

“IMPROVING STUDENTS’ SPEAKING ABILITY BY USING TALKING STICK METHOD IN THE EIGHT GRADE OF SMP SWASTA GKPS 3 PEMATANGSIANTAR”

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ABSTRACT

The aim of this research was to find out improving speaking ability by using talking stick method of the eight grade students at SMP SWASTA GKPS 3 PEMATANGSIANTAR. This research were done to know and identified about the improvement of student’s speaking ability by using talking stick and students’ response toward using talking stick. This research was conducted on July until August 2021. This research classified as one class. It involved 30 students. The design of this research is used pre-experimental with quantitative approach. In collecting the data the researcher use pre-test and post-test. The result shows that by using talking stick method has improved the students’ motivation, score and response were good. The improvement of students achievement are proved from pre-test and post-test result. The mean score in pre-test is 44% and the mean score in post-test is 84% and the standard deviation is 45.63%. So, from the mean score and the standard deviation result shows that the students’ speaking ability is improved become excellent level after using talking stick method at the eight grade of SMP SWASTA GKPS 3.

Keywords: Speaking Ability, Talking Stick Method.

INTRODUCTION

The Background of The Research

Education as global matter is one of the important part of life. Education can give people skill for thinking more critically and use education as their reference in passing the life. By education people also can get better job, good finances and have many opportunities in the world of work now and in the future.

As we know that nowadays, we live in a world which always changing day by day. And in these situations we can face unprecedented things every day. Example, technologies is kept coming up now in sector of health, law, economy, and the most visible is in the Education. So, without education it will be difficult to adapt and face all these changing. No matter how many people hate waking up early in the morning and have to do many homework, face test or midterm but we keep needing school or education. In another words, we realize that education is important. Education is an easy connecting to connect all people each other in the world. Because all people have the same purpose to make life-become easier with education and the development of technologies.

In Huda, (2013: 32) said that the curriculum in Indonesia requires students to be active in teaching learning process and able to develop their skills, be able to work together and build solidarity. And to realize the curriculum it is necessary for students to experience the learning process in a group to create better interactions. As Wenger (in Huda, 2013: 49) states by interacting with another make an individual get more positive experience in learning process compared when student do it alone. Further, according to Hamzah, (in Istarani, 2014: 3) said learning trough models, methods, strategies are aimed to help the students find their identity in their social environment and solve problems with the help of group.

Teaching and learning process is oriented for achieving certain students’ competence that should be more pay attention to the students need. Teaching does not give the new information only to educate but more than educate. Teaching must be able to shape the students’ become a new good and motivated people that have to dare to dream and dare to achieve. Further, according to Harmer (2001:57) states “If the teachers are fluent at making these changes our effectiveness as teachers is greatly enhanced”. In the other words, students do not only need the brilliant teachers who have much knowledge but can’t transfer it well to the students. So students also need the teachers who can transfer and have a great method to teach the lesson more interesting so that the lesson can be received

by all students in the class. To make the students have strong interest in teaching and learning process especially in speaking, teacher should have the best approach, method, and strategies. But the fact the English teachers who teach in SMP SWASTA GKPS 3 still less in using good method in teaching. Especially, the old teachers just asking the students to open the book then giving task without any explanation. Then, the researcher observed while doing job training in three months that students also need good method to make improvement in every learning. While the monotonous way of teaching make students can't master English well, especially the speaking ability even they have learnt it started from Elementary School till Senior high school.

In addition to solve the students' problems in speaking English teachers must have a strategy or method. The students will convey their opinion or their discussion result after the time for discussion has been over. Furthermore, the researcher choose the title **"IMPROVING STUDENTS' SPEAKING ABILITY BY USING TALKING STICK METHOD IN THE EIGHT GRADE OF SMP SWASTA GKPS 3 PEMATANGSIANTAR"** is because of the researcher found students' problems when doing job training in three months at school. The researcher believes that this method will help the students to practice English in speaking skill. Speaking skill is difficult to practice and based on this case make the researcher interest to research the students who is afraid and also shy in speaking English.

The Problem of the Research

Based on the background of the research, the problem must be identified as follow: How is Talking Stick method improve students' speaking ability in the Eight Grade of SMP SWASTA GKPS 3 Pematangsiantar?

The Objective of the Research

Based on the problem of research, the objective of this research is to identify of using Talking Stick Method to improve students' speaking ability in the Eight Grade of SMP SWASTA GKPS 3 Pematangsiantar.

REVIEW OF LITERATURE

Talking Stick Method

The Definition of Talking Stick Method

Carol Locust (in Miftahul Huda,2013: 224) said that Talking stick or "*tongkat berbicara*" is a kind of methods used in Americans to invite all the people speak and extend their opinions in an ethnic group meeting. The talking stick was commonly used in council circles to decide who had the right to speak. When matters of great concern would come before the council, the leading elder would hold the talking 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.

Kurniasih and Sani (in Rahayu:2016:19) define that talking stick method is one of cooperative learning methods in the learning process by a stick, the student who gets the stick must answer the question by the teacher. Talking stick method is not only trains the students speak up but also creates fun and active condition in the class. Based on the definitions above, it can be concluded that Talking Stick is a learning method that provides a structured opportunity to students to construct their thought in improving communication skill.

A definition of talking stick method carried from Ahmad Munjin and Lilik Nur Kholidah (2009: 36). They define that Talking stick method is a method in the learning process by a stick. The student who gets the stick must answer the questions by the teacher after read the topic. (*Talking Stick adalah metode pembelajaran dalam kelas dengan bantuan sebuah tongkat, siapa yang memegang tongkat wajib menjawab pertanyaan dari guru setelah siswa mempelajari materi pokoknya*). This is a kind of cooperative learning in order to make the students participate, develop their confidence and be more active in the learning process.

The Procedures of Talking Stick Method

The procedures of using Talking Stick in teaching speaking based on Huda (2013: 225) are:

- a. The teacher prepares the materials and a stick.
- b. The teacher explains the main topic. Then, the students read and learn the materials for some minutes (10 minutes).

- c. The teacher commands the students to close their books and takes a stick.
- d. The teacher gives the stick to a student.
- e. The teacher sings a song or plays music while the stick moves one student to another until the song or music stops.
- f. The student who gets the stick must stand up and answers the teacher's question.
- g. Then, the stick rolls on again until each student gets the stick and takes part in the learning process.
- h. Finally, the teacher gives the evaluation and makes conclusion.

The Strength and Weakness of Talking Stick

Kurniasih and Sani (2015:83) state that the talking stick method has strengths and weakness. This method gives the advantages to attract the student’s preparation, so they are more serious in learning. Next, the talking stick method trains the students to comprehend and recall the materials vividly. However, there are some weaknesses when applying this method. This method makes the student be strained and afraid. Student stress when he or she gets the stick and must answers the teacher's question. Based on the explanation above, talking stick method is one of alternative strategy to help the students to construct and improve their speaking skill and create fun learning activities in the class.

METHODOLOGY OF RESEARCH

The Design of Research

The design of research which used by the researcher in this research is Quantitative approach. Means that it is related to collect some data in order to understand a phenomenon. According to Creswell (2012) noted that quantitative research is the process of collecting, analyzing, interpreting, and writing the results of a study. Quantitative research can be used in response to relational questions of variables within the research. In addition, Leedy and Ormrod (in Williams,2007) “Quantitative researchers seek explanations and predictions that will generate to other persons and places. The intent is to establish, confirm, or validate relationships and to develop generalizations that contribute to theory”. Based on the explanation the researcher does the new research to establish, confirm, or validate the new phenomenon and get the new knowledge. The design of this research is Pre-Experimental and the researcher chooses One-group Pre-test and Post-test design. This design includes a pre-test measure followed by a treatment and a post-test for a single group (Creswell,2003: 168).

The design is as follow:

Table 3.1 One Group Pre-test and Post-test design

Group A	O ₁	X	O ₂
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Where:

- O₁ = pre-test for experimental group
- O₂ = post-test for experimental group
- X = treatment

Data and Source of Data

The data in this research is the test scores which get by the researcher after doing pre-test and post-test in the class which chosen to receive the treatment and the students is the source of data.

The Population and The Sample

The Population

Sugiyono (2013) said that population is the generalized composed of the object/subject that have certain qualities and characteristics are determined by the researcher to learn and then draw the conclusion. In addition that the population of this research is the eight grades of SMP SWASTA GKPS 3 Pematangsiantar in academic year of 2021/2022. The population is the eight grades which consist of two classes and the total of the students are 60 people.

Table 3.2 The Eight Grade

No	Class	Amount of Students
1	VIII ¹	30 Students
2	VIII ²	30 Students
	Total	60 Students

The Sample

Sugiyono (2013) stated that sample is the part of the number and characteristic that is processed by the population. Sample is the representative of the population. In addition, the researcher use simple random sampling as a technique to choose the sample without notice the levels in the population (in Sugiyono,2013: 82). The researcher provides two pieces of paper which is included name of the class that chosen as the sample. And then the researcher mix and take one of the paper. And after doing simple random sampling the researcher gets VIII² as the sample which consisted of 30 students.

The Instrument of Collecting The Data

Instrument is a device that used for collecting the data. In this research, the researcher gives pre-test and post-test to measure the students’ ability before and after get the treatment.

Pre-Test

The pre-test conducted in the first meeting in order to measure students’ speaking ability before get the treatment.

Post-Test

The post-test conducted in the last meeting in order to measure students’ speaking ability after get the treatment in several times.

Technique of Analyzing The Data

After the data are collected, the researcher analysis the score from those tests by calculating the mean of pre-test and post-test. The data collected were analyzed by quantitative ways. It is used the formula measure by Ur (in Rahayu,2016: 41) the formula is to measure the student’s individual score by seen the speaking rubric, the formula is as followed:

Table 3.3 The Scoring Rubric of Speaking Test Ur (in Rahayu,2016:41)

Aspects	Points	Explanation
Pronunciation	5	virtually no grammar mistakes
	4	Produces words with mostly correct pronunciation but sometimes there is any error
	3	Produces words with some errors pronunciation
	2	May have many strong foreign accents or produces words with too many errors pronunciation and unintengible
	1	Little or no language produces
Grammar	5	Uses grammatical sentences or expressions or virtually no grammar mistakes
	4	Uses a slightly incorrect grammatical sentences or expressions or occasional grammar slips
	3	Makes obvious grammar mistakes or some grammar mistakes makes
	2	Makes mistakes in basic grammar or no correct grammatical sentences or expressions
	1	Little or no language produces
Vocabulary	5	Uses wide vocabulary appropriately
	4	Uses good range of vocabulary
	3	Uses adequate but not rich vocabulary
	2	Uses adequate but not rich vocabulary
	1	Little or no language produces
Fluency	5	Speaks fluently with rare repetition and uses long turns easily and effectively
	4	Speaks with occasional repetition and uses short turns in speaking
	3	Gets idea across but hesitantly and briefly with some repetition
	2	Speaks slowly and very hesitant with frequent repetition and sometimes difficult to understand
	1	Little or no communication

Maximum score = 20

$$Score = \frac{\text{the result of score}}{\text{maximum score}} \times 100$$

After the researcher knowing the score of each student from pre-test and post-test, then the researcher will give the level achievement to the students. To make the level of achievement the researcher follows steps from Arikunto’s book. He said that before give the predicate to the students, the researcher must have the criteria of the score first, and after that the categories of the score can apply by this criteria such as excellent, good, enough, less, and very less. So the researcher will make the categories or level of achievement as described below:

Table 3.4 Level of Achievement

The Value of the score	Level of achievement
81-100	Excellent
61-80	Good
41-60	Enough
21-40	Less
00-20	Very less

To get the mean score, the researcher uses the mean score by Arikunto (2010: 272) as the following:

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

Where:

\bar{X} = Mean

N = Number of students

$\sum x$ = The sum of individual score

To get the Standard Deviation, the researcher use the formula by Rusydi, (2018: 80) as follow:

$$SD = \frac{\sqrt{\sum X^2 - \frac{(\sum X)^2}{N}}}{N}$$

Where:

SD = Standard Deviation

N = Number of sample

X = Score

$\sum X$ = Total score

$\sum X^2$ = Total score which square

RESEARCH FINDING AND DISCUSSION

Research Findings

In research finding the researcher will describe about the finding of the research which have done by students in VIII² of SMP SWASTA GKPS 3 Pematangsiantar that consisted of 30 students.

The research finding of the data, data have found of the research above shown that there is the different in pre-test and post-test. It can conclude that the research get excellent result from activities in teaching speaking by using talking stick method. It makes students interesting and more active in learning speaking

From the explanation above shows that by applying talking stick method students can improve their speaking ability. Moreover, the result of the test shows that there is the significance influence between pre-test and post-test, mean and standard deviation. Finally, teaching by using talking stick can be a good method in teaching speaking ability.

Discussion

Based on the score of pre-test and post-test, the researcher analyzes them to look for the result of this research. Then the researcher analyzes the students score categorized from the level of achievement.

From the analysis of the research in speaking ability by using talking stick to the second year students in VIII² class of SMP SWASTA GKPS 3 Pematangsiantar. The researcher analyzes it and found the result that the students’ average score can be classified into an excellent level. Furthermore, the researcher found that the talking stick method really makes improvement in students speaking

ability. This research is proposed to find out students' speaking ability after the using of talking stick method. From the test result was given to the students, the researcher found that students' speaking ability in pre-test was in "enough" level and then their speaking ability post-test were in excellent level.

CONCLUSION AND SUGGESTION

Conclusion

Based on the finding of the researcher in chapter IV, the researcher can make the conclusion as follow:

1. It can concluded that teaching speaking ability by using talking stick can make students' speaking ability at SMP SWASTA GKPS 3 in "Excellent" level. Based on the data presentation of research, the students' speaking ability can improve through talking stick method. The data show that the students' speaking ability is significant after the students practice using talking stick. They had to practice with the stick in order to be more active in the class and be able in answer the questions. The mean of pre-test is 44 and the mean of post-test is 84. So, from the mean of pre-test and post-test show the different. It means that after the use of talking stick students' ability have improved. It can be classified in the Excellent level.
2. The use talking stick in teaching speaking also can create students' motivation, give enjoyment, and reduce boredom in learning process.

Suggestion

The researcher would like to give suggestion for the teacher and the students in teaching and learning speaking, as follow:

1. For the teacher
The teacher should find the variation of teaching method in English especially in speaking to improve the students' interest. In this case, talking stick can be a good method. Using talking stick as a new method is interesting and creates fun activity which improved the involvement students' in learning process.
2. For the students
The students can use talking stick as a tool to recall their interesting and more preparing themselves in speaking. This method will help the students to solve their problem in speaking like anxiety to speak in front of the class. Furthermore this method also become reinforcement to the students to be more courageous and used to speak. In the other side that speaking is really need in life and all the world of work, hence the students should practice in speaking individually, in pair, in group. Remember, practice can make better. Keep on speaking and never stop learning because custom makes all things easy.
3. For the researcher
The result of this research gives the information about the use of talking stick to improve students' speaking ability and can be used as an additional reference especially in teaching and learning speaking for the students in Junior High School.

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