

**THE IMPLEMENTATION OF TALKING STICK TECHNIQUE IN
TEACHING AND LEARNING SPEAKING FOR THE TENTH GRADE
STUDENTS OF SMK BERBUDI GANTIWARNO**

S-1 THESIS

Submitted as a Partial Fulfillment of the Requirements for Undergraduate Degree
in English Education Study Program



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TEACHER TRAINING AND EDUCATION FACULTY

UNIVERSITY OF WIDYA DHARMA KLATEN

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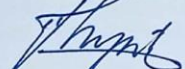
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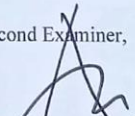
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PRONOUNCEMENT

PRONOUNCEMENT

This is to certify that I myself write this thesis entitled “**THE IMPLEMENTATION OF TALKING STICK TECHNIQUE IN TEACHING AND LEARNING SPEAKING FOR THE TENTH GRADE STUDENTS OF SMK BERBUDI GANTIWARNO**”.

It is not a plagiarism or made by others. Anything related to other’s work is written in quotation, the source of which is listed on bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, July 2023



Yuspika Rahayu Simatupang
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MOTTO

“Ask and it will be given to you; seek and you will find; knock and the door will be opened to you”

(Matthew 7:7)

“Where there’s a will, there’s a way”

(English Proverb)

PRESENTATION

This thesis is dedicated to:

1. My beloved parents, Mr. Pandapotan Simatupang and Mrs. Senteria Simamora

“Thank you for always giving me the best and unconditional love all the time.

Words are not enough to explain how lucky I am to be your daughter”

2. My beloved brothers and sisters

“Thank you for your valuable support, motivation, suggestion, and pray to me”

3. My Friends

“Thank you for all the kindness”

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Klaten, July 2023

The Researcher

Yuspika Rahayu Simatupang

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ABSTRACT

YUSPIKA RAHAYU SIMATUPANG. 1911200018. English Education Study Program, the Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2023. Thesis: *The Implementation of Talking Stick Technique in Teaching and Learning Speaking for the Tenth Grade Students of SMK Berbudi Gantiwarno.*

This research aims to answer the question that is a problem in this research, namely "How is the implementation of talking stick technique in teaching and learning speaking for the tenth grade students of SMK Berbudi Gantiwarno?". The data used in this study are the results of the teacher and students' observation, interview, and documentation that contains the process of the implementation of talking stick technique. The sources of data in this research are the teacher and the students. The researcher used three data collection methods, namely observation, interview, and documentation. The researcher used three steps to analyze the data, namely data reduction, data display, and data verification or conclusion.

The implementation of the talking stick technique begins with the teacher explaining the material and the technique to the students. This technique is applied in speaking activity with the question and answer session. In doing this technique, one student gives sticks to other students while singing a song together. When the song stops, the spinning of the stick also stops. The student who gets the stick must speak. The teacher makes an assessment while the student answers the teacher's question. The assessment is carried out based on the teacher's assessment instrument. After this session is done, the teacher reviews the material they have learned.

In the talking stick technique, students are enthusiastic to follow the lesson and prepare themselves to perform their best. The evaluation results made by the teacher show an increase in students' speaking scores. So, it can be concluded that the talking stick technique succeeds in building the interest and speaking skills of the tenth grade students of SMK Berbudi Gantiwarno.

Keywords: *Implementation, Speaking, Talking Stick Technique*

CHAPTER I

INTRODUCTION

A. The Background of the Study

In this modernization era, English is the most popular foreign language used to connect communication lines around the world. English is a foreign language for Indonesians and has different rules from Indonesian. English is useful not only for the general public, but also in the world of education because English is used as one of the subjects. English language is regarded as a by-product of attaining academic knowledge in content courses (Alfehaid, 2018). Therefore, it is an obligation for students to learn English. As students, they must learn English well which has four skills namely speaking, listening, reading, and writing. Students must learn these four skills. However, this study only focuses on speaking skills. Speaking skill is the most important for students because speaking is the basis for communicating. Speaking is a communication tool used at the international level today, so students must be able to speak English well.

Speaking is a process of conveying or sharing ideas orally (Eliyasun, Rosnija, and Salam, 2018). Speaking is not merely an activity that produces sound, but speaking is an activity that uses language media to convey or share the ideas we think about. Speaking English is the most important thing today. English is the most influential language in the world (Nishanthi, 2018). English is an international language which is widely used as a means of communication in this global era. Communicating well is important for

everyone in order to become a communicative individual. Therefore, it can be concluded that speaking is one of the skills that must be mastered by everyone. In teaching speaking, every English teacher has his own way to increase students' speaking skills. The trick is to use techniques that are appropriate to the characteristics of students. It is quite often for students to complain about teacher's way in the teaching and learning process. So that many students are not interested in learning English. Therefore, English teachers are advised to master teaching techniques that are suitable to be applied in order that they become qualified teachers who are able to adapt the best techniques to the material being taught.

It is important for teachers to create new techniques in teaching speaking that encourage students to be more active in their learning. In learning English students have to practice every day and be consistent with themselves (Nishanthi, 2018). So it means that appropriate learning techniques will be able to make students dare to speak English well and be communicative. Speaking is not just making sounds but speaking in good language makes students able to communicate well. Speaking is described as the activity as the ability to converse or to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. When the researcher did an internship at Vocational School of Swadaya Klaten and also when doing the field work practice at SMP N 4 Klaten, the researcher observed teaching and learning process in these schools, mainly only focusing on English

subjects. During the learning process, the researcher observed the overall activities in the class, how the class started until it ended, including learning speaking. Based on these observations, the researcher found that the students' difficulty in speaking English was that they could not respond to the other person because of a lack of vocabulary, incorrect pronunciation, incorrect grammar so that these things made them unskilled in speaking English. It can be said that learning is not maximized because each student still has his own constraints.

After understanding the speaking problem faced by students, teacher needs an appropriate method that can make students interested in the teaching and learning process of speaking. Teachers are future generation educators who in carrying out their duties must have pedagogical competence to achieve learning goals. Therefore, to fulfill these competencies, teachers are required to have creative and innovative techniques in planning and implementing learning. One of the innovative techniques that makes students more active and creative in learning speaking is Talking Stick. Talking Stick is a teaching and learning technique to encourage students' speaking skills.

Talking stick is included as one of the cooperative learning techniques (Wardana, 2016). This learning technique 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. Based on the explanation above, the researcher conducts a study entitled "The Implementation of Talking Stick

Technique in Teaching and Learning Speaking for the Tenth Grade Students of SMK Berbudi Gantiwarno”.

B. The Reason for Choosing the Topic

The researcher would like to present the reasons for choosing the topic as follows.

1. Mastering speaking skills is used to increase students' ability to convey information, ideas, or conclusions that involve visual, thinking, psycholinguistic, and metacognitive activities.
2. The talking stick technique is proven to be able to increase the students' speaking skills. The students can be easy to apply and follow this technique in the teaching and learning process.

C. The Limitation of the Study

In order to focus the study, the researcher limits the scope of the study. The researcher focuses on the implementation of talking stick technique in teaching and learning speaking for the tenth grade students of SMK Berbudi Gantiwarno.

D. The Problem of the Study

In this study, the researcher would like to present the problem that can be formulated as the following statement: “How is the implementation of

talking stick technique in teaching and learning speaking for the tenth grade students of SMK Berbudi Gantiwarno?"

E. The Aim of the Study

The aim of the study is to describe the implementation of talking stick technique in teaching and learning speaking for the tenth grade students of SMK Berbudi Gantiwarno.

F. The Use of the Study

The result of the study is hoped to be useful both theoretically and practically as follows.

1. The Theoretical Use

This study can be used to enrich the knowledge and theory of educators and students about speaking English in the teaching and learning process.

2. Practical Use

- a. This study can be used as a teaching and learning technique in the world of education and as a reference for the teacher.
- b. This study adds learning experiences by using various learning techniques that provide learning motivation.

This study gives a positive contribution to the progress and reputation of the school.

G. The Clarification of the Key Terms

To clarify the meaning of the title, the researcher would like to describe the key terms as follows.

1. Implementation

Implementation research is driven by theoretical and conceptual models that help in planning for, making sense of, and predicting change in use of innovations (Damschroder, 2019). In this study, implementation is defined as a theoretical and conceptual model to predict change in use of the Talking Stick technique to the tenth grade students of SMK Berbudi Gantiwarno.

2. Speaking

Speaking is a way for people to express something and communicate with others orally (Zuhriyah, 2017). Speaking is an activity carried out by someone to express information or ideas orally. Besides that, speaking can also be interpreted as the skill of conveying messages through spoken language as an activity to convey ideas that are compiled and developed according to the needs of the listener. In this study, speaking is an activity carried out to give information by applying talking stick technique to the tenth grade students of SMK Berbudi Gantiwarno.

3. Talking Stick Technique

Talking stick is part of cooperative learning. Cooperative learning includes social interaction over content, and literally the brains in cooperative learning classroom are engaged (Kagan, 2009). Talking stick

is a creative speaking learning technique and is carried out individually by a student to express ideas or responses to what is asked by the teacher. Talking stick is a technique that uses a stick as a tool or instructional media, who holds a stick answers question from the teacher after the students learn the material anyway (Candler, 2013). In this study, talking stick is one of the learning techniques that uses a stick as a tool applied in the process of teaching and learning speaking skills.

H. The Organization of the Study

In order to give a description to the readers and facilitate the thesis arrangement, the researcher organizes the report into five chapters as follows.

Chapter I is an Introduction. It consists of the background of the study, the reason for choosing the topic, the limitation of the study, the problem of the statement, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

Chapter II is a Review of Related Literature. It consists of the previous study, position of the study, theory of speaking, talking stick technique, and conceptual framework.

Chapter III is the Method of the Study. It deals with the meaning of research method, the strategy of the research, the data and source of data, the technique of collecting the data, the validity of data, and the technique of analyzing the data.

Chapter IV is the Result of the Study. It consists of the data analysis and discussion of the findings.

Chapter V is Conclusion and Suggestion. It consists of conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the researcher wants to answer the statement of the problem that has been written in the previous chapter. It is “How is the implementation of talking stick technique in teaching and learning speaking for the tenth grade students of SMK Berbudi Gantiwarno?”. The implementation of talking stick technique is carried out with the teacher’s explaining the material and the way of implementing the technique. In this technique, one student gives the stick to another student while the teacher and students sing a song together. When the song stops, the spinning of the stick also stops. The student who gets the stick should speak. When the student performs to speak, the teacher makes an assessment. The assessment is carried out based on the assessment instrument. After the main activity completes, the teacher reviews the material they have learned. However, this technique needs more time which is as the problem faced by the teacher. To overcome it, the teacher needs to rearrange the allocation of the time. During the talking stick technique is carried out, the students really enjoy it and feel enthusiastic about learning to speak. Likewise, this technique makes the teacher teach speaking easily. The evaluation results of the assessment carried out by the teacher also show an increase of students’ scores.

In short, it can be stated that the talking stick technique succeeds in increasing students’ interest and abilities in learning speaking. The students’

interest in speaking is one problem faced by the teacher before applying talking stick technique, but after applying this technique there is no problem in teaching speaking.

B. Suggestion

1. For the English Teachers

English teachers can apply cooperative learning using the talking stick technique because it can improve students' skills and activeness in participating in the teaching and learning process, especially in the speaking learning process. This is due to this research finding that the talking stick technique can make students' interest in speaking increase, and the students' achievement also increases.

2. For the Students

Based on previous discussion, the researcher knows that speaking skill is not easy to be mastered, but it will be easier if the students try to practice speaking. If students have a good spirit to study English especially the study of speaking, the material will be easy to be mastered. Besides practising speaking, the students also should learn the structure of sentence because it will help students to be skilled at speaking.

3. For the Readers

The result of this research can be used as a reference for the readers who want to learn English especially in learning speaking skills.

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