

AN UNDERGRADUATE THESIS

**IMPROVING THE STUDENTS' SPEAKING SKILLS BY
USING TALKING STICK STRATEGY AMONG THE EIGHT
GRADERS OF SMP N 4 SEKAMPUNG EAST LAMPUNG**

By:

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Student Number: 1501070073



Tarbiyah and Teacher's Training Faculty
English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1441 H / 2019 M

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Presented as Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

English Education Study Program

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N 4 SEKAMPUNG EAST LAMPUNG**

ABSTRACT

BY :

LILIK NURBAIDAH

The main aims of this research were to improve students speaking skills at SMP N 4 Sekampung by using Talking Stick Strategy. The writer tried to investigate whether Talking Stick Strategy can be a strategy used to improve the students' speaking skills.

In this research, the writer conducted a classroom action research (CAR) which was done in two cycles. Each cycle consisted of planning, acting, observing and reflecting. The subjects of this research was 25 students in Eight graders of SMP N 4 Sekampung. In collecting data, the writer used that include Test (Pre-test, post test I and post test 2), observation and documentation, and field note. The research was conducted collaboratively with the English teacher of SMP N 4 Sekampung.

The result of this research show that *Talking Stick Strategy* have positive result in improving the students' speaking skills Among the eight graders of SMP N 4 Sekampung. It can be proven by the students average score from pre test to post test. The average score in pre-test was 59.52, post-test I was 69.76 and become 81.52 in post-test II. It means that the using *Talking Stick Strategy* can improve the students' speaking skills.

Keyword : *Talking Stick Strategy, Speaking Skills.*

**MENINGKATKAN KETERAMPILAN BERBICARA SISWA DENGAN
MENGUNAKAN STRATEGI TONGKAT BICARA DI SMP N 4
SEKAMPUNG LAMPUNG TIMUR**

ABSTRAK

**OLEH :
LILIK NURBAIDAH**

Tujuan utama dari penelitian ini untuk meningkatkan keterampilan berbicara di SMP N 4 Sekampung menggunakan strategi *Tongkat Bicara*. Peneliti mencoba membuktikan bahwa *Tongkat Bicara* dapat menjadi salah satu strategi pembelajaran untuk meningkatkan keterampilan berbicara siswa.

Dalam penelitian ini, peneliti melakukan penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Subjek penelitian ini adalah 25 siswa di kelas VIII SMP N 4 Sekampung. Dalam mengumpulkan data, peneliti menggunakan tes (pre-test, post test I dan post test 2), observasi, dokumentasi, dan catatan lapangan. Penelitian ini dilakukan secara kolaboratif dengan guru bahasa Inggris SMP N 4 Sekampung.

Hasil dari penelitian ini menunjukkan bahwa *Tongkat Bicara* sebagai strategi memiliki hasil positif dalam meningkatkan keterampilan berbicara siswa kelas VIII SMP N 4 Sekampung. Hal ini dapat dibuktikan berdasarkan nilai pre-test adalah 59.52, post test I adalah 69.76 dan pada post test II menjadi 81.52. Ini berarti bahwa penggunaan *Tongkat Bicara* sebagai strategi dapat meningkatkan keterampilan berbicara siswa.

Kata Kunci : Strategi Tongkat Bicara, Keterampilan Berbicara



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APPROVAL PAGE

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Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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Assalamu'alaikumWr.Wb.

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OF SMP N 4 SEKAMPUNG EAST LAMPUNG

Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

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RATIFICATION PAGE

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An Undergraduate thesis entitled: IMPROVING THE STUDENTS' SPEAKING SKILLS BY USING TALKING STICK STRATEGY AMONG THE EIGHT GRADERS OF SMP N 4 SEKAMPUNG EAST LAMPUNG, written by Lilik Nurbaidah, student number 1501070073, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Wednesday, 27th November 2019 at 14.30 – 16.30 pm.

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from the bibliography mentioned.

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The Writer



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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, November 2019
Yang Menyatakan,



LILIK NURBAIDAH
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MOTTO

الرَّحْمَنُ ۱ عَلَّمَ الْقُرْآنَ ۲ خَلَقَ الْإِنْسَانَ ۳ عَلَّمَهُ الْبَيَانَ ۴

(God) is the most merciful, who taught the Al Qur'an, He creates human, taught them capable to speak.

(Q.S Ar Rahman: 1-4)

DEDICATION PAGE

This piece of work is dedicated to:

My Beloved Parents

(Mr. Kadar and Mrs. Watini)

*My Beloved Lectures Of English Education Study Program Of Institute Islamic
Collage Of Metro*

My Beloved Tarbun Friends

*(Nurul Hasanah, Novi Junitasari, Siti Khasanah, Kurnia Satya Kencana, Rohmah
Khoiriyah, Leni Tri Kurniawati, Ema Afriani, Anisatul Azizah)*

*Absolute (B) Class of english Education Department and my Beloved Campus
IAIN Metro*

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The writer do apologizes for all mistakes that she has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research.

Hopefully, this undergraduate thesis can be a meaningful benefit for the writer especially and for our campus and all readers generally.

Metro, November 2019



Lilik Nurbaidah

1501070073

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CHAPTER I

INTRODUCTION

A. Background of Study

Language is a unique heritage that has a very important role in human life, because of its function to communicate in our lives. By using language people can share their thoughts, convey ideas, and negotiate with others. That makes people able to share information about anything. All important aspects in human life such as education, business, and economics require language because to convey ideas from these aspects, language is needed. In addition, language also has a very important role in the intellectual, social, and emotional development of people. Language learning can help someone to understand about themselves, their culture, and other cultures.

Next, in the modern era, to communicate with other people in other countries, English is a commonly used language. It can be seen that sciences and technology are increasing in the west. Most books containing this information are written in English, because English is a universal language. It is not easy for people to share information in written English if they do not master English well.

Moreover, Speaking is one of the four skills in English that needs to be mastered by everyone because by speaking, one is able to convey meaning, express feeling, give opinion, etc. Speaking is a speech production that becomes a part of daily activities which involves interaction. It means that if

one able to communicate well he or she will be able to interact with the society, go to many places without having any obstacles, etc.

However, speaking seems to be an important skill that a learner should acquire. In addition, speaking is very important to enable students to communicate effectively through oral language because disability of the students to speak may result in the inability to express their ideas even in simple form conversation. Therefore, the teaching of speaking is also very important because it is give clearly and efficiently contributes to the success of the learners in school and success in their life. So that, it is essential that language teachers must pay great attention to the teaching of speaking. Since speaking is very important, the government emphasizes speaking to be taught at school.

Therefore, being successful in English subject is not easy for students, some students might show their boredoms of studying English. The teacher should be able to make an interesting strategy of teaching English so that the students would regard English as an enjoyable material. Another problem is the teacher always has some problem in teaching speaking. One of problem faced by teachers in teaching speaking is the students would not say anything. The students tent to be silent because they do not want to show the weakness in speaking English, have less self-confidence, and they have less fluency and pronunciation in speaking English.

Furthermore, based on the pre survey on 26th November 2018 at the eight graders of SMP N 4 Sekampung, the writer got the data from the teacher. The score of the test of English is still low. It can be seen from the table below:

Table 1. The Pre-Survey Data of Students' Speaking Skills Daily Activities at the Eight Graders of SMP N 4 Sekampung

No	Name of Student's	Score	Explanation
1	AS	60	Incomplete
2	AA	45	Incomplete
3	AN	70	Complete
4	AW	45	Incomplete
5	DS	45	Incomplete
6	DN	50	Incomplete
7	DR	60	Incomplete
8	FM	65	Incomplete
9	GR	50	Incomplete
10	HA	55	Incomplete
11	IS	50	Incomplete
12	LH	45	Incomplete
13	LA	45	Incomplete
14	MI	55	Incomplete
15	MN	55	Incomplete
16	NA	60	Incomplete
17	RW	65	Incomplete
18	RP	60	Incomplete
19	RK	65	Incomplete
20	RU	50	Incomplete
21	SW	50	Incomplete
22	SM	55	Incomplete
23	UL	70	Complete
24	WA	60	Incomplete
25	YB	60	Incomplete
Total of Score		1390	
Average		55,6	

Source: Documentation of Pre-Survey Speaking skills

Table 2. The Result of Pre-survey Students Speaking Skills

No	Score	Frequency	Percentage(%)	Explanation
1	≥70	2	8%	Complete
2	<70	23	92%	Incomplete
Total		25	100%	

Source: The result of students' speaking skills daily activities

Based on the table above, the English standard score in this school is 70. Referring to the table above, it can be known that the students' speaking skill is low. It indicates only 2 students' (8%) Complete the test, 23 students' (92%) who Incomplete the test.

In this case, the students must study hard to master it and the teacher should create a good atmosphere in class. One of the teachers' responsibilities is to help their students to study together using talking stick strategy.

Talking Stick strategy is one of cooperative learning in the learning process by a stick; the students who get the stick must answer the question from the teacher. Talking stick strategy is not only trains the students speak up but also creates fun and active condition in the class.¹

It implies that the talking stick strategy is a suitable strategy to teach in the school. First, the students feel happy, enjoy and interest. Second, the students become more active in doing activities such as; answering teacher's questions, listening, speaking and working together with their friends. So, they do not feel bored in their study. Third, they could improve their confidence in English class especially in speaking. Fourth, the talking stick strategy is also a way to

¹ Ajeng Novia Anggraini, Fitrawati, *Teaching Speaking by Using Talking Stick Technique for Senior High School Students*, English Department Faculty of Languages and Arts State University of Padang, Journal of English Language Teaching Volume 5 No. 1 Series A, 2016, p.75

makes the teacher more creative and responsible. Teacher becomes more serious in teaching and learning process prepared well. Finally, his strategy creates an ideal condition because teacher explains the materials by fun learning activities in classes.

At the end from the explanation above, the writer was interested in conducting a research with apply talking stick strategy. Therefore, this research is entitled “Improving the Students’ Speaking Skills by Using Talking Stick Strategy among The Eight Graders of SMP N 4 Sekampung East Lampung”

B. Problem Identification

Based on the background of problem above, the problems can be identified as follows:

1. The students tend to be silent because they do not want to show the weakness in speaking English.
2. The students have less confidence in speaking English.
3. The student afraid of making mistakes in speaking English.
4. The student’s fluency and pronunciation still low in speaking English.

C. Problem Limitation

In this research the writer focused on the student’s fluency and pronunciation still low in speaking English. So, the writer used talking stick strategy toward the students’ speaking skills among the eight graders of SMP N 4 Sekampung.

D. Problem Formulation

Based on the problem identification above the writer try to solve the problems follows:

“Can talking stick strategy improve the students’ speaking skills among the eight graders of SMP N 4 Sekampung East Lampung?”

E. Objective of the Study

The objective of the study is to improve the students’ speaking skills by using talking stick strategy among the eight graders of SMP N 4 Sekampung East Lampung.

F. Benefits of the Study

The benefits of the study are:

1. For the students
 - a. The student can improve their speaking skill.
 - b. To introduce a new strategy of learning.
2. For the teachers
 - a. The writer hopes this research can help the teacher to solve the problem of teaching English.
 - b. The teacher can use talking stick strategy as a choice on strategy of teaching speaking.
3. For the Writers
 - a. This research can be a reference for English teaching-learning process, especially in speaking material.
 - b. The research can be an experience on teaching-learning English.

G. Prior Researches

The writer takes review of related writers from other research as principle or comparative in this research are:

The first, previous research was done by Ananda, this research was done in University of Tanjung Pura Pontianak at 2017. The result showed that the implementation of talking stick method could encourage students to speak and also helped the students solve their problems in speaking; self-confident.²

The second, previous research was done by Feriyanti, this research was done in MTs Ma'arif Andong Surakarta at 2017. The result showed that the implementation of Talking Stick Technique could improve the ability of reading comprehension.³

The third, previous research was done by Alfita, this research was done in University of Sanata Dharma Yogyakarta at 2018. The result showed that the students gave positive perception on the implementation of the talking stick model. Also the students perceived that the talking stick model was really easy to be implemented.⁴

²Elsa Ananda, *Improving Students' Speaking Performance by Using Talking Stick Method*, Undergraduate Thesis Paper, (English Education Study Program Languages and Arts Education Department Teacher Training and Education Faculty Tanjungpura University Pontianak 2017)

³Feriyanti, *Implementation of Talking Stick Technique to Improve Students' Reading Comprehension at Seventh Grade of MTS Ma'arif Andong In Academic Year 2015/2016*, Undergraduate Thesis Paper, (English Education Departement Islamic Education and Teacher Training Faculty The State Islamic Institute of Surakarta 2017)

⁴Ricadona Alfita entitled, *Students Perception on the Implementation of Talking Stick Model to Practice Speaking Skills*, Undergraduate Thesis Paper, (English Language Education Study Program Department and Language and Arts Education Faculty of Teacher Training and Education Sanata Dharma University Yogyakarta 2018)

The fourth, previous research was done by Sarastri, this research was done in SMA N Colomadu Karanganyar at 2016. The result showed that Talking Stick method can improve students' speaking skills (include of grammar, vocabulary, comprehension, fluency, pronunciation).⁵

The fifth, previous research was done by Arief, this research was done in MTS Madani Paopao Makasar at 2017. The result showed that the effectiveness of Talking Stick Method in Teaching Vocabulary at the second grade of MTs Madani Pao-Pao was improved related to accuracy.⁶

Next, from the research above, there are similarities and differences between the previous research and this research. The similarities between the previous research and this research is use cooperative learning that is talking stick. Furthermore, the differences between the previous research and this research are: (1) the location and sample of the research, (2) the strategy that apply in different skills, this research using talking stick strategy on students' speaking skills than the previous research used talking stick to improve the students' reading comprehension and teaching vocabulary.

However, it can be concluded that in this research the writer focus on the improving the students' speaking skills by using talking stick strategy.

⁵Maria Magdalena Ana Sarastri, *Improving Students' Speaking Skill by Using Talking Stick Method* Undergraduate Thesis Paper, (A Classroom Action Research at The Tenth Grade of SMA N Colomadu Karanganyar in the Academic Year of 2015/2016)

⁶Hamdiah Arief entitled, *The Effectiveness of Talking Stick Method in Teaching Vocabulary at the Second Grade of MTS Madani Paopao*, Undergraduate Thesis Paper, (English Education Department Tarbiyah and Teaching Science Faculty Alauddin State Islamic University Makassar 2017)

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Speaking Skill

1. The Definition of Speaking Skill

The mastery of speaking skill in English is a priority for many second language or foreign language learner. Consequently, language learners often evaluate their success in language learning as well as the effectiveness of their English learning on the basis of how much they feel they have improved in their spoken language proficiency.

Moreover, speaking skill is very important in human life. It is needed when they are talking conversation with other people in formal or informal setting. Speaking skill comes from the speaking ability of someone that has developed. Speaking skill consists of two words: speaking and skill. Before we summarized about speaking skill, it is better if we understand the meaning both of two words.

a. Speaking

First of all, According to Nunan, speaking is the productive aural/oral skill.⁷ Second, Pawlak, et.al states that speaking is a very complex skill, including vocabulary, grammar, pronunciation, and fluency, the ability to formation speech skills or even non-verbal abilities.⁸ Thirt, Cornbleet and Carter define that speaking is combining

⁷ David Nunan, *Practical English Language Teaching*, (New York: 2003), p. 48

⁸ Miroslaw Pawlak et al, *Speaking and Instructed Foreign Language Acquisition*, (Canada, 2011), p. 149

sound in a recognized and systematic way, in accordance with the specific principles of language to form meaningful speech.⁹

Next, Alderson and Bachman in their book maintain that speaking is as meaningful interactivity between people.¹⁰ Wendy and Lisbeth proposes that speaking is may be a skill that teachers need to teach. In their own language, children can show emotions, communicate intonation and reactions, explore language and make fun of it, so they hope to do the same in English.¹¹

At the end, Based on the definition above, it can be inferred that speaking is a basic of person skill to produce language that has meaning and be understood by other people about what the speaker say. It is a skill of speaker to give information to a listener or a group of listeners by transfer it effectively.

b. Skill

According to oxford advance learner's dictionary, skill is “the ability to do something well.”¹² In other words, it is an ability that is intended for an act that is useful and good. So it can be inferred that skill is an ability of person which acquire them in complex process for an act that is useful and good.

⁹ Sandra Cornbleet and Ronald Carter, *The Language of Speech and Writing*, (New York: 2011), p. 18

¹⁰ Sari Luoma. Series Editor: J. Charles Alderson and Lyle F. Bachman, *Assesing Speaking*, (Camridge: 2004), p. 27

¹¹ Wendy A. Scott and Lisbeth H. Ytreberg, *Teaching English for Children*. (New York:Longman), p. 33

¹² A S Hornby, *Oxford Advanced Learner's Dictionary (8th Ed.)*, p.1255.

Several source, mention the definition of skill such as, skill is one of those social science words in common parlance with many meanings, numerous synonyms such as “ability”, “competence”, “knack”, “aptitude” and “talent”, and varied imprecise translation in other language.¹³

From the explanation above, it can be conclude that speaking skill is a person’s speaking ability and capacity which acquire them in complex process to create of good communication situation. In speaking activity always related with speaking skill and linguistic problem. Therefore, the teacher must be smart to solve.

2. Function of Speaking

According to Brown and Yule, as quoted by Richard Some language experts have attempted to classify the functions of speaking in a person communications.

The functions of speaking are classified into three: they are speaking as interaction, speak as transaction and speak as performance. Each of three talk actions is fairly different in term of form and purpose and requires diverse teaching approach¹⁴

a. Talk as interaction

It refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet,

¹³ Francis Green, *What is Skill? An Inter-Disciplinary Synthesis*, (Institute of Education University of London), p.4

¹⁴ Jack C. Richards, *Teaching Listening And Speaking, From Theory To practice*, (NewYork :Cambridge University Press,2008), p.21

they exchange greetings, engage in small talk and chit chat, recount recent experience and so on because they wish to be friendly and to be established a comfortable zone of interaction of others.

b. Talk as transaction

This type of talk refers to situation where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than participants and how they interact socially with each other.

c. Talk as performance

This refers to public talk, that is, talk which transmits before an audience such as morning talks, public announcements, speeches. Talk as performance tends to be in form monolog rather than dialog, often follows a recognizable format (e.g. speech of welcome) and it is closer to written language than conversational language.

3. The Kinds of Speaking Skill

There are 4 kinds of speaking skills: conversation, pronunciation, fluency and accurately, and sociolinguistic competence.

a. Conversation

Conversation is a form of interactive. We can call it as human interaction, because it happens spontaneous between two or more people who are response reactions to what has previously been said.

According to Brown, “Conversation is collaborative as participants engage in a process of negotiation of meaning”.¹⁵ In social aspect, conversations are rules of etiquette because conversations are social interaction, and therefore depend on social conversation.

There are two different kinds of conversation interaction. It’s can be distinguished-those in which the primary focus is on the exchange of information (the transactional functions of conversation), and those in which the primary purpose is to establish and maintain social relations (the interactional function of conversation).¹⁶ In transactional uses of conversation the primary focus is on the message, whereas interactional uses of conversation focus primarily on the social needs of the participants.

b. Pronunciation

Generally pronunciation is one of important aspect in ESL. Pronunciation is the way for student’s to produce clearer language when they speak. Thornburry said that “pronunciation refer to the candidate’s ability to produce comprehensible utterances to fulfill the task requirements”.¹⁷ Pronunciation refers to the ability to use the correct stress, rhythm and intonation of word in a spoken language. A word can be spoken in different ways by various individuals or groups, depending

¹⁵Brown, H Douglas, *Teaching by Principle an Interactive Approach to Language Pedagogy*(Sant Fransisco State University, 2001), p.269

¹⁶Brown, Gillian, and George Yule, *Discourse Analysis* (Cambridge: Cambridge University Press, 1983), p.1

¹⁷ Scott Thornbury, *How to Teach Speaking*, (Longman, 2005), p.128

on many factors, such as: the area in which they grew up, the area in which they now live.

c. Fluency and Accuracy

Fluency is an essential element of ESL speaking skills. Brown said that “fluency is probably best achieved by allowing the “stream” of speech to “flow”.¹⁸ Fluency refers to speech language term that means the smoothness or flow with which sound, syllables, words and phrases are joined together when speaking quickly. Fluency can be defined as the ability to speak fluently and accurately. Accuracy is achieved to some extent by allowing student to focus on the elements of phonology, grammar, and discourse in their spoken output.¹⁹

d. Sociolinguistic Competence

One of the best known models of language ability is known as “Communicative Competence.” This model was developed to account for the kinds of knowledge people need in order to use language in meaningful interaction. Sociolinguistic competence is one of component in language competences. Sociolinguistics competence knows how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating. It is the ability to

¹⁸ Brown H Douglas, *Teaching by Principle an Interactive Approach to Language Pedagogy*, p.269

¹⁹ *Ibid*, p.268

produce utterances appropriate to the social situation in which they are spoken.²⁰

Sociolinguistic competence requires adjusting one's grammatical forms to be appropriate to the setting in which the communication take place. Attention is paid to such features of dialect, register, medium and style which are appropriate to express his personal states and idea requiring mastery of a range of communication functions.

4. Measurement of Speaking

Based on the professor Cyril, There are some indicators that be supposed the measure of speaking²¹. The indicator can be seen from the table below:

Table 3. Indicators of Speaking Measurement

Aspect	Category	Indicators
Fluency	4 (excellent)	General natural delivery, only occasional halting when searching for appropriate word/expression.
	3 (good)	The student hesitates and repeat himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompts.
	2 (adequate)	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	1 (fair)	The students speak so little that no "fluent" speech can be said to occur.
Pronunciation	4 (excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
	3 (good)	Rhythm intonation and pronunciation require more careful listening, some errors of pronunciation which may occasionally lead to incomprehension.
	2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (fair)	Words are unintelligible.

²⁰ Mizne, Claire Ann, "Teaching Sociolinguistic Competence In The ESL Classroom" , University of Tennessee, Knoxville, 1997, p.11

²¹ Weir, Cyril, *Language Testing and Validation*, (New York: Palgrave Macmillan, 2005), p. 195

Vocabulary	4 (excellent)	Effective use of vocabulary for the task with few improprieties.
	3 (good)	For the most part, effective use of vocabulary for the task with some examples of inappropriate.
	2 (adequate)	Limited use vocabulary with frequent inappropriate.
	1 (fair)	Inappropriate and inadequate vocabulary.
Grammatical accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to construct comprehensible sentence.
Interactional strategies	4 (excellent)	Interacts of interactively and readily participates and follow the discussion.
	3 (good)	Use of interactive strategies is generally adequate but at time experiences some difficulty in maintaining interaction consistently.
	2 (adequate)	Interaction interactive. Can seldom develop an interaction.
	1 (fair)	Understanding and interaction minimal.

From the text above, the writer views that there are some indicators of speaking skill measurement. They are fluency, pronunciation, vocabulary, grammatical accuracy and interactional strategies.

B. The Concept of Talking Stick Strategy

1. The Definition of Talking Stick Strategy

First of all, According to Starr, talking stick is used in many Native American tribes, people used a “talking stick” to ensure that everyone has a turn to share their ideas and opinions with other group member.²²

Second, Alarid and Markel maintain that talking stick strategy is transmitted from speaker to speaker as their voice opinions. Only the person who is holding the stick has permission to talk.²³

²²Aostre N. Johnson and Marilyn Webb Neagley, *Educating from the Heart Theoretical and Practical Approaches to Transforming Education*, (New York 2011), p. 133

Next, Anggraini and Fatmawati state that talking stick strategy is one of the cooperative learning strategies in the learning process by a stick; the students who get the stick must answer the question from the teacher. Talking stick strategy is not only trains the students speak up but also creates pleasant and active condition in the class.²⁴

Then, Garret states that talking stick strategy is a strategy that uses a stick known as a wooden stick, which the facilitator or the leader begins by picking up the stick to share the feeling or concern with the group.²⁵

At the end, from the definition about talking stick above, the writer can conclude that talking stick strategy is the part of following from cooperative learning which pushes the student for being brave to show their opinion. Besides for practicing to talk, this learning will create an enjoyable atmosphere and make the student more active.

2. The Step of Implementation of Talking Stick Strategy

In cooperative learning type talking stick strategy there are several steps implementation of talking stick, which are:

- a. This learning start by explaining the materials by the teacher and the students are pleased to read and examine the materials.
- b. Giving the paper time for the activity.

²³ Rindawati Noviasari, et. al, *Teaching Speaking Through Talking Stick Method*, (The Student of English Department, The Faculty of Teacher Training and Education, Bung Hatta University), p.5

²⁴ Ajeng Novia Anggraini, Fitrawati, *Teaching Speaking By Using Talking Stick Technique For Senior High School Students*, (English Department Faculty of Languages and Arts State University of Padang, Journal of English Language Teaching Volume 5 No. 1 Serie A, 2016), p. 75

²⁵ Widiya Sari, *The Influence of Using Talking Stick Technique to the Speaking Ability of Eleventh Grade Students at SMAN 1 Gondang Nganjuk*, (University of Nusantara PGRI Kediri, 2016), p. 73

- c. The teacher asked the students to close their books and the teacher take the stick that has prepared before.
- d. Choose one of the students and give him/her that stick.
- e. The students who get the stick must answer the question from the teacher and there is a punishment to the students which would not to speak.
- f. This rule is applied for the other students. When the stick rolling from learners to other learners, preferably accompanied by music.
- g. The next person holding the stick repeat the same process.
- h. Continued the session until nobody else has anything left to speak which is signaled by a noticeable period when nobody is Complete the stick.
- i. The last step of this strategy is the teacher gives the chance to the student to do some reflection through the previous material.
- j. The teacher gives commentaries through all the students answer, afterward all the students give the conclusions.²⁶

From the statement above, the writer conclude that the implementation of talking stick strategy is: first, the teacher gives the stick to the student. Second, the stick rolling from learners to other learners that accompany by music. The last, the student who get the stick must answer the question from the teacher.

²⁶ Agus Suprijono, *Cooperative learning: Teori dan aplikasi PAIKEM*, (Jogjakarta: Pustaka Pelajar, 2009), p. 90

3. The Advantages and Disadvantages of Talking Stick Strategy

a. Advantage of Talking Stick Strategy

- 1) Test the readiness of students in learning.
- 2) Train students to understand material quickly.
- 3) Encouraging students to learn more actively.
- 4) Students dare to express opinion.

b. Disadvantages of Talking Stick Strategy

- 1) Making heart gymnastics students.
- 2) Students who are not ready cannot answer the question.
- 3) Making the students tense.
- 4) Fear of question to be given by the teacher.²⁷

Based on the statement above talking stick strategy has some advantages and disadvantages. The advantage there are: test the readiness of students, the student can understand quickly, encouraging students to learn more actively and students dare to express opinion. The disadvantages there are: making heart gymnastics, and tense, students who are not ready cannot answer the question from the teacher.

C. The Concept of Monologue and Free Speech

1. The Definition of Monologue

First of all, According to Davis monologue is a personal and participatory speech act, even though only one person may be speaking.²⁸

²⁷ Wijayanti, et. al, *Pengaruh Model Talking Stick Terhadap Hasil Belajar IPS*, (Indonesia, Volume 3 Nomor 2, 2018), p.83

Second, Firmansyah, et.al hold that Monologue is where the speaker does not need partner in speaking, s/he is the single character that has a speech to express.²⁹ Third, Wasyl states that monologue can be defined as a situation when only one position of the dialogical self is speaking, and the other one is a silent but active listener who has a big influence on the utterances of the first position.³⁰

Next, Zahiri maintains that there are two types of spoken language, they are monologue and dialogue. Monologue consists of planned and unplanned types. Planned monologue shows little redundancy and difficult to comprehend, than unplanned monologue shows more redundancy, and is easier to comprehend.³¹

Based on the definition above it can be concluded that monologue is an act speech that delivered by one person to express something.

2. The Definition of Free Speech

First, according to Henry, freedom of speech is regarded as the first condition of liberty.³² Second, Edstrom, et.al hold that free speech is

²⁸ James Davis, *Dialogue, Monologue and Soliloquy In The Large Lectur Class*, Vol 19, No.2, International Journal of Teaching and Learning in Higher Education. 2007. P.179

²⁹ Firmansyah, at all. *Teaching Speaking Narrative Monologue by Using Shrinking Story Strategy*, English Language Education Study Program of FKIP UNTAN, Pontianak, 2014. P.2

³⁰ Malgorzata Puchalska- Wasyl, *Dialogue, Monologue, and Change of Persective-Three Forms of Dialogicality*, Vol , No 1, *Intrnational Journal for Dialogical Scince*. 2010. P. 69

³¹ Arsi Zahiri, at,all. To What Extent Do Anxiety and Self-Efficacy Effect The EFL Students' English Monologue Speaking Skill?, Vol. 5 No. 9, International Journal of Education and Research, State University of Medan, Indonesia , 2017. P. 153

³² Maria Edstrom. at,al. *Bluring the Lines, Market-Driven and Democracy-Driven Freedom of the Expression*, University of Gothenburg. 2016. P.92

softtest, in the tasted that it generally not regulated by statutory law.³³ Third, Silverglate proposes that Free speech is an important part of human dignity, progress, and liberty.³⁴

Based on definition above the writer concludes that free speech is softtest that used by the writer to know the skill of the students.

D. Action Hypothesis

Based on the theoretical above, the writer formulates the action hypothesis, as follow: “The Implementation of Talking Stick Strategy Can Improve The Students’ Speaking Skills Among The Eight Graders of SMP N 4 Sekampung East Lampung”.

³³Patrick Henry, *Concept, Meaning and Scope of Freedom of Speech and Expression*. P.16

³⁴Harvey A. Silverglate, at. all. *Free Speech on Campus*, United States of America, 2005. P. 2

CHAPTER III

RESEARCH METHODOLOGY

A. Variable and Definition Operational Variable

Definition of operational variable explained about variables that used in this research. This research consisted of two variables. Those were dependent and independent variables.

1. Variable of Research

Dependent variable is the variable which is observed. Dependent variable of this research was speaking skills. Meanwhile, independent variable of this research was Talking Stick strategy. This strategy was useful to improve the students' speaking skills.

2. Operational Definition of Variable

Operational definition is the definition that based on characteristic of the things that would be defined, and it can be observed or measured. Meanwhile, variable could be defined as an attribute of a person or a subject which varies from object to object.³⁵ According to Raymond mark the definition an operational tells us what activities or operation we need to perform to measure a concept or variable.³⁶

Based on the statement, the definition operational of the variable in this research were:

³⁵John creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches*, (Lincoln: SAGE Publications,2002), p.24.

³⁶ Allen Rubin & Earl R Babie, *Essential research Method for Social Work*, (Engaged Learning: United State of America,2010), p.70.

a. Dependent Variable

According to Evelyn Hatch, dependent variable is the major variable that would be measure in the research. Dependent variable was a variable that can improve by an independent variable.³⁷ The dependent variable of this research was speaking skill. The improvement of students' speaking skill could be seen after used Talking Stick Strategy. The way of measured in dependent variable was through oral test. With oral test, the writer knew how far the students improved their speaking. The students could complete their score if they got score ≥ 70 , with the indicator in speaking. There were fluency, pronunciation, vocabulary, grammatical accuracy and interactional strategies.

b. The independent Variable

According to Evelyn, independent variable is variable that the writer suspects may relate to or improve the dependent variable. In a sense, the dependent variable “depends” on the independent variable.³⁸ This variable was measured by observation. To observe this variable the writer was used observation sheet.

The indicators of this variable are:

- 1) The students were good respond to learn speaking skills by using Talking Stick strategy.
- 2) The students speaking skills could be improved.

³⁷ Ibid, p.63

³⁸ Evelyn Hatch and Anne Lazaraton, *The Research Design and Statistics For Applied Statistic*, (USA: Heinle Publisher, 1991), p.64

B. Setting of the Research

This research was conducted at SMP N 4 Sekampung. Which located in Giriklopomulyo street, sekampung, East Lampung. Total of the students were 410 students and total of the class were 25.

C. Subject of the Research

This research was the Classroom Action Research (CAR). The subject of this action research was the students of VIII A at SMP N 4 Sekampung.

The teacher chooses one of her classes that the students had a lower average score in Speaking. Based on the teacher's experience during teaching and learning activities in Speaking of English subject, the teacher indicates that the students were difficult to speech English. Exactly this is the problem solution for making the students better.

Table 4. Total of The Subject Research

No	Class	Gender		Total
		Male	Female	
1	VIII A	13	12	25

D. Action Plan

The kind of research used Classroom Action Research (CAR). According to Tomal, action research is a systematic process of solving educational problems and making improvements.³⁹ It means that action research was the problem-solving process from a learning process.

³⁹ Daniel RTomal ,*Action Research For Educator*, (United States of America: Scarecrow Press, Inc, 2003), p.5

Anne Burns's states that classroom action research is kind of research which did by the teacher as a writer in order to bring improvement on the result of teaching learning process.⁴⁰ Therefore, the main purposed in classroom action research was to solve the problems in teaching learning process and to improved the students' learning result.

From some definitions above, it could be concluded that classroom action research was an effort made by writer to be able to know directly the phenomena that occur around them through action, knowledge, process and so on.

In addition, Kemmis and McTaggart in Anne Burns explained that CAR typically involves four steps in a cycle of classroom action research. They were planning, acting, observing, and reflecting.⁴¹ The first cycle may be continued to the next cycle until the research achieved improving outcome. Accordingly, the cycle of this research was become a spiral process. The cyclical classroom action research was presented as follow:

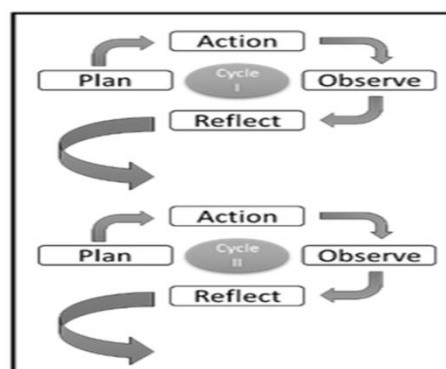


Figure 1. Cyclical Classroom Action Research by Kemmis and McTaggart

⁴⁰Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), p. 2

⁴¹Ibid, p. 8-9

From the design above, there were the explanations about procedures that conducted by the writer in classroom action research in the eighth graders of SMP N 4 Sekampung. The classroom action research design applied in this research was a collaborative classroom action research. In conducting the research, the writer collaborated with the real English teacher of SMP N 4 Sekampung as an observer and collaborator.

The writer played a role as an English teacher who teaches speaking skills by using Talking Stick strategy to the students, while the real English teacher's role was as an observer who observed the action of the research while teaching-learning activities happens in the classroom. Also, the real English teacher acts as a collaborator when helped the writer in designing lesson plan, carrying out the reflection, and determining the follow up of the study. Here, the writer didn't only as an observer but the writer also took actions by making lesson plan and giving assessment. Then, the writer also would collected and analyzed data together with the teacher to know the result of their student speaking skills result.

The reason of why the writer conducted classroom action research because the writer wants to improve the speaking skills of the eighth graders of SMPN 4 Sekampung by using Talking Stick strategy.

According to the Kurt Lewin's action research design, the writer described a plan for Classroom Action Research (CAR) as follows:

1. Cycle 1

a. Planning

Planning is the first step in each activity. Without planning the activity that the writer did cannot be focus. The planning would be reference in doing action. Here were the step that writer made in planning.

- 1) The writer prepared lesson plan based on curriculum 2013 and English syllabus.
- 2) The writer prepared observation sheet.
- 3) The writer prepared the test which would be used in pre-test and post-test.

b. Acting

The second step in the activity is acting. It was be implementation of the planning that writer has made. In this action, the writer done pre-test, treatment and post-test to the students. This action conducted in some meetings. In this implementation, the writer follows the schedule of English subject in the class.

c. Observing

While observing, the writer and collaborator used observation sheet to write down the important things as long as the learning process happened. From the observation sheet the writer and collaborator know the result of the students learning activities.

d. Reflecting

The last step is reflecting. By doing reflecting, the writer knew the strength and weakness of the action. In this step the writer compared the score before and after. The writer compared their score in every cycle. It was aim to see whether the students' score improved or not.

The research did with a collaborative English teacher of SMP N 4 Sekampung, She is Mrs. Sri Rukmini, S.Pd as collaborator.

2. Cycle 2

a. Planning

- 1) Studied the result of reflecting in cycle 1.
- 2) Prepared the lesson plan, syllabus, observation sheet, material and media of learning, and test for pre-test and post-test.

b. Acting

- 1) Pre Teaching Activities
 - a) The writer praying and greeting the students.
 - b) The writer checking the attendant list.
 - c) The writer choosing the appropriate with the material going to be taught.
- 2) While Teaching Process.
 - a) The writer applying the lesson plan that did in learning process.
 - b) The writer bring the learning to students.

c) The writer among the students to control their activities.

3) Post Teaching Activities.

a) The writer asking the students to answer some question.

b) The writer giving the conclusion of the material.

c) The writer giving score for students.

c. Observing

In this step, the writer observed the process of teaching learning by using observation sheet, there were:

1) The real teacher observed of teaching learning activity in the classroom, which includes class situation, teacher's performance, and students' response.

2) Students are given the test after CAR in cycle 2.

3) The writer calculated students' improvement scores from test before CAR to test after CAR in cycle 1 to test after CAR in cycle 2

d. Reflecting

The writer corrected and analyzed the result of the action. By reflecting, the writer knew the insufficient and strength of the action. In the step the writer compared the score distribution of pre-test and post-test. The writer reviewed and reflected on the students' attitude whether it was positive or negative. So, the writer could stop this research until cycle II.

E. Data Collecting Technique

In collect the data, the writer used test, documentation, observation and field note.

1. Test

Brown states that a test was a method of measuring a person's ability, knowledge, or performance in a given domain.⁴² It is a set of question used to measure the achievement or capability of individual class.

a. Pre-test

Pre test was conducted before presenting the treatments to know, how far the students Speaking. The kind of test in this research was Speaking test. The students were delivers some free speech.

b. Post- test

The post test was conducted in order to know the progress of students speaking skill by using talking stick strategy after the treatment. The test was the students' describe about descriptive text.

2. Documentation

Documentation was the instrument to collect data about the event in past, than the writer selected this data to elect an appropriate data based on focus and objective of the study.

Therefore, the writer used documentation obtain data about state of the students', the history of SMP N 4 Sekampung, state of

⁴² Douglas Brown, Language assessment Principles and ClassroomPractices, (San Francisco: Longman,2004), p. 3.

environment, the state of teacher, staff and organizational structured, and geographical condition of the school.

Moreover, the writer used documentation about archives planning learning activity and the results of the students' activity, and used documentation in the pictures to prove about the students' pictures during the learning process.

3. Observation

In this research observing the students' behaviors and students' activities in the learning process to know how the process of learning was held. In doing the observation, the writer made the observation sheets that contains of list of the students' activities. The object of this observation was the students and the teacher's activities in implementation talking stick strategy which observed and notice by the observer.

4. Field Note

The writer used field note to make easy when analyzed and collected the data more accurately. The writer used this method to know students' activities and record all the data during teaching process is was done after finishing learning process.

F. Data Analysis Technique

In this research, the writer analyzed the data by using SPSS application to know the differences score between pre test and post test of the students.

G. Indicator of Success

The indicator of the success was taken from the process and the result of the action research. To know the gain of the writer compared between pre test and post test. Then, the result was matched by completeness the criteria minimum standard at the school at least 70. The writer did the research and made target 80% students active in learning process.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

1. The Description of SMP N 4 Sekampung

This research was conducted at SMP N 4 Sekampung, which is located on Giriklopomulyo street, Sekampung, East Lampung. The vision of this school is creates the school that has good quality, good achievement and good attitude. This school's mission include: first, doing teaching and guiding effectively to increase students achievement. Second, create students to get good attitude and to be creative. Third, create students' discipline and responsibility. Last, create healthy environment.

2. The Condition of Teacher and Official Employers in SMP N 4 Sekampung in Academic Year of 2019/2020

The condition of teacher and official employers in SMP N 4 Sekampung can be seen in the chart below:

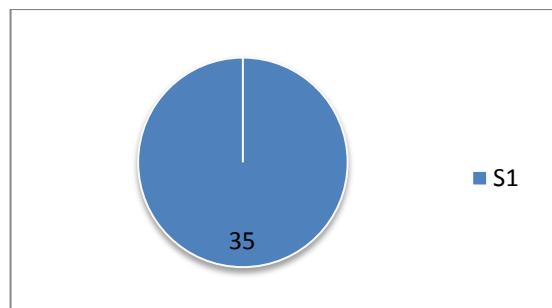


Figure 2. The Condition of Teachers and Official Employers

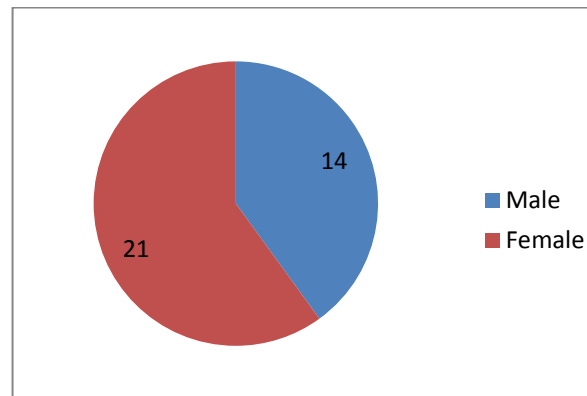


Figure 3. The Gender of Teachers and Official Employers

Based on figure 2. and 3. above, it can be seen that there are 35 teachers and official employers in SMP N 4 Sekampung. There were 14 male and 21 female.

3. Total of the Students at SMP N 4 Sekampung in Academic Year of 2019/2020

Total of the students at SMP N 4 Sekampung can be seen in the chart below:

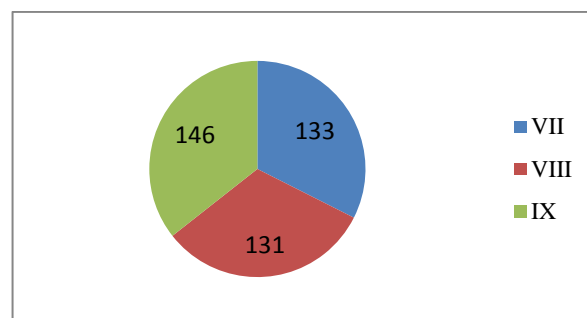


Figure 4. Total of the Students at SMP N 4 Sekampung

Based on the figure 4. above, it can be seen that there are 410 students. It divided into some classes. In class VII there are 133 students, in class VIII there are 131 students, and in class IX there are 146 students.

B. Description of the Research Result

In this research before the process of cycle one, the writer conducted the pre-test on 16th September 2019. The result of the students' pre-test score can be seen on the table as follows:

Table 5. Table of the Students Pre-test Result

	N	Minimum	Maximum	Sum	Mean
Score Pre Test	25	50	70	1488	59,52
Valid N (listwise)	25				

Table 6. Frequency of Students' Score at Pre-Test

NO	Score	Frequency	Percentage (%)	Criteria
1	≥ 70	6	24%	Complete
2	< 70	19	76%	Incomplete
Total		25	100%	

Based on the table 6. above, it can be seen that only 24% (6 students) got complete score, then 76% (19 students) got incomplete score. While the standard minimum for English lesson in SMP N 4 Sekampung at least 70. It was the lowest score from standard score. That is the reason, why the writer chosed talking stick strategy to improve their speaking skill in SMP N 4 Sekampung East Lampung.

1. Cycle 1

a. Planning

In this stage the writer to collaborative with an English teacher class is Mrs. Sri Rukmini. The writer and the collaborator planned to give material about descriptive text. The writer and the collaborator prepared several things related to teaching and learning process such as: prepared the lesson, prepared the material, made the instrument that would be examined as the

pre-test and post-test in the cycle 1, prepared the strategy that used is talking stick strategy, made observation sheet of the students' activity, identified the problem and found the cause of problem at the first and the end of learning activities, and the writer planned to give evaluation to measure how far the material that have been taught can be accepted by the students.

b. Acting

1) The First Meeting

The first meeting was conducted on 17th September 2019. The writer opened the lesson by greeting, checking the attendance list and motivating the students. After that the writer explained what they were going to learn and what to be reach.

The writer explained the material about descriptive text, Do you know what is descriptive text is? The writer explained about the definition, function, structure, and example of descriptive text. After finishing her explanation, she gave the students a chance to ask questions.

Than the writer divided the students into small group contain 4 students after that the writer gave them a text of descriptive, the writer gave instruction to read in 10 minutes and retell of the text, so when discussion time was over, the students are given the talking stick in turn, student who got a talking stick have to speak convoy a simple monologue about descriptive text. Each group who didn't get the talking stick yet has to listen their friend well.

After all students got their turn, the writer lead the class, ask them “do you understand or not”? They replied “yes” or just a little miss. Writer asked the students about the difficulties that students experienced during the learning process, along with some reflection materials have been studied to determine the students, impression and suggestion for improvement in an effort to provide the motivation and to accomplish the task given. Writer closed with greeting and praying.

2) The second meeting

The second meeting was conducted on 23th September 2019. The writer began the lesson in the class by praying, greeting the students, checking the attendance list and asking the students' condition.

In this time, the writer reviewed the material in the last meeting. The writer reviewed explanation the material of descriptive text, than the writer divided the students into small group contain 4 students after that the writer gave them a story of descriptive text, the writer gave instruction to read in 10 minutes and retell of the text, so when discussion time was over, the students were given the talking stick in turn, student who got a talking stick have to speak convoy a simple monologue about descriptive text. Each group who didn't get the talking stick yet has to listen their friend well.

After all students got their turn, the writer lead the class, asked them “do you understand or not”? They replied “yes” or just a little miss. Writer asked the students about the difficulties that students experienced during the learning process, along with some reflection materials have been studied to

determine the students, impression and suggestion for improvement in an effort to provide the motivation and to accomplish the task given. Writer closed with greeting and praying.

3) Post Test 1

The third meeting was conducted on 24th September 2019. This meeting used to post-test 1 after the students given action. The meeting started by greeting, praying and checking the attendance list, and asking the students condition. Then, the writer gave post-test to the students to speak monolog about descriptive text.

In the post-test 1 the result of the students' test was better than the students' test before giving treatment. In this session, the writer got the result of the students' post-test 1 in cycle 1. The result can be seen as follow:

Table 7. Table of the Students Post-test 1 Result of Cycle 1

	N	Minimum	Maximum	Sum	Mean
Score Post Test 1	25	60	80	1744	69,76
Valid N (listwise)	25				

Table 8. Frequency of Students' Score at Post-test in Cycle I

No	Score	Frequency	Precentage(%)	Criteria
1	≥70	17	68%	Complete
2	<70	8	32%	Incomplete
Total		25	100%	

Based on the data above can be seen that 68% (17 students) got complete score, 32% (8 students) got incomplete score. It was higher than the result of pre test. The criteria of the students who was successful in

mastering the material was the students who got minimum score of 70.

Learning process was said success, when 80% got score above 70. The fact showed that the result was unsatisfactory.

c. Observing

The writer conducted 2 meetings in cycle I. The writer gave material about descriptive text. Some students could be active to join the discussion whenever there were some students didn't active and made condition of the class be noise. Here the result observation sheet of students' activity.

Table 9. The Students' Activities Result in Cycle 1

No	Name	First meeting		Second meeting		Category
		Act	Percentages	Act	Percentages	
1	AS	2	40%	3	60%	Improve
2	AA	2	40%	3	60%	Improve
3	AN	1	20%	2	40%	Improve
4	AW	2	40%	3	60%	Improve
5	DS	3	60%	3	60%	Constant
6	DN	2	40%	2	40%	Constant
7	DR	3	60%	2	40%	Decrease
8	FM	1	20%	2	40%	Improve
9	GR	3	60%	3	40%	Constant
10	HA	3	60%	2	40%	Decrease
11	IS	2	40%	3	60%	Improve
12	LH	2	40%	3	60%	Improve
13	LA	3	60%	2	40%	Decrease
14	MI	1	20%	2	40%	Improve
15	MN	2	40%	3	60%	Improve
16	NA	2	40%	2	40%	Constant
17	RW	1	20%	3	60%	Improve
18	RP	3	60%	2	40%	Decrease
19	RK	2	40%	3	60%	Improve
20	RU	1	20%	2	40%	Improve
21	SW	2	40%	3	60%	Improve
22	SM	3	60%	3	60%	Constant
23	UL	3	40%	3	40%	Constant
24	WA	3	60%	2	40%	Decrease
25	YB	3	60%	3	60%	Constant

The students Score Criteria:

1. Pay attention to the teachers' explanation
2. Active in the groups
3. Work together
4. Making note from the material
5. Doing the task

Remarks:

Score 1, with percentage 20 % = Low

Score 2, with percentage 40 % = Enough

Score 3, with percentage 60 % = Good

Score 4, with percentage 80 % = Very good

Score 5, with percentage 100 % = Excellent

Table 10. Frequency of Students Activities Result in Cycle 1

No	Score	First Meeting		Second Meeting		Category
		Frequency	Percentages	Frequency	Percentages	
1	5	-	-	-	-	Excellent
2	4	-	-	-	-	Very Good
3	3	10	40%	12	48%	Good
4	2	10	40%	13	52%	Enough
5	1	5	20%	-	-	Low
Total		25	100%	28	100%	

Table 10. shows that the learning process was sufficient. Although there were some of students made noisy, it can be inferred that the learning process has done well. It can be seen in the first meeting the students got 40% of good in learning process, 40% got enough and then 20% got low. Therefore the second meeting the students more active than first meeting.

d. Reflecting

From the result of cycle I, it showed that there was an improving of the result at pre-test and post-test 1. The students were interested enough in learning process although the condition of learning process still uncontrolled. Some students still did not focus on the material, and made the condition be noise.

English learning process at cycle 1 was succesful enough, although the students' average score was low. Nevertheless, there was an improvement score of the students post test 1 than pre test score. This is the table of illustration score in cycle 1:

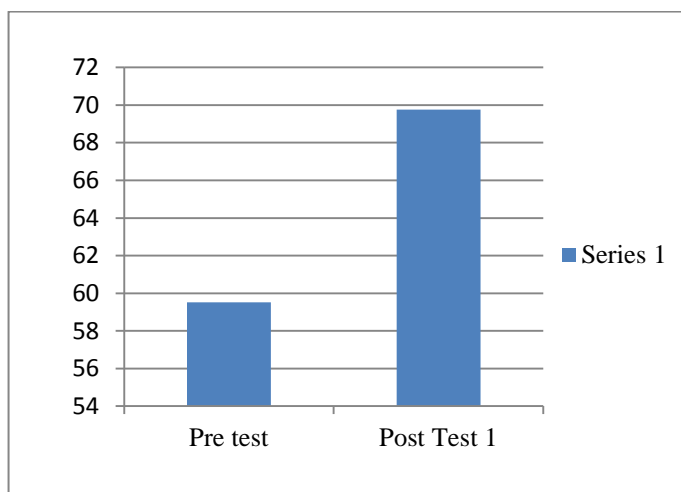


Figure 5. The Average of the Students' Speaking Skill Score on Pre-Test and Post-Test 1

Table 11. Table of the Result Score of Students' Speaking skill Pre test and Post test 1

No	Name	Students Result			
		Pre test	Post test 1	Improve	Criteria
1	AS	70	78	8	Improve
2	AA	50	70	20	Improve
3	AN	70	78	8	Improve
4	AW	50	70	20	Improve
5	DS	50	70	20	Improve
6	DN	60	70	10	Improve
7	DR	62	70	50	Improve
8	FM	70	70	0	Constant
9	GR	52	60	8	Improve
10	HA	60	70	10	Improve
11	IS	52	60	8	Improve
12	LH	50	70	20	Improve
13	LA	50	80	30	Improve
14	MI	60	62	2	Improve
15	MN	60	70	10	Improve
16	NA	62	62	0	Constant
17	RW	70	70	0	Constant
18	RP	62	60	-2	Decrease
19	RK	70	80	10	Improve
20	RU	52	60	8	Improve
21	SW	52	62	10	Improve
22	SM	60	80	20	Improve
23	UL	70	80	10	Improve
24	WA	62	62	0	Constant
25	YB	62	80	18	Improve
Total		1488	1744		
Average		59.52	69.76		
High score		70	80		
Low score		50	60		

In this research the writer gave pre test and post test it aimed to know the students speaking skill. From the average score of pre test and post test 1 above, it can be seen that there was an improving of students speaking skill. The average score in pre test was 59.52 and the average score in post test 1 was 69.76.

Based on the analyzing above, the writer concluded that this research should be continuing in cycle II. The writer tried to get solution as follow:

- 1) The writer should manage class well.
- 2) The writer asked the students to focus on study and not make a noises.
- 3) Writer should motivate students to be more active in the class.

2. Cycle II

Cycle II were similar to cycle I, it was divided into planning, acting, observing, and reflecting. It was explained more detail as follow:

a. Planning

In this step the writer to collaborated with the English Teacher in the school Mrs. Sri Rukmini. The writer and the collaborator would like to make and discuss about the lesson plan. Based on the students' result in cycle I, the writer and collaborator concluded that the problems were; some students were not confident and shy if they speak English, they difficult to express their idea, the students were afraid if they make a mistake. Therefore, the writer and collaborator tried to revise the several problems that appeared in cycle I and arranged lesson plan for continuing in cycle II.

b. Acting

1) The first meeting

The first meeting was done on 30th September 2019. Before the writer began the lesson, the writer greetings to the students when entering the classroom, checking the attendance list and asking the students' condition, gave an idea to the students about the teaching materials would be learned and make sure that students were ready to learn.

The writer started with some questions about previous material, “Do you remember the previous material? What is descriptive text? Students answered enthusiastically. After finishing her explanation, the writer gave the students a chance to ask question.

Then the writer divided the students into small group contain 4 students after that the writer gave them a text of descriptive, she gave instruction to read in 10 minutes and retell of the text, so when discussion time was over, the students were given the talking stick in turn, student who got a talking stick have to speak convey a simple monologue about descriptive text. Each group who didn't get the talking stick yet has to listen their friend well. Students were given the correction if they made mistakes in pronunciation, intonation, or stress pattern after they have finished speaking their monolog.

After all students got their turn, the writer lead the class, and asked the students about the difficulties that students experiences during the learning process, along with some reflection materials have been studied to determine the students, impression and suggestion for improvement in an effort to provide the motivation and to accomplish the task given. Writer lesson closed with greeting.

2) The second meeting

The second meeting was conducted 1st October 2019, she began the lesson in the class by praying greeting the students, checking the attendance list and asking the students' condition.

In this time, the writer reviewed the material in the last meeting. The writer reviewed explanation the material of descriptive text, than the writer divided the students into small group contain 4 students after that the writer gave them a story of descriptive text, the writer gave instruction to read in 10 minutes and retell of the text, so when discussion time was over, the students were given the talking stick in turn, student who got a talking stick have to speak convey a simple monologue about descriptive text. Each group who didn't get the talking stick yet has to listen their friend well. Students were given the correction if they made mistakes in pronunciation, intonation, or stress pattern after they have finished speaking their monolog.

3) Post Test 2

To know how success the learning in improving the students' speaking skill by using talking stick strategy at the cycle 2, the post test did on 7th October 2019. The writer asked the students to speech monolog about descriptive text and practiced it by using talking stick strategy. The post test 2 has finished, the result of it can be seen in the table bellows:

Table 12. The Students' Speaking Skill Score of Post-Test in Cycle 2

	N	Minimum	Maximum	Sum	Mean
Score Post Test 2	25	70	90	2038	81.52
Valid N (listwise)	25				

Table 13. Frequency of Students' Score of the Post-test in Cycle 2

No	Score	Frequency	Percentage (%)	Criteria
1	≥ 70	25	100%	Complete
2	< 70	0	0%	Incomplete
Total		25	100%	

The table above is the result of students' score at post-test 2. It can be seen that there was an improving from the score of post-test 1 and post-test 2. There were 25% (25 students) got complete score and 0% (0 students) got incomplete score. The average score was 81.52. The average score on post-test 1 was 69.76. It means that there was an improving score from post-test 1 and post-test 2.

c. Observing

The observing was done by the writer that presented about two meeting in cycle 2. In this stage the students more active and enthusiastic in following the teaching learning process. It can be seen as follow:

Table 14. The Students' Activities Result in Cycle II

No	Name	First meeting		Second meeting		Criteria
		Act	Percentages	Act	Percentages	
1	AS	4	80%	5	100%	Improve
2	AA	4	80%	4	80%	Constant
3	AN	5	100%	5	100%	Constant
4	AW	3	60%	4	80%	Improve
5	DS	5	100%	4	80%	Decrease
6	DN	4	80%	5	100%	Improve
7	DR	5	100%	4	80%	Decrease
8	FM	3	60%	4	80%	Improve
9	GR	4	80%	5	100%	Improve
10	HA	4	80%	5	100%	Improve
11	IS	4	80%	5	100%	Improve
12	LH	5	100%	5	100%	Constant
13	LA	4	80%	5	100%	Improve
14	MI	3	60%	4	80%	Improve
15	MN	4	80%	5	100%	Improve
16	NA	4	80%	5	100%	Improve
17	RW	5	100%	4	80%	Decrease
18	RP	3	60%	5	100%	Improve
19	RK	4	80%	5	100%	Improve
20	RU	4	80%	5	100%	Improve
21	SW	4	80%	4	80%	Constant
22	SM	5	100%	5	100%	Constant
23	UL	5	100%	5	100%	Constant
24	WA	3	60%	4	80%	Improve
25	YB	4	80%	5	100%	Improve

The students Score Criteria:

1. The students to attention explanation from the teacher
2. Active in the group
3. Work together
4. Making note from the material
5. Doing the task

Remarks:

Score 1, with percentage 20 % = Low

Score 2, with percentage 40 % = Enough

Score 3, with percentage 60 % = Good

Score 4, with percentage 80 % = Very good

Score 5, with percentage 100 % = Excellent

Table 15. Frequency of Students Activities Result in Cycle 2

No	Score	First Meeting		Second Meeting		Category
		Frequency	Percentages	Frequency	Percentages	
1	5	7	28%	16	64%	Excellent
2	4	13	52%	9	36%	Very Good
3	3	5	20%	-	-	Good
4	2	-	-	-	-	Enough
5	1	-	-	-	-	Low
Total		25	100%	25	100%	

Table 15 shows that the learning process was successful. It can be inferred that the learning process has done well and the student were active in the class than cycle 1.

d. Reflecting

The result of cycle II was better than cycle I. There was a significant improvement in this cycle. The condition of the class was getting better than before. The students listened to the teacher's explanation and did not make noisy in learning activity. The students more active during discussion occurred and the student more confident, bravest to present and express their idea to speak English.

Finally, the writer concluded that the problems had been solved by used talking stick strategy. The teacher should motivate students to always read a lot of English text and motivate the passive students in order to be brave to express their idea. Furthermore, it proved that talking stick strategy could improve the students' speaking skill.

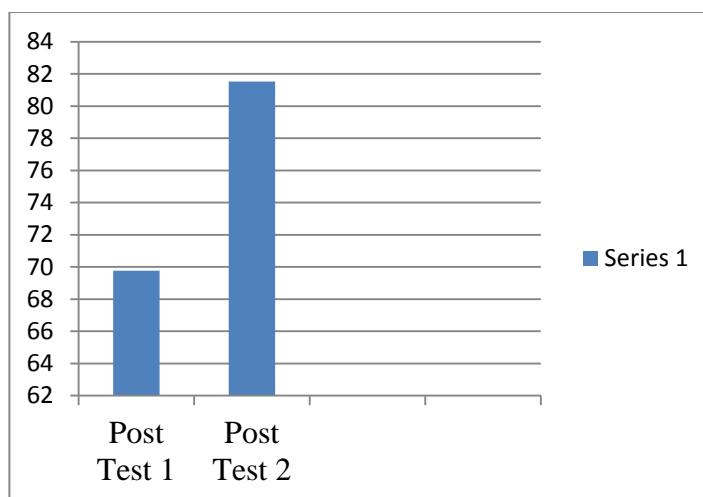


Figure 6. The Average of the Students' Score on Post-Test 2

Table 16. The Result Score of Students Post Test 1 and Post Test 2

No	Name	Post test 1	Post test 2	Improve	Criteria
1	AS	78	90	12	Improve
2	AA	70	80	10	Improve
3	AN	78	90	12	Improve
4	AW	70	90	20	Improve
5	DS	70	84	14	Improve
6	DN	70	84	14	Improve
7	DR	70	80	10	Improve
8	FM	70	84	14	Improve
9	GR	60	78	18	Improve
10	HA	70	80	10	Improve
11	IS	60	78	18	Improve
12	LH	70	80	10	Improve
13	LA	80	90	10	Improve
14	MI	62	78	16	Improve
15	MN	70	80	10	Improve
16	NA	62	70	8	Improve
17	RW	70	84	14	Improve
18	RP	60	78	18	Improve
19	RK	80	80	0	Constant
20	RU	60	70	10	Improve
21	SW	62	70	8	Improve
22	SM	80	90	10	Improve
23	UL	80	90	10	Improve
24	WA	62	70	8	Improve
25	YB	80	90	10	Improve
Total		1744	2038		
Average		69.76	81.52		
High Score		80	90		
Low Score		60	70		

Based on the table 16. above, it could be concluded that there was an improving on post test 1 and post test 2. The average score in post test 1 was 69.76. Then, the average score in post test 2 was 81.52.

C. Interpretation

1. Action and Learning Result at Cycle 1

English learning process at cycle 1 was successful enough, although the students' average score was low. Nevertheless, there was an improvement score of the students post test 1.

In this research, the writer gave pre test and post test 1 it aimed to know the students' speaking skill before and after treatment. From the average score of pre test and post test1 above, it can be seen that score in pre-test was 59.52 and score in post-test 1 was 69.76.

2. Action and Learning Result at Cycle II

Teaching and learning process at cycle 2 was on climax situation.

The students score was improve significantly and the condition of the class was conducive.

Table 17. The Result Score of Students' Pre test, Post test 1 and Post test 2

	N	Minimum	Maximum	Sum	Mean
Score Pre Test	25	50	70	1488	59.52
Score Post Test 1	25	60	80	1744	69.76
Score Post Test 2	25	70	90	2038	81.52
Valid N (listwise)	25				

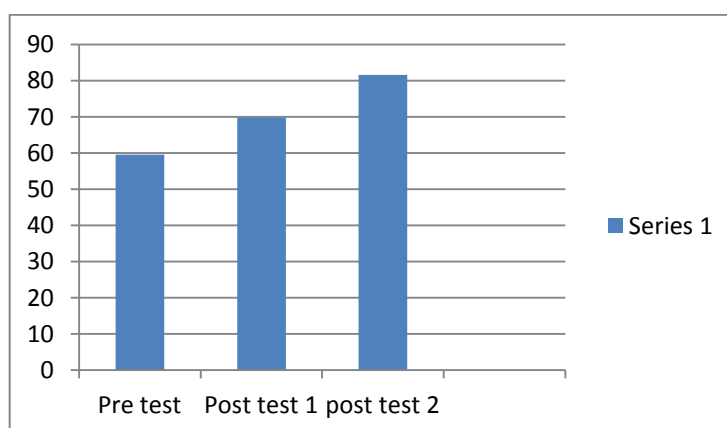


Figure 7. The Comparison of The Students' at Pre Test, Post Test 1 And Post Test 2

Based on the table and figure 7. above, it could be concluded that there was an improving on pre test, post test 1 and post test 2. The average score

in pre test was 59.52, the average of post test 1 was 69.76, and the average score in post test 2 was 81.52.

3. The Result of the Students' Activity

This observation sheet result was gotten when the learning process happened by the writer. The result of the students' activities in Cycle I and Cycle II can be seen in this table as follow:

Table 18. The Result of the Students' Activity in cycle 1 and cycle 2

No	Name	Cycle 1		Cycle 2	
		Meeting 1	Meeting 2	Meeting 1	Meeting 2
1	AS	2	3	4	5
2	AA	2	3	4	4
3	AN	1	2	5	5
4	AW	2	3	3	4
5	DS	3	3	5	4
6	DN	2	2	4	5
7	DR	3	2	5	4
8	FM	1	2	3	4
9	GR	3	3	4	5
10	HA	3	2	4	5
11	IS	2	3	4	5
12	LH	2	3	5	5
13	LA	3	2	4	5
14	MI	1	2	3	4
15	MN	2	3	4	5
16	NA	2	2	4	5
17	RW	1	3.	5	4
18	RP	3	2	3	5
19	RK	2	3	4	5
20	RU	1	2	5	5
21	SW	2	3	4	4
22	SM	3	3	5	5
23	UL	3	3	5	5
24	WA	3	2	3	4
25	YB	3	3	4	5
Total		55	64	103	116
Average		2.2	2.56	4.12	4.64

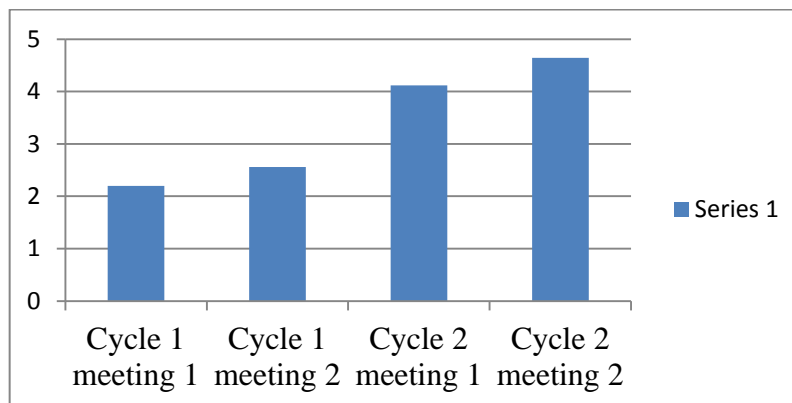


Figure 8. The Comparison of Percentage Students' Activity in Cycle I and Cycle II

Based on figure 8. above, it could be concluded that there was an improving of students' activities during the learning processing cycle I and cycle II through talking stick strategy. It means that talking stick strategy had positive effect toward the teaching learning process.

Based on the result of post test cycle 2 the writer concluded that every students got minimal score 70, and the students 80% was active in learning process. It means this research already to achieve indicator of success and this research regarded finished.

CHAPTER V

CONCLUSION AND SUGGESTION

In line the results presented in the previous chapter, some conclusion and suggestion can be drawn as follow:

A. Conclusion

Talking stick strategy can improve the students' speaking skill. The Students were achieving during teaching learning process. Talking stick strategy applies learning community that made students more active. It made them enthusiast and more confidence to speak English. It was supported by the improved of their result score. It can be seen that there was an improving from the score of post-test 1 and post-test 2. In the post-test 2 there were 25% (25 students) got complete score and 0% (0 students) got incomplete score. The lowest score was 70, the highest score was 90, and the average score is higher than 80. The average score on post-test 1 is higher than 68. It means that there was an improving score from post-test 1 and post-test 2. It means that the result of the 2 cycle has already reached the indicator of success that is 80% of the students got score 70 or more. and this research regarded finished.

B. Suggestion

Based on the result of the research above, the writer would like to suggestion as follow:

1. For Students, suggested to:
 - a. Active in learning process especially English speaking subject.
 - b. Improved their speaking skills through talking stick strategy.
2. For English Teacher, suggested to:
 - a. Have various strategy like talking stick strategy to teach English, especially to improve the student's speaking skill.
 - b. Prepared some books to improve their knowledge especially in English subject.
3. For Headmaster, suggested to:
 - a. Support the English learning process by the preparing the facilitations and instruments completely.
 - b. Recommended to make the further research about improving speaking skill through talking stick strategy.

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APPENDICES

SILABUS PEMBELAJARAN

Satuan Pendidikan : SMP/MTs
Mata Pelajaran : Bahasa Inggris
Kelas : VIII (Delapan)

Kompetensi 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 pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
 KI 4 : Mencoba, mengolah, dan menyaji 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.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya .	Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda <ul style="list-style-type: none"> • <i>Fungsi sosial</i> Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. • <i>Struktur text</i> (gagasan utama dan informasi rinci) a. Menyebutkan nama orang, binatang, benda dan nama bagian- 	Mengamati <ul style="list-style-type: none"> • Menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. • Membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. • Dengan bimbingan guru, mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari 	KRITERIA PENILAIAN <ul style="list-style-type: none"> • Tingkat ketercapaian fungsi sosial teks deskriptif tentang orang, binatang, benda, pendek dan sederhana. • Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, 	16 JP	<ul style="list-style-type: none"> • Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan

<p>4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.</p> <p>4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>bagiannya yang dipilih untuk dideskripsikan</p> <p>b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan</p> <p>c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p>Panjang teks: kurang lebih 6 (tiga) kalimat.</p> <ul style="list-style-type: none"> • <i>Unsur kebahasaan</i> <ol style="list-style-type: none"> (1) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (<i>-s</i>). (2) Kata ganti <i>it, they, she, we</i>, dst.; <i>our, my, your, their</i>, dst. (3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan <i>quite, very</i>. (4) Frasa nominal seperti <i>dark brown, cute little cat, beautiful red flower</i> (5) Kata kerja untuk 	<p>setiap teks tersebut.</p> <p>Menanya Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</p> <p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> • Secara kolaboratif, mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda. • Membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> - fungsi sosial setiap teks - nama orang, binatang, benda yang dideskripsikan - sifat orang, binatang, benda yang dideskripsikan - tindakan orang, binatang, 	<p>benda dalam teks derkriptif.</p> <ul style="list-style-type: none"> • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. • Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif. <p>CARA PENILAIAN: SIKAP</p> <ul style="list-style-type: none"> • Observasi • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses 	<p>benar dan akurat</p> <ul style="list-style-type: none"> • Contoh teks dari sumber otentik • Sumber dari internet, seperti: <ul style="list-style-type: none"> - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.britishcouncil.org/en/ - https://www.google.com/
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	<p>menyatakan keadaan dan tindakan rutin dalam simple present tense: <i>be, have, go, play, get, take</i>, dll.</p> <p>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan</p> <p><i>Topik</i> Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<p>benda yang dideskripsikan</p> <ul style="list-style-type: none"> - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan • Secara kolaboratif meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. <p>Menalar/Mengasosiasi</p> <ul style="list-style-type: none"> • Membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur 	<p>pembelajaran di setiap tahapan.</p> <ul style="list-style-type: none"> • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas. • Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan kesulitannya. <p>PENGETAHUAN</p> <ul style="list-style-type: none"> • Tes tertulis Membaca dan menulis teks deskriptif yang menuntut pemahaman dan 		
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		<p>kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).</p> <ul style="list-style-type: none"> • Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 	<p>pemaparan tentang deskripsi orang, binatang, benda.</p> <ul style="list-style-type: none"> • Portofolio Menilai penggunaan fungsi sosial, unsur kebahasaan, dan struktur teks melalui karya-karya peserta didik dalam bentuk teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat. <p>KETERAMPILAN.</p> <ul style="list-style-type: none"> • Unjuk kerja Simulasi dan/atau bermain peran (<i>role play</i>) dalam bentuk interaksi dengan menyebutkan dan menanyakan deskripsi orang, binatang, benda • Portofolio Penilaian melalui karya-karya peserta 		
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			<p>didik dalam bentuk teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat melalui tahap draf, telaah, perbaikan sampai menghasilkan karya terbaik sesuai dengan fungsi sosialnya.</p> <ul style="list-style-type: none">• Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas.		
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 4 SEKAMPUNG
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/1
Materi Pokok : Describing people, animal, and thing
Tahun Pelajaran : 2019/2020
Alokasi Waktu : 2x45 Menit

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4 : Mencoba, mengolah, dan menyaji 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

No	Kompetensi Dasar	Indikator
1	3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya .	3.1.1 Mengidentifikasi fungsi sosial teks deskriptif. 3.1.2 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis tentang orang. 3.1.3 Mengidentifikasi makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana 3.1.4 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis tentang binatang sesuai dengan konteks penggunaannya. 3.1.5 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis tentang benda sesuai dengan struktur konteks penggunaannya.

2	4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.	4.11.1 Melengkapi teks deskriptif tulis sangat pendek dan sederhana 4.11.2 Memahami makna kosa kata tentang benda (noun) dan kata sifat (adjective). 4.11.3 Mempelajari kosa kata baru tentang benda, dan kata sifat dalam descriptive text.
3	4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.12.1 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang orang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. 4.12.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang binatang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. 4.12.3 Melengkapi teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang orang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. 4.12.4 Melengkapi teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Tujuan Pembelajaran

1. Pertemuan Pertama

3.11.1.5 Mengidentifikasi struktur teks dan unsur kebahasaan dalam teks deskriptif lisan dan tulis tentang benda sesuai dengan konteks penggunaannya.

4.11.1 Melengkapi teks deskriptif tulis sangat pendek dan sederhana

2. Pertemuan Kedua

4.11.2 Memahami kosa kata baru tentang benda dan kata sifat

4.11.3 Mengetahui dan mengingat kosa kata tentang benda, tempat, dan kata sifat.

D. Materi Pembelajaran

Teks deskriptif pendek dan sederhana tentang orang, binatang dan benda

1. Fungsi Sosial dari ungkapan:

Membanggakan, mengenalkan, mengidentifikasi, mengkritik.

2. Struktur Teks (gagasan utama dan informasi rinci)

- menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.
- menyebutkan sifat orang, binatang, benda dan bagiannya.
- menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. Panjang teks kurang lebih 5 (lima) kalimat.

3. Unsur Kebahasaan dari ungkapan sapaan dan pamitan, yaitu:

- Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s)
 - Kata ganti *it, they, she, we*, dst.; *our, my, your, their*, dst.
 - Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite, very, smart*.
 - Frasa nominal seperti *dark brown, cute little cat, beautiful red flower*
 - Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
 - Ucapan, tekanan kata, intonasi, ejaan dan tanda baca.
4. Fokus nilai nilai yang harus dimiliki peserta didik.
- Percaya diri
 - Kerjasama
 - Tanggung jawab

E. Metode Pembelajaran

Metode : Talking Stick Strategy

F. Media, Alat, dan Sumber Pembelajaran

1. Media

Gambar orang, binatang, benda

2. Alat/Bahan

Papan tulis, spidol, tongkat.

3. Sumber belajar

Kementerian Pendidikan dan Kebudayaan. 2014. Bahasa Inggris *When English Rings a Bell* SMP/MTs Kelas VIII.

G. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan Pertama (2x 60 menit)	Waktu
A. Kegiatan Pendahuluan 1) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik. 2) Guru memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari. 3) Guru mengajukan pertanyaan tentang materi Bahasa Inggris	10 Menit

3) Guru menjelaskan rencana kegiatan pembelajaran	
2. Pertemuan Kedua (2x 60 menit)	Waktu
A. Kegiatan Pendahuluan	10 Menit
<p>1) Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.</p> <p>2) Guru memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.</p> <p>3) Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.</p> <p>4) Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.</p> <p>5) Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.</p>	40 Menit
B. Kegiatan Inti	
1) Mengamati	
<p>a) Peserta didik diberikan motivasi atau rangsangan untuk memusatkan perhatian pada topik.</p> <p>b) Peserta didik menuliskan kata sifat yang telah dibaca dari tayangan</p>	
2) Menanya	
<p>a) Dengan bimbingan guru peserta didik menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks.</p>	
3) Mencoba/Mengumpulkan Data atau Informasi	
<p>a) Membaca rujukan teks dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari deskriptif teks tentang orang, binatang, dan benda.</p> <p>b) Membaca semua teks deskriptif tentang orang, binatang, dan benda lain. Secara lebih cermat dengan mengidentifikasi dan menyebutkan fungsi sosial dari setiap teks, nama orang, binatang atau benda yang di deskripsikan, kosa kata dan tata bahasa, ucapan, tekanan, ejaan, dan tanda yang digunakan.</p>	
4) Mengasosiasi/Menganalisis Data atau Informasi	10 Menit
<p>a) membandingkan fungsi sosial dan struktur teks tentang benda dan menuliskannya dalam bahasa Indonesia</p>	
5) Mengomunikasikan	
<p>a) Secara individu peserta didik melengkapi teks deskriptif rumpang tentang binatang</p> <p>b) Secara individu peserta didik menjawab pertanyaan berdasarkan teks deskriptif</p> <p>c) Secara individu peserta didik mengungkapkan deskripsi</p>	

tentang binatang dari gambar binatang yang di persiapkan

C. Penutup

- 1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- 2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
- 3) Guru menjelaskan rencana kegiatan pembelajaran berikutnya.

H. Penilaian

1. Jenis penilaian : Penilaian Kognitif
2. Bentuk Instrumen : Tes Lisan
3. Pedoman Penskoran : (Terlampir)

Sekampung, September 2019

Guru Mata Pelajaran



Sri Rukmini, S.Pd.
NIP.19750823 200604 2 016

Peneliti



Lilik Nurbaidah
NPM.1501070073

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP N 4 Sekampung
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/1
Materi Pokok : Describing people, animal, and thing
Tahun Pelajaran : 2019/2020
Alokasi Waktu : 2X45 Menit

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
KI 4 : Mencoba, mengolah, dan menyaji 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

No	Kompetensi Dasar	Indikator
1	4.12Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.12.1 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang orang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. 4.12.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang binatang dengan memperhatikan fungsi sosial, strukturteks, dan unsure kebahasaan, secara benar dan sesuai konteks. 4.12.3 Melengkapi teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang orang dengan memperhatikan fungsisosial, strukturteks, dan unsure kebahasaan, secara benar dan sesuai konteks. 4.12.4 Melengkapi teks deskriptif lisan dan tulis sangat pendek dan sederhana,

		tentang binatang, dengan memperhatikan fungsisosial, strukturteks, dan unsur kebahasaan, secara benar dan sesuai konteks.
--	--	---

C. Tujuan Pembelajaran

3. Pertemuan ketiga

4.12.1 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang orang, dengan memperhatikan fungsisosial, strukturteks, dan unsure kebahasaan, secara benar dan sesuai konteks.

4.12.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang binatang dengan memperhatikan fungsi sosial, strukturteks, dan unsure kebahasaan, secara benar dan sesuai konteks.

4. Pertemuan Keempat

4.12.3 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang benda dengan memperhatikan fungsi sosial, struktur teks, dan unsure kebahasaan, secara benar dan sesuai konteks.

4.12.4 Melengkapi teks deskriptif lisan dan tulis sangat pendek dan sederhana, tentang orang dengan memperhatikan fungsisosial, strukturteks, dan unsure kebahasaan, secara benar dan sesuai konteks.

D. Materi Pembelajaran

Teks deskriptif pendek dan sederhana tentang orang, binatang dan benda

1. Fungsi Sosial dari ungkapan:

Membanggakan, mengenalkan, mengidentifikasi, mengkritik.

2. Struktur Teks (gagasan utama dan informasi rinci)

a. menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan.

b. menyebutkan sifat orang, binatang, benda dan bagiannya.

c. menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. Panjang teks kurang lebih 5 (lima) kalimat

3. Unsur Kebahasaan dari ungkapan sapaan dan pamitan, yaitu:

7) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s)

8) Kata ganti *it, they, she, we, dst.*; *our, my, your, their, dst.*

9) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite, very, smart.*

10) Frasa nominal seperti *dark brown, cute little cat, beautiful red flower*

11) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their, dsb* secara tepat dalam frasa nominal

<p>b) Peserta didik menuliskan kata sifat yang telah dibaca dari buku.</p> <p>2) Menanya</p> <p>a) Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam teks yang telah dipelajari.</p> <p>b) Dengan bimbingan guru merumuskan pertanyaan tentang kata sifat</p> <p>c) Dengan bimbingan guru peserta didik merumuskan pertanyaan tentang bagaimana mendeskripsikan orang</p> <p>3) Mencoba/Mengumpulkan Data atau Informasi</p> <p>a) Secara individu peserta didik menjawab pertanyaan tentang isi teks</p> <p>b) Secara individu peserta didik menjawab pertanyaan tentang fungsi sosial teks dari contoh teks yang ditayangkan (teks descriptive tentang orang)</p> <p>c) Secara individu peserta didik menjawab pertanyaan tentang struktur teks dari contoh teks yang ditayangkan (teks deskriptif tentang orang)</p> <p>d) Secara individu peserta didik mendeskripsikan salah satu dari teman sekelasnya masing-masing.</p> <p>4) Mengasosiasi/Menganalisis Data atau Informasi</p> <p>a) Guru memberikan teks deskriptif tentang gambaran orang kepada peserta didik. Guru menggunakan teknik riddle game dalam materi ini. Guru menjelaskan aturan permainan teka teki ini.</p> <p>b) Dalam kelompok yang terdiri dari 4 peserta didik, dengan teks yang diperoleh dari guru peserta didik diminta untuk mencari kosa kata tentang benda, kata sifat didalam teks deskriptif yang diberikan guru.</p> <p>c) Selanjutnya peserta didik secara bergantian menuliskan kosa kata yang didapat dipapan tulis.</p> <p>5) Mengomunikasikan</p> <p>a) Kelompok lain diminta untuk memilih salah satu kosa kata yang ada dipapan tulis dan mengurangi kata/ remove word tetapi masih memiliki makna, contohnya kata teach- cher : tea: teh.</p> <p>b) Peserta didik menerima umpan balik dan/atau penguatan (isi, fungsi sosial, struktur, dan unsur kebahasaan teks) dari guru.</p> <p>C. Penutup</p> <p>1) Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.</p> <p>2) Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.</p> <p>3) Guru menjelaskan rencana kegiatan pembelajaran berikutnya.</p>	<p>10 Menit</p>
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H. Penilaian

- a. Teknik Penilaian : Penilaian Kognitif
- b. Bentuk Instrumen : Test
- c. pedoman penskoran : (terlampir)

Sekampung, September 2019

Guru Mata Pelajaran



Sri Rukmini, S.Pd.
NIP.19750823 200604 2 016

Peneliti



Lilik Nurbaidah
NPM.1501070073

OBSERVATION SHEET OF WRITER ACTIVITIES

CYCLE 1

Writer Activities	Good	Enough	Low
1. Pre-teaching a. Preparing the lesson b. Preparing the material c. Class opening ability		✓	
2. While-teaching a. Informing the objective of learning b. Explaining the material used Talking Stick strategy c. Guiding the students to follow the lesson		✓	
3. Post-teaching a. Concluding the result of learning b. Class closing ability	✓		
Tick (✓) for each positive effect			

Sekampung, September 2019

Collaborator



SRI RUKMINI, S.Pd

NIP.19750823 200604 2 016

OBSERVATION SHEET OF WRITER ACTIVITIES

CYCLE 2

Writer Activities	Good	Enough	Low
1. Pre-teaching a. Preparing the lesson b. Preparing the material c. Class opening ability	✓		
2. While-teaching a. Informing the objective of learning b. Explaining the material used Talking Stick strategy c. Guiding the students to follow the lesson	✓		
3. Post-teaching a. Concluding the result of learning b. Class closing ability	✓		
Tick (✓) for each positive effect			

Sekampung, September 2019

Collaborator



SRI RUKMINI, S.Pd

NIP.19750823 200604 2 016

**OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES
CYCLE 1**

Subject : English
Class/semester : VIII/Ganjil
School : SMP N 4 SEKAMPUNG

No	Student's Name	The aspects that are observed				
		The students to attention explanation from the teacher	Active in the group	Work together	Making note from the material	Doing the task
1	AS		✓	✓		
2	AA		✓	✓		
3	AN	✓	✓			
4	AW		✓	✓		
5	DS			✓		
6	DN		✓			
7	DR		✓	✓		
8	FM	✓	✓			
9	GR			✓		
10	HA		✓	✓		
11	IS		✓	✓		
12	LH		✓	✓		
13	LA		✓	✓		
14	MI	✓	✓			
15	MN		✓	✓		
16	NA		✓			
17	RW	✓		✓		
18	RP		✓	✓		
19	RK		✓	✓		
20	RU	✓	✓			
21	SW		✓	✓		
22	SM			✓		
23	UL		✓			
24	WA		✓	✓		
25	YB			✓		
TOTAL						

Note:

- Tick (√) for each positive activity
- Percentage of student's activities
 1. The students to attention explanation from the teacher =
 2. Active in the group =
 3. Work together =
 4. Making note from the material =
 5. Doing the Task

Sekampung, September 2019

Collaborator



Sri Rukmini, S.Pd.
NIP. 19750823 200604 2 016

The writer



Lilik Nurbaidah
NPM.1501070073

OBSERVATION SHEET OF STUDENTS' LEARNING ACTIVITIES

CYCLE 2

Subject : English

Class/semester : VIII/Ganjil

School : SMP N 4 SEKAMPUNG

No	Student's Name	The aspects that are observed				
		The students to attention explanation from the teacher	Active in the group	Work together	Make note from the material	Doing the task
1	AS				✓	✓
2	AA				✓	✓
3	AN					✓
4	AW			✓	✓	
5	DS				✓	✓
6	DN				✓	✓
7	DR				✓	✓
8	FM			✓	✓	
9	GR				✓	✓
10	HA				✓	✓
11	IS				✓	✓
12	LH					✓
13	LA				✓	✓
14	MI				✓	✓
15	MN			✓	✓	
16	NA				✓	✓
17	RW				✓	✓
18	RP			✓		✓
19	RK				✓	✓
20	RU				✓	✓
21	SW					✓
22	SM					✓
23	UL			✓	✓	
24	WA			✓	✓	
25	YB				✓	✓
TOTAL						

Note:

- Tick (√) for each positive activity
- Percentage of student's activities
 1. The students to attention explanation from the teacher =
 2. Active in the group =
 3. Work together =
 4. Make note from the material
 5. Doing the task =

Sekampung, September 2019

Collaborator



Sri Rukmini, S.Pd.
NIP. 19750823 200604 2 016

The writer



Lilik Nurbaidah
NPM.1501070073

ATTENDANCE LIST OF STUDENTS

Class: VIII A

Date: Monday, October 07th, 2019

NO	NAME	SIGNATURE	
1	AGUNG SETIAWAN	1	2
2	AHMAD NUR ALI		
3	ANA NURFADILA	3	4
4	ARINI EKA SEPTI W		
5	DAVI SULTON ARDANA	5	6
6	DESILIUS ABET NEGRO		
7	DWI RIDO PRASETYO	7	8
8	FAISAL MUBARIS		
9	GISKA REVA YUNIAR	9	10
10	HENDY ALDIANSYAH		
11	IVAN SETIAWAN	11	12
12	LEO HADI WIJAYA		
13	LUTHFI AULIA RAHMA	13	14
14	MA'RUF IKHSANUDIN		
15	MEGA NOVITA SARI	15	16
16	NUR AZIZAH		
17	RAHMA WATI	17	18
18	RENDY PRATAMA		
19	RIAN KURNIAWAN	19	20
20	ROSA UTAMI		
21	SETIAWATI	21	22
22	SOFIANA MERISKA		
23	UMI LATIFAH	23	24
24	WANDA ARTIKA		
25	YAHYA BIMANTORO	25	

ATTENDANCE LIST OF STUDENTS

Class: VIII A

Date: Tuesday, October 1st, 2019

NO	NAME	SIGNATURE	
1	AGUNG SETIAWAN	1	2
2	AHMAD NUR ALI		
3	ANA NURFADILA	3	4
4	ARINI EKA SEPTI W		
5	DAVI SULTON ARDANA	5	6
6	DESILIUS ABET NEG0		
7	DWI RIDO PRASETYO	7	8
8	FAISAL MUBARIS		
9	GISKA REVA YUNIAR	9	10
10	HENDY ALDIANSYAH		
11	IVAN SETIAWAN	11	12
12	LEO HADI WIJAYA		
13	LUTHFI AULIA RAHMA	13	14
14	MA'RUF IKHSANUDIN		
15	MEGA NOVITA SARI	15	16
16	NUR AZIZAH		
17	RAHMA WATI	17	18
18	RENDY PRATAMA		
19	RIAN KURNIAWAN	19	20
20	ROSA UTAMI		
21	SETIAWATI	21	22
22	SOFIANA MERISKA		
23	UMI LATIFAH	23	24
24	WANDA ARTIKA		
25	YAHYA BIMANTORO	25	

ATTENDANCE LIST OF STUDENTS

Class: VIII A

Date: Monday, September, 30th, 2019

NO	NAME	SIGNATURE	
1	AGUNG SETIAWAN	1	2
2	AHMAD NUR ALI		
3	ANA NURFADILA	3	4
4	ARINI EKA SEPTI W		
5	DAVI SULTON ARDANA	5	6
6	DESILIUS ABET NEG0		
7	DWI RIDO PRASETYO	7	8
8	FAISAL MUBARIS		
9	GISKA REVA YUNIAR	9	10
10	HENDY ALDIANSYAH		
11	IVAN SETIAWAN	11	12
12	LEO HADI WIJAYA		
13	LUTHFI AULIA RAHMA	13	14
14	MA'RUF IKHSANUDIN		
15	MEGA NOVITA SARI	15	16
16	NUR AZIZAH		
17	RAHMA WATI	17	18
18	RENDY PRATAMA		
19	RIAN KURNIAWAN	19	20
20	ROSA UTAMI		
21	SETIAWATI	21	22
22	SOFIANA MERISKA		
23	UMI LATIFAH	23	24
24	WANDA ARTIKA		
25	YAHYA BIMANTORO	25	

ATTENDANCE LIST OF STUDENTS

Class: VIII A

Date: Tuesday, September 24th, 2019

NO	NAME	SIGNATURE	
1	AGUNG SETIAWAN	1	2
2	AHMAD NUR ALI		
3	ANA NURFADILA	3	4
4	ARINI EKA SEPTI W		
5	DAVI SULTON ARDANA	5	6
6	DESILIUS ABET NEGRO		
7	DWI RIDO PRASETYO	7	8
8	FAISAL MUBARIS		
9	GISKA REVA YUNIAR	9	10
10	HENDY ALDIANSYAH		
11	IVAN SETIAWAN	11	12
12	LEO HADI WIJAYA		
13	LUTHFI AULIA RAHMA	13	14
14	MA'RUF IKHSANUDIN		
15	MEGA NOVITA SARI	15	16
16	NUR AZIZAH		
17	RAHMA WATI	17	18
18	RENDY PRATAMA		
19	RIAN KURNIAWAN	19	20
20	ROSA UTAMI		
21	SETIAWATI	21	22
22	SOFIANA MERISKA		
23	UMI LATIFAH	23	24
24	WANDA ARTIKA		
25	YAHYA BIMANTORO	25	

ATTENDANCE LIST OF STUDENTS

Class: VIII A

Date: Monday, September 23th, 2019

NO	NAME	SIGNATURE	
1	AGUNG SETIAWAN	1	Agung
2	AHMAD NUR ALI	2	Ali
3	ANA NURFADILA	3	Ana
4	ARINI EKA SEPTI W	4	Arini
5	DAVI SULTON ARDANA	5	Davi
6	DESILIUS ABET NEGRO	6	Desilius
7	DWI RIDO PRASETYO	7	Dwi
8	FAISAL MUBARIS	8	Faisal
9	GISKA REVA YUNIAR	9	Giska
10	HENDY ALDIANSYAH	10	Hendy
11	IVAN SETIAWAN	11	Ivan
12	LEO HADI WIJAYA	12	Leo
13	LUTHFI AULIA RAHMA	13	Luthfi
14	MA'RUF IKHSANUDIN	14	Ma'ruf
15	MEGA NOVITA SARI	15	Mega
16	NUR AZIZAH	16	Nur
17	RAHMA WATI	17	Rahma
18	RENDY PRATAMA	18	Rendy
19	RIAN KURNIAWAN	19	Rian
20	ROSA UTAMI	20	Rosa
21	SETIAWATI	21	Setiawati
22	SOFIANA MERISKA	22	Sofiana
23	UMI LATIFAH	23	Umi
24	WANDA ARTIKA	24	Wanda
25	YAHYA BIMANTORO	25	Yahya

ATTENDANCE LIST OF STUDENTS

Class: VIII A

Date: Tuesday, September 17th 2019

NO	NAME	SIGNATURE	
1	AGUNG SETIAWAN	1	2
2	AHMAD NUR ALI		
3	ANA NURFADILA	3	4
4	ARINI EKA SEPTI W		
5	DAVI SULTON ARDANA	5	6
6	DESILIUS ABET NEGRO		
7	DWI RIDO PRASETYO	7	8
8	FAISAL MUBARIS		
9	GISKA REVA YUNIAR	9	10
10	HENDY ALDIANSYAH		
11	IVAN SETIAWAN	11	12
12	LEO HADI WIJAYA		
13	LUTHFI AULIA RAHMA	13	14
14	MA'RUF IKHSANUDIN		
15	MEGA NOVITA SARI	15	16
16	NUR AZIZAH		
17	RAHMA WATI	17	18
18	RENDY PRATAMA		
19	RIAN KURNIAWAN	19	20
20	ROSA UTAMI		
21	SETIAWATI	21	22
22	SOFIANA MERISKA		
23	UMI LATIFAH	23	24
24	WANDA ARTIKA		
25	YAHYA BIMANTORO	25	

ATTENDANCE LIST OF STUDENTS

Class: VIII A

Date: Monday, 16 September 2019

NO	NAME	SIGNATURE	
1	AGUNG SETIAWAN	1	2
2	AHMAD NUR ALI		
3	ANA NURFADILA	3	4
4	ARINI EKA SEPTI W		
5	DAVI SULTON ARDANA	5	6
6	DESILIUS ABET NEGRO		
7	DWI RIDO PRASETYO	7	8
8	FAISAL MUBARIS		
9	GISKA REVA YUNIAR	9	10
10	HENDY ALDIANSYAH		
11	IVAN SETIAWAN	11	12
12	LEO HADI WIJAYA		
13	LUTHFI AULIA RAHMA	13	14
14	MA'RUF IKHSANUDIN		
15	MEGA NOVITA SARI	15	16
16	NUR AZIZAH		
17	RAHMA WATI	17	18
18	RENDY PRATAMA		
19	RIAN KURNIAWAN	19	20
20	ROSA UTAMI		
21	SETIAWATI	21	22
22	SOFIANA MERISKA		
23	UMI LATIFAH	23	24
24	WANDA ARTIKA		
25	YAHYA BIMANTORO	25	

PRE-TEST
OF STUDENTS' SPEAKING SKILL

Direction:

1. Make a concept of monologue.
2. Perform in front of class orally.

QUESTIONS

Deliver free speech!

1. Introduce yourself!
2. What is your hobby?
3. Tell me please about your family!

POST TEST 1
OF STUDENT SPEAKING SKILL

Direction:

- ✓ Make a group consist of 5 persons each group.
- ✓ Read the paper 10 minutes that the write given.
- ✓ Student who get a talking stick have to speak convoy a simple monolog briefly.

My Cat

I have a pet cat. It's name is Kitty. **(Identification)**

It's white and yellow in color. It has lovely green eyes. It is very soft and furry. It eats fish and drinks milk. It plays with me when I come back from school. It likes to play with ball in the garden. It loves me and shows it's love by licking me when I come back from school. It sleeps in a small basket near my bed. I love my pet very much and take care of it. **(Description)**

POST TEST 2
OF STUDENT SPEAKING SKILL

Direction:

- ✓ Make a group consist of 5 persons each group.
- ✓ Read the paper 10 minutes that the write given.
- ✓ Student who get a talking stick have to speak convoy a simple monolog briefly.

My Friends, Maya Haryana

Among of all my classmate, I have one best friend, her name is Maya Haryana. All the students of my class call her Maya. She is 14 years old. She lives in Sidomulyo-Sekampung-East Lampung. **(Identification)**

She is tall woman. He skin is white. She is very beautiful. She has a pointed nose. Her hobby is painting. Her painting looks so fabulous to me. I feel so lucky to have best friend like her. **(Description)**

The Measurement Rubrics of Speaking

Aspect	Score	Category	Indicators
Fluency	88-100	(excellent)	General natural delivery, only occasional halting when searching for appropriate word/expression.
	72-84	3 (good)	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompt.
	44-68	(fairly good)	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	20-40	1 (fairly)	The students speak so little that no "fluent" speech can be said to occur.
Pronunciation	88-100	(excellent)	Occasional errors of pronunciation, a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
	72-84	3 (good)	Rhythm, intonation and pronunciation require more careful listening, some errors of pronunciation which may occasionally lead to incomprehension.
	44-68	(fairly good)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	20-40	1 (fairly)	Words are unintelligible.
Vocabulary	88-100	(excellent)	Effective use of vocabulary for the task with few improprieties.
	72-84	3 (good)	For the most part, effective use of vocabulary for the task with some examples of inappropriate
	44-68	(fairly good)	Limited use of vocabulary with frequent inappropriate.
	20-40	1 (fairly)	Inappropriate and inadequate vocabulary.
Grammatical accuracy	88-100	(excellent)	Very few grammatical errors evident.
	44-84	3 (good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	44-68	(fairly good)	Speech is broken and distorted by frequent errors.
	20-40	1 (fairly)	Unable to construct comprehensible sentence.
Interactional strategies	88-100	(excellent)	Interacts interactively and readily participates and follows the discussion.
	72-84	3 (good)	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	44-68	(fairly good)	Interaction is not interactive. Can seldom develop an interaction.
	20-40	1 (fairly)	Understanding and interaction minimal.

Note:

Excellent to very good: 88-100

Good to average: 72-84

Fairly good: 44-68

fairly: 20-40

THE FIELD NOTE

Cycle I	First Meeting	Some students did not pay much attention to the teacher explanation but they begun very enthusiast when the teacher told interesting topic.
	Second Meeting	Some students little bit annoyed when the teacher explained the material but the other students felt enjoy the learning process.
	Third Meeting	The Students paid more attention when the teacher evaluated the common mistakes and they had more spirit in doing post test I.
Cycle II	First Meeting	The students rather feel bored because they had to similar task in every meeting but they still paid attention to the teacher.
	Second Meeting	The students had understood the way and the rule to follow the teacher's instruction and feel easier to do the task together with their friends.
	Third Meeting	The students were very glad to do post test II because it was very easy after they got the treatment in every meeting and learnt their mistakes.

**The Pre-Survey Data of Students' Speaking Skills
at the Eight Grade of SMP N 4 Sekampung**

No	Name of Student's	Score	Explanation
1	AS	60	Incomplete
2	AA	45	Incomplete
3	AN	70	Complete
4	AW	45	Incomplete
5	DS	45	Incomplete
6	DN	50	Incomplete
7	DR	60	Incomplete
8	FM	65	Incomplete
9	GR	50	Incomplete
10	HA	55	Incomplete
11	IS	50	Incomplete
12	LH	45	Incomplete
13	LA	45	Incomplete
14	MI	55	Incomplete
15	MN	55	Incomplete
16	NA	60	Incomplete
17	RW	65	Incomplete
18	RP	60	Incomplete
19	RK	65	Incomplete
20	RU	50	Incomplete
21	SW	50	Incomplete
22	SM	55	Incomplete
23	UL	70	Complete
24	WA	60	Incomplete
25	YB	60	Incomplete
Total of Score		1390	
Average		55.6	

20	RU	50	50	60	50	50	52	Incomplete
21	SW	50	50	60	50	50	52	Incomplete
22	SM	60	60	60	60	60	60	Incomplete
23	UL	70	70	70	70	70	70	Complete
24	WA	60	60	70	60	60	62	Incomplete
25	YB	70	60	60	60	60	62	Incomplete

Note :

- F : Fluency
- P : Pronunciation
- V : Vocabulary
- G : Grammatical Accurately
- I : Interactional Strategies

Final Score =
$$\frac{\text{Scores that have got}}{\text{Sum of The aspects that evaluated}}$$

20	RU	60	60	60	60	60	60	Incomplete
21	SW	60	60	60	70	60	62	Incomplete
22	SM	80	80	80	80	80	80	Complete
23	UL	80	80	80	80	80	80	Complete
24	WA	60	60	60	70	60	62	Incomplete
25	YB	80	80	80	80	80	80	Complete

Note :

- F : Fluency
- P : Pronunciation
- V : Vocabulary
- G : Grammatical Accurately
- I : Interactional Strategies

Final Score =
$$\frac{\text{Scores that have got}}{\text{Sum of The aspects that evaluated}}$$

20	RU	70	70	70	70	70	70	Complete
21	SW	70	70	70	70	70	70	Complete
22	SM	90	90	90	90	90	90	Complete
23	UL	90	90	90	90	90	90	Complete
24	WA	70	70	70	70	70	70	Complete
25	YB	90	90	90	90	90	90	Complete

Note :

- F : Fluency
- P : Pronunciation
- V : Vocabulary
- G : Grammatical Accurately
- I : Interactional Strategies

Final Score =
$$\frac{\text{Scores that have got}}{\text{Sum of The aspects that evaluated}}$$

The Students' Score At Pre-Test And Post-Test Cycle 1

No	Name	Pre-test score	Post-test I score	Improving	Explanation
1	AS	70	78	8	Improve
2	AA	50	70	20	Improve
3	AN	70	78	8	Improve
4	AW	50	70	20	Improve
5	DS	50	70	20	Improve
6	DN	60	70	10	Improve
7	DR	62	70	8	Improve
8	FM	70	70	0	Constant
9	GR	52	60	8	Improve
10	HA	60	70	10	Improve
11	IS	52	60	8	Improve
12	LH	50	70	20	Improve
13	LA	50	80	30	Improve
14	MI	60	62	2	Improve
15	MN	60	70	10	Improve
16	NA	62	62	0	Constant
17	RW	70	70	0	Constant
18	RP	62	60	-2	Decrease
19	RK	70	80	8	Improve
20	RU	52	60	12	Improve
21	SW	52	62	10	Improve
22	SM	60	80	20	Improve
23	UL	70	80	10	Improve

24	WA	62	62	0	Constant
25	YB	62	80	18	Improve
Total		1488	1744		
Average		59.52	69.76		

The Students' Score At Post-Test Cycle I And Post-Test Cycle II

No	Name	Post-test I score	Post-test II score	Improving	Explanation
1	AS	78	90	12	Improve
2	AA	70	80	10	Improve
3	AN	78	90	12	Improve
4	AW	70	90	20	Improve
5	DS	70	84	14	Improve
6	DN	70	84	14	Improve
7	DR	70	80	10	Improve
8	FM	70	84	14	Improve
9	GR	60	78	18	Improve
10	HA	70	80	10	Improve
11	IS	60	78	18	Improve
12	LH	70	80	10	Improve
13	LA	80	90	10	Improve
14	MI	62	78	16	Improve
15	MN	70	80	10	Improve
16	NA	62	70	8	Improve
17	RW	70	84	14	Improve
18	RP	60	78	18	Improve
19	RK	80	80	0	Constant
20	RU	60	70	10	Improve
21	SW	62	70	8	Improve
22	SM	80	90	10	Improve
23	UL	80	90	10	Improve

24	WA	62	70	8	Improve
25	YB	80	90	10	Improve
Total		1744	2038		
Average		69.76	81.52		



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-2720/In.28.1/J/TL.00/08/2019
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMP N 4 SEKAMPUNG
di-

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **LILIK NURBAIDAH**
NPM : 1501070073
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : IMPROVING THE STUDENTS' SPEAKING SKILLS BY USING
TALKING STICK STRATEGY AMONG THE EIGHT GRADERS OF
SMP N 4 SEKAMPUNG

untuk melakukan *pra-survey* di SMP N 4 SEKAMPUNG.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 26 Agustus 2019
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014



PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 4 SEKAMPUNG

Alamat: Jln. Raya Girikapomulyo 57 A Kec. Sekampung Kab. Lampung Timur Kode pos 34182

SURAT KETERANGAN
No: 800/071/02/SMPN 4/2019

Yang bertanda tangan di bawah ini :

1. Nama : R. ARIEF SETYADI, S.Pd
2. Nip : 196102241981121001
3. Pangkat/Gol : Pembina Tk.I/IV.b
4. Jabatan : Kepala Sekolah
5. Unit Kerja : SMP Negeri 4 Sekampung Kab. Lam-Tim

Dengan ini menerangkan bahwa :

6. Nama : LILIK NURBAIDAH
7. NPM : 1501070073
4. Semester : IX (Sembilan)
5. Jenis Kelamin : Perempuan
6. Program Study : Pendidikan Bahasa Inggris
7. Fakultas : Tarbiyah dan Ilmu Keguruan IAIN METRO

Telah memberi izin Pra Survey di SMP Negeri 4 Sekampung Kabupaten Lampung Timur sebagai syarat untuk menyelesaikan Tugas Akhir/Skripsi.

Demikian surat pernyataan ini dibuat dengan sesungguhnya, untuk dapat dipergunakan sebagaimana mestinya.

Sekampung, 28 Agustus 2019
Kepala Sekolah,

R. ARIEF SETYADI, S.Pd
Nip. 196102241981121001





KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iaim@metrouniv.ac.id

Nomor : B-2743 /In.28.1/J/PP.00.9/8/2019
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

29 Agustus 2019

Kepada Yth:

1. Dr. Dedi Irwansyah, M.Hum (Pembimbing I)
2. Much Deiniatur, M.Pd.B.I (Pembimbing II)

Dosen Pembimbing Skripsi

Di -
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Lilik Nurbaidah
NPM : 1501070073
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : Improving The Students' Speaking Skills By Using Talking Stick Strategy Among The Eighth Graders Of SMP N 4 Sekampung

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Ketua Jurusan TBI,

Mubhan Roza, M.Pd

18750610 2008011033



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.ain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-2873/In.28/D.1/TL.01/09/2019

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : LILIK NURBAIDAH
NPM : 1501070073
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP N 4 SEKAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS' SPEAKING SKILLS BY USING TALKING STICK STRATEGY AMONG THE EIGHT GRADERS OF SMP N 4 SEKAMPUNG".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat
mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 11 September 2019





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-2874/In.28/D.1/TL.00/09/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP N 4 SEKAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2873/In.28/D.1/TL.01/09/2019, tanggal 11 September 2019 atas nama saudara:

Nama : **LILIK NURBAIDAH**
NPM : 1501070073
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP N 4 SEKAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS' SPEAKING SKILLS BY USING TALKING STICK STRATEGY AMONG THE EIGHT GRADERS OF SMP N 4 SEKAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Metro, 11 September 2019
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 4 SEKAMPUNG

Alamat: Jln. Raya Girikpomuhyo 57 A Kec. Sekampung Kab. Lampung Timur kode pos 34182

SURAT KETERANGAN
No: 800/075/02/SMPN 4/2019

Yang bertanda tangan di bawah ini :

- | | |
|----------------|---------------------------------------|
| 1. Nama | : R. ARIEF SETYADI, S.Pd |
| 2. Nip | : 196102241981121001 |
| 3. Pangkat/Gol | : Pembina Tk.I/IV.b |
| 4. Jabatan | : Kepala Sekolah |
| 5. Unit Kerja | : SMP Negeri 4 Sekampung Kab. Lam-Tim |

Dengan ini menerangkan bahwa :

- | | |
|------------------|---|
| 6. Nama | : LILIK NURBAIDAH |
| 7. NPM | : 1501070073 |
| 4. Semester | : IX (Sembilan) |
| 5. Jenis Kelamin | : Perempuan |
| 6. Program Study | : Pendidikan Bahasa Inggris |
| 7. Fakultas | : Tarbiyah dan Ilmu Keguruan IAIN METRO |

Telah melaksanakan Research pada tanggal 16 September – 7 oktober sebagai syarat untuk menyelesaikan Tugas Akhir/Skripsi dengan judul:

“IMPROVING THE STUDENTS SPEAKING SKILLS BY USING TALKING STICK STRATEGY AMONG THE EIGHT GRADERS OF SMPN 4 SEKAMPUNG”.

Demikian surat pernyataan ini dibuat dengan sesungguhnya, untuk dapat dipergunakan sebagaimana mestinya.

Sekampung, 08 Oktober 2019

Kepala Sekolah,



R. ARIEF SETYADI, S.Pd

Nip: 196102241981121001

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : LILIK NURBAIDAH

NPM : 1501070073

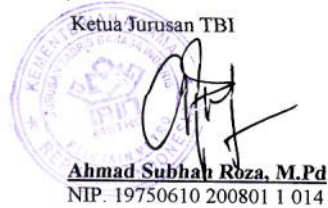
Fakultas : Tarbiyah dan Ilmu keguruan

Angkatan : 2015

Telah menyerahkan buku berjudul : TEACHING DRAMA AND THEATRE IN THE
SECONDARY SCHOOL

Metro,

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : LILIK NURBAIDAH

NPM : 1501070073

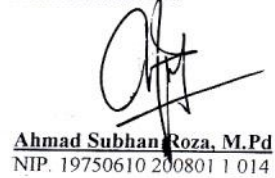
Fakultas : Tarbiyah dan Ilmu Keguruan

Angkatan : 2015

Telah menyerahkan buku berjudul : TEACHING DRAMA AND THEATRE IN THE
SECONDARY SCHOOL

Metro,

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-771/ln.28/S/OT.01/09/2019**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : LILIK NURBAIDAH

NPM : 1501070073

Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 1501070073.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.



Metro, 20 September 2019
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195608311981031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Lilik Nurbaidah
NPM : 1501070073

Jurusan : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	17/05/2019	✓		5 reasons why using talcum stick	
2.	1/7/2019	✓		Acc@ chapter I please continue to chapter II	
3.	2/2/2019	✓		Acc@ chapter I	
4.	4/7/2019			Chapter II Acc please revise accor	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: stainjusi@stainmetro.ac.id Website: www.stainmetro.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Lilik Nurbaidah Fakultas/Jurusan : FTIK /TBI
NPM : 1501070073 Semester/TA : VIII/ 2019

No	Hari/ Tanggal	Pembimbing I	Materi yang di konsultasikan	Tanda Tangan
	8/7/19 09.00		Chapter III & etc. It should be written in Simple future tense. <hr/> Please revise soon	
	8/7/19 14.00		@@@ for Revision Proposal.	

Diketahui :
Kepala Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1014

Dosen Pembimbing I

Dr. Dedi Irwansyah, M.Hum
NIP. 19791223 200604 1 001



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Lilik Nurbaidah
NPM : 1501070073

Jurusan : TBI
Semester : VIII / 2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	10/04 2019		✓	Chapter I = Revise cap 1 - add theories - five footnote - Give Data for survey clearly. - Revise formulation of the problems	
2.	15/04 2019		✓	Chapter I - check citation style	
			✓	Acc Chapter I	
3.	15/05 2019		✓	Chapter II - check citation op cit lock cit - no internet source - Add The Advantages and Disadvantages - Add The measurement of Speaking	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II,

Much Deiniatur, M.Pd, B.I
NIP. 19880308 201503 1006



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Lilik Nurbaidah
NPM : 1501070073

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	20/06 2019		✓	Chapter III - Use Present Future - learn the Formula	
	01/06 2019		✓	Chapter III - Use Present - Acc Future Chapter IV	
	24/06 2019		✓	Review Bibliography	
			✓	Continuing to Seminar	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Much Deiniatur, M.Pd, B.I
NIP. 19880308 201503 006



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111

Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metroiniv.ac.id website: www.tarbiyah.metroiniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : LILIK NURBAIDAH

Fakultas/Jurusan : FTIK / TBI

NPM : 1501070073

Semester/TA : 9/ 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin 2 Sept 2019	✓		Research Instrumen - Add theories on: (1) Monologue (2) Free Speech.	
2.	Senin 9 Sept 2019	✓		Research Instrumen is ok. You can Continue collecting data.	

Mengetahui :

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Dedi Irwansyah, M.Hum

NIP. 19791223 200604 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Inringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Lilik Nurbaidah
NPM : 1501070073

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	30/08 2019		✓	ke 1-2 ke instrumen	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
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Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jumat 18-10-2019		✓	Revise chapter 1 - v	
2.	Rabu 23-10-2019		✓	- Revise cover - Revise Abstrak - Revise Footnote - Revise Table	
3.	Jumat 25-10-2019		✓	Dr. Muryanti Lia I. Idrosari	

Mengetahui
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Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	5/Nov/19	✓		Bab W Revise accordingly	
2.	12/Nov/19	✓		Chapter W & V have been read please revise accordingly	
3.	13/Nov/19	✓		Chapter W & V ok. I need to see the whole parts.	

Mengetahui
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Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	14/Nov/19	✓		Fee for Muningsyah	

Mengetahui
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THE DOCUMENTATION OF RESEARCH



The writer check attendance list of the students



The writer gave pre-test to the students'



The writer gave material to the students



The writer introduce talking stick strategy



The writer asked the student to make a group



The students discussion about the material



The student who hold the stick mush convoy monolog about descriptive text



The writer gave reflection to the students



The writer closed the class by praying together

CURRICULUM VITAE



Lilik Nurbaidah was born in Sidomukti on July 27th 1997. She is the second of three children. She is from moslem family of Mr. Kadar and Mrs. Watini. She was graduated from Elementary School of 1 Sidomukti, Sekampung, East Lampung on 2009.

Then, She continued her study in Junior High School PGRI 2 Sekampung, East Lampung, and graduated on 2012. After that she studied at Senior High School MA MA`ARIF NU 5 Sekampung, and graduated on 2015. Then, State Institute for Islamic Studies (IAIN) of Metro was her choice to accomplish her studied at S1 English Study Program of Tarbiyah Department at 1441 H / 2019 M.