



**THE EFFECT OF TALKING STICK TO THE STUDENTS' SPEAKING ABILITY AT
THE ELEVENTH GRADE IN SMKN 1 KEDIRI IN ACADEMIC YEAR 2014/2015**

ARTICLE

Presented to Nusantara PGRI Kediri University in Partial
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**ENGLISH DEPARTMENT
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ACADEMIC YEAR 2014/2015**



APPROVAL PAGE

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Approved by the Advisors to be proposed to
the English Education Department Examination Committee of
University of Nusantara PGRI Kediri

Kediri, August 21th 2015

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ABSTRACT

May Wulansary : The Effect of Talking Stick to the Students' Speaking Ability at the Eleventh Grade in SMKN 1 Kediri in Academic Year 2014/2015. Thesis, English Department, FKIP UNP Kediri, 2015.

Speaking is one of important skill in English because the main of most English learners is can communicate orally using English. This thesis investigate speaking is the big problem for students in learning English. The writer chooses Talking Stick as method to make students interested in studying and to improve their speaking ability.

The research conducted here is quantitative. This research is in the area of experiment where the writer uses pre test-post test design. There are two variables, dependent variable, and independent variable. The dependent variable is students' speaking ability and the independent variable is the Talking Stick method. The subject of the research was the eleventh grade students of SMKN 1 Kediri in Academic year 2014/2015. It consisted of 640 students, but in this research the researcher only took 27 students from XII TITL4 as the sample of the research by using clustering sampling.

The result of the research shows that the mean of post-test (65,092) is higher than pre-test (51,944). It means that the students' score is increasing. Furthermore, the result of the calculation then consulted to the value of t-table in accordance to the degree of freedom (df) 26 and level of significance 5% and the value is 1,706. The result shows that t-test (5,772) is $>$ t-table (1,706). It means that null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted.

In conclusion, Talking Stick is an appropriate method to improve the students' speaking ability. By used Talking Stick that give the students a big chance to express their opinion. Also, the English teacher should consider using Talking Stick as a method of teaching speaking to make the students interested in studying English.

Key Terms: Talking Stick Method, Speaking Ability, and Teaching Speaking.

I. INTRODUCTION

Speaking is daily activity done by human being by involving their mouth that has the aim to communicate. According to

Nunan in Mart (2012: 91) "Speaking is a productive oral skill and it consists of producing systematic verbal utterances to convey meaning. (Nunan, 2003, p.48)." From



definition above speaking means expressing or sharing information to convey message between a speaker and listener. It can be concluded that speaking is expressing information to make listener understand what speaker wants and usually the speaker uses gesture to makes listener easy to get the point of information.

Tarigan (1981:15) in Kusmaryati (2008: 4) states that speaking ability is a skill to communicate a speech articulation or to speak a talk for expressing an idea and a message. It means speaking ability is the skill to express an idea and a message. There are some characteristic of speaking according to Brown (2000:270): Clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation, and interaction. According to Richard (2008: 21) speaking has three functions, at the first talk as interaction, talk as transaction, and talk as performance.

There are six types of speaking, according to Brown (2000:271): Imitative, intensive, responsive, transactional, interpersonal, and extensive (monologue). A great deal of the language teacher's time and attention is devoted to assessing the progress pupils make or preparing them for public examinations. It means, the important of assessing speaking is for providing

important information to the students and teachers about the progress made and the work that will done. According to Nunan (2003 : 21) speaking assessing has four basic criteria, they are valid, reliable, practically, and wash back/ instructional.

According to Kayi (2006: 1) the meaning of teaching speaking is teach student to produce the English speech sounds and sound patterns uses word and sentence stress, intonation patterns ,fluency and the rhythm of the second language and can select appropriate words and sentences according to the proper social setting, audience, situation and subject matter to expressing values and judgments. Based on the explanation above the teaching speaking is teach the students to can produce the English speech sound, and express their feeling confidently also make students can speak English well. According to Noviasari (2014:4) there are four kinds of method of teaching speaking: Think pair share, autonomous learning, meet the guest, and talking stick method.

In this section, the researcher will describe about the definitions of talking stick and procedure of talking stick method. Fujioka (1998: 3) state the Talking Stick was a method used by native Americans, to let everyone speak their mind during a council meeting, a type of tribal meeting.



Based on the statement above the meaning of talking stick is everyone should have an opinion in their mind to share to the others in tribal meeting. It can be concluded that the talking stick is learning using stick, the stick passed one by one student with clockwise. Only the student who is holding the stick can talk and other students are silent. They can give opinion, response or comment. Procedure of talking stick method, Locust in Fujioka (1998:3) state only he can speak while he holds the stick, and the other council members must remain silent. It mean, the students who are holding stick can speak or give opinion and other member should be silent.

II. METHOD

The research design that is used in this study is quantitative research. The quantitative research uses pre-experimental design. The writer concludes that there are two kinds of variables in this research is identified the Speaking Ability at the eleventh grade in SMKN 1 Kediri in Academic Year 2014/2015 as dependent variable and the Effect of Talking Stick to the Students' speaking ability as independent variable.

The research was conducted in SMKN 1 Kediri at the eleventh grade academic year 2015/2016 and it was

conducted in second semester. The researcher only used pretest and post-test as the way for collecting the data. Pretest will be conducted before the researcher give treatments to the students and post-test will be conducted after the researcher give treatments to the students.

The population in this research was students of the eleventh grade in SMKN 1 Kediri academic year 2014/2015. The sample of this research is the eleventh grade of SMKN 1 Kediri as the population of the research. It has 20 classes, each class consist of 32 students. The numbers of students are 640. So, the numbers of population are 640 students. The researcher took the sample by using technique clustering and took one of eleventh classes that are XI TITL4, it consists of 29 students, 2 female and 27 male.

The researcher collected the data from the subjects. It took for about a month to collect the data, and it was finished on May.

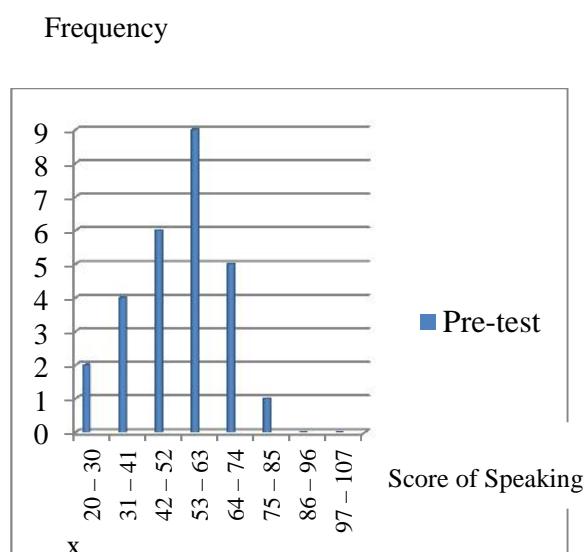
In analyzing the data, t-test was used to prove the hypothesis and to know whether this research was significant or not by looking at the results of pre-test and post-test.

III. FINDINGS AND DISCUSSION

Based on the result showed about the process of pre-test, treatment, and post-test which had been applied on the eleventh grade students of SMKN 1 Kediri.

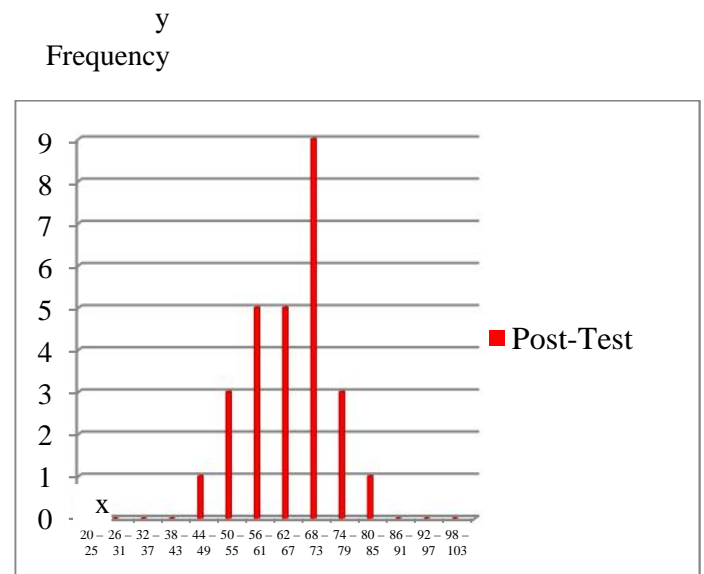
The Description of Students' Speaking Ability before Being Taught Using Talking Stick Method, students felt that their friends would look down and laugh at them when they made mistakes. Some students, who did not take any English courses, thought that their ability was bad and did not have enough confidence to speak along with their friends. Another problem is that the students had poor grammar and pronunciation and most of learning materials of SMKN 1 Kediri were only taken from textbook. The researcher also provides the result of pre-test by using frequency diagram.

Frequency of Pre-test



Pre-test is conducted to measure how far the progress of the students' speaking ability before having treatment. From the score of the students above, it is known that mostly the student got unsatisfying score in students' speaking ability in the speaking achievement.

Frequency of Post-test



Post-test is conducted to measure how well the students' speaking ability is increasing. From the diagram above, it can be seen that the total score which be turned out by 27 students is 1757,5. The improvement of students' speaking ability after being taught using Talking Stick method shown by the table below.

The Result of Data Analysis

Df (N-1)	t-test	t-table 5%	Significant
26	5,772	1,706	H ₀ Rejected



From the result analysis mentioned above, the computation of t-test was compared to t-table. If t-test was higher than t-table, the Null Hypothesis (H_0) was rejected and the Alternative Hypothesis (H_a) was accepted. The result of this research showed that t-test (5,772) > t-table 5% (1,706). So, it means that t-test was significant. And the Null Hypothesis (H_0) was rejected and the Alternative Hypothesis (H_a) was accepted.

IV. CONCLUSION AND SUGGESTIONS

The conclusion is about The Effect of Talking Stick to the Students' Speaking Ability at the Eleventh Grade in SMKN 1 Kediri in Academic Year 2014 /2015. Talking stick method is a good method that gives the students a big chance to express their opinion or their idea freely. Talking Stick method makes the students actively involved in the speaking class activity. There is interaction between teachers and students in learning process. By Talking Stick students become more independent and learning more fun. But, in 2013 Curriculum seems still on the process of upgrading to be perfect. So the researcher still used limited knowledge in case of she had limited guidance in doing teaching into 2013 curriculum steps and procedures.

Finally, the suggestion is given for the teachers, for the students, and other researcher. There are the suggestions for the teacher who apply talking stick method. For applying Talking Stick method, teacher have to concern about the important things. First, teachers do monitoring to all of the students to work in big group. The teachers should manage the timing in preparation and do not be long playing music because it can disrupts concentration while the teacher want the student to have an optimal result. The other points when the teacher use this method is to test the students' ability to read and understand quickly then speak with the same time. Then, there are the suggestions for the students. The students have to participate actively during the teaching-learning process. The next suggestion when the teacher asks the student to express the opinion when the students hold stick. The student should respect when the other students roll the stick to make other student who get stick can sending information and give comment clearly. should enrich their knowledge and their vocabulary mastery by creating reading as habitual activity. Then, the other researchers are expected to be able to conduct a better research about Speaking Ability using Talking Stick. The researcher suggests that the other researcher would like to give more treatment to prove the effect of



Speaking Ability using Talking Stick since the researcher only conducted two treatments in this research.

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