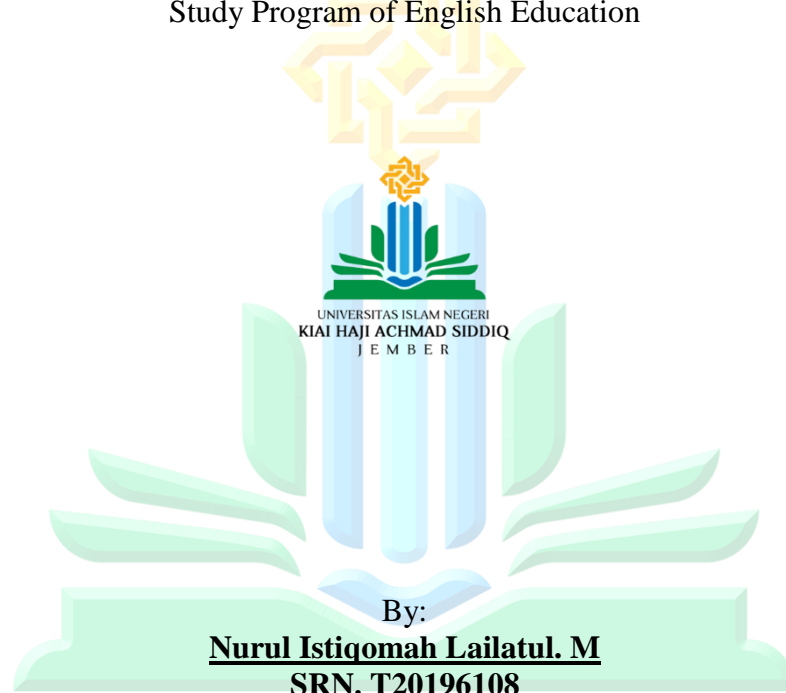


**ENHANCING STUDENTS' SPEAKING SKILL BY USING TALKING STICK
AT 8th A GRADE OF MTs BAITUL ARQOM BALUNG JEMBER**

UNDERGRADUATE THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
to fulfill of the requirements for Bachelor Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
Department of Islamic Studies and Language Education
Study Program of English Education



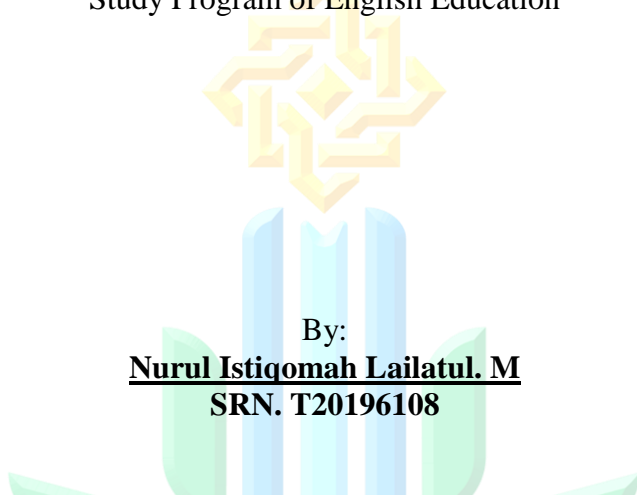
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**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
OCTOBER 2023**

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Approval by Advisor



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Study Program of English Education


Day: Wednesday
Date: October, 18th 2023

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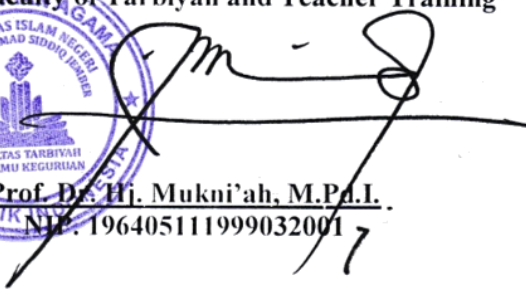

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Approved by
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Prof. Dr. Hj. Mukni'ah, M.Pd.I.
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MOTTO

فَمَنْ يَعْمَلْ مِثْقَالَ ذَرَّةٍ خَيْرًا يَرَهُ

Meaning: “ Then shall anyone who has done an atom’s weight of good, see it !”
(QS. Al- Zalzalah : 7)¹



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¹ Abdullah Yusuf Ali, The Holly Qur'an Arabic Text with English Translation (New Johar Office Printer: India, 2020).

DEDICATION

I proudly dedicate this thesis to:

1. My Beloved parents, Mr. Usman, as my beloved father and Mrs. Atik Fatimah, as my beloved mother and for the last, my beloved young sister and young brother Sania Ameliatul Hikmah, Arina Zaskia, and Muhammad Azril Saputra who have supported me and prayed for me in all day. I am so glad to have you in my life.
2. My Beloved grandma and grandpa, Mr. Toyyib and Mr. Satuki as my beloved Granpa and Mrs. Mujiani and Mrs. Masiyeh, as my beloved Grandmawho have supported me and prayed for me in all day. I am so glad to have you in my life.
3. All of my best friends "AL-FATIH" (Neng ay, Imaza, Faigel, Ritut, Nabila, Ella Uxil, Mida, Dipong) since junior school, who supported me to finish my thesis. Thanks Friends Wish you luck.
4. All of my best friends "Nia Safira, Alfiatul Mukarromah, Melvinda Nesti, Faizah, Nuri Aisyah and Others." in the university who have supported and helped me to complete of my this thesis. Thanks friends wish you luck.
5. My beloved friends, the big family of "The Voyager Class", who have accompanied me in four years studying at this University. I am so happy to study with you. Thank you friends, good luck in your future.

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Firstly, all praises due to Allah SWT for giving me mercy and blessing, health, opportunity and inspiration to finish my thesis. Secondly, my sholawat and salam always be given to my big prophet Muhammad SAW, who has guided us from the darkness to the lightness and brought us from the stupidity to the cleverness. That is Islamic era.

The researcher really realized that this thesis would not finish without help and guidance from other people. In this opportunity, I would like to say thank to the following people:

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5. The Excellency, Siti Khodijah, S. S, M. Pd, my beloved advisor of this Thesis who has helped, guided, motivated and supported me during writing of my thesis.
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8. The Excellency, The head master of Madrasah Tsanawiyah Baitul Arqom Jember, Abdul Hadi, S.Pd, and the staffs who have given me a permission and helped me during my research.
9. The Excellency, The English teacher, Abdul Karim, S.Pd, as collaborator who has given me support and help in conducting my research in Madrasah Tsanawiyah Baitul Arqom Jember.
10. The students of 8th A who participated in this research.

I really realize that this thesis is far from being perfect. Therefore, I welcome all the criticisms and suggestions. The researcher hopes that this thesis will be useful for readers and other researchers who need it.

Jember, October 12th, 2023

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ABSTRACT

Nurul Istiqomah L. M, 2023: *Enhancing Students' Speaking Skill by Using Talking Stick at 8th A Grade of MTs Baitul Arqom Balung Jember*

Keywords : *Talking Stick, Speaking skill.*

Speaking is a language skill in English to communicate verbally and express their thoughts. However, there are several problems that students face while expressing their ideas through oral communication. One of the obstacles is students lack of confidence. Therefore, teachers need a new teaching strategy to enhance students' speaking skills. Based on an interview with the English teacher and the results of preliminary research, the students speaking skill was still low which was percentage as 25% or 6 students who passed the preliminary research. Students do not pronounce word correctly. Therefore, after discussing with the English teacher, we decided to use talking stick in teaching students speaking skill and solve students problems in speaking skills.

In this research, the researcher formulated the research problem as follow: How do the use of talking stick improve the speaking skill of students at 8th grade of MTs Baitul Arqom Balung? The objective of the research was: to enhance students speaking skill by using talking stick at 8th grade of MTs Baitul Arqom Balung.

This research used Classroom Action Research (CAR), with several steps: plan, action, observe, and reflecting. The participants of this research were the 8th A grade at MTs Baitul Arqom Balung consisted of 28 students (6 male and 23 female). In this research, the research was conducted in two cycle. Data collection techniques used in this research were observation, interview, speaking test, and document review. The test was used to determine the enhancement of students' speaking skill during the learning process. The criteria of success in this research was if students reach the KKM score (75) which is equal to or higher than 70% of total students in this research.

The results of the students speaking test in the first cycle obtained an average score of 72. There were 13 students or 46% who passed the criteria of success. Therefore, the second cycle was carried out after reflection. The result of speaking test in the second cycle showed an average score of 75. There were 21 students or 75% who passed the criteria of success. Therefore, it can be concluded that the use talking stick strategy in class 8th A MTs Baitul Arqom Balung could enhance the students' speaking skill and this research was successful.

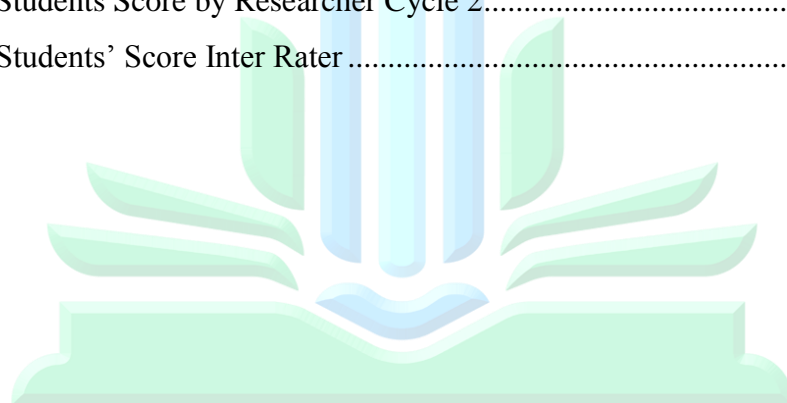
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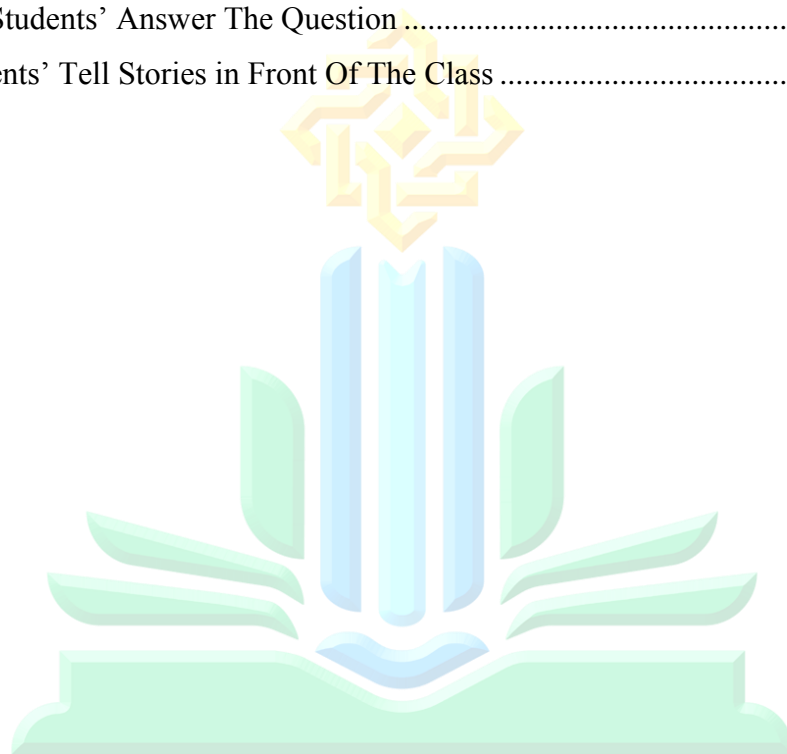
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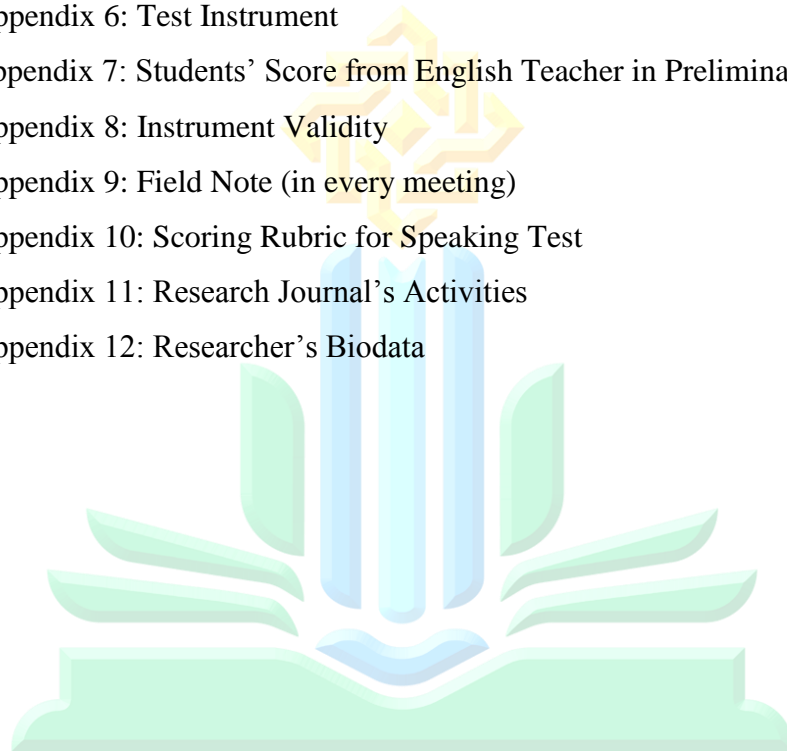
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CHAPTER I

INTRODUCTION

This chapter presented an introduction of the research. The part of this chapter were: the research background, the research question, the research objective, the significance of the research, the action hypothesis and the definition of key terms.

A. Research Background

In English, there are several skills including speaking, listening, writing, and reading. Speaking is a language skill that improves students' ability to communicate verbally and express their thoughts. Speaking in English is very important to communicate in this era of globalization. Therefore the world community agrees that English is an international language. Speaking is also the one that gives us the ability to communicate with others in a productive way. It could be interpreted that communication can be productive when someone has a goal or desire to achieve something, for example, such as providing direction, solving problems, and also clarity on something.² Tarigan also defines that speaking is a behavioral skill that speakers would become adept at using if they practice it repeatedly and continuously.³ It could be said that speaking skills are the key to communication. Speaking is an important skill in learning English in order to convey information and also ask questions. This shows that the speaker and

² Jeffrey D. Ford, Laurie W. Ford, *The Four Conversations: Daily Communications that gets Results*, (San Francisco: Berrett-Koehler Publishers, 2009), p. 6

³ Tarigan, H.G, *Prinsip-prinsip Dasar Metode Pembelajaran dan Pembelajaran Bahasa*. (Bandung: Angkasa, 1990), 134.

listener could at least communicate and understand the topic.

Knowing the importance of speaking skills for society, the Indonesian government set regulations regarding English language learning in Indonesian schools. According to Government Regulation of Indonesia No. 32 Year 2013, the position of English in Indonesia is a foreign language where English is very useful, especially in public relations.⁴ Furthermore, English language learning needs to be taught in every educational institute because English would be tested in national examination with other subjects.⁵

Since English has become an international language, speaking ability plays an important role in cross-cultural communication. Speaking also explains in the al Qur'an which in Q.S Ar-Rahman 3-4:

خَلَقَ الْإِنْسَانَ ۖ عَلَّمَهُ الْبَيَانَ ۖ

The meaning: “ Created man, (and) taught him eloquence.”(QS. Ar-Rahman verse 3-4)⁶

Based on the verses of al Qur'an above, it says that Allah SWT. Who created man and taught humans to have good communication. It means that people speaking skill comes from God. As humans, they should have a good speech because God has taught us good things in life.

⁴ Government Regulation of Indonesia, No. 32 Year 2013, about The Changes on the Government Regulation of Indonesia Number 19 Year 2005 about National Education Standard, Article 77J and 77K, pp. 10 – 12, Retrieved from (sindikker.dikti.go.id) on 15 July 2019

⁵ Government Regulation of Indonesia, No. 32 Year 2013, about The Changes on the Government Regulation of Indonesia Number 19 Year 2005 about National Education Standard, Article 70, pp. 16 - 17

⁶ Al-Qur'an, 3-4

In fact, learning speak English is a difficult skill to learn in English, especially in junior high school, zhang added that speaking is the most difficult skill for the majority of English learners to master, and they are not yet competent in oral communication in English.⁷ There are several problems that students face when expressing their ideas through oral communication. One of the obstacles is students' lack of confidence. As for the problems found in previous research. According to Widiati & Cahyono, students feel nervous to express their ideas when speaking in class. Besides that students lack understanding about the topic, still lack confidence, and poor relationships between students and teachers. According to Adit, it found that some students were afraid to speak and quiet because they were afraid to make mistakes when speaking. Moreover, when students have problems in speaking or make mistakes, their classmates would laugh at them and criticize them. Consequently, it could affect their mentality in speaking English. Therefore, teachers need to using cooperative learning can help improve their skills and provide many opportunities to communicate the effectiveness of the process in all types of language classes. So that students become more active during the learning process.

According zhang, Teachers could choose strategies to improve students' speaking skills, one of them by using talking stick strategy. According to Carol Locust, stated that Talking Stick is a learning model that is carried out with the help of a stick, where students who hold the stick are

⁷ Zhang, S, 2009: The Role of Input, Interaction, and Output in The Development of Oral Fluency." *Journal of Teaching English Language*, 2(4),91- 100. <http://dx.doi.org/10.5539/elt.v2n4p91>.

required to answer questions given by the teacher after students have studied the main material. So, Based on the explanation above, the researcher used the talking stick method to enhancing students' speaking skills.

Talking stick is a type of cooperative learning which used the help of stick and music in learning activities. Methods could train speaking, writing, listening, and reading. After students receive learning materials, the teacher plays certain music and passes the baton in a relay or stretches from one student to another. Then the student holding the stick answers the question.⁸

According to Knockwood, Talking Stick is a piece of wood used in Talking stick caremony. Anyone with their talking stick has the right to speak for as long as they need to say without fear of being interrupted by criticism and questions. Talking stick could be a stick or can be a wooden marker, or something similar. Using a talking stick is a powerful strategy of establishing communication between people. This strategies could be used when students would practice speaking.

The talking stick method is a method that is suitable for used in junior high schools or Islamic junior high schools. First, students feel happy, calm, relaxed, and interested. The result is easier for teachers to direct students in the learning process. Second, students are more active in carrying out activities such as answering teacher questions, listening and speaking as well as working with their friends. So, they feel not bored in their learning process. And they could also increase their confidence in learning English.

⁸ Dr. Rustiyarso, M. Si. Dan Tri Wijaya, M. Pd. *Panduan dan Aplikasi Penelitian Tindakan Kelas*, 119

The talking stick method is also a way to make teachers more creative and responsible. Teachers become more serious in the learning process and can prepare it carefully. This method could also be said to be ideal because the teacher used the material in learning in class comfortably and pleasantly. And the existence of feedback between the interaction of teachers and students. Thus the educational process is easily achieved.

Based on the results of the preliminary research, researcher conducted observations at MTs Baitul Arqom Balung in class 8th A. There are several problem. First, the researcher found several difficulties, such as the lack of interest in learning English. So that students themselves experience difficulties in understanding English. Both in speaking, listening, reading, and also writing skills. Second, the researcher found difficulties in students' speaking skill so that students' speaking skill were very low. Third, the researcher found a lack of accuracy and practice in speaking. Due to lack of interest in learning or being interested in speaking to texts or things related to English. This is also due to the teacher's competence in choosing and teaching speaking skills methods. So that they have difficulty in using language both orally and in writing. In speaking, writing, reading, and vocabulary they could also experience difficulties because their speaking skills are still lacking.⁹

Based on observations at MTs Baitul Arqom Balung and interviews from English teachers, there are 2 classes in class 8, and the students who had a lowest achievement are class 8 A. In this research, the number of students in

⁹ Observation in MTs Baitul Arqom Balung lor- Balung-Jember, 18 January 2023

class 8th A is 28 students. The students who passed the target score of KKM in speaking English were still 26% or 6 students, the students who do not passed the target score of KKM in English were 78% or 22 students who must achieve the minimum mastery criteria (KKM) that have been set at MTs Baitul Arqom Balung.

From that statement, to overcome the problems above, the teacher as a informant must provide several new methods or ways to train and enhance students speaking skills. When they are motivated, they can automatically enhance their speaking skills. Therefore the researcher used a musical talking stick in this study. Besides cooperative learning talking stick is also interesting in the learning process. Where talking stick could enhance teacher creativity talking stick could also make students more active in the learning process. Furthermore, the researcher believes that the used of the musical talking stick method is easy for students to enhance their speaking skills.

Based on explanation above, the research is interest to conducted on MTs Baitul Arqom Balung with the tittle: Enhancing the Students Speaking skill by Using Talking Stick at 8th Grade of MTs Baitul Arqom Balung.

B. Research Question

Based on the research background above, the researcher formulated her research questions: How do the use of talking stick enhance the speaking skill of students at 8th A grade of MTs Baitul Arqom Balung?

C. Research Objective

Based on the research questions above, the objective of this research: to enhance the students speaking skill by using talking stick at 8th A grade of MTs Baitul Arqom Balung

D. Significance of The Research

The author hopes that this research can provide various meanings to this research: Theoretical significance and Practical significance

1. Theoretical significance

This research is expected to provide some knowledge and insight for those who need the effect of using talking sticks in enhancing their speaking abilities. And furthermore, it is hoped that the results of this research can become a motivation, enrich theory and reference for future education related to increasing the speaking abilities of students in grade 8th.

2. Practical significance

a. For students, This research is expected to bring students' interest and enjoyment in learning English by using talking sticks but also to increase their speaking abilities.

b. For English teacher, This research is expected to provide benefits and additional experience and knowledge for teachers who can provide them with new strategies in improving students' speaking abilities. The use of talking sticks is a new alternative to improve students' speaking abilities, and students will enjoy the learning process.

- c. For the other researchers, This research is expected to provide information related to improving students' speaking abilities with talking sticks. And can also be a reference for further research on related topics.

E. Action Hypothesis

The action hypothesis of this classroom research is enhancing students' speaking skill by using talking stick at 8th grade of MTs Baitul Arqom Balung Jember.

F. Definition of Key Terms

1. Speaking Skill

Speaking is one of the four language skills (reading, writing, speaking is also a way of expressing opinions about what we would express. Speaking skills can be observed directly and empirically: these observations are followed by the accuracy and effectiveness of listening skills in making decisions. Which of course compromises reliability and validity in the production of oral tests.¹⁰

2. Talking stick

The talking stick method is a method of learning using a stick. The student who receives the stick must answer the question, topic and speak through it teacher. Students can be enjoy the learning process.

Talking stick were the first method used by Native Americans to invite all people to speak or express their opinions at forums (tribal

¹⁰ Suharsimi Arikunto, *Evaluasi Program Pendidikan* (Jakarta: PT Bumi Aksara, 2004), 3.

meetings).¹¹ Talking Stick is a method of using sticks as teaching materials. Whoever has a stick must answer the teacher's questions after the student has learned the material path.¹²



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¹¹ Aris Shoimin, *68 Pembelajaran*, 197.

¹² Aris Shoimin, *68 Pembelajaran Inovatif dalam Kurikulum 2013*(Yogyakarta: Ar-Ruzz Media,2014), 198

CHAPTER II

LITERATURE REVIEW

This chapter presented literature review. It consisted of relevant previous studies, theoretical and conceptual framework.

A. Previous Research

In this section the researcher presents several studies that have been conducted related to this research. As for related research as follows:

The first one written by Roudotul Rohmania, entitled "*The Implementation Of Talking Stick In Teaching Speaking At The First Grade Of MA Ash-Sholihin Mumbulsari Jember In 2019/2020 Academic Year*". This research used descriptive qualitative research. The data collection used interview, observation and document review. Data analysis used miles and Huberman model. Data validity used source and technique triangulation. The result of this research are: the implementation of talking stick in teaching speaking at the first grade of MA Ash-Sholihin mumbulsari jember in 2019/2020 academic year divided into three activities, pre-activities, main activities and last activities. The material of talking stick in teaching speaking is used WH questions. The media of talking sticks in teaching speaking are stick, MP3, cellphone and bottle. The assessment of talking stick in teaching speaking is responsive speaking that is a question and answers the students respond to questions that the teacher asks. The implementation of talking stick

on students' speaking ability is very useful to assessed students' ability in teaching speaking.¹³

The second previous research was written by Moh. Iqbal Azizi, entitled "*Exploring Talking Stick Mediated speaking tasks to Improve Students Speaking Skills: An Action Research*". This research used (CAR) classroom action research. The participants of this research were the eighth grades at MTs Al-Islah consisting of 30 students (30 males). The data from this research were gathered by using speaking tests, interviews, observation and document review. This research was taken in two cycles. The result of the first cycle obtained the mean score of 60.80. There were 12 students or 40% of students who got score above the minimum mastery criterion. Therefore, the second cycle was carried out after the evaluating and reflecting. The result of the second cycle obtained the mean score of 71.86. They were 22 students or 73.3% who got score above the minimum mastery criterion. Hence, it could be concluded that there were improvement of students' speaking skill after exploring the talking stick method.¹⁴

The third study was written by Sarni, entitled "*The Use of Talking Stick to Improve The Students' Speaking Skill at the Second Grade of SMKN 9 Pinrang*". The objective of the research was to know the students' speaking skill using talking stick method at the second grade of SMKN 9 Pinrang. The

¹³Roudotul Rohmaniah. "*The Implementation Of Talking Stick In Teaching Speaking At The First Grade Of MA Ash-Sholihin Mumbulsari Jember In 2019/2020 Academic Year*". (Thesis, Institut Agama Islam, Jember, 2021).

¹⁴Moh Iqbal azizi. "*Exploring Talking Stick Mediated speaking tasks to Improve Students Speaking Skills: An Action Research*".(Thesis, Institut Agama Islam Negeri, Jember, 2021)

researcher used pre-experimental design, by one grup pre-test and post-test design with using purpose sampling technique. The researcher taken one month before and after giving treatment. The sample of population consist 15 students. The result of this research about mean score of pre-test the students was 3.7 and post-test of students was 4.6 it show that the student speaking skill is improve. The result finding that the score of t-test value was 7,8 while the score of t-table value was 0,691 for the level significance 5% (0,05). It show the alternative hypothesis (H1) was accepted, which t-test value was greater than t-table value, it mean that using talking stick method was able to improve the students in studying speaking. The result of the students' response show that students in studying speaking had a very good response using talking stick.¹⁵

The fourth study was written by Ika Putriyawati, entitled "*The Effect of Talking Stick On Students' Speaking Skill at MTs Guppi*". The method of this research employed quantitative research. The design of the research is pre-experimental. The sample of this research was 16 students at eight grade of MTs GUPPI Jambi. The results of the research showed that the mean post-test score (67.5) was higher than the mean pre-test score (52). It can be concluded that Ho was accepted.¹⁶

The fifth study was written by Adit Tria Pramono, entitled "*The Effect of Talking Stick Strategy on Students' Speaking Ability of Asking and Giving*"

¹⁵ Sarni, "*The Use of Talking Stick to Improve The Students' Speaking Skill at the Second Grade of SMKN 9 Pinrang*". (Thesis, IAIN Parepare, 2018).

¹⁶ Ika Putriyawati, "*The Effect of Talking Stick On Students' Speaking Skill at MTs Guppi*". (Thesis, State Islamic University Sulthan Thaha Saifuddin, Jambi, 2019)

Opinions". The method that is used in this research was quantitative through quasi-experimental research. The total sample for this research was 70 students from 35 students of 8.3 (experimental class) and 35 students of 8.1 (controlled class) that were taken by using purposive sampling technique. The findings revealed that talking sticks could improve students' scores at post-test (78.51). Based on the result, the effect size is 0.245 and can be categorized as a modest effect. In conclusion, the use of Talking Stick Strategy is modestly effective on students' speaking abilities of asking and giving opinions of eighth grade students at SMP Negeri 177 Jakarta academic year 2019/2020.¹⁷

Table 2.1
The similarities and differences of previous research

No	Name and research title	Similarities	Differences
1.	Roudotul Rohmaniah/ The Implementation Of Talking Stick In Teaching Speaking At The First Grade Of MA Ash-Sholihin Mumbulsari Jember In 2019/2020 Academic Year	Both of the research discussed the implementation of using talking stick for teaching speaking.	The previous research used qualitative research design. This research used classroom action research as method.
2.	Moh. Iqbal Azizi/ Exploring Talking Stick Mediated speaking tasks to Improve Students Speaking Skills: An Action Research.	Both of the research discussed the used talking stick and used classroom action research as method.	The previous research focused on exploring students' speaking skill through talking stick. This research focused on using talking stick strategy to enhance students speaking ability.

¹⁷ Adit Tria Pramono, "*The Effect of Talking Stick Strategy on Students' Speaking Ability of Asking and Giving Opinions*". (Thesis, Syarif Hidayatullah State Islamic University, Jakarta, 2019)

3.	Sarni/ The Use of Talking Stick to Improve The Students' Speaking Skill at the Second Grade of SMKN 9 Pinrang	Both of the research discussed the using the talking stick to improve students' speaking skill.	The previous research used pre-experimental design,but this research used Classroom action research.
4.	Ika Putriyawati/ The Effect of Talking Stick On Students' Speaking Skill at MTs Guppi.	Both of the research discussed about using talking stick on students' speaking skill.	The previous research discussed about effect talking stick on students' speaking skill, but this research discussed about enhancing the students' speaking ability. The previous research used quantitative pre-experimental as method,but this research used CAR as a method.
5.	Adit Tria Pramono/ The Effect of Talking Stick Strategy on Students' Speaking Ability of Asking and Giving Opinions.	Both of the research discussed the using of talking stick on students' speaking ability.	The previous research discussed about the effect talking stick with asking and giving opinions as strategy and than used quantitative quasi-experimental as a method. This research discussed about talking stick with recount text as as strategy to enhance the students' speaking ability, and this research used Classroom action research as method.

Based on the explanation above, those previous research found that most of them were used the same strategies. There are also some similarities and differences. Roudotul rohmaniah focused on implementing talking stick in teaching speaking by using qualitative methods and the implementation was carried out at MA Ash-Sholihin mumbulsari jember. While this research using CAR as a method. Moh Iqbal azizi focused on exploring students' speaking ability through talking stick by using Classroom action research as a method and was taken in two cycle. Sarni talk about improving speaking through talking stick by using pre-experimental as a method while this research focused on enhancing speaking. Ika putriyawati focused on the effect talking stick to students' speaking skill by using quantitative methods and the design of the research is pre-experimental. Adit tria focused on talking stick as strategy of students' speaking ability of asking and giving opinions by using quantitative through quasi-experimental, but this research focused to discussed about enhancing students' speaking skill through recount text. The equation is the use of a talking stick. As for the most prominent differences in the research methodology, most of the methodologies used are qualitative, classroom action research and qualitative methods. While in this research using classroom action research. In this research, the researcher only focused on the enhancing students' speaking skill by using talking stick.

B. Theoretical Framework

1. Speaking Skill

a. Definition of speaking skill

Skill could be defined is the individual capacity possessed in a particular task. Basically skill could mean that you have the potential to do something. Other words of skill could be referred to as talent.¹⁸

According to Chaney, speaking is a process of building and sharing in both verbal and non-verbal communication. It could be said that speaking skills are key in communicating with others or as a bridge in discussing, giving arguments, and also in expressing ideas and sharing information. Nunan states that speaking is the ability to have a conversation through language. It could be interpreted that speaking is a way and is used to interact with other people. Michelle Maxom defined that, Speaking is the most important skill in teaching English language.¹⁹ Brown and Yule stated that “speaking is an interactive of constructing meaning that involves producing, receiving and processing information”.²⁰ It could be interpreted that speaking is an important ability for students to interact, make relationships better, and also to get information in the learning process.

¹⁸ Philip Toner, “Workforce Skills and Innovation: An Overview of Major Themes in The Literature”, *The Working Paper series of the OECD Directorate for Science, Technology and Industry* (France, 2011): 10

¹⁹ Michelle Maxom, *Teaching English as A Foreign Language for Dummies*, (England: John Waley & Sons, Ltd, 2009), 183.

²⁰ Gillian Brown & George Yule, *Teaching the Spoken Language* (Cambridge: Cambridge University Press, 1983), 29.

In speaking, there are some elements of speaking skills. The elements of speaking consist of grammar, vocabulary, pronunciation, comprehension, and fluency.²¹ Speaking ability is described as the ability to express oneself in life situation. Speaking ability are used to express ideas fluently. That is why most students want to be able to speak English after they graduate from junior high school in order to be able to talk to foreigners and continue their studies.

Based on the definition described above, the researcher concluded that Speaking is an active language that is developed at different speeds. Speaking is also used to interact and exchange ideas between speakers and listeners. In addition, speaking skill has several aspects consisting of grammar, vocabulary, pronunciation comprehension, and fluency.

b. The aspect of speaking

The aspect of speaking there are grammar, vocabulary, pronunciation, comprehension, and fluency.²² These five aspect usually called as the aspect of speaking skill and could be used to assess oral test of speaking skills.

- 1) **Pronunciation:** Pronunciation is important for mastering basic skills. If the student's pronunciation is good, their speech would be understandable. Pronunciation is a way for students to produce

²¹ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (New York: Longman, 2004), p. 157

²² David Harris, *Testing English as a Second Language* (New York: Mc. Graw. Hill Book Company, 1974), 55.

clear language when they speak.²³ There are two features of pronunciation; phonemes and supra segmental features. So it could be interpreted that pronunciation is one of the sciences so that we know clear pronunciation when other people or students speak so that the communication process could be understood.

2) **Grammar:** Grammar is defined as the rules of language, which in general has a structure and language system. Heaton states that language structures are necessary for students to be able to compose conversational sentences correctly and precisely.²⁴

3) **Vocabulary:** According to Beyorn, Vocabulary means the diction used to discuss with others. If someone does not have enough vocabulary, they would not be able to communicate effectively. Having a limited vocabulary would be a learning difficulty in learning a language. Therefore, in addition to learning grammar we need to master vocabulary because vocabulary is one of the speaking aspect which are very important in mastering English.

4) **Fluency:** Fluency is the ability to speak fluently and accurately. Brown explained that fluency is the ability to speak Spontaneously and flows well without many stops or pauses.²⁵ Fluency could be defined as the ability to speak fluently and accurately without using pauses such as "umm" "urs" or so on.

²³ Bogards, Paul and Batia Laufer-Dvorkin, *Vocabulary in a Second Language*, 2004, 40.

²⁴ Heaton, *Teaching Speaking and Component of Speaking* (New York: Cambridge University Press, 1990), 32.

²⁵ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Second Edition, (New York: Pearson Education, 2001), 268.

5) **Comprehension:** Heroine, stated that teachers should ensure that students understand and pay attention to the material presented. Comprehension is also defined as the ability to fully understand something and be familiar with the situation, facts, etc.²⁶ It could be conclude, that how well students understand the language or their understanding of it increases. Aswell as comprehension and speaking are related to each other as they make the transfer of information successful and meaningful.

c. Types of Speaking

According to Brown there are five types of speaking.²⁷ Some of them are:

1) Imitative

This is a kind of speaking performance and it is an ability that can imitate phrases, words or sentences. While this is purely a phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language can be included in the performance criteria.

2) Intensive

This is a type of speaking performance in short predictions part of spoken language designed to demonstrate competence in grammatical, phrasing, lexical, or phonological relationships.

²⁶Don A. Welty, & Dorothy R. Welty, *The Teacher Aids in The Instruction Team* (New York: Mc. Graw Hill, 1976), 47.

²⁷ H. Douglas Brown, *Principle of Language*, 271-274.

3) Responsive

This type of performance in speaking includes interaction with tests of comprehension, but at a rather limited level of very short dialog, standard greetings and small talk, requests and simple comments.

4) Interactive

They are the types of speaking performance that show similarities. However, these differences between responsive and interactive speaking lie in the length and complexity of the dialogue, which may involve multiple exchanges and multiple participants. Here, interactive is an interaction between two or more people of hers involving specific information exchanges or interpersonal interactions for the purpose of maintaining social relationships.

5) Extensive

This is a type of speaking performance. Oral tasks include speeches, oral performances, and storytelling, and opportunities for audience verbal interaction are very limited (non-verbal responses are possible) or eliminated altogether.

d. Speaking difficulties

According to River, the main purpose of teaching speaking is to develop communicative efficiency. These difficulties are due to lack of

interest in the subject, poor listening practice, deficient vocabulary, or lack of self-confidence and fear of making mistakes.²⁸

1) Lack of interest in the subject

Most students in foreign language classes prefer to remain silent and not say anything because the teacher chooses topics that you know little about. The usual time limits that second language learners use when forced to engage in a particular topic are "nothing to discuss", "don't know", "don't comment", or keep quiet. That's it. These expressions are due to a lack of motivation to express themselves or the topic they have chosen to discuss and talk about. Rivers says, "Teachers may choose the topic he doesn't interest the students' or he knows so little that he has nothing allowed to express himself either in his native language or in a foreign language."

Baker and Westrup support that many students have difficulty

when the teacher asks them to say what is in the target language.

Students may have some ideas to convey about: they may not be aware of the use of grammar and vocabulary.

2) Poor listening practice

Listening plays a big role in the interactions that occur between two or more people. Students may have experience expressing themselves in conversations in a foreign language. As a result,

²⁸Saci Sihem, "Using Video Techniques to develop Students' Speaking Skill", (Dissertation, Mohamed KHIDER University of Biskra, 2013), 25.

children do not fully understand the elements of the message and are unable to contribute further to the discussion.

3) **Deficient vocabulary**

Most students found it difficult to express their thoughts in the right words, so they used simple words. Teachers should be aware of this psychological factor and help students become comfortable using a foreign language.

4) **Mother tongue use**

Second language students of the same mother tongue tend to use it outside and even inside the classroom because they feel more comfortable and less exposed to the target language. According to Baker and Westrup, "Barriers to learning can occur when students intentionally or unintentionally transfer cultural norms from their mother tongue to their foreign language." If you continue to do so, you will not be able to use the foreign language properly.

Lack of target language vocabulary usually leads learners to borrow words from their mother tongue.

5) **Lack of self-confidence and fear of making mistakes**

In many classes, some students prefer to hold their own ideas. Afraid of being corrected by the teacher, I need to correct my students' mistakes, but I want to be as undisturbed as possible when they try to code their thoughts. Littlewood argues, "It's too easy to

create inhibitions and fears in foreign language classes. Such factors associated with embarrassment and fear of making mistakes, these are due to the development of communication skills and linguistic inferiority complex.

Students fear making mistakes, especially when speaking to a critical audience. Ur says: About trying to say things in a foreign language in class. They worry about making mistakes, fear criticism or loss of face, or are simply embarrassed that their speech will attract attention.

Based on the explanation above, there are many difficulties in speaking, so the researcher would focus on the speaking assessment as mentioned in the aspects of speaking to assess whether students could go through some difficulties or not. This research would be focused on telling about their experience.

2. Teaching Strategies

a. Definition of Teaching Strategies

In the teaching and learning process before the teacher enters the classroom and teaches the students, the teacher should make a plan on how to make it easier for the students to achieve the course objectives and easier to get information. According to Nilsen and Albertalli, it could be interpreted that teaching is a process that a teacher goes through in order to bring students or a group of students to a higher level of knowledge and skills. Teaching entails involving

students in the learning process, and thus involving students in the active creation of knowledge. Therefore, it is the teacher's duty to consider teaching strategies before implementing and teaching students based on the suitability of the teaching strategy.

A teaching strategy is a general plan of lessons that included a framework, expected learning behaviors, and a description of the tactics needed to implement the strategy. Teaching strategies could help teachers facilitated student learning activities, as a supporter of the learning environment and reject disruptive behavior. When supporting learning, teaching strategies used by teachers used teaching media, whereas when supporting learning environments, teaching strategies are used to activate students and engage them in the learning process. According to Khanifatul, A book's teaching strategy is the plan, perspective, and teacher's opinion of the organization's main lessons, the transmission of material, and the way in which the teaching and learning process of activities is managed to achieve the course objectives.

Based on the description above, a teaching strategy is a detailed plan from the teacher to create student success in the form of academic achievement. A teaching strategy that could help teachers in achieving a goal.

b. Types of Teaching Strategies

In the language teaching process, there are several strategies that could be used. According to Anjaniputra, there are four teaching strategies of speaking:

1) Role Plays and Stimulations

According to Hua, A roleplay is a structured series of situations that mirror real life and in which participants act according to instructions. Altun stated that role play is a study in which students act specific roles through saying and doing. It could be concluded that play also plays a role in classroom activities. The role of play is often incorporated into accumulation. These two things could recreate the language used in different situations.

2) Creative Task

In the speaking class, teachers give assignments to students. Assignments offer many benefits to students. Tasks stimulate students' creative thinking. Teachers have to perform various creative tasks for their students.

3) Drilling

Drilling is a learning method that the activities are done repeatedly. According to Kartikasari et al. Drills help students develop rapid, automatic responses used specific formal expressions or structures. Tag endings, verb forms, or transformations. Drills could be valuable teaching and learning

materials because they allow practice in small, manageable chunks of language. It helped build confidence and automatically used the structures and expressions your practice.

4) Cooperative Activities

Cooperative activities are instructional strategies that require students to work in groups. Li and Lam stated that cooperative learning is a student-centered, instructor-facilitated instructional strategy in which a small group of students is responsible for their own learning and the learning of all group members. According to Slavin, cited by Tran, cooperative learning is a teaching method in which teachers organize students into small groups and help those groups work together to learn academic content.

The benefits of cooperative learning strategies are supported by one of the strongest research traditions in education,

with thousands of studies conducted across a wide range of subject areas, age groups, ability levels and cultural contexts. According to Slavin, cited by Li and Lam, the results generally suggest that cooperative learning develops higher-order thinking skills, enhance motivation, improves interpersonal relationships, and improves motivation and peer relationships. With make group from heterogeneous of students, they could improved their knowledge that they have from their friend or their partner in a group. Here

you have to supervise the teacher to guide the students' activities in the classroom.

Based on the explanation above, it could be seen that is a strategy to improve speaking in teaching speaking. While talking stick are included in the cooperative activity strategy because talking stick include student-centered learning where the teacher organizes students to learn together in small groups during the learning process in order to achieve common learning goals.

3. Talking stick

There are many ways to learn English, especially in learning to speaking. The researcher used the talking stick as strategies to learn to speaking. Because it adds to the attractiveness of the material display so that it could increase motivation and interest and take students' attention to focus on following learning activities.

a. Definition of talking stick

In the learning process, teachers need to choose appropriate strategies, methods or approaches that help create an interesting language teaching and learning process. Just like Zhang state that Cooperative learning is a teaching strategy that requires students to work together in small groups throughout the learning process to achieve common learning goals.²⁹ However, when it comes to collaborative learning, there are several strategies that teachers could

²⁹Yan Zhang, Cooperative Language Learning and Foreign Language Learning and Teaching, *Journal of Language Teaching and Research*, Vol. 1 (1), 2010, p. 81

used in the classroom. One of them is the strategy of using talking stick.

Talking stick were used among Native American tribes council meeting. It is polite not to interrupt the chief when he is speaking. According to Agus suprijono, that talking stick is a learning strategy to develop students' ability and expressing their ideas bravely to the others by the helping of the stick.³⁰ The Learning Talking Stick encourage students to voice their opinions. A talking stick is used by the council to decide who has a say. When a leader initiates an argument, he must hold the baton. The stick then moves to another person who wants to talk or answer about that topic. After all, people have the opportunity to express their opinion, and the stick returns to the leader.

The Learning Talking Stick empowers students to voice their opinions. The learning method begins with a teacher explaining the basic learning materials. Stick were then used by students to roll and review and review what they had learned to answer questions from the teacher. Whoever has the stick must answer the question.³¹

According to Hartina, she explains this in passing. Stick are a powerful way to establish deep communication between them people.

Used this method if you want your students to listen to other people

³⁰ Agus Suprijono, *Cooperative Learning: Teori & Aplikasi PAIKEM (Pembelajaran Aktif Inovatif Kreatif Efektif Menyenangkan)*, (Yogyakarta: Pustaka Pelajar, 2015), 128

³¹ Agus Suprijono, *Cooperative Learning: Teoridan Aplikai*, in Shoimin, *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*, (Yogyakarta: AR-RUZZ MEDIA 2014), 198

part of a learner-centered curriculum. This method removed the focus on the teacher as the sole intermediary of knowledge. And by using it, students could encourage each other to learn.

Additionally, Laura Candler explained that Talking Stick is a management strategy that involved all students participate equally in discussions.³² During implementation, each student is given 2-3 craft sticks to use during the lesson activity as a cue when the student wants to speak.

Based on the discussion above, we could be concluded that the use of the talking stick method could help the student learning process besides students could be more active and it could enhance their skill especially in speaking skill.

b. Procedures of talking stick method

As a teacher, it is important to add variation to any language teaching and learning activity. The reason for this is because a teacher is dealing with different student personalities. Some prefer singing, playing games, or working in groups, while others prefer to work alone without distractions. In this case, the stick strategy is one of the tools teachers used to support the English learning process, especially speaking.

³² Laura Candler, *Talking Stick Discussions: 2013 Teaching Resources*, (Milken Education, 2013), p. 1

Procedure of Talking Stick method According to Imas Kurniasih and Berlin Sani Here are the steps for the Talking Stick method:³³

- 1) The teacher prepares the materials and a stick.
- 2) The teacher explains the main topic. Then, the students read and learn the materials for a few minutes (10 minutes).
- 3) The teacher commands the students to close their books and takes a stick.
- 4) The teacher gives the stick to a student.
- 5) The teacher sings a song or plays music while the stick moves one student to another until the song or music stop.
- 6) The student who gets the stick must stand up and answer the teacher's questions.
- 7) Then, the stick rolls on again until each student gets the stick and takes part in the learning process.
- 8) Finally, the teacher gives the evaluation and makes a conclusion.

Talking stick is an interesting method in the student learning process especially to increase student interaction in the classroom.

Students who hold must answer questions from the teacher. So, by using this method students would dare to convey their ideas and opinions because when one student speaks the other student does not

³³ Agus Suprijono, *PAIKEM teori dan aplikasinya*, in Roudotul Rohmaniah's Thesis *The Implementation of Talking Stick in Teaching Speaking at the first grade of MA Ash-Sholihin Mumbulsari Jember in 2019/2020 Academic year*. (IAIN Jember: Jember 2021), 35

interrupt the conversation. Therefore, this method is effective for improving students' speaking skills.

c. Advantages and disadvantages of talking stick

Talking stick have some advantages and disadvantages:

Advantages:

- 1) There is a lot of interaction between teachers and students.
- 2) The learning process is more active and effective.
- 3) Students can get more motivation for themselves.
- 4) Students prepare to answer questions successfully.

Disadvantages:

- 1) It is difficult for teachers to control the learning process.
- 2) Do aerobic exercise for students.
- 3) Students are not prepared to answer questions directly.

Based on what has been mentioned above that not all of the methods used have advantages but also have disadvantages.

CHAPTER III

RESEARCH METHODS

This chapter consists of six parts. It consist of research design and procedure, research setting, data collection technique, data analysis technique, and achievement indicators (criteria of success).

A. Research Design

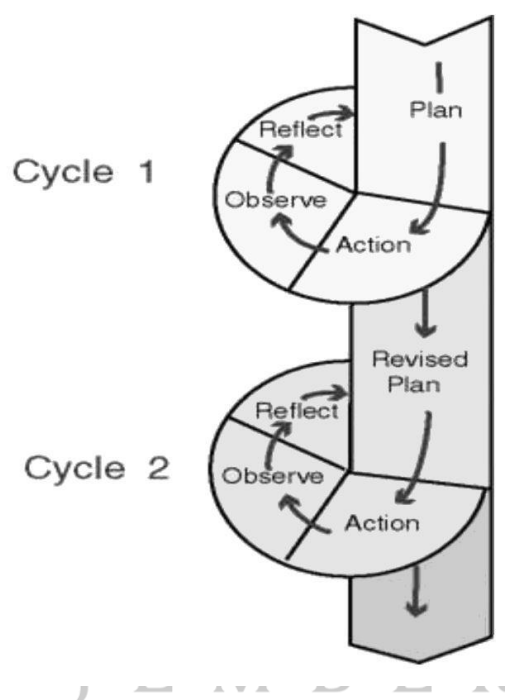
The methodology of this research was a classroom action research. Classroom Action research could be defined as a type of classroom research conducted by teachers. Action research begins with a small cycle of plan, action, observe, and reflecting that helps define problems, ideas, and assumptions more clearly, so that those involved to define more powerful questions as the work progresses.³⁴ From the statement above, we could conclude that classroom action research is research that conducts treatment with the aim of solving student problems in the classroom and also knowing student achievement, and to collect data, researcher must first conduct observations and interviews with English teacher in the class, as well as classes that have low scores in speaking skill.

This research is a collaborative research between students and teacher who was researched. Research is carried out by researcher and teacher (collaborators). Where teacher and researcher should make notes and strategies to solve the problem under study. In this research, researcher conducted observations in class 8th MTs Baitul Arqom Balung. While the role

³⁴ Kemmis and Mc Taggart, R, *The Action Research Planner*. (Deakin University Press, Victoria, 1988), 154

of the researcher is as an English teacher who teaches English and the teacher as a collaborator who observes and also assists in the development of lesson plans.

Classroom action research design (CAR) was used in this research. While this research is intended to enhancing students' speaking skill by using talking stick as a learning media. Kemmis and McTaggart stated that there are several steps in classroom action research. That includes: plan, action, observe, and reflecting. The design of classroom action research as the following diagram.³⁵ The figure is below.



Picture 3.1

The Model of Action Research of Kemmis and Mc. Taggart

³⁵Valsa Koshy. *Action Research for Improving Practice*, (London: Paul Chapman Publishing, 2005), 4.

a. Plan

Plan in this study was an action that has been arranged by the researcher at the first meeting with the English teacher based on reflective initial observations.³⁶ In this research, researcher observed and identified several problems that is the lack of interest in learning English, the difficulties in students' speaking skill, and than a lack of accuracy and practice in the classroom, then researcher developed an action plan to improve the state of the class to be studied. Researcher carried out activities before carrying out activities in the classroom.

b. Action

Action in classroom action is an action taken by the teacher as a researcher consciously, planned, and in accordance with the lesson plan.³⁷ As for the cycle in this action consists of 2 meetings, of which 1 meeting for teaching and 1 meeting for testing. In this research, the action at each meeting was some steps. Here are the steps:

- 1) The learning process begins with the teacher explaining the material to the students.
- 2) The researcher gave time for students to listen to the material that the researcher conveyed. (10 minutes)
- 3) After that, the researcher ordered the students to finish listening to the material provided and the researcher brought a talking stick.
- 4) The researcher gave stick to the students.

³⁶ Rustiyarso, Dll, Penelitian Tindakan Kelas, (Yogyakarta: Noktah, 2020), 41.

³⁷ Rustiyarso, Dll, Penelitian Tindakan Kelas, (Yogyakarta: Noktah, 2020),43.

- 5) Researchers sing songs while moving sticks from one student to another. Singing and music stop.
- 6) The student with the stick in hand must stand up and answer the teacher's question.
- 7) Then, the stick rolls on again until each students got the stick and take part in learning process. Finally, the researcher given evaluation and made conclusion.

c. Observe

The observe phase was the time to collect and document the data The effect or impact of an action.³⁸ In observe, researcher observed and document the actions that have been taken. With the aim of collecting results that have been carried out in the field. The researcher and also the collaborator (teacher) observed the classroom situation when implementing the action. The researcher and teacher also made observation notes used the observation sheet.

d. Reflecting

Reflecting aims to reflect or evaluate previous phases.³⁹ The researcher evaluated and analyzed the test scores as a process. Then, the researcher compared the results with the criteria of success. Mastery of the minimum level of criteria (KKM) of English lessons at MTs Baitul Arqom Balung.

³⁸Rustiyarso, Dll, Penelitian Tindakan Kelas, (Yogyakarta: Noktah, 2020),45.

³⁹Rustiyarso, Dll, Penelitian Tindakan Kelas, (Yogyakarta: Noktah, 2020),46.

e. Revising the plan

In this research, if cycle action did not enhance students' speaking ability, a modified plan is needed. In short, The revised plan depended on the next cycle or second cycle.

B. Research setting, Time of the Research, and Research Subject

1. Research setting

The research setting in this research was conducted at MTs Baitul Arqom Balung. The reason the researcher conducted the research at the school was because the English teacher had not yet implemented talking stick, and the teacher had given permission to conduct the research. Researcher made the decision to conduct research at MTs Baitul Arqom Balung.

2. Time of the research

This Classroom Action Research (CAR) was carried out through two cycle to enhancing students' speaking ability by using a talking stick.

3. Research subject

The subject of this research was the students of 8th A which consisted of 28 students 6 male and 23 female who had problems in learning speaking skill. The students who passed the KKM score was 33% or 7 students, and who did not pass the KKM score was 75% or 21 students. That is the reason why they need a strategy in learning speaking English to help them in enhancing speaking skill.

C. Procedure of the Study

There are four stages in two cycle for doing Classroom Action Research. It consisted of planning, implementing / acting, observing, and reflecting. In this research used two cycle. The researcher collaborated with the English teacher who taught English in class 8th A. The activities performed in the cycle are:

1. Pre-cycle

The researcher observed student activities in class and also interviewed the English teacher. From the results of these observations, the researcher could find out what problems occur in students and students' difficulties in speaking skills. And also the researcher could find out the score of students' speaking skills from the English teacher.

2. Cycle

a. Plan

In this cycle, planning was doing what has been planned in advance. The schedule had to be flexible and adjusted according to the situation and the school curriculum. After the student's problem was known, the researcher as teacher and the English teacher worked together to come up with all the necessary plans to solve the student's problem. So, researcher prepared everything related to their teaching and learning process.

1) The researcher observed the class and interviewed the English teacher and students' to get data about speaking ability.

- 2) The researcher discuss the research schedule.
- 3) Researcher using talking stick as a media.
- 4) Arranging the lesson plan.
- 5) Preparing the media related to the material.
- 6) Preparing teaching materials.
- 7) Preparing observation checklists and field notes
- 8) Making the test (instructions).

b. Action

Action in classroom action is an action taken by the teacher as a researcher consciously, planned, and in accordance with the lesson plan. Researcher were flexible and prepared for school changes. As such, actions were dynamic, requiring immediate decisions on what to do and completion of assessments that were easy for students.

- 1) The researcher explained the material.
- 2) The researcher introduced talking stick to the students.
- 3) The researcher asked to the students related to the material (Recount Text)
- 4) The researcher asked the students to do what the teachers' instructions.

c. Observe

Observation is a research activity that involves direct observation in order to draw conclusions about what has been

observed. For this observation, the researcher needs an observation sheet.

- 1) The students' activity in the classroom.
- 2) The students' response during teaching and learning process in the class.
- 3) The students' speaking skill improvement; fluency, grammar, comprehension, pronunciation, and vocabulary.

d. Reflecting

In this step, we analyzed whether the entire action was executed. Based on the data collected, teacher and researcher discussed and made an assessment to determine the next cycle.

D. Data Collection Technique

The data collection techniques used by researcher are as follows:

1. Observation

In the observation stage, researchers observed the teaching and learning process in the 8th A class of MTs Baitul Arqom Balung. The aim is to found out the situation in the classroom, student responses and also teacher performance during the teaching and learning process.

2. Interview

Interview data is used to collect data or information that cannot be obtained during observation. Data derived from the interview process to obtain results and test the accuracy of responses.⁴⁰ To collect data from the

⁴⁰Jakni, *Metodologi Penelitian Eksperimen Bidang Pendidikan*, (Bandung: Alfabeta, 2016), p.161

interviews, researcher used the following procedures: a) Researcher prepared a concept of questions to be asked to selected English teacher. Researcher also provided a recorder to record informant responses. b) The researcher politely asked and spoke according to question concepts developed based on the interview guide. c) Researcher recorded respondents' responses. d) The researcher wrote interview transcript based on the results of recording

3. Students' speaking test

Tests are a way to measure students skills, as well as at the beginning of students skills, students skills in learning and also progress about students' abilities during treatment and students skills in the last cycle.⁴¹ In this tests there are many test could be used as like oral tests, quiz, writing test, or spoken tests. In this research the researcher used oral test.

In order to found out the results, researcher gave spoken tests to students. The test used was a oral speaking test conducted individually. As for the test, the researcher asked students to tell an experience, whether it's a vacation with family, a holiday, and so on. During the implementation of talking stick. From the activities that have been carried out, researcher and collaborator take the value of the test results to determine the improvement of students' speaking skills.

⁴¹ Departemen pendidikan dan kebudayaan direktorat jendral pendidikan dasar dan menengah direktorat pendidikan umum, *Penelitian tindakan (action research)*, (Bandung: Alfabeta, 1999), p.33-34

In this test, the aspects assessed are pronunciation, grammar, vocabulary, fluency, and content. Researcher check from grammar to found out whether the grammar used is correct and appropriate. Researcher check the pronunciation and vocabulary of students in order to found out how pronunciation and mastery of our vocabulary when they talk about introducing themselves. At the skills stage researcher check how understanding of the material that researchers teach. Then fluency researcher check whether students' ability to speak has fluency especially when speaking alone. That has something to do with Brown, he explained that one of the aspects evaluated in speaking is pronunciation, Grammar, Vocabulary, Fluency, Content.⁴² The table scoring rubric for speaking skill is as follows in table 3.1:

Table 3.1
Scoring rubric for speaking skill

Criteria	Scale	Description
Pronunciation	17 – 20	Easy to understand and has native speaker's accent
	13 - 17	Easy to understand with certain accent
	9 - 13	There are some problems in pronunciation that made listener should more concentration and sometimes there is misunderstanding
	5 - 9	Difficult to understand because there is problem in pronunciation, asked to repeat
	1 - 5	Pronunciation is so bad and it cannot be understood
Grammar	17 – 20	There is no or little mistake in grammar
	13 – 17	Sometimes makes mistake in grammar
	9- 13	Often makes mistake in grammar and it influences the meaning
	5 – 9	There are many mistakes in grammar which made hinder and should re-arrange sentence
	1 – 5	Grammar

⁴²H. Douglas Brown, *Language Assessment Principle and Classroom Practices* (United States of America: San Francisco State University, 2003), 172-173

Vocabulary	17 – 20	Using a variety vocabulary
	13 – 17	Sometimes using vocabulary which is not appropriate
	9 – 13	Using vocabulary which is not appropriate, conversation becomes limited because the vocabulary is limited
	5 – 9	Using wrong vocabulary and it is limited, it is difficult to understand
	1 – 5	Vocabulary is so limited so conversation impossible to occur
Fluency	17 – 20	Speaks fluently and little hesitation
	13 - 17	Speaks with some hesitations
	9 – 13	Speech is frequently hesitant and jerky, sentence may be left uncomplete
	5 – 9	Speak frequent confused and unwell
	1 -5	Speech is so halting and fragmentary that conversation is virtually impossible
Comprehension	17 – 20	Understand all without any difficulties
	13 – 17	Understand almost all, although there is repetition in certain part
	9 – 13	Understand most of what she/he talks in slow speaking
	5 – 9	Difficult to understand what she/he talks
	1 -5	Cannot understand although in simple conversation

4. Document Review

This technique used to provide information related to the problem.

Asfor the review of documents used such as lesson plan, student ability scores, school profiles and other school devices. Documentreview would be carried out before the test and after the test. Documentreview was carried out so that the research and learning process could run well.

E. Data Analysis Technique

The technique of analyzing data of this research was applied by using qualitative and quantitative data. The data was used to describe the situation during teaching learning process. There are:

1. Quantitative data would be analyzed in score while the students learned in speaking by using talking stick. Through quantitative data the researcher would know there was increasing or not on the students' achievement speaking by using talking stick. The researcher apply the following the formula:

$$M_x = \frac{\sum x}{N}$$

Where:

M_x = The Mean score

X = The Sum of the score all of students'

N = The Number of the students'

Researcher try to get a class percentage that has been adapted from MTs Baitul Arqom Balung school with a minimum mastery pass criteria of 75, using the formula:⁴³

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

P = The class percentage

F = Total percentage score

N = Number of students'

2. Qualitative data, In this case, qualitative data informs the description of student observation activities during teaching and learning activities as well as interviews before and after class action research (CAR). As for the description of student observations related to the description of students during class, expressions are also included in the level of student

⁴³ Anas Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), 43

understanding, attitude, student enthusiasm, student attention and also student confidence during the learning process.

F. Validity of Data

Validity is the most complicated criterion of good testing. That is, the extent to which the test actually measures what it is intended to do. According to Arthur Hughes on Validity, a test is valid if it matches exactly what researchers want. From this we can say that the tests and data are valid if they could be proven. There are some types of validity. Such as face validity, construct validity, empirical validity, consequential validity and content validity.⁴⁴

In this research, the researcher used content validity. According to Brown, he said that the actual test is a sample of the subject matter from which conclusions are drawn if it requires the test taker to perform the behavior to be measured, could be claimed evidence of content-related validity, often popularly referred to as content validity.⁴⁵ Before conducted the research test, the test would be examined first to determine the validity of the research. While testing content validity, the researcher compared the content of the subject matter of the instrument, based on the syllabus and curriculum of the English lesson. Then, after all items have been compared, the researcher could carry out the treatment, to carry out the validity of the test, the researcher uses two expert assessments. Which is the first expert assessment by Mr. Abdul Karim S. Pd. as an English teacher at MTs Baitul Arqom

⁴⁴Brown, p. 388

⁴⁵H. Douglas Brown, *Language assessment principle and classroom practice*, (New York: Prentice Hall, 2001), p. 22-23

Balung, then the second expert assessment by Mrs. Nina Hayuningtyas, M. Pd. as the lecturer at UIN KHAS Jember.

G. Criteria of Success

The criteria of success in this research was determined when the assessment indicators are achieved. The criteria of success in this research are based on the criteria for the minimum level of completeness (KKM) and also the agreement of the collaborator (teacher). If the students' scores increase with a minimum score of 75 equal to and higher than 70% of the total students in this study then this study is successful.

H. Research Team

In this section, the research team in this study includes: researcher, English teacher, English lecturer of UIN KHAS Jember. In this research, researcher observed student problems during the teaching and learning process. Researcher would discuss with English teacher about problems that have not been solved before carried out a test to determine student improvement. Teacher and researcher in classroom action research (CAR) become collaborator and as assessment experts in this study. Research collaborator would help researcher to found out the problems that occur in students. Discuss methods, make lesson plans, media that would be used and also make a research schedule. While the English lecturer as an assessment expert would check the validation of the research instrument, whether the instrument is valid or not.

I. Research Schedule

In this research, the research schedule would be explained by the researcher, were:

Table 3. 2
Research Schedule

No	Activities	February				March				April					May				
		1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	
1.	Pre Research																		
2.	Treatment 1 (Cycle 1)																		
3.	Treatment 2 (Cycle 1)																		
4.	Treatment 3 (Cycle 1)																		
5.	Post Test (Cycle 1)																		
6.	Treatment 1 (Cycle 2)																		
7.	Treatment 2 (Cycle 2)																		
8.	Treatment 3 (Cycle 2)																		
9.	Post Test (Cycle 2)																		
10.	Report																		

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter present about the profil of the school, research finding and discussion. The detail of this research process were explained below.

A. Overview of Research Objects

1. Profile of MTs Baitul Arqom Balung – Jember

The location of MTs Baitul Arqom coincides on Jl. Karangduren No.32 Balunglor - balung - jember. This school was founded in 1959. As for MTs Baitul Arqom is organized to instill faith, have noble morals with actions and behavior in all aspects of life. As well as developing the intellectual potential of students, creativity, and technology as a provision for continuing education.

2. Vision and Mission of MTs Baitul Arqom Balung

a. The vision of MTs Baitl Arqom Balung

“the realization of devoted and outstanding graduates”

b. The mission of MTs Baitul Arqom Balung

- 1) Carrying out dhuha prayers in congregation
- 2) Carrying out dhuhur prayers in congregation
- 3) Getting used to tawadhu' to parents
- 4) Getting used to tawadhu' to the teacher
- 5) Get used to respecting friends
- 6) Getting used to good behavior in the community
- 7) Obey the rules

- 8) Provide academic guidance
- 9) Provide academic assistance
- 10) Provide non-academic guidance
- 11) Provide non-academic assistance

3. Extracurricular Activities

- a. Featured extracurricular: Tahfidz
- b. Compulsory extracurricular: Scouts, muhadhoroh.
- c. Optional extracurriculars: Committee, volleyball, futsal, karate, hadrah, pentaque, paskibra, TSM, BSA, and basketball.

B. Research Findings

This section is the result of classroom action research (CAR). As for this research used the Kemmis and Mc Taggart model. The findings of this research were obtained from the beginning to the end of the teaching and learning process. The research was conducted at MTs Baitul Arqom Balung in 2023/2024. This study used 2 cycles, cycle 1 consists of 3 meetings and each takes 40 minutes. The first cycle was carried out on March 15, 2023 then the second cycle was carried out on April 12, 2023 in class 8th A MTs Baitul Arqom Balung consists 28 students. This research is described in detail was below:

1. Research Findings in the Pre-Cycle (Before the action)

At this stage the researcher used the pre-cycle stage before implementing the action. First the researcher conducted interview with English teacher and 8th A grade students of MTs Baitul Arqom Balung. In

this interview activity the researcher aimed to find out the problems that existed in students during the teaching and learning process. As for the observations in student teaching and learning activities were made when the interview was over, so that the researcher could find out the condition of the students during the teaching and learning process in the classroom.

The results of interview with English teacher showed that students' speaking ability were still low.⁴⁶ The teacher explained the problems of 8th grade A students towards English learning, explained that students lack understanding of some English vocabulary, the use of grammar, and pronunciation and there were also some students who are afraid of making mistakes and shy to argue for fear of being laughed at by their friends.

The Researcher prepared learning material based on topic that to be discussed based on the curriculum, the material is about recount text. Researcher make lesson plan for each meeting. Researcher see students' speaking scores from the 8th grade English A teacher. The results of the score that researcher had obtained from the English teacher showed that many students' speaking scores still have low score and are far from the success criteria (KKM). The following student scores at the pre-cycle stage:

⁴⁶ Interview with English Teacher MTs Baitul Arqom Balung, 24 January 2023

Table 4.1
Students' score from English teacher in (pre-cycle)
of speaking test

No.	Name of Students'	Students' Score
1.	ANZ	60
2.	AM	66
3.	AAH	77
4.	ADA	57
5.	DF	63
6.	DA	78
7.	DF	58
8.	FFA	78
9.	FAM	55
10.	FAA	76
11.	IH	62
12.	KN	60
13.	MDAL	56
14.	NA	77
15.	RNM	53
16.	RAPM	78
17.	RM	61
18.	SLS	55
19.	SSB	80
20.	SP	54
21.	SA	60
22.	SAG	64
23.	SAN	75
24.	SRM	79
25.	ZS	52
26.	AFI	55
27.	JJAR	76
28.	RME	60
Total		1.825

The reseacher calculated the data by using with the formula below :

a. Mean of the students' 8th A class score : $X = \frac{\sum xn}{n}$

$$X = \frac{1.825}{28}$$

$$X = 65$$

The description of the formula:

\bar{X} : Mean

$\sum x_n$: Individual score

N : Number of students

b. Percentages of completeness of speaking skill : $P = \frac{F}{N} \times 100\%$

$$P = \frac{10}{28} \times 100\%$$

$$P = 36\%$$

The description of the formula:

P : The class percentage

F : Total percentage score

N : Number of students

2. Research Findings in the Cycle 1

This research was carried out on March 15, 2023. After the cycle was completed, the researcher conducted an oral test in order to find out the students' speaking skills. In this cycle there are four stages, namely: planning, implementing, observing, evaluating and reflecting. As for the description of the activity were as follows:

a. Plan

At this stage the researcher conducted the research first at MTs Baitul Arqom Balung. First the researcher conducted an interview with the English teacher in class 8. After conducting the interview and knowing the students' problems based on the results of discussing with Mr. Abdul Karim as a collaborator. The researcher together with the

collaborator made a lesson plan based on the syllabus, lesson plan, as well as media and materials. The lesson plan focused on oral presentation used the talking stick strategy. The material to be used is recount text material. The learning plan to be carried out in 4 meetings in one cycle. Three meetings for the teaching and learning process and one meeting for oral tests.



Picture 4.1
The Researcher Interview with the English teacher to prepared the media, speaker, music, stick and some papers.

b. Action in cycle 1

At this stage, the researcher as a teacher carried out the implementation in accordance with the lesson plan that has been prepared. Researcher used the talking stick strategy during the teaching and learning process. As for this implementation is used during the English learning process. As for the description of the implementation to be explained as follows:

1) First Meeting

Researcher conducted the first meeting on Wednesday, March 15, 2023, at 10.10 - 10.50, researcher and collaborator

entered class 8th A MTs Baitul Arqom. Researcher prepared lesson plan with collaborator before starting the learning process.

After preparing the lesson plan. The researcher begins to open the class by greeting students, prayed, and providing some motivation to students. The researcher confirms to students about the material they would learn and also the learning objectives. The topic would be discussed is about recount text, social function, structure, and language features. The researcher asked students to prepare notebooks to write down some explanations that are understood.

After explaining the material, the researcher asked students to ask questions related to explanations that were not understood. Then the researcher asked students to tell about their experiences that they understood or as much as they could, then told it in front of the class. Then the researcher asked students to practice at home by making stories about their experiences on holidays.

At the first meeting, the condition of students in the class tended to be passive and non-conductive. There were some students who were busy, talking to their friends so they did not pay attention to the explanation of the material that the researcher conveyed.

Before ending the class, the researcher together with the students summarized the topics that had been discussed. The bell

rang at 10.50, the researcher ended the class by saying hamdalah together and greetings.

2) Second Meeting

The second meeting was held on Thursday, March 16, 2023, at 08.00. The bell rang indicated that students would start learning in the first hour. The researcher opened the class with greetings, prayed, checked attendance, provided motivation, then reviewed the last material. After starting the lesson, the researcher reminded students about the assignment in the previous meeting, namely practicing making stories about their experiences on holidays.

In this meeting, the researcher used the talking stick strategy to train students' speaking. The researcher prepared audio, 1 stick, then the researcher explained about the used of talking stick to students, then the researcher asked students about explanations that were not understood in the used of talking stick.

In using talking stick, the researcher asked students to play the stick in rotation accompanied by audio playing music. Then students extend the stick from one friend to another until the music stops. If the music stops, the stick also stops. And if the student who has held the stick when the music stops, then the student must speak on the spot by telling about his experience during the holidays according to the assignment that the researcher has tied in

the previous meeting. If students do not want to do the instructions, they would be given a punishment such as singing in front of their friends.



Picture 4.2
The researcher gives the stick to the student

At this meeting, the class conditions were quite controllable from before. Some students have started to enjoy and show when the researcher explains the material being taught. Some students still look shy and not confident to speak in front of their friends.

Before ending the class, the researcher asked students to learn about the language feature in recount text. The bell rang at

11.10, the researcher ended the class by reading hamdalah and greetings.

3) Third Meeting

At the third meeting, conducted on Wednesday, March 29, 2023 at 10:10, the researcher and collaborator entered the classroom. Before starting class the researcher prepared the material in advance that would be taught to students. Then the

researcher opened the class with greetings, prayed, provided motivation, and reviewed the last material.

In this meeting, the researcher explained the material about the structure in the recount text. Then the researcher asked students about the explanation that was not understood. After that the researcher gave the recount sentences that the researcher had provided. Then asked students to observe the language structure in the recount sentences that had been provided. And asked students to explain the results that had been observed in front of the class.

At this meeting, the classroom conditions began to be conducive than in the first and second meetings. Students seemed calm and not crowded. More are paying attention when researcher explain the material. and have begun to dare to ask, answer, and perform in front of their friends. Although there are some students who still look shy.

Before ending the class, the researcher asked students to study and repeated about the material that the researcher had taught. The bell rang at 10.50, the researcher ended the class by saying hamdalah together and greetings.

c. Observe

In the observation stage, researcher collected data from the implementation results to find out whether talking stick can increase students' speaking ability. The researcher provides an observation

checklist to find out what happens in the classroom during the learning and teaching process. The result of the observation sheet as in the table 4.2.

Table 4.2
The Observation Students' Participant Checklist activity in cycle 1

Put a checkmark (✓) the appropriate column

according to the following conditions:

5 = Very Poor

2 = Good

4 = Poor

1 = Very Good

No.	Indicators	Criteria					Score
		1	2	3	4	5	
1.	Students pay attention when researchers teaching the topic related recount text by using talking stick.			✓			3
2.	Students ask questions they do not understand about topics related to the recount text taught by the researcher.			✓			3
3.	Students can find the difficult words in the given topic.		✓				2
4.	Students can repeat to pronounce the word correctly after the teacher.			✓			3
5.	Students feel interested and enthusiastic in carrying out the teaching and learning process.			✓			3
Total:							14

3 = Fair

Note Table 4.2:

No.	Criteria	Percentage (%)
1.	Very Poor	0% - 20%
2.	Poor	20% - 40%
3.	Fair	40% - 60%
4.	Good	60% - 80%
5.	Very Good	80% - 100%

The Score of the observation as follow:

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

$$P = \frac{14}{25} \times 100\%$$

$$P = 56\%$$

Based on the observation checklist, students came on time when the bell rang, and students sat neatly when the researcher entered the classroom. This shows that students are ready to take part in learning on that day. Students pay attention when the researcher explains the learning material there are some students who do not pay attention when the researcher explains the material at the first meeting. Students assume that the researcher is not their English teacher.

Meanwhile, there are some students who are still hesitant or shy when asking or answering about the material they don't understand. Only a few of them dare to raise their hands to ask and answer. For fear of being ridiculed by their classmates. When the researcher asked English questions, many of them still answer using Indonesian. At the end of class, the researcher repeats the material taught and evaluates, reviews, and discusses what they understand in

the meeting on that day. Students are interested during the learning process.

d. Evaluating and reflecting

At this stage, researcher together with teacher evaluate and reflect on the actions in cycle 1 by looking at the data collected. At the last meeting, researcher conducted an oral test on cycle 1. The test was held on Thursday, March 30, 2023 at 08.00-11.10 in class 8A MTs Baitul Arqom Balung. The test was conducted to determine the improvement of students' speaking skill after using the talking stick method. The oral test is to told about their most memorable experience.

After the researcher examined the field notes that had been obtained, the researcher analysed the results of the students' speaking test. In order to find out the results of the students' speaking test, the researcher examined the scores of the English teacher and the scores of the researcher. After obtaining the test score data from the teacher and the researcher, the students' test scores were obtained from the division between the scores of the English teacher and the researcher used inter-rater. Then the researcher calculated the percentage of students' final scores and related them to the success criteria in this research.

The researcher calculated the data by using the theory from Anas Sudjono in his book, the formula that used to get the class

percentage which passed the Criteria of Success (KKM 75) was below as in table 4.3:

Table 4.3
The Students Score by The Teacher

No.	Name	Students' Score					Total Score
		P	G	V	F	C	
1.	ANZ	14	13	15	15	15	72
2.	AM	17	15	15	16	16	79
3.	AAH	12	13	14	14	15	68
4.	ADA	16	12	16	15	13	72
5.	DF	15	15	14	15	16	75
6.	DA	16	16	17	16	17	82
7.	DF	17	15	16	16	16	80
8.	FFA	14	15	14	16	14	73
9.	FAM	13	12	14	15	16	70
10.	FAA	16	15	17	17	15	80
11.	IH	16	14	15	16	16	77
12.	KN	14	13	14	13	15	69
13.	MDAL	14	12	13	14	13	66
14.	NA	17	14	16	17	16	80
15.	RNM	14	12	14	13	13	66
16.	RAPM	14	13	16	15	16	74
17.	RM	13	13	15	16	14	71
18.	SLS	13	12	14	16	15	70
19.	SSB	17	17	17	18	17	86
20.	SP	13	12	14	13	13	65
21.	SA	16	15	17	16	17	81
22.	SAG	13	13	15	14	13	68
23.	SAN	14	12	15	16	15	72
24.	SRM	14	12	13	14	13	66
25.	ZS	15	12	16	14	16	73
26.	AFI	14	12	14	13	13	66
27.	JJAR	15	13	15	14	15	74
28.	RME	14	13	13	14	13	67
Total							2.042

Table 4.4
The Students Score by Researcher post-test 1

No.	Name	Students' Score					Total Score
		P	G	V	F	C	
1.	ANZ	13	13	16	16	15	73
2.	AM	17	15	16	16	16	80
3.	AAH	12	13	15	14	15	69
4.	ADA	16	17	17	17	16	83
5.	DF	15	13	14	15	14	71
6.	DA	18	16	17	16	17	84
7.	DF	17	17	16	16	16	82
8.	FFA	14	15	17	16	14	76
9.	FAM	13	14	14	15	16	72
10.	FAA	16	15	17	16	16	81
11.	IH	13	13	14	14	15	69
12.	KN	14	13	15	13	15	70
13.	MDAL	14	15	13	14	13	69
14.	NA	17	16	16	17	18	84
15.	RNM	14	13	14	13	13	67
16.	RAPM	17	16	17	17	16	83
17.	RM	14	13	15	16	14	72
18.	SLS	13	13	14	16	15	71
19.	SSB	17	16	17	18	17	85
20.	SP	13	13	14	13	13	66
21.	SA	16	17	17	16	17	83
22.	SAG	13	13	14	14	13	67
23.	SAN	17	16	16	16	17	82
24.	SRM	14	14	13	14	13	68
25.	ZS	16	16	16	17	17	82
26.	AFI	14	13	14	13	13	67
27.	JJAR	17	16	18	16	17	84
28.	RME	15	14	13	14	13	69
Total							2.109

Table 4.5
The Students Score Inter Rater

No.	Name	Students' Score		Final Score
		English Teacher	Researcher	
1.	ANZ	72	73	72
2.	AM	79	80	79
3.	AAH	68	69	68
4.	ADA	72	83	77
5.	DF	75	71	73
6.	DA	82	84	83
7.	DF	80	82	81
8.	FFA	73	76	74
9.	FAM	70	72	71
10.	FAA	80	81	80
11.	IH	77	69	73
12.	KN	69	70	79
13.	MDAL	66	69	67
14.	NA	80	84	82
15.	RNM	66	67	66
16.	RAPM	74	83	78
17.	RM	71	72	71
18.	SLS	70	71	70
19.	SSB	86	85	85
20.	SP	65	66	65
21.	SA	81	83	82
22.	SAG	68	67	67
23.	SAN	72	82	77
24.	SRM	66	68	67
25.	ZS	73	82	77
26.	AFI	66	67	66
27.	JJAR	74	84	79
28.	RME	67	69	68
Total		2.042	2.109	2.077

✓ Mean of the students' 8th A Class score after treatment :

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

$$= \frac{2.042}{28} = 72$$

Note:

X : Mean

$\sum x$: Individual Score

N : Number of Students'

✓ **Percentage of completeness of speaking skill after treatment :**

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

$$P = \frac{13}{28} \times 100$$

$$P = 46\%$$

Note:

P = The class percentage

F = Total presentage score

N = Number of students'

The results of the oral test in cycle 1 showed that the students' skill score was 72, this showed that students still have a low score in students' speaking skill. There were only 13 students who passed the target score of 75. And 15 students did not pass the target score of 75. Precisely, in the success criteria 70% of students who did not reach the target assessment. This showed that researcher and collaborator need more effort for students to reach the target assessment.

Based on table 4.3 showed that the student score obtained in cycle 1 is 72. There are 13 students or 46% of the total number of students who get scores above the minimum completeness criteria (KKM), while the other 15 students are below these criteria. This showed that in cycle 1 it did not reach the criteria of success.

Based on the explanation above, it showed that students who did not reach the score criteria because they still made several sentence errors, looked shy to speak or come forward and also did not understand the contents of what had been explained by the researcher, and students have weaknesses in grammar and vocabulary. While students who get medium scores because students cannot describe clearly but students understand the topics that have been discussed. The students who get high scores because they understand the topic discussed and are able to make sentences appropriately.

From the explanation above, the researcher concluded that the result after applied talking stick could the students' pronunciation and grammar are better but the improvement is still low. As for the weaknesses in the action of cycle 1, namely: students have weaknesses in grammar and vocabulary, students still make several sentence errors, students do not understand the topic discussed and do not explain specifically about the information text.

3. Research Finding in the Cycle 2

a. Plan

The result of the reflecting that researcher did in cycle 1. Researcher need to do better in implementing the talking stick strategy to students to increase students' speaking skill. At this stage, in cycle 2 researcher need to try to take many actions to overcome the problems that have been found in cycle 1. Which is where students' skills in

speaking are still fairly low. Students still look less active and shy when ordered to come forward in front of the class.

At this stage the researcher together with the collaborator redesigned the new lesson plan (RPP) to be adjusted to the conditions of the students. So that students are able to understand well about the material taught by the researcher. As for the material, it still discusses recount text. The researcher would provide a lot of practice, new vocabulary, pronunciation, and language features that are used when creating recount text. The researcher and collaborator designed it to be 3 meetings to teach recount text material used the talking stick strategy and one meeting for the oral test.

b. Action

The action in cycle 2 was carried out on April 12, 2023. In cycle 2 researcher taught with the same method. Researcher expected the scores obtained by students in increase speaking skill in cycle 2 could increase from the previous cycle.

1) First Meeting

Was conducted on Wednesday, April 12, 2023, at 10:10.

The researcher and collaborator entered the classroom because the bell had rung and the break time was over. Before starting the lesson, the researcher prepared the material in advance that would be delivered to the students. The researcher opened the class with

greetings, prayed, gave motivation, and reviewed the previous material.

The researcher presents material about the structure in making recount text. The researcher asked students to ask about material that they do not understand. Then students are asked to answer some questions that have been provided by the researcher in the form of recount sentences and asked students to observe what structures are contained in the recount sentences that have been provided such as orientation, events, and reorientation. After observing the researcher asked students to read the results that have been observed in front of the class.



Picture 4.3
The researcher giving the material to students

At this meeting the class conditions were more conducive, students looked more enjoyable and interested. Students began to pay attention when the researcher delivered the material, and had begun to dare to appear in front of the class.

Before ending the lesson, the researcher asked students to study the material that has been discussed at the previous meeting

using talking sticks. The bell rang at 10. 50, the researcher ended the class by reading hamdalah together and greetings.

2) Second Meeting

The meeting was held on Thursday, April 13, 2023, at 08.00. The bell rang which indicated that students started learning in the first hour. Before starting class, the researcher started the class with greetings, prayed, checked the attendance list, gave motivation, then reviewed the previous material.

In this meeting, the researcher prepared the audio, the material to be discussed and 1 stick. The researcher gave a recount sentence. Students were asked to mention the structure of the recount text, language features, vocab that they did not understand. Then students began to play talking sticks as explained by the researcher in the previous meeting. Students answered questions about the recount structure, language features, which had been

prepared by the researcher. Students who did not answer were asked to come forward and mention 5 vocab contained in the recount sentences that had been provided and their meanings. The researcher asked students to make recount text sentences based on their experiences while on vacation with their families using the recount structure, language features, and appropriate vocab. And asked students to practice at home to be practiced in front of the class on the next meeting.



Picture 4.4
Students answer the question

Before ending the meeting, the researcher reminded again related to the tasks that would be discussed at the next meeting. The condition of the class at this meeting looks more conducive than before. Students look more interested and enjoy during the learning process. And dare to appear in front of the class. The bell rang at 11.10, the researcher ended the class by reading hamdalah and greetings.

3) Third Meeting

The meeting was held on Wednesday, May 03, 2023, at 10:10. Researchers and students entered the classroom because the bell had rung which indicated that the break time had ended. Before starting class the researcher opened the class with greeting, prayed, gave motivation, and reviewed the previous material.

The researcher reminds students about the assignment that asked students to practice at home by making correct recount sentences. The researcher asked students to told the results they

made while practicing at home and told them in front of the class one by one. The researcher corrects if there are some mistakes in the used of language, vocabulary, and also pronounce. And the researcher asked students to repeat the vocabulary that is not correct until it is correct.



Picture 4.5

Students tell stories in front of the class

At this meeting the class conditions were more active than before. Students looked more interested and enjoyed. And students were more active and dared to appear without being shy in front of the class.

The bell rang at 10.50 am and the researcher ended the class by motivating the students, saying hamdalah and greetings.

c. Observe

At this stage the researcher together with the collaborator made observations to find out the class situation during the teaching and learning process, students were active, participated, and students were

enthusiastic during the learning process and they were confident in learning to speak. As for the data could be explained as in table 4.4.

Table 4.6
The Observation Students' Participant Checklist
activity in cycle 2

Put a checkmark (✓) the appropriate column

according to the following conditions:

5 = Very Poor

2 = Good

4 = Poor

1 = Very Good

3 = Fair

No.	Indicators	Criteria					Score
		1	2	3	4	5	
1.	Students pay attention when researchers teaching the topic related recount text by using talking stick.				✓		4
2.	Students ask questions they do not understand about topics related to the recount text taught by the researcher.			✓			4
3.	Students can find the difficult words in the given topic.			✓			3
4.	Students can repeat the word correctly based on what the researcher teaches.				✓		4
5.	Students feel interested and enthusiastic in carrying out the teaching and learning process.				✓		4
Total:							19

Note:

No.	Criteria	Percentage (%)
1.	Very Poor	0% - 20%
2.	Poor	20% - 40%
3.	Fair	40% - 60%
4.	Good	60% - 80%
5.	Very Good	80% - 100%

The score of the observation as follow:

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

$$P = \frac{19}{25} \times 100\%$$

$$P = 76\%$$

Based on the observation checklist above, it can be concluded that students are interested in the teaching and learning process using the talking stick strategy. The students felt enthusiastic during the teaching and learning process in cycle 2. In addition, the class conditions and also the learning time were quite good. And also the class situation was more conducive than before, students were also able to describe something in front of the class well. Students are no longer shy and more confident than before. It can be concluded that the process in teaching and learning went well and students could enjoy speaking without the need to feel insecure anymore.

d. Reflecting

At this stage, the researcher and collaborator reflection the actions in cycle 2. At the last meeting of cycle 2, the researcher conducted an oral test. Which was held on Thursday, May 04, 2023, at

10.00-11.10 WIB in class 8A MTs Baitul Arqom Balung. The test was conducted to determine the enhancement of students' speaking skills. The oral test is to explain their experience during the end of the school year event. The test that would be given is of course different from the cycle 1 test.

After the researcher examined the field notes that had been obtained, the researcher analysed the results of the students' speaking test. In order to find out the results of the students' speaking test, the researcher examined the scores of the English teacher and the scores of the researcher. After obtaining the test score data from the teacher and the researcher, the students' test scores were obtained from the division between the scores of the English teacher and the researcher used inter-rater. Then the researcher calculated the percentage of students' final scores and related them to the success criteria in this research.

The researcher calculated the data by using the theory from

Anas Sudjono in his book, the formula that used to get the class percentage which passed the Criteria of Success (KKM 75) was below

as in table 4.8:

Table 4.7
The Students Score by Teacher cycle 2

No.	Name	Students' Score					Total Score
		P	G	V	F	C	
1.	ANZ	15	15	16	16	17	79
2.	AM	15	14	14	15	15	73
3.	AAH	15	15	16	15	17	78
4.	ADA	16	15	17	17	15	80
5.	DF	15	14	15	16	16	76
6.	DA	16	15	16	17	17	81
7.	DF	16	14	15	15	16	76
8.	FFA	16	16	17	16	16	81
9.	FAM	16	15	15	16	15	77
10.	FAA	16	12	15	16	15	74
11.	IH	15	14	17	16	16	78
12.	KN	15	16	15	17	16	79
13.	MDAL	16	14	17	16	16	79
14.	NA	17	15	16	17	18	83
15.	RNM	17	16	17	16	17	83
16.	RAPM	16	13	16	17	16	78
17.	RM	16	13	16	16	16	77
18.	SLS	17	16	16	17	18	84
19.	SSB	16	15	16	16	17	80
20.	SP	16	16	18	15	15	80
21.	SA	16	14	17	16	16	79
22.	SAG	15	13	14	15	16	73
23.	SAN	16	14	16	16	15	77
24.	SRM	16	15	16	17	15	79
25.	ZS	16	15	15	15	16	77
26.	AFI	17	15	17	16	16	81
27.	JJAR	17	15	17	16	16	81
28.	RME	16	16	17	15	15	79
Total							2.202

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Table 4.8
The Students Score by Researcher cycle 2

No.	Name	Students' Score					Total Score
		P	G	V	F	C	
1.	ANZ	15	14	16	16	17	78
2.	AM	17	16	16	16	16	81
3.	AAH	15	16	16	15	17	79
4.	ADA	16	17	17	17	17	84
5.	DF	16	15	15	17	16	79
6.	DA	18	16	17	17	17	85
7.	DF	17	17	16	17	16	83
8.	FFA	18	16	17	17	17	85
9.	FAM	16	15	16	16	17	80
10.	FAA	16	18	17	16	17	84
11.	IH	13	14	14	14	14	69
12.	KN	15	16	15	16	16	78
13.	MDAL	16	16	17	18	17	84
14.	NA	17	17	16	17	18	85
15.	RNM	14	14	14	14	13	69
16.	RAPM	17	16	18	17	16	84
17.	RM	16	17	16	18	17	84
18.	SLS	15	14	16	16	16	77
19.	SSB	17	17	17	18	17	86
20.	SP	14	13	14	14	13	68
21.	SA	17	17	17	16	17	84
22.	SAG	14	13	14	15	13	69
23.	SAN	17	16	17	16	17	83
24.	SRM	14	13	13	14	13	67
25.	ZS	14	15	14	15	14	72
26.	AFI	15	15	16	16	15	77
27.	JJAR	17	16	18	17	17	85
28.	RME	15	15	14	14	13	71
Total							2.149

Table 4.9
The Students Score Inter Rater

No.	Name	Students' Score		Final Score
		English Teacher	Researcher	
1.	ANZ	79	78	78
2.	AM	73	81	77
3.	AAH	78	79	78
4.	ADA	80	84	82
5.	DF	76	79	77
6.	DA	81	85	83
7.	DF	76	83	79
8.	FFA	81	85	83
9.	FAM	77	80	79
10.	FAA	74	84	79
11.	IH	78	69	73
12.	KN	79	78	78
13.	MDAL	79	84	81
14.	NA	83	85	84
15.	RNM	83	69	76
16.	RAPM	78	84	81
17.	RM	77	84	80
18.	SLS	84	77	80
19.	SSB	80	86	83
20.	SP	80	68	74
21.	SA	79	84	81
22.	SAG	73	69	71
23.	SAN	77	83	80
24.	SRM	79	67	73
25.	ZS	77	72	74
26.	AFI	81	77	79
27.	JJAR	81	85	83
28.	RME	79	71	75
Total		2.202	2.210	2.201

✓ Mean of the students' 8th A Class score after treatment :

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

$$= \frac{2.201}{28} = 78$$

Note:

X : Mean

$\sum x$: Individual Score

N : Number of Students'

✓ **Percentage of completeness of speaking skill after treatment :**

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

$$P = \frac{21}{28} \times 100$$

$$P = 75\%$$

Note:

P = The class percentage

F = Total presentage score

N = Number of students'

The results of the oral test in cycle 2 showed that the students' average score was 78, which indicated that students were able to enhance their speaking scores. The researcher drew the conclusion that the talking stick strategy could enhance students' speaking skill.

Based on table 4.8 it could be analyzed that the average score obtained in cycle 2 is 78 there are 21 students or 75% of students who score above the KKM, while the other 7 students are below these criteria. Students who score low because they still cannot make sentences correctly and are also still afraid to speak English in front of the class. Other than that, students who score high because they are able to make sentences well and correctly and are no longer shy to convey in front of the class by speaking

English. From this it can be concluded that in cycle 2 it has reached the success criteria.

Based on the results of the post-test in cycle 1 and cycle 2, the researcher could say that in cycle 2 there was an increase in students' speaking skills. Both in pronunciation, grammar, vocabulary, and fluency there was an increase. Students could also describe some sentences with correct grammar and correct pronunciation.

From the explanation above, the researcher concludes that the results after applying talking sticks could enhance students' speaking skills. Because it could achieve the success criteria. So it could be said that this research was successful. Therefore, as for this cycle is finished and not continued to the next cycle.

C. Discussion of The Research

This section presents a discussion of the research findings of teaching speaking by using the talking stick strategy. The researcher applied the talking stick method in teaching speaking because talking sticks are included in cooperative activity strategies that could develop students' thinking skills, increase motivation, improve interpersonal relationships, and increase motivation with peer relationships. This statement was supported by Ika Putriyawati, who states that talking sticks are an exercise tool commonly used to

motivate students and one of the methods to increase student interaction in the classroom.⁴⁷

After implementing talking stick in the teaching and learning process in this study, the results on cycle 1 showed that students' speaking skills gradually improved. In the previous data results, students got an average score of 72 and the percentage of students who reached the minimum completion criteria (KKM 75) was 46% or 13 students. It could be said that students' speaking skills are still low. Because student scores were still low, the researcher re-implemented the talking stick in cycle 2 and obtained a score of 78 and the percentage of students who achieved the minimum completeness criterion (KKM 75) was 75% or 21 students. It could be seen that there is an increase in students' speaking skill by using the talking stick strategy.

Based on the results of the student speaking test, the results showed that the average score obtained by students is 78 and for the percentage of students who reach the average score of the students who reached above the minimum mastery criterion (KKM 75) was 75% or 21 students. While 25% or 7 students who did not pass the KKM score (75). The improvement that students have achieved from cycle 1 to cycle 2 is 29%. This research was successful, because the results of students' speaking test scores have increased and reached the success criteria.

The implementation of talking stick in students' speaking skills at MTs Baitul Arqom Balung grade 8th. In order for students to understand the material

⁴⁷Ika Putriyawati, "*The Effect of Talking Stick on Students' Speaking Skill at MTs Guppi*". (Thesis, State Islamic University Sulthan Thaha Saifuddin, Jambi, 2019). 32.

easily, teachers need the right method. Therefore, researcher use the talking stick strategy in teaching students' speaking skill. Talking stick could help students to express opinions. As for learning used the talking stick strategy begins with the researcher giving an explanation of the material to be discussed. Then the researcher gave students material to read and also time to read the material that has been discussed. Researcher also provide sufficient time in implementing this talking stick strategy.

Concering their speaking ability, and about pronunciation, vocabulary that is better than before. Before implementing the talking stick strategy to students, students still look shy in speaking English in front of the class and also their lack of vocabulary in learning English. Then, after implementing talking stick in learning English, they began to know new words, they also knew more about the topic, and they were also more active in discussing with their classmates. While pronunciation is one of the important aspects of speaking English and it is important for students to learn, because words must be pronounced correctly so as not to change the meaning or meaning of the words. As for the statement related to Roudotul, he stated that Pronunciation refers to the traditional or habitual pronunciation of words. Students could communicate effectively if they have good pronunciation and intonation even if they have limited vocabulary and grammar.⁴⁸

In addition, the talking stick strategy also has strengths and weaknesses when implementing. When researcher applied the talking stick

⁴⁸Roudotul Rohmaniah. *"The Implementation of Tlking Stik in Teaching Speaking at The First Grade of MA Ash-Sholihin Mumbulsari Jember in 2019/2020 Academic Year"*. (Thesis, Institut Agama Islam Negeri, Jember, 20219), 16.

strategy in learning speech in class, there are some students who are busy chatting with their friends, some students don't like it when the stick stops on them accidentally and it makes students stressed to answer the question, besides that, because of the panic when getting the stick, it tends to make students not share the stick by holding out the stick, but by throwing or throwing it. Adit tria stated that, the disadvantage of applying the talking stick strategy makes students stressed or panic when the stick has been accidentally grabbed by students, and students sometimes throw the stick without extending it.⁴⁹

Based on the explanation above regarding the weakness in using the talking stick strategy, the researcher prepared a solution that could control the state of the students in the class when the learning process began. Namely by giving punishment to students who do not want or cannot describe an object, and also, researcher gave prizes to students who are able to go through or who follow the rules in the learning process. Regarding the above is an agreement that has been agreed since the beginning of entering the class by researcher and students. Giving gifts to students who are able or practice on time and are also correct with the answers is an effective strategy in the teaching and learning process.

However, in implementing the talking stick strategy, students could be seen happy and relaxed and enjoyed the learning process. Students also look more active and less noisy in class and there is an enhance in students'

⁴⁹ Adit tria pramono, *"The effect of talking stick strategy on students' speaking ability of asking and giving opinions"*, (thesis: Islamic university of syarif hidayatullah Jakarta, 2019), 54.

speaking skill. It could be defined that students need a method that makes the class situation different, namely by making the class more fun and more active. This statement is supported by Iqbal, he stated that while exploring the talking stick method, students seemed happy. Students enjoyed when the researcher provided the talking stick method. It means that students needed a method that could make them more happy, active and interested during the learning process.⁵⁰

In conclusion, used the talking stick strategy could enhance students' speaking skills. This could be seen in the test results of students who are able to achieve the minimum completeness criteria (KKM). As for the talking stick strategy, it could enhance several student skills such as pronunciation, vocab, and fluency which is quite correct. Regarding the talking stick strategy is also able to make more active, creative, and more confident to speak in front of the class. From thus, It could be concluded that by using talking stick strategy at 8A Grade of MTs Baitul Arqom Balung was increased.

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⁵⁰ Moh. iqbal azizi. *“Exploring Talking Stick Mediated Speaking Tasks to Improve Students’ Speaking Skills: An Action Research”*. (Thesis, Institut Agama Islam Negeri, Jember, 2021), 65.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of this study and suggestions from English teacher and for further researcher.

A. Conclusion

Based on the findings and discussion, the researcher concluded that enhancing students' speaking ability by using talking stick could enhance the students' speaking skill. The results of the student speaking test in the first cycle data were 46% of students who passed the KKM score (75) with an average score of 72. Then in cycle 2 the results of the student speaking test reached 75% of the students who passed the KKM score with an average score of 78. So, the percentage of research reached 29%. The aspects that had enhanced in using the talking stick strategy are vocabulary and pronunciation. Students enhance their vocabulary skills by learning and understanding from their learning process at each meeting. Students also enhance their pronunciation because they had hearing that is able to correct each word and the pronunciation that is conveyed accompanying the pronunciation. As a result, the pronunciation was better than before. From the results above it could be concluded that enhancing the students' speaking skill by using the talking stick strategy could enhance and this research was successful.

B. Suggestion

After conducting this research, the researcher offered several recommendations that could be suggestions for English teacher, and the future researcher as explained as follows:

1. For The English Teacher

The English teacher could use the talking stick strategy in students' speaking skill in the class, because the talking stick strategy could enhance the students' speaking skill, besides that the talking stick strategy could also enhance the students' fluency and pronunciation, and could make students more active during the teaching and learning process in the class.

2. For The Future Researcher

The researcher hopes that this research could be useful and used as a reference for future researcher to conduct better English language teaching and learning strategies. Future researcher could apply the talking stick strategy to other skills such as reading and writing and could combine the talking stick strategy with other methods to overcome students' nervousness and students' pronunciation when they have to speak in the learning process. Future researcher are expected to better prepare themselves and increase accuracy in the process of taking, collecting, and everything so that research could run better.

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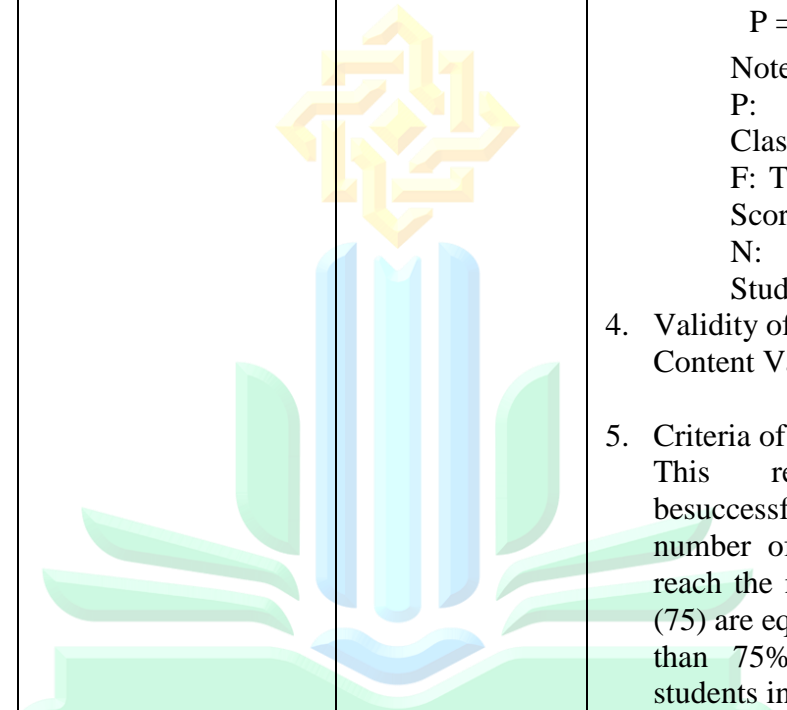
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Appendix 1

MATRIX

TITLE	VARIABLE	INDICATOR	SOURCE DATA	RESEARCH METHOD	GENERAL QUESTION
Enhancing Students' Speaking Skill By Using Talking Stick At 8 th Grade of MTs Baitul Arqom Balung Jember	1. Talking stick	<ol style="list-style-type: none"> The teacher prepares the stick Giving material to students The teacher gives the stick to the students The teacher plays a music The student who gets the stick must answer the teacher's question and describe it in front of the class. 	<ol style="list-style-type: none"> Students' speaking test Observation Interview data Document review 	<ol style="list-style-type: none"> Research Design: Classroom Action Research (CAR). The cycle consist of: <ol style="list-style-type: none"> Planning Acting Observing Reflecting Data Collection Method: <ol style="list-style-type: none"> Speaking Test Observation Interview Data Analysis: <ol style="list-style-type: none"> Average Score: $X = \frac{\sum xn}{n}$ 	"How do the use of talking stick improve the speaking skill of student at 8 th grade of MTs Baitul Arqom Balung?"
	2. Students' speaking skill	<ol style="list-style-type: none"> Grammar Pronunciation Fluency Vocabulary Content 	<ol style="list-style-type: none"> Notes: <ul style="list-style-type: none"> X: Mean ∑: Individual Score n: Number of Students Pass Score: 		

			$P = \frac{F}{N} \times 100\%$ <p>Notes:</p> <p>P: The Class Percentage Score</p> <p>F: Total Percentage Score</p> <p>N: Number of Students</p> <p>4. Validity of Data: Content Validity</p> <p>5. Criteria of Success: This research will be successful if the number of students who reach the minimum score (75) are equal to or higher than 75% of the total students in the research.</p>	
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DECLARATION OF AUTHENTICITY

The undersigned below:

Name : Nurul Istiqomah Lailatul Maghfiroh
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Declare that this thesis entitled "*Enhancing Students' Speaking Ability By Using Talking Stick At 8th Grade of MTs Baitul Arqom Balung*" is my original work, gathered and utilized especially to fulfill the purposes and objectives of this study, and has not been previously submitted to any other university for a higher degree. I also declare that publications cited in this work have been personally consulted.

Jember, 14 August 2023

I declared



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Appendix 2



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Sifat : Biasa

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Semester : Semester delapan
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Enhancing students' speaking ability by using talking stick at 8th grade of MTs Baitul Arqom Jember" selama 60 (enam puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Abdul Hadi S. Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 06 Maret 2023

Dekan,

Makl Dekan Bidang Akademik,



MASHUDI

Appendix 3



BALAI PENDIDIKAN PONDOK PESANTREN BAITUL ARQOM
" MTs. BAITUL ARQOM "
STATUS : TERAKREDITASI
NSM :121235090024 NPSN : 20581453
BALUNG - JEMBER

Alamat : Jl. Karangduren No. 32 Telp. (0331) 3091340 KodePos 65161 Balung-Jember

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN
Nomor : 086/Mts.S.13.32.055B/C.5/5/2023

Yang bertanda tangan dibawah ini :

Nama : Abdul Hadi, S.Pd
Jabatan : Kepala Madrasah
Alamat Madrasah : Jl. Karang Duren No. 32 Balunglor-Balung-Jember Kode Pos 68161

Dengan ini menenrangkan bahwa :

Nama : Nurul Istiqomah Lailatul M
NIM : T20196108
Jurusan : Tarbiyah dan Ilmu Keguruan(FTIK)
Progra Studi : Tadris Bahasa Inggris
Semester : VIII
Tanggal : 8 Maret sampai 8 Mei 2023

Yang bersangkutan telah melakukan penelitian (research) di Madrasah Tsanawiyah Baitul Arqom, guna penulisan skripsi.

Demikian surat keterangan telah melaksanakan penelitian ini dibuat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.



Appendix 4

Silabus Pembelajaran

Satuan Pendidikan : Madrasah Tsanawiyah Baitul Arqom Balung Jember

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/Genap

Tahun Pelajaran : 2022/2023

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
3.10 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di	<ul style="list-style-type: none"> Fungsi sosial Melaporkan, menceritakan, menjelaskan kejadian yang dilakukan/terjadi, di waktu lampau. Struktur teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) Unsur kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan 	3.10.1 Mengidentifikasi fungsi social dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya 3.10.2 Menyebutkan teks lisan dan tulis memberi dan meminta	<ul style="list-style-type: none"> Membaca dan mencermati teks-teks pendek dan sederhana tentang beberapa kejadian, kegiatan yang terjadi di masa lampau Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan dan tanda baca yang 	12 JP	<ul style="list-style-type: none"> Buku bahasa inggris Kamus bahasa inggris Internet 	<ul style="list-style-type: none"> Lisan Tertulis Penugasan Unjuk kerja Produk Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense)</p> <p>4.10 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi</p>	<p>interogatif dalam bentuk <i>Simple Past Tense</i></p> <ul style="list-style-type: none"> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan, tindakan yang (rutin) terjadi di masa lalu di sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI 	<p>informasi terkait keadaan yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau</p> <p>3.10.3 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait tindakan yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau</p> <p>3.10.4 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait kegiatan yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau</p> <p>3.10.5 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait kejadian yang dilakukan/terjadi, rutin maupun tidak rutin,</p>	<p>benar</p> <ul style="list-style-type: none"> • Bertanya jawab tentang kegiatan/peristiwa di waktu lampau yang mereka dan anggota keluarga atau temannya alami • Mengumpulkan informasi tentang beberapa peristiwa atau kegiatan di waktu lampau untuk membuat teks-teks pendek dan sederhana • Saling mempresentasikan, menyimak dan bertanya jawab tentang teks 			

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Alokasi waktu	Sumber belajar	Penilaian
<p>kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>		<p>atau menjadi kebenaran umum di waktu lampau</p> <p>4.10.1 Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> Melakukan refleksi tentang proses dan hasil belajarnya 			

Appendix 5

RENCANA PELAKSANAAN PEMBELAJARAN CYCLE 1

Sekolah : MTs Baitul Arqom Balung Jember
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII A/Genap
Materi Pokok : Story Telling (Retelling short story)
Alokasi Waktu : 6 x 40 Menit (3 pertemuan)

Kompetensi Dasar	Indikator
3.10 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense)	3.10.6 Mengidentifikasi fungsi social dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya 3.10.7 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait keadaan yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau
4.10 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	3.10.8 Menyebutkan teks lisan dan tulis tulis memberi dan meminta informasi terkait tindakan yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau 3.10.9 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait kegiatan yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi

	<p>kebenaran umum di waktu lampau</p> <p>3.10.10 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau</p> <p>Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>
--	---

A. Tujuan Pembelajaran
Pertemuan Pertama

Melalui pendekatan scientific , peserta didik dapat menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional

Pertemuan Kedua

Melalui strategi talking stick peserta didik dapat mempelajari dan memahami beberapa kosa kata baru dan mampu mengucapkan word/sentence dengan benar

Pertemuan Ketiga

Dengan adanya talking stick siswa diharapkan mampu membuat recount text dengan benar serta dapat mempraktekkan mengucapkan recount text yang telah mereka buat.

B. Materi Pembelajaran

a) Fungsi social

- Melaporkan, menceritakan, menjelaskan kejadian yang dilakukan/ terjadi, diwaktu lampau

- b) Struktur teks
 - Memulai
 - Menanggapi (diharapkan/di luar dugaan)
- c) Unsur kebahasaan
 - Kalimat deklaratif dan interogatif dalam bentuk *Simple Past Tense*
 - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- d) Topik
 - Kegiatan, tindakan yang (rutin) terjadi di masa lalu di sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI
- e) Materi

C. Metode Pembelajaran

Lecturing, Talking Stick Method

D. Media dan Sumber Belajar

1. Media Pembelajaran : Penggaris, spidol, papan tulis Laptop & infocus HP android, laptop
2. Sumber Belajar :
 - *Buku Siswa Bahasa Inggris Think Globally Act locally Kelas IX*. Kementerian Pendidikan dan Kebudayaan.
 - *Buku Guru Bahasa Inggris Think Globally Act locally Kelas IX*. Kementerian Pendidikan dan Kebudayaan.

E. Langkah-Langkah Pembelajaran

Langkah - Langkah Pembelajaran:

Pertemuan pertama:

1. Kegiatan Pendahuluan
 - Guru menyapa siswa
 - Guru mengajak siswa *berdoa* sebelum mulai pembelajaran
 - Guru mengajak siswa untuk hidup sehat
 - Guru mengabsen siswa
 - Guru menyampaikan KD, tujuan pembelajaran, langkah langkah kegiatan belajar siswa dan penilaian
2. Kegiatan Inti
 - Peserta didik mengamati penjelasan guru tentang recount text dan struktur kebahasaan simple past tense
 - Peserta didik menulis beberapa kalimat recount tentang kejadian yang mereka alami diwaktu lampau

- Peserta didik menceritakan kalimat recount yang telah dibuat didepan kelas
 - Peserta didik menanyakan beberapa hal yang belum mereka pahami.
3. Kegiatan Penutup
- Guru bersama siswa menyimpulkan proses dan hasil pembelajaran
 - Guru memberikan umpan balik tentang jawaban siswa
 - Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.
 - Guru dan siswa mengakhiri kegiatan belajar mengajar dengan mengucapkan syukur kehadiran Tuhan Yang Maha Esa

Langkah - Langkah Pembelajaran:

Pertemuan Kedua:

1. Kegiatan Pendahuluan
 - Guru menyapa siswa
 - Guru mengajak siswa *berdoa* sebelum mulai pembelajaran
 - Guru mengajak siswa untuk hidup sehat
 - Guru mengabsen siswa
 - Guru menyampaikan KD, tujuan pembelajaran, langkah langkah kegiatan belajar siswa dan penilaian
2. Kegiatan Inti
 - Peserta didik mengamati penjelasan guru tentang penggunaan talking stick
 - Peserta didik menanyakan tentang penjelasan yang tidak mereka pahami
 - Peserta didik memulai pembelajaran dengan menggunakan talking stick
 - Peserta didik yang mendapatkan stick diharapkan mampu menceritakan tentang pengalamannya saat hari libur
3. Kegiatan Penutup
 - Guru bersama siswa menyimpulkan proses dan hasil pembelajaran
 - Guru memberikan umpan balik tentang jawaban siswa
 - Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.
 - Guru dan siswa mengakhiri kegiatan belajar mengajar dengan mengucapkan syukur kehadiran Tuhan Yang Maha Esa

Langkah - Langkah Pembelajaran:

Pertemuan Ketiga :

1. Kegiatan Pendahuluan
 - Guru menyapa siswa
 - Guru mengajak siswa *berdoa* sebelum mulai pembelajaran
 - Guru mengajak siswa untuk hidup sehat
 - Guru mengabsen siswa
 - Guru menyampaikan KD, tujuan pembelajaran, langkah langkah kegiatan belajar siswa dan penilaian
2. Kegiatan Inti
 - Peserta didik mengamati kembali penjelasan guru tentang penggunaan language feature dalam recount
 - Peserta didik menanyakan yang tidak dipahami
 - Peserta didik mengamati penggunaan bahasa pada kalimat recount yang disediakan guru
 - Peserta didik mempraktekkan hasil yang telah diamati di depan kelas.
3. Kegiatan Penutup
 - Guru bersama siswa menyimpulkan proses dan hasil pembelajaran
 - Guru memberikan umpan balik tentang jawaban siswa
 - Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.
 - Guru dan siswa mengakhiri kegiatan belajar mengajar dengan mengucapkan syukur kehadiran Tuhan Yang Maha Esa

F. Penilaian

1. Teknik Penilaian
 - a) Sikap : Observasi
 - b) Pengetahuan : Tes lisan
 - c) Keterampilan : Unjuk Kerja (berbicara)
2. Instrumen Penilaian

Scoring Rubric of Speaking

No.	Aspects	Score				
		1-5	5-9	9-13	13-17	17-20
1.	Grammar					
2.	Vocabulary					
3.	Comprehension					

4.	Pronunciation					
5.	Fluency					

Analytical Scoring Rubrics

Criteria	Scale	Description
Pronunciation	17 – 20	Easy to understand and has native speaker's accent
	13 - 17	Easy to understand with certain accent
	9 - 13	There are some problems in pronunciation that made listener should more concentration and sometimes there is misunderstanding
	5 - 9	Difficult to understand because there is problem in pronunciation, asked to repeat
	1 - 5	Pronunciation is so bad and it cannot be understood
Grammar	17 – 20	There is no or little mistake in grammar
	13 – 17	Sometimes makes mistake in grammar
	9- 13	Often makes mistake in grammar and it influences the meaning
	5 – 9	There are many mistakes in grammar which made hinder and should re-arrange sentence
	1 – 5	Grammar
Vocabulary	17 – 20	Using a variety vocabulary
	13 – 17	Sometimes using vocabulary which is not appropriate
	9 – 13	Using vocabulary which is not appropriate, conversation becomes limited because the vocabulary is limited
	5 – 9	Using wrong vocabulary and it is limited, it is difficult to understand
	1 – 5	Vocabulary is so limited so conversation impossible to occur
Fluency	17 – 20	Speaks fluently and little hesitation
	13 - 17	Speaks with some hesitations
	9 – 13	Speech is frequently hesitant and jerky, sentence may be left uncomplete
	5 – 9	Speak frequent confused and unwell

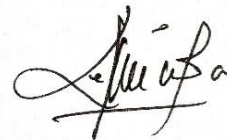
Comprehension	1 -5	Speech is so halting and fragmentary that conversation is virtually impossible
	17 – 20	Understand all without any difficulties
	13 – 17	Understand almost all, although there is repetition in certain part
	9 – 13	Understand most of what she/he talks in slow speaking
	5 – 9	Difficult to understand what she/he talks
	1 -5	Cannot understand although in simple conversation

Mengetahui
Guru Bahasa Inggris,



Abdul Karim S. Pd.

Jember, 15 Maret 2023
Peneliti,



Nurul Istiqomah L. M



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

RENCANA PELAKSANAAN PEMBELAJARAN CYCLE 2

Sekolah : MTs Baitul Arqom Balung Jember
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII A/Genap
 Materi Pokok : Story Telling (Retelling short story)
 Alokasi Waktu : 6 x 40 Menit (3 pertemuan)

Kompetensi Dasar	Indikator
<p>3.10 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense)</p> <p>4.10 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>3.10.11 Mengidentifikasi fungsi social dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya</p> <p>3.10.12 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait keadaan yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau</p> <p>3.10.13 Menyebutkan teks lisan dan tulis tulis memberi dan meminta informasi terkait tindakan yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau</p> <p>3.10.14 Menyebutkan teks lisan dan tulis memberi dan meminta informasi terkait kegiatan yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau</p> <p>3.10.15 Menyebutkan teks lisan dan</p>

	<p>tulismemberi dan meminta informasi terkait kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>
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A. Tujuan Pembelajaran Pertemuan Pertama

Melalui pendekatan scientific , peserta didik diharapkan mampu memahami struktur teks recount. Peserta diharapkan mampu mempraktekkan didepan kelas.

Pertemuan Kedua

Melalui strategi talking stick peserta didik dapat menyebutkan struktur teks recount, language feature, dan kosa kata dengan benar.

Pertemuan Ketiga

Setelah menyelesaikan kegiatan pembelajaran. Diharapkan siswa mampu membuat recount text dengan benar dan mempraktekkan didepan kelas one by one.

B. Materi Pembelajaran

- a) Fungsi social
 - Melaporkan, menceritakan, menjelaskan kejadian yang dilakukan/ terjadi, diwaktu lampau
- b) Struktur teks
 - Memulai
 - Menanggapi (diharapkan/di luar dugaan)

- c) Unsur kebahasaan
- Kalimat deklaratif dan interogatif dalam bentuk *Simple Past Tense*
 - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- d) Topik
- Kegiatan, tindakan yang (rutin) terjadi di masa lalu di sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI
- e) Materi

C. Metode Pembelajaran

Lecturing, Talking Stick Method

D. Media dan Sumber Belajar

1. Media Pembelajaran : Penggaris, spidol, papan tulis Laptop & infocus HP android, laptop
2. Sumber Belajar :
 - *Buku Siswa Bahasa Inggris Think Globally Act locally Kelas IX*. Kementerian Pendidikan dan Kebudayaan.
 - *Buku Guru Bahasa Inggris Think Globally Act locally Kelas IX*. Kementerian Pendidikan dan Kebudayaan.

E. Langkah-Langkah Pembelajaran

Langkah - Langkah Pembelajaran:

Pertemuan pertama:

1. Kegiatan Pendahuluan
 - Guru menyapa siswa
 - Guru mengajak siswa *berdoa* sebelum mulai pembelajaran
 - Guru mengajak siswa untuk hidup sehat
 - Guru mengabsen siswa
 - Guru menyampaikan KD, tujuan pembelajaran, langkah langkah kegiatan belajar siswa dan penilaian
2. Kegiatan Inti
 - Peserta didik mengamati penjelasan guru tentang struktur teks recount
 - Peserta didik menjawab pertanyaan struktur teks recount
 - Peserta didik mengamati struktur teks recount yang disiapkan guru
 - Peserta didik mempraktekkan hasil yang telah diamati didepan kelas.
3. Kegiatan Penutup
 - Guru bersama siswa menyimpulkan proses dan hasil pembelajaran

- Guru memberikan umpan balik tentang jawaban siswa
- Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.
- Guru dan siswa mengakhiri kegiatan belajar mengajar dengan mengucapkan syukur kehadiran Tuhan Yang Maha Esa

Langkah - Langkah Pembelajaran:

Pertemuan Kedua:

1. Kegiatan Pendahuluan

- Guru menyapa siswa
- Guru mengajak siswa *berdoa* sebelum mulai pembelajaran
- Guru mengajak siswa untuk hidup sehat
- Guru mengabsen siswa
- Guru menyampaikan KD, tujuan pembelajaran, langkah langkah kegiatan belajar siswa dan penilaian

2. Kegiatan Inti

- Peserta didik mengamati penjelasan guru tentang penggunaan talking stick dan materi yang akan dibahas
- Peserta didik menanyakan tentang penjelasan yang tidak mereka pahami
- Peserta didik menyebutkan struktur teks recount, penggunaan bahasa, dan kosa kata yang sulit dipahami
- Peserta didik memulai pembelajaran dengan menggunakan talking stick
- Peserta didik yang mendapatkan stick diharapkan mampu menyebutkan 5 vocab yang terdapat dikalimat recount yang disediakan guru dan mengucapkan didepan teman-temannya dan diikuti oleh teman-temannya
- Peserta membuat kalimat recount berdasarkan pengalaman saat berlibur Bersama keluarga dengan menggunakan struktur teks, kebahasaan, dan kosa kata yang benar.

3. Kegiatan Penutup

- Guru bersama siswa menyimpulkan proses dan hasil pembelajaran
- Guru memberikan umpan balik tentang jawaban siswa
- Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.
- Guru dan siswa mengakhiri kegiatan belajar mengajar dengan mengucapkan syukur kehadiran Tuhan Yang Maha Esa

Langkah - Langkah Pembelajaran:

Pertemuan Ketiga :

1. Kegiatan Pendahuluan
 - Guru menyapa siswa
 - Guru mengajak siswa *berdoa* sebelum mulai pembelajaran
 - Guru mengajak siswa untuk hidup sehat
 - Guru mengabsen siswa
 - Guru menyampaikan KD, tujuan pembelajaran, langkah langkah kegiatan belajar siswa dan penilaian
2. Kegiatan Inti
 - Peserta didik mengamati kembali penjelasan guru tentang struktur teks recount, kebahasaan, dan penggunaan vocab.
 - Peserta didik menanyakan yang tidak dimengerti
 - Peserta didik menceritakan didepan kelas tentang hasil kerjanya tentang kalimat recount pengalaman mereka saat berlibur bersaa keluarga dengan menggunakan struktur teks recount, penggunaan bahasa, dan kosa kata yang benar secara satu persatu.
3. Kegiatan Penutup
 - Guru bersama siswa menyimpulkan proses dan hasil pembelajaran
 - Guru memberikan umpan balik tentang jawaban siswa
 - Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.
 - Guru dan siswa mengakhiri kegiatan belajar mengajar dengan mengucapkan syukur kehadiran Tuhan Yang Maha Esa

A. Penilaian

1. Teknik Penilaian

- a) Sikap : Observasi
- b) Pengetahuan : Tes lisan
- c) Keterampilan : Unjuk Kerja (berbicara)

2. Instrumen Penilaian

Scoring Rubric of Speaking

No.	Aspects	Score				
		1-5	5-9	9-13	13-17	17-20
1.	Grammar					
2.	Vocabulary					

3.	Comprehension					
4.	Pronunciation					
5.	Fluency					

Analytical Scoring Rubrics

Criteria	Scale	Description
Pronunciation	17 – 20	Easy to understand and has native speaker's accent
	13 - 17	Easy to understand with certain accent
	9 - 13	There are some problems in pronunciation that made listener should more concentration and sometimes there is misunderstanding
	5 - 9	Difficult to understand because there is problem in pronunciation, asked to repeat
	1 - 5	Pronunciation is so bad and it cannot be understood
Grammar	17 – 20	There is no or little mistake in grammar
	13 – 17	Sometimes makes mistake in grammar
	9- 13	Often makes mistake in grammar and it influences the meaning
	5 – 9	There are many mistakes in grammar which made hinder and should re-arrange sentence
	1 – 5	Grammar
Vocabulary	17 – 20	Using a variety vocabulary
	13 – 17	Sometimes using vocabulary which is not appropriate
	9 – 13	Using vocabulary which is not appropriate, conversation becomes limited because the vocabulary is limited
	5 – 9	Using wrong vocabulary and it is limited, it is difficult to understand
	1 – 5	Vocabulary is so limited so conversation impossible to occur
Fluency	17 – 20	Speaks fluently and little hesitation
	13 - 17	Speaks with some hesitations
	9 – 13	Speech is frequently hesitant and jerky, sentence may be left uncomplete

Comprehension	5 – 9	Speak frequent confused and unwell
	1 -5	Speech is so halting and fragmentary that conversation is virtually impossible
	17 – 20	Understand all without any difficulties
	13 – 17	Understand almost all, although there is repetition in certain part
	9 – 13	Understand most of what she/he talks in slow speaking
	5 – 9	Difficult to understand what she/he talks
	1 -5	Cannot understand although in simple conversation

Mengetahui
Guru Bahasa Inggris,

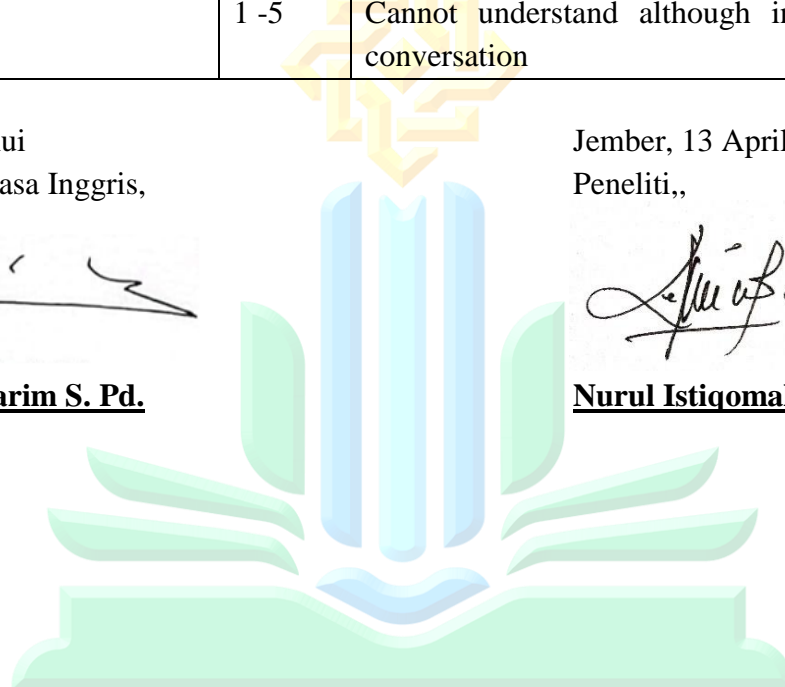


Abdul Karim S. Pd.

Jember, 13 April 2023
Peneliti,,



Nurul Istiqomah L. M



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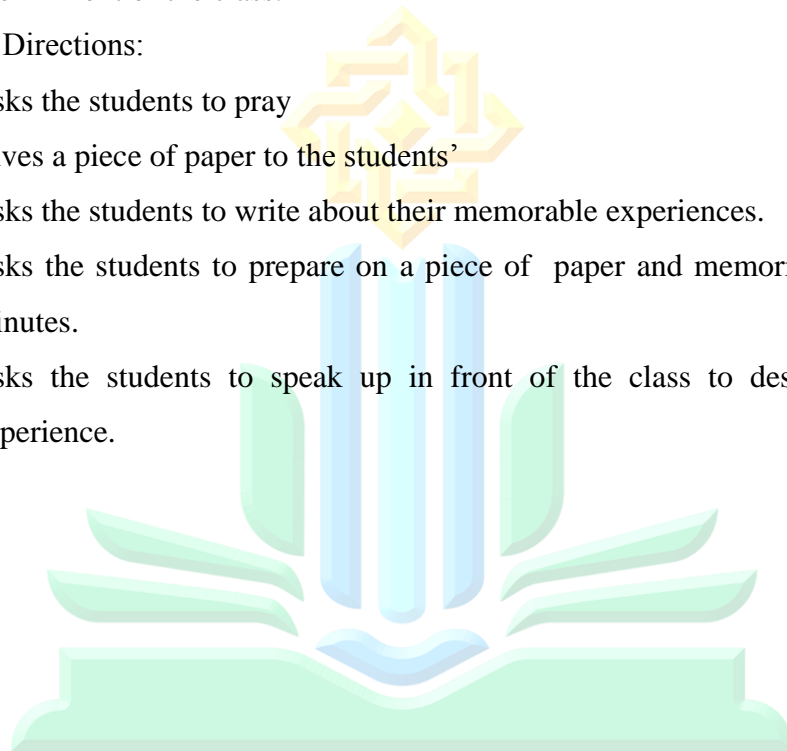
Appendix 6

TEST INSTRUMENT

The researcher used an oral test to test the students' speaking ability about recount text. The researcher asked students to create a recount text about their most memorable experience. The researcher asked students to tell about their experience in front of the class.

Students' Directions:

1. Asks the students to pray
2. Gives a piece of paper to the students'
3. Asks the students to write about their memorable experiences.
4. Asks the students to prepare on a piece of paper and memorize it in 30 minutes.
5. Asks the students to speak up in front of the class to describe their experience.



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Appendix 7

Students' Score from English Teacher in Preliminary Reseach (pre-cycle)

No.	Name of Students'	Students' Score
1.	ANZ	60
2.	AM	66
3.	AAH	77
4.	ADA	57
5.	DF	63
6.	DA	78
7.	DF	58
8.	FFA	78
9.	FAM	55
10.	FAA	76
11.	IH	62
12.	KN	60
13.	MDAL	56
14.	NA	77
15.	RNM	53
16.	RAPM	78
17.	RM	61
18.	SLS	55
19.	SSB	80
20.	SP	54
21.	SA	60
22.	SAG	64
23.	SAN	75
24.	SRM	79
25.	ZS	52
26.	AFI	55
27.	JJAR	76

28.	RME	60
Total		1.825

The researcher calculated the data by used with the formula below :

c. Mean of the students' 8th A class score : $X = \frac{\sum xn}{n}$
 $X = \frac{1.825}{28}$
 $X = 65$

The description of the formula:

X : Mean

$\sum x n$: Individual score

N : Number of students

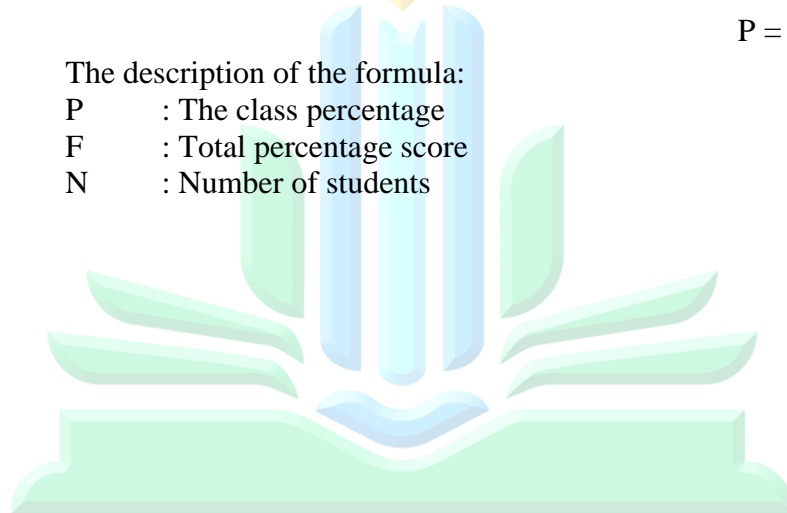
d. Percentages of completeness of speaking skill : $P = \frac{F}{N} \times 100\%$
 $P = \frac{10}{28} \times 100\%$
 $P = 36\%$

The description of the formula:

P : The class percentage

F : Total percentage score

N : Number of students



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Appendix 8

INSTRUMENT VALIDITY

**LEMBAR VALIDASI INSTRUMENT PENELITIAN
“ENHANCING STUDENTS’ SPEAKING ABILITY
BY USING TALKING STICK AT 8th GRADE OF
MTs BAITUL ARQOM BALUNG JEMBER”**

Nama Validator : Nina Hayuningtyas M. Pd
Ahli Bidang : Dosen Tadris Bahasa Inggris
Unit Kerja : UIN Kiai Haji Ahmad Shiddiq Jember

Petunjuk Pengisian

1. Penilaian instrument penelitian ini dilakukan berdasarkan aspek dan indikator penilaian yang telah di tetapkan.
2. Berilah tanda centang (√) pada kolom yang sesuai dengan penilaian Bapak/Ibu dengan ketentuan sebagai berikut.
4 = Sangat Baik
3 = Baik
2 = Cukup
1 = Sangat Cukup
3. Pengisian dilakukan pada tiap-tiap kolom. Jika ada penilaian yang tidak sesuai atau terdapat kekurangan, tulislah kritik dan saran Bapak/Ibu pada baris yang telah disediakan.
4. Atas kerjasama Bapak/Ibu kami ucapkan terima kasih.

LEMBAR VALIDASI SOAL

No.	Aspek yang dinilai	Skor			
		1	2	3	4
1.	Isi materi sesuai dengan Standart Kompetensi dan Kompetensi Dasar ditinjau dari penentuan indikator.			✓	
2.	Soal sesuai dengan indikator.			✓	
3.	Petunjuk cara pengerjaan soal sesuai dengan soal yang telah disediakan.		✓		
4.	Pedoman penskoran sesuai dengan bobot criteria soal secara logis.			✓	
5.	Instruksi soal mudah dipahami.		✓		
6.	Instruksi soal menggunakan bahasa Inggris sesuai dengan gramatikal.			✓	
7.	Instruksi soal tidak menggunakan kata/kalimat yang menimbulkan penafsiran ganda atau salah pengertian.		✓		

Komentar dan Saran Perbaikan

.....
 Revisi sesuai saran
 (tentang & instruksi).

Secara umum tes ini :

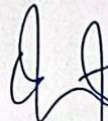
1. Valid, dapat digunakan tanpa revisi
2. Valid, dapat digunakan dengan revisi
3. Kurang valid, butuh revisi
4. Tidak valid, butuh revisi

(Mohon untuk melingkari nomor yang sesuai dengan kesimpulan Bapak/Ibu)

J E M

Jember, 11-03.....2023

Validator,



NINA HAYUNINGTYAS M. Pd

**LEMBAR VALIDASI
INSTRUMEN OBSERVASI**

No.	Aspek yang dinilai	Skor			
		1	2	3	4
1.	Petunjuk penggunaan instrument lembar observasi sesuai dengan gramatikal bahasa Inggris.		✓		
2.	Petunjuk penggunaan instrument lembar observasi dapat dipahami dengan jelas.		✓		
3.	Aspek penilaian dalam lembar observasi dapat dipahami dengan jelas.			✓	
4.	Aspek penilaian dalam lembar observasi dapat menggambarkan pengukuran pemahaman konsep.			✓	
5.	Pedoman/criteria penskoran dapat digunakan dengan baik.			✓	

Komentar dan Saran Perbaikan

Tambahkan Btwf di lembar observasi.

Secara umum tes ini :

1. Valid, dapat digunakan tanpa revisi
2. Valid, dapat digunakan dengan revisi
3. Kurang valid, butuh revisi
4. Tidak valid, butuh revisi

(Mohon untuk melingkari nomor yang sesuai dengan kesimpulan Bapak/Ibu)

J E M

Jember, 11-03.....2023

Validator,

NINA HAYUNINGTYAS M. Pd

Appendix 9

Field Note

No. _____
Date

Field note
Meeting 1 Cycle 1

Day / Date : Wednesday, 15th March 2023
Time : 10.10 - 10.50
Place : VIII A Class

Pada tanggal hari Rabu, 15 Maret 2023, pada jam 10.10 - 10.50, peneliti, bersama kolaborasi memasuki kelas dikarenakan Bel berbunyi dan tanpa bahwa waktu istirahat telah berakhir dan diharapkan siswa untuk menasuki kelas. Sebelum memulai pelajaran peneliti menyiapkan materi yang diajarkan kepada siswa. Lalu peneliti membuka kelas dengan menyapa siswa, bergoa, dan memberikan beberapa motivasi kepada siswa.

Pada Meeting 1 ini peneliti menjelaskan materi tentang Recount text, social function, structure, dan language features. Dan meminta siswa untuk menyiapkan ^{notebook} ~~paper~~ dan menuliskan beberapa pelajaran yang di pahami.

Setelah menjelaskan materi peneliti meminta siswa untuk menanyakan beberapa hal yang belum di pahami. Kemudian peneliti meminta siswa untuk menceritakan ~~para~~ tentang pengalaman mereka yang mereka pahami lalu menceritakannya di depan kelas. lalu setelah itu peneliti meminta siswa siswa untuk berlatih di rumah masing-masing dengan membuat cerita tentang pengalamannya di hari libur.

No. _____

Date . . .

Field note Meeting 2 cycle I

Day / Date : Thursday, 16th March 2023

Time : 08.00 - 11.10

Place : VIII A Class

Pada hari Kamis, 16 Maret 2023, jam 08.00 bel berbunyi menandakan bahwa siswa memulai pelajaran jam pertama. Sebelum memulai pembelajaran, peneliti memulai dengan salam, berdoa, lalu checking arrangements, giving motivations, lalu reviewing last material.

Pada meeting ke-2 peneliti menyiapkan audio, ~~dan~~ 1 buah tongkat, lalu peneliti menjelaskan tentang penggunaan talking stick kepada siswa, kemudian peneliti ~~menjelaskan~~ ^{bertanya} ~~menanyakan~~ ^{kepada} ~~dan bertanya~~ ^{kepada} ~~pengetahuan~~ ^{pengetahuan} siswa tentang hal yang tidak dimengerti dalam penggunaan talking stick. ~~Peneliti~~ Dalam penggunaan talking stick peneliti meminta siswa memaikan tongkat dan diiringi oleh audio yang diputar music oleh peneliti. Lalu ~~siswa~~ ^{siswa} ~~memainkan~~ ^{menyebutkan} ~~sebelum~~ ^{menyebutkan} ~~menyebutkan~~ ^{menyebutkan} tongkat dan teman yang satu ke teman yang lain sampai music berhenti. Jika music sudah berhenti para siswa yg memegang tongkat. Peneliti meminta siswa tersebut ^{ditunjuk} speaking ~~tentang~~ dan menceritakan tentang pengalamannya saat hari libur ^{seperti} yg peneliti instruksikan pada pertemuan sebelumnya. ~~yg~~ ^{yg} ~~berlatih~~ ^{berlatih} ~~tentang~~ ^{tentang} di rumah dengan membuat cerita tentang hari libur. Jika ~~tidak~~

No. _____

Date . . .

Field note
Meeting 3 cycle 1

Wednesday
day / date : ~~Rabu~~, 29th March 2023
time : 10.10 - 10.50
place : VIII A Class

pada hari rabu, 29 maret 2023 pukul 10.10, peneliti, 'Colaborator memasuki kelas karena bel telah berbunyi dan waktu istirahat telah berakhir.

Sebelum memulai kelas peneliti menyiapkan materi terlebih dahulu yang akan diajarkan kepada siswa. Lalu peneliti membuka kelas dengan greeting, praying, ~~and~~ giving motivation, and Review the last material.

pada meeting 3 ini, peneliti menerangkan tentang penggunaan bahasa dalam recount text. lalu peneliti ~~bertanya~~ ^{bertanya} kepada siswa tentang penjelasan yang tidak di pahami. Setelah itu peneliti memberikan kalimat recount text, dan meminta siswa u/ mengamati structure bahasa yang ada pada kalimat recount yang peneliti berikan. lalu meminta siswa u/ menguraikan hasil

pada Meeting ke 3 ini kondisi kelas mulai kondusif dari pada pertemuan pertemu dan kedua. Siswa tampak tenang dan tidak ramai. Lebih banyak yang memperhatikan saat peneliti menjelaskan materi. Dan sudah mulai berani u/ bertanya, menjawab, dan tampil di depan teman-temannya, meskipun terdapat beberapa siswa yang masih terlihat malu u/

yang telah mereka amati di depan kelas.

Field note
Meeting / Cycle 2

Day / Date : Wednesday, 12 April 2023

Time : 10.10 - 10.50

place : VIII A Class

Pada hari Rabu, 12 April 2023, pukul 10.10, peneliti, siswa, dan colaborator memasuki kelas karena bel telah berbunyi dan waktu istirahat telah berakhir. Sebelum mulai pembelajaran peneliti menyiapkan materi terlebih dahulu yang akan diajarkan kepada siswa. Lalu peneliti membuka kelas dengan greeting, praying, giving motivation, and Review the last material.

Peneliti menyampaikan materi tentang struktur dalam recount text. Lalu peneliti meminta siswa untuk menjawab beberapa pertanyaan yang disediakan peneliti berupa kalimat recount dan meminta siswa untuk mengamati structure yang terdapat ^{guru} recount text seperti Orientation, event, Reorientation pada kalimat recount yang disediakan. Lalu peneliti meminta siswa untuk membacakan hasil yang telah diamati di depan kelas.

Pada pertemuan ini kondisi kelas lebih kondusif. Siswa terlihat lebih enjoy dan interest. Siswa mulai memperhatikan saat peneliti menjelaskan materi dan sudah mulai berani tampil di depan kelas.

Bel pergantian jam pelajaran berbunyi pada jam 10.50. Peneliti mengakhiri kelas dengan hamdalah & salam.

Field note
Meeting 2 Cycle 2

Day / date : Thursday, 13 April 2023

Time : 08.00 - 11.10

place : VIII A Class

pada hari Kamis, 13 April 2023, Pukul 08.00 bel bergenggang menandakan bahwa siswa memulai pelajaran jam pertama. Sebelum memulai pembelajaran, peneliti membuka kelas dengan salam, Praying, lalu checking the attendances, giving motivation, lalu Reviewing the last material.

pada Meeting ini peneliti menyiapkan audio, materi yang akan di bahas dan 1 buah tongkat. Peneliti memberikan kalimat recount. Siswa diminta menyebutkan struktur Recount text, language feature, vocab yang tidak dimengerti. Peneliti fokus pada pronunciation dan Vocab yang tidak dimengerti. Kemudian ~~siswa~~ ^{siswa} ~~menanyakan~~ ^{menanyakan} talking stick seperti yang dijelaskan oleh peneliti pada pertemuan sebelumnya. Lalu siswa menjawab pertanyaan tentang structure recount, language feature dan pertanyaan yang peneliti siapkan. Siswa yang kalah akan maju kedepan. Menyebutkan 5 vocab yang terdapat pada kalimat recount yang telah di sediakan. Kemudian peneliti meminta siswa membuat ~~kalimat~~ ^{kalimat} recount text berdasarkan pengalamannya saat berlibur bersama keluarga dengan menggunakan struktur Recount, language.

Field note
Meeting 3 Cycle 2

Day / date : Wednesday, 03rd May 2023
Time : 10.10 - 10.50
Place : VIII A Class

pada hari Rabu, 03 Mei 2023, pukul 10-10. peneliti, siswa, dan kolaborator memasuki kelas karena bel telah berdering yang menandakan waktu istirahat telah berakhir. Sebelum memulai kelas peneliti membuka kelas dengan greeting, praying, giving motivation, and reviewing the last material.

~~peneliti~~ Di karenakan meeting terakhir peneliti meminta siswa 4 menceritakan hasil ~~nya~~ yang mereka buat dan berlatih selama di rumah di depan kelas one by one. Peneliti membenarkan jika terdapat pronounciation yang kurang tepat.

pada pertemuan ini kondisi kelas lebih aktif dari sebelumnya. siswa terlihat lebih interest dan enjoy. serta siswa lebih aktif dan berani tampil tanpa malu-malu di depan kelas.

Bel pergantian jam berdering pada pukul 10.50 peneliti mengakhiri kelas dengan memberikan motivasi kepada siswa, ~~membentkan~~ ~~sebelum~~ mengucapkan hamzulah dan salam.

APPENDIX 10

Scoring Rubric for Speaking Test

Criteria	Scale	Description
Pronunciation	17 – 20	Easy to understand and has native speaker's accent
	13 - 17	Easy to understand with certain accent
	9 - 13	There are some problems in pronunciation that made listener should more concentration and sometimes there is misunderstanding
	5 - 9	Difficult to understand because there is problem in pronunciation, asked to repeat
	1 - 5	Pronunciation is so bad and it cannot be understood
Grammar	17 – 20	There is no or little mistake in grammar
	13 – 17	Sometimes makes mistake in grammar
	9- 13	Often makes mistake in grammar and it influences the meaning
	5 – 9	There are many mistakes in grammar which made hinder and should re-arrange sentence
	1 – 5	Grammar
Vocabulary	17 – 20	Using a variety vocabulary
	13 – 17	Sometimes using vocabulary which is not appropriate
	9 – 13	Using vocabulary which is not appropriate, conversation becomes limited because the vocabulary is limited
	5 – 9	Using wrong vocabulary and it is limited, it is difficult to understand
	1 – 5	Vocabulary is so limited so conversation impossible to occur
Fluency	17 – 20	Speaks fluently and little hesitation
	13 - 17	Speaks with some hesitations

	9 – 13	Speech is frequently hesitant and jerky, sentence may be left uncomplete
	5 – 9	Speak frequent confused and unwell
	1 -5	Speech is so halting and fragmentary thet conversation is virtually impossible
Comprehension	17 – 20	Understand all without any difficulties
	13 – 17	Understand almost all, although there is repetition in certain part
	9 – 13	Understand most of what she/he talks in slow speaking
	5 – 9	Difficult to understand what she/he talks
	1 -5	Cannot understand although in simple conversation



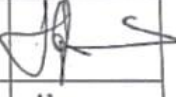
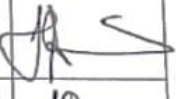



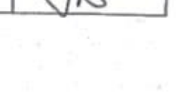


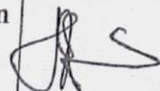
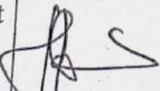
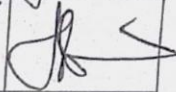
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Appendix 11

RESEARCH JOURNAL'S ACTIVITIES

Name : Nurul Istiqomah Lailatul M
 NIM : T20196108
 Title : Enhancing Students' Speaking Ability at 8th Grade of MTs Baitul Arqom Balung Jember
 Location : MTs Baitul Arqom Jember

No.	Day/Date	Activity	Initials
1.	Monday, 6 th March 2023	The researcher gives a "Surat permohonan penelitian" to the school and interview the English teacher and a few students' at 8 th grade of MTs Baitul Arqom Jember	
2.	Wednesday, 08 th March 2023	The researcher Observes the classroom activity at 8 th grade of MTs Baitul Arqom Jember and consult about lesson plan with the English teacher.	
3.	Wednesday, 15 th March 2023	The researcher implements the action (first meeting) in cycle one.	
4.	Thursday, 16 th March 2023	The researcher implements the action (second meeting) in cycle one.	
5.	Wednesday, 29 th March 2023	The researcher implements the action (thirth meeting) in cycle one.	
6.	Thursday, 30 th March 2023	The researcher gives a speaking test to the students in cycle one.	
7.	Wednesday, 12 th April 2023	The researcher implements the action (first meeting) in cycle two.	
8.	Thursday, 13 th April	The researcher implements the action	

	2023	(second meeting) in cycle two.	
9.	Wednesday, 03 rd May 2023	The researcher implements the action (third meeting) in cycle two.	
10.	Thursday, 04 th May 2023	The researcher gives a speaking test to the students.	
11.	Monday, 08 th May 2023	The researcher asks for a letter of research finishing	

Jember, 08th May 2023

The Headmaster of School



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Appendix 12

RESEACHER'S BIODATA



1. Personal Information

Name : Nurul Istiqomah Lailatul Maghfiroh
NIM : T20196108
Place, Date of Birth : Jember, August 14th 2000
Gender : Female
Address : Jl. Teuku Umar Dusun Kebonsari Balunglor
Email Address : alfatihnuris6@gmail.com

2. Educational Background

2005 – 2007 : TK Miftahul Ulum
2007 – 2012 : MI Miftahul Ulum
2012 – 2015 : SMP Plus Bustanul Ulum
2015 – 2018 : SMA Plus Bustanul Ulum

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