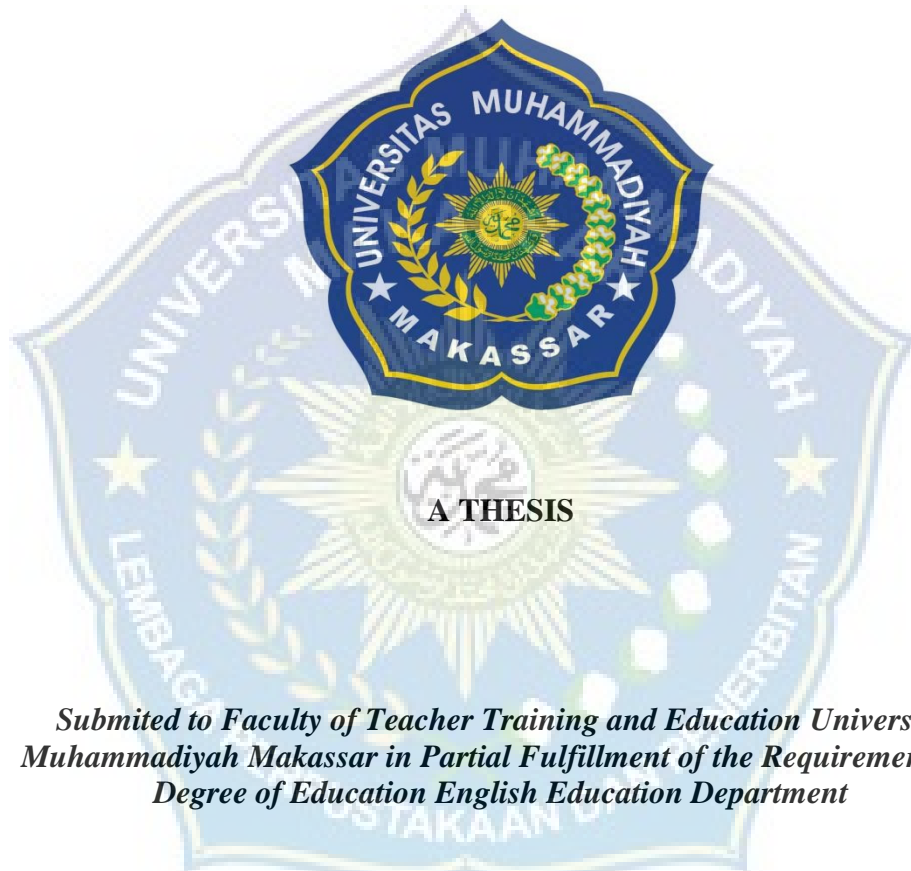


**THE USE OF TALKING STICK STRATEGY TO FOSTER
STUDENTS' SPEAKING ABILITY AT
SMA NEGERI 2 BARRU**

(A Pre-Experimental Research)



A THESIS

*Submitted to Faculty of Teacher Training and Education University
Muhammadiyah Makassar in Partial Fulfillment of the Requirement for
Degree of Education English Education Department*

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2024

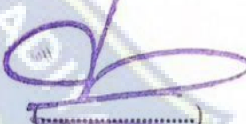
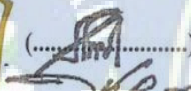
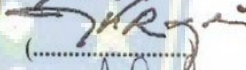
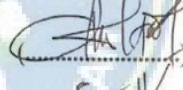
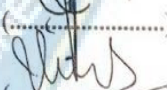




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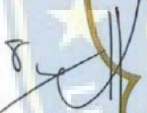
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Day / Date	Chapter	Note	Sign
Tuesday 24/10/23	I	Grammatical mistakes on p. 4.	
	III	stated your reason takes the sample	
	IV	Does not - most relate to p. 5	
Monday 20/11/23	I	Reasons change the school (no information)	
	IV	Conclusion for vocabulary	
Wednesday 22/11/23		some grammar mistakes (see my notes on paper)	
Friday 24/11/23		Abstract	

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4 Nov 23	1-3	Please double check the punctuation and the revised note	[Signature]
12 Nov 23	3	Double check the tenses and data collecting procedure	[Signature]
13 Nov	4	Add more narration on Diagram and Graphic.	[Signature]
1 Dec	4	Add literature review and comment on Discussion / add subject	[Signature]
4 Dec	4-5	App	[Signature]

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4. Apabila saya melanggar perjanjian seperti pada butir 1, 2, dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

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Yang Membuat Pernyataan

Ahmad Yaftah Mubarak

MOTTO

Nobody believe in you

You lost again, again and again

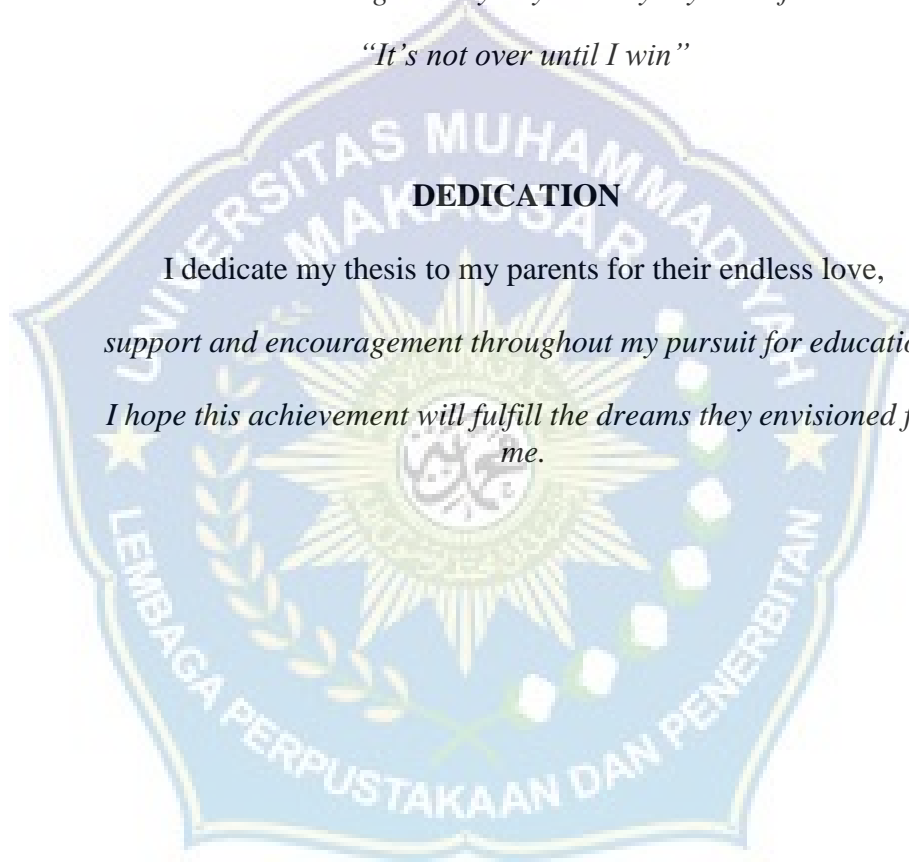
The light are cut off but you still looking at your dream

Reviewing it every day and say it yourself

“It’s not over until I win”

DEDICATION

I dedicate my thesis to my parents for their endless love,
support and encouragement throughout my pursuit for education.
I hope this achievement will fulfill the dreams they envisioned for
me.



ABSTRACT

Ahmad Yaftah Mubarak, 2023. *The Use of Talking Stick Strategy To Foster Students' Speaking Ability At Sma Negeri 2 Barru.* Under the thesis of the Department of English Education, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Guided by Herlina Daddi and Maharida.

This research aims to see how the use of the Talking Stick Method can improve the fluency (pronunciation) and vocabulary (accuracy) skills of Class XI students at SMA Negeri 2 Barru. This research used quantitative research with a pre-experimental approach. The researcher gave a pre-test to the students, then the researcher gave treatment to the students using the Talking Stick Method. After being given treatment, the researcher gave the students a post-test. The population in this study were class XI students of SMA Negeri 2 Barru. The sample of this research was class XI (science) students, totaling 25 students.

The results show that the t-test value for pronunciation skills is $6.363 > 2.064$. And the t-test value for vocabulary skills is $8.433 > 2.064$. This shows that the results of the t-test values for all variables and indicators are higher than the t-table values. This means that there is a significant increase between the pre-test and post-test results in students' fluency (pronunciation) and vocabulary (accuracy) skills. Research conducted shows that the use of the Talking Stick Method is effective in improving students' fluency (pronunciation) and vocabulary (accuracy) in speaking.

Keywords: *Talking Stick Strategy, Speaking, Pronunciation, Vocabulary, Teaching.*

ABSTRAK

Ahmad Yaftah Mubarak, 2023. *Penggunaan Strategi Talking Stick Untuk Menumbuhkan Kemampuan Berbicara Siswa Di Sma Negeri 2 Barru.* Di bawah tesis Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Dipandu oleh Herlina Daddi dan Maharida.

Penelitian ini bertujuan untuk melihat bagaimana penggunaan Metode Talking Stick dapat meningkatkan keterampilan kefasihan (pengucapan) dan kosa kata (ketepatan) siswa Kelas XI SMA Negeri 2 Barru. Penelitian ini menggunakan penelitian kuantitatif dengan pendekatan pra eksperimen. Peneliti memberikan pre-test kepada siswa, kemudian peneliti memberikan perlakuan kepada siswa dengan menggunakan Metode Talking Stick. Setelah diberikan perlakuan, peneliti memberikan post-test siswa. Populasi dalam penelitian ini adalah siswa kelas XI SMA Negeri 2 Barru. Sampel penelitian ini adalah siswa kelas XI(IPA) yang berjumlah 25 siswa.

Hasil menunjukkan bahwa nilai uji-t untuk keterampilan pronunciation adalah $6,363 > 2,064$. Dan nilai uji-t untuk keterampilan vocabulary adalah $8,433 > 2,064$. Hal ini menunjukkan bahwa hasil nilai t-test pada semua variabel dan indikator lebih tinggi dari nilai t-tabel. Artinya ada peningkatan yang signifikan antara hasil pre-test dan post-test pada keterampilan kefasihan (pengucapan) dan kosa kata (ketepatan) siswa. Penelitian yang dilakukan menunjukkan bahwa penggunaan Metode Talking Stick efektif dalam meningkatkan kefasihan (pengucapan) dan kosa kata (ketepatan) siswa dalam berbicara.

Kata Kunci : *Talking Stick Strategy, Berbicara, Pengucapan, Kosa Kata, Pengajaran.*

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In the process of compiling this thesis, the researcher realized that there was a lot of assistance, support, advice, and direction given by many parties. Therefore, with all humility, the researcher would like to express his highest appreciation to:

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Words of thanks are certainly not enough to express and repay their contributions. May Allah bless them all. However, the researcher realizes that this thesis is still far from being perfect. Therefore constructive criticism and suggestions are very useful for the researcher in preparing this thesis.

Makassar, 03 December, 2023



The Researcher

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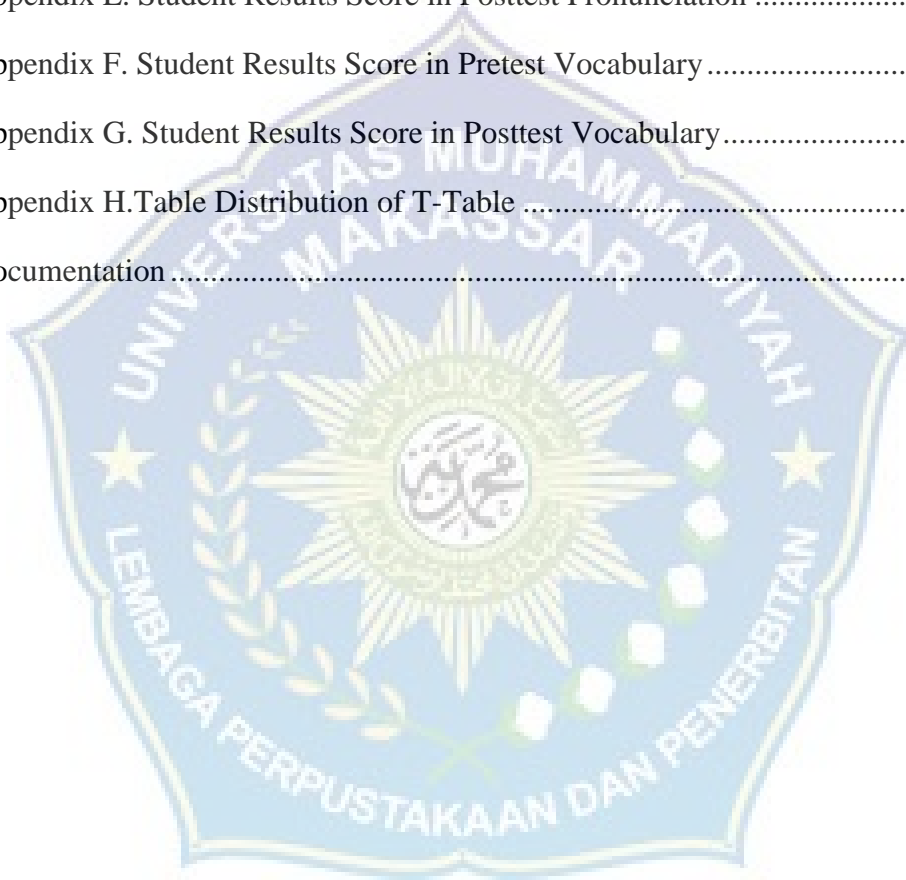
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CHAPTER I

INTRODUCTION

A. Background

Our major means of communication are language. It is a means by which we communicate with others our ideas and thoughts. There are countless languages around the world, and some even contend that it is language that distinguishes humans from other animals. English is currently one of the most widely languages in the world. Even though English design as an international language all over the world, English have a specific role in every nation in addition to a variety of local languages that are speak and understand by their people in various regions. It could be one of your mother tongue, your second language, or a foreign tongue. English is recognize as a foreign language rather than a second language in Indonesia; it may be a significant school topic and is required to pass an exam in order to enroll ina school or university.

Therefore, based on the researcher observation in P2K conducted at SMK 2 Pangkep in Class 10 TPL, students got many problems learning English. One of the major problems was the ability to speak. In group discussions, only one or two students spoke actively while the others seat quietly at their desks. This is because, first, most student felt embarrassed to express their thought, opinion, or comments. The second is student not listening to friend opinion on the topics discussion. And the third is they are just waiting for their turn to speak but they do not get a chance to convey

their idea.

Speaking is one of the most crucial abilities to acquire when learning English, along with the other three basic language skills of listening, reading, and writing. Speaking plays a crucial part in a language since it is the fundamental building block of communication, which is the primary function of language as we all know. Based on Nazara S. (2011) p. 29. Some students agreed that speaking is rather important to master, some individuals believe that in order to speak English fluently, one must be able to accurately pronounce phonemes, employ suitable stress and intonation patterns, and communicate in connected speech. Speaking is more than that, though. In this situation, the pupils should be able to converse with others by speaking English. Teaching speaking focuses on encouraging students to speak up when they are participating in a speaking activity in the classroom in an effort to improve their communication skills. Students should spend a large portion of class time learning how to speak in public.

The majority of pupils were unable to speak English fluently for a variety of reasons, despite the fact that speaking is a very crucial skill. Because they were worried about making mistakes, several students were reluctant to speak up in class. They lacked lexical proficiency and spoke slowly and poorly when pronouncing words. Since there were dominating participants in the group discussion, other students were unable to express their thoughts. In the discussion activity, there was less teamwork ability. According to Padmadewi cited on Widiati & Cahyono (2006) p. 278, most

student feel anxious in speaking class due to feeling that they judge by their friend.

Based on the mentioned issues, there are a variety of cooperative learning techniques that can be used to resolve the issue. In the opinion of the researcher, cooperative learning is a different approach to learning English. According to Slavin cited on Alghamdi & Gillies (2013) p. 19, cooperative learning benefits students by fostering their critical thinking abilities, sense of self-motivation, learning mindset, and respect for others. The researcher ultimately decided to conduct study using the talking stick technique. The talking stick method of teaching uses a stick to facilitate communication between pupils and encourages them to follow directions. Students that were given the stick will participate in the lesson, speak up, and explain what they learnt. According to Fujioka (2017), the talking stick will afterwards give every pupil the equal opportunity to fearlessly express their thoughts.

The Talking Stick Strategy can help students improve their speaking skills because of the linkages between the problem and the strategy. By implementing the talking stick strategy in class, it can help to avoid students who are lazy or even anxious and it includes all of the class members to perform their speaking while also promoting student-centered environment. According Suprijono (2010) p.90, increasing knowledge through experience with using Talking Stick of can motivate students to speak their thoughts fearlessly. The use of talking stick method to foster students' speaking ability in describing people is what the title of the article suggests: The Use of

Talking Stick Strategy to Foster Students' Speaking Ability.

The researcher is interested in applying a talking stick strategy to foster students' speaking ability in the classroom based on the situation at SMA Negeri 2 Barru, the students found it difficult to voice their ideas and opinions vocally because they lacked the courage to talk in English and were anxious about using it incorrectly. The direct impact of this is that students become less active in class. This condition provides assistance in teaching and learning based on what the teacher promotes. In this study, the employment talking stick to foster students' speaking ability is examined for data collection. The researcher used a quantitative researcher and a pre-experimental design.

B. Problem Statement

Based on background above, the problem statements are :

1. How does the use of talking stick strategy foster students' speaking ability in term of pronunciation (fluency)?
2. How does the use of talking stick strategy foster students' speaking ability in term of vocabulary (accuracy)?

C. Objective of Research

To find out the improvement of students' speaking fluency and accuracy through the talking stick implementation method for class XI of SMA Negeri 2 Barru.

D. Significance of Study

1. Teoretical

Become useful information for readers to conduct research. All information important to obtain useful information for the institution, organize and organize according to the needs for research purposes for further study and studies relevant to research.

2. Practical

a. Student

Increase students active in class by using talking stick strategy in learning speaking.

b. For Teacher

The author expects this research will help teachers learn more about how the impact talking stick strategy teaching in learning speaking.

c. For Researcher

The results of this study should be an additional guideline or reference for the future researcher who will study related problems.

E. Scope of Research

Based on the background and the identification of the problems, the research focus on students' speaking especially pronunciation (fluency) and vocabulary (accuracy) and using talking stick strategy in teaching and learning speaking

CHAPTER II

REVIEW OF LITERATURE

A. Previous Related Findings

There are several previous findings that related to this research. Jesica Adela et al. (2021) in the title -The Effectiveness Of Talking Stick Strategy On Speaking Skill At The Eleventh Grade Students Of Smk Pemuda Kutorejo In The Academic Year Of 2021/2022. From the results of the calculations in chapter IV, it shows the effectiveness of using the talking stick strategy in students' speaking skills. Researchers measure its effectiveness by using ttest and t-table calculations which show the t-test result was higher than ttable which is $3,893 > 2,000$. From the increase in scores in the experimental class before implementing the talking stick strategy (Mean = 68,26) and after implementing the talking stick strategy (Mean = 77,33). Also from the difference in scores in the experimental class with the controlled class. So, it can be concluded that implementing the talking stick strategy is effective in the speaking skills of eleventh graders at SMK Pemuda Kutorejo from the resulting effect.

Hanifah Hifni (2018) in the title -The Use Of Talking Stick Strategy To Foster Students' Speaking Ability In Describing People. The result of the study showed that post-test means score of the experimental class was 77.20 while post-test means score of the control class was 71.00. It showed that there is a significant difference between the two classes' posttest mean scores. The test of hypotheses showed that sig 2 tailed (p) was 0.010 while alpha (α)

was 0.05 ($0.010 < 0.05$) which means that H_0 (Null Hypothesis) was rejected and H_a (Alternative Hypothesis) was accepted. Therefore, it can be concluded that using talking stick strategy is effective to foster the students' speaking ability of seventh grade at SMP Negeri 10 South Tangerang.

Elsa Ananda et al (2017) in the title *-Improving Students' Speaking Performance By Using Talking Stick Methodl*. The data showed that the students' were encouraged to speak confidently in front of their friends. In the cycle 1, the main problem faced by the students was they did not use various vocabularies. In the cycle 2, the students were enthusiastic to speak; tell their experience even they still used limited vocabulary to describe their opinion. Then, in the cycle 3, only small number of students who had problem in their performance, almost all students had improved their performance. In conclusion, the implementation of talking stick method could encourage students to speak and also helped the students solve their problems in speaking; self-confident.

Amallia Rizky Utami et al (2020) in the title *-Fostering Students' Speaking Ability through Traditional Talking Stickl*. The results of this study were (1) the average scores of students' pre-test on their speaking ability before using Traditional Talking Stick were 28,61 of pretest 1, 30,97 of pre-test 2, 33,92 of pre-test 3, 36,69 of pre-test 4-with all the of unsuccessful criteria. (2) The students' average scores of speaking ability after being taught using Traditional Talking Stick were 75,6 of post-test 1, 77,86 of post-test 2, 82,28 of post-test 3, 84,89 of post-test 4-with all of the success criteria. (3)

The result of the students' average scores shown that there is a significant effect of the Traditional Talking Stick in students' speaking ability after-treatment. It is as explained from the gained of obtained pretest 4 and post-test 4 average scores, in which t-count is $-75,302$ (at $df = 35$) and t table = $2,03011$, which means that the result of the SPSS calculation has been successful.

Widiya Sari (2016) in the title -The Influence of Using Talking Stick Technique to the Speaking Ability of Eleventh Grade Students at SMAN 1 GondangNganjukl. The result of the speaking ability by using talking stick technique type of cooperative learning showed that there was a significant influence on students' speaking ability. The average of post-test score (73.25) was higher than that of pre-test (50.52), and it has gain 22.73. It means that there is an influence of using talking stick technique to the speaking ability of eleventh grade students at SMAN 1 GondangNganjuk in academic year 2014/2015.

The similarity of this research and previous studies is that they use the talking stick strategy method to improve students' speaking skills through the pre-test and post-test. This method is one of the cooperative methods commonly used by teachers to make students more interactive in the learning process.

Based on the research above, the difference between this study and previous research is the difference in material, previous research used the talking stick strategy to improve students' speaking skills in describing people

while this study used narrative text material to improve students' speaking skills.

B. Some Pertinent Ideas

1. Speaking

a. Defenition of Speaking

The definition of speaking in language acquisition has been put forth by several specialists. Speaking will be related to communication if we discuss it. In order to communicate effectively, two activities—listening and speaking—must be engaged in simultaneously (Demir, 2017) p. 1457. People must use words to convey their ideas and knowledge because they are social beings who must be able to communicate so that others will understand and share those ideas. Speaking is a technique for humans to produce utterances that have communicative purposes like conveying thoughts and opinions (McDonough & Shaw, 1993) p. 157.

Richards also emphasizes that speaking is the verbal application of language and a means by which people communicate with one another (Richards & Renandya, 2002) p. 204. Speaking requires interaction, which is distinct from reading or writing since it involves two-way communication using language and non-verbal clues to keep the listener engaged and to ensure that the listener gets the speaker's meaning. Richard continues by pointing out that speaking serves a variety of functions in our social interactions. So, already

know why people are speaking. People might only want to talk to someone to convince them of something, to describe something, to get more information clarified, to share a joke or a story, and so on.

b. Component of Speaking

According to Hormaililis in Harahap (2015) p. 2, There are four components below has a great influence in speaking skill.

1) Vocabulary

Vocabulary is one of the extreme aspects that support speaking activity. It deals with the right and appropriate words.

2) Grammar

Warriner believes that communication in speaking runs smoothly if its grammar can be understood. Therefore, speakers must be aware of the grammar that they use in speaking. In other words, grammar is the rule by which we put together meaningful and part of words of a language to communicate messages that are comprehensible.

3) Fluency

Speaking is an activity of reproducing word orally. It means that there is a process of exchanging ideas between a speaker and a listener. Therefore, it is important to have fluency as having the skill of other components of speaking. Longman states that the fluency is the quality or condition of being fluent. It is skill to use

the language spontaneously and confidently and without undue pauses and hesitation.

4) Pronunciation

Pronunciation is the production of speech sound for communication and it is very important in communication. Kelly says that to use the stress and the intonation inaccurately can cause problem.

c. Fluency in Speaking

In this research, researcher will focus on fluency of English speaking skill. Where Good speaking fluency makes one's English proficiency much better and sounds slicker, more natural, and more impressive for the listeners. It also provides more effective communication due to the absence of speaking disturbances. Koponen in Risnawati (2018) p. 19 says that fluency was about the flow, smoothness, the rate of speech, the length of utterances, the connectedness of ideas, the absence of excessive pausing, and also the absence of disturbing hesitation markers. In addition, Stockdale in Risnawati (2018) p. 19 stated that fluency occurs when somebody speaks a foreign language like a native speaker with the least number of silent pauses, filled pauses (ooo and emm), self-corrections, false starts, and hesitations. Similarly, Lennon in Risnawati (2018) p. 19 defines that fluency was the speaker's ability to produce speech at the same tempo with the native speakers without the problems of silent

pauses, hesitations, filled pauses, self-corrections, repetitions, and false starts.

According to Harmer in Risnawati (2018) p. 19, there are some smooth features. First, the pauses may be long but not often. Pauses are equally important, because the speaker must take a breath. But, if always, for example there are 20 sentences "what-can-i-do-for-u". This sentence is very clear, but the speaker is not a fluent speaker. Second, the gap is usually filled. What is important in smoothness is the proper placement of breaks. Natural-sounding pauses are those that occur at the junction of a clause, or after groups of words that form a meaningful unit. For example, may I – your name, – please?. Lastly, there are long syllables and words between pauses. The speaker can use strategy if he needs time to think. For example he says "uh, um, or I mean, etc". These words can expedite the conversation.

Segalowitz in Shahini & Shahamirian (2017) p. 100, proposes that a distinction be made between the following three notions of fluency: cognitive fluency, utterance fluency, and perceived fluency.

1) Cognitive Fluency

Cognitive fluency can be defined as the fluency that characterizes a speaker and has to do with the speaker's abilities to efficiently plan and execute his speech.

2) Utterance Fluency

Utterance fluency is the fluency that can be measured in a sample of speech. One can define utterance fluency objectively by measuring (temporal) aspects of the speech sample.

Tavakoli and Skehan as cited in Shahini & Shahmirian (2017) p. 101, noted that utterance fluency is a construct with several aspects. They distinguish between breakdown fluency, speed fluency, and repair fluency.

1. Breakdown fluency has to do with the ongoing flow of speech and can be measured by counting the number and length of filled and unfilled pauses.
2. Speed fluency has to do with the speed with which speech is delivered and can be measured by calculating speech rate such as number of syllables per second.
3. Repair fluency has to do with how often speakers use false starts, make corrections, or produce repetitions.

Most studies investigating fluency have confounded some of these aspects of utterance fluency. For instance, speech rate is usually calculated as words or syllables per total time (including pauses). With this measure, breakdown fluency and speed fluency are taken together into one measure that encompasses aspects of pausing as well as speed of delivery.

d. Perceived Fluency

In addition to cognitive fluency and utterance fluency, the third notion of fluency is perceived fluency, which can be defined as the impression that listeners have of the fluency of a certain speech sample (or of a certain speaker, based on a sample).

e. The Indicator of Fluency

Akromah (2021) p. 31, stated that there are four characteristics of fluency that stand out: having a lot of ideas, speaking clearly, avoiding excessive pauses, and not repeating yourself. As a result, the next section will describe each point.

1) Plenty Ideas

Speaking is a verbal exchange between two or more individuals. In communication, people discuss a wide range of topics in a variety of settings. Fillmore as cited in Hidayat (2018) p.13, fluent speakers claim to always have pertinent things to say. It implies that a speaker with a lot of ideas will have a lot of relevant material to discuss. The conversation will be disrupted if the speaker has limited knowledge of the subject at hand. As a result, when the speaker runs out of things to say, there will be a significant silence or break in the conversation.

2) No Long Pause

The second characteristic of fluency the researcher proposes

is no long pause. Lennon as cited in Hidayat (2018) p. 14, argues two things that is important for fluency are; -(1) speech pause relationships in performance and (2) frequency of occurrence of dysfluency markers such as filled pauses and repetitions (but not necessarily self-corrections).¹ The pause during speaking is a normal thing but the long pause in a conversational situations shows less fluency. Lennon also states that fluency is a reflection of the speaker ability to focus the listener's attention on the message he or she wants to convey during speaking. Based on that statement, the writer concludes that in conversation where the speaker aims to deliver the message to the listener through speaking, if during speaking the speaker makes no long pause then the listener gets the speaker's intention and it also shows that the speaker has good fluency.

3) Little Repetition

To measuring fluency, there are various metrics. Speech rate and pause are the most often recorded metrics. Repetition, a component of repair fluency, a sub-dimension of fluency introduced by Tavakoli and Skehan, as cited in Akromah (2021) p. 32 is one of the metrics used to measure fluency. Repetition refers to using the same identical words or phrases again while speaking. Additionally, Tavakoli and Skehan note that a speaker who has prepared their speech in advance is substantially more

fluent than one who does not. The latter performer also tends to use less repetition and self-repair.

4) Clear Utterance

Speaking is seen as verbal communication and is intended to convey the speaker's message or intention to the listener. It is important for the speaker to talk clearly in order to convey their point. Clear speech will make it easier for the listener to understand what the speaker is saying and also shows fluency. Riggenbach as cited in Hidayat (2018) p. 15 claims that in traditional view, fluency is a smooth or ease delivery of speech. From the statement, the researcher concludes that clear utterance means that the speaker delivers the speech smoothly so that he or she is fluent in speaking.

f. Vocabulary in speaking

The researcher will offer a definition of vocabulary in hopes that readers know what it is. First, according to Jack Richards (2013) p. 4, "vocabulary is one of the many obvious components of language and one of the first areas applied linguists focused on." In the following explanation, Penny Ur (2012) p. 60 says, "Vocabulary is the words that we educate in foreign language." Lastly, Haycraft in Alqahtani, M. (2015) p. 25 says "vocabulary is divided into receptive and productive vocabulary". In contrast with productive vocabulary, which students can use and produce in speaking and writing, receptive vocabulary refers to the words that children know and comprehend

when they are used in context. According to the definitions, vocabulary is a collection of terms and their definitions, particularly one that comes with a textbook written in a foreign language.

There are some opinions about kinds of vocabulary. One of these is the idea put forth by Scott Thornbury (2017) p.15 that language comes in two flavors: receptive vocabulary and expressive vocabulary.

1) Receptive vocabulary refers to the words that students learn using reading, listening, or receiving from someone else. Passive vocabulary is a term that describes receptive vocabulary. Making notes of the terms and looking up their synonyms and antonyms are two strategies to improve your receptive vocabulary. Another method is to use a dictionary.

2) Active vocabulary, also known as expressive vocabulary, describes the words that students employ when they speak or write. The students should practice their speaking and writing more in order to develop this expressive vocabulary competence.

The terms noun, adjective, pronoun, and others are frequently used when learning English, and they are crucial to the construction of sentences. A sentence must have verbs, adjectives, adverbs, and other words, just like in Indonesian. These significant roles are collectively referred to as components of speech.

There are eight various types of parts of speech, each with

specific functions in a sentence.

1) Noun

A noun is a word that identifies a specific individual, place, concept, or object. In general, a noun is anything that refers to a "thing," such as a basketball court, San Francisco, Cleopatra, or one's own survival.

A noun is the general term for something, such as a planet or an activity. Nouns come in two varieties: proper nouns and common nouns. This program is commonplace. Certain things have distinctive names, such as Jupiter and Jeopardy!, which are both proper nouns.

2) Pronoun

A pronoun is a word that is used in place of a noun because it doesn't look nice to utilize just one noun in each phrase. For instance, when James meets together with his pals, he enjoys the party and thinks back on earlier times.

It sounds strange because we only use one noun per sentence here. However, if we substitute the pronoun "he" for "James" in the last two phrases, it reads quite well. For this reason, we must use a pronoun rather than a noun. Let's look at several pronoun examples, such as he, she, they, I, we, it, etc.

3) Adjective

A word that characterizes a noun or pronoun is called an adjective. To put it another way, an adjective typically modifies a noun or a pronoun. Examples: happy, good, brilliant, intelligent, lazy, enormous, etc.

4) Verb

A verb is a word that expresses an action or the completion of a task. As an illustration, I am, we are, we were, we have, we have had, we can, we should, we'll, go, play,

read, want, sing, etc.

5) Adverb

A verb, an adjective, or another adverb's meaning can be changed or expanded upon by the use of an adverb. Examples include about, after, before, rapid, and slow.

6) Preposition

A preposition is a word that is used to indicate the relationship between a noun, pronoun, or noun-equivalent and any other item in the sentence. Examples include on, in, to, for, with, inside, above, etc.

7) Conjunction

Normally, a conjunction is used to connect two words, a word to a phrase, or a sentence to another. There are three type of conjunctions. They are:

- 1) Coordinating Conjunctions
- 2) Subordinating Conjunctions
- 3) Correlative Conjunctions

Example; and, but, or, if, though, than, since, so–that, as soon as, either–or, neither–nor, etc.

8) Interjection

An interjection is a term that is used to express a short sudden emotion or excitement, For example, hurrah! alas! oops!

Etc.

There are three kinds of Interjections. They are:

- 1) Volitive Interjection
- 2) Emotive Interjection
- 3) Cognitive Interjection

g. Function of Speaking

In speaking, there are some functions that have been classified and explained by the experts. Brown and Yule in Sriandana (2014)p. 13 made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relation, and the transactional functions, which focus on the exchange of information. While Brown and Yule in Sriandana (2014) p. 13 in which each of the speech activity is quite distinct in terms of form and function, and each requires different teaching approach, as follow:

1) Speaking as Interaction

Speaking as interaction refers to what we normally mean by conversation and describes interaction that serves a primarily social function. When people meet, they exchange greeting, engage in small talk, recount recent experience, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other. Such exchange may be either

casual or more formal, depending on circumstance and their nature. Speaking as interaction is perhaps the most difficult skill to teach since interactional talk is very complex and subtle phenomenon that takes place under the control of unspoken rules.

2) Speaking as Transaction

Speaking as transaction refers to situation where the focus is on what is said or done. Making the message oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially each other. In such transaction, speaking is associated with other activities. For example, students may be engaged in hands-on activities (e.g., in English lesson) to explore concepts associated between speaking and other skills like listening, reading or writing. In this type of spoken language, students and teacher usually focus on meaning or on talking their way to understanding. Speaking as transaction is more easily planned since current communicative materials are a rich resource of group activities, information gap, or role plays that can provide a source for practicing how to use talk for sharing and obtaining information.

3) Speaking as Performance

The third type of speaking that can be usefully distinguished has been called speaking as performance. This refers to public talk, that is, talk that transmits information before an audience, such as

classroom presentation, public announcements, and speeches. Speaking as performance tends to be in the form of monologue rather than dialogue, often follows a recognizable format (e.g., a speech of welcome, telling the story, the presentation of chart), and it also closer to written language than conversational language.

2. Narrative Text as a Speaking Learn

According to Gerot and Wignell (1994) p. 204, a narrative text uses to amuse and entertain the reader or listener. The occurrences that cause problems and cause crises are dealt with in narrative. A narrative text follows a standard format: (1) Orientation, which introduces the players and sets the stage; (2) Evaluation, which takes a step back to assess the situation; (3) Complication, which results in a crisis; (4) Resolution, which ends the crisis, for better or worse; and (5) Reorientation, which is optional. Descriptive text is one part of many teks in english teaching that learn in Senior High School.

Besides, Abbot (2002) p. 13 states, the portrayal of an event or a series of events is called a narrative. It implies that the definition of a narrative is centered on the succession. A narrative text describes a series of connected events that are presented in a particular order. It may be non-fiction (history, autobiography, and news reports) or fiction (stories, fairy tales, folktales, folklore, mysteries, science fiction, and historical fiction).

According to Bruner in Eyyup (2013) p. 362, the events in

narrative texts might be active and sequential, emotive, or a combination of both. Stories that cover a series of events are typically told by another person. A story is made up of a series of events that are related in the order that they happened. In these kind of stories, the protagonist's psychological makeup is not as heavily highlighted because it is much simpler to comprehend.

Narrative is description of events especially in a novel, fables or legend, etc, or a process of skill of feeling a story. Thus narrative tells about the event which happened in the past time. In generally the tense that is often used in narrative is past tense form. We can see it from the definition about past tense is a tense used to describe actions or events which took place in the past.

3. Talking Stick Strategy

a. Definition of talking stick strategy

According to Candler in Hanifah (2018) p. 15, the talking stick strategy includes using a stick as a tool or teaching medium. After the students have learned the content in advance, the person holding the stick must respond to questions from the teachers. Using a stick, talking stick is conducted; only the student holding the stick may speak, and all other students must listen to the speaker. When they are in a conversation, every student gets the same chance to speak. It will be difficult for the students since they do not know who will speak next or when they will get the chance to speak, so they must

all prepare what they are going to say carefully.

Furthermore, According to DeLucia-Waack (2004) p. 216 everyone wants to speak is given the talking stick. The student who speaks is given the talking stick and the other students avoid conversation with him or her. By doing so, it is easier to keep members interested and avoid disruptions. Other students who do not receive the stick must therefore keep quiet until the end and listen to what their friend says. The students who receive the stick may finally choose which additional students will speak. Typically, a talking stick is used to express important power, concepts, or feelings. To put it another way, we can say that the talking stick method ensured that everyone in the group got a chance to voice their thoughts and opinions to the rest of the group. Everyone was required to listen respectfully since the person carrying the stick had the right to speak.

b. Procedure of talking stick strategy

The application of the talking stick learning model is in one way students hold first then the stick is play collectively alternately accompanied by a song that is sung, up to the teacher give instructions by saying "stop" or stop, for students the last one holding the stick, the student must answer questions posed by the teacher. According to Huda (2013) p. 225 model talking stick learning namely:

- 1) The teacher prepares a stick that is +- 20 cm long
 - 2) Inform the teacher material to be discussed, then provide opportunity for all groups to read silently and study the material.
 - 3) Students discuss with the group about the problems contained in reading.
 - 4) After reading and understanding the contents of the material, the teacher asks students to close their books.
 - 5) The teacher takes a stick and gives it to one of the students, after that the teacher gave a question and students holding sticks it must answer. And so on until most students get a part to answer each question from the teacher.
 - 6) The teacher gives a conclusion and gives evaluation questions
 - 7) The teacher ends the lesson.
- c. Advantages and disadvantages of talking stick strategy

The advantages and disadvantages of talking stick learning, according to Kurniasih (2016) p. 82 state the advantages and disadvantages of talking stick as follows.

The advantages of talking sticks are:

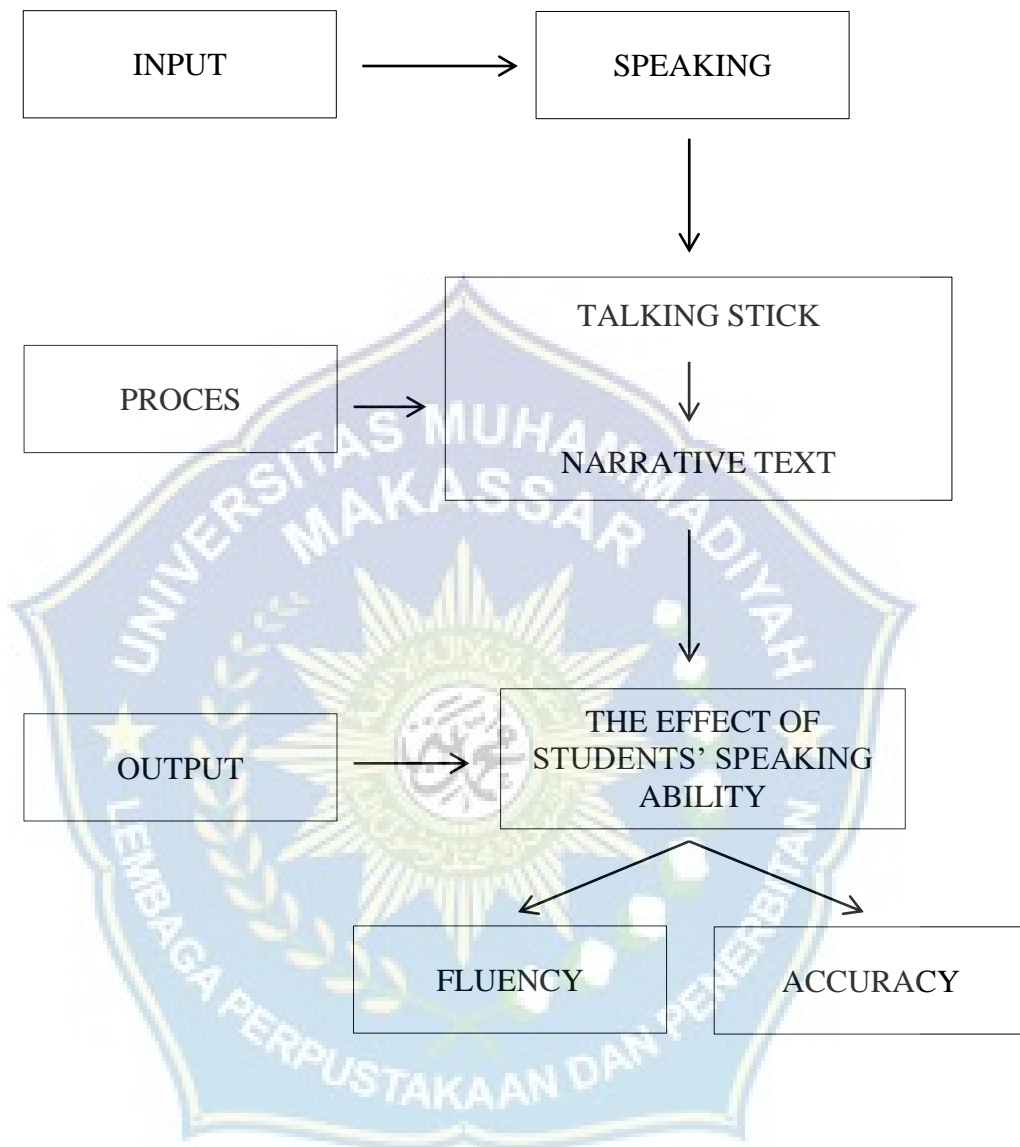
- 1) Testing students' readiness in mastering learning materials.
- 2) Practice reading and understanding quickly the material that has been delivered.
- 3) To be more active in learning because students never know the

stick will come in turn.

The disadvantage of talking stick is that if there are students who do not understand the lesson, students will feel restless and worry when the stick is in their hands.



C. Conceptual Framework



Conceptual framework in this study to see the used of talking stick strategy to foster students' speaking ability at SMA Negeri 2 Barru. The method used in this study is the talking stick strategy (Delucia-Waack, 2004 :216) in narrative text to see how the effect of students' speaking skills is in achieving fluency (pronunciation) and accuracy (vocabulary).

D. Hypothesis

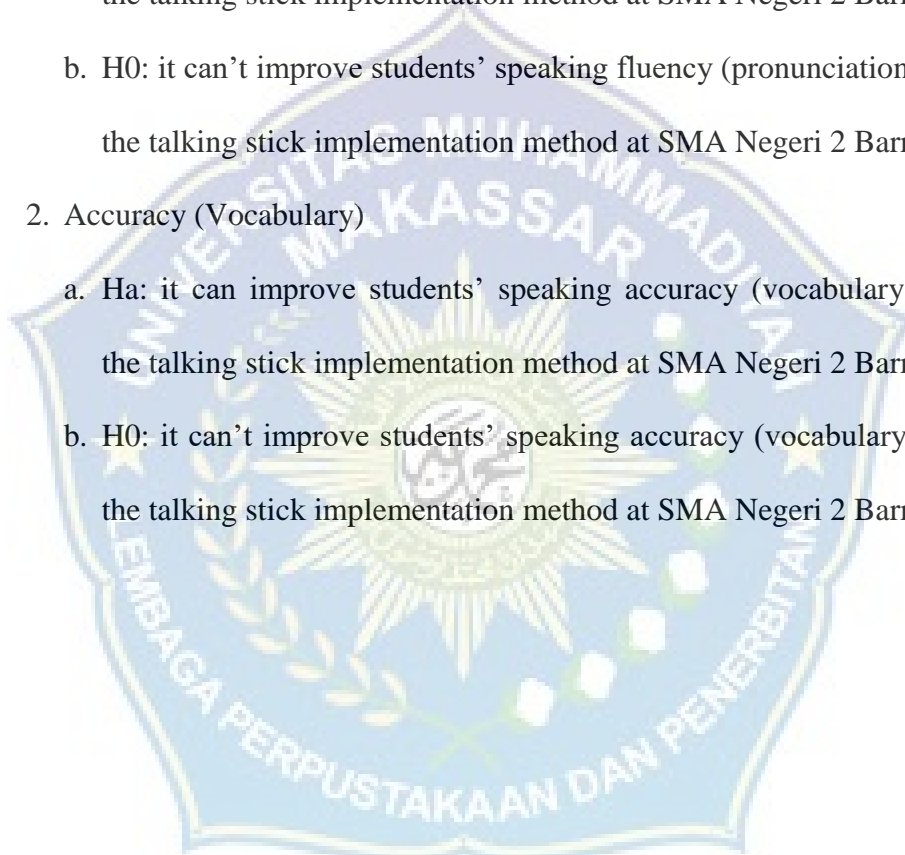
Based on the problem statement of this research, the researcher formulated the result possibilities into the following hypothesis:

1. Fluency (Pronunciation)

- a. Ha: it can improve students' speaking fluency (pronunciation) through the talking stick implementation method at SMA Negeri 2 Barru.
- b. H0: it can't improve students' speaking fluency (pronunciation) through the talking stick implementation method at SMA Negeri 2 Barru.

2. Accuracy (Vocabulary)

- a. Ha: it can improve students' speaking accuracy (vocabulary) through the talking stick implementation method at SMA Negeri 2 Barru.
- b. H0: it can't improve students' speaking accuracy (vocabulary) through the talking stick implementation method at SMA Negeri 2 Barru.



CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of research method, subject of the research, instrument of the research, procedure of collecting data, and technique of data analysis.

A. Research Method

Pre-experimental design was used in this study. Pre-experimental designs have the ability to include pre- and post-tests but do not always include a control group. That a pretest, treatment exposure, and subsequent posttest all take place in a single group (Gay, L. R., Mills, G. E., & Airasian, 2009). The research types can be designed:



Where:

O_1 = Pre-Test
 X = Treatment
 O_2 = Post-Test

(Gay et al, 2012)

B. Subject of The Research

1. Population

The population of this research was the eleventh grade students of SMAN 2 Barru.

2. Sample

The sample for this study was selected using the purposive

sampling method. According to Gay (2012) p. 141,. Selection the data based on experience or knowledge from the researcher. The sample for this research took one class in class XI science 6 at SMAN 1 Barru, totaling 25 students. There were several reasons for taking this class as a sample. The diverse abilities of students may be the first reason. Additionally, the recommendation from English teachers to take the class was to recognize that this class would best represent the entire population due to the students' varying abilities in English.

C. Research Variable

There are two variables in this research, namely Independent variable and dependent variable.

1. The Independent Variable

Independent variable is variable that influences or becomes the cause of change or emergence the dependent variable. Independent variable in this research is Talking Stick Strategy as learning and teaching method in speaking ability and narrative text as the material for the learning and teaching process.

2. Dependent Variable

Dependent variable is a variable which influenced or become effect because of independent variable. Dependent variable in this research is students' fluency and accuracy in speaking skill.

D. Instrument of The Research

Students' speaking scores when students spoke up in the class made up the study's data. The researcher used an oral test as the device to collect the data. In this pre-test students spoke in front of the class with narrative text material without using the talking stick method. And post-test students spoke in front of the class with narrative text material by using the talking stick method.

E. Procedure of Data Collection

In collecting the data, the researcher presented some procedures as below:

1. The researcher gave pre-test in term memorizing and retelling the text 2 minutes present and record at the first meeting to know the first knowledge of the students.
2. The researcher gave the treatment to the students after doing the pre-test to developed students' knowledge with using Talking Stick Strategy. The treatment was conducted for four meaning.
 - a) At the first meeting

In the first meeting, researcher explained the meaning, characteristics and examples of narrative texts.

- b) At the second meeting

In this meeting the researcher gave an example of a story about an ant and a grasshopper, then the students repeated what the researcher said.

c) At the third meeting

In this meeting the researcher gave students the opportunity to prepare 5 vocabulary words for each paragraph in the story of the ant and the grasshopper to be developed later.

d) At the four meeting

In this meeting the researcher gave an example of telling a story about a fox and a cat, then the students repeated what the researcher said and determined the main idea, supporting ideas, characters and background of the text.

3. The researcher gave the post-test in term memorizing and retelling the text 3 minutes present and record with method but different topic at the last meeting to know the improvement of students speaking fluency and accuracy.

F. Data Analysis

For collecting data in this research, the researcher evaluated students' speaking fluency and accuracy by using quantitative method as follows:

1. Classification, score and criteria of fluency

Table 3.1 Fluency Scoring in Term of Pronunciation

Classification	Score	Criteria
Excellent	5	The pronunciation is clear and easy to understand.
Very Good	4	There are some pronunciation issues, but they are not very severe.
Good	3	Problems with pronunciation need careful attention and can occasionally result in misunderstandings.
Poor	2	Very difficult to understand because of pronunciation issues
Very Poor	1	Speech is practically incomprehensible because of a serious pronunciation issue.

(David P. Harris 2009:84)

2. Classification, score and criteria of accuracy

Table 3.2 Accuracy Scoring in Term of Vocabulary

Classification	Score	Criteria
Excellent	5	Almost all of the vocabulary used is in proper use.
Very Good	4	Frequently uses appropriate words but there is some terms that is still not suitable
Good	3	Frequently uses the wrong word, conversation somewhat limited because of inadequate vocabulary
Poor	2	Misuse of words and very limited vocabulary makes comprehension quite difficult
Very Poor	1	Vocabulary limitation so extreme as to make conversation virtually impossible

(David P. Harris 2009:84)

3. To find out the mean score, the researcher used SPSS.
4. To find out the improving of the students' achievement in fluency, the researcher used SPSS.
5. Finding out differences between pre-test and post-test or t-test by using SPSS.



CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher presented the findings of the research and discussion after being analyzed as the result of this research that is related the research question.

A. Findings

In this research, the researcher took data in the form of pre-test results before the experiment and post-test results after the experiment from the research subjects, namely students of Class XI Science 6 at State Senior High School (SMAN) 2 Barru.

1. Students' improvement on fluency (pronunciation) in speaking

The data regarding pronunciation abilities before the experiment can be seen in the following frequency distribution table:

Table 4.1 Frequency Distribution

Pretest					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	24.0	24.0	24.0
	2	11	44.0	44.0	68.0
	3	5	20.0	20.0	88.0
	4	3	12.0	12.0	100.0
	Total	25	100.0	100.0	

From the frequency distribution data above, it was found that before the experiment, there were 6 students (24%) who got a score of 1, there were 11 students (44%) who got a score of 2, there were 5 students (20%) who got a score of 3, and only 3 (12%) students who got a score of 4.

The data regarding students' pronunciation abilities after the experiment is as follows:

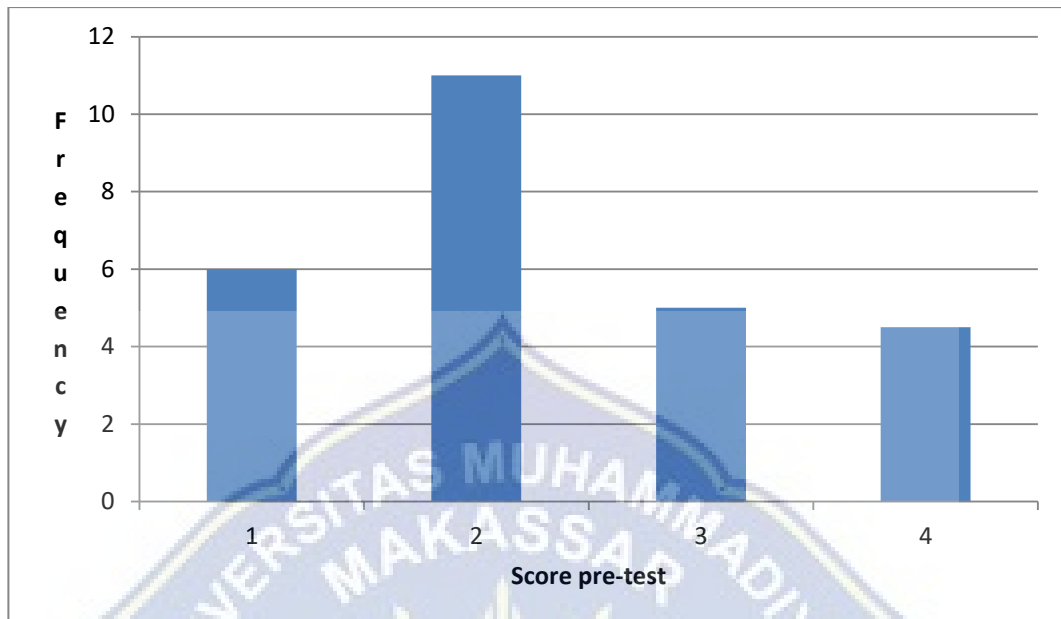
Table 4.2 Frequency Distribution

Posttest					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	4.0	4.0	4.0
	2	9	36.0	36.0	40.0
	3	8	32.0	32.0	72.0
	4	4	16.0	16.0	88.0
	5	3	12.0	12.0	100.0
	Total	25	100.0	100.0	

From the frequency distribution data above, it was found that after conducting the experiment, there was 1 student (4%) who got a score of 1, there were 9 students (36%) who got a score of 2, there were 8 students (32%) who got a score of 3, there were 4 (16%) students got a score of 4, and there were 3 (12%) students who got a score of 5.

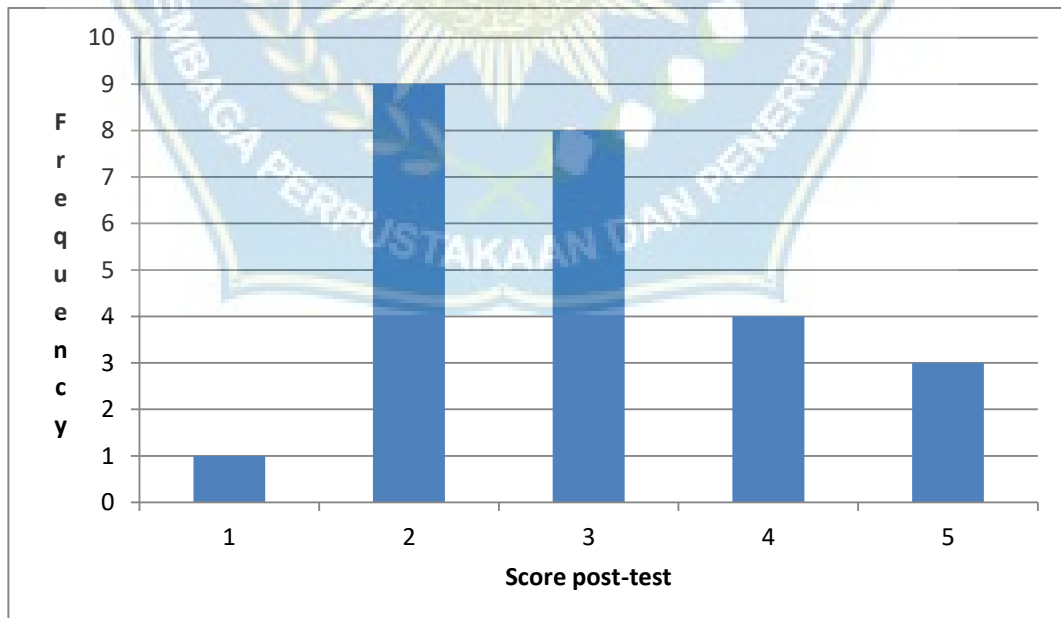
The diagram of students' pronunciation abilities before the experiment is as follows:

Chart 4.1 Frequency Diagram



Furthermore, the diagram of students' pronunciation abilities after the experiment is as follows:

Chart 4.2 Frequency Diagram



From the results of the Paired Sample T-Test with SPSS, the SPSS output results are as follows:

Table 4.3 Paired Sample Statistic

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	2.20	25	.957	.191
	Posttest	2.96	25	1.098	.220

In the output results above, descriptive statistical results were obtained from the two pronunciation data obtained in this research, namely pretest result data and posttest result data. For the pre-test score, the average learning result or mean was 2.20. Meanwhile, for the post test score, the average learning outcome was 2.96. From the results of the average pre test score before the experiment and the results of the average post test score after the experiment, namely in the pre test (2.20) < in the post test (2.96), it means that descriptively there is a difference between the average student learning outcomes. before the experiment is carried out and after the experiment is carried out.

Next, to find out whether these differences are really real or significant, you can look at the following table:

Table 4.4 Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	25	.840	.000

The table above shows the results of the correlation test or relationship between the two pre-test learning results data before the

experiment was carried out and the post-test learning results after the experiment was carried out. Based on the SPSS output in the table above, it shows that the correlation coefficient value is 0.840 with a significance value (Sig.) of 0.000. Because the significance value (0.000) < the probability value or degree of error (0.05), it can be concluded that the relationship between the pre-test value before the experiment and the post-test value after the experiment is meaningful or significant.

Furthermore, to test the research hypothesis in this study, it can be seen in the following SPSS output table:

Table 4.5 Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-.760	.597	.119	-1.007	-.513	-6.363	24	.000

The SPSS output results above show that the t test value in the results of this research is -6.363 and the significance value is /Sig. (2-tailed) of 0.000. Because the post test score is higher than the pre test score, the t test score will be positive, namely 6.363. According to Singgih Santoso (2014: 265), the guideline for decision making in the Paired Sample T-Test based on the significance value is that if the Sig (2-tailed) value is < 0.05 then H0 is rejected and Ha (research hypothesis) is accepted. If the Sig (2-tailed) value is > 0.05 then H0 is accepted and Ha is rejected. So, based on the results above, the Sig value. (2-tailed), namely

$0.000 < 0.05$, then H_0 is rejected and H_a (research hypothesis) is accepted.

Likewise, to use the t-test results in the table above. If the t test value $> t$ table, then H_0 is rejected and H_a is accepted. If the t test value $< t$ table then H_0 is accepted and H_a is rejected. The t test results in the table above show that the t test (6.363) will be corrected by the t table value with df value ($25-1 = 24$) and the significance value $\alpha/2$ ($0.05/2 = 0.025$) is 2.064. So, the t test value (6.363) $> t$ table (2.064), means that H_0 is rejected and H_a or the research hypothesis is accepted. Therefore, it can be concluded that the implementation of the talking stick method can improve students' speaking skills in terms of pronunciation at SMA Negeri 2 Barru.

2. Students' improvement on accuracy (vocabulary) in speaking

The data obtained regarding the Vocabulary abilities of Class XI students at SMAN 2 Barru before the experiment can be seen in the following frequency distribution table:

Table 4.6 Frequency Distribution

Pretest					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	10	40.0	40.0	40.0
	2	10	40.0	40.0	80.0
	3	3	12.0	12.0	92.0
	4	2	8.0	8.0	100.0
	Total	25	100.0	100.0	

From the frequency distribution data above, it was found that before the experiment, there were 10 students (40%) who got a score of 1, there were 10 students (40%) who got a score of 2, there were 3 students (12%)

who got a score of 3, and only 2 (8%) students who got a score of 4.

The data regarding students' vocabulary abilities after the experiment is as follows:

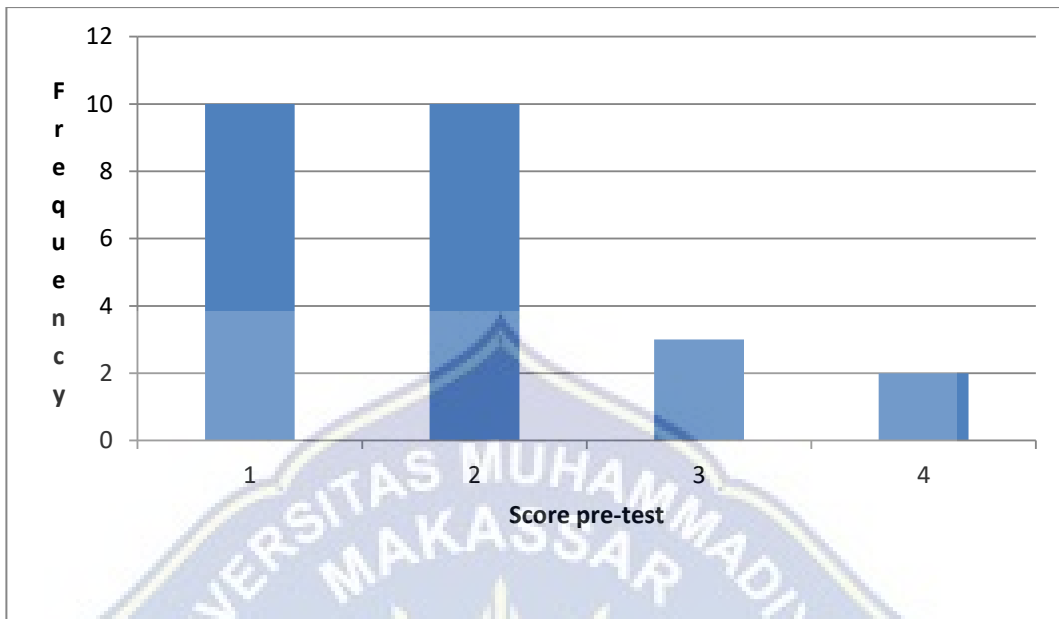
Table 4.7 Frequency Distribution

Posttest					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	10	40.0	40.0	40.0
	3	9	36.0	36.0	76.0
	4	3	12.0	12.0	88.0
	5	3	12.0	12.0	100.0
	Total	25	100.0	100.0	

From the frequency distribution data above, it was found that after conducting the experiment, there were 10 students (40%) who got a score of 2, there were 9 students (36%) who got a score of 3, there were 3 students (12%) who got a score of 4, and there were 3 (12%) students got a score of 5.

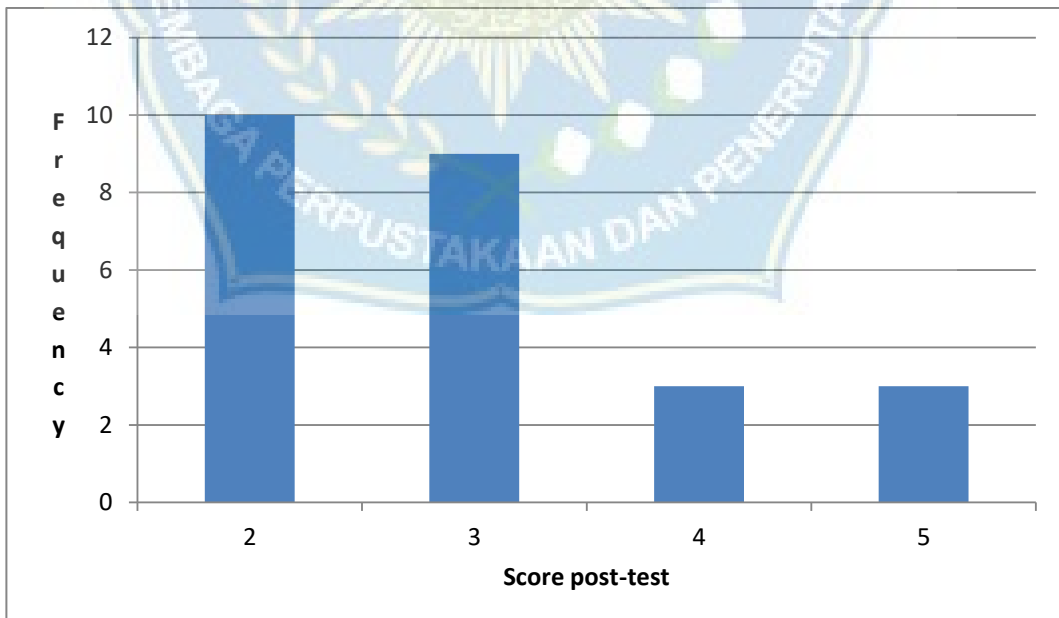
The diagram of students' vocabulary abilities before the experiment is as follows:

Chart 4.3 Frequency Diagram



Furthermore, the diagram of students' vocabulary abilities after the experiment is as follows:

Table 4.4 Frequency Diagram



From the results of the Paired Sample T-Test with SPSS, the SPSS output results are as follows:

Table 4.8 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	1.88	25	.927	.185
	Post Test	2.96	25	1.020	.204

In the output results above, descriptive statistical results were obtained from the two vocabulary data obtained in this research, namely pretest data and posttest data. For the pre-test score, the average learning result or mean was 1.88. Meanwhile, for the post test score, the average learning outcome was 2.96. From the results of the average pre test score at the first meeting and the results of the average post test score at the last meeting, namely in the pre test (1.88) < in the post test (2.96) it means that descriptively there is a difference between the average student learning outcomes before treatment and after treatment.

Next, to find out whether these differences are really real or significant, you can look at the following table:

Table 4.9 Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre Test & Post Test	25	.788	.000

The table above shows the results of the correlation test or relationship between the two pre-test learning results at the first meeting and the post-test learning results at the last meeting. Based on the SPSS

output in the table above, it shows that the correlation coefficient value is 0.788 with a significance value (Sig.) of 0.000. Because the significance value (0.000) < probability value or degree of error (0.05), it can be concluded that the relationship between the pre-test score at the first meeting and the post-test score at the last meeting is meaningful or significant.

Furthermore, to test the research hypothesis in this study, it can be seen in the following SPSS output table:

Table 4.10 Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-.1080	.640	.128	-1.344	-.816	-8.433	24	.000

The SPSS output results above show that the t test value in the results of this research is -8.433 and the significance value is /Sig. (2-tailed) of 0.000. Because the post test score is higher than the pre test score, the t test score will be positive, namely 8.433. According to Singgih Santoso (2014: 265), the guideline for decision making in the Paired Sample T-Test based on the significance value is that if the Sig (2-tailed) value is < 0.05 then H0 is rejected and Ha (research hypothesis) is accepted. If the Sig (2-tailed) value is > 0.05 then H0 is accepted and Ha is rejected. So, based on the results above, the Sig value (2-tailed), namely 0.000 < 0.05, then H0 is rejected and Ha (research hypothesis) is accepted.

Likewise, to use the t-test results in the table above. If the t test value $> t$ table, then H_0 is rejected and H_a is accepted. If the t test value $< t$ table then H_0 is accepted and H_a is rejected. The t test results in the table above show that the t test (8.433) will be corrected by the t table value with df value ($25-1 = 24$) and the significance value $\alpha/2$ ($0.05/2 = 0.025$) is 2.064. So, the t test value (8.433) $> t$ table (2.064), means that H_0 is rejected and H_a or the research hypothesis is accepted. Therefore, it can be concluded that the implementation of the talking stick method can improve students' speaking skills in terms of vocabulary at SMA Negeri 2 Barru.

B. Discussion

Talking stick strategy is a cooperative method of learning where students are asked to make a circle, then teacher prepares sticks to be passed to the students in the circle. Once the students are ready, the teacher plays an instrument to indicate that the game has started. If the instrument is stopped, the student holding the stick will explain the material that was given previously. After explaining the material, the student leaves the circle and the stick spins again.

1. Students' improvement on fluency (pronunciation) in speaking

The researcher found that students' pronunciation before being given treatment showed a pre-test score of 2.20. This value shows that students' pronunciation skills are relatively poor due to students' lack of preparation with the material provided. So the researcher applied the Talking Stick Strategy as a treatment after the pre-test was carried out and showed that the

students' pronunciation after the treatment showed a post-test score of 2.96. This value shows that there is an increase in students' pronunciation skills in speaking.

2. Students' improvement on accuracy (vocabulary) in speaking

Researchers found that students' vocabulary before being given treatment showed an average pre-test score of 1.88. This value shows that students' vocabulary skills are relatively poor due to students' lack of preparation with the material provided. So the researchers applied the Talking Stick Strategy as a treatment after the pre-test was carried out and showed that the students' pronunciation after the treatment showed an average post-test score of 2.96. This value shows that there is an increase in students' vocabulary skills in speaking.

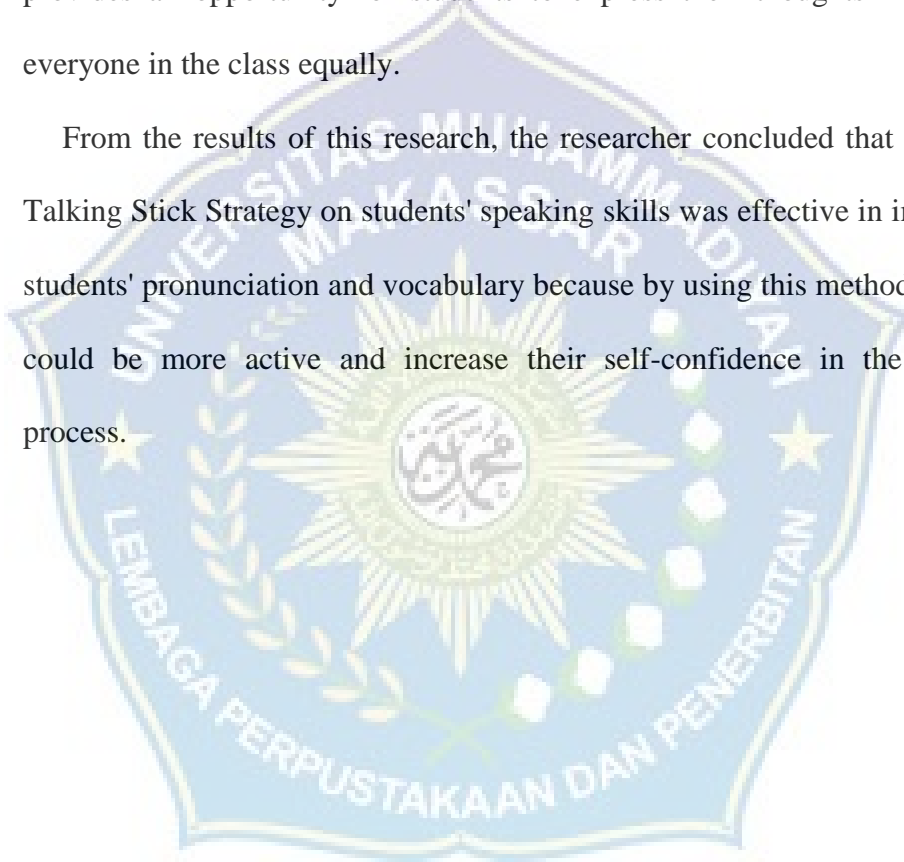
Based on the significance test, researchers found an increase in students' pronunciation and vocabulary skills in speaking, there were differences between before and after the teaching and learning process using the Talking stick strategy in classroom learning. Talking Stick Strategy as a medium in learning really helps students in training students' readiness in the learning process and can increase students' interest in learning.

Therefore, the results of this study highlight and support the idea that the Talking Stick Strategy has a positive impact on developing students' speaking abilities. As a result, this strategy can facilitate students in speaking. By using this strategy, students feel more confident to speak because the teacher encourages them to speak too. The results of this research are supported by L.

Candler (2013) p.4, Students can work together with other students and learning will be fun and students will not get bored in practicing speaking.

Apart from that, this research is also supported by Ajeng N. Anggraini & Fitrawati (2016) p.78 who claim that the effectiveness of the speaking stick strategy was found to be quite helpful in teaching speaking because it provides an opportunity for students to express their thoughts in front of everyone in the class equally.

From the results of this research, the researcher concluded that using the Talking Stick Strategy on students' speaking skills was effective in improving students' pronunciation and vocabulary because by using this method students could be more active and increase their self-confidence in the learning process.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the results of data analysis in the previous chapter, it can be concluded:

1. Student improvement on fluency (pronunciation) in speaking

The student's pronunciation skill value is t-test (6.363) > t-table (2.064). Therefore, the t-test result is greater than the t-table value, so it can be concluded that the implementation of the talking stick method can improve students' speaking skills in terms of pronunciation in SMA Negeri 2 Barru.

2. Student improvement on accuracy (vocabulary) in speaking

The students' vocabulary skills score t-test(8.433) > t-table(2.064). Therefore, the t-test results are greater than the t-table values, so it can be concluded that the implementation of the talking stick method can improve students' speaking skills in terms of vocabulary at SMA Negeri 2 Barru.

This means that it can be concluded that using the Talking Stick Strategy method can improve students' speaking skills in terms of pronunciation and vocabulary. This method can help students to be more active in class and increase their self-confidence.

B. Suggestions

The suggestions in this research are:

1. For Teachers

It is expected the teacher may attempt to employ the talking stick strategy for classroom exercises specifically on speaking skills. The talking stick method can help the students feel more comfortable speaking English in class activities, make learning a new language simpler, and encourage greater interactivity among them.

2. For Students

It is hoped that students will be more active in the teaching and learning process and will not be embarrassed or afraid if they make mistakes when speaking in front of the class

3. For Future Researchers

It is hoped that future researchers can overcome the obstacles in the form of students' lack of pronunciation found by the author in this study by combining the talking stick strategy with other methods that can help.

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APPENDIX A

RENCANA PELAKSANAAN

PEMBELAJARAN(RPP)

School : SMA Negeri 2 Barru

Subject : Bahasa Inggris

Class/ Semester : XI/ Ganjil

Topic : Narrative Text

Time Allocation : 4 x 90 menit

A. Standard Competence

Distinguish social function, text structure, and linguistic elements of several spoken and written narrative texts by giving and asking for information related to short stories, according to the context of their use.

B. Basic Competence

Capturing meaning contextually related to social functions, text structure, and linguistic elements of narrative, spoken and written texts, related to short stories.

C. Indicator

1. Identify the social function, text structure and linguistic elements of narrative text in the form of story telling according to the context of its use.
2. Understanding the linguistic elements of spoken and written transactional interaction texts in narrative texts of short stories in the form of story telling.

3. Analyzing the social function, text structure, and linguistic elements related to short story narrative text in the form of Story Telling

D. Learning Objective

1. Identify the social function, text structure and linguistic elements of short story narrative text in the form of Story Telling, according to the context of its use.
2. Understanding the linguistic elements of spoken and written transactional interaction texts in short story narrative texts in the form of Story Telling.
3. Analyzing the social function, text structure, and linguistic elements related to short story narrative text in the form of Story Telling, according to the context of its use.
4. Finding the meaning of short story narrative text in the form of Story Telling by paying attention to social function, text structure, and linguistic elements.

E. Learning Materials

Story Telling

F. Learning Method

Talking Stick

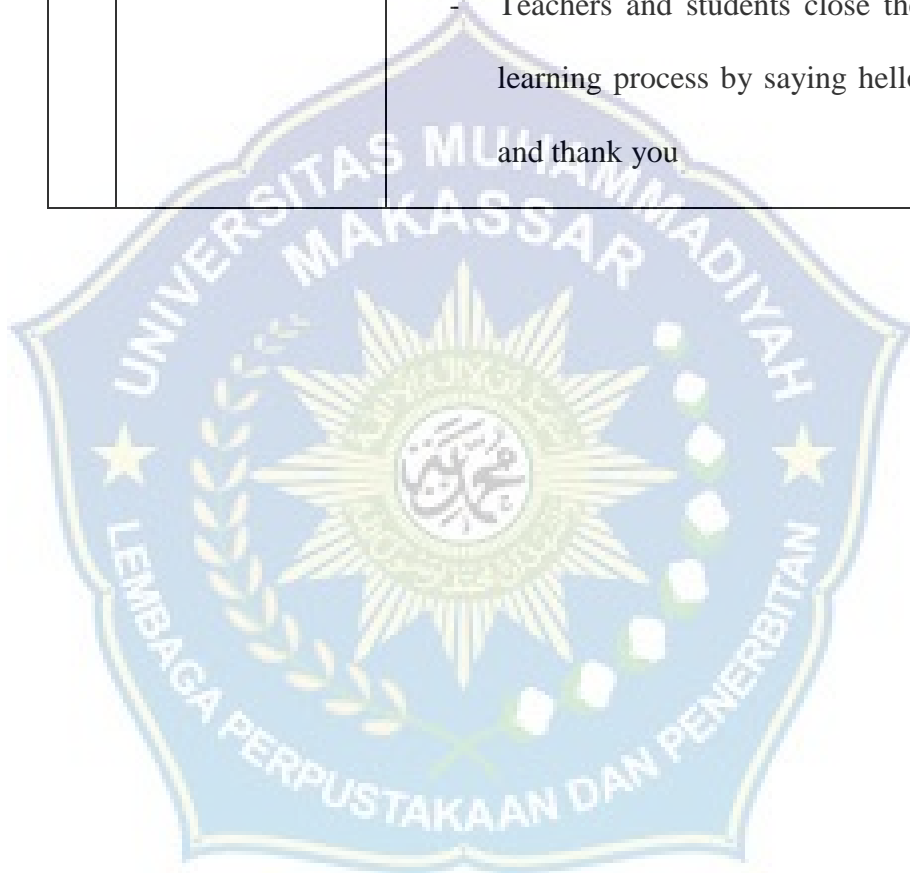
G. Instruction

No	Learning Step	Learning Activities	Time Allocation
1	Introduction/initial activity	<ul style="list-style-type: none"> - The teacher opens the class with an opening greeting and guides students to pray - The teacher checks the presence of students - The teacher conveys the things that will be done in the learning process 	15 minutes / meeting
2	Core Activities	<p>Meeting 1</p> <ul style="list-style-type: none"> - The teacher gives an explanation about the definition and characteristics of narrative text. - The teacher gives reading narrative text to students - The teacher asks students to re-examine the material that has been given <p>Meeting 2</p> <p>The teacher gives a narrative text (story telling) about ants and grasshoppers which was given by the teacher at the previous meeting</p>	60 minutes / meeting

		<ul style="list-style-type: none"> - Students are asked to form a circle and then give a stick as a guide for selecting students who will read a narrative text accompanied by music. - When the music stops and the stick is in the hand of one of the students, that student will read the narrative text (story telling) that has been given. - Teachers and students jointly correct inaccurate mentions <p>Meeting 3</p> <ul style="list-style-type: none"> - The teacher gives the opportunity for students to prepare 5 vocabularies 5 in each paragraph in the story of the ants and grasshoppers to be developed later. - Students are asked to form a circle and then give a stick as a guide for selecting students who will read a narrative text accompanied by music. 	
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		<ul style="list-style-type: none"> - When the music stops and the stick is in the hand of one of the students, the student will tell the narrative text (story telling) that has been developed by the student. <p>Meeting 4</p> <ul style="list-style-type: none"> - The teacher gives different narrative texts (story telling) to students about wolves and cats. - Students are asked to form a circle and then give a stick as a guide for selecting students who will read a narrative text accompanied by music. - When the music stops and the stick is in the hand of one of the students, that student will read the narrative text (story telling) that has been given. 	
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3	Closing	<ul style="list-style-type: none"> - Students are asked to conclude the material that has been given by the teacher - The teacher gives an overview of the material in the next meeting - Teachers and students close the learning process by saying hello and thank you 	15minutes / meeting
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APPENDIX B

The Instrument of Pre-test

Instructions:

1. Provide the material. **The Ant and Grasshopper**

In a field one summer's day, a Grasshopper was hopping about, chirping and singing to its heart's content. An Ant passed by, bearing along with great effort an ear of corn he was taking to the nest.

"Why not come and chat with me," said the Grasshopper, "instead of toiling and moiling away?" "I am helping to lay up food for the winter," said the Ant, "and recommend you to do the same." "Why to bother about winter?" said the Grasshopper; "we have got plenty of food at present."

But the Ant went on its way and continued its toil. When the winter came the Grasshopper found itself dying of hunger, while it saw the ants distributing, every day, corn and grain from the stores they had collected in the summer. Then the Grasshopper knew.

2. Give time to memorize the story about 30 minutes
3. Self introduction
4. Retell the story by your own world maximum 2 minutes
5. Record the data
6. Transkrip the data
7. Analyze the Fluency
8. Analyze the Accuracy

APPENDIX C

The instrument of Post-test

Instructions:

1. Provide the material.

Fox and A Cat

One day a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. 'Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,' she said. 'I know only one trick to get away from dogs,' said the cat. 'You should teach me some of yours!'

"Well, maybe someday, when I have the time, I may teach you a few of the simpler ones," replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder - the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. "This is the trick I told you about, the only one I know," said the cat. "Which one of your hundred tricks are you going to use?"

The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.

2. Give time to memorize the story about 30 minutes
3. Self introduction
4. Retell the story by your own world maximum 3 minutes
5. Record the data
6. Transkrip the data
7. Analyze the Fluency
8. Analyze the Accuracy

APPENDIX D

STUDENT RESULTS SCORE IN PRE-TEST PRONUNCIATION

No.	Name Initial	Score
1	AA	3
2	AZQ	2
3	A	4
4	AR	4
5	ARA	2
6	AAA	1
7	ARH	3
8	AU	2
9	FD	3
10	FH	1
11	MFL	3
12	MD	1
13	MA	1
14	MM	2
15	MR	2
16	NL	1
17	NR	3
18	NAA	4
19	RA	2
20	RAD	1

21	RN	2
22	RI	2
23	SHS	2
24	SI	2
25	WM	2



APPENDIX E

STUDENT RESULTS SCORE IN POST-TEST PRONUNCIATION

No.	Name Initial	Score
1	AA	3
2	AZQ	2
3	A	5
4	AR	5
5	ARA	2
6	AAA	2
7	ARH	3
8	AU	2
9	FD	3
10	FH	2
11	MFL	4
12	MD	2
13	MA	1
14	MM	3
15	MR	2
16	NL	2
17	NR	4
18	NAA	5
19	RA	3
20	RAD	2

21	RN	3
22	RI	3
23	SHS	4
24	SI	3
25	WM	4



APPENDIX F

STUDENT RESULTS SCORE IN PRE-TEST VOCABULARY

No.	Name Initial	Score
1	AA	2
2	AZQ	1
3	A	3
4	AR	3
5	ARA	2
6	AAA	1
7	ARH	2
8	AU	1
9	FD	2
10	FH	1
11	MFL	4
12	MD	1
13	MA	1
14	MM	2
15	MR	2
16	NL	2
17	NR	4
18	NAA	3
19	RA	2
20	RAD	1

21	RN	1
22	RI	1
23	SHS	2
24	SI	2
25	WM	1



APPENDIX G

STUDENT RESULTS SCORE IN POST-TEST VOCABULARY

No.	Name Initial	Score
1	AA	3
2	AZQ	2
3	A	5
4	AR	4
5	ARA	2
6	AAA	2
7	ARH	3
8	AU	2
9	FD	3
10	FH	2
11	MFL	4
12	MD	2
13	MA	2
14	MM	3
15	MR	2
16	NL	3
17	NR	5
18	NAA	5
19	RA	3
20	RAD	3

21	RN	2
22	RI	2
23	SHS	3
24	SI	3
25	WM	4



APPENDIX H

Table Distribution of T-Value

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
Df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.000000	3.07768	6.31375	12.70620	31.82052	63.65674	318.308
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.834271
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.221453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048

19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913		2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
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SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Ahmad Yaffah Mubarak

Nim : 105351113518

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	7 %	10 %
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Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 10 Januari 2024

Mengetahui,

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NPM. 964 591



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Nomor : 1977/05/C.4-VIII/VII/1444/2023

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Lamp : 1 (satu) Rangkap Proposal

20 July 2023 M

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan

di -

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Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 14224/FIKP/A.4-II/VII/1445/2023 tanggal 18 Juli 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : AHMAD YAFTA MUBARAK

No. Stambuk : 10535 1113518

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"The Use of Talking Stick Strategy to Foster Students Speaking Ability at SMA Negeri 2 Barru"

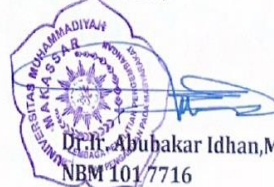
Yang akan dilaksanakan dari tanggal 25 Juli 2023 s/d 25 September 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

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Ketua LP3M,



07-23

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KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Ahmad Yafah Mubarak
NIM : 105351113518
Judul Penelitian : *The Use of Talking Stiek to Foster Students' Speaking Ability At SMA Negeri 2 Barru*
Tanggal Ujian Proposal : 26 Juni 2023
Tempat/Lokasi Penelitian : SMA Negeri 2 Barru

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Senin/31 Juli 2023	Pre-Test	Rahmawati, S.Pd	
2	Senin/7 Agustus 2023	Treatment	Rahmawati, S.Pd	
3	Senin/14 Agustus 2023	Treatment	Rahmawati, S.Pd	
4	Senin/21 Agustus 2023	Treatment	Rahmawati, S.Pd	
5	Senin/28 Agustus 2023	Treatment	Rahmawati, S.Pd	


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PRODI PENDIDIKAN BAHASA INGGRIS

Bismillah
 Bismillah

6	Scalin/4 September Post - Test	Rahmawati, S.H.
7		
8		
9		
10		

Mangkoso, 7 September 2023

Mengetahui,


 Ketua Program Studi,
 FKIP Unismuh Makassar
Dr. Ummi Khaerati Syam, S.Pd., M.Pd
 NBM. 977 807


 Pembina/Kepala sekolah/Instansi

H. SYAMSUDDIN, S.Pd., M.Pd
 NIP. 197511302006041016


 Terakreditasi ke-1000



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 2 BARRU**

Alamat : Jl. Paccekke No. 8 Mangkoso. Kode pos 90752

**SURAT KETERANGAN SELESAI PENELITIAN
NOMOR 421/229.UPT.SMA.02/Barru/Disdik**

Yang bertanda tangan di bawah ini, Kepala UPT SMA Negeri 2 Barru Kabupaten Barru menerangkan :

Nama : AHMAD YAFTAH MUBARAK
NIM : 105351113518
Program Study : Pendidikan Bahasa Inggris

Telah melaksanakan penelitian pada UPT SMAN 2 BARRU, Kabupaten Barru mulai tanggal 20 Juli s/d 07 September 2023.

"THE USE OF TALKING STICK STRATEGY TO FOSTER STUDENTS' SPEAKING ABILITY AT SMA NEGERI 2 BARRU"

Demikian surat keterangan ini di berikan kepadanya dan dapat di pergunakan sebagaimana mestinya,-

Mangkoso, 07 September 2023
Kepala UPT SMAN 2 Barru

H. SYAMSUDDIN, S.Pd., M.Pd
NIP. 19751130 200604 1 016



**MAJELIS DIKELITBANG PP MUHAMMADIYAH
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LETTER OF ACCEPTANCE
0877/BG-FKIP/LOA/B/I/1445/2024

Dear AHMAD YAFTAH MUBARAK
It is our pleasure to inform you that, after reviewing your paper:
**THE USE OF TALKING STICK STRATEGY TO FOSTER STUDENTS
SPEAKING ABILITY AT SMA NEGERI 2 BARRU**
The manuscript ID: 1415
Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

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We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at eltm@bg.unismuhmakassar.ac.id

Makassar, 29 January 2024 M
17 Rajab 1445 H

**Head of English Education Department
Faculty of Teacher Training and Education**



Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



DOCUMENTATION









CURRICULUM VITAE



Ahmad Yaftah Mubarak was born in Mangkoso, Barru Regency, South Sulawesi. August 12th 1999. He is the first child of Chairullah and Rahmawati. He started his education in Elementary School at SD Inpres Ajakkang Barat in 2007 and graduated in 2013. Then he continued his study in Junior

High School at MTsS DDI Mangkoso in 2013 and graduated in 2016. After that, He continued his study in Senior High School at MAS DDI Mangkoso and graduated in 2018. Further, he continued his study at Universitas Muhammadiyah Makassar, major English Education Department in 2018.

At the end of his study, he was able to finish his thesis entitled **“The Use of Talking Stick Strategy To Foster Students Speaking Ability At SMA Negeri 2 Barru”**.