

THE IMPLEMENTATION OF TALKING STICK IN TEACHING ENGLISH SPEAKING

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Abstract: The Ability to speak English fluently is a vital talent that may be applied to a variety of communication scenarios. However, speaking English is difficult as a practical talent, though, as the primary objective of speaking is to convey oral communication in a thorough manner. The talking stick learning technique is one of the cooperative learning. Several studies show the effectiveness in implementing talking stick on speaking skills. This is why the researcher is interested in implementing talking stick technique in teaching speaking. This research implemented using descriptive qualitative design to answer the research questions which conducted on 1 teacher and 5 students from 11th grade SMA 2 Bulu. The data for this research were collected with the use direct interview with Semi-structured interview guide as the instrument. The data are analyzed using qualitative analysis that consists of data reduction, grouping, coding, and interpretation to get the data as a whole. The findings showed that using a talking stick in a speaking class helped students become less shy while speaking, more engaged in their participation, and more motivated to learn. Additionally, using talking sticks gives kids additional chances to practice speaking and creates a less monotonous, collaborative, and competitive learning atmosphere. Implementing a talking stick can help kids become more fluent speakers while also enhancing their memory and reasoning skills, lowering their fear while speaking, and learning significantly outside of the classroom. The outcome also showed that the pupils' performance had improved, particularly in terms of active engagement.

Key Words: : *Teaching technique, talking stick, speaking*

INTRODUCTION

More over half of the world's population speaks English, which is the worldwide language. English has been considered to as a universal language since the late 19th century (Marleni, 2020). Additionally, over 60 different nations produce books in English, making it the most popular foreign language on the internet (80%). As stated by Graddol (2000: 4–9), English-language publications are widely available in many nations. The value of English is unquestionably quite significant to professional business as the language continues to increase, as mentioned by Crystal (2000: 86).

There are four skills in English such as speaking, listening, reading, and writing. Speaking is crucial because excellent discussions can only be had when someone has mastered the art of speaking. As a result, in a speaking classroom, students should communicate to one another directly rather than via a teacher as often as feasible. According to Marleni (2020), speaking is the process of creating and exchanging meaning via the use of verbal sign in a variety of contexts. The opposing viewpoint is presented by Parmawati and Inayah (2019), who argue that speaking is the act of emitting words in a regular voice, being able to speak a language, knowing it, and expressing oneself verbally. In short, speaking skill is the ability to perform the linguistic knowledge in the actual communication. By speaking with others, we are able to know what kinds of situation in the world.

An individuals would be able to communicate more effectively and effortlessly if they have good speaking abilities in particular. An appropriate activity has to be well-prepared for in order to encourage pupils to speak English. Therefore, it takes a lot of work on the part of English teachers to encourage their pupils to participate in speaking exercises. To keep the students interested in the learning activity, teachers require a learning model for speaking activities. An planned educational activity called a learning model is provided to help create a favorable learning environment. In line with Rohim (2018), a learning strategy that makes use of students' communication abilities in the classroom helps students

increase their language proficiency. It is an advantageous exercise that helps kids study in a productive way.

From the prior observation through teaching practice at SMA Negeri 2 Buru, the researcher observed that the ability to speak English became some of the problems faced by students because during the learning process the teacher used a technique that was very difficult for the students to follow, so it looked like the students felt bored with the material taught by the teacher, students are not enthusiastic when learning English, and finally students have low scores in speaking. The cause of this issue is the limited use of learning activities that can facilitate the student to develop their speaking skills.

They could understand if someone spoke in English but they were not courageous enough to respond in English. This kind of problem to implement a learning model where the implementation used a stick as a medium. However, the English teacher use marker as medium. The researcher is interested in the research implementation Talking Stick model on the students' speaking skill because this learning model is easy to be implemented in the classroom and it could help the students to reduce their anxiety to speak in English. The talking stick learning technique is one of the cooperative learning models. This learning technique uses a talking stick in the learning process. After studying the material, the teacher proposes questions to the student who receives the stick (Kagan, 2009). Meanwhile, (Supridjono, 2009) explains that the purpose of the talking stick teaching technique is to awaken students' courage to express their opinions. Furthermore, (Istarani, 2012) reveals that students' courage to express opinions can be improved through the use of a cooperative learning model. (Huda, 2015) states that the talking stick teaching technique is beneficial to make the students accustomed to speaking and be ready to respond to any situations. The cooperative learning model has some advantages, such as able to find ideas and inspiration in learning and make students accustomed to using social and thinking skills (Hasyim, 2018). The talking stick technique is a cooperative learning model that combines learning with games. It requires students to understand the material first. Then, they receive questions from the teacher and are required to give responses. Therefore, it provides chances for

them to interact, to discuss, to be active in learning, to understand materials quickly, and to speak to respond to the questions.

There are several studies that aims to explore similar subject. For instance, Fujioka (1998) defines that “the Talking Stick is a model used by Native Americans, to let everyone speak their mind during a council meeting, a type of tribal meeting. In the development of information technology, this model is adopted to be used in learning process at schools. Another study by Riyanto (2019) found several advantages of implementing talking stick to practice speaking such as, less monotonous, decreasing anxiety, cooperative and competitive learning environment while the disadvantages of talking stick are students’ lack of readiness that might cause nervousness. Furthermore, Indah (2017) indicated that the students are enthusiast and more active during speaking by applying talking stick technique. Furthermore, Dila (2016) found that post-test scores were higher than their pre-test scores. The mean of pre-test scores was 66.38, while the mean of post-test scores was 68.41. Another study by Dwi (2016) and Mustamiddah (2018) shows the success of conducting classroom action research through cycle which indicated improvement on students’ speaking skills.

From these research, the researcher found the gap that the majority of researchers tend to focus on certain factors that influence speaking skills such as anxiety, active participation, and environment of speaking class but not emphasized on speaking skill itself. There are several studies that focused on the improvement of speaking skills but more focused on quantitative design which did not cover how the advantages and disadvantages of talking stick. This study aims to fills the gap by conducting qualitative study based on students and teacher experience in the implementation of talking stick technique in class. Based on the review of previous studies and considering its gap, the researcher wants to conduct a research entitled: “The Implementation of Talking Stick in Teaching English Speaking”. A study at the X grade students of SMA Negeri 2 Buru in the academic year 2022.

METHOD

This study was implemented by using qualitative approach, in the qualitative research design to examine human behavior in the context of its natural occurrence. The second is research as a tool for data collection, which includes field notes from participant observations, notes from transcriptions of informant interviews, and unobtrusive data like artifacts from the research site or records relating to the research. The participants of this study were tenth grade students of SMA. Negeri 2 Buru. In this school, eleventh grade students had eleven classes, six were MIPA classes and five were IIS classes.

The instruments used in this study was the researcher acts as the instrument who observe the process classroom learning. Moreover, in collecting the data, interview guidelines consisting of 7 items about How does the result of talking stick play in teaching speaking skills. The items in the interview question are constructed to answer the research problems, the item number 1,2,3 and 4 for the first research question and item 5, 6, and 7 for the second research question.

There are several steps used by the researcher in collecting the data. At first, the data collection will be conducted by employing instruments used through plenary research (library research or an observation), students' interview question, and study of documentation to understand the culture, setting, or social phenomenon being studied from the perspective of the participant. This research is an observation conducted on students; teaching researchers based on the basic competencies of the 2013 curriculum in implementation of using talking stick in teaching English speaking. The second technique is in depth interview conducted in face to face or direct learning environment to explore informant's experience and interpretation. The important thing if the researcher do the interview, the researcher just give the relevance question for the interview and there are four tips for good interviewer such as, the first is the topic must be clear so easy to understand, the second is the question must be based on the research problem, the third is the good respondent to answer the question, the fourth is the good management of time, the last is the take transcript of the interview.

The data was analyzed using qualitative data analysis based on data analysis. Based on the data obtained during the research, the observation notes, the researcher describes the implementation of talking stick that describes the issues and situation during the implementation while interview transcripts applied to interpret the data about students and teacher's experiences in the application of talking stick in speaking class. The data analysis technique used to analyze these data was based on the framework of qualitative data analysis by Moleong (2010) that involves data reduction, grouping the transcript, description of the data, interpretation.

FINDING AND DISCUSSION

The finding shows that the implementation of talking stick was a success. In the class, students were less afraid to talk and express their daily experience. This is because the setting of their learning is in a game where no daily scores are involved. However, the teacher gives additional scores for the students who can give good answers clearly and correctly which motivate students even more to participate optimally. Other than that, the teacher and the researcher also participate in the game which make the class more active without making the students feel observed by the teacher. The teacher and researcher also throw some jokes during the game whenever the students need motivation. This makes the students fresher to answer and speak actively during the game. After the material is finished, the researcher take the stick and give to one of the students, the question is given by the researcher regarding the lesson material that has been given, then so on until the whole student gets a turn to answers the questions. This findings is in line with Dwi (2016) that the students tend to be more active when talking stick model is implemented in the class, the result also indicated that the students enjoy, and more interested in following learning activities.

The result of the study also shows that the setting of a game which is considered as edutainment or entertainment in education which makes the students motivated in learning. This is consistent with the suggestion of Al Roud (2016) that

it is needed to design enjoyable and active learning environment to avoid speaking difficulties, especially speaking anxiety as the most frequent difficulties. Moreover, the implementation of talking stick in this study is considered as collaborative learning where all the students participate together with their friends to play the game of talking stick in the class. Other than that, the teacher and the researcher also collaborate to join the game. This is in line with the statement of Indah (2017) that in collaborative learning, every students can collaborate with the other students to enhance their ability, and proceed beyond their skill and limitation by working together. This is shown in the game where the students allowed to ask their friends about English when they have difficulties to speak. Moreover, Haerudin (2018) also stated that working collaboratively in learning helps the students to overcome anxiety. This is shown by the students during the implementation that most of them are active following talking stick game. This is also congruent with the study by Ica, et al (2017) that The Talking Stick model is a learning model to engage the students in the learning activity in a learning model that involves learning goal, syntax, environment, and management system. In terms of students to teacher interaction, Stasya and Kariani (2019) stated that to achieve learning goal, well established interaction between teachers and their students is necessary to make the students understand learning material.

The students are more active in speaking and have good enthusiasm, because in this game, enjoy learning activities, and less afraid to make mistakes. In terms of enthusiasm, a study by Indah (2017) showed that the students shows more enthusiasm as the situation gets more competitive. This is also in line with the finding of this study based on the teacher's view that the implementation of talking stick acts as stimulus that stimulate students to speak. It is also confirmed that the students are more engaged to speak actively during competitive situation. In terms of difficulties in the implementation of talking stick in speaking class, the majority of students did not have problem, however, some students mentioned difficulties such as speaking anxiety and lack of participation. A study by Syahruri and Riyanto

(2019) also showed similar problem regarding speaking anxiety as the students with high anxiety level tend to be less active and not ready when facing questions.

For the result of the implementation of talking stick in speaking class, the result indicated that the benefits of talking stick in speaking class include making the students to be less afraid when speaking, more active in speaking and more eager to learn. This is in line with the study by Syahruri and Riyanto (2019) who revealed that revealed that the advantages of implementing talking stick to practice speaking are, less monotonous, decreasing anxiety, cooperative and competitive learning environment. Another study by Indah (2017) also revealed that the implementation of talking stick make the students more active and engaged in learning. However, according to the teacher there are some students that are less active due to the anxiety to speak English. There are also some students that are active but not following rules completely.

In this study, the implementation of talking stick helps to establish good interaction between teacher and students, this is shown as the students give positive responses regarding teacher performance in implementing talking stick in speaking class. In improving speaking skill, implementation of talking stick helps the students to improve memory and thinking speed, decrease speaking anxiety, as well as providing good opportunity for speaking practice. Implementation of talking stick in speaking class also helps the students to learn extensively not only from book or material delivered by the teacher. A study by Dwi (2016) also shows similar result that talking stick model improve students' speaking skill. Besides, it can make the students were interested and enjoying in teaching learning process and also motivate the students to speak up and more active.

In terms of the implementation, it is indicated that most of the students feel that the implementation of talking stick is good because it did not give too many pressure, improve students' enthusiasm. However, the implementation also need some improvement regarding rules, level of difficulties and reward. This is related with the findings of Syahruri and Riyanto (2019) that talking stick provide

cooperative and competitive learning environment. The cooperative learning helps the students in decreasing anxiety level as they work together while competitive environment engage students to cooperate with their group to achieve best result. The success in the implementation of talking stick based on the teacher's view are, active participation, fluency, the use of words and pronunciation. The only indicator with high success is active participation which is promoted by the implementation of games. The students' score also shows an improvement in terms of active participation. This statement also supported by the result of t test analysis which also shows significance difference between students' scores before and after the treatment. This is in line with the study by Dwi (2016) that the students tend to be more active when talking stick model is implemented in the class, because the game setting in the speaking class.

From the result of this study, it is found that the implementation of talking stick is considered as edutainment or entertainment in education. The lesson did not take scores so the students is less afraid of making mistakes. Moreover, the teacher also provide additional score for those who can answer in clear and correct way which motivate the students. Talking stick technique in this study is considered as cooperative learning where the students work together to participate in the game. In the implementation of talking stick, the students also tend to be more active in speaking and enjoyed the speaking class. During the talking stick implementation in speaking class, the teacher keep monitoring the students' progress as well as guiding students when they made mistakes during speaking, this leads to stronger bonds and establish good interaction between teacher and students.

For the result of the implementation of talking stick in speaking class, the result indicated that the benefits of talking stick in speaking class include making the students to be less afraid when speaking, more active in speaking and more eager to learn. Moreover, implementing talking stick also provide more opportunities for the students to practice speaking, as well as giving less monotonous, cooperative and competitive learning environment. In improving speaking skill, implementation of talking stick helps the students to improve

memory and thinking speed, decrease speaking anxiety and learn extensively not only from book or material delivered by the teacher. The result also indicated an improvement towards the students' score in especially in terms of active participation. Furthermore, in terms of the successfulness of the implementation indicated that the active participation is the most successful indicators implemented in the speaking class using talking stick, followed by the use of words at medium level, and the less successful indicators such as pronunciation and fluency. The result of the students' score also provided by the teacher, the analysis using t-test shows the following result.

Indicator	Significance	Mean Difference	Interpretation
Keaktifan	.000	5.37037	Significant
Kecakapan	.301	0.92593	Not Significant
Intonasi	.802	0.18519	Not Significant
Artikulasi	.052	1.29630	Not Significant
Pengejaan	.757	0.14815	Not Significant
Komunikatif	.747	0.18519	Not Significant
Total	.000	8.11111	Significant

The data above shows that the difference between students' score before and after the treatment shows the significant difference in terms of active participation. While the other indicators shows no difference before and after the treatment. However, the total score shows significance difference in the mean score, thus indicated that active participation and the treatment of using talking stick significantly affect students' achievement in speaking.

CONCLUSIONS AND SUGGESTIONS

From the result of this study, it is concluded that the implementation of talking stick is considered as edutainment or entertainment in education. The lesson did not take scores so the students is less afraid of making mistakes. Moreover, the teacher also provide additional score for those who can answer in clear and correct way which motivate the students. Talking stick technique in this study is considered

as cooperative learning where the students work together to participate in the game. In the implementation of talking stick, the students also tend to be more active in speaking and enjoyed the speaking class. During the talking stick implementation in speaking class, the teacher keep monitoring the students' progress as well as guiding students when they made mistakes during speaking, this leads to stronger bonds and establish good interaction between teacher and students. For the result of the implementation of talking stick in speaking class, the result indicated that the benefits of talking stick in speaking class include making the students to be less afraid when speaking, more active in speaking and more eager to learn. Moreover, implementing talking stick also provide more opportunities for the students to practice speaking, as well as giving less monotonous, cooperative and competitive learning environment. In improving speaking skill, implementation of talking stick helps the students to improve memory and thinking speed, decrease speaking anxiety and learn extensively not only from book or material delivered by the teacher. The result also indicated an improvement towards the students' score in especially in terms of active participation. The study suggest that the student should speak more actively in any situation especially when there is good opportunity to speak such as game-based learning like talking stick learning model. It is also important for the teacher to make sure that all of the students have the opportunity to speak, actively participate in the class and follow through learning material effectively.

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