

**THE EFFECT OF APPLYING INQUIRY LEARNING MODEL BY USING  
TALKING STICK TO STUDENTS' ACHIEVEMENT ON ENGLISH  
SPEAKING SKILL**

**SKRIPSI**

*Submitted in Partial Fulfillment of the Requirement s  
for the Degree of Sarjana Pendidikan (S.Pd.)  
English Education Program*

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Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

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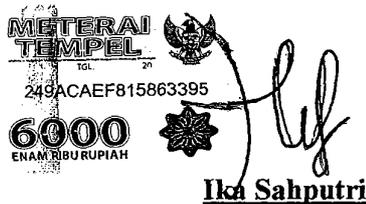
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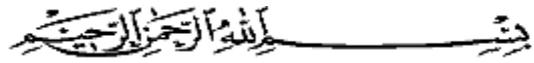
## ABSTRACT

**Ika Sahputri. 1402050065. The Effect of Applying Inquiry Learning Model by Using Talking Stick to Students' Achievement on English Speaking Skill. Skripsi. English Education Program of Faculty of Teachers' Training and Education, University of Muhammadiyah Sumatera Utara, 2018.**

This study deals with The Effect of Applying Inquiry Learning Model by Using Talking Stick to Students' Achievement on English Speaking Skill. The objectives of the research was to investigate the effect of applying Inquiry Learning Model by Using Talking Stick to Students' Achievement on English Speaking Skill. This research was conducted at SMP Muhammadiyah 58 at Jl. Denai Gg Dua No.16 Kel. Tegal Sari Sukaramai Medan at academic year 2017/2018. The total number of population and sample were 48 students consisted of two classes. They are IXA, IXB. The classes were divided into two classes, Experimental Class (23 students) and Control Class (25 students). The instrument of collecting data was speaking test which was administered to the students. The multiple choice test made by the researcher. The data were analyzed by using t-test formula. After analyzing the data, it was found that t-observed (4.85) which greater than t-table (4.08) with the significant level = 0.05 and the degree of freedom (df) = 46. The finding showed that the hypothesis of the study was accepted. It means that using Talking Stick technique was significantly effective to the students' achievement in speaking skill.

***Keyword : Inquiry Learning Model, Talking Stick, Students' Achievement***

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**Medan, April 2018**

**The Researcher**

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# CHAPTER I

## INTRODUCTION

### **A. The Background of the Study**

Speaking is one of the most demanding skills in the daily life. Every person needs to communicate with others through speaking. Therefore English Teacher Education Students should have a good speaking skill. This is important as Bassano (1987) says; for the English education department students to speak English not only in the class but also outside the class as their real life communication or interactions. As the language is a means of communication, the students have to speak utterances orally in the classroom even in the very simplest way, such as greeting, answering, expressing ideas, giving responses, and the like. Thus, the students need to have a good speaking ability in order to achieve the objectives of English teaching and learning as stated in the current curriculum.

In case of speaking as one of the aspects of language proficiency. Speaking is an activity used by someone to communicate one another. It takes place everywhere and has become part of our daily activities. Speaking is very important to learn. When someone speaks, he or she interacts and uses the language to express his or her ideas, feelings and thoughts.

In fact, The students were lack of speaking skill especially Making, Accepting and Refusing an Invitation and then also the students were less of vocabulary. Those problem are also found by the researcher in teaching practice at SMP Muhammadiyah 58 Medan.

The researcher was conducted the research on grader junior high school of SMP Muhammadiyah 58 Medan, The students' still get difficulties in speaking English because of some causes, especially in speaking English. One of the causes is the ineffective media, particularly during the English speaking teaching and learning process. It could affect the students' competence to speak in English.

Consequently, it is difficult to make a conducive speaking class need higher effort to improve the students' in learning English speaking. The researcher is interested in conducting an action research on improving the quality of teaching and learning process, especially in speaking class. In this action research, the researcher works in team involving the English teacher and students.

In this case, the students have to study hard to master it and teacher should teach a good atmosphere in class. The teacher should be able to apply a suitable strategy or technique that can easily be understood by them and solve any problem in the class includes students' difficulties in speaking. Actually the students were less of vocab and tenses. Many student could not speaking well because they could not understand a word which speaking in English.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown:1994: Burns & Joyce:1997). It means that in situation when the people say something (producing) and another people can understand (receiving) this information. Speaking is also expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learned through teaching and learning process (Cook and Linse:2000).

In the classroom, where the communication should be created. The teacher is demanded to create the situation that can encourage real communication. It is because communication will make atmosphere in the class can run as teaching learning activity. In speaking class, when the teacher teaches the students definitely the teacher needs the responses from the students to show that the students understand over the teacher's explanation. To make the students join the class discussion, teacher is demanded to have high creativity to invite the students to understand and then enjoy the communication in the class.

According to David Holmes (2004), there are two types of tasks proceeding to stimulate the students to be more frequent in speaking. The first type is based on having the students interviewing one-another, so that there is an independent dialogue between class members, with a minimum of interruption and supervision by the teacher. The second type is based on easy games and speaking tasks that should not be seen as threatening to the students and that should help to ease them into talking in programmed, student-centred exercises.

From the types of tasks, the students may have more topics to discuss in speaking class. In the class, the teacher is like a motivator for the students to encourage students so they feel fun and enjoy the lesson. "Teachers who have less skilled in managing the teaching learning process in the were the main factor caused the low achievement in Indonesia" (Dikti:2007) sited in (Rayandra Asyhar:2011). Based on the researcher's pre-observation and discussion with those school English teachers of this school, it was found that the students had difficulties in practicing the speaking, they faced some difficulties when they have

conversation in front of the class, they were still not confident to practice the conversation.

The speaking were dominated by the teachers, and most of the students were also too shy and afraid to take part in the conversation, other reason is because of the students are lack of motivation to practice english in daily conversation. In applying this Talking Stick technique the students are circled and run together by singing a simple song, named “Shape of You” and then the students or the team member, who are holding the stick are allowed to speak. He or she may hold the stick for an agreed-upon length of time (usually one minute) before passing over the stick to the next person on the team.

One of the teaching methods is cooperative. Through this method, students are active in the learning process, because they learn more through a process of constructing and creating, working in group and sharing knowledge. Therefore, it is important to focus the teachers’ intention on the improvement to stimulate the students to speak. For this purpose, active learning is demanded. So, the teachers have to find out special teaching method to facility the students to solving their problems.

As Slavin (1988) said that “cooperative learning as a concept consist of several instructional methods in which learners study a language in small groups of 4-6, and group performance is rewarded in several different ways”. In this research, the researcher uses Talking Stick Method as a technique in speaking. A Talking Stick is usually decorated in some manners. When team are newly formed have them create a team Talking Stick as a team-building activity.

Talking Stick Learning model is a model of group learning with the help of a cane. The group that holds the stick first to answer questions from teachers after the students learn material anyway, then the activity is repeated continuously until all of the group's turn to answer question from the teacher. The team sticks could be decorated to represent the team's name or the content currently being studied by the class. The Talking Stick was commonly used in council circles to decide who had the right to speak.

When matters of great concern would come before the council, the leading elder would hold the talking stick, and begin the discussion. When he would finish what he had to say, he would hold out the talking stick, and whoever would speak after him would take it. In this manner, the stick would be passed from one individual to another until all who wanted to speak had done so. The stick was then passed back to the elder for safe keeping. (Locust:1998 cited in Fujioka:1998)

Inquiry-based learning is an approach to teaching that places students' question, ideas and observations at the centre of the learning experience. Educators play an active role throughout the process by establishing a culture where ideas are respectfully challenged, tested, redefined and viewed as improvable, moving children from a position of wondering to a position of enacted understanding and further questioning (Scardamalia:2002) underlying this approach is the idea the both educators and students share responsibility for learning.

For students, the process often involves open-ended investigations into a question or a problem, requiring them to engage in evidence-based reasoning and creative problem-solving, as well as ‘problem finding’. For educators, the process is about being responsive to the students’ learning needs, and most importantly, knowing when and how to introduce students co-author the learning experience, accepting mutual responsibility for planning, assessment for learning and the advancement of individual as well as class-wide understanding off personally meaningful content and ideas.(Fielding:2012)

## **B. The Identification of the Problems**

Based on the background above, the problems of the research study are identified as follows :

1. The students are lack in Speaking Skill especially Making, Accepting and Refusing an Invitation.
2. The teachers could control the students through the rules of using Talking Stick.
3. The students less of vocabulary.

## **C. The Scope and Limitation**

This research focus on speaking skill at the ninth grade 2017/2018 academic year at Muhammadiyah 58 Medan. The limitation of this study is Making, Accepting and Refusing an Invitation.

#### **D. The Formulation of the Problems**

The problems of this study are formulated as follows :

1. Is there any significant effect of applying Inquiry Learning Model by using Talking Stick the students' achievement in speaking skill ?

#### **E. The Objectives of the Study**

To find out the significant effect of Applying Inquiry Learning Model by Using Talking Stick to Students' Achievement in Speaking Skill.

#### **F. The Significance of the Study**

The findings of the research will be expected to be useful for :

Theoretically

1. The significances of this study for the English teacher this technique can help the teacher to handle the students in teaching speaking by using talking stick technique.

Practically

2. The finding this study will be useful as the contribution to :
  - a. To English teacher , the use of Talking Stick technique helped the teacher to conduct teaching and learning activity easier.
  - b. To the students, the result can make them give positive responses in implementing the technique.

- c. To the researcher, to master the achievement in speaking, the implementation of Talking Stick technique in teaching speaking showed
- d. The good result in terms of improving students speaking.
- e. To the readers, by reading this research can add their knowledge and can apply this knowledge in their own used only.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

In language and learning process speaking is an important. Effective researcher was builded the learning process through various learning strategies. Researchers need to know that among our students lack of confidence to participate and there are often position themselves as listeners only. When someone, he or she interact and uses the language to express his or ideas, feelings and thoughts. So, the researcher was given them teaching speaking skills. There are many points to discussion in this chapter as follows :

#### **1. Description of Effect**

The word “effect is meant by a result or change of something”. As stated by Stevenson (2002:220), the term effect can be generally meant by a change that something causes in something else a result. The definition of the second seems to fit the actions rather that the process in doing something. In terms of statistics, this concept will be made operational and measurable. It is actual production. Finally, that there is benefit which can be taken as the result that refers to the positive sense.

According to Slamento (2010:15) effect in this research states that “improvement in learning is certain proof of success or ability of a student in doing their learning activities which based on their level of class”.

The improvement in which achieved by the students are realized in the form of score so that it is a acknowledge the certain position of a student in the class because the score they have reflect their improvement in the learning process.

Based on the quotation above, it concludes that the effect is positive regard to do something. This is also applied to the approach, which was produced a result. The relation on this proposal is the effect of language-experience approach as a part of active processing to the students in speaking skills.

## **2. Description of Approach, Method, Strategy, Technique and Model**

To be successfully in teaching and learning process, there are some important points to be considered. Some of them are presented below:

### **2.1 Approach**

Brown (1994: 159) state that Approach is a set of correlative assumptions dealing with the nature of language teaching and learning. Actually approach in teaching English as a foreign language three elements: views about the nature of language, belief about language learning, and ideas about how the above should be applied practically to language learning and teaching.

In teaching, there are two basic approaches teacher centered and students centered. In teaching entered approach, teacher is more active in the class while students centered approach, students are climbed to active than teacher which

teacher as a guide. Because of that teacher must prepare themselves with all information about the lesson.

## **2.2 Method**

According to Wina Sanjaya in Istarani (2012:01) Method is used to realized a strategy that had been settled. Learning strategy used some methods. Method is the way that used to realize strategy. Method is the way or procedure that used to achieve a certain aim. Learning strategy is a learning that must be done by the teacher and the students so that the purpose of learning can be effectively and efficiently.

Method is theoretically relate to an approach, organized by the design and practically realized in procedure. Using Richards and Rogers terms method includes approach, design, and procedure.

## **2.3 Strategy**

Teaching is an activity which is done by the teacher or those who love teaching. A strategy of teaching will influence the students' achievement in teaching and learning process and it is suitable to increase students' learning achievement.

Strategy in an education method for furning knowledge into teaching. This several limits the teacher overall effectiveness. Teacher need to vary their teaching strategy in different classroom situation but many competently utilize only a few and manytime only one.

## **2.4 Technique**

Richard and Rodger (2001: 15) clarify that technique is an implementation which actually takes place in a classroom. In other words in language learning technique is an explicit procedure or strategy to accomplish a particular learning objective or set of objectives. It means that technique is a strategy to make the teaching learning process can run well.

According to Anthony (1992: 17) that technique is method of doing something that needs skills whereas the definitions, technique is a way or method that must be mastered by the teacher to serve lessons to the students in the class, so that the lesson can be understood and mastered by students well.

Teacher must master more than one technique in teaching. Because each material that will be taught certainly has a different purpose. So, with a different purpose. The teacher must use the teaching technique that makes teaching and learning process successful and target teaching can be reached.

## **2.5 Model**

Anthony (1963) in Richard and Roger claims that model is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods. And based on Brown (2002: 16) model is a generalized set of classroom specifications

for accomplishing linguistic objectives. Model tend to be concerned primarily with teacher and students roles and behaviors and secondarily with such features as linguistic and subject matter objectives, sequencing and materials. Based on the statement, model is a plan for presenting the language material to be learned and should be based upon a selected approach.

### **3. Description of Inquiry Learning Model**

This method refers to the social aspects in the classroom and open atmosphere that invites students discuss so focused looking for the hypothesis by using facts as evidence of or information. In the process of applying, teachers give stimulation to make students active and passionate thinking, and points the way out if students have difficulty. Teachers act as administrator, is responsible for all actives of the class.

According to Sani (2013) Inquiry based learning is process raising the questions, getting the information, thinking creatively and makin conclusion. Frainet says that knowledge is acquired by experiences, not by observing and paying attention to the or demonstration of the teacher.

Inquiry activities are also cognitive abilities that engage students intellectually and boost their rational thinking (Shaen:2015). It endorses deep understanding and involves students in scientific questions, look for evidances supporting answer, articulate explanations and after reflection communicating the ideas formulated by them.

### **3.1 Procedure of Inquiry Method**

The inquiry method has a number of steps which include :

a. Identification of a problem

Inquiry begins with the presentation of a problem by raising the question. A teacher designing a beginning activity for an inquiry lesson must consider the scope of the subject. After the problem has been presented and the teacher has ascertained that students understand it, the students are prepared to make the hypothesis.

b. Hypothesizing a possible solution to the problem

The second step of the inquiry is the development of an hypothesis. It serves as guide to the inquiry which is to follow, to attempt to verify the elements of the problem.

c. Gathering data to test the hypothesis

In gathering data students can ask questions to the teacher. In this case, teacher acts as an information source. However, the teacher can respond only yes or no. Further, students can choose a variety of source to gather and to organize information like, textbook, supplementary books, picture, magazines, internet and the library. If it is possible, students can do an investigation to get the information. Then, students check and recheck different sources of information as they organize their data in terms of relevance to the stated hypothesis.

d. Revising the hypothesis

In this step, students are led to test and revise hypothesis underlying data which has been provided. They classify and categorize their information to defend their hypothesis.

e. Making the conclusion

The ultimate step of inquiry method is to formulate the conclusion or summarize their finding and share what they have found in the classroom. Their finding can be supported by such media like maps, picture, or video.

### **3.2 Advantages of Inquiry**

According to Opara et al (2001) there are some advantages of inquiry method as follows:

1. It makes the students opportunity to think
2. It gives the students opportunity to think carefully about ideas, problems and questions being considered valid by class.
3. It creates room for students' full participation which increases their curiosity both inside and outside classroom work.
4. It makes the students to develop the spirit of personal initiative.
5. It encourages patience, co-operation, unity and decision making amongst the students.

#### **4. Talking Stick**

Talking Stick which is developed by (Spencer Kagan: 1992). It is a group of study that student learnt independently from one another, each student has the same chance to express their ideas and concern with equal participant of students. It is one kinds of Cooperative learning method. Cooperative learning method is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in classroom.

In this research, the researcher uses Talking Stick Method as a technique in speaking. A Talking Stick is can decorated in some manners. Talking Stick Learning model is a model of group learning with the help of a cane. The group that holds the stick first to answer questions from teachers after the students learn material anyway, then the activity is repeated continuously until all of the group's turn to answer question from the teacher.

##### **4.1 Step Implementation of Talking Stick**

According to <http://google.com> to apply the Talking Stick method in the classroom the teacher must know the steps of this method, there are :

1. Teacher prepares a stick.
2. The teacher divides the students into some group.
3. Teacher explains the material that will learn and give the group opportunity to read.
4. Students discuss about the problem from the topic.
5. After finishing, the teacher orders the students to close the book.

6. Teacher takes a stick and giving to student that holding a stick and the student must answer it. It can do continue until all of student get opportunity to answer the question from the teacher.
7. Give conclusion.
8. Evaluation.

## **5. Description of Speaking**

Speaking is one of the four basic language skills besides listening, reading, and writing. According to Oxford dictionary, "Speak" means say things; talk, be able to use language, make a speech, express ideas, feelings, etc. Speaking is verbal use of language to communicate with other.

Tarigan (1981) concludes that the main point of speaking is for communicating, so we have to convey the thinking and feeling effectively and the speaker must understand the meaning to be communicate in order to make other people understand with what they are talking about. Harmer in Tarigan (1990) writes that when teaching speaking or producing skill, we can apply there are:

- 1) Introducing new language
- 2) Practice
- 3) Communicative activity

Based on the statements above that speaking is what we say to what we see, feel and think. When feel something, we want someone can hear us. So, in this process we can call it is an interaction between two side. When someone speaks to

other person. There are many definitions of speaking that have been proposed by some experts in language learning.

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

Richards and Renandya (2002) explain that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech.

Brown (2007) summarizes that social contact interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages. According to Nunan (2003) Speaking is considered a skill to practice and master. In this light, puts it that “speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning.

Based on some statement of expert above concludes that speaking is the ability to express something in a spoken language. In this study, the term

“speaking” will be used to refer to a skill related to language teaching and learning.

### **5.1 The Function of Speaking Skill**

According to Brown and Yule there are three functions of speaking .  
“... three part version of Brown and Yule’s framework; talks as interaction:  
talk as transaction: talk as performance.

#### 1. Talk as interaction

Speaking as interaction refers to the interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small speaking and chit chat, recount recent experiences because they wish to be friendly and to establish a comfortable zone of interaction with others.

#### 2. Talk as performance

Speaking as performance refers to public speaking; it is talk which transmits information before an audience such as public announcements and speeches. Speaking as performance tends to be in form of monolog rather than dialogue, often follow a recognizable format and it is closer to written language than conversational language.

#### 3. Speaking as transaction

Speaking as transaction refers to situation where the focus is on the message about what is said or achieved in order to make people understood clearly and accurately.

## 5.2 Classroom Speaking Activities

Many of the classroom speaking which are currently in use fall at or near the communicative end of the communication continuum. In this section we will look at some of the most widely-used.

In addition, Kayi (2006) divides that there are some activities to promote speaking as follows:

1. *Discussion*; in discussion activity, the students share ideas about an event, it is can help students to find solution. Students can work with various people and learn to be open to different ideas.
2. *Role Play* ; One other way of getting students to speak s role-playing. Students pretend they are in various social contexts and have a variety of social roles.
3. *Simulations* are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment.
4. *Information Gap* ; information gap activities serve many purposes such as solving a problem or collecting information. These activities are effective because everybody has the opportunity to talk extensively in the target language.
5. *Brainstorming* ; The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

6. *Storytelling* ; Story telling forster creative thinking. It also helps students express ideas in the format of beginning, development, and ending. Including the characters and setting a story has to have.
7. *Interviews* ; Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized.
8. *Picture Narrating* : This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structure they need to use while narrating.
9. *Picture describing*: For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokes person for each group describes the picture to the whole class. This activity fortens the creativity and imagination of the learners as well as their public speaking skills.

From the explanation above, the writer concludes that the aim of language teaching is learner ability to communicate in the target language. So, the teacher must give attention to the principles of teaching speaking and select suitable method and technique in teaching speaking.

### **5.3 The Assessing of Speaking Skill**

Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of students'

performance. As Brown (2003) written work from a jotted down phrase to a formal by self, teacher and possibly others students.

Brown (2003) resumes as with all effective tests, designing appropriate assessment tasks in speaking. The types of speaking performance:

#### 6. Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. This is purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be conclude in the criterion performance.

#### 7. Intensive

A second types of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical of phonological relationship (such as prosodic elements-intonations, stress, rhythm, juncture).

#### 8. Responsive

Responsive assessment tasks included interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and a small talk, simple request and comments and the like.

When introducing new language, the researcher should find out genre or the text, which is meaningful. The researcher can ask students to pronounce the unfamiliar words, find out the meaning of the expression used in the text.

In this case focus on students studying, it means that the lesson and the activities in the classroom. The goal most speaking classes is communication when the students are able to function the language in real. Situation and they are able to express themselves in a real situation under the guidance of a researcher.

#### **5.4 The purpose of Speaking**

The purpose of speaking is to inform or to communicate what is in the speaker's mind to the listener. The speakers have the speaker want to utter words or articulate sound with the ordinary voice so the speaker's expressions, thought, and feeling can be understood by the listener. It is important to make the communication with other language user run well.

According to Clark and Clark (1997) speaking is fundamentally an instrumental act. Speakers talk in order to have some effect on their listener. Speaking ability dealing with these purposes, they are;

- a. The ability to understand English dealing with everyday subject and spoken at normal speed,
- b. The ability to ask questions which require short and extend answer,
- c. The ability to reproduce orally the substance of passage of English after having heard it several times and read it,
- d. The ability to conduct a simple conversation on everyday subject (e.g. expressing preferences, polite interchange, carers, travel, common experience, etc). These differences reflect the different purposes for which spoken and written language are used.

Based on the definition above, the researcher concludes that the purpose of speaking is to share what the speakers want to communicate to the listeners and to get information from the speakers. Speaking is not only producing sounds but also a process of achieving goals that involves transferring message across.

### **5.5 Students' Achievement in Speaking**

Speaking achievement is the achievement of the students to be able to speak and to communicate orally which can be determined by the scoring of speaking achievement. It is not only to apply the grammatically correct sentences, but also know when and where to use these sentences and to whom.

Speaking is the uniquely human act or process of sharing and exchanging information, ideas, and emotions using oral language. Whether in daily information interactions or in more formal settings, communicators are required to organize coherent messages, deliver them clearly, and adapt them to their listeners Fisher & Frey (2007). In addition, speaking is an interactive and according to accomplish pragmatics goal through interactive discourse with other speaker of language. The goal of speaking is to achieve an interactive communication between the speaker and listener.

According to Bahrani & Sohani (2012) effectively instruction can scripts, and language to talk about language. These instructors help students learn to speak so that the students can use speaking to learn. Achievement also can be said as the result of gaining or reaching something by effort. In other word, in teaching and learning process students' achievement is determined by how much the effort of students and teacher to achieve status of subject-matter knowledge.

The most commonly used measure of student achievement is a standardized test. Is it necessary to increase the achievement of students by method of teaching in order to achieve the goal of learning.

## **B. Relevant Study**

The relevant studies based on the similarities in variables of study even in dependent variable although independent variable. Some of the relevant of the study with the research that will be done as follows:

First, Andini Syaputri "*The Effect of Applying Inquiry Method the Students' Achievement in Writing Expository Text*" The result show that the students' achievement in writing expository text. This technique uses writing as one of the four languages skills (listening, speaking, reading, and writing) it's very important in learning language. This technique can help the students research will give valuable information to develop the writing expository text by applying easier and interesting Inquiry method.

Second, Widiya Sari "*The Influence of Using Talking Stick Technique to the Speaking Ability of Eleventh Grade Students At SMAN 1 Gondang Nganjukin Academic year 2014/2015*" Based on the problems above, In this study, teacher needs to use an interesting method. One of the teaching methods is talking stick method type of cooperative learning.

Researcher chooses the talking stick method to improve their speaking ability and the students can speak spontaneously and share their idea. this research was primarily aimed at answering the question whether there was a significant

influence on students' speaking ability before and after being taught use talking stick technique type of cooperative learning.

Third, Dona Gusnida Syafriani "*Teaching Speaking by Combining Talking Stick and Corners Strategies at Senior High School*" Based on school based-curriculum (KTSP 2006), English should be thought communicatively at all levels strating from elementary, junior high school and senior high school. This curriculum has a standard competency is used as teacher's reference in teaching process. The consideration of this curriculum has the purpose to make students speak. It is expected that they can speak to others, express their ideas, feelings and thought orally.

### **C. Conceptual Framework**

Speaking is an activity used by someone to communicate with other. It takes place everywhere and has become part of our daily activities. Speaking is very important to learn. When someone speaks, he or she interacts and uses the language to express his or her ideas, feeling and thought. Speaking is one of the skills in the language learning and it is essential in communication.

Speaking is one of the most demanding skills in the daily life. Every person needs to communicate with others through speaking. Speaking plays an important role in making a social interaction with another people in other to gain information. It is necessary for every people to have a good speaking skill. In the teaching and learning process, there are some components to make the instruction successful.

#### **D. The Hypothesis**

Based on explanation of both theoretical and conceptual framework, the hypothesis can be formulated as follow:

Ha : There is significant effect of using applying inquiry learning model by using talking stick to improve students' achievement in speaking English.

Ho : There is no significant effect of using applying inquiry learning model by using talking stick to improve students' achievement in speaking English.

### **CHAPTER III**

#### **METHOD OF RESEARCH**

## **A. Location and Time**

This research was taken conducted at SMP Muhammadiyah 58 at Jl. Denai Gg Dua No.16 Kel. Tegal Sari Sukaramai Medan. This research was focused in the ninth grade students of 2017/2018 academic year. The reason for choosing this school because the researcher found problems on English speaking skill. So, the researcher hoped to be able to solve this problem. Some of them are problems in speaking English, lack of vocabulary, and lack of interest in learning English.

## **B. Population and Sample**

### **1. Population**

The population of this research are all the students of ninth grade at SMP Muhammadiyah 58 Medan 2017/2018 academic year. There are two parallel classes. The total number are 48 students. The total of population of the study can be seen below:

**Table 3.1  
Population**

<b>No.</b>	<b>Class</b>	<b>Population</b>
<b>1</b>	<b>IX-A</b>	<b>23</b>
<b>2</b>	<b>IX-B</b>	<b>25</b>
<b>Total</b>		<b>48</b>

### **2. Sample**

This research was using total sampling. There are two classes (IXA and IXB) are chosen as the sample. The researcher chose (IXA) as the sample Experimental Group, and class (IXB) as the sample Conventional Method. The sample is about 48 students from the total number of population in which 23 students for Experimental Group was given the treatment by using Talking Stick technique and 25 students for control group was taught by using Conventional Method. The sample lists in the following table.

**Table 3.2**  
**Sample**

<b>No.</b>	<b>Class</b>	<b>Students</b>
<b>1.</b>	<b>IX-A</b>	<b>23</b>
<b>2.</b>	<b>IX-B</b>	<b>25</b>
<b>Total</b>		<b>48</b>

### **C. Research Design**

This research is an experimental design. This design is used because the writer would do some treatment to know the result of the study before and after doing the treatment. In this case, two classes are used; they are experimental group and control group. Experimental research is an attempt by the researcher to maintain control over all factors that may affect the result of an experiment. The experimental group is the group that receives treatment by using Inquiry Learning Model, while the group that receives treatment by using Conventional Method.

The sample is two groups; (1) control group, and (2) experimental group. Research design can be figured out as the following:

**Table 3.3**  
**Research Design**

<b>Group</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
<b>Experimental</b>	<b>ü</b>	<b>Using Talking Stick</b>	<b>ü</b>
<b>Control Group</b>	<b>ü</b>	<b>Using Conventional Method</b>	<b>ü</b>

#### **D. Instrument of Research**

To collect the data, the writer was given same material to both experimental group and control group. The experiment was conducted after the administration of the pre-test. The experimental group was taught by using Inquiry Learning Model. While the control group was taught by the Conventional Method. Then the researcher gives treatment to experimental group. The students ask about a story based on the material in group by using their own of vocabulary. In this research, researcher uses pre-test and post-test as the instruments.

#### **E. Technique of Collecting Data**

The researcher use the collecting data, there are pre-test, treatment, and post-test the instrument of research:

1. Pre-test

The experimental and control group was given pre-test before the treatment.

The function of pre-test is to know the student achievement.

2. Treatment

The experimental and control group was taught with the same material. The experimental group was taught by applying Inquiry Learning Model, while the control group by using Conventional Method.

The treatment to the experimental group can be briefly described as follows:

**Tabel 3.4**  
**Treatment In Experimental Group**

No	Teachers' Activities	Students' Activities
1.	The researcher open the class by greeting and give the explanation what the class is going to do in this meeting.	Respond to the greeting and then listen to the teacher's explanation.
2.	The researcher gives material about making, accepting and declining an invitation, the examples of invitation and the question about text.	Students listen to the teacher's explanation, then give some questions.
3.	Teacher explain the material about invitation (definition, function of invitation, generic structure, kinds of invitation).	Students listen to the teacher's explanation carefully.
4.	Teacher asked the students about invitation and answer the questions.	Students answer the teacher's questions.
5.	Teacher gives 5 minute to students to prepare their self.	Students prepared their self.
6.	The researcher played the music and gives the stick and the stick must move to one other students.	Students follow instruction for teacher's.
7.	The Researcher played the music, and when music was stopped the students who hold the stick must speak up and tell the answer	If the music stops, the students must answer the teacher's questions.

	questions.	
8.	When the students answer, the teacher gives 5 minutes in each students.	Students prepared teacher's questions.
9.	The researcher asked the students to seeking information about invitation	The students seeking information about invitation from book or internet.
10.	The teacher guide the students to ask the difficulties of speaking expression about invitation.	The students find the difficulties in speaking expression about invitation and giving opinion the ask researcher.
11.	The researcher ask of students to do conversation dialogue based on the topic that they choose in front of the class.	The student present their work in fron of the class.
12.	In the end of learning, the researcher instruct the students to make conclusion about material has learned with researcher.	The students and researcher conclude the lesson together.
13.	The researcher evaluates them	The students listens and give response.
14.	The researcher closes the class.	The students give response.

**Tabel 3.5**

**Treatment In Control Group**

<b>No</b>	<b>Teachers' Activities</b>	<b>Students' Activities</b>
1.	The researcher open the class by greeting and give the explanation what the class is going to do in this meeting.	Respond to the greeting and then listen to the teacher's explanation.
2.	The researcher gives material about making, accepting and declining an invitation, the examples of invitation and the question about text.	Students listen to the teacher's explanation, then give some questions.
3.	Teacher explain the material about invitation (definition, function of	Students listen to the teacher's explanation carefully.

	invitation, generic structure, kinds of invitation).	
4.	Teacher asked the students about invitation and answer the questions.	Students answer the teacher's questions.
5.	Teacher gives 5 minute to students to prepare their self.	Students prepared their self.
6.	When the students answer, the teacher gives 5 minutes in each students.	Students prepared teacher's questions.
7.	The researcher asked the students to seeking information about invitation	The students seeking information about invitation from book or internet.
8.	The teacher guide the students to ask the difficulties of speaking expression about invitation .	The students find the difficulties in speaking expression about invitation and giving opinion the ask researcher.
9.	The researcher ask of students to do conversation dialogue based on the topic that they choose in front of the class.	The student present their work in fron of the class.
10.	In the end of learning, the researcher instruct the students to make conclusion about material has learned with researcher.	The students and researcher conclude the lesson together.
11.	The researcher evaluates them	The students listens and give response.
12.	The researcher closes the class.	The students give response.

### 3. Post –test

After treatment, the post-test was given to the students. The test instrument was same as the pre-test. The pre-test in the final test used to measure whether the treatment is significant or not to the students' speaking skill achievement.

## **F. The Technique for Analyzing Data**

This study applied quantitative data. The quantitative data was used to analyze the score of the students. The quantitative data was collected and analyze by computing the score of speaking skill. The writer use Talking Stick as the instrument to measure their ability in speaking skill.

1. Identifying the students' answer
2. Scoring the students' answer for correct and wrong answers
3. Listing the score into two tables; first is for the experimental group scores and second is for the control group scores.
4. Calculating the total score of post-test in experimental group and control group
5. Finding the mean score of pre-test and post-test in experimental group and control group by using formula:

Mean of Variable X ( Variable 1)

$$M_x = \frac{\Sigma X}{N} \quad (\text{Sudijono,2009})$$

a. Mean of Variable B ( Variable 2)

$$M_y = \frac{\Sigma Y}{N}$$

7. Finding the standard deviation

a. Standard of Deviation (SD) for variable X (variable 1)

$$SD_x = \sqrt{\frac{\sum x^2}{N}} \quad (\text{Sudijono,2009})$$

b. Standard of Deviation (SD) for variable Y (variable 2)

$$SD_y = \sqrt{\frac{\sum y^2}{N}}$$

c. Standard Error of mean variable 1

$$SE M_1 = \frac{SD1}{\sqrt{N1-1}}$$

d. Standard Error of mean of Variable 2

$$SE M_2 = \frac{SD2}{\sqrt{N2-1}}$$

e. The difference of standard error between mean of variable 1 and mean of variable 2

$$SE M_1 - M_2 = \sqrt{SEM_1^2} + SEM_2$$

(Sudijono,2009)

8. Testing hypothesis by applying T-test

$$t_o = \frac{M1-M2}{SEM1-M2} \quad (\text{Sudijono,2009})$$

Notes:

$M_x$  = mean for variable 1 or X

$M_y$  = mean for variable 2 or Y

$\Sigma X$  = total of students' score

$\Sigma y$  = total of students' score

$N_1$  = Number of cases for variable 1

$N_2$  = Number of cases of variable 2

**CHAPTER IV**  
**DATA AND DATA ANALYSIS**

**A. Data**

The data that had been collected based on the score of pre-test and post-test were presented in Appendixes 1 and 2. Those were summarized in the following table.

**Table 4.1**  
**The score of Pre-Test and Post-Test in Experimental Group and Control Group**

Score	Experimental Group		Score	Control Group	
	Pre-Test	Post-Test		Pre-Test	Post-Test
30	-	-	30	4	-
40	9	-	40	9	-
50	4	-	50	2	2
60	10	6	60	9	9
70	-	9	70	-	14
80	-	8	80	-	-
90	-	-	90	-	-
100	-	-	100	-	-
<b>Total</b>	<b>23</b>	<b>23</b>		<b>25</b>	<b>25</b>

Matching test was given to the students to obtain data. The data were collected by giving the students multiple choice. The data showed that in experimental group, the total score of pre-test was 1160 and post-test was 1690. Meanwhile, in control group, the total score of pre-test was 1.120 and pos-test was 1.620. in experimental group, the result of the pre-test showed that the lowest score was 40 and the highest score was 80, in post-test the lowest score was 60 and highest score was 80. Meanwhile in control group the result of the pre-test showed that the lowest score was 30 and the highest score was 60, in post-test showed that the

lowest score was 50 and the highest score was 70 (for detail, saw Appendix 1 and 2). Based on the data above, it proved that there were different score between pre-test and post-test. Those differences and their statistical calculations were displayed in tables below.

**Table 4.2**  
**The Students' Achievement Score is Pre-Test and Post-Test in Experimental Group**

<b>Statistical Calculation</b>	<b>Pre-Test</b>	<b>Post-Test</b>
<b>Highest</b>	<b>80</b>	<b>80</b>
<b>Lowest</b>	<b>40</b>	<b>50</b>
<b>Sum</b>	<b>1160</b>	<b>1690</b>
<b>N</b>	<b>23</b>	<b>23</b>

**Table 4.3**  
**The Students' Achievement Score is Pre-Test and Post-Test in Control Group**

<b>Statistical Calculation</b>	<b>Pre-Test</b>	<b>Post-Test</b>
<b>Highest</b>	<b>60</b>	<b>70</b>
<b>Lowest</b>	<b>30</b>	<b>50</b>
<b>Sum</b>	<b>1120</b>	<b>1620</b>
<b>N</b>	<b>25</b>	<b>25</b>

## **B. Data Analysis**

Based on the data from the test, the score were analyzed in order to calculate the differences of pre-test and post-test of the experimental and control groups.

**Table 4.4**  
**Providing the Hypothesis**

Standard Deviation	Test Hypothesis	Degree of Freedom
SDx = 3.31 SDy = 2.93 SE M1 = 1.53 SE M2 = 1.32 SE $M_1 - M_2$ = 4.08	$t_0 = 4.85$ $t_t = 4.08$	$Df = 46$ $= 0.05$

After calculating the correlation of standard deviation showed that SDx = 3.31 SDy = 2.93 SE M1 = 1.53 SEM2 = 1.32 SE  $M_1 - M_2$  = 4.08 (see Appendix 7 for more detailed). Based on the previous calculation, df (degree of freedom) was obtained as follows:

$$Df = (N1+N2-2) = 23 + (25-2) = 23 + 23 = 46$$

After measuring the data t-test formula, it showed that  $t_{observe}$  value was 4.85 and  $t_{table}$  was 4.08 or (see Appendix 7). It means that  $t_{observe}$  was higher than  $t_{table}$ .

### C. Testing Hypothesis

After the data above were calculated by using t-test formula, it was found that  $t_{observe}$  was After measuring the data t-test formula, it showed that  $t_{observe}$  value was 4.85 and  $t_{table}$  was 4.08 or (4.85>4.08) (see Appendix 7). It means that  $t_{observe}$  was higher than  $t_{table}$  was 4.85 and  $t_{table}$  was 4.08 (see Appendix 8). Then after seeking the table of distribution of  $t_{observe}$  as the basic of counting critical in certain of degree of freedom (df), the calculation showed that df were

46 ( $N_1+N_2-2$ ) = 23 + (25-2) = 23 + 23 = 46), with the significant rate = 0.05. It based on the table of distribution, it was gotten that price of  $t_{observe} > t_{table}$  4.85>4.08. (see Appendix 7 and 8). It showed that hypothesis was accepted.

#### **D. Research Finding**

It was found that the using of Talking Stick to improve students' achievement on English speaking skill gave some significant effects. The students taught by using Talking Stick got the higher score that those taught by using conventional method. The result of the test showed that the  $t_{observe}$  was higher that  $t_{table}$  (4.85>4.08). It means that the Talking Stick gave some significant effects on the students' achievement on English speaking skill.

So, the researcher concluded that alternative hypothesis ( $H_a$ ) as accepted that "there was a significant effect of using Talking Stick on the students' achievement on English speaking skill.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After analyzing the data, it was found that there were some significant effects of using Talking Stick on the students' achievement on English speaking skill, which was proven from the total scores of pre-test and post-test, 1160 and 1690 respectively. It was found that  $t_{observe}$  was higher than  $t_{table}$  or  $4.85 > 4.08$  with  $df = 46$ ,  $\alpha = 0.05$ .

#### B. Suggestion

The conclusions of discussion results are Referring to the conclusion above, some suggestions were stated as the followings :

1. The English teachers are suggested to use Talking Stick technique in teaching speaking showed the good result. The use of Talking Stick technique helped the teachers to conduct teaching and learning activities easier. The teacher could control the students through the rules of using the technique. Although, the teachers should remain the students by explain the instructions in every activity.
2. The students give some positive responses in the technique. Sometimes they could help each other when one of their friends got confused in the middle of applying the technique. The students got some opportunities to practice the technique with their friends.

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3. The reader, especially at UMSU library are encourages to have a lot of information about teaching learning experience for them.

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