

AN UNDER GRADUATE THESIS

**THE USE OF TALKING STICK TO IMPROVE THE AUXILIARY VERB
MASTERY AMONG THE EIGHT GRADERS OF THE MTs
RIYADLATUL ULUM BATANGHARI EAST LAMPUNG**



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1440 H/ 2019 M

**THE USE OF TALKING STICK TO IMPROVE THE AUXILIARY VERB
MASTERY AMONG THE EIGHT GRADERS OF THE MTs
RIYADLATUL ULUM BATANGHARI EAST LAMPUNG**

Presented as a Partial Fulfillment of the Requirements

for the Degree of Sarjana Pendidikan (S.Pd)

in English Education Department

By:

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NOTIFICATION LETTER

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Matter : **In Order to Hold the Munaqosyah
of Dwi Putri Abadi**

To:
The Honorable the Head of Faculty Tarbiyah and
Teacher Training
State Islamic Institute (IAIN) of Metro

Assalamu'alaikum Wr. Wb.

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

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Title : THE USE OF TALKING STICK TO IMPROVE THE VERB
MASTERY AMONG THE EIGHT GRADERS OF THE MTs
RIYADLATUL ULUM BATANGHARI EAST LAMPUNG

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

Wassalamu'alaikum Wr. Wb.

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APPROVAL PAGE

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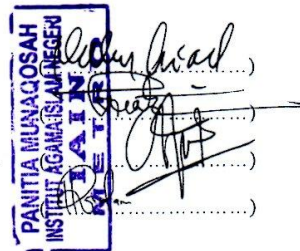
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The Research Proposal entitled THE USE OF TALKING STICK TO IMPROVE AUXILIARY VERB MASTERY AMONG THE EIGHTH GRADERS OF MTs RIYADLATUL ULUM EAST LAMPUNG. Written by: Nasiratus Saidah, Student Number 14121807, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, July 15nd 2019 at 15.00 - 17.00 p.m.

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**THE USE OF TALKING STICK TO IMPROVE THE AUXILIARY VERB
MASTERY AMONG THE EIGHT GRADERS OF THE MTs
RIYADLATUL ULUM BATANGHARI EAST LAMPUNG**

ABSTRACT

**By:
Nasiratus Saidah**

The objectives of this Classroom Action Research (CAR) are to show that The Talking Stick Method can increase the students' auxiliary verb mastery in learning English and how far increasing the students' auxiliary verb through Talking Stick Method. Talking Stick Method is one of way for learning in English Language for eazy when learning English used stick for learning. The Classroom Action Research (CAR) was conducted by 2 cycles. There are four steps in each cycle: they are planning, action, observation, and reflection. The writer gives one pre-test before treatment, two treatments, and two post-test. The subject of this action research is the eighth graders of MTs Riyadlatul Ulum. The writer used observation, test (pre-test and post-test), documentation, and field note to collecting data. While, to analyzing the data, the writer used students average score. The average result score of the pre-test and post-test shows that there is progressing score. The average score at pre-test is 58, 2, post-test I is 66, 5 and then, the average score at post-test II is 75, 8. Based on the result above, it can be said that The Talking Stick Method can improve students' auxiliary verb mastery.

***Key Word : Auxiliary Verb, Talking Stick Method, Classroom Action
Research***

**MENGGUNAKAN *METODE TALKING STICK* UNTUK MENINGKATAN
PENGAJARAN *AUXILIARY VERB*
PADA SISWA KELAS 8 MTs RIYADLATUL ULUM
LAMPUNG TIMUR
TAHUN AJARAN 2018/2019**

ABSTRAK

**Oleh:
Nasiratus Saidah**

Tujuan dari penelitian tindakan kelas (PTK) adalah untuk menunjukkan bahwa *Talking Stick Method* dapat meningkatkan kemampuan auxiliary verb dan seberapa jauh dapat meningkatkan penguasaan siswa terhadap auxiliary verb melalui Talking Stick Method. Talking Stick Method adalah suatu metode yang digunakan guru untuk mempermudah pembelajaran bahasa Inggris yang menggunakan stick sebagai alat belajarnya. Penelitian Tindakan Kelas (PTK) ini dilakukan dalam 2 siklus. Ada empat tahap dalam setiap siklus: perencanaan, tindakan, observasi, dan refleksi. Penulis memberikan satu pre-test sebelum tindakan, dua tindakan, dan dua post-test. Subjek penelitian tindakan adalah siswa kelas 8 MTs Riyadlaul Lampung Timur. Penulis menggunakan observasi, tes (pre-test dan post-test), dokumentasi, dan catatan lapangan untuk mengumpulkan data. Sedangkan, untuk menganalisa data, penulis menggunakan nilai rata-rata siswa. Hasil nilai dari pre-test dan post-test menunjukkan bahwa ada peningkatan nilai. Nilai rata-rata pada pre-test adalah 58, 2, post-test I adalah 66, 5 kemudian, nilai rata-rata pada post-test II adalah 75, 5. Berdasarkan hasil di atas, dapat dikatakan bahwa Talking Stick Method dapat meningkatkan penguasaan siswa terhadap auxiliary verb.

ORISINALITAS PENELITIAN

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

Metro, 2019

Penulis,



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STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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

Metro, July 2019

The Writer,



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MOTTO

فَبِأَيِّ آلَاءِ رَبِّكُمَا تُكَذِّبَانِ

So which of your blessings do you deny?

DEDICATION PAGE

This undergraduate thesis highly dedicated to:

1. Almighty Allah SWT, thanks God all about the precious gift inside to me.
2. My beloved father & mother, Syarifuddin, S.Pd.I and Siti Badriyah who always support, protect, and advise me.
3. My beloved Sponsor, Dr. Mahrus As'ad, M.Ag, and Co-Sponsor Ahmad Subhan Roza, M.Pd who always guide me. Thanks for your help to finish this research.
4. All of the big family in Islamic Boarding School Riyadlatul Ulum (PPRU)

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In the name of god Allah SWT, the Most Gracious, and the Most Merciful, who always gives all what we need and has taught human beings of what they don't know before. Allah has given His gift to the researcher that she could accomplish this Undergraduate thesis. May Shalawat and Salam always be given to our prophet Muhammad SAW, who has brought us from the darkness to the lightness in the world.

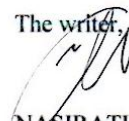
In this occasion, the researcher would like to express her greatest appreciation, honor and gratitude to her beloved parent Bapak Syariffudin and Ibu Siti Badriah who have vigorously done everything for their children. The biggest thanks go to both of you. The researcher would like to express her sincere gratitude to:

1. Dr Mahrus As'ad, M.Ag as sponsor for guiding me a proposal.
2. Subhan Roza, M.Pd as co-sponsor and as the haed English departement.

The researcher feels that it is really pleasure for her to receive criticisms and suggestions to make this undergraduate thesis better. She also hopes that this undergraduate thesis would be beneficial, particularly for her and for who are interested in it

Metro, 03 July 2019

The writer,



NASIRATUS SAIDAH
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CURRICULUM VITAE

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is one of the important things in this world. It is because all the people use language to communicate, to share knowledge, to give information from one person to another. However, there are many languages in this world. Every country has their own language. It means people need one language to communicate with other people over the world.

That one language is known as international language. English acts as international language that is used to communicate to each other in different countries. A person should master four main skills, those are: writing, speaking, listening, reading. From those skills above, writing is very important. In writing, the students have to master grammar. One of the subjects in English grammar is Auxiliary Verb.

Auxiliary verb is one of ways in the grammar that is used to help verb in the sentence. Therefore, the students have to know about helping verb in the sentence, they should understand auxiliary verb. If they can understand auxiliary verb, it will make them easier to make a good sentence.

In the school of MTs Riyadlatul Ulum, the students have some problems in learning auxiliary verb. It comes from two factor, internal factor and external factor. From internal factor, the students are less interest and less motivate in learning auxiliary verb. It is caused by the students do not understand auxiliary verb well. From the external factor, the students feel

bored and passive. It is caused by the school does not have enough facility to support teaching and learning activities.

In the research, the writer will try to apply The Talking Stick Method in learning auxiliary verb. So, the students are able to understand auxiliary verb well. The Talking Stick Method is one of the appropriate techniques in teaching grammar especially teaching Auxiliary Verb. In learning language, a teacher can vary their technique from the teacher-centered to the student-centered learning. In this case, the students should be active so that they can learn well. The teacher can ask the students to correct the friend's work.

The writer had conducted the pra-survey at the eighth of MTs Riyadlatul Ulum on 23th October 2018. Here are the data about their grammar score.

Table 1:

The Result of pre-test Auxiliary Verb at The Eight State of MTs Riyadlatul Ulum East Lampung

No	Name	Test of Auxiliary Verb	
		Score	Category
1.	AZ	40	Poor
2.	AK	20	Poor
3.	DAFA	30	Poor
4.	DW	40	Poor
5.	LAA	40	Poor
6.	LR	30	Poor
7.	MAR	70	Good
8.	MF	50	Poor

9.	MSM	40	Poor
10.	PNA	30	Poor
11.	RAS	20	Poor
12.	RS	40	Poor
13.	RNM	60	Poor
14.	SU	50	Poor
15.	UTF	40	Poor
16.	TH	30	Poor

Source: The result of Pre-survey in the eighth Grader Students' of MTs Riyadlatul Ulum (Pre-Survey on 23th October 2018)

Table 2:

Passing Grade criteria in *MTs Riyadlatul Ulum*

Grade	Student	%	Criteria
≥ 70	1	7%	Complete
≤ 70	15	93%	Uncomplete

Based on the table above it can be concluded that the students' grammar at the eighth graders of MTs Riyadlatul Ulum got bad score.

So, the researcher uses The Talking Stick Method to this school, and want that method can be a good way to improve the students' auxiliary verb.

B. Problem Identification

Based on the background above, the researcher could identify the problem as follows:

1. There are many students who cannot use auxiliary verb correctly.
2. The students are less focus when learning auxiliary verb.

3. The students have low motivation and interest in learning English.
4. There are many students do not understand how to use auxiliary verb in the sentence.

C. Problem Limitation

Based on the background of the problem identification above, the writer limits the problems of students' do not understand how to use auxiliary verb in the sentence. In this research, the writer only on improving auxiliary verb through Talking Stick Method at the eighth graders of MTs Riyadlatul Ulum of East Lampung.

D. Problem Formulation

Based on the background of study and the problems identification above, the writer formulates the problem as follow "Can the use of Talking Stick Method Improve the students' auxiliary verb mastery at the eighth graders of MTs Riyadlatul Ulum of East Lampung?"

E. Objective and Benefits of the Study

1. Object of the Study

To improve students' auxiliary verb mastery and learning activity by using talking stick method.

2. Benefits of the Study

a. For the Students

- 1) As students can improve the auxiliary verb.
- 2) As make enjoyable in learning by using talking stick method

b. For the Teachers

- 1) As writer hopes that this research can help the teacher to solve the problem of teaching auxiliary verb.
- 2) As teacher can use talking stick method as a choice on method of teaching auxiliary verb.

c. For Headmaster:

By this research, it can improve the quality of learning in the school by introducing a new method in teaching and learning process.

F. Prior Researches

The writer has found two prior researches which are related to this research:

The first taken from Dita Indra Febryanti's research with the title: *The Use of Talking Stick in Improving Students' Speaking Skill (A Classroom Action research on X MIA-2 Students of SMA Negeri 1 Kesamben)*. Based on the preliminary study that has been conducted by researcher, it confirmed that most of X MIA-2 students of SMA Negeri 1 Kesamben found difficulties in speaking. Regarding to this phenomenon, researcher proposed a teaching technique named talking stick to improve students' speaking skill. The objective of the research is to describe how talking stick can improve students' speaking skill of X MIA-2 students of SMA Negeri 1 Kesamben. By using classroom action research design, researcher implemented talking stick to solve the students' problem in

speaking skill. The talking stick is used in teaching narrative text. Researcher uses recorded oral test, questionnaire, interview guide, observation checklist and field note as the instruments. This research was conducted in one cycle that consists of three meetings. The result of the research showed that there is a significant improvement of students' speaking skill after the implementation of talking stick. The improvement can be seen from the achievement of the two criteria of success. The first criterion is if the students' mean score of post-tests gain more than 5 points from the students' mean score of pre-tests. It is established that the first criterion was accomplished since the students mean score of post-tests was 9,43 points higher than the mean score of students' pre-tests, from 66,86 on pre-test become 74,19 on the post-test. The second criterion of success is when there were more than 60% students could pass minimum standard score of English that is 75. This is achieved since the students that could pass minimal standard score of English was 64,86%.

The second research is taken from Hamidah Arief, with the title: *The Effectiveness of Talking stick Method in Teaching Vocabulary at the Second Grade of MTs Madani PaoPao*. This research is about the Effectiveness of Talking stick Method in Teaching Vocabulary at the Second Grade of MTs Madani Pao-Pao. This research aims at finding out the students' vocabulary in using Talking Stick Method at the Second Grade of MTs Madani Pao-Pao. This research employed quasi-experimental design with two group pre-test and post-test design. There were two variables in this study; they are

independent variable (Using Talking Stick) and dependent variable (Students' Vocabulary). The population of this research was the second-grade students of MTs Madani Pao-Pao consists three classes and each class consist of 34 students. The sample of the research consisted of 64 students which were taken by using Purposive Sampling, 32 students from VIII A as experimental class and 32 students from VIII C as controlled class. The instrument of this research was test which aim to measure the achievement of students on basic vocabulary. using descriptive statistic (frequency, mean score, and standard deviation) The test will be given trough pre-test and post-test. The result of the data indicates that, there was significant difference between students' pre-test and post-test in experimental class and control class. the mean score of pre-test (49.37) in experiment class was higher the mean score of pre-test (44.06) in controlled class. The mean score of post-test (70.46) in experimental class was greater than the mean score of post test (49.37) in controlled class. The standard deviation of post-test (6.64) in experimental class was greater than the standard deviation of post-test in control class (7.657). From test, the researcher found that, the value of t-test (7.20) was greater than t-table (2.890) at the level of significance 0.05 with degree of freedom (df)= 62. Based on the finding and discussion of the research, the researcher drawn a conclusion that the Effectiveness of Talking stick Method in Teaching Vocabulary at the Second Grade of MTs Madani Pao-Pao is effective to use in teaching students' vocabulary.

Based on the prior researches above, it is known that all of prior researches have the similarity with the research that conducted by the researcher. The similarity is known in the use of talking stick method. However, the first prior research use talking stick method for the improvement of the students' speaking that is contrast from this research which use talking stick in improving students' auxiliary verb mastery. Then, the second prior research it is known that the use of talking stick is to improve the students' vocabularies mastery.

CHAPTER II

THEORITICAL REVIEW

A. The Concept of Auxiliary Verb Mastery

1. The Definition of Auxiliary Verb

In learning grammar, the students often meet the term of auxiliary verb. Auxiliary verb can be met in present tense. According to Marcella Frank, auxiliary verbs is as we have seen are “helping” verbs that add structural meaning or a semantic colouring to verbs carrying the full burden of lexical meaning¹. It means that auxiliary verb is called as helping verb that proceeded in main verbs to create tenses, and mood.

While Philip Gucker defines the auxiliary verbs as those which may be added to the principal parts to form verb phrases and belongs to a specific and limited group².

Table 3:

List of Auxiliary Verbs

Do	Can	Am	Have
Does	Could	Are	Has
Did	Shall	Is	Had
May	Should	Was	
Might	Will	Were	
Muslt	Would		

¹ Marcella Frank, *MODERN ENGLISH a practical reference guide*, (United States of America: Prentice-Hall, Inc, 1972). P. 94

² Philip Gucker, *Essential English Grammar*, (New York: Dover Publication. Inc, 1966). P. 31.

a. Can

Used to express expertise and ability (learned and physical).

1) Affirmative Sentence

Example: They ***can't*** finish that work on time

He ***can*** speak English.

She ***can*** write business letters very well.

2) Negative Sentence

Example: I ***can't*** play chess.

She ***can't*** love you.

You ***can't*** speak English.

3) Interrogative Sentence

Example: ***Can*** you spin a top?

Can you speak French?

Can your boyfriend play guitar?

4) Past Form.

The past form of can = could.

Example: She ***could*** not go to school, because she was ill.

Two years ago, I ***could*** play tennis well, but now I
can't anymore.

b. May

Used to declare permission to do something.

1) Affirmative Sentence

Example: I ***may*** be late.

She *may* leave the office early.

You *may* go home now.

2) Negative Sentence

Example: We may not smoke in the classroom.

Last week we *were* not *allowed* to play football.

Sinta *may* not playing football.

3) Interrogative Sentence

Example: *May* I go home now?

May I trouble you for a moment?

May I shut the door?

4) Past **Form**.

The past form MAY = MIGHT

May and Might are also used for possibility

c. Shall and Will

A more accurate understanding, with the Shall and Will declare a fixed intention, determination or determination, will or will.

Shall and Will other than we use to express the form of time to come, we also use it to state:

1) Later or possible

Example: I *shall* do it.

He *will* do it.

She *will* go.

They *will* go.

2) Determination (will / will)

Example: I **will** go.

We **will** do it.

3) Instruction

Example: You **shall** study hard for the examination!

She **shall** not say that!

4) appointment

Example: I **shall** meet you tomorrow morning by nine o'clock.

You **shall** have a dictionary.

5) threat

Example: You **shall** be punished if you break the law

You **shall** be sentenced to several years in prison if
you commit a crime.

6) Appropriate form of asking questions

Example: **Shall** I help you?

Shall I open the window?

7) Past Form

The past form Shall/Will (Should/Would). Because of the past
form of Shall and Will, we generally use the same rules

a) Declare agreement or possibility

Example: I **should** be glad to come.

We **should** be happy to come.

b) Expressed obligation

Example: I **should** be forced to do it.

We **should** pay them for the damage.

c) The habit of in the past

Example: We **would** often go on picnics

They **would** sit for hours without speaking.

d) Conditional at the time will come

Example: **Should** I fail, I shall notify you.

Should he come, ask him to telephone me at once

e) Conditional if terms met in the past

Example: If I had thought, I **should** have called him by phone.

If she had taken the medicine, she **would** have felt better.

d. Must Not

Used to states ban (prohibition)

Example: You **must not** drive without driving-license.

Passengers **must not** smoke.

He **must not** stand.

e. Have To

Special for people to three singles (he, she, it, John, ect)

Example: They **have to** stay here for a week.

He **has to** spend more time on his lesson.

She **doesn't have** to did it hurriedly

2. The Form of Auxiliary Verb

Most verbs in English can be used independently as predicate of main elements. This verb type includes elements of linking be, linking verbs, Intransitive verbs and Transitive verbs. Because the concrete activities of two types of verbs are revealed, the latter can be called a verbs proper (often referred to as full verbs, national verb, verbs of full meaning).

Besides the four types of verb above there are a small number of verbs that are not used independently but are used as a companion or other verb helpers. This verbs group is called auxiliary verbs.

- a. Formal Auxiliary Verbs are auxiliary verbs that do not have a specific and clear original meaning. This formal auxiliary verb includes: Be, Have, Do, Used To, and Dare and types of national auxiliary verbs: Can, May, Must, Shall and Will, Must Not, Have To.
- b. Auxiliary Verbs Have (auxiliary of tense, modality) Have positions: have (present tense) Has, Had, (past tense), Have (infinitive), To Have, Having, Had (past Participle).

Based on the explanation above, the writer just focused in the National Auxiliary Verb. National Auxiliry Verbs can be used to help others sentences.

3. The Mastery of Auxiliary Verb

According to Marcella Frank, there are three types of auxiliaries, each serving a different purpose³.

a. Tense Auxiliaries (Be, Have, Will-Shall)

The tense auxiliaries perform a structural function only. Be occurs with the-ing present participle in the progressive forms of the tenses and with the-ed past participle in the passive form of the tenses. Have is used for the perfect tenses. (Be and have are also independent verbs). Shall and will are used for the future tenses.

Its mean that auxiliary Be occurs with -ing used in present participle and past participle are a verb form made by adding -ing and-ed to the base.

For example: - I am working hard in my job

- We are learning English now.

- I had opened the door.

- We were careful to avoid the broken glass.

Furthermore, shall and will are used for the future tense. For example: - I shall look for your sister.

- We shall take you to school.

- She will give you the gift.

- They will need help.

³ Marcella Frank, *Op.Cit*,...

b. Do Auxiliary

The do auxiliary is accompanied by the simple form of the verb (the infinitive without to). It is used only in the simple present tense (do or does offer) and in the simple past tense (did offer). It provides an auxiliary to auxiliary less verbs to enable them to function in the following grammatical patterns.

1) Questions

Do you like my new hat?

2) Negative Statements

I don't like your new hat.

3) Abridgment – omission or substitution.

Do you like my new hat? Yes, I do

4) Emphasis with emphatic adverbs – definitely, positively, certainly.

Do you remember how beautiful she was? I certainly do remember.

5) Entreaty

Do come to the party tonight.

c. Modal Auxiliaries

These auxiliaries add to the verb a special semantic component such as ability, obligation, and possibility. Some of the modal auxiliaries express the same kinds of semantic colouring as verbs in the subjunctive mood (note the relationship between modal and mood).

Modal auxiliaries generally have no –s suffix for third person, and no infinitive or participial form. They have only two formal tenses, the present and the past, which are used with the simple form of the lexical verb (may offer, might offer), the progressive form (may or might be offering), the perfect form (may or might have offered) or the passive form (may or might be offered).

It can be inferred that modal auxiliary used in present, past, progressive, perfect and passive form.

Table 4

Kind of Modal Auxiliary

Modal Auxiliary Verb	Example
Can/could	-You can buy anything with your money. <i>(present)</i> -You could run faster than me yesterday. <i>(past)</i>
May/Might	-He may work out. <i>(present)</i> -The doctor might have warned you not to eat meat. <i>(perfect)</i>
Will/would	-The chef would taste the soup. <i>(past)</i> -The chef will be tasting the soup. <i>(progressive)</i>
Shall/should	-We shall buy this book. <i>(present)</i> -This book should be bought by us. <i>(passive form)</i>

B. The Concept of Talking Stick Method

1. The Definition of Talking Stick Method

The method used by the teacher has often been said to be the causes of success or failure in language learning. According to William, the successful of teaching in language learning is depending on the method of the teaching⁴.

While, Bambang explained that “Method is a plan of language teaching which is consistent with the theories and technique.”⁵ It means that, method is plan of teaching which is consistent with a theory. Method is a procedure for attaining an object or for doing something.

Edward Anthony on Douglas’s book explained that, “method is an overall plan for systematic presentation of language based upon a select approach”.⁶ One of method in language teaching is cooperative learning method. Cooperative learning is students work together in pairs and group; they share information and come to each other’s aid. It means that they are a team whose players must work together in order to achieve goals successfully.

Panitz on Agus Suprijono’s book explained that, cooperative learning is a learning method which used the working group system through the teacher’s commands, where the teacher provides the

⁴ William f. Mackey, *Language Teaching Analysis*, (London, Longman, Green and Co. Ltd, 1996) .p. 138.

⁵ Bambang Setiadi, *Teaching English as Foreign Language*. (Yogyakarta: Graha Ilmu. 2006), p.3

⁶ Douglas Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy* p.14

information and materials designed for helping the students to solve those problems. The teacher usually determines the kind of the test in the final term.⁷

Talking stick which is developed by Spencer Kagan is a group of study that student learn independently from one another, each student has the same chance to express their ideas and concern with equal participant of students⁸.

Michel Thomas Hurlock said that in his dissertation “The talking stick is an object that represent truth and understanding, both of which are powerful agents of healing in the Native American Tradition”⁹

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 American when a council is called, allowing elders to express their sacred point of view. The person holding the talking stick holds, sharing his or her wisdom with the council.

Linda Starr on Aostre N. Johnson and Marlyn Webb Neagley book explain for introduction a “talking stick” to the class: Explain to students that in many Native American tribes, people used a “talking stick” to make

⁷ Agus Suprijono, *Cooperative Learning: Teori dan aplikasi PAIKEM*, (Surabaya: Pustaka Pelajar, 2009). P.48

⁸ Spancer Kagan, *Cooperative Learning*, 1992,p. 1

⁹ Micheal Thomas Hurlock, *Talking Circle Supervision*, (A Dissertation University of Connecticut 2008),p. 68

sure that each person had a turn to share his or her stick had the right to speak. Everyone else was expected to listen with respect¹⁰.

When a person finished talking, he or she 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 their own.

Talking stick method is one of cooperative learning methods in the learning process by a stick; the student who gets the stick must answer the question by the teacher. Talking stick method is not only trains the students speak up but also creates fun and active condition in the class.

Based on the definition stated above, it can be concluded that Cooperative learning is a learning method which uses the working group system through the teacher's commands, where the students are divided into several small groups, including 2-4 students. Then, the teacher determines the task and a question then provides the material and information's which have already planned for helping the student to solve their problems. The teacher usually determines the types of test in the end of the task of group and Talking Stick method is the part of following from cooperative learning which pushed the students for of being brave to show their opinion.

¹⁰ Aostre Ahmad Munjin and Kolidah Nur Lilik, *Metode dan Teknik Pembelajaran Pendidikan Agama Islam*. (Malang: PT Refika Aditama Malang, 2009), p. 136

This learning model 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 to apply for students Elementary, Junior high school and Senior high school/ Vocation high school. Besides for practicing to talk, this learning will create an enjoyable atmosphere and make the students more active.

2. The Procedure of Talking Stick Method to Teach Auxiliary Verb

To apply the Talking Stick method in the classroom the teacher must know the steps of this method, they are as follows:¹¹

- a. Teacher prepares a stick.

Teacher prepares a stick which is used to teach auxiliary verb.

- b. The teacher divides the students into some group.

After preparing the stick, the teacher gives instructions to make some of small groups which consist of 2 – 4 students.

- c. Teacher explains the material that will learn and give the group opportunity to read.

After that, the teacher explains the material about auxiliary verb to the students.

- d. Students discuss about the problem from the topic.

The teacher asks the students to discuss about the material with their own group.

- e. After finishing, the teacher orders the students to close the book.

¹¹ <http://iqrometro.co.id/concepts-of-talking-stick-method.html> Accessed on March 5th, 2019 at 11.50 WIB

After the discussions ended, the teacher asks the students to close the book.

- f. Teacher takes a stick and giving to student,

While giving the stick the students sing a song and the last students who holds the stick after the song end, the teacher gives a question to student that holding a stick and the student must answer it. It can do continue until all of student get opportunity to answer the question from the teacher.

- g. Give conclusion.

The teacher gives the conclusion about the material for today.

- h. Evaluation.

The teacher gives a test to the students to know how far the students understand the material about auxiliary verb.

3. The Advantage and Disadvantage of Talking Stick Method

a. Advantage

There are many adventeg of using talking stick method, those are

- a) Keep the students alert when the teacher begins to apply the Talking Stick Method, every student should focus with the material as when they get the talking stick and the teacher asks a question, they can answer it correctly.
- b) Helps the teacher realizes if the students listen and understand it or not.

- c) Encourages shy students to speak up because they don't want to get stuck at the end holding several sticks and have to responding at length to one question.¹²
- d) The guarantee that everyone in the group has the opportunity to be heard, and that they can speak without concern that they will be interrupted, criticized, or judged.¹³

b. Disadvantage

- 1. Time consuming.
- 2. It doesn't always lead the students to talk more
- 3. Students sometimes cannot answer the question, they are not confident with their answer, or they are ashamed to answer the question as well.

The researcher concludes that advantages of the talking stick for speaking class, students can get many advantages. The talking stick is practices to make the students are more active in speaking. The students are free to speak or deliver opinion because when someone is speaking, practices to make the students are more active in speaking, the others are not allowed to interrupt and comment. It can increase the students speaking ability. The students will be motivate to speak. And the disadvantages from the talking stick the students not confident with their speaking and time consuming

¹² Laura Candler, *Talking Stick Discussion*, (Teaching Resource 2013), p.4

¹³ Michael Thomas Hurlock *Talking Circle Supervision* ,p.69

C. Action Hypothesis

Based on the frame of theories, the writer proposes hypothesis that Using talking stick method can improve the auxilliary verb mastery among the eight grades of the MTs Riyadlatul Ulum Batanghari East Lampung.

CHAPTER III

RESEARCH METHOD

This chapter focuses on the research method that will be performed in the research. There will be setting and subject of the study, classroom action research procedure, action procedure, data collecting techniques, data analysis technique and indicator of success.

A. Research Location

This research carries out at MTs Riyadlatul Ulum which is located in 39 B Batanghari, East Lampung.

B. Subject and Object of The Study

The subject of this research was at the eighth-grade students of MTs Riyadlatul Ulum. This class consisted of two classes. The number of the students of the class was explained on the following table:

Table 5:

The total of students class A Mts Riyadlatul Ulum

No	Students	
	Male	Female
1	11	6

Source: Archive of MTs Riyadlatul Ulum

The writer chooses this class because several of the students in this class have a low score in Auxiliary Verb.

C. Classroom Action Research Procedure

The research method use in this study was classroom action research (CAR). According to Kumar, action research is a research method which is aimed for improving and modifying the working system of a classroom in school of institution¹⁴. Meanwhile, Cresswell states that action research provides the opportunity for educators or teachers to reflect their own practices¹⁵. From those statements it can be inferred that action research emphasizes on the reflection and improvement teaching and learning process in the classroom.

In addition, Ary, *et.al*, asserts that action research is practical tools to solve the problem experienced by people in their professional lives¹⁶. From several theories or explanations above, it can be inferred that classroom action research in inquiry or research which enables teacher or practitioners to investigate and evaluate their work in the classroom which is concerned for problem solving to improve teaching and learning in the classroom through self-reflection which is carried out with planned and systematic action.

Concerning about the type of action research, writer will used collaborative action research so that it needs the collaborator or another participant which was English teacher to assist the writer in this research.

¹⁴ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International Publisher, 2006) , p.261

¹⁵ John Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, 2012), p.577

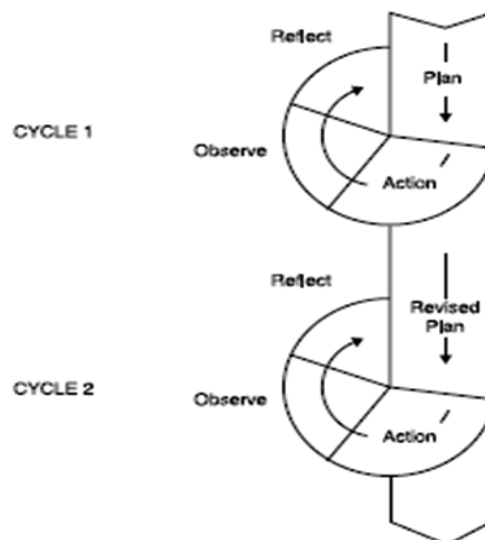
¹⁶ Donal Ary, *et.al*, *Introduction to Research in Education*, (Belmont: Cengage Learning 2010). P.516

Therefore, the writer will be assisted by Mr. Muhlisin Ali, S.Pd. He is an English teacher of MTs Riyadlatul Ulum.

Classroom action research (CAR) has various models but in this research the writer used Kemmis and McTaggart research design. According to Kemmis and McTaggart as cited by Anne Burns action research is dynamic and complementary process which consist of four essential phases such as planning, action, observation, and reflection in spiral system¹⁷.

Figure 1

Cyclical Action Research Model



This figure describes the sequence of the research which is proceeded by preliminary study and followed by planning, acting, observing, and reflecting that implemented in each cycle in spiral system. The assumption is if the determined target in the first cycle cannot be achieved or there may be found

¹⁷ Anne Burns, *Collaborative Action Research for English Language Teacher*, (Cambridge: Cambridge University Press, 1999), p.33

new problem, so it will probably be continued and revised in the next cycle that have same phase on the first cycle.

D. Action Plan

Based on Kemmis and MacTagart's research design, the steps of the research cover four phases in each cycle. They are the following:

1. Cycle I

a. Planning

Planning is the identification of a problem or issue and develop the plan of action in order to bring the improvement in a specific area of the research context. After Identifying and diagnosing student's problem in auxiliary verb that occurred in the classroom and concluding the finding in preliminary study. Then the writer and the collaborator (teacher) prepared some plans to conduct the classroom. They were the following:

- 1) The writer prepared the lesson plan including teaching procedure, media, and relevant material to be applied in acting phases.
- 2) The writer prepared learning resource for students.
- 3) The writer determined the method to be applied in acting phase. In the case, the writer used Talking Stick method to improve auxiliary verb.
- 4) The writer prepared observation format and also evaluation format to evaluate the student's activity after teaching and learning process.

5) The writer and the collaborator designed the criteria of success.

b. Acting

In the second phases, the writer and the collaborator (teacher) collaborated to implement the action that had been arranged in planning phase. In this phase the writer decides to take action as a teacher who implemented the determine method in teaching and learning process. Meanwhile, the collaborator became the observer the activity of teaching and learning process in the classroom. Those activities were implemented on the following steps:

1) Pre-teaching activity

- a) The writer stars the lesson by greeting to the students.
- b) The writer and students prayed together.
- c) The writer checked students' attendance.
- d) The writer informed to the students about the competence, the indicator and the objectives that should be achieved.

2) While teaching activity

- a) The writer devided the students into some group.
- b) The writer explained the talking stick to the students about how apply sequences of this method such as prediction, summarization, question generation and clarification in learning the discussion.
- c) The writer gave the material and facilitate the students during the discussion by applying talking stick method

- d) The writer affirms student's learning by checking their understanding.
 - e) After the students became more proficient in using those strategies, gradually the writer transferred the responsibilities to the students to lead the discussion by applying these strategies (prediction, summarization, question generation and clarification) without teacher's guidance
 - f) The writer gave the evaluation to the students.
- 3) Post teaching activity
- a) The writer gave positive feedback to the students.
 - b) The writer and the student's conclusion the learning topic that had been discussed.
 - c) The writer greeted the students in the end of the meeting.
 - d) After giving treatment in cycle 1. The writer gave the post-test. The instrument which was given to the students had different type from the instrument which was given in the pre-test.

c. Observing

In the third, the observed the student's activity, their participation, class situation during teaching and learning process, and teacher (writer) performance by using structured observation form and made note the overall activities. Furthermore, the writer also collected the data from the posttest and the result of student's activity.

d. Reflecting

In the fourth phases, the writer and collaborator discussed and analyze about the data that had been collected from all the activities from the acting phase until observing phase. In this phase, the writer and the collaborator also analyzed the teacher performance during teaching and learning process and the student's activity worksheet to find out whether the implementation of Talking Stick Method run successful or unsuccessful by identifying strength and weakness. If there still found the problems the writer and collaborators conducted the next cycle and used the collect data in the first cycle as considerations by repairing all the problems or weaknesses in previous cycle.

2. Cycle 2

a. Planning

In the first phase, before conducting the action in the next phase, the writer repaired the problem found in cycle one. It explained as follow:

- 1) The writer analyzed the reflection result to obtain the solving problem.
- 2) The writer revised and prepared the lesson plan based on the problem appeared in the previous cycle including teaching procedure, media, and relevant material to be applied in acting phase.

- 3) The writer rearranges observation format and also reformed the evaluation format to improve the planned indicators that was not been achieved yet in the previous cycle.

b. Acting

In the second phase of cycle two, it was regarded has same similarity as the previous step in the first cycle. In this phase the writer and collaborator applied the revise plan such as lesson plan, select material, and instrument for evaluation to be implemented in teaching and learning process in the classroom. The activities are:

- 1) Pre-teaching activity
 - a) The writer starts the lesson by greeting to the students.
 - b) The writer and students prayed together.
 - c) The writer checked students' attendance.
 - d) The writer informs to the students about the competence, the indicator and the objectives that should be achieved.
- 2) While teaching activity
 - a) The writer divided the students into some group.
 - b) The writer reminded how to apply mistake talking stick method.
 - c) The writer gave the material and facilitate the students during the discussion by applying talking stick method.
 - d) The writer affirmed student's comprehension by checking their understanding.

e) After the students became more proficient in using those strategies, gradually the writer transferred the responsibilities to the students to lead the discussion by applying these strategies (prediction, summarization, question generation and clarification) without teacher's guidance.

f) The writer gave the evaluation to the students.

3) Post teaching activity

a) The writer gave positive feedback or reinforcement to the students.

b) The writer and the students concluded the learning topic that had been discussed.

c) The writer greeted the students in the end of the meeting.

c. Observing

In the third phase, the observer observed the student's activity, their participations, class situation during teaching and learning process, and teacher (writer) performance by using structured observation form and made note the overall activities. Furthermore, the writer also collects the data from the posttest and the result of student's activity.

d. Reflecting

In the fourth phase, the writer and the collaborator discussed and analyzed about the data that had been collected from all the activities from the acting phase until observing phase to find out

whether the implementation of Talking Stick Method run successful or unsuccessful in the second cycle and also compared the student's improvement from cycle one until cycle to find out the student's achievement. If there is found good improvement based on the criteria of success that have been determined before, the writer did not continue the action in next cycle

E. Data Collecting Technique

For this research, there were four techniques which used by the writer to collect the data such as observation, documentation, test and field note. They were explained as follows:

1. Observation

Observation is data collecting technique which concerns some form of observation of learning processes and it may involve the use of video or audio techniques or of checklist or observational schedule. In this case the writer used observation to obtain the data about student's activity or participation and teacher performance in the classroom which was observe by observer. The observation sheet plan describe as follows:

Table 6:

The Observation Sheet of Student's Activity Plan

NO	Student's Code	Criteria					Total	%
		Attention	Active In Small-Group Discussion					
			Asking	Answering	Giving Idea	Tasking		

		✓		✓				
	Total					✓		
	Percentage							

The indicators of student activities for further explanation as follows:

- 1) The students pay attention toward the teacher explanation.
- 2) The students were active in small-group discussion involved.
- 3) The students asked to the teacher.
- 4) The students answer or responded direct question from the teacher.
- 5) The students gave an idea.
- 6) The students were able to finish the task timely.

2. Documentation

Documentation or document is data collecting technique that is useful in rendering more visible the phenomena under study for instance field note, diary and journal, record, biography, autobiography, directories, archive, photography, book, article and others. The writer use documentation to obtain the data about the school profile such as history of the school, the number or teacher and staff officer and students at MTs Riyadlatul Ulum, organization structure, and location sketch. Besides, the documentation be used for visualizing the classroom activity in the form of photograph.

3. Test

Test is a set of stimuli which given to the individual to obtain the respond based on what is assess.⁷ In this research, the best was examined to the students consisted of two types namely pre-test and post-test. They were the following:

1) Pre-test

First, pre-test is examined to the students before giving the treatment through the implementation of reciprocal teaching to evaluate their learning at first. The type of pre-test was Auxiliary Verb. In this research the writer applied objective test in the form of multiple choice which consisted of 30 items.

2) Post-test

Second, post-test was examined to the students after they were taught Auxiliary Verb by using Talking Stick method as the treatment to find out the improvement before and after giving treatment. It could be seen by comparing the result between pre-test and post-test. In this post-test the writer applied objective test in the form of multiple choice which consisted of 20 items.

Table 7:

The Instrument Blueprint of Auxiliary Verb Student Test

Basic Competency	Indicator	Item Number	Total

3.12 Applying the structure of auxiliary verb in make a sentence.	1. The student can use auxiliary verb in sentence.	1,2,3,4,5	10 Items
	2. the student be able to understand the purpose in the sentence.	6,7,8,9,10	
4.14 Correcting the mistake in sentence	1. The students be able find the mistake in the sentence	1,2,3,4,5	10 Items
	2. The students be able to correct the mistake in sentence.	6,7,8,9,10	

4. Filed Note

Filed note is observation instrument use in CAR to provide a record of that is going on during an observation which include description of places, people, objects, acts, activities, events, purposes, times and feeling. In this research the writer use field note to record the student's activity during the learning process in narration form.

F. Data Analysis Technique

The writer collected and analyzed the entire data by taking average score between pre-test and post-test of student's Auxiliary Verb method per action in each cycle. The formula to figure out the average between pre-test and post-test as follow.

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

X = Mean

$\sum X$ = Sum of the scores

N = Number of scores

Then, to find out the result of improvement the writer compared the gained score between pre-test and post-test by comparing with the Minimum Standard Criteria (MSC) in this school at last 70. If in the first cycle the students did not pass the MSC, so the writer will conduct the second cycle, so it did not be continue to the next cycle if in the second cycle the 70% of the students pass the KKM. The formula of figure out the percentage of the students who pass the KKM in each cycle as follow.

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

P = Percentage

N = Total Number of Students

F = Frequency

G. Indicator of Success

Classroom action research (CAR) was regarded to be successful if it passes the criteria which have been establish and fail if it did not pass the

criteria. The indicators of student's successfulness in Auxiliary Verb by using Talking Stick method explain on following criteria:

1. The students become more active and enthusiastic in learning English at least 70% of the total student.
2. The students Auxiliary Verb score achieved Minimum Standard Criteria (MSC) at least 70 which was adapted from the school passing grade MTs Riyadlatul Ulum in English subject.
3. It was regard to be successful if 70% from entire students achieved the improvement scores at least 70 from the pre-test to post-test in cycle two.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Result of The Research

In this chapter the writer would like to present the result of the research. It involves the result of the research and interpretation which had been carried out by the writer at MTs Riyadlatul Ulum particularly at the eighth grade students of MTs Riyadlatul Ulum in the Academic Year of 2018/2019.

1. Description of Research Location

a. History of MTs Riyadlatul Ulum

MTs Riyadlatul Ulum is located on Pondok Pesantren street, Bumiharjo, Batanghari East Lampung. It was established on 2014. Teaching and learning activities in MTs Riyadlatul Ulum begins from 07.15 am until 14.00 pm.

b. Total Student in the Academic Year of 2017/2018

MTs Riyadlatul Ulum has 263 students. It is divided into some classes that could be identified as follows

Table 8
Total of Students at MTs Riyadlatul Ulum
in the Academic Year of 2018/2019.

No	Class	Sex		Amount
		Male	Female	
1	VII	50	39	98
2	VIII	40	30	70
3	IX	35	33	68
Total				263

Source: Documentation of MTs Riyadlatul Ulum in Academic Year of 2018/2019

Table 9
The Teacher of MTs Riyadlatul Ulum
Batanghari East Lampung

No	Name	Job
1	Subagio ZI, S.Pd.I	The head master
2	Nur Khoiruddin, S.Pd.I	Teacher
3	Yasir Efendi, A.Md	Teacher
4	Afifulloh, S.E	Teacher
5	Susi Ernawati, S.Pd. I	Teacher
6	Anifatul Muawanah, S.P.d.I	Teacher
7	Sahidin Zuhri, S.Pd.I	Teacher
8	Siti Nur Rifa'atul AM, S.Pd.I	Teacher
9	Muhlisin Ali, S. Pd	Teacher
10	Yusuf Ikhwan, S.Pd	Teacher
11	Alfi Roisah, S.E	Teacher
12	M. Zainul Asror, S.Pd	Teacher
13	Nurul Apriyanti, S.Pd	Teacher
14	Asna Qomariyah	Teacher

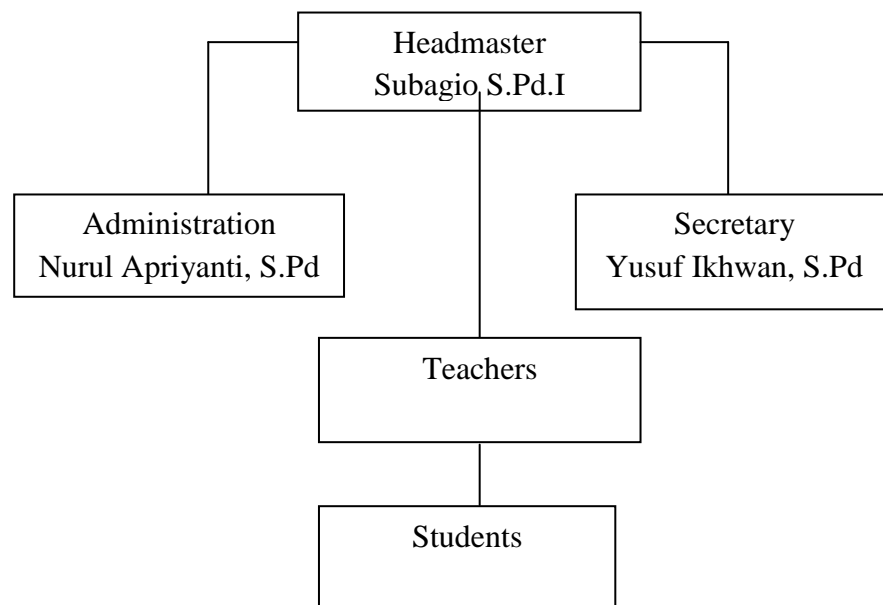
15	Abdul Ghofururrohim, S.pd. I	Teacher
16	Afif Azizah, S.Pd	Teacher
17	Rahmad Setya Dharmawan	Teacher

Source: Documentation of MTs Riyadlatul Ulum in Academic Year of 2018/2019

Picture 1

Organization structure of MTs Riyadlatul Ulum

Batanghari in Academic Year of 2018/2019



c. The List of Students' Name of Class VIII

Table 10

The List of students' name class VIII in academic year 2018/2019

No	Name
1	A Fauzan Kamil
2	Adi Rismawan
3	Afifatul Aini
4	Alif Safarudin
5	Dion Setiawan
6	Fadhillah Aulia Salwa
7	Gival Fatihul Hasan
8	Hamid Al- Fauzan
9	Laela Nur Azizah
10	Laila Nur Salsabila
11	Muhammad Alfin Al-Farisy
12	Muhammad Alfin Zakariya
13	Muhammad Jimmy
14	Nazwa Febriyanti
15	Syifa Aulia Al-Wasilah
16	Ulfa Syifau Nurrohmah
18	Anisa Mutiara Insani
19	Wahyu Aji Kurniawan
20	Egi Reyhan Hidayatulloh

2. Description of Research Finding

This research was classroom action research (CAR). It was carried out at the 2018/2019 grade students of MTs Riyadlatul Ulum Batanghari East Lampung in academic year of 2018/2019. This research was conducted in two cycles. Each cycles consisted of four phases that were planning, acting, observing and reflecting which accomplished in seven meetings. The students' auxiliary verb mastery result was gained through test which consisted of pre test and post test in the beginning research and the end of each cycle while the

students' activities were gained from observation of student's learning activities.

a. Result of Pre-Test

Pre-test was presented to student which was aimed at finding out students' ability before the treatment was implemented. It was conducted on Monday, Mei 01, 2019 at 10.30 a.m until 12.00 p.m and it took about 90 minutes. In this meeting the writer was being an observer and the collaborator was being a teacher.

Firstly, the collaborator opened the class by greeting, praying, and checking the attendance list, and asking the students' condition. Then, the collaborator gave the explanation to the students about auxiliary verb for 40 minutes by using explanatory method. Afterwards, to measure their ability before giving the treatment, the writer gave them pre-test. The writer used objective test in the form of multiple choice which consisted of 20 items which had to be completed for 50 minutes only. Then, the result of pre-test could be seen on the table below:

Table 11

The Result of Pre-test

No	Student's Code	Score	Note (70)
1	AFK	40	Incomplete

2	AR	40	Incomplete
3	AA	50	Incomplete
4	AS	60	Incomplete
5	DS	50	Incomplete
6	FAS	75	Complete
7	GFI	50	Incomplete
8	HA	70	Complete
9	LNA	60	Incomplete
10	LNS	70	Complete
11	MAA	35	Incomplete
12	MAZ	70	Complete
13	MJS	70	Complete
14	MJ	60	Incomplete
15	NF	65	Incomplete
16	SAA	60	Incomplete
17	USN	70	Complete
18	WAK	50	Incomplete
19	AMI	60	Incomplete
20	ERH	60	Incomplete
Total		1165	
Highest Score		75	
Lowest Score		35	
Average		58,2	

Then, the frequency of student's pre test score could be specified on the table below:

Table 12
Frequency of Pre-test Score

Interval	Frequency	Percentage
35-41	3	15%
42-48	0	0%
49-55	4	20%
56-62	0	0%
63-69	7	35%

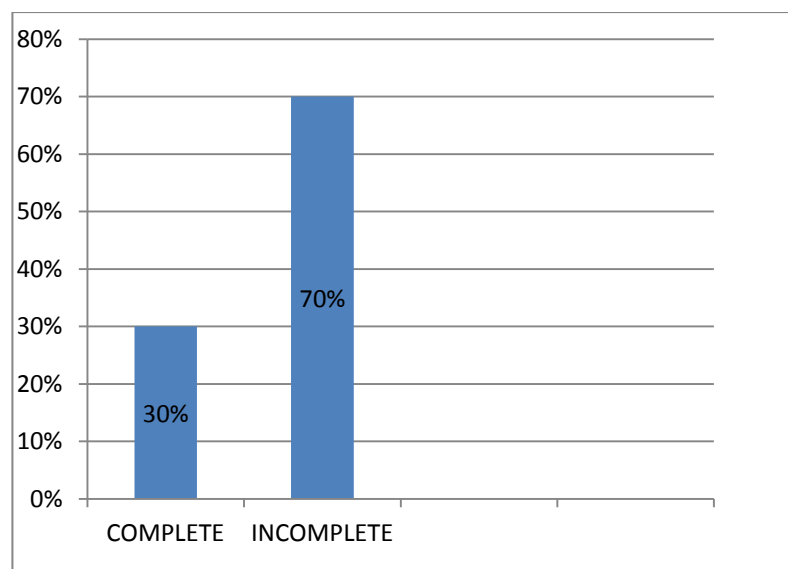
70-76	6	30%
77-83	0	0%
Total	20	100%
Complete	6	30%
Incomplete	14	70%

Source: the result of pre test on September 10th 2018

The result of Pre test could be described in this following graph

Grap 1

The Result of Pre Test



Based on the result of student's pre-test score, it could be inferred that there was only 30% or 6 students for the score between the interval of 70-83 who passed the minimum mastery criteria (MMC) at least 70 while 70% or 14 students for the score between the interval of 35-69 did not pass the minimum mastery criteria (MMC) or less than 70. It indicated that the result of students auxiliary verb mastery score was still low. It was the reason why the writer used Talking Stick Method to improve the

students' auxiliary verb mastery. Therefore, the writer and collaborator made a plan to implement the action or treatment that consisted of planning, action, observation, and reflection to repair the weaknesses.

b. Cycle 1

Cycle 1 was divided into planning, action, observation and reflection. Nevertheless, before the treatment was implemented, the writer conducted pre-test as comparison with post-test. The sequence of those steps as follows:

1) Planning

Planning was the first step which had to be carried out by the writer at the very first cycle in conducting the research. In this phase, the writer and the collaborator arranged some plans for the action based upon the problems that faced by the students. Some plans which prepared by the writer that would be used in teaching and learning process were lesson plan(see Appendix I), learning material, media, observation sheet, and instrument. First, lesson plan consisted of the sequences of the learning process which contained The Talking Stick Method, the objectives of the learning and the indicators of success. Second, the learning topic which taught to the students was auxiliary verb which consisted of some essential topics such as

the definition, the formula, the function and the example of sentences. Third, the observation sheet consisted of checklist of students activities which prepared for two meetings. Last, to know the improvement scores from pre-test to post-test, the writer also prepared the instrument of post-test 1 which consisted of 15 multiple choice and 5 essays items done for 70 minutes only.

2) Action

The action of the cycle 1 was carried out on Sunday Mei 06, 2019 at 08.30-09.30 a.m, Monday, Mei 08, 2019 at 08.30 a.m – 09.30 a.m and Manday, Mei 10, 2019 at 08.00-09.30 a.m.

a) First Meeting

The first meeting was held on Manday Mei 06, 2019 at 08.30-09.30 a.m and it took about 90 minutes or 2×45 minutes. In this meeting the writer was a teacher and Mrs Nurul Apriyanti, S.Pd was the collaborator as well as an observer.

Firstly, at the beginning of teaching learning process the writer began the meeting by praying, greeting, checking attendance list and asking the condition of students. Afterwards, the writer gave the students learning material about auxiliary verb.

Secondly, the writer divided the students into four small groups for discussion. Each groups consisted of four students

which led by the leader to represent the group in the post session to conclude the result of their discussion.

Thirdly, the writer began to implement the step of The Talking Stick Method. For the first step the writer modeled how to use a set of The Talking Stick Method. To make sure their understanding of these sets of the teaching method, the writer demonstrated twice. Then, the writer explained auxiliary verb to the students which consisted of essential topic such as the definition, the formula, function and some example of sentences. After the presentation done, the writer built their background knowledge and their understanding about auxiliary verb. The writer gave chance for all students understand the material given by teacher.

After the students understanding the material, the writer allowed the students to arrange the example of sentences in front of the class. Then, the teacher and the students correct the sentences together

Then, after correcting the sentences, the writer began to open questioning session about the material that they did not understand. Then, after all had been comprehended, the students along with the writer's guidance summarized and highlighted the point of the material to deepen their comprehension ability.

Afterwards the writer gave each group the exercise to be discussed and finished in a group. Later on, the leaders in each group were invited to conclude the discussion result about the simple present tense. To strengthen their result discussion the teacher gave some feedbacks and questions as needed to check their understanding about the topic had been taught. Before the time was up, the writer reminded the students to keep on learning at home and closed the meeting.

b) Second Meeting

The second meeting was held on Monday Mei 08, 2019 at 08.30 a.m – 09.30 a.m and it took about 90 minutes or 2×45 minutes. In this meeting the writer was as a teacher and Mr Muhlisin Ali, S.Pd as the collaborator as well as an observer. The steps of this meeting were quite similar as the first meeting.

Firstly, at the beginning of teaching learning process the writer began today's meeting by praying, greeting, checking attendance list and asking the condition of students. Afterwards, the writer gave the students learning material about auxiliary verb focus on the formula. Then, the writer instructed the students to make small group discussion same as the previous meeting. The teacher reviewed the lesson which had been taught in the previous session. The writer gradually tried to transfer the responsibilities for the students to lead discussion but it did not fully taken by

them. Meaning to say, it was not only the teacher who dominated the process but also the students spoke out and shared about the material. The next session was quite same as the previous meeting. Then, before the time was up, the writer gave a feedback to strengthen their understanding towards the material that they had learnt.

c) Third Meeting

After giving the treatment twice, the writer gave a post-test I on Monday, Mei 10 2019 at 08.00-09.30 a.m. in order to measure their ability. The post-test I instrument (See Appendix I) consisted of 15 questions in the form of multiple choice and 5 essay which has same indicators as the previous test and it had to be completed for 70 minutes only. The result of post-test I (for detail see appendix I) could be seen on the table below:

Table 13

The Result of Post Test 1

No	Student's Code	Total	Note (70)
1	AFK	56	Incomplete
2	AR	48	Incomplete
3	AA	52	Incomplete
4	AS	72	Complete
5	DS	70	Complete
6	FAS	76	Complete
7	GFI	70	Complete

8	HA	72	Complete
9	LNA	72	Complete
10	LNS	70	Complete
11	MAA	56	Incomplete
12	MAZ	76	Complete
13	MJS	72	Complete
14	MJ	56	Incomplete
15	NF	65	Incomplete
16	SAA	80	Complete
17	USN	68	Incomplete
18	WAK	50	Incomplete
19	AMI	80	Complete
20	ERH	70	Complete
Total		1331	
Highest Score		80	
Lowest Score		40	
Average		66,5	

Then, the frequency of student's post test I score could be explained on the following table:

Table 14

The Frequency of Post Test 1 Score

Interval	Frequency	Percentage
48-53	3	15 %
54-58	3	15 %
59-63	0	0 %
64-69	2	40 %
70-74	8	10 %
75-79	2	10%
80-85	2	10 %
Total	20	100 %
Complete	12	60 %

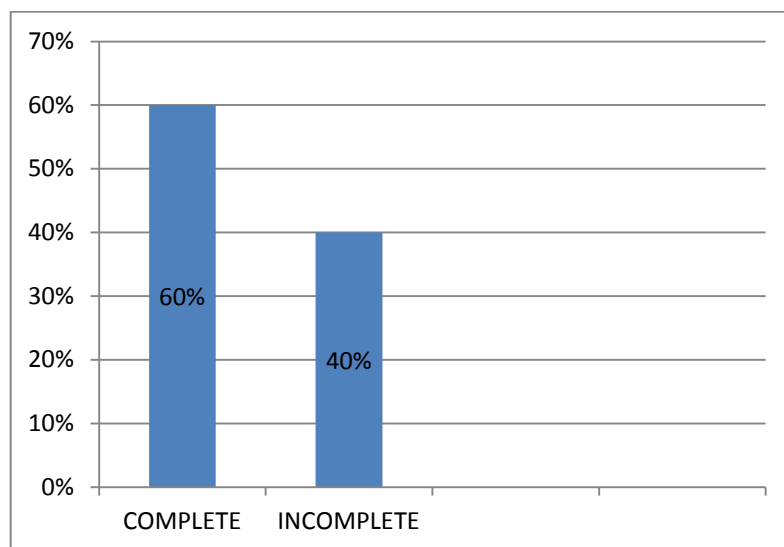
Incomplete	8	40 %
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Source: the result of post test I test on September 20th 2018

The result of Post Tes I can be describe with the following graph

Graph 2

The Result of Post Test I



Based on the result of student's post-test score, it could be inferred that there was 40 % or 8 students for the score between the interval of 48-69 did not passed the minimum mastery criteria (MMC) at least 70 while 60 % or 12 students for the score between the interval of 70-85 passed the minimum mastery criteria (MMC) or more than 70. In addition, the average scores of post-test I was 66.5. It indicated that the result of students' auxiliary verb mastery improved which compared with the pre-test score that was 58,2. However, viewed from the indicator of success of this research that was 70% of the total students must pass minimum mastery criteria

(MMC), the result of post-test I was unsuccessful because there were only 60 % students who passed the indicator of success.

3) Observation

While the treatment was being executed, the student activities during the learning process was also being observed by the observer. The students who were active in discussion got the point by ticking it on the observation sheet. For the observation sheet in detail could be seen in appendix 13 and 14 for meeting 1 and meeting 2. The indicators of student activities as follows:

- a) Students pay attention toward the teacher explanation.
- b) Students are Active in small-group discussion involved:
 - (1) Students ask to the teacher.
 - (2) Students answer or respond direct question from the teacher.
 - (3) Students give an idea.
 - (4) Students finish the task timely.

The observation result of students' learning activities in meeting 1 and meeting 2 at the first cycle could be seen on the table below:

Table 15

Observation Result of Student's Learning Activities at Cycle 1

No	Name	Students activities					Total
		1	2	3	4	5	
1	AFK			✓		✓	2
2	AR				✓	✓	2

3	AA	✓		✓	✓	✓	4
4	AS	✓				✓	2
5	DS	✓		✓	✓	✓	4
6	FAS			✓		✓	2
7	GFI	✓		✓		✓	3
8	HA	✓		✓	✓	✓	4
9	LNA	✓	✓		✓	✓	4
10	LNS	✓		✓		✓	3
11	MAA	✓	✓		✓	✓	4
12	MAZ	✓		✓		✓	3
13	MJS	✓		✓	✓	✓	4
14	MJ	✓			✓	✓	3
15	NF	✓				✓	2
16	SAA	✓	✓	✓		✓	4
17	USN	✓			✓	✓	3
18	WAK			✓	✓	✓	3
19	AMI	✓			✓	✓	3
20	ERH			✓		✓	2

Notes:

1. Attention to teacher explanation
2. Giving respond
3. Making notes
4. Following teacher instruction
5. Doing the task

Table 16
The Result of Students Activity in Cycle 1

No	Students Activity	Frequen cy	Percenta ge
1	Attention to teacher explanation	15	75%
2	Giving respond	3	15%
3	Making Notes	12	60%
4	Following Teacher Instruction	11	55%
5	Doing the task	20	100%

From table above, it was revealed that there were 15 students (75%) who paid attention to the teacher explanation, 3 students (15%) giving respond in learning process, 12 students (60%) made the notes from the material, 11 students (55%) Following Teacher Instruction and 26 students did the task.

According to the result of observation above, it can be concluded that the learning process was sufficient. The weakness in the implementation of the learning process in cycle I was some student made noisy and still confuse with the material was given.

4) Field Note

At this stage the researcher made a note of students' activities. From the observation on cycle 1 in the beginning of learning before the researcher used mistake buster technique. Most of students' still seemed confused in the class, most of students felt difficult to do the test , and most of students were not active in learning process

5) Reflection

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 was interested enough in learning process, but the research should be continued to the next cycle because the condition of learning process still uncontrolled, some students still did not focus on the material and

made the class noisy and the students' average have not achieved the standard minimum criteria yet.

Based on the analyzing above, the researcher concluded that this research should be continuing in cycle II.

c. Cycle 2

Cycle II has four essential phases namely planning, action, observation and reflection. The implementation of cycle II could be explained on the following sequences:

1) Planning

Based on the reflection result in cycle 1 the writer and the collaborator attempted to repair some problems which had been identified. The writer and the collaborator rearranged some plans for the action based upon the problems that faced by the students toward auxiliary verb mastery. The plans which prepared by the writer used in teaching and learning process were lesson plan, learning material, media, observation sheet, and instrument. Third, lesson plan consisted of the sequences of the learning process which contained reciprocal teaching, the objectives of the learning and the indicators of success. Second, the learning topic which taught to the students was reading descriptive monologue which consisted of some essential bodies such as the definition, generic structure, language feature and the example of text and they were added some detail of the text. Third, the observation sheet consisted of checklist of students activities. In

addition the writer invited the students to take part in the brainstorming session or ice breaking to stimulate them before turned back to the discussion and gave a reward for those who were active in the classroom. Last, to know the improvement scores from post-test 1 to post-test 2, the writer also prepared the instrument of post-test 2.

2) Action

The action of cycle 2 was carried out on Monday, Mei 13, 2019 at 10.30 a.m - 12.00 p.m, Wenesday, Mei 15 , 2019 at 08.00 – 09.30 a.m and Friday, 17 Mei, 2019 at 08.00 a.m – 09. 30 p.m.

a) First Meeting

First meeting was held on Monday, Mei 13, 2019 at 10.30 a.m - 12.00 p.m and it took about 90 minutes or 2×45 minutes. In this meeting the writer was as a teacher and Mr, Muhlisin Ali S.Pd as the collaborator as well as an observer.

Firstly, at the beginning of teaching learning process the writer began the meeting by praying, greeting, checking attendance list and asking the student's condition. Afterwards, the writer gave the students the learning material about auxiliary verb.

Secondly the writer divided the students into four small groups for discussion. Each groups consisted of four students which led by the leader group. Before started the discussion session they were invited to take part in brainstorming session or ice breaking as the stimulation at first to make the students felt relax

and enthusiastic. It made the learning looked different from the previous meeting in cycle 1.

Thirdly, before the writer began to implement the step of Talking Stick Method, the writer checked their understanding about the previous topic by asking them some questions. For the first step the writer only reviewed the learning material about auxiliary verb in the sentence to the students which consisted of essential bodies such as the definition, generic structures, language features and the example of descriptive text and added some details of the text.

After the explanation done, the writer transferred the responsibilities fully for the students to take turn the discussion. Next, the writer built their background knowledge and their prediction about auxiliary verb in the sentence. The writer gave chance for all students to predict about what did the sentence about? Next, the writer allowed to the students to look up or clarify the words that they did not know its meaning in dictionary. The writer also opened the questioning session about the text that they did not understand and they were given a reward for the active one. Then, after all had been comprehended, the students independently summarized and highlighted the point of the text without teacher's helping.

Afterwards the writer gave each group the exercise to be discussed and finished in a group. Later on, the leaders in each

group were invited to conclude the discussion result about the auxiliary verb in post session. To strengthen their result discussion the teacher gave some feedbacks and question as needed to check their understanding about the topic had been taught. Before the time was up, the writer reminds the students to keep on learning at home and closed the meeting.

b) Second Meeting

Second meeting was held on Monday, 15 Mei, 2019 at 08.00 – 09.30 a.m and it took about 90 minutes or 2×45 minutes. In this meeting the writer was as a teacher and Mr, Muhlisin Ali S.Pd as the collaborator as well as an observer. The process on this meeting is quiet similar as the first meeting. The teacher reviewed the lesson which had been taught in the previous session. It was not only the teacher dominated in the process but also the students took the responsibility by grammar out and sharing about the text independently. Then, before the time was up the writer give a feedback to strengthen the students' understanding.

c) Third Meeting

After giving the treatment twice, the writer gave a post-test II on Friday 17 Mei, 2019 at 08.00 a.m – 09. 30 p.m in order to measure their ability. The post-test II instrument (See Appendix II) consisted of 15 questions in the form of multiple choices and 5 essay which has

same indicators with the previous test which completed for 70 minutes only. The result of post-test II (see appendix II) as follow

Table 17
The Result of Post Test II

No	Student's Code	Post Test II Score	Note >70
1	AFK	72	Complete
2	AR	65	Incomplete
3	AA	72	Complete
4	AS	80	Complete
5	DS	76	Complete
6	FAS	80	Complete
7	GFI	72	Complete
8	HA	76	Complete
9	LNA	80	Complete
10	LNS	76	Complete
11	MAA	65	Incomplete
12	MAZ	80	Complete
13	MJS	85	Complete
14	MJ	65	Incomplete
15	NF	76	Complete
16	SAA	90	Complete
17	USN	76	Complete
18	WAK	70	Complete
19	AMI	80	Complete
20	ERH	76	Complete
Total		1517	
Highest Score		90	
Lowest Score		65	
Average		75,8	

Then, the frequency of student's post test II score could be detailed on the following table:

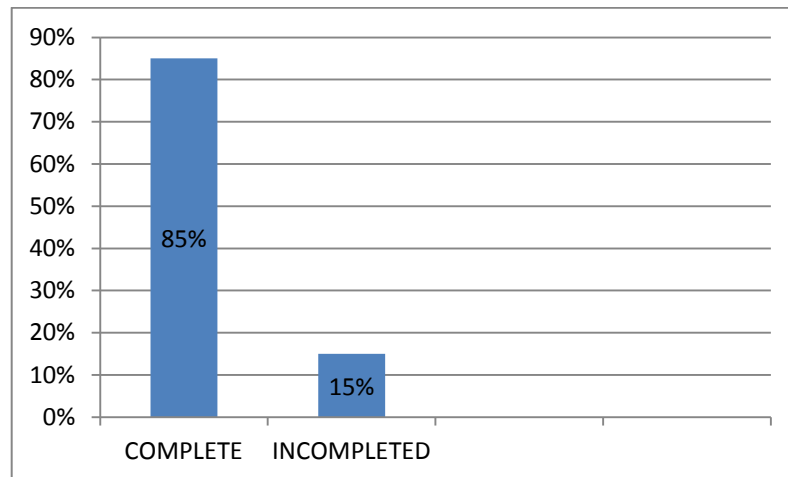
Table 18
The Frequency of Post Test II Score

Interval	Frequency	Percentage
65– 69	3	15 %
70 – 74	4	20 %
75 – 79	6	30 %
80 – 84	5	25 %
85 – 89	1	5 %
90 – 94	1	5 %
Total	20	100 %
Complete	17	85 %
Incomplete	3	15 %

Source: the result of post test II on Mei 13st 2019

The result of Post Test II could be described with the following graph.

Graph 3
The Result of Post Test II



Regarding to the result of student's post-test score, it could be seen that the average score in post-test II was 75, 8. Based on the indicator of success of this research that was 70 % of the total students must pass the score at least 70 so it could be inferred that 85 % or 17 students from the total of students had passed the minimum mastery criteria (MMC). In addition, there was only 15% or 3 students did not pass the minimum mastery criteria (MMC). Meaning to say, the cycle II was successful.

3) Observation

This phase has similar step with the previous cycle. While the treatment was being presented by the writer, the student activities during the learning process were also being observed by the observer. The students who were active in discussion got reward to make the

learning activity more fun and make the students more enthusiastic. For the observation sheet in detail could be seen in appendix II and 17 for meeting 1 and meeting 2 at cycle II. The observation result of students' activities on meeting 1 and meeting 2 at the second cycle could be seen on the following table:

Table 19

Observation Result of Student's Learning Activities at Cycle

II

No	Name	Students activities					Total
		1	2	3	4	5	
1	AFK	✓		✓	✓	✓	4
2	AR		✓	✓	✓	✓	4
3	AA	✓		✓	✓	✓	4
4	AS	✓	✓		✓	✓	2
5	DS	✓		✓	✓	✓	4
6	FAS	✓	✓	✓	✓	✓	5
7	GFI	✓		✓	✓	✓	4
8	HA	✓		✓	✓	✓	4
9	LNA	✓	✓	✓	✓	✓	5
10	LNS	✓		✓	✓	✓	4
11	MAA	✓	✓	✓	✓	✓	5
12	MAZ	✓		✓		✓	3
13	MJS	✓		✓	✓	✓	4
14	MJ	✓	✓		✓	✓	4
15	NF	✓	✓	✓		✓	4
16	SAA	✓	✓	✓	✓	✓	5
17	USN	✓	✓	✓	✓	✓	5
18	WAK	✓		✓	✓	✓	4
19	AMI	✓		✓	✓	✓	4
20	ERH	✓	✓	✓		✓	4

Notes:

1. Attention to teacher explanation
2. Giving respond
3. Making notes

4. Following teacher instruction
5. Doing the task

Table 20
The Result of Students Activity in Cycle II

No	Students Activity	Frequency	Percentage
1	Attention to teacher explanation	19	95%
2	Giving respond	15	75%
3	Making Notes	18	90%
4	Following Teacher Instruction	17	85%
5	Doing the task	20	100%

From table above, it was revealed that there were 19 students (90%) who paid attention to the teacher explanation, 15 students (75%) giving respond, 18 students (90%) made the notes from the material, 17 (85%) following Teacher Instruction and 26 students (100%) doing the task.

According to the result of the observation above, it can be concluded that the learning process was successful. It can be inferred that the learning process has done well and the students were active in the class than cycle I.

4) Field Note

At this stage the researcher made a note of students' activities.

From the observation on cycle II, in the beginning of learning after the

researcher used jumbled sentences approach. Most of students doing the task correctly and most of the students passed the minimum criteria

5) Reflection

The result of cycle II is better than cycle I, it can be seen that the most of the students have not difficulty in auxiliary verb mastery. It happened because the student have understand the clue to use Talking Stick Method in auxiliary verb. The students have serious in doing the assignment. In this meeting, most of the students got good score. It happened caused the teacher and the researcher has revised and improved the teaching and learning process in cycle I. In the cycle II, the students were also active to do the assignment and test than before.

Finally, the researcher concluded that the problem had been solved by using talking stick method. The teacher help student to understand the auxiliary verb, so they was easy to understand about it. And their mastery of auxiliary verb were improving. The students score on grammar ability from pre-test, post-test 1 and post-test 2 can be seen at the following table:

Table 21

The Result of Pre-test, Post-Test I and Post-Test II Score

No	Student's Code	Pre Test	Post-test I	Post-test II	Note
1	AFK	40	56	72	Improve
2	AR	40	48	65	Improve
3	AA	50	52	72	Improve

4	AS	60	72	80	Improve
5	DS	50	70	76	Improve
6	FAS	75	76	80	Improve
7	GFI	50	70	72	Improve
8	HA	70	72	76	Improve
9	LNA	60	72	80	Improve
10	LNS	70	70	76	Improve
11	MAA	35	56	65	Improve
12	MAZ	70	76	80	Improve
13	MJS	70	72	85	Improve
14	MJ	60	56	65	Improve
15	NF	65	65	76	Improve
16	SAA	60	80	90	Improve
17	USN	70	68	76	Improve
18	WAK	50	50	70	Improve
19	AMI	60	80	80	Constant
20	ERH	60	70	76	Improve
	Total	1165	1331	1517	
	Average	58,2	66,5	75,8	
	Highest Score	75	80	90	
	Lowest Score	35	40	65	
	Percentage of Successfulness (=70)	30%	60%	85%	

Based on the result above, it could be inferred that Talking Stick Method could improve the students' mastery in auxiliary verb because there was improvement from average 58.2 to 66, 5, there is improve about 8,3 point. Then, from cycle II have progress average score from 66, 5 to 75.8 there was improve about 9, 3 point. In the cycle II, most of the students could improve their auxiliary verb mastery. It means that cycle II was successful. Therefore, the researcher concluded that the research was

successful because the indicator of success had been achieved in this cycle. It means that would be stopped in this cycle.

Based on the result of students' activities in cycle I and cycle II, the researcher indicated that learning process in cycle II was successful. This table was described the comparison of the students' activities in cycle I and cycle II.

Table 22
The Students' Activities in the Cycle 1 and Cycle II

No	Students Activity	Cycle 1		Cycle II	
		F	Percentage	F	Percentage
1	Attention to teacher explanation	15	75%	19	95%
2	Giving Respond	3	15%	15	75%
3	Making Notes	12	60%	18	90%
4	Following Teacher Instruction	11	55%	17	85%
5	Doing the Task	20	100%	20	100%

Based on the result of the students' activities in cycle I and cycle II was improved. The students pay attention of the teacher explanation from 75% became 95%. After that, giving respond 15% became 75%. The students make notes from 60% became 90%. The students can follow teacher instruction from 55% became 85%, and the students do the task 100%

B. Discussion

The discussion of data after implementing the action consisted of three parts. Those are the discussion of cycle I, cycle II, and the interpretation of the research.

1. Cycle I

In this research, before doing the implementation, the researcher gave the students pre-test individually for the purpose to investigate the students' mastery in auxiliary verb. After the researcher getting the pre-test score of the students that was only 6 students (30%) could pass the test and the average score in this test was 58.5, so the researcher gave the treatment to the students in cycle I.

The treatment in the cycle I was conducted by teaching the students using the talking stick method. Furthermore, the researcher also gave the post-test in this cycle that was named post-test 1. Afterwards, by analyzing the result of the post-test 1, the researcher concluded that there were 12 students (60%) who passed the post-test 1 and the average was 66.8.

From the result of the students' score in the pre-test and post-test 1, there was an improvement from the students' result score. It could be seen from average score in pre-test was 58,2 and post-test 1 was 66.8. Although there was an improvement of the students' achievement, cycle I was not successful yet because only 12 or

60% students who passed the test in the post-test 1. It means that cycle I could improve the students mastery in auxiliary verb mastery but it was not yet successful because the students did not passed yet to the indicator of success.

2. Cycle 2

After analyzing the students' score in the post-test 1, the researcher had to conduct the next cycle because only 12 students (60%) passed the test and got the score that was ≥ 70 .

In this cycle, the researcher gave the treatment and then gave post-test 2. Furthermore, the researcher analyzed the result of post-test 2 and inferred that there were 17 students (85%) passed the test because their score was ≥ 70 and the average score was 75,8.

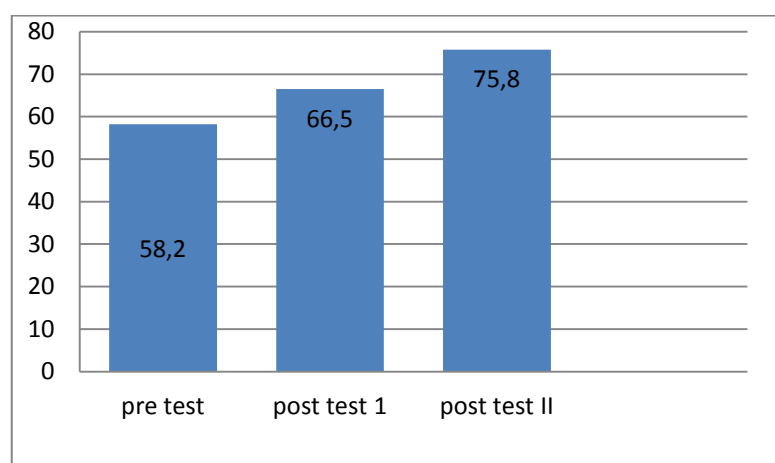
From the result of the students' score from post-test 2, it could be concluded that there were score improvement. The improvement score could be seen on the average score. The average score in the post-test 1 and post-test 2 were 66.5 and 75.8. In the pre-test, post-test 1 and post-test 2, the total of students who got the score ≥ 70 were 6, 12, and 17 students. Because the achievement of the students had improved enough and the indicator of success was reached, the research was successful and could be stopped in cycle II.

Table 23
The Average of the Test Result

	Test		
	Pre-test	Post-test 1	Post- test 2
Total	1165	1331	1517
Average	58,2	66,5	75, 8

Moreover, the comparison of the students' average score can be seen on the graph bellow:

Graph 4
Average Score of Pre-test, Post-test I, and Post-test II



The graph above could be pointed out that talking stick method could improve student's auxiliary verb mastery. It could be proved by the improvement score consecutively from pre-test to post-test II in which the average score of these three testes improved significantly from 58, 2 to 66,5 and to 75,8 by the percentage of final successfulness was 85 %.

3. The Result of The Students learning Activity

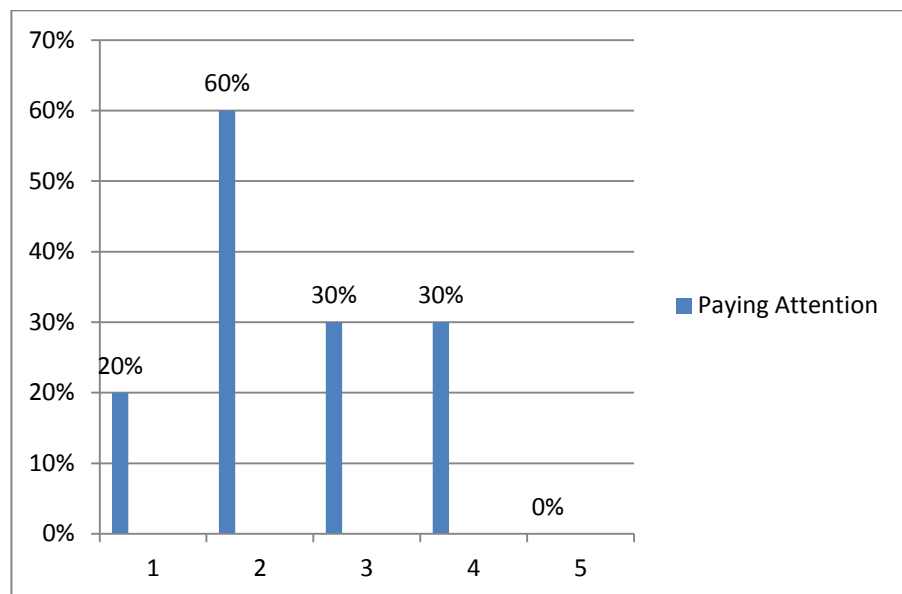
The students' learning activities data obtained from the overall result of students' learning activities in the form of observation sheet from cycle I to cycle II. Each cycle consisted of two observation result of students' learning activity which observed for two different days. These results could be detailed on the following accumulation table:

Table 24

The Result of Students' Observation between Cycle I and Cycle II

No	Students Activity	Cycle 1		Cycle II		Improvement
		F	Percentage	F	Percentage	
1	Attention to teacher explanation	15	75%	19	95%	20%
2	Giving Respond	3	15%	15	75%	60%
3	Making Notes	12	60%	18	90%	30%
4	Following Teacher Instruction	11	55%	17	85%	30%
5	Doing the Task	20	100%	20	100%	0%

Then, the graph percentage of those five indicators was specifically described on the following graph:

Graph 5**The Improvement of The Students' Activity in Cycle I to Cycle****II**

Based on the table and graphic above, it could be concluded that there was an improving of students' activities during the learning process of cycle I and cycle II through using Talking Stick Method. It means that mistake buster technique had positive effect to improve the teaching learning process.

Related this research until cycle II, the result mark and the result activities of the students was achieved the target that was decided on indicator of success 75% from students got minimum mark 70. Based on the result of this research was known that more than 75% from the

students got minimum mark 70. So, it can be said that this research was finish and didn't need to be continued to the next cycle.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Regarding to the research finding, the writer would like to point out the conclusion is using Talking Stick Method can improve the learning activity. The average of pre test was 58,2 of was 30%, in post test I the average score was 66,5 of was 70% and in post-test II the average score was 75,8 by of was 85%. It can be concluded that the use of Tlking Stick Method can improve the mastery of Auxiliary Verb Mastery. These conclusion can be seen from the result of the students' average in pre test was 58, 2 and the result post test cycle I was 66,5. The improvement score from pre test to post test I was 8,3. The result of the students' average in post test II was 75,8. The improvement score from post test I to post test II was 9,3. It can be inferred that the result of the students in cycle II was higher than cycle II. It means that by using the talking stick method can improve the students' mastery in auxiliary verb.

B. Suggestion

Based on the research finding, the writer would like to deliver some suggestions as follows:

1. For students

The students are expected to improve their grammar mastery in auxiliary verb.

2. For English teacher

It would be better for English teacher to apply The Talking Stick Method as an alternative way in teaching English especially to improve student's grammar mastery in auxiliary verb.

3. For Headmaster

It is suggested for the principle to take positive side of this teaching method as the alternative way in teaching English, especially for teaching grammar mastery by facilitating the students with other supporting education media.

4. For other Researchers

It is suggested for the other researchers to develop this research with new innovation and hopefully the result of this research could be a reference.

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SILABUS SMP/MTs

Mata pelajaran : BAHASA INGGRIS

Kelas : VIII

Kompetensi Inti :

KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya.

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

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

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

	Materi Pokok	Pembelajaran
Siswa mampu: 3.3 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>must, should</i>)	<p>Fungsi sosial</p> <p>Menyuruh, melarang, dan menghimbau.</p> <ul style="list-style-type: none"> • Struktur teks <p>- Memulai</p> <p>- Menanggapi (diharapkan/di luar dugaan)</p> <ul style="list-style-type: none"> • Unsur kebahasaan <p>- Ungkapan keharusan, larangan, himbauan dengan modalmust, (don't) have to...,</p>	<p>Menyimak, membaca, dan menirukan, guru membacakan beberapa percakapan, dengan ucapan dan tekanan kata yang benar</p> <p>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda</p> <p>- Menentukan modal yang tepat untuk diisikan ke dalam</p>

4.3 menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang	<p><i>should</i>,</p> <ul style="list-style-type: none"> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan <p>Materi Pokok</p>	<p>kalimat-kalimat rumpang</p> <ul style="list-style-type: none"> - Diberikan beberapa kasus, bertanya jawab dengan teman tentang keharusan, larangan, himbauan melakukan tindakantindakan tertentu <p>Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan Pembelajaran</p>
melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> • Topik <p>Interaksi antara siswa dan guru di dalam dan di luar kelas yang melibatkan keharusan, larangan, himbauan yang dapat menumbuhkan perilaku yang termuat di KI</p>	<p>mempresentasikan di kelompok lain diikuti tanya jawab</p> <ul style="list-style-type: none"> - Melakukan refleksi tentang proses dan hasil belajarnya

Batangahri, Mei 2019

Collaborator



Muhlisin Ali, S.Pd

Researcher



Nasiratus saidah
NPM: 14121807

RENCANA PELAKSANAAN PEMBELAJARAN
(R P P)

Satuan Pendidikan : MTs Riyadlatul Ulum
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII / 1
Pokok Bahasan : Teks lisan dan tulis untuk menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum
Alokasi Waktu : 4 x 2 JP

A. KOMPETENSI INTI (KI)

- KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya.
- KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI-3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI-4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. KOMPETENSI DASAR (KD)

- 3.7 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan /kejadian yang sedang dilakukan/berlangsung saat ini, sesuai dengan konteks penggunaannya
- 4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

C. INDIKATOR PENCAPAIAN KOMPETENSI

- 3.7.1 Mengidentifikasi fungsi social dan unsur kebahasaan dari ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini, sesuai dengan konteks penggunaannya.
- 3.7.2 Menyebutkan ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini, sesuai dengan konteks penggunaannya.
- 4.8.1 Memahami teks lisan dan tulis yang menyatakan dan menanyakan tentang tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini, dengan bahasa Inggris yang berterima.
- 4.8.2. Menyatakan teks lisan dan tulis yang menyatakan dan menanyakan tentang tindakan/ kejadian yang sedang dilakukan/ berlangsung saat ini, dengan bahasa Inggris yang berterima.

D. MATERI PEMBELAJARAN

- **Fungsi Sosial dari ungkapan**
 - Menjelaskan, memberi alasan, memberi contoh tindakan, dsb.
- **Struktur Teks dari percakapan yang menggunakan ungkapan kegiatan yang sedang dilakukan yaitu:**
 - f. Can
 - Used to express expertise and ability (learned and physical).
 - 5) Affirmative Sentence
 - Example: They **can't** finish that work on time
 - 6) Negative Sentence
 - Example: I **can't** play chess.
 - 7) Interrogative Sentence
 - Example: *Can* you spin a top?
 - g. Shall and Will
 - A more accurate understanding, with the Shall and Will declare a fixed intention, determination or determination, will or will.
 - Shall and Will other than we use to express the form of time to come, we also use it to state:

8) Later or possible

Example: I **shall** do it.

They **will** go.

9) Determination (will / will)

Example: I **will** go.

10) Instruction

Example: You **shall** study hard for the examination!

11) appointment

Example: I **shall** meet you tomorrow morning by nine o'clock.

- **Unsur Kebahasaan dari , yaitu:**

- Membantu kalimat yang kurang pas.
- Menyambungkan dari kalimat satu ke kalimat lainnya.
- Menggabungkan kalimat.
- Membantu kata kerja.

E. METODE PEMBELAJARAN

1. Metode Talking Stick
2. Model Pembelajaran cooperative learning.

F. MEDIA ALAT DAN SUMBER BELAJAR

1) Media / Alat

- Stick .
- Laptop, Speaker.

2) Sumber Belajar

- Buku Guru dan Buku Siswa Kelas VIII Bahasa Inggris, *When English Rings a Bell*, Kementerian Pendidikan dan Kebudayaan, Jakarta : 2014
- Internet, youtube
- Kamus Bahasa Inggris

G. LANGKAH – LANGKAH PEMBELAJARAN

PERTEMUAN KE-1

a. Kegiatan Pendahuluan

1. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak

peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.

2. Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.
3. Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
4. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.

b. Kegiatan Inti

Mengamati

1. Peserta didik membaca dialog singkat berkaitan tentang kegiatan yang sedang dilakukan
2. Peserta didik mengamati pola kalimat dan struktur kalimat yang digunakan dalam dialog tersebut

Menanya

1. Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam teks yang telah dibaca.
2. Dengan bimbingan guru merumuskan pertanyaan tentang bagaimana pola kalimat dan struktur bahasa yang digunakan dalam dialog yang dibaca.
3. Dengan bimbingan guru peserta didik merumuskan pertanyaan tentang bagaimana menyusun kalimat yang menyatakan sedang melakukan suatu kegiatan.

Mengeksplorasi

1. Secara individu peserta didik membuat pertanyaan untuk menanyakan kegiatan yang sedang dilakukan temannya.
2. Secara individu peserta didik membuat kalimat tentang apa yang sedang dia lakukan.
3. Secara berpasangan peserta didik bertukar pertanyaan dengan teman sebangku tentang apa yang sedang dilakukan.

Mengasosiasi

1. Secara berpasangan peserta didik mengembangkan satu pertanyaan yang telah dibuat menjadi dialog panjang bersama pasangan

Mengomunikasikan

1. Secara acak guru memilih beberapa peserta didik untuk mempraktekan dialog yang telah dibuat secara bergantian.
2. Guru memperhatikan dan mengoreksi praktek yang dilakukan oleh peserta didik.

c. Kegiatan Penutup

1. Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
2. Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan.
3. Guru memberikan tugas kepada peserta didik untuk mempraktikan atau mengucapkan kegiatan yang sedang dilakukan dan mencatat kapan siapa saja peserta didik mengucapkan ungkapan tersebut.
4. Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

H. PENILAIAN HASIL BELAJAR

1. Teknik Penilaian : Unjuk kerja
2. Bentuk : Tes Lisan menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini.
3. Instrumen : *Work in pairs, then fo the guessing Game ! One if you talk about the activities, Then the other act them out*

Collaborator

Muhlisin Ali, S.Pd

Batangahri, Mei 2019

Rescarcher

Naxiratus saidah
NPM: 14121807

RENCANA PELAKSANAAN PEMBELAJARAN

(R P P)

Satuan Pendidikan	: MTs Riyadlatul Ulum
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII / 1
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B. KOMPETENSI DASAR (KD)

- 3.7 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan /kejadian yang sedang dilakukan/berlangsung saat ini, sesuai dengan konteks penggunaannya

- 4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

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- Menyambungkan dari kalimat satu ke kalimat lainnya.
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- Membantu kata kerja.

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- Internet, youtube
- Kamus Bahasa Inggris

G. LANGKAH – LANGKAH PEMBELAJARAN

PERTEMUAN KE-1

a. Kegiatan Pendahuluan

5. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran dengan memberi salam, mengajak peserta didik untuk merapikan kelas dan penampilan mereka, mengajak peserta didik untuk mengawali kegiatan dengan berdoa, dan memeriksa kehadiran peserta didik.
6. Guru mengajukan pertanyaan tentang materi Bahasa Inggris yang dipelajari atau telah dikenal sebelumnya.
7. Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
8. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.
9. Guru menyiapkan tongkat untuk menunjang pembelajaran.
10. Guru membentuk kelompok didalam kelas yang terdiri dari 4-6 siswa.

b. Kegiatan Inti

Mengamati

3. Peserta didik membentuk kelompok yang telah ditentukan
4. Peserta didik membaca soal yang diberikan guru.
5. Peserta didik menjawab soal yang diberikan guru.

Menanya

4. Dengan bimbingan guru peserta didik merumuskan pertanyaan terkait dengan isi, fungsi sosial, dan struktur teks, serta unsur kebahasaan dalam teks yang telah dibaca.
5. Dengan bimbingan guru merumuskan pertanyaan tentang bagaimana pola kalimat dan struktur bahasa yang digunakan dalam dialog yang dibaca.
6. Dengan bimbingan guru peserta didik merumuskan pertanyaan tentang bagaimana menyusun kalimat yang menyatakan sedang melakukan suatu kegiatan.

Mengeksplorasi

4. Secara individu peserta didik membuat pertanyaan untuk menanyakan kegiatan yang sedang dilakukan temannya.
5. Secara individu peserta didik membuat kalimat tentang apa yang sedang dia lakukan.

6. Secara berpasangan peserta didik bertukar pertanyaan dengan teman sebangku tentang apa yang sedang dilakukan.

Mengasosiasi

2. Secara berpasangan peserta didik mengembangkan satu pertanyaan yang telah dibuat menjadi dialog panjang bersama pasangan

Mengomunikasikan

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Batangahri , Mei 2019

Collaborator


Muhlisin Ali, S.Pd

Rescarcher


Nasiratus saidah
NPM: 14121807

THE RESULT OF PRE-TEST

No	Student's Code	Score	Note (70)
1	AFK	40	Incomplete
2	AR	40	Incomplete
3	AA	50	Incomplete
4	AS	60	Incomplete
5	DS	50	Incomplete
6	FAS	75	Complete
7	GFI	50	Incomplete
8	HA	70	Complete
9	LNA	60	Incomplete
10	ENS	70	Complete
11	MAA	35	Incomplete
12	MAZ	70	Complete
13	MJS	70	Complete
14	MJ	60	Incomplete
15	NF	65	Incomplete
16	SAA	60	Incomplete
17	USN	70	Complete
18	WAK	50	Incomplete
19	AMI	60	Incomplete
20	ERH	60	Incomplete
Total		1165	
Highest Score		75	
Lowest Score		35	
Average		58,2	

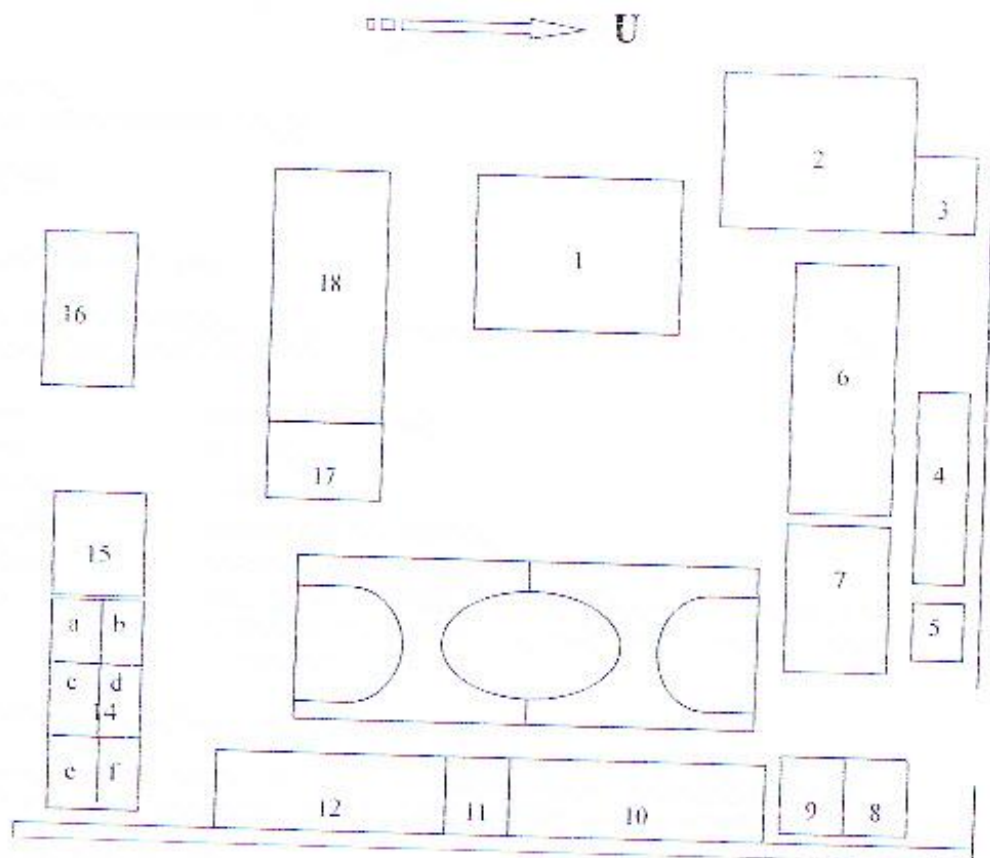
THE RESULT OF POST-TEST

No	Student's Code	Total	Note (70)
1	AFK	56	Incomplete
2	AR	48	Incomplete
3	AA	52	Incomplete
4	AS	72	Complete
5	DS	70	Complete
6	FAS	76	Complete
7	GFI	70	Complete
8	HA	72	Complete
9	LNA	72	Complete
10	LNS	70	Complete
11	MAA	56	Incomplete
12	MAZ	76	Complete
13	MJS	72	Complete
14	MJ	56	Incomplete
15	NF	65	Incomplete
16	SAA	80	Complete
17	USN	68	Incomplete
18	WAK	50	Incomplete
19	AMI	80	Complete
20	ERH	70	Complete
Total		1331	
Highest Score		80	
Lowest Score		40	
Average		66,5	

THE RESULT OF POST-TEST II

No	Student's Code	Post Test II Score	Note >70
1	AFK	72	Complete
2	AR	65	Incomplete
3	AA	72	Complete
4	AS	80	Complete
5	DS	76	Complete
6	FAS	80	Complete
7	GFI	72	Complete
8	HA	76	Complete
9	LNA	80	Complete
10	LNS	76	Complete
11	MAA	65	Incomplete
12	MAZ	80	Complete
13	MJS	85	Complete
14	MJ	65	Incomplete
15	NF	76	Complete
16	SAA	90	Complete
17	USN	76	Complete
18	WAK	70	Complete
19	AMI	80	Complete
20	ERH	76	Complete
Total		1517	
Highest Score		90	
Lowest Score		65	
Average		75,8	

LOCATION SKETCH OF MTs RIYADILATUL 'ULUM EAST LAMPUNG



Note :

- 1.16, Pesantren office
- 2. Mosque
- 3.4.5, toilet
- 6. 7.12.17.18 dormitory santri' 11. Rip
- 8. Canteen
- 9. Art rooms
- 10. 14 learning rooms
 - a. VII.1 d. Office
 - b. IX e. VIII
 - c. VII.2
- 15. Lab & library



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

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

Nomor : B-1022/In.28.1/J/TL.00/03/2018
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA MTS RIYADLATUL ULUM
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : **NASIRATUS SAIDAH**
NPM : 14121807
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : THE USE OF TALKING STICK TO IMPROVE THE AUXILIARY
VERB MASTERY AMONG THE EIGHT GRADERS OF THE MTs
RIYADLATUL ULUM

untuk melakukan *pra-survey* di MTS RIYADLATUL ULUM.

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

Wassalamu'alaikum Wr. Wb.

Metro, 26 Maret 2018
Ketua Jurusan
Pendidikan Bahasa Inggris
Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



KEMENTERIAN AGAMA KABUPATEN LAMPUNG TIMUR

YAYASAN PONDOK PESANTREN RIYADLATUL 'ULUM

AKTE NOTARIS IMRAN MA'RUF S.H NO: 3.01-DESEMBER-1983

SK.KEMENHUMHAM NOMOR AHU-0024569.AH.01.04.Tahun 2015

MADRASAH TSANAWIYAH RIYADLATUL 'ULUM

NSM : 121218070099 NPSN : 69975793

Alamat : Jl. Pondok Pesantren Bumiharjo 39 B Batanghari Kabupaten Lampung Timur. Kode Pos 34181. E-mail: mtsriyadlatululum@gmail.com

Surat Keterangan

Nomor : 087/14.RU/S.ket.Ps/MTs.RU/Bt/1/2019

Yang bertanda tangan dibawah ini kepala Madrasah Tsanawiyah Riyadlatul 'ulum menerangkan bahwa :

Nama : Nasiratus Saidah
NPM : 14121807
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris

Berdasarkan surat Nomor : B-1022/In.28.1/J/TL.00/03/2018, tertanggal 23 Oktober 2018

Perihal Izin Prasurvey lapangan, mahasiswa tersebut di atas telah benar-benar melaksanakan Prasurvey di Madrasah Tsanawiyah Riyadlatul Ulum.

Demikian surat keterangan ini kami buat dengan sebenarnya dan dapat digunakan sebagai mana mestinya.

Bumiharjo, 24 Januari 2019

Kepala Madrasah

Subagio, S.Pd.I



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

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

Nomor : B-1198 /In.28.1/J/PP.00.9/5/2019
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

03 Mei 2019

Kepada Yth:

1. Dr. Mahrus As'ad, M.Ag (Pembimbing I)
 2. Ahmad Subhan Roza, M.Pd (Pembimbing II)
- Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

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

Nama : Nasiratus Saidah
NPM : 14121807
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : The Use Of Talking Stick Method To Improve Auxiliary Verb Mastery Among The Eighth Graders Of MTs Riyadlatul Ulum Batanghari East Lampung

Dengan ketentuan sebagai berikut:

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

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

Wassalamu'alaikum Wr. Wb.



Ketua Jurusan TBI,

A. Subhan Roza, M.Pd

9750610 2008011014



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

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

SURAT TUGAS

Nomor: B-1436/In.28/D.1/TL.01/05/2019

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

Nama : **NASIRATUS SAIDAH**
NPM : 14121807
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTS RIYADLATUL ULUM BATANGHARI LAMPUNG TIMUR, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF TALKING STICK METHOD TO IMPROVE THE AUXILIARY VERB MASTERY AMONG THE EIGHT GRADERS OF MTS RIYADLATUL ULUM BATANGHARI EAST LAMPUNG".
 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 : 15 Mei 2019





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

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

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

Nomor : B-1437/In.28/D.1/TL.00/05/2019
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTS RIYADLATUL ULUM
BATANGHARI LAMPUNG TIMUR

di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1436/In.28/D.1/TL.01/05/2019, tanggal 15 Mei 2019 atas nama saudara:

Nama : **NASIRATUS SAIDAH**
NPM : 14121807
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS RIYADLATUL ULUM BATANGHARI LAMPUNG TIMUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF TALKING STICK METHOD TO IMPROVE THE AUXILIARY VERB MASTERY AMONG THE EIGHT GRADERS OF MTS RIYADLATUL ULUM BATANGHARI EAST LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.



Metro, 15 Mei 2019
Wakil Dekan I,

[Signature]
Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



KEMENTERIAN AGAMA KABUPATEN LAMPUNG TIMUR

YAYASAN PONDOK PESANTREN RIYADLATUL 'ULUM

AKTE NOTARIS DIDIK MARYONO, S.H., M.Kn NO: No. 04 18 November 2015

SK.KEMENHUMHAM NOMOR AHU-0024569.AH.01.04.Tahun 2015

MADRASAH TSANAWIYAH RIYADLATUL 'ULUM

NSM : 121218070099 NPSN : 69975793

Alamat : Jl.Pondok Pesantren Bumiharjo 39B. Batanghari Kabupaten Lampung Timur.Kode Pos 34381 CP. 082183603389 - 085669617145

Surat Keterangan

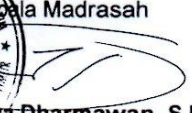
Nomor : 133/14.RU/Observasi/MTs RU/Bt/VII/2019

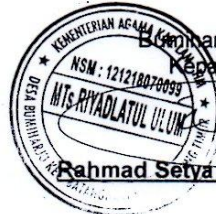
Yang bertanda tangan di bawah ini kepala Pondok Pesantren
Riyadlatul 'Ulum menerangkan bahwa :

Nama : Nasiratus Saidah
NPM : 14121807
Fakultas : Tarbiyah
Jurusan : Tadris Bahasa Inggris

Berdasarkan surat Nomor : B-147/In.28/D.1/J/TL.00.9/05/2019,
tertanggal 15 Mei 2019 Perihal Izin Observasi lapangan, mahasiswa
tersebut di atas telah bebar-benar melaksanakan **Observasi** di MTs
Riyadlatul Ulum pada tanggal 15 Mei 2019

Demikian surat keterangan ini kami buat dengan sebenarnya dan
dapat digunakan sebagai mana mestinya.

Batanghari, 14 Juli 2019
Kepala Madrasah

Rahmad Setya Dharmawan, S.Pd





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

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

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

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

Nama : Nasiratus Saidah
NPM : 14121807

Jurusan : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1-	Jumat / 08 Maret 2019			- Revise Table of content - Revise chapter I - Background of study - Problem Formulation - Objective and Benefit of study - Revise chapter II - Hypothesis	
2-	Rabu / 20 Maret 2019			Revisi Bab II Revisi Bab III	

Mengetahui
Ketua Jurusan TBI

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

Sponsor

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001



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

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

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

Nama : Nasiratus Saidah
NPM : 14121807

Jurusan : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
			✓	Revise Cover - Bab I	
			✓	Revise Bab II and Bab III	
	Selasa - 05 - Maret - 2019		✓	M. Subhan Roza Sei I. Adnan	

Mengetahui
Ketua Jurusan TBI

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

Co-Sponsor

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

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

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

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

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

Nama : Nasiratus Saidah
NPM : 14121807

Jurusan : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
				<p>APd Meneri,</p> <p>ka & operasi</p>	

Mengetahui
Ketua Jurusan TBI

Subhan Roza, M.Pd.
750610 200801 1 014

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

Dosen Pembimbing I

Heber J. Grant

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

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

Nama : Nasiratus Saidah
NPM : 14121807

Jurusan : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
				<p>APd Ikemur 1.</p> <p>tes & operasinya</p>	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Nasiratus Sniadah

NPM : 14121807

Fakultas : Tarbiyah

Angkatan : 2014

Telah menyerahkan buku berjudul : literary research and this american realism
and

Metro,

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Nasiratus Sniadah

NPM : 14121807

Fakultas : Tarbiyah

Angkatan : 2014.

Telah menyerahkan buku berjudul : literary Research and this American
Realism

Metro,

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

NIP. 19750610 200801 1 014



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

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

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-515/In.28/S/OT.01/06/2019**

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

Nama : Nasiratus Saidah

NPM : 14121807

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

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 14121807.

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

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 01 Juli 2019
Kepala Perpustakaan





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296,
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : Nasiratus Saidah
NPM : 14121807

Jurusan/Fakultas : TBI/FTIK
Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1 ✓	Rabu / 03 / Juli / 2019			Rivis Abstract Rivis Chapter I - The objective of study Rivis Chapter II - Field note	
2 ✓	Kamis 04 / Juli / 2019			Rivis Chapter IV - numbering Rivis chapter V - numbering - conclusion.	
3	Jumat 05 / Juli / 2019				

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

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




KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : Nasiratus Saidah
NPM : 14121807

Jurusan/Fakultas : TBI/FTIK
Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	03 / wenesday			Revisi abstract Revisi chapter I - The con rep Auxiliary verb - The types of Auxiliary verb - fiction Hypothesis Revisi chapter II - The operational Definition of variable	
2.	07 / tuesday			Revisi Table of content Revisi chapter II	

Mengetahui,
Ketua Jurusan TBI



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

Dosen Pembimbing I



Dr. Mahrus As'ad M.Pd
NIP. 196112211996031001



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

Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp(0725)41507, Faxmail(0725)47296;
Website:www.metrouniv.ac.id,Email:iainmetro@metrouniv.ac.id

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

Nama : Nasiratus Saidah
NPM : 14121807

Jurusan : FTIK/ TBI
Semester : X

NO	Hari/ Tanggal	Pembimbing		Materi yang di konsultasikan	Tanda Tangan mahasiswa
		I	II		
3.	10 / wenesday	-		- The Form of auxiliary verb revise chapter IV - Conclusion Rubenka A. Risa Ael Fumayazah	 

Diketahui
Ketua Jurusan TBI



Ahmad Subhan Roza, M.pd
NIP. 19620424 199903 2 001

Pembimbing I



Dr. Mahrus As'ad M.Pd
NIP. 196112211996031001





CURRICULUM VITAE



Researcher is the first daughter of happy couple. Her father is Syarif Muhsin S.Pd.I bin Mbah Tir and her mother is Siti Badriyah binti Gufron. She was born in Kota Bumi, on Februari ^{3rd} 1996 and then she is given name Nasiratus Saidah.

She was an Elementary school student at State Elementary school SDN 1 Wirabangun, at 2008. She registered in State Junior high school Mts AL-Muhajirin at 2011, and graduated in 2014. She continued her study in MA AL-Hikmah Purwodadi and graduate in 2014.

In 2014 she was registered in IAIN Jurai Siwo Metro as an S1 student of English Education Study Program.