"IMPROVING STUDENTS' SPEAKING SKILL BY USING TALKING STICK AT THE EIGHT GRADE OF SMP NEGERI 2 MALANGKE BARAT"

A THESIS

Submitted to the English Study Program of Tarbiyah and Teacher Training Faculty of The State Islamic Institute of Palopo For S.Pd Degree in English Education

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PRONOUNCEMENT

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Declares that thesis I wrote to fulfill of requirement for the degree of SarjanaPendidikan (S.Pd) in Tarbiyah Department, the State Institute for Islamic Studies Palopo entitled, "Improving Students' Speaking Skill by Using Talking Stick at the Eight Grade of SMP Negeri 2 Malangke Barat"is truly my original work. It does not incorporate any materials previously written or published by another person except does indicated in quotations and bibliography. Due to this fact, I am the only person responsible for this thesis if there is any objection and claim from others.

Palopo, 10th January 2017

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THESIS APPROVAL

The thesis entitled "**Improving Students' Speaking by Using Talking Stick at the Eight Grade of SMP Negeri 2 Malangke Barat**" which is written by **YULIANTI TASMIN**, REG Number. 12.16.3.0079, English Study Program of Tarbiyah and Teacher Training Faculty the State Institute for Islamic Studies Palopo. It has been examined and defended **in Munaqasyah Examination** session which is carried out on **Tuesday, December 27th 2016.** It is authorized and acceptable as partial fulfilment of requirement for S.Pd. degree in English language teaching.

Palopo, January 12th 2018

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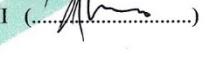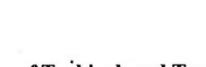
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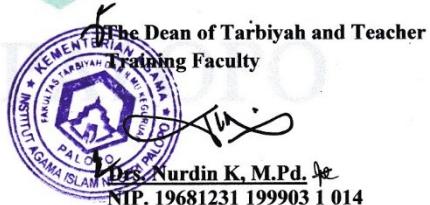
ABSTRACT

Yulianti Tasmin, 2016. *"Improving Students' Speaking Skill by Using Talking Stick at the Eight Grade of SMP Negeri 2 Malangke Barat"*. Thesis English program study of tarbiyah and teaching study IAIN palopo, Consultant (I) Abbas Langaji, (II) Masruddin.

Key words: Improving, speaking skill, Talking Stick.

This thesis deals with Improving students speaking skill by using talking stick at the eight grade of SMP Negeri 2 Malangke Barat. The problem statements of this thesis "Is there any improvements of students' speaking skill by using talking stick in SMP Negeri 2 Malangke Barat specially for the eighth grade and how are the students response towards the using talking stick to improve the students' speaking skill in SMP Negeri 2 Malangke Barat?".

This research used pre experimental method with pre-test and post-test design. The pre-test was given to know the students' speaking skill before given treatment. The post-test was given to know the students' improvement in speaking skill after given the treatment, and researcher used talking stick as a strategy. The population of this research was the eight grade students of SMPN 2 Malangke Barat and the researcher used purposive sampling which taken from class VIII.D consist of 20 students as the samples that used by researcher.

The result of this research showed that there were significant improvements on students' speaking skill at the eight grade students of SMP N 2 Malangke Barat after conducting the treatments by using talking stick than before get treatment. It means that talking stick gives significant improvement to the students' speaking skill. The other side the researcher found almost all of the students gave positive response toward talking stick in learning speaking.

CHAPTER I

INTRODUCTION

A. Background

Language is the institution where by humans communicate and interact with each other by means of habitually use oral-auditory arbitrary symbol.[1]

English is one of language frequently used by many people in the world. Therefore, it is considered as one of international language. As an international language used in many purpose of people activities. So, English is used in both formal and informal education either as second or foreign language.

In the other side, English is an important language in the world. It is used as the main language of international communication and also as a tool of obtaining knowledge and acquiring cultural of one society. The other side English is one of key the language. Language and humans are two things which can not be separated.

In Indonesia, English is very important to learn, because in Indonesia there are many work institutions demand the employed with an English ability as a requirement, English has been though in many tertiary levels of school, from elementary school to senior high school, even at university.

In English there are four skills and the four skills are listening, speaking, reading, and writing. Speaking seems intuitively the most important: people who know a language are referred to as "speakers" of that language, as is speaking

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1 Hall, *Definition of Language*, http://www.britanica.com//../Language (March 24th 2016)

included all the kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak.[2]

Speaking skill is one of difficult skills in learning English. It is a form to get information through oral communication. As a human being, we always need communication to express our ideas. Speaker talks in order to have some effects on their listener. They assert things to change their state of knowledge. We have to study about speaking to create a good communication. By communication we can share ideas, information, feeling and images all the time.

Based on the observation on 9th November 2015 by the interviewing with one of the student at the SMP Negeri 2 Malangke Barat and one of the teacher from that school. Based on the observation the student said ” I can't speak in English because my teacher just give us assigment and never explain about it.” The other side the teacher said “I think for them just need grammar in this moment and I feel for focused in speaking they can course maybe.” Based on the interview with the student and the teacher I am interested to improving the students speaking skill at the SMP Negeri 2 Malangke Barat because I think that there the students need basic of speaking to improve their speaking skill.

Speaking is important for language learners, it is because with the speaking we can get what the people mean and what the people want. The other side there are many methods or strategy which can improve students' English Speaking skill, and one of them is how to improve students' speaking skill by using talking stick.

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2 Penny Ur, *A Course in Language teaching*, (1st edition, Cambridge; Cambridge University Press, 1996), p.120

Willis states that the main aim of learning a language is to learn and to communicate in that language. She further states that if you understand what a student says despite of his mistakes, that he has communicated successfully or he has gained speaking skill.[3]

Based on the background above, I was interested in carrying out an experiment research on the title of *Improving Students' Speaking Skill by Using Talking Stick at The Eight Grade of SMP Negeri 2 Malangke Barat.*

Based of the title above, I hope and all the teachers hope the students can improve their speaking skill.

B. Problem Statetment

1. Is there any improvement the students' speaking skill by using talking stick in SMP Negeri 2 Malangke Barat specially for the eighth grade.

2. How are the students response toward of the using talking stick to improve the students' speaking skill in SMP Negeri 2 Malangke?

C. Objective of the Research

1. To find out a method of improving the English speaking skill of the eighth grade of SMP Negeri 2 Malangke Barat use of talking stick.

2. To find the students response toward of talking stick to improve the students' speaking skill in SMP Negeri 2 Malangke.

D. The Significance of the Research

This research will expected to be meaningful contribution for:

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3 Jane Willis, *Theaching English Through English,* (London, Longman 1981).p.13

1. For teacher, this research can give information how to teach speaking and improve the students' speaking skill.

2. For students, it can improve students' speaking skill by knowing the good way in listening speaking skill.

3. For other research, it can be reference for the researcher as contribution to develop speaking skill.

E. Scope of the Research

This research will focus on the method of improving the speaking skill of the eighth grade of SMP Negeri 2 Malangke Barat. It is focused on three aspects of speaking namely: fluency, accuracy and comprehensibility.

F. Operational Definition

1. Improving

The students make better. It means they can improve their vocabulary to support in their speaking.

2. Speaking

Speaking is of language skill which needs active involvement, the ability of students to speak and to express their ideas and to uses in their daily communication.

3. Talking stick

Talking stick is one of technique that can make the students. Speak up in speaking class. Student can express the idea confidently.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

In writing this thesis, the research found some research related to this research as follows:

Taylor (2011) conducted a study on the effectiveness of self and peer-review on communication apprehension and speech performance of undergraduate students. The purpose of this study was to determine if self- and peer-reviews affect communication apprehension and speech performance in undergraduate students. Data were collected from 183 participants who were registered in a public speaking course. A two-way mixed model analysis of variance was used to compare the differences in participants' pretest and posttest scores of the public speaking communication apprehension-Public Speaking Subscale. The results from the data suggested the difference in the post-test scores of the self-review and the peer-review groups were not significant. A two-way mixed model analysis of variance was also conducted to determine if any differences existed in the participants' speech performances on three speeches over time. Students in the peer-review group showed significantly better scores on their speech performance evaluations from speech 1 to speech 3 compared to students in the self-review treatment.[4]

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[4] Taylor, A. D. (2011). *The effectiveness of self-and peer-review on communication apprehension and speech performance of undergraduate students*. A PhD thesis- University of South Alabama – College of education.

Pribyl et al. (2001) conducted a study to test the effectiveness of a skills-based program as a method for reducing anxiety during public speaking. Twenty-five Japanese college sophomores were exposed to a systematic approach for developing a presentation that was theoretically linked to mechanisms to reduce communication apprehension (CA). Students gave four presentations that were graded by both teacher and peer evaluation. Results indicated that the experimental group reported a significantly greater drop in public speaking anxiety than did a control group of 86 students.[5]

Castillo (2010) conducted a study to assess the effectiveness of public speaking instruction on students' cognitive learning, skill development, and communication apprehension. Participants in this study included 140 undergraduate students at a university in the South-Western United States. Hypotheses and research questions focused on determining whether public speaking instruction makes a difference for students who receive instruction as opposed to students who do not on three learning outcomes: cognitive, behavioural, and affective. Results of the study are discussed. Conclusions, limitations, and topics for further research are addressed.[6]

Johnson (2012) conducted a study to examine the effect of previous public speaking instruction, public speaking extra-curricular activity, gender, and self-esteem on public speaking anxiety for students in a college-level public speaking

[5] Pribyl, C. B., Keaten, J., & Sakamoto, M. (2001). *The effectiveness of a skills-based program in reducing public speaking anxiety*. Japanese Psychological Research Short, 43(3), 148–155.
[6] Castillo, G. A. (2010). *Assessing the effectiveness of public speaking Instruction on students' cognitive learning, skill development, and communication apprehension*. MA thesis, Graduate School of the University of Texas-Pan American.

course. Results indicated students with prior instruction or public speaking extra-curricular experience had lower levels of public speaking anxiety. No significant difference was found with regard to gender and self-esteem as moderators on previous public speaking instruction.[7]

B. Theories of Speaking

1. Definition of Speaking

Speaking a language is especially difficult for foreign language learners because effective oral communication require the skill to use the language appropriately to social interaction. Where communication is the output modality and learning is the input modality of language acquisition.[8]

Speaking is used for many different purpose, and each purpose involves different skills and speaking is fundamentally on instrument act. Speaker talks in order to have some effect one their learners and we many use speaking to describe things to explain about people's behaviour, to take polity request, or to entertain people with jokes and another.[9]

According to Freeborn that speaking is a media for language consist of sound same of difference are the result of the fact that we listen to speak, and usually we can see who is talking to us communication through the sense of touch alone possible.[10]

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7 Johnson K. H. (2012). *The effect of a high school speech course on public speaking Anxiety for students in a college-level public speaking class*. PhD dissertation, Faculty of Trevecca Nazarene University School of Education.

8 H. Dougles Brown, *Principle of Language Learning and Teaching*, New York: Prentice Hall.1980

9 Jack C. Richard. Willy A. Renadya, *Methodology in Language Teaching an Anthology of Current Practice*, USA: Cambridge University Press. 2002

10 Dennis Freeborn, *Varieties of English* (London: Macmillan Education, 1989),p.86.

We all have something to talk about and everything we say have some influence. We may get the other to agree or we may encounter resistance, but we do not cease to influence. As long as we are alive, we continue to communicate. When we talk we communicate something.[11]

Speaking is a skill. People willing be able to speak as a foreign must practice and practice to use the language. It is impossible to be successful to speak only relying on learning the knowledge of the language without any practice.

According to Richards and Willy A. Renandya say that speaking is one of the elements of communication. Where communication is the output modality and learning is the input modality of language acquisition.[12]

As a human being we always need communication to express our idea to do everything, what's more as a students or learners they have to speak with their teacher as long as in learning process to express their idea. As Kang Shumin in Richards.

Therefore, in formal environment between teachers and students have to always interact to make communication. Because in fact, much of our daily communication remain interactional. Being been able to interact in a language is assential. Therefore, language instructors should provide learners with opportunities for meaningful communicative behaviour about relevant topic by using learner. Learner interaction as the key to teaching language for communication because communication derives essentially from interaction.

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11 Jerome Zolten, *Speaking To An Audience* (ITT Bobbs-Marril education, 1985),p.13.
12 Brown H. Douglas.2001. *Teaching By Principle: An Interactive Approach to Language Pedagogy*.2nd Ed. NewYorkL: Longman Inc.

In another view, speaking is fundamentally and instrumentally act. Speaker talks in order to have some effect on their listeners. They assert things to change their state of knowledge. They ask them questions to get them to provide information. They request things to get them to do things for them. And they promise, warn, and exclaim to affect them in still other ways. The nature of the speech act should therefore play a control role in the process of speech production. Speakers begin with the intention of affecting their listeners in a particular way. And they select and utter a sentences they will bring just this affect.[13]

2. Supporting Factors

There are some factors for students study English. The factors are:

a. If they look someone or people in area speak English with the fluently so they will study and try to speak English also.

b. The students interest in English speaking.

c. The students want to improve their speaking skill by the good method for them.

d. They join English private course.

e. They are interest to learn English because they wanted to get a better future life.

f. They are interest to learn English because they think sometime they can around the world.

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13 Clark, Herbet. H. and Eve V. Clarck, 1997. *Phychology and Language: An Introduction to Psycholinguistic* United State of Amerika: Harcut Brace3 Javanovich Inc.

3. The Role of Speaking

Speaking is a means of communication. Communication is contact relation between human beings individually or groups.[14] According to Richards and Willy A. Renandya that speaking is one of the central elements of communication. The function of spoken language area interactional and transactional, because much of our daily communication remains interpersonal.

Rivers states that in speaking, we are not conveying to the receiver a meaning clothed in words but by our words we are arousing within the receiver associions and expectations which will enable that person to form an iterpretation of the intention of our massage.[15] Nida maintains that receivers of messages are often encoding parallel messages as they listen. They think the emitter is trying to convey. In this case Nida in Rivers say is shown by the fact that when the speaker pauses, listeners often supply what they consider to be the appropriate words.

4. The Problem of Speaking

There are some characteristics can make speaking difficult. As Brown demonstrates some of characteristic of spoken language can make oral performance easy as well as, in some cases difficult:

a. Clustering

Fluent speech is phrasal, not words by words. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

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14 Syaiful Bahri Djamarah, *Pola Komunikasi Orang Tua dan Anak Dalam Keluarga: Sebuah Perspektif Islam*, cet.V., Jakarta: Rineka Cipta, 2004,p.9.

15 Wilga M.Rivers, *Teaching Foreign Language Skills* (Ed. II. London: The University of Cicago Press, 1981). P.222

b. Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize in this feature of speak language.

c. Reduce forms

Contraction, elisions, reduce vowels, etc., all form special problem in teaching speak English.

d. Performance variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, backtracking and correction.

e. Colloquial language

Make sure your students are reasonable well acquainted with the words. Idioms and phrases of colloquial language and those they get practice in producing these forms.

f. Rate of delivery

Another salient characteristic of fluency is rate of delivery. How to help learners achieve and acceptable speed along with other attributes of fluency.

g. Stress, rhythm and intonation

The most important characteristic of English pronunciation, as well be explain below. The stress time rhythm of speak English and its intonation patterns convey important messages.

h. Interaction

Learning to produce moves of language in vacuum without interlocutors will rob speaking skills of it is richeser component: the creativity of conversational negotiation.[16]

5. Aspects of Assessing Speaking

The main objective of teaching spoken language is the development of the ability to interact successfully in that language and this involves comprehension as well as production.[17] Testing students spoken language command is one of the most important aspects of an overall evaluation of the students language performance. Rasyid and Hafsah J.Nur divide speaking skill into two features, first is competency features that consists of fluency and accuracy, and the second is performance features that consists of content and interaction. Appropriacy is the ability in use of language generally appropriate to the function.[18] Syah says that appropriacy is use lexical, phonology and intonation properly and fairly base on situation and condition. In this case, performance features are the appropriateness in using language. [19]

Based on statement above, the writer divides speaking skill into three main components, as follows:

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          H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*; Second Edition. New York: Longman. Inc. p.268
          17 M. Basri Wello and Hapsah Amin J Nur, *An Introduction to ESP*. (Ujung Pandang: CV. Sunu Baraya, 1999), p.71.
          18 Muhammad Rasyid and Hafsah J. Nur, *Teaching English and Foreign Language*, p.201.
          19 Djalius Syah, *International English Conversation*, p.200

a. Fluency

Fluency is the ability to produce what one whishes to say smoothly and without undue hesitation and searching.[20] Speak without too great and effort with a fairly wide range of expressions. In the past research Rasyid and hapsah J. Nur find that in the students' speaking skill they were fairly in interaction with speak of 75 – 89 words per minute. With not more that 3 false and repetitions and not more that 7 fillers per 100 words.

b. Accuracy

Accuracy is the ability in use the target language clearly intelligible pronunciation, particular grammatical and lexical accuracy. Accuracy is achieve to some extend by allowing students to focus on the elements of phonology grammar and discourage in their spoken output.[21]

In testing speaking proficiency, we use some elicitation technique. Elicitation technique is the ways to get students to say something in speaking test.

c. Comprehensibility

Comprehensibility is the ability to understand quite well to the topic nomination with considerable repetition and repharasing. Comprehension is exercise to improve one understands.[22]

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20 J.B. Heaton,. 1998. *Writing English Language Test*. New Edition: Longman., p.43

21[21] Brown, H. Douglas. 2001. *Teaching by Principles*: *An Interactive Approach to Language Pedagogy*; Second Edition. New York: Longman. Inc. p.268.

22 Martin H.Manser, *Oxford Learners' Pocket Dictionary*, (Ed. II; Oxford: Oxford University Press, 1995), p.8.

6. Strategies For Developing Speaking Skills

Learning to speak a foreign language requires more than knowing it is grammatical and semantic rules. Learners must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchanged, in which many factors interact. Therefore, it is difficult for English foreign language adults, to speak the target language fluently and appropriately. In order to provide effective guidance in developing competent speakers of English, it is necessary to examine the factors affecting learners' oral communication, components underlying speaking proficiency and spesific skill or strategies used in communication.

Students often think that the ability to speak language is a product of language learning, but speaking is also a crucial part of the language learning process. Effective teachers teach students using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors help students learn to speak so that the students can use speaking to learn.[23]

a. Using minimal responses

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such

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[23] http://www.nclrc.org/essentials/*speaking*/stratspeak.htm.Accessed on july 15, 2013.

responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

 b. Recognizing scripts

  Teachers can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, teacher can give students practice in managing and varying the language that different scripts contain.

 c. Using language to talk about language

  Language learners are often too embarassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Teachers can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

7. Type of Classroom Speaking Performance

 a. Imitative

  A very limited portion of class room speaking time may legitimately be speech generating human tape recorder speech, where for example learners practice an intonation contour or try to pinpoint a certain vowel sound.

b. Intensive

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

d. Responsive

A good deal of student speech in the class room is responsive short replies a teacher or student. Initiated questions or comment. Such speech can be meaningful and authentic.

e. Transactional (dialogue)

Transactional dialogue, carried out for the purposes of conveying or exchanging specific information is an extend form of responsive language.

f. Interpersonal (dialogue)

Interpersonal dialogue, carry out for the purpose of maintaining social relationship than for the transmission of fact and information.

g. Extensive (monologue)

Student at intermediate to advance levels are call on to give extend monologue in the form of oral reports summaries or perhaps short speeches.

C. Method in Teaching Speaking

1. The Audio-Lingual Method

Audio language method had a greater impact on foreign language teaching than any other method. Unlike some of the more loosely formulated method

which grew out humanistic psychology, it consits of highly coherent and well developed classroom pedagogy, with clear links between theory and practice.[24]

The Audio Language Method, like the Direct Method we have just examined, has a goal very different from that of the Grammar Translation Method. The Audio-Lingual Method was developed in the United States during Word War II. At that time there was a need for people to learn foreign language rapidly for military purpose. As we have seen, the Grammar-Translation Method did not prepare people to use the target language. While communication in the target language was the goal of the Direct Method, there were at the time exciting new ideas about language and learning emanation from the disciplines of descriptive linguistics and behavioral psychology. These ideas led to the development of the Audio-Lingual Method. Some of the principles are similar to those of the Direct Method, but many are different, having been based upon conceptions of language and learning from these two disciplines.[25]

2. The Direct Method

Wilga M. Rivers observes: Since the students were required at all times to make a direct association between foreign phrases and situations, it was the highly intelligent student with well-developed powers of induction who profited most from the method, which could be very discouraging and bewildering for the less talented.[26]

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24 David Nunan, *Language Teaching Methodology*, p. 229.

25 Diane Larsen Freeman, *Techniques and Principles in Language Teaching*, p. 31.

26 Wilga M. Rivers, *Teaching Foreign Language Skills* (Fifth imp.1972, Chicago and London: The University of Chicago Press, 1968) 21.

According to Wilga M. Rivers, the average learners were soon distracted from foreign language learning. Also, the teachers had to be remarkably energetic if they were to maintain the same degree of interest and enthusiasm in all the classes throughout the day. Where it was possible for the learners to have exposure to the foreign language outside their classroom, the method was a great success. But when it came to the learners who had the opportunity of learning it or practising it only in the classroom, the method did not succeed fully.

Many teachers in the English Language Teaching field, after employing the Direct Method for a while, drifted to other methods or made improvements to their fancy. This shows the impracticality of the method to some extent. Where the Direct Method demanded explanation in the foreign language itself, teachers gave short explanations in their mother tongue to save time and effort. "This modified form of the Direct Method is very similar to what has been called the eclectic method", observes Wilga M. Rivers. He opines: The eclecticists try to absorb the best techniques of all the well known language teaching methods into their classroom procedures, using them for the purpose for which they are most appropriate. The true eclecticist as distinguished from the drifter who adopts new techniques cumulatively and purposelessly seeks the balanced development of all the four skills at all stages, while retaining the emphasis on an oral presentation first.[27] in the Direct Method, emphasis is on the actual use of the Target Language and not just on memorising paradigms or practising forms. This is in great resemblance with learning one's native language. The native language, as we

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27 Wilga M. Rivers, *Teaching Foreign Language Skills* (Fifth imp.1972, Chicago and London: The University of Chicago Press, 1968) 21.

know, "is learnt by listening to a great deal of it and that they learn to speak it by speaking it".

D. Talking Stick

This part presents three important aspects of Talking Stick Strategy: its definition, the procedures of its implementation and the advantages, disadvantagesbof using Talking Stick Strategy.

1. Talking Stick Strategy

Talking stick is a strategy used in Americans to invites all the people to speak up or to give their opinion in discussion. Talking stick is used by the councils to decide who will have the right to speak up. When the leader starts discussion, he must hold the stick then the stick is moved to anothe person who wants to speak or to respond to the topic. After all of the member give opinion, the stick is returnet back to the leader of a discussion

Talking stick is one of cooperative strategy to make students to be more active in the speaking   class. According to Laura Candler (2013:2) Talking Stickis a strategy that encourages all the students to participate equally in the learning. The student who gets the stick must answer the questionfrom the teacher or follow the teacher's instruction.talking stick does not only train the students to speak up but also creates fun and active condition in the class. Usually the students are not confidence to practice the conversation but by using talking stick strategy the students got some opportunities to practice their speaking because whoever the students who holds the stick they should speak up. It participate the passive students to participate in the learning.

2. Procedures of Implementing Talking Stick Strategy.

In talking stick strategy, whoever student who holds the stick should answer the teacher question or follow the teachr's instruction. According to Aini in Rahayuningsih (2013:9) describes the procedures of Talking Stick as follow:

a. The teacher prepares the materials and a stick.

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

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

d. The teacher gives the stick to a student.

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

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

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

3. The Advantages and Disvantages of Talking Stick Strategy.

Talking stick strategy is one of technique that can make the students. Speak up in speaking class. Student can express the idea confidently. Every strategy has adventages and disadventages. According to Aini in Rahayuningsih (2013:10) define that talking stick has strength and weakness. The first advantage is it can attract the student's preparation, so they are more seriously in learning because in talking stick strategy whoever the student holds the stick when the music is stopped. They can get opportunity to speak up. Second is this method

trains the students to comprehend and recall the materials vividly. Meanwhile the disadvantage of talking stick is students can be under pressure. They should speak up when they hold the stick. Studends who hold the stick should answer the teacher question. If they cannot answer the teacher's question, the students are discouraged in learning.

E. **Correlation Between the Basic Principle of Teaching Speaking and Using Talking Stick.**

1. Teaching speaking

Teaching speaking is the activity of importing knowledge and skill of speaking to the students. Teaching speaking is a process to teach students how to use the language for communication, expressing ideas, or share information. The goal of teaching speaking should improve students' communicative skills, because students are insisted to be able to express themselves and learn how to follow the social and cultural rules appropriately in each communicative circumstance. Speaking is the basis skill that the students should master in learning a second language. The students can be stated as being success learners in learning the second language if they can master the speaking skill.

Teaching is the activity of importing knowledge or skill from the teacher to the learner of students. In speaking skill, the students must be active in class. To make the students active in learning speaking, the students must practice it. In this case, so they feel confident enough to speak. We can give them opportunity to interact with their friend in English.

2. Talking stick

Talking stick strategy is one of technique that can make the students. Speak up in speaking class. Student can express the idea confidently. Every strategy has adventages and disadventages. According to Aini in Rahayuningsih (2013:10) define that talking stick has strength and weakness. The first advantage is it can attract the student's preparation, so they are more seriously in learning because in talking stick strategy whoever the student holds the stick when the music is stopped. They can get opportunity to speak up. Second is this method trains the students to comprehend and recall the materials vividly. Meanwhile the disadvantage of talking stick is students can be under pressure. They should speak up when they hold the stick. Studends who hold the stick should answer the teacher question. If they cannot answer the teacher's question, the students are discouraged in learning.

F. Conceptual Framework

In this research, the researcher take some of sample from the population where the students will be given pre-test by the researcher to know their basic ability in speaking before given treatments. Having known students' basic ability in speaking. The researcher will give some treatments as a process of learning speaking by talking stick. This process is expected to give development to the students' knowledge. Giving post-test to the students to know whether any significance development to the students after being given treatments.

Those process are formulated as follow:

```
┌─────────────────────┐
│   Speaking Skill    │
└─────────────────────┘
          │                    ┌──────────────────┐
          ↓                    │  Talking Stick   │
┌─────────────────────┐        └──────────────────┘
│ Speaking assessment │
│ aspect:             │
│ Fluency             │
│                     │
│ Accuracy            │
│                     │
│ Comprehensibility   │
└─────────────────────┘
```

Positive Points of Talking Stick:

1. Test the readiness of students.
2. Student is able to express the opinion.
3. Make students confident.
4. Spur students to study hard.
5. Make students fun in learning process.
6. Make students active in learning process.
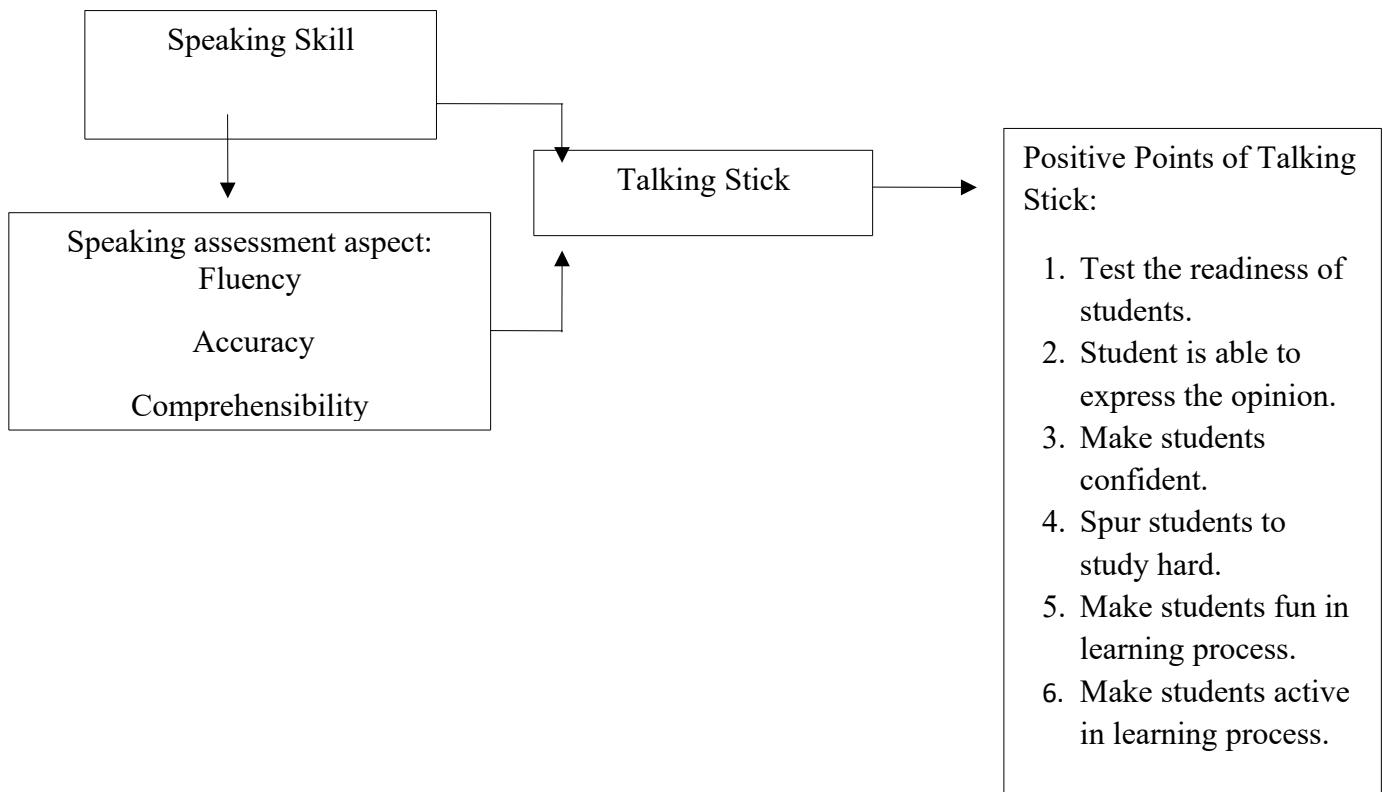
G. Hypothesis

There are two hypothesis of this research, they are:

1. (Ho) =There is no significant developments of the students' speaking skill after using talking stick.

2. (H_1) =There is significant developments on students' speaking skill after using talking stick.

CHAPTER III

RESEARCH METHOD

A. Method and Design

1. Method

This research applied an pre-experimental method aims to find out whether by talking stick to improve the students' speaking skill.

2. Design

The method that used in this research was pre-experimental research method. The formula as follow:

$$O_1 \quad X \quad O_2$$

Where:

O_1 = Pre-test

X = Treatment

O_2 = Post-test[28]

B. Variable

In this research consist of two variable namely:

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[28]Suharsimi Arikunto, *Prosedur Penelitian,* (Cet..IV; Rineka Cipta, 1997) , p.78.

1. Dependent variable is the students' development on speaking skill after teaching using talking stick.

2. Independent variable is the talking stick in English teaching.

C. Population and Sample

1. Population

The population in this research was the students of SMP Negeri 2 Malangke Barat of the eighth grade. The number of population are 105 students from four classes, they are class A, class B, class C and class D.

2. Sample

In this research, the researcher applied purposive sampling technique. The researcher took one class that was class D where in the class there are 20 students. The sample was part of population that could be representative for all.[29] The researcher select this class because the students of this class have low score in speaking skill.

D. Instrument of the Research

In conducting this research, the research used some instrument in collecting data during the process of the research those instruments are:

1. Test

Speaking test consists of pre-test and post-test. Pre-test was using to measure the students` speaking before treatment is given by the researcher. Post-test was used to measure the students` speaking after treatments have been given.

2. Questionnaire

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[29] Suharsimi Arikunto, *Prosedur Penelitian,* (Jakarta: PT.RinekaCipta reaa, 1996.p. 126-127.

This questionner used to find out the students' perception toward talking stick. It contain of some question which gave to the students at the last meeting after giving treatment.

E. Procedure of Collecting Data

The data collected by using the procedure below:

1. Giving pre-test

The researcher gave the students test by giving some questions, and the students answer the question. It used to know the students speaking skill before learning speaking by talking stick.

2. Treatment

The researcher conducted some steps, the steps are follows:

a. Teacher divide students in some gruop.

b. Teacher gives to the explaining about the material.

c. Teacher give paper to the each group about the material.

d. The teacher give change to the students for discussing about material.

e. The teacher decide who the first students that take the first stick will answer the question of the teacher.

f. The studends continue with the same manner and sing a song to know who the next students that the will answer the next question.

3. Giving post-test

After giving treatments to the students, the researcher gave post-test to find out the achievement of the student. The researcher asked the students to report full

and asks them to present about the material like as pictures or stories material in front of their friends.

F. Technique of Data Analysis

After collecting the data by conducting the pre-test, treatments and pos-test which involved some instruments, the researcher then focused on the data analysis.

Therefore, there were some procedures which done by resaercher, namely: determining the scoring classification to make the researcher easy to give score to the students, looking for mean score to make the researcher calculate the data collected standard of deviation to know how far was the students deviated in speaking and test of significance to know the final result of the research for these. To analyze the data, the researcher used the following steps:

There are three criteria that resided in speaking skill. These all will evaluate the following marking scheme (using a 6-point scale) as follow:

Table 3.1

The assessment of Speaking

a. Accuracy

Classification	Score	Criteria
Excelent	6	Pronunciation is only very slightly influenced but the mother-tongue. Two or three minor grammatical and lexical errors.
Very Good	5	Pronunciation is slightly influenced by the mother-tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	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.
Average	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.
Poor	2	Pronunciation seriously influenced by the mother-tongue with errors causing a breakdown in communication many "basic" grammatical and lexical errors.
Very Poor	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.

b. Fluency

Classification	Score	Criteria
Excelent	6	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural pauses.
Very Good	5	Has to make an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	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.
Average	3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.
Poor	2	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.
Very Poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

c. Comprehensibility

Classification	Score	Criteria
Excelent	6	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarifications required.
Very Good	5	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
Good	4	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.
Average	3	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 or longer sentences.
Poor	2	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.
Very Poor	1	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.[30]

30J.B. Heaton, *Writing English Language Tests* (UK England: Longman Group, 1991), p. 100.

Looking for mean score and staandard deviation the researcher use SPSS 21. Criteria hypothesis of acceptability

α < P   : Reject null hypothesis

P > α   : Receive null hypothesis[31]

To find out the percentage of students in questionnaire assessment by using the formula bellow:

$$P = \frac{F}{N} \; x \; 100 \; \%$$

Where :

P   = the percentage from the students' respond

F   = the frequency

N   = number of students.[32]

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31 http//www.courses.washington.*education-lecturenotes*.tB2YMTeymU.html.Accessed on September 5th, 2016.

32Husaini Usman and R. Purnomo Setiadi Akbar, *Pengantar Statistik in Indar Susanti Thesis "The Influence Of Attending English Course Toward English Speaking Skill At The Eight Year Students Of SLTPN 8 Palopo*", (Palopo: Sekolah Tinggi Agama Islam Negeri, 2007), p. 30.ss

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter consissts of two sections, the firts dealth with finding of the researcher and the second dealt with discussion. This chapter describes about the result of the research shows the realities and comparing between theory and application in educational institution.

A. Findings

The findings of the research were showed to describe the result of the data that were analyzed statistically. It comprised of the students' score in per-test and post-test, classification percentage of students score in pre test and post test, the mean score and standard deviation of the students' pre-test and post-test, and analysis data of questionnaires.

1. The analysis students` speaking score in pre test and post test.

a. Pre-test

In this section, the researcher shows the complete score of students in speaking ability (accuracy, fluency, and comprehensibility) in pre-test, the mean score and standard deviation of students, and the rate percentage of students'

speaking score in pre-test. The researcher would present them in the tables and calculating the score by using SPSS 21. For more clearly, at first the researcher would show the complete students' score speaking ability of accuracy, fluency, and comprehensibility in pre-test. It is tabulated by following table:

Table 4.1

The Scores of Students` Speaking Skill in the Pre-test

	Accuracy	Fluency	Comprehensibility	
R1	1	2	3	6
R2	2	1	2	5
R3	1	2	1	4
R4	1	2	3	6
R5	1	2	2	5
R6	2	1	3	6
R7	2	1	1	4
R8	1	1	3	5
R9	1	2	1	4
R10	1	1	2	4
R11	1	2	1	4
R12	1	1	2	4
R13	2	1	1	4
R14	1	1	3	5
R15	2	1	1	4
R16	1	1	2	4
R17	1	2	1	4
R18	1	2	3	6
R19	1	1	1	3
R20	2	1	2	5
N=20				$\sum X=92$

Speaking skill consist of three aspects; they were accuracy, fluency and comprehensibility. So in this section, the researcher present and tabulate the mean

score of the students' speaking ability one by one. All of those explain for more

clearly by following tables:

1) Accuracy

Table 4.2

The Score of Students' Accuracy in Pre-test

For looking the mean score of students' accuracy in pre-test, the researcher calculated it by using SPSS 21. The result can be presented in to the table descriptive statistic as follows:

Table 4.3

The Mean Score of Students' Accuracy in Pre-test

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Accuracy	20	1,00	1,00	2,00	26,00	1,3000	,10513
Valid N (listwise)	20						

From the table 4.3, it shows that the highest score of students are 2 and the lowest score is 1. Besides, it also indicates that the mean score of students' accuracy in pre-test are 1.3 and the standard deviation error is 0. 0513

In other side, the researcher also had written the students' score of accuracy before giving treatment by using talking stick and it presentes through the table rate percentage scores. The table was showed as follows:

Table 4.4

The Rate Percentages Score of the Students` Accuracy in Pre-test

1	Excellent	86-100	6	-	0%
2	Very good	71-85	5	-	0%
3	Good	56-70	4	-	0%
4	Average	41-55	3	-	0%
5	Poor	26-40	2	6	30%
6	Very Poor	≤ 25	1	14	70%
	Total			20	100%

The table above indicated that students` score in accuracy of pre test. It showed that there was none of students got excellent (0%) and very good (0%),

good (0%), and average (0%). Besides there were 6 students (30%) who got poor

and the last there was 14 student (70%) who got very poor.

2) Fluency

Table 4.5

The Score of Students' Fluency in Pre-test

R1	2
R2	1
R3	2
R4	2
R5	2
R6	1
R7	1
R8	1
R9	2
R10	1
R11	2
R12	1
R13	1
R14	1
R15	1
R16	1
R17	2

R18	2
R19	1
R20	1
N=20	

For looking the mean score of students' fluency in pre-test, the researcher calculated it by using SPSS 21. The result was presented in to the table descriptive statistic as follows:

Table 4.6

The Mean Score of Students' Fluency in Pre-test

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Fluency	20	1,00	1,00	2,00	28,00	1,4000	,11239
Valid N (listwise)	20						

From the table 4.6, it showed that the highest score of students were 2 and the lowest score was 1. Besides, it also indicated that the mean score of students' fluency in pre-test were 1.4 and the standard deviation error is 0.11239

In other side, the researcher also had written score of the students' fluency before giving treatment by using question word and it presented through the table rate percentage scores. The table was showed as follows:

Table 4.7

The Rate Percentages Score of Students'' Fluency in Pre-test

1	Excellent	86-100	6	-	0%
2	Very good	71-85	5	-	0%
3	Good	56-70	4	-	0%
4	Average	41-55	3	-	0%
5	Poor	26-40	2	8	40%
6	Very Poor	≤ 25	1	12	60%
	Total			20	100%

The table above indicates that students' score in the frequency of pre-test. It showed that there was none of the students (0%) who got excellent, very good,

good (0%), and average (0%). Besides there were 8 students (40%) who got poor.

The last, it also showed that there was 12 student (60%) very poor.

3) Comprehensibility

Table1 4.8

The Score of Students' Comprehensibility in Pre-test

R1	3
R2	2
R3	1
R4	3
R5	2
R6	3
R7	1
R8	3
R9	1
R10	2
R11	1
R12	2
R13	1
R14	3
R15	1

R16	2
R17	1
R18	3
R19	1
R20	2
N=20	

For looking the mean score of students' comprehensibility in pre-test, the researcher calculated it by using SPSS 21. The result was presented in to the table descriptive statistic as follows:

Table 4.9

The Mean Score of Students' Comprehensibility in Pre-test

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
comprehensibility	20	2,00	1,00	3,00	38,00	1,9000	,19057
Valid N (listwise)	20						

From the table 4.9, it showed that the highest score of students were 3 and the lowest score is 1. Besides, it also indicated that the mean score of students' comprehensibility in pre-test were 1.9 and the standard deviation error is 0.19057

In other side, the researcher also had written score of the students' comprehensibility before giving treatment by using talking stick and it presented through the table rate percentage scores. The table was showed as follows:

Table 4.10

The Rate Percentages Score of Students'' Comprehensibility in Pre-test

1	Excellent	86-100	6	-	0%
2	Very good	71-85	5	-	0%
3	Good	56-70	4	-	0%
4	Average	41-55	3	6	30%
5	Poor	26-40	2	6	30%
6	Very Poor	≤ 25	1	8	40%

Total	20	100%	

The table above indicated that students` score in the comprehensibility of pre-test. The table showed that there was none of the students (0%) who got excellent, very good, good, average, poor and very poor. Very good (0%), Good (0%) and 6 students (30%) who got average, there were also 6 students (30%) that got poor, and there were also 8 students (40%) very poor.

b. Post-test

In this area, the researcher made the rate percentage of students' score speaking ability in post-test. The results of the students' score in post-test were presented in the tables. The complete of the students' scores speaking ability of accuracy, fluency, and comprehensibility in pre-test were tabulated as follows:

Table 4.11

The Scores of Students'` Speaking Skill in the Post-test

	Accuracy	**Fluency**	**Comprehensibility**	
R1	2	2	3	7
R2	3	2	2	7
R3	2	2	2	6
R4	2	2	3	7
R5	2	3	3	8
R6	3	2	3	8
R7	2	2	2	6
R8	2	2	3	7
R9	2	3	2	7
R10	2	2	2	6

R11	2	3	2	7
R12	2	2	2	6
R13	2	2	2	6
R14	2	2	3	7
R15	2	2	2	7
R16	3	2	3	8
R17	2	3	2	7
R18	2	3	3	8
R19	2	2	2	6
R20	2	2	2	6
N=20				∑Y=137

In the other side, the researcher had classified based on English speaking assessments that consisted of accuracy, fluency, comprehensibility and it was presented through the table distribution frequency and percentage. It was showed as follows:

1) Accuracy

Table 4.12

The Score of Students' Accuracy in Post-test

R1	2
R2	3
R3	2
R4	2
R5	2
R6	3
R7	2
R8	2
R9	2
R10	2

R11	2
R12	2
R13	2
R14	2
R15	2
R16	3
R17	2
R18	2
R19	2
R20	2
N=20	

For looking the mean score of students' accuracy in post-test, the researcher calculated it by using SPSS 21. The result was presented in to the table descriptive statistic as follows:

Table 4.13

The Mean Score of Students' Accuracy in Post-Test

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
accuracy	20	1,00	2,00	3,00	43,00	2,1500	,08192
Valid N (listwise)	20						

From the table 4.13, it showed that the highest score of students were 3 and the lowest score were 2. Besides, it also indicated that the mean score of students' accuracy in post-test were 2.15 and the standard deviation error was 0. 08192.

In other side, the researcher also had written score of the students' accuracy who had been given treatment by using talking stick and it presented through the table rate percentage scores. The table was showed as follows:

Table 4.14

The Rate Percentages Score of Students` Accuracy in Post-test

1	Excellent	86-100	6	-	0%
2	Very good	71-85	5	-	0%
3	Good	56-70	4	-	0%

4	Average	41-55	3	3	15%
5	Poor	26-40	2	17	85%
6	Very Poor	≤ 25	1	-	0%
	Total			20	100%

Based on table above, the percentages of the students` accuracy score in post-test indicated that there was none of the students (0%), (0%) excellent, very good (0%), and (0%) good. Besides there were 3 students (15%) who got average and 17 student (85%) who got poor. And the last there was none of students who got very poor.

2) Fluency

Table 4.15

The Score of Students' Fluency in Post-test

R1	2
R2	2
R3	2
R4	2
R5	3
R6	2

R7	2
R8	2
R9	3
R10	2
R11	3
R12	2
R13	2
R14	2
R15	2
R16	2
R17	3
R18	3
R19	2
R20	2
N=20	

For looking the mean score of students' fluency in post-test, the researcher calculated it by using SPSS 21. The result was presented in to the table descriptive statistic as follows:

Table 4.16

The Mean Score of Students' Fluency in Post-Test

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error

		20	1,00	2,00	3,00	45,00	2,2500	,09934
Fluency								
Valid N (listwise)		20						

From the table 4.16 it showed that the highest score of students were 3 and the lowest score were 2. Besides, it also indicated that the mean score of students' fluency in post-test were 2.25 and the standard deviation error was 0.09934

In other side, the researcher also had written score of the students' fluency who had been given treatment by using Talking Stick and it presented through the table rate percentage scores. The table was showed as follows:

Table 4.17

The Rate Percentages Score of Students` Fluency in Post-test

1	Excellent	86-100	6	-	0%
2	Very good	71-85	5	-	0%
3	Good	56-70	4	-	0%
4	Average	41-55	3	5	25%
5	Poor	26-40	2	15	75%
6	Very Poor	≤ 25	1	-	0%
	Total			20	100

Based on the table 4.17, the percentages of students' fluency score in post-test indicated that there was none of the students (0%) who got excellent, (0%) who got very good, (0%) who got good and 5 students (25%) who got average. The last, it showed that there was 15 of the students (75%) who got poor and none of the students (0%) who got very poor

.

3) Comprehensibility

Table 4.18

The Score of Students' Comprehensibility in Post-test

R1	3
R2	2

R3	2
R4	3
R5	3
R6	3
R7	2
R8	3
R9	2
R10	2
R11	2
R12	2
R13	2
R14	3
R15	2
R16	3
R17	2
R18	3
R19	2
R20	2
N=20	

To look for the mean score of students' comprehensibility in post-test, the researcher calculated it by using SPSS 21. The result was presented in to the table descriptive statistic as follows:

Table 4.19

The Mean Score of Students' Comprehensibility in Post-Test

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Comprehensibility Valid N (listwise)	20 20	1,00	2,00	3,00	48,00	2,4000	,11239

From the table 4.19, it showed that the highest score of students were 3 and the lowest score were 2. Besides, it also indicated that the mean score of students' accuracy in pre-test were 2.40 and the standard deviation error was 0. 11239.

In other side, the researcher also had written score of the students' comprehensibility who had been given treatment by using question word and it presented through the table rate percentage scores. The table was showed as follows:

Table 4.20

The Rate Percentages Score of Students` Comprehensibility in Post-test

1	Excellent	86-100	6	-	0%
2	Very good	71-85	5	-	0%
3	Good	56-70	4	-	0%
4	Average	41-55	3	8	40%
5	Poor	26-40	2	12	60%
6	Very Poor	≤ 25	1	-	0%
	Total			20	100%

The table 4.20 indicated the percentages of students` comprehensibility score in post-test. The table showed that there was none of students (0%) who got excellent, (0%) who got very good and (0%) who got good. Besides, there were 8 students (40%) who got average and 12 of students (60%) who got poor and there was none of students who got very poor.

Besides showing about the mean score in each subject of speaking skill (accuracy, fluency, and comprehensibility) one by one, this research also would present the total mean score and standard deviation of in pre-test and post-test, and then compare both of them. The result was presented in to the table descriptive statistic as follows:

Table 4.21

The Mean Score and Standard Deviation of Pre-test and Post-test

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	20	3,00	3,00	6,00	92,00	4,6000	,88258
PosP	20	2,00	6,00	8,00	136,00	6,8000	,69585
Valid N (listwise)	20						

From the table 4.21, it indicated that the standard deviation in pre-test were 0,88 and in post-test was 0,69. It also showed that mean score of the students in pre-test were 4.6 and the mean score of the students in post-test were 6.8. The result of the table above showed that the mean score of students in post-test was higher than the mean score of students in pre-test. It concluded that using talking stick was effective in teaching speaking.

To know whether the pre-test and post-test were significantly different, and also to know acceptability of the hypothesis of this research, the researcher used P analysis and calculated it by using SPSS 21. The results could be shown in the table of paired samples statistics, paired samples correlations, and paired samples test. It was presented in the following tables:

The Table 4.22

The Paired Samples Statistics of Pre-test and Post-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	posP	6,8000	20	,69585	,15560
	pretest	4,6000	20	,88258	,19735

The table paired samples statistics of pre-test and post-test above indicated that the value of standard deviation in pre-test were 0.88258 and 0,69585 in post-test. Besides, the standard deviation error in pre-test was 0. 19735 and 0. 15560 in post-test. The table above also showed that the mean score in pre-test were 4.6 and in post-test were 6.8. It could be concluded that the students' score improved from 4.6 to 6.8.

Table 4.23

The Paired Samples Correlations of Pre-test and Post-test

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 posP & pretest	20	,634	,003

The table paired samples correlations of pre-test and post-test above presented that the correlation of the students' ability before and after treatment was 0.6. It means that there was a significant correlation of students' ability in teaching speaking by using Talking stick before and after treatment.

Table 4.24

The Paired Samples Test of Pre-test and Post-test

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 posP - pretest	2,200 00	,69585	,15560	1,87433	2,52567	14,13 9	19	,000

From the table sample test 4.24, the researcher got the data that P = 14.139 and df (degree of freedom) = 19. According to the Gay the value of $\alpha = 2.093$.[33] It was the standard of signification 0.05 with degree of freedom (df) = 19. The hypothesis are :

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33 L.R.GrY. Geoffery E. Mills. Pette Airasian, *Education Research.*

H_o : There is no significant developments of the students' speaking ability after using Talking stick.

H_a : There is significant developments of the students' speaking skill ability after using Talking stick.

$$14.139 > 2.093$$

Based on the result, the researcher concluded that P was higher than α, $P > \alpha$..

Related to the result that $(P > \alpha)$ the P higher than α. It concluded that there was a significance difference in teaching speaking before and after using talking stick. Because of that, the researcher assumes believed that the talking stick was effective in teaching speaking at the eight grade of SMP Negeri 2 Malangke Barat.

2. Analysis of Questionnaires

To get data of students' interest in learning speaking by Talking stick, the researcher made questionnaire that consisted of 10 items. To find out the percentages of students in questionnaires assessment by using the formula below:

$$P = \frac{F}{N} \; x \; 100 \; \%$$

Where :

P   = the percentage from the students' respond

F   = the frequency

N   = number of students.[34]

The results and percentages of students' score would be presented by using table. It would be explained one by one according to the indicators of interest and it could be seen by following tables:

Table 4.25

1. Do you like study by using talking stick method?

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[34] Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT RajaGrafindo Persada, 2010), p.43.

Strongly Agree	4	20%
Agree	16	80%
Disagree	-	0%
Strongly Disagree	-	0%

The table 4.25 above indicated that, there were 4 students (20%) chose "Strongly Agree" and 16 students (80%) chose "Agree". But in fact, there was none of the students (0%) chose "Disagree" and "Stongly Disagree".

The result above showed 4 students (20%) chose strongly agree and than 16 students (80%) chose agree, so it could be concluded the students liked studying English speaking by Talking stick. Because of that, the researcher assumed that the students felt happy in learning speaking by using Talking stick.

Table 4.26

2. Can the methods of talking stick build your confidence in speaking class?

Strongly Agree	1	5%
Agree	19	95%
Disagree	-	0%
Strongly Disagree	-	0%

Table 4.26 above presented that, there was 1 of students (5%) chose "Strongly Agree" and there were 19 of the students (95%) chose "Agree". Besides, it showed that there was none of students (0%) chose "Dissagree" and "Stongly Disagree". The result indicated that most of the students more chose agree and then there was none of student chose strongly disagree and disagree.

Based on the result above, the researcher concluded that the methods of talking stick build the students' confidence at the eight gradeof SMP Negeri 2 Malangke Barat in speaking class. Besides, the result showed that the students like in learning speaking by question. One of the benefit that they got from Talking stick method, it was could motivate them to study frequently

Table 4.27

3. **Did your speaking ability in english increased after using talking stick method?**

Strongly Agree	3	15%
Agree	16	80%
Disagree	1	5%
Strongly Disagree	-	0%

The table 4.27 above showed that, there were 3 students (15%) chose "Strongly Agree" and there were 16 students (80%) chose "Agree", and there was 1 student (5%) chose "Disagree" and there was none students chose "Strongly Disagree". The statement above showed that the students speaking ability in english increased after using talking stick method. It could be seen from the students' answer, where some of them chose agree.

Therefore, the researcher assumed that talking stick method could make the students active during the learning process. And it could be concluded that the students had big attention in learning speaking when applying the Talking stick.

Table 4.28

4. Do the methods of talking stick motivate you to improve the ability to communicate in english?

Strongly Agree	6	30%
Agree	14	70%
Disagree	-	0%
Strongly Disagree	-	0%

The table 4.28 above showed that, there were 6 of students (30%) chose "Strongly Agree" and there were 14 of students (70%) chose "Agree". And there was none of students (%) chose "Disagre" and "Stongly Disagree".

The reality indicated that most of students chose "Agree" and "Strongly Agree". And it could be concluded that the methods of talking stick motivate the students of SMP Negeri 2 Malangke Barat to improve the ability to communicate in english.

Table 4.29

5. Talking method make easy in learning speaking?

Strongly Agree	16	80%
Agree	4	20%
Disagree	-	0%

Strongly Disagree	-	0%

The table 4.29 above presented that, there were 16 of students (80%) chose " Strongly Agree" and 4 of students (20%) chose "Agree ". The result data showed that there none of the students chose "Disagree" and "Strongly Disagree". It means that Talking stick method makes the students of SMP Negeri 2 Malangke Barat easy in leraning speaking.

Table 4.30

6. Talking stick method can reach your english vocabulary.

Strongly Agree	4	20%
Agree	16	80%
Disagree	-	0%
Strongly Disagree	-	0%

The table 4.30 above indicated that, there were 4 students (20%) chose " Strongly Agree" and there were 16 students (80%) chose "Agree ". From table above, it included that there was none of students (0%) chose "Disagree" and "Stongly Disagree". It showed from the result of students' choices which were most of them more choosing strongly agree and agree. And there was none of them chose strongly disagree and disagree. It means that the Talking stick method can reach the vocabulary at the eight grade of SMP Negeri 2 Malangke Barat.

Table 4.31

7. Using talking stick method in studying speaking is not effective in improving speaking ability.

Strongly Agree	-	0%
Agree	1	5%
Disagree	16	80%
Strongly Disagree	3	15%

Based on the table 4.31 above indicated that, there were none students chose " Strongly Agree ". And there was 1 of students (5%) chose "Agree" . besides that there were 16 of student (80%) chose "Disagree" and there were 3 of students chose "Stongly Disagree". It means Using talking stick method in studying speaking is effective in improving speaking ability.

Table 4.32

8. Talking method make me sleepy in English learning process.

Strongly Agree	-	0%
Agree	-	0%

Disagree	12	60%
Strongly Disagree	8	40%

Based on the table 4.32 above indicated that, there was none of students chose "Strongly Agree" and "Agree". But and there were 12 of the students (60%) chose "Disagree" andose   there were 8 of the students (40%) "Stongly Disagree". In conclussion the researcher could say that thalking stick method did not make students of SMP Negeri 2 Malangke Barat sleepy in English learning process.

Table 4.33

9. Talking stick make me interest enhance in learning.

Strongly Agree	8	40%
Agree	12	60%
Disagree	-	0%

Strongly Disagree	-	0%

The table 4.33 above indicated that, there there were 8 students (40%) chose "Strongly Agree" and there were 12 students (60%) chose "Agree ". But from the table above showed that there was none of the students (0%) chose "Disagree" and "Stongly Disagree".

The fact that most of students chose "Agree" and "Strongly Agree" showed that Talking stick make me interest enhance in learning. Because of the students realized that the question words were useful for them especially interest enhance in learning. One of the benefits that they got from Talking stick it was the Talking stick could motivate them to speak.

Table 4.34

10. Talking stick method in English learning process make me bored in the class room.

Strongly Agree	-	0%
Agree	-	0%
Disagree	9	45%
Strongly Disagree	11	55%

Based on table 4.24 above indicated that, there was none of students chose "Strongly Agree" and "Agree". And there were 9 students (45%) chose "Disagree", And there were 11 of students (55%) chose "Strongly Disagree ". It means there was the benefit of learning speaking by using Talking stick method. It showed from the result of students' choices which was most of them more choosing strong disagree and strongly disagree.

B. *Discussions*

1. Speaking Test

This section presented the result of data analysis in findings. It discussed about the using Talking stick in developing speaking at the eight grade of students SMP Negeri 2 Malangke Barat since the pre-test until post-test had been conducted.

After analyzing the data of students' test, it showed that P with the value (14,13) was higher than α with the value (2.093) with degree of freedom (df) = 19

and on the level significance 0.05. It means that there was a significant difference between the result of pre-test and the result of post-test.

Table 4.35

Table of P of the Students

X_1-X_2	14,139	2.093

The table of P above showed that the value of P was higher than α, it could be concluded that the research hypothesis was confirmed. Besides, the achievement of English speaking of the students at the eight grade of SMP Negeri 2 Malangke Barat second who was taught by Talking stick was higher than the achievement prior.

In pre-test, there were ten questions that were given to the students to get the score of students in speaking ability (accuracy, fluency, and comprehensibility) in pre-test. From the result showed that in **accuracy** there was none of students (0%) got excellent and very good, good, average. And there were 6 students (30%) got poor, and there were 14 student (70%) got very poor. Where as in **fluency** showed that there was also none of students (0%) got excellent andvery good, good and average. And there were 8 students (40%) got poor, and there were 12 student (60%) got very poor. In **comprehensibility**, there was none of students (0%) got excellent and very good and good. And there were 6 students (30%) got average and then 6 students (30%) got poor, and there were 8 of students (40%) got very poor.

In post test, the researcher gave ten questions to the students. The post-test was done after giving four treatments to the students. It was done to get the students' score in speaking ability (accuracy, fluency, and comprehensibility) in post-test and to know the students' speaking skill improvement. It was found that in **accuracy** there was still none of them (0%) got excellent, very good and good. But there were 3 students (15%) got Average, and 17 student (85%) got poor. There was none of them got very poor in post-test. In **fluency**, it presents that there was also none of them (0%) got excellent, very good and good. And there were 5 students (25%) got average and there were 15 of students (75%) got poor. The result showed that there was none of them (0%) got very poor. While, in **comprehensibility** there was none of the students (0%) got excellent, very good, and good. But there were 8 of students (40%) got average and there were 12 of students (60%) got poor . The result also showed that there was none of student (0%) got very poor.

Based on the analysis of the table of classification and percentage rate of the students in post-test and the students' mean score, the researcher makes conclusion that the students' speaking skill was higher than before they got the treatments.

Some examples of the students' speaking record in pre-test and post-test.

Students' speaking record in pre-test:

Respondent 4 (R4)

T: Can you introduce your self?
R: My name is Konita.
T: What do you think about English?

R: ..e....e e difficult.
T: Do you like studying English?
R: Ya like.
T: Why do you like or do not like studying English?
R: Ee e e em like.
T: How many kinds of plant do you know in English?
R: I know three.
T: Do you like telling story?
R: Like ya like story.
T: Why do like or do not like telling story?
R: E e e e (smile).
T: How many kinds of animal do you know in English?
R: Em em em em (smile).
T: What kinds of animal do you like?
R: Cat.
T: What kinds of plant do you like?
R: Roses.

Criteria of score components:

Accuracy (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. For example, the respondent pronounces "difficult" as "difficult" she should pronounced as "difikul" and "three" as "three" she should "sri".

Fluency (2): She still has to make an effort to much time, very halting fragmentary delivery, almost give up the effort at times. It is very limited range of pausing. For example, she always say "e e e" and "em" when she lack of ideas and cannot answer.

Comprehensibility (3): The listener can understand a lot of what is said, but he must constantly seek clariication. Cannot understand many of the speaker's more complex or longer sentences.

Respondent 9 (R9)

T: Can you introduce your self?
R: Em..Ahmad, my name Ahmad
T: What do you think about English?
R: Ee..ee (smile).
T: Do you like study English?
R: Yes.
T: Why do you like and do not like studying English?
R: Hmm....mmm.
T: How many kinds of plant do you know in English?
R: E e e e.. two.
T: Do you like telling story?
R: Like.
T: Why do you like or do not like telling story?
R: Em..tidak ku tahu (smile).
T: How many kinds of animal do you know in English?
R: Hehehe e e apa dibilang (smile)
T: What kinds of animal do you like?
R: Animal e e e
T: What kinds of plant do you like?
R: Em e e e plant.

Criteria of score components:

Accuracy (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. For example, the respondent pronounces "like" as "like" he should pronounced as "lik" and "plant" as "plant" he should "plain".

Fluency (2): He still has to make an effort to much time, very halting fragmentary delivery, almost give up the effort at times. It is very limited range of pausing. For example, he always say "e e e" and "em" when she lack of ideas and cannot answer and somethimes he just smile and say "apa dibilang" or "tidak ku tahu" in indonesian language.

Comprehensibility (1): Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.

Respondent 19 (R19)

T: Can you introduce your self?
R: Name Dela.
T: What do you think about English?
R: Ee e e e diffi difi e e e difficult.
T: Do you like studying English?
R: Em yes like.
T: Why do you like or do not like studying English?
R: Em e e e...
T: How many kinds of plant do you know in English?
R: Ee e em..
T: Do you like telling story?
R: Eee like like
T: Why do you like or do not like telling story?
R: (smile)
T: How many kinds of animal do you know in English?
R: (smile/silent)
T: What kinds of animal do you like?
R: Em... cat
T: what kinds of plant do you like?
R: Em.. flower.

Criteria of score components:

Accuracy (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. For example, the respondent pronounces "name" as "name" she should pronounce as "name" and "like" as "like" she should "laek".

Fluency (1): Full of long and unnatural phauses. Very halting and fragmentary delivery. At times give up making the effort. Very limited range of expression.

Comprehensibility (1): Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said.

Students' speaking record in post-test:

Respondent 4 (R4)

T: Can you introduce your self?
R: My name is Konita.
T: What do you think about English?
R: English is difficult.
T: Do you like studying English?
R: Yes I like.
T: Why do you like or do not like studying English?
R: Because I interested in English.
T: How many kinds of plant do you know in English?
R: I know three, apple, roses, and mango
T: Do you like telling story?
R: Yes I like.
T: Why do like or do not like telling story?
R: Because .... because that... that is my hobby.
T: How many kinds of animal do you know in English?
R: Two, cat and dog.
T: What kinds of animal do you like?
R: I like cat.
T: What kinds of plant do you like?
R: I like rose.

Criteria of score components:

Accuracy (2): Pronunciation seriously influenced by the mother-tongue with errors causing a breakdown in communication many "basic" grammatical and lexical errors. For example, the respondent pronounces "roses" as "roses" she should pronounced as "rhoshes" the other side "three" as "three" she should "sri" and "hobby" as "hobby" she should "hobbiiii".

Fluency (2): 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.

Comprehensibility (3): 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 or longer sentences.

Respondent 9 (R9)

T: Can you introduce your self?
R: My name is Ahmad
T: What do you think about English?
R: English is difficult.
T: Do you like studying English?
R: Yes like.
T: Why do you like and do not like studying English?
R: Hmm....mmm because interest.
T: How many kinds of plant do you know in English?
R: E e e e.. three e e e... four.
T: Do you like telling story?
R: Yes like.
T: Why do you like or do not like telling story?
R: Em..interest and like.
T: How many kinds of animal do you know in English?
R: Two
T: What kinds of animal do you like?
R: I like cat.
T: What kinds of plant do you like?
R: I like banana.

Criteria of score components:

Accuracy (2): Pronunciation seriously influenced by the mother-tongue with errors causing a breakdown in communication many "basic" grammatical and lexical errors. For example, the respondent pronounces "because" as "because" he should pronounced as "bekaus" the other side "three" as "three" he should "sri" and "interest" as "interest" she should "inres".

Fluency (3): Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.

Comprehensibility (2): 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.

Respondent 19 (R19)

T: Can you introduce your self?
R: My name is Dela.
T: What do you think about English?
R: Ee English good.
T: Do you like studying English?
R: Yes I like.
T: Why do you like or do not like studying English?
R: I want smart.
T: How many kinds of plant do you know in English?
R: Two.
T: Do you like telling story?
R: Yes like.
T: Why do you like or do not like telling story?
R: E e e (smile)
T: How many kinds of animal do you know in English?
R:E eee (smile/silent)
T: What kinds of animal do you like?
R: Em... cat
T: what kinds of plant do you like?
R: Em.. orange.

Criteria of score components:

Accuracy (2): Pronunciation seriously influenced by the mother-tongue with errors causing a breakdown in communication many "basic" grammatical and lexical errors. For example, the respondent pronounces "because" as

"because" he should pronounced as "bekaus" and "two" as "two" she should "tow".

Fluency (2): 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.

Comprehensibility (2): 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.

Table 4.36

The result of students speaking in Pre-test and Post-test

No.	Respondent	Pre-test	Post-test
1	R1	6	7
2	R2	5	7
3	R3	4	6
4	R4	6	7
5	R5	5	8
6	R6	6	8
7	R7	4	6
8	R8	5	7
9	R9	4	7
10	R10	4	6
11	R11	4	7
12	R12	4	6
13	R13	4	6
14	R14	5	7
15	R15	4	7
16	R16	4	8
17	R17	4	7
18	R18	6	8
19	R19	3	6
20	R20	5	6

Bar Chart of the Students' Score in Pre-test and Post-test
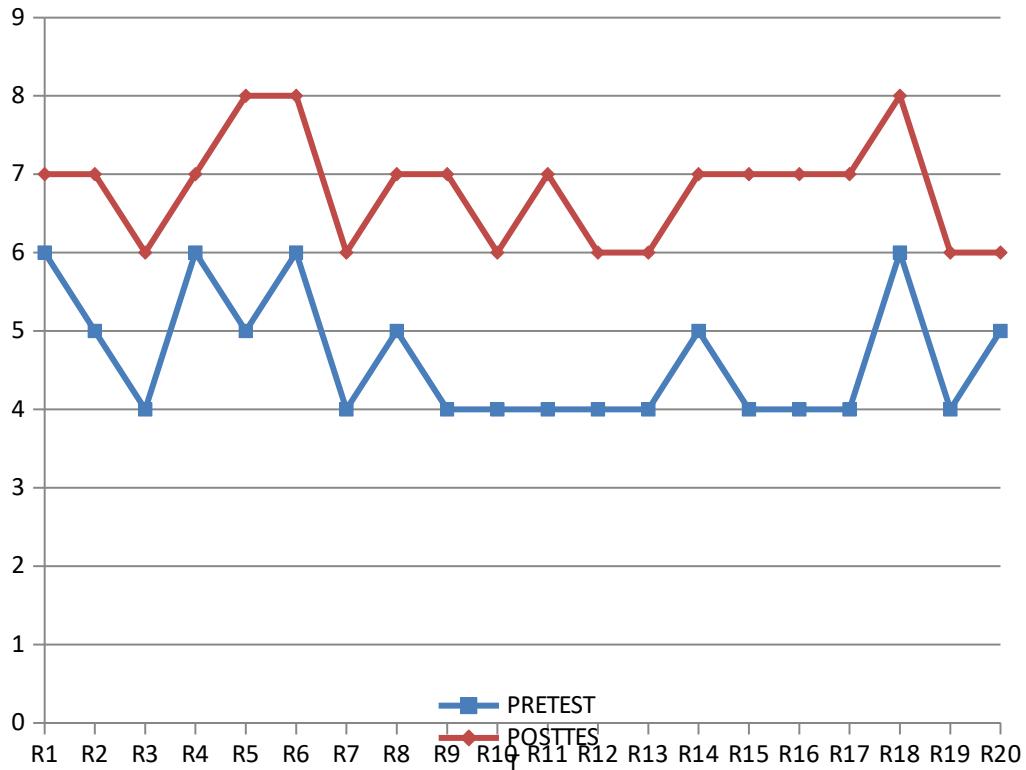
The bar chart above shows that there was significant difference of students' score in pre-test and post-test. The students' score in post-test is higher than their score in pre-test. It means there was improvement students' score from pre-test to post-test after they learn speaking by using Talking stick. The improvement of students' score showed that there was improvement of students' speaking skill. It presented that the students' speaking skill increase after they learnt speaking by using Talking stick.

Based on the research above and the mean score of students' speaking skill (accuracy, fluency and comprehensibilty) in pre-test and post-test (see table 4.21), it could be concluded that Talking stick was effective in teaching speaking especially to improve the eight grade students of SMP Negeri 2 Malangke Barat .

It could be seen from the mean score of students (6,8) in post-test was higher than the mean score of students' (4,6) in pre-test.

Talking stick could facilitate the students to have more motivation to use English in communication with their friends. They could practice how to express their ideas, they could also appreciate the other opinions of other students, and also they can practice.

Suparman, with in the preface of his book, explains several specific competence related to speaking. He states that : speaking skill requers some spesific competences. The spesific competence comprises the mastery of vocabulary, grammar, courage ti initate speaking, continuously speaking practice based on certain guiding text book, fluency in uttering and speaking speed. These competences support one another to improve speaking skill.[35]

H. Douglas Brown explains several specific competences related to speaking, he states that: Dialogue involves two or more speaker and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which those purpose is to convey propotional for which those prupose in to convey propotional or factual information (transactional). Study about foregn language is too difficult for beginner or learners speaking skill.[36]

Jack Richard and Willy A. Renandya of their book explain about speaking too. Their state that: speaking one of the central elements of communication and used for many different purpose, and each prupose involves different skill and

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35 Suparman, *Practical Guided to Speak English (Yogyakarata: UII Press, 2001).*p.1

36 G.Douglaby Brown, *Teaching Principles: An Interactiven Approach to Language pedagogy(Ed. II; San Francisco : Addison Wesley Longman, 2001)*, p.251

speaking is fundamentally on instruments act. Speaker takls in order to have some effects on their leraner, and we may use speaking to discribe thing to explain about people's behavior, to take polite request, or to intertaint people with a joke and another. In ESL teaching is an aspect that need special attention and interaction. In other to provide effective interaction, it is necessary for teacher to be careful to examine the factor, conditions, and components that underline speaking effectiveness.

Effective interaction divided from the careful analysis of this area together with sufficient languagr input and speech promotion activities will gradually help learners speak English fliently and approximately. Speaking language is especially difficult for foreign language learnesr because effective oral communication requires the ability to use the language appropriatly in social interaction. To learn second language of foreign language must has consistent predictors.[37]

The learner can not feedback the teacher and they find the expressing because gapsin their linguistic to recognize well some specific competences (aslike suparman identifies as mastery of vovabulary, grammar, ect). At the sometimes the teacher should identify difficulty that make the learner reluctant to speak in order to create comfortable class atmosphere so that the learners react and behave like the teacher desire and finally reach the goal.

Harmer express what the teacher should to do overcome the difficult above. He stats that the teachers' task will be twofold: to give them (learners)

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37 Catherine J.Doughty and Michael H.Long, *The Handbook of Second Language Acquisition* (United Kingdom: Blackwell Publishing, 2003), p.589.

confidence in English and to equip them with hitherto unknown skill in either their own mother tongue or English.[38]

In addition, during the learning process in treatments, most of the students got their motivation when they tried to answer the questions during the process of learning. It occurs because they obtained their confidence to express their ideas, opinions, and arguments in the class. It also made the students did not get many difficulties in communication by using English. The students who were taught by reporting method were easier to present their ideas, opinions, and arguments.

In fact, by Talking Stick method that focused on made the students were more active in learning process. The students can freely express and share their ideas and opinion about the problems that has been faced. Beside that they can work together with their friends to answer the questions.

Talking stick could facilitate the students to have more motivation to used English in communication with their friends. They could practice how to express their ideas, they could also appreciate the other opinions of other students, and also they could practice

2. Questionnaire

This research presents the result of data analysis from questionnaire, in relation to the findings of the percentage on the students` interest in learning speaking by using Talking stick, it could be indicated that there were most of the students very interested in learning speaking by using Talking stick and the others were interested in learning speaking.

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[38] Jeremy Harmer, the Prectice of English Language Teaching (Ed.III; England: Person Education Limited, 2001), p.269.

In addition the students' interest in learning speaking by using Talking stick could be seen through the total items found in the available questionnaire which represent all element or aspects of interest, namely:

a. The students feel happy in learning speaking by giving Talking stick. Feeling happy was an expression to show the students' interest. items referred to the questionnaire number 1, 5 and 9.

b. The students' attention in studying speaking by giving Talking stick. The students that have a big interest in studying, of course would have a big attention during the learning process. Their attention could be identified from their focus and active in learning process. The items referred to the questionnaire number 4.

c. The students' interest to the material in learning speaking by giving talking stick . The students' interest to the subject matter could be seen from their activity during the learning process. Whether they feel interested to the subject matter, they feel bored, and they sleepy during the learning process. The items related to the questionnaire number 7, 8 and 10.

d. The awareness of there was a benefit that could be got by the students after studying speaking by giving talking stick. This item indicates to the numbers 2, 3 and 6.

Learning speaking by using Talking stick was one of effective and interesting ways that could be applied in the classroom. Besides, Talking stick could motivate the students` to improve speaking skill. In this method the students` were expected to contribute ideas information, opinion and feelings to others, so that was way the students` could get new solution in speaking skill. This

method could improve the students' vocabulary, make the students focus active during the learning process. By applying this method we could learn enjoying

Based on the result of the questionnaire, it was found that most of the students were very interested in learning speaking by using Talking stick. Related to the explanation above it could be said that interest also refers to the kind of things we were appreciating and enjoy. The selection of an occupation and the satisfaction we got from other works usually depend more interest that our abilities. Interest and abilities were closely related but our interest gives us more motivation to use are abilities.

CHAPTER V

CONCLUSIONS AND SUGGESSTIONS

The discussion in this chapter indicated conclusions and some of suggestions related to the finding and the application of the research.

A. Conclusions

Based on the findings, data analysis, and discussion in the previous chapter, the researcher drew conclusions as in following:

1. Having implemented the treatments by using Talking Stick, it was found that the mean score of post-test were higher than pre-test. From this result the researcher gave interpretation that P was higher that α. It means that there was a significance difference between students' ability before and after giving treatment. It could be concluded that Talking Stick was effective in teaching speaking at the eight grade of SMP Negeri 2 Malangke Barat.

2. Having analyzed the result of student`s response toward the method applied by the researcher in this research, it showed where the data showed that many chose positive choise in all the statements, it showed that the students gave positive response to this method. Based on the data, the researcher concluded that in general the students at the eight grade of SMP Negeri 2 Malangke Barat were interested in learning speaking by using Talking Stick.

B. Suggestions

Successful in teaching did not depend on the lesson program only, but more important were how the teacher presented the lesson and using various methods to manage the class more lively and enjoyable. The method also helped the teacher and lecturer, and giving much opportunity for students to be active in teaching learning process. Regarding to the teaching speaking by talking stick method, the researcher gave some suggestion for the teacher and students as follows:

1. For the lectures, teachers, and the next researcher that want to use talking stick method in teaching speaking the teacher has to prepare interesting topic. So the students can enjoy practice speaking and the student will speak more because they have get motivation that is given by teacher.

2. Suggestion for the students, the students must have spirit to learning English, they should still be more active to speak in class and should have braveness to express their ideas and do not be shy or afraid to make grammatical error in speaking because they know to have a good speaking they have to always practice. Besides that, students have to bring English dictionary in every meeting.

Finally, the researcher realized that this thesis were far from being perfect and because of that; constructive critics and advice was really expected for the perfection of the thesis. The researcher hoped that the results of this research could be useful for the readers. It was hoped that the readers would have more information about talking stick method. This research could be one of

the references for the next researcher activities to improve students speaking

skills.