



**THE EFFECT OF USING TALKING STICK STRATEGY ON
SPEAKING MASTERY AT THE XI GRADE STUDENTS
OF SMA N 1 PADANG BOLAK JULU**

A THESIS

Submitted to the State Institute for Islamic Studies (IAIN)
Padangsidimpuan as a Partial Fulfilment of the Requirement for the
Graduate Degree of Education (S.Pd.) in English Program

Written By:

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STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2022



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Assalamu'alaikumwr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Rapika Andriani Harahap**, entitled "**The Effect of Using Talking Stick Strategy on Speaking Mastery at the XI Grade Students of SMA N 1 Padang Bolak Julu**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalam'alaikumwr.wb.

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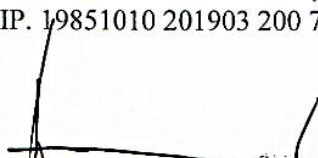

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ABTRACT

This study intended to investigate the effect of using talking stick strategy on speaking mastery at the XI grade students of SMA N 1 Padang Bolak Julu. The problems faced by students in speaking were: 1) Students were lack of vocabulary and motivation when speaking learning activity was on going, 2) Students were confuse how to pronounce the vocabulary and grammar correctly. 3) Students were shy and also not confidence to speak.

This study had three formulations of the problem, they were; how is students' speaking mastery before learning using Talking Stick strategy? how is students' speaking mastery after learning using Talking Stick strategy? Is there any significant effect of using Talking Stick strategy on Speaking Mastery at the grade XI students of SMA N 1 Padang Bolak Julu?. The purposes of this study were to describe the students' mastery in speaking English before learning using Talking Stick strategy, to describe the students' mastery in speaking English after learning using Talking Stick strategy and to examine whether there was significant effect of using Talking Stick strategy on Speaking Mastery at the grade XI students of SMA N 1 Padang Bolak Julu.

This study used experimental quantitative method with pre-test and post-test design. The population was all of the students at the eleventh grade of SMA N 1 Padang Bolak Julu. The samples were XI IPA 3 grade as experimental class consisting of 13 students and XI IPS 1 grade as control class consisting of 14 students. The data were collected through pre-test and post-test in speaking test and analyzed by using T-test formula.

The result of this study showed that the mean score of experimental class was higher than the mean score of control class after learning by using Talking Stick strategy. The mean score of experimental class in pre-test was 38.23 and the mean score of control class in pre-test was 34.5. Moreover, the mean score of experimental class in post-test was 49.23 and the mean score of control class in post-test was 37.78. In addition, after doing T-test, this study found that $t_{\text{count}} > t_{\text{table}}$ ($9.78 > 2.060$). Therefore, alternative hypothesis (H_a) of this study was accepted, null hypothesis (H_0) was rejected. It can be concluded that there was effect of Using Talking Stick strategy on speaking mastery at the grade XI students of SMA N 1 Padang Bolak Julu.

Key words: *Talking Stick strategy, Speaking Mastery*

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan strategi tongkat bicara terhadap penguasaan berbicara pada siswa kelas XI SMA N 1 Padang Bolak Julu. Masalah yang dihadapi siswa dalam berbicara adalah: 1) Siswa kurang memiliki kosakata dan motivasi ketika kegiatan pembelajaran berbicara sedang berlangsung, 2) Siswa bingung bagaimana mengucapkan kosakata dan tata bahasa dengan benar. 3) Siswa malu dan juga tidak percaya diri untuk berbicara.

Penelitian ini memiliki tiga rumusan masalah, yaitu; bagaimana penguasaan berbicara siswa sebelum diajar dengan menggunakan strategi Talking Stick? bagaimana penguasaan berbicara siswa setelah diajar dengan menggunakan strategi Talking Stick? Apakah ada pengaruh yang signifikan penggunaan strategi Talking Stick terhadap Penguasaan Berbicara pada siswa kelas XI SMA N 1 Padang Bolak Julu?. Tujuan dari penelitian ini adalah untuk mendeskripsikan penguasaan siswa dalam berbicara bahasa Inggris sebelum pembelajaran dengan menggunakan strategi Talking Stick, untuk mendeskripsikan penguasaan siswa dalam berbicara bahasa Inggris setelah pembelajaran dengan menggunakan strategi Talking Stick dan untuk menguji apakah ada pengaruh yang signifikan dari penggunaan Talking Stick. Strategi Stick pada Penguasaan Berbicara pada siswa kelas XI SMA N 1 Padang Bolak Julu.

Penelitian ini menggunakan metode kuantitatif eksperimental dengan desain pre-test and post-test. Populasi adalah seluruh siswa kelas XI SMA N 1 Padang Bolak Julu. Sampel penelitian adalah kelas XI IPA 3 sebagai kelas eksperimen yang terdiri dari 13 siswa dan kelas XI IPS 1 sebagai kelas kontrol yang terdiri dari 14 siswa. Data dikumpulkan melalui pre-test dan post-test dalam tes berbicara dan dianalisis dengan menggunakan rumus T-test.

Hasil penelitian ini menunjukkan bahwa rata-rata skor kelas eksperimen lebih tinggi daripada rata-rata skor kelas kontrol setelah pembelajaran dengan menggunakan strategi Tongkat Berbicara. Rata-rata skor kelas eksperimen pada pre-test adalah 38,23 dan rata-rata skor kelas kontrol pada pre-test adalah 34,5. Selain itu, nilai rata-rata kelas eksperimen pada post-test adalah 49,23 dan nilai rata-rata kelas kontrol pada post-test adalah 37,78. Selain itu, setelah dilakukan uji-t, penelitian ini menemukan bahwa $t_{hitung} > t_{tabel}$ ($9,78 > 2,060$). Oleh karena itu, hipotesis alternatif (H_a) penelitian ini diterima, hipotesis nol (H_0) ditolak. Dapat disimpulkan bahwa ada pengaruh strategi Using Talking Stick terhadap Penguasaan Berbicara pada siswa kelas XI SMA N 1 Padang Bolak Julu.

Kata kunci: Strategi Tongkat Berbicara, Penguasaan Berbicara

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Padangsidempuan,2022
Researcher

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TABLE OF CONTENTS

TITLE PAGE	
LEGALIZATION ADVISOR SHEET	
AGREEMENT ADVISOR SHEET	
DECLARATION OF SHEET THESIS COMPLETION	
AGREEMENT PUBLICATION OF FINAL TASK FOR	
ACADEMIC CIVITY	
SCHOOLAR MUNAQSAH EXAMINATION	
LEGALIZATION OF DECAN OF TARBIYAH AND	
TEACHER TRAINING FACULTY	
ABSTRACT	i
ACKNOWLEDGMENT	ii
TABLE OF CONTENTS	vi
LIST OF TABLES	viii
LIST OF FIGURES	ix
LIST OF APPENDIXES	x
 CHAPTER I : INTRODUCTION	
A. Background of Research	1
B. Identification of The Problem	4
C. Limitation of The Problem	5
D. Formulation of The Problem	5
E. Purpose of The Research	6
F. Significance of The Research	6
G. Outline of Research	7
 CHAPTER II : LITERATURE REVIEW	
A. Theoretical Description	9
1. The Nature of Speaking	9
2. Talking Stick Strategy	22
B. Teaching Speaking by Using Talking Stick Strategy	28
C. Conventional Teaching	32
1. Definition of Conventional Teaching	32
2. The Principle of Conventional Teaching.....	33
D. Review of Related Finding	34
E. Conceptual Framework	37
F. Hypothesis	39
 CHAPTER III : RESEARCH METHOD	
A. Place and Time of Research	40
B. Research Design	40
C. Population and Sample	41
D. Definition of Operational Variable	43
E. Instrument of Collecting Data	44
F. Technique of Collecting Data	46

G. Technique of Data Analysis	47
CHAPTER IV : THE RESULT OF RESEARCH	
A. Data Description	50
B. Analysis Data	58
C. Hypothesis Test	59
D. Discussion of the Result	60
E. Treat of the Research	63
CHAPTER V : THE CONCLUSIONS AND SUGGESTIONS	
A. Conclusions	64
B. Suggestion	64
REFERENCES	
APPENDIXES	

LIST OF TABLES

	Page
Table 1 Teaching Speaking by Using Talking Stick	30
Table 2 Research Design	41
Table 3 Population of Research	42
Table 4 Sample of Research	43
Table 5 Indicator of Speaking	45
Table 6 Score of Pre-test in Experimental Class	50
Table 7 Frequency Distribution of Experimental Class (Pre-test)	51
Table 8 Score of Pre-test in Control Class	52
Table 9 Frequency Distribution of Control Class (Pre-test)	53
Table 10 Score of Post-test in Experimental Class	54
Table 11 Frequency Distribution of Experimental Class (Post-test)	55
Table 12 Score of Post-test in Control Class	56
Table 13 Frequency Distribution of Control Class (Post-test)	57
Table 14 Normality of Pre-test in Experimental and Control Class	58
Table 15 Normality of Post-test in Experimental and Control Class	59

LIST OF FIGURES

	Page
Figure 1 Conceptual Framework	38
Figure 2 Description of Experimental Class (Pre-Test)	51
Figure 3 Description of Control Class (Pre-Test)	53
Figure 4 Description of Experimental Class (Post-Test)	55
Figure 5 Description of Control Class (Pre-Test)	57

LIST OF APPENDIXES

Appendix 1	Lesson Plan of Experimental Class
Appendix 2	Lesson Plan of Control Class
Appendix 3	Test in Pre-test
Appendix 4	Test in Post-test
Appendix 5	The Score of Experimental Class and Control Class in Pre-test
Appendix 6	Normality Test in Pre-test
Appendix 7	Homogeneity Test (Pre-test)
Appendix 8	T-Test of Both Averages in Pre-test
Appendix 9	The Score of Experimental Class and Control Class in Post-test
Appendix 10	Normality Test in Post-test
Appendix 11	Homogeneity Test (Post-test)
Appendix 12	T-Test of Both Averages in Post-test
Appendix 13	Transcripts of Students' Speaking Pre-test
Appendix 14	Transcripts of Students' Speaking Post-test
Appendix 15	Research Documentation

CHAPTER I

INTRODUCTION

A. Background of Research

Speaking is one of language skills (writing, reading, listening and speaking) to express opinion, feeling, comment or refuse opinion from others. Through speaking, learners can communicate or interact with others. Speaking is a productive skill. As a productive skill, speaking is important to master among other skills. However, it does not mean that the other skills are not important but speaking skill seems to be often used than other skill.

Speaking is one of the important skills in language learning, because speaking is the important tool for communication. Through speaking students can show that they are proficient in language or not. The students can interact or communicate with others by speaking, so without speaking students will be dumb in english learning.

There are many materials should be mastered by the eleventh students in curriculum 2013. They are: offers and suggestions, opinion and thoughts, party time, national disaster-an exposition, letter writing, cause and effect, meaning through music and explain this. Then, the material that related to speaking is about cause and effect. So, cause and effect will be a basic material in this research.

The essential of speaking on topic cause and effect is to apply social functions, text structures, and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking information that related to cause and effect relationship according to the context of their use.

There are some efforts that has been done by goverment to improve the quality of education. Not only goverment, but also school and institute make some efforts to increase students' ability. School has prepared some tools to support the learning activities in class. Beside that, the teacher is the important one in teaching learning process, because the teacher gives the motivation and also knowledge for students to achieve success in learning. The teacher used the media had been prepared by the school in learning. So, from the teachers' efforts, the teacher hoped students to master speaking well and have enough speaking knowledge.

In speaking mastery, many students in SMA N 1 Padang Bolak Julu at the XI grade faced some problems in learning speaking. Students' problem in speaking mastery are lack of vocabulary, feeling shy and not confidence to speak. So, they difficult to catch the material that explained by the teacher. Based on the interview with the English teacher of SMA N 1 Padang Bolak Julu.

Many students lack of vocabulary about English speaking. Then, students confuse how to pronounce the vocabulary and grammar correctly. Moreover, some students are not interested in English and they are shy and also not confidence to speak. So, therefore the students difficult to undertand the maaterial in English speaking.¹

From the explanation above, it means that the learning process has not been achieved optimally, because the teacher did not used another strategy while teaching. It means the students' speaking is still low. Then, to increase students' speaking mastery, the teacher needs to use some strategies in order to take students' attention made the learning process more fun.

There are some cooperative learning strategies that can be used in teaching speaking such as talking stick, story telling, think pair and share, jigsaw, make a match, numbered heads together, roundrobin brainstorming and three-step interview. Those various of strategies are suitable and good for enjoyable teaching and learning process in speaking class.

Talking Stick strategy is one of the cooperative learning strategy in the learning process by using a small wooden stick. For the student who gets the stick must answer the question by the teacher. So, this strategy is interest and can create fun, and it can be a strategy for teaching speaking.

¹ Y. Ritonga, "*Private Interview to Teacher of SMA N 1 Padang Bolak Julu*" (Sipupus, Padang Bolak Julu: SMA Negeri 1, 2021)

The roles of this strategy can create fun and active condition in the class. It is also can train students' skill in finding and getting information to answer question given by the teacher. So, based on the definition above can conclude that teaching by using this strategy students will be more active to practice their speaking in learning speaking.

Based on the explanation above, this research essential to a research entitled "The Effect of Using Talking Stick Strategy on Speaking Mastery At The XI Grade Students of SMA N 1 Padang Bolak Julu".

B. Identification of The Problem

Speaking is one of language skills to express opinion, feeling, comment or refuse opinion from others. Speaking also as a tool for someone to communicate or interact with others. Then, speaking is influenced by many factors, such as strategy and method. So, it can make them difficult to understand the material that has been given by the teacher.

Actually there are some kinds of strategy that can be used in teaching speaking such as talking stick, story telling, think pair and share, jigsaw, make a match, numbered heads together, roundrobin brainstorming and three-step interview. Those various of strategies are suitable and good for enjoyable teaching and learning process in speaking class.

C. Limitation of the Problem

As mentioned on the identification of the problem above, there are some kinds of strategy that can be used in teaching speaking to encourage students' speaking mastery such as talking stick, storytelling, think pairs and share, roundrobin brainstorming and three-step interview.

In this research, not all of the strategies are discussed, but only focused on talking stick as a strategy. Talking Stick strategy is one of the cooperative learning strategy in the learning process by using a small wooden stick. For the student who gets the stick must answer the question by the teacher. So, this strategy will be interested to be used in teaching speaking.

The reason why choosing Talking Stick strategy because this strategy can make the learning process more interesting and create fun. Then, it is also can make students speak up and express their idea confidently. So, those are the reasons for choosing talking stick as a strategy in this research.

D. Formulation of the Problem

Based on the background of the problem, the formulation of the problem in this research as follows:

1. How is students' speaking mastery before learning using Talking Stick strategy?

2. How is students' speaking mastery after learning using Talking Stick strategy?
3. Is there any significant effect of using Talking Stick strategy on Speaking Mastery at the grade XI students of SMA N 1 Padang Bolak Julu?

E. Purpose of the Research

According to the formulation above, the purposes of this research as follow:

1. To find out students' speaking score before learning using talking stick strategy.
2. To find out students' speaking score after learning using talking stick strategy.
3. To identify any significant effect between before and after teaching by using talking talking stick in teaching speaking.

F. Significances of the Research

The research will be intended to be useful for :

1. Teachers

This research can be as an additional reference in teaching speaking to encourage students' speaking mastery in learning speaking.

2. Headmaster

In this research, it also can motivate the headmaster to improve students' speaking mastery by using talking stick.

3. Readers

This research will be useful for the reader as an additional references for teaching speaking in the future and as a comparison for using strategy in teaching speaking.

G. Outline of Research

This research is divided into five chapters. Each chapter consist of some sub title/chapters with detail as follow:

Chapter I discusses of introduction that consist of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purpose of the research and significance of the research.

Chapter II contains about literature review that consist of theoretical description with some sub theory about speaking mastery, talking stick, related findings, conceptual framework and hypothesis.

Chapter III is about the research method that consist of time and place of the research, the method of research, research design, population and sample, definition of operational variable, technique of collecting data, and technique of data analysis.

Chapter IV is the result of the research that consist of the description of the data with some sub theory about speaking mastery, talking stick, hypothesis, discussion of the result, and treat of research.

Chapter V is contains the conclusions about the result of the research and suggestions which is given to students and teacher by researcher.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. The Nature of Speaking

a. Definition of Speaking

Speaking is a language skill which someone can express or say their opinion or give the information to others. Speaking also is very important to learn, because speaking is an activity used by people to communicate with others. For many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just a repetition of drills or memorizations of dialogues.

According to Nunan “speaking is the productive oral skill. It consists of producing systematic verbal utterances to convey meaning”.² Bailey states “speaking is such a fundamental human behavior that we do not stop to analyze it unless there is something noticeable about it”.³ Moreover, Richards and Renandya state that “speaking is used for various purposes that are to express opinion, to describe something, to complain about something, to persuade someone, or to make polite requests”.⁴

² David Nunan, *Practical English Language Teaching* (Singapore: Mc Graw Hill, 2003), p.48

³ Kathleen Bailey and David Nunan, *Practical English Language Teaching Speaking*, 2019.

⁴ Jack C Richards, *Language Teaching, Language Teaching*, vol. 35, 2002, <https://doi.org/10.1017/S0261444802211829>.

So, it means that students can master these components, they will not have difficulties to express their ideas, their feeling or something in their minds to others. In addition, Burke states that “speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of context”. “Speaking also is an activity involving two or more people in sending and receiving the information or the message in oral form”.⁵

Based on Curriculum K13, the definition of speaking as follow.

Speaking is expressing various meanings (interpersonal, ideational, textual) in various interactional oral texts and monologue, especially in the form of descriptive, narrative, spoof/recount, procedure, report, news item, anecdote, exposition, explanation, discussion, commentary and review.⁶

So, from the definition above, it can conclude that speaking is expressing the meaning such as interpersonal, ideational, and textual in oral text. Not only oral texts, but also monologue especially in the form of text genre such as descriptive, narrative and so on.

⁵ Burke in Putri Ramadhani “Teachers’ Problem in Teaching Speaking to Young Learners” vol 2 , no, 1 , Februari 2017, page. 28.

⁶ Wachyu Sundayana, “Pedoman Guru Bahasa Inggris SMA”, (http://file.upi.edu/Direktori/FPBS/JUR._PEND._BAHASA_INGGRIS/195802081986011-WACHYU_SUNDAYANA/ESP_Material_Development/Pedoman_Guru_ING_SMA_05_Bag_I.pdf Accessed on 1 November 2021)

b. Purpose of Speaking

Speaking has the general purpose and specific purpose. In general, the purpose of speaking as follows:

Dan O'hair states that there are three purposes of speaking, they are: to inform, to persuade and to entertain. Then the explanation as follows:

1. To inform: to share information with listener by defining, describing, or explaining a thing, place, concept, process, or function. This is about helping audience members acquire information that they do not already process. In this way, the speaker is sharing meaning and ways to understand meaning.
2. To persuade: to change or reinforce a listener's attitude, belief, value, or behavior. When speak to persuade, we attempt to get listener to embrace a point of view or adopt a behavior that they would not have do otherwise.
3. To entertain: to help listeners have a good time by getting them to relax, smile and laugh. Where as information and persuasive speech making is focused on the result of the speech process entertainment speaking is focused on the theme and occasion of the speech.⁷

As mention above, there are three purposes of speaking in general such as to inform, to persuade and to entertain. According to curriculum K13 the purpose of speaking in Senior High School as follows:

- a) Applying social function, text structures and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information related to cause and effect, according to the context of their use.
- b) Compose transactional interaction texts, spoken and written, short and simple, which involves the act providing information related to cause and effect by

⁷ Dan O'hair, A Pocket to Public Speaking (New York: Bedford St, Martin's, 2012)

paying attention to social function, text structures, and linguistic elements that are correct and in context.⁸

So, speaking has purpose applying the social function, text structures and linguistic elements of spoken and written transactional interaction texts that involve the act of giving and asking for information. By speaking students can apply social function when they want to give their opinion to others.

c. Principle of Speaking

There are some principles in speaking that the speaker must apply in teaching speaking. According to Kathleen, there are three principles in speaking, they are:

1. Provide something for learners to talk about.
When people choose to speak, it is usually about something. They want something, or they find a topic interesting and want to comment on it. Teacher should attend to the communicative needs and purposes of language learners. Sometimes in language classroom, teachers seem to forget the natural joy and enthusiasm of talking about something interest, or accomplishing a genuine purpose for communicating with others.
2. Create opportunities for students to interact by using groupwork or pairwork.
Sometimes students perhaps especially those at the lower levels can be anxious about speaking out in class. One way to overcome their reticence and increase their opportunities to speak is to use pairwork and groupwork.
3. Manipulate physical arrangements to promote speaking practice.
It can be difficult to get students to talk with one another a new language, but that difficulty is often exacerbated by traditional classroom arrangement of desks facing forward toward the teacher's zone. Changing the physical environment can encourage speaking activities,

⁸ Mahrukh Bashir, *Bahasa Inggris* (Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, 2017), hlm.74

partly because it partially alters the power structure of the traditional English classroom.⁹

So, those are some principles of speaking according to Kathleen. It principles can apply by the teacher in teaching speaking. In addition, Brown stated there are some principles for teaching speaking. They are:

1. Focus on both fluency and accuracy, depending on your objective.
2. Provide intrinsically motivating techniques.
3. Encourage the use of authentic language in meaningful context.
4. Provide appropriate feedback and correction.
5. Capitalize on the natural link between speaking and listening
6. Give students opportunities to initiate oral communication.
7. Encourage the development of speaking strategies.¹⁰

From the explanation above there are principles in teaching speaking. So, the teacher can follow those principles to make students more active in learning process. Teacher also can make the learning process more fun and interest especially in teaching speaking.

d. Types of Speaking

Speaking has some types such as monologue and dialogue.

There are some types of speaking, According to Brown, there are five types of speaking they are :

⁹ Kathleen Bailey, *Practical English Language Teaching, Speaking*, p.36

¹⁰ H. Douglas Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy, Third Edition* (San Francisco State University), 2007, p. 331

1) Imitative speaking

A very limited portion of classroom speaking time may legitimately be spent generating “human tape recorder” speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound. According to Brown “Imitative speaking is the ability to imitate (parrot back) a word or phrase or possibly a sentence”.¹¹ So, at this level, it is simply trying to repeat what was said.

2) Intensive Speaking

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. then, “Intensive speaking involve producing a limit amount of language in highly control context”.¹² An example like to read aloud a passage or give a direct response to a simple question.

3) Responsive Speaking

A good deal of student speech in the classroom is responsive: short replies to teacher or student-initiated questions or comments. In addition, “Responsive speaking is slightly more complex than intensive but the differences is

¹¹ Brown in Asramadhani and Sri Minda Murni, “Improving Students’ Speaking Skill in Expressing Offering by Role Play Technique”, (<http://media.neliti.com/media/publications/221780-none.pdf> Accessed on 1 November 2021)

¹² Darrin, “Types of Speaking in ESL”, (<https://educationalresearchtechniques.com/2017/07/21/types-of-speaking-in-esl/amp/> Accessed on 1 November 2021)

blurry, to say the least.”¹³ So, at this level, the dialogue includes a simple question, and the conversation that take place by this point.

4) Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Richard stated that “transactional refers to situations where focus is on what is said or done”.¹⁴ It means the message from what is said will understand clearly and accurately.

5) Interpersonal Speaking (dialogue)

“Interpersonal speaking (dialogue) is the speaking that involves two or more speakers. Then, this speaking is unplanned such as conversation that takes place spontaneously”.¹⁵ So, it means this is a conversation of the two or more speaker unplanned in face to face.

Based on explanation above, there are five types of speaking according to Brown they are imitative, intensive, responsive, transactional, and interpersonal. In addition, there are two types of speaking based on Nunan, they are as follow:

¹³ Darrin, “Types of Speaking in ESL”,

¹⁴ Jack Richards, “ Teaching Speaking #4-Talk as transaction” (<https://www.cambridge.org/elt/blog/2016/02/08/teaching-speaking-4-talk-transaction/> Accessed on 1 November 2021)

¹⁵ H. Douglas Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy, Third Edition*, p.27

1. Monologue

A monologue “is the speech in which character expresses thoughts and feeling to other character or audience”.¹⁶ Then, Monologue is the speaking where the speaker used spoken language for length time, such as speech, reading a text, and storytelling. So, the listener have to process the information from the speaker and also the listener comprehends what the speaker means.

2. Dialogue

Nunan said that “dialogue is the speaking that involves two or more speakers. The interruption may happen in the speech when the interlocutor does not comprehend what the speaker have said. It is different with monologue.¹⁷ So, dialogue refers to conversation between two or more people. It is include the speaker and listener.

So, from the types of speaking above, this research focus on dialogue. Where the teacher asks students to speak when answering the question from the teacher and another students will be the listener.

¹⁶ Michelllene Chen Tadle, “Dialogue Vs Monologue”, (<https://id.scribd.com/document/429868795/Dialogue-vs-Monologue> Accessed on 1 November 2021)

¹⁷ Nunan in Brown, *Teaching by Principles*, 2001

e. Assessment of Speaking

There are some components of language that influence speaking. According to Brown there are five components of the assessment of speaking. They are:

a) Grammar

It is needed for students to arrange a correct sentence in conversation. Student's ability to manipulate structure and to distinguish appropriate grammatical form is necessary to speak English accurately. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

b) Vocabulary

Someone cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. That's why, vocabulary means the appropriate diction which is used in communication.

c) Comprehension

It means how far students' ability to respond to the oral communication. Students should be able to understand whatever the speakers say.

d) Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

e) Fluency

Fluency can be defined as the ability to speak fluently. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses. These signs indicate that the speaker does not spend a lot of time searching for the language items needed to express the message.¹⁸

As mentioned above, there are some assessment of speaking they are: grammar, vocabulary, comprehension, pronunciation and fluency. In speaking those assessment should know by the speaker.

¹⁸ Brown in Ilham, Muhammad Fauzi Bafadal, and Muslimin Muslimin, "An Analysis of Students' Speaking Ability on Specific Purpose of Learning," *Linguistics and ELT Journal* 7, no. 1 (2020): 23, (<https://doi.org/10.31764/eltj.v7i1.1013> Accessed on 20 Oktober)

So, those are very important assessment in students' speaking development in English learning.

f. Difficulties of Speaking

To be a good speaker and also to make speaking easier, students should know the difficulties of speaking. As Brown states some of characteristic of spoken language can make performance easy as well as, in some of cases difficult:

1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. learners can capitalize on this feature of spoken language.

3) Reduced Form

Contractions, elisions, reduce vowels, etc., all form special problems in teaching spoken English. Students who do not learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that it turn stigmatizes them.

4) Performances Variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our "thinking time" is not silent; we insert certain "fillers" such as uh, um, well, you know, I mean, like, etc. One of the the most important differences between native and nonnative speakers of a language is in their hesitation phenomena.

5) Colloquial Language

Make sure that the students are reasonably well acquainted with the words, idioms, and phrase of colloquial language and that they get practice in producing these forms.

6) Rate of Delivery

Another important characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

7) Stress, Rhythm, Intonation

This is the most important characteristic of English pronunciation, as will be explained below. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8) Interaction

Learning to produce waves of language in a vacuum without interlocutors would find speaking skill of its richest component: the creativity of conversational negotiation.¹⁹

So, based on explanation above, difficulties in speaking are the students problem when they are speaking. If students want to be a good speaker or be successfull in speaking students must know the difficulties of speaking. After knowing the difficulties they can avoid it and can speak well.

g. The Material of Speaking

Nowadays, most of school in Indonesia include elementary school, junior high school, and senior high school have changed their curriculum of education from KTSP into 2013 curriculum or named k'13. Means that, in k'13 curriculum students more active than teacher. In 2013 curriculum, ethics, logic and aesthetics are combine to become a whole unit.

There are three ways of communication applied in implementation of 2013 curriculum, they are: student – teacher,

¹⁹ H. Douglas Brown, *Teaching by Principle*, p. 326

teacher – students, and student – student. Here, students should be able to observe, asking question, think out, experiment and communicate by doing discussion with their group. In other words, by doing discussion students have to speak and communicate each other. So that, to learn the materials of English language in senior high school especially at the eleventh grade students of SMA N 1 Padang Bolak Julu on text book are :

The students text book entitled “. They are Chapter 1 with topic Offers & Suggestions, chapter 2 with topic Opinions & Thoughts, chapter 3 with topic Party Time, chapter 4 with topic National Disaster-An Exposition, chapter 5 with topic Letter Writing, chapter 6 with topic Cause & Effect, chapter 7 with topic Meaning Through Music, chapter 8 with topic Explain This!.”²⁰

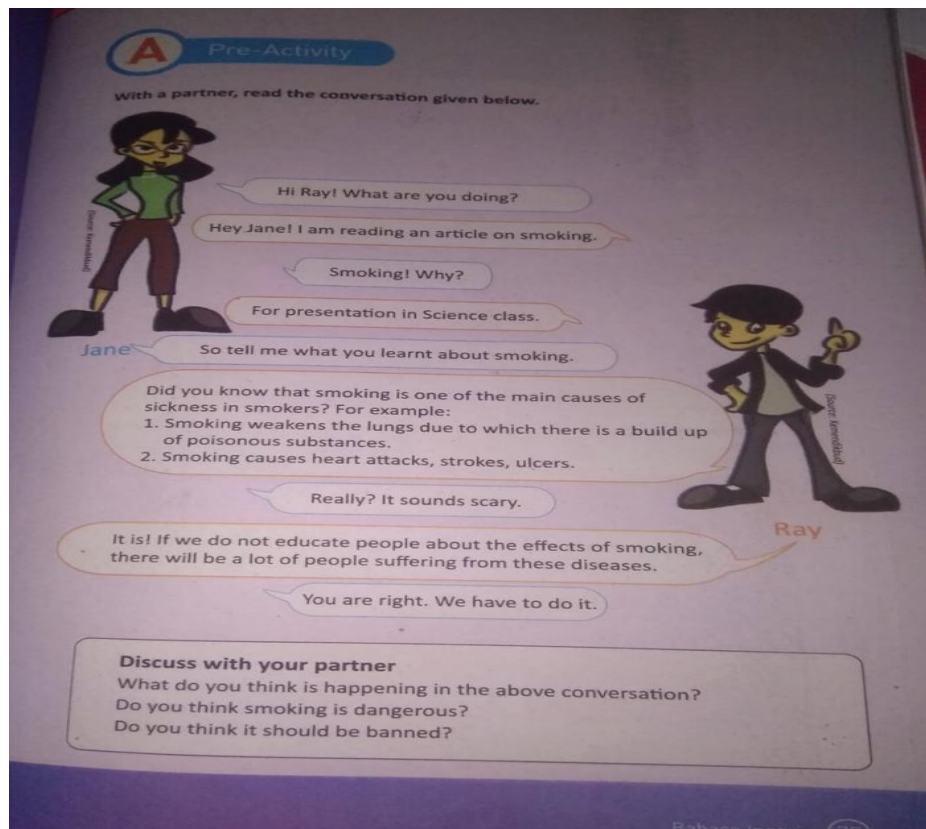
From those materials, they did not talk about all of topics. They only focus on chapter 6 in the second semester with the topic Cause & Effect. This topic talk about why and how something happened. Based on syllabus in k13 from students’ textbook at grade XI PERMENDIKBUD version cause means the reason or cause of why something happened. The material of Cause and Effect are:²¹

²⁰ Mahrukh Bashir, *Bahasa Inggris* (Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, 2017

²¹ Mahrukh Bashir, *Bahasa Inggris*, p.74

Material I

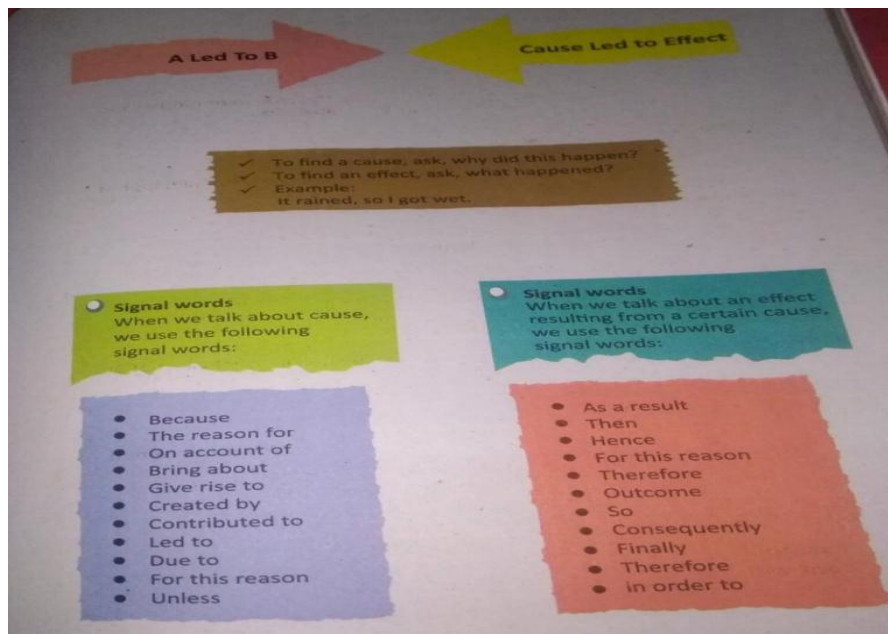
Conversation about Cause and Effect



The picture above is the material from the students' text book in chapter 6 page 75. It is the material for teaching in this research. It includes conversation about Cause and Effect that talking about smoking. From this conversation, the students can get some signal words of Cause and Effect. Then, they also can know the effect or the disadvantage of smoking. By practicing this conversation students can practice their speaking and also can memorize the signal word of Cause and Effect. So that, they can use it in their daily activity.

Material II

Signal words of Cause and Effect



(Source:Mahrukh Bashir,*Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud*)

The picture above that contains the signal words of Cause and also the signal words of Effect. This material find in page 76. The students can use these signal word for making sentences or speaking that talking about Cause and Effect. When applying Talking Stick strategy students have to use these signal words when answering the question from the teacher.

2. Talking Stick Strategy

a. Definition of Talking Stick Strategy

Talking Stick strategy is one of the cooperative learning strategy in the learning process by using a small wooden stick. For the student who gets the stick must answer the question by the teacher. According to Dista's study "Talking Stick is social based learning and does not only function as a method or

strategy but also as a motivational factor for students to speak up their ideas with confidence”.²² So, students can speak up their opinion, ideas and feeling confidently.

Talking Stick which is developed by Spencer Kagan “is a group of study that students learn independently from one into another, each student has the same chance to express their ideas and concern with equal participant of students”.²³ Talking Stick is one of cooperative strategy to make students to be more active in speaking class. Moreover, Laura Candler states that “Talking Stick is a strategy that encourages all the students to participate equally in the learning”.²⁴ The use of Talking Stick gives each group member a chance to speak and encourage each member to listen carefully.

Based on three explanations above, Talking Stick strategy can be used in the teaching speaking. The students will be more active in learning process and they will interest to speak about the material that presented by the teacher in the lesson and it helps students feel more comfortable. According to Soihimin Talking Stick as follows.

²² Candraning Prihatini, “Talking Stick Learning Model: A Strategy in Enhancing Students’ English Proficiency”, *English Language Education*, vol. 1, No. 1, 2020, (<https://jurnal.stain-madina.ac.id/index.php/je21/article/view/82/78> Accessed on 22 October 2021)

²³ Nasiratus Saidah, “The Use Of Talking Stick To Improve The Auxilary Verb Mastery Among The Eight Graders Of Mts Riyadlatul Ulum Batanghari East Lampung, (State Institute For Islamic Studies Of Metro, 2019): 19, (<http://repository.metrouniv.ac.id/id/eprint/163/> Accessed on 20 October 2021)

²⁴ Laura Candler,

“Talking Stick is a kind of strategy used by native speaker Americans to invite people to speak and extend their opinions in group meeting”. “Talking stick is used by the councils to decide who will have the right to speak up”. When matters of the great concern would come before the council, the leading elder would hold the talking stick and begin the discussion. When he would finish what he had to say, he would hold out the stick, and whoever would speak after him would take it.²⁵

From the definitions above, it can be concluded that Talking Stick strategy refers to one of the cooperative learning strategy. Whoever get the stick must answer the question from the teacher. It can make students confidence to speak. Therefore, they will motivate to speak, so their speaking will be increase.

b. Purpose of Talking Stick Strategy

Talking Stick strategy as a management strategy that can encourages all students to participate equally in learning process. It involves giving each students a stick to use during a learning to signal that the students have to speak and answer the question from the teacher. Talking Stick also is one of cooperative strategy that has purpose that to make students more active in speaking class. Then, “traditional Talking Stick can enhance students’ ability to

²⁵ Hamdiah Arief, “The Effectiveness of Talking Stick Method In Teaching Vocabulary At The Second Grade of Mts Madani Paopao,” Faculty Alauddin State Islamic University Makassar, (2017): 20, <http://repositori.uin-alauddin.ac.id/7784/> Accessed on 20 October 2021.

respect other students' opinion and provide opportunities for other students to express their ideas in group".²⁶

Based on the explanation above, the purposes of Talking Stick strategy is making students interest to respect others in speaking. Then, by implementing this strategy students will have some opportunities to express themselves. So, they will be more active in the learning process.

c. Advantages and Disadvantages of Talking Stick Strategy

Actually, every strategy and method has the strenght and the weakness belong to the Talking Stick strategy. Talking stick strategy is one of innovative strategy in order to make the students speak up and express their ideas or their feeling confidently. Laura Candler stated that "by applying Talking Stick strategy in the classroom, it helps students to be more patient in giving opinion because if they are more patient, they will have opportunity to speak due to the limited number of the sticks that each students has in learning process".²⁷ Moreover, Agus Suprijono stated that Talking Stick can encourage students to dare to express their opinions.²⁸ So, it means by using Talking Stick strategy student have a chance to share or express their opinion. According to

²⁶ Amalia Rizky Utami, "Fostering Students' Speaking Ability Through Traditional Talking Stick."

²⁷ Laura Candler,

²⁸ Agus Suprijono, *Cooperative Learning Teori Dan Aplikasi, Kumpulan Metode Pembelajaran*, 2010, <http://history22education.wordpress.com-bloghistoryeducation>.

Irfatul Aini define that that talking stick has the strength and the weakness.

Talking Stick strategy has the strength and the weakness. The advantages of this strategy are to attract the students' preferation, so they are more serious in learning. Then, the Talking Stick trains the students to comprehend and recall the materials clearly. However, there are some weakness when applying this strategy. This strategy makes student be strained and afraid. Then, students stressed when he or she gets the stick and must answer the teachers' question.²⁹

Based on the explanation above, can conclude that Talking Stick strategy have the strenght they are:

- 1). To attract students' preferation to speak.
- 2). Can make students serious in learning.
- 3). Can train the students to comprehend and recall the material.
- 4). To make students interest in speaking.

Then, talking stick strategy also have the weakness, they are:

- 1). Can make students strained.
- 2). Can make students afraid to speak.
- 3). Can make students stressed when they get the stick.

So, those are the advantages and disadvantages of Talking Stick strategy. But, if the teacher can applicate it well, certain the students will enjoy when they study use it strategy and the learning

²⁹ Aisyah Ambalika, "Using Talking Stick Method To Improve Students' Reading Mastery or The Second Grade Students of Smpn 1 Pringapus In The Academic Year Of 2016/2017," Faculty Institute Islamic of Studies Salatiga (Iain), (2016): 11, (<http://e-repository.perpus.iainsalatiga.ac.id/1513/1/SKRIPSI%20LIKA.pdf> Accessed on 20 October 2021)

activities will be fun and the interest of students to speak will increase.

d. Procedure of Talking Stick Strategy

Kagan stated that the procedures of Talking Stick in teaching and learning process are follows:

- 1) First, the teacher provides a discussion topic and provides think time to the students before starting the discussion.
- 2) Then, any student begins the discussion, placing one of his/ her stick in the center of the table.
- 3) Next, any student with a stick continues discussing, using his/ her stick. When all sticks are used, teammates each collect their stick and continue the discussion using their talking stick.³⁰

So, as mention above there are three procedures of Talking Stick in teaching and learning according to Kagan. Then, according to Suprijono, the procedures Talking Stick strategy are as follows:

1. The teacher explains the learning objectives at that time.
2. The teacher prepares a stick that is more or less 30 cm long.
3. After that, the material to be studied then gives the group the opportunity to read and study the subject matter in the allotted time.
4. Students discuss the problems contained in the discourse.
5. After the group finishes reading the subject matter and studying its contents, the teacher invites group members to close the reading.
6. The teacher takes a stick and gives it to one of student, after that the teacher gives a question for the member that

³⁰ Kagan Spencer, *Cooperative Learning*, (California: Kagan Publishing, 2009), p. 6.36

holding the stick and then the student must answer it, and so on until most of the students get a share to answer each question from the teacher.

7. Other students may help answer the question if the group members cannot answer the question.

8. After everyone has a turn, the teacher makes conclusion and evaluates, either individually or in groups and after that close the lesson.³¹

From the procedures that already stated above, this research will use the procedures of Talking Stick strategy by Suprijono. The reason why this strategy will be apply by this procedure is to avoid the possibility that students would get bored in the learning process due to applying the same procedure of Talking Stick strategy in the classroom. It procedures also will make the teaching speaking more interest.

B. Teaching Speaking by Using Talking Stick Strategy

To teach speaking with cause and effect sub topic lesson above, there are three phases in teaching: pre teaching, while teaching and post teaching.

In pre teaching, for the first the teacher come into the class and greeting. Then, the teacher asked the students to pray together. Next, the teacher checked students' attendant. After that, the teacher asked the

³¹ Suprijono, *Cooperative Learning Teori Dan Aplikasi*.

students about the last material and then the teacher asked students' readiness to study the new material.

In while teaching, the first teacher explains about cause and effect by giving example of expressions cause and effect in a conversation from the text book. Then, teacher asks students to read together the conversation. Next, teacher gives the sentence about cause and effect and the students have to analyze the sentence given by the teacher. After that teacher asks the students to close their books and takes a stick. Next, the teacher explains the instruction of using Talking Stick strategy. Then, the teacher grouping the students and then give the text that include cause and effect. Then each group read and understand the text. Next, the teacher asks students to make a big circle and then plays music while the stick moves one students to another until the song or music stops. For students who gets the stick must stands up and answer the teachers' questions. If the students can not answer the question, students get punishment and another students that know the answer may answer the question. Then the stick rolls on again untill each students gets the stick and takes part in the learning process.

In post teaching, teacher asks the students difficulties about the material and then teacher answer students question if there is. After that, to make students more understand about cause and effect, teacher ask students to do the task that is making conversation that include cause and effect.

Table 1.
Teaching Speaking by Using Talking Stick

Process of Teaching	Teacher Activities	Procedure	Students Activities
Pre-Teaching	1. Teacher opens the class	1. The teacher explains the learning objectives at the time.	1. Students listen to the teacher. 2. Students open the text book.
	2. Teacher choose the material		1. Students listen to the teacher.
While-Teaching	1. Teacher prepares the stick	2. The teacher prepares a stick that is 20 cm long	1. Students pay attention to the teacher. 2. Students ask what is the function of the stick.
	1. Teacher explains about cause and effect by giving the example of signal words cause and effect in conversation from the text book.	3. After that, the material to be studied then gives the group the opportunity to read and study the subject matter in the allotted time.	1. Students pay attention to the teacher. 2. Students asked what they do not understand. 3. Students memorize the signal words of cause and effect
	2. Teacher asks students to read together the conversation		1. Students read together the conversation. 2. Students try to understand the meaning of the conversation.
	1. The teacher gives some sentences about cause and effect	4. Students discuss the problems contained in the discourse	1. Students read the sentence. 2. Students have to analyze the sentences.

	2. Teacher asks students to read the book and then close their book		<ol style="list-style-type: none"> 1. Students read the book in 5 minutes. 2. Students close their book
	1. Teacher explains the instruction of using Talking Stick strategy.	5. After the group finishes reading the subject matter and studying its contents, the teacher invites group members to close the reading	1. Students listen to the teacher.
	2. Teacher grouping the the students and give a text include cause and effect and then make a big circle.		<ol style="list-style-type: none"> 1. Students make their groups. 2. Students read and discuss the text with their each group. 3. Students make a big circle.
	1. Teacher plays music while the stick moves on students to another until the music the stops. For students get the stick must stands up and answer the teacher's question.	6. The teacher takes a stick and gives it to one of student, after that the teacher gives a question for the member that holding the stick and then the student must answer it, and so on until most of the students get a share to answer each question from the teacher.	<ol style="list-style-type: none"> 1. Students do what the teacher said. 2. Students moves the stick until music stop. 3. Students get the stick must answer the question.
	1. Teacher gives the question for another students if the question can not answer.	7. Other students may help answer the question if the group members cannot answer the question.	1. Students who get the answer may answer the question.

Post-Teaching	1. Teacher make a conclusion and gives the test for students	8. After everyone has a turn, the teacher makes conclusion and evaluates, either individually or in groups and after that close the lesson.	1. Students listen to the teacher. 2. Students ask how to do the test. 3. Students do the test.
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C. Conventional Teaching

1. Definition of Conventional Teaching

Conventional teaching is usually used by the teachers to teach vocabulary to the students. Conventional teaching or traditional teaching “refers to a teaching method involve the instruction and the students interact in face to face manner in the classroom”. These instructors initiate discussion in the classroom and focus exclusively on knowing content in textbook or notes. Students receive the information passively and reiterate the information memorized in the exams.³²

Teaching conventional is a traditional method used by the teachers based on mutual agreement in a school. According to Hudson that that “conventional method is a method that used by the teachers based on mutual agreement in a school.”³³ So, conventional teaching include the

³² Yap Wei Li, “Transforming Conventional Teaching Classroom to Learner-Centred Teaching Classroom using Multimedia-Mediated Learning Module,” *International Journal of Information and Education Technology* 6, no 2 (2016): 105-106, (<http://www.ijiet.org/show-63-746-1.htm>)

³³ Hudson. .(Outline). (<http://www.conventional-strategy/topic/54372-strategy>), retrieved on 15 Oktober 2021

use of lecturer and discussion while and also limiting the room for more creative thinking and then seldom considering individual differences.

2. The Principle of Conventional Teaching

Conventional teaching is a traditional teaching that used by the teacher. Conventional teaching has some principles and it can be applied in teaching process. According to Freir, there are some principles of traditional teaching, they are as follows:

- a. There is no coherently formulated theory that discusses learning activities in traditional system.
- b. Motivation is based of punishment, reward of prize and competition.
- c. Study with memorizing and save the information without help notes emphasized in traditional education.
- d. The behavioural psychology has the clear significant.
- e. The cognitive psychology does not give the significant.
- f. In general, the learning process in traditional education system is not generated by the certain particular theory.
- g. The dominant mode of teaching is the teacher as the speaker.
- h. The traditional education system has various ways of classifying students to be taught and a handful pf teaching modes dominate the traditional education system.³⁴

From explanation above, can conclude that conventional teaching is the method that is used by the teachers in teaching learning process that has some principles that can applied in teaching. The step of conventional method is fewer than the step of the Talking Stick strategy. Where the steps of conventional method are:

- a) explain the material

³⁴ Freire in Adnan, *Pendidikan Tradisional*, (<https://pdfcoffee.com/download/pendidikan-tradisional-pdf-free.html> Accessed on 20 October 2021)

- b) identify the vocabularies that difficult to understand
- c) students translate to target language
- d) students have to memorize it

So, it can conclude teaching by using conventional method can make students bored and not interest in teaching. So that the teacher have to use another method or strategy to teach students. Talking stick can be used for teaching in order to make students speak up and not bored when studying. Then, the students also will be more active in learning process.

D. Review of Related Finding

This research is not the first research that had been done, there are some related findings that relate to this research. The first research conducted by Pramono about the effect of talking stick strategy on students' speaking ability in asking and giving opinion at the eight grade of smp negeri 177 Jakarta. The result of this research showed that the post-test means score of experimental class was 78.51 while the post-test means score of controlled class was 74.17. Then, the hypothesis test showed that 2 sig. 2 tailed which means that Alternative Hypothesis was accepted and Null Hypothesis was rejected.³⁵ In conclusion, the effect size of Talking Stick strategy is modestly effective on students' speaking ability of asking

³⁵ Adit Tria Pramono, and Faculty of Educational, "The Effect of Talking Stick Strategy on Students", 2020, 155, [https://repository.uinjkt.ac.id/dspace/bitstream/123456789/48994/1/ADIT TRIA PRAMONO-FITK %281115104000063%29.pdf](https://repository.uinjkt.ac.id/dspace/bitstream/123456789/48994/1/ADIT%20TRIA%20PRAMONO-FITK%201115104000063%29.pdf).

and giving opinion of eight grade students at SMP Negeri 177 Jakarta Academic year 2019/2020.

The second is conducted by Putriyawati about The Effect of Using Talking Stick on Students' Speaking Skill. The result of the research showed that the mean of post-test score (67.5) was higher than the mean of pre-test score (52). It can be concluded that H_a was accepted. That means there was significant effect of students' speaking skill after giving treatment. Therefore, H_o hypothesis is accepted. It means, there was significant effect of speaking skill after of using Talking Stick. The result of independent sample T test was 2-tailed $<0,05$ $0.031 < 0.05$ it means there is significant difference between the students who were taught by using Talking Stick and those who were not.³⁶ So, it can be stated that talking stick strategy was effective to be implemented at MTs Guppi Jambi in order to increase students' speaking skill.

Then, the third is Utami, her research found that the implementation of traditional Talking Stick is effective. It can be seen based on the the percentage scores of students' achievements result in two meeting. in the first meeting the score was 90% and the second meeting was 94% both in very good criteria. Based on the SPSS calculation result, the overall students' scores were 38.3 (pre-test) and 84.89 (post-test).³⁷

³⁶ Ika Putriyawati, "The Effect Of Using Talking Stick On Students" Speaking Skill At Mts Guppi Jambi," 2019, [http://repository.uinjambi.ac.id/1315/1/Ika Putriyawati%2C TE151577BOOKMARK - Ika Smsng.pdf](http://repository.uinjambi.ac.id/1315/1/Ika_Putriyawati%2C%20TE151577BOOKMARK-Ika%20Smsng.pdf). Putriyawati.

³⁷ Amalia Rizky Utami, "Fostering Students' Speaking Ability Through Traditional Talking Stick."

The fourth is Ati'. The result shows that the passing grade is 70. The number of the students who pass the passing grade in the pre-test cycle 1 is 29.16% and in post-test is 62.5%. While in the second cycle, pre-test is 58.33% and the post-test is 95.83%. It can be seen from the T-test the first cycle and the second cycle is higher than the t-table. The T-Table is 2.069. It means that using the Talking Stick can Improve the Students Speaking skills.³⁸

The fifth is Tasmin. The result of this research showed that there were significant improvements on students' speaking skill at the eight grade students of SMP N 2 Malangke Barat after conducting the treatments by using talking stick than before get treatment. It means that Talking Stick gives significant improvement to the students' speaking skill. The other side this research found almost all of the students gave positive response toward talking stick in learning speaking.³⁹

From the previous study, it can be seen that Talking Stick can achieve students' speaking mastery. The researcher would like to analyze about "The Effect of Using Talking Stick Strategy on Speaking Mastery at the XI Grade Students of SMA N 1 Padang Bolak Julu".

³⁸ Ati' Mustamiddah, "How To Improve Students' Speaking Skills Using Talking Stick Strategy Of Second Grade Students Of Smp Nusantara Tuntang In The Academic Year 2017/2018."

³⁹ Yulianti Tasmin, "Improving Students' Speaking Skill by Using Talking Stick at the Eight Grade of SMP N 2 Malangke Barat."

E. Conceptual Framework

In speaking, there is a process of communication between the speaker and listener. Speaking is a process of expressing opinion, feeling, comment or refuse opinion from others. It means, it is necessary to find a way how to achieve students' speaking in teaching speaking. Having good fluently in speaking can make students and teacher work together in the class. So, the purpose of teaching English in the class can be reached optimally.

Based on the students problem or students difficulties in mastering speaking, it must be solve by doing new strategy in teaching namely Talking Stick strategy. Talking Stick strategy is one of the cooperative learning strategy in the learning process by using a small wooden stick. For the student who gets the stick must answer the question by the teacher

Then, to know the effect of this strategy, the researcher must research two classes. The class are experimental class and control class. Experimental class is a class that teach by using Talking Stick Strategy. Then, control class is a class that teach by using teachers' strategy or teachers' method.

In this research, the test will be given before doing strategy named pre-test for each class. After that, researcher teaches the material that about Cause and Effect by using teachers' strategy in controll class and then using Talking Stick strategy in experimental class.

The aim of this research is to know the effect of Talking Stick strategy, the researcher give back the test named post-test. This test to weather the hypothesis is accepted or rejected. The process of researcher activities in doing research can be seen as picture follow:

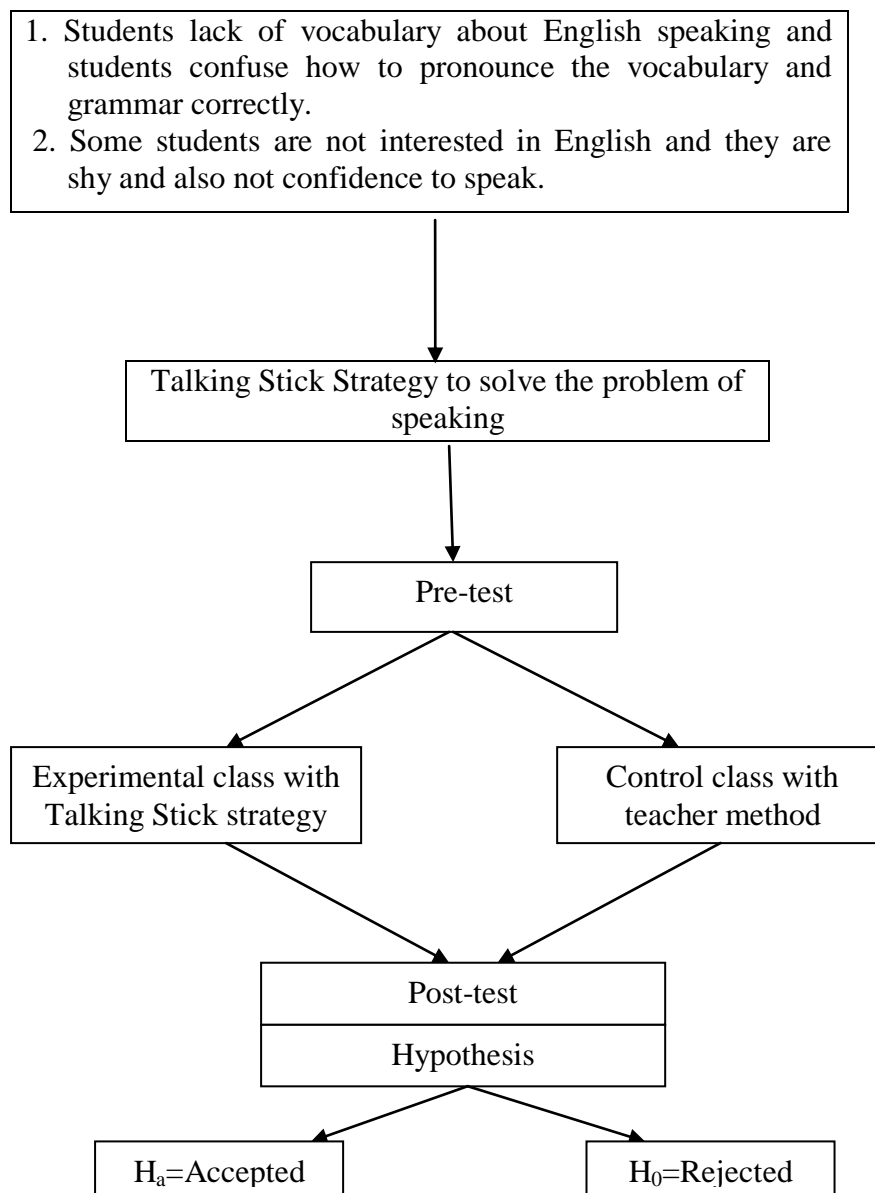


Figure I: The picture of the process Talking Stick strategy

F. Hypothesis

The hypothesis is need to show the researcher thinking and expectation about result to the study. In this research hypothesis is “There is a significant effect of using Talking Stick strategy on speaking mastery at the eleventh grade students of SMA N 1 Padang Bolak Julu”.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time Research

The research was conducted at SMA N 1 Padang Bolak Julu, Gunung Tua. It is located in Sipupus Lombang, Kec. Padang Bolak Julu, Kab. Padang Lawas Utara. The population of this research was the XI Grade students of SMA N 1 Padang Bolak Julu. This research started from November until January.

B. Research Design

The kind of this research was quantitative research with experimental method. According to Wiersma, experimental method is a research situation in which at least one independent variable, called the experimental variable, is deliberately manipulated or varied by the researcher.⁴⁰ Then, Sugiyono stated that experimental research is a method used to find the effect of treatment on others under controlled conditions.⁴¹ This research used two classes, which were experimental class and a control class. So, this research used true experimental design with Pretest (Control Group Design) and Posttest (Only Control Design).

The experimental class was the class that taught with Talking Stick strategy as a treatment and control class was the class that taught with a

⁴⁰ Ni Made Ratminingsih, "Penelitian Eksperimental Dalam Pembelajaran Bahasa Kedua," *Prasi* 6, no. 11 (2010): 31–40, <https://ejournal.undiksha.ac.id/index.php/PRASI/article/download/6816/4664>. Accessed on 22 2021

⁴¹ Sugiyono, "Metode Penelitian Kuantitatif, Kualitatif, R & D Sugiyono - 2015.Pdf," 2015.

conventional technique. This research used experimental design with Pretest-Posttest Control Group Design. That means there are two classes would be chosen, then give pre-test to know the basic condition of the two classes. Next, the both of class gave post-test. The result of the test compared to know the different effect of treatment to experimental class. The research design for pre-test and post-test by using one treatment can be seen as follow:

Table 2.
Pre-test and Post-test Control Group Design

A	O ₁	X	O ₂
B	O ₃	-	O ₄

Where:

A: Symbol for experimental class

B: Symbol for control class

X: Symbol for treatment.⁴²

C. Population and Sample

1. Population

Population is the total number of unit individual that the characteristic or subject of research. According to Sugiyono population is a generalization area consist of object and subject determined by researcher to be studied and then drawn the conclusions.⁴³ The population of this research was all of the

⁴² Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta, 2010), 73.

⁴³ Sugiyono, 80.

students at XI grade of SMA N 1 Padang Bolak Julu. They consist of 6 grades. It can be seen from the table below.

Table 3
The Population of XI Grade students

No.	Grade	Total
1	XI IPA 1	30
2	XI IPA 2	29
3	XI IPA 3	26
4	XI IPS 1	30
5	XI IPS 2	23
6	XI IPS 3	20
	Total	158

2. Sample

Sample is part of the number and characteristics possessed by the population.⁴⁴ In this research, the sample selected by probability sampling technique. That is used a random sampling technique. To know how a social gathering or prize draw is carried out.⁴⁵ Because the population of this research was big enough and homogeneous, it needs to be classified into classes, So, that random sampling was a technique for taking sample in this research.

In this research, taking the sample by using lottery. First, prepare six small papers and write the name of the grades. Then,

⁴⁴ Garaika Darmanah, *Metodologi Penelitian* (Lampung: CV Hira Tech, 2019), <https://doi.org/10.31219/osf.io/xy6uv>.

⁴⁵ Priyono, *Metode Penelitian Kuantitatif*, ed. Teddy Chandra, 2008.

the lottery was put into a box and shaken randomly. After that, the paper that will be taken was two papers. So, the sample that taken by randomly are XI IPA 3 and XI IPS 1. The students of XI IPA 3 that consist of 13 students were namely experimental class and then the students of XI IPS 1 that consist of 14 students were namely control class. So, the total sample of this research were 27 students. It can be seen in the table below:

Table 4.
The Sample of the Research

No	Grade	Number
1	Experimental Class XI IPA 1	13
2	Control Class XI IPS 3	14
	Total	27

D. Definition of Operational Variable

To avoid misunderstanding, this research is consisted of two variables, the key terms of this research are Talking Stick strategy and Speaking Mastery. The explanation of these variables as follow:

1. Talking Stick Strategy (Variable X)

Talking Stick strategy is one of the cooperative learning strategy in the learning process by using a small wooden stick. For students who get stick have to answer the question that prepared by the teacher.

2. Speaking Mastery (Variable Y)

Speaking is expressing feeling, opinion and information to others and speaking also is the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of context.

E. Instrument of Collecting Data

The instrument of this research is speaking test. Testing speaking is the test to measure the student's ability to speak. In testing speaking, there are two types of test, they are oral test and written test. In this research, the test that used is oral test. Actually the oral test has two types, monologue and dialogue. The kinds of oral test that used is dialogue. So, the test is about making conversation include the topic that is about Cause and Effect. In this research, pre-test and post-test will be given to compare the students' speaking mastery before and after the implementation of the strategy.

To know students' speaking ability, there are some assessment that must be considered. Brown stated that there are five element/assessment that should be measured in speaking, they are grammar, vocabulary, comprehension, pronunciation, and fluency.⁴⁶ Those indicators of speaking according to Brown. Based on teacher's book in PERMENDIKBUD k13 version, the indicators of speaking test can be seen in the table below:

⁴⁶ Ilham in Muhammad Fauzi Bafadal, and Muslimin Muslimin, "An Analysis of Students' Speaking Ability on Specific Purpose of Learning," *Linguistics and ELT Journal* 7, no. 1 (2020): 23, <https://doi.org/10.31764/leltj.v7i1.1013>.

Table 5.
Indicators of Speaking

No.	Aspects	Criteria	Score
1.	Pronunciation	Almost perfect	5
		There are some mistakes but do not interrupt the meaning	4
		There are some mistakes and interrupt the meaning	3
		Many mistakes and interrupt the meaning	2
		Too much mistakes and interrupt the meaning	1
2.	Intonation	Almost Perfect	5
		There are some mistakes but do not interrupt the meaning	4
		There are some mistakes but do not interrupt the meaning	3
		Many mistakes and interrupt the meaning	2
		Too much mistakes and interrupt the meaning	1
3.	Fluency	Very Good	5
		Good	4
		Enough	3
		Not so bad	2
		Bad	1
4.	Accuracy	Very Good	5
		Good	4
		Enough	3
		Not too bad	2
		Bad	1

(Source: *Pedoman Guru Mata Pelajaran Bahasa Inggris SMA, Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud*)

The score's criteria:

Every point of indicator x 5

e.g: If the student got fluency very good, the score is 5 and times by (5x5)

F. Technique of Collecting Data

In completing the data, it will jump to the next step. The next step is collecting the data. The purpose of collecting the data is to determine the data that has collected by the researcher. This research used three steps. The step that used in this research as follow:

1. Pre-test

Pre test is an a test given to test the level knowledge of students on material to be delivered, the pre test activities are carried out before teaching activities are given.⁴⁷ The pre-test will conduct to find out the homogeneity of the sample. So, pre-test is the test that given before teaching by Talking Stick and teachers' method.

2. Treatment

The experimental class and control class give the same material. Which is consist of communication aspect in different method or strategy. In experimental class, the treatment will be given. The treatment is teaching by using Talking Stick strategy and the control class is teaching by using conventional method or strategy.

3. Post-test

After giving the treatment, both of classes will be given the post-test as a final test in order to measure the students' speaking ability.

Post test is a form of question given after the lesson or the material has

⁴⁷ Sukri Almarosy, "Membuat Pre-test dan Post-test pada Peatihan secara Online melalui Google Form", (<http://www.sukrialmarosy.com/2018/08/membuat-pre-test-dan-post-test-pada.html?m>= Accessed on 23 November 2021)

been delivered to the students.⁴⁸ The post test that will be given is speaking test. This test is used for knowing the differences of students' speaking ability in experimental class and control class.

G. Technique of Data Analysis

The technique of data collection in this research is speaking test. The speaking test used to look the students' speaking mastery on the class XI (experimental and control class) at SMA N 1 Padang Bolak Julu.

Telling about the test, Suharsimi Arikunto said, test is a set of statement that is used to measure the skill, intelligence, ability, or talent that have by the individual or the group.⁴⁹ After experimental process, two of classes will test with using technique of data analysis as follow:

1) Requirement Test

a. Normality test

In normality test, the data can be tested with Chi-Quadrate as follow:⁵⁰

$$X^2 = \sum \frac{fo - fn}{fh}$$

Where:

X^2 = Chi-Quadrate

F_o = Frequency is gotten from the sample or result of observation (questioner)

F_h = Frequency is gotten from the sample as image from frequency is hoped from the population.⁵¹

⁴⁸ Sukri Almarosy.

⁴⁹ Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktek* (Jakarta:Rineka Cipta, 2002). p.275.

⁵⁰ Anas Sudjiono, *Pengantar Statistik Pendidikan*, (Jakarta:PT Raja Grafindo Persada, 2005), p.298

⁵¹ Ahmad Nizar Rangkuti, *Statistik Untuk Penelitian Pendidikan* (Medan: Kelompok Penerbit Perdana Mulya Sarana, 2015).

To calculate the result of Chi-Quadrate, it is used significant level 5% (0.05) and degree of freedom as big as total of frequency is lessened 3 ($dk = k-3$). if result $\chi^2_{\text{count}} < \chi^2_{\text{table}}$. So, it concluded that data is distributed normal.

b. Homogeneity test

Homogeneity test is used to know whether control class and experimental class have the same variant or not. If both of classes are same, it is can be called homogenous. Homogeneity is the similarity of variance of the group will be compared. So, the function of homogeneity test is to find out whether the data homogeny or not. It use Harley test, as follow:

$$F = \frac{\text{The biggest variant}}{\text{The smallest variant}}$$

Where:

F = Frequency

n1 = Total of the data that bigger variant

n2 = Total of the data that smaller variant

2) Hypothesis Test

The technique in analyzing the data was by t-test, because it is aimed to examine the different of two variables. Such examination performed both on pre-test and post-test score from the experimental class and control class. The hypothesis test stated as:

⁵² Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*.

$$t = \frac{X_1 - X_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

t : the value which the statistical significant

X_1 : the average score of the experimental class

X_2 : the average score of the control class

s_1^2 : deviation standard of the experimental class

s_2^2 : deviation standard of the control class

n_1 : number of experimental class

n_2 : number of control class.⁵³

⁵³ Sugiyono, 197.

CHAPTER IV

RESULT OF THE RESEARCH

As mentioned in earlier chapter, in order to evaluate the effect of Talking Stick strategy on students' speaking mastery, the researcher has calculated the data by using pre-test and post-test. This research used the formulation of T-test to test the hypothesis. Next, it is described as follows:

A. Data Description

1. Description of Data Before Using Talking Stick Strategy

a. Score of Pre-test in Experimental Class

In pre-test of experimental class, the result of the test before using Talking Stick Strategy on students' speaking mastery can be seen in the following table:

Table 6.
The Score of Pre-test in Experimental Class

Descriptive	Statistics
Highest score	55
Lowest score	25
Mean	38.23
Median	39.2
Modus	40.83
Range	30
Interval	7
Standard deviation	9.17
Variants	90.06

Based on the table above, the researcher got that the highest score was 55 and the lowest score was 25, then mean was 38.23, median was 39.2, modus was 40.83, range was 30, interval was 7, standard deviation is 9.17 then the last variant was 90.06. Then, the

calculation of the frequency distribution of the students' score in experimental class can be seen in the table below:

Table 7.
Frequency Distribution of Experimental Class (Pre-test)

No.	Interval	Mid Point	F	Percentages
1.	25-31	28	4	30.76%
2.	32-38	35	2	15.39%
3.	39-45	42	5	38.46%
4.	46-52	49	1	7.69%
5.	53-59	56	1	7.69%
<i>i=7</i>			13	99.99%

Based on the table above, the students' score that there was in the class interval between 25-31 was 4 students (30.76%), class interval between 32-38 was 2 students (15.39%), class interval 39-45 was 5 students (38.46%), class interval 46-52 was 1 student (7.69%), and the class interval 53-59 was 1 student (7.69%). Based on the table above, it could be seen on the histogram in the following figure:

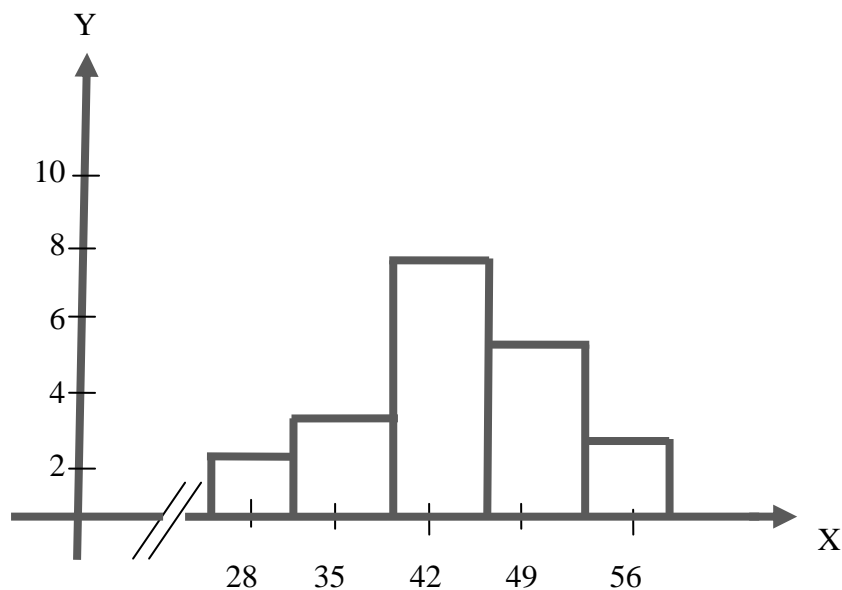


Figure 1: Description of Experimental Class (Pre-test)

Based on the histogram above, the comparison between the students' highest score and the lowest score can be seen. From that histogram of students' score of experimental class in pre-test, it was shown that the highest interval 53-59 was 1 student and then the lowest interval 25-31 was 4 students.

b. Score of Pre-test in Control Class

The researcher has calculated the score of pre-test that has gotten by answering the test in control class. The score of pre-test in control class can be seen in the table below:

Table 8.
The Score of Pre-test in Control Class

Descriptive	Statistics
Highest score	40
Lowest score	20
Mean	34.5
Median	35.5
Modus	37
Range	20
Interval	5
Standard deviation	5.85
Variants	37.5

Based on the table above, the researcher got that the highest score was 40 and the lowest score was 20, then mean was 34.5, median was 35.5, modus was 37, range was 20, interval was 5, standard deviation was 5.85 and then the last variant was 37.5. Then, the calculation of the frequency distribution of the students' score in control class can be seen in the table frequency distribution below:

Table 9.
Frequency Distribution Control Class (Pre-test)

No.	Interval	Mid Point	F	Percentages
1.	20-24	22	1	7.15%
2.	25-29	27	2	14.28%
3.	30-34	32	3	21.42%
4.	35-39	37	5	35.72%
5.	40-44	42	3	21.42%
<i>i=5</i>			14	99.99%

Based on the table above, the students' score that there was in the class interval between 20-24 was 1 students (7.15%), class interval between 25-29 was 2 students (14.28%), class interval between 30-34 was 3 students (21.42%), class interval between 35-39 was 5 students (35.72%), then class interval between 40-44 was 3 students (21.42%). Based on the table above, it can be seen on histogram in the following figure:

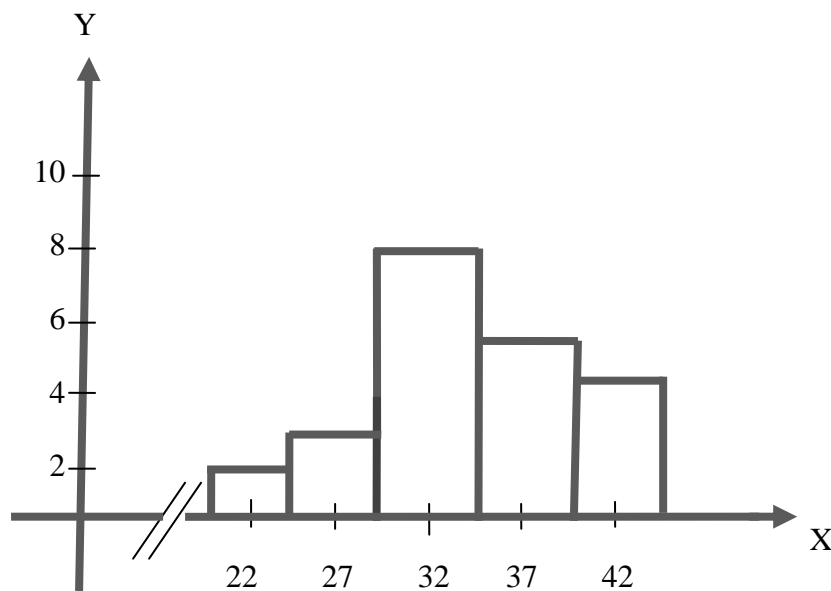


Figure 2: Description of Control Class (Pre-test)

Based on the histogram above, the comparison between the students' highest score and the lowest score can be seen. From that

histogram of students' score of control class in pre-test, it shown that the highest interval 40-44 was 3 students and then the lowest interval 20-24 was 2 student.

2. Description of Data After Using Talking Stick Strategy

a. Score of Post-test in Experimental Class

The result of the calculation that had been gotten by the students in answering the test after researcher did the treatment by using Talking Stick strategy can be seen the in table below

Table 10.
The Score of Post-test in Experimental class

Highest score	70
Lowest score	30
Mean	49.23
Median	46.6
Modus	43
Range	40
Interval	9
Standard deviation	13.86
Variants	136.8

Based on the table above, the researcher got that the highest score was 70 and the lowest score was 30, then mean was 49.23, median was 46.6, modus was 43, range was 40, interval was 9, standard deviation was 13.86 and then the last variant was 136.8. Then, the calculation of the frequency distribution of the students' score in experimental class can be seen in the table of frequency distribution as follows:

Table 11.
Frequency Distribution Experimental Class (Post-test)

No.	Interval	Mid Point	F	Percentages
1.	30-38	34	2	15.38%
2.	39-47	43	5	38.46%
3.	48-56	52	2	15.38%
4.	57-65	61	3	23.07%
5.	66-74	70	1	7.69%
<i>i=9</i>			13	99.98%

Based on the table above, the students' score that there was in the class interval between 30-38 was 2 students (15.38%), class interval between 39-47 was 5 students (38.46%), class interval between 48-56 was 2 students (15.38%), class interval between 3557-65 was 3 students (23.07%), then class interval between 66-74 was 1 student (7.69%). Based on the table above, it can be seen on histogram in the following figure:

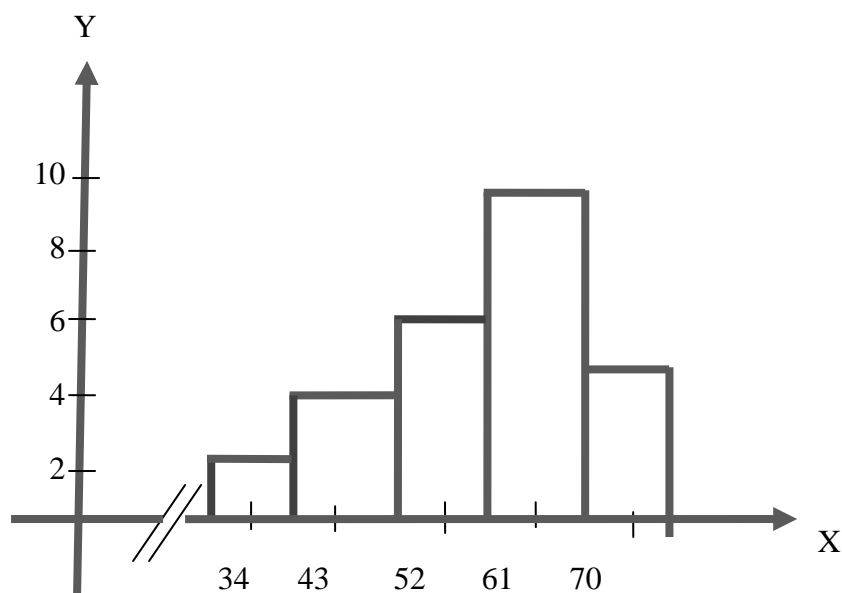


Figure 3: Description of Experimental Class (Post-test)

Based on the histogram above, the comparison between the students' highest score and the lowest score can be seen. From that histogram of students' score of experimental class in post-test, it was shown that the highest interval 66-74 was 1 student and then the lowest interval 30-38 was 2 students.

b. Score of Post-test in Control Class

The result of control class in post-test after answering the test that taught by using conventional method can be seen in the table below:

Table 12.
The Score of Post-test in Control class

Highest score	50
Lowest score	25
Mean	37.78
Median	35.3
Modus	37.9
Range	25
Interval	6
Standard deviation	5.28
Variants	60.02

Based on the table above, the researcher got that the highest score was 50 and the lowest score was 25, then mean was 37.78, median was 35.3, modus is 37.9, range was 25, interval was 6, standard deviation was 5.28 then the last variant was 60.02. Then, the calculation of the frequency distribution of the students' score in control class can be seen in the table frequency distribution below:

Table 13.
Frequency Distribution Control Class (Post-test)

No.	Interval	Mid Point	F	Percentages
1.	25-30	27.5	3	21.42%
2.	31-36	33.5	5	35.71%
3.	37-42	39.5	2	14.28%
4.	43-48	45.5	1	7.14%
5.	49-54	51.5	3	21.42%
<i>i=6</i>			14	99.97%

Based on the table above, the students' score that there was in the class interval between 25-30 was 3 students (21.42%), class interval between 31-36 was 5 students (35.71%), class interval between 37-42 was 2 students (14.28%), class interval between 43-48 was 1 student (7.14%), and then class interval between 49-54 was 3 students (21.42%). Based on the table above, it can be seen on the histogram in the following figure:

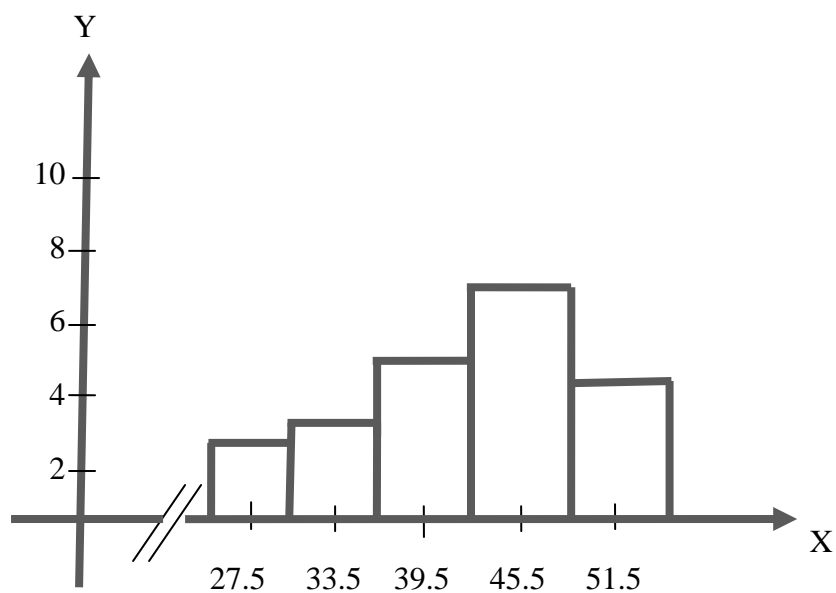


Figure 4: Description of Control Class (Post-test)

Based on the histogram above, the comparison between the students' highest score and the lowest score can be seen. From that histogram of students' score of control class in post-test shown that the highest interval 49-54 was 3 students and then the lowest interval 25-30 was 3 students.

B. Data Analysis

1. Requirement and Homogeneity Test

a) Normality and Homogeneity of Pre-test in Experimental Class and Control Class

Table 14.
Normality of pre-test in experimental class and control class

Class	Normality test		Homogeneity test	
	x_{count}	x_{table}	f_{count}	f_{table}
Experimental class	3.61	9.488	2.40 < 4.51	
Control class	6.52	9.488		

Based on the table above, the researcher had calculated that the score of experimental was $t_{count} = 3.61 < t_{table} = 9.488$, and control class was $t_{count} = 6.52 < t_{table} = 9.488$. So, H_a was accepted. It means that experimental and control class were distributed normal.

Then, the coefficient of $f_{count} = 2.40$ was compared with $f_{table} = 4.51$. So, by using the list of critical value at F distribution got $f_{0.05} = 4.51$. It showed that $f_{count} = 2.40 < f_{table} = 4.51$. So, the researcher concluded that the variant from the data of students' speaking mastery at SMA N 1 Padang Bolak Julu by experimental and control class was homogeneous.

b) Normality and Homogeneity of Post-test in Experimental class and Control class

Table 15.
Normality of post-test in experimental class and control class

Class	Normality test		Homogeneity test	
	x_{count}	x_{table}	f_{count}	f_{table}
Experimental class	10.2	9,488	2.27 < 4.51	
Control class	6.9	9.488		

Based on the table above, the researcher had calculated that the score of experimental was $t_{count} = 10.2 > t_{table} = 9.488$, then control class was $t_{count} = 6.9 < t_{table} = 9.488$. So, H_a was accepted. It means that experimental and control class were distributed normal.

Then, the coefficient of $f_{count} = 2.27$ was compared with $f_{table} = 4.51$. So, by using the list of critical value at F distrubution got $f_{0.05} = 4.51$. It showed that $f_{count} = 2.27 < f_{table} = 4.51$. So, the researcher concluded that the variant from the data of students' speaking mastery at SMA N 1 Padang Bolak Julu by experimetal and control class was homogenous.

C. Hypothesis Test

After calculating the data of post-test, researcher has found that the post-test result of experimental and control class is normal and homogenous. The data would be analyzed to prove the hypothesis. It used formula of t-test. Hypothesis of the research was "there is the effect of using talking stick on speaking mastery at the eleventh grade students of SMA N 1 Padang Bolak Julu".

The hypothesis test has two criteria. They are if $t_{count} < t_{table}$, H_0 was accepted and if $t_{count} > t_{table}$ H_a was accepted. Based on the researcher calculation in pre-test, the researcher found that t_{count} 3.48 while t_{table} 2.060 with opportunity $(1-\alpha) = 1-5\% = 4\%$ and $dk = n_1 + n_2 - 2 = 13+14-2 = 25$. Cause $t_{count} > t_{table}$ (3.48>2.060). it means that hypothesis H_a was accepted and H_0 was rejected. So, in pre-test, the two classes were same. There is no difference in both of classes. But, in post-test, the researcher found that t_{count} 9.78 while t_{table} 2.060 with opportunity $(1-\alpha) = 1-5\% = 4\%$ and $dk = n_1 + n_2 - 2 = 13+14-2 = 25$. Cause $t_{count} > t_{table}$ (9.78>2.060), it means that hypothesis H_a was accepted and H_0 was rejected. So, there was significant effect of using Talking Stick strategy on speaking mastery at the eleventh grade students of SMA N 1 Padang Bolak Julu. In this case, the mean score of experimental class by using Talking Stick startegy was 49.23 and the mean score of control class by using conventional strategy was 38.23. The gain score can be seen in the table below:

Class	Pre-test	Post-test	Enhancement	Gain Score
Experimental	38.23	49.23	11	7.72
Control	34.5	37.78	3.68	

D. Discussion

The researcher discussed the result of this research. Based on the result of data analysis, the researcher got the mean score of experimental class in pre-test was 38.23 and in post-test was 49.23. the the mean score of control class in pre-test was 34.5 and then in post-test 37.78. so, based

on its comparing can be concluded that the improvement of experimental class was higher than control class. So, Talking Stick had effect on speaking mastery.

The first conducted by Pramono about The Effect of Talking Stick Strategy on Students' Speaking Ability. The result of this research showed that the post-test means score of experimental class was 78.51 while the post-test means score of controlled class was 74.17. Then, the hypothesis test showed that 2 sig. 2 tailed which means that Alternative Hypothesis was accepted and Null Hypothesis was rejected.⁵⁴ In conclusion, the effect of Talking Stick strategy is modestly effective on students' speaking ability.

The second is conducted by Putriyawati about The Effect of Using Talking Stick on Students' Speaking Skill. The result of the research showed that the mean of post-test score (67.5) was higher than the mean of pre-test score (52). It can be concluded that H_0 was accepted. That means there was significant effect of students, speaking skill after giving treatment. Therefore, the hypothesis is accepted. It means, there was significant effect of speaking skill after of using Talking Stick. The result of independent sample T test was 2-tailed $<0,05$ $0.031 < 0.05$ it is mean there is significant

⁵⁴ Adit Tria Pramono, and Faculty of Educational, "The Effect of Talking Stick Strategy On Students ', " 2020, 155,.

difference between the students who were taught by using Talking Stick and those who were not.⁵⁵

The last is conducted by Utami, in her research found that the implementation of traditional Talking Stick is effective. It can be seen based on the the percentage scores of students' achievements result in two meeting. In the first meeting the score was 90% and the second meeting was 94% both in very good criteria.⁵⁶

From the result of the research that is previously stated. It was proved that the students who were taught speaking by using Talking Stick strategy got better result. As in this research, the mean score of experimental class got better result than control class ($49.23 > 37.78$). looking the students' score after using talking stick strategy is motivated their speaking. It aim to motivate the students in learning speaking. Although not all of the aspect in speaking can be covered by this strategy. It can be considerably used in teaching speaking. This strategy makes students happy and interest and also not feel bored when the teacher gave the material about speaking. So, this strategy is recommended to be used in teaching speaking to encourage students' speaking mastery.

⁵⁵ Ika Putriyawati, "The Effect Of Using Talking Stick On Students" Speaking Skill At Mts Guppi Jambi," 2019, [http://repository.uinjambi.ac.id/1315/1/Ika Putriyawati%2C TE151577BOOKMARK - Ika Smsng.pdf](http://repository.uinjambi.ac.id/1315/1/Ika_Putriyawati%2C%20TE151577BOOKMARK-Ika%20Smsng.pdf).Putriyawati.

⁵⁶ Amalia Rizky Utami, "Fostering Students' Speaking Ability Through Traditional Talking Stick."

E. Treat of the Research

The researcher found the threats of this research as follows:

1. The students need more time for answering the test because the time is limited.
2. There were some students that were noisy while teaching and learning process. So, it can disturb the others students' concentration.
3. There were some students that were lack of serious to answer the pre-test and post-test. It can be threat of the research. So, the researcher can not reach the validity of trustworthiness data.

CHAPTER V

THE CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of this research, the conclusions of this research are:

- 1) Before using Talking Stick strategy, students speaking mastery was still low. It can be seen from the mean score of pre-test for experimental class was 38.23 and the mean score of pre-test for control class was 34.5.
- 2) After using Talking Stick Strategy, the mean score of experimental class is higher than control class which taught by using conventional strategy. The mean score of post-test of experimental class was 49.23 and the mean score of control class in post-test was 37.78.
- 3) There was a significant effect of using Talking Stick strategy at the grade XI of SMA N 1 Padang Bolak Julu. The researcher found the result of t-test where t_{count} was higher than t_{table} ($9.78 > 2.060$). So, it means that there was a significant effect of using Talking Stick strategy on speaking mastery at the grade XI students of SMA N 1 Padang Bolak Julu where H_a was accepted and H_0 was rejected.

B. Suggestion

After finishing this research, the researcher got many information in English teaching and learning process. Therefore, the researcher show some things that need to be proven. The researcher give some suggestion, as follow:

- 1) From the result of this research it is as the information for the headmaster to motivate the English teacher to teach as well as possible by maximizing the using of Talking Stick strategy in teaching speaking, because this strategy can achieve the students ability in speaking.
- 2) From the result of this research, it is also as the information to the English teacher to use Talking Stick as a new reference in teaching speaking to make the learning process more active and fun.
- 3) The researcher suggests to another researchers to use this strategy in solving another problem and find another factors that faced by students in leaning English.

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Score of Experimental Class and Control Class on Pre-Test

a. Score of Experimental Class Pre-Test

No	Initial Name	Score
1.	FR	50
2.	RW	55
3.	M	40
4.	RF	45
5.	RY	30
6.	P	25
7.	RS	35
8.	NH	35
9.	MS	40
10.	RA	40
11.	RP	25
12.	N	40
13.	SH	25
Total		485

b. Score of Control Class Pre-Test

No	Initial Name	Score
1.	EJ	40
2.	H	40
3.	FL	35
4.	AS	40
5.	MS	35
6.	AF	35
7.	A	35
8.	I	25
9.	RF	35
10.	A	30
11.	AH	30
12.	GH	25
13.	AA	30
14.	AF	20
Total		455

APPENDIXES 6

RESULT OF NORMALITY TEST IN PRE-TEST

A. Result of the Normality Test of XI IPA 3 (Experimental Class) in Pre-test

1. The Score of XI IPA 3 Grade in Pre-test From Low Score to High Score
Score

25	25	30	35	35
35	40	40	40	40
45	50	55		

2. Range (R) = Hight score- low score
= 55-25
= 30

3. Total of classes (K) = $1 + 3.3 \log (n)$
= $1 + 3.3 \log (13)$
= $1 + 3.3 (1.11)$
= $1 + 3.663$
= $4.663 = 5$

4. Length of classes (p) = $\frac{range}{total\ of\ classes} = \frac{30}{5} = 6$ atau 7

5. Mean

Interval class	F	Xi	x	Fx	x^2	fx^2	fix_i
25-31	4	28	+2	4	4	16	112
32-38	2	35	+1	4	1	4	70
39-45	5	42	0	0	0	0	210
46-52	1	49	-1	-1	1	1	49
53-59	1	56	-2	-2	4	4	56
$i = 7$	13			7		26	497

$$\begin{aligned}\bar{X} &= \frac{\sum f_{ix_i}}{\sum f_i} \\ &= \frac{497}{13} \\ &= 38.23\end{aligned}$$

$$\begin{aligned}
SD_t &= i \sqrt{\left(\sum \frac{fx^2}{n}\right) - \left(\sum \frac{fx}{n}\right)^2} \\
&= 7 \sqrt{\frac{26}{13} - \left(\frac{7}{13}\right)^2} \\
&= 7 \sqrt{2 - 0.280} \\
&= 7 \sqrt{1.72} \\
&= 7 \times 1.31 = 9.17
\end{aligned}$$

Table of Normality Data Test with Chi-Quadrat formula

Interval of score	Real Upper Limit	Z-score	Limit of Large of the Area	Large of Area	f_h	f_o	$\left(\frac{f_o - f_h}{f_h}\right)^2$
53-59	56	1.93	0.4732				
				0.09	4	0.45	7.8
46-52	49	1.17	0.3790				
				0.21	2	1.05	0.9
39-45	42	0.41	0.1591				
				-0.2	5	-1	-6
32-38	35	-0.35	0.3632				
				0.22	1	1.1	-0.09
25-31	28	-1.11	0.1335				
				0.1	1	0.5	1
	21	-1.87	0.0307				
							X^2
= 3.61							

Based on the table above, the researcher found that $X^2 = 3.61$ while $X_{table}^2 = 9.488$ cause $X_{count}^2 < X_{table}^2$ ($3.61 < 9.488$) with degree of freedom (dk) = 5-1= 4 and significant level $\alpha = 5\%$ so distribution of XI IPA 3 (pre-test) is normal.

6. Median

No.	Interval	F	F_k
1.	25-31	4	4
2.	32-38	2	6
3.	39-45	5	11
4.	46-52	1	12
5.	53-59	1	13

Position of Me in Interval of class is 3, that:

$$Bb = 38.5$$

$$\begin{aligned}
 F &= 6 \\
 F_m &= 5 \\
 i &= 7 \\
 N &= 13 \\
 1/2n &= 6.5 \\
 \text{So,}
 \end{aligned}$$

$$\begin{aligned}
 Me &= B_b + i \left(\frac{\frac{n-F}{2}}{F_m} \right) \\
 &= 38.5 + 7 \left(\frac{6.5-6}{5} \right) \\
 &= 38.5 + 7 \left(\frac{0.5}{5} \right) \\
 &= 38.5 + 0.7 \\
 &= 39.2
 \end{aligned}$$

7. Modus

No.	Interval	F	F_k
1.	25-31	4	4
2.	32-38	2	6
3.	39-45	5	11
4.	46-52	1	12
5.	53-59	1	13

$$\begin{aligned}
 L &= 38.5 \\
 d_1 &= 5-3 = 2 \\
 d_2 &= 5-1 = 4 \\
 i &= 7
 \end{aligned}$$

$$\begin{aligned}
 Mo &= L + \frac{d_1}{d_1+d_2} i \\
 &= 38.5 + \left(\frac{2}{2+4} \right) 7 \\
 &= 38.5 + \frac{2}{6} \cdot 7 \\
 &= 38.5 + 2.33 \\
 &= 40.83
 \end{aligned}$$

B. Result of the Normality Test of XI IPS 1 (Control Class) in Pre-test

1. The Score of XI IPS 1 Grade in Pre-test From Low Score to High Score

Score

20	25	25	30	30
30	35	35	35	35
45	40	40	40	

2. Range (R) = Hight score- low score

$$= 40-20$$

$$= 20$$

3. Total of classes (K) = $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (14)$$

$$= 1 + 3.3 (1.14)$$

$$= 1 + 3.762$$

$$= 4.762 = 5$$

4. Length of classes (p) = $\frac{\text{range}}{\text{total of classes}} = \frac{20}{5} = 4$ atau 5

5. Mean

Interval class	F	Xi	x	Fx	x^2	fx^2	fix_i
20-24	1	22	+3	3	9	9	22
25-29	2	27	+2	4	4	8	54
30-34	3	32	+1	3	1	3	96
35-39	5	37	0	0	0	0	185
40-44	3	42	-1	-3	1	3	126
$i = 5$	14			7		23	483

$$\begin{aligned}\bar{X} &= \frac{\sum f_{ix_i}}{\sum f_i} \\ &= \frac{483}{14} \\ &= 34.5\end{aligned}$$

$$\begin{aligned}SD_t &= i \sqrt{\left(\sum \frac{fx^2}{n}\right) - \left(\sum \frac{fx}{n}\right)^2} \\ &= 5 \sqrt{\frac{23}{14} - \left(\frac{7}{14}\right)^2} \\ &= 5 \sqrt{1.64 - 0.25} \\ &= 5 \sqrt{1.39} \\ &= 5 \times 1.17 = 5.85\end{aligned}$$

Table of Normality Data Test with Chi-Quadrat formula

Interval of score	Real Upper Limit	Z-score	Limit of Large of the Area	Large of Area	f_h	f_0	$\left(\frac{f_0 - f_h}{f_h}\right)$
40-44	42	1.28	0.3997				
				0.23	1.15	1	-0.13
35-39	37	0.42	0.1628				
				-0.17	-0.85	2	-3.35

30-34	32	-0.42	0.3372				
25-29	27	-1.28	0.1003	0.23	1.15	3	1.60
20-24	22	-2.13	0.0166	0.09	0.45	5	10.1
	17	-3	0.9987	-0.83	-4.15	3	-1.7
							X^2
= 6.52							

Based on the table above, the researcher found that $X^2 = 6.52$ while $X^2_{table} = 9.488$ cause $X^2_{count} < X^2_{table}$ ($6.52 < 9.488$) with degree of freedom (dk) = 5-1= 4 and significant level $\alpha = 5\%$ so distribution of XI IPS 1 (pre-test) is normal.

6. Median

No.	Interval	F	F_k
1.	20-24	1	1
2.	25-29	2	3
3.	30-34	3	6
4.	35-39	5	11
5.	40-44	3	14

Position of Me in Interval of class is 4, that:

$$Bb = 34.5$$

$$F = 6$$

$$Fm = 5$$

$$i = 5$$

$$N = 14$$

$$1/2n = 7$$

So,

$$\begin{aligned}
 Me &= Bb + i \left(\frac{\frac{n-F}{2}}{Fm} \right) \\
 &= 34.5 + 5 \left(\frac{7-6}{5} \right) \\
 &= 34.5 + 5 \left(\frac{1}{5} \right) \\
 &= 34.5 + 5 (0.2) \\
 &= 34.5 + 1 \\
 &= 35.5
 \end{aligned}$$

7. Modus

No.	Interval	F	F_k
1.	20-24	1	1

2.	25-29	2	3
3.	30-34	3	6
4.	35-39	5	11
5.	40-44	3	14

$$L = 34.5$$

$$d_1 = 5 - 3 = 2$$

$$d_2 = 5 - 3 = 2$$

$$i = 5$$

$$\begin{aligned}
 Mo &= L + \frac{d_1}{d_1 + d_2} i \\
 &= 34.5 + \left(\frac{2}{2+2} \right) 5 \\
 &= 34.5 + \frac{10}{4} \\
 &= 34.5 + 2.5 \\
 &= 37
 \end{aligned}$$

APPENDIXES 7

HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of the first class as experimental class sample by using direct method and variant of the second class as control class sample by using conventional method are used homogeneity test, which the formula:

$$S^2 = \frac{n \sum xi^2 - xi}{n (n-1)}$$

Hypotheses:

$$H_0 : S_1^2 = S_2^2$$

$$H_1 = S_1^2 \neq S_2^2$$

A. Variant of the XI IPA 3 (Experimental Class) is:

No.	X_i	X_i^2
1.	50	2500
2.	55	3025
3.	40	1600
4.	45	2025
5.	30	900
6.	25	625
7.	35	1225
8.	35	1225
9.	40	1600
10.	40	1600
11.	25	625
12.	40	1600
13.	25	625
\sum	485	19175

$$n = 13$$

$$\sum X_i = 485$$

$$\sum X_i^2 = 19175$$

So:

$$\begin{aligned} S^2 &= \frac{n \sum xi^2 - xi}{n (n-1)} \\ &= \frac{13 (19175) - (485)^2}{13 (13-1)} \end{aligned}$$

$$\begin{aligned}
&= \frac{249275 - 235225}{13(12)} \\
&= \frac{14050}{156} \\
&= 90.06
\end{aligned}$$

B. Variant of the XI IPS 1 (Control Class) is:

No.	X_i	X_i^2
1.	40	1600
2.	40	1600
3.	35	1225
4.	40	1600
5.	35	1225
6.	35	1225
7.	35	1225
8.	25	625
9.	35	1225
10.	30	900
11.	30	900
12.	25	625
13.	30	900
14.	20	400
Σ	455	15275

$$\begin{aligned}
n &= 14 \\
\Sigma X_i &= 455 \\
\Sigma X_i^2 &= 15275
\end{aligned}$$

So:

$$\begin{aligned}
S^2 &= \frac{n \Sigma x_i^2 - (\Sigma x_i)^2}{n(n-1)} \\
&= \frac{14(15275) - (455)^2}{14(14-1)} \\
&= \frac{213850 - 207025}{182} \\
&= \frac{6825}{182} \\
&= 37.5
\end{aligned}$$

The formula was used to test homogeneity was:

1. XI IPA 3 and XI IPS 1

$$\begin{aligned} F &= \frac{\textit{The biggest variant}}{\textit{The lowest variant}} \\ &= \frac{90.06}{37.5} \\ &= 2.40 \end{aligned}$$

APPENDIXES 8

T-TEST OF BOTH AVERAGES IN PRE TEST

The formula was used to analyze hypothesis test of both of averages was t-test, that:

$$\begin{aligned} Tt &= \frac{X_1 - X_2}{\sqrt{\frac{(n_1 - 1) S_1^2 + (n_2 - 1) S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}} \\ &= \frac{38.23 - 34.5}{\sqrt{\left(\frac{(13 - 1) 9.17 + (14 - 1) 5.85}{13 + 14 - 2} \right) \left(\frac{1}{13} + \frac{1}{14} \right)}} \\ &= \frac{3.73}{\sqrt{\left(\frac{(12) 9.17 + (13) 5.85}{(13 + 14) - 2} \right) (0.076 + 0.071)}} \\ &= \frac{3.73}{\sqrt{\left(\frac{110.04 + 76.05}{25} \right) (0.147)}} \\ &= \frac{3.73}{\sqrt{\left(\frac{186.09}{25} \right) (0.147)}} \\ &= \frac{3.73}{\sqrt{(7.44)(0.147)}} \\ &= \frac{53.73}{\sqrt{1.09}} \\ &= \frac{3.73}{1.04} \\ &= 3.58 \end{aligned}$$

APPENDIXES 9

Score of Experimental Class and Control Class on Post-Test

a. Score of Experimental Class Post-Test

No	Initial Name	Score
1.	FR	50
2.	RW	60
3.	M	70
4.	RF	65
5.	RY	60
6.	P	40
7.	RS	50
8.	NH	45
9.	MS	45
10.	RA	45
11.	RP	35
12.	N	30
13.	SH	45
Total		640

b. Score of Control Class Post-Test

No	Initial Name	Score
1.	EJ	50
2.	H	30
3.	FL	45
4.	AS	50
5.	MS	35
6.	AF	35
7.	A	35
8.	I	35
9.	RF	35
10.	A	35
11.	AH	25
12.	GH	25
13.	AA	40
14.	AF	40
Total		515

APPENDIXES 10

RESULT OF NORMALITY TEST IN POST-TEST

A. Result of the Normality Test of XI IPA 3 (Experimental Class) in Post-test

1. The Score of XI IPA 3 Grade in Post-test From Low Score to High Score

Score

30	35	40	45	45
45	45	50	50	60
60	65	70		

2. Range (R) = Hight score- low score

$$= 70-30$$

$$= 40$$

3. Total of classes (K) = $1 + 3.3 \log (n)$
 $= 1 + 3.3 \log (13)$
 $= 1 + 3.3 (1.11)$
 $= 1 + 3.663$
 $= 4.663 = 5$

4. Length of classes (p) = $\frac{range}{total\ of\ classes} = \frac{40}{5} = 8\ \text{atau}\ 9$

5. Mean

Interval class	F	X	X	Fx	x^2	fx^2	fix_i
30-38	2	34	+1	2	1	2	68
39-47	5	43	0	0	0	0	215
48-56	2	52	-1	-2	1	2	104
57-65	3	61	-2	-6	4	12	183
66-74	1	70	-3	-3	9	9	70
$i = 9$	13			-9		25	640

$$\begin{aligned}\bar{X} &= \frac{\sum f_{ix_i}}{\sum f_i} \\ &= \frac{640}{13}\end{aligned}$$

$$= 49.23$$

$$\begin{aligned} SD_t &= i \sqrt{\left(\sum \frac{fx^2}{n}\right) - \left(\sum \frac{fx}{n}\right)^2} \\ &= 9 \sqrt{\frac{25}{13} - \left(\frac{-10}{13}\right)^2} \\ &= 9 \sqrt{1.92 - (-0.47)} \\ &= 9 \sqrt{2.39} \\ &= 9 \times 1.54 = 13.86 \end{aligned}$$

Table of Normality Data Test with Chi-Quadrat formula

Interval of score	Real Upper Limit	Z-score	Limit of Large of the Area	Large of Area	f_h	f_0	$\left(\frac{f_0 - f_h}{f_h}\right)^2$
66-74	70	1.46	0.4279	0,12	0.6	2	2.3
57-65	61	0.84	0.2995	0.22	1.1	5	3.5
48-56	52	0.19	0.0753	0.24	1.2	2	0.6
39-47	43	-0.44	0.3300	0.19	0.9	3	2.3
30-38	34	-1.09	0.1379	0.09	0.4	1	1.5
	25	-1.74	0.0409				
							X^2
= 10.2							

Based on the table above, the researcher found that $X^2 = 10.2$ while $X_{table}^2 = 9.488$ cause $X_{count}^2 < X_{table}^2$ ($10.2 < 9.488$) with degree of freedom (dk) = 5-1= 4 and significant level $\alpha = 5\%$ so distribution of XI IPS 1 (post-test) is normal.

6. Median

No.	Interval	F	F_k
1.	30-38	2	2
2.	39-47	5	7
3.	48-56	2	9
4.	57-65	3	12
5.	66-74	1	13

Position of Me in Interval of class is 2, that:

$$Bb = 38.5$$

$$F = 2$$

$$Fm = 5$$

$$i = 9$$

$$N = 13$$

$$1/2n = 6.5$$

So,

$$\begin{aligned} Me &= Bb + i \left(\frac{\frac{n-F}{2}}{Fm} \right) \\ &= 38.5 + 9 \left(\frac{6.5-2}{5} \right) \\ &= 38.5 + 9 \left(\frac{4.5}{5} \right) \\ &= 38.5 + 8.1 \\ &= 46.6 \end{aligned}$$

7. Modus

No.	Interval	F	F_k
1.	30-38	2	2
2.	39-47	5	7
3.	48-56	2	9
4.	57-65	3	12
5.	66-74	1	13

$$L = 38.5$$

$$d_1 = 5 - 2 = 3$$

$$d_2 = 5 - 2 = 3$$

$$i = 9$$

$$\begin{aligned} Mo &= L + \frac{d_1}{d_1 + d_2} i \\ &= 38.5 + \left(\frac{3}{3+3} \right) 9 \\ &= 38.5 + \frac{27}{6} \\ &= 38.5 + 4.5 \\ &= 43 \end{aligned}$$

B. Result of the Normality Test of XI IPS 1 (Control Class) in Post-test

1. The Score of XI IPS 1 Grade in Post-test From Low Score to High Score

Score

25	25	30	35	35
35	35	35	35	35

40	45	50	50
----	----	----	----

2. Range (R) = Hight score- low score

$$= 50-25$$

$$= 25$$

3. Total of classes (K) = $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (14)$$

$$= 1 + 3.3 (1.14)$$

$$= 1 + 3.762$$

$$= 4.762 = 5$$

4. Length of classes (p) = $\frac{range}{total\ of\ classes} = \frac{25}{5} = 5$ atau 6

5. Mean

Interval class	F	X	x	Fx	x^2	fx^2	fix_i
25-30	3	27.5	+1	3	1	3	82.5
31-36	5	33.5	0	0	0	0	167.5
37-42	2	39.5	-1	-2	1	2	79
43-48	1	45.5	-2	-2	4	4	45.5
49-54	3	51.5	-3	-9	9	9	154.5
$i = 6$	14			-10		18	529

$$\begin{aligned}\bar{X} &= \frac{\sum fix_i}{\sum f_i} \\ &= \frac{529}{14} \\ &= 37.78\end{aligned}$$

$$\begin{aligned}SD_t &= i \sqrt{\left(\sum \frac{fx^2}{n}\right) - \left(\sum \frac{fx}{n}\right)^2} \\ &= 6 \sqrt{\frac{18}{14} - \left(\frac{-10}{14}\right)^2} \\ &= 6 \sqrt{1.28 - 0.50} \\ &= 6 \sqrt{0.78} \\ &= 6 \times 0.88 = 5.28\end{aligned}$$

Table of Normality Data Test with Chi-Quadrat formula

Interval of score	Real Upper Limit	Z-score	Limit of Large of the Area	Large of Area	f_h	f_0	$\left(\frac{f_0 - f_h}{f_h}\right)$
49-54	51.5	2.59	0.4952	0.06	0.3	3	9

43-48	45.5	1.46	0.4279				
				0.3	1.5	5	2.3
37-42	39.5	0.32	0.1255				
				-0.08	-0.4	2	-6
31-36	33.5	-0.81	0.2090				
				0.18	0.9	1	0.1
25-30	27.5	-1.95	0.0256				
				0.24	1.2	3	1.5
	21.5	-3.0	0.0013				
							X^2
= 6.9							

Based on the table above, the researcher found that $X^2 = 6.9$ while $X^2_{table} = 9.488$ cause $X^2_{count} < X^2_{table}$ ($6.9 < 9.488$) with degree of freedom (dk) = $5-1=4$ and significant level $\alpha=5\%$ so distribution of XI IPS 1 (post-test) is normal.

6. Median

No.	Interval	F	F_k
1.	25-30	3	3
2.	31-36	5	8
3.	37-42	2	10
4.	43-48	1	11
5.	49-54	3	14

Position of of Me in Interval of class is 2, that:

$$Bb = 32.5$$

$$F = 3$$

$$Fm = 5$$

$$i = 6$$

$$N = 14$$

$$1/2n = 7$$

So,

$$\begin{aligned}
 Me &= Bb + i \left(\frac{\frac{n-F}{2}}{Fm} \right) \\
 &= 30.5 + 6 \left(\frac{7-3}{5} \right) \\
 &= 30.5 + 6 \left(\frac{4}{5} \right) \\
 &= 30.5 + 4.8 \\
 &= 35.3
 \end{aligned}$$

7. Modus

No.	Interval	F	F_k
-----	----------	---	-------

1.	25-30	3	3
2.	31-36	5	8
3.	37-42	2	10
4.	43-48	1	11
5.	49-54	3	14

$$L = 30.5$$

$$d_1 = 5 - 3 = 2$$

$$d_2 = 5 - 2 = 3$$

$$i = 6$$

$$\begin{aligned}
 Mo &= L + \frac{d_1}{d_1 + d_2} i \\
 &= 30.5 + \left(\frac{2}{2+3} \right) 6 \\
 &= 30.5 + \frac{12}{5} \\
 &= 30.5 + 2.4 \\
 &= 37.9
 \end{aligned}$$

APPENDIXES 11

HOMOGENEITY TEST (POST-TEST)

Calculation of parameter to get variant of the first class as experimental class sample by using direct method and variant of the second class as control class sample by using conventional method are used homogeneity test, which the formula:

$$S^2 = \frac{n \sum xi^2 - xi}{n (n-1)}$$

Hypotheses:

$$H_0 : S_1^2 = S_2^2$$

$$H_1 = S_1^2 \neq S_2^2$$

A. Variant of the XI IPA 3 (Experimental Class) is:

No.	X_i	X_i^2
1.	50	2500
2.	60	3600
3.	70	4900
4.	65	4225
5.	60	3600
6.	40	1600
7.	50	2500
8.	45	2025
9.	45	2025
10.	45	2025
11.	35	1225
12.	30	900
13.	45	2025
\sum	640	33150

$$n = 13$$

$$\sum X_i = 640$$

$$\sum X_i^2 = 33150$$

So:

$$\begin{aligned} S^2 &= \frac{n \sum xi^2 - xi}{n (n-1)} \\ &= \frac{13 (33150) - (640)^2}{13 (13-1)} \end{aligned}$$

$$\begin{aligned}
&= \frac{430950 - 409600}{13(12)} \\
&= \frac{21350}{156} \\
&= 136.8
\end{aligned}$$

B. Variant of the XI IPS 1 (Control Class) is:

No.	X_i	X_i^2
1.	50	2500
2.	30	900
3.	45	2025
4.	50	2500
5.	35	1225
6.	35	1225
7.	35	1225
8.	35	1225
9.	35	1225
10.	35	1225
11.	25	625
12.	25	625
13.	40	1600
14.	40	1600
Σ	515	19725

$$\begin{aligned}
n &= 14 \\
\Sigma X_i &= 515 \\
\Sigma X_i^2 &= 19725
\end{aligned}$$

So:

$$\begin{aligned}
S^2 &= \frac{\Sigma xi^2 - xi}{n(n-1)} \\
&= \frac{14(19725) - (515)^2}{14(14-1)} \\
&= \frac{276150 - 265225}{182} \\
&= \frac{10925}{182} \\
&= 60.02
\end{aligned}$$

The formula was used to test homogeneity was:

1. XI IPA 3 and XI IPS 1

$$F = \frac{\textit{The biggest variant}}{\textit{The lowest variant}}$$

$$= \frac{136.8}{60.02}$$

$$= 2.27$$

APPENDIXES 12

T-TEST OF BOTH AVERAGES IN POST TEST

The formula was used to analyze hypothesis test of both of averages was t-test, that:

$$\begin{aligned} Tt &= \frac{X_1 - X_2}{\sqrt{\frac{(n_1 - 1) S_1^2 + (n_2 - 1) S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}} \\ &= \frac{49.23 - 37.78}{\sqrt{\frac{(13 - 1) 13.86 + (14 - 1) 5.28}{13 + 14 - 2} \left(\frac{1}{13} + \frac{1}{14} \right)}} \\ &= \frac{11.45}{\sqrt{\frac{(12) 13.86 + (13) 5.28}{(13 + 14) - 2} (0.076 + 0.071)}} \\ &= \frac{11.45}{\sqrt{\frac{166.32 + 68.64}{25} (0.147)}} \\ &= \frac{11.45}{\sqrt{\frac{234.96}{25} (0.147)}} \\ &= \frac{11.45}{\sqrt{(9.39)(0.147)}} \\ &= \frac{11.45}{\sqrt{1.38}} \\ &= \frac{11.45}{1.17} \\ &= 9.78 \end{aligned}$$

APPENDIXES 13

Transcripts of Students' Speaking in Pre-test

a. Pre-test Control class

1) Students 1 & 2

M : Gud morning.

A : Gud morning tu.

M : Haw ar yu ?

A : Aim fain.

M : Wat ar doing?

A : Aim smoking.

M : Smoking is not gud for our bodi bikaus it ken mek us get
ilnes like kenser.

A : Oh Ai si. Thangkyu.

2) Students 3 & 4

A : Gud morning Garnag.

G : Gud morning tu Al-Parobi.

A : Ken ai eks yu ?

G : Yes, yu ken.

A : Wi meni popel laik smuking ?

G : Dei fil gud.

A : Oh, laik det. End wi sam popel don laik smuking?

G : Bikaus deiy hev know de efect of smoking.

A : Oh, oke. Ai si.

b. Pre-test Experimental class

1) Students 1 & 2

N : Gud morning.

M : Gud morning tu.

N : Wat ar yu doing ?
M : Aem smoking.
N : Smoking is not gud for awur badi bekous it ken mek us
get illness laik kenser.
M : Oh ai si. Thangkyu.

2) Students 3 & 4

F : Gud morning.
A : Gud morning tu.
F : Hau ar yu?
A : Aem fain.
F : Wat ar yu duing?
A : Aem clining de rubbish of sigarrets.
F : Du yu think smuking is dangrous?
A : Yes, bikaus smuking ken brouk aur healti end it dangrous
for aur lungs.
F : Ohh ai si. Faineli aem know.

3) Students 5 & 6

A : Hai Irwadi.
I : Hai Adam.
A : Wat ar yu doing?
I : Aem riding ebout smoking.
A : Wat du yu think ebaut smuking?
I : So heppi.
A : No, smooking ken kill yu bikaus it ken bruk our lungs.
I : Rilli?
A : Yes, so stoppit.
I : Olraigh.

APPENDIXES 14

Transcripts of Students' Speaking in Post-test

a. Post-test Control class

1) Students 1 & 2

R : Hai!

A : Hai!

R : Hau ar yu?

A : Aem fain. Thangkyu.

R : Wat du yu think ebou fluding?

A : Ai think floding heppen bikaus of global warming end de trash.

R : Oh ai si. Ai agree wit yu.

A : okey.

2) Students 3 & 4

E : Hai!

H : Hai!

E : Wat ar yu doing?

H : Aem riding ebout fluding.

E : Whai it heppen?

H : It heppen bikaus de heavi rein las naigh.

E : Waw, So is still raining?

H : No, de rein has stoped.

E : Oh, oke.

b. Post-test Experimental class

1) Students 1 & 2

M : Gud afternun.

R : Gud afternun.

M : Wat ar yu duing?

R : Aem riding de nius from mai mobail pon.

M : Wat is de nius?

R : It is ebaut fluding?

M : Oh, wai it happen?

R : It happened bikaus sam of pipel throw de trash in evriwer.

M : Oh ya sam of pipel throw it in evriwer, so floding is happened.

R : Raight, so gays lets kip aur inpaimen. Bai duing it insya allah flud das not heppen.

M : Olraight.

2) Students 3 & 4

M : Hai Muklis, gud morning.

N : Morning tu.

M : Hau ar yu?

N : Aim fain.

M : Wat du yu thing ebout floding?

N : Es ai nou fluding happen led tu illegal logging

M : Oh yes. Its raight end olso bikaus derar meni rubbish in de river.

N : Yes, dets raight.

3) Students 5 & 6

F : Hello Risna!

R : Hello Feni!

F : Du yu nou ebaut fluding in Jakarta?

R : No, ai don. kud yu tel mi?

F : Yah, de flud has ben heppen last naig. De flud happen bikaus of de heavi rein in a wik.

R : Rilly? It saun skeri.

F : Raight, mei Allah protected as from dis disister.

R : Aaamiinn.

APPENDIXES 15

Research Documentation



Picture 1. Explain about the material



Picture 2. Explain about the material



Picture 3. Explain about the material



Picture 4. Asking about material



Pictures 5. Practicing the strategy



Pictures 6. Practicing the strategy



Pictures 7. Practicing the strategy



Pictures 8. Answering the test