

**THE EFFECTIVENESS OF USING TALKING STICK STRATEGY
TOWARD STUDENTS' SPEAKING SKILL AT SMPN 5 TULUNGAGUNG**

THESIS

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By

SUCI CAHYATI

NIM. 2813123150

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC INSTITUTE (IAIN) OF

TULUNGAGUNG

May 2016

ADVISOR'S APPROVAL SHEET

This is to certify that the Sarjana thesis of “The Effectiveness of Using Talking Stick Strategy toward Students’ Speaking Skill” written by Suci Cahyati has been approved by the thesis advisor for further approval by the Board of Examiners.

Tulungagung, May 23rd2016

Advisor,

Dr. Susanto SS, M.Pd

NIP: 19730831 199903 1 002

LEGITIMATION FROM THE BOARD OF THESIS EXAMINERS

This is to certify that the Sarjanas' thesis of Suci Cahyati has been approved by the Board of Examiners as the requirement for the degree of Sarjana Pendidikan Islam in English Education Program.

Board of Thesis Examiners

Chair,

Secretary

Nanik Sri Rahayu M.Pd

NIP: 19750707 200312 2 002

Dr. Susanto SS, M.Pd

NIP: 19730831 199903 1 002

Main Examiner,

Drs. H Mashudi M.Pd.I

NIP: 19690131 200112 1 003

Tulungagung, June 1st 2016

Approved by

The Dean of Faculty of Tarbiyah and Teacher Training

Dr. H. ABD. AZIZ, M.Pd.I
NIP. 19720601 200003 1 002

ABSTRACT

Cahyati, Suci. Student Registered Number. 2813123150. 2016.

The Effectiveness of Using Talking Stick Strategy toward Students' Speaking Skill at SMPN 5 Tulungagung. Sarjana Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training. State Islamic Institute (IAIN) of Tulungagung.

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Speaking is one of the skills that must be mastered in learning a foreign language. Students are skillful in the learning of foreign language if they can master its speaking skill. In general, many students cannot master speaking well because they are not confident when they want to speak. Moreover, the students cannot get the opportunity to participate in the speaking class, to facilitate the students in improving their speaking, appropriate strategies are needed during the teaching learning process.

One of the strategies used in teaching speaking is Talking Stick. Talking Stick is one of cooperative learning strategy. In Talking Stick, students can cooperate with the other students. Talking Stick Strategy facilitated the students to speak and participate in the teaching leaning process. This strategy makes students to be more active in the speaking class. Students can confident to speak up and enthusiastic in the speaking class.

The formulation of the research problems were: 1) How is the students' speaking achievement before being taught by using Talking Stick Strategy? 2) How is the students' speaking achievement after being taught by using Talking Stick Strategy? 3) Is there any significant different scores on the students' speaking achievement before and after being taught by using Talking Stick Strategy?. The purposes of this study were: 1) To find out the students' speaking score before being taught by using Talking Stick Strategy, 2) To find out the students' speaking score after being taught by using Talking Stick Strategy, 3) To find out whether there is significance different score of the students' speaking before and after being taught by using Talking Stick Strategy.

Research method: 1) the research design in this study was pre experimental one group pre-test, post-test design with quantitative approach, 2) the population of this study were all the students of eight grade at SMPN 5 Tulungagung , 3) the sample was eight I class consisting of 30 students, 4) the research instrument was test, 5) the data analysis was using T test.

The result showed that the mean of students' score in Narrative Speaking before they taught by using Talking Stick Strategy was 59.60. While the mean of student's score after taught by using Talking Stick Strategy was 65.03. The T_{count} was 6.728, whereas T_{table} with significance level 5% was 2.045. So, T_{count} was greater than T_{table} . This means that alternative hypothesis (H_a) which stated "there is significance

different score before and after being taught by using Talking Stick Strategy” is accepted and the null hypothesis (H_0) which stated that “there is no significance score before and after being taught by using Talking Stick Strategy” is rejected. It means that Talking Stick Strategy on the students’ speaking skill in second grade of SMPN 5 Tulungagung is effective. In other words, Talking Stick Strategy can be used as an alternative strategy to teach Narrative Speaking to the students at junior high school level.

ABSTRACT

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Dosen Pembimbing: Dr. Susanto SS, M.Pd.

Kata kunci: Effectiveness, Speaking, Talking Stick

Keterampilan Berbicara adalah salah satu kemampuan yang harus dikuasai dalam mempelajari bahasa asing. Siswa dapat disebut pandai dalam mempelajari bahasa asing jika mereka dapat menguasai kemampuan berbicara. Umumnya, banyak siswa yang tidak dapat menguasai kemampuan berbicara dengan baik karena mereka merasa tidak percaya diri ketika mereka ingin berbicara. Terlebih lagi siswa tidak mendapatkan kesempatan untuk ikut berpartisipasi dalam kelas berbicara. Untuk memfasilitasi siswa dalam meningkatkan kemampuan berbicara, strategi-strategi yang cocok dibutuhkan selama proses belajar mengajar.

Salah satu strategi yang digunakan dalam mengajar keterampilan berbicara adalah Talking Stick. Talking Stick adalah salah satu strategi belajar bekerjasama. Dalam Talking Stick, siswa dapat bekerja sama dengan siswa lain. Talking Stick Strategy memfasilitasi siswa untuk berbicara dan berpartisipasi dalam proses belajar mengajar. Ini adalah strategi yang membuat siswa lebih aktif dalam kelas berbicara. Siswa dapat percaya diri dalam berbicara serta antusias dalam kelas berbicara.

Rumusan masalah dalam penelitian ini adalah: 1) bagaimana nilai berbicara siswa sebelum diajarkan menggunakan Talking Stick Strategy? 2) bagaimana nilai berbicara siswa setelah diajarkan menggunakan Talking Stick Strategy? 3) apakah ada perbedaan yang signifikan pada nilai sebelum dan sesudah diajar menggunakan Talking Stick Strategy?. Tujuan dari penelitian ini adalah: 1) untuk mengetahui nilai berbicara siswa sebelum diajarkan menggunakan Talking Stick Strategy, 2) untuk mengetahui nilai berbicara siswa setelah diajarkan menggunakan Talking Stick Strategy, 3) untuk mengetahui apakah ada perbedaan yang signifikan pada nilai berbicara siswa sebelum dan sesudah diajarkan menggunakan Talking Stick Strategy.

Metode penelitian: 1) metode penelitian menggunakan desain pre-experimental one group pre-test post-test desain, dengan pendekatan kuantitatif, 2) populasi penelitian adalah semua siswa kelas 8 SMPN 5 TULUNGAGUNG, 3) sampel penelitian adalah kelas 8 I yang jumlahnya 30 siswa, 4) instrument yang digunakan pada penelitian ini adalah tes, 5) analisis data penelitian ini menggunakan T-test.

Hasil penelitian menunjukkan bahwa nilai rata-rata siswa dalam berbicara Narrative sebelum mereka diajar menggunakan Talking Stick Strategy adalah 59.60. Sementara itu nilai rata-rata siswa dalam berbicara setelah menggunakan Talking Stick Strategy 65.03. tcount = 6.728, ttable dengan signifikan level 5% = 2.045. jadi

tcount lebih besar dari ttable. Artinya, hipotesis alternatif (H_a) yang menyatakan “ada perbedaan yang signifikan pada nilai siswa sebelum dan sesudah diajarkan menggunakan Talking Stick Strategy” diterima dan hipotesis nol (H_0) yang menyatakan “tidak ada perbedaan yang signifikan pada nilai siswa sebelum dan sesudah diajarkan menggunakan Talking Stick Strategy” ditolak. Artinya bahwa penggunaan Talking Stick Strategy pada kemampuan berbicara di kelas 8 SMPN 5 Tulungagung efektif. Di lain kata, Talking Stick Strategy dapat digunakan sebagai strategi alternative untuk mengajar berbicara Narrative pada siswa di level SMP.

MOTTO

**"If you can imagine it, you can achieve it. If
you can dream it, you can become it"**

(William Arthur Ward)

DEDICATION

I would like to address my special thanks to:

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The writer realizes that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Tulungagung, May 23rd 2016

The Writer

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