

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the data analysis in chapter IV, it can be concluded that talking stick strategy is effective to improve speaking ability of the seventh grade students of SMPN 10 Kupang in the school year 2017/2018. It can be seen at the score that have gotten by the students whether in pre test and post test of cycle 1 and cycle 2. Actually this study is belongs to the Classroom Action Research (CAR) based on the model offered by Kemmis and McTaggart and were conducted in two cycles. Each cycle consists of four stages: planning, action, observation, and reflection. The research instruments used in this study were lesson plans, pre-test, cycle I post test, cycle II post test, the transcription students' product, and observation sheet.

Furthermore, from the students' response toward teaching and learning activity it can be concluded that the students like talking stick strategy. It proven by their participation in presenting the task, perform in the middle of the cycle, pronunciation, grammar, vocabulary and fluency and feeling confident about speaking.

Beside that, the students were more active and participated in teaching learning process of speaking. Therefore, talking stick strategy can be alternative strategy for teacher in teaching speaking which can improve and keep their speaking. In the first test (pre test) we can see that from 32 students who took the test only 11 students were able to pass the passing grade while the other 21 students of them

failed it. The average of the class was 2,34% or “bellow average” according to the standard of measurement applied. In the second test (post test 1) from 32 students who took the test only 18 students were able to pass the passing grade while the other 14 students of them failed it. The average of class was 3,39% or “average” according to the standard measurement applied. In the last test (post test 2) from 32 students who took the test only 3 students failed it and the other 29 students were able to pass the passing grade. The average of class was 4,78% or “very good” according to the standard measurement applied.

5.2 Suggestion

The finding of the research score showed that there is significant difference on the students' score after and being taught by using talking stick strategy. So some suggestion are addressed to the following persons:

1. Teacher

Talking Stick Strategy is recommended to be used by English Teachers, especially to teach speaking at Junior High School because by using this strategy the students are motivated and have high confident to speak up and the learning becomes enjoyable.

2. Students

The students should improve their English achievement especially in mastering speaking skill using talking stick strategy because this strategy is useful to stimulate them to practice to speak English.

3. Writer

The writer will become an educator and since this study showed a positive result she decided to continue to use *Talking Stick Strategy* with any necessary adjustment in her professional career as a teacher later on and shares it with others especially her future students.

BIBLIOGRAPHY

- Arikunto, S. 2011. *Penelitian Tindakan Kelas (Classroom Action Research)*. Yogyakarta: Aditya Media
- Erom, K. 2017. "Practical Guidelines For Writing Research Report: A Manual for the Subject of Research on Linguistics" Kupang: Widya Mandira Catholic University.
- Darsono. 2002. *Belajar dan Pembelajaran*. Semarang: IKIP Semarang Press
- Fujioka, K. 1998. *The Talking Stik: An American Indian Tradition in the ESL Classroom*. Retrieved from <http://iteslj.org?Techniques/Fujioka-talkingstick.html>, assessed on June 17, 2017.
- Kalumbang, Sherly Maria A.D. "A Study on Speaking Ability Through Problem Solving Task of the Eleventh Grade Students of SMA. N 3 Kupang in the School Year 2013/2014 (Thesis)". Kupang: Widya Mandira Catholic University.
- Kementrian Pendidikan dan Kebudayaan. 2017. *Buku Guru Bahasa Inggris: When English Rings the Bell SMP/MTS*. Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud.
- Kementrian Pendidikan dan Kebudayaan. 2014. *Modul Pelatihan Kurikulum 2013*. Jakarta: Badan Pengembangan Sumber Daya Manusia Pendidikan dan Kebudayaan dan Penjaminan Mutu Pendidikan.
- Latief, M.A.2011. *Research Method on Langage Learning*. Malang: UM Press
- Nunan, D. 1991. *Language Teaching Methodology*. Sydney: Pretince Hall.
- Solahudin, M. 2008. *Kiat-Kiat Belajar Speaking dalam Bahasa Inggris*. Yogyakarta: Diva Press.
- Werang, E. "The Implementation of Mind Mapping To Improve Students'Critical Reading Comprehension of Report Text. A Classroom Action Research to The Eight Grade Students of SMPK Sancta Familia Sikumana Kupang inThe School Year 2014/2015 (Thesis). Kupang: Widya Mandira Catholic University.