Teaching Speaking by Using Talking Stick Technique

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Abstract

The objective of this study is to figure out whether the use of Talking Stick Technique improves the second year students of SMPN 14 Banda Aceh in speaking. The population of this study was all the second grade students in this school, and the sample of this study was the VIIIA class which consisted of 30 students. The writer applied quantitative method with one group pre-test and post-test design, in which the students were given oral tests before and after the teaching treatment took place as part of data collection. The writer adopted the procedure of Talking Stick technique by Lie (2008) in teaching speaking for the students. After the treatment and the tests were accomplished, it showed that the students had made better change in their speaking ability. It was proven by the increase of the fluency aspect which some students could reach the category of very good, where no one could reach this category in post-test. Where the mean score of the pre-test was 55.93 then increased in the post-test to become 69.76. Furthermore, the statistic also showed that t-test was 13.83 and t-table 2.045. As the t-test score was higher than t-table, it indicated that the students in the experimental class who were taught by using Talking Stick Technique got better improvement in their speaking skill.

Keywords: Talking Stick, speaking skill.

1. INTRODUCTION

English is considered as a foreign language in Indonesia. It is formally taught from junior high school until university. It comprises four skills namely listening, speaking, reading, and writing. Speaking as one of English skills which is learned and practiced in classroom has various activities in promoting the process its learning like discussion, role play, simulation, story-telling and so on.

Nevertheless, Ur (1996, p.121) said that language learners may encounter several problems during English speaking practice. The four main problems that arise in speaking classes are; (1) inhibition, the feeling which is students worried about making mistake or fearful of criticism or losing face in public, or simply shy of the attention that speeches attract, (2) nothing to say, which means students cannot think of any think to say in the classroom, (3) low or uneven participation, because
of tendency of some learners to dominate, others speak very little or not at all, and (4) mother tongue use, which is learners prefer to use their mother language than target language in class or at anytime. This situation yields to irresponsible and anxious learners. Even if they have the opportunity to participate, they will not take it, because they are afraid of making mistake.

These speaking issues also occurred in SMPN 14 Banda Aceh. Based on the preliminary study which was conducted on 14 February 2018 in class II A and II B, the writer found that the students still struggled in learning English speaking. There was only 30% of the students, or 10 out of 35 students could pass the minimum passing score which was 65. The remaining students could only achieve the score of 50 to 60. After the writer interviewed the classroom teacher, it was known that the students had difficulty in mastering the speaking aspects such as comprehension, grammar, fluency and pronunciation. They even had trouble in producing simple oral performance. Later when the writer observed the class, it was clear that many of the students having lack of English speaking practice in classroom. The bright students dominated speaking activities, leaving the low achievers became passive as the opportunities to talk was almost absent. This condition surely affected their speaking achievement.

This issue has triggered the writer to find the solution. The writer believes that effective teaching model can help all the students not only to participate in the speaking activities, but also to create more enjoyable and active learning atmosphere. Talking Stick is one of techniques under cooperative learning method which can be applied and expected to solve the students’ problem in learning speaking. It encourages the students to work in groups, share information with other groups and together achieve the goal.

### 2. REVIEW OF LITERATURE
#### 2.1 Definition of Speaking

There are some definitions of speaking proposed by experts. Campell and Stanley (1989, p.39) say that “Speaking is an activity on the part of one individual to make oneself understood by another and an activity on the part of the other to understand what is the main of the first”. This means that speaking must be understood between the speaker and the listener. Speaking is an interactive process in order to construct the meaning. Florez (2000, p.1) further explains that speaking involves producing, receiving, and processing information. In other words, when students interact in speaking class, it involves the communicative activities between speaker and interlocutor like saying words, getting message from another and both of them process the information to be understood each other.

Based on the definitions above, it can be summarized that speaking is a process of communication between the speaker and listener. It refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, therefore, they will understand each other and avoid misunderstanding.

#### 2.1 The Aspects of Speaking

First, comprehension is the ability of the students to respond and to initiate the oral communication. The communication will be interrupted if both speaker and listener have lack of comprehension. Second, grammar which means accepted
language features or systematic word orders that form good sentences. The ability that the students should have in constructing, arranging and developing words into grammatical unit. Third is vocabulary. It is the collection of words the language learners should own in order to arrange them to form a sentence that make up the communication. Pronunciation is the fourth where it is the way for students’ to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. Fifth is fluency. It is the ability to speak fluently and accurately include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”.

2.3 Talking Stick
Talking Stick is a kind of teaching technique that use stick as the tool students hold when they deliver speech. When the speaker holds the stick, other members should listen and not give comments.

3. RESEARCH DESIGN
The method that was used in this research is quantitative research. The writer used pre-experimental design. The model of this experimental design was called One Group Pre-test and Posttest design. In this study the writer had conducted three activities for the experimental class, namely pre-test, treatments and post-test.

4. FINDINGS AND DISCUSSION
From the result, it can be seen that Talking Stick technique had successfully increased speaking skill of the students in VIIIA class. The result of the speaking aspects also shown some improvements especially pronunciation, vocabulary and comprehension. Only the aspect of fluency that showed none of the students could reach the category of very good.

When we discuss the mean scores of pre test and post test, it also gained a significant increase in which the mean score in the pre test was 55.93 while the mean score of post test was 69.76. Thus, the gain was 13.83. It might be resulted from the fact that the teaching learning processes were more effective and productive. From that result, then the writer calculated the value of the t-table, and it was found t=2.045 and t-score= 2.30. It can be seen as the following figure:
Figure 4.1 The Comparison of T-score and T-table

This success is already achieved by other researchers whose studies related to teaching speaking by using Talking Stick Technique. Anggiyana who conducted the study in 2012 has concluded that teaching speaking using Talking Stick Technique was effective in improving students’ speaking ability. The students’ in the experimental class got higher score than those who were taught by using conventional method. Other researchers’ findings like Hartina (2012) also proved that Talking Stick is best used technique of creating deep communication between people. Likewise, specifically use of this technique as put learner– centered curriculum.

Furthermore, this technique takes the focus off the teacher as purveyor of knowledge as result students are encouraged to learn from each other. Talking stick technique does not only train the students to speak up but also create fun and active condition in the class. Therefore, it will motivate students to cooperate and to interact with other students in the learning process. It also gives the same opportunity to passive students as much as active one to practice their speaking ability. The general result also indicated some improvements in students’ speaking when they were assessed individually.

Similarly, Kurniasih and Sani (2015, p. 7) found Talking Stick is thing which is used as media to explain about anyone idea in a group and only the one who hold the stick has the chance to talk. It means that every member in a group has the same chance to declare by the hold of the stick and pass it to other students. In the process of teaching by using Talking Stick Technique, the teacher instructed the students to practice their speaking together in a group. They share and expressed their idea each other. The students who had better ability, helped the students who had problem in practicing speaking with attentively listening without judgement. The teacher’s role is as the controller who help the students when they get the problems in learning.

Based on the result of the research above, the writer believed that Talking Stick technique does not only help the students to increase academic achievement but also give positive outcomes on social relationship in the classroom, especially with their pairs. Talking Stick Technique is capable of producing positive outcomes
on society, attitude, and academic performance dimension for the students. This interesting technique is believed to give chances for students to be involved in discussion, increase communication skill and critical thinking, and willing to take responsibility of his/her own learning.

As Slavin (1994) stated in Yurisa (2005, p. 4) that Talking Stick a study technique that emphasizes on the activities and interaction between students to motivate and help each other in mastering the learning materials in order to achieve a satisfactory learning achievement. In addition, working in Talking Stick technique can increase the students' self-confidence as everybody has an important role to be a speaker and listener. The students feel that they have important contribution during the learning process. It was shown from their activities during learning in their groups that where they bravely expressed their ideas, learned to appreciate the other members' idea and enjoyed the learning process which gave positive impact to their achievement in learning speaking.

Moreover, the writer found that the students had positive interdependence during doing activities in groups. They discussed the topic together and shared the information. In this case, the writer had encouraged them to work together, not individually, in order to get good conclusion and similar opinion of the team. The situation in the classroom showed that the students were able to interact with each other.

In Talking Stick technique, they were active in giving and asking opinion or idea related to the material. They sat face to face and communicated in discussing the topic given by the teacher. These activities influenced their ability in pair. They could learn in Talking Stick technique independently without involving the teachers' role. Although they were in group work, they also had individual responsibility to reach the team goal.

However, by applying Talking Stick technique in teaching speaking the teacher acted as the controller, guidance and motivator. The teacher was not active in discussing the material, but only explained the guideline of the material. Then, the students had to explore and found out more information of the material by themselves in the group work. The teacher only helped the students when they got problems. As the result, it created the creativity of the students. Therefore, the students need convenient learning situation in the classroom.

It is different from teaching learning by using the conventional method before experimental teaching or individual learning process, where the students only depend on the teacher's explanation. The teacher acted as the center or main sources in getting the knowledge. So that, the students became passive and just received the material from the teacher. Moreover, not all of the students were involved actively to find the meaning and discussed the passage. Only the students who had high proficiency were more active than the others. This situation brought negative outcomes for their individual achievements and improvement because they could not learn from each other to solve the problem. As the result, it can affect their scores.

5. CONCLUSION AND SUGGESTION

Less than 50% of the third grade students at SMPN 14 could only reach the passing score of English subject which was 65. The preliminary study had shown that the students had problems in the speaking aspects which were pronunciation, vocabulary, grammar, comprehension and fluency. Another issue was the situation
in the speaking activities in the class was dominated by only small number of bright students; meanwhile the rest students seemed passive and had no opportunity to speak. This situation had motivated the writer to try to apply the Talking Stick Technique in VIIIA class, and had successfully increased the students’ speaking ability in general as well as improved their speaking aspects.

To show the evidence, this study had increased the mean score from the pre-test to the post test. In the pre-test, the mean score was 55.93 and then it raised in the post test which was 69.76. Four speaking aspects (pronunciation, vocabulary, comprehension and fluency) also enhanced after they learnt with TST in which some students could reach the category of very good, where no one could reach this category in the pre-test. Also, no one was in the categories of poor and very poor. However, in the aspect of grammar the students did not make any improvement where their score remained the same between pre-test and post-test. They could only reach the category of good, and there was still one student got poor category. In addition, based on the data analysis, t-score (6.46) is higher than t-table (2.045). It means that the alternative hypothesis was accepted. Therefore, it is safe to say that teaching speaking by using Talking Stick gives students more chances to practice English speaking by cooperating within groups and sharing their ideas in the class.

6. REFERENCES