

Improving the Students' Speaking Skill through Talking Stick Strategy at the Tenth Grade of SMK Negeri 2 Gunungsitoli in 2022/2023

Candiawan Telaumbanua¹, Elwin Piarawan Zebua², Afore Tahir Harefa³, Kristof Martin Efori Telaumbanua⁴

¹ Universitas Nias, Indonesia; candi17102002@gmail.com

² Universitas Nias, Indonesia; elwinzeb@gmail.com

³ Universitas Nias, Indonesia; aforetahirharefa@gmail.com

⁴ Universitas Nias, Indonesia; martinefori.telaumbanua@gmail.com

ARTICLE INFO

Keywords:

Students' Speaking Skill
Talking Stick Strategy
Classroom Action Research

Article history:

Received 2023-06-02

Revised 2023-07-19

Accepted 2023-08-14

ABSTRACT

There were some problems that students faced when speaking, such as: difficult in conveying their ideas, lack of vocabulary, incorrect pronunciation, and the strategy that used by the teacher that monotonous and boring. The purpose of this research was to improve the students' speaking skills through Talking Stick Strategy at the tenth grade of SMK Negeri 2 Gunungsitoli in 2022/2023. The researcher conducted this research by using Classroom Action Research (CAR). Instrument of the research were observation sheets, field notes and oral test. In Cycle I, the average percentage of the researcher's completed activities was 79% (good), and the percentage of the students' completed activities was 72.5% (adequate). In this cycle, the students could not achieve the Minimum Competence Criterion (MCC) of 70, students' average score was 51 (less). All the students scored ≤ 70 , with the highest score was 63 and the lowest score was 38. Furthermore, in Cycle II, the average percentage of the researcher's completed activities was 95% (very good), and the students' completed activities was 91% (very good). In this cycle, the students had achieved the Minimum Competence Criterion (MCC) of 70, the students' average score was 79 (good). None of the students scored ≤ 70 , with the highest score was 81 and the lowest score was 75. Based on the results of this research, the researcher concluded that Talking Stick Strategy could improve the students' speaking skill in the tenth grade of SMK Negeri 2 Gunungsitoli in 2022/2023.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Candiawan Telaumbanua

Universitas Nias, Indonesia; candi17102002@gmail.com

1. INTRODUCTION

Speaking was a component of the four English skills that students must studied. Gyan & Baker in (Marsevani, 2022) stated there were four skills that learners should achieve as a part of the educational process. These skills were: listening, speaking, reading, and writing. One of the four components that very crucial was speaking. As quoted from Darmuki in (Marsevani, 2022), it was expected that through speaking, students would be able to communicate, convey ideas and messages, interact, and share information with others.

In the syllabus of Curriculum 2013 at the tenth grade of SMK Negeri 2 Gunungsitoli, the core competence of speaking was analyzed and presented the development in the concrete and abstract domains of the learner materials independently and was able to apply the rightful methods. While the basic competence was composing simple written and spoken descriptive texts about people, tourism destinations, historical places, and things by considering appropriate contextual aims, text structures, and language features. To achieve the target of this syllabus, the school had decided that the Minimum Competence Criterion (MCC) of the English subject, especially at the tenth grade, was 70. Based on the core and basic competence of the syllabus used for the tenth grade students of SMK Negeri 2 Gunungsitoli, the researcher expected that the students would be able to compose simple spoken descriptions about people, tourism destinations, historical places, and things by taking into account the textual goals, linguistic characteristics, and contextual objectives of the learning material. However, in fact, many students lacked the ability to speak in English, especially in describing something clearly and fluently, and also could not achieve the MCC.

Based on the observation conducted by the researcher in the classroom during Internship 3 from March until June 2022 and also from the interviewed with the students at SMK Negeri 2 Gunungsitoli, especially in the English class, some problems were found. For example, the students found it difficult to convey their ideas when the teacher asked them something. One of the students said, "I knew what I wanted to say, Sir, but it was just in my brain. It felt so hard to do." Another problem found by the researcher was that the students rarely spoke in English due to their lack of vocabulary. They also had less self-confidence, fluency, and pronunciation in speaking English. These problems were caused by unmotivated habits and the monotonous and boring teaching strategies used by the teacher, which made the students less active in conveying their ideas through speaking English and less practiced in the learning process.

To solve these students' problems, the researcher used an appropriate strategy for the students to make them brave enough to convey their ideas and speak in English in the classroom. The strategy applied by the researcher was the Talking Stick Strategy. This strategy was suitable for the learners to make them more active in the teaching-learning activity by using a stick. According to Kurniasih & Sani in (Putri & ., 2021), one of the strategies of cooperative learning is the talking stick strategy, where the teacher uses a stick, and the students who receive it are required to respond questions from the teacher or follow the teacher's instructions. In this research, to help students with their English speaking abilities, the researcher used the Talking Stick Strategy based on the function of this strategy to support and make the students brave enough to convey their ideas. According to Candler in (Alansah, Nurasmawati, & Ana Kuliahana, 2021) stated that the talking stick was a strategy that helps all students to actively participate equally in the learning process. Students who got stick must gave opinions or answered questions from the teacher or do according to the teacher's instructions, Dista in Prihatini et al (2020) explains that this Talking Stick Strategy not only has the function as a strategy but also served as a motivational factor for the students to speak up and be brave enough to convey their ideas with confidence.

Furthermore, the researcher employed the research method of Classroom Action Research (CAR) to carry out this study. The research method known as Classroom Action Research was used to address issues that teachers encountered during the teaching and learning process. It denoted that Classroom Action Research was a research method used to address issues directly during the learning process by using engaging activities until the issues were resolved (Fraenkel, 2012). Classroom Action Research

was the research method used to improve the students' educational practice by groups or participants by carrying out their own practical actions (Hopkins, 1993). This research included four stages of activities: planning, action, observation, and reflection. The procedure of the research was conducted in two cycles. The target of success of this research was that students' speaking skills and motivation were improved in the teaching-learning process, the students were able to compose simple spoken descriptions about people, historical places, etc, by using Talking Stick Strategy. The students were also able to achieve the Minimum Competence Criterion (MCC) of the school.

2. METHODS

In this research, the researcher applied Classroom Action Research (CAR) to overcome students' problems in speaking. As stated by Ebbutt in (Lalu Mahsar, 2020), classroom action research was a structured research approach that was used to enhance the educational abilities of students in groups through the actions taken by the students themselves and by reflecting on their own styles based on the outcomes of these actions. In conducted this research, the researcher applied the procedure of Classroom Action Research (CAR). Kemmis & McTaggart in Marsevani & Habeebanisya (2022), explained classroom action research conducted in four steps in a cycle: (1) Planning, (2) Action, (3) Observing, and (4) Reflecting. Planning was the first step to prepare the teaching designed by the researcher. Action is the next step that conducted in the classroom after planning, it based on how the researcher planed before. Observations pay attention to events in the classroom and interaction between teacher and students, and among students in the classroom. And, reflection was activity to analyzed students score in conducting the learning process.

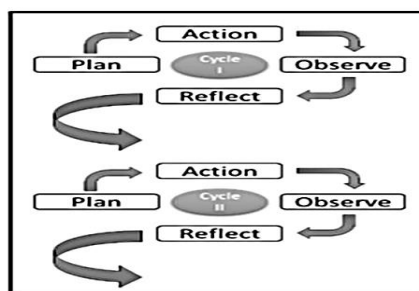


Figure 1. Cyclical Classroom Action Research by Kemmis and McTaggart

The subject of this research was Class X-OTKP which consisted of 21 students. The researcher appointed this class caused the students' score in this class were lower compared to other classes. In this research there were two kinds of variables namely: independent variable and dependent variable. The independent variable of this research was Talking Stick Strategy, that used by the researcher to influence and improve the dependent variable. The dependent variable of this research was Students' Speaking Skill, that influenced by independent variable. The outcomes of students' speaking skill seen after conducted Talking Stick strategy. Instrument of the research were observation sheets, field notes and oral test. To analysed the qualitative data the researcher use formula from (Rusman, 2020) as follow:

$$P = F/N \times 100\%$$

Which :

P = The percentage of students' and researcher's activities

F = The amount of the activities that done by the students and the researcher in the learning process.

N = The amount of whole activities that done by the students and the researcher during the learning process.

100% = The maximal percentage.

The value obtained from the calculation above, the adjusted to the classification of the achievement of action in table 1 below.

Table 1. Classification of Level Action Achievement

No	Percentage (%)	Classification
1	92-100	Very Good
2	75-91	Good
3	50-74	Adequate
4	25-49	Less Adequate
5	0-24	Very Weak

The quantitative data took from the oral test, that recorded by the researcher by using sound record. Then, the researcher evaluated and calculated by using the formula from Tuckman in Laoli & Zebua (2022) as follow:

$$TP = (FB / N) \times 100\%$$

Which :

TP = Value

FB = Obtained score

N = Maximum score

100 = Constant number

The researcher classified the level of students' speaking skill adapted from Laoli & Zebua (2022) can be seen on table below:

Table 2. Classification of Students' Speaking Skill

No	Classification	Score
1	Very Good	85-100
2	Good	75-84
3	Enough	63-74
4	Less	35-62
5	Fail	0-34

3. FINDINGS AND DISCUSSION

Research Findings

The research findings is the description of the result that got by the researcher when conducted the research. In this classroom action research the researcher conducted the research in two cycles, where each cycles consisted of two meetings. The explanation of each cycles of this research is described below.

Cycle I

In cycle I the researcher conducted the research in the classroom and accompanied by the teacher-collaborator. The researcher prepare lesson plan, observation sheet and field notes before began the teaching-learning process. The researcher apply Talking Stick Strategy for the students X-OTKP to improve their speaking ability. As the result of the action in the classroom the researcher and students still cannot achieve all the procedures of Talking Stick Strategy and the lesson plan. The average percentage of the researcher's completed activities was 79% (good), and the percentage of the students' completed activities was 72.5% (adequate). While the result of the data quantitative of cycle I was got from oral test that conduct by the researcher for the students it can be seen on table 3 below.

Table 3. The Students' Speaking Skill by Using Talking Stick Strategy at The Tenth Grade of SMK Negeri 2 Gunungsitoli In Cycle I

No	Score	Classification	Frequency	Percentage (%)
1	85-100	Very Good	-	
2	75-84	Good	-	
3	63-74	Enough	3 students	14 %
4	35-62	Less	18 students	86 %
5	0-34	Fail	-	-
Total			21 students	100%

Data from the previous table explained that the students' ability in speaking after implementing the Talking Stick Strategy in cycle I was still lacking and did not pass the MCC. There were 18 students who were classified as "Less" (86%) where the students were able to speak in English, even by using limited vocabulary and expressions, the students also often used error grammatical and spoken with many interferences and hesitation while spoken in English. The pronunciation of those students often not clear or inaccurate. There were 3 students were classified as "enough" level (14%) where students used a variety of vocabulary and expressions when spoken, the student also still spoken with some hesitation but it was seldom to interfere the communication, grammatical used by the students was variety even, with some errors, pronunciation of these student was clear and almost accurate in ear.

Only 3 students scored "enough" level (14%) This shows that in Cycle I the students speaking skill still low. This was due to several activities that were not carried out by students and researchers in Cycle I, there were several Talking Stick Strategy procedures that were not carried out by students such as: students did not listen to material taught by researchers, students too shamed in provide their ideas in English spoken, and students did not express their opinions seriously. Therefore researchers want to continue the research.

Cycle II

In cycle II the researcher conducted the research in the classroom and always accompanied by the teacher-collaborator. In this cycle II the researcher had purpose to solve all students' problems in cycle I and improve in the cycle II. Before conducting teaching-learning process the researcher prepare lesson plan, observation sheet, field notes and voice recorder to record the students speaking. The researcher invited all the students to be more seriously in teaching and learning process and conducted all the activities that already plan in the lesson plan. As the result of the action in the classroom the percentage of researcher and students was improved in conducting all the procedures of Talking Stick Strategy. The average percentage of the researcher's completed activities was 95% (very good), and the students' completed activities was 91% (very good).). While the result of the data quantitative of cycle II from oral can be seen on table 4 below.

Table 4. The Students' Speaking Skill by Using Talking Stick Strategy at The Tenth Grade of SMK Negeri 2 Gunungsitoli In Cycle II

No	Score	Classification	Frequency	Percentage (%)
1	85-100	Very Good	-	
2	75-84	Good	21 students	100%
3	63-74	Enough	-	-
4	35-62	Less	-	-
5	0-34	Fail	-	-
Total			21 students	100%

The data from the table explained that the students' ability in speaking after applied Talking Stick Strategy was good and increase the students' ability in speaking. There were 21 students who got "Good" level (100%) it means the student able to speak in English with accurate, the students able to used many of variety of vocabulary and expressions even with some mistakes, the students speaks with seldom hesitation, and the students can fluently to speak in English. All the students were improve their ability in speaking and the researcher stopped the research.

Discussion

After conducting the research in two cycles, the researcher analyzed the result of the students' speaking skill and the observation sheet either for the researcher's and students' activities. The researcher did the research in two cycles. In Cycle I, especially in the second meeting, the researcher gave test to the students to know the students' speaking skill, and the students' result showed that most of the students did not pass Minimum Competence Criterion (MCC). There were 3 students (14%) who got mark classified in "Enough" level. And there were 18 students (86%) who got mark classified in "Less" level. The higher value that the students got was 63 and the lowest value was 38 while the average of the students' value was 51. Based on the students value in cycle I, it could be concluded that the students' speaking skill in Cycle I Still less, the students were not able to speak in English.

The students' failure in Cycle I was caused by some students who were not active in doing teaching learning process, the students' percentage activities in the first meeting of Cycle I only 68%, and in second meeting was 77%. There were some activities and procedures of Talking Stick Strategy undone by the students and researcher such as: the students did not pay attention to the researcher explanation, caused by some of students are focused to saw outside the classroom and talking to others. The researcher forgot to improve the students mistakes in English, it caused by unprepared of the researcher when conducting the teaching-learning process. Some of the students difficult to pronounce the correct words caused by less practicing in English and the students did not ask something about the material, it caused by the students that shamed to ask a question. So the researcher solved the problems by inviting the students to be more focused and comprehended when the researcher explained in the classroom, the researcher also improves the students mispronunciation by telling them how to pronounced the words the research pronounce first then the students repeated as the researcher pronounced. The researcher also gave time for all students to ask the question that still not understand of the students.

In Cycle II, there were some weaknesses of the students caused of some the activities that undone by the students, some of students were not read the example that gave by the researcher, it caused the students busied looking for their smartphone in the classroom. Some students also shamed to speak in the classroom, it caused by other students who scoffed their friend when speak. So the researcher solved the problems by invited all the students to read the text that gave by the researcher, the researcher asked all the students to keep their smartphone on their bag, the researcher also invite all the students to be comprehend when their friend spoke or describe something, and the researcher advised the students who scoffed their friend to not repeat the same mistake again. The improvements brought a big influence of the students' achievements in Cycle II. It showed from the result of observation sheet, most of the students done all the activities or procedures of Talking Stick Strategy. The students' percentage activities in the first meeting of Cycle II was 85%, and in second meeting was 97%. Moreover, the students' score was improved, all of students passed the Minimum Competence Criterion (MCC) 70 score. All of students got score that classified in "Good" level. The higher score of the students was 81 and the lowest value was 75 while the average of the students' value was 79.

Based on the result, it could be concluded that Talking Stick Strategy could improve the students' speaking skill, and this strategy could use in teaching speaking for the students. By using

the Talking Stick Strategy the students able to speak in English with fluently and brave to convey their ideas.

4. CONCLUSION

In cycle I most of the students could not pass the Minimum Competence Criterion (MCC). There were 3 students (16%) who got mark among 63 -74 classified as "enough" level, and 18 students (86%) who got mark among 35 – 62 classified as "less" level. In cycle I the highest score was 63 and the lowest score was 38. The average of students' score in cycle I was 51. Furthermore the researcher continue the research to the cycle II.

In the cycle II, the students' speaking ability got improvement. All the student could pass the Minimum Competence Criterion (MCC). All students or 21 students (100%) got mark among 75 – 84 or classified as "Good" level. In the cycle the highest score was 81 and the lowest score was 75. The average of students' score in cycle II was 79 or classifies as "Good". It implied that the students' speaking skill was improved in cycle II. Based on the research findings above, the researcher concluded that Talking Stick Strategy improved the students' speaking skill at the tenth grade of SMK Negeri 2 Gunungsitoli in 2022/2023.

REFERENCES

- Alansah, W., Nurasmawati, & Ana Kuliahana. (2021). Improving English Vocabulary Mastery Through Talking Stick Strategy At the Tenth Grade Students of SMA Negeri 1 Kasimbar. *Datokarama English Education Journal*, 2(2), 150–160. <https://doi.org/10.24239/dee.v2i2.38>
- Fraenkel, J. R. (2012). *How to Design and Evaluate Research in Education*. New York: McGraw-Hill.
- Hopkins, D. (1993). *A Teacher's Guide to Classroom Research*. Philadelphia: Open University Press.
- Lalu Mahsar. (2020). Teaching English Using Content-Based Instruction (Cbi) in Improving Students' English Speaking Skill. *Hospitality*, 68(1), 1–12. Diambil dari <http://dx.doi.org/10.1016/j.ndteint.2014.07.001><https://doi.org/10.1016/j.ndteint.2017.12.003><http://dx.doi.org/10.1016/j.matdes.2017.02.024>
- Marsevani, M. (2022). *Tlemc (Teaching & Learning English in Multicultural Contexts) a Classroom Action Research: Improving Speaking Skills Through Work in Pairs Technique*. 6(1). Diambil dari <http://jurnal.unsil.ac.id/index.php/tlemc/index>
- Putri, M. S., & . C. (2021). Transformasi Lingkungan Pembelajaran Berbasis Literasi Digital pada Anak Usia Dini. *Jurnal Pendidikan Anak Usia Dini Undiksha*, 9(3), 408. <https://doi.org/10.23887/paud.v9i3.38491>
- Rusman, R. (2020). *Classroom Action Research Pengembangan Kompetensi Guru*. Purwokerto: Pena Persada.

