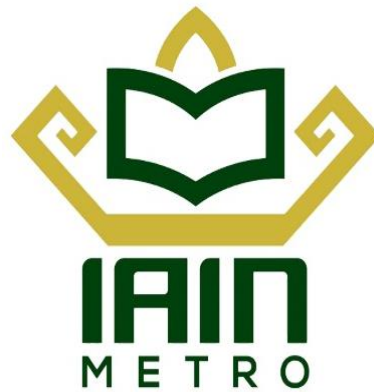


**AN UNDERGRADUATE THESIS**

**THE USE OF TALKING STICK TECHNIQUE**

**TO IMPROVE THE STUDENTS SPEAKING SKILLS AT**

**IAIN METRO**



**By:**

**Siti Maksumah**

**Student Number: 2101051040**

**TARBIYAH AND TEACHER TRAINING FACULTY**

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1446 H / 2025 M**

**THE USE OF TALKING STICK TECHNIQUE  
TO IMPROVE THE STUDENTS' SPEAKING SKILLS AT  
IAIN METRO**

Presented as a Partial Fulfilment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

In English Education Department

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1446 H / 2025 M**



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**APPROVAL PAGE**

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**NOTIFICATION LETTER**

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To: The Honorable the  
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Training  
State Islamic Institute of Metro

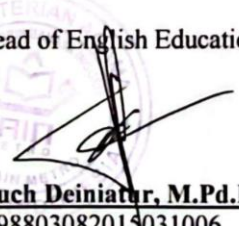
*Assalamu'alaikum, Wr. Wb*


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

Name : Siti Maksumah  
Students Number : 2101051040  
Title : THE USE TALKING STICK TECHNIQUETO IMPROVE THE  
STUDENTS SPEAKING SKILL AT IAIN METRO

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the examined. Thank you very much.

*Wassalmu'alaikum Wr. Wb*

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**NOTA DINAS**

Nomor :  
Lampiran : -  
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Saudara Siti Maksumah**

Kepada yth,  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri (IAIN) Metro

*Assalamu'alaikum Wr. Wb.*

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka proposal yang disusun oleh :

Name : Siti maksumah  
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Judul : THE USE OF TALKING STICK TECHNIQUE TO IMPROVE THE  
STUDENTS' SPEAKING SKILLS AT THE SECOND SEMSESTER OF ENGLISH  
STUDY PROGRAM IAIN METRO

Sudah kami setuju dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk diseminarkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Mengetahui,  
Ketua Program Studi TBI,

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Metro, 3 Oktober 2024  
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**RATIFICATION PAGE**

No. B-2697 /tn 23 1/J/PP 00 9/07/2025

An Article entitled: "THE USE OF TALKING STICK TECHNIQUE TO IMPROVE THE STUDENTS SPEAKING SKILL AT IAIN METRO" written by: Siti Maksumah, student number 2101051040 English Education Department, had been examined (Munaqasyah) in Tarbiyah and Teachers Training Faculty on Thursday, June 26<sup>th</sup>, 2025 at 10.00-12.00 WIB.

**BOARD OF EXAMINERS:**

Chairperson : Yeni Suprihatin, M.Pd

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Secretary : Yeasy Agustina Sari, M.Pd

(.....)

The Dean of Tarbiyah and Teaching Training Faculty



**THE USE OF TALKING STICK TECHNIQUE  
TO IMPROVE THE STUDENTS' SPEAKING SKILLS AT  
IAIN METRO**

**ABSTRACT**

**BY:**

**SITI MAKSUMAH**

This research investigates the use of the Talking Stick technique to improve the speaking skills of second-semester students at IAIN Metro. Speaking is one of the essential skills in language learning, yet many students face challenges such as lack of confidence, limited vocabulary, and fear of making mistakes. The Talking Stick technique offers an interactive and student-centered approach to encourage active participation and spontaneous speaking.

This research used a Classroom Action Research design conducted in two cycles, involving planning, acting, observing, and reflecting. This research implemented in 2 cycles during 4 meetings such as: treatment, pre-test 1, post-test 1, pre-test 2 and post-test 2. The data were collected through observation, speaking tests, and documentation. With the total of population 38 students, with sample 20 students.

The findings revealed a significant enhance in students' speaking skill, including fluency, pronunciation, and confidence. The result is 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% (20 students) got complete score and 0% (0 students) got incomplete score. The lowest score was 60, the highest score was 100, and the average score is higher than 70. The average score on post-test 1 is higher than 60. 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.

**Keywords:** *Classroom Action Research, Speaking Skills, Talking Stick Technique.*

**PENGUNAAN TEKNIK TALKING STICK**  
**UNTUK MENINGKATKAN KETERAMPILAN BERBICARA**  
**MAHASISWA DI IAIN METRO**

**ABSTRAK**

**OLEH:**

**SITI MAKSUMAH**

Penelitian ini menyelidiki penggunaan teknik Talking Stick untuk meningkatkan kemampuan berbicara mahasiswa di IAIN Metro. Berbicara adalah salah satu keterampilan penting dalam pembelajaran bahasa, namun banyak siswa menghadapi tantangan seperti kurangnya kepercayaan diri, kosakata yang terbatas, dan takut membuat kesalahan. Teknik Talking Stick menawarkan pendekatan yang interaktif dan berpusat pada siswa untuk mendorong partisipasi aktif dan berbicara secara spontan.

Penelitian ini menggunakan desain Penelitian Tindakan Kelas yang dilakukan dalam dua siklus, yang melibatkan perencanaan, tindakan, observasi, dan refleksi. Penelitian ini dilaksanakan dalam 2 siklus selama 4 kali pertemuan yaitu: treatment, pre-test 1, post-test 1, pre-test 2 dan post-test 2. Data dikumpulkan melalui observasi, tes berbicara, dan dokumentasi. Dengan jumlah populasi 38 siswa, dengan sampel 20 siswa.

Temuan ini menunjukkan adanya peningkatan yang signifikan dalam kinerja berbicara siswa, termasuk kelancaran, pengucapan, dan kepercayaan diri. Hal ini didukung oleh peningkatan skor hasil tes mereka. Dapat dilihat bahwa ada peningkatan dari nilai post-test 1 dan post-test 2. Pada post-test 2 ada 25% (20 siswa) mendapat nilai tuntas dan 0% (0 siswa) mendapat nilai tidak tuntas. Nilai terendah adalah 60, nilai tertinggi adalah 100, dan nilai rata-rata lebih tinggi dari 70. Nilai rata-rata pada post-test 1 lebih tinggi dari 60. Hal ini berarti terjadi peningkatan nilai dari post-test 1 dan post-test 2. Hal ini berarti bahwa hasil dari siklus 2 sudah mencapai indikator keberhasilan yaitu 80% siswa mendapat nilai 70 atau lebih dan penelitian ini dianggap selesai.

**Kata kunci:** *Keterampilan Berbicara, Penelitian Tindakan Kelas , Teknik Tongkat berbicara.*

## STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

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Student Id : 2101051040  
Study Program : English Study Program(TBI)  
Faculty : Tarbiyah and Teacher Training

State that this undergraduate thesis is originally the result of the researcher research, in exception of certain parts which are excerpted from the bibliography mentioned.

Metro , June 18 2025

The Researcher



Siti Maksumah

St .Number 2101051040

## ORISINALITAS PENELITIAN

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Nama : Siti Maksumah  
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Jurusan : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

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

Metro , 18 Juni 2025

The Researcher  
  
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TEMPEL  
FAMX354862411

Siti Maksumah

NPM. 2101051040

## **MOTTO**

*(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)***

*“You must speak the truth, for truth leads to rightness, and rightness leads to paradise.”*

***( H.R Al- Bukhari).***

## DEDICATION PAGE

This piece of work is dedicated to:

*My beloved parents,  
(Alm.Mr.Masmudi and Mrs. Siti Hatijah)*

*Big fam of,  
(Mr.Mudzakir and his wife)*

*My Beloved Siblings,  
(Sidik Purnomo And Isnaini Alwiyah)*

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

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

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Alhamdulillah rabbil ‘alamin, first of all, the researcher expresses all praise and gratitude to Allah SWT. Thanks to all of the grace, guidance, and blessings, the researcher has been able to complete the thesis titled *The use of Talking Stick Technique to Improve The Students’ Speaking Skills at IAIN METRO*. Shalawat and salam be upon the great prophet Muhammad SAW, who has always been a source of inspiration and the best example for mankind in this opportunities the researcher would like to express the deepest gratitude especially to:

1. Prof. Dr.Ida Umami, M.Pd.kons , As The Rector Of The State Islamic Institute Of Metro.
2. Dr. Siti Annisah, M.Pd, The Dean of Tarbiyah and Teacher Training Faculty.
3. Dr. Much Deiniatur, M.Pd.B.I, The Head of The English Study Program of Ftik IAIN Metro.
4. Aisyah Sunarwan, M.Pd, The Secretary of English Study Program of Ftik IAIN Metro.
5. I would like to express my deepest gratitude to my supervisor, Mrs. Yeni Suprihatin, M. Pd
6. I Would Like to Express My Gratitude to all The Lecturers and staff of IAIN Metro.
7. All of TBI 21 and 24 friends.

Hopefully, this research will provide benefits to both the readers and the researcher.

Metro, June 18, 2025

The Researcher:



**Siti Maksumah**

**2101051040**

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# CHAPTER I

## INTRODUCTION

### A. Background of Study.

In the field of English language education, particularly for second-semester students at institutions such as the English Study program of IAIN METRO, developing effective speaking skills is crucial. Speaking proficiency not only enhances overall language competence but also builds confidence, improves academic performance, and prepares learners for future professional environments. Although traditional classroom technique are foundational, they are often insufficient in engaging all students equally and providing ample speaking practice.

However, speaking is the process of constructing meaning through the use of verbal symbols in various contexts, it involves producing sounds, using appropriate grammar and vocabulary, and structuring messages in ways that are culturally and contextually appropriate<sup>1</sup>. Speaking is a crucial ability that students should develop.

Additionally, speaking is essential for children to communicate effectively through oral language because, even in basic talks, a lack of speech can make it difficult for them to express their views.<sup>2</sup>.

Furthermore, speaking is crucial for students to be able to communicate successfully through oral language since students who struggle

---

<sup>1</sup> Harmer, "The Practice of English Language Teaching, 3rd Edition (Jeremy Harmer) (z-Lib.Org)." (Essex:Longman, 2003),p.343

<sup>2</sup> Brown, H. Douglas. 2004. *Language Assessment: Principle and Classroom Practices*. New York: Pearson Education.

to talk may find it difficult to explain their views, even in basic conversations. Speaking instruction is so crucial since it unmistakably and effectively helps students succeed in both their academic and personal lives. Therefore, it is imperative that language instructors give speaking instruction a lot of thought. Given the importance of speaking, the government promotes speaking instruction in schools.

However, Students often find English classes challenging and may become disengaged such as: The students often remain silent due to a mental block that prevents them from speaking, the students have low confidence in speaking. The students are terrified of speaking incorrectly, The students lack proficiency and proper pronunciation, and The students are concerned about grammatical errors.

To make learning English enjoyable, teachers need to design interactive lesson plans that capture students' interest. Teaching speaking skills presents unique challenges, particularly as students often remain silent in class.

Many are hesitant to speak due to a fear of revealing their weaknesses, feeling less confident, struggling with fluency, pronunciation, and being anxious about making grammatical errors.

Additionally, the researcher compared the pre-test and post-test results to determine the effectiveness of the research. Students are considered successful if 70% of them achieve a score of 65 or higher and actively participate in the learning process.

After 15 people completed the pre-survey, the researchers gave them a

test by voice note with 10 questions, which they had to respond. This type of test consists of ten oral questions, including introductions, hobbies, speaking difficulties, length of time learning English, and topics of interest during speaking. Some students answer the questions in mixed Indonesian, which results in many misspellings and grammatical errors. The researcher then obtained the student results, which revealed that only 20% of the students passed and 80% failed, with the lowest score being 30 and the best being 80. This is backed up.

**Table 1.1 Table The Pre-Survey Data of Students' Speaking Skills Daily Activities at the IAIN METRO**

No	Name	Score	Description
1	Mz	45	Incomplete
2	Tw	70	Complete
3	Aa	65	Incomplete
4	Sh	40	Incomplete
5	Ra	45	Incomplete
6	Su	80	Complete
7	So	70	Complete
8	Ss	40	Incomplete
9	Ha	80	Complete
10	My	45	Incomplete
11	R	50	Incomplete
12	R f	35	Complete
13	Al	60	Incomplete
14	Pa	55	Incomplete
15	Ag	45	Complete

**Table 1.2 The Result of Pre-survey Students Speaking Skill**

No	Score	Frequency	Percentage	Description
1	>70	5	20%	Complete
2	≤70	10	80%	Incomplete
Total		15	100%	

From the table score above we know only five students received a great score, while ten others received a poor score. Based on the results, we may conclude that nearly half of them need to work on the students speaking skills. There are still many of the students with poor pronunciation, poor grammar, and limited vocabulary. One of major challenges is that they lack confidence when speaking in English.

Furthermore, there are numerous approaches to teaching speaking, such as task-based learning, the audio-lingual technique, communicative language instruction, cooperative language learning, circumlocution, creating a supportive learning environment, etc.

However, speaking is crucial to take into account how people actually communicate in various contexts while teaching speaking. Pronunciation, speech function, interaction management, and discourse structuring are all essential speaking abilities.

In this research, the talking stick is technique a participatory approach widely used across educational settings to encourage classroom discussions and increase student engagement was applied. Originating from traditional practices where a physical stick designated the speaker within a group, this technique has been adapted for modern classrooms to foster turn-taking and ensure that each student has an opportunity to speak. In practice, the technique involves passing a tangible item, the "talking stick," around the classroom, giving the student holding the stick the exclusive right to speak while others listen attentively. This technique not only organizes discussions but also promotes respectful

communication and active listening among students.

Following the explanation, the Researcher expressed interest in using the talking stick technique to conduct research. *“The use of Talking Stick technique to improve The Students' Speaking Skills At IAIN Metro”*

## **B. Problem Identification**

Effective speaking skills are essential for students in the English education department at IAIN METRO. Based on the problem background, the following issues have been identified:

1. The students often remain silent due to a mental block.
2. The students have low confidence in speaking.
3. The students are terrified of speaking incorrectly.
4. The students lack proficiency and proper pronunciation.
5. The students are concerned about grammatical errors.

## **C. Problem Limitation**

Based on the identified problems, the researcher will focus on the Talking Stick Technique in relation to the speaking skill and students participation at IAIN METRO

## **D. Problem Formulation**

The Problem Formulation Is: *'Can The Talking Stick Technique Improve The Students Speaking Skills and learning activities at IAIN METRO?'*

## E. Objective and Benefit of Research

### 1. Objective of the Research

This study aims to know the use of talking stick technique can Improve The Students Speaking Skills and learning activities at IAIN METRO.

### 2. Benefit of the Research

According to theory and practice, this study on "*The use of Talking Stick technique to Improve The Students' Speaking Skills At IAIN Metro*" should have a number of benefits:

#### a. For Students

Students gain from these studies because they show how the talking stick technique affects speaking skills and suggest a possible for enhancing speaking fluency, confidence, and active engagement in class discussions.

#### b. For Teachers

This research sheds light on the talking stick technique efficacy and offers a useful teaching technique to improve students' speaking skills. also can assist educators in better understanding how to encourage more dynamic learning environments in the classroom and better engage students in speaking exercises.

#### c. For Educational Institutions

The results of this research could be a useful guide for creating curricula and instructional strategies. Especially for language departments aiming to improve students' speaking proficiency.

The results of this study could be a useful guide for developing and instructional strategies, particularly for language departments looking to raise students' speaking ability.

d. For Further Researchers

Future research on creative teaching strategies for language acquisition may build on the findings of this study. It offers information and analysis that can stimulate more research into different approaches to improving language proficiency in classrooms.

## F. Prior Research

As mentioned in detail below, the researcher refers to reviews of related authors from earlier studies as a guide. It also validates the distinctions between earlier and current research, including:

The first prior research a study conducted by *Siti Fitriawati* “*the effectiveness of talking stick method in teaching speaking*” islamic zainul hasan university found that the talking stick technique significantly improved students' speaking performance.<sup>3</sup>this study aimed to find out the effectiveness of the talking stick technique in teaching speaking. indicating the effectiveness in boosting speaking abilities with highest score 100 and the lowest score is 52.

---

<sup>3</sup> Margaretha, Islam, and Kholili, "The Effectiveness of the Talking Stick Method in Improving Students' Speaking Skill at Ma Uswatun Hashanah."

Additionally, the second was written by Oktavia Margaretha *The Effectiveness of the Talking Stick Method in Improving Students' Speaking Skill at Ma Uswatun Hashanah*.<sup>4</sup> This research used quantitative methods and interview to gain a better understanding of this method in classroom learning. The study used a sampling technique and pre-test and post-test to collect the data. The mean post-test score (49,83) was higher than the pre-test score (42,87), indicating the result showed the improvement and effective impact on the students' speaking skill at MA Uswatun Hasanah.

And the last is written by Lilik Nurbaidah, titled *"improving the students' speaking skills by using talking stick technique among the eight graders of smp n 4 sekampung east lampung"*,<sup>5</sup> this study investigates the effectiveness of the talking stick technique in improving speaking skills. It employs a Classroom Action Research (CAR) method conducted in two cycles, each involving planning, acting, observing, and reflecting. The average pre-test score was 59.52, rising to 69.76 in post-test 1 and 81.52 in post-test 2.

The Novelty of this research focuses on the application of talking stick specifically for improving speaking skills in the context of second language learning (English) in higher education is relatively under-researched. This research offers novel insights into how this technique, typically associated with cooperative learning, can be effectively adapted to enhance speaking skills, especially in an EFL (English As A Foreign Language) setting, especially for Second semester students who in that semester there is a speaking for general communication course.

---

<sup>3</sup> Ibid

<sup>5</sup> Nurbaidah Lilik, "Improving the Students' Speaking Skills By Using Talking Stick Strategy Among the Eight Graders of Smp N 4 Sekampung East Lampung," 2019.

Others Novelty is conducting this research in the specific context of IAIN METRO adds a local and institutional dimension to the findings. As each educational institution has unique challenges and student profiles, this study provides novel data about the use of interactive teaching methods in this particular setting, which may not have been explored extensively before.

## **CHAPTER II**

### **THEORETICAL REVIEW**

#### **A. The Concept of Speaking skill**

##### **1. Definition of Speaking**

Speaking is one of the language abilities that students needed to master. Speaking was another means of verbally communicating thoughts, ideas, and information to others<sup>6</sup>. Within the researcher then went on to discuss the idea of speaking. Many second-language learners prioritize mastering English speaking skills. Language learners typically analyze their progress and effectiveness. The students English learning is based on how much the students believe to enhanced the spoken language skills.

Moreover, speaking skills 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 summarized about speaking skill, it is better if understand the meaning both of two words.

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<sup>6</sup> Brown, H. D. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy* (3rd ed.). Pearson Education.

Chaney defined speaking skill as an interactive process of meaning construction that entails the production and reception of information processing<sup>7</sup> speaking happens when two people are engaged with each other that's what harmer stated about speaking<sup>8</sup>.

Furthermore, speaking was a useful ability that was immediately apparent. Many second foreign language learners prioritized mastering the art of speaking English. As a result, students frequently assess their performance in language acquisition and the potency of their English course based on their perception of their level of improvement in their ability to speak.

On the other hand, Byrne has a different opinion about speaking: it is a two-way activity that requires both the speaker's and the listener's understanding of reactive and productive skills.<sup>9</sup> it implies that speech takes place. When two or more individuals exchange knowledge, even though just one person speaks, while another turns into a listener. Obtains knowledge orally from some expert opinions above researcher can take a main point as ultimately, speaking is a fundamental human ability that enables one to make language that has meaning and is understood by others.

This conclusion may be drawn from the definition given above. It's an ability. Speaker to impart knowledge to a listener or group of listeners through transfer it efficiently.

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<sup>7</sup>Chaney, A.L. and Burke T.L. (1998). Teaching oral communication in grades k 8. Boston: Allyn and Bacon.

<sup>8</sup> Jeremy Harmer, "The Practice of English Language Teaching, 3rd Edition (Jeremy Harmer) (z-Lib.Org)," *Overland*, 2018. (Essex: Longman, 2003), p.343

<sup>9</sup> Donn Byrne, *Teaching Oral English*, (Harlow: Longman, 1986), p.20

According to the some explanation, speaking skills are the ability and capacity of a person to talk and develop them through a complex process in order to create an environment that facilitates effective communication. Speaking activities are always connected to language issues and speaking abilities. Thus, the teacher needs to be clever to figure it out. The major point can also be taken by the researcher. The ability to communicate ideas, feelings, and thoughts orally in a clear, effective, and cohesive way is referred to as speaking skills. These abilities, which include pronunciation, fluency, vocabulary, grammar, and interaction, are essential for successful communication.

## **2. The Function of Speaking**

The function of speaking in communication serves multiple roles, as identified by various experts:

- a. **Expressing Ideas And Emotions:** speaking is a primary means of expressing thoughts, feelings, and opinions. It allows individuals to share their views and emotions clearly, fostering interaction and understanding between people. According to Bailey and Noonan, speech is an interactive activity in which meaning is created through the production and reception of information <sup>10</sup>
- b. **Establishing Relationships:** speaking helps build and maintain social relationships. Through conversations, people establish connections, build rapport, and negotiate meaning in both formal and informal settings. Brown and yule point out that speaking plays a critical role

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<sup>10</sup> Bailey, K.M., & Nunan, D. (2005). *Practical English Language Teaching Speaking*. New York: Mec Graw-Hill Education.

in transactional communication (focused on delivering information) and interactional communication (focused on maintaining social relationships).<sup>11</sup>

- c. Persuasion And Influence: speaking enables individuals to persuade, convince, and influence others. This is essential in settings like negotiations, presentations, and leadership, where verbal communication impacts decisions and outcomes.<sup>12</sup>
- d. Problem-Solving And Decision-Making: through speaking, people engage in discussions that help in making decisions, solving problems, and arriving at agreements. Group discussions and collaborative tasks depend heavily on effective speaking for problem-solving.

### 3. Kinds of Speaking

Speaking can take several forms, all of which are frequently grouped according to three criteria: purpose, context, and style. The following important speech types are listed with brief explanations.<sup>13</sup>:

#### a. Informative Speaking

Speaking to provide information or explain something.<sup>14</sup> purpose: to inform or educate the audience about a specific topic. Examples: lectures, presentations, and news reports.

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<sup>11</sup> Brown, Gillian dan George Yule. (1983). *Discourse Analysis*. Cambridge: Cambridge University Press.

<sup>12</sup> **Richards, Jack C.** *Teaching Listening and Speaking: From Theory to Practice*. Cambridge: Cambridge University Press, 2008.

<sup>13</sup> Lucas, S. *The Art of Public Speaking*. New York, NY: McGraw-Hill. 2019

<sup>14</sup> C. Hamilton, "Cengage Advantage Series: Essentials of Public Speaking," *Cengage Learning*, 2014. Cengage Learning, 2019.

b. Persuasive Speaking

Speaking to convince the audience to believe or do something<sup>15</sup>  
purpose: to convince or persuade the audience to adopt a particular  
belief or course of action. Examples: debates, political speeches,  
advertisement.

c. Demonstrative Speaking

Speaking to show how to do something step-by-step<sup>16</sup> purpose: to  
demonstrate or show the audience how to do something. Examples:  
how-to videos, and tutorials.

d. Entertaining speaking

Speaking to make the audience laugh or enjoy themselves.<sup>17</sup> purpose:  
to amuse or engage the audience in an enjoyable way. Examples:  
stand-up comedy, toasts, and after-dinner speeches.

#### 4. Indicators of Speaking

According to professor Cryil, a few signs are thought to be a  
measure of speaking<sup>18</sup>. There are five indicators when evaluating  
speaking skills, key components to consider include fluency,  
pronunciation, , vocabulary, grammatical accuracy, and Engagement &  
Confidence

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<sup>15</sup> Dan O'Hair, Hannah Rubenstein, and Rob Stewart, *A Pocket Guide to Public Speaking*, *Journal of Chemical Information and Modeling*, 2010. Bedford/St. Martin's, 2018.

<sup>16</sup> Steven Beebe and Susan Beebe, "Jamieson Met the Beebes Long Ago: Public Speaking: An Audience-Centered Approach," *American Communication Journal*, 2002.2002.american communication journal.

<sup>17</sup> Gregory, Hamilton. *Public Speaking for College & Career*. McGraw-Hill Education, 2020.

<sup>18</sup> Weir, Cyril, *Language Testing and Validation*, (New York: Palgrave Macmillan, 2005), p. 195

### 2.1 . Table Indicators of Speaking Measurement<sup>19</sup>

Criteria	Excellent(4)	Good(3)	Poor (2)	Fail (1)
<b>Fluency</b>	Speaks smoothly with natural pauses& minim hesitation	Generally smooth, minor hesitation	Noticeable hesitation, affects flow	Frequent hesitations disrupt the flow
<b>Pronunciation</b>	Clear, accurate, easy to understand	Generally clear, minor mispronunciations	Some pronunciation issues,hard to understand	Pronunciation hinders understanding
<b>Grammar</b>	Accurate use of grammar throughout	Mostly correct with minor errors	Frequent errors, affects clarity	Numerous errors that make understanding difficult
<b>Vocabulary</b>	Wide range of vocabulary used appropriately	Good vocabulary range with occasional repetition	Limited vocabulary,inappropriate	limited vocabulary, inappropriate word choice
<b>Comprehension</b>	Fully understands questions and responds appropriately	Understands most questions, few misunderstandings	Some difficulties with comprehension	Major misunderstandings, struggles to respond appropriately
<b>Engagement &amp; Confidence</b>	Engages confidently, eye contact, and shows interest	Engages reasonably well, some signs of confidence	Limited engagement, shows some signs of discomfort	Lacks engagement, uncomfortable or uninterested

<sup>19</sup> Weir, Cyril, Language Testing and Validation, (New York: Palgrave Macmillan, 2005), p. 195

## B. The Concept of Talking Stick Technique

Cooperative learning is an educational technique in which students collaborate in small groups to achieve common learning objectives. Each member is accountable not just for their own learning but also for helping the students peers achieve. Based on the principle that learning is enhanced through collaboration and mutual support.<sup>20</sup> Here are Many Examples of Cooperative Learning technique such as : Jigsaw , Think-Pair-Share, Round Robin, Group Investigations, and The Talking Stick Technique.

### 1. The Definition Of Talking Stick Technique

The technique used by the teacher has often been said to be the causes of success of failure in language learning. According to william, the successful of teaching in language learning is depending on the technique of the teaching<sup>21</sup>.

In the other word, Technique is a particular way to do something, especially one in which you have to learn special skills.<sup>22</sup> a technique is the specific activities manifested in the classroom that are consistent with a method and therefore in harmony with an approach.<sup>23</sup>

Native americans employed a cooperative learning technique called the "talking stick Technique" to encourage everyone to participate in the conversation and voice their opinions. This technique determined who

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<sup>20</sup> David W. Johnson and Roger T. Johnson, "Cooperative Learning: Successful Integration of Theory, Research, and Practice," *The Annual Report of Educational Psychology in Japan*, 2008, [https://doi.org/10.5926/arepj1962.47.0\\_4](https://doi.org/10.5926/arepj1962.47.0_4). journal educational researcher.p.120.

<sup>21</sup> William f. Mackey, *Languge Teaching Analysis*, (London, Longman, Green and Co. Ltd, 1996) .p. 138.

<sup>22</sup> Oxford Adavance Learner's Dictionary, 10<sup>th</sup> Edition.

<sup>23</sup> Anthony, E.M. (1972). *Approaches and methods and technique*. p.150.

would be allowed to speak first. When the leader initiates a conversation, and the held stick is moved. To someone else who desires to express themselves or react to the subject.

Following the opinions expressed by each member, the stick was given back to the discussion's facilitator<sup>24</sup>. In the other hand, Suprijono said that talking stick is a learning technique to facilitate the students to dare to express their opinions in class<sup>25</sup>; it can be said that talking stick as a student facilitate to train their dare to express their opinion in class, can build their self-confidence while speaking, and get ready to speak.

According to candler, by the talking stick the students will have a chance to speak and make them realize to be patient.<sup>26</sup> The students stop blurting out the first thought that comes to mind and start responding more thoughtfully after using the talking stick a few times. Prods reticent pupils to speak up because they don't wish to become trapped with the stick in the end and have to answer a single question in detail. Next michel thomas hurlock said in his dissertation "the talking stick is an object that represent truth and understanding, both of which are<sup>27</sup> powerful agents of healing in the native american tradition".

From some definition above the researcher can take a conclusion such as the talking stick technique, a native american practice, encourages cooperative learning by giving each participant a turn to speak, fostering

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<sup>24</sup> Kimberly Fujioka, "The Talking Stick method: An American Indian Tradition in The ESL Classroom", *TESL Journal*, Vol. IV, No. 9, (1998).

<sup>25</sup> Agus Suprijono. 2011. *Model-Model Pembelajaran*. Jakarta: Gramedia Pustaka Jaya. p 123

<sup>26</sup> Laura Candler, *Talking Stick: 2013 Teaching Resources*, (Milken Education. 2013), p.2

<sup>27</sup> Micheal Thomas Hurlock, *Talking Circle Supervision*, (A Dissertation University of Connecticut 2008), p. 68

thoughtful communication. In education, suprijono suggests it helps students gain confidence in expressing their opinions, while candler notes that it teaches patience and promotes more thoughtful responses. Talking stick technique encourages students to participate in a class as aim to avoid being left with the stick and required to provide a detailed answer.

Overall, the talking stick technique builds confidence, encourages participation, and fosters respectful, reflective dialogue. Use of the talking stick gives each group member a chance to speak and encourages each member to listen more carefully without need for competition. The talking stick is a device used in many native americans when a council is called, allowing elders to express their sacred point of view. The person holding the talking stick holds, sharing the opinion with others.

When a person finished talking passed the stick to someone else. Have students sit in a circle and give the stick to a student who is comfortable speaking to a group. Ask that student to share something with the class you might specify a topic or let students choose according the students interest..

The definition leads to the conclusion that cooperative learning is a teaching technique that divides students into working groups under the direction of the teacher. Into a number of small groups, ranging from two to four individuals. Next, the researcher decides on the assignment and a query, then supplies the information and information that has previously been planned to assist the student in solving their issues. In the end, the teacher typically chooses the test types the group assignment and the

talking stick method is the section that follows after cooperative learning that encourages students to have the courage to their viewpoint.

This learning technique is run by using a stick, whoever holds the stick is to answer the question from the teacher, after the students learn the main materials. The learning of talking stick is suitable for students in elementary, junior high school, and senior high school/ vocation high school also for university students . In addition to helping the children practice speaking, this approach will make the classroom fun and encourage greater activity from the students.

## **2. The Procedure for Using Talking Stick Technique in Teaching Speaking**

The talking stick technique is a form of communication rooted in native americans traditions, often used by native american tribes during council meetings. The talking stick allows only the person holding it to speak, ensuring that everyone gets a chance to share their views without interruption. It's used to foster respectful listening, equality in dialogue, and consensus-building. Here's are the steps for implementation of talking stick in teaching speaking<sup>28</sup>.

### **1. Introduction to the talking stick**

Before starting teaching researcher will explain the purpose of the talking stick. The stick serves as a tool to designate who has the right to speak, promoting active listening and respectful communication.

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<sup>28</sup> Baker, J. (2005). *The Talking Stick: A Tool for Building Community and Conversation. Teaching and Learning in the College Classroom.*

## 2. Setting ground rules

Establish guidelines for using the talking stick, such as:

- a. Only the person holding the stick can speak.
- b. Everyone must listen attentively while someone is speaking.
- c. No interruptions or side conversations.

## 3. Group formation

Then after explaining about talking sticks and setting the round next step is to divide students into small groups to create a more manageable and supportive speaking environment.

## 4. Topic selection

After that, choose a specific topic or prompt for discussion. This could be related to the lesson or a theme relevant to students' interests.

## 5. Passing the talking stick

After all of the group done with choosing the topic teacher will distribute the talking stick (or any designated item) to a student, indicating they can begin speaking on the topic. After they finish, they pass the stick to another student, allowing for each participant to contribute in turn.

## 6. Encourage reflection

After each round of sharing, encourage students to reflect on what they heard. They can discuss key points, ask questions, or provide feedback, fostering a deeper understanding.

### 7. Reiterate and practice

Continue the activity for several rounds, allowing all students to practice their speaking and listening skills. Vary the topics or questions for each round to keep it engaging.

### 8. Closing discussion

The last step the must teacher do is to conclude with a group discussion about the experience. Ask students how they felt using the talking stick and what they learned about speaking and listening.

## 3. The Strengths and Weakness of Talking Stick Technique

Just like other learning methods, talking sticks also have some strength and weakness that will be explained below:

### a. Strength of Talking Stick Technique<sup>29</sup>

#### 1) Encourages participation

Every student gets an equal chance to speak, promoting inclusivity and also helping shy or reluctant students share their thoughts in a safe environment.

#### 2) Enhances active listening

Students must listen attentively while others speak, fostering respect and understanding.

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<sup>29</sup> Ellis, K. & Beattie, G. (1986). *The Talking Stick: Enhancing Communication in a Classroom Setting*. *Educational Leadership Journal*.

3) Promotes respectful communication

The rules of passing the stick encourage polite discourse and discourage interruptions.

4) Develops speaking skills

Provides a structured opportunity for students to practice and improve their verbal communication skills.

5) Builds confidence

Regular speaking opportunities can boost students' confidence in their speaking abilities.

**b. Weakness of Talking Stick Technique<sup>30</sup>**

1) Time constraints

Discussions can become lengthy, especially if many students want to contribute, leading to time management issues.

2) Dominance by certain students

Some students may monopolize the conversation, even with the stick, if not monitored effectively.

3) Discomfort for some students

Forcing participation may make some students uncomfortable, particularly those with anxiety about speaking in public.

4) Limited depth of discussion

The structure might restrict deeper, more spontaneous discussions if strictly adhered to.

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<sup>30</sup> Johnson, D. W., & Johnson, R. T. (1994). *Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning*. Allyn & Bacon.

### 5) Logistical challenges

Requires careful planning to ensure all students are engaged and the discussion remains focused.<sup>31</sup>

According to the some definition above , the talking stick technique offers both strength and weakness the strengths are: increased participation (ensures everyone speaks), improved listening (students must listen to others), encourages respect (stops interruptions), boosts speaking skills (gives practice in talking), and builds confidence (regular speaking builds self-assurance). The weaknesses there are takes time (discussions can be long),some dominate (certain students may talk too much), can be uncomfortable (shy students may feel pressured), shallow discussions (may limit deeper talks) and requires planning (needs careful management to stay on track).

## C. Action Hypothesis Research

In this research, the hypothesis research can be stated as follow: is that the talking stick technique can help students at IAIN METRO improve their speaking skill and Students participation.

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<sup>31</sup> Stinson, S. D. (2010). *The Talking Stick: A Guide to Teaching and Learning*. This book explores the educational applications and benefits of the Talking Stick method.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Variable and Definition Variable**

This research includes two variables: independent and dependent variables. The Role Play technique, which was employed to improve students' speaking skill, is the independent variable in this research. Meanwhile, the research's dependent variable is speaking skill.

##### **1. Independent Variable (X)**

Independent variable as one that is assumed to have an influence on another variable (a dependent variable)<sup>32</sup> The independent variable is one that influences the other variables. Talking stick technique is the research's independent variable.

##### **2. Dependent Variable (Y)**

Zina O'Leary believes the items of researcher are aiming to investigate are known as dependent variables.<sup>33</sup> A variable that may be impacted by an independent variable is referred to as a dependent variable. Speaking skill is the dependent variable in this research.

#### **B. Location and Subject of Research**

This Research conducted at IAIN METRO, with 20 students from the second semester participating in the research. The Research take place over four meetings in march 2025. Classroom Action Research (CAR)

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<sup>32</sup> Laura T.Flannelly, Kevin J. Flannelly, and Katherine R. B. Jankowski, "*Independent, Dependent, and Other Variables in Healthcare and Chaplaincy Research.*" *Journal of Health Care Chaplaincy* 20 no. 4:(2014), 162

<sup>33</sup> Zina O'Leary, *The Essential Guide to Doing Research.* (London : Sage Publication 2004), 188.

will be used in conjunction with collaborative research for this research. This chapter will address the following topics: Setting, Research Object, Action Plan, Data Collecting Techniques, And Analysis.

### C. Classroom Action Research

This research had employ the classroom action research method. Judith Bell stated, that action research is an approach which is appropriate in any context when specific knowledge is required for a specific problem in a specific situation, or when a new approach is to be grafted on to an existing system<sup>34</sup>. Donald Ary said, that action research is a process to improve education by incorporating change and involves educators working together to improve their own practice<sup>35</sup>. This action research aims to identify issues occurring in the teaching and learning process and then implement actions to address them. In this study, the researcher has identified several problems related to the students' speaking skillsThe Researcher plans to held two cycles of Classroom Action Research. There exists a relationship between the two cycles.they are <sup>36</sup>:

- a. Planning
- b. Acting
- c. Observing
- d. Reflecting

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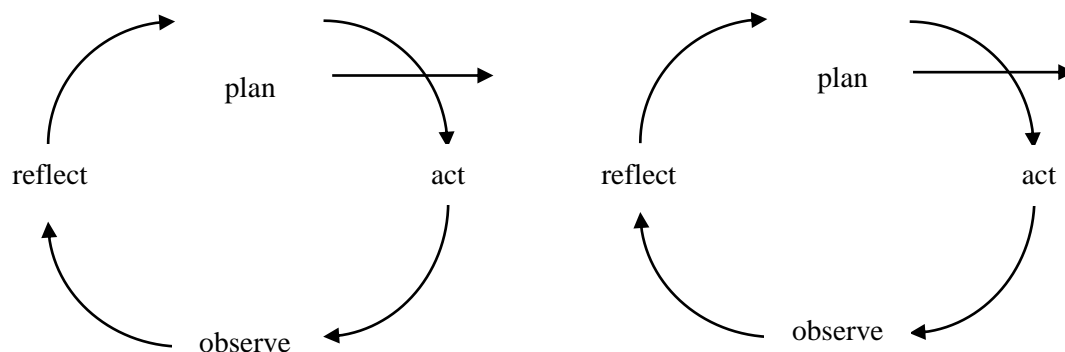
<sup>34</sup> Judith Bell, *Doing Your Research Project*, (New York: Open University Press, 2005), p.8

<sup>35</sup> Dona ld Ary, *Introduction to Research in Education*, Eight Edition, (Canada: Nelson Education 2010), p. 514

<sup>36</sup> Sukardi, *Metodologi Penelitian Pendidikan*, Yogyakarta, Bumi Aksara, 2002, p. 213.

## Here Are The Stages For Creating A Classroom Action Research

### Design:



**Figure 1. Jean mcniff's model<sup>37</sup>**

The four steps of the action research technique are explained in each cycle based on the preceding illustration:

### 1. Cycle 1

#### a. Planning

According to Sugiyono , research planning is the first step in the research process which includes determining research problems, objectives, technique to be used, and how to collect data. This planning is important so that the research runs systematically and purposefully.<sup>38</sup>

The planning as the guide when researcher doing an action ,here is the step:

- a) The researcher design lesson plans, materials, and media based on the curriculum and English syllabus.

<sup>37</sup> Jean McNiff and Jack Whitehead, *Action Research*, p. 41

<sup>38</sup> Sugiyono, (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: CV. Alfabeta.

- b) Creating work and answer papers that the students used in their group learning.
- c) The test prepared by the researcher (pre-test and post-test).
- d) Creating a pre- and post-test exam.

**b. Acting**

Acting is the second stage of the activity. It entails putting the researcher's plan into action. The researcher administer a pre-test, a treatment test, and a post-test to the students as part of this exercise. Meetings will be conducted to implement this activity. The researcher follows the English class schedule in this implementation. In the classroom, the researcher takes on the role of a teacher and leads the following exercises:

- 1) Giving an exam to the students about five pillars of Islam As an initial score in the talking stick technique and as a pre-test of the research.
- 2) The Researcher gets a stick ready and goes over the information.
- 3) The Students are split up into small groups of five by the researcher.
- 4) Allowing time for the learner to read the content.
- 5) The Researcher requested that the manuscript be closed after reading it.
- 6) The Researcher hands a stick to a student, who then has to respond to the teacher's inquiry, and so on.

- 7) The Researcher assists and mentors the students during their educational journey.
- 8) The researcher reminds each group that they should learn the content that the teacher has provided and support one another in understanding it.
- 9) After Teaching about five pillars of Islam , the researcher administers a post-test quiz to the students.
- 10) The top team receives a reward from the Researcher.

#### **c. Observing**

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

#### **d. Reflecting**

Reflection is the final step. The Researcher be able to identify the action's strengths and weaknesses by reflecting. The researcher compare the score before and after in this step. In each cycle, the author compared their scores. The goal was to determine whether or not the students scores increased. The researcher collaborated with an English Lecture at IAIN METRO.

### **2. Cycle 2**

#### **a) Planning**

- 1) Examining the outcomes of cycle 1 reflections.

- 2) Developing lesson plans, learning materials, observation sheets, worksheets, answer sheets, pre- and post-test.

**b) Acting**

- 1) Pre teaching activities
  - a) The researcher greets the students and prays.
  - b) The researcher looks over the list of attendees.
  - c) The researcher selects appropriate materials for teaching.
- 2) While teaching process.
  - a) The researcher puts the lesson plan into practice during the learning process.
  - b) The researcher brings the learning to the students and interacts with them to monitor their activities.
  - c) Post teaching activities.
    - d) The researcher asks the pupils to respond to a series of questions.
    - e) The researcher giving the main point from the materials
    - f) The researcher giving students scores.

**c) Observing**

While the learning process is happen , the researcher watches and records the data.

**d) Reflecting**

The researcher corrected and analyzed the result of the action. By reflecting, the researcher knew the insufficient and strength of the

action. In the step the researcher compared the score distribution of pre-test and post test. The researcher reviewed and reflected on the students' attitude whether it was positive or negative. So, the researcher could stop this research until cycle II.

#### **D. Data Collecting Technique**

The researcher employ tests documentation, and observation to gather data. The researcher defines the data gathering procedure as follows:

##### **1. Test**

According to anderson, the instrument consists of tests, questionnaires, observation schedules, and any other data collection data.<sup>39</sup> typically, testing was done by utilizing that survey piece and figuring out how it functions. This study employ the following two tests:

##### **1) Pre-test**

To determine their foundational knowledge, the researcher administer a oral pre-test. In this instance, the students acquired speaking abilities. The test is an oral assessment isa question about speaking or talking stick. The researcher let them with to tell their past experiences, and they perform in front of class.

##### **2) Post-test**

The post-test is held in order to know the students' speaking mastery after applying talking stick as a treatment in teaching

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<sup>39</sup> Gary Anderson, Fundamentals Of Educational Research 2nd Edition (USA: The Falmer Press, 1998), 94.

speaking. The post-test has been done after the treatments, in order to know whether the talking stick as a technique is effective or not, to influence the students' speaking skill. In the post test researcher gave them instructions to expressing past experiences.

## **2. Documentation**

The process of extracting information from written language or documents is known as documentation.<sup>40</sup> Then the researcher chose this data to a suitable data depending on the study's goal and focus. As a result, the author employed documents to gather information about the situation of the students, the history of the IAIN METRO, the environment, the staff, teachers, and organizational structure, as well as the school's geographic location.

Additionally, in order to support the claims made about the students' photos during the learning process, the author included material concerning archives organizing learning activities and the outcomes of the students' activities.

## **3. Observation**

In order to understand how the learning process was conducted, this study observed the behaviors and activities of the Students. The researcher created observation sheets with a list of the students activities while doing the observation. The focus of this observation was the

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<sup>40</sup> Zina O'leary, *The Essential Guide To Doing Research* (London: Sage Publications, 2004), 177.

teacher's and students' actions during the talking stick technique's deployment, which the observer noticed.

#### **4. Field Note**

Field note is a data collection technique employed to ascertain the actual conditions in the classroom and gather research data. Through field notes, the researcher had collaborated with the collaborator to document English learning activities pertaining to speaking skills. This involved using a field note sheet to systematically record observations and relevant information during the teaching and learning process.

### **E. Data Collecting Instrument**

Data collection instrument is a tool used by the researcher to collect data. In this research, the instruments as follows:

#### **1. Test**

The test is a test instrument given to students to assess their level of understanding. The researcher applied speaking test that consist of pretest and post-test. The pre-test had been carried out by asking the students to answer a question about five pillars of islam, meanwhile in the post-test the students was asked to choose a topic and make a dialog conversation based on the choosen topic.

#### **2. Observation Sheet**

Observation sheets are records of observations in the field. This observation sheet contains records of the learning process including teacher activities, student activities and environmental conditions in the learning process.

### 3. Field Note

Field note was used to record or describe the behavior and activities of teachers and students during the learning process.

#### F. Data Analysis Technique

Data analysis will involve calculating the averages of the pre-test and post-test scores to assess students' achievements after the implementation of actions and tests at the beginning and the end of each cycle.

The formula :

$\bar{X}$  : Mean

$\Sigma N$  : The sum of the scores

$N$  : The number of scores <sup>41</sup>

Below is the formula to find out the percentage of students who passed the Minimum Mastery Criteria:

$P$  : Percentage

$F$  : Frequency x 100%

$N$  : The total number of subject

#### G. Indicators 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 researcher 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 researcher made target 70% active in the learning process.

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<sup>41</sup> Donald Ary, *Introduction to Research in Education, Eighth Edition*. (Canada: Nelson Education, 2010). p.108-109

## **CHAPTER IV**

### **RESULT OF THE RESEARCH AND DISCUSSION**

#### **A. Result of the Research**

##### **1. The Description of IAIN METRO**

This research was conducted at IAIN Metro, Metro City, Lampung Province, is home to the Islamic religious establishment Institute Agama Islam Negeri Metro. Presidential Regulation No. 71/2016, which President Joko Widodo signed on August 1, 2016, outlines the creation of IAIN Metro. Jl. Ki Hajar Dewantara No.15A,Iringmulyo , Kec. Metro Tim, Metro City, Lampung 3411

The Undergraduate Program is an Undergraduate Academic Education that is directed primarily at mastering certain scientific disciplines. The undergraduate programs organized by IAIN Metro are as follows: Faculty of Tarbiyah and Teacher Training (FTIK), Tadris Mathematics, Tadris Social Sciences (IPS), Tadris Biology, Islamic Religious Education (PAI), Arabic Education, Tadris English, Madrasah Ibtidaiyah Teacher Education (PGMI), Early Childhood Education (PIAUD), Faculty of Ushuluddin, Adab, and Da'wah (FUAD), Islamic Communication and Broadcasting (KPI), Arabic Language and Literature (BSA), Islamic Guidance and Counseling (BPI),Faculty of Economics and Islamic Business (FEBI), Sharia Economics (ESy), Sharia Banking (PBS),Sharia Accounting (AKS), Hajj and Umrah Management (MHU), Faculty of Sharia, Islamic Family Law (Akhwal Syahsiyyah), Sharia

Economic Law (Mu'amalah), Islamic Constitutional Law (Siyasah Shar'iyah).

English Education, is a specialized field of study focused on training prospective English teachers, particularly for secondary and higher education levels. This program combines the study of English language skills such as listening, speaking, reading, and writing with courses in linguistics, literature, and teaching methodology. Students are also equipped with pedagogical knowledge, classroom management strategies, and practical teaching experience through internships or teaching practicum. The ultimate goal of *English stusy program* is to produce professional, competent, and ethical English educators who are capable of promoting effective language learning and contributing to the development of education in their communities.

## B. Description of the Research Result

In this research before the process of cycle one, the researcher conducted the pre-test on 16th march 2025. The result of the students' pre-test score can be seen on the table as follows:

**Table 3.1 The Students Result at Pre-Test I**

	N	Minimum	Maximum	Sum	Mean
Score pre-test	20	50	85	1,235	50,3
Valid N (listwise)	20				

**3.2 Table Of Students Frequency score At Post-Test 1**

No	Score	Frequency	Percentage(%)	Criteria
1	>70	6	33%	Complete
2	<70	12	67%	Incomplete
<b>Total</b>		18	100%	

Based on the table above, it can be seen that only 33% (6 students) got complete score, then 67% (12 students) got incomplete score. While the standard minimum for English lesson in IAIN METRO at least 70. It was the lowest score from standard score. That is the reason, why the researcher chose talking stick technique to improve their speaking skill at IAIN METRO.

## **1. Cycle I**

### **a. Planning**

In this stage the researcher to collaborative with an English lecturer . The Researcher and the collaborator planned to give material about five pillars of Islam. The researcher and the collaborator prepared several things related to teaching and learning process such as: prepared the lesson, prepared the material, pre-test and post-test in the cycle 1, prepared the technique that used is talking stick technique , 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 10 February 2025. The researcher opened the lesson by greeting, checking the attendance list and motivating the students. After that the researcher explained what they were going to learn and what to be reach. The researcher explained the material about five pillars of Islam and introduction to islam, Do you know what is 5 Pillars of Islam is? The researcher explained about the definition, function, structure, and example of five pillars of Islam.

After finishing the explanation, researcher gave the students a chance to ask questions. Than the researcher divided the students into small group contain 3 students after that the researcher gave them a text of five pillars of Islam, the researcher 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 five pillars of Islam . Each group who didn't get the talking stick yet has to listen their friend well.

After all students got their turn, the researcher lead the class, ask them "do you understand or not"? They replied "yes" or just a little miss. researcher 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. Then closed with greeting and praying.

## 2) The second meeting

The second meeting was conducted on 20th February 2025. The researcher began the lesson in the class by praying, greeting the students, checking the attendance list and asking the students' condition. In this time, the researcher reviewed the material in the last meeting. The researcher reviewed explanation the material of what is Islam, than the researcher divided the students into small group contain 3 students after that the researcher gave them a story of that contain of five pillars of Islam, the researcher 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 the 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. Reseracher 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 Table 8. Frequency of

Students' Score at Post-test in Cycle I motivation and to accomplish the task given. Researcher closed with greeting and praying.

### 3) Post Test 1

The third meeting was conducted on 20th march 2025. This meeting used to post-test 1 after the students given action. The meeting started with greeting, praying and checking the attendance list, and asking the students condition. Then, the researcher gave post-test to the students to speak monolog about five pillars of Islam .the test is contain of 10 question such as:telling about memorable experience and about talking stick.

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

**3.3 Table Of Students Post-Test Score At Cycle I**

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Sum</b>	<b>Mean</b>
Score post-test 1	18	50	100	1,288	64,4
Valid N (Listwise)	18				

### 3.4 Table Of Students Frequency Post-Test In Cycle 1

No	Score	Frequency	Percentage(%)	Criteria
1	>70	10	50%	Complete
2	<70	10	50%	Incomplete
<b>Total</b>		20	100%	

Based on the data above can be seen that 50% (10 students) got complete score, 50% (10 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 researcher conducted 3 meetings in cycle I. The researcher gave material about five pillars of Islam. 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 The Students' Activities Result in Cycle 1**

No	Name	First meeting		Second meeting		
		Act	percentages	Act	Percentages	Category
1	MZ	2	40%	3	50%	Improve
2	SSB	2	40%	3	50%	Improve
3	DM	2	40%	3	50%	Improve
4	RA	1	20%	2	40%	Improve
5	NM	3	60%	3	60%	Constant
6	AA	2	40%	2	40%	Constant
7	PA	3	60%	2	40%	Decrease
8	TW	1	20%	2	20%	Improve
9	MY	3	60%	3	40%	Constant
10	HA	3	60%	2	40%	Decrease
11	DS	2	40%	3	60%	Improve
12	RF	2	40%	3	60%	Improve
13	AG	3	60%	2	40%	Decrease
14	SM	1	20%	2	40%	Improve
15	MN	2	40%	3	60%	Improve
16	ZA	2	40%	2	40%	Constant
17	AZ	1	20%	3	60%	Improve
18	NM	3	60%	2	40%	Decrease
19	MN	2	40%	3	60%	Improve
20	RR	1	20%	2	40%	Improve

<sup>42</sup> **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 Frequency of Students Activities Result in Cycle 1**

No	Score	First meting		Second meeting		Category
		Frequency	Percentages	Frequency	Percentages	
1	5	-	-	-	-	Excellent
2	4	-	-	-	-	Very good
3	3	10	40%	10	48%	Good
4	2	5	40%	10	52%	Enough
5	1	5	<b>20%</b>		-	Low
Total		20	100%	20	100%	

Table above 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.

<sup>42</sup> Richards, J.C., & Schmidt, R. (2010) *Longman Dictionary of Language Teaching and Applied Linguistics*. Pearson. p.195

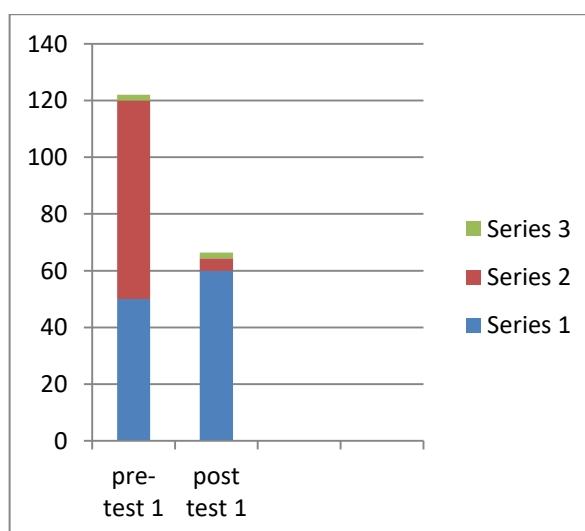
It can be seen in the first meeting the students got 40% of good in learning process, 40% got enough and then 20% got low. Therefore the second meeting the students more active than first meeting.

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



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

No	Name	Students Result			
		Pre-test	Post test	Improve	Criteria
1	MZ	50	67	17	Improve
2	SSB	50	57	7	Improve
3	DM	85	100	15	Improve
4	RA	52	62	10	Improve
5	NM	77	82	5	Improve
6	AA	62	65	3	Improve
7	PA	62	62	0	Constant
8	TW	52	77	25	Improve
9	MY	65	65	0	Constant
10	HA	50	52	2	Improve
11	DS	57	75	18	Improve
12	RF	65	80	15	Improve
13	AG	60	75	15	Improve
14	SM	57	57	0	Constant
15	MN	70	82	12	Improve
16	ZA	52	55	3	Improve
17	AZ	62	65	3	Improve
18	NM	57	68	11	Improve
19	MN	70	82	12	Improve
20	RR	62	70	8	Improve
<b>Total</b>		1040	1444		
<b>Average</b>		52	72,2		
<b>High score</b>		85	100		
<b>Low score</b>		50	52		

In this research the researcher 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 52 and the average score in post test 1 was 72,2

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

- 1) The researcher should manage class well.
- 2) The researcher asked the students to focus on study and not make a noises.
- 3) The researcher 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 Researcher to collaborated with the English lecturer at IAIN METRO . The Researcher and the collaborator would like to make and discuss about the lesson plan. Based on the students' result in cycle I, the researcher 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 researcher 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 20th march 2025. Before the writer began the lesson, the researcher 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 researcher started with some questions about previous material, "Do you remember the previous material? What is five pillars of Islam ? Students answered enthusiastically. After finishing her explanation, the researcher gave the students a chance to ask question.

Than the researcher divided the students into small group contain 3 students after that the writer gave them a text of five pillars of Islam, 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 convoy a simple monologue about the 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 26 march 2025, began the lesson in the class by praying greeting the students, checking the attendance list and asking the students' condition.

In this time, the researcher reviewed the material in the last meeting. The researcher reviewed explanation the material of five pillars of Islam, than the researcher divided the students into small group contain 3 students after that the researcher gave them a story of five pillars of Islam text, the researcher 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 five pillars of Islam. 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 technique at the cycle 2, the post test did on 15th April 2025 . The researcher asked the students to speech monolog about giving opinion the students choose one of topic that researcher gave such as: do you think learning English trough games is effective? Why or why not?. The post test 2 has finished, the result of it can be seen in the table bellows:

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

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Sum</b>	<b>Mean</b>
Score pre test 2	20	60	90	1656	82,8
Valid N	20				

**Table Frequency of Students' Score of the Post-test in cycle 2**

<b>No</b>	<b>Score</b>	<b>Frequency</b>	<b>Percentages</b>	<b>Criteria</b>
1	>70	19	95%	Complete
2	<70	1	5%	Incomplete
Total		20	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 95% (19 students) got complete score and 5% (1students) got incomplete score. The average score was 81.52. The average score on post test 1 was 81,52. It means that there was an improving score from post-test 1 and post-test .

c. Observing

The observing was done by the researcher 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		Category
		Act	percentages	Act	Percentages	
1	MZ	5	100%	5	100%	Constant
2	SSB	4	80%	4	80%	Constant
3	DM	5	100%	5	100%	Constant
4	RA	3	60%	4	80%	Decrease
5	NM	5	100%	5	100%	Improve
6	AA	4	80%	5	100%	Improve
7	PA	5	100%	5	100%	Improve
8	TW	4	80%	4	80%	Constant
9	MY	4	80%	5	100%	Improve
10	HA	3	60%	2	40%	Decrease
11	DS	5	100%	5	100%	Constant
12	RF	4	80%	5	100%	Improve
13	AG	3	60%	4	40%	Decrease
14	SM	3	60%	4	80%	Improve
15	MN	2	40%	3	60%	Improve
16	ZA	4	80%	5	100%	Improve
17	AZ	5	100%	5	100%	Constant
18	NM	3	60%	4	80%	Decrease
19	MN	5	100%	5	100%	Constant

20	RR	4	80%	4	80%	Constant
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### 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 Frequency of Students Activities Result in Cycle 2**

No	Score	First meeting		Second meeting		Category
		Frequency	Percentage	Frequency	Percentage	
1	5	7	35%	11	55%	Excellent
2	4	8	40%	7	35%	Very Good
3	3	5	25%	1	5%	Good
4	2	-	-	1	5%	Enough
5	1	-	-	-	-	Low
Total		20	100%	20	100%	

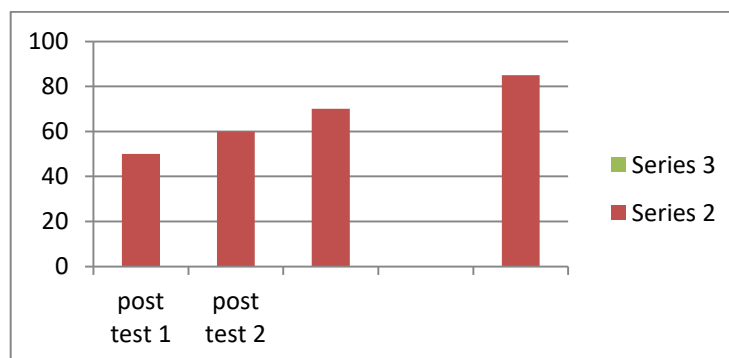
Table above shows that the learning process was successful. It can be inferred that the learning process has done well and the student were active in the class than cycle 1.

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 researcher 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 The Average of the Students' Score on Post-Test 2**



**Table The Result Score of Students Post Test 1 and Post Test 2**

<b>No</b>	<b>Name</b>	<b>Pre test 1</b>	<b>Post- test 2</b>	<b>Improve</b>	<b>Criteria</b>
1.	MZ	50	80	30	Improve
2.	SSB	50	75	25	Improve
3.	DM	85	100	15	Improve
4.	RA	62	70	5	Improve
5.	NM	77	80	3	Improve
6.	AA	77	85	8	Improve
7.	PA	65	68	3	Improve
8.	TW	70	77	7	Improve
9.	MY	70	75	5	Improve
10.	HA	50	75	25	Improve
11.	DS	75	90	15	Improve
12.	RF	60	80	20	Improve
13.	AG	60	76	16	Improve
14.	SM	65	73	8	Improve
15.	MN	70	72	2	Improve
16.	ZA	55	65	10	Improve
17.	NA	62	89	27	Improve
18.	AZ	62	62	0	Constant
19.	NZ	67	81	17	Improve
20.	SI	60	60	0	Constant
<b>Total</b>		1182	1444		
<b>Average</b>		59,1	72,2		
<b>High score</b>		85	100		
<b>Low score</b>		50	<b>60</b>		

Based on the table 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 59,1. Then, the average score in post test 2 was 72,2.

### 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 Researcher gave a 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- test 1 above, it can be seen that score in pre-test was 59,1 and score in post-test 1 was 72,2.

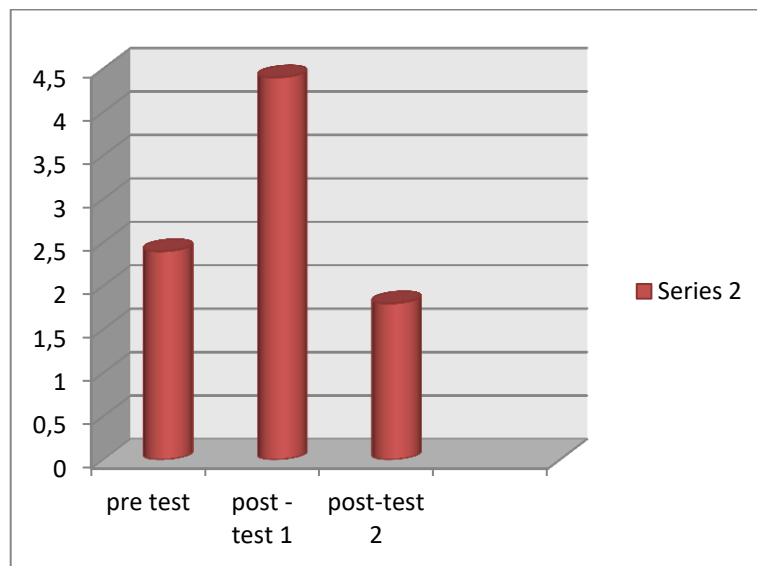
#### 2. Action and Learning Result at Cycle II

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 The Result Score of Students' Pre test, Post test 1 and Post test 2**

	N	Minimum	Maximum	Sum	Mean
Score Pre-Test	20	52	100	1036	50,3
Score Post Test 1	20	50	85	1182	59,1
Score Post Test 2	20	60	100	1444	72,2
Valid N	20				

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



Based on the table and figure above, it could be concluded that there was an improving on pre -test, post -test 1 and post -test 2. The average score 51 in pre- test was 50,3 , the average of post -test 1 was 64.4, and the average score in post -test 2 was 72,2.

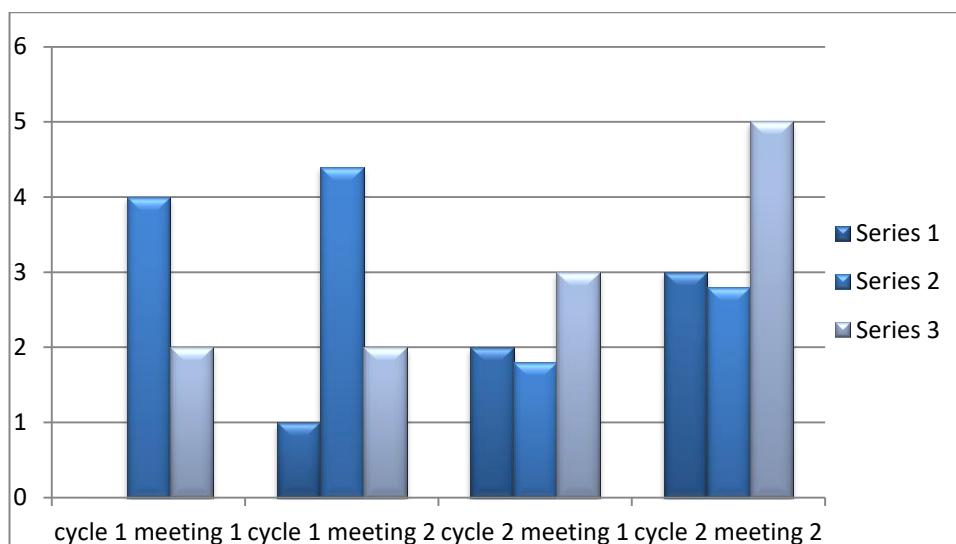
### **3. The Result of the Students' Activity**

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

**Table 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.	MZ	2	3	5	5
2.	SSB	2	2	4	4
3.	DM	3	3	5	4
4.	RA	3	2	3	5
5.	NM	1	2	5	4
6.	AA	3	2	4	5
7.	PA	3	2	5	5
8.	TW	2	2	4	5
9.	MY	3	3	4	4
10.	HA	3	2	3	5
11.	DS	2	3	5	2
12.	RF	2	3	4	5
13.	AG	3	2	3	5
14.	SM	1	2	3	4
15.	MN	2	2	2	4
16.	ZA	2	3	4	5
17.	NA	1	3	5	5
18.	AZ	3	3	5	5
19.	NZ	3	3	3	5
20.	SI	1	2	4	4
Total		45	49	81	90
Average		2,2	2,25	4,05	4,5

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



Based on figure 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 technique. It means that talking stick technique 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.

Here are some similarities this research with some prior research. The first prior research a study conducted by *Siti Fitriawati* "the effectiveness of talking stick method in teaching speaking" islamic zainul hasan university found that the talking stick technique significantly improved students' speaking performance. this method

can said as a success with the the total result score of pre-test was 1448 and the average was 76,21. There are two students who got the lowest score (52)., the total result score of post-test was 1504 and the average was 79,15.

The second prior research is written by oktavia margaretha <sup>43</sup> The mean post-test score (49.83) was higher than the pre-test score (42.87).The results showed that the talking stick technique had a significant positive impact on the speaking ability of students at MA Uswatun Hasanah.

And the last is written by lilik nurbaidah, titled "*improving the students' speaking skills by using talking stick technique among the eight graders of smp n 4 sekampung east lampung*", The average pre-test score was 59.52, rising to 69.76 in post-test 1 and 81.52 in post-test 2.

Meanwhile, This research *The use of talking stick technique to improve the students speaking skill at the second semester of IAIN METRO*. This research also can be said as a success because there a improvement In the post-test 2 there were 25% (25 students) got complete score and 0% (0 students) got incomplete score. The lowest score was 60, the highest score was 100, and the average score is higher than 70.

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<sup>43</sup> entitled, "The Effectiveness of the Talking Stick Method in Improving Students' Speaking Skill at Ma Uswatun Hashanah."

## **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 technique can improve the students' speaking skill. The Students were achieving during teaching learning process. Talking stick technique 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 60, the highest score was 100, and the average score is higher than 70. The average score on post-test 1 is higher than 60. It can be seen 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 technique.

2. For English lecturer , suggested to:
  - a. Have various technique 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 institution, 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 technique

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## **APPENDICES**

**RENCANA PEMBELAJARAN SEMESTER (RPS)**  
**Speaking for Islamic Studies**



**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**PROGRAM STUDI TADRIS BAHASA INGGRIS**

	INSTITUT AGAMA ISLAM NEGERI METRO FAKULTAS TARBIYAH DAN ILMU KEGURUAN PROGRAM STUDI TADRIS BAHASA INGGRIS				
RENCANA PEMBELAJARAN SEMESTER (RPS)					
MATA KULIAH	KODE	BOBOT (SKS)	SEMESTER	WAKTU	TGL PENYUSUNAN
Speaking for Islamic Studies	BING.18.1.07	2 SKS	II	100 Menit	120 Agustus 2024
OTORISASI	Dosen Pengampu		Reviewer/Penjaminan Mutu		Ketua Prodi
					Dr. Much Deiniatur, M.Pd.B.I.
DESKRIPSI	Mahasiswa menguasai dan mampu mempraktikkan speaking tentang kegiatan islami				
CAPAIAN PEMBELAJARAN LULUSAN (CPL)	Sikap	<div>1. Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius;</div> <div>2. Berperan sebagai warga negara yang bangga dan cinta tanah air, memiliki nasionalisme serta rasa tanggungjawab pada negara dan bangsa;</div> <div>3. Bekerja sama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan;</div> <div>4. Menginternalisasi nilai, norma, dan etika akademik;</div> <div>5. Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri;</div>			

Keterampilan umum	<ol style="list-style-type: none"> <li>1. Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya;</li> <li>2. Mampu menunjukkan kinerja mandiri, bermutu, dan terukur;</li> <li>3. Mampu mengkaji implikasi pengembangan atau implementasi ilmu pengetahuan teknologi yang memperhatikan dan menerapkan nilai humaniora sesuai dengan keahliannya berdasarkan kaidah, tata cara dan etika ilmiah dalam rangka menghasilkan solusi, gagasan, desain atau kritik seni;</li> <li>4. Mampu menyusun deskripsi saintifik hasil kajian tersebut di atas dalam bentuk skripsi atau laporan tugas akhir, dan mengunggahnya dalam laman perguruan tinggi;</li> </ol>
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		<ol style="list-style-type: none"> <li>5. Mampu mengambil keputusan secara tepat dalam konteks penyelesaian masalah di bidang keahliannya, berdasarkan hasil analisis informasi dan data;</li> <li>6. Mampu memelihara dan mengembangkan jaringan kerja dengan pembimbing, kolega, sejawat baik di dalam maupun di luar lembaganya;</li> <li>7. Mampu bertanggungjawab atas pencapaian hasil kerja kelompok dan melakukan supervisi dan evaluasi terhadap penyelesaian pekerjaan yang ditugaskan kepada pekerja yang berada di bawah tanggungjawabnya;</li> <li>8. Mampu melakukan proses evaluasi diri terhadap kelompok kerja yang berada dibawah tanggung jawabnya, dan mampu mengelola pembelajaran secara mandiri;</li> <li>9. Mampu mendokumentasikan, menyimpan, mengamankan, dan menemukan kembali data untuk menjamin kesahihan dan mencegah plagiasi</li> </ol>
	Pengetahuan	<ol style="list-style-type: none"> <li>1. Mahasiswa mengetahui makna lagu-lagu islami</li> <li>2. Mahasiswa mengetahui tentang cerita Islami, Ayat Al Qur'an, dan Hadits</li> <li>3. Mahasiswa mampu memimpin doa, pidato Bahasa Inggris, menjadi Pembaca Berita</li> </ol>
	Keterampilan khusus	<ol style="list-style-type: none"> <li>1. Mahasiswa mampu menjelaskan tentang makna lagu-lagu Islami</li> <li>2. Mahasiswa mampu menceritakan tentang cerita Islami, Ayat Al Qur'an, dan Hadits</li> <li>3. Mahasiswa mampu memimpin doa, pidato Bahasa Inggris, menjadi Pembaca Berita</li> </ol>
<b>CAPAIAN PEMBELAJARAN MATA KULIAH (CPMK)</b>	<b>CPMK</b>	
	Menguasai Pengertian dan indicator Speaking	<ol style="list-style-type: none"> <li>1. Mahasiswa mampu menjelaskan Penegrtian Speaking</li> <li>2. Mahasiswa mampu menjelaskan Macro and Micro skills of Speaking</li> <li>3. Mahasisiwa mampu menjelaskan 5 indikator dari speaking</li> </ol>
	Memahami Five pillars of Islam	<ol style="list-style-type: none"> <li>1. Mahasiswa mampu menjelaskan makna dari 5 pillar of Islam</li> <li>2. Mahasiswa mampu menyebutkan 5 rukun Islam</li> </ol>
	Menguasai Cara menceritakan tentang cerita islami	<ol style="list-style-type: none"> <li>1. Mahasiswa mampu menceritakan tentang kisah nabi Munhammad SAW</li> <li>2. Mahasiswa mampu menjelaskan tentang hikmah dari cerita islami</li> </ol>
	memahami ayat Alqur'an	Mahasiswa mampu menjelaskan makna ayat Alqur'an yang dibaca
	Praktik menjadi Pembaca Berita	Mahasiswa mampu praktik menjadi pembaca berita tentang isu-isu terkini tentang islam

<b>KEGIATAN PEMBELAJARAN</b>	Pendekatan	<i>Student centered learning</i>
	Metode/strategi	Ceramah, tanya jawab, diskusi, penugasan, <i>cased method</i> , <i>project based learning</i> .
	Kegiatan	Pembelajaran Tatap Muka.
	Tugas	Membuat paper, presentasi paper, analisis kasus, tugas project secara kelompok.
<b>PENILAIAN</b>	Metode/teknik	Ujian tulis, Penilaian Kinerja, Penilaian Produk, Penilaian Sikap
	Instrument	Soal tulis, Skala Penilaian ( <i>rating scale</i> ), Rubrik ( <i>Rubric</i> )
<b>REFERENSI</b>	Utama	Brown. H. Douglas, <i>Teaching by Principles, An Interactive Approach to Language Pedagogy</i> , Pearson Education: United States of America 2007
	Pendukung	<ol style="list-style-type: none"> <li>1. Anne Burns, Concepts for Teaching Speaking in the English Language Classroom, <i>LEARN Journal</i>, Volume 12, Issue 1, January 2019</li> <li>2. Aisyah Sunarwan, Public Speaking for Islamic Higher Education, Proceeding of ICETeLL 2023, Vol.1 2023 accessed from file:///C:/Users/USER/Downloads/ICETeLL%20Proceeding%20(all%20papers)-1</li> </ol>

RANCANGAN PEMBELAJARAN SEMESTER								
Minggu Ke:	Capaian Pembelajaran (Sub-CPMK)	Materi (Bahan Kajian)	Penilaian		Metode		Aktivitas Mahasiswa	Bobot (%)
			Indikator	Kriteria dan Bentuk	Luring	Daring		
(1)	(2)	(3)	(4)		(5)		(7)	(8)
1	Mahasiswa mengetahui materi yang akan dipelajari dalam waktu 1 semester	Course Outline Overview	Mahasiswa memahami apa saja materi yang akan dipelajari	Non-test	Luring		- Mahasiswa memperhatikan penjelasan dosen mengenai materi yang akan dipelajari	
2	Mahasiswa mampu memahami Definisi Speaking and Microskills of Speaking	Definition of Speaking and Micro skills of Speaking	1. Mahasiswa mampu menjelaskan Definition of Speaking 2. Mahasiswa mampu menyebutkan Microskills of Speaking	Aktifitas partisipatif dan penilaian unjuk kerja	Luring		- Mahasiswa memperhatikan penjelasan dosen - Mahasiswa bertanya mengenai materi yang belum dipahami - Mahasiswa menjawab pertanyaan dari dosen terkait materi yang telah disampaikan	15%
3-4	Mahasiswa mampu menjelaskan	1. The difference between Skill,	1. Mahasiswa mampu Menjelaskan The	Tes, Quiz, Project Based Learning	Luring		- Mahasiswa memperhatikan	20%

1)

	perbedaan antara Skill, Ability, and oral performance	<p>Ability, and Oral Performance</p> <p>2. Indicators of Speaking</p> <p>3. Five pillars of Islam</p>	<p>difference between Skill, ability, oral performance</p> <p>2. Mahasiswa mampu Menguraikan Dan menjelaskan tentang Indikator Speaking</p> <p>3. Mahasiswa mampu menjelaskan tentang 5 pillars of Islam</p>				instruksi dan pengantar Materi dari Dosen	
5-7	Mahasiswa mampu memahami tentang Verse's of Qu'an and Hadits	<p>1. Telling verse's meaning of holy Qur'an</p> <p>2. Telling verse's meaning of hadits about education</p>	<p>1. Mahasiswa mampu menjelaskan verse's meaning of holy Qur'an</p> <p>2. Mahasiswa mampu menjelaskan verse's meaning of hadits about education</p>	Tes, Quiz, Project Based Learning	Luring		<p>- Mahasiswa memperhatikan instruksi dan pengantar Materi dari Dosen</p> <p>- Mahasiswa melakukan presentasi secara kelompok</p>	10%
8	UTS	Materi yang telah dipelajari						
9-10	1. Mahasiswa mampu memahami cara memimpin Doa dengan	<p>1. Leading for Prayer</p> <p>2. Being a master of Ceremony</p>	1. Mahasiswa mampu menjelaskan cara memimpin	Tes, Quiz, Project Based Learning	Luring		<p>- Mahasiswa memperhatikan instruksi dan pengantar Materi dari Dosen</p>	15%

	<p>menggunakan Bahasa Inggris</p> <p>2. Mahasiswa mampu memahami cara menjadi MC pada kegiatan agama</p>		<p>doa menggunakan Bahasa Inggris</p> <p>2. Mahasiswa mampu menjadi Master of Ceremony pada kegiatan agama</p>				<ul style="list-style-type: none"> <li>- Mahasiswa mencari referensi dan contoh membaca doa dalam Bahasa Inggris</li> <li>- Mahasiswa membuat naskah doa tentang kegiatan keagamaan</li> </ul>	
11-14	<p>Mahasiswa mampu memahami cara menyampaikan pidato Bahasa Inggris tentang Praying, Fasting, Zakat, Pilgrimage</p>	<p>Giving Islamic Speech with the topic of Muslim's Obligation (Praying, fasting, Zakat, Pilgrimage)</p>	<p>1. Mahasiswa mampu mendeskripsikan tahap pengembangan</p> <p>2. Mahasiswa mampu merancang pembelajaran dengan pendekatan saintifik berdasarkan ATP yang telah disusun</p> <p>3. Mahasiswa mampu mengimplementasikan rancangan pembelajaran yang telah disusun</p>	<p>Tes, Quiz, Cased Based Learning</p>	<p>Luring</p>		<ul style="list-style-type: none"> <li>- Mahasiswa memperhatikan instruksi dan pengantar Materi dari Dosen</li> <li>- Mahasiswa mencari referensi dan contoh penyampaian pidato dalam Bahasa Inggris</li> <li>- Mahasiswa membuat naskah pidato tentang kegiatan keagamaan</li> <li>- Mahasiswa mampu menyampaikan</li> </ul>	10%

							pidato Bahasa Inggris	
15	Mahasiswa mampu menjadi pembaca Berita	News casting about Islamic current issues	Mahasiswa mampu memahami tentang cara menjadi pembaca berita tentang isu terkini	Tes, Quiz, Project Based Learning	Luring		<ul style="list-style-type: none"> <li>- Mahasiswa memperhatikan instruksi dan pengantar Materi dari Dosen</li> <li>- Mahasiswa mencari referensi dan contoh Menyampaikan berita dalam Bahasa Inggris</li> <li>- Mahasiswa membuat naskah embaca Berita tentang kegiatan keagamaan</li> <li>- Mahasiswa mampu menyampaikan Berita menggunakan Bahasa Inggris</li> </ul>	10%
16	UAS	Materi yang telah dipelajari						

**RENCANA PELAKSANAAN PEMBELAJARAN SEMESTER(RPS)**  
**Speaking for Islamic Studies**



Nama Penyusun: Siti Maksumah

**INSTITUT AGAMA ISLAM NEGERI METRO FAKULTAS TARBIYAH DAN ILMU**  
**KEGURUAN PROGRAM STUDI TADRIS BAHASA INGGRIS 2025**

RENCANA PEMBELAJARAN SEMESTER (RPS)				
MATA KULIAH	BOBOT (SKS)	SEMESTER	WAKTU	TGL PENYUSUNAN
Speaking for Islamic Studies	2 SKS	II	100 Menit	30 Agustus 2024
OTORISASI	Dosen Pengampu			Ketua Prodi
	Yeni Suprihatin, M.Pd			Dr.Much Deiniatur,M.Pd.B.I
DESKRIPSI	Mahasiswa menguasai dan mampu mempraktikkan speaking tentang kegiatan islami			
CAPAIAN PEMBELAJARAN LULUSAN (CPL)	Sikap	1. Bertakwa kepada Tuhan Yang Maha Esa dan mampu menunjukkan sikap religius; 2. Berperan sebagai warga negara yang bangga dan cinta tanah air, memiliki nasionalisme serta rasa tanggungjawab pada negara dan bangsa; 3. Bekerja sama dan memiliki kepekaan sosial serta kepedulian terhadap masyarakat dan lingkungan; 4. Menginternalisasi nilai, norma, dan etika akademik; 5. Menunjukkan sikap bertanggungjawab atas pekerjaan di bidang keahliannya secara mandiri;		
	Keterampilam umum	1. Mampu menerapkan pemikiran logis, kritis, sistematis, dan inovatif dalam konteks pengembangan atau implementasi ilmu pengetahuan dan teknologi yang memperhatikan dan menerapkan nilai humaniora yang sesuai dengan bidang keahliannya; 2. Mampu menunjukkan kinerja mandiri, bermutu, dan terukur; 3. Mampu mengkaji implikasi pengembangan atau implementasi ilmu pengetahuan teknologi yang memperhatikan dan menerapkan nilai humaniora sesuai dengan keahliannya berdasarkan kaidah, tata cara dan etika ilmiah dalam rangka menghasilkan solusi, gagasan, desain atau kritik seni; 4. Mampu menyusun deskripsi saintifik hasil kajian tersebut di atas dalam bentuk skripsi atau laporan tugas akhir, dan mengunggahnya dalam laman perguruan tinggi;		

		<ol style="list-style-type: none"> <li>5. Mampu mengambil keputusan secara tepat dalam konteks penyelesaian masalah di bidang keahliannya, berdasarkan hasil analisis informasi dan data;</li> <li>6. Mampu memelihara dan mengembangkan jaringan kerja dengan pembimbing, kolega, sejawat baik di dalam maupun di luar lembaganya;</li> <li>7. Mampu bertanggungjawab atas pencapaian hasil kerja kelompok dan melakukan supervisi dan evaluasi terhadap penyelesaian pekerjaan yang ditugaskan kepada pekerja yang berada di bawah tanggungjawabnya;</li> <li>8. Mampu melakukan proses evaluasi diri terhadap kelompok kerja yang berada dibawah tanggung jawabnya, dan mampu mengelola pembelajaran secara mandiri;</li> <li>9. Mampu mendokumentasikan, menyimpan, mengamankan, dan menemukan kembali data untuk menjamin kesahihan dan mencegah plagiasi</li> </ol>
	Pengetahuan	<ol style="list-style-type: none"> <li>1. Mahasiswa mengetahui makna lagu-lagu islami</li> <li>2. Mahasiswa mengetahui tentang cerita Islami, Ayat Al Qur'an, dan Hadits</li> <li>3. Mahasiswa mampu memimpin doa, pidato Bahasa Inggris, menjadi Pembaca Berita</li> </ol>
	Keterampilan khusus	<ol style="list-style-type: none"> <li>1. Mahasiswa mampu menjelaskan tentang makna lagu-lagu Islami</li> <li>2. Mahasiswa mampu menceritakan tentang cerita Islami, Ayat Al Qur'an, dan Hadits</li> <li>3. Mahasiswa mampu memimpin doa, pidato Bahasa Inggris, menjadi Pembaca Berita</li> </ol>
<b>CAPAIAN PEMBELAJARAN MATA KULIAH (CPMK)</b>	<b>CPMK</b>	
	Menguasai Pengertian dan indicator Speaking	<ol style="list-style-type: none"> <li>1. Mahasiswa mampu menjelaskan Pengertian Speaking</li> <li>2. Mahasiswa mampu menjelaskan 5 indikator dari speaking</li> </ol>
	Memahami Five pillars of Islam	<ol style="list-style-type: none"> <li>1. Mahasiswa mampu menjelaskan makna dari 5 pillar of Islam</li> <li>2. Mahasiswa mampu menyebutkan 5 rukun Islam</li> </ol>
	Mahasiswa mampu memahami tentang talking stick	<ol style="list-style-type: none"> <li>1. Mahasiswa mampu memahami pengertian talking stick,kekurangan,kelebihan dan penerapannya</li> <li>2. Mahasiswa mampu mempraktikkan talking stick sebagai penunjang pembelajaran.</li> </ol>

<b>KEGIATAN PEMBELAJARAN</b>	Pendekatan	<i>Student centered learning</i>
	Teknik	Ceramah, tanya jawab, diskusi, <i>talking stick</i> , <i>project based learning</i> .
	Kegiatan	Pembelajaran Tatap Muka.
	Tugas	Membuat paper, presentasi paper, analisis kasus, tugas project secara kelompok.
<b>PENILAIAN</b>	Metode/teknik	Ujian lisan,, Penilaian Kinerja, Penilaian Produk, Penilaian Sikap
	Instrument	Soal tulis, Skala Penilaian ( <i>rating scale</i> ), Rubrik ( <i>Rubric</i> )
<b>REFERENSI</b>	Utama	Brown. H. Douglas, <i>Teaching by Principles, An Interactive Approach to Language Pedagogy</i> , Pearson Education: United States of America 2007
	Pendukung	<ol style="list-style-type: none"> <li>1. Anne Burns, Concepts for Teaching Speaking in the English Language Classroom, <i>LEARN Journal</i>, Volume 12, Issue 1, January 2019</li> <li>2. Laura Candler, Talking Stick: 2013 <i>Teaching Resources</i>, (Milken Education. 2013).</li> </ol>

RANCANGAN PEMBELAJARAN SEMESTER								
Minggu Ke:	Capaian Pembelajaran (Sub-CPMK)	Materi (Bahan Kajian)	Penilaian		Metode		Aktivitas Mahasiswa	Bobot (%)
			Indikator	Kriteria dan Bentuk	Luring	Daring		
(1)	(2)	(3)	(4)		(5)		(7)	(8)
1	Mahasiswa mengetahui materi yang akan dipelajari	Course Outline Overview Pre-test 1 1. Introductory text: “What is Islam?” 2. Short video: <i>Introduction to the Five Pillars</i> 3. Vocabulary list: faith, worship, submission,	Mahasiswa memahami apa saja materi yang akan dipelajari	Non-test	Luring		- Mahasiswa memperhatikan penjelasan dosen mengenai materi yang akan Dipelajari	10%

		monotheism, obligation						
2	Mahasiswa mampu memahami tentang five pillars of islam seperti: shadah, Praying, Fasting, Zakat, Pilgrimage and hajj.	<ul style="list-style-type: none"> <li>❖ Introductory text: “What is Islam?”</li> <li>❖ <i>The Declaration of Faith &amp; Daily Prayers</i></li> <li>❖ Reading passage: <i>The Role of Charity and Fasting in Islam</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Mahasiswa mampu mendeskripsikan tahap pengembangan</li> <li>2. Mahasiswa mampu merancang pembelajaran dengan pendekatan saintifik berdasarkan ATP yang telah disusun</li> <li>3. Mahasiswa mampu mengimplementasikan rancangan pembelajaran yang telah disusun</li> </ol>	Tes, Quiz, Cased Based Learning	Luring		<ul style="list-style-type: none"> <li>- Mahasiswa memperhatikan instruksi dan pengantar Materi dari Dosen</li> <li>- Mahasiswa mencari referensi dan contoh penyampaian penerapannya.</li> <li>- Mahasiswa membuat naskah pidato tentang kegiatan keagamaan</li> <li>- Mahasiswa mampu Menyampaikan menerapkan dan mengajarkan tentang five pillars of islm.</li> </ul>	10%

		<div>❖ Infographic: Ramadan Dos and Don'ts</div>						
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3	Post-test 1	Materi yang telah dipelajari						35%
4	Mahasiswa mampu memahami tentang talking stick	1. Telling about talking stick 2. Telling advantages and disadvantages of talking stick	1. Mahasiswa mampu menjelaskan tentang talking stick 2. Mahasiswa mampu memahami dan menerapkan talking stick	Tes, Quiz, Project Based Learning			- Mahasiswa memperhatikan instruksi dan pengantar Materi dari Dosen - Mahasiswa melakukan presentasi secara kelompok	10%
5	Post – Test	Materi yang telah Dipelajari						35%

## RENCANA PELAKSANAAN PEMBELAJARAN ( RPP )

**Universitas** : IAIN METRO  
**Mata Kuliah** : Bahasa Inggris  
**Semester** : 2  
**Materi Pokok** : Five Pillars of Islam  
**Alokasi Waktu** : 2 X 45 Menit

### A. Kompetensi Inti

KI 1 Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

### B. Kompetensi Dasar

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks five pillars of islam sederhana .

4.8 Menangkap makna dalam teks deskripsi lisan dan sederhana.

### C. Tujuan Pembelajaran

1. Menguasai Pengertian dan indicator Speaking
2. Memahami Five pillars of Islam.
3. Mampu memahami tentang talking stick dan penerapannya.

### D. Materi Pembelajaran

- ❖ Introductory text: “What is Islam?”
- ❖ Short video: *Introduction to the Five Pillars*
- ❖ Reading passage: *The Role of Charity and Fasting in Islam*
- ❖ Infographic: Ramadan Dos and Don'ts
- ❖ Reading passage: *My Hajj Journey* (testimonial)

### E. Media Pembelajaran, Alat/Bahan & Sumber Belajar

- Media : Laptop, lembar kerja, lembar penilaian siswa
- Alat bahan : Stick, Spidol, papan tulis, kamus Bahasa Inggris
- Sumber: internet

### F. Teknik Pembelajaran

Talking stick is facilitation tool used in group discussion where a stick or object is passed around, and only the person who holding the stick is can speak.

**G. Langkah- Langkah Pembelajaran**

<b>No</b>	<b>Kegiatan</b>	<b>Waktu</b>
1	Pendahuluan <ul style="list-style-type: none"> <li>- Guru memberi salam ( greeting)</li> <li>- Berdoa</li> <li>- Guru memeriksa kehadiran peserta didik</li> <li>- Guru menyampaikan cakupan materi / Guru menyampaikan tujuan pembelajaran</li> </ul>	10 menit
2	Kegiatan inti <p>Mengamati</p> <ul style="list-style-type: none"> <li>- Pesertadidik mengamati materi yang sudah disediakan oleh guru dalam LCD</li> <li>- Mencermati beberapa macam pillars of islam.dengan menganalisis struktur dan unsure kebahasaan yang ada dalam text</li> </ul> <p>Menanyai</p> <ul style="list-style-type: none"> <li>- Dengan bimbingan dan arahan guru, peserta didik membuat pertanyaan terkait materi pembelajaran</li> </ul> <p>Mengumpulkan informasi</p> <ul style="list-style-type: none"> <li>- Peserta didik diminta untuk membentuk kelompok kecil dan duduk sesuai dengan kelompok masing-masing.</li> </ul> <p>Mengasosiasi</p> <ul style="list-style-type: none"> <li>- Guru membagikan teks tentang five pillars of islam,</li> <li>- Siswa secara berkelompok diminta untuk membaca teks tersebut selama 5 menit dan berdiskusi.</li> </ul> <p>Guru memutar stick sambil bermain game dan siapa yang mendapatkan stick tersebut maka harus menjelaskan teks tersebut secara pemahamannya.</p> <ul style="list-style-type: none"> <li>- Guru memberikan feedback mengenai hasil diskusi kelompok</li> </ul>	75 menit
3	Penutup <ul style="list-style-type: none"> <li>- Siswa menyimpulkan materi yang telah di bahas dikelas</li> <li>- Guru memimpin berdo'a untuk mengakhiri pembelajaran.</li> </ul>	

### **Teaching Material: The Five Pillars of Islam**

Duration	: 4 Meetings
Target Audience	: University Students
Language Focus	: Speaking, Vocabulary Building, Religious Education

#### **Meeting 1: Introduction to Islam and the Five Pillars**

##### Learning Objectives:

1. Students understand the basic concepts of Islam.
2. Students can name and briefly explain the Five Pillars of Islam.

##### Materials:

- ❖ Introductory text: “What is Islam?”
- ❖ Short video: *Introduction to the Five Pillars*
- ❖ Vocabulary list: faith, worship, submission, monotheism, obligation

##### Activities:

- ❖ Pre-reading vocabulary matching
- ❖ Group reading and discussion: "Overview of the Five Pillars"

### □ What is Islam? (*Introductory Text*)

Islam is one of the world's major religions, with more than 1.9 billion followers, known as Muslims. The word *Islam* comes from the Arabic root “s-l-m”, which means peace and **submission**. Islam teaches that people can find peace in life by submitting to the will of Allah (God).

Muslims believe in one God, Allah, who is the Creator of everything. The core belief of Islam is that “There is no god but Allah, and Muhammad is His messenger.” This declaration is called the **Shahada**, and it is the foundation of the Islamic faith.

The holy book of Islam is the Qur'an, which Muslims believe to be the exact words of God revealed to the Prophet Muhammad (peace be upon him). Muslims also follow the teachings and practices of the Prophet Muhammad, known as the *Sunnah*, which are recorded in the *Hadith*.

Islam is a complete way of life. It guides Muslims in every aspect, including worship, family, work, and social behavior. One of the most important parts of Islam is the practice of the Five Pillars five basic acts of worship that every Muslim should follow.

These are:

1. Shahada (Faith)
2. Salah (Prayer)
3. Zakat (Charity)
4. Sawm (Fasting)
5. Hajj (Pilgrimage)

## □ Meeting 2: Shahada & Salah (Faith & Prayer)

### Learning Objectives:

1. Students understand the meaning and significance of Shahada and Salah.
2. Students are able to describe how Muslims perform prayer.

### Materials:

- ❖ Reading passage: *The Declaration of Faith & Daily Prayers*
- ❖ Listening activity: Call to prayer (Adhan)
- ❖ Worksheet: Salah vocabulary & prayer times

### Activities:

- ❖ Discussion: Why is Shahada the foundation of Islam?
- ❖ Role play: Explaining how to pray (in pairs)
- ❖ Writing: Describe the 5 daily prayer times and actions

### □ Meeting 3: Zakat & Sawm (Charity & Fasting)

#### Learning Objectives:

1. Students understand the social and spiritual purpose of Zakat and Sawm.
2. Students can explain how fasting is practiced during Ramadan.

#### Materials:

- ❖ Reading passage: *The Role of Charity and Fasting in Islam*
- ❖ Infographic: Ramadan Dos and Don'ts
- ❖ Vocabulary: donation, purification, empathy, hunger, obligation

#### Activities:

- ❖ Group discussion: How does fasting teach empathy?
- ❖ Case study: A zakat story (students read and respond)
- ❖ Class debate: "Is fasting only about food?"

#### Assessment:

- Quiz: Zakat and Ramadan facts

### □ **The Role of Charity and Fasting in Islam**

Islam is not only a religion of worship but also a religion that teaches social justice, compassion, and self-control. Two important practices that reflect these values are Zakat (charity) and Sawm (fasting).

#### □ ***Zakat: Purifying Wealth through Giving***

Zakat is the third pillar of Islam. It is a form of obligatory charity that every eligible Muslim must give once a year. The word *Zakat* means "purification" and "growth". By giving Zakat, Muslims purify their wealth and help it grow in a spiritual way.

Zakat is usually **2.5%** of a Muslim's savings and is given to those in need: the poor, orphans, debtors, and others who require help. It reminds Muslims that their wealth is a trust from Allah, and they have a duty to help others. By giving Zakat, Muslims develop generosity and reduce greed. It also helps reduce inequality and supports the welfare of the entire community.

#### □ ***Sawm: Building Self-Control through Fasting***

Sawm, or fasting, is the fourth pillar of Islam. Muslims fast during the month of Ramadan, the ninth month of the Islamic calendar. From dawn until sunset, they refrain from eating, drinking, smoking, and bad behavior.

The main goal of fasting is to develop taqwa, or God-consciousness. It teaches patience, discipline, and empathy for the poor. When Muslims feel hunger and thirst, they better understand the struggles of those who live in poverty every day.

Fasting is not just a physical act it is also spiritual. Muslims are encouraged to avoid anger, gossip, and sin during Ramadan. It is a time for self-reflection, prayer, and charity.

Together, Zakat and Sawm remind Muslims to think beyond themselves, care for others, and become better individuals.

#### □ **Meeting 4: Hajj (Pilgrimage) & Review**

Learning Objectives:

1. Students understand the rituals and meaning of the Hajj pilgrimage.
2. Students are able to summarize all Five Pillars.

Materials:

- Video: *Steps of Hajj Explained*
- Reading passage: *My Hajj Journey* (testimonial)
- Map of Makkah pilgrimage sites

Activities:

- Watch video and label steps on Hajj map

- Group timeline: The journey of Hajj
- Final game: Pillars Jeopardy (review all pillars)

Assessment:

- Oral presentation: "Explain one pillar in detail"
- Final quiz covering all five pillars

## □ My Hajj Journey

*By: Jamal*

Last year, I had the most unforgettable spiritual experience of my life I went on Hajj with my parents. Ever since I was a child, I had dreamed of visiting Makkah, and when the time finally came, I felt both nervous and excited.

We arrived in Makkah a few days before the 8th of Dhul Hijjah. The city was crowded with millions of Muslims from all over the world. Everyone wore ihram, the white, seamless garments that symbolize equality and purity. It was beautiful to see people of different nationalities, races, and languages standing side by side in worship.

Our first ritual was Tawaf walking around the Kaaba seven times. As I circled the sacred building, I felt overwhelmed with emotion. I prayed silently, thanking Allah for giving me the chance to be here. After that, we performed Sa'i, walking between the hills of Safa and Marwah, just like Hajar did in search of water for her son, Ismail.

On the 9th day, we traveled to Arafat. Standing at the plain of Arafat, also known as the *Day of Standing*, was the most spiritual moment of the journey. I raised my hands and asked for forgiveness, crying as I poured my heart out to Allah. It felt like a new beginning.

After sunset, we moved to Muzdalifah, where we collected small stones. The next day, in Mina, we performed the stoning of the devil (Jamarat). This act reminded me of the importance of rejecting evil in our daily lives.

Finally, we sacrificed an animal as part of the Eid al-Adha ritual and then cut our hair. Our Hajj was almost complete. We returned to Makkah to perform the final Tawaf al-Ifadah. The entire experience was physically tiring but spiritually uplifting. I learned patience, humility, and the true meaning of submission to Allah. Hajj changed my heart forever, and I pray that every Muslim gets the chance to make this journey at least once in their lifetime.

### **QUIZZZZ**

#### **True or False Questions**

1. Muslims are not allowed to drink water during the day in Ramadan.
  - i. True
2. Zakat is only given to rich people.
  - i. False
3. Fasting during Ramadan is one of the Five Pillars of Islam.
  - i. True
4. Children and the elderly are required to fast.
  - i. False
5. Zakat helps reduce inequality in society.

True

### □ Short Answer Questions

1. What is the name of the meal Muslims eat before dawn during Ramadan?

Answer: Suhoor

2. Mention one group of people who are eligible to receive Zakat.

Answer: The poor / the needy / those in debt, etc.

3. What is the name of the special night in the last ten days of Ramadan?

Answer: Laylat al-Qadr (The Night of Decree)

4. Why do Muslims give Zakat?

Answer: To purify their wealth and help those in need.

5. What festival marks the end of Ramadan?

Answer: Eid al-Fitr

**Observation Checklist for Students Speaking Skills cycle I**

No.	Criteria	Yes	No	Comments
	<b>1. Students Participation</b>			
1	Actively participates in the activity		✓	
2	Students are able to work together		✓	
	<b>2. Individual Responsibility</b>			
3	Students have responsibility towards themselves	✓		
4	Maintains eye contact with the audience	✓		
	<b>3. Students Activity</b>			
5	Students participate during learning	✓		
	<b>4. Implementation Of Learning</b>			
6	Learning process conduct successfully	✓		
7	Students can understand the material	✓		
	<b>5. Oral Test</b>			
8	Speaks smoothly with minimal pauses	✓		
	<b>6. Comprehension</b>			
9	Responds appropriately to questions or prompts	✓		
	<b>7. Engagement and speaking Skills</b>			
10	Listens attentively when others are speaking	✓		
11	Shows interest in others' contributions	✓		
12	Speaks confidently without hesitation	✓		

**Instructions for Observer:**

- Mark "Yes" or "No" based on the observed behavior for each criteria
- Add comments to provide specific feedback or note areas of improvement.



**Keterangan Skor:**

1 = Sangat Tidak Memadai

2 = Tidak Memadai

3 = Memadai

4 = Sangat Memadai

**Source:** *Slavin, R. E. (1995). Cooperative Learning: Theory, Research, and Practice.*

### Observation Sheet of the Teacher's Activity Cycle I

Class: [ 2nd Semester, English Education Department]

Observer: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

NO	Teacher activity	Yes	No	Notes/comment
1	The teacher greets and motivates the students at the beginning of the lesson	✓		
2	The teacher explains the learning objectives clearly.	✓		
3	The teacher explains the rules of the talking stick technique.	✓		
4	The teacher prepares the media (e.g., stick, timer, topic cards)	✓		
5	The teacher organizes the students into a circle or suitable group setting.	✓		
6	The teacher gives clear instructions for the speaking activity	✓		
7	The teacher facilitates and monitors the speaking activity.	✓		
8	The teacher encourages all students to participate actively.	✓		
9	The teacher gives constructive feedback after the activity.	✓		
10	The teacher reflects on the activity and closes the lesson well.	✓		

**Checklist for Teacher in Talking Stick Activity in cycle II**

No.	Criteria	Yes	No	Comments
1	Encourages all students to participate equally	✓		
2	Ensures that the Talking Stick is passed fairly to each student	✓		
3	Provides clear instructions and reminders about activity rules	✓		
4	Models good listening skills and attentiveness when students are speaking	✓		
5	Gently guides students to use complete sentences and correct grammar, if necessary	✓		
6	Encourages students to speak with confidence and clarity	✓		
7	Helps maintain a positive and respectful environment	✓		
8	Observes and notes each student's performance based on criteria provided	✓		
9	Provides constructive feedback to students after the activity	✓		
10	Assists in managing time to ensure all students have a turn to speak	✓		

**Instructions for Collaborator:**

- Use this checklist to observe and support students' participation and speaking skills during the activity.
- Mark "Yes" or "No" based on whether each criterion is met.

- Use the "Comments" section to provide specific observations or suggestions for improvement.

## **Pre-Test cycle 1 Speaking Assessment**

### **Instructions for Students:**

1. You will have 1-5 minutes to prepare your answers.
2. Answer each question as fully as possible. Speak naturally and clearly.
3. The test will assess your fluency, accuracy, pronunciation, vocabulary, and coherence.

### **Section 1: Introduction and General Questions**

*(Warm-up, 1-2 minutes)*

1. Can you introduce yourself and tell me a little about your background and interests?
2. Why did you choose to study at this university, and what are your goals after graduation?

### **Section 2: Description and Explanation**

*(2-3 minutes)*

1. Can you tell me a memorable experience you've had so far. Why was it special to you?
2. What u can learn from you're experience?
3. Its that's good or bad experience?
4. Did u ever heard about talking stick before? Yes or not?
5. If not are u interest to try it?

### **Section 3: Opinion and Argument**

*(2-3 minutes)*

1. Do you think learning English is essential for university students? Why or why not?
2. Do u think good at speaking is essential for university students? why or why not?

### **Section 4: Problem-Solving and Analysis**

*(2-3 minutes)*

1. Imagine you have been chosen to organize a cultural event at the university. What steps would you take to plan it, and what activities would you include?
2. How would you encourage your fellow students to participate in more extracurricular activities?

## **Post-Test cycle I : Speaking Skills Evaluation**

### **Instructions for Students**

1. You will be given a topic or situation to speak about.
2. You will have 2 minutes to prepare your response.
3. Speak for 1–2 minutes about the topic.
4. Your performance will be assessed based on specific criteria.

### **Questions**

1. Share a memorable experience and what you learned from it.
2. Describe your favorite place and explain why you like it?
3. Its talking stick is effective to improve you're speaking skill?
4. How do you think the talking stick activities helped you in this test?
5. Can u mention some benefit learning using talking stick?
6. Explain your daily routine and why it's important to you.
7. If you could travel anywhere in the world, where would you go and why?
8. What challenges did you face while speaking?
9. Did u have any favorite topic or theme when learning speaking?
10. How do can improve you're speaking skill?

### **Scoring Criteria:**

1. Fluency and Coherence - Speaks without hesitation, ideas are logically organized.
2. Vocabulary - Uses a range of vocabulary accurately and effectively.
3. Grammar and Accuracy - Uses appropriate grammar structures accurately.
4. Pronunciation - Pronounces words clearly and correctly.
5. Relevance and Depth - Provides relevant, well-thought-out responses.

<sup>44</sup> **Indicators of Speaking Measurement**

Criteria	Excellent(4)	Good(3)	Fair(2)	Fail (1)
Fluency	Speaks smoothly with natural pauses and minimal hesitation	Generally smooth, minor hesitation	Noticeable hesitation, affects flow	Frequent hesitations disrupt the flow
Pronunciation	Clear, accurate, easy to understand	Generally clear, minor mispronunciations	Some pronunciation issues, occasionally hard to understand	Pronunciation hinders understanding
Grammar	Accurate use of grammar throughout	Mostly correct with minor errors	Frequent errors, affects clarity	Numerous errors make understanding difficult
Vocabulary	Wide range of vocabulary used appropriately	Good vocabulary range with occasional repetition	Limited vocabulary, sometimes inappropriate	Very limited vocabulary, inappropriate word choice
Comprehension	Fully understands questions and responds appropriately	Understands most questions, few misunderstandings	Some difficulties with comprehension	Major misunderstandings, struggles to respond appropriately
Engagement & Confidence	Engages confidently, maintains eye contact, and shows interest	Engages reasonably well, some signs of confidence	Limited engagement, shows some signs of discomfort	Lacks engagement, appears uncomfortable or uninterested

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<sup>44</sup> Weir, Cyril, Language Testing and Validation, (New York: Palgrave Macmillan, 2005), p. 195

## Pre-test speaking task cycle II

### Instructions:

You will have 1–2 minutes to prepare. Then, please speak for 2–3 minutes on the topic given. Your performance will be assessed based on fluency, vocabulary, grammar, pronunciation, and coherence.

### Task 1: Self Introduction

Please introduce yourself. Include the following information:

1. Your name and where you are from
2. Your hobbies or interests
3. Why you chose to study English Education
4. Your goals after graduation

### Task 2: Opinion Speaking

Choose **one** of the following topics and express your opinion:

1. Do you think learning English through games is effective? Why or why not?
2. What are the advantages and disadvantages of social media for students?
3. Should university students be required to wear uniforms? Give your reasons.

### Task 3: Picture Description (*Optional*)

Look at the picture (provide a simple picture, e.g., a classroom or daily activity). Describe what you see and what might be happening in the picture. Try to use complete sentences and detailed vocabulary.

### Assessment Criteria:

Fluency: Speak smoothly without too many pauses.

Vocabulary: Use a range of appropriate words.

Grammar: Use correct sentence structure and tenses.

Pronunciation: Speak clearly and understandably.

Coherence: Stay on topic and organize ideas logically

## Post-Test Speaking cycle II

### Instructions:

You will be given 2–3 minutes to prepare. Then, please speak for 3–4 minutes on the given task. Try to speak clearly and confidently. You will be assessed on fluency, vocabulary, grammar, pronunciation, and coherence.

### Task 1: Personal Experience Presentation

Describe a memorable experience you had during the English speaking class this semester. Include the following points:

1. activity or topic it was about
2. What you did in the activity
3. How you felt during and after the activity
4. What you learned from the experience
5. Would like you recommended this technique to others students?

### Task 2: Expressing Opinions with Reasons

Choose one of the following topics and give your opinion with reasons and examples:

1. Is it more effective to learn English by speaking or writing? Explain your answer.
2. Do you think technology (like AI or mobile apps) helps students learn English better?
3. Should English be used more often than Indonesian in English classrooms? Why or why not?
4. How is your feeling after try this technique?
5. Did this technique effective to improve students speaking skill?

### Task 3: Short Storytelling or Role Play (*Optional / if using interactive method*)

Tell a short story or perform a short role play (either individually or in pairs) based on a scenario given during class (e.g., asking for and giving directions, making a complaint, etc.).

**Assessment Criteria:**

- Fluency: Speaks naturally with minimal hesitation.
- Vocabulary: Uses a variety of appropriate and precise vocabulary.
- Grammar: Demonstrates control of various grammatical structures.
- Pronunciation: Easily understood with clear articulation.
- Coherence & Organization: Ideas are well-organized and logically connected.

### THE FIELD NOTE

<b>Cycle 1</b>	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.
<b>Cycle II</b>	First meeting	The students rather feel bored because they had to similar task in every meeting but they still paid attention to the teacher.

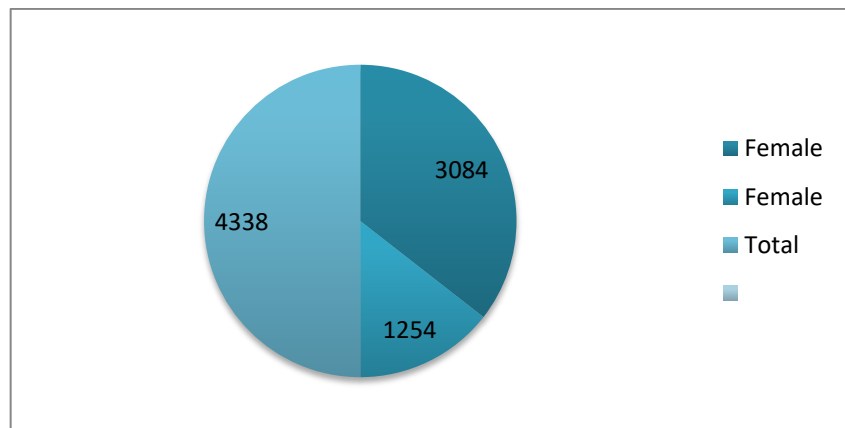
	Second Meeting	The students had understood the way and the rule to follow the teacher's instruction and feel easier to do the task together with their friends.
	Third Meeting	The students were very glad to do post test II because it was very easy after they got the treatment in every meeting and learnt their mistakes.

**The pre-survey data sf students' speaking skills at IAIN METRO**

<b>No</b>	<b>Name</b>	<b>Score</b>	<b>Description</b>
1	Mz	45	Incomplete
2	Tw	70	Complete
3	Aa	65	Incomplete
4	Sh	40	Incomplete
5	Ra	45	Incomplete
6	Su	80	Complete
7	So	70	Complete
8	Ss	40	Incomplete
9	Ha	80	Complete
10	My	45	Incomplete
11	R	50	Incomplete
12	R f	35	Complete
13	Al	60	Incomplete
14	Pa	55	Incomplete
15	Ag	45	Complete

**Table of The Total Subject Research**

No	Class	Gender	Total
1.	A	Female	20

**Table of total students at IAIN METRO**

**Table Students' Activity In Cycle I**

No	Name	First meeting		Second meeting		
		Act	percentages	Act	Percentages	Category
1	MZ	2	40%	3	50%	Improve
2	SSB	2	40%	3	50%	Improve
3	DM	2	40%	3	50%	Improve
4	RA	1	20%	2	40%	Improve
5	NM	3	60%	3	60%	Constant
6	AA	2	40%	2	40%	Constant
7	PA	3	60%	2	40%	Decrease
8	TW	1	20%	2	20%	Improve
9	MY	3	60%	3	40%	Constant
10	HA	3	60%	2	40%	Decrease
11	DS	2	40%	3	60%	Improve
12	RF	2	40%	3	60%	Improve
13	AG	3	60%	2	40%	Decrease
14	SM	1	20%	2	40%	Improve
15	MN	2	40%	3	60%	Improve
16	ZA	2	40%	2	40%	Constant
17	AZ	1	20%	3	60%	Improve
18	NM	3	60%	2	40%	Decrease
19	MN	2	40%	3	60%	Improve
20	RR	1	20%	2	40%	Improve

Table of students' result in cycle i and cycle ii

No	Name	Cycle 1		Cycle 2	
		Meeting 1	Meeting 2	Meeting 1	Meeting 2
1.	MZ	2	3	5	5
2.	SSB	2	2	4	4
3.	DM	3	3	5	4
4.	RA	3	2	3	5
5.	NM	1	2	5	4
6.	AA	3	2	4	5
7.	PA	3	2	5	5
8.	TW	2	2	4	5
9.	MY	3	3	4	4
10.	HA	3	2	3	5
11.	DS	2	3	5	2
12.	RF	2	3	4	5
13.	AG	3	2	3	5
14.	SM	1	2	3	4
15.	MN	2	2	2	4
16.	ZA	2	3	4	5
17.	NA	1	3	5	5
18.	AZ	3	3	5	5
19.	NZ	3	3	3	5
20.	SI	1	2	4	4
Total		45	49	81	90
Average		2,2	2,25	4,05	4,5

**DOCUMENTATION**





**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](http://www.tarbiyah.metrouniv.ac.id), e-mail: [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id)

Nomor : 4112/In.28/J/TL.01/09/2024

Lampiran : -

Perihal : **IZIN PRASURVEY**

Kepada Yth.,

Dekan FTIK IAIN METRO

di-

Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Bapak/Ibu Dekan FTIK IAIN METRO berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **SITI MAKSUMAH**

NPM : 2101051040

Semester : 7 (Tujuh)

Jurusan : Tadris Bahasa Inggris

Judul : **THE EFFECTIVENESS OF USING TALKING STICK TO  
INCREASE STUDENTS SPEAKING SKILL AT THE FIRST  
SEMESTER OF ENGLISH EDUCATION DEPARTEMENT OF  
IAIN METRO**

untuk melakukan prasurvey di IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu Dekan FTIK IAIN METRO untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 09 September 2024

Ketua Jurusan,



**Dr. Much Deiniatur M.Pd.B.I.**

NIP 19880308 201503 1 006



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

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

**SURAT KETERANGAN**

Nomor: B-4703/In 28.1/J/TL 00/10/2021

*Assalamu'alaikum Wr. Wb.*

Yang betanda tangan di bawah ini:

Nama : Dr. Much Deiniatur, M.Pd.  
NIP : 19880308 201503 1 006  
Jabatan : Ketua Jurusan  
Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:

Nama : Siti maksumah  
NPM : 2101051040  
Jurusan : Tadris Bahasa Inggris (TBI)  
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan  
Instansi : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul **"THE EFFECTIVENESS OF USING TALKING STICK METHOD TO IMPROVE THE STUDENTS SPEAKING SKILL AT THE FIRST SEMESTER ENGLISH EDUCATION DEPARTEMENT IAIN METRO"** yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

*Wassalamualaikum Wr. Wb*



Dr. Much Deiniatur, M.Pd.  
NIP.19880308 201503 1 006



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

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Nomor : B-0714/In.28/D.1/TL.00/02/2025  
Lampiran : -  
Perihal : IZIN RESEARCH

Kepada Yth,  
KETUA PRODI TBI IAIN METRO  
di-  
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0713/In.28/D.1/TL.01/02/2025, tanggal 21 Februari 2025 atas nama saudara:

Nama : SITI MAKSUMAH  
NPM : 2101051040  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KETUA PRODI TBI IAIN METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "the use of talking stick technique to improve the students speaking skill at the first semester english study program iain metro".

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

Wassalamu'alaikum Wr. Wb.

Metro, 21 Februari 2025  
Wakil Dekan Akademik dan Kelembagaan,



Bra. Isti Fatimah MA  
NIP 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**

**INSTITUT AGAMA ISLAM NEGERI METRO**

**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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**SURAT KETERANGAN**

Nomor: B-4703/In 28.1/J/TL 00/10/2021

*Assalamu'alaikum Wr. Wb.*

Yang betanda tangan di bawah ini:

Nama : Dr. Much Deiniatur, M.Pd.  
NIP : 19880308 201503 1 006  
Jabatan : Ketua Jurusan  
Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:

Nama : Siti maksumah  
NPM : 2101051040  
Jurusan : Tadris Bahasa Inggris (TBI)  
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan  
Instansi : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul **"THE EFFECTIVENESS OF USING TALKING STICK METHOD TO IMPROVE THE STUDENTS SPEAKING SKILL AT THE FIRST SEMESTER ENGLISH EDUCATION DEPARTEMENT IAIN METRO"** yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

*Wassalamualaikum Wr. Wb*



Metro, 22 Oktober 2024  
Ketua Jurusan TBI

Dr. Much Deiniatur, M.Pd.  
NIP.19880308 201503 1 006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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**SURAT TUGAS**

Nomor: B-0713/In.28/D.1/TL01/02/2025

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

Nama : SITI MAKSUMAH  
NPM : 2101051040  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "the use of talking stick technique to improve the students speaking skill at the first semester english study program iain metro".

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 : 21 Februari 2025

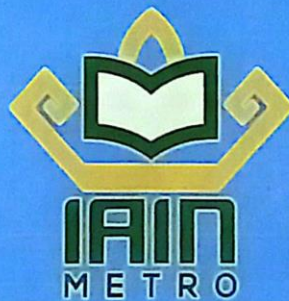
Wakil Dekan Akademik dan Kelembagaan,



Dra. Isti Fatmah MA  
NIP 19670531 199303 2 003

# BUKU BIMBINGAN SKRIPSI

Nama : Siti Maksumah  
NPM : 2101051040  
Program Studi : Tadris Bahasa Inggris



FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
INSTITUT AGAMA ISLAM NEGERI METRO



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

Nama : Siti Maksumah  
NPM : 2101051040

Program Studi : TBI  
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin 7/6/24	Yeni Suprihatin M.Pd	Revisi the Dehron Research Method	
2.	Kamis 10/6/24		Revisi acknowledge	
			Revisi the result of proccurway	
			Revisi problem (Identification & Limitation	
			Find the novelty	

Mengetahui,  
Ketua Program Studi TBI

**Dr. Much Deiniatur, M.Pd.B.I.**  
NIP. 198803082015031006

Dosen Pembimbing

**Yeni Suprihatin, M.Pd**  
NIDN. 2001038901



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

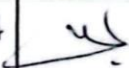


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FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Siti Maksumah  
NPM : 2101051040

Program Studi : TBI  
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin Kamis 11/10/29		<p>Revise the concept of speaking</p> <p>Provide the indicator of speaking</p> <p>Write the procedure of the method</p>	  

Mengetahui,  
Ketua Program Studi TBI

**Dr. Much Deiniatur, M.Pd.B.I.**  
NIP. 198803082015031006

Dosen Pembimbing



**Yeni Suprihatin, M.Pd**  
NIDN. 2001038901



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IAIN METRO**

Nama : Siti Maksumah  
NPM : 2101051040

Program Studi : TBI  
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin, 14/10/2021		Revise acknowledged table of content	
			Revise Problem Limitation & Benefits of Study	
	Selasa, 15/10/2021		find out the novelty	
			check the syllabus & RPS	
			Add the reference	

Mengetahui,  
Ketua Program Studi TBI

**Dr. Much Deiniatur, M.Pd.B.I.**  
NIP. 198803082013031006

Dosen Pembimbing

**Yeni Suprihatin, M.Pd**  
NIDN. 2001038901



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IAIN METRO**

Nama : Siti Maksumah  
NPM : 2101051040

Program Studi : TBI  
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Sabtu 19/11/2019		Revisi Apd.	
2.	Kamis 20/11/2019		Acc Apd	
3.	Rabu 18/12/19		Goes to do Research	

Mengetahui,  
Ketua Program Studi TBI

**Dr. Much Deiniatur, M.Pd.B.I.**  
NIP. 198803081015031006

Dosen Pembimbing

**Yeni Suprihatin, M.Pd**  
NIDN. 2001038901



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IAIN METRO**

Nama : Siti Maksumah  
NPM : 2101051040

Program Studi : TBI  
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Pada 4/10/2019		Revise <del>abstrak</del> <i>abstrak</i>	
			Revise the profile of research setting	
			Complete the appendices	
			Be consistent in using the term "Researcher"	

Mengetahui,  
Ketua Program Studi TBI

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NIP. 198803082013031006

Dosen Pembimbing

**Yeni Suprihatin, M.Pd**  
NIDN. 2001038901



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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
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IAIN METRO**

Nama : Siti Maksumah  
NPM : 2101051040

Program Studi : TBI  
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
			Revise the abstract	
			Problem Identification should be describe in background of Study	
			Revise the table of content	
			Check the paragraph of the writing	

Mengetahui,  
Ketua Program Studi TBI

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Dosen Pembimbing

**Yeni Suprihatin, M.Pd**  
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IAIN METRO**

Nama : Siti Maksamah  
NPM : 2101051040

Program Studi : TBI  
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
			Revise the table of data	
			Revise the bibliography	
			Complete the attachmens	
			Revise abstract	
			Revise chapter 3-5	
			Acc for Munawarjah	

Mengetahui,  
Ketua Program Studi TBI

**Dr. Much Deinatun, M.Pd.B.I.**  
NIP. 198803082015031006

Dosen Pembimbing

**Yeni Suprihatin, M.Pd**  
NIDN. 2001038901



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Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA**

Yang bertanda tangan di bawah ini Ketua Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa

Nama	Siti Maksumah
NPM	2101051040
Prodi	Tadris Bahasa Inggris
Judul Skripsi	THE USE OF TALKING STICK TO IMPROVE THE STUDENT'S SPEAKING SKILL AT IAIN METRO

Telah menyelesaikan administrasi peminjaman buku pada Program Studi Tadris Bahasa Inggris

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya

Metro, 19 Juni 2025

Ketua Prodi TBI

**Dr. Much Deinatur, M.Pd.B.I.**  
NIP. 198803082015031006

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**Character count:** 104664

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**THE USE OF TALKING STICK TECHNIQUE**  
**TO IMPROVE THE STUDENTS' SPEAKING SKILLS AT**  
**THE SECOND SEMESTER OF ENGLISH STUDY**  
**PROGRAM IAIN METRO**

**By:**  
**Siti Maksumah**  
**Student Number: 2101051040**



**TARBIYAH AND TEACHER TRAINING FACULTY**  
**ENGLISH STUDY PROGRAM**

**STATE INSTITUTE FOR ISLAMIC STUDY OF METRO**  
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**SURAT KETERANGAN BEBAS PUSTAKA**  
**Nomor : P-580/In.28/S/U.1/OT.01/06/2025**

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

Nama	SITI MAKSUMAH
NPM	2101051040
Fakultas / Jurusan	Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 2101051040.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya

Metro, 19 Juni 2025  
 Kepala Perpustakaan,  
  
 Aary Gufonni, S.I Pust.  
 NIP. 19920428 201903 1 009

### CURRICULUM VITAE



Siti Maksumah was born In Metro on March 17 2003. She Is The Last Child. She is from moslem family of Mr. Mahmudi And Mrs. Hatijah..She graduate from Elementary School of SD N 3 Way Terusan SP 3,Central Lampung On 2015.

Then, She continued her study in Junior High School Muhammadiyah 1 Metro and graduated on 2018. After that she studied At Senior High School Muhammadiyah 1 Metro and graduated on 2021.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 2021.