiency.

In Indonesia, most of English learners have bad motivation and have negative effects to the teachers' instructions in teaching because of misguided assumptions on the nature of English. Those assumptions are English is the most difficult language in the world, and the non-native speakers' speech organs and ear might not match English. H. Panggabean (2007) suggested that some useful activities to motivate learners to manipulate their potentials to learn English are listening to English radios and televisions, joining English speaking gatherings, taking to English native speakers, and getting access to internet.

Based on explanation above, the researcher concluded in Indonesian, most of English learners have bad motivation in learning English, the learners also assumptions are English is the most difficult language in the world and also there are some factors such as internal and external.

B. **Aspect of Speaking**

As speaking is a complex activity which contains many components or elements, five aspects needed to be concerned by the speaker if they want to

speak fluently. There are five aspects that learners should be aware of, which acclaimed by Brown (2004) is grammar, vocabulary, comprehension, fluency, and pronunciation.

1. **Grammar**

    Grammatical element is rule-based of a language that includes many elements such as morphology, syntax, vocabulary, and others. If the speaker does not know the pattern of a language, then the speaker will not be able to say the language itself. Knowledge of grammar is a vital part of a language learner to be able to speak appropriately and meaningfully.

2. **Vocabulary**

    Another critical element in teaching and learning speaking is vocabulary. Learners should be able to select suitable words in particular situations in order to make their speaking meaningful. Hence, students need to be able to comprehend each meaning in context and to find a proper word quickly to fit in the speech.

3. **Comprehension**

    The other element that needs to be considered is comprehension. Speaking itself has the purpose of transferring information to the speaker while comprehension relates to our capability to understand and to interpret what is said. In order to make the transfer process run smoothly and meaningful, we must understand the content of the speech, so that we can give the response.

4. **Fluency**

    In performing the speaking, the main goal itself is to speak without pausing and with no hesitation. According to Brown (2001), fluency is the ability to speak spontaneously, flow well, without having to stop and pause a lot. Therefore, in order to increase students speaking, the teacher should be able to make the students speak more than the teacher so that they can use the target language without any difficulty.

5. **Pronunciation**

Pronunciation focuses on production and perception of the sounds, stress, and intonation in English. In the case of speaking, pronunciation has a vital role. Speaking deals with how sound is produced, how words are adequately and correctly pronounced which affects the process of speaking. Without proper pronunciation, listeners cannot understand what another person says, and this will make the communication ambiguous.

C. Recount Text

1. Definition of Recount Text

There are some kinds of text that should be comprehended by students in the senior high schools. They are narrative, report, recount, descriptive, and procedure. According to Knapp (2005,p.224). Recount Text, basically it is written out to make a report about an experience of a series of related event. Another definition of recount text is According to Dirgeyasa (2016,p.2) cited in Lestari's thesis (2019,p.8), recount text is a text that retelling or recounting of an event or an experience in the past, the term of experience is what we do, feel, hear, read, even what we dream. Nurdiono (2015) states that recount text is a text which tells about something that happened in the past. The details in a recount text can include what happened, who was involved, where it took place, when it happened and why it occurred.

In brief, recount text is a text that retelling something related to the experience that happened in the past. In addition recount text are often tells about personal stories and can be factual or imagination.

2. The Social Function of Recount Text

The social fuction of recount text is to inform and describe past experiences by reteling events in order in which they happened (Dirgeyasa, 2016,p.3) cited in Lestari's thesis (2019,p.9). Siahaan and Shinoda (2008,p.9) argue the social function of recount text is to retell an event or entertain the readers. (cited in Juriah and Kusumawati, 2015).

From the definition above, we can conclude that the social function of recount text is to retelling the past events such as experiences and to entertain the readers through the recount text itself.

3. **The Generic Structure of Recount Text**

There are three generic structure of recount. They are cited in Helmi's thesis (2011,p.28):

1) Orientation: provides the setting and produces participants. It provides information about "who", "where", and "when".

2) Record of Events: tell what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and/ or evaluative remarks, which are interspersed throughout the record of events.

3) Re-orientation: optional-closure of events. It is rounds off the sequence of events.

4. **The Language Feature of Recount Text**

According to Anderson (1997,p.50) the language features usually found in recount text are:

1) Proper nouns to identify those involved in the text.

2) Descriptive words to give details about who, what, when, where, and how.

3) The use of past tense to retell the events.

4) Words that show the order of events (for example, first, next, then)

D.

The Example of Recount Text

Our Trip to the Blue Mountain

Orientation On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has big garden with lots of colourful flowers and a tennis court.

Event 1: On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats.

Event 2: On Sunday we went on the scenic skyway and it rocked. We saw cockatoos having a shower

Reorientation In the afternoon we went to home. It was an unforgettable experience

Reorientation In the afternoon we went to home. It was an unforgettable experience.

Talking Stick Method

1. Definition of Talking Stick Method

There are many models learning that can facilitate. The teacher carries out the main task as teacher. The one learning model that can be used by teachers in the process of teaching English is cooperative learning models talking stick. According to Suyatno (2011,p.15) cited in Lisdayanti. et al, (2014) States it is "Cooperative learning model is learning activities by the way in groups to help each other help construct Concepts, finish the conversation or inquiry". According to Suprijono (2009:58) the cooperative learning model will can foster effective learning that is learning characterized make it easier for students to learn something as useful as facts, skills, values, concepts, and knowledge. Learning model talking stick is a "learning model use the inner sticks learning process to achieve desired learning objectives" Ramadan, 2010).

According to Miftahul Huda (2019,p.224) talking stick is a method that was originally used by Native Americans to invite everyone to speak

or express their opinions in a forum (meeting between tribes), as stated Carol Locust (in Miftahul Huda, 2019,p.224), the talking stick has been used for centuries by Indian tribes as tools listen fairly and impartially. Stick talking often used by the council to decide who has the right speak up. At the time the chair of the meeting began to discuss and discuss problem, the leader must hold the talking stick.

The stick will move to another person if he wants to talk or respond to it. In this way the talking stick will move from one person to another if that person wants to express his opinion. When everyone starts talking, the stick then talks again to the chairman/ chair of the meeting. From the above explanation it can be concluded the talking stick is used as a sign of someone who has voting rights (Speaking) given in turns.

According to Suprijono (2009,p.109) learning with the Talking Stick learning model can encourage students to be brave in expressing opinions. Learning Talking Stick is learning used by teachers in achieving desired learning goals. Talking Stick as intended in this study, in the teaching and learning process in the classroom is oriented to the creation of conditions learning through stick games given from one student to other students when the teacher explains the subject matter and next ask questions. When the teacher finishes submitting question, then the student who is holding the stick is what get the chance to answer that question. This matter done until all students have the opportunity to have a turn to answer questions raised by the teacher.

Learning model Talking Stick is a method which is on originally used by indigenous people America to invite everyone speak or express an opinion in a forum (meeting between tribes), as stated by Carol Locust (cited in Widyatun,2012). "Model talking stick learning is a model learning that teachers use in achieve the learning objectives wanted"

According to Candler (2017) cited in Hanifah Hifni. et al,(2018,p.2) Talking stick is a method that uses a stick as a tool or instructional media, the person who holds the stick must answer questions from the teachers

after the students learn the material beforehand. It means that the talking stick is conducted using a stick, and only the student who is holding the stick can talk, and other students listen to the speaker.

2. Teaching Procedures of Talking Stick Method

According to Miftahul Huda (2019,p.225) steps in the model talking stick learning is as follows:

1) The first, the teacher prepares a stick length ± 20 cm.
2) The second, the teacher explains the material that will be learned, then give a chance of the students to read and learn them material.
3) The third, the students discuss of the matter on the text.
4) The fourth, after students have finished reading the material / textbooks and studying its contents, the Teacher invites students to close the reading content.
5) The fifth, the teacher takes the stick and gives to one of the students. Then teacher gives question to the students. The students holds the stick must answer the question or speak. The stick is rolled on again until each student gets the stick in learning process.
6) The sixth, the teacher concludes the material.
7) The seventh, the teacher gives evaluation and assessment.
8) The last, the teacher closes the learning process.

There are some steps to application of talking stick in teaching speaking as follows:

1) The first, the teacher prepares the materials and a stick.
2) The second, the teacher explains the main topic. Then, the students read and learn the materials for some minutes (10 minutes).
3) The third, the teacher commands the students to close their books and takes a stick.
4) The fourth, the teacher gives the stick to a student.
5) The fifth, the teacher sings a song or plays music while the stick moves one students to another until the song or music stops.

6) The sixth, the student who gets the stick must stands up and answers the teacher's questions, the student who get the stick can choose one of their friend to speak.

7) The seventh, the stick rolls on again until each student gets the stick and takes part in the learning process.

8) The last, the teacher gives the evaluation and makes conclusion.

3. **Advantages and Disadvantages of Talking Stick Method**

In every kind of cooperative learning model definitely have advantages and disadvantages. The advantages and disadvantages of Talking Stick Method is as follow:

a) **Advantages of Talking Stick Method**

According to Kurniasih and Sani (2015. p. 83), the Talking Stick Model has some adventages as follows: (1) Assess the students' readiness in learning; (2) Train students to comprehend the material quickly; (3) The students can express an opinion confidently; (4) Practice the students to learn material actively (learning before the lesson begins).

According to Ramadan (2010) stated that there are several advantages of the talking stick method such as:

1) Test student readiness.

In testing student readiness, the teacher must be able to condition how to make readiness in learning. "Readiness in learning is a test conducted in the initial conditions of a learning activity, in order to find out someone's readiness in giving responses or answers that exist in themselves for the achievement of certain teaching objectives." (Slameto,2006,p.25). Thus testing students' readiness in applying the Talking Stick model can appear when the teacher asks questions when learning activities take place.

2) Train students to read and understand the material quickly.

The application of the Talking Stick model can train students to read and understand quickly. This is because in this learning model students are trained to learn subject matter by testing students' understanding and knowledge. Thus with this understanding that becomes the base of discussion, and speed. A good reader will set the pace and choose the best path to achieve his goals.

3) Encouraging students to be more active in learning.

The application of the Talking Stick learning model can make students more active in learning. Arif Sadiman (2008,p.69). This is because in learning Talking Stick can train students in understanding the subject matter to be learned before the stick activities are carried out.

4) Students dare express their opinions

By applying the Talking Stick learning model students can express their opinions because they already have the responsibility when getting a stick which is then given a question by the teacher to answer it. Therefore, these students must be brave in expressing opinions according to their abilities.

In other word, using talking stick method have many advantages and really help to the students to learning English. This learning model was suitable for the students with using talking stick Method are to push up the students' motivation to speak, to give them the opportunity to speak, and actively engage in the classroom activities.

Kagan (2009) also added that talking stick has several advantages such as:

1. Talking structures that equalize communication, giving every student a chance to use and develop language skills;

2. Give each student an equal amount of time;

3. Students have the forum to sharpen their budding language skills.

b) Disadvantages of Talking Stick Method

According to Ramadan (2010) stated that there are several disadvantages of the Talking Stick Method such as:

1) Make students heart gymnastics.

During the Talking Stick learning students usually experience heart gymnastics which is, "Makes students tense and frightened by questions that will be given by the teacher". This model can motivate students to continue learning and prepare themselves to be able to answer questions instantly, so that it can influence student learning outcomes.

2) Fear of questions given by the teacher.

Other factors that cause fear of questions that will be given by the teacher from one another can be different, such as Fear of failure, Lack of confidence, trauma, Fear of being wrong, Fear of being judged poorly, and Lack of preparation in learning.

3) Not all students are ready to accept questions.

Another factor that makes not all students ready to accept questions from the teacher is cognitive factors and students' thinking processes that are different from one another. This can be seen when the teacher gives questions in learning, especially by using the Talking Stick learning model.

E. Previous Study

There are several studies about Using Talking Stick Method on Students' Speaking Performance that implemented successfully. First, Ati' Mustamiddah (2018) from State Institute for Islamic Studies of Salatiga entitled "How to Improve Students' Speaking Skills Using Talking Stick Strategy of Second Grade Students' of SMP Nusantara Tuntung. This study was conducted in

Classroom Action Research (CAR). The result shows that the passing grade is 70. The number of the students who pass the passing grade in the pre-test cycle 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 Second, Dila Vitalia (2016) from Purworejo Muhammadiyah University entitled "The Effectiveness of Using Talking Stick Method in Teaching Speaking at The Seventh Grade Students of SMP N 6 Purworejo. The research design is pre-experimental design using quantitative approach with one group pre-test post-test. Their post-test scores were higher than pre-test scores. The mean of pre-test scores was 66.38 while the mean of post test scores was 68.41.

The last, Suci Cahyati (2016) from state Islamic Institute of Tulung Agung entitled "The Effectiveness of Using Talking Stick Strategy Toward Students' Speaking Skill at SMPN 5 Tulung Agung" it could be seen from the result of the test score Speaking before they taught by using Talking Stick Strategy was 59,60. While the mean of students' scores after taught by using Talking Stick Strategy was 65,03.

Furthermore, the conclusion of the previous study have some differences with researcher's study. In this study, the researcher used quasi experimental design and quantitative approach. In the three of previous studies above choose junior high school students, however the researcher choose senior high school students.

Based on explanation above, the researcher is interested to investigate the study in **title "The Effect of Using Talking Stick Method on Students' Speaking Performance"**

F. Conceptual Framework

In learning English, there are four basic skills that should be mastered by the students which are listening, speaking, reading, and writing. Speaking is an activity used by someone to communicate with others. In English subject, there are many students who fell difficult in practice learning speaking, especially for Senior High School student. They are not confident to practice what they have learned at school. The students are seldom in English speaking skill.

There are several factors which become the difficulties in speaking, such as still feel afraid and lack the confidence to speak in English, poor in pronouncing their words, intonating their expressions, they are less in mastering vocabulary, students less motivated and less interested in learning English. Method is the practical realization of an approach. The originators of a method have arrived at decisions about types of activities, role of teachers and learners, the kinds of material which will be helpful, and some models of syllabus organization. Method includes various procedures and techniques as part of their standard fare. Talking stick is one of methods solve problems in speaking.

Talking stick method is a suitable method to be used in teaching Senior High School students. First, the students feel happy, enjoy and interest. As the result, teacher is easier to conduct the students in learning process. Second, the students became more active in doing activities such as; answering teacher's questions, speaking and working together with their friends. So, they do not feel bored in their study. Finally, they could improve their confidence in English class and this method makes the students brave to convey their idea.

G. Research Hypothesis

In this study, the researcher is going to make alternative hypothesis (H_a) and null hypothesis (H_0).

1. Alternative Hypothesis (H_a)

   There is significant effect of using talking stick method on students' speaking performance.

2. Null Hypothesis (H_0)

   There is no significant effect of using talking stick method on students' speaking performance.

CHAPTER III
METHODOLOGY OF RESEARCH

A. Time and Place of The Study

This study was conducted at MAN 3 Kota Jambi which is located on Jl. Lorong Slamet, Kel. Eka Jaya, Kec. Jambi Selatan, Kota Jambi. The writer chooses to condact the research at MAN 3 Kota Jambi with consideration is the accessibility of the school which near the researcher's rented house. The writer did the study and takes the data in the Second Semester of 10th Grade students and started on February – March 2020.

B. Research Design of The Study

For This study, the writer used quantitative approach. According to Creswell (2012,p.46) "Quantitative research is a type of educational research in which the researcher decides what to study; ask specific, narrow questions, collect quantifiable data from participants; analyse these numbers using statistics and objective manner."

In this research design is used Quasi-experimental method by using quantitative approach. The Quasi-experimental method is when the researcher can only assign randomly different treatment to two different classes. (Charles, C.M., 1995, p.247). Thus, quasi-experimental has procedure research fewer steps than the true experimental research as follow (Latief, 2015,p.97).

The researcher used pre-test post-test design. In this design the sample was divided into two groups randomly, the group is named with experiment group and control group. The first group is called the experimental group was given treatment by teaching talking stick method and the second group for control group by teaching conventional method then looks for the learning outcomes (Sugiyono,2012,p.76). The model of the research design is illustrated as follows:

Table 3.1

The Quasi-Experimental Design

Class	Pre-test	Treatment	Post-test
Experimental	O_1	X	O_2
Control	O_3		O_4

Source: Sugiyono, 2012, p.76

Note:

O1: Pre-test of experimental class

O2: Post-test of experimental class

X: Treatment in the experimental class

O3: Pre-test of control class

O4: Post-test of control class

C. Population and Sample

1. Population

According to Sugiyono (2015,p.117) defines population consist of objects or subject that has specific qualities and characteristics which set by the researchers to be learned and the make the conclusion. So, population is whole of the students that selected by researcher to conduct the study. The population of this reseach was all of the students in the 10th grade MIPA of MAN 3 Kota Jambi. There are 2 classes, X MIPA 1 and X MIPA 2. The total population is 60 students, consist of 12 boys and 48 girls.

Table 3.2

The Population of 10th Grade MIPA at MAN 3 Kota Jambi

No	Class	Total of Students
1	X MIPA 1	30
2	X MIPA 2	30
Amount		60

2. Samples

Sample is a students who taken from population by researcher to be researched. According to (Ridwan, 2010,p.56) the sample is part of the population that has certain characteristics or conditions to be examined. Based on this understanding it can be concluded that the sample is a portion of the population that can represent the characteristics possessed by the population.

In this research, the sample only two classes the researcher was apply the total sampling. In this case, the researcher choosed class X MIPA 1 as a control class and class X MIPA 2 as a experimental class. Each of the classes consist of 30 students in X MIPA 1 and 30 Students in X MIPA 2. Therefore the total numberof sample is 60 students.

D. Variable of The Research

Basically, research variables are everything in the form of what is determined by researchers to be studied in order to obtain information about it, then conclusions are drawn (Sugiyono, 2015,p.60). According to Latief (2015:14) State that in experimental design, there are two kinds of variable used in this research such as: Independent Variable and Dependent Variable. Those variable are:

1. Independent variable (X): Independent variable is often called as stimulus variable, predictor, and antecedent. Independent variable is a variable that affects or the cause of the change or appeared of dependent variable. Talking stick method is the Independent Variable in this research.

2. Dependent variable (Y): Dependent variable is often called as output variable, criteria, consistent. Dependent variable is the variable that is affected of the effect, because independent variable Students' speaking performance.

E. Technique and Instrument of Collecting the Data

1. Technique of Collecting the Data

To do this research, the researcher used speaking test. According to Arikunto (2012,p.127) test method is a test of questions or stimulus which is given to the student or the subjects or respondents obtain the answer or responses which can be used to measure the ability, skill, intelligence, knowledge, telent, or interest. In addition Latief (2015,p.102) explains that in experimental using pre-test and post-test, if the post-test user the same instrument with the pre-test, the students might be learned from the pre-test. The researcher are going to take the data by speaking test with both pre-test and post-test.

Table 3.3

The Process of Collecting the Data

X MIPA 1	Pre-test	Convensional Method	Post-test
X MIPA 2	Pre-test	Treatment	Post-test

First, the researcher will conduct the research by determining two groups, one of them as the experiment group (E) and as control group (C). Next, the researcher give pre-test for both experimental group. Third, experimental group is given treatment with talking stick method. Fourth, the researcher give post-test for both experimental group and control group to know the effect of the variable that given treatment. Fifth, the researcher analyse that result of pre-test and post-test from both groups by using t-test formula 5% significant level to know whether the mean differences was significant or not. Last, the researcher will make conclusion to answer the research problems.

2. Instrument of Collecting the Data

According to Brown (2004,p.3), "A test is a method of measuring a persons' ability, knowledge, or performance in giving domain". In this study, the researcher used speaking test by using oral test in pre-test and post-test. This design involved both group that pre-test O1 and and O3, a

treatment is X, and post-tested O2 and O4. The students will be given questions to test their speaking while the researcher applies it.

1. **Pre-test**

According to Creswell (2016,p297) definite a pre-test provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment. It means that pre-test is given before treatment. Both experimental and control group will give the same pre-test. The pre-test will give to the students' that aim to know the students' score before they get treatment. The score that students' got in pre-test aimed to know about the students' ability in speaking. The teacher gives the topic to the students and they answer orally. The test is spoken recount text about past experience. Students are given a pre-test to determine the initial state is there a difference between the experimental group and the control group.

2. **Post-test**

According to Creswell (2016,p.297) defines a post-test is a measure on some attribute or characteristic that is assessed for participants in an experimental after a treatment. It means that post-test is given after finished the treatment. The post-test is final test of the learning. The researcher gave the students same test. The post-test is given to know whether the treatments have or not to the students' ability in speaking. The researcher conducts post-test after treatment by using recount text about past experience. The test is about spoken test. The teacher gives questions to the students and they answer orally.

F. **Validity and Reliability of the Test**

1. **Validity of the Test**

Validity is the extent to which a test measure what is supposed to measure. In this research the test is analyzed by using content validity to measure the test is good or not. Referring to Brown (2004,p.22), a test is said to have content validity if the contents of the test are complied by items

that present students' competencies and abilities. Before the researcher implemented the research instrument, it was analysed or checked for its validity and reliability. In this research, the researcher consulted the instrument of the test with the advisors and the English teacher at MAN 3 Kota Jambi. The researcher will conduct the speaking performance test according to the standard competence and the basic competence of curriculum K13. The content of structure on the test must relate to the purpose of the test in speaking. It was appropriate for the 10th at MAN 3 Kota Jambi.

2. Reliability of the Test

According to Latief (2015,p.210) explains reliability of language skill assessment results refer to the degree of preciseness of representation of the language skill being assessed. According to Sugiyono (2013,p.128) states that reliabilities analysis use to examine constancy of test if it is given repeatedly for some object. To get the reliablility of the test, the researcher used inter reter reliability where the researcher involved two raters in scoring the students' speaking performance. The reter in this research are lecturer of English education program of STKIP YPM Bangko. The researcher chose the rater because she can understand every point in the scoring rubric. In this research, the researcher used reliability of pre-test and post-test from class X MIPA 1 and X MIPA 2. The researcher chose all of the students X MIPA from the data gained. In achieving the reliability of pre-test and post-test of speaking test, first and second reters discuss of the speaking criteria in order to obtain the reliableresult of the test.

G. Technique of The Data Analysis

1. Descriptive Analysis

Descriptive analysis employs the result of the mean and the standard deviation. Hatch and Farhady (1982,p.39) stated that descriptive analysis is

statistic used to summarize data. Mean and standard deviation are descriptive analysis.

2. Statistical Analysis

Statistical analysis is technique used to find the significant score before and after being taught by talking stick method.

Table 3.4

Criteria of Rubric Scoring

Range 100	Range 10	IKIP	Characters	Qualification
80 –100	8.0 – 10	8.1 – 10	A	Very good
66 – 79	6.6 – 7.9	6.6 – 8.0	B	Good
56 – 65	5.6 – 6.5	5.6 – 6.5	C	Satisfactory
40 – 55	4.0 – 5.5	4.1 – 5.5	D	Poor
30 – 39	3.0– 3.9	0 – 4.0	E	Very poor

Source: Arikunto. S (2012)

While the count to score are :

Table 3.5

Rubric of Speaking Assessment

Proficiency Description	Score					Weighting
Pronunciation	1	2	3	4	5	20%
Grammar	1	2	3	4	5	20%
Vocabulary	1	2	3	4	5	20%
Fluency	1	2	3	4	5	20%
Comprehension	1	2	3	4	5	20%

Source: Harris, 2005 (as cited in Aplilianis, 2019,p.29)

Then to get the mean of the scores from all criteria, the   researcher used   the formula, as follow:

$$\text{Score} = \left(\frac{Students'\,getting\,score}{Maximal\,score} \; x \; 100 \right) x\,weighting$$

The researcher analyzed the by using sample T-test with paired sample T-test and Independent sample T-test. Paired sample t-test is used to see whether or not there is significant improvement of students'

speaking performance before and after the treatment. The data will be calculated by using IBM SPSS 21. Before analyzing the data, the researcher are going to do normality and homogeneity test first.

a. Normality Test

Normality test aims to see whether the sample is normally distributed or not. Data normality test is performed on two groups, including data group experiment through learning models cooperative talking stick method and control group data with conventional learning. This test done to find out whether frequency distribution of scores on each variable have a normal distribution or not normality. In this study the researcher used Statistical Computation by using IMB SPSS (Statistical Program for Sosial Science) Version 21 for normality of test. The test of normality employed by using Shapiro Wilk. The hypothesis for testing the normality as follow:

H_0 = the data are normally distributed

H_a = the data are not normally distributed

The criteria acceptance and rejection of hypothesis were:

H_0 is accepted when the significance value is higher than 0.05

H_a is accepted when the significance value is lower than 0.05

b. Homogeneity Test

Homogeneity test is done to see whether the score of each variable has a homogeneous variance or not. Because there are only two groups of homogeneity test data used. In this study, homogeneity test used IBM SPSS version 21 for homogeneity of test. The test of homogeneity employed by using Levene's Statistic hypothesis for testing the normality as follow:

H_0 = the variance of data is homogeneous

H_a = the variance of data is not homogeneous

The criteria of the test:

H_0 is accepted when the significance is higher than 0.05

H_a is accepted when the significance is lower than 0.05

H. Statistical Hypothesis

Hypothesis is a statement or assumption about one population or more. In other words, the hypothesis is a conjecture or a guess at the solution to a problem or the status of the situation.

Ha$_1$: There is a significant effect of talking stick method on students' speaking performance at MAN 3 Kota Jambi

Ha$_2$: There is a significant difference of talking stick method on students' speaking performance at MAN 3 Kota Jambi

Ho$_1$: There is no significant effect of talking stick method on students' speaking skill at MAN 3 Kota Jambi

Ho$_2$: There is no significant difference of talking stick method on students' speaking performance at MAN 3 Kota Jambi.

I. Schedule of the Research

Schedule of this research can be changed because it is not permanent schedule. This schedule can be seen in table below:

Table 3.6

Research Schedule

No	Activities	Month																										
		December				January				February				March				April				May				November			
		1	2	3	4	1	2	1	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Proposal Arragement		V	V	V																								
2	Collecting data						V	V	V	V	V	V	V	V	V	V	V	V											
3	Research Improvement																		√	√	√	√	√	√	√				
4	Writing the research report																									√	√		
7	Publish the research																											√	

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Finding of the Study

In this chapter, the researcher used pre-test and post-test as instrument in collecting data. Finding of this researcher described which there were different result between students' who taught by using Talking Stick Method and students' who taught by using conventional method in teaching Recount Text. The data of students' speaking test in pre-test and post-test were scored by two raters, after the researcher got the data, the researcher employed SPSS (statistical product and service solution) version 21. The finding include: 1. Descriptive analysis of students speaking test 2. Statistical analysis of students' speaking test

1. Description of Data

The researcher was conducted in MAN 3 Kota Jambi in academic year 2019/2020. The sample of this research was 60 students of X MIPA 1 and X MIPA 2. The researcher give pre-test and post-test to the students. Moreover, the researcher collected the data by using speaking test. To calculate the English speaking test result, the researcher used rubric scoring by Harris. Which has several aspects such as pronunciation, grammar, vocabulary, fluency, and comprehension.

The goals of giving pre-test and post-test is to know student's speaking skill before and after treatment. Then the result of this research is to know the Talking Stick method is effective or not in teaching speaking.

The researcher analyzed the data from pre-test and post-test. Those were explained as follows:

a) The experimental and control class were given pre-test and post-test where the researcher given 3 topics and the students choose of the topic to speak orally in front of class the duration is about 1-2 minutes. The topic in pre-test and post-test were same.

b) The researcher scored the data by using Harris's formula.

In this research, the researcher showed the scores of pre-test and post-test that conducted in MAN 3 Kota Jambi.

Table 4.1

Criteria of Rubric Scoring

Range 100	Range 10	IKIP	Characters	Qualification
80 –100	8.0 – 10	8.1 – 10	A	Very good
66 – 79	6.6 – 7.9	6.6 – 8.0	B	Good
56 – 65	5.6 – 6.5	5.6 – 6.5	C	Satisfactory
40 – 55	4.0 – 5.5	4.1 – 5.5	D	Poor
30 – 39	3.0– 3.9	0 – 4.0	E	Very poor

Source: Arikunto. S (2012)

a. **Pre-test and post-test in Experimental Class**

Pre-test was conducted on February, 24th 2020 with 30 students and post-test was conducted on 2th March 2020 with same number of students in experimental class. In pre-test, the students were asked to tell one of three topics in the past experience (recount text) which are going to the zoo, going to the beach, and last holiday. Pre-test was checked to know students' speaking skill in speaking English. Whereas the post-test was given after giving treatment where the students were taught by using Talking Stick method. In post-test the students were given the same test where the students had to choose one of three topics in recount text such as going to the zoo, going to the beach, and last holiday. Post-test to find students' score after giving treatment.

Table 4.2

**Descriptive Analysis of Pre-test and Post-test**

In Experimental Class

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-test	30	38.00	74.00	1660.00	55.3333	8.98018
Post-test	30	54.00	96.00	2250.00	75.0000	10.50123
Valid N (listwise)	30					

From the calculation above, it was concluded that the total score of pre-test was 1660 while the highest score was 74 and the lowest score was 38. The mean of pre-test was 55.33 with standard deviation was 8.98018. Moreover, it can be seen that there was improvement on the students' speaking skill after treatment. The total score of post-test was 2250 while the highest score was 96 and the lowest score was 54. The mean score was 74.80 with standard deviation was 10.50123.

The researcher used SPSS statistics version 21 to know the frequencies and percentages score of pre-test and post-test, it can be seen from the diagram below:

Chart 1

Pre-Test in Experimental Class
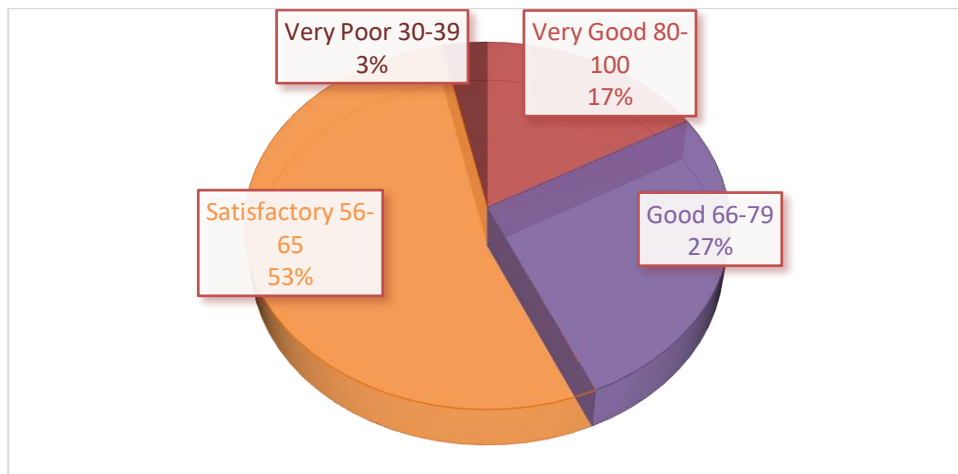
From the chart 1 above, it can be concluded that from 30 student, there were 5 students (17%) got score in interval 66-79 which could be categorized good, 8 students (27%) got score in interval 56-65 which could be categorized satisfactory, 16 students (53%) got score in interval 40-55

which could be categorized poor, and 1 student (3%) got score in interval <
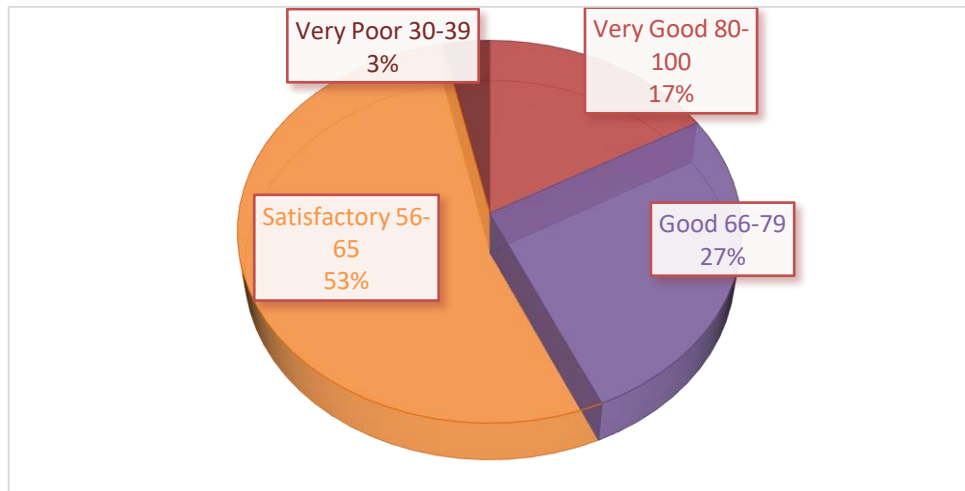39 which could be categorized very poor.

Table 4.3

The Distribution of Frequency of Students' Pre-test on
Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	38.00	1	3.3	3.3	3.3
	44.00	2	6.7	6.7	10.0
	46.00	1	3.3	3.3	13.3
	48.00	2	6.7	6.7	20.0
	50.00	6	20.0	20.0	40.0
	52.00	2	6.7	6.7	46.7
	54.00	3	10.0	10.0	56.7
	56.00	3	10.0	10.0	66.7
	58.00	1	3.3	3.3	70.0
	60.00	2	6.7	6.7	76.7
	62.00	1	3.3	3.3	80.0
	64.00	1	3.3	3.3	83.3
	68.00	1	3.3	3.3	86.7
	70.00	2	6.7	6.7	93.3
	72.00	1	3.3	3.3	96.7
	74.00	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

There are 30 students, there was a student (3.3%) who got 38.00,
while there were 2 students (6.7%) who got 44.00, while a student (3.3%)
who got 46.00, while there were 2 students (6.7%) who got 48.00, while there
6 students (20.0%) who got 50.00, while were 2 students (6.7%) who got
52.00, while were 3 students (10.0%) who got 54.00, there were 3 students
(10.0%) who got 56.00, while there was a student (3.3%) who got 58.00,
while there were 2 students (6.7%) who got 60.00, while there was a student
(3.3%) who got 62.00, while there was a student (3.3%) who got 64.00, while
there was a student (3.3%) who got 68.00, while there was 2 students (6.7%)

who got 70.00. Next, there was a student (3.3%) who got 72.00. Then, there was a student (3.3%) who got 74.00.

Chart 2

Post-Test in Experimental Class

From the chart 2 above, it can be concluded that from 30 students, there were 11 students (37%) got score in interval 80-100 which could be categorize very good, 14 students (47%) got score 66-79 which could be categorized good, 4 students (13%) got the score in interval 56-65 which categorized satisfactory, and 1 student (3%) got the score in interval < 55 which could be categorized poor.

Table 4.4

The Distribution of Frequency of Students' Post-test on

Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
	54.00	1	3.3	3.3	3.3
Valid	56.00	1	3.3	3.3	6.7
	58.00	1	3.3	3.3	10.0

64.00	2	6.7	6.7	16.7
66.00	1	3.3	3.3	20.0
68.00	2	6.7	6.7	26.7
70.00	3	10.0	10.0	36.7
72.00	1	3.3	3.3	40.0
74.00	5	16.7	16.7	56.7
76.00	1	3.3	3.3	60.0
78.00	1	3.3	3.3	63.3
80.00	2	6.7	6.7	70.0
82.00	2	6.7	6.7	76.7
84.00	1	3.3	3.3	80.0
86.00	1	3.3	3.3	83.3
88.00	3	10.0	10.0	93.3
92.00	1	3.3	3.3	96.7
96.00	1	3.3	3.3	100.0
Total	30	100.0	100.0	

There are 30 students, there was a student (3.3%) who got 54.00, while there was a student (3.3%) who got 56.00, while a student (3.3%) who got 58.00, while there were 2 students (6.7%) who got 64.00, while there ware 2 students (6.7%) who got 64.00, while was a student (3.3%) who got 66.00, while were 2 students (6.7%) who got 68.00, there were 3 students (10.0%) who got 70.00, while there was a student (3.3%) who got 72.00, while there were 5 students (16.7%) who got 74.00, while there was a student (3.3%) who got 76.00, while there was a student (3.3%) who got 78.00, while there ware 2 students (6.7%) who got 80.00, while there was 2 students (6.7%) who got 82.00. while there was a student (3.3%) who got 84.00, while there was a student (3.3%) who got 86.00, while there was 3 students (10.0%) who got 88.00. Next, there was a student (3.3%) who got 92.00, Then, there was a student (3.3%) who got 96.00

b. Pre-test and Post-test in Control Class

Pre-test was conducted on February, 26ᵗʰ 2020 with 30 students and post-test was conducted on March 4ᵗʰ 2020 with the same number of students in control class. In pre-test, the students were asked to tell in the past experience (recount text) one of three topics which are going to the zoo, going to the beach, last holiday. Pre-test was checked to know students' speaking performance in speaking English. Whereas in control class, the students' were taught by using conventional method. In post-test the students were given the some test where the students had to choose one of three topics such as going to the zoo, going to the beach. Post-test is find out students' score after giving treatment.

Table 4.5

Descriptive Analysis of Pre-test and Post-test

In Control Class

|	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pre-test	30	36.00	72.00	1604.00	53.4667	8.28681
Post-test	30	50.00	80.00	1852.00	61.7333	6.51223
Valid N (list wise)	30					

Fro

From the calculation above, it was concluded that the total score of pre-test was 1604 while the highest score was 72 and the lowest score was 36. The mean of pre-test was 53.46 with standard deviation was 8.28681. Moreover, it can be seen that there was improvement on the students' speaking skill. But the improvement is rather big. The total score of post-test was 1852 while the highest score was 80 and the lowest score was 50. The mean score was 61.73 with standard deviation was 6.51223.

The researcher used IBM SPSS statistics version 21 to know the frequencies and percentages score of pre-test and post-test, it can be seen from the chart below:

Chart 3

Pre-test in Control Class
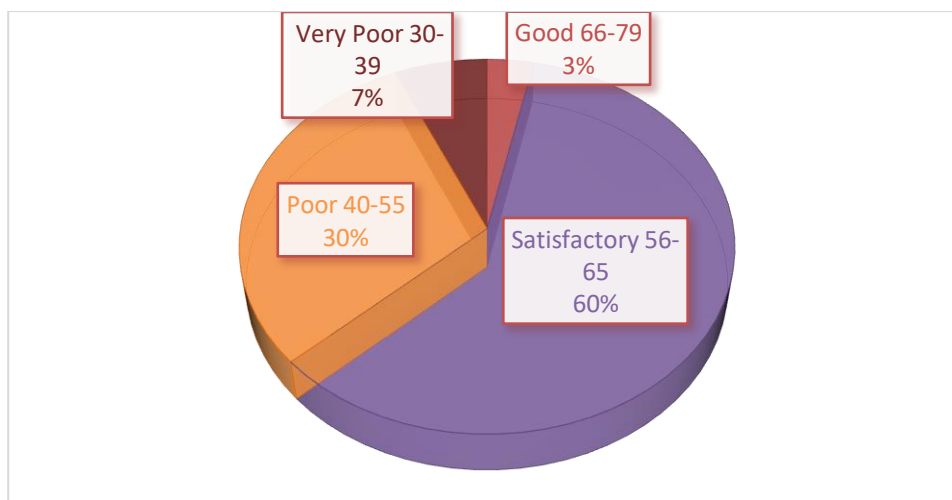
From the chart 3 above, it can be concluded that from 30 students, there were 2 students (7%) got score in interval 66-79 which could be categorized good, 9 students (30%) got score in interval 56-65 which could be categorized satisfactory, 18 students (60%) got score in interval 40-55 which could categorized poor, 1 student (3%) got score in interval < 39 which could be categorized very poor.

Table 4.6

The Distribution of Frequency of Students' Pre-test on

Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36.00	1	3.3	3.3	3.3
	40.00	1	3.3	3.3	6.7
	44.00	1	3.3	3.3	10.0
	48.00	8	26.7	26.7	36.7
	50.00	4	13.3	13.3	50.0
	52.00	3	10.0	10.0	60.0
	54.00	1	3.3	3.3	63.3

	58.00	3	10.0	10.0	73.3
	60.00	1	3.3	3.3	76.7
	62.00	1	3.3	3.3	80.0
	64.00	4	13.3	13.3	93.3
	66.00	1	3.3	3.3	96.7
	72.00	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

There are 30 students, there was a student (3.3%) who got 36.00, while there was a student (3.3%) who got 40.00, while a student (3.3%) who got 44.00, while there were 8 students (26.7%) who got 48.00, while there ware 4 students (13.3%) who got 50.00, while ware 3 students (10.0%) who got 52.00, while was a students (3.3%) who got 54.00, there were 3 students (10.0%) who got 58.00, while there was a student (3.3%) who got 60.00, while there was a student (3.3%) who got 62.00, while there were 4 students (13.3%) who got 64.00. Next, while there was a student (3.3%) who got 66.00. Then, while there was a student (3.3%) who got 72.00

Chart 4

Post-test in Control Class
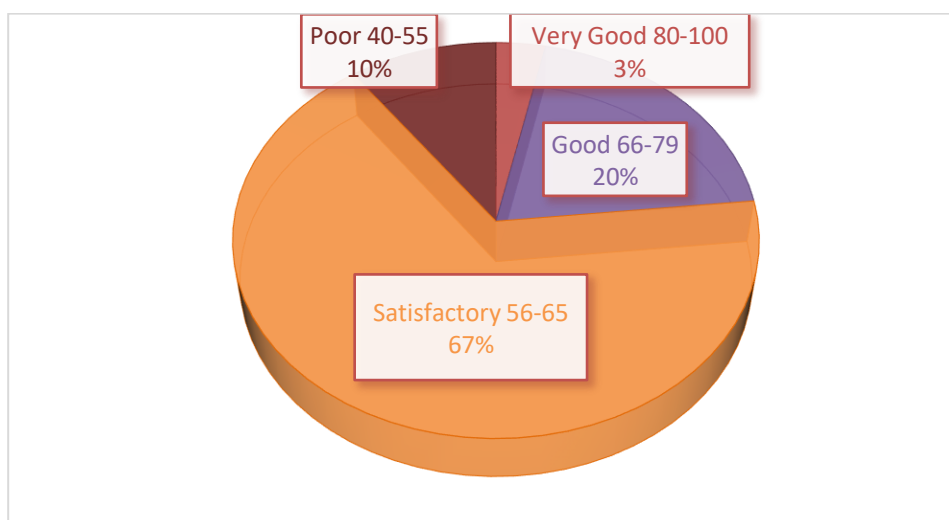
From the Chart 4 above, it can be concluded that from 30 students, there were 1 student (3%) got score in interval 80-100which could be categorized very good, 6 students (20%) got score in interval 66-79 which could be categorized good, 20 students (67%) got score in interval 56-65

which could be categorized satisfactory, and 3 students (10%) got score in interval < 55.

Table 4.7

The Distribution of Frequency of Students' Post-test on

Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50.00	1	3.3	3.3	3.3
	52.00	2	6.7	6.7	10.0
	56.00	4	13.3	13.3	23.3
	58.00	4	13.3	13.3	36.7
	60.00	4	13.3	13.3	50.0
	62.00	2	6.7	6.7	56.7
	64.00	6	20.0	20.0	76.7
	66.00	1	3.3	3.3	80.0
	68.00	2	6.7	6.7	86.7
	70.00	2	6.7	6.7	93.3
	72.00	1	3.3	3.3	96.7
	80.00	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

There are 30 students, there was a student (3.3%) who got 50.00, while there ware students (6.7%) who got 52.00, while there ware 4 students (13.3%) who got 56.00, while there were 4 students (13.3%) who got 56.00, while there ware 4 students (13.3%) who got 58.00, while there ware 4 students (13.3%) who got 60.00, while there were 2 students (6.7%) who got 62.00, while there were 6 students (20.0%) who got 64.00, while there was a student (3.3%) who got 66.00, while there were 2 students (6.7%) who got 68.00, while there were 2 students (6.7%) who got 70.00. Next, while there was a student (3.3%) who got 72.00. Then, while there was a student (3.3%) who got 80.00

B. Data Statistical Analysis of The Test

1. Normality of the Test

Normality test aims to see whether the sample is normally distributed or not. Data normality test is performed on two groups, including data group experiment

through learning models cooperative talking stick method and control group data with conventional learning. This test done to find out whether frequency distribution of scores on each variable have a normal distribution or not normality. In this study the researcher used Statistical Computation by using IMB SPSS (Statistical Program for Sosial Science) Version 21 for normality of test. The test of normality employed by using Shapiro Wilk. The hypothesis for testing the normality as follow:

H_0 = the data are normally distributed

H_a = the data are not normally distributed

The criteria acceptance and rejection of hypothesis were:

H_0 is accepted when the significance value is higher than 0.05

H_a is accepted when the significance value is lower than 0.05

Table 4.8

Normality Test of Pre-test

In Experimental and Control Class

Normality Pre-test	Shapiro-Wilk		
	Statistic	df	Sig.
Experimental	.951	30	.177
Control	.945	30	.124

a. Lilliefors Significance Correlation

Based on the table 4.4 above, Shapiro-Wilk mehod was used to calculate the normality test because the sample of research was 30 students. In addition, according to the significant level of 0.05, it can be presented that the significant value (Sig.) of the normality test of the pre-test in experimental class was 0.177 while the normality test of pre-test in control class was 0.124. However , the data can be said distributed normally if the significance value is higher then significance α (significance level). Based on the Table 4.3, the data showed that $p \geq \alpha (0.177 \geq 0.05)$ and $0.124 \geq 0.05)$ it means that in this study, the pre-test data was distributed normally and also all of the items of pre-test are suitable and able to dane by the 10th grade students

Table 4.9

Normality Test of Post-test

In Experimental and Control Class

Normality Post-test	Shapiro-Wilk		
	Statistic	df	Sig.
Experimental	.983	30	.903
Control	.965	30	.415

b. Lilliefors Significant Correlation

Moreover, according to the Table 4.5 above, Shapiro-Wilk method was used to calculate the normality test because the sample of research was 30 students. According to the table above, it can be seen that the significant value (Sig.) of the normality test of the post-test in experimental class was 0.903 while the normality test of post-test in control class was 0.415. In addition, the data can be said normally distributed if the significance value is higher than significance α (significance level). So, based on the Table 4.5, the data showed that p $\geq \alpha$ (0.903 $\geq$ 0.05) and (0.415 $\geq$ 0.05) which means that in this study, the post-test data was distributed normally because the significance value from both post-test from experimental class and control class were higher than significance level which was 0.05.

2. **Homogeneity Test**

Homogeneity test is done to see whether the score of each variable has a homogeneous variance or not. Because there are only two groups of homogeneity test data used. In this study, homogeneity test used IBM SPSS version 21 for homogeneity of test. The test of homogeneity employed by using Levene's Statistic hypothesis for testing the normality as follow:

H_0 = the variance of data is homogeneous

H_a = the variance of data is not homogeneous

The criteria of the test:

H_0 is accepted when the significance is higher than 0.05

H_a is accepted when the significance is lower than 0.05

Table 4.10

Homogeneity Test of Pre-test

In Experimental and Control Class

		Levene Statistic	df1	df2	Sig.
Students' Learning Outcome	Based on Mean	.050	1	58	.824
	Based on Median	.076	1	58	.784
	Based on Median and with adjusted df	.076	1	57.946	.784
	Based on trimmed mean	.044	1	58	.834

Based on the data in Table 4.6, the variance data of pre-test in experimental and control class was 0.824 which was higher than significant value 0.05. So it can be concluded that variance data was homogeneous and also the students from both experimenal class and control class have similar traits to done the pre-test.

Table 4.11

Homogeneity Test of Post-test

in Experimental and Control Class

		Levene Statistic	df1	df2	Sig.
Students' Learning Outcome	Based on Mean	5.897	1	58	.074
	Based on Median	5.064	1	58	.068
	Based on Median and with adjusted df	5.064	1	48.745	.068
	Based on trimmed mean	5.917	1	58	.078

Based on the data in Table 4.7, the variance data of post-test in experimental and control clss was 0.074 which was heigher than significant value 0.05. So it can be concluded that variance data was homogeneous and also the data showed that the students from both experimental class and control class have similar characteristics to done the post-test.

3. Hypothesis Test

1. **Paired Sample T-Test**

    Paired sample t-test is used to compare two paired related groups. In this the researcher used t-test formula by using IBM SPSS statistics version 21. Paired sample t-test is used to know whether or not there is significant effect to students' speaking skill before and after treatment.

    The criteria acceptance and rejection of hypotheses were:

    H_0 is accepted if Sig (Pvalue) $\geq \alpha = 0.05$

    H_a is accepted if Sig (Pvalue) $\leq \alpha = 0.05$

Table 4.12

Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	55.3333	30	8.98018	1.63955
	Post-test	75.0000	30	10.50123	1.91725

Table 4.13

Paired Sample T-Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test – Post-test	-19.66667	8.58360	1.56714	-22.87183	-16.46150	-12.549	29	.000

    The result of the test shows that there was a statistically significant improvement on students' speaking skill before using Talking Stick method (Mean= 55.33 Standard deviation = 1.63955), after using Talking Stick method (Mean= 75. Standard deviation= 10.50123). Based on the table 4.8 it shows that the value of paired samples t-test Sig. (2-tailed) was $0.000 \leq 0.05$, it means that H_a is accepted. It can be concluded that there is significant effect of Talking Stick method on students' speaking skill

2. **Independent Sample T-Test**

Independent sample t-test is used test to compare two means unrelated groups in order to determine whether there is statistical evidence that the associated population means are significantly different. The researcher used t-test formula by using IBM SPSS statistics version 21.

Table 4.14

Group Statistics of Independent Sample T-Test

Table 4.15		Class	N			Mean	Std. Deviation	Std. Error Mean
	Students' Learning Outcome	Experimental	30			75.0000	10.50123	1.91725
		Control	30			61.7333	6.51223	1.18897

Independent Sample T-Test

Based on the result of table 4.15 above, it showed that independent test Sig. (2-tailed)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	5.897	.018	5.881	58	.000	13.26667	2.25599	8.75081	17.78253
	Equal variances not assumed			5.881	48.431	.000	13.26667	2.25599	8.73173	17.80160

was $0.000 \leq 0.05$ it means that H_a is accepted.

Based on the result above, it shows that the mean of the differences is 13.26667 and the significant 2-tailed ≤ 0.05 ($0.000 \leq 0.05$). Therefore, it can be concluded there are difference effect of students' speaking between

experimental and control class. Although there is improvement in control class but not more than experimental class. To sum up, the researcher found that there was any difference significant effect of students' speaking skill between students who were taught by using Talking Stick method and students who were taught by using conventional method at MAN 3 Kota Jambi. To completed calculation can be seen table 4.10.

C. Interpretation

After collecting and analyzing the data of pre-test and post-test of experimental and control class by using SPSS 21. In this section, the researcher described the interpretation of the researcher result. The hypothesis of this research showed that using Talking Stick method on students' speaking performance at MAN 3 Kota Jambi in academic year 2019/2020 is effective. The aims of this research were to find out the effect of students' speaking performance after being taught by using Talking Stick method. Besides, it is to find out the significance different between students' who are taught by using Talking Stick method and those who are not.

The researcher noted some important information that can support this research. According to Table on 4.2, it presented the description of the experimental class score of pre-test, post-test and gained score. The students' speaking performance result in pre-test of experimental class was 1660. The mean score of pre-test was 55.33 with the lowest score was 38 and the highest score was 74. However, after implementing the talking stick method on the learning process, the result in post-test of experimental class was 2250. The mean score of post-test of experimental class was 75 with the lowest score was 54 and highest score was 96. So, it means that Talking Stick Method is effective to increase students' speaking performance at MAN 3 Kota Jambi. It can be seen on students' speaking score before get the treatmeants of Talking Stick Method ($55.33 \geq 75$).

Furthermore, in Table 4.5, it showed the description of the pre-test, post-test and guined score of control class who taught by using conventional method also increased, but it is not as same in experimental class. The students' speaking performance result in pre-test of control class was 1604. The mean score of pre-test of control class was 53.4667 with the lowest score was 36 and the highest score was 72. In addition, the students' speaking performance result in for the post-test score

was 1852 the mean score and in post-test, the amount of post-test of control class was 1852. The mean score of post-test of control class was 61.7333 with the lowest score 50 and the highest score was 80. So, it can be said that there is also improvement on students' speaking performance in control class even though they didn't get any treatments. It can be seen from the students' score who has improvement from 53.4667 to 61.7333. To sum up, the students speaking performance was good but it did not work well as well as by using Talking Stick Method.

Further, the researcher also did the normality test and homogeneity test in order to find out whether the data of this research is distributed normally and homogeneous. Based on the Table 4.8, it showed that the pre-test score of experimental class and control class are distributed normally because the significance level of both classes is higher than $\alpha = 0.05$ (0.177 > 0.05; 0.124 > 0.05). Also, for the post-test score of experimental class and control class, based on Table 4.9 showed that the data were normally distributed because the significance level of both classes are higher than $\alpha = 0.05$ (0.903 > 0.05; 0.415). in conclusion, both classes pre-test and post-test score were distributed normally because the significance level was higher than $\alpha = 0.05$.

According to the Table 4.10, it showed that the homogeneity of pre-test of both classes were higher than the significance level of $\alpha = 0.05$ with the significance value was 0.824 (0.824 > 0.05). In addition, Table 4.11 showed that the homogeneity of post-test score of experimental class and control class also higher than significance level of $\alpha = 0.05$ with the significance value was 0.074 (0.074 > 0.05). So, it can be concluded that the pre-test and post-test of both classes were homogeneous.

Based on the Table 4.12, the paired sample t-test, it shows that the result of the test shows that there was a statistically significant improvement on students' speaking skill before using Talking Stick method (Mean= 55.33 standard deviation= 8.98018), after using Talking Stick method (Mean= 75 standard deviation= 10.50123). Based on the table 4.13 it shows that the value of paired sample t-test Sig. (2-tailed) was $0.000 \leq 0.05$, it means that H_a is accepted. It can be concluded that there is significant effect of Talking Stick method on students' speaking performance. Moreover, based on the independents sample t-test that the value Levene's test for equality of variances score is 5.897 (p=0.018) because Pvalue

higher than 0.05, it can be concluded that the data was variance or homogenous. While the data was homogeneous, it was showed in table that independent t-test Sig. (2-tailed) was $0.000 \leq 0.05$ it means that H_a is accepted.

Furthermore, based on the result above that the mean score of experimental class is higher that control class ($75.00 \geq 61.73$) with the significant difference between experiment and control scores.

According to Agus Suprijono(2015,p.128), it is stated that Talking Stick Method is one of cooperative learning strategy where students are encouraged to be brave in expressing their own opinions to the others by the helping of the sticks. In addition, Laura Candler(2013,p.1) as cited in Pramono (2019,p.20) stated that talking stick is a management stategy that involves all students to participate equally in a discussion.

To sum up, the students'speaking performance is better than before given treatment where it can be seen amount of pre-test and post-test in experimental class. The students' speaking skill result in pre-test was 1660 and post-test the students' speaking performance result was 2250. Those means that there is a significant effect of Talking Stick on students' speaking performance at MAN 3 Kota Jambi. It can be concluded that H_a is accepted and H_0 is rejected. The finding of this research that there was a positive effect of students' speaking performance which taught by applying Talking Stick at MAN 3 Kota Jambi.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the calculating result presented in the chapter IV, there are some conclusions which are can be drawn as follow.

1. Based on the paired sample t-test, it shows that there was a statistically significant improvement on students' speaking skill before using Talking Stick method (Mean= 55.33 Standard deviation= 8.98018), after using Talking Stick method (Mean= 75 standard deviation= 10.50123). The value of paired sample t-test Sig. (2-tailed) was $0.000 \leq 0.05$, it means that H_a is accepted. It can be concluded that there is significant effect of Talking Stick on students' speaking performance.

2. Moreover, based on the independents sample t-test shown that the mean of the differences is 13.26667 and the significant 2-tailed ≤ 0.05 ($0.000 \leq 0.05$). Therefore, it can be concluded there are difference effect of students' speaking between experimental and control class. Although there is improvement in control class but not more than experimental class. To sum up, the researcher found that there was any difference significant effect of students' speaking skill between students who were taught by using Talking Stick method and students who were taught by using conventional method at MAN 3 Kota Jambi.

B. Suggestion

After concluding the research, the researcher give some suggestions for teacher, students, and other researcher. They are presented as follow:

1. For teacher

    The teacher can apply various method in teaching English to increase students' speaking skill. By implementing the various study. The students can feel happy and enjoyable in studying English. Talking Stick can be applied to teach English especially to increase students' speaking performance. And English ⁵³ s also need to increase their motivation

and make then love English subject. The tenth grade students' Speaking performance of MAN 3 Kota Jambi is not quite good. That is way the teacher has to keep motivating students.

2. The students should pay attention the teacher's explanation. And students should realize that they have main role in learning activity especially in curriculum 2013 which uses student-center approach. It means that the successful of teaching and learning activity is based on them. And the students' should be active in teaching learning process and are not afraid to English lesson.

3. Further researchers who are interested in doing similar study should understand the problems deeply in order get better research result and also should use the media or method that make students interested in the material and understand easily.

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