IMPROVING STUDENTS' PRONUNCIATION BY USING TALKING STICK FOR ENGLISH SUBJECT AT MTsS TIMBANG LANGSA

SKRIPSI

BY

DIANA BALKIS

1042014071

English Departmant

Tarbiyah and Teacher Faculty

MINISTRY OF RELIGIOUS AFFAIRS

STATE INSTITUTE OF ISLAMIC STUDIES

LANGSA 2018 M / 1439 H

THESIS

Submitted To The Faculty Of Tarbiyah And Teacher Training IAIN Langsa As Partial Fulfillment Of The Requirement Sarjana Degree (S1) In Teacher Education
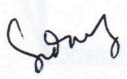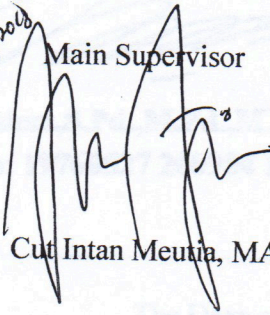
By

DIANA BALKIS

1042014071

ENGLISH DEPARTMENT

FACULTY OF TARBIYAH AND TEACHER TRAINING

Approved by

Main Supervisor

Co Supervisor

Cut Intan Meutia, MA

Saparuddin Rambe, M. Pd.I

STATEMENT OF CERTIFICATION

IMPROVING STUDENTS' PRONUNCIATION BY USING
TALKING STICK FOR ENGLISH SUBJECT AT
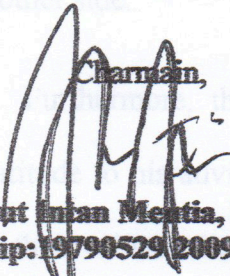## MTsS TIMBANG LANGSA

By

DIANA BALKIS
1042014071

**Has Been Defended in Sidang Munaqasah by the Board of Thesis Examiners
and Has Been Accepted as a Partial Fulfillment of Requirementsfor
SarjanaPendidikan (S.Pd) in english education
Tarbiyah and Teachers Training Faculty, on:**

Tuesday, November 6ᵗʰ 2018 M

26ᵗʰ Safar 1440 H

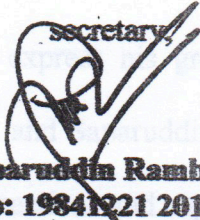**Council of Thesis Examiners**
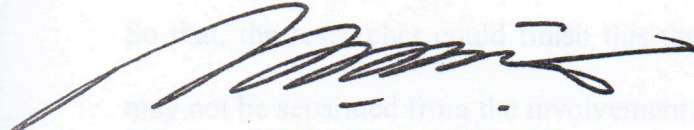
Chairman,	secretary,
Cut Intan Meutia, MA	**Saparuddin Rambe, M.Pd.I**
Nip: 19790529 200912 2 005	Nip: 19841221 201503 1 006
Examiner I,	Examiner II,
Muslem,S.Pd.,M.Pd.,M.TESOL	**Wahidah, M.Ed**
.Nip: 19760527 200904 1 002	Nip :1983016 201503 2 003
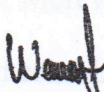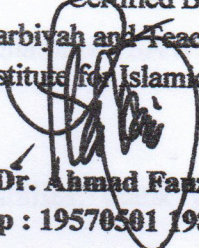
Certified By:
The Dean of Tarbiyah and Teacher of Training Faculty
State Institute for Islamic Studies Langsa

Dr. Ahmad Fauzi, M.Ag
Nip : 19570501 198512 1 001

ACKNOWLEDGEMENT

In the name of Allah. The most beneficent and the most merciful

All preises be to Allah, who always blesses the resaercher in writing this thesis. Peace and blessing be upon prophet Muhammad SAW, his families, his companions, and his followers.

As an ordinary human hwo has the weakness and limitedness, the researcher realize that the thesis by the tittle "Improving Students' Pronuncation By Using Talking Stick For English Learning at MTsS Timbang Langsa". It cannot be finished without any support, guidance, and help from the other people and another side.

Furthermore, the reseacher would like to express his greatest thanks and gratitude to his advisors, Cut Intan Mutia, M.A and Saparuddin Rambe, M.Pd.I. for their valuable help, guidance, comments, corrections and suggestions and who have been very patient to sacrifice their energy and time to assost the researcher. So that, the researcher could finish this thesis. Morever, the researcher's thesisd may not be separated from the involvement and contributions of others, so that the researcher says deepest gratitude and appreciations to:

1. I gratitude to Allah SWT, that always help me and blessesw to finish this research and Prophet Muhammad SAW, that peace and belssing to finish this research.

2. My beloved are my families, thank you so much for your prayer, love, support, guidance, and attention to prepare this research.

3. All the lectures who have given their best knowledge to us at English department.

4. My beloved friend are Fajrin Utami Rahim, Dwi Dinda Audia, Deva Hendrika, Rahma Nashara, Putri Rezki, and Riska Maulina who give support to me during 4 years.

5. The head of English Education Department, Zulfitri, MA.

6. All my friend in PBI unit 1, unit 2, and unit 3 and they wonderful friends.

7. The headmaster of MTsS Timbang Langsa, Muhammad Mansyur, S.Sos.I,MA and the teachers who has given an opportunity to carry out the reseacher.

8. All students of eight grade students of MTsS Timbang Langsa who had been the respondents.

9. Everybody who helps me to finish this research.

Finally, the reseacher hopes this work will be useful for some linguistic study and also can give a lot of benifit for students of English Language especially and it can be useful contribution as a useful reference for the further research. The researcher realizes that this thesis is not perfect yet. Therefore, the researcher would like to accept any contructive sugesstion to make it batter.

Langsa, July 27th 2018

The reseacher,

Diana balkis

v

TABLE OF CONTENTS

ABSTRACT

Diana Balkis. 2018. Improving Students' Pronuncation by Using Talking Stick for English Subject at MTsS Timbang Langsa.*Skripsi/* English Departmant, Tarbiyah and Teacher Training Faculty, State Institute Studies (IAN) Langsa 2018/1439H.

Supervisor: (1) Cut Intan Meutia, MA (2) Saparuddin Rambe, M.Pd.I

The aim of this study was to find out the improvementstudents' of pronunation by using talking stick for English subject MTs Swasta Timbang Langsa. In this research, the researcher conducted a classroom action research (CAR). The research conducted at the eight grade students of MTsS Timbang Langsa. The students consisted 19 students. Techniques of data collaction used were observatin and test. The each cycle showed there was significant improvement of students' pronuncation by using talking stick. It was proved by the significane result of students score in pre test was 50,21 and cycle I was 60,10 and cycle II was 72,10. It means that the improvemnet of students' pronuncation more significant after being given treatment or practice using talking stick method since first cycle until second cycle.

Keywords:*Pronuncation and Talking Stick.*

CHAPTER I

INTRODUCTION

A. Background of Study

Pronunciation is one of the essential nouns based in an oral form and the basic ability of speaking English as well as other languages. The correct pronunciation of English is to help the students to pronounce correctly. Clear pronunciation makes the students easy to understand and produce intelligible sound.

The study of pronunciation has become an important aspect in teaching English as a foreign Language. In learning process, student may face difficulty which is crucial to be described and analyzed. One of them is difficulty in pronouncing English words. Pronunciation has become a dilemma for students.

Written in dictionary Cambridge Advance Learners Dictionary third edition, Pronunciation is the study of how words are pronounced[1]. When we study pronunciation we will learn how to say something, both words and sentences. Learning to know how the words we are going to say are very important. Because when we speak, we give information about others. If the pronuncation in English is wrong. Then, the receiver of the information will misunderstand.Therefore, It is very important to learn how a word is spoken.

---

[1]Nafisah Endahati, *Improving Pronunciation Of Class A1 Semester 1 Students Of English Education,* 2013/2014, 3

Concise Oxford Learners Dictionary eleventh edition explain if pronunciation is the way in which the word is pronounced[2]. It can be concluded that pronunciation is the science of the ways in which words are pronounced or spoken. So, when we speak in English, we have the procedure. Not like speaking Indonesian. English is very different. For example "book", when reading in Indonesian will read *"bok"*. However, if the English language will be read *"buk"*. That is the ordinance in reciting the English language.

Many of English foreign language learners have the difficulties in pronunciation learning process that is because of same factors.

Kenworthy stated: "there are six factors that influence learner's pronunciation, mother tongue, age, amount of exposure phonetic ability, personality, and motivation."[3]The researcher found that some problems, why Indonesian's people difficult to speak english. Because english is not native language Indonesian's people. So, like factors above very infulence to Indonesian's people how their pronuncation.

According to researcher, There are some factors that make students difficult with pronuncation. The factors are: 1) the students do not understandhow to pronounce the words clearly. 2) The student understands how to pronounce the word is weak and relative less. 3) The students did not mastering the pronunciation well. 4) Unavailability of learning technique pronunciationiseffect and interesting for students.

---

[2]Nafisah Endahati, *Improving Pronunciationon,* 4
[3] Joane Kenworthy, *Teaching English Pronunciation*,(New York: Longman,1987), 4

Based on the problem, this problem always happens at MTsS Timbang Langsa. There are much students get difficulty in pronuncation. In the first observations, that conducted by researcher when learning process , there are many pronuncation errors. like, the word "today" they say the word like they read Indonesian's alfabet. Then, they are difficult to understand, because there some different how to read from their mother tongue.This should be an excellent time to instill an understanding of how to good read.but, this is no easy. therefore, the teacher must uses somestrategies, methods, approach and techniques in accordance with teaching materials.

Based on the problems that occurred at the MTsS Timbang Langsa school is difficult in English pronunciation. The researcher want to improve their pronouncation by using a talking stick method.

The talking stick method is a very easy method to use in teaching. Because this method helps the spirit of students to be more taught follow the lesson during the learning process. This method is easy and can be used at the elementary, junior and senior high schools.

Based on the explanation above, the researcher is interested in carrying out a research entitled **"ImprovingStudents' PronunciationbyUsing Talking Stick for English Subject at MTsS Timbang Langsa ".**

B. **Research Question**

Based on the background of study above, the research question for this study is "does the use of talking stick improve students' pronuncation for english subject at MTSs Swasta Timbang Langsa?".

C. Purpose Of Study

Based on the problem of the study, the purpose of the study is "to find out the improvement students' pronunation by using talking stick for English subject MTs Swasta Timbang Langsa".

D. Significances of Research

Theorically this study is aim at improve the existing theory on students' pronuncation. Practical

Practically, this study is expected to give information for another people. The are four. The first for General,This research aims to help people to solve their pronuncation's problem use some appropriate such as using talking stick. The second for Teacher, The study is expected to give the imformation to engliash teacher effective method in english teaching. The teacher can use a new method to make student more interesting in learning process to improve pronuncation with talking stick. Moreover, the teacher no confused to choosing another method. The third for students, The positive result of this research can support the student to improve their pronuncation with talking stick and motive them in learning engliah. The fourth for other researchers, Hopefully, the result of this research wilol be sourse of imformation for other researcher who want to conduct similar studies.

E. Scope of Study

1. Pronuncation

Pronuncation is the most important aspect to mastered by the students. Pronuncation is mean a way in which a language or particular word or sound is spoken, a way in which something is undertood. According to Harmer " the key to succesful pronuncation teaching, however, but rather than to have them listen and notice how english is spoken-either on audio or video tape or teachers themselves.[4]

The teacher should to give the students examples or show the a way how to made the correct sounds rather than ask students made more sounds. The teacher to be a modal to show how sound is made than students imitate.

Based on the axplanation above, the researcher conclude the pronuncation is the word of sound that produced by our mouth. That means, if we say something with good pronuncation. It will easy to listener understood. Another reason, we need study hard. Because, sometimes there are differences berween the written words and the sounds of spoken.

2. Talking Stick

Agus Suprijono said that "talking stick is a strategy that ancurages students to share express oponion. Tlking stick stategy is inititated by the teacher's explanation of the material and give the opportunity for students to read and comprehend the material the students whoever get stick must answer the question

---

[4]Jeremy Harmer, *The Practice Pf English Language Teaching*, Third Edition, (New York: Logman, 2001), 185

from teacher. The final the step of talking stick strategy is teacher provides rewiews to all the answer given by learner.[5]

Talking stick the encourages students to dare to express opinions. Learning talking stick by teacher explanation regarding the subject matter to be studied. Learners are given the opportunity to read and learn material. The next teacher asked the students to close the book. The teacher took stick and giver the student with take turns and play the music that use leptop. After that, if the music stop and who hold the stick the teacher will give the question and the students must answer the question. This merthod make students more interested learn and more spirit.

---

[5]Agus Suprijono,*Cooperative Learning*, (Pustaka Pelajar), 2010, 45

CHAPTER II

LITERATURE REVIEW

A. Theoritical Framework

1. Pronunciation.

Learning to pronounce words correctly and fluently is an important language skill.[6] Pronunciation skills are abilities pronunciation. English pronunciation different from Indonesian language, including pronunciation of vowels, consonants, and diphthongs. The aspects of pronunciation skill are accuracy, fluency, intonation, and stressing. Vocabulary English is a collection of words in Language English that has meaning.

Written in dictionary Cambridge Advance Learners Dictionary third edition, Pronunciation is the study of how words are pronounced[7]. When we study pronunciation we will learn how to say something, both words and sentences. Learn to know how the words we are going to say are very important. Because when we speak, we give information about others. If pronunciation in English is wrong.Then, the receiver of information will misunderstand. Therefore,It is very important to learn how a word is spoken.

Concise Oxford Learners Dictionary eleventh edition explain if pronunciation is the way in which the word is pronounced[8]. It can be concluded that pronunciation is the science of the ways in which words are pronounced or

---

[6]Yanuarria Kukuh Perwira, *Students' Pronunciation Ability In Reading Report Text,* 9
[7]Nafisah Endahati, *Improving Pronunciation*, 3
[8]Nafisah Endahati, *Improving Pronunciation*, 4

spoken. So, when we speak in English, we have the procedure. Not like speaking Indonesian. English is very different. For example "book", when reading in Indonesian will read *"bok"*. However, if the English language will be read *"buk"*. That is the ordinance in reciting the English language.

Pronunciation is the most important component to be mastered by the student. An explanation about pronunciation and its functions in language teaching is necessary. There are some definitions of pronunciations. Pronunciation is a way in which something is understood.

According to Harmer "the key to successful pronunciation teaching, however is not so much getting students to produce correct sounds or intonation, but rather than to have them listen and notice how English is spoken-either on audio or video tape or teachers themselves. [9] When a disciple manages to say a good and right word then he is said to be successful. And when a disciple difficulties in pronunciation it is better to have them listen or pay attention from a video, and better than a teacher himself.

Theteacher needs to give more examples or show the students, the way how to produce correct sounds rather than ask students produce more sounds. The teacher might be amodel to show how the sound produces than students imitate.

The researher conclude that pronunciation is the word of sound that produced by our mouth that has meaning and we use it to make the listener can understand what are we saying. It is needed to be learned because sometimes there are between the written words and the sound of spoken.

---

[9]Jeremy Harmer, *The Picture of English Language Teaching*, 185

a. **Organ of speech**

Organ of speech are tools to produce the sound. To clearest the position of the speech organ, the writer tries to explain the position of it, as follows:

a. The vocal cords: the air relesed by the lungs through windpipe and arrives first at the larynx. The larynx contains two small bands of elastic tissue, which can be thought of as two flat strips of rubber, lying opposite each other across the air passage. These are the vocal cords.

b. Palate: forms the roof of the mouth and separates the mouth cavity from the nose (or nasal) cavity. Make the tip of your tongue touch as much your own palates as you can: most of it is hard and fixed in position, but when your tongue-tip is as far back as it will go away from your teeth, you will noticed that the palate become soft.

c. The teeth: the lower front teeth are not important in speech except that if they are missing certain sounds, e.g. /s/ and /z/, will be difficult to make. But the two upper front teeth are use in English to some extent.

d. Tongue: tongue is the most important of the organs of speech because it has the greatest variety of movement. The tongue divide into four sections: (1). The tip, which is the very end of the tongue, (2). The blade, which is the area just behind the tip, (3). The middle of the tongue, (4). The back of the tongue, the tip and the blade are often called the front of the tongue.

e. The lips: it is oblivious that lips can take up various different position. They can be trough firmly together as in /p/ or /b/ or /m/ so that

theycompletely block the mouth. The lower lip can be drawn inward and

slightly upwards to touch the upper front teeth as in the sounds /f/ and

/v/. [10]

Here the picture of organ of speech
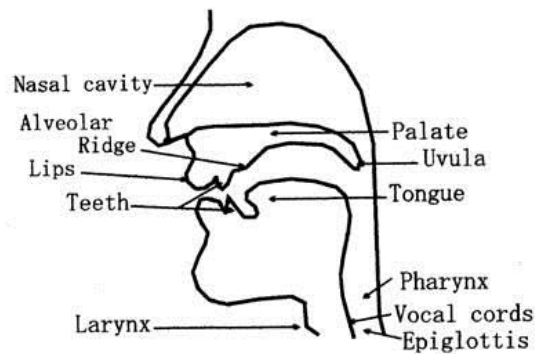
Picture 1: About the speech organs[11]

b. Classification of speech sounds

The English speech sounds can be classified into:

1. Consonant is "consonant are formed by interrupting restricting or diverting

    the air flow.

a. p= pin	g. ʧ=chair	m. S=sea	s. n=no
b. b=book	h. =judge	n. z=zoo	t. =sing
c. t=to	i. =fine	o. =she	u. l=live
d. d=do	j. v=very	p. =measure	v. r=red
e. k=key	k. =think	q. h=hello	w. j=yes
f. g=got	l. =the	r. m=more	x. w=wood[12]

---

[10]J. D O' Connor, *Better English Pronunciation* (United Kingdom: Cambridge University Press, 1998), P. 13-21

[11] D O' Connor, *Better English Pronunciation*, 13

[12]General Kelly, *How to Teach Pronuccation* (England: Person Education Limited 2000, 24

The consonants in the table above are the consonant phonemes of RP (Received Pronunciation) and GA (General American), that is, the meaning-distinguishing consonant sounds (c.f. pat − bat). Phonemes are written within slashes //, e.g. /t/. Significant variations are explained in the footnotes. [13]

/p/ put, supper, lip

/ʃ/ show, washing, cash

/b/ bit, ruby, pub

/ʒ/ leisure, vision

/t/ two, letter , cat

/h/ home, ahead

/d/ deep, ladder , read

/ʧ/ chair, nature, watch

/k/ can, lucky, sick

/ʤ/ jump, pigeon, bridge

/g/ gate, tiger, dog

/m/ man, drummer, comb

/f/ fine, coffee, leaf

/n/ no, runner, pin

/v/ van, over, move

/ŋ/ young, singer

/θ/ think, both

/l/ let

---

[13]Nigel Musk, *The Vowels & Consonants of English Lecture Notes, 1*

/ð/ , silly, fall the, brother, smooth

/r/ run, carry, (GA car)

/s/ soup, fussy, less

/j/ you, yes

/z/ zoo, busy, use

/w/ woman, way

2. Vowel

"Vowel are made by voiced air passing through different mouth-shapes. The different in the shapes of the mouth are caused by different positions of the tongue and the of the lips."[14], the vowels consist of short vowel and long vowel, those are:
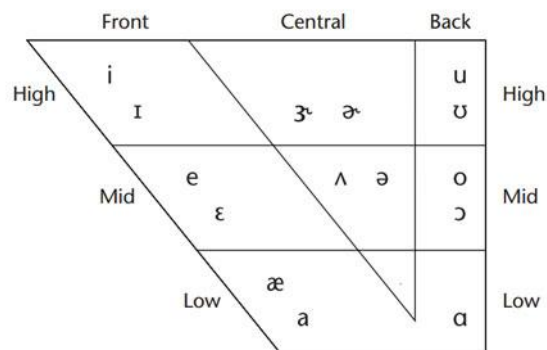
Picture 2: The symbol of vowels

Short vowels

1. /w/ woman, way

2. /ʌ/ under, enough, butter

3. /i/ silly, baby (in final positions)

4. /ɪ/ , apart it, swim

---

[14]J. D O' Connor, *Better English Pronunciation*, 79

5.   /ɒ/ odd

6.   /e/ , want, cough edge, lead (=bly), said

7.   æ/ apple, man

8.   /ʊ/ put, full

9.   /ə/ above, support, possible, Africa, mother

Long vowels

1.   /iː/ eat, sleep

2.   /ɑː/ father, calm, can't, car

3.   /ɔː/ or 7 , daughter, more /

4.   /ɜː/ earn, bird, occur9

5.   /uː/ ooze, shoe, suit[15]

2.   Talking Stick Method

Learning model is the basis of the learning practice of the result of the reduction of educational.[16]psychology theory and learning theory designed based on the analysis of the implementation of the curriculum and its implications to the operational level in the classroom.

Method is a media to reach a goal. This method very suggestion to teachers, when they teach English subject in learning process.

---

[15]Nigel Musk, *The Vowels & Consonants,* 2
[16] Agus Suprijono, *Cooperative Learning*, 45

This method is a way in education to reach a goal of learning. if we use a good method. then, the purpose of learning will be achieved. like in learning, the students will more affective and insterested in learning process.

Talking Stick of method cooprative learning. According Kauchack and Eggen in Azizah(1998), cooperative learning is learning strategies that involve students to work collaboratively in reach a goals. This method is very good if it is often used in the class. Because this method makes students always talks and while playing in lesson time.

Talking stick can defined as one of strategies using stick, the students whoever get the stick must answer the question from their teacher[17]. Talking stickis a method originally used by native americans to invite all people to speak or express opinions in a forum. As stated corol locust "talking stick has been used for countries by many indian tribes as a means of just and impartial haering. The talking stick was commonly used in council circles to decide who had the right speak. When metters of great concern would come before the council, the leading elder would hold the stick, and begin the discussion. When he would finish what he had to say, he would hold out the talking stick, and whoever would speak after him would take it. In this manner, the stick would be passed from one individual to another until all who wanted to speak had done. So, the stick was then passed back to the elder for safe keeping[18].

---

[17]Irfayatul Aini, *Penerapan Model Pembelajaran Inovatif Melalui Metode Talking Stick Untuk Meningkatkan Aktifitas Belajar Siswa Mata Pelajaran IPS,* (Malamg: UIN Maulana Malik Ibrahim), 44

[18]Deden Marrah Adil, *Model Talking Stick dan Hasil Belajar IPA Kelas IV SD*, 2010

Talking stick is included in cooperative learning because it has characteristics that fit with cooperative learning that is:

1. Students work in groups cooperatively to complete their learning materials.

2. Groups are formed from students who have high, medium and low ability.

3. Where possible, group members come from different races, cultures, tribes, and genders.

4. Rewards are more group-oriented than individuals.

Cooprative learning can be done with a stick, there are some rules in this method. Like, who hold the stick. The students must answer the question that the teacher gives to them.Learning Talking Stick is very suitable applied for SD, SMP, and SMA/SMK. moreover to training in speaking skill and this learning will create a fun atmosphere and keep students active.

Referring to Joyce thinking, the model function is "each model guides us as we design instruction to help students achieve various guides objective". Through teacher learning model can help learners get information, ideas, skills, ways of thinking, and express ideas. The learning model also functions as a compass for pursue designers and teachers in planning teaching and learning activities.[19]

According Isjoni, Cooperative Learningcan improve the method in learning to better than before, the attitude of helps in social behavior. The main in this

---

[19]Agus Suprijono, *Cooperative Learning*, 46

research is to implement of Cooperative Learning as learning model. [20]The main of Cooperative Learningisthe students can learn in groups with friends by appreciate opinions and providing opportunity for other students to express their ideas by communicating their opinions as a group.

Learning by using talking stick encourages learners to dare to express an opinion. Learning with the method of talking stick begins by the teacher's explanation of the subject matter to be studied. Learners are given the opportunity to read and pave the material. Given enough time for this activity.

The next teacher asked the students to close the book. Master took the prepared stick. The stick is given to[21] one of the learners. Learners who receive the stick are required to answer the teacher's celebration so on. When the stick rolls from learners to other learners, while accompanied by music.

The final step of this method talking stick is the teacher gives chance to learners to reflect on the material that has been studied. The teacher gives a review of all the answers given learners, then together learners formulate conclusions. [22]

a. **The Procedure of Using Talking Stick**

1. The teacher explaned about material speaking and the students pay their attention to the explanation given.

2. The teacher given apportunity for the students to read the material.

3. The teacher asks students to close their book.

4. The teacher take a stick and give it to student.

5. The student whoever get stick must answer the question from the teacher.

---

[20]Isjoni, *Cooperative Learning*, (Bandung: Alfabeta, 2010), 21.
[21] Agus Suprijono,*Cooperative Learning*, 109
[22] Agus Suprijono,*Cooperative Learning*, 110

6. The teacher expalains about the answer the question from the teacher.

Before teaching process, the teacher must prepare question to ask his students to teaching learning process. The teacher must be carefully to select queastion, it must be appropriate with the material concerned. In this part, the reseacher explained the step by step of how to teach speaking by using talking stick.

b. The Advantages and The Disvantages of Talking Stick

The advantages of using talking stick

1. The students are not bored becaused talking stick as motivation for them learn masterial.

2. The students can understand about the material because the teacher have given explanation it.

3. The students can be motivated in speaking.

The disadventages of talking stick

1. The lack of interaction between student with other students in process teaching and learning.

2. The lack of ability to identify problem

3. Related Study

The researcherhas found two relavantstudies whichrelated to this researcher. First is "Improving Student's Pronuncation Through Communicative Drilling Technique at Eight Grade Student's at Junior High School 01 Karang Baru" written by Intan Suhada. The purpose of this research is to find out the improvement student's pronuncation skill in eight grade student's at junior high school 01 karang baru. This research to improve student's pronuncation with

manner the teacher taught in cycle 1 and cycle II. After that, the result of test calculation cycle 1 74, 25 and cycle II 94,38.

The second, the researcher by the tittle " Enhacing Pronuncation of Suprasegmental Feature Trought Relative Learning Method at VIII Grade ofSMPN 2 Kejuruan Muda" written by Tri Astuti. The purpose of this research to find out the enhacing pronuncation of suprasegmental feature trought relative learning method. This research to improve studen's pronuncation with manner the teacher taught in cycle 1 and cycle II. After that, the result of test calculation cycle 1 76, 02 and cycle II 76, 55.

The study that present researcher is doing now different from the previous studies above. The method that used in this study is a classroom action researcher to know the improvement student's pronuncation. Besides, this research focused to improve student's pronuncation in MTsS Timbang Langsa.

4. Hypothesis

Ha **:** there is improvement of the students' in pronuncation using talking stick at MTSs Timbang Langsa.

Ho : there is no improvement of the students' in pronuncation using talking stick at MTSs Timbang Langsa.

CHAPTER III

METHOD OF RESEARCH

A. Place and time the research

1. Place And Time

Location of this research will be done in MTSs Timbang Langsa. A classroom action research will take place in the school. The school is located in Timbang Langsa Jln. Gang Nelayan. This place was chosen because they have problem in pronuncation and this problem will impact to speaking and reading. So the researcher find a manner to improve their pronuncation with talking stick. This research will be done for 2 meetings in each cycle. The research conducted on july for two weeks.

B. Subject of this research

In this research, the researcher took the subject at MTSs Timbang Langsa. After that, the researcher took one class that problem in pronouncation is seventh grade of MTSs Timbang Langsa. They have 18 students in the class.

C. Methodology of research

The research is using classroom action research (CAR) is an effective method of improving student ability in pronuncation. It was done by cycling process that consisted of four steps are: planning, action, observation, and reflecting. [23] The

---

[23]G.Mettetal, *The What, Why, and How Classrom Action, Research*, (Josotl, 2012), 5

study is carried out by two cycles where each cycle consisted of two meetings. Each meeting included four step namely: planning, acting, observation, reflecting. Therefore, totally there are two meetings in each cycles at this research.

Cycle 1

In the cycle1, consists of four steps. There are two meeting in this cycle. In the first meeting, it will be done pretest. The second meeting is introducing the technique and doing post test.

1. Planning

In this step, the researcher indentified problems by doing classroom observation. The researher also conducted interviews both for the English teacher and the students to gain more information related to the problems in the class. The researcher and english teacher then discussed the problems in pronuncation and the best way to solve them. Planning was conducted treatments or after making sure about the problem of the research, the researcher needs to prepare before did an action research. In addition, the researcher also prepared the lesson plans based on the curriculum of the school. Then, the researcher also halped by the collaborator decided the activities to improve their pronunciation with talking stick.

2. Acting

After planning the activities, the researcher and the collaborator took actions to improve student's pronunciation with talking stick. Were improved until there was an improvement on student's ability. The actions were done in two cycles

consist of four meetings, there were two meetings in the first cycle and two meetings in the second cycle. During the actions, the collaborator observed the teaching learning process.

3. Obsevation

In this step, the researcher and the collaborator observed all events or activities during the researcher. The observation is done during the research in purpose of getting any data to show student's condition while research is conducted. Besides, this phase was also used to collect as much as information to know the effects of the actions and to find out the problems that might be occurred in the learning process. The researcher observed the student's activity and the class situation. Then, the collaburator observed the teaching process that the researcher did.

4. Reflecting.

Reflecting is the inspection effort on the seccess ot the success or the failure in reacing the temporary purposes in order to determine the alternative steps that are probably made to get the final goals of the research. In the reflection phase the researcher evaluated and reflected on the implementation of the actions. The researcher and the collaborator analyzed the problems in the actions and found the solution to improve the teaching learning process in the next cycle.

This research used action research. Therefore, to analyze, the data would be combining both of qualitative and quantitative approaches. " [24]quantitative research is a research data in the form of numbers and analyze used statatistic". Its

---

[24]Sugiono, *Metode Penelitian Kuantitatif dan R&D*, (Bandung:CV Alfabeta, 2008), 7.

mean the quantitative research is the research a problem from data analyzed, number, and analyzed using statistic.

Cycle II

After cycle 1 finish, the researcher has to do cycle II as a revision in cycle 1 to get the best result. The purpose of the cycle II is to improve data in cycle 1. The cycle II is also followed up based on cycle 1. This second cycle also involved the four stages, are: planning, acting, observating, reflecting with two meetings.

D. The Instrument for collecting data

1. Test

A test a device for sampling behavior or performance related to the skils, competencies, attitudes, or other characteristics of people[25]. Test is used to measure the person's competence and to achieve the objective. Test is very imprortant in teaching and learning process. Brown argues that test is a method of measuring a person's ability, knowledge, or performance in a given field[26]. There were pre-test and post test. Pre-test conducted before the researcher teach pronuncation using talking stick to the students. Meanwhile, post test conducted after the researher taught pronuncation using talking stick to the students.

---

[25]Bruce W. Tuckman, *Measuring Educational Outcomes Fundamental Of Testing,* (USA: Rutgers University Press, 1975) 207

[26]H. Douglas Brown, *Language Assessment: Principles And Classroom Practies,* (New York: Person Education Inc, 2004), 3

2. Obsevation

Observation was used to collect as much as information to know the effects of the actions and to find out the problems that might be occured in the learning process. "observation is a perception activity to know how far research effectiveness of action have reached target". [27] observation was used as a method to observe the teaching process and student's activities and respond or something that will be happen. Observation is intended to see and to know about the condition of class and students. The researcher used it to oberve the improvement students' pronunation by using talking stick for English subject. In addition, the researcher and the collaborator could see and take notes of students' progress. The researcher used checklist observation as instrument in this research.

E. Technique of data analysis

In this research, the researcher described the improment students'pronunation by using talking stick for English subject.

The data from observation and test were described as detail as the researcher got. The data from observation is grouped for students' understanding of material. To get data and result from test, the researcher will teaching in the class with two cycles in four meetings. In the first cycle, there are two meetings. The first meeting the researcher will do pre-test with vocabulary and observation their ability in pronuncation. After that the researcher will teach good pronuncation and the second meeting, the researcher will taught and after that the researcher

---

[27]Martin Parrott, *Tasks For Language: A Resource Book For Training And Development, (New York: Cambridge University Press, 1993), 139*

will do pro test by using talking and get a value. If they are coprrect pronuncation to a word. They get 4 score. Then, just than with the value in pre test. For second cycle, the researcher will do like cycle one. If the value in cycle two reach minimum passing score, the researcher will stop the reseach and if not, continue with next cycle.

In this study the researcher to find out how the improvement of their pronuncation. The researcher will use some aspects to assess their pronuncation.

Table 1.1

Indikator Achivement

No.	Criteria	Score	Description
1.	Excellent	81-100	Has few traces of foreign language.
2.	Good	61-80	Always intelligible, thought one is conscious of a definite accent.
3.	Fair	41-60	Pronuncation problem neccesities concentrated listening and occasionally led to mis understanding.
4.	Less	21-40	Very hard to understandbecause of pronuncation problem, most frequently be asked to repeat.
5.	Poor	0-20	Pronuncation problem to serve as to make speech virtually unintelligible. [28]

[28]D. Brown, *Language Assesment, (NY:*Addison Wesley Logman Inc, *2010), 246*

In this research, the research also used mean formula to know student's improve in pronuncation learning process. The mean score of the class will be researhed by usimg this formula[29].

$$X = \frac{\sum X}{N}$$

X: Mean

$\sum X$: Individual Score

N: Number Of Students

F. Minimum Passing Score

This research said to be a success research if the indicator echievement reached. The student's success to improve their pronuncation with talking stick at MTSs Timbang Langsa. It Was assesed by referred to the criterion of KKM, it was 70. The teaching and learning procecc is said to be doing well when average of student's acore reached 70.

---

[29]Sugiono, *Statistik Untuk Pendidikan*, (Bandung: CV Alphabeta, 2007), 49

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

This chapter deals with and implementation of the research. In this chepter, the researcher explained the research finding and discussion. The researcher would like to describe the improvement of pronuncation by using talking stick at MTsS Timbang Langsa. This research used classroom action research. Its purpose was to solve the problem in pronuncation to improve their pronuncation with used talking stick.

This classroom action research was conducted into two cycles. Based on data analysis, the findings provide detail information about the result of this research. The research conducted at the Eight Grade Students of MTsS Timbang Langsa in academic year 2018/2019. The data consisted of pre-test and post-test of cycle 1 and cycle 2. The data of pre-test and post-test presented to improving students' pronuncation by using talking stick. Each cycle consisted of four steps namely planning, acting, observing, and reflecting. The implementations of each cycle were as follows:

1. The result of pre-cycle

Pre-cycle meeting was conducted at the beginning of the research. The purpose of this meeting was to find out the students' ability in mastering pronuncation. This cycle was conducted on Monday.In this cycle, the teacher

taught students without using talking stick, the researcher only gave the explanation about how to read with good pronuncation.

From the observation in this activity, the researcher found some facts that happen in the classroom during in English learning. In learning process, the students to were not active during learning process. When the teacher command the students to read some vocabulary. They just read what they knew in good pronuncation. There were only half of the students who were active and enthusiastic. another half of the students needed more attention from the teacher in learning process. In this cycle, most of the students had difficulties in pronuncation. it can be seen from their test resul and the result in the following table:

Table 2.1

Students' Scoreof Pre-Test

No	Pre Cycle	
	Students' Code	**Score**
1	S-1	44
2	S-2	42
3	S-3	46
4	S-4	54
5	S-5	42
6	S-6	58
7	S-7	54
8	S-8	48

9	S-9	62
10	S-10	40
11	S-11	40
12	S-12	60
13	S-13	56
14	S-14	44
15	S-15	52
16	S-16	44
17	S-17	60
18	S-18	56
19	S-19	50
Total		954
Mean Score		50,21

After calculating the students score, the researcher calculated the mean to measure the improvement of the students' score in every cycle. To know the maens of the students' score in the pre cycle the researcher used formula as follows:

$$X = \frac{\sum X}{N}$$

Where:

$\sum X$: 954

N: 16

$X = \frac{954}{19}$

X= 50,21

From the data above, it showed that the average of the students score in the pre-cycle was 50,21. this score was still low from the standard score in the school (KKM) was 70. it means that the did not master pronuncation and the students' is not good in mastering pronuncation. the teacher and researcher decided to use another technique to make the students interested in the learning process to improve their ability in pronuncation. the teacher and the reseacher decided to use talking stick in learning process of pronuncation.

2. The result of cycle 1

In this cycle, the researcher conducted treatment first before executed a test. In the cycle 1, the researcher conducted in two meeting. It was on Tuesday, July 17th 2018 and on Wednesday, July 18th 2018. There was 19 students. Teaching learning process was presented in four steps are planning, acting, observation, and reflecting.

   a. Planning

In this step, researcher made made a lesson plan of improving pronuncation with talking stick. The researcher used this method to teaching English in learning process. The reseacher prepared the materials are there are some vocabulary that were needed in teaching learning. The researcher also prepared the observation chacklist to kow if the students active and enthusiastic in the class. The teacher distributed hand out to student to doing test.

   b. Action

In implemetation the action, the researcher collaborate with the english teacher. As stated in the planning stage, the whole actions in the cycle focused to improve students' pronuncation. in conducting the first meeting of cycle 1, the researcher explained how to correct pronuncation when they read a word. The reseacher motivated the students to ask questions if they did not understand. the researcher provided them 50 vocabularies. The researcher observed the students' activities.

The teacher introduced taling stick method and prepared the talking stick and rules. To solve the problem in pronuncation, the researcher used talking stick. Learning by using talking stick encourages learners to dare to express this opinions. Learning by using the method of talking stick begun by the teacher's explanation of the subject matter to be studied. The teacher provided the vocabulary to read and gave the materials to students. The vocabularies are mantion bellow:

Table 3.1
Cycle I

No.	Words	Meanings
1	Table	Meja
2	Door	Pintu
3	Chair	Kursi
4	Window	Jendela
5	White Board	Papan tulis
6	Marker	Spidol
7	Eraser	Penghapus
8	Map	Peta
9	Wall	Dinding

10	O'clock	Jam
11	Rubbish	Sampah
12	Grass	Rumput
13	Field	Lapangan
14	Teacher	Guru
15	Student	Murid
16	Canteen	Kantin
17	Snack	Jajan
18	Fence	Pagar
19	Gate	Gerbang
20	Late	Telat
21	Present	Hadir
22	Ceremony	Upacara
23	Panishment	Hukuman
24	Book	Buku
25	Pen/Pencil	Pulpen/Pensil
26	Office	Kantor
27	Ball	Bola
28	Stone	Batu
29	Security	Satpam
30	Role	Rol
31	Run	Lari
32	Flower	Bunga
33	Tree	Pohon
34	Fence	Pagar
35	Gate	Gerbang
36	Key	Kunci
37	Poster	Poster
38	Picture	Foto
39	Plant	Tanaman

40	Animal	Hewan
41	Silent	Diam
42	Noisy	Ribut
43	Shoe	Sepatu
44	Permission	Izin
45	Sick	Sakit
46	Absent	Absen
47	Picket	Piket
48	Computer	Komputer
49	Telephone	Hp
50	Count	Menghitung

The teacher asked the students to close the book. The teacher took the prepared stick. The stick was given to one of the learners. Learners who receive the stick are required to answer the teacher's celebration. When the stick rolls from a student to other students, while accompanied by music. At the time the students read vocabulary, the reseacher will gave the students' score in avery vocabulary. If they correct to read with good pronuncation they will get score2 in each vocabulary.

The final step of this talking stick method was giving opportunity to is to learners to reflect on the material that has been studied. The teacher review all answers that the students gave to the teacher, the teacher concluded the score conclusions and The result of cycle 1 can be seen in the table below:

Table 4.1

Students' Score of Cyle I

No	Cycle I	
	Students' Code	**Score**
1	S-1	58
2	S-2	56
3	S-3	58
4	S-4	60
5	S-5	52
6	S-6	66
7	S-7	64
8	S-8	56
9	S-9	74
10	S-10	56
11	S-11	50
12	S-12	66
13	S-13	65
14	S-14	56
15	S-15	60
16	S-16	54
17	S-17	70
18	S-18	64

19	S-19	58
Total		1142
Mean Score		60,10

After calculating the students score, the researcher calculated the mean to measure the improvement of the students' score in every cycle. To find out the maen of the students' score in the pre cycle the researcher used formula as follows:

$$X=\frac{\sum X}{N}$$

Where:

$\sum X$: 1142

N: 19

$X=\frac{1142}{19}$

X= 60,10

Based on the result, it showed that the average of students' test and the result to cycle 1 was 60,10. The highest score was 74 and the lowest score was 50.There was improvement in this cycle from pro-test. Reseacher concluded that the improve students' ability in mastering good pronuncation. But it was still under minimum standard (KKM), it was 70. Another reason, it was unsatisfied. Because there were many students still got score under minimum standard (KKM). The analysis above showed that the result of the first cycle was batter than pre- test.

There were more improvements in this cycle although it was increased step by step.

c. Observation

The next was observation. In this cycle, all of students attended in the class. To survey students' respond in the class during learning process and the teacher used observation checklist. In this research, the researcher was helped by English teacher observing during the learning process. when the observation was done, to know teaching learning activity, students' activiness, students' enthusiasm, students' responses, and students' participation in learning activity. After that, the teacher coomend the student to read some vocabularis to know the students' understanding about the material. there were some students read the vocabulary. There was progress between teacher and students' interaction, although some students read the vocabulary with good pronuncation and paid attention the teacher's explanation. The teacher also warned some students who did not pay the attention when the teacher explained the materials. When the teacher used talking stick in class, many of the students focused in learning. Because, the students never used this method before and this method is new thing for them.

d. Reflection

After implementing the action, the reseacher and english teacher as a collaborator reflected on the action done. The reseacher had a discussion with the english teacher to improve students' pronuncation. there were more improvements in this cycle although it was step by step. It can see that were no students who get

score under 50. So the recearcher decided to continue the action research to next cycle.

3. The result of cycle II

Based on the reflection of the actions implemented in cycle 1, the reseacher found that there were some actions that needed to be improved and problems to be solved in cycle 1. The cycle II was conducted on Tuesday, July 24th2018 and on Wednesday, July 25th 2018.

a. Planning

In this step, like a previous cycle the researcher prepared the teaching learning design, such as arranging lesson plan based on the teaching material. Then, the researcher started the teaching learning process, such as: writing the vocabulary in withboard and sharing the hand out to the students, the observation checklist, and attendant checklist to observe the students activeness in teaching learning process.

b. Action

In implementation, the reseacher collaborated with the english teacher. As stated in the planning stage, the whole actions in the cycle focused on improving students' pronuncation. in the first meeting of cycle 1, the researcher explanation how to good pronuncation when we read a word. The reseacher motivated the students to ask question if they did not understand about correct pronuncation. The researcher provided them 50 vocabularies. The researcher observed the students' activities in pronuncing those vocabularies.

The teacher introduced talking stick method and prepared the talking stick and rules. Learning by using talking stick encourages learners to express their opinions. Learning by using the method of talking stick begins by the teacher's explanation of the subject matter to be studied. The teacher was giving vocabulary to the students and they would read vocabulary that the teacher give. The vocabularies are mantion bellow:

Table 4.2
Students' Sroce in Cycle II

No.	Words	Meanings
1	Best Friend	Sahabat
2	Friend	Teman
3	Chair	Kursi
4	Window	Jendela
5	Schedule	Jadwal
6	Marker	Spidol
7	Eraser	Penghapus
8	Map	Peta
9	Go Back	Pulang
10	Go	Pergi
11	Rubbish	Sampah
12	Homework	PR
13	Field	Lapangan
14	Teacher	Guru

15	Student	Murid
16	School	Sekolah
17	Library	Perputakaan
18	Fence	Pagar
19	Gate	Gerbang
20	Late	Telat
21	Present	Hadir
22	Ceremony	Upacara
23	Panishment	Hukuman
24	Book	Buku
25	Pen/Pencil	Pulpen/Pensil
26	Table	Meja
27	Chair	Kursi
28	Plate	Piring
29	Spoon	Sendok
30	Meatball	Bakso
31	Ice	Es
32	Water	Air
33	Bathroom	Kamar Mandi
34	Permission	Permisi
35	Poop	BAB
36	Pee	Buang Air Kecil

37	Offend	Menggangu
38	Beautiful	Cantik
39	Ugly	Jelek
40	Pocket	Kantong
41	Fasting	Puasa
42	Drawer	Laci
43	Clothes	Baju
44	Pants	Celana
45	Dictionory	Kamus
46	Sock	Kaos kaki
47	Bracelet	Gelang
48	Box	Kotak
49	Circle	Bulat
50	Cable	Kabel

The next step, the teacher asked the students to close the book. Master took the prepared stick. The stick was given to one of the students. The students who received the stick were required to answer the teacher's celebration so on. When the stick rolled from the a tudent to other students, while accompanied by music. At the time the students read vocabulary, the reseacher scored the students' pronuncation. If they read correct with good pronuncation they got score 2 in aech vocabulary. In this cycle, the researcher will give a reward to students if they read correctly. By giving a reward, it motivated the students to practice pronuncation.

The final step of this talking stick method was by giving opportunities to the students' to reflect on the material that has been studied. The teacher reviewed all the answers, then the teacher concluded the result all the students' answers. The result of cycle 1 can be seen in the ta

ble below:

Table 4.3

Students' Score of Cycle II

No	Pre Cycle	
	Students' Code	**Score**
1	S-1	72
2	S-2	66

3	S-3	70
4	S-4	74
5	S-5	64
6	S-6	76
7	S-7	74
8	S-8	68
9	S-9	82
10	S-10	70
11	S-11	68
12	S-12	74
13	S-13	76
14	S-14	70
15	S-15	74
16	S-16	74
17	S-17	76
18	S-18	76
19	S-19	68
Total		1370
Mean Score		72,10

After calculating the students' scores, the researcher calculated the mean to measure the improvement of the students' scores in every cycle. To know the

maen of the students' scores in the pre cycle, the researcher used formula as follows:

$$X=\frac{\sum X}{N}$$

Where:

$\sum X$: 1370

N: 19

$X=\frac{1370}{19}$

X= 72,10

Based on the result, it showed that the average of students' test and the result of cycle 1 was 72,10. The highest score was 82 and the lowest score was 64. There was improvement in this cycle from pre-test. Reseacher concluded that the improve students' ability improved in mastering good pronuncation. But it still the under minimum standard (KKM), the minimum standard score was 72. On the other head, it was unsatisfied. The analysis above showed that the result of the first cycle was batter than pre- test. There were more improvements in this cycle although it was step by step.

The researcher concluded the students score in this cycle reached the categories. The teacher and the researcher concluded that the students' ability in mastering pronuncation after the reseacher used talking stick method to improve their ability. It was proved by the average of students' test results in the second cycle was higher than the minimum standard (KKM), the minimum standard score was 72, 10. The teacher and the reseacher decided to stop this cycle, because they

concludedthat students' ability in mastering good pronuncation was improved from the first cycle to the second cycle.

c. Observation

The observation stage of cycle II was done simultaneously with the classroom action. In the observing stage, the researcher observed every learning during the teaching and learning process. In observation, the reseacrher observed the class during learning process that helped with english teacher. The result of observation showed that students' entusiasm and enjoyed in learning. The students paid attention for teachers' intruction. It showed that the students participation in teaching learning process was insreasing. The students do their test seriously, actively, and their can control voices. But, in the activity there are some students not paid attention to the teacher.

d. Reflection

In this cycle, the students' improvement in mastering good pronuncation than before. It could be seen from the average improvement score of the test and their enthusiasm in learning process. The teacher and the researcher decided to stop in this cycle. The teacherand the researcher concluded that the improvement of students' ability in mastering good pronuncation more good. After being given treatment teaching english used talking stick method to improve students' pronuncation since the first cycle until the second cycle.

B. Discussion

There is many method that can be used by the teacher in learning english subject. In this study, the researcher decided to use talking stick method for

teacing to improveing students' pronuncation. considering the explanation above, the researcher was interested in conducting an action researchon the teaching how to good pronuncation by using talking stick. Talking stick can defined as one of strategies using stick, the students whoever get the stick must answer the question from their teacher. Talking Stickof method cooprative learning. Cooprative learning can be done with a stick, there are some rules in this method. Like, who hold the stick. The students must answer the question that the teacher gives to them.Learning Talking Stick is very suitable applied for SD, SMP, and SMA/SMK. moreover to training in speaking skill and this learning will create a fun atmosphere, keep students active, and students have high motivation.

Based on the problem and the explanation to identify the improvement of students' pronuncation by using talking stick, it was considered that the research design that would be suitable to apply in this reasearch is Classroom Action Research (CAR). The purpose of this action research to improvement students' pronunation by using talking stick. Action research is a specific method conducting research by professionals and practitioners with the purpose of improving educational practice.

The research arranged this research into two cycles. They were cycle I and cycle II. The test consisted of pre-test and post-test of cycle I and cycle II. Before the researcher conduct the cycle I, the researcher geve pre-test which was focused on students' ability in pronuncation. the result of research showed that there were significant improvement of students' ability in pronuncation. it can be seen from

the result of the test from the pre-cycle, first cycle and second cycle. The result of test was below:

Table 4.4

The Test Result Of Each Cycle

No.	Students' Code	Pre-Cycle	Cycle I	Cycle II
1	S-1	44	58	72
2	S-2	42	56	66
3	S-3	46	58	70
4	S-4	54	60	74
5	S-5	42	52	64
6	S-6	58	66	76
7	S-7	54	64	74
8	S-8	48	56	68
9	S-9	62	74	82
10	S-10	40	56	70
11	S-11	40	50	68
12	S-12	60	66	74
13	S-13	56	65	76
14	S-14	44	56	70
15	S-15	52	60	74
16	S-16	44	54	74
17	S-17	60	70	76

18	S-18	56	64	76
19	S-19	50	58	68
Total		954	1142	1370
Mean Score		50,21	60,10	72,10

In pre-cycle research test, all of the students do the test. Based on the result of the pre-test, the data showed that the mean score of pre-cycle test was 50,21 . the highest score was 62 and the lowest score was 40.The teacher taught student without using talking stick method, the researcher only gave axplanation about correct pronuncation when they read vocabularies. In teaching learning process, the researcher find some facts that go on in the classroom during in english lesson. The students are not active to asking to the teacher related to the material. hey just receive and hear what the teacher explaination. But, there were half of student active and enthusiastic in the class. Another half of students need more attention from the teacher in learning process to be more active and enthusiastic. In this cycle, another half of student had difficulties in mastering pronuncation. the teacher and researcher decided to use another method to make student interested in the learning process in order to improve students' pronuncation. the teacher and the researcher decided to use talking stick method in learning proccess.

In fist cycle, based on the result above, it showed that the average of students' test result of the first cycle was 60,10. the highest score 74 was the lowest score was 50. there was improvement in this cycle. The researcher concluded that

students' ability in pronuncation was improved in pre-cycle. However is still under the minimum standard (KKM), the minimum standard score was 70. But was unsatisfied. Because, there were many students still got under the minimum standard (KKM), only there was students who get the passing score. The result also showed that there were no students get under 50. The data showed that the result of the first cycle was better than pre-cycle. There were more improvements in this cycle although it was step by step. Therefore, the researcher decided to continue the action to the next cycle.

Based on the result of the observation in cycle I, the researcher found that all of students attanded in the class. In this research, the researcher was helped by english teacher observed the class during the teaching in learning process. The observation was done in order to know teaching learning activit, students' activiness, students' responses and students' participation in larning activity. The teacher gave some question to the students to know the students' understanding about the material. there some students answerd the question and there was progress between teacher and students' interaction. Although some students answered the question and paid attantion the teacher's explanation. Teacher also warned some students that did not pay attention when the teacher the material. when the teacher talked about talking stick method the students more interested. It was because many students liked with this method, it can build their spirit in learning process.

In the cycle II, the result showed that the average of students' test result of cycle II was 72,10, the highest sore 82 was and the lowest score was 64. therewere

improvements from cycle I to the cycle II. The result of cycle II was better than cycle I. The researcher concluded the students score in this cycle could reached the categories, athough there was a student did not get the passing score. the teacher and the researcher concluded that the students' ability in mastering pronuncation were improved after being given treatment using talking stick method. It was proved by the average of students' test result of second cycle was higher than the minimum standard (KKM). The teacher and the researcher decided to stop this cycle, because thay concluded that students' ability mastering in pronunciation was improved from the first cycle to the second cycle.

In observation, the researcher observed the class during the teaching learning process who helped by the english teacher. The result of observation showed that students' enthusiasm and enjoy in learning process. Students paid attention for the teachers' instructions. It showed that the students' participation and enjoyed during learning process. The students were active in answer teachers' question. The students does test with seriously and actively and their control voices and the researcher give reward to students is candy. But, it is not success there some students not pay attention and asked the permission to the teacher. But it is not like before. The observation stage of cycle II was done simultaneously with the acting stage. In the observing stage, the researcher observed every single event happened during the teaching and learning activities.

From the explaination of teaching learning process during the research above, the teacher and researcher concluded that the improvement of students' ability in

mastering pronuncation more significant after being given treatment using talking

stick method from the first cycle until the second cycle.

CHAPTER V

CONCLUSION AND SUGGESTION

A. **Conclusion**

Based on the result of the analysis in the previous chapter, the researcher concluded that using talking stick to improve students' pronuncation was significant. There are two cycle for implementation to imrove students' pronuncation for english subject at MTsS Timbang Langsa. Before conducted the cycle I, the researcher did the prewliminary research pre cycle. The purposed of this meeting was to find out the improvement students' pronunation by using talking stick. In the first cycle, the researcher conducted treatment first before executed a test. In cycle I, the researcher conducted in two meetings. The second cycle done based on the reflection of first cycle, it conducted to solve the problems in the first cycle. Based on the result of each cycle showed there was significant improvement of students' abilitty in mastering pronuncation by using talking method. It was proved by the significant result of the students' score in the pre-cycle was 50,21, cycle I was 60,10, and cycle II was 72,21.

B. **Suggestion**

Based on the conclusion, the researcher would like to offer some suggestions to be considered by english teacher, for the students and the next researchers. The are four. The first for General, The researcher suggestion to another people to solve their pronuncation's problem use some appropriate such as using talking stick. The second for the English Teacher, The teacher can use talking stick as a

method to teaching English learning and to improve students' pronunciation, the teacher should be more creative to choose the method and the teacher should make the atmosphere in the class enjoy. so, the learning process becomes well. It is suggested that teachers could use talking stick method to improve students' ability, especially is pronuncation. The third for the Students,the Student should always be active in the process of teaching and learning and not afraid or lazy in English learning. The students so, they can improve their abilities. Besides, the students shoud give good attention and good attitude during learning process and the students should study hard to be succesfull in english subject. The fourth for the next Reseacher, The researcher want that the other reseachers can use this method to improve another students' ability and can improve talking stick method during learning process.

BIBLIOGRAPHY

Endahati, Nafisah. *Improving Pronunciation of Class A1 Semester 1 Students of English Education.* 2013/2014

Kenworthy, Joane. *Teaching English Pronunciation.* New York: Longman. 1987

Perwira, Yanuarria Kukuh. *Students' Pronunciation AbilityIn Reading Report Text*

Harmer, Jeremy. *The Picture Of English Language Teaching.*Third Edition.NewYork:Longman.2001

Aini, Irfayatul. *Penerapan Model Pembelajaran Inovatif Melalui Metode Talking Stick Untuk Meningkatkan Aktifitas Belajar Siswa Mata Pelajaran IPS.* Malamg: UIN Maulana Malik Ibrahim

Adil, Deden Marrah. *Model Talking Stick dan Hasil Belajar IPA Kelas IV SD.* 2010

D O' Connor. *Better English Pronunciation.*United Kingdom: Cambridge University Press.1998

Kelly, General. *How To Teach Pronuncation* (England: Person Education Limited. 2000

Tuckman, Bruce W. *Measuring Educational Outcomes Fundamental Of Testing,* USA: Rutgers University Press. 1975

Brown, H. Douglas. *Language Assessment: Principles And Classroom Practies.* New York: Person Education Inc. 2004

Parrott, Martin.*Tasks For Language: A Resource Book For Training And Development. New York: Cambridge University Press. 1993*

Musk, Nigel. *The Vowels & Consonants of English Lecture Notes*

Suprijono, Agus. *Cooperative Learning*. Pustaka Pelajar, 2010

Isjoni. *Cooperative Learning*. Bandung: Alfabeta. 2010

G.Mettetal.*The What, Why, And How Classrom Action, Research*. Josotl. 2012

Lewin, Kurt. *Action Research And Minority Problems.* Journal of Social
Issues.UK:1846

Sugiono. *Metode Penelitian Kuantitatif dan R&D*, Bandung: CV Alfabeta. 2008

Sugiono. *Statistik Untuk Pendidikan*. Bandung: CV Alphabeta. 2007

D. Brown. *Language Assesment. NY:*Addison Wesley Logman Inc. *2010*