

**Teaching Speaking by Using *Talking Stick Technique***

**For Senior High School Students**

**Paper**

*Submitted as a Partial Fulfillment of the Requirements*

*for Strata One (S1) Degree*



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**PERSETUJUAN SKRIPSI**


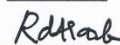

**TEACHING SPEAKING BY USING  
*TALKING STICK TECHNIQUE*  
FOR SENIOR HIGH SCHOOL STUDENTS**

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# **TEACHING SPEAKING BY USING TALKING STICK TECHNIQUE FOR SENIOR HIGH SCHOOL STUDENTS**

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## **ABSTRACT**

Di era modern seperti saat sekarang ini, Bahasa Inggris merupakan salah satu bahasa asing yang sangat diperhitungkan di mata dunia. Seiring dengan perkembangan jaman, semua aspek kehidupan kita akan didominasi oleh bahasa Inggris, baik itu dari segi teknologi, ekonomi, sains, maupun pendidikan. Oleh sebab itu, pembelajaran bahasa Inggris saat ini tidak bisa dipandang sebelah mata dalam dunia pendidikan.

*Speaking* merupakan salah satu dari empat elemen bahasa yang sangat penting untuk dikuasai guna menunjang kemampuan berbahasa seseorang. Berbicara merupakan proses menyampaikan sebuah ide dan informasi secara lisan kepada lawan bicara. Di Indonesia sendiri, bahasa Inggris sudah dipelajari dari mulai jenjang pendidikan terendah (taman kanak-kanak) sampai pada tingkat universitas. Hanya saja pada kenyataan di lapangan, tidak banyak siswa yang benar-benar mampu dan fasih berbicara dalam bahasa Inggris.

Makalah ini akan membahas tentang salah satu metode atau teknik yang dapat digunakan untuk membuat pengajaran *speaking* dalam bahasa Inggris menjadi lebih menarik dan menyenangkan. Metode yang akan dibicarakan adalah Talking Stick atau Tongkat Berbicara. Metode ini menggunakan sebuah tongkat kayu yang berfungsi sebagai penentu siapakah dalam sebuah grup yang berhak berbicara dalam diskusi. Dalam metode ini hanya pemegang tongkatlah yang memiliki hak untuk berbicara. Metode ini akan memudahkan siswa untuk lebih merasa nyaman ketika berbicara tanpa merasa takut untuk disela oleh temannya. Sangat direkomendasikan kepada pengajar untuk menggunakan Metode Talking Stick dalam pengajaran *speaking* bahasa Inggris di kelas.

**Keywords: Teaching Speaking, Talking Stick Method**

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Problem**

Language has been known as the media of communications to convey our ideas, feelings, and also opinion. This indicates that language has an important role in many parts of human life which is particularly realized in communication activities. Thus for most people, knowing the language well is indicated by their ability to speak the language because speech is the most basic means of human communication (Lazaraton, 2001). It means that speaking is the determination whether someone knows the language or not.

In communication activity, we know well the term where we called it speaking. Speaking is an activity used by someone to communicate with other. It takes place everywhere and has become part of our daily activities. Nunan (2000) argues that speaking skill is the single most important aspect of learning a second or foreign language. He further notes that the success of learning the language is measured in terms of the ability to carry out a conversation in the target language. This is also in accordance with what Bailey and Savage, (1994) in Larazaton (2001) say. According to them, speaking in a second or foreign language has often been viewed as the most demanding of the four skills. In other word, being able to speak fluently is an urgent in students' language learning.

In Indonesia, teaching English as a foreign language has been an essential things in education. English has been taught since Elementary level



to University level. Every level of Education in Indonesia use English as the compulsory subject in curriculum. Therefore students in Senior High School level are supposed to be able to speak English confidently to interact and to use English for the daily basis.

In this modern era, English has an important role for technology and also scientific developments. All the substantial and latest informations are represented mostly in English. In order to compete with students from another countries, Indonesian students should be able to get more knowledge as much as possible since the world of knowledge is mostly written and spoken in English. This indicates that mastering English is a must for students to actively engage in international relationships and to gain more knowledge about the world.

There are some problems that make the students get difficulties in speaking English. The first problem is the students feel anxious and hesitant when they learn it in school, because English is not the language that they usually use. In teaching and learning process, sometimes students think that their teacher will be mad at them if they cannot be able to speak in English. As the result, the students are just being quiet and refuse when being asked to speak by their teacher.

The second problem is lack of vocabulary. Based on his research to the Vietnamese students, Huyen (2003) says that there are two factors causing students' lack of vocabulary. First, students consider that the teacher's explanation is simply for meaning or definition, pronunciation,

spelling and grammatical functions. The students in this context consider that those things mentioned are nothing to do in vocabulary learning.

The third problem, the students have difficulties in practicing conversation in front of the class. They are still not confidence to practice the conversation when the conversation in the class is dominated by the active students. Some of the students als are too shy and too afraid to take part in the conversation.

The last problem is about the technique that is used by teacher. Usually, teachers just teach the students by using the old method. Teachers always use the same strategy, Teacher-Centered Style; teacher becomes the main focus in the class. For the speaking activity, teachers ask the student to follow what teachers say in the class, and then ask them to repeat the conversation or dialog. This activity cause the students feel monotonous and bored.

In the classroom, where is the communication should be created, the teacher is demanded to create the situation that can encourage real communication, especially in Curricullum 2013. Curricullum 2013 requires student to be more active in participating in class. Teacher is only a facilitator while students are the center of the teaching and learning process. Therefore, to make students become more active and have the will to join the communication in the class, teacher is demanded to be more creative. According to David Holmes (2004) in Speaking Activities for The Classroom, there are two types of tasks proceeding in stimulate the students speaking frequency. The first type is based on having the students

interviewing one-another and asking questions, so that there is an independent dialogue between class members, with a minimum of interruption and supervision by the teacher. The second type is based on easy games and speaking tasks that should not be seen as threatening to the students and that should help to ease them into talking in programmed, student centered exercises. From the types of tasks, the students may have more topics to be discussed in speaking class.

Based on the problems above, the teacher must create the situations that can make the students to learn and speak. Teachers have to have interesting teaching techniques and appropriate materials for them. According to Rahman (2009:5) to develop the students' speaking skill, the teaching and learning should be more effective and it is important to the teachers to design the lessons according to the learners' age group and competency level and also in a way that makes the students motivated to learn and speak.

Those kinds of the problems above can be solved by one of the technique which called *Talking Stick Technique*. Talking stick technique was known first as Native American Technique to let everyone speak their mind during council meeting, a type of tribal meeting. Dr. Locust, in the *Talking Stick: An American Indian Tradition in the ESL Classroom* by Fujioka describes the talking stick, according to Native American tradition:

“The talking stick has been used or centuries by many Indian tribes as a means of just and impartial hearing. 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 speak had done so. The stick was then passed back to the elder for safe keeping.” (Locust, 1998 cited in Fujioka, 1998)

Oktavia (2012) stated that the improvement of students’ learning competencies in the subject of Civic Education is 48,1% after using the talking stick technique individually in SMP Negeri 9 Malang. Meanwhile Karmapati (2013) combine the use of Talking Stick with the Crossword Puzzle for the teaching and learning of TIK subject at SMP Negeri 2 Singaraja. The percentage of the classical completeness is improving from 69% to 81 %. From those data we can see that Talking Stick Technique can be used to improve students’ performance in class.

Talking stick technique will be worked by the students make a circle and running together with simple song such as “Twinkle-Twinkle Little Star” and then the last student who hold into the stick is allowed to speak. He or she needs to speak whilst holding into the stick for an agreed-upon length of time (usually one minute) before passing it to the next person in the team. A talking stick is usually decorated in some ways. When teams are created in the beginning, ask the team to make their own Talking Stick and decorate it to represent the team’s name or the topic that will be discussed. This activity also can be consider as a team-building activity.

When each student is in possession of the stick, he or she is asked to speak whatever comes to their mind based on the topic.

## **B. Identification of the Problem**

Based on those problems above, it is important for the teacher to find out the appropriate learning strategy to be applied in learning process especially in speaking. In fact that one of the problem that gives student difficulties in speaking English is that they are still not confidence to practice the conversation when the conversation in the class is dominated by the active students. In order to overcome the problems and also to reach the scope of speaking; the students able to express their thoughts orally, the teacher needs to find a new strategy.

It is interesting to use this technique to help the students in Senior High School improving their speaking frequency through talking stick technique where everyone can speak without worrying about their speak is not being listened.

## **C. Limitation of the Problem**

Based on the background above the problem in this paper is limited to the use of *Talking Stick Technique* to encourage Senior High School students improving their speaking.

## **C. Formulation of the Problem**

The problem is formulated in form of question “how does the teacher use *The Talking Stick Technique* in teaching speaking to Senior High School students?”

#### **D. Purpose of Writing the Paper**

The purpose of writing this paper are to show and explain that *Talking Stick Technique* can be used as an effective technique for the teachers in teaching speaking to Junior High School students.