IMPLEMENTATION OF TALKING STICK TECHNIQUE IN TEACHING ENGLISH SPEAKING AT X GRADE STUDENTS OF SMKN 1 SOLOK

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Abstract

The implementation of interesting learning techniques by the teacher can help students to be more enthusiastic about learning to speak English. One of them is with the teacher implementing the talking stick technique in learning to speak. The researcher found that the teacher who had applied the talking stick technique in learning to speak English was the teacher at the 1 Solok vocational high school. The object of this research is to analyze how the English teacher applies the talking stick technique in teaching speaking in the tenth grade of SMKN 1 Solok based on the steps and procedures of Helman's theory of Talking Stick. In this study, the researcher used a qualitative descriptive study in which the researcher analyzed 1 English teacher in applying the talking stick technique in learning to speak through four meetings. In collecting data, the researcher used the instrument of observation checklist, field notes, video and also documentation. Based on the results of observations that have been made by researchers on teachers who apply talking stick learning techniques in learning speaking with reference to the steps and procedures of Helman's theory (2009), in three meetings it can be found data from the

Keywords

Talking Stick Technique, Teaching English Speaking

INTRODUCTION

Nowadays, the problem of students happening in English language learning is lack of English speaking skill. Speaking is expression of one's thoughts and feelings in the form of sounds of language. Speaking skill is the skill to say the words for express thoughts, ideas, and feelings. The listener receives information through tones, stresses, and pauses (Mudini and Purba, 2010) Speaking as an important communication tool used to build interpersonal relationships with other people, it means that speaking is important if we want to get things done, seek information, gives instructions. Speak in English not only makes success in English, but also benefits the speaker himself because it is an important skill besides reading, writing and listening. Broadly speaking, speaking is one way to establish communication. It is used to share meaning with words. Spoken language is one of the important links in human life and is also an important part of learning and teaching a second language. It is a process in which two or more people send and receive messages or information through verbal communication speak and express their thoughts, feelings and emotions to others. Therefore, the speech received the greatest attention from students and teachers.

Related to the above, the lack of student English speaking skill is usually influenced by students themselves, as well as from the teacher. Learning English especially those related to learning speaking skills are still considered difficult by students. Learners still feel afraid and lack the confidence to speak in English, and other factors to be less able to speak English and not enthusiastic in speaking English.

Based on the problems above, a teacher must prepare interesting Technique to motivate students' enthusiasm of the students. To overcome these obstacles, a more varied and interesting learning technique is needed and involves student actively participate in learning English. One of technique in teaching and learning that can make students enthusiastic in speaking English is the Talking Stick Technique.

Helman has argued the talking stick technique is an activity that supports students to use more precise and varied language for interesting purpose, to internalize new vocabulary and develop grammatical accuracy, students need lots and lots of practice. It is important to develop automatic and fluent accuracy (Helman, 2009)

According Ludhi wardana (2016:165) Talking stick is included as one of the cooperative learning technique. This learning strategy is done by the help of a stick; who takes the stick is required to answer the question from the teacher after studying the main material beforehand.

Kurniasih and Sani (2015:82) said that talking stick is one of cooperative learning techniques in the learning process by a stick. The student who gets the stick must answer the question by the teacher. Talking stick technique 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 technique that provides a structured opportunity to students construct their thought in improving communication skill.

According to Helman (2009) the procedures of talking stick technique are Grouping students into some group consist of five or six students, asking the students to sit in circle, preparing the stick for each group (can change with eraser, pen, or etc), preparing some sentence frame or graphic organizer sentences that related with the material, preparing list of vocabulary to the students relating with current study, discussing the procedures for talking stick with the

students can only "pass" (decline to respond) one time, asking the students who get the stick to speak relating with the material, last presenting the stick until all of students able to speak (Helman, 2009:59)

Talking stick technique has been applied by an English teacher in SMKN 1 Solok. Talking stick technique is an innovative technique in learning, where learning is assisted by a small stick which is carried out in turns. The student who gets the stick gets the opportunity to answer questions from the teacher. Talking stick is a technique in learning process with a stick

Related to the above, and based on pre observation that the researcher's did in the Vocational High School 1 solok with an English teacher used the Talking stick technique, during the pre observation the researcher found the teacher didn't divide the students into some group but the teacher just asked the students to sit in their seats, and the teacher explained the material, after that the teacher used a pen as a stick, and the teacher played the music during the teaching process turn around the stick, in the teaching process, from the research actually in applied this technique the researcher saw the students be active, but there were some students still confused or not confident to speak English, and not infrequently those who still speak Indonesian and the teacher always helped the students to speak in English, and the teacher turn around the stick until all of the students able to speak.

The researcher limited the research only focus on the implementation of talking stick technique in teaching English speaking at SMKN 1 Solok. Related with the limitation of the study above, researcher formulate the research is how does the teacher implement the talking stick technique in teaching speaking at X grade students of SMKN 1 Solok. The purpose of the research is to analyze the implementation of Talking Stick Technique by English Teacher in teaching speaking at SMKN 1 Solok. Based on this description above, researcher interested in carried out this research with the title "Implementation of Talking Stick Technique in Teaching English Speaking at X Grade Students of SMKN 1 Solok".

RESEARCH METHOD

The design of this research was descriptive research which the researcher used qualitative research because it is going to find the data about how implementation of talking stick technique by English teacher in teaching speaking. According to Sugiyono (2016:147) Descriptive research is Statistical methods used to analyze data by describe the data that has been collected as it is without intending to draw applicable conclusions generalization. According to Gay and Airasian (2000:20), a descriptive research determines and describes the way things are. It's mean that descriptive research only focuses on describing the phenomenon without giving treatment to the students.

According to Gay and Airisian Participants are a group of people who participate in a research project (2000:20). The subject in this study is an English teacher who teaches at a vocational high school 1 Solok, and the students who are taught by that teacher, especially the tenth grade. The teacher has been teaching for more or less 15 years and he has also applied various learning techniques, one of which is talking stick.

Data collection is done through observation by preparing instruments such as observation checklist, field notes, and video recorder, and also researcher conducted the research at SMKN 1 Solok focused on X grade. The researcher conducted the research during two weeks actually three days at class X TKJ 2 and also researcher used one teacher as a focused participant, the research Instrument (Observation Checklist) ,field note and video recorder) including

Table. 3.1

Step / Procedures of talking Stick Technique based on Helman's Theory

No	Step / Procedures	Score		
		1	2	3
1	Grouping students into some groups consist of five or six students			
2	Asking the students to sit in circle			
3	Preparing the stick for each group (can change with eraser, pen, or etc)			
4	Preparing some sentences frame, text or graphic organizer relating with the material			
5	Preparing list of vocabulary to the students relating with current study			
6	Discussing the procedures for talking stick with the students can only "pass" (decline to respond) one time			
7	Asking the students who get the stick to speak relating with material			
8	Presenting the stick until all of the students able to speak			
Score				
Total Score				
Category				

In this research, to be able to categorize the results from the analysis of several observations regarding the implementation of talking sticks carried out by teachers related to Helman's theory, a simple statistical score table to calculate or measure how the results of implementing talking sticks according to eight steps or indicators from Helman's theory, including:

Table. 3.2 Categorizing of alternative answers with a Likert scale

Score	Category
1	Poor
2	Good
3	Very good

Source: Sugiyono (2016:94)

Previously, it was known that the highest score range from this study was 24, and the lowest value was 8, to find out the range of scores above, use the following formula:

$$Rentang\ skor = \frac{Nilai\ tertinggi - Nilai\ terendah}{jumlah\ nilai}$$

Related to the explanation above, the categorization of the results of the implementation of talking stick by the teacher can be seen from the following table:**Table. 3.4 Instrument of categorizing implementation of talking stick technique relating Helman's Theory**

No	Score Range	Category
1	8 – 13,3	Poor
2	14,3 – 18,6	Good
3	19,6 – 24	Very good

The data of this research has analyzed it, based on instrument gave. According to Gay and Airasian (2000:239) stated that there were four steps of analyzed the data qualitative: reading/memorizing, describing, classifying, and interpreting.

Reading

Reading became familiar with the data and identified the main themes. After all the data collected, the researcher read the data, heard the recorded, observation checklist and field note. It has to make the researcher familiar with data has got.

Describing

Describing, examining the data in depth to provide details description of the setting, participants, and activities. In this phase, researcher described how the implementation of talking stick in teaching English speaking at SMKN 1 Solok after reading the result has done by the researcher.

Classifying

Classified, categorized and code pieces of data and physically grouping them into themes. In this part, the researcher classified the data from observation related to the procedures in implementing talking stick technique at SMKN 1 Solok.\

Interpreting

Interpreted and synthesized the organization data into general understanding. In this part, the researcher interpreted the implementation of talking stick technique at SMKN 1 Solok

FINDINGS

Based on result and also analyzed about implementation of talking stick technique by a teacher at class X grade students actually at class X TKJ 2 during three meetings with the material Recount text and simple past tense researcher summarized in the table below:

Table. 4.1 Research Finding of Step / Procedures in Implementation of Talking Stick Technique based on Helman's theory (Helman, 2009 : 59)

No	Step / Procedures	Observation		
		1	2	3
1	Grouping students into some groups consist of five or six students	3	3	3
2	Asking the students to sit in circle	2	3	3
3	Preparing the stick for each group (can change with eraser, pen, or etc)	1	2	2
4	Preparing some sentences frame, text or graphic organizer relating with the material	2	3	3
5	Preparing list of vocabulary to the students relating with current study	1	1	2
6	Discussing the procedures for talking stick with the students can only "pass" (decline to respond) one time	2	3	3
7	Asking the students who get the stick to speak relating with material	3	2	3
8	Presenting the stick until all of the students able to speak	3	3	3
Score		**17**	**20**	**22**
Total Score		**59**		
Average		**19,6**		
Category		**Very Good**		

According the table above about implementation of Talking Stick Technique related with Helman's theory the researcher analyzed the data based on the research question that the researcher used in the chapter 1. The research question of this research is "how does the English teacher implement the talking stick technique in teaching speaking at tenth grade of Vocational High school 1 Solok?" Based on table analysis above, researcher found that the score to implementation of talking stick by the teacher is 59 and average from 3 meetings or observations is 19, 6 it can be categorizing " Very Good" of first observation is 17 or can be categorized "*good*" this value is obtained from the total value in the steps or procedures of the talking stick implementation based on the talking stick procedure from Helman's theory, precisely the value is obtained from a score of 3 for the highest score (very good), a score of 2 for medium value (good), and a score of 1 for the lowest value (poor).

In the first observation, step or procedure 1, 7, and 8 got the same value as 3 because the teacher applied the step or procedure well, for example in procedure 1, namely grouping students into several groups the teacher divided students randomly without discriminating against students, and asking students to be orderly in group division, after being distributed to groups the teacher invites students to recall the previous lessons that have been studied, in procedure 7 the teacher asks students who get sticks to answer questions from the teacher from the text given by the teacher to say examples of simple past sentences tense and able to mention the second verb of the sentence, besides that the teacher also helps students to speak English properly and correctly.

In the second observation, the total score from this second study as shown in the table above is 20 or can be categorized as *"very good"*, categorized based on the score range between 19, 6 - 24 which has been shown in the previous chapter (Chapter 3) in this second study, indicators or procedures that scored 3 were indicators 1, 2, 4, 6, 8, then those who scored 2 were indicators 3, and 7, while indicators that scored 1 were indicators/procedure 5. Secondly, the procedure of talking stick technique from Helman which is not implemented properly by the teacher is indicator 5, namely preparing some vocabularies to the students related to the current study, because the teacher only prepares some vocabulary and the teacher tends to prepare a text or a few sentences.

In this third study, the total score in the implementation of the talking stick technique by the teacher is 22 or can be categorized as very good, this value is obtained from the implementation of the talking stick technique procedure based on Helman's theory, indicators or procedures that get a score of 3 are indicators 1, 2, 4, 6, 7, and 8, then those who scored 2 were indicators 3, and 5. In this third study the procedure from the talking stick technique from Helman was applied better than the previous meeting.

From several explanations regarding the results of the research above, it can be said that the implementation of the talking stick theory related to Helman's theory has been applied well by the teacher as from the results of the analysis above that from research 1 to 3 the value of the application of this technique is higher.

DISCUSSION

Based on the researcher finding about step and procedures of implementation talking stick technique in teaching speaking related with Helman's theory at tenth grade in Vocational High School 1 Solok, this researcher finding can be interpreting that by the implementing the talking stick technique in teaching speaking. In this research, the researcher used 8 steps and procedures of teaching process with used indicators / procedures from Helman's theory, Grouping students into some group consist of five or six students, asking the students to sit in circle, preparing the stick for each group (can change with eraser, pen, or etc), preparing some sentence frame or graphic organizer sentences that related with the material, preparing list of vocabulary to the students relating with current study, discussing the procedures for talking stick with the students can only "pass" (decline to respond) one time, asking the students who get the stick to speak relating with the material, presenting the stick until all of students able to speak

The following is a graph of the analysis of the implementation of the talking stick technique based on indicators or procedures from Helman's theory:
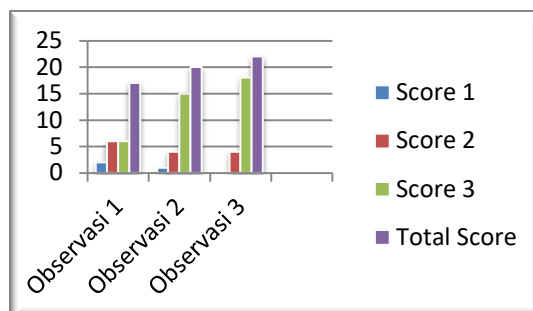
From the graph above, it can be seen that the implementation of the talking stick technique by the teacher from three meetings was implemented "Very Good" from the 1st meeting or observation which increased at each meeting, and in the scoring between scores 1, 2, and 3, the dominant value in the implementation of indicators or procedures was the score. 3. The dominant procedure gets a score of 3, namely procedure 1, 2, 4, 6, 7, and 8, and the procedure or indicator with a lower score is indicator 5, because the vocabulary given to students is less, the teacher is more dominant in using text or sentence.

Based on the result the procedures of talking stick technique from Helman's theory that lower score because in this research the teacher not gave many vocabularies to used the students in teaching speaking process, so it doesn't help students creativity to pronounce sentences in English, especially for students whose English skills are low, especially those related to telling personal experiences in the past tense or recount text.

Related to this research, in previous research of the used of talking stick by Tubel Almeria, namely the research that researcher found in a journal article entitled the implementation of talking stick strategy in teaching speaking at SMAN 4 Sijunjung in 2015/2016 academic year" in this research, the researcher used two teachers as participants and used indicators from Helman theories too. From the research, the researcher found that English teacher 1 who implemented the talking stick in teaching speaking was suitable with the theories or the indicators and sub indicators in the theory had been met, but the English teacher two was not suitable with the theories or the indicators and sub indicators from the theory had been not met.

In addition, and after got the data analysis the researcher answered the research question "how does the teacher implement the talking stick technique in teaching speaking at tenth grade of vocational high School 1 Solok?". The implementation of this technique is very good by the teacher. It's just that the teacher has to add a lot of vocabulary to this learning process because it can further increase the variety of sentences that can be spoken by students.

Related to this, in a study conducted by Tubel Almeria, in her research she has concluded the teacher B was suitable with the Helman's theories in implemented the talking stick or all of indicators had met, and the teacher A was not closer with the indicators in implemented the talking stick or all of indicators was not fulfilled. The differences between the researchers' research with the research by Tubel Almeria, she had two teachers in her research while the researcher only used one teacher in researchers' research.

Conclusion

The talking stick technique is a technique that can help students to speak up and give them confidence in speaking. If the application of this technique is used effectively, it will help students understand and dare to speak during learning activities, and make them active in

teaching speaking, so that if this technique is applied in the learning process students learn to improve their pronunciation, vocabulary and so on, if these aspects are met then students are trained to be confident in speaking English.

The researcher did the research about implementation of talking stick technique in teaching speaking at vocational High School 1 Solok. Related with the phenomena that happen in the chapter 1, the researcher interested to analyze the teacher implemented of the talking stick technique in Vocational High School 1 Solok. In this research the researcher has 1 research question which is "How does the teacher implement the talking stick technique in teaching speaking at tenth grade of SMKN 1 Solok?" to answered the research question the researcher did the research based on step and procedures related with Helman's theory about the implementation of talking stick technique in teaching speaking.

As the result, researcher got the data after doing the research that teacher in implementing the talking stick technique related with Helman's theory (2009) researcher found the teacher in implemented this technique as categorized "Very Good" because total score by first meeting, second meeting, and third meeting is 59 and average 19, 6. the total score in the first observation is 17 categorized as "Good" obtained from its value in the score range 14.3 - 18, 6 is categorized as Good", in the second observation the total score is 20 categorized as "Very good" obtained from its value in the score range 19 , 6 - 24 are categorized as "very good", in the third study the total score obtained is 22 categorized as "very good" because the value or score is also in the range of scores 19, 6 - 24 which is categorized as "very good"

Based on the explanation above, it can be conclude that the teacher in implemented this technique is very good or suitable indicators or procedures related Helman's theory

SUGGESTION

Taking stick technique gives easiness for the students in understanding and specifically for the student unconfident to speak and they will be brave to speak. Based on the data found by the researcher above, the teacher used the talking stick technique in teaching speaking. It is suggests that the teacher and the other teachers have to know and understand well the implemented of talking stick technique in teaching speaking. It's mean that if the teacher focus about using this technique, it will give the benefits in developing knowledge for the students and developing variation of the teaching technique for the teacher.

The researcher also suggest for the readers to continue this research. The present study needs to be carried out with large sample because the sampled was still small to generalize an overall conclusion to all teachers in teaching speaking.

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