IMPROVING STUDENTS’ SPEAKING SKILL BY USING TALKING STICK METHOD

(A Classroom Action Research at the Tenth Grade of SMA N Colomadu Karanganyar in the Academic Year of 2015/2016)

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ABSTRACT

The aims of this research are to find out whether talking stick method can improve students’ speaking skill of the tenth grade of SMA N Colomadu Karanganyar in the academic year of 2015/2016 and to find out how talking stick method can improve students’ speaking skill of the tenth grade of SMA N Colomadu Karanganyar in the academic year of 2015/2016. This research was conducted at the tenth grade students of SMA N Colomadu Karanganyar in the Academic Year of 2015/2016. The researcher used Classroom Action Research which was conducted from May until June 2016 at the class of X MIA 4. The research was conducted in two cycles and each cycle consists of two meetings and one test. Each cycle also consisted of identifying the problem, planning the action, implementing the action, observing, reflecting and revising the plan. The researcher used qualitative and quantitative data to collect the data. In collecting the qualitative data, the researcher used interview, observation, questionnaire, and documentation. While in collecting the quantitative data, the researcher used pre-test, post-test 1 and post-test 2. The researcher used qualitative and quantitative to analyze the data. Based on the result of the study, there are some improvements in the students’ speaking ability. It can be proven by increasing of mean score from pre-test until post-test 2. The mean score of pre-test was 2.3, the mean score of post-test 1 was 2.7, and the mean score of post-test 2 was 2.9. There were also significant improvement of the students’ motivation, confident and situation in teaching and learning process. There were a good atmosphere in a class. The students was interested with the activity. They enjoy the teaching and learning process. It made the students could speak English well and confidently. It can be concluded that Talking Stick method can improve students’ speaking skill in teaching and learning process.

Keywords: Speaking Skill, Talking Stick method, Classroom Action Research
INTRODUCTION

Language is communication among human being with expression of meaning reflected in structure of the language. The most important thing that we need in daily life activity is language. We can not make relationship with the other people without language.

English is the international language. International English is the concept of the English language as a global means of communication in numerous dialects, and also the movement towards an international standard for the language (Patel. M, F, 2008). English is very important because everywhere we go around the world, we use it for communicating. It is spoken all over the world.

ASEAN Community comes in late 2015. It is the community which is followed by the nations in South East Asia. This community is being one in economic field. Every nation which is the member of ASEAN Community do its economic activity by one communication language. Its language is English. In fact, Indonesia is member of ASEAN community. That is the reason why people in Indonesia should be able to use English for communicating each other. They should learn English from little. Goverment has prepared the way to face this situation by giving English lesson in formal school in Indonesia. Goverment establishes level of formal school start from Kindergarten until University. Each level has material that will be taught for students and each material is taught in four skills. They are speaking, writing reading, and listening.

One of important skill in English is speaking because we can express our idea or opinion about something directly by speaking. According to Nunan
(1998:39), “Speaking is the single most important aspect of learning a second or foreign language and success is measuring in terms of the ability to carry out a conversation in the language”. It meant that speaking is the most important skill in communication by using English.

The researcher found many problems in speaking English because of many factors. Some problems occurred from the students themselves. On the other hand, some problems came from an external factor, it meant that the problem did not come from the students themselves. The problems that occurred from the students themselves were as follows: (1) Students were less of motivation to learn English; (2) The students were lack of confident, so when the teacher gave opportunity for the students to speak up, most of them would be quiet; (3) The students still had wrong mindset, they still thought that English is difficult and boring; (4) The students felt nervous when spoke directly and individually; (5) The students did not have any ideas in their mind, it meant that they did not know what they were going to say; (6) They did not have any abilities to support their speaking such as grammar, vocabulary, pronunciation; (7) Their average score of the class was under standard minimum score (*KKM*). Beside that, the problems came from external factors. Some problems came from the teacher and the school. They were as followings: (1) The teacher had good skill in teaching English, but she always used the same technique in teaching English. She used Role-play technique in teaching speaking most of the time. It made the students get bored; (2) The situation of the class also made the students did not enjoy in teaching and learning process. Sometimes, the facilities in the classroom could not be used
well, such as the air conditioner worked unwell and it made the classroom hot, so
the students felt uncomfortable with the situation; (4) The library did not supply
English book except main material book. English books which were supplied in
the library were the book from goverment that were used as the main book in
teaching and learning process.

One of the ways to solve these problems, the reseacher chose Talking
Stick method to improve student’s speaking skill. Talking Stick method is a
method that uses stick as a tool to give the students opportunity to speak up.
Talking Stick method has many advantages, such as it can make an interesting
activity in teaching and learning process, the students will have oppurtunity to
express their mind, the teacher will control the class easier by this method.
Fujioka (1998:3) states Talking Stick is a method used by Native Americans, to
let everyone speak their mind during a council meeting, a type of tribal meeting.
According to Laura (2011), Talking Stick is a method that uses a stick as tool or
instructional media, who holds stick must answer questions from the teachers after
the students learn the material anyway. It meant that Talking Stick is learning
using stick, and only the student who is holding the stick can talk and other
students listen to the speaker. All the students have same oppurtunity speak when
they have discusion. It will be challenging for the students, because in same time,
they do not know who is the person that will get opportunity, so all the students
must think what they are going to say.

Talking Stick method has many advantages in teaching and learning
advantages, they are as follows: (1) Talking structures that equalize communication, giving every student a chance to use and develop language skills; (2) Give each student an equal amount of time; (3) Students have the forum to sharpen their budding language skills.

According to Kagan and Kagan (2009:6.36), the procedure of Talking Stick method in teaching and learning process, they are as follows: (a) The teacher provides a discussion topic and provides think time, (b) Any student begins the discussion, placing one of his/ her stick in the center of the table, (c) Any student with a stick continues discussing, using his/ her stick, (d) When all sticks are used, teammates each collect their stick and continue the discussion using their talking stick.

METHODOLOGY

Participants

This research had been done at SMA N Colomadu, Karanganyar. The time of the research was conducted on May - June 2016. The subject that was chosen by the researcher in this research was tenth grade of sains students (X MIA 4). The class consisted of 35 students, there were 16 boys and 19 girls. The class had middle low ability in English lesson, especially in speaking skill.

Method

The researcher used Classroom Action Research as a research methodology. The research was conducted in 2 cycles. Each cycle consisted of 2 meetings and 1 post-test. The researcher also conducted pre-test before gave
treatment for the students. She used the action research spiral model based on Kemmis and Mc Taggart (1988:6). Each cycle included identifying the problem, planning the action, implementing the action, observing/monitoring the action, reflecting the result of observation, revising the plan.

In this research, the students was given the test to measure their ability. The test consisted three steps, they are pre-test, post-test 1, and post-test 2. Pre-test was given before the students got treatment from the researcher. It was administered in order to find out the students’ ability in speaking before the treatment. Post-test was given after the students got treatment from the researcher. It was administered in order to know the increasing of students ability after the treatment. Pre-test and post-test were used to get the data to analyze the hypothesis.

Collecting and Analyzing Data

There were two kinds of data that researcher collected. The first one was quantitative data, and the second one was the qualitative data. Quantitative data referred to students’ speaking scores that the researcher took both in pre-test and in post-test. The researcher collected quantitative data by using document collection. Document collection set out document relevant to the research context, lesson plans, students writing, classroom materials/text, assessment tasks/texts, students’ profiles, and students’ record.

Qualitative data deals with any occurrences and changes happen during the activities. Students’ behaviors, classroom situation, the process of classroom activity are the examples of qualitative data. The researcher collected data by
using observation, field notes, and interview. Observation is closely watching and noting classroom events, happening or interaction. After that, the researcher analyzed the data collection carefully. In this research the researcher used two kinds of technique of analyzing data, they were qualitative and quantitative. In qualitative, Miles and Huberman (247:1984) describe the interactive model of data analysis, they are data reduction, data display, and conclusion drawing/verification. Beside that, the researcher also analyze the data based on the students’ mean score.

RESULT AND DISCUSSION

The discussion is based on the implementation of Talking Stick method to improve students’ speaking skill. The finding of the research proved that Talking Stick method can improve students’ speaking. It can be seen from improvement of the students’ speaking score. The students’ mean score of pre-test was 2.3. After the implementation of Talking Stick method, the mean score of post-test 1 cycle 1 was 2.7. Then, the researcher continued to the second cycle with the mean of post-test 2 was 2.9.

The result of the research then can be theorized in two points as follows: a) Talking Stick method can improve students’ speaking skills (include of grammar, vocabulary, comprehension, fluency, pronunciation) and b) Talking Stick method can improve classroom situation and students’ motivation. The discussion of the theories is presented in the following section.
In the fact, the findings of the study showed that the use of Talking Stick method in the tenth grade improved students’ speaking skill. The improvement could be achieved because Talking Stick method helped student’s language. It is supported by Spencer Kagan (2009) in his study, he said that this method gives every student a chance to use and develop language skills. Thus, Talking Stick method can improve language skills especially in speaking skill.

All of the students’ improvement can be seen from the elements of speaking skills, those are grammar, vocabulary, comprehension, fluency, and pronunciation. Before the study, the researcher found that the students had low speaking skill and motivation. The improvement of the speaking skill could be seen from the improvement of students’ achievement from cycle 1 to cycle 2. The speaking skills achievement was increased. It can be seen from the mean score of the pre-test was 2.3, the mean score of post-test 1 was 2.7, and the mean score of post-test 2 was 2.9. It can prove that using Talking Stick method improve the students’ speaking skill. The improvement can be seen in the table below:

Table 1. The result of each test in every cycle

<table>
<thead>
<tr>
<th></th>
<th>Pre-test</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Score</strong></td>
<td>81.3</td>
<td>93</td>
<td>101.3</td>
</tr>
<tr>
<td><strong>Mean Score</strong></td>
<td>2.3</td>
<td>2.7</td>
<td>2.9</td>
</tr>
</tbody>
</table>
Based on all of the findings above, it can be concluded that Talking Stick method can improve the students’ speaking skill at the tenth grade students of SMA N Colomadu Karanganyar in academic year 2015/2016.

The findings of teaching and learning process showed that there was a change of classroom situation before and after Talking Stick method was implemented in the class. Talking stick method gives oppurtunity students to speak up more. They spoke up inside and outside the group. They could be more confident when they spoke because in this method, all students had the same oppurtunity to speak up their ideas. The students’ motivation was also increasing.

The teaching and learning process using Talking Stick method was more condusive. The students were more enjoy, comfortable, and independent. It means that the class atmosphere in teaching and learning process really made them fun.

Meanwhile, the implementation of Talking Stick method in Cycle 1 and 2 had weaknesses. The weaknesses were as follows: 1) some of the students still used Bahasa when they spoke, 2) it needs time to explain them one by one and to motivate them to become more active, 3) sometimes the students did not follow the rule and discuss with another friends out of material. It made the class situation was crowded. But, overall the implementation of Talking Stick method is successful to improve students’ speaking skill.
CONCLUSION

Based on the result of the research in teaching speaking by Talking Stick method, the researcher can give some conclusion, they are as follows: (1) Teaching speaking by using Talking Stick method can improve the students’ speaking skill after the action. It can be seen from the students’ mean score of pre-test was 2.3. After the implementation of Talking Stick method, the mean score of post-test 1 was 2.7. Then, the researcher conducted post-test 2 with the mean score of post-test 2 was 2.9. Based on the students’ speaking score above, it showed that the use of Talking Stick method could improve students’ speaking skill; (2) Teaching speaking by using Talking Stick method can motivate students in teaching and learning process. It could be known by the class situation before and after the researcher gave treatment to the students. After students got treatment, they felt fun and comfort when they learned speaking. They felt confident when they had to speak up in front of the class.
REFERENCES


