IMPROVING STUDENTS' SPEAKING COMPETENCY THROUGH
TALKING STICK TECHNIQUE BY USING PICTURE

SKRIPSI

Submitted In Partial Fulfillment of the Requirements
For the Degree of SarjanaPendidikan (S.Pd.)
English Education Program

By

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Fakultas keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

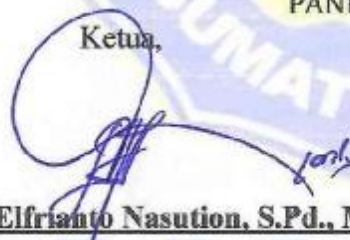بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

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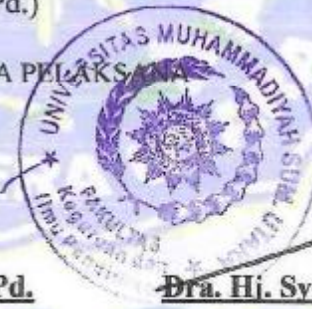memutuskan bahwa :

Nama Lengkap : Ria Fratiwi
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Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi   : Improving Students' Speaking Competency Through Talking Stick
                  Technique by Using Picture

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Judul Proposal	:	Improving Students' Speaking Competency Through Talking Stick Technique by Using Picture

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Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
5/5 .2019	Chapter I - Background of the Study - Identification of the Problem		
8/5 .2019	Chapter II Review of literatures - Conceptual Framework		
11/5 .2019	Chapter III Technique for collecting Data Technique for Analyzing Data		
11/09. 2019	Chapter IV Research for Data Analysis Research Finding		
17/09 .2019	Chapter V Conclusion		
24/09 - 2019	Reference		

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Diketahui oleh :
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Dosen Pembimbing

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ABSTRACT

Ria Fratiwi. 1502050176. "Improving Students' Speaking Competency Through Talking Stick Technique By Using Picture" . Skripsi. English Education Department of Faculty of Teacher Training and Education. University of   Muhammadiyah Sumatera Utara. Medan. 2019.

This study deals with Improving Students' Speaking Competency Through Talking Stick Technique at SMP Muhammadiyah 47 Sunggal. The objectives of the study was to improve the students' speaking in English by applying talking stick technique. This research was conducted by using Classroom Action Research (CAR). The subject of this research was seventh grade of SMP Muhammadiyah 47 Sunggal 2019/2020 academic year which consisted of 25 students. This research was conducted in two cycles which each consists of planning, acting, observing, and reflecting. The data were gathered through quantitative and qualitative data.

The result of this research showed that there was increasing of students in speaking competency. The mean of pre-test 61.6 The mean of post-test 1 of 69.4. The mean of post-test 2 was 77. It indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point >75 also grew up. In the pre-test, the students who got point >75 up were 7 students (28%). In the post-test of cycle 1 students who got point >70 up were 12 students (48%). The post-test in cycle 2, students who got point >75 were 20 students (80%). In other words, the students ability in speaking improved and became well in the first meeting to the next meeting.

Keywords : Talking Stick Technique, Students' Speaking Competency

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

Assalamualaikum wr.wb

Firstly, name of Allah SWT the beenficent, and the Merciful. All of praise be to Allah for the health and ability given to her finishing this skripsi. Peace and blessing be upon Prophet Muhammad SAW who had brought human beings from the darkness to the brightness in our life.

Secondly, the writer would like to dedicate her best gratitude and deep appreciation to her beloved parents Deni Harianto and Sugiatik who always give me supports, advice, motivation, help, goodness, care, and all of things that I need to finish my study.

In writing this study that entitled " Improving Students Speaking Competency Through Talking Stick Technique By Using Picture ", the writer experienced so many difficulties and problems but she did not and her efforts to make it better, and it is impossible to finish without much help from the others.

Finishing of writing this skripsi is actually a miracle for me since it was firstly regarded as at ask would be very hard to do. However, it has now been denied since this skripsi has finally been written. Then, I would like to thank Allah SWT for the blessing given to me so that the writing of this skripsi has been finished without any meaningful problem. Additionally, the writer is grateful to the following for their supports and helps.

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Finally, it is obviously that the skripsi is not perfect yet either in content or grammar, etc. So that the suggestion or critical from the readers for the better of this skripsi is hoped. I hope this skripsi can be useful to all of people.

Wassalamu'alaikum wr.wb

Medan,   September 2019

The researcher,

Ria Fratiwi

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CHAPTER I

INTRODUCTION

A. **Background of the Study**

Language is very important in people's life. It is used by people to communicate with another. By language we can take and give information and knowledge. People communication and interaction with using language. Learning language as well as learning English is also the implementation of searching knowledge. The goal learning English is to enable learners to use English in communication. There are four skill in the language, listening, speaking, reading and writing. But the most important skill is speaking to communicate with the people.

Speaking is a communicative activity in which people share their information or ideas. Speaking is one of the language skills that should be learn by the students at school. In this competency, students must be able to express their thought or ideas or carry out a communication with other people. However, in reality speaking ability is still regarded to be difficult by the students to carry out. In this case, a lot of students faced difficult in carrying out a conversation and expressing their ideas.

According to Henry Guntur Tarigan (2008) said that speaking is a language skill that develops the life of a child that is only preceded by listening skills and during that time the ability to speak or say is learned. Speaking is certainly closely related to the vocabulary development obtained by the child through listening and read.

Speaking is very important to learn, speaking is any activity is used by people to communication with other. Speaking take place everywhere and has become our daily activities. By speaking people can deliver their ideas and feeling, so they can take and share their opinion. Speaking is all of which we produce orally from ourselves. When we speak we produce meaningful statements. The speaking ability is measured in terms of ability to carry out an interaction daily activity. It make the teacher and parent to be aware that speaking ability should be mastered by their students and their children. Moreover, speaking ability is one of indicators to determine whether or not the students master English.

In speaking class need cooperate to make good atmosphere in teaching and learning process if students and teacher success in make good atmosphere it would be easier to teacher deliver the materials and would be easier to students to understood what the teachers give to students. Students should be able to enjoy the teaching and learning process that occurs in the class. Students can be more active in teaching and learning process. And then students shoud also more enthusiastics because of the motivation give the

teacher so students are more serious to following the lesson. Here the teacher plays an importan role in increasing students lesson interest.

But the researcher found many problems in speaking English because of many factors. And the problems occurred from the students themselves. On the other hand, some problem come from external factors, it means that the problem did not come from the students themselves. The problems come from students themselves: (a) Students were less of motivation to learn speaking English ability. (b) The students were lack of confident to speak English in front of the class, so when the teacher give opportunity for the students to speak up, most of them will be quiet, (c) The students still has wrong mindset, they still tought that speak English is difficult and boring, (d) The students did not have any ideas in their mind, it means that they did no know what they were going to say. They did not have any abilities to support their speaking such as grammar, vocabulary, and pronunciation. In fact, many students have learn english for many years but they cannot express their ideas in English well. The fact also shows that many students are failed to reach the goal of English teaching especially in the speaking skill because they have limited opportunity to speak.

One of the ways to solve the problems the researchers choose talking stick technique to improve students' speaking ability. Talking stick technique is a technique that uses stick as a tool to give the students opportunity to speak up. Talking stick has many advantages, such as it can make an interesting activity in teaching and learning process, the students will have opportunity to express their ideas, the teacher will control the class easier by this technique.

Talking Stick Strategy is kind of strategy in cooperative learning. According to Candler (2013) Talking Stick is a strategy that encourages all the students to participate equally in the learning. Students who hold stick must answer questions from the teachers after the students learn the material in their discussed. In this explanation to train students to speak is by giving students the opportunity to be able to speak in front of the class and conclude the material given by the teacher. The teacher uses the talking stick as one of the game learning strategies so that students are more interested in learning. In this game, before that the teacher gives the picture has been provided by the teacher about describing noun such as people, place, thing, animal, and other. The teacher takes a stick and give the stick to a students. The teacher sings a song or plays music while the stick moves one students to another until the song or music stops. The students who gets the stick must stands up and take the pictures that have been provided by the teacher and the teacher invites students to tell stories and explain what they can to their friend. Then the stick rolls on again until each students gets the stick and takes part in the learning

process and until some students gets a part to tells and explain about the picture. Finally the teacher gives the evaluation and makes conclusion.

From explanation above, the writer wants to know whether using talking stick can improve students speaking ability. And talking stick technique can make the students will be more active and enjoyed in the teaching and learning process. By the purpose above, the study is done entitles" Improving Students' Speaking Ability by Using Picture of Seventh Grade Students of SMP Muhammadiyah 47 Medan.

B. Identification of the Problem

Based on the background of the study above, the identification of the problems would identify as follows :

1.   Students were less of motivation to learn speaking English ability.
2. The students were lack of confident to speak English in front of the class.
3. The students did not have any ideas in their mind, it means that they did no know what they were going to say.
4. The students still has wrong mindset, they still tought that speak English is difficult and boring.

C. Scope and Limitation of Study

The scope of this study is concerned about speaking and limited focus the explanation or describing noun such as: place, name, thing, animal, food, and so on.

D. Formulation of Study

Is there any improvement on students' speaking achievement through talking stick technique by using picture?

E. Objective of Study

To describe the students' speaking achievement thorugh talking stick technique by using picture.

F. Significance of the Study

The writer is expected that the research would be contributed for an English learning both in theoritically and practically benefit.

1. Theoritically

This study will give more understanding about using talking stick in teaching and learning process, the importance, and the applications of related theori.

2. Practically

1. For the students

Students can improve their speaking in teaching learning English through talking stick by using picture.

2. For the teachers

Teachers can be understand the students needs and know the students lack of skill, especially in speaking, so that they can give or use appropriate materials, tasks, methods, techniques to teach their students.

3. For other researchers

Especially for language researchers, they can adapt the techniques or media used in this research as an alternative to teach students.

CHAPTER II

REVIEW OF LITERATURE

In this chapter, the researcher presents the results of reviewing of some printed materials dealing with the topic of the study. The reviewed materials are speaking, teaching speaking, principles of speaking, aspect of speaking, types of classroom speaking performance, kinds of speaking, previous study, the definition of talking stick technique.

A. Theoritical Framework

1. Speaking

Speaking is very importants to learn, speaking is daily activity used people to comunicate by people. Speaking take place everywhere and has become our daily routine. Speaking is a process in which people expresses his/her though, ideas, experiences, opinions, perception, through spoken language. Beside that, speaking is the form of oral language that is ineritably used to communicate ideas and feelings. People use language to communicate their ideas, most speaking involves interaction with one or more participants.

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In speaking process between a speaker and listener. It is happened interaction between them. They use the language as the medium of the speaking in that interaction. There is a process of communication which conveys the message from the speaker to listener. A speaker has to encode the message and the listener has to decode or interpret the message which contains information.

In this interaction, the students must be able to comprehend what they are talking about each other. So the speaking can be conducted well. In solving the students speaking skills. It is necessary to use accept able forms of correct language. The form involve grammar, vocabulary, and pronunciation. The students should be able to produce basic structures correctly, besides they need to understand word and connecting devides that link them together.

The learner should be able to produce basic structures correctly. In producing the correct forms language, the students need the practice the language they are learning. They must practice more, more fluency they can speak. In order to speak English fluency, the students need to practice the language. This condition doesn't only improve students speaking ability but also their pronunciation. In addition, they will be able to produce correct structure. To improve students speaking ability the teacher need to help students to produce forms in the foreign language. " It is a part of teachers job to help the students produce form in the foreign language".

To be responsible for the correspond, the teacher should consider whether there are strategies for controlling language terms which speaker can use. So, it is clear that the teacher should master a set of strategies, to help the students improve their speaking ability.

Brown (2001:271) adds in teaching oral communication, micro skills are very important. One implication is the importance of focusing on both the forms of language and the functions of the language.

Furthermore he mentions micro skill of oral communication:

1) Produce chunks of language of different lenghts.

2) Orally produces differences among the English phonemes and allophonic variants.

3) Produce English patterns, words is stressed and unstressed position rhythmic structure, and into national contours.

4) Produce reduced forms if words and phrases.

5) Use and adequate number of lexical units (words) in order to accomplish pragmatic purpose.

6) Produce fluent speech at different rates of delivery.

7) Monitor your own oral production and use various strategic devices pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message.

8) Use grammatical word classes (nouns, verbs, etc), system (e.g. tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.

9) Produce speech in natural constituent in appropriate phrases, pause groups, breath groups, and sentences.

10) Express a particular meaning in different grammatical forms.

11) Use cohesive devices in spoken discourse.

12) Accomplish appropriately communicative functions according to the situation, participants and goals.

13) Use appropriate registers, implicative, pragmatic conventions, and other sociolinguistics features in face to face conversations.

14) Convey links and connection between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

15) Use facial features, kinetics, body languages, and other no verbal cues among with verbal language to convey meanings.

16) Develop and use a battery of speaking strategies such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well interlocutor is understanding you.

2. Teaching Speaking

Teaching is an activity in which the teacher guides and facilitates learning, gives a chance for the learners to learn, and sets the condition for learning (Brown, 2000:7). The teacher cannot do those activities without any guidance. The teacher needs to lead the students' gaining any knowledge. Also, to make the students learn, the teacher should make innovative ways, such as, unnatural orientation and unusual treatment to what is being leraned.

Teaching speaking is the activity of importing knowledge and skill of speaking to the students. Teaching speaking is a process to teach students how to use the language for communication, expressing ideas, or share information. Teaching can be done whether in formal situation or informal ones. Teaching is the process of giving knowledge, it is done by the teacher in order to give the materials and information to the students. Teaching cannot be defined apart from learning. In the teaching learning process, those aspects cannot be separated with others because all those components must be integrated to achive the goal. The goal of teaching speaking should improve students communicative skills, because students are insisted to be able to express themselves and learn how to follow the social and cultural rules appropriately in each communicative circumstance. Speaking is the basis skill that the students should master in learning a second language. The students

can be stated as being success learners in learning the second language if they can master the speaking skill.

Teaching is the activity of importing knowledge or skill from the teacher to the learner or students. In speaking skill, the students must be active in the class. To make the students active in learning speaking, the students must be practice it. In this case, the teacher must be standing besides their students. We should help students speak by helping them find ideas and supporting them, so they feel confident enough to speak. We can give them opportunity to interact with their friend in English. In teaching speaking we must know what the learning focuses on and we must choose appropriate strategies in teaching speaking based on both the students' background and need.

3. **Principles of Speaking**

According to Nunan, principles for teaching speaking there are:

1. Be aware of the differences between second and foreign language learning context

Speaking is learned in two broad context ; foreign and second language. The challenges you face as a teacher are determined partly by the target language contex. A foreign language (FL) context is one where the target language is not the language of communication in the society (eg,

learning English in japan or studying france in australia). Learning speaking skill is very challenging for students in FL context, because they have very few opportunities to use the target language outside the classroom.

Second language (SL) context is one where the target language is the language of communication in the society (such as English in the UK or Spanish in Mexico). Second language learners include refugees international, and immigrants. Some second language learners (especially those who arrive in their new country as children). Achieve notable speaking skill, but many others progress to a certain proficiency level and then go no further. Their speech seems to stop developing at the point where it still contains, noticeable patterned errors. Those can be errors in grammar, vocabulary, pronunciation, or any combination of problem that affect the learners ability to communicate by speaking.

2. Give students practice with both fluency and accuracy.

Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.

In language lessons especially at the beginning and intermediate levels learners must be given opportunities to develop both their fluency and their accuracy. They cannot develop fluency if the teacher is constantly interrupting

them to correct their oral errors. Teachers must provide students with fluency building practice and realize that making mistakes is a natural part of learning a new language.

3. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.

Research has repeatedly demonstrated that teachers do approximately 50 to 80 percent of the talking in classroom. It is important for us as language teachers to be aware of how much we are talking in class so we don't take up all the time the students could be talking. Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons. One further interesting point is that when the teacher is removed from the conversation, the learners take on diverse speaking roles that are normally filled by the teacher (such as posing questions or offering clarification).

4. Plan speaking tasks that involve negotiation for meaning.

Research suggest that learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make yourself understood. This process is called negotiating for meaning. It involves checking to see if you've understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning. By asking for clarification, repetition, or explanations during

conversations, learners get the people they are speaking with to address them with language at a level they can learn from and understand.

5. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

When we talk with someone outside the classroom, we usually do so for interactional or transactional purposes. Interactional speech is communicating with someone for social purposes. It includes both establishing and maintaining social relationships. Transactional speech involves communicating to get something done, including the exchange of goods and/or services.

Most spoken interactions " can be placed on a continuum from relatively predictable to realtively un predictable " (Nunan, 1991, p. 42). Conversations are relatively unpredictable and can range over many topics, with the participants taking turns and commenting freely. In contrast, Nunan states that " transactional encounters of a fairly restricted kind will usually contain highly predictable patterns " (1991, p. 42), and he gives the examples of telephoning for a taxi. According to Nunan, interactional speech is much more fluid and unpredictable than transactional speech. Speaking activities inside the classroom need to embody both interactional and transactional purposes, since language learners will have to speak the target language in both transactional and interactional stings.

4. Aspect of Speaking

In the learning of speaking, it should be considerable about the important aspect encourage the interaction and communicative skill. The aspects of speaking are:

a. Vocabulary

The essential element to learn before practice speaking is vocabulary. We are difficult to speak without mastering vocabulary. The learner should have many vocabularies it will be easier for us to express idea.

b. Grammar

Grammar is the description of the structure of a language and the way in which linguistics unit such as words and phrases and combined to produce sentence in the language.

c. Pronunciation

Pronunciation is how to say a word in made of sound,stress and intonation.

d. Fluency

Fluency is our fluency in speaking and understanding English easily and quickly. Fluency cannot be obtained only by reading an English book, understanding English grammar, but the most important thing to improve our fluency is listening. To obtain English fluency we must often listen to English continuously or repetedly. To be a good English speaker we have to use our ears[our ears]and not our eyes. In other words we must hear.

e. Comprehension

Comprehension is the minds acts or power of understanding. It means that the comprehension will be as contrasted with the ability to perceive and pronounce word without reference to their meaning.

5. Types of Classroom Speaking Performance

According to Brown (2001:250) says that much of our language teaching is devoted to instruction in mastering English conversation. He classifies the types of oral language become monologues and dialogues. In monologues, when one speaker uses spoken language, as in speeches, lectures, readings, and new broadcast, the listener must process long stretches of speech without interruption the stream of the speech will go on whether or not the hearer understands. In planed, as it opposed to unplanned, monologue differs considerably in their discourse structures. While dialogues involve two

or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional). Brown also provides type of classroom speaking performance, they are:

a. Imitative

Imitation of this kind is carried out not for the purpose of meaningful interaction,but for focusing on some particular element language from Drillsoffer the students an opportunity to orally speaking.

b. Intensive

Intensive speaking is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self initiated or it can even form part of some pairs work activity, where the learners are going over certain forms of language.

c. Responsive

A good deals of students speech in the classroom responsive. Short replies to teacher or students initiated questions or comments, giving instructions and directions. There replies are usually sufficient and do not extend into dialogue.

d. Transactional (Dialogue)

It is carried out for the purpose of conveying or exchanging spesific information is to extend form of responsive language. For example here is conversation which is done in pair work.

e. Interpersonal (Dialogue)

Interpersonal dialogue carried out more for maintaining social relationship than for the transmission of the facts and information. In this performance learners can involve some or all factors such as a causal register, colloquial language, emotionally charged language, slang, ellipsis, sarcasm, and a covert agenda. So, the learners would need to learn how such features as the relationship between interlocutors, casual style, and sarcasm are code linguistics in this conversation.

f. Extensive (monologue)

Finally, students at intermediate or advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. This monologues can be planned.

6. Previous of Study

Studies about talking stick have been done by some previous researchers. The result of the research is describe as follows:

The first review is entitled " Using Stick Method To Improve Students Reading Mastery for the second grade students of SMPN 1 Pringapus in the academic year of 2016/2017 ". It was written by Saraswati, a students of IAIN Salatiga. She concluded that by using Talking Stick can improve students reading mastery. The previous study is different with present study, in the previous study the previous research was focused on the use of talking stick as a good method to improve students reading mastery. On the other side, the research is focus on improving students speaking skill by using talking stick as a strategy.

The second review is entitled " Improving Students Speaking Frequency Through Talking Stick ". It was written by Zakiyah, Rosnija, and Zainal. They are students of Tanjung Pura University In Pontianak. They conclude about the advantages by using talking stick in improving students speaking frequency. Although the previous study and the present study use the same strategy and same skill, it has differentiate in the speaking skills, the previous research was focused about using talking stick to improve students speaking frequency, and the other side the present study focus on using talking stick to improve students speaking competency.

The third review is entitled " The Influence of Using Talking Stick Technique To The Sepaking Ability Of Eleventh Grade Students At SMAN 1 Gondang Nganjuk "She conclude that teaching speaking using talking stick technique in English language teaching has significant influence. 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. In this research the previous study and the present study use the same strategy and same skill, it has differentiate in the speaking skills, the previous research was focused about using talking stick to influence of using talking stick technique, and the other side the present study focus on using talking stick to improve students speaking competency.

7. Talking Stick

Talking stick is a kind of strategy used in Americans to invite all the people speak and extend their opinions in an ethnic group meeting. For long times ago, Indian ethnics are used this strategy as a good and wise facilitation without taking side each others. Talking stick is used by the councils to decide who will have the right to speak up. When the leader stars in the discussion,he must hold stick. Then the stick moves to another person who wants to speak or respond the topic. After all the people have the opportunities to convey their opinions the stick returnable to the leader.

Commonly, learning with the talking stick model encourages students to dare to express their opinions. Learning with a talking stick model begins with the teacher's explanation of the subject matter to be learned. Students are give the opportunity to read and study the material. Give enough time for all of students. Next teachers ask students to close the book. The teacher takes the stick that has been prepared in advance. The stick is given to one of the students. Students who receive the stick are required to answer questions from the teacher so on. When the stick scrolling from other students should be accompanied by music. The final step of the talking stick model is the teacher gives an opportunity to students to reflect on the material they have learned. The teacher gives a review of all the answers given by students, furthermore together with students form a conclusion.

But, in this study the researcher wants to make a different way of playing. That is a talking stick using picture. In this case, here the teacher will give some questions to the students. The teacher asks students about descriptive text. After that the teacher gives some pictures that must be answered by students.

The Procedures of Talking Stick Technique

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 some minutes (10 minutes).

3. After read, the students to close their books.

4. The teacher takes a stick and give the stick to a students.

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

6. The students who gets the stick must stands up and answer the teacher's questions.

7. Then the stick rolls on again until each students gets the stick and takes part in the learning process and until some students gets a part to answer each the teacher's question.

8. Finally the teacher gives the evaluation and makes conclusion.

This procedure above, it is usually the procedure that use the teacher to the students. But in this case the researcher wants talking stick by using picture. Basically the way is the same to play is just here using picture. In here the teacher don't explain the main topic, but the teacher directly play talking stick it.

The teacher sings a song or plays music while the stick moves one students to another until the song or music stops. The students who gets the stick must stands up and take the pictures that have been provided by the teacher and the teacher invites students to tell stories and explain what they can to their friend. Then the stick rolls on again until each students gets the stick and takes part in the learning process and until some students gets a part to tells and explain about the picture. Finally the teacher gives the evaluation and makes conclusion.

The Advantages of Talking Stick and Disadvantages of Talking Stick Technique

The talking stick technique is one of innovative in order to make the students speak up and express their ideas confidently. Every strategy and method has the advantages and disadvantages belong to the talking technique.

This technique gives the advantages to attract the students preparation, so they are more serious in learning. Next, the talking stick technique trains the students to comprehend, master because students are given time to learn and recall the materials vividly. However there are some disadvantages when applying this strategy. This strategy makes the students be strained and afraid. Students confused when he or she gets the stick and must answers the teacher's question.

B. Conceptual Framework

Teaching method is the methods used in teaching process in the classroom, so that makes it easier them and optimal in lesson, the use of teaching method must be adjusted to the learning context and the objectives to be achieved. Basically everyone doesn't want to have boredom in their lives, everyone will feel more like when life is filled with variety in a positive sense. So also in the teaching and learning process if the teacher in the teaching and learning process does not use variation it will bore students, the attention of students is reduced, drowsy even as a result the teaching and learning goals are not achieved.in this case the teacher requires a variety in teaching students. Talking stick by using picture is a technique combination between a stick and picture which in this game, students should play and take a stick and than students stand up and answer question.

Hanafiah and Suhanna (2010) says that Talking Stick is technique in teaching process using stick. The studets who gets the stick should answer the teacher question after reading material. Talking Stick encourages the students to give their opinion bravely.

Kurniasih and Sani (2015) say that talking stick is thing which is used as media to explain about anyone ideas in a group and only the one who hold the stick has the chance to talk. It means every member in a group has the same chance to declare by the pass the stcik.

According Brown (2001:406-407) in scoring students' achievement, there are five indicators to evaluate speaking achievement namely, vocabulary, comprehension, pronunciation, fluency, and grammar. It can be seen in the folowing table.

Table 2.1

The Indicators to Evaluate Speaking Skill

1. Vocabulary (20)

Level	Explanation
16-20	Very Good: rarely has trouble
11-15	Good: sometimes user inappropriate term about language
6-10	Fair: Frequent user wrong words speech limited to simply vocabulary
1-5	Unsatisfactory: very limited vocabulary and make the comprehension quite difficult

2. Comprehension (20)

Level	Explanation
16-20	Very Good: few noticeable errors
11-15	Good: occasionally grammatical errors which do not observe meaning
6-10	Fair: errors of the basic structure, meaning occasionally obscure by grammatical errors
1-5	Unsatisfactory: usage definitely unsatisfactory frequently needs to rephrase contruction or district himself to basic structure

3. Pronunciation (20)

Level	Explanation
16-20	Very Good: understand able
11-15	Good: few noticeable errors
6-10	Fair: errors of the basic pronunciation
1-5	Unsatisfactory: hard to understand because of sound, accent, pitch, difficulties, and incomprehensible

4. Fluency (20)

Level	Explanation
16-20	Very Good: understand able
11-15	Good: speech is generaly natural
6-10	Fair: some define stumbing but manager to rephrase and continue
1-5	Unsatisfactory: errors in grammar frequent to speak language

5. Grammar (20)

Level	Explanation
16-20	Very Good: errors in grammar are quite are
11-15	Good: control of grammar is good
6-10	Fair: construction quite accurately but does not have throught or confident control of the grammar
1-5	Unsatisfactory: errors in grammar frequent to speak language

The teacher uses the stick talking stick as one of the game learning strategies so that students are more interested in learning. In this game, before that the teacher gives the picture has been provided by the teacher about describing noun such as people, place, thing, animal, and other. The teacher takes a stick and give the stick to a students. The teacher sings a song or plays music while the stick moves one students to another until the song or music stops. The students who gets the stick must stands up and take the pictures that have been provided by the teacher and the teacher invites students to tell stories and explain what they can to their friend. Then the stick rolls on again until each students gets the stick and takes part in the learning process and until some students gets a part to tells and explain about the picture. Finally the teacher gives the evaluation and makes conclusion.

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│   Smp Muhammadiyah 47   │
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│  Talking Stick Technique │
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│ Speaking ability in descriptive text │
└───────────────────────────────┘
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│ The writer wants to know whether using talking stick │
│    can improve students speaking ability.            │
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CHAPTER III

METHODOLOGY OF RESEARCH

A. Location and Time

This research was conducted at SMP Muhammadiyah 47 Medan Sunggal. Which is located on Jl. Sei Mencirim No.60 Kel. Medan Krio, Kec. Sunggal, Kab. Deli Serdang. This research was carried out July until September 2019.

B. Subject of Research

The subject of this research is students at seventh grade of SMP Muhammadiyah 47 Medan of the academic year 2019. The number of students is consist of 25 students. The object of the research was the speaking teaching learning process in the seventh grade of SMP Muhammadiyah 47 Medan.

C. Research Design

This research was conducting by applying classroom action research. Classroom action reasearch is different from conventional types of research. Action research is an observation of an activity is done

sistematically collecting data on everyday practice then analyzing it in order to make better practice in the future. There are many possible reasons for conducting our own action research. Teachers wants to know more about our students and what they find motivating and challenging. Teacher must learn more about ourselves as teacher how effective teacher are how look to our students, how we will look to ourselves of we will observe own teaching to improve his effort as teacher to increase students speaking. In the orther words, as a teacher must do the classroom action research to get students speaking.
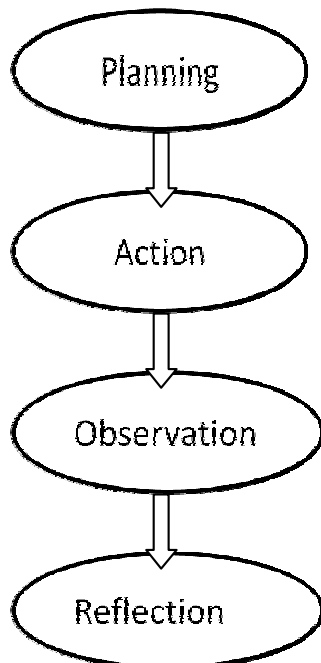
Cycle 1   **Cycle 2**
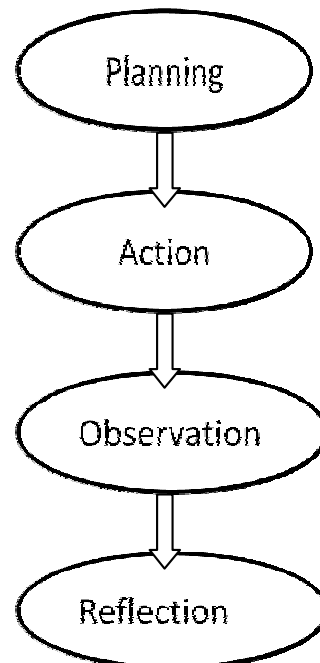
The design of action research cycle will be used and show below:

Cycle I

1. Planning

   In this study writer as observer, teacher teaches about descriptive text to teach speaking skills. Before the research the instruments are prepared.

   a. Preparing the materials

   b. Preparing observation sheet

   c. Preparing teaching aids

   d. Giving a test to students(pre-test and pos-test)

2. Action

   Action is process doing something. It will be the step of implementing of all planning arranged. This is relazation of education theory and teaching technique prepared before. It was consisted of some meetings. There are processes of teaching and learning speaking.

   a. Giving pre-test

   b. Teaching speaking with new strategy

   c. Giving opportunity to the students to ask about difficulties

   d. Giving post-test

3. Observation

Observation was done while the action will be done. Observation is some activities that consist of gathering data to identify the result of action. Observing is most thing to get information of action during the teaching learning process. It will be important to know about the students attitudes, and even the obstacles that happened. Not only to know about them but also to collect the data this will be use a basic reflection.

4. Reflection

Reflection is feedback process from the action which is doing before. Reflection will be used to help the teacher make decision. In this phase the writer reflected everything that do and make conclusion.

The second cycle was repeated the pre step in order to find out the problem and make planning to solve the problem if the result do not reach the goal determine.

Cycle II

The second cycle will be done if the mean score at the first cycle was not statisfying. This cycle consist of the same four phases like the first cycle. Planning, Action, Observation, Reflection but there is a little different step doing the action based on the weakness that was found in the first cycle. If in the cycle found a problem and weakness was solved in the next cycle to get improvement in the process and result.

D. Instrument of Research

1. Observation Sheet

   Observation sheet will be done for observe all condition that happened during the teaching learning process.

2. The Test

   To get the data the researcher was conducted the pre-test was held to know the students achievement before teaching speaking using talking stick technique. The form of essay test. The test consists of three questions.

E. The Procedure of Research

   In collecting data, the research will be conducted by administrating some meetings with two cycles. Including four steps : Planning, Action, Observation, and Reflection. The instrument used to collect the data is observation sheets and test. The writer uses pre-test and post-test.

F. Technique of Collecting Data

In this CAR, the researcher collected the data using qualitative and quantitativet data. So, the researcher collected data by using observation sheets and tes.

G. Technique of Data Analysis

This research will be applied qualitative and quantitative data. The qualitative data will be taken from interview and observation sheet. It will be used to describe the situation during the teaching and learning processes and the quantitative find by analyzing the score test of the students.

The writer applied the following to know the mean of students score for the cycle:

After collecting the data from the test

$$X = \frac{\sum X}{N} x \ \mathbf{100\%} \ (\text{Arikunto, 2013})$$

X $\quad$ = the mean of students

$\sum X$ $\quad$ = total score

N $\quad$ = the total number of students

To categories of master students,followed formula is apply:

$$P = \frac{R}{T} x\ 100\%$$

P   = percentage of students getting score 75

R   = number of students getting score up to 70 above

T   = the total number of students taking the test

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

This study consists of the qualitative and quantitative data. The qualitative data were the taken by observation sheet about students' activities and teacher's performance. The quantitative data were taken from the students' score of speaking test in pre-test, cycle I and cycle II. Every cycle consisted of four steps of action research (planning, action, observation, reflection).

1.1 Description of Pre-test

The score of the studdents from the pre-test, post-test cycle I and the last post-test cycle II showed the improvement continously. The improvement of the students achievement in learning spaking skill by using talking stick showed in the following table :

Table 4.1

The Students Score of Pre-test

No	Initial Score	Ideal Score	Score of Pre-test	Percentage	Remark
1	AM	100	45	45%	Unable
2	ALL	100	50	50%	Unable
3	ANR	100	55	55%	Unable
4	AP	100	45	45%	Unable
5	A	100	50	50%	Unable
6	ACKA	100	80	80%	Able
7	ASGUM	100	60	60%	Unable
8	AM	100	65	65%	Unable
9	DAF	100	70	70%	Unable
10	DR	100	65	65%	Unable
11	DF	100	60	60%	Unable
12	DP	100	50	50%	Unable
13	FMI	100	55	55%	Unable
14	KVI	100	75	75%	Able
15	KN	100	80	80%	Able
16	KR	100	75	75%	Able
17	MI	100	65	65%	Unable

18	MRA	100	50	50%	Unable
19	MRD	100	85	85%	Able
20	MS	100	60	60%	Unable
21	MSR	100	65	65%	Unable
22	MZI	100	75	75%	Able
23	MJ	100	40	40%	Unable
24	M	100	45	45%	Unable
25	NS	100	75	75%	Able
	Total		1540		
	Mean		61.6		
	Percentage			28%	

From the table above, we can see that the from all of the students only 28% that were able. It showed that the speaking skill the students was not good. The highest score was 85 and the lowest scoe was 40. There are 18 students who were unable and there were 7 students who were able.

The Component to Evaluate

No	Students Initial Name	The Component to Evaluate					Total
		Vocab	Compre	Pronun	Fluency	Grammar	
1.	AM	10	10	6	9	10	45
2.	ALL	10	11	10	9	10	50
3.	ANR	12	10	12	11	10	55
4.	AP	10	10	7	9	9	45
5.	A	10	11	9	10	10	50
6.	ACKA	18	15	19	17	11	80
7.	ASGUM	13	11	13	12	11	60
8.	AM	10	15	15	10	15	65
9.	DAF	14	13	15	13	15	70
10.	DR	12	13	10	15	15	65
11.	DF	13	11	13	12	11	60
12.	DP	10	11	9	10	10	50
13.	FMI	11	12	10	12	10	55
14.	KVI	15	18	12	15	15	75
15.	KN	15	18	17	15	15	80
16.	KR	15	20	10	15	15	75
17.	MI	10	15	15	10	15	65
18.	MRA	10	10	10	10	10	50
19.	MRD	20	15	20	15	15	85
20.	MS	15	11	10	12	12	60
21.	MSR	10	14	14	13	14	65
22.	MZI	18	12	15	16	14	75
23.	MJ	10	8	6	7	9	40
24.	M	10	9	8	7	11	45
25.	NS	16	11	16	16	16	75
Total							1540

From the data above showed that in the pre-test the lowest score for pre-test was 40 and the highest score was 85. In the pre-test students have problem in comprehension, pronunciation and fluency. The lowest in comprehension was 8, pronun was 6 and the fluency was 7.

1.2 Description of Cycle I

a. Planning

In this study, the writer made a planning for the action based upon the problems faced by students toward speaking ability. In this case the researcher developed the learning instrument by him/herself, consisting of students observation sheet, teacher observation sheet and test item sheet. The researcher also prepared the post-test I to collect the data to know whether there are some students' improvement score's from pre-test to post-test I.

The post-test sheet for cycle I was developed to find out the development of speaking competency in the seventh grade of SMP Muhammadiyah 47 Sunggal in academic year 2019/2020 in English subject. The observation sheet was used to find out students activity and teacher activity during the learning process using Talking Stick Technique. In this cycle I the researcher wanted to find out whether the learning using Talking Stick Technique can improve the students speaking competency in English subject or not. The target which the researcher wanted to achieve in this cycle I is that the students can describe the characteristics of people using picture.

b. Acting

In the first meeting, before involving students speaking competency through talking stick technique, the researcher acts as teacher and she done based on the lesson plan before. In the first learning activity, the researcher delivered objective of learning, explained about the application of Talking Stick Technique, in which the teacher explained the material by giving example using a picture.

Second, the researcher devided students into eleven groups and each groups consists of four people.

Third, the researcher explained to the students about what is descriptive text. How describing something to students and explain generic structure text. The students should describe a picture that has been prepared by teacher. For example, the students should describe characteristics people. After that, the students were given opportunity of reading the material that the teacher has conveyed, and then the students were asked to close their books. There after music accompaniment, teacher give stcik to each group and asked him to pass the stick to his friend beside him, when the music stopped, the students who held the stick answer by take a picture then reteling in front of the groups. During English learning activity using Talking Stick Technique, most students have seemed to attend the learning activity excitedly. The students were gathering with their group to make discussion, the students receiving stick shoul answer the teacher question. However, some other students have not been brave to do speaking ability in the class.

c. **Observing**

Observation was done to observe what students problem during the teaching learning process. The observation indicated that the most of students were generally enthusiastics to learn used talking stick technique sometimes they could not spell the word correctly. The researcher also observed the attitude all of the students in class.

The students score in cycle I can be seen below:

Table 4.2

The Students Score In Cycle I

No	Initial Score	Ideal Score	Score of Post-test In cycle I	Percentage	Remark
1	AM	100	50	50%	Unable
2	ALL	100	55	55%	Unable
3	ANR	100	60	60%	Unable
4	AP	100	55	55%	Unable
5	A	100	60	60%	Unable
6	ACKA	100	85	85%	Able
7	ASGUM	100	65	65%	Unable
8	AM	100	75	75%	Able
9	DAF	100	75	75%	Able
10	DR	100	75	75%	Able

11	DF	100	65	65%	Unable
12	DP	100	60	60%	Unable
13	FMI	100	65	65%	Unable
14	KVI	100	85	85%	Able
15	KN	100	90	90%	Able
16	KR	100	85	85%	Able
17	MI	100	75	75%	Able
18	MRA	100	55	55%	Unable
19	MRD	100	95	95%	Able
20	MS	100	65	65%	Unable
21	MSR	100	75	75%	Able
22	MZI	100	80	80%	Able
23	MJ	100	50	50%	Unable
24	M	100	55	55%	Unable
25	NS	100	80	80%	Able
	Total		1735		
	Mean		69.4		
	Percentage			48%	

From the table above, we can see that all of the students there were 48% of students who were able. The highest score was 95 and the lowest score was 50. There was 13 students who were unable and there were 12 students who were able. It showed the speaking skill of the studemts was not good enough.

The Component to Evaluate

No	Students Initial Name	The Component to Evaluate					Total
		Vocab	Compre	Pronun	Fluency	Grammar	
1.	AM	11	10	8	10	12	50
2.	ALL	11	12	11	10	11	55
3.	ANR	13	11	13	12	11	60
4.	AP	12	11	10	11	11	55
5.	A	12	12	11	12	13	60
6.	ACKA	19	16	20	18	12	85
7.	ASGUM	15	12	14	12	12	65
8.	AM	15	15	16	12	17	75
9.	DAF	15	14	16	14	16	75
10.	DR	13	15	15	16	16	75
11.	DF	14	12	14	13	12	65
12.	DP	12	13	12	11	12	60
13.	FMI	15	13	12	13	12	65
14.	KVI	16	20	15	17	17	85
15.	KN	20	19	18	17	16	90
16.	KR	17	22	13	16	17	85
17.	MI	15	16	16	12	16	75
18.	MRA	11	12	10	11	10	55
19.	MRD	21	18	22	17	17	95
20.	MS	16	12	11	13	13	65
21.	MSR	13	16	15	15	16	75
22.	MZI	19	13	16	17	15	80
23.	MJ	10	10	10	10	10	50
24.	M	11	10	10	12	12	55
25.	NS	17	12	17	17	17	80
Total							1735

From the table above, we can see that the from all of the students only the lowest score is 50 and the highest score is 95 that were able. It showed that the speaking skill the students was good enough. In the cycle I students get to improve good enough in comprehension, pronunciation and fluency.

d. Reflection

The researcher also evaluated the teaching and learning process in the meeting. The writer asked the students about their difficulties and problem in understanding the lesson. The evaluation could be from the students result, the writer checked up the students speaking ability in observation sheet. Observation sheet and test were also used to reflect whether the students respected the lesson. From the data the writer decided to continue cycle two in other to get the better result.

1.3 Description of Cycle II

a. Planning

After the fact that the students speaking mastery was low, which was proven by their post-test I scores, the writer rearrange the lesson plan which was used in the previous cycle with some modifications. Beside of that, the writer still also prepared the observation sheet to note the classroom

activities. Next, the researcher also prepared the post-test II to collect the data.

b. Acting

In this phase, talking stick tehnique still used the teaching speaking ability to the students. The researcher gave more explanation about talking stick. Moreover also motivated their speaking ability and more active learning in teaching learning process.

c. Observation

In this phase, the researcher tried to notice all activities in the physical classroom activity. It might be about the researcher performance, students response and students participation during teaching and learning process using talking stick. The observation was conducted directly because the writer used talking stick technique, the activity involving the writer directly from the beginning of research to the end of research improvement.

Table 4.3

The Students Score From Post-Test In Cycle II

No	Initial Score	Ideal Score	Score of Post-test In cycle II	Percentage	Remark
1	AM	100	55	55%	Unable
2	ALL	100	75	75%	Able
3	ANR	100	75	75%	Able
4	AP	100	60	60%	Unable
5	A	100	75	75%	Able
6	ACKA	100	90	90%	Able
7	ASGUM	100	75	75%	Able
8	AM	100	80	80%	Able
9	DAF	100	85	85%	Able
10	DR	100	80	80%	Able
11	DF	100	75	75%	Able
12	DP	100	65	65%	Unable
13	FMI	100	75	75%	Able
14	KVI	100	85	85%	Able
15	KN	100	90	90%	Able
16	KR	100	90	90%	Able

17	MI	100	75	75%	Able
18	MRA	100	80	80%	Able
19	MRD	100	100	100%	Able
20	MS	100	80	80%	Able
21	MSR	100	75	75%	Able
22	MZI	100	85	85%	Able
23	MJ	100	55	55%	Unable
24	M	100	60	60%	Unable
25	NS	100	85	85%	Able
	Total		1925		
	Mean		77		
	Percentage			80%	

From the table above we can see that the all of students there were 80% of students who were able. The highest score was 100 and the lowest score was 55. There were 5 students who were unable and there were 20 students were able. It showed that the speaking of the students was good enough.

The Component to Evaluate

No	Students Initial Name	The Component to Evaluate					Total
		Vocab	Compre	Pronun	Fluency	Grammar	
1.	AM	12	11	9	11	12	55
2.	ALL	15	17	13	15	15	75
3.	ANR	15	13	15	17	15	75
4.	AP	13	12	11	12	12	60
5.	A	16	17	15	13	14	75
6.	ACKA	20	17	21	19	13	90
7.	ASGUM	16	14	17	15	13	75
8.	AM	16	16	17	13	18	80
9.	DAF	17	16	17	18	17	85
10.	DR	14	16	16	17	17	80
11.	DF	16	15	16	14	14	75
12.	DP	13	14	13	12	13	65
13.	FMI	17	15	15	16	12	75
14.	KVI	16	20	15	17	17	85
15.	KN	20	19	18	17	16	90
16.	KR	18	23	14	17	18	90
17.	MI	15	16	16	12	16	75
18.	MRA	18	15	16	15	16	80
19.	MRD	22	19	23	18	18	100
20.	MS	18	18	15	15	14	80
21.	MSR	13	16	15	15	16	75
22.	MZI	20	14	17	18	16	85
23.	MJ	12	11	10	11	11	55
24.	M	12	11	11	13	13	60
25.	NS	18	13	18	18	18	85
Total							1925

From the table above, we can see that the from all of the students only the lowest score is 55 and the highest score is 100 that were able. It showed that the speaking skill the students was very good. In the cycle II after using the technique, students get to improve in comprehension, pronunciation and fluency.

d. Reflection

Reflection has evaluated aspect to evaluate the students speaking test. The writer found that the students score from the first test was to the last test improvement. Based on activity and the test that the researcher gave to the students, the researcher concluded that the students had improvement in speaking competency through talking stick.

B. Data Analysis

A test given in every end of teaching and learning process, based on the result of all meeting conducted, it was found that the students score keept improving started from the first meeting until the fourth meeting.

The improvement the students score in speaking by using talking stick technique could be seen from the mean of the students score during the research the researcher applied the following formula

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

X   = the mean of students

$\sum X$ = total score

N   = the total number of students

In the pre-test the total of students was 1540 and the number of students was 25, so the mean of student score was

$$X = \frac{1540}{25} = 61.6$$

In the post-test of cycle I the total score the students was 1735 and the number of students was 25, so the mean of students score was

$$X = \frac{1735}{25} = 69.4$$

In the post-test in cycle II, the total score the studdents was 1925 and the number of studemts was 25, so the mean of students score was

$$X = \frac{1925}{25} = 77$$

All the students improve their score from the pre-test to the post-test of cycle I and cycle II. The mean of the students score in the post-test in cycle II was highest of all the test given. So, it could be conducted that Talking Stick can improve the students speaking competency.

The percentage of the students who got the point up to 75 also showed the improvement of the students score from the pre-test to the post-tes in cycle II. In the pre-test there were omly 7 students who got the score up to 75 point. In the post-test of cycle I there were, 12 student who got score up to 75. In the cycle II where the teacher used Talking Stick, there were a significant improvement, it was showed by the students who got the score up to 75 were 20 students. Therefore, it could be concluded that the use of talking stick could improve the students achievement in learning speaking.

The improvement of the students achievement in learning speaking competency could be seen from the percentage of the students who got the score up to 75. This percntage was calculated by applying the following formula:

$$P = \frac{R}{T}x\ 100\%$$

P   = percentage of students getting score 75

R   = number of students getting score up to 70 above

T   = the total number of students taking the test

The percentage of the improvement of the students speaking could be seen as follow :

$$P_1 = \frac{7}{25}x100\% = 28\%$$

$$P_2 = \frac{12}{25}x100\% = 48\%$$

$$P_3 = \frac{20}{25}x100\% = 80\%$$

Table 4.4

The percentage of the students who got the point up to 75

No	Test	Students who got the score up to 75	Percentage
1	Pre-test	7	28%
2	Post-test in cycle I	12	48%
3	Post-test in cycle II	20	80%

From the table above, it showed the used talking stick to improvement students speaking competency and also helped teachers to teach speaking in the class. In pre-test the students who obtained the score up to 75 were 7 students (28%). In post-test cycle I the students who obtained the score up to 75 were 12 students (48%). In post-test cycle II, the students who obtained the score up to 75 were 20 students (80%).

C. Research Findings

The result indicated that there was an increasing on the students speaking by using talking stick technique. The mean of second cycle was 77. It indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point >75 also grew up. In

the pre-test, the students who got point >75 up were 7 students (28%). In the post-test of cycle I students who got point >70 up were 12 students (48%). The post-test of cycle II, students got point >75 were 20 students (80%). In other words, the students' ability in speaking improved and became well in the first meeting to the next meeting.

It implied that the used of talking stick to improve students speaking competency was effective as it could improve students speaking and also helped teacher to teach speaking.

Many students confused while teaching and learning process before using talking stick. After the teacher using talking stick in teaching learning process, the students were interested and enjoyable while teaching and learning process. It is a fact, that by using talking stick were effective to improve the students speaking competency in SMP Muhammadiyah 47 Sunggal.

The reseracher also analyazed qualitative data to sopport research finding besede the qualitaatve data. The qualitative data were organized from the observation sheet and interview photography. All of these data indicated that the students given their attitude and responses during teaching-learning process. Based on the result of the quanitative data, it could be concluded that action learning strategy could improve studends' ability in speaking especially SMP Muhammadiyah 47 Sunggal.

D. Discussion

Cycle I was carried out based on the result of the pre-test. In this cycle, the research was started by making planning, action, observation, and reflection. As mentioned earlier in the result of pre-test that the students of the seventh grade had low ability in speaking. Therefore, all the plan was concerned on improving speaking progressively. In planning, the researcher prepared all meterials that would be used in applaying the technique. It included the texst which was about descriptive that would be discuseed. It could be seen from the tables that showed us the increasing of students' score from pre-test, post test I and post tset II. The increasing because of the teacher knew how to control the clas and created the active class. Besides that, talking stick technique helped the students to understand the subject easily.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The objective of the present study was to describing the situation in the classroom when Talking Stick Technique is improvement in reading class of the seventh grade students at SMP Muhammadiyah 47 Sunggal in academic year 2019/2020. It was based on the problem faced by the subjects of the study who consisted of 25 students who had low ability in speaking competency. The writer, then conducted a classroom action research by improving of talking stick technique.

Based on the data analysisin chapter IV, the conclusion that can be described as follow:

a. Talking stick technique can improve students speaking ability showed by the score they get. Furthermore, from the students response toward the teaching and learning activity during CAR. It can be concluded that the students like talking stick technique.

b. Many students confused while teaching and learning process before using talking stick technique. After the teacher using talking stick technique in teaching learning process, the students were interested and enjoyable while teaching and learning process. It is a fact that by using talking stick

technique were effective to improve the students speaking competency in SMP Muhammadiyah 47 Sunggal.

B. Suggestion

In this part, the writer would like to give some suggestion to be considered by English teacher as follow:

a. Talking stick technique would be helpful to improve students' competency in speaking, so the teacher needs to maintain using talking stick as alternative technique of the teaching process in the second year students of junior high school.

b. The teacher should give clear explanation and instruction in directing her students using talking stick technique.

c. The teacher should control the students activities.

Finally, the researcher realizes that the research still have some weakness and mistakes. Therefore, the writer would like to accept any constructive suggestion to make research better.

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Rencana Pelaksanaan Pembelajaran (RPP)

CYCLE I

School   : SMP Muhammadiyah 47 Medan

Subject   : English

Class   : VII/I

Topic   : Descriptive Text

Time Allocation   : 2x40 menit

Aspect/Skill   : Speaking

A. Kompotensi Inti

KI.1   Menghargai dan menghayati ajaran agama yang dianutnya.

KI.2   Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI.3   Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI.4   Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan,

mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak

(menulis, membaca, menghitung, menggambar, dan mengarang) sesuai

dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut

pandang/teori

B . Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar	
	Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk descriptive untuk berinteraksi dengan lingkungan sekitar	Bertanya dan menjawab berbagai informasi secara lisan dalam teks pendek dalam bentuk descriptive teks

Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive	Melakukan monolog pendek dalam bentuk descriptive teks

C . Tujuan Pembelajaran

Setelah mempelajari materi ini, siswa diharapkan dapat :

∨ Mengidentifikasi teks descriptive dan mendeskripsikan tentang sebuah gambar.

∨ Menunjukkan keseriusan dalam belajar bahasa inggris terkait dengan teks descriptive sederhana dalam bentuk gambar.

∨ Menunjukkan perilaku, keyakinan, dan tanggung jawab yang baik dalam menjalankannya komunikasi yang berkaitan dengan teks descriptive sederhana dalam bentuk gambar.

∨ Identifikasi fungsi sosial, struktur teks dan elemen linguistik sederhana teks descriptive.

∨ Menanggapi makna teks descriptive sederhana.

D . Materi pembelajaran :

1. Penjelasan tentang teks bergambar.

2. Example of descriptive text

3. Exercises of pre-test

E . Metode Dan Teknik Pembelajaran

1. metode: Talking Stick

2. teknik: diskusi, pemberian tugas

F. Alat Dan Media Belajar

a. Teks bergambar

b. Tongkat talking stick

c. Whiteboard dan board marker

d. Speaker active

G. Langkah-langkah Kegiatan Pembelajaran

Ø First Meeting

1. Kegiatan awal

- Guru mengucapkan salam dan berdoa

- Guru mengecek kehadiran siswa

- Memberikan motivasi dan apersepsi

- Menginformasi tujuan pembelajaran

- Menyampaikan skenario pembelajaran

- Tanya jawab tentang descriptive teks, menebak dan merespon ucapan guru.

- Guru memberikan pengertian tentang descriptive teks.

2. Kegiatan Inti

a. Guru menyiapkan beberapa teks bergambar yang didalamnya ada gambar yang akan dideskripsikan oleh siswa didepan kelas. Siswa diminta untuk mendiskripsikan gambar tersebut.

b. Guru memberi ilustrasi tentang descriptive text

c. Guru menjelaskan tentang pengertian, ciri-cri, jenis dan struktur descriptive text

d. Guru memastikan semua siswa faham tentang descriptive text

3. **Kegiatan Akhir**

    a. Guru mengulang kembali secara singkat tentang descriptive text

    b. Guru memberi kesempatan kepada siswa untuk bertanya jika mereka kurang paham

    c. Guru menutup kegiatan belajar dengan membaca doa dan salam

Ø **Second Meeting**

1. **Kegiatan awal**

- Guru mengucapkan salam dan berdoa

- Guru mengecek kehadiran siswa

- Memberikan motivasi dan apersepsi

- Menginformasi tujuan pembelajaran

- Menyampaikan skenario pembelajaran

- Tanya jawab tentang descriptive teks, menebak dan merespon ucapan guru.

- Guru memberikan pengertian tentang descriptive teks.

2. Kegiatan Inti

a. Guru membagi siswa dalam setiap kelompok dan mengarahkan siswa agar membentuk sebuah lingkaran.

b. Kelompok dibagi menjadi 4 kelompok

c. Setiap kelompok terdiri dari 11 siswa

d. Guru membagi materi kepada siswa

e. Setiap kelompok mendapatkan teks descriptive yang berbeda

f. Siswa berdikusi mengenai struktur teks

g. Guru menanya hasil diskusi mengenai struktur teks

h. Guru meminta siswa mengulang kembali tentang descriptive teks yang mereka dapat (pre-test)

i. Guru menjelaskan tentang metode talking stick

j. Guru memainkan musik sementara tongkat talking stick berputar ke seluruh siswa sampai musik berhenti

k. Siswa yang terakhir kali memegang tongkat harus menjawab pertanyaan dari guru mengenai descriptive teks dan siswa harus bercerita dan menjelaskan atau mendeskripsikan tentang gambar yang sudah disiapkan oleh guru.

l. Kemudian tongkat berputar kembali sampai semua siswa mendapatkan gilirannya

m. Guru menyimpulkan tentang penggunaan metode talking stick pada pembelajaran hari ini

n. Guru meminta siswa membuat descriptive teks mereka sendiri

o. Guru Meminta siswa menceritakan kembali descriptive teks yang mereka buat(post-test)

3. Kegiatan Akhir

a. Guru mengulang kembali secara singkat tentang descriptive text

b. Guru memberi kesempatan kepada siswa untuk bertanya jika mereka kurang paham

c. Guru menutup kegiatan belajar dengan membaca doa dan salam

H. Hasil belajar

1. teknik/ jenis : tugas kelompok dan individu

2. bentuk instrumen : soal test

3. oral rubrik

1. Vocabulary (20)

Level	Explanation
16-20	Very Good: rarely has trouble
11-15	Good: sometimes user inappropriate term about language
6-10	Fair: Frequent user wrong words speech limited to simply vocabulary
1-5	Unsatisfaction: very limited vocabulary and make the comprehension quite difficult

2. Comprehension (20)

Level	Explanation
16-20	Very Good: few noticeable errors
11-15	Good: occasionally grammatical errors which do not observe meaning
6-10	Fair: errors of the basic structure, meaning occasionally obscure by grammatical errors
1-5	Unsatisfactory: usage definitely unsatisfactory frequently needs to rephrase contruction or district himself to basic structure

3. Pronunciation (20)

Level	Explanation
16-20	Very Good: understand able
11-15	Good: few noticeable errors
6-10	Fair: errors of the basic pronunciation
1-5	Unsatisfactory: hard to understand because of sound, accent, pitch, difficulties, and incomprehensible

4. Fluency (20)

Level	Explanation
16-20	Very Good: understand able
11-15	Good: speech is generaly natural
6-10	Fair: some define stumbing but manager to rephrase and continue
1-5	Unsatisfactory: errors in grammar frequent to speak language

5. Grammar (20)

Level	Explanation
16-20	Very Good: errors in grammar are quite are
11-15	Good: control of grammar is good
6-10	Fair: construction quite accurately but does not have throught or confident control of the grammar
1-5	Unsatisfactory: errors in grammar frequent to speak language

Medan,   Agustus 2019

Mengetahui

Guru Mata Pelajaran   Peneliti

Laila Safitri, S.Pd   Ria Fratiwi

Kepala Sekolah

Saprindo Simanjuntak, S.Pd.I

Rencana Pelaksanaan Pembelajaran (RPP)

CYCLE II

School   : SMP Muhammadiyah 47 Medan

Subject   : English

Class   : VII/I

Topic   : Descriptive Text

Time Allocation   : 2x40 menit

Aspect/Skill   : Speaking

A. Kompotensi Inti

KI.1   Menghargai dan menghayati ajaran agama yang dianutnya.

KI.2   Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI.3   Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI.4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B . Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No	Kompetensi Dasar	Indikator Pencapaian Kompetensi
	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar	
	Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk descriptive untuk berinteraksi dengan lingkungan sekitar	Bertanya dan menjawab berbagai informasi secara lisan dalam teks pendek dalam bentuk descriptive teks

Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive	Melakukan monolog pendek dalam bentuk descriptive teks

C. Tujuan Pembelajaran

Setelah mempelajari materi ini, siswa diharapkan dapat :

∨ Mengidentifikasi teks descriptive dan mendeskripsikan tentang sebuah gambar.

∨ Menunjukkan keseriusan dalam belajar bahasa inggris terkait dengan teks descriptive sederhana dalam bentuk gambar.

∨ Menunjukkan perilaku, keyakinan, dan tanggung jawab yang baik dalam menjalankannya komunikasi yang berkaitan dengan teks descriptive sederhana dalam bentuk gambar.

∨ Identifikasi fungsi sosial, struktur teks dan elemen linguistik sederhana teks descriptive.

∨ Menanggapi makna teks descriptive sederhana.

D . Materi pembelajaran :

4. Penjelasan tentang teks bergambar.

5. Example of descriptive text

6. Exercises of pretest

E . Metode Dan Teknik Pembelajaran

3. metode: Talking Stick

4. teknik: diskusi, pemberian tugas

F. Alat Dan Media Belajar

e. Teks bergambar

f. Tongkat talking stick

g. Whiteboard dan board marker

h. Speaker active

G. Langkah-langkah Kegiatan Pembelajaran

Ø Third Meeting

1. Kegiatan awal

- Guru mengucapkan salam dan berdoa
- Guru mengecek kehadiran siswa
- Memberikan motivasi dan apersepsi
- Menginformasi tujuan pembelajaran
- Menyampaikan skenario pembelajaran
- Tanya jawab tentang descriptive teks, menebak dan merespon ucapan guru.
- Guru memberikan pengertian tentang descriptive teks.

2. Kegiatan Inti

a. Guru menyiapkan beberapa teks bergambar yang didalamnya ada gambar yang akan dideskripsikan oleh siswa didepan kelas. Siswa diminta untuk mendiskripsikan gambar tersebut.

b. Guru memberi ilustrasi tentang descriptive text

c. Guru menjelaskan tentang pengertian, ciri-cri, jenis dan struktur descriptive text

d. Guru memastikan semua siswa faham tentang descriptive text

3. **Kegiatan Akhir**

    a. Guru mengulang kembali secara singkat tentang descriptive text

    b. Guru memberi kesempatan kepada siswa untuk bertanya jika mereka kurang paham

    c. Guru menutup kegiatan belajar dengan membaca doa dan salam

    Ø **Fourth Meeting**

1. **Kegiatan awal**

- Guru mengucapkan salam dan berdoa

- Guru mengecek kehadiran siswa

- Memberikan motivasi dan apersepsi

- Menginformasi tujuan pembelajaran

- Menyampaikan skenario pembelajaran

- Tanya jawab tentang descriptive teks, menebak dan merespon ucapan guru.

- Guru memberikan pengertian tentang descriptive teks.

2. **Kegiatan Inti**

    a. Guru membagi siswa dalam setiap kelompok dan mengarahkan siswa agar membentuk sebuah lingkaran.

    b. Kelompok dibagi menjadi 4 kelompok

c. Setiap kelompok terdiri dari 11 siswa

d. Guru membagi materi kepada siswa

e. Setiap kelompok mendapatkan teks descriptive yang berbeda

f. Siswa berdikusi mengenai struktur teks

g. Guru menanya hasil diskusi mengenai struktur teks

h. Guru meminta siswa mengulang kembali tentang descriptive teks yang mereka dapat (pre-test)

i. Guru menjelaskan tentang metode talking stick

j. Guru memainkan musik sementara tongkat talking stick berputar ke seluruh siswa sampai musik berhenti

k. Siswa yang terakhir kali memegang tongkat harus menjawab pertanyaan dari guru mengenai descriptive teks dan siswa harus bercerita dan menjelaskan atau mendeskripsikan tentang gambar yang sudah disiapkan oleh guru.

l. Kemudian tongkat berputar kembali sampai semua siswa mendapatkan gilirannya

m. Guru menyimpulkan tentang penggunaan metode talking stick pada pembelajaran hari ini

n. Guru meminta siswa membuat descriptive teks mereka sendiri

o. Guru Meminta siswa menceritakan kembali descriptive teks yang mereka buat(post-test)

3. Kegiatan Akhir

    a. Guru mengulang kembali secara singkat tentang descriptive text

    b. Guru memberi kesempatan kepada siswa untuk bertanya jika mereka kurang paham

    c. Guru menutup kegiatan belajar dengan membaca doa dan salam

H. Hasil belajar

    a. teknik/ jenis : tugas kelompok dan individu

    b. bentuk instrumen : soal test

    c. oral rubrik

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11-15	Good: control of grammar is good
6-10	Fair: construction quite accurately but does not have throught or confident control of the grammar
1-5	Unsatisfactory: errors in grammar frequent to speak language

Medan,   Agustus 2019

Mengetahui

Guru Mata Pelajaran   Peneliti

Laila Safitri, S.Pd   Ria Fratiwi

Kepala Sekolah

Saprindo Simanjuntak, S.Pd.I

INSTRUMENT TEST

Picture I Cat (pre-test)

Answer this Question Correctly

1. Look at the picture. What do you think about this picture. For example, you

   look the color orthe eyes. This picture, please you describe.

APPENDIX 4

Picture (cycle I)

Answer this Question Correctly

1. Look at the picture. Please you describe the characteristics from him. What do you think about it.

APPENDIX 5

<center>**Picture Afgan (cycle II)**</center>

Answer this Question Correctly

1. Look at the picture. Please you describe the characteristics from him. What do you think about it.

APPENDIX 6

STUDENTS' ANSWER SHEET

Picture I(pre-test)

Name : Muhiddul Jabbar

Class : VII ^{t}

Answer this Question Correctly

1. Look at the picture. What do you think about this picture. For example, you look the color orthe eyes. This picture, please you describe.

   Answer   : white
   Funny
   grey
   yellow
   eyes
   children   cat

the students speaking score = 40
V = 10
c = 8
p = 6
f = 7
6 = 9

Picture (cycle I)

Name : Muhiddul Jabbar

Class : VII³

Answer this Question Correctly

2. Look at the picture. Please you describe the characteristics from him. What do

you think about it.

Answer   :

He	has	white skin
He	has	Artist
He	has	handsome
He	has	glasses
He	has	T-shirt black
He	has	hair black

The students speaking score = 50
V = 10
C = 10
P = 10
F = 10
6 = 10

STUDENTS ANSWER SHEET

Picture Afgan (cycle II)

Name : Muhiddul Jabbar

Class : VII³

Answer this Question Correctly

2. Look at the picture. Please you describe the characteristics from him. What do you think about it.

Answer :
_____
_____
_____
_____
_____
_____
_____

The students speaking score = 55
V = 12
C = 11
P = 10
F = 13
G = 11

STUDENTS' ANSWER SHEET

Picture I(pre-test)

Name : Daffa Al-Fiansyah

Class : VII³

Answer this Question Correctly

1. Look at the picture. What do you think about this picture. For example, you look the color orthe eyes. This picture, please you describe.

Answer : They are colorFull, Yellow and grey. They are blue eyes. They have 4 foot. They are funny cute. They have two ear. They are the baby cat. They have Fun Far.

The students speaking score = 70
V = 14
C = 13
P = 13
F = 13
C = 15

STUDENTS ANSWER SHEET

Picture (cycle I)

Name : Daffa Al-Fiansyah

Class : VII ^{3}

Answer this Question Correctly

2. Look at the picture. Please you describe the characteristics from him. What do

   you think about it.

   Answer   :   He has glasses
                        He has black - T - shirt
                        He have nose
                        He is handsome

The students speaking score = 75
v = 15
c = 14
p = 16
t = 14
a = 16

Picture Afgan (cycle II)

Name : DaFFa Al-Fiansyah

Class :

Answer this Question Correctly

2. Look at the picture. Please you describe the characteristics from him. What do
   you think about it.

   Answer   :   He is a singer. He is a handsome boy.
                       His eyes is brown. And his hair is
                       black. His skin is white. He wears glasses.

The students speaking score = 85
v = 17
c = 16
p = 17
f = 18
6 = 17

STUDENTS' ANSWER SHEET

Picture I(pre-test)

Name : M. Ramzi Dermawan

Class : vıı²

Answer this Question Correctly

1. Look at the picture. What do you think about this picture. For example, you
look the color orthe eyes. This picture, please you describe.

Answer : cats are the small. It has soft Fur.
They are very cute. It has green
and beautiful eyes.

The students speaking score = 85
N = 20
c = 15
p = 20
F = 15
a = 15

Picture (cycle I)

Name : M. Ramzi Dermawan

Class : VII⁵

Answer this Question Correctly

2. Look at the picture. Please you describe the characteristics from him. What do

you think about it.

Answer : He has musstsions
He is handsome
He has glasses.
He has hair black.
He has skin white.
He has clothes black.

The students speaking score = 95
V = 21
C = 18
P = 22
F = 17
G = 17

STUDENTS ANSWER SHEET

Picture Afgan (cycle II)

Name : M. Ranzi Permawan

Class : VII ^{3}

Answer this Question Correctly

2. Look at the picture. Please you describe the characteristics from him. What do you think about it.

Answer : He is a singer. He is a handsome boy. His eyes is brown. And his hair is black. His skin is white. He wears glasses.

The students speaking score = 100
V = 22
C = 19
P = 23
F = 18
G = 18

APPENDIX

Students Attendance VII[3]

NO	Students Name	Meeting 1	Meeting 2	Meeting 3	Meeting 4
1	Andri Mahyudi	*(signature)*	*(signature)*	*(signature)*	*(signature)*
2	Anggia Ladini Lubis	*(signature)*	*(signature)*	*(signature)*	*(signature)*
3	Annisa Nur Ramadhani	*(signature)*	*(signature)*	*(signature)*	*(signature)*
4	Annisa Putri	*(signature)*	*(signature)*	*(signature)*	*(signature)*
5	Afriadi				
6	Asa Chika Kirana Astu	*(signature)*	*(signature)*	*(signature)*	*(signature)*
7	Asy-syfa Gita Utami	*(signature)*	*(signature)*	*(signature)*	*(signature)*
8	Azura Moza	*(signature)*	*(signature)*	*(signature)*	*(signature)*
9	Daffa Al-Fiansyah	*(signature)*	*(signature)*	*(signature)*	*(signature)*
10	Desi Randini	*(signature)*	*(signature)*	*(signature)*	*(signature)*
11	Dimas Firmansyah	*(signature)*	*(signature)*	*(signature)*	*(signature)*
12	Dimas Pratama	*(signature)*	*(signature)*	*(signature)*	*(signature)*
13	Faiz Maulana Islami	*(signature)*	*(signature)*	*(signature)*	*(signature)*
14	Keysana Vatya Irawan	*(signature)*	*(signature)*	*(signature)*	*(signature)*
15	Khairul Nizam	*(signature)*	*(signature)*	*(signature)*	*(signature)*
16	Khairunnisa Ramadhani	*(signature)*	*(signature)*	*(signature)*	*(signature)*
17	M.Irfan	*(signature)*	*(signature)*	*(signature)*	*(signature)*
18	M.Rafid Akmal	*(signature)*	*(signature)*	*(signature)*	*(signature)*
19	M.Ramzi Dermawan	*(signature)*	*(signature)*	*(signature)*	*(signature)*
20	M.Sani	*(signature)*	*(signature)*	*(signature)*	*(signature)*
21	M.Satria Ramadhani	*(signature)*	*(signature)*	*(signature)*	*(signature)*
22	M.Zuhri Irawan	*(signature)*	*(signature)*	*(signature)*	*(signature)*
23	Muhiddul Jabbar	*(signature)*	*(signature)*	*(signature)*	*(signature)*
24	Mutiara	*(signature)*	*(signature)*	*(signature)*	*(signature)*
25	Nadia Syahputri	*(signature)*	*(signature)*	*(signature)*	*(signature)*

APPENDIX 12

Photo During The Teaching Learning Process

The teacher divides students into groups. Grouping during the lesson the teacher give picture to each ather and then they must speak individually in front of class

Group Discussion

Speak In front of class

Students playing Talking Stick Technique

CURRICULUM VITAE

Name   : Ria Fratiwi

Place/Date of Birth   : Ujung Rambung, 9th October 1996

Sex   : Female

Religion   : Moslem

Hobby   : Writing and Play Badmintoon

Hp   : 082360689818

Parents Name

Father   : Deni Harianto

Mother   : Sugiatik

Address   : Ujung Rambung Kec. Pantai Cermin

Education

2002-2008   : SD Negeri 104272 Ujung Rambung

2008-2011   : Mts Al'washliyah 16 Perbaungan

2011-2014   : SMA Negeri 1 Perbaungan

2015-2019   : Students of English Department Faculty of Teacher Training and

Education, Umsu 2015 Until Reaching The Degree Sarjana

Pendidikan.