

AN UNDERGRADUATE THESIS

**INCREASING STUDENTS' READING COMPREHENSION
ABILITY BY USING TALKING STICK METHOD AT THE
ELEVENTH GRADES OF SMK ROUDHOTUL FALAH
SUKADANA EAST LAMPUNG**

**BY:
FARIDATUN MUHSONAH
STUDENT. ID. 1176127**



English Education Study Program
Tarbiyah Department

**STATE ISLAMIC COLLEGE (STAIN)
OF JURAI SIWO METRO
1436 H/2015M**

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BY USING TALKING STICK METHOD AT THE ELEVENTH GRADERS
OF SMK ROUDHOTUL FALAH SUKADANA EAST LAMPUNG**

Presented as a Partial fulfillment of the Requirements
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in English Department

By :
FARIDATUN MUHSONAH
STUDENT. ID. 1176127

Sponsor :Dr. Zainal Abidin, M.Ag
Co-Sponsor :Syahreni Siregar, M.Hum

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ABSTRACT

**BY
FARIDATUN MUHSONAH**

Reading is one of the important aspects in language learning. By reading, the learners get knowledge and information. Moreover, students are often ignored to mastering this skill. The researcher finds the condition at the eleventh graders of SMK Roudhotul Falah Sukadana east lampung where many students have difficulties in English learning especially in reading comprehension, so it caused the result of learning is low. Hence, to increase the students' reading comprehension ability the writer uses Talking Stick method in learning process. The purpose of this paper is to know whether the using Talking Stick method can increase the students' reading comprehension ability in English learning. Talking Stick method is one of method based on cooperative that make the students more active and enjoyable in learning process.

The form of this research was classroom action research (CAR) which was conducted in two cycles. Each cycle consist of planning, acting, observing and reflecting. The subjects of this research were 19 students at the eleventh graders of SMK Roudhotul Falah Sukadana east lampung. In collecting the data, the writer used test, observation and documentation. This research was conducted collaboratively with an English teacher of SMK Roudhotul Falah Sukadana that was Ms. Istian Safitri, S.Pd.

The result of this study shows that by using Talking Stick method has positive role in increasing the reading comprehension ability at the eleventh graders of SMK Roudhotul Falah Sukadana east lampung. It can be proved by the students' average score from pre-test to post-test. The average score in pre-test was 48.42 and in post-test I was 57.87 became 72.89. It means that the using of Talking Stick method can increase the students' reading comprehension ability.

**MENINGKATKAN KEMAMPUAN PEMAHAMAN MEMBACA SISWA
MENGUNAKAN METODE TALKING STICK PADA SISWA KELAS XI
SMK ROUDHOTUL FALAH SUKADANA LAMPUNG TIMUR**

ABSTRAK

**OLEH
FARIDATUN MUHSONAH**

Membaca adalah salah satu aspek penting dalam pembelajaran bahasa. Dengan membaca kita mendapatkan pengetahuan dan informasi. Namun, siswa sering mengabaikan penguasaan kemampuan ini. Peneliti menemukan situasi di kelas sebelas SMK Roudhotul Falah Sukadana Lampung Timur dimana para siswa mengalami kesulitan dalam pembelajaran bahasa Inggris khususnya pemahaman membaca, sehingga ini menyebabkan hasil belajar mereka rendah. Oleh karena itu, untuk meningkatkan kemampuan pemahaman membaca siswa, peneliti menggunakan metode Talking Stick dalam proses pembelajaran. Tujuan dari penelitian ini adalah untuk mengetahui apakah penggunaan metode Talking Stick dapat meningkatkan kemampuan pemahaman siswa dalam pembelajaran bahasa Inggris. Metode Talking Stick adalah salah satu teknik kerja sama yang membuat siswa lebih aktif dan menyenangkan siswa dalam proses pembelajaran.

Bentuk dari penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang dilakukan dalam 2 siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Subjek dari penelitian ini adalah 19 siswa kelas sebelas SMK Roudhotul Falah Sukadana Lampung Timur. Dalam pengumpulan data, peneliti menggunakan tes, observasi dan dokumentasi. Penelitian ini dilaksanakan secara kolaboratif dengan guru mata pelajaran bahasa Inggris kelas sebelas SMK Roudhotul Falah Sukadana .

Hasil dari penelitian ini menunjukkan bahwa penggunaan metode Talking Stick memiliki peran positif dalam meningkatkan kemampuan pemahaman membaca siswa kelas sebelas SMK Roudhotul Falah Sukadana Lampung Timur. Hal ini dapat dibuktikan berdasarkan nilai rata-rata siswa mulai dari pre-test menuju post-test. Nilai rata-rata siswa pada saat pre-test adalah 48.42 dan post-test I 57.87 menjadi 72.89 di post-test II. Ini berarti penggunaan Talking Stick dapat meningkatkan kemampuan pemahaman membaca siswa.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned :

Name : Faridatun Muhsonah

Student Number : 1176127

Study Program : English Department

Faculty : Tarbiyah

It is believed that this undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Metro, August 2015

The Writer

Faridatun Muhsonah

NPM. 1176127

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini :

Nama : Faridatun Muhsonah
NPM : 1176127
Program Study : Pendidikan Bahasa Inggris
Jurusan : Tarbiyah

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

Metro, August 2015

Yang Menyatakan

Faridatun Muhsonah

NPM. 1176127

MOTTO

إِنَّمَا أَمْرُهُ إِذَا أَرَادَ شَيْئًا أَنْ يَقُولَ لَهُ كُنْ فَيَكُونُ ﴿٨٢﴾

'His command, when He intends anything, is only to say to it: Be, so it is' (Q.S
Yasin:82)

"Whatever that you can understand and believe in your mind, it will get"

(Napoleon Hill)

DEDICATION PAGE

This undergraduate thesis is especially dedicated to :

*Allah SWT, the Most Gracious, the Most Merciful, who has taught us with pen
and has taught human beings of what they don't know.*

*My beloved mother and father, who always support me in their endless love.
Thanks for everything that the smile and advice you bring to me is nothing
compare.*

*My guide lecturers Mr. Dr. Zainal Abidin, M.Ag. and Mrs. Syahreni Siregar,
M.Hum*

*My inspiring friends brothers and sisters who have given wonderful motivation
to me. Thank you so much.*

*The beloved friends in class B (Student Number 11), Team of KKN, and Team
of PPL, I will be proud to remember our togetherness.*

My lovely college STAIN Jurai Siwo Metro

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Metro, August 2015

The Writer,

Faridatun Muhsonah
ST.N 1176127

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language that uses many people in the world. In Indonesia, English serves as a foreign language. Almost every non-European country uses English as foreign language, including Indonesia. English puts a country in dealing with the other countries. As a result, it is largely learned to communicate one and another. In addition, English mastery is one of the requirements for an Indonesian who wants to go to study abroad. This fact shows that English is very urgent as an international language.

The use of English is very important within Indonesian context. It has been the first foreign language which is learned and taught at school from elementary school to university. English has been a part of the education curriculum system in Indonesia. Consequently, every formal level education in Indonesia provides English teaching. This aimed at improving the Indonesians' comprehension of English.

By learning English, we are accepted to be able to communicate in English both in written and oral forms. Learning is one the primary activities of students in the classroom. Successful learning is only one the right way to lead the process. In english there are four skills that must be mastered by the learners, they are: reading, listening, speaking and writing.

Reading is one of the important aspect. At those moment, reading is very important because we can get information about something. But some of

peoples don't like reading, they assume that reading is the boring something to do. Beside that, the readers need more concentration to read when they want to get knowledge.

In learning process reading is difficult to do. Many students find it difficult to get the messages or information of the text they have read. It is because they do not have good reading habit in their daily life. Many students always feel bored especially when they see the text is so long. They are still having bad habit with the text are read when they cannot achieve the purpose of the text. Moreover, it will need more time to comprehend the meaning of the text to the students who do not read fluently. Therefore, motivation to the students is very needed to maximize the reading skill.

In this problem teacher has the important role in the classroom. The teacher must make the students don't bored when they read. The teacher can do anything to make the student fun and enjoy to read like giving explanation how the important it is, use the media that make the student interest to read and using of method very important also.

Talking stick is one of the method in the learning process that can be applied by the teacher. This method can help students to solve their problems. In this method student learn grouping or make a group in the classroom. Student can change their thinking with another one and make the student more interest when they learn. They motivated also because there is a challenge to solve the problems that are given. This method uses a stick and demand the student how the important of a responsibility.

The writer has conducted pre survey in February 17, 2015 in SMK Roudhotul Falah Sukadana in the academic year 2015/2016. The writer gives a test to students' related reading comprehension.

Based on pre survey that followed by 19 students showed that only 20% passed and 80 % of the students failed with the highest score 85 and the lowest score 30 with the minimum mastery criteria (KKM) is 75 for English. This is supported in the pre-survey data tables on students in the eleventh graders of TKJ in the academic years of 2015/2016 are as follow:

Table 1
The result of students' pre-survey score
at the tenth graders of SMK Roudhotul Falah Sukadana, Lampung Timur

No	Range	Frequency	Percentage	Category
1	81-100	1	5,26%	Excellent
2	75-80	4	21,05%	Good
3	60-74	2	10,52%	Fair
4	15-59	12	63,15%	Low
Total		19	100%	

It can be understood that there is a proof that most of the students have low score in reading comprehension. The data pre-survey showed that 12 students got low category, 2 students got fair category, 4 students got good category and 1 student got excellent category. It means that only 5 students (26,31%) passed the test and 14 students (73,68%) failed with the highest score is 85 and the lowest score is 30. The Grade Minimum Requirement for English is 75. It means that, the students' reading comprehension at the tenth graders of SMK Roudhotul Falah Sukadana east lampung is low because

many students get score less than 75 and predicted the method from the teacher is suitable less and students difficult to comprehend the material.

In this research, the writer would like to increase students' reading comprehension ability by using Talking Stick Method. Therefore, the writer would like to conduct the research entitled "Increasing Students' Reading Comprehension Ability By Using Talking Stick Method at the Eleventh Graders of SMK Roudhotul Falah Sukadana East Lampung.

B. Problem Identification

Regarding to the background above, the writer would like to identify the problems as follows:

1. The students are not interested in reading text.
2. The students have lack of vocabulary mastery.
3. The students have difficulties in comprehending the text especially in finding main idea.
4. The students' ability in understanding the meaning of paragraph is still low.

C. Problem Formulation

Based on the background of study above, the writer formulates the problem in this research as follow:

"Can the Talking Stick method increase the student reading comprehension ability at the eleventh graders of SMK Roudhotul Falah Sukadana east lampung?"

D. Problem Solving

Based on the problem formulation above the writer try to use Talking Stick in learning process. The writer hopes that this method can increase the students' reading comprehension ability at the eleventh graders of SMK Roudhotul Falah Sukadana east lampung.

E. Objective of the Study

The objectives of the study are:

1. To increase students reading comprehension ability by using Talking Stick method.
2. To increase the students participation in the learning process, of that the students can be more active in the classroom.

F. Benefit of the Study

1. For the Students

As an efficient method to increase reading comprehension. By Talking Stick method, the students will be motivated to improve and master their ability in reading comprehension. This writer hopes for giving feed back to the students of SMK Roudhotul Falah in using Talking Stick of Reading Comprehension.

2. For the Writer

It is as a new knowledge for the writer to teach English better in the future and we can know that advantage the using of method in teaching learning.

3. For the Head Master

As a positive contribution and as an information to improve learning English activity in the future.

CHAPTER II

THE REVIEW OF RELATED THEORIES

A. The Concepts of Reading Comprehension

1. The Definition of Reading

Etymologically, reading is derived from the word 'read'. In Oxford Advanced Learner's Dictionary the word 'read' is defined as:¹ (1) to look at and understand the meaning of written or printed words or symbols. (2) To discover or find out about something.

Terminologically, Seravallo describes reading is think and understanding and getting at the meaning behind a text.² It means that reading is the process of thinking the meaning of printed language involves interaction of the reader's knowledge, information of the text, and context of reading situation. Furthermore, Anthony explains reading is the process of constructing meaning through the dynamic interaction among the readers' existing knowledge, the information suggested by the written language and the context of the reading situation.³

Akyol states that reading is a dynamic inferring process that makes communication between writer and reader essential.⁴ Moreover, reading is

¹A.S, Homby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 1995), p.1219.

²Jennifer Serravallo, *Teaching Reading in Small Groups: Differentiated Instruction for Building Strategic, Independent Readers*, (USA: Heinemann, 2010), p. 43.

³Thomas S. C. Farrell, *Planning Lesson for a Reading Class*, (Singapore: SEAMEO Regional Language Center, 2002), p. 1.

⁴ Ayfer Sahin, "The Effect Of Text Types On Reading Comprehension", in Mevlana International Journal of Education (MIJE), Volume 3/ August 1013, p.57.

the process to compose meaning through converting the signs.⁵ It means that reading is the act of concerning cognitive skill in composes meaning to find information through converting the signs of the language.

Meanwhile, according to Patel, reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language.⁶ In other word, the readers can get information and increase the knowledge continuously by reading.

Furthermore, Rick Ostrov defines that Reading is based on two factors: the first is speed and the second is comprehension.⁷ It means that if we read extremely fast, but can not understand the text, and the student might as well not read it. At the other extrem, if the student reads to slowly, the student may never have time to finish that you start. Both factors are important.

Based on the quotation above, it can be defined that reading is the process to get information of printed text become the new meaning involve interaction between the context of reading, reader's knowledge and the reader itself.

⁵[http://en.wikipedia.org/wiki/Reading_\(process\)](http://en.wikipedia.org/wiki/Reading_(process)) downloaded on November 23, 2014.

⁶M.F Patel And Praveen M. Jain. *English Language Teaching: Methods, Tools, and Techniques*. Jaipur, Sunrise Publishers & Distributors, 2008. p.114. Print.

⁷ Rick Ostrov, *Power Reading*, (Nort San Juan:Education Press 2003), p. 2.

2. Model of Reading

a. Top-down model

Top-down model is the model that is used while the readers read a text they involve prior knowledge and experience to confirm the readers' expectation. The readers read the title, the headings, and subheading to guess and predict what the content of the passage. Then the readers confirm their prediction and guess by reading the text to check the topic of the text.⁸ It means that in top down model, the reader bring their prior knowledge and experience to predict the content of the text.

b. Bottom-up model

In bottom-up model the reader reads the words and sentences and look at the structure of the text to construct meaning of written text depends on vocabulary mastery and syntax.⁹It means that the reader should read the words and view the structure of the text immediately to get the meaning of the text. Therefore, mastering on vocabulary and syntax are very important to obtain meaning of written text.

c. Interactive model

Interactive model explains when the reader reads a text, they use both top-down and bottom-up model.¹⁰ It can be inferred that interactive model is combination between top-down and bottom-up model. In other words, to compose the meaning of the text, the readers

⁸ Thomas S. C. Farrell, *Planning Lesson.*, p. 2.

⁹ *Ibid.*

¹⁰ *Ibid.*

should predict the content of the text then check their prediction by interpreting the sentences of the text.

3. Types of Reading

a. Intensive Reading

In this reading, the student reads and analysis the passage to gain knowledge. The purpose of intensive reading is to acquire specific information of the short passage.

There are few characteristics of intensive reading:

- 1) This reading helps learner develop active vocabulary.
- 2) Teacher play main role in this Reading.
- 3) Linguistic items are developed.
- 4) This reading aims at active use of language.
- 5) In intensive reading speech habit are emphasized and accent, stress, intonation and rhythm can be corrected.¹¹

b. Extensive Reading

In extensive reading, the students are exercised to read directly and fluently in the target language without the help of the teacher.¹² Moreover, Brown states that extensive reading is done to get general information of long passage for pleasure.¹³ It means that extensive reading is reading the text directly in the target language with enjoyment to get general information of the long text.

Few characteristics of extensive reading are:

- 1) It helps learner to develop to active vocabulary.
- 2) Extensive reading is silent reading.
- 3) In extensive reading the subject matter is emphasized.

¹¹ M.F Patel And Praveen M. Jain. *English Language*, p. 119.

¹² *Ibid.*

¹³ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: Longman, 2001), p. 313.

- 4) In the extensive reading the learners play main roles because they have to ask for measures.
- 5) In extensive reading the idea can be developed.
- 6) The aim of extensive reading is to enrich learners' knowledge.
- 7) Through extensive reading the good reading habit can be developed.¹⁴

c. Reading Aloud

Reading aloud is a technique to practice pronunciation the basic word, it should be given at primary level.¹⁵ In other word, in reading aloud, the words are read loudly to train the young learners to pronounce words well.

d. Silent Reading

Silent reading is done to acquire a lot of information of the text. In this reading the readers are demanded to read the text without a voice.¹⁶ It means that silent reading is reading without any voices to acquire a lot of both specific and general information of the text.

4. The Definition of Reading Comprehension Ability

Ability is a level of skill or intelligence. Furthermore, in Oxford advanced learner's dictionary, ability is the mental or physical capacity, power or skill required to do something¹⁷. Etymologically, the word "comprehension" in Oxford Advanced Learner's Dictionary is derived

¹⁴M.F Patel And Praveen M. Jain. *English Language*, p. 120.

¹⁵*Ibid.*

¹⁶*Ibid.* p. 123.

¹⁷ A.S Homby, *Oxford Advanced*, p. 2

from word 'comprehend' that can be defined as to understand something fully.¹⁸ It means that the reader get the writer's ideas.

Moreover, A.S. Homby defines "comprehension" as: a) The power of understanding, b) An exercise aimed at improving or testing one's understanding of a language (written or spoken).¹⁹ In other word, comprehension is the result of reading.

Gillet and Temple explains that comprehension involves prior knowledge, knowledge of text structure and an active search for information.²⁰ In other definition Gillet adds the easy definition of comprehension is understanding new information in light of what already know.²¹ It can be concluded the readers should active their prior knowledge and are familiar with the variety of text structures that were found in the text to comprehend new information.

Janette states that reading comprehension involves much more than readers' responses to text. Reading comprehension is a multi component, highly complex process that involves many interactions between readers' and what they read in the text (knowledge and strategy use) as well as variables related to the text.²²

¹⁸ *Ibid*, p.235

¹⁹ *Ibid*

²⁰Jean Wallace Gillet and Charles Temple, *Understanding reading Problems*, (United States of America: Harper Collins College Publisher, 1994), p. 34.

²¹*Ibid*, p. 35.

²²Janette K.Klingner, Sharon Vaughn and Alison Boardman, *Teaching Reading Comprehension to Student with Learning Difficulties*, (USA: The Guilford Press, 2007), p.8.

Furthermore, Gillet defines that reading comprehension is the search for meaning, actively using the readers' knowledge of the world and of text to understand each new thing.²³ It can be understood, reading comprehension is the understanding about new thing of the text that involves the reader's knowledge.

Moreover, Soro maintains that in reading comprehension requires the use of strategies before, during and after reading.²⁴ It means that the readers should use the strategy in their reading activity when they want to know the content of the text.

It can be explained that reading comprehension ability is the understanding of written text through interaction between varieties structure of the text and the reader's prior knowledge to get information.

5. Kinds of Reading Comprehension

Burn categorized reading comprehension into four categories namely, literal reading, interpretive reading, critical reading, and creative reading.

1) Literal Reading

Reading for literal comprehension involves acquiring information that is directly stated in a selection. Answer to literal question simply demands the students from memory what the book says. Literal comprehension is the lowest level type understanding.

²³Jean Wallace Gillet and Charles Temple, *Understanding reading.*, p. 40.

²⁴Kristin Lems, Leah D. Miller, Tenena M. Soro, *Teaching Reading to English Language Learners*, (New York: The Guilford Press, 2010), p.172.

2) Interpretive Reading

The interpretive involving reading between the lines or making is not directly stated in the text, but suggested or implied. Interpretive levels of reading comprehension go beyond literal comprehension.

3) Critical Reading

Burn views that the essential reading is evaluation of the ideas in the materials with known standard and conclusion about accuracy appropriateness. In the critical reading, a reader must be collected, analyze and synthesize the information.

4) Creative Reading

The creative reading involves going beyond the material presented by the author creative and requires the students to think as they read and to use their imagination.²⁵ In creative reading, the reader tries to come up with a new or alternative solution to the presented by author.

6. Levels of Reading Comprehension

According to Alice C. Omagio in Sanggam's book, there are four different levels of proficiency readers as follow:²⁶

1) Novice-level readers

Novice-level readers, the readers that are able to recognize the writing symbol, words, and expression that is used in some texts

²⁵ <http://yoyoi.blogspot.com/2011/06/kinds-of-reading-comprehension.html> accessed on May 23, 2015

²⁶ Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p. 106

containing general topics of their common experiences, such as basic classroom objects, colors, numbers, telling times and dialogues with a comprehension at minimal except for simple memorized material.

2) Intermediate-level reader

Intermediate-level readers, the readers that are able to find the main gist, key ideas, and some supporting details of narrative text types on familiar topics such as simple instructions, general information, meeting arrangements, well with some common misunderstanding of finer point.

3) Advanced-level reader

Advanced-level reader refers to the reader that have capability to comprehend main ideas, most supporting details of the abstract and factual topics with familiar context in description, narrations and non technical prose which contain newspaper accounts, directions, academic texts, current events, press, politics, economics, with an enhancement of detail comprehension, but still not totally precise.

4) Superior-level readers

Superior-level reader refers to the readers that have capability to comprehend most materials on concrete and abstract topics, get main idea and most of supporting details, and understand new vocabulary in context through contextual guessing strategies.

Based on the explanation above, the student of Senior High School included in advanced-level readers, they must be able to

comprehend main ideas, most supporting details of the abstract and factual topics with familiar context in description, narrations and non technical prose.

7. Strategies for Reading Comprehension

There are some strategies in reading comprehension that can be explained as follows:

a. Identifying the purpose in reading.

Efficient reading consists of clearly identifying the purpose in reading something. By doing so, the readers know what they're looking for and can weed out potential distracting information.²⁷ It means, the reader should determine their purpose in reading to find out what information would be taken of the text.

b. Skimming the text for main ideas.

Skimming consist of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives reader the advantage of being able to predict the purpose of the passage.²⁸ In other word, skimming is reading the text quickly to get the main point or knowledge of the text. Furthermore, the reader can predict the content of the text by skimming.

c. Scanning the text for specific information.

Scanning is quickly searching for some particular piece or pieces of information in a text. The purpose of scanning is to extract specific

²⁷ H. Douglas Brown, *Teaching by Principle*, p. 306.

²⁸ *Ibid*, p. 308.

information without reading through the whole text.²⁹ It can be noted, scanning is reading the whole text quickly to find out information without reading every word in the text.

d. Guessing when the readers aren't certain.

The teachers help learners to become accurate guessers by encouraging them to use effective compensation strategies in which they fill gaps in their competence by intelligent attempts to use whether clues are available to them.³⁰Therefore, the teachers are able to help the students by providing clues that are suitable based on the passage when the students are doubt with their guessing.

e. Analyzing vocabulary.

One way for learners to make guessing pay off when they don't immediately recognize word is to analyze it in terms of what they know about it.

- 1) Look for prefixes (co-, inter-, etc.) that may gives clues.
- 2) Look for suffixes (-tion, -ally, etc.) that may indicate what part of speech it is.
- 3) Look for roots that are familiar.
- 4) Look for grammatical contexts that may signal information.
- 5) Look at the topic for clues.³¹

In other word, to understanding unknown words, the reader or the learner can use alternative way such as: analyze prefixes, suffixes, root words, grammatical context, and the topic of the text.

²⁹*Ibid.*

³⁰*Ibid*, p.309

³¹*Ibid*, p.310.

f. Predicting

Farrell describes that prediction is linked to the strategy of activating prior knowledge and creates anticipation and gets students thinking about previous experiences have had about the topic before read.³² It can be inferred that the reader should connect their previous experiences with the topic then making prediction about what is going happen next of the text before reading.

g. Identifying Topics and main ideas

According to Mikukecky in Farrell there are some developmental order that should be done by the reader to train identifying topics and main ideas, as follows:

- 1) Finding the topic from a list of words
- 2) Recognizing the topic of a paragraph
- 3) Identifying the main idea of a passage.³³

In reading comprehension there are many texts that can use the teacher. In this research the writer uses the procedure text to know students' comprehension at the eleventh graders.

B. Concepts of Talking Stick Method

1. The Definition of Talking Stick Method

In learning process there are many methods that can be used in the classroom. In this research the writer choose the talking stick method to

³²Thomas S.C Farrell, *Planning Lesson for*, p. 27.

³³*Ibid*, p. 35.

increase students' reading comprehension. A talking stick is passed around from member to member allowing only the person holding the stick to speak.³⁴ Alarid and Markel say that talking stick method is passed from speaker to speaker as their voice opinions.³⁵ It illustrate that talking stick is a method to share opinions to another people.

Moreover, Talking Stick was a method used by Native Americans, to let everyone speak their mind during a council meeting, a type of tribal meeting.³⁶ Its mean the talking stick has been used for centuries by many Indian tribes as a means of just and impartial hearing, it was commonly used in council circles to decide who had the right to speak.

In the other word Huda said Talking Stick is a method of the group learning with hold the stick.³⁷ It illustrates mean talking stick use a stick in learning process in the class and the learning is group. Everyone is obligated to listen untill that person passes the stick to someone else.³⁸

Suyatno maintains the learning of Talking Stick is the generally of information, make a group, call the leader, write and answer the question, make a result and evaluation.³⁹ It means that talking stick use group in the learning process and the role of the leader is very important to get good

³⁴ http://en.wikipedia.org/wiki/Talking_stick on April 2015

³⁵ Carilyn Alarid and Marilyn Markel, *Old Grandfather Teaches A Lesson*, (USA: Sunstone Press, 2005), p.13.

³⁶ Kimberly Fujioka, "The Talking Stick: An American Indian Tradition in the ESL Classroom" *The Internet TESL Journal*, Vol. IV, September 1998, p.4.

³⁷ Miftahul Huda, *Model-model Pengajaran dan Pembelajaran*, (Yogyakarta: PustakaPelajar, 2011), p.224.

³⁸ Carilyn Alarid and Marilyn Markel, *Old Grandfather*, p.13.

³⁹ Suyatno, *Menjelajah Pembelajaran Inovatif*, (Sidoarjo: Masmedia Buana Pustaka, 2009), p.71.

result in learning process. Talking stick can be used at any meeting or council where varying opinions to be expressed. It is common for each different type of council to have a talking stick.⁴⁰

Moreover, to apply this method the teacher divides the class into some groups with the members five or 6 students.⁴¹ It can be understood that the teacher must divide the students into some of groups and discussion in learning process.

The definition above explained that Talking Stick is one of cooperative learning model. The following theory maintains the meaning of cooperative learning.

Based on the definitions above, it can be concluded that Talking Stick is group learning model consist of small groups 5 or 6 students heterogeneous based on intelligence, friendship or proclivity and effective to be applied in various subject and grades.

2. The Steps of Talking Stick Method

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

- a. Teacher prepares a stick.
- b. The teacher divides the students into some group.
- c. Teacher explains the material that will learn and give the group opportunity to read.
- d. Students discuss about the problem from the topic.

⁴⁰ Carilyn Alarid and Marilyn Markel, *Old Grandfather*, p.14.

⁴¹ *Ibid.*

- e. After finishing, the teacher orders the students to close the book.
- f. Teacher takes a stick and giving to student, after that the teacher give 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.
- h. Evaluation.⁴²

3. The Implementation of Talking Stick in Teaching Reading

There are some steps implementation of talking stick in teaching reading, which are:

- a. Start the session by placing the talking stick on the floor with everyone sitting on chairs in a circle around it.
- b. Explains the rules and everyone agrees to abide by them. Nobody who rejects the rules can take part.
- c. Give someone the role of timekeeper.
- d. Begin with one person holding the talking stick. When they are holding the stick, they must answer the question based on text.
- e. When the answerer has stopped, they pass the talking stick to somebody else.
- f. The next person holding the stick repeats the same process.

⁴² Suyatno, *Menjelajah Pembelajaran Inovatif*, p.124.

- g. Continue the session until nobody else has anything left to answer, which is signalled by a noticeable period when nobody is passed the stick.

4. Benefit of Talking Stick method

Huda said there are some benefits of Talking Stick method, as follows:

- a) Examine the readiness of students.
- b) Train the students to competent in reading process and understand the material quickly.
- c) Make the students always ready in anything situation.⁴³

5. Advantages and Disadvantages of Talking Stick Method

There are some advantages and disadvantages of Talking Stick Method, they are:⁴⁴

- a) Advantages
 - 1) Students' get more motivation from their self.
 - 2) There are interactions between the teacher and the students.
 - 3) The students are more stand alone.
 - 4) Learning process is more gratify.
- b) Disadvantages
 - 1) Student is more inclined individual.
 - 2) The comprehension of the material is less.

⁴³Miftahul Huda, *Model-Model Pengajaran dan Pembelajaran*, p.225.

⁴⁴<http://beredukasi.blogspot.com/2013/09/model-pembelajaran-talking-stick.html>, downloaded on April 2015

- 3) The teacher is difficult to control learning process.
- 4) Students are noisier.

C. Hypothesis

Based on the theoretical review above, the writer formulates the hypothesis that: the use of Talking Stick method can increase the students' reading comprehension especially in procedure text at the eleventh graders of SMK Roudhotul Falah Sukadana east lampung.

CHAPTER III

RESEARCH METHODOLOGY

A. Location and Setting of the Study

This research will conduct in SMK Roudhotul Falah Sukadana, East Lampung. In SMK Roudhotul Falah, total of the students from the tenth graders up to twelfth graders are 87 students and total of the teachers are 15.¹ This research will do on August 2015 during about three weeks.

In this research is Classroom Action Research (CAR) that was done together with collaborative research. The topics that will be discussed in this chapter are setting, object of the study, action plan, data collection method and analysis.

B. Object of the Study

In this research, object of the study is increase reading comprehension of the students at the eleventh graders of the program TKJ in the academic years of 2015/2016. Actually, there is one class for the eleventh graders of TKJ with the total students are 19, 3 male and 16 female.

C. Action Plan

The kind of this research is classroom action research. Action research is based on the premise that local conditions vary widely and that the solutions to many problems cannot be found in generalized truths that take no account

¹ Data LIDI SMK Roudhotul Falah Sukadana, Academic Year 2014/2015.

of local conditions.² It can be noted that classroom action research is a research which uses the real condition to solve the problem in the learning process.

Wina Sanjaya argues that classroom action research is a research that investigates the learning problems in the class to solve the problems itself using the real situation and analyzes the way of treating itself.³ It can be explained that classroom action research uses the real situation to solve the problem in the learning process.

In other words, McNiff said that action research is a name given to a particular way of researching our own learning.⁴ It means that in the research, the writer can use a specific method in the learning process. Furthermore, McNiff suggests that action research is an enquiry by the self into the self, undertaken in company with others acting as research participants and critical learning partners.⁵ It means, the writer conducts the research, needs a friend. In this research, the writer needs the collaborator to help him in this action research, she is Istian Safitri, S.Pd. She is an English teacher in SMK Roudhotul Falah Sukadana of the east Lampung.

In the classroom action research, the writer would like to hold the research in two cycles. There is a relationship between one and the other. They are:

² Donald Ary, Lucy Cheser, Chris Sorens, *Introduction To Research In Education, 8th Ed*, (USA: Wadsworth Cengage Learning, 2010), p.512.

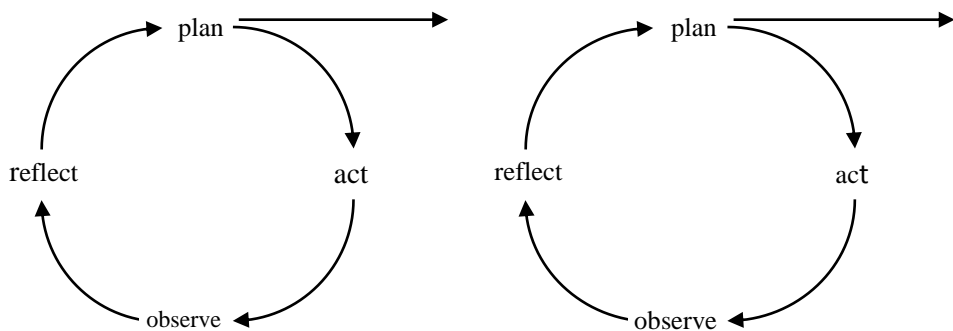
³ Wina Sanjaya, *Penelitian Tindakan Kelas*, (Jakarta: Kencana Prenada Media Group, 2011), p.26.

⁴ Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (London and New York: Routledge Falmer, 2002), p. 15.

⁵ *Ibid*, p. 15.

- a. Planning
- b. Acting
- c. Observing
- d. Reflecting⁶

Here is steps classroom action research design:



Jean McNiff's Model⁷

From the illustrated above, the explanations about four steps of action research procedure are conducted in each cycle:

1. Cycle 1

- a. Planning

Planning is the first steps in each activity. Without planning the activity that the writer does will not be focus. The planning will be reference in doing action. Here is step that the researcher can make in planning.

⁶ Sukardi, *Metodologi Penelitian Pendidikan*, Yogyakarta, Bumi Aksara, 2002, p. 213.

⁷ Jean McNiff and Jack Whitehead, *Action Research*, p. 41

- a) The writer prepares the lesson plan, the material and the media.
- b) Making work sheets and answer sheets which will be learned by the student in group.
- c) The writer prepare the test (pre test and post test)
- d) Making test which will be used in pre-test and post-test.

b. Acting

The second step in the activity is acting. It is the implementation of the planning that the writer has made.⁸ In this action, the writer will do pre-test, treatment and post-test to the students. This action will be conducted in some meetings. In this implementation, the writer follows the schedule of English subject in the class. The writer acts as if a teacher in the classroom and implements some activities as follows:

- 1) Giving test to the students about descriptive text as pre-test of the research and beginning score in Talking Stick method.
- 2) The teacher prepares a stick and explains the material.
- 3) The teacher divides the students into small groups consist of 5 students in each group.
- 4) Giving opportunity the student to read the material.
- 5) After reading the teacher asked to close the paper

⁸ *Ibid.*, p. 213.

- 6) Teacher takes a stick and give it to student, the student that has a stick must answer the question from the teacher and so on
- 7) The teacher guides and helps the students in the learning process.
- 8) The teacher reminds all groups that they should master the material which have given by the teacher and helping each other in group to comprehend the material.
- 9) After the students understand about descriptive text, the teacher gives post test quiz to the students.
- 10) The teacher gives a reward to the top team.

c. Observing

The next step is observing. In this step the observer is Mrs. Istian safitri as a collaborator. She observes the process of learning by using format observation to collect the data in action plan II. In other word, this observation was done together with action.

d. Reflecting

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

The research was done taught collaborative with an English teacher of SMK Roudhotul Falah Sukadana East Lampung, she is Mrs. Istian Safitri, S.Pd. as collaborator.

2. Cycle 2

a) Planning

- 1) Studying the result of reflecting on cycle 1.
- 2) Preparing the lesson plan, material and media of learning, observation sheet, work sheets, answer sheets, and test for pre-test and post-test.

b) Acting

- 1) Giving the students motivation to study.
- 2) Doing the treatment by using Talking Stick method.
- 3) Giving post-test after the treatment.

c) Observing

The collaborator observes and collects the data when the learning process is conducting.

d) Reflecting

The researcher and collaborator reflect all the acting which had been conducted and identify the result of observation in the learning process by comparing the score of pre-test and post-test.

D. Data Collecting Method

In order collect the data, the research used test, documentation and observation.

1. Test

Webster's Collegiate said that : “ Test is any series questions or exercise or other means of measuring the skill, knowledge, intelligence, capacities of aptitudes or an individual or group”⁹ Tests are valuable measuring instruments for education research. A test is a set of stimuli presented to an individual in order to elicit responses on the basis, which a numeral score can be assigned.

In this research, the writer will give the students two test, that is pre test and post test. The tests will be given to know the students achievement before and after the learning process.

a. Pre-test

Pre test will be conducted before presenting the treatments to know, how far the students reading comprehension. The type of pre test is objective test, the writer use objective test in the form of multiple choice by using this test about descriptive text. Total number of test items are twenty. The items are based on the material that was taught in the class.

b. Post-test

The post test will be conducted in order to know the progress of students reading comprehension by using Talking Stick method after the treatments. The test is like the pre-test where the students are

⁹Daryanto, *Evaluasi Pendidikan*, (Jakarta,; Rineka Cipta, 2008), p.35.

asked to answer the questions about descriptive text, but the topic which is given in the post-test is different with in the pre-test.

2. Documentation

According to Mulyasa documentation is the instrument to collecting data about the event in past that had been record.¹⁰ There are two kinds of documents, namely public documents such as minutes of meetings or newspaper and private documents such as journals, diaries or letters.¹¹ In this research, the writer took the data from the documentation of school such as the total of students, teachers, school history and the condition of the school.

3. Observation

Observation is a process of watching or listening to professional action either while it is happening, or from a taped sequence. Observation is data collection method by directly observing to the object that is examined. Seltiz in Edi states that observations can be defined as election, alteration, registration and coding series of action and situation connecting with organism which is suitable with empiric purpose.¹²

Here, the observation method focused on to entire process of learning by using Talking Stick method and observation can definitions as election, alteration, registration and coding series of action and

¹⁰ Mulyasa, *Praktik Penelitian Tindakan Kelas*, (Bandung: PT Remaja Rosdakarya, 2011), p.69.

¹¹ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, (London, Sage Publications, 2009), p. 188.

¹² Edi Kusnadi, *Metodology Penelitian*, (Ramayana Pers, STAIN METRO, 2008), p.98.

situation connecting with organism which is suitable with empiric purposes.

In this research, the writer observes the students' behaviors and the students' activities in the learning process to know how the process of learning is held. The writer makes the observation sheet that contains of list of the students' activities in doing the observation.

E. Data Analysis Technique

Data analysis will be conducted by taking the average score of the pre test, and post test. To know students achievement after the actions are conducted and given test at the early and the last cycles.

According to the criteria mastery learning (KKM) the class can be successful in achieving the material if 70% of the students in that class get at least 70. So, if 70% of the students in that class get at least 70 in the post test, it means that the method can increase students' reading comprehension. In this research, the writer has target that 70% students get score 70 or more in reading comprehension.

The formula for counting the average score is as follows:

$$Z = \frac{X - \mu}{\sigma}$$

Note:

X = Raw score

μ = Population mean

σ = Population standard deviation

Z = Sample mean¹³

F. Indicators of success

Furthermore to know the gain of the research, the writer compared between pre-test and post-test. The students are called success if 70% students get 70 and 70% active in learning process.

¹³ Timotty C. Urdan, *Statistik in Plain English 2nd*, (London: Lowrence Erbowlm Associaties Publisher, 2005), p. 34.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

1. The History of SMK Roudhotul Falah Sukadana

SMK Roudhotul Falah Sukadana was built in 2008. The headmaster is Mr. Jumadi Agus Jali, S.Pd.I. SMK Roudhotul Falah is formal education institution that is shelter under education and pondok pesantren Roudhotul Falah institute which be there in the center of city of Kabupaten Lampung Timur at JL. Kol. Sutrasno Gg. Pesantren Sukadana Ilir, Kecamatan Sukadana Kabupaten Lampung Timur. Yayasan Pendidikan dan Pesantren (YPP) Roudhotul Falah was began since 7 years ago, opened Taman Pendidikan Alqur'an (TPA) and pondok pesantren salafiah. Since 7 years ago Yayasan Pendidikan dan Pesantren (YPP) Roudhotul Falah was opened formal education institute its name Sekolah Menengah Kejuruan (SMK) Roudhotul Falah) with SK NO 420/856.b/SK.II.04/2008 September, 14 2008.

Now, SMK Roudhotul Falah Sukadana has three levels of class. Those are the tenth, eleventh, and twelve grades with the total class are 3 and SMK Roudhotul Falah Sukadana has 15 teachers.

Table 1
The Condition Teachers and Official Employees in
SMK Roudhotul Falah Sukadana in the academic years of 2015/2016.

No	Name	Sex	Occupation
1	Jumadi Agus Jali, S.Pd.I	Male	Principal
2	M. Purwadi, S.Pd. S.Kom	Male	Principal of Computer Administration
3	Yeti Susanti, S.Pd.I	Female	Indonesia Language Teacher
4	Istian Safitri	Female	English Language Teacher
5	Eko Puji Suryono, S.Kom	Male	Produktif Teacher
6	Roy Rimayanto	Male	History Teacher
7	Ratna Wati, S.Pd	Female	Matematics, Teacher
8	Suyoto, SM	Male	School Commitee
9	Sri Suwarni	Female	Economics Teacher
10	Nurul Huda	Male	Sport Education Teacher
11	Rida Rotul Aliyah	Female	Islamic Teacher
12	Nur Wigati	Female	PKN Teacher
13	Maslahah	Female	SBK Teacher
14	Erik Susilo	Male	IPA Teacher
15	Nur Qomariah	Female	KWU Teacher

a. The Condition of building

SMK Roudhotul Falah has some units of building that consist of:

- a. 3 classrooms
- b. 1 headmaster and vice offices
- c. 1 teacher office
- d. 1 library
- e. 1 school health unit (UKS)
- f. 1 warehouse
- g. 1 Ceremony yard

b. The Number of Students

In this school there are 90 students of all from grade X – XII, 20 are male and 70 are female. To be clear look at the table bellow :

Table 2
The number of students of SMK Roudhotul Falah Sukadana
In the academic year 2015/2016

No	Class	Male	Female	Total
1	X TKJ	13	32	45
2	XI TKJ	3	16	19
3	XII TKJ	4	19	23
Total		20	67	87

Source: The documentation result at SMK Roudhotul Falah Sukadana on July 27, 2015

2. Description of Research

In this research, the writer as an English teacher and Ms. Istian Safitri, S.Pd as the collaborator conducted the research in two cycles and each cycle consist of planning, acting, observing, and reflecting.

a. Cycle I

1) Planning

In this step, the writer prepared several things related to teaching and learning process such as the lesson plan, material and media of teaching. Moreover, the researcher made observation sheets that contains about list of students' name and activities of the students.

Furthermore, the researcher made the test to the students which would be used in pre-test and post-test. The students were asked to

answer the multiple choice questions about procedure text, but the topic which were given in the post-test was different with the pre-test.

2) Acting

The implementation of this step was conducted in three meetings, namely: pre-test, treatment and post-test. In the first meeting, the writer conducted pre-test on Thursday, July 30th 2015. The writer conducted the pre-test to know the students' ability in reading comprehension before giving treatment and it used as comparison score with post-test. The students were given 20 questions about procedure text. After the students finished the pre-test, the researcher asked them to submit the answer sheets. The result of pre-test could be seen on the table below:

Table 3
The Students result at pre-test

No	Names	Score	Note
1	PS	50	Failed
2	RH	55	Failed
3	PDA	45	Failed
4	AN	60	Failed
5	AK	75	Passed
6	IP	30	Failed
7	EI	50	Failed
8	PBS	75	Passed
9	MA	40	Failed
10	AS	55	Failed
11	LJ	50	Failed
12	RK	45	Failed
13	NH	40	Failed
14	ED	50	Failed
15	AO	45	Failed
16	SF	40	Failed
17	VM	75	Passed

18	YA	50	Failed
19	RS	40	Failed
Total		920	
Average		48.42	
Highest Score		75	
Lowest Score		30	

Based on the table, it could be analyzed that there were 3 students (15,78%) who passed the pre-test and 16 students who failed the pre-test. The lowest score in pre-test was 30 and the highest score was 75. It means that the students did not fulfill the minimum standard at SMK Roudhotul Falah Sukadana and the students' reading comprehension ability was low. Besides, from the result of pre-test, the writer got the average 48.42. So, it was the reason why the writer used Talking Stick method to increase the students' reading comprehension.

The second meeting was treatment. The researcher conducted the treatment on Friday, July 31th, 2015. In this meeting, the writer as an English teacher and Ms. Istian Safitri (English teacher) as a collaborator. The writer started the meeting by praying, greeting, checking attendance list and asking condition of the students. The writer gave the material about procedure text.

At the beginning of teaching learning process, the writer asked to the students about 'what is procedure text?'. Some of students forgot and just a little of them have known the definition about procedure text.

Secondly, the writer informed to the students about definition of procedure text, social function, generic structure and language feature. After that, the writer gave a picture about something such as food and how to make something. The writer asked to the students to see some picture in a slide presentation. The students observed the picture and some of students explained about how to made it.

After that, the writer explained to the students about Talking Stick method. The writer divided the students in a group. There were 5 groups. Each group consists of 4-5 students. In the group, the students discussed about procedure text to find main idea and specific information from the text. The writer guided the students to be active in the group. As long as the students studied in group, the writer went around in the class and listened how the group worked. The group presented the result of discussion in front of the class. The writer with the students corrected their answer sheet. Afterwards, the writer clarified and explained the right answer.

In the end of meeting, the writer gave feedback to the students of the learning process. The writer gave motivation and informed to the students about the activities in the next meeting. The writer closed the material by praying together.

After did a treatment, the writer gave post-test to the students. The post-test was conducted on Thursday, August 6th, 2015. The post-test

was done to know how the students' reading comprehension ability after giving treatment. The writer gave 20 multiple choices. The result of post-test in cycle I could be seen on the table, as follows:

Table 4
The Students result of Post test 1

No	Names	Post Test 1	Note
1	PS	50	Failed
2	RH	40	Failed
3	PDA	55	Failed
4	AN	65	Failed
5	AK	60	Failed
6	IP	50	Failed
7	EI	80	Passed
8	PBS	80	Passed
9	MA	55	Failed
10	AS	55	Failed
11	LJ	70	Passed
12	RK	55	Failed
13	NH	55	Failed
14	ED	55	Failed
15	AO	55	Failed
16	SF	50	Failed
17	VM	50	Failed
18	YA	75	Passed
19	RS	35	Failed
Total		1100	
Average		57.87	
Highest Score		80	
Lowest Score		35	

From the table, it can be analyzed that the students' average score (mean) was 57.87. The highest score was 80 and the lowest score was 35. Based on KKM, there were 4 students that had passed post-test I or

got score ≥ 70 . It means that in cycle I the students' achievement could improve enough, but was not successful yet.

3) Observing

In observation of the writer action, the collaborator observed the students' activities. The writer as a teacher gave material about reading text especially procedure text by using Talking Stick method.

In the learning process, there were four used and mentioned to know the students activities. Every student who active in learning process gave a tick in observation sheet. For the students were not active in learning process, let the observation sheet empty. It can be seen on appendix. The indicators of the students' activities were:

- a) Students pay attention of the teacher explanation
- b) Students ask and answer the question from the teacher
- c) Students active in group
- d) Students were able do the task

The result of the students' learning activities could be seen as follow:

Table 5
The Students' Activities in Cycle I

No.	Students Activities	Frequency	Percentage
1.	Students pay attention to the teacher's explanation	12	63.12%
2.	Students ask and answer the question from the teacher	9	47.36%
3.	Students active in group	10	52.63%
4.	Students do the task	11	57.89%
	Total Students	19	

The table above shows that not all the student's active in learning process. There were 12 students (63.12%) who gave attention to the teacher explanation, 9 students (47.36%) who ask/answer questions from the teacher, 10 students (52.63%) who active in group and 11 students (57.89%) do the task.

Based on the result above, it could be inferred that the learning process of cycle I was not successfully because only one activities that got percentage 63.12% that was pay attention of the teacher explanation and the other activities got <63.12%.

4) Reflecting

In this step, the writer concluded that cycle I did not run well because most of students did not achieve the standard score. It could be seen from the result of pre-test score and post-test I score. However, most of the students' score had increased although the condition of learning process was uncontrolled enough.

From the result of observation in cycle I, there were some problem that found, as follow:

- a) There were some students that shown unenthusiastic to the teacher's explanation.
- b) Some students did not ask or answer the question from the teacher.
- c) Some students did not active in group.

Based on the result of reflection in cycle I, there were some problems to be revised in cycle II, as follow:

- a) Teacher gave more motivation to the students to study harder and made the learning process more attractive.
- b) Teacher gave more detail explanation about the material and gave questions after explaining the material to control the students' comprehension.
- c) Teacher gave stimulus to the students, for example: by giving reward to the students who brave answered the questions.

d) Teacher guided the students who not are able active in the group discussion.

b. Cycle II

Cycle II was similar with cycle I, it divided in planning, acting, observing and reflecting. It would be explained more detail as follow:

1) Planning

Based on observation and reflection in cycle I, it shows that cycle I was not successfully yet. Therefore, the writer and collaborator tried to revise the several problems that appeared in cycle I and arranged the planning for continuing in cycle II. The writer prepared the lesson plan, material and media, answer sheet, observation sheet and test for post-test.

2) Acting

The description of the teaching learning of cycle II was not different from the previous cycle. In every treatment, the writer tried to make the students more active. The implementation of this step was conducted in two meetings, namely: treatment and post-test.

The treatment in cycle II was conducted on Friday, August 7th, 2015. It was started by greeting and asking the students condition. The teacher explained the material about procedure text. The teacher asked to the students to mention about definition of procedure text, generic structure, social function, and language feature. Moreover, the teacher

divided the students in a new group. Each group consists of 4 until 5 students. In group, the students discussed about how to use something. The teacher asked the group to discuss about finding main idea and specific information from the text based on the text. The teacher guided the group to be active in group. After all the group finished the discussion, the teacher prepared a stick and explain the roles. The teacher gave the stick to one of them, after that when the student hold the stick the student must answer the question from the teacher based on the text. After that, the teacher together with the students corrected their answer sheet.

In the end of meeting, the teacher closed the meeting and gave to the students some motivation in order that they would study hard and got good score in this subject.

After giving treatment, the researcher conducted post-test II on Thursday, August 13th, 2015. The test was multiple choices. There were 20 questions, it was same type with the first cycle but different questions. The question was still about procedure text. After they finished the test, they collected it to the teacher. The result of post –test II could be seen on the table below:

Table 6
Post-test II score

No	Names	Post Test II	Note
1	PS	75	Passed
2	RH	80	Passed
3	PDA	70	Passed
4	AN	65	Failed
5	AK	75	Passed
6	IP	55	Failed
7	EI	70	Passed
8	PBS	90	Passed
9	MA	65	Failed
10	AS	60	Failed
11	LJ	75	Passed
12	RK	80	Passed
13	NH	75	Passed
14	ED	80	Passed
15	AO	70	Passed
16	SF	70	Passed
17	VM	85	Passed
18	YA	75	Passed
19	RS	75	Passed
Total		1385	
Average		72.89	
Highest Score		90	
Lowest Score		55	

Based on the table above, it could be seen that the students' average score (mean) in post-test II was 72.89. The highest score was 90 and the lowest score was 55. According to standard score, 70% students passed the test. Most of students could develop their reading comprehension ability. It means that cycle II was successful.

3) Observing

In this step, the researcher presented the material by using CIRC technique. In the learning process, there were also four indicators used to know the students' activities like in learning process before.

Based on the result of observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result score of students' learning activities observation, as follow:

Table 7
The Students' Activities in Cycle II

No.	Students Activities	Frequency	Percentage
1.	Students pay attention to the teacher's explanation	16	84.21%
2.	Students ask and answer the question from the teacher	14	73.68%
3.	Students active in group	15	78.94%
4.	Students do the task	17	89.47 %
	Total Students	19	

The table above shows that the students' activity in cycle II was increased. The students' activity that had high percentage were do the task (89.47%), the second high percentage was pay attention to the

teachers' explanation (84,21%), the third was the students active in group (78.94%) and for the students activity that had low percentage was ask/answer the questions from the teacher (73.68%).

Based on the result above, the writer indicated that learning process in cycle II was successful because the fourth students' activity got percentage $\geq 60\%$.

4) Reflecting

Based on the result of the research in cycle II, it could be inferred that cycle II was successful. The writer felt satisfied about the result of the research. There were 70% of students passed the examination that means the students' reading comprehension ability had increased. From the result above, the writer concluded that this research was successful and would be not continued in the next cycle.

B. Interpretation

1. The Result of Students' Score in Cycle I

Table 8

Students' score at pre-test and post-test cycle I

No	Name	Pre-test score	Post-test score	Increasing	Increasing Percentage	Explanation
1	PS	50	50	0	0.00	Constant
2	RH	55	40	10	33.33	Increased
3	PDA	45	55	10	22.22	Increased
4	AN	60	65	5	8.33	Increased
5	AK	75	60	-15	-20.00	Decreased
6	IP	30	50	20	66.66	Increased

7	EI	50	80	30	60.00	Increased
8	PBS	75	80	5	6.66	Increased
9	MA	40	55	15	37.5	Increased
10	AS	55	55	0	0.00	Constant
11	LJ	50	75	25	50.00	Increased
12	RK	45	55	10	22.22	Increased
13	NH	40	55	15	37.5	Increased
14	ED	50	55	15	37.5	Increased
15	AO	45	55	10	22.22	Increased
16	SF	40	50	10	25.00	Increased
17	VM	75	50	-25	-33.33	Decreased
18	YA	50	75	25	50.00	Increased
19	RS	40	35	-5	-12.5	Decreased
	Total	920	1100	160	413.33	
	Average	48.42	57.89	8.42	21.75	

In this research, pre-test and post-test had done individually. It is aimed to know the ability of the students' reading comprehension before and after the treatment. From the result of pre-test and post-test I, we knew that there was an improving from the students result score. It could be seen from the average in pre-test 48.42 and post-test I 57.89. Although there was increasing of students achievement, cycle I was not successful yet because only 4 students (21.05%) students who passed in post-test I. Therefore, this research would be continued in next cycle.

2. The Result of Students' Score in Cycle II

Table 9
Students' score at pre-test and post-test cycle II

No	Name	Pre-test score	Post-test II score	Increasing	Increasing Percentage	Explanation
1	PS	50	75	25	50.00	Increased
2	RH	30	80	25	45.45	Increased
3	PDA	45	70	25	55.55	Increased

4	AN	60	65	5	8.33	increased
5	AK	75	75	0	0.00	Constant
6	IP	30	55	25	83.33	Increased
7	EI	50	70	20	40.00	Increased
8	PBS	75	90	15	20.00	Increased
9	MA	40	65	25	62.50	Increased
10	AS	55	60	5	9.09	Increased
11	LJ	50	75	25	50.00	Increased
12	RK	45	80	35	77.77	Increased
13	NH	40	75	35	87.50	Increased
14	ED	40	80	40	100	Increased
15	AO	45	70	25	55.55	Increased
16	SF	40	70	30	75.00	Increased
17	VM	75	85	10	13.33	Increased
18	YA	35	75	25	50.00	Increased
19	RS	40	75	35	87.5	Increased
	Total	920	1385	430	970.93	
	Average	48.42	72.89	22.63	51.10	

Based on the result above, it could be inferred that Talking Stick method could increased the students' reading comprehension ability because there was improving from average was in pre-test 48.42 became 72.89 in post-test II.

3. The Result of Students' Learning Activities in Cycle I and Cycle II

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table increment of it as follow:

Table 10

The Tabel of Students' Activities in Cycle I and Cycle II

No.	Students' Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1.	Students pay attention to the	12	63.12%	16	84.21%	21.09%

	teacher's explanation					
2.	Students ask / answer question from teacher	9	47.36%	14	73.68%	26.32%
3.	Students active in group	10	52.63%	15	78.94%	22.31%
4.	Students do the task	11	57.89%	17	89.47 %	31.58%

Based on the data had gotten, it can be explained as follow:

a. Pay attention to the teacher's explanation

The students' attention to the teacher explanation from meeting to next meeting was increased. In cycle I was only 63.12% and in cycle II 84.21%, it increases 21.09%.

b. Ask/answer question from teacher

The students who asked or answered questions from the teacher was increased from meeting to next meeting. It shown when the teacher gave question to the students, they were brave to answer although not all questions could be answered well. For this activity was increased 26.32%, from cycle I 47.36%and cycle II 73.68%.

c. Active in group

The students who had activated in group also increased. From cycle I 52.63% and cycle II 78.94% so it increased 22.31%.

d. Do the task

The students who had done the task were increased. It could be seen, from cycle I 57.89% and cycle II 89.47% it increased 31.58%.

Based on the data above, it could be concluded that the students felt comfortable and active with the learning process because most students shown good increasing in learning activities when Talking Stick was applied in learning process from cycle I to cycle II.

4. Students' Score in Pre test, Post test Cycle I, and Post test Cycle II

In cycle I, English learning process was successfully, but the students' average score was low. While, the score of the students in post-test I was higher than pre-test. Moreover, in cycle II the students' average score was higher than cycle I. The following was the table of illustration score in cycle I and cycle II:

Table 11

Students' Score Pre-test, Post-test Cycle I, and Post-test Cycle II

No	Name	Pre test	Post Test I	Post Test II	Increasing	Increasing Percentage	Explanation
1	PS	50	50	75	25	50.00	Increased
2	RH	55	40	80	25	45.45	Increased
3	PDA	45	55	70	25	55.55	Increased
4	AN	60	65	65	5	8.33	increased
5	AK	75	60	75	0	0.00	Constant
6	IP	30	50	55	25	83.33	Increased
7	EI	50	80	70	20	40.00	Increased
8	PBS	75	80	90	15	20.00	Increased
9	MA	40	55	65	25	62.5	Increased
10	AS	55	55	60	5	9.09	Increased

11	LJ	50	70	75	25	50.00	Increased
12	RK	45	55	80	35	77.77	Increased
13	NH	40	55	75	35	87.5	Increased
14	ED	50	55	80	30	60.00	Increased
15	AO	45	55	70	25	55.55	Increased
16	SF	40	50	70	30	75.00	Increased
17	VM	75	50	85	10	13.33	Increased
18	YA	50	75	75	25	50.00	Increased
19	RS	40	35	75	35	87.5	Increased
	Total	920	1100	1385	420	930.93	
	Average	48.42	57.87	72.89	22.10	48.99	

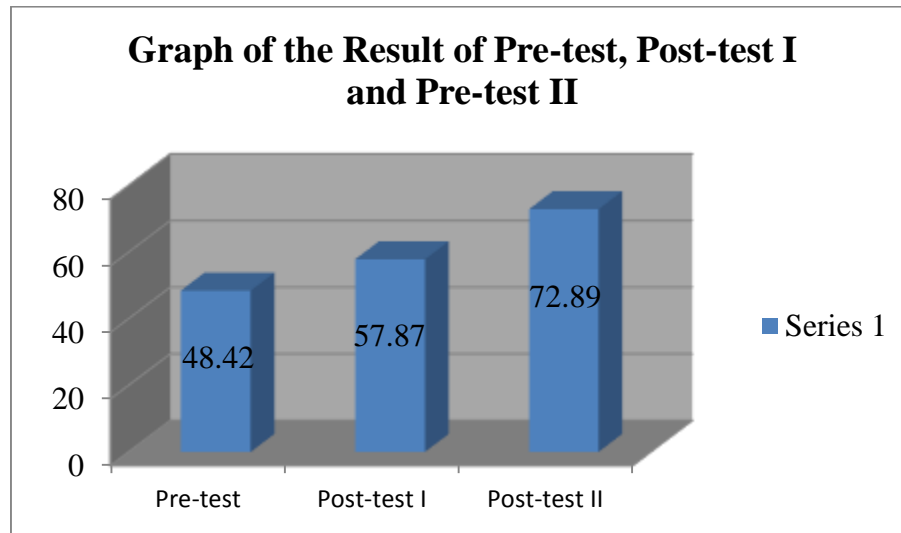
Based on the result of pre-test, post-test I and post-test II, it was known that there was a positive significant increasing of the students' score. It could be seen from the average 48.42 to 57.87 became 72.89. Therefore, the writer concluded that the research was successful because the success indicator of this research had been achieved.

5. The Comparison of Pre-test and Post-test

Based on the explanation above, it could be inferred that the using Talking Stick method can increase the students' reading comprehension ability. There was progress average score from 48.42 to 57.87 became 72.89. The writer showed the graph of the result of pre-test, post-test I and post-test II, as follow:

Figure 2

Graph of the Result of Pre-test, Post-test I and Pre-test II



Based on the graph above, it can be inferred that Talking Stick method can increase the students' reading comprehension ability. It is supported by increasing score of the students from pre-test to post-test I and from post-test I to post-test II.

This research was success if 70% of students get score at least 70. There was increasing of the students who got the score from the pre-test to post-test I and from post-test I to post-test II. From 3 students (15.78%) in pre-test to 4 students (21.05%) in post-test I and from 4 students in post-test I to 15 students (78.94%) in post-test II. It can be concluded that this research was success to increase the students' reading comprehension ability because the result score of the students had achieved the indicator of success.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the result of the implementation of Talking Stick method in reading comprehension ability, the writer draws the conclusion as follows:

1. There was increasing the students' reading comprehension ability by using Talking Stick method at the eleventh graders of SMK Roudhotul Falah Sukadana.
2. There was increasing of the students' average score from pre-test 48.42 to post-test I 57.87 became 72.89 in post-test II. In cycle I, there were 14 students who passed the test. Moreover, in cycle II there were 18 students who passed the text.
3. The result of cycle II already reached the indicator of success that was 70% students got score at least 70. Therefore, the research could be stopped in cycle II.

B. Suggestion

Based on the result of the research, the writer would like to give some suggestion as follows:

1. For the students
 - a. The students are suggested to be more active in learning English so they can increase their knowledge in reading comprehension ability.

- b. The students are suggested to increase their ability in mastering vocabulary to understand the text so they can find main idea, specific information and comprehend the text well.

2. For the Teacher

- a. It is suggested to English teacher to apply Talking Stick method as alternative method in the classroom for increasing the students; reading comprehension in teaching and learning process.
- b. The teacher is expected to give motivation to the students in order to excited in English learning since many students regard that English is difficult subject to learn. Based on the observation in the class, the students will active again after their teacher gives motivation to them.

3. For Head Master

It is suggested to the headmaster to persuade the teacher to apply this method because it is an effective method in teaching for the teacher.

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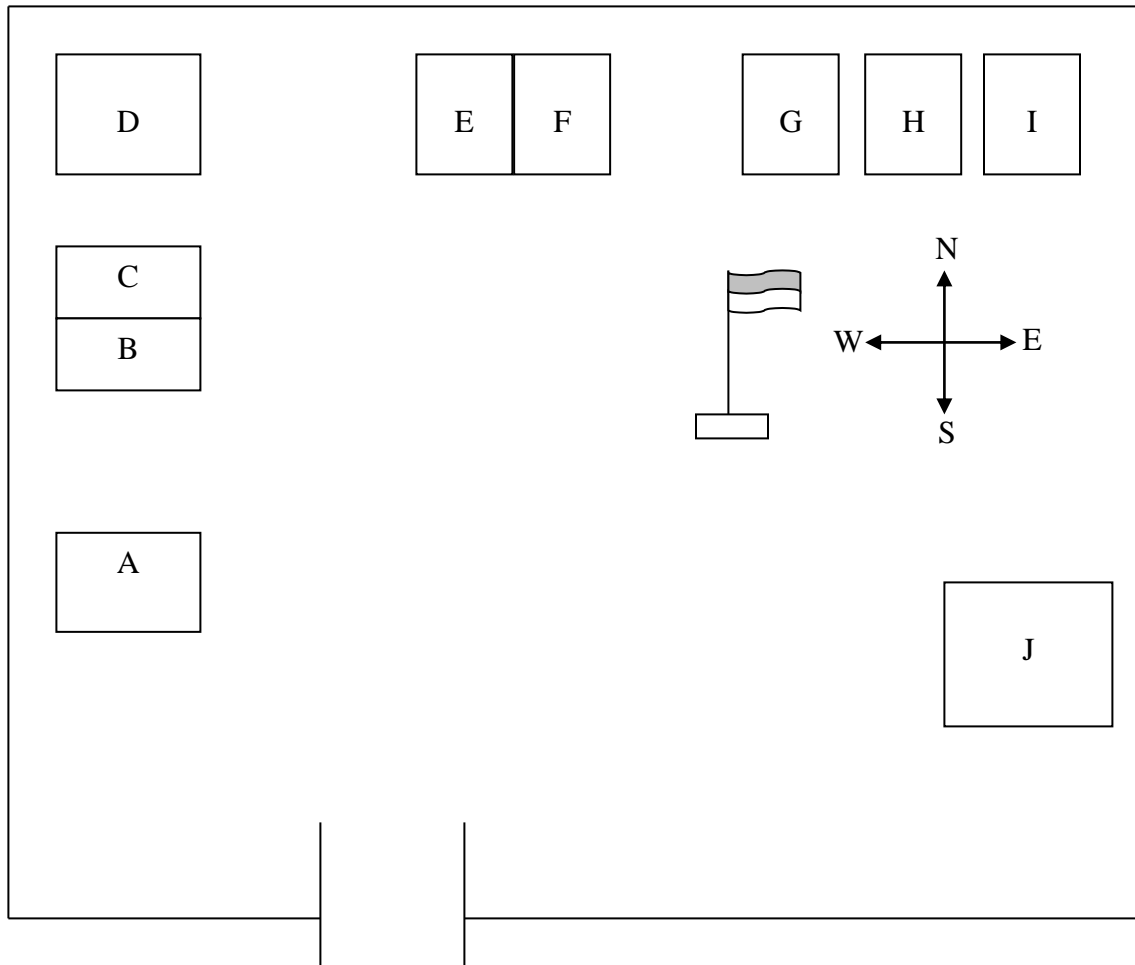
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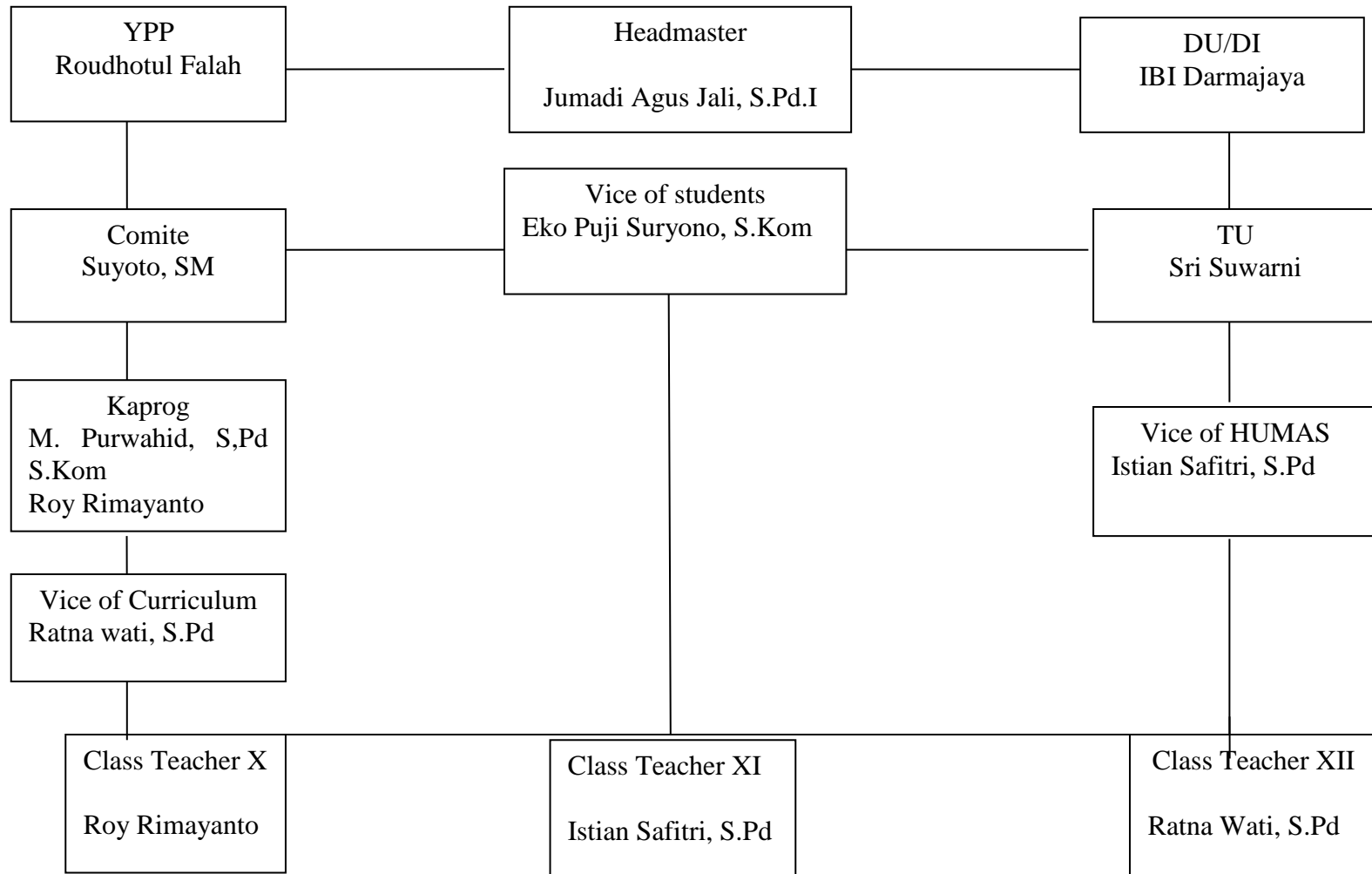
The Location Sketch of SMK Roudhotul Falah Sukadana



Note:

- | | | | |
|---|----------------------------------|---|----------------|
| A | = Canteen | I | = Bathroom |
| B | = UKS | J | = Parking Area |
| C | = Computer Lab | | |
| D | = Library | | |
| E | = Head Master and Teacher Office | | |
| F | = Class-room | | |
| G | = Class-room | | |
| H | = Class-room | | |

The School Organization



CURRICULUM VITAE

Faridatun Muhsonah was born in Sukadana Ilir, December 07, 1993. She is the first child of Bp Surani and Ibu Sriaah. She lives in Sukadana, East Lampung. Beginning from Elementary School Number 2 of Sukadana have been made her ready to interact with others and to learn further lessons. Then, she continued her study in Junior High School Number 2 of Sukadana for three years. After graduating, she decided to study in MAN 1 Metro and finished in 2011. Then, She enrolled to English Department of STAIN Jurai Siwo Metro up to now.

