

CHAPTER IV

DATA PRESENTATION

A. General Data

1. The Establishment History of Smp Islam Thoriqul Huda Ponorogo

SMP Islam Thoriqul Huda which stood on 2007 year, shelter under Pondok Pesantren Darul Huda Fondation, is one of several Islamic junior High Schools in Ponorogo regency.

SMP Islam Thoriqul Huda as Pondok Pesantren Thoriqul Huda Fondation, using the method " على نهج السلفية الحديثة " with the understanding " المحافظة على القديم الصالح والأخذ بالجديد الأصح " this means to preserve the old method and equipment well and take a new and better. This method is expected in the direction of government policy on curriculum in 2004 with competency-based approach, which came into effect in 2004.¹

2. The Geographical Location of SMP Islam Thoriqul Huda Ponorogo

SMP Islam Thoriqul Huda is the location within urban areas, easily accessible via public transportation or private vehicle. SMP Islam Thoriqul Huda is located 2 km east of downtown Ponorogo dams still including Ponorogo district, precisely located at Syuhada' street No. 194 Cekok Babadan in the environment Ponorogo district. In the northern is bordered by

¹ Look at Documentation Transcript number: 01/ D/19-IV/2017.

babadan village, in the east with Patihan Wetan village, the west by the keniten village, and the south by the kertosari village.²

3. Vision, Mission of SMP Islam Thoriqul Huda Ponorogo

A. Vision

To be a center of education and learning that is oriented to the potential development of students in the field of science, technology, art and culture and the ability of the integrity of Islam, Imam and Ihsan towards the formation of "Ulil Abshar".

B. Mission

To realize the vision mentioned above, SMP Islam Thoriqul Huda Cekok Babadan Ponorogo has the following missions:

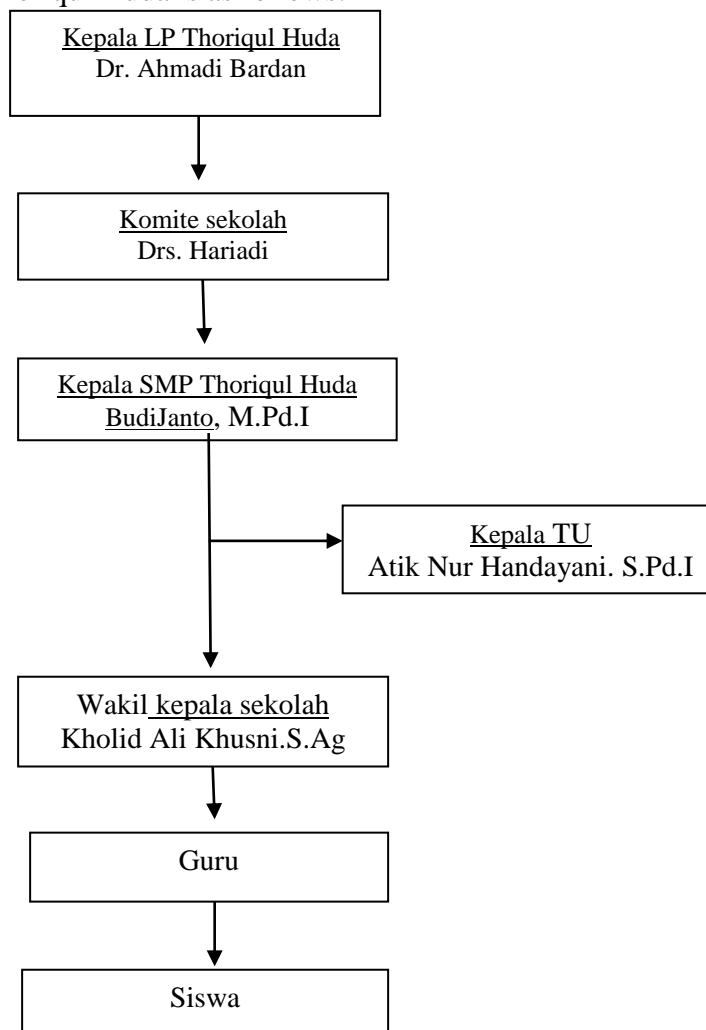
- 1) Undertake an educational and learning process of science and technology and IMTAQ which is intergrative and simultaneous.
- 2) Develop resources in education and learning science and technology and IMTAQ.
- 3) Have an active role in national development on science and technology education and IMTAQ.³

² Look at Observation Transcript number: 01/O/19-1V/2017.

³ Look at Documentation Transcript number: 02/D/19/IV/2017.

4. The Structure of SMP Islam Thoriqul Huda

To establish good cooperation in implementing the vision and mission and achieving the goals of education in SMP Islam Thoriqul Huda needed an organizational structure that will has the functions and roles of each. This organizational structure is an idea associated with power lines and responsibilities of the entire organization. The organizational structure of the SMP Islam Thoriqul Huda is as follows:⁴



⁴ Look at Documentation Transcript number: 03/D/16-V/2017.

5. Teacher and Student Data of SMP Islam Thoriqul Huda Ponorogo

a. Teacher Data

Teachers play an important role at an educational institution, because teachers are directly involved and responsible for the success of teaching and learning process. The situation of teachers / lecturers SMPITH in the year 2016/2017 amounted to 16 people, with details as 12 male and 4 female.

And it is added by 4 employees who help the course of the administration of the school. (For more details see transcript).⁵

Tabel 4.3

Daftar Nama-Nama Guru dan Karyawan SMP Islam Thoriqul Huda⁶

NO	Nama	Jabatan	Mata Pelajaran
1	Afif Fariawan	Guru Mapel	Seni Budaya,
2	Ahmad Khoirudin	Tenaga Admin	-----
3	Ami Wijaya	Guru Mapel	Bahasa Inggris,
4	Andy Yulianto	Guru Mapel	PKn,
5	Anida Amalia	Guru Mapel	Ilmu Pengetahuan Alam,
6	Atik Nur Handayani	Tenaga Admin	-----
7	Budijanto	Guru Mapel + KEPSEK	Pendidikan Agama Islam,
8	Desy Rosiana	Guru Mapel	Bahasa Indonesia,
9	Fadilah Agustina	Guru Mapel	Bahasa Inggris,
10	Fuad Fatahilah	Guru Mapel	Bahasa Arab,
11	Ibud Mahani	Guru Mapel	Matematika,
12	Kholid ali husni	Guru Mapel+WAKEPS EK	-----
13	Lilis Ariyani	Guru Mapel	Ilmu Pengetahuan Sosial,

⁵ Look at Documentation Transcript number: 04/D/19-IV/2017.

⁶ Look at documentation transcript number: 06/D/07-III/2017.

14	Mahmud Asrul Sani	Guru Mapel	TIK/KKPI,
15	Mahmudin Soleh	Guru Mapel	Pendidikan Agama Islam,
16	Na'imatul Hasanah	Tenaga Admin	-----
17	Siswanto	Guru Mapel	Muatan Lokal Bahasa Daerah,
18	Suryani	Guru BK	-----
19	Witono	Guru Mapel	PJOK,
20	Yarno Eko Saputro	Tenaga Admin	-----

b. Student Data

Students who are on their intent here are to officially become SMITH student, and enrolled in the school ledger. State of male and female students as researcher conducted research in 2016/2010 amounted to 98. The details are as follows: (For more details see transcript).⁷

Tabel 4.4

Data Siswa SMP Islam Thoriqul Huda⁸

No	Kelas	L	P	Jumlah
1	VII	10	9	19
2	VIII A	17	8	25
3	VIII B	16	9	25
3	IX	20	9	29
TOTAL				98

6. Facilities of SMP Islam Thoriqul Huda Ponorogo

Facilities at an educational institution are an absolute that must exist and must meet educational needs. Facilities function to the continuity of

⁷ Look at Documentation Transcript number: 05/D/19-IV/2017.

⁸ Lihat Transkrip Dokumentasi Nomor 07/D/07-III/2017

teaching and learning activities so that students can learn to get the science as expected by the educational institution, or students themselves.

The existing facilities at the SMP Islam Thoriqul Huda Ponorogo is 5 classrooms, library , administrative space, a space the head master, one teacher space, one computer lab.

B. Presentation of Specific Data

1. The Implementation of Talking Stick Method in Teaching Speaking at The 8th Grade Students' at Smp Islam Thoriqul Huda Cekok Babadan Ponorogo in Academic Year 2016/2017

In preparation for the learning activities, a teacher has to plan things that will be made and used in conducting the learning activities, including selection of appropriate learning technique. In the election of learning technique, a teacher of course has a reason why the technique is used. The teacher in SMP Islam Thoriqul Huda Ponorogo applies talking stick method in teaching speaking at the eighth years. Mrs. Tina reveals the implementation of “who am I” used talking stick method as follows:

A. Pre activities

The first things, the teacher do in learning process are:

The teacher has prepared lesson plan or RPP. Lesson plan is intended to describe the procedure or implementation in learning process to reach the particular basic competence stated in the content standard. So she prepares material from book, internet, and other resources. So she has prepared student's worksheet and hand out.

After that she doesn't forget to prepare the teaching media talking stick. And at the end of her studies she did not forget to prepare for the evaluation.⁹

B. Main activities

The teacher explained if she has thought there are some variants to apply "who am I" game using talking stick method. This game can be played by individually or group. The first she does used warming up or brainstorming. She give warming up or brainstorming to the students with laid to the material will be discuss. For the example, if the material is about describing someone, so we can say descriptive text. Here, the teacher asked the ideal of career in the future. The students mention and tell the career they like. And then, the teacher ask student as participant "who am I" so The teacher gives the stick to a student so The teacher sings a song or plays music while the stick moves one student to another until the song or music stops. The student who gets the stick must stands

⁹ Look at Interview Transcript number: 07/1-I/F-2/29-V/2017.

up and presented who he is by way of mentioning his characteristics. Then another student's guess who is he. And the stick rolls on again until each student gets the stick and takes part in the learning process. The students ask using interrogative sentences and participant "who am I" only answer yes or no. Questions may be appointed as much as possible from the guess of the group at less 15-12 question. For example, students in group ask "Do you work in the office?" the participant answer "may be yes no, yes or no". The next question, "Do you need equipment in working?" and participant also says "yes or no" and so on. The student or the group which successfully answers the participant well is the winner of the game.

And then, there is another variant. Second variant is the teacher writing the name of well-known people such as artist, public figure, government employee and the other well known people on the hard paper so the teacher Forming a paper into a round stick. And the activity is the music played by the teacher, the teacher gives a talking stick to the students and when the music stops then who got the talking stick should read what is in the talking stick that the students should mention the characteristics of someone, profession or animal species and etc. This is a

variant of procedure of step using “who am I” game technique used talking stick method¹⁰

C. Last activities (Evaluation)

A teaching and learning activity need to be evaluated. Evaluation conducted to determine the result of learning process. For that reason, English teacher of SMP Islam Thoriqul Huda has evaluation. This is in accordance with the results of interviews with Mrs. Tina:

To find out the result of teaching and learning process, she gave the assessment for the students to describe someone verbally. From here, she can evaluate that the student’s skill increased. So the students had many new vocabularies, and they can speak more fluently than before. Besides that, she also does evaluations for learning activities. She observed the student in learning process when “who am I” game using talking stick method is applied. From this activity the teacher can evaluate that learning by “who am I” game using talking stick method is effective. They can freely give idea, and active attend the lesson.¹¹

And then, there is another variant the teacher give the assessment for the students to describe someone orally. From here, she can evaluate that

¹⁰ Look at Interview Transcript number: 03/1-I/F-2/26-V/2017.

¹¹ Look at Interview Transcript number: 07/1-I/F-2/29-V/2017.

the student's speaking increased. Besides that, she observe the student in learning process.

From this activity the teacher can evaluate that teach by "who am I" game using talking stick students active to speak.¹²

Beside interview, researcher also does observation. Researcher entering the area of SMP Islam Thoriqul Huda, researcher's mind became fresh mind, because researcher saw the building are new and then there are many trees. After waiting an hour break was complete, researcher came into class VIII. The first floor of the west, seemed sweet boys and girls sits neatly. The teacher started the lesson by greeting and say hello after moving the "Nice to Meet You." After that, the teacher asked about the last lesson. In a sense enough, teacher gave questions related to lessons that would be delivered "What career do you have in the future?" After that the teacher shared pictures about profession and told the students to guess the image. After that, the teacher explained the procedure "who am I" game and divided students into four groups. The students mention and tell the career they like. And then, the teacher ask student as participant "who am I" so The teacher gives the stick to a student so The teacher sings a song or plays music while the stick moves one student to another until the song or music stops. The student who gets the stick must stands

¹² Look at Interview Transcript number: 04/2-I/F-2/28-V/2017.

up and presented who he is and he must mention the characteristic. Then another student's guess who is he. And the stick rolls on again until each student gets the stick and takes part in the learning process. Teacher gave a clue to participant, and group guessed who the participant gave using "Yes-no question and if the group can guess it, the group was given a score. After that, the student who presented about profession and attached her group knew who he was, and the participant must guess who he was. I found that student could practice to speak. The teacher didn't master the process of learning, where the students were not given the opportunity to develop the skill. In addition, researcher found that in learning, students were enthusiastic in participating in learning and when a friend gave one question, others listen him, and if they didn't understand, then the asker would try to make and correct the question in order the listener understand what he said. After that, the teacher gave a slip of paper about profession and attached, her group knew. Then, the teacher made conclusion for the lessons that have been going, and closed the lesson with a greeting.

2. The Advantages of Talking Stick Method in Teaching Speaking at The 8th Grade Students' at SMP Islam Thoriqul Huda Cekok Babadan Ponorogo in Academic Year 2016/2017

There are several advantages of Talking stick method in teaching speaking. This is according to an interview with Mrs. Tina:

I personally think that “who am I” game using talking stick method is very effective technique and method to increase the student’s speaking and vocabulary. This game and this is very easy to play and can be plays either in the class or outside the class. This game using this method usually inputs friendly competition. They keep learner interested, they also bring enjoy lesson, and fun for the student. Those have them learn and retain new word more easily in hope the students use English in flexible and communicative saying.¹³

Already recognized, the game is a fun activity. Game is not useless and wastes the time. “Who am I” game represents a teaching technique and using Talking stick method in teaching speaking that has various advantages, namely increasing students’ speaking and vocabulary. This is similar to an earlier statement that the game promotes communicative competence. “Who am I” game is to guess who he is or his friend using “yes-no” question. Because they have sense of curiosity, then they try to create question. From here, they can practice speaking.

Good for communicating also need a lot of vocabulary. From this method they also get a lot of new vocabulary. Vocabulary in “who am I” game is can from this when they listened to his friend asking or guessing, or from his own business when they want to guess, and did not know one word, for example from the English word “salary”, then they tried to find out from a dictionary or ask a friend or teacher.

The second advantages is bringing enjoy lesson, fun for the student, and reducing anxiety. This is similar to an earlier statement that game reduces

¹³ Look at Interview Transcript number: 08/1-I/F-3/26-V/2010.

learning anxiety. According to researcher, a pleasant atmosphere eventually reduces anxiety on students' self. In ordinary learning, they are often restless. This is due to their fear, because they can't.

While the result of interview with M. Ami is as follows:

After using this technique, I see my students bring enjoy lesson motivated to follow learning and to speak up. In addition, they prefer the English lesson, so they are more concerned, more enthusiasm in learning.¹⁴

Thus, the advantages of talking stick method it's very effective technique to increase students' speaking and vocabulary. It brings enjoy lesson, and motivated to follow learning and to speak up because this method make fun for the student. It makes students to concerned because this method need the concerned to play it and friendly competition it's easy to play it makes students prefer English lesson It makes students become enthusiastic in participating in learning

3. The Students' Responses on The Implementation of Talking Stick Method in Teaching Speaking at The Eighth Grade Students' at Smp Islam Thoriqul Huda Cekok Babadan Ponorogo

There are several the students' responses of Talking stick method in teaching speaking. This is in according to an interview in teaching speaking are as follows:

¹⁴ Look at Interview Transcript number: 09/2-I/F-3/28-V/2010.

According to Anis Ratna Sari:¹⁵

1. Technique "who am I" game using talking stick method, trains us to be able to speak.
2. Students learn new vocabulary.
3. This method can motivate me to be braver to speak
4. This method can be enjoying in learning process

As we know this method can be make to be able to speak if the students got a turn to talk when the talking stick stopped at one of the students.

According to Elvani Maulida:

“Who am I” game using talking stick method motivates student to speak up, enjoyable, and from this activity I can get new vocabulary although when the teacher given stick to us so the teacher play the music we feel nervous but it can be happy.¹⁶

From the conducted observation, the researcher found that student can practice to speak. The teacher doesn't master the process of learning, where the students were not given the opportunity to develop the skill. In addition, researcher found that in learning, students were enthusiastic in participating in learning and when a friend gave one question, other listen her, and if they don't understand, then the asker will try to make and correct the question in order the listener understand what she says.

¹⁵ Look at Interview Transcript number: 10/5-I/F-3/27-V/2017.

¹⁶ Look at Interview Transcript number: 11/3-I/F-3/27-V/2017.

C. Discussion

1. The Implementation Talking Stick Method in Teaching Speaking at the 8th Grade Students' at SMP Islam Thoriqul Huda Cekok Babadan Ponorogo in Academic Year 2016/2017 .

In order to make the students understand the material easily, the teacher must have an appropriate method. The teacher of language section in SMP Islam Thoriqul Huda used talking stick method in teaching students' speaking skill.

The learning Talking Stick encourages students to dare to express an opinion. The learning method begins with a talking stick teacher explanation about the subject matter that will be learned. The students are given the material to read and learn. Teachers provide sufficient time for this activity.

Furthermore, the teacher asks students to close the book. Teachers take a stick that had been prepared in advance. Sticks are provided to learners. Learners who received the stick are required to answer questions from teachers and so on. When stick rolling from one learner to another learners, it should be use music.

In teaching speaking, usually the teacher fined some difficulties. Like what was finding by teacher of language section in SMP Islam Thoriqul Huda. The students were low in speaking. Some of them are afraid to make a mistake in speaking English, shy to speak English, and some of them are lazy to speak English. For that, the teacher must find the appropriate method to solve that

problem. The teacher of language section in SMP Islam Thoriqul Huda used talking stick method to solve those problems.

From the description of the data, the researcher fined three activities to implement talking stick method in speaking students speaking skill. Those activities are:

a. Pre activities

Before going to the main activities, there are pre activities that the teacher done. Those activities are greeting and apperception.

a) Greeting

In order to make a good atmosphere in learning process, the teacher always gave the motivation to his students before starting the main activities. Motivation needed to make the students more enthusiasm, enjoy, and ready to follow the learning process and also the motivation is to make the students enjoy working in learning. It is according to the Benfatah Fatma Zora theory, he stated “before asking students to work on cooperative task, the teacher first role is to transform the classroom into a community in which students feel they are cared by others to develop their sense of belonging and motivate them to work together and enjoy learning with peers.¹⁷

¹⁷ Ibid: 46

b) Apperception

Apperception has a function to stimulate the students' knowledge. According with the result of observation in 8th grade students of SMP Islam Thoriqul Huda, in the apperception the teacher asked about the vocabulary that has given in everyday.

By asking some vocabularies that have been memorized, the students can review their memories about vocabulary that have been memorized before. It will be useful to make the discussion well because if the students know much vocabulary, they will be easy to show their opinion.

b. Main activities

Main activities are the activities which conducted by the teacher. Here all of learning process by using Talking stick method as we know that method can be applied to "who am I" game technique to build students' speaking skill was conducted and in this research we focused to talking stick method. As we know that the method of talking stick is a method used to make learning at the class become to make not bored, enjoyed and the student will be active . Here the students being more active than the teacher. The teacher has a role as a facilitator that brings the students to the source of understanding.

There are some activities in main activities, those activities are:

a) Divide the students in some group.

In this activity, the teacher divides the students in some group. Each group consists of 4-5 students. As the teacher said, in dividing the students in a small group, they mix the students who have a good ability in speaking and the students with less ability in speaking. To do this, the teacher must know the ability of his students.

In this activity, student's English skills are mixed into one. And also in one group, consist of the students with high ability in speaking and the students who have low ability in speaking. The function of it is to stimulate the students who have low ability in speaking to learn with his friends who have a good ability in speaking. By mixing the students, the students who have low ability in speaking being brave to try speak English.

There are some activities in main activities, those activities are:

b) Giving the material and task

According Agus Suprijono the learning Talking Stick encourages students to dare to express an opinion. The learning method begins with a talking stick teacher explain about the subject matter that will be learned. The students are given the material to read and learn. Teachers provide sufficient time for this activity.

Furthermore, the teacher asks students to close the book. Teachers take a stick that had been prepared in advance. Sticks are provided to learners. Learners who received the stick are required to answer questions from teachers and so on. When stick rolling from one learner to another learners, it should be use music.¹⁸

After explaining the task, the teacher gave the material to be discussed by the group. Every group gets one material/theme to be discussed in their groups. The material that gave by the teacher is the simple material, or the simple theme, which the most of the students understand about it. For the example, if the material is about describing someone, so we can say descriptive text. Here, I will ask the ideal of career in the future. The students mention and tell the career they like.

The main purpose of giving the simple material is to make all of students can speak and show their opinion. If the material is difficult, it may be able to make some students just keep silent because they don't understand about that material. And certainly, if they just keep silent, it means they don't practice to speak.

Flores Kathleen M bailey stated "speaking is an interactive process of constructing meaning that involves producing, receiving,

¹⁸ Agus Suprijono, *PAIKEM teori dan aplikasinya* (Surabaya, 2008), 68

and processing information”.¹⁹ For that, by using talking stick and cooperative strategy in group discussion method, the students can learn how to producing, receiving, and processing information and to show it in their own word.

c) Process of group discussion

In this activity, the students start to discuss the material that has been given by the teacher in their group. The discussion process is obligated to use English language. Never mind if there is some mistakes grammatically in arranging the sentences. The important one is how to make the students brave to speak English to show their opinion.

In the discussion process, the teacher always guides his students. He always monitors every group when they are discussing the material. The function of guiding group discussion is, the teacher can help the student who needs his help. May be they don't understand about the material or don't know the vocabulary. but, if the problem is don't know the vocabulary, the teacher command the student to search it in the dictionary, and after he find it he must write it in his pocket book to be memorized.

¹⁹ Kathleen M Bailey and David Nunan, *Practical English Language Teaching Speaking*, (New York: McGraw-Hill ESL/ELT),2005,2

The other function of monitoring group discussion is the student can be motivated to more effort to do the best. It is according to Benfatah Fatma Zora, he stated that in cooperative classroom, teachers move around the group and intervenes when necessary to improve the progress of the groups on the task, because monitoring the group work by the teacher, and learners try to make more efforts to remain on the task and tend to feel accountable to contribute in the work.²⁰

From that statement we know, that in cooperative strategy in model of group discussion, the teacher guidance is needed to help the students' difficulties and to make students more effort to do the best in discussion.

d) Presentation

After doing the discussion to show the result of every group, the processes of these activities are:

The teacher commands the students to close their books and takes a stick. So the teacher gives the stick to a student. After that the teacher sings a song or plays music while the stick moves one student to another until the song or music stops. Because that learning used "who am I" game the student who gets the stick must stands up and

²⁰ Benfatah Fatma Zora, *Implementing Cooperative Learning Technique in Teaching Speaking Skill*, (Republic of Algeria: Baskara University 2012/2013)48

presented who he is and he must mention's the characteristic. Then another student's guess who is he. And the stick rolls on again until each student gets the stick and takes part in the learning process. Teacher gave a clue to participant, and group guessed who the participant give using "Yes-no question and if the group can guess it, the group was given a score. After that, the Student who presented about profession and attached her group knew who he was, and the participant must guess who he was. I found that student could practice to speak. The teacher didn't master the process of learning, where the students were not given the opportunity to develop the skill.

The role of teacher in this activity is as listener and correcting the grammatical form of the students that giving presentation. By this rule, all students can learn how to arrange correct sentence. Here, the teacher also corrects the students' spelling or pronunciation.

D. Last activities

Last activity is the activity before learning process ended by the teacher. In the last activity there are two activities, evaluation and motivation. The explanations about them are as bellow:

a. Evaluation

A teaching and learning process need to be evaluated. The evaluation needed to make teaching and learning process better. Based on the interview

with the teacher, the researcher find that in the evaluation process, the teacher giving some questions to his students about the problem that students face during learning process. The teacher also evaluate about what is the difficulty that the students feel in study about speaking. By this activity, the teachers know the problem that the students face during learning process. If the teacher got some problem I learning process, he can improve learning process to be better.

b. Motivation

In the last activity before the teacher ended all of learning process; the teacher always gave the motivation to his students. The motivation is very important for the students. By using motivation the students can be more enthusiasm in their study. By using motivation, the students can have a destination of success in their study.

Before class ended, the teacher motivated his students to study more and more. Especially in practice their speaking skill. The teacher obligates their students to speak using Arabic language in Arabic week, and using English language in English week. So, the class is ended by saying Hamdalah and salam from the teacher.

From these all activities, researcher fined that these all is according to the theory of characteristic talking stick method. Those characters are as follow:

1. Focused on tasks to be accomplished.
2. Requires group cooperation and interaction.
3. Self responsibility to learn.
4. Concentration to the lesson.
5. Support division of labor.

Those all is how talking stick method implemented in building students' speaking skill at 8th grade students of SMP Islam Thoriqul Huda.

2. The Advantages Talking Stick in Teaching Speaking at The 8th Grade Students of at SMP Islam Thoriqul Huda Cekok Babadan Ponorogo.

All strategies have the advantages when they are applied. Of course talking stick has own advantages. Talking Stick is seen as offering many advantages, some of which are as follows:

- 1) Enhanced language learning in such areas as spelling and pronunciations.
- 2) Improved speaking skills
- 3) Greater enjoyment of studying speaking
- 4) More positive attitude toward speaking
- 5) Higher possibility of developing a speaking habit
- 6) Test the readiness of students
- 7) Train to think and understand quickly

8) To be more enterprising learning (learn more first before discussing the matter in the school)

Those all the advantages of talking stick method in general, but here the researcher try to find the advantages of talking stick method in teaching speaking.

Based on the data description in chapter III, the teacher and also the students explain that cooperative strategy have many advantages in building students speaking skill. Those advantages are:

1. Make students more active in speaking English.

In previous chapter, was explained that in group discussion activity the students are obligated to use English language. For that, the students can be actively speaking English.

2. Increasing students' motivation in learning speaking.

When the students work in cooperative group discussion, they can see their friend who has a good ability in speaking. It can motivate the students who have low ability in speaking to study more about speaking.

3. Students to be brave to speak English.

In group discussion, the teacher not obligates the students to arrange good sentences with the correct grammatically. But the teacher just commands the students to speak with English. Because of this, the students are being not afraid to make a mistake in speaking.

4. The students being habitual to speak English.

Because the discussion process is always using English language, the students being habitual and don't shy or afraid to speak English.

5. Increase students' vocabulary.

During learning process, the students are obligated to bring the dictionary. When the students don't know what to say in English, they can search that word in the dictionary and after they find it, they must write it in the pocket book. For that, the students' vocabulary increased.

6. The learning process being enjoy

From those statements, the researcher fined that there are many advantages of talking stick in teaching speaking.

3. The Students' Responses on The Implementation of Talking Stick Method in Teaching Speaking at The Eighth Grade Students' at SMP Islam Thoriqul Huda Cekok Babadan Ponorogo

As one of the education activities, teaching hold important role that must be conducted truly, therefore the teacher should have many innovation to apply a good method in the teaching and learning process. Method is an important part to reach the aims of teaching. In implementing of method in teaching and learning process, the students' has many responses.

The responses of implementation of method by talking stick in teaching English at SMP Islam Thoriqul Huda cekok babadan ponorogo, based on the

interview are the talking stick method can improve achievement because it's make students motivate to learn in the class. it also motivate to more active in the class. Motivation and attitude of the students are important factor to get goal of the teaching.

Talking stick method makes the students make happy, enjoy, fun and more pay attention in teaching and learning process, so the students feel enjoy. The high effectiveness of the talking stick make the result of teaching and learning will be improved.