

**FOSTERING STUDENTS' SPEAKING SKILL BY  
USING TALKING STICK STRATEGY  
(Classroom Action Research at SMA Negeri 4 Langsa)**

**THESIS**

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The Writer

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## ABSTRACT

This thesis entitled “**Fostering Students’ Speaking Skill by Using Talking Stick Strategy ( A Classroom Action Research at SMA Negeri 4 Langsa )**”. There are some problem in teaching speaking. First, it is related to the condition of students that they have some vocabularies but they do not ways to say something because they afraid to get grammatical errors. Second, most of students are not confident to use English in speaking class and the last problem the student often speak their Acehness or Indonesian language. The problem of this research were: how can talking stick strategy can foster students ability in speaking and how is the class activity when the teacher applied talking stick strategy in teaching speaking. The purpose of this research were: to know how talking stick strategy can foster the students’ speaking ability and to know the class activity when the teacher applies talking stick strategy in teaching speaking. The study belongs to qualitative and quantitative approach by using classroom action research. The subjects of this research is the students of the first grade students of SMAN 4 Langsa. This research was conducted in two cycles by following the procedure of action research by kemmis and taggar, it began with the preliminary, planning, implementing and reflecting. To collect the data the researcher used some instruments such as observation checklist and speaking test. The students’ average score of pre-test was 52, 48, and it increased to 65 in the post-test of cycle 1. In the cycle the cycle 2, the students’ average score increased significantly, it was 78,52. It means that the result had met the criteria of success. The other findings were from observation checklist to the students’ activity. It showed that the students’ participation increased from 78% or in level good in the first cycles to 88% or in very good level in the second cycles. The percentage of the teacher in cycle one was 83% or in very good criteria. It means that that the implementation of talking stick strategy in teaching speaking had successfully fostered students speaking ability and students’ activity in teaching and learning speaking.



## INTRODUCTION

### A. Background of The Research

Language is the most important aspect in human interaction. People communicate and interact with others using language. In widely community, English has become international language. Most of the communities in the world use English in order they can communicate with others who have different languages. From this, English language is important to be taught and learned by the students. And as the response, our government put English language as main subject in the educational system in our country.

English language plays important role in education, social, politic, diplomatic, relationship, science, and technology. In indonesia, English have been declared officially and it is as the foreingn language learned in school. It is studied begin from elementary school up to university. In teaching English there are four skill that should be considered, they are; listening, reading, speaking, and writing.

Speaking is skill which everybody needs, and it is very important for the students. It is an activity which involve people in oral communication. To speak means to communicate with people in order to express opinions, feeling, ideas and though. Oral communication is an activity involving two or more people in which the participant or both listener and speaker have to read what they hear.

One objective of teaching speaking at senior high school of the first level, the students are expetected to be able to speak, used meaning in dialog Transaction (to get thing) and interpersonal, formal or informal which used simple

verbal language and fluent in context our life. In a good speaking skill, the student hoped can speak bravely, fluency, comprehensibility and can response of all expressing in our life.

Teaching speaking is not an easy task. There are many problems in teaching speaking. First, it related to condition of the students that they have some vocabularies but they didn't say something because they afraid making mistake, and using wrong grammar. Second, most of the students often speak their mother tongue (Aceh language) or Indonesian language. The main problems are the way teacher manage the class during teaching learning process, the teacher should make the students conducive and interested in the material.<sup>1</sup>

In teaching speaking skill, the English teachers must be creative to design many communication activities in the classroom that urge and motivate students to use the language actively and productively. For example, in oral language class, the student should be served with conducive learning activity. So, they can practice English as well possible. However, the first task of the teacher is create the best condition for students to study. In other words, the teacher is responsible for the situation where the student can communicate orally difficult because we should adapt among the written form and the pronunciation. We can see the fact that most of the Indonesian students cannot perform speaking English well.

There are some principles of teaching speaking. First is to help student overcome their initial reluctance to speak, encourage, provide opportunity and start from something simple. Second is to ask students to talk about what they are

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<sup>1</sup> SMAN 4 Langsa. *The Result of Observation in classroom at level two between English teacher and students (Langsa : Simpang Lhee Seuriget, 2015).*

able to talk about. Fourth is to provide appropriate feedback. Fifth is to combine speaking with listening and reading. The last is to incorporate the teaching of speech acts in teaching speaking.<sup>2</sup>

Based on the principles above talking stick has criteria as the strategy to teach speaking. So, the researcher uses talking stick in teaching speaking because talking stick considered as cooperative learning technique that reduce racial conflict among school children, promote better learning, foster student motivation, and increase enjoyment of the the learning experience often using to persuade the students to give their opinion.

From the above, the writer want to apply a strategy to specify her research especially in teaching speaking by using talking stick. Therefore, the writer interest to make an a classroom action research entitled “ Fostering Students Speaking Skill By Using Talking Stick Strategy ( Classroom Action Research at SMA Negeri 4 Langsa ).”

## **B. Identification of The Research Problem**

Based on the background, the researcher identified the problem that is the student poor in English speaking skill probably caused less motivation that students have to try their skill in speaking, and also caused by monotonous teaching speaking strategy used in SMA Negeri 4 Langsa.

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<sup>2</sup> Cahyaningsih, Putri Dwi. *Using Cooperative Learning Type Talking Stick Method to Improve the Speaking Ability of the Second Year students at SMA Negeri 1 Maiwa Kabupaten Enrekang*, p.3

### **C. Problem of The Research**

Based on background of study, the research problem can be formulated as follow:

1. How can talking stick strategy foster students' ability in speaking ?
2. How is the class activity when teacher applies talking stick strategy in teaching speaking ?

### **D. Objective the Research**

Related to the problem of the research above, thus the objective of the research are :

1. To know how talking stick can fostering the students' speaking ability.
2. To know the class activity when teacher applies talking stick strategy in teaching speaking.

### **E. Scope of The Research**

During the Research, the Researcher focused her study in fostering speaking by using Talking stick strategy that related and suitable to the students. There are many kinds of speaking in studying English, namely: interactive, partially interactive and non interactive. In this research, the researcher chose one of them, that is interactive and the researcher want to introduce the student about interactive. Example of interactive is expressing sympathy, expressing happiness, etc.

## **F. Significance of The Research**

The researcher hopes that the research is resulting significance both theoretically and practically for teaching English in speaking.

### **a. Theoretical Significance**

1. The result of research can be used as the reference for who want to conduct a reseach in English teaching and learning process.
2. The result of the research can be used as an input in English teaching learning process especially in developing in speaking or oral skill.
3. The result of the research can get benefit to English Teacher in their teaching learning process.

### **b. Practical Significance**

1. For teacher, the result of this research can help them to find out appropriate technique in teaching speaking and with that technique the teacher can foster students' speaking skill by using talking stick strategy.
2. For students, the result of this research can help them to solve their problems in practicing English speaking.
3. For school, the result of this research can used as a considerable reference to make a compatible curriculum in teaching English for students of senior high school, especially in teaching speaking.



It will guidance for teacher in the school who want to teach the speaking by using talking stick strategy, and for the students; it is hoped that they can use it as reference to solve their problem in speaking.

### **G. Hypothesis of Action**

Based on theoretical talking stick above, the hypothesis of this research action as follows : Teaching speaking by using talking stick strategy can foster speaking ability of the first years students of SMA Negeri 4 Langsa.

### **H. Operational Definition**

#### **a. Speaking**

Speaking is the ability which functions to express our idea, feelings, thoughts, and need orally.<sup>3</sup> Chaney said that “speaking is the process building and sharing meaning through the use of verbal and non verbal symbols in variety context”.<sup>4</sup>

From above statement, the researcher is concluding that speaking is the process of interactive communicates of people to the other that involve producing and reconvening information. By speaking the student will be familiar with the sentence that they are using in English speaking to expressing opinion, idea, and thought.

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<sup>3</sup> Hornby, A.S. *Oxford Advance Learner's Dictionary of Current Language* (Oxford University press, 1995 ) p.826

<sup>4</sup> Chaney, A. L and Burk. *Teaching Oral Communication in Grades k.8, Boston* (Allyn & Bacon , 1998) p.13

b. Talking stick

Talking stick is a strategy that persuade the students to give their opinion.<sup>5</sup> This strategy firstly the teacher give explanation about the material to the student that they must learn. Secondly, the teacher ask the students to close their books and then the teacher applies that strategy to her students.

Istarani said that “talking stick is a strategy that encourages students to share express opinion.<sup>6</sup> Talking stick strategy is initiated by the teacher’s explanation of the material and give the opportunity for students to read and comprehend the material, the students whoever get stick must answer the question from teacher. In my opinion that talking stick is a way of fostering students skills in s personalized way while encouraging them become autonomous learners.

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<sup>5</sup> Suprijono, Agus. *Cooperative Learning* ( Yogyakarta : Pustaka Belajar, 2010) p.109

<sup>6</sup> Istarani. *58 Model Pembelajaran Inovatif* (Bandung : Media Persada, 2011) p. 89