THE EFFECTIVENESS OF TALKING STICK LEARNING STRATEGY IN SPEAKING SKILLS OF RECOUNT TEXT
(A Pre-Experimental Research at the Second Grade Students of MTs Tanwirut Tholibin Lamongan)

THESIS

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**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG
2021**

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THESIS

Presented to
Universitas Islam Negeri Maulana Malik Ibrahim Malang
In Partial Fulfilment of the Requirement for the *Sarjana Pendidikan (S.Pd)*

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TITLE PAGE

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2021

STATEMENT OF AUTHORSHIP

I state that the thesis entitled "**The Effectiveness of Talking Stick Learning Strategy in speaking ability of Recount Text (A Pre-Experimental Research at the second grade students of MTS Tanwirut Tholibin Lamongan)**" is my original work to meet a bachelor's degree requirement. I do not include any materials previously written or published by other writers, except those I have cited in this thesis's bibliography. Hereby, if there is an objection or claim, I am the only person responsible for that.

Malang, October 6th, 2021

The Researcher

Devina Rosida Dewi

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APPROVAL SHEET

THE EFFECTIVENESS OF TALKING STICK LEARNING STRATEGY IN SPEAKING SKILLS OF RECOUNT TEXT (A PRE-EXPERIMENTAL RESEARCH AT THE SECOND GRADE STUDENTS OF MTS TANWIRUT THOLIBIN LAMONGAN)

THESIS

Submitted to Faculty of Education and Teacher Training, Maulana Malik Ibrahim States Islamic University of Malang as one the requirements for bachelor's degree in education *(S.Pd)*.

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Malang, October 6th, 2021

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THE OFFICIAL ADVISOR' NOTE

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The Honorable,

To the Dean of Faculty of Education and Teacher Training

Maulana Malik Ibrahim State Islamic University of Malang

In

Malang

Assalamualaikum Wr. Wb.

After interpreting and correcting Devina rosida dewi's thesis paper entitled "**The Effectiveness of Talking Stick Learning Strategy in speaking skills of Recount Text (A Pre-Experimental Research at second grade students of MTs Tanwirut Tholibin Lamongan)**" I have decided and would like to propose that this thesis paper can be submitted to the Faculty of Education and Teacher Training. Hopefully, this thesis will be examined as possible.

Wassalamualaikum Wr. Wb.

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APPROVAL

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MOTTO

"No matter how much talent god has given to you, you will never rise higher that

your attitude"- An Islamic Proverb

DEDICATION

I faithfully dedicate this thesis to **my beloved parents, Sa'ady and Ma'isah** for being the best teachers in my life, my parents who have supported me, give me a lot of motivation, love, and so much more. I also thank to my friends especially who always support me in finishing this thesis. The last, I would like to say thanks to myself who still survive through all of this. I believe that everything will be easy if we want to try and believe that we can do anything that we want.

ACNOWLEDGMENT

Alhamdulillahirobbil 'alamin, all praise be to the almighty Allah SWT, the Most Gracious and Most Merciful who always guides and protects me in every step I take in my life. Because of his guidance, blessing and love, finally I could finish this thesis and my study at State Islamic University of Malang. Shalawat and Salam may always be upon our prophet Muhammad SAW, who has guided us into the bright era and better humankind.

This thesis entitled **"The Effectiveness of Talking Stick Learning Strategy in speaking skills of Recount Text (A Pre-Experimental Research at second grade students of MTs Tanwirut Tholibin Lamongan)"**, it would not have been possible to write this thesis without the help and support of the kind people around me. Then, I would like to express my gratitude to Mrs. Farid Munfaati, M.Pd. who kindly helped and supported me during the process of writing my thesis, gave precious suggestions and encouraged me when I faced difficulties and obstacles during the process of writing my thesis.

Besides the writer also wants to show his greatest appreciation, gratitude, and thanks to:

1. To the rector of Maulana Malik Ibrahim Malang State Islamic University, Malang, Prof. Dr. H. M. Zainuddin, M.A., The Dean of Faculty of Education and Teacher Training, Dr. H. Nur Ali, M.Pd., The Head of English Education Department, Dr. H. Langgeng Budianto, M.Pd., and all the beloved lecturers in English Education Department.

2. To the writer's Advisor, Mrs. Farid Munfaati, M.Pd.

3. To the writer's life, her beloved parents and beloved young brother.

4. To my best partners, Ika suci, Putri sahriyah, Nuril umami, M. alfian andreanto, Fardis shomad, Dina rahmawati for the contributions.

5. To My classmates of TBI 2017 for unforgettable moments during these last four years.

6. To the school principal of MTs Tanwirut Tholibin lamongan, Mr. Mahrus Hadi, M.Ag and the English Teacher Mrs. Titing Yeni, S.Pd., who give me permission and assistance during the research.

7. To all of the second-grade students of MTs Tanwirut Tholibin Lamongan for their cooperation and participation.

8. And every one whose name cannot be mentioned one by one.

I hope that this thesis is useful for the readers and beneficial to the English teaching and learning process. However, I realize that it is far from being perfect. Therefore, any criticism, ideas and suggestions for its improvement will be greatly appreciated.

Malang, June 10th, 2021

Devina Rosida Dewi
NIM. 17180033

LATIN ARABIC TRANSLITERATION GUIDE

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described as follows:

A. Words

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	<u>h</u>	ط	=	th	و	=	w
خ	=	Kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	ʻ	ء	=	’
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

B. Long Vocal

Long Vocal (a) = â

Long Vocal (i) = î

Long Vocal (u) = û

C. Dipthong Vocal

أَوْ = aw

أَيْ = ay

أُوْ = ŭ

إِيْ = î

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ABSTRAK

Dewi, Devina Rosida. 2021. KEEFEKTIVAN STRATEGI PEMEBELAJARAN TALKING STICK DALAM KEMAMPUAN BERBICARA PADA RECOUNT TEXT (PENELITIAN PRE-EXPERIMENTAL PADA SISWA KELAS 2 DI MTS TAHNWIRUT THOLIBIN LAMONGAN). Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islan Negeri Maulana Malik Ibrahim Malang. Pembimbing: Farid Munfaati, M.Pd.

Kata Kunci: Keefektivan, Talking Stick, Kemampuan Berbicara pada Recount Text

Penelitian ini bertujuan untuk mengetahui apakah penggunaan strategi pembelajaran tongkat berbicara efektif dalam kemampuan berbicara pada recount text. Penelitian ini dilaksanakan di MTS Tanwirut Tholibin Lamongan terutama pada siswa kelas 2 tahun ajaran 2020/2021.

Dalam penelitian ini, peneliti menggunakan metode kuantitatif dengan desain pre-experiment one group pre-test post-test. Total sampel yang digunakan dalam penelitian ini adalah 22 siswa terdiri dari 10 siswa laki-laki dan 12 siswa perempuan. Instrumen dalam penelitian ini adalah tes lisan dan instrumen yang digunakan untuk mengumpulkan data diambil dari hasil nilai pre-test dan post-test siswa yang kemudian dihitung dan dianalisa dengan menggunakan SPSS 21.

Hasil dari penelitian ini menunjukan bahwa nilai rata-rata dari Pre-test adalah 53.77 sedangkan nilai rata-rata dari Post-test adalah 73.68. Dapat disimpulkan bahwa nilai post-test lebih tinggi dibandingkan nilai pre-test. Berdasarkan hasil penelitian, uji hipotesis menunjukkan bahwa hasil t test adalah -37.272. Berdasarkan dari nilai n=22 dengan df= n-1 dan tingkat signifikansi adalah 0.05. nilai dari t-tabel adalah 2.079. hasil menunjukan bahwa t-test rendah dibandingkan t-tabel (-37.272 < 2.079), yang berati bahwa Ha diterima dan H0 ditolak .Dapat disimpulkan bahwa penggunaan strategi pembelajaran tongkat berbicara efektif pada kemampuan berbicara dalam text recount pada siswa kelas 2 di MTS Tanwirut Tholibin Lamongan tahun ajaran 2020/2021.

ABSTRACT

Dewi, Devina Rosida. 2021. THE EFFECTIVENES OF THE TALKING STICK LEARNING STRATEGY IN SPEAKING SKILLS OF RECOUNT TEXT (A PRE-EXPERIMENTAL RESEARCH AT THE SECOND-GRADE STUDENTS OF MTS TANWIRUT THOLIBIN LAMONGAN). Thesis. Department of English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang. Advisor: Farid Munfaati, M.Pd.

Keywords: The Effectiveness, Talking Stick Strategy, Speaking skills of Recount Text

This research aims at finding whether using the talking stick learning strategy is effective in speaking skills of recount text. This research was conducted at MTs Tanwirut Tholibin Lamongan especially for the second-grade students in Academic Year of 2020/2021.

The research design used in this research was quantitative method with pre-experimental design one group pre-test post-test. The total sample for this research was 22 students consisted of 10 male students and 12 female students. The instrument of this research was speaking oral test. The instrument used to gather the data was pre-test and post-test scores that were calculated and analysed by using SPSS 21.

The findings showed that the mean score of pre-test was 53.77 while the mean score of post-test was 73.68. It can be concluded that the score of post-test is higher than score of pre-test. Based on the result of the research, the hypothesis test of t-value is -37.272. Based on the value for n=22 with degree of freedom n-1 and the level of significance is 0.05, the value of t-table is 2.079. The computation shows that t-value is lower than t-table that is (-37.272 < 2.079), which means that (Ha) is accepted and (H0) is rejected. It means that there is an effectiveness of talking stick learning strategy in speaking skills of recount text for second grade students at MTs Tanwirut Tholibin Lamongan in Academic Year of 2020/2021.

مستخلص البحث

ديفينا رشيدة ديوي. 2021 م. *فعالية استراتيجية التعلم عصا التحدث في قدرة مهارة الكلام على إعادة فرز النص (بحث ما قبل التجربة على التلاميذ الفصل 2 في مدرسة تنوير الطالبين المتوسطة الإسلامية لامونجان)* البحث الجامعي. قسم تدريس اللغة الإنجليزية، كلية علوم التربية و التعليم جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.

المشريفة :فريد منفعتي الماجستير.

الكلمة الإشتارية : *فعالية، عصا التحدث، قدرة مهارة الكلام على إعادة فرز الن*

الغرض من هذا البحث هو لمعرفة فعالية استراتيجيات التعلم باستخدام عصا التحدث في قدرة مهارة الكلام على إعادة فرز النص. تم إجراء هذا البحث في مدرسة تنوير الطالبين المتوسطة الإسلامية لامونجان، وخاصة على التلاميذ الفصل 2 للعام الدراسي 2020/2021.

استخدم هذا البحث بمنهج كمي مع تصميم مجموعة واحدة قبل التجربة بالاختبار القبلي والاختبار البعدي. بلغ مجموعة العينة المستخدمة في هذا البحث 22 طالبًا منهم 10 طلاب و 12 طالبة. كانت الأداة في هذا البحث هي اختبارًا شفهيًا والأداة المستخدمة في جمع البيانات مأخوذة من نتائج الاختبار القبلي والبعدي للتلاميذ التي تم حسابها وتحليلها باستخدام SPSS 21.

نتائج لهذا البحث أن متوسط قيمة الاختبار القبلي هو 53.77 بينما متوسط قيمة الاختبار البعدي 73.68. ويمكن أن نخلص إلى أن النتيجة اختبار بعدي أعلى من نتيجة الاختبار قبلي. بناءً على نتائج البحث ، أظهر الاختبار الفرضي أن نتائج اختبار t كانت 272،37-. بناءً على قيمة n = 22 مع df = n-1 ومستوى الأهمية 0.05. قيمة الجدول t هي 2.079. أظهرت النتائج أن اختبار t أقل من جدول (37- t،2) >272،079) ، مما يعني قبول Ha ورفض H0. وخلص إلى أن استخدام استراتيجية التعلم باستخدام عصا التحدث كان فعالاً في قدرة مهارة الكلام في إعادة فرز النص لتلاميذ الفصل 2 في مدرسة تنوير الطالبين المتوسطة الإسلامية لامونجان، العام الدراسي 2020/2021.

CHAPTER I

INTRODUCTION

In this chapter, the researcher explains the reason for conducting the research, including the background of the research, research questions, research objective, significant of the research, limitation of the research, and definition of the key terms.

1.1 Background of the Research

Language skills have four components they are listening, speaking, reading, and writing skills. Speaking is a language skill that can improve students' communicative competence because they communicate and express their ideas orally. Speaking in English is very important to communicate in this globalization era because world society agree that English is an international language. Since English has become an international language, speaking ability plays an important role in cross-cultural communication. Speaking also explains in the al Qur'an which in Q.S Ar-Rahman 3-4:

$$\text{خَلَقَ ٱلْإِنسَـٰنَ ۝ عَلَّمَهُ ٱلْبَيَانَ ۝}$$

The meaning: Created man, (and) taught him eloquence.

Based on the verses of al Qur'an above, it says that Allah SWT. who created man and taught humans to have good communication. It means that people speaking ability comes from God. As humans, they should have a good speech because God

1

has taught us good things in life. Speaking is one of the language skills that should be mastered by students. There are some examples of speaking activities in teaching and learning, such as dialogue, interviews and speech. In fact, speaking English isn't easy because students still have a problem with their speaking. They cannot speak English in front of the class. However, making mistakes is something common in teaching-learning. Every mistake can be corrected if the students always try to speak and practice continuously.

There are several problems faced by students when express their ideas through oral communication. One of the problems is that students lack the confidence. As a result, learning will be quiet and boring if only the teacher has an active role in the learning process. The problem was also found out by the previous study. According to Widiati & Cahyono (2006), students are nervous about expressing their ideas during speaking in class. Besides that, students still lack confidence, lack of knowledge about the topics, and poor relationships between students and teachers. According to Adit (2019), it was found that some students are afraid to speak and quiet because they are afraid of making mistakes when they speak. Moreover, when students have problems in speaking or making mistakes, the other friends in the class will laugh and criticize them. As a result, it can affect their mental in speaking English. Therefore, the teacher should solve student speaking problems by using a learning strategy to help students be more active during their learning process.

According to Zhang (2010), using cooperative learning can help students improve their skill and provide more chances for communication because it can be used to gain the effectiveness of learning process in all types of language learning classrooms. Basically, teacher can choose some learning strategies that can be an option to improve students' speaking skills, such as jigsaw, think pair and share (TPS), numbered heads together (THT), talking stick, and make a match. Because there are many cooperative learning strategies, the researchers decided to use a talking stick to be used in this research. Using this learning strategy, students can develop their speaking skills because it gives students the chance to learn and apply it. To deal with the students' problems that always appear in the learning process, teachers as a role model should use learning strategy in order students to get motivated and easy to understand the lesson. One learning achievements that allows students to interact with teachers and other students is a good communications. Speaking up in front of people is not easy because they have different characteristics to be master in speaking. To overcome these problems, using a talking stick learning strategy is one of the best solutions for both students and teachers. Talking stick learning strategy can improve skills in communication and provide the solution for students to understand the material.

There are some previous studies that have been done by previous researchers. The thesis written by Dila Vitalia from Purworejo Muhammadiyah University is entitled "The Effectiveness of Using Talking Stick Method in teaching Speaking at the Seventh Grade Students of SMPN 6 Purworejo in The Academic Year of

2015/2016". The researcher uses pre-experimental design. The result of the research showed that the mean score of post-test (68.41) is higher than the mean score of pre-test (66.38). The researcher used SPSS 16 for windows and the result of Sig. (2-tailed) 0.001 was lower than 0.05. It means that the hypothesis is accepted were "The use of the talking stick method is effective in teaching speaking to the seventh grade students of SMP N 6 Purworejo in the academic year of 2015/2016". In line with Dita, the other thesis written by Ika Putriyawati from Sulthan Thaha Saifudin State Islamic University Jambi is entitled "The Effect of using Talking Stick on Students' Speaking Skill at MTs GUPPI". The design of the research is pre-experimental. Based on the result of research, showed that the mean post-test score (67.5) was higher than the mean pre-test score (52). The researcher had computed that the t-value is lower than t-table that is-2.261 <-2.145. It can be concluded that the hypothesis is accepted. This means, there was a significant effect on students' speaking skills after using a talking stick.

Moreover, the use of talking stick is not only effective in English language learning, but also effective in any aspect of learning. Based on the research by Betty Widya Asr, Khomsun Nurhalim & Purwadi Suhandini from Semarang State University entitled "The Implementation of Using Talking Stick Model Assisted by Audio-visual Media toward Positive Character and Students' Learning Outcomes in Civic Education". In this research, the researcher uses a mixing method to obtain the data. The results of the research were (1) the positive character of N-gain in the experimental class was 0.65 and the control class was 0.15. (2) There was an increase

in learning outcomes, proven that the learning outcomes N-gain in the experimental class was 0.76 and the control class was 0.49. (3) The implementation of this learning model was 83.3% of students' responses to every aspect of the questions was more than 75% and the average N-gain of learning outcomes showed that the experimental class was higher than the control class. It can be concluded that the application of the talking stick model assisted by audio-visual media can improve the positive character and students' learning outcomes in civic education.

Thus, it can be concluded that talking stick learning strategy has positive impacts on students in any aspect of learning. By using this learning strategy, the teacher is expected to be able to make students more enthusiastic about learning and achieve optimal learning outcomes. Therefore, it can help students understand the materials and make the learning process not boring. Moreover, the learning will be fun and interesting for students. The researcher believes that the talking stick is the solution that can be applied to investigate the problem of speaking skill.

From the discussion above, the researcher wants to complete the previous research and to enrich the same finding of similar research. Moreover, this research was recommended by Adit (2019) the tittle is the effect of talking stick learning strategy in speaking ability of asking and giving opinion. The difference between previous research and the researcher is that contained in students' learning outcomes, which is the researcher more emphasizes speaking skill, especially in speaking of recount text. The researcher wants to measure the speaking skill based on the learning objective.

Therefore, based on the explanation above, the researcher wants to conduct this research entitled **"The effectiveness of the talking stick learning strategy in speaking skills of recount text (a Pre-Experimental Research at Second Grade Students of MTs Tawirut Tholibin Lamongan)".**

1.2 Research Questions

Based on the background above, the research question was formulated as follow:

Is the use of talking stick learning strategy effective in speaking skills of recount text for second grade students at MTs Tanwirut Tholibin Lamongan**?**

1.3 Research Objective

The objective of this research is to find out whether the talking stick learning strategy is effective in speaking skills of recount text for second grade students at MTs Tanwirut Tholibin Lamongan.

1.4 Significance of the Research

Theoretically, the result of the research can be used as reference to conduct research in the English learning process. Practically, the result of this research is expected for English teachers to provide several learning strategys and expect

teachers to be more creative. Moreover, the researcher hopes that this learning strategy can be an option for teachers to gain students during learning process. Based on the significances above, it will be reached by the assumption of there is a significant effect of using talking stick learning strategy in speaking skills of recount text for second grade students at MTs Tanwirut Tholibin Lamongan.

1.5   Limitation of the Research

The researcher must limit the study. It is intended to avoid problems and help the researcher to focus on the research. The research focuses on the effectiveness of using the talking stick learning strategy in the speaking skills of a recount text. This research is only conducted at second grade of MTs Tanwirut Tholibin Lamongan. The reason why the researchers chose the talking stick as a learning strategy is because it is easy to do and apply. This research focuses on the English class, especially in speaking.

1.6 Definition of Key Terms

In order to avoid misunderstanding in this research, the researcher provides the following key terms:

1. Talking stick

The talking stick learning strategy used in this research is a short stick made of wood with a blunt shape. The researcher only needed one stick to do this research.

2. Speaking ability

    Students are able to answer the questions using a learning strategy that has been applied. The research use students' results scores to determine the effectiveness of using a talking stick for students' speaking skills.

3. Recount text

    A recount text is one that recounts past events or experiences. It aims to either inform or entertain it audiences or readers.

CHAPTER II

LITERATURE REVIEW

The researcher discusses the meanings and some theories related to the variables in the research in this chapter. It is necessary to support theories in order to conduct a research. The theories consist of the definition of talking stick, the advantages and disadvantages, the definition of speaking, the function of speaking, the aims of speaking, the aspect of speaking, recount text, the generic structure of recount text, social function of recount text, language feature of recount text.

2.1 Talking Stick Model

2.1.1 Definition of Talking Stick

The talking stick is one learning strategy that the teacher can use to make the learning process active, and students feel not bored. The role of applying this talking stick is usually a learning group. Agus (2013) state that the talking stick is a learning strategy to develop the students to express their ideas bravely. According to Rampengan (2008) step of using talking stick is the teacher prepares a stick and then explains the subject matter to be learned, then allows students to read and review the content that the teacher previously explained. Students should close the books after they have finished reading and reviewing the content. The teacher takes the stick and gives it to the student. After that, the teacher asks questions, and the students hold the stick

should respond, and so on, until all of the students have a chance to reply to each question.

According to Anggraini (2016) & Wardana (2016), the talking stick is not only used by students to improve their speaking but also makes the condition of class more active, and the learning process will be fun. (Susilowati, et al. 2015) state that the teacher can use a talking stick model to improve students' skills, especially on speaking skills. Kurniasih and Sani (2015) state that the talking stick is one of learning strategy that can help teachers conduct learning by giving students questions after the teacher explains the materials.

According to Sari (2016), the talking stick strategy has many advantages in teaching and learning. The learning strategy of talking stick is done with the help of the stick. The student who holds the stick must answer the teacher's questions after the students learn the materials. It concludes that using talking is a learning strategy that the teacher can utilize as a tool for learning to achieve student's learning outcomes. Besides that, by using this learning strategy teacher more easily makes the condition of the class during teaching and learning process.

2.1.2 The advantages and disadvantages of talking stick

Advantages:

a. There are good interactions between teachers and students.

b. The learning process is more active and effective.

c. Students can get more motivation from themselves.

d. Students get ready to answer the questions well.

Disadvantages:

a. The teacher is difficult to control the learning process.

b. Students are more individual.

c. Students are not ready to answer the question directly.

2.1.3 Steps to use of talking stick learning strategy:

a. The teacher explained the materials that will be learned.

b. Then, the teacher gives a chance for the students to read the material and discuss it with other students.

c. The teacher prepared a stick .

d. After that, all of the students should discuss the material explained by the teacher.

e. The teacher gives several minutes for students to read,and discuss the subject matter.

f. After that, the teacher takes the stick and ensures that the students who are hold the stick, must be answer the question and so on, until the majority of students have a chance to respond to each teacher's question.

g. Other students can help answer the question if a member of the group difficulty answering the question.

h. After all of the students have their turn, the teacher concludes and evaluates towards students learning process.

2.2 Speaking

2.2.1 Definition of speaking

Some authors have suggested a variety of different meanings for speaking. Brown (2004), Speaking is a collective process of constructing meaning that includes producing, receiving, and processing information. According to Bailey (2000) Speaking is characterized as a process of interaction between a speaker and another individual that involves the creation, receiving, and processing of information. Based on those theories above, it can be concluded that speaking skills can practice through communication. The teachers should be active during the learning process to get information and knowledge, and then the student will be interested and try to speak up with the teacher through Q&A.

According to Kosar & Bedir (2014) producing and receiving information are also part of the collaborative process of creating meaning that is speaking.

Brindley (1994) Speaking is an oral ability that allows a speaker to articulate their meaning, communicate meaning accurately with appropriate vocabulary, use language in appropriate contexts, and meaningfully and fluently connect with other speakers. Sidik (2013) states that "it shows that oral interactions can be characterized in terms of routines, which are conventional ways of presenting information that can focus on interaction. It concluded that speaking is related to communication. Students can get information through communication and interaction with a teacher to develop speaking skills by interacting with other speakers.

Cameron (2001) said that speaking is the first form of communication. It is important for the language learner needed to arrange the discourse to understand what the speaker says. The main point of speaking is for communicating. The speaker should be understood as a communicator who understands what they are talking about. As a communicator, the speaker is expected to speak fluently, accurately, and acceptably as a habit in daily life. It means that every person has a speaking askills that appears without realizing that they always do a speaking activity every time and every day. As a result, they have a good relationship with others. Speaking is for communicating. The speaker should be understood as a communication to other speakers understand what they are talking about and, as a communicator, is expected to speak fluently, accurately, and acceptably as a habit in daily life. It means that every person has a speaking ability that appears without realizing that they always do

a speaking activity every time and every day. As a result, they have a good relationship with others.

2.2.2 The Function of speaking

a. Talk as interaction

Speaking as interaction means that when people meet other people, they greet each other, then have a small chat and express themselves to each other. When someone communicates, it means that they have taken advantage of social functions as humans who interact.

b. Talk as performance

Speaking as a performance is like public speaking. It speaks in front of an audience and gives information to be announced in monologue rather than dialogue. The format that is often used is written language rather than conversational language.

c. Talk as transaction

Speaking as a transaction means that people have a conversation with others and can be received clearly.

2.2.3 The Aims of speaking

According to Tarigan, (2008), there are three important aims of speaking:

a. To inform

It means that the speaker wants to inform and share ideas, information,

process feelings and or opinions with the hearer and give knowledge and understand as well for a particular purpose (Tarigan, 2008: 30).

b. To entertain

Means that the speaker wants to make the hearer feel enjoy the topics which are selected primarily based on their entertainment value (Tarigan, 2008: 30).

c. To discuss

This means that the speaker wants to discuss something because speaking is to make some decisions and planning. Besides, the speaker wants to share their idea with the other speaker to build communication. (Tarigan, 2008: 36).

2.2.4 The aspect of speaking

According to Brown (2001) to measure the speaking can through:

a. Fluency

Fluency is defined as the ability to speak a language without making any errors, such as misinterpreting a phrase.

b. Comprehension

Comprehension is a student's competence to comprehend all of the speakers say to them. Comprehension and speaking are connected to each other. If the speaker gave the information meaningfully, the other speaker could respond and understand what they said. So it can make

communication meaningful and successful.

c. Grammar

Grammar is the way to organize words so that the word will be a correct sentence. Students must pay attention to it because grammar isn't easy to learn. Learning about grammar is an important thing that students should know, such as the pattern of language. If the students didn't know about that, it would be difficult for them to speak the English language. Thus, it's important to learn about grammar, such as conjunctions, modals, prepositions, and other grammar features. It will help students to speak the English language meaningfully and properly.

d. Vocabulary

The first step to learning about the English language is vocabulary. So that vocabulary is one of the basics of language. Vocabulary refers to the word choices that are made depending on the content of the expression. To achieve students' speaking skills, teachers need to teach students vocabulary by using some strategy or method to increase and develop students' knowledge of vocabulary.

e. Pronunciation

Pronunciation is important for learning basic skills. When the students have a good pronunciation, their speaking will be understandable. Learning about pronunciation is the way to produce the sounds of words and sentences in communication. The purpose of teaching pronunciation is

to improve students' pronouncing to boost students' confidence. So if the students have confidence in pronouncing, it will be great to build communication.

2.3 Recount text

A recount is a genre that has been taught to junior high school students through second grade. Recount is tells what happened and retells past events for the purpose of informing and entertaining the audience. In recount text, the tense that is used is past tense. According to Indah (2010) state that there are three kinds of recount, such as:

a. Personal recount

A recount is a retelling of an event in which the speaker's personality is involved in the diary, also known as an oral anecdote.

b. Factual recount

A recount that recorded the specifics of an accident is incredible. For example, a science experiment report, a news report, or a historical account.

c. Imaginative recount

A recount in which the narrator claimed to be someone else and recounted events in great detail. Consider the princess's first day's activities.

2.3.1 Generic structure of recount text

Gerod and wignell (1998) stated that there are three elements in the generic structure of the recount text, as follows:

a. Orientation: introducing participants, presenting information about *whom*, *where*, and *when*

b. Events: Tell the story about what happened in sequential sequence.

c. Reorientation: optional- closure of events.

2.3.2 Social function of recount text

Recount has a feature that allows you to retell past events. The recount's main goal is to inform and entertain the audience. The narrator of the story normally expresses his or her feelings and attitudes about the events.

2.3.3 Language feature of recount text

According to Mangot, siswanto, and rohmadi (2008) stated that there are language features of recount text as follows:

a. Using nouns and pronouns to identify people or person, animals and things. Example: the cat, the librarian, anisa, rendy, etc.

b. Using past action verbs to refer to events. Example: go, look, speak, help, etc.

c. Using past tense to locate events in relation to the speaker's time. Example: Reny went to Jakarta, caca helped her mother, I was there, etc.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher explains the methodology of the research such as design of research, research variable, data collection, research instrument, procedure of research, data analysis and hypothesis.

3.1 Design of Research

In this Research, the researcher uses a quantitative research approach, meaning that it fulfils all the requirements for a testing relationship, cause, and effect. Sugiyono (2012) state that the experimental research method is defined as a research method used to find the effect of certain treatments on others in controlled conditions. Sugiyono (2017) states that there is no control variable in experimental research, and the sample was not chosen randomly. Furthermore, the researcher also chose a pre-experimental design because it is not a true experiment. There are still external variables that influence the formation of the dependent variable. The reason why the researchers used pre-experimental design is because this research is used to find out the effect of a change in the presence of treatment. This research used a type one group pre-test post-test design. There is a pre-test before being treated. Thus, the treatment result can be more accurate because it can be compared with the conditions before giving the treatment. This design can be described as follow Sugiyono (2017)

$$O_1 \ X \ O_2$$

Where:

O_1: Score of pre-test

X: The treatment given

O_2: Score of post-test

Explanation:

O_1: The researcher doing the first test to know the students' speaking skills by giving the question before giving the treatment.

X: The researcher giving the treatment to students by applying the talking stick.

O_2: The researcher doing the last test to know the students' speaking skills by giving the question after giving the treatment.

3.2 Subject of the research

The population of this research is the second grade of MTs Tanwirut Tholibin Lamongan. The reason why the researcher chose this sampling is that before doing the research, researcher was used a preliminary study to know the issues. The sampling in this research uses nonprobability sampling because it is used in one class at the second grade students. According to Sukmadinata (2013), non-probability sampling is also called saturated sampling because the population is less than 30. Therefore, it allows all members to be sampled. The sampling used contains 22

students that consist of 10 male students and 12 female students.

3.3 Research Variable

1. Independent variable

   An independent variable is a variable that affects a dependent variable or a variable that causes the changes of the dependent variable Sugiyono (2017). Therefore, the independent variable (X) in this research is the talking stick learning strategy.

2. Dependent variable

   A dependent variable is a variable that is affected by an independent variable Sugiyono (2017). The dependent variable (Y) in this research is speaking skills of recount text.

3.4 Research Instrument

According to Sugiyono (2016), research instruments are used to measure the nature and phenomena to be observed. Arikunto (2013) states that a research instrument is a tool used to collect data to get complete, accurate, and systematic results. Thus, the instrument that will be used in this research is an oral test. This instrument test is that consist of pre-test and post-test to know the result of this research. The researcher should know the students' results before and after giving the treatment whether the use of talking stick learning strategy is effective in speaking skills of recount text or not. The material has been set by school based on the lesson

plan. Recount text as a subject material that will be used in this research.

Furthermore, the researcher used some criteria to assess the students' speaking skills of recount text. The rubric score that will be used in this research was adapted from David P. Haris. The rubric criteria are based on the aspect of speaking, consisting of grammar, vocabulary, fluency, pronunciation and the generic structure of recount text.

Table 3.1 Scoring Rubric of Speaking

No	Aspect	Criteria	Score
1.	Grammar	• The grammar mistakes are so bad, it is difficult to understand.	1-3
		• Errors in grammar are frequent, difficult to uses a variety of structures such as past tense, adjective, conjunction, action verb.	4-6
		• Errors in grammar are frequent, using a variety of structures such as past tense, adjective, conjunction, action verbs normally.	7-9
		• There are a few mistakes using a variety of structures, such as past tense, adjective, conjunction, action verb.	10-12
		• It uses a variety of structures, such as past tense, adjective, conjunction, action verb.	13-15
		• very limited vocabulary makes comprehension quite difficult.	1-3
		• Limited vocabulary often uses the wrong words but is still intelligible.	4-6

2.	Vocabulary	• Vocabulary is sufficient, sometimes uses the wrong word	7-9
		• Vocabulary is satisfactory, even though sometimes there are inappropriate terms vocabulary.	10-12
		• The use of vocabulary is broad and it is easy to use the right words.	13-15
3.	Fluency	• Speech is halting, because of limitation of language.	1-3
		• Hesitant to speech, often forced into silent by language limitation.	4-6
		• Speed and fluency are slightly affected by language problems.	7-9
		• The speech is fluent but often to skip.	10-12
		• The speech is fluent, rare to skip and the speed of speech is normal rate.	13-15
4.	Pronunciation	• Errors in pronunciation are frequent.	1-3
		• The accent is intelligible though often quite faulty.	4-6
		• Few mistakes in pronunciation, but the accent is understandable.	7-9
		• Errors in pronunciation are quite rare.	10-12
		• Pronunciation is very clear.	13-15

Table 3.2 Scoring Rubric of Recount Text

No	The Generic Structure	Criteria	Score
1.	Orientation	• Unrelated Orientation.	1-3
		• Less relevant to Orientation.	4-6
		• Relevant of Orientation.	7-9
		• Rather less relevant details of Orientation.	10-12
		• Relevant Orientation in detail.	13-15
2.	Events	• Unrelated Events.	1-3
		• Less relevant to Events.	4-6
		• Relevant of Events.	7-9
		• Rather less relevant details of events.	10-12
		• Relevant Events in detail.	13-15
3.	Reorientation	• Unrelated Reorientation.	1-2
		• Less relevant to Reorientation.	3-4
		• Relevant of Reorientation.	5-6
		• Rather less relevant details of reorientation.	7-8
		• Relevant Reorientation in detail.	9-10

Scoring:

Grammar   : 15

Vocabulary   : 15

Fluency   : 15

Pronunciation   : 15

Orientation   : 15

Events   : 15

Reorientation   : 10

Total Score   : 100

To make the criteria for students' scores, the researcher used the table of criteria according to Arikunto (2009). Determining category of the students' score is classified in the following table bellows:

Table 3.3 Criteria of students' score

Value	Criteria
80-100	Excellent
66-79	Good
56-65	Sufficient
40-55	Fairly Sufficient
<39	Poor

3.5 Data Collection

In order to obtain the data, researchers must use an appropriate method and collect data related to research. Data collection techniques are a method used by the researcher to obtain information needed to achieve the research objective. The test used in this research was an oral test to obtain speaking skills data. The research was

conducted 5 times, were pre-test in the first meeting, 3 times for the treatment, and the last meeting post-test. The steps to collect the data as follows:

1. Pre-test

   A Pre-test was given to second-grade students at MTs Tanwirut Tholibin to measure their speaking skills in the first meeting. A Pre-test was done before giving the treatment. The test is about spoken recount text. The students make a text recount and then explain it orally.

2. Treatment

   After getting the result of the pre-test, the researcher gave treatment to all students. The treatment used is a talking stick. The talking stick is a learning strategy that can improve speaking skills. The researcher gives the topic about recount text. There is a procedure for applying this learning strategy that is used by researcher as follows:

   a. The learning process begins with the teacher explaining the material to students.

   b. Then, the teacher gives a chance for the students to read the material and discuss it with other students.

   c. The teacher tells the students to close the book and the teacher has already brought the stick.

   d. When the stick moves around students, the teacher plays the music and directs students to sing together while the stick being moved.

   e. When the music stop, students who hold the stick must answer the question

f. so on until the majority of students get a part to answer each teacher's question.

g. Students who answer enthusiastically and correctly will get a reward from the teacher as motivation in the learning process.

h. The last step of this learning, the teacher allows the students to reflect based on the material that has been learned. Teachers and students formulate the conclusion and close the learning together.

3. Post-test

A Post-test will be given to second-grade students at MTs Tanwirut Tholibin after getting the treatment by using a talking stick. This test will be conducted in the last meeting. The realization for students to make a text recount of the post-test is the same as the pre-test. It will be done to know the final score and to know the result of pre-test and post-test, whether there is a significant difference or not.

3.6 Procedure of the research

In order to collect the data, the researcher provide some procedures bellow:

```
┌─────────────────────────┐
│        PRE TEST         │
└─────────────────────────┘
            │
            ↓
┌─────────────────────────┐
│         SCORE           │
└─────────────────────────┘
            │
            ↓
┌─────────────────────────┐
│      TREATMENT BY       │
│     TALKING STICK       │
└─────────────────────────┘
            │
            ↓
┌─────────────────────────┐
│       POST TEST         │
└─────────────────────────┘
            │
            ↓
┌─────────────────────────┐
│         SCORE           │
└─────────────────────────┘
            │
            ↓
┌─────────────────────────┐
│        ANALYSIS         │
└─────────────────────────┘
            │
            ↓
┌─────────────────────────┐
│       DISCUSSION        │
└─────────────────────────┘
            │
            ↓
┌─────────────────────────┐
│       CONCLUSION        │
└─────────────────────────┘
```
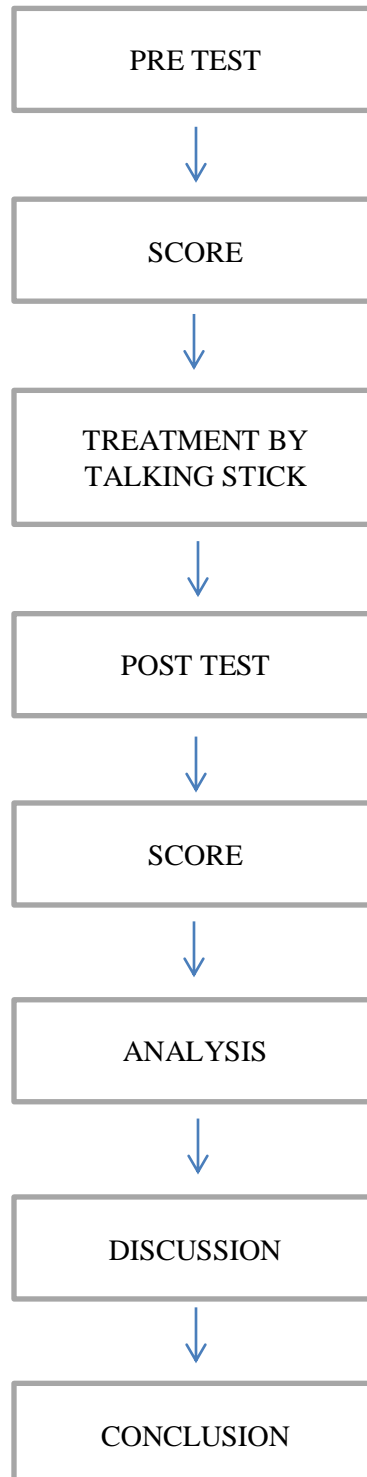
3.7 Data Analysis

3.7.1 Descriptive Analysis

In order to analyse the data, the researcher provide some procedures bellow:

1. Collecting the score of the students with the table:

Table 3.4 Student's score of pre-test and post-test

Code of students	Experimental class	
Experimental class	C	E
Students' Name		
SUM (Σ)		

Nb: C = Pretest, E = Posttest

2. Calculating the data to find out the mean, standard deviation and standard error, degree of freedom by using the formula as follows:

a. Mean

$$M = \frac{\Sigma FX}{N}$$

Where:

M = Mean

F = Frequency

Σ = The sum

X = The score

b. Measuring the sum of standard deviation

$$SD = \sqrt{\frac{\Sigma D2}{N} - \frac{(\Sigma D)2}{N}}$$

Where:

SD = Standard deviation

ΣD = The square deviation sum of experimental group

N = The total number of respondent

c. Measuring the Standard error

$$SEM = \frac{SD}{\sqrt{N-1}}$$

Where:

SEM = Standard error of the mean

SD = Standard deviation

N = Number of case

1 = Bilangan konstan

d. measuring t-test between score of pre-test and post-test

$$t0 = \frac{MD}{SEMD}$$

Where:

MD = Mean of different

SEMD = Standard error of the mean

t_0 = T test

e. Calculate degree of freedom (d.f)

df = N-1

3.7.2 Inferential Analysis.

1. Normality test

    This test used the Kolmogorov-Smirnov test because the researchers wanted to compare the data distribution to the normality test with the standard normal distribution. This test uses SPSS version 21 for windows. The distribution can be said to be normal or not. It can be seen from the value of the pre-test and post-test with the provisions of the level of significant $\alpha = 0.05$. The interpretation of the test of normality can be concluded as follows:

    a. If the value of Sig. (2-tailed) is greater than the rate of 5% alpha (sig. (2-tailed) > 0,05), it can be concluded that the data is derived from the populations that are normally distributed.

    b. If the value of Sig. (2-tailed) is smaller than the rate of 5% alpha (sig. (2-tailed) < 0,05), it can be concluded that the data derived from the population distribution is not normal.

2. Hypothesis test

    To analyse the data of pre-test and the data of post-test scores, the researcher used the T test with paired sample t test by using SPSS version 21 for windows. The procedure inferential analysis in this research is:

Determine the hypothesis

H_a : Talking stick learning strategy is effective in speaking skills for second grade students at MTs Tanwirut Tholibin Lamongan.

H_0 : Talking stick learning strategy is not effective in speaking skills for second grade students at MTs Tanwirut Tholibin Lamongan.

a. Determine the significant level (α)

A significant level of this research is $\alpha < 0,05$

b. Determine the criteria of the research:

$t_0 < t_t$: The alternative hypothesis (Ha) is accepted and the Null hypothesis (H_0) is rejected. Talking stick learning strategy is effective in speaking skills for second grade students at MTs Tanwirut Tholibin Lamongan.

$t_0 > t_t$: The alternative hypothesis (Ha) is rejected and the null hypothesis (H_0) is accepted. It means that talking stick learning strategy is not effective in speaking skills for second grade students at MTs Tanwirut Tholibin Lamongan.

3.8 Hypothesis

a. (H_a) Talking stick learning strategy is effective in speaking skills for second grade students at MTs Tanwirut Tholibin Lamongan.

b. (H_0) Talking stick learning strategy is not effective in speaking skills for second grade students at MTs Tanwirut Tholibin Lamongan.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the description of the data, result of giving treatment, test of normality, hypothesis test, result of the data and discussion.

4.1 Description of the data

In this section, it was described the obtained data on students' speaking skills after and before treatment by using a talking stick. The presented data consisted of mean, standard deviation, standard error and figure

4.1.1 The description of Pre-test Score

Table 4.1 The description data of students' pre-test score

No	Code of students	Score	Criteria
1.	A	57	Sufficient
2.	B	48	Fairly Sufficient
3.	C	62	Sufficient
4.	D	56	Sufficient
5.	E	59	Sufficient
6.	F	60	Sufficient
7.	G	61	Sufficient
8.	H	60	Sufficient

9.	I	57	Sufficient
10.	J	53	Fairly Sufficient
11.	K	55	Fairly Sufficient
12.	L	52	Fairly Sufficient
13.	M	39	Poor
14.	N	54	Fairly Sufficient
15.	O	55	Fairly Sufficient
16.	P	50	Fairly Sufficient
17.	Q	51	Fairly Sufficient
18.	R	53	Fairly Sufficient
19.	S	51	Fairly Sufficient
20.	T	37	Poor
21.	U	57	Sufficient
22.	V	56	Sufficient
	SUM	1183	
	AVERAGE	51	

Based on table 4.1, it can be seen the result of pre-test. It means SUM=
1183 is total from pre-test and AVERAGE = 51. The highest score was 62 and
the lowest score was 37.

The next step, the researcher calculated the data by using a formula. The following manual calculation was used to calculate the result by mean, standard deviation, and standard error.

1. Mean

$$M = \frac{\Sigma FX}{N}$$

$$= \frac{1183}{22}$$

$$= 53,77$$

2. Standard Deviation

$$M = \sqrt{\frac{\Sigma FX^2}{N}}$$

$$= \sqrt{\frac{64449}{22}}$$

$$= \sqrt{29295}$$

$$= 6.3089$$

3. Standard Error

$$SEM = \frac{SD}{\sqrt{N-1}}$$

$$= \frac{6,3089}{\sqrt{22-1}}$$

$$= \frac{6,3089}{\sqrt{21}}$$

$$= \frac{6,3089}{4,6}$$

$$= 1.3450$$

Based on manual calculation, it was found that the mean score of pre-test was 53.77. Standard deviation of pre-test was 6.3089. Standard error of pre-test was 1.3450.

Figure 4.1 Category of Pre-test Score
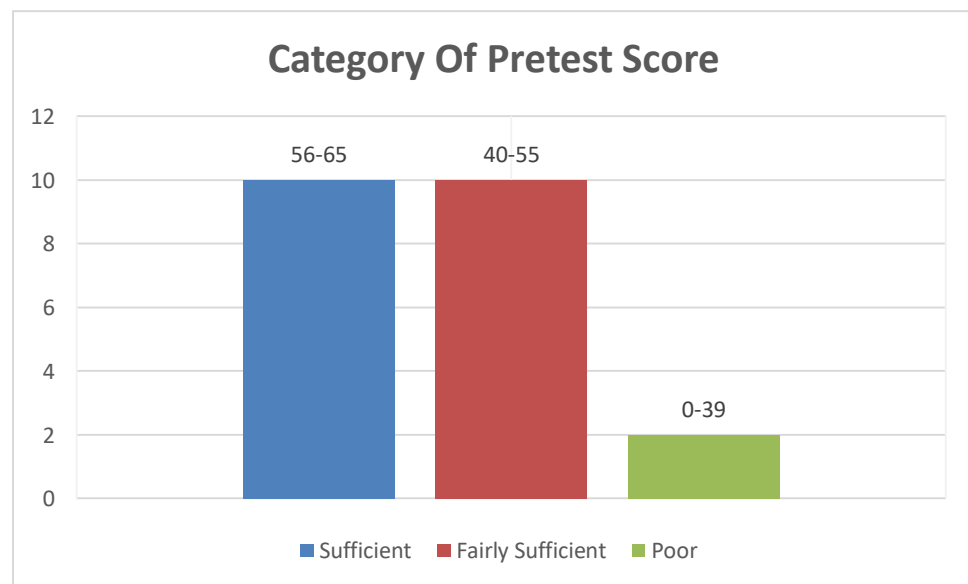
4.1.2 The description of the Treatment

During the process of giving treatment, the researcher not only focused on talking sticks, but when students answered questions and there were errors in speaking, the researchers also corrected these errors according to aspects of speaking such as grammar, pronunciation, influence, and vocabulary. So students must repeat the answers that have been answered correctly before after being corrected by the researcher. This can also affect the students' speaking level because they do not only speak but also understand how to speak English correctly, according to the speaking aspect. Therefore, when students are faced with the post-test, their speaking level is better than before the pre-test.

4.1.3 The description of Post-test Score

Table 4.2 The description data of students' pre-test score

No	Code of students	Score	Criteria
1.	A	75	Good
2.	B	75	Good
3.	C	81	Excellent
4.	D	74	Good
5.	E	77	Good

6.	F	77	Good
7.	G	79	Good
8.	H	77	Good
9.	I	77	Good
10.	J	73	Good
11.	K	73	Good
12.	L	72	Good
13.	M	61	Sufficient
14.	N	74	Good
15.	O	73	Good
16.	P	68	Good
17.	Q	71	Good
18.	R	74	Good
19.	S	72	Good
20.	T	62	Sufficient
21.	U	78	Good
22.	V	78	Good
	SUM	1621	
	AVERAGE	51	

Based on table 4.2, it can be seen the result of post-test. It means SUM= 1621 is total from pre-test and AVERAGE = 51. The highest score was 81 and the lowest score was 61.

After calculating the result of the pre-test, the researcher also calculated the data for the post-test by using a formula. The following manual calculation was used to calculate the result by mean, standard deviation, and standard error.

1. Mean

$$M = \frac{\Sigma FX}{N}$$

$$= \frac{1621}{22}$$

$$= 73,68$$

2. Standard Deviation

$$M = \sqrt{\frac{\Sigma FX^2}{N}}$$

$$= \sqrt{\frac{119949}{22}}$$

$$= \sqrt{5452,227}$$

$$= 4.9317$$

3. Standard Error

$$SEM = \frac{SD}{\sqrt{N-1}}$$

$$= \frac{4{,}9317}{\sqrt{22-1}}$$

$$= \frac{4{,}9317}{\sqrt{21}}$$

$$= \frac{4{,}9317}{4{,}6}$$

$$= 1.0514$$

Based on manual calculation, it was found that the mean score of pre-test was73.68, Standard deviation of pre-test was 4.9317. Standard error of pre-test was 1.0514.

Figure 4.2 Category of Post-test Score
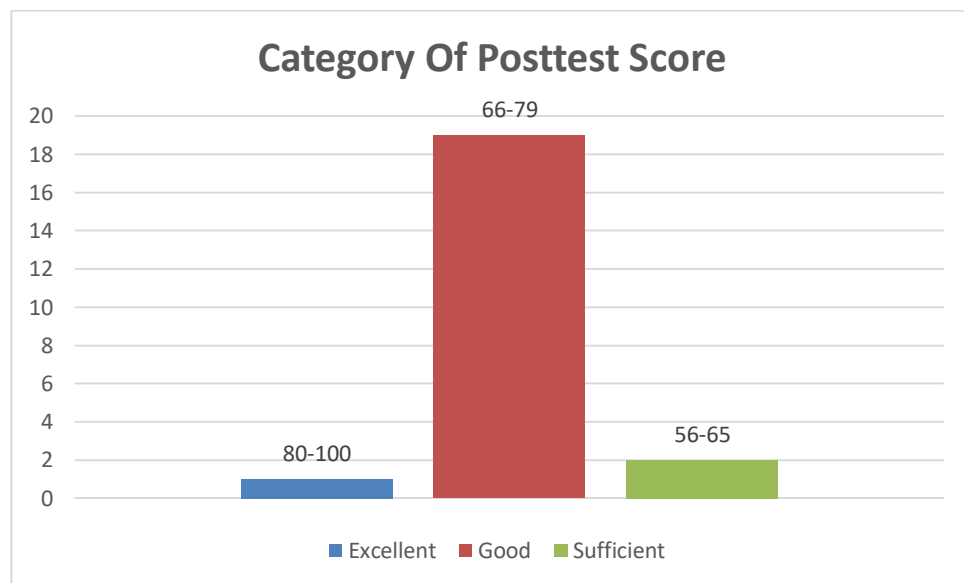
4.2 Inferential Analysis

In this research, the researcher conducted an inferential analysis that consisted of a normality test and a hypothesis test. In order to find the results of normality test and hypothesis test, the researcher used SPSS 21 for windows. The result of inferential analysis can be seen as follows:

4.2.1 Normality Test

Table 4.3 Normality of the pre-test and post-test

		Pretest	Posttest
N		22	22
Normal Parameters[a]	Mean	53.7727	73.6818
	Std. Deviation	6.30896	4.93179
Most Extreme Differences	Absolute	.148	.185
	Positive	.096	.100
	Negative	-.148	-.185
Kolmogorov-Smirnov Z		.696	.866
Asymp. Sig. (2-tailed)		.718	.441

Based on the table 4.3, the above-mentioned normality test is the Kolmogorov-Smirnov with a significance level of 0.05. According to the table above, the significance value (sig.) of the pre-test normality test was 0.781,

while the post-test normality test was 0.441.In addition, the data can be said to be normally distributed if the significance value is higher than the significance level. Thus, based on the table above, it shows that $(0,718 > 0,05)$ and $(0,441 > 0,05)$. Therefore, it can be concluded that the distribution of the data is normal.

4.2.2 Hypothesis Test

Table 4.4 Result of Pre-test and Post-test score

No	Students	X	Y	D = (Y-X)	D^2
1.	A	57	75	18	324
2.	B	48	75	27	729
3.	C	62	81	19	361
4.	D	56	74	18	324
5.	E	59	77	18	324
6.	F	60	77	17	289
7.	G	61	79	18	324
8.	H	60	77	17	289
9.	I	57	77	20	400
10.	J	53	73	20	400
11.	K	55	73	18	324
12.	L	52	72	20	400

13.	M	39	61	22	484
14.	N	54	74	20	400
15.	O	55	73	18	324
16.	P	50	68	18	324
17.	Q	51	71	20	400
18.	R	53	74	21	441
19.	S	51	72	21	441
20.	T	37	62	25	625
21.	U	57	78	21	441
22.	V	56	78	22	484
	SUM	**1183**	**1621**	**438**	**8852**

After doing the normality test and the data was proved to be distributed normally, the next step of calculation was to test the hypothesis. The researcher calculated the data by using a formula:

1. Mean

$$M = \frac{\Sigma D}{N}$$

$$= \frac{438}{22}$$

$$= 1.9909$$

2. Standard Deviation

$$SD = \sqrt{\frac{\Sigma\ D2}{N} - \frac{(\Sigma D)2}{N}}$$

$$= \sqrt{\frac{8852}{22} - \frac{(438)2}{22}}$$

$$= \sqrt{402{,}36 - 8720{,}18}$$

$$= 2.50541$$

3. Standard Error

$$SEM = \frac{SD}{\sqrt{22-1}}$$

$$= \frac{2.50541}{\sqrt{22-1}}$$

$$= \frac{2.50541}{\sqrt{21}}$$

$$= \frac{2.50541}{4{,}6}$$

$$= 0.53415$$

After calculating above, the mean score is 1.9909, the score of standard deviation is 2.50541 and the score of standard error is 0.53415. To test the hypothesis, the researcher used the following formula:

$$t0 = \frac{MD}{SEMD}$$

$$= \frac{1.9909}{0.53415}$$

$$= -37.272$$

$$df = (N-1)$$

$$= 22 - 1$$

$$= 21$$

In order to test the hypothesis, the researcher also used SPSS 21 to verify the hypothesis test results.

Table 4.5 The Result of Paired Sample T test using SPSS 21

	Paired Differences					T	df	Sig.(taile d)
				95% Confidence Interval of the Difference				
Pre-test post-test	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
	1.9909	2.50541	.53415	-21.01993	-18.79826	-37.272	21	.000

Based on the table 4.5 above, the calculating data by using SPSS 21 represent result with statically mean was 1.9909, Standard deviation was 2.50541, Standard error was 0.53415 and t test was -37.272.

4.3 Discussion

In this part, the researcher wants to describe the interpretation of research results through descriptive analysis and inferential analysis.

4.3.1 Descriptive analysis interpretation

After collecting and analysing the data from the pre-test and post-test of the experimental class by using a formula and SPSS 21, the researcher noted some important information that could support this research.

a. Students' speaking skills of pre-test result

The highest pre-test result of second grade students at MTs Tanwirut Tholibin Lamongan is 62, and the lowest is 37, with a mean of 53.77, standard deviation of 6.3089, and standard error of 1.3450. It means that the pre-test results of second-grade students at MTs Tanwirut Tholibin Lamongan include a sufficient category for categorizing students' speaking skill. For details of pre-test results, the researcher marks the results of 22 samples. The students who get (56-65) are 10 students, belong to a sufficient category. The students who get (40-55) are 10 students, belong to a fairly sufficient category. The students who get (> 39) are 2 students, belong to the poor category in speaking skills.

b. Students' speaking skills of post-test result

The highest score of pre-test results of the second-grade students at MTs Tanwirut Tholibin Lamongan is 81, while the lowest score is 61. The mean is 73.68, the standard deviation is 4.9317, and the standard

error is 1.0514. It means that post-test results of the second-grade students at MTs Tanwirut Tholibin Lamongan include a good category for categorizing students' speaking skill. Furthermore, student who get a score (80-100) are 1 student, belong to the excellent category. The students who get score (66-79) are 19 students, belong to good category. The students who get a score (56-65) is 2 students, belong to a sufficient category in speaking skills. It can be concluded that the mean score of the post-test is higher than the mean score of the pre-test were (73.68 > 53.77). It means that using the talking stick learning strategy in experimental class as treatments is effective on speaking skill of recount text.

4.3.2 Inferential analysis interpretation

From the previous analysis, it shows that the samples which are taken from the population that is distributed from the data are normal; it can be shown from the value of Asymp. Sig. (2-tailed) of pretest is 0.718 this value is higher from 0.05 (0.718 > 0.05) and posttest is 0.441 this value is higher too from 0.05 (0.441 > 0.05). It means that the sample which is taken from the population that is distributed from the data is normal.

4.3.3   Test of Hypothesis interpretation

In this section, the researcher would interpret the hypothesis testing. As mentioned previously, the hypothesis of this research is "Talking stick learning strategy is effective in speaking skills for second grade students at MTs Tanwirut Tholibin Lamongan"

From the previous analysis, it shows that with the number of sample is 32 and the level of significance is 0.05, the result of the computation of t-value is -37.272. Based on the value for n=22 with degree of freedom n-1 and the level of significance is 0.05, the value of t-table is 2.079. The computation shows that t-value is lower than t-table that is -37.272 < 2.079.

Thus, the hypothesis (Ha) is accepted and (H0) is rejected. It means that there is an effectiveness of talking stick learning strategy in speaking skills of recount text for second grade students at MTs Tanwirut Tholibin Lamongan. After computing t-test, and after knowing that the hypothesis is accepted, the theory meets the fact in this case. The researcher then concludes from the computation in the previous section that using the talking stick learning strategy is effective in speaking skills of recount text for the second grade students at MTs Tanwirut Tholibin Lamongan.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to answer the research problem and make recommendations for students, teachers, and researchers. The research problems can be addressed by analyzing the data as follows:

5.1 Conclusion

Based on the statistical results that have been explained in the previous chapter, it can be concluded that the talking stick learning strategy is effective in speaking skill of recount text. By using the talking Stick learning strategy, it can make students more active and give the chance for students to be more confident in speaking in front of their friends. Not only that, during learning process by using talking stick, the researcher also pay attention about the students' English speaking to ensure that their speaking was an appropriated with aspect of speaking. It can be seen from the result of the pre-test before giving the treatment and after giving the treatment on post-test. The result of the post-test is higher than the result of the pre-test, which means that talking stick learning strategy is the best solution for both teachers and students to do the learning activity effectively.

Furthermore, this conclusion was proven by the statistical calculation of some data. The improvements of the students' scores of the Pre-test and Post-test showed that the score of post-test is higher that score of pre-test. The highest pre-test score was 62, the lowest score was 37. With the mean was 53.77, the standard deviation was 6.3089 and the standard error was 1.3450. While the highest score of post-test was 81, the lowest score was 61. With the mean was 73.68, the standard deviation was 4.9317, and the standard error was 1.0514. The result of the hypothesis test using sample paired t-test was showed that the t-value is lowers that t-table that is -37.272 < 2.079. It means that the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected.

Finally, it can be concluded that talking stick learning strategy is effective in speaking skills of recount text at the second grade students of MTs Tanwirut Tholibin Lamongan.

5.2 Suggestion

Based on the conclusion of this research, it has been proven that there is an effective of talking stick learning strategy in speaking skills of recount text. Therefore, this learning strategy is also appropriate when applying in teaching and learning English speaking skills. Hence, the researcher would like to give some suggestion addressed to:

a. For the students

The result of this research can help to improve their speaking skills and give them new experience in English learning activity. Furthermore, thi learning cooperative can be motivated by students who are still unsure how to conduct their studies.

b. For the English teacher

The result of this research is expected to provide several learning strategys to make students enthusiastic during learning English language especially in speaking and expect the teachers to be more creative. Furthermore, the researcher hope that this learning strategy will be an interesting learning option for teachers as well.

c. For the researcher

This research provides the researcher an understanding of the effect of talking stick learning strategy on speaking skills. Furthermore, the research will bring new knowledge and experience that will be applied in teaching the English language, especially in speaking skills.

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APPENDICES

Appendix I Students Score of pre-test before treatment

Name	Grammar	Pronoun	Vocab	Fluency	Generic Structure			Total	Category
					Orientation	Events	Reorientation		
A	6	10	9	10	8	8	6	57	Sufficient
B	7	8	8	9	6	6	4	48	Fairly sufficient
C	9	11	10	10	8	8	6	62	Sufficient
D	7	9	9	9	8	8	6	56	Sufficient
E	8	9	10	10	8	8	6	59	Sufficient
F	8	9	10	11	8	8	6	60	Sufficient
G	9	9	10	11	8	8	6	61	Sufficient
H	9	9	10	11	8	8	6	60	Sufficient
I	9	8	9	9	8	8	6	57	Sufficient
J	7	8	9	7	8	8	6	53	Fairly sufficient
K	8	8	10	7	8	8	6	55	Fairly sufficient
L	7	8	9	8	8	8	6	52	Fairly sufficient
M	5	6	8	7	5	5	3	39	Poor
N	7	8	9	8	8	8	6	54	Fairly sufficient
O	7	8	9	9	8	8	6	55	Fairly sufficient
P	6	6	9	7	8	8	6	50	Fairly sufficient
Q	6	7	9	7	8	8	6	51	Fairly sufficient
R	7	7	10	7	8	8	6	53	Fairly sufficient
S	7	6	9	7	8	8	6	51	Fairly sufficient
T	5	5	8	6	5	5	3	37	Poor
U	9	8	10	8	8	8	6	57	Sufficient
V	8	8	10	8	8	8	6	56	Sufficient

Appendix II Students' score of post-test after treatment

Name	Aspect							Total	Category
	Grammar	Pronoun	Vocab	Fluency	Generic Structure				
					Orientation	Events	Reorientation		
A	8	12	12	10	13	12	8	75	Good
B	10	10	12	10	13	12	8	75	Good
C	10	13	12	13	13	12	8	81	Excellent
D	9	10	11	10	14	12	8	74	Good
E	11	11	12	10	13	12	8	77	Good
F	10	12	12	10	13	12	8	77	Good
G	11	12	12	11	13	12	8	79	Good
H	11	11	12	10	13	12	8	77	Good
I	10	12	12	10	13	12	8	77	Good
J	9	10	11	10	13	12	8	73	Good
K	9	10	10	11	13	12	8	73	Good
L	9	10	10	10	13	12	8	72	Good
M	7	8	10	8	10	10	8	61	Sufficient
N	10	11	10	10	13	12	8	74	Good
O	10	10	10	11	12	12	8	73	Good
P	8	10	10	8	12	12	8	68	Good
Q	8	9	11	10	13	12	8	71	Good
R	10	10	12	10	12	12	8	74	Good
S	8	9	12	10	13	12	8	72	Good
T	8	8	10	8	10	10	8	62	Sufficient
U	11	12	12	10	13	12	8	78	Good
V	11	11	12	10	14	12	8	78	Good

Appendix III Lesson plan

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: MTS Tanwirut Tholibin
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/Genap
Materi pokok	: Recount Text
Alokasi Waktu	: 3x60 menit (pertemuan ke 2,3,&4)

A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Menunjukkan ketrampilan menalar, mengolah dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif dalam rana konkret dan rana abstrak sesuai dengan yang dipelaari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi dasar dan dan Indikator

Kompetensi Dasar	Indikator
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangar belajar.	1.1.1 Siswa dapat mensyukuri atas kesempatan dapat belajar bahasa Inggris di dalam kelas bersama guru dan teman.
2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	2.1.1 Menunjukkan sikap sopan, dalam bertutur kata baik terhadap guru maupun teman.

2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman. 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	2.2.1 Menunjukkan sikap percaya diri saat melakukan percakapan bahasa Inggris di depan kelas. 2.3.1 Menunjukkan sikap peduli dan kerjasama dalam mengerjakan tugas bahasa Inggris.
3.11 Membandingkan fungsi social, sturuktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan menerima informasi terkait pengalaman pribadi diwaktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaanya.	3.11.1 Membandingkan fungsi social teks personal recount 3.11.2 Mengidentifikasi struktur teks personal recount 3.11.3 Menentukan unsur kebahasaan teks personal recount 3.11.4 Menidentifikasi penggunaan tanda baca dan ejaan dalm teks personal recount 3.11.5 Mengidentifikasi ide pokok dan penjelas teks personal recount
4.11 Teks recount 4.11.1 Menagkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangan pendek dan sederhana, terkait pengalaman pribadi diwaktu lampau (*personal recount*) 4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi diwaktu lampau (*personal recount*), dengan memperhatikan fungsi sosial, struktut teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.11.1.1 Menemukan makna tersurat dan tersirat terkait teks personal recount 4.11.2.1Menyempurnakan penggunaan tanda baca dan eajan teks pengalaman pribadidi wkatu lampau (*personal recount*) 4.11.2.2 Membuat teks pengalaman pribadi diwaktu lampau (*personal recount*) 4.11.2.3 Menceritakan pengalaman pribadi diwaktu lampau (*personal recount*)

C. Tujuan pembelajaran

Di akhir pembelajaran, diharapkan siswa dapat:

1. Siswa dapat membandingkan mengidentifikasi dan menemukan makna teks personal recount terkait fungsi sosial, struktur teks secara benar dan sesuai konteks.
2. Siswa dapat mengidentifikasi dan menyempurnakan penggunaan tanda baca dan eajan teks personal recount secara benar dan sesuai konteks.
3. Siswa dapat mengidentifikasi ide pokok/penjelas, membuat dan menceritakan teks personal recount secara benar dan sesuai konteks.

D. Materi pembelajaran
E. Metode pembelajaran
   1. Pendekatan   : Saintifik
   2. Model pembelajaran   : Discovery learning
   3. Metode   : Talking stick
F. Media pembelajaran
   1. Media
      a. lembar kerja siswa
      b. Talking stick
      c. Dictionary
   2. Alat/bahan
      a. Papan tulis
      b. Spidol
      c. Sound

G. Sumber belajar
Buku bahasa Inggris kelas VIII

H. Langkah-langkah pembelajaran
Pertemuan ke 2

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pembukaan	-Guru datang ke kelas dan menyapa seluruh murid-muridnya (*Good Morning/Good* Afternoon) -Guru mengajak muridnya	10 menit

	untuk berdoa bersama sebelum memulai pelajaran. - Guru melakukan absensi di kelas dan menanyakan siswa yang tidak hadir kepada siswa di kelas -Guru menjelasakan materi yang akan dipelajari	
Kegiatan inti	-Guru menjelaskan materi tentang recount text seperti pengertian, sturuktur teks dan English feature dalam recount teks -Guru memberi contoh kalimat recount teks lalu menjelaskan apa isi teks tersebut -Guru memberi waktu kepada siswa untuk memahami teks recount tersebut -Guru menyiapkan talking stick sebagai strategi dalam pembelajaran -Guru memberikan lembar kerja yang berisikan kalimat recount text kemudian memberi pertanyaan kepada siswa -Siswa memahami kalimat tersebut dan menjawab pertanyaan melalui lisan dengan strategi pembelajaran talking stick	40 menit
Penutupan	-Guru dan siswa berdiskusi mengenai materi yang telah	10 menit

| | dipelajari

-Guru memberikan kesimpulan terkait materi

-Guru mengakhiri kegiatan pembelajaran dengan mengajak siswa doa bersama | |

Pertemuan ke 3

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pembuakaan	-Guru datang ke kelas dan menyapa seluruh murid-muridnya -Guru mengajak muridnya untuk berdoa bersama sebelum memulai pelajaran. - Guru melakukan absensi di kelas dan menanyakan siswa yang tidak hadir kepada siswa di kelas	10 menit
Kegiatan inti	-Guru menjelaskan materi tentang recount seperti pertemuan sebelumnya -Guru memberi waktu kepada siswa untuk memahami teks recount tersebut -Guru menyiapkan talking stick sebagai strategi dalam pembelajaran -Guru memberikan lembar kerja yang berisikan kalimat recount text (*personal experience*) kemudian memberi pertanyaan kepada siswa	40 menit

	-Siswa memahami kalimat tersebut dan menjawab pertanyaan melalui lisan dengan strategi pembelajaran talking stick	
Penutupan	-Guru dan siswa berdiskusi mengenai materi yang telah dipelajari -Guru memberikan kesimpulan terkait materi -Guru mengakhiri kegiatan pembelajaran dengan mengajak siswa doa bersama	10 menit

Pertemuan ke 4

Kegiatan	Deskripsi kegiatan	Alokasi waktu
Pembukaan	-Guru datang ke kelas dan menyapa seluruh murid-muridnya -Guru mengajak muridnya untuk berdoa bersama sebelum memulai pelajaran. - Guru melakukan absensi di kelas dan menanyakan siswa yang tidak hadir kepada siswa di kelas	10 menit
Kegiatan inti	-Guru menjelaskan materi tentang recount seperti pertemuan sebelumnya -Guru memberi waktu kepada siswa untuk memahami teks recount tersebut -Guru menyiapkan talking stick sebagai strategi dalam	40 menit

	pembelajaran	
	-Guru memberikan lembar kerja yang berisikan kalimat recount text (*personal experience*) kemudian memberi pertanyaan kepada siswa -Siswa memahami kalimat tersebut dan menjawab pertanyaan melalui lisan dengan strategi pembelajaran talking stick -Guru memberikan reward kepada siswa yang menjawab pertanyaan dengan benar dan antusias	
Penutupan	-Guru dan siswa berdiskusi mengenai materi yang telah dipelajari -Guru memberikan kesimpulan terkait materi -Guru memberikan informasi untuk mempersiap *post-test* yang akan dilaksanakan dipertemuan berikutnya (siswa diharapkan membuat teks recount dan menceritakan didepan kelas) -Guru mengakhiri kegiatan pembelajaran dengan mengajak siswa doa bersama	10 menit

I. Assessment

Oral test/tes lisan

J. Rubrik penilaian

No	Aspect	Criteria	Score
		• The grammar mistakes are so bad, it is difficult to understand.	1-3
1.	Grammar	• Errors in grammar are frequent, difficult to uses a variety of structures such as past tense, adjective, conjunction, action verb.	4-6
		• Errors in grammar are frequent, using a variety of structures such as past tense, adjective, conjunction, action verbs normally.	7-9
		• There are a few mistakes using a variety of structures, such as past tense, adjective, conjunction, action verb.	10-12
		• It uses a variety of structures, such as past tense, adjective, conjunction, action verb.	13-15
2.	Vocabulary	• Very limited vocabulary makes comprehension quite difficult.	1-3
		• Limited vocabulary often uses the wrong words but is still intelligible.	4-6
		• Vocabulary is sufficient, sometimes uses the wrong words.	7-9
		• Vocabulary is satisfactory, even though sometimes there are inappropriate terms of vocabulary.	10-12
		• The use of vocabulary is broad and it is easy to use the right words.	13-15
3.	Fluency	• Speech is halting, because of limitation of language.	1-3
		• Hesitant to speech, often forced into silent by language limitation.	4-6
		• Speed and fluency are slightly affected by language problems.	7-9

			10-12
		• The speech is fluent but often to skip.	10-12
		• The speech is fluent, rare to skip and the speed of speech is normal rate.	13-15
4.	Pronunciation	• Errors in pronunciation are frequent.	1-3
		• The accent is intelligible though often quite faulty.	4-6
		• Few mistakes in pronunciation, but the accent is understandable.	7-9
		• Errors in pronunciation are quite rare.	10-12
		• Pronunciation is very clear.	13-15

No	The Generic Structure	Criteria	Score
1.	Orientation	• Unrelated Orientation.	1-3
		• Less relevant to Orientation.	4-6
		• Relevant of Orientation.	7-9
		• Rather less relevant details of Orientation.	10-12
		• Relevant Orientation in detail.	13-15
2.	Events	• Unrelated Events.	1-3
		• Less relevant to Events.	4-6
		• Relevant of Events.	7-9
		• Rather less relevant details of events.	10-12
		• Relevant Events in detail.	13-15
3.	Reorientation	• Unrelated Reorientation.	1-2
		• Less relevant to Reorientation.	3-4
		• Relevant of Reorientation.	5-6

| | • Rather less relevant details of reorientation. | 7-8 |
| | • Relevant Reorientation in detail. | 9-10 |

NO	NAMA	Aspek					Total	Kriteria
		Grammar	Vocabulary	Pronoun	Fluency	Strutur teks recount		

Mengetahui   Lamongan, 29 Maret 2021

Guru observasi   Mahasiswa

(TITING YENI, S. Pd)   (DEVINA ROSIDA DEWI)

NIP ....   NIM : 17180033

Appendix IV The instruments of pre-test and post-test

Instruments of pre-test

Instruksi

1. Buatlah teks recount sesuai dengan tema "pengalaman pribadi masing-masing siswa".

2. Siswa diberi waktu 30 menit untuk membuat teks recount.

3. Susunan kalimat harus terdiri dari (Orientation, events & reorientation).

4. Hasil dari tugas yang telah dikerjakan kemudian di kemukakan didepan kelas secara lisan.

Instruments of Post-test

Instruksi

1. Buatlah teks recount dengan tema"liburan sekolah".

2. Siswa diberi waktu 30 menit untuk membuat teks recount.

3. Susunan kalimat harus terdiri dari (Orientation, events & reorientation).

4. Hasil dari tugas yang telah dikerjakan kemudian di kemukakan didepan kelas secara lisan.

Appendix V The result of students' recount text in pre-test

Student 1

Came late to school

Last week, I was late for school. It was because my friends invited me to played games online until 2.00 a.m.

In the morning, my mom tried to woke me up but I continued to sleep again. Suddenly, I was shocked because my alarm was turned on. I realized that it was 07.00. After took a shower, I didn't have time to have a breakfast.

I was arrived in class but finally I had to stand outside the class room and lost one lesson in the first meeting. It was very embarrassed and I would not to repeat it again.

Student 2

Playing football with my brother

Yesterday my brother and I played beside the house after school.

We played footballs together, he is very good at playing ball. I felt tired because I had to catch up too fast. Then my brother fell and his leg cramped. He was crying then my mother came to help.

I felt guilty for him. Since then I had never asked him to play football again.

Student 3

Basketball competition

2 weeks ago I took part in an inter-class competition.

Before the match, I was practiced a few days with my friends. After school I immediately went to the field and got ready for practice. At the time of the macth, I was very excited because my team had tried well and we finally won the match.

My friends and I were very happy and it was a very pleasant experience.

Appendix VI The result of students' recount text in post-test

Student 1

Holiday in Batu

Last month my family and I went to Batu and stay at the villa

Before to villa, we went to Jatim park 3 first. There are many places to play, so we felt happy and satisfied. After that, we ate at famous restaurant in Batu and back to the villa. Then we enjoyed the view there.

In the morning, we are ready to go home. My family and I felt happy because last month's holiday was very memorable.

Student 2

Holiday at home

Last month was my day off. I didn't go anywhere. I just stay at home to did the same activities routinely.

I always woke up early and did subuh prayer. After that, I had breakfast with my mother because my father was goes to work early. I turned on television to watched cartoon and then I rushed to take a bath. My mother told me to have a lunch with her and helped to clean the house.

Although just stay at home, I was enjoyed my holiday.

Students 3

A Beautiful day of Bali

Last year, my friends and I went to Bali. We spent our last holiday.

First, we visited Pandawa beach. It was very beautiful view with the sun shone brightly. I saw many sellers who sold many kinds of souvenirs. After that we visited to Bedugul. We felt excited there. We looked around in that place and taken picture with tourist who was holiday there.

That was a beautiful day even though I couldn't visit Tanah lot beach. We really enjoyed it.

Appendix VII Treatment 1

Went to Montel Waterfall

Last month my friends and I went to montel waterfall, we wanted to refresh our mind and enjoy the beautiful waterfall.

We went there on foot from the parking area. Then we were walking through a path about 1.5 km. After view minutes later, we arrived there. Then we enjoyed the freshness of cold water and beautiful view around waterfall, and then we took a bath and played in the fresh mountain spring.

After took bath, we dried our body on the downstream. Then we went home happily. I was so happy and really enjoyed that day.

Questions:

1. Who went to the Montel waterfall?

2. When did they go to there?

3. Why did they go to Montel waterfall?

4. How did the writer feel about that day?

5. What did they do after arrived there?

Appendix VIII Treatment 2

BEACH

Last month, my family and I went to the beach. We wanted to refresh our mind and enjoy the fresh air. We went there early in the morning by car.

After parking our car, we walked along the beach barefooted. We could felt the smoothness of the sand. The cold seawater touched our feet.

Then, we looked for a place to take a rest. We rolled out the mat on the ground and had meals together. While eating, we saw many things. Many children built sand castles. Some of them played with their balls. After having meals, I was interested in doing the same thing. I made sand castles with my sister. Meanwhile, my brother collected some seashells. I was so happy and really enjoyed that day.

Questions:

1. Who went to the beach?
2. When did the go there?
3. How did they go to the beach?
4. Why did they go to the beach?
5. What is the main idea of paragraph 3?
6. How did the writer feel about day?
7. What did they do after walking alone the beach?
8. Who collected some seashells?

Appendix IX Research Permission Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http://fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor	: 1136/Un.03.1/TL.00.1/01/2021	20 Maret 2021
Sifat	: Penting	
Lampiran	: -	
Hal	: **Izin Penelitian**	

Kepada

Yth. Kepala Madrasah Tsanawiyah Tanwirut Tholibin Dadapan
di

Jl. H. Irsyad Rt.03 Rw.03, Desa Dadapan, Kecamatan Solokuro, Kabupaten Lamongan, Jawa Timur
62265

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan Skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	: Devina Rosisda Dewi
NIM	: 17180033
Jurusan	: Tadris Bahasa Inggris - S1
Semester - Tahun Akademik	: Genap - 2020/2021
Judul Skripsi	: **"The Effectiveness of The Talking Stick Learning Strategy in Speaking Ability of Recount Text (A Pre-Experimental Research at The Second-grade Students of MTS Tanwirut Tholibin Lamongan"**
Lama Penelitian	: **Maret 2021** sampai dengan **April 2021**

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

Dekan,

Dr. H. Agus Maimun, M.Pd
NIP. 19650817 199803 1 003

Tembusan :
1. Yth. Ketua Jurusan Tadris Bahasa Inggris - S1
2. Arsip

Appendix X Letter of Completion of Research

LEMBAGA PENDIDIKAN MA'ARIF NU
MADRASAH TSANAWIYAH TANWIRUT THOLIBIN
Terakreditasi B   NSM : 121235240152   NPSN : 205582889
Akte Notaris : Munyati Sullam, SH. MA
Pengesahan Akte Notaris : Kemenkumham Republik Indonesia No. AHU-119.AH.01.08.Tahun 2013
Email : mts.Tanwiruttholibin@gmail. com

Sekretariat : Jl. H. Irsyad No. 58 B. Dadapan Solokuro Lamongan

SURAT   KETERANGAN
No. MTs.528/119/E-4/VI/2021

Kepala Sekolah Madrasah Tsanawiyah Tanwirut Tholibin Lamongan menerangkan dengan sebenarnya bahwa:

Nama	: Devina Rosida Dewi	
NIM	: 17180033	
Program Study	: Tadris Bahasa Inggris	
Fakultas	: Ilmu Tarbiyah dan Keguruan UIN Maulana Malik Ibrahim Malang	
Judul Penelitian	: The Effectiveness of the Talking Stick Learning Strategy in	

Speaking Ability of Recount Text (A Pre-Experimental Research at the Second-grade Students of MTS Tanwirut Tholibin Lamongan

benar-benar telah melaksanakan penelitian di MTS Tanwirut Tholibin mulai 30 Maret sampai dengan 19 April 2021.

Demikian surat keterangan ini, agar dipergunakan sebagaimana mestinya.

Dadapan, 26 April 2021
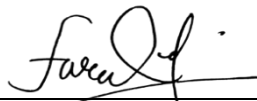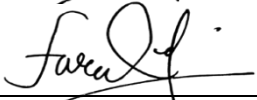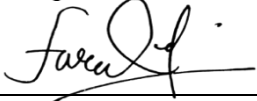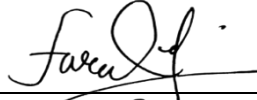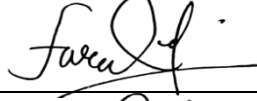
kepala sekolah,

Mahrus Hadi, S. Ag. M. Pd. I

Appendix XI Thesis Consultation Logbook

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http://fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

BUKTI KONSULTASI PROPOSAL SKRIPSI
JURUSAN TADRIS BAHASA INGGRIS

1. Nama   : Devina Rosida Dewi

2. NIM   : 17180033

3. Judul   : The Effectiveness of Talking Stick Learning Strategy in speaking

   ability of Recount Text (A Pre-Experimental Research at Second Grade Students of

   MTs Tanwirut Tholibin Lamongan)

4. Dosen Pembimbing : Farid Munfaati, M.Pd

No	Tgl/Bln/Thn	Materi Bimbingan	Tanda Tangan Pembimbing Proposal Skripsi
1	25/11/2020	Konsep Penelitian dan perubahan judul ke 1	
2	21/01/2021	Chapter 1,2 & 3	
3	23/01/2021	Perubahan Judul ke 2	
4	25/01/2021	Chapter 1,2 & 3	
5	30/01/2021	Chapter 1,2 & 3 Revisi ke 1	
6	04/02.2021	Chapter 1,2 & 3 Revisi ke 2	

7	26/03/2021	Revisi ke 3 chapter 1,2&3	
8	26/05/2021	Chapter 4&5	
9	23/06/2021	Chapter 4&5 revisi	
10	28/06/2021	Abstrak	
11	24/07/2021	Lampiran	
12	13/09/2021	Konsultasi seluruh draft skripsi	

Malang, October 6th, 2021

Menyetujui,
Dosen Pembimbing

Farid Munfaati, M.Pd
NIP. 19860420201802012225

Mengetahui,
Ketua Jurusan TBI

Dr. H. Langgeng Budianto, M.Pd
NIP. 197110142003121001

Appendix XII Curriculum Vitae

CURRICULUM VITAE

Nama Lengkap	: Devina Rosida Dewi
Tempat, tanggal lahir	: Lamongan, 01 Oktober 1999
Jenis Kelamin	: Perempuan
Agama	: Islam
Fakultas, Jurusan	: FITK, Tadris Bahasa Inggris
Perguruan Tinggi	: UIN Maulana Malik Ibrahin Malang
Alamat Rumah	: Jl. K.H Hasym asyari RT.04 RW.04, Dadapan, Solokuro, Lamongan.
No. HP/Telepon	: 085707914363
Alamat E-mail	: devinarosidadewi77@gmail.com
Nama Wali	: M. Sa'ady

Riwayat Pendidikan

1. 2003-2005   : TK Muslimat NU Dadapan
2. 2005-2011   : MI Nidhomut Tholibin Dadapan
3. 2022-2014   : MTS Tanwirut Tholibin Dadapan
4. 2014-2017   : MA Ma'arif 04 Dadapan
5. 2017-Sekarang   : UIN Maulan Malik Ibrahim Malang

Lamongan, Agustus, 25th 2021

Mahasiswa,

Devina Rosida Dewi

NIM. 17180033