

## **Improving Students' Speaking Skill in Narrative Text by Using Talking Stick Method**

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### **ABSTRAK**

Penelitian ini bertujuan untuk meningkatkan kemampuan berbicara siswa kelas XI PPLG 1 SMK N 2 Semarang sebagai hasil dari capaian pembelajaran Bahasa Inggris menggunakan teknik pembelajaran *Talking Stick*. Penelitian ini adalah penelitian tindakan kelas. Penelitian ini dilakukan dalam dua siklus dan setiap siklus terdiri dari perencanaan, pelaksanaan, pengamatan, dan refleksi. Teknik pengumpulan data dalam penelitian ini adalah tes lisan dan observasi. Hasil dari penelitian ini menunjukkan bahwa di siklus pertama 25 siswa memenuhi Kriteria Ketuntasan Minimal (KKM) dengan nilai rata-rata 68. Di siklus kedua 34 siswa memenuhi Kriteria Ketuntasan Minimal (KKM) dengan nilai rata-rata 80.81. Berdasarkan data tersebut dapat disimpulkan bahwa penerapan teknik *Talking Stick* dapat meningkatkan kemampuan berbicara siswa kelas XI PPLG 1 SMK N 2 Semarang.

**Kata Kunci:** Capaian pembelajaran Bahasa Inggris, *Talking Stick*, Berbicara

This research aims to improve students' skill in speaking comprehension of grade XI PPLG 1 at SMK N 2 Semarang as the result of the learning achievement of English using learning technique *Talking Stick*. This research in form of classroom action research. This research was done in couple of cycles and in each cycle consist of planning, doing, observing, and reflecting. The way of collecting the data in this research were done by oral test and observation. The result shows that in the first cycle 25 of the students have achieved the minimum achievement criteria (KKM) with the average 68. In the second cycle reached 34 students have achieved the minimum achievement criteria (KKM) with the average 80.81. Based on the data it can be concluded that implementation of the *Talking Stick* technique can improve the students' skill in speaking comprehension of grade XI PPLG 1 SMK N 2 Semarang.

**Keywords :** English Learning Achievement, *Talking Stick*, Speaking Skill

## 1. INTRODUCTION

As we know that English is an International language that be spoken all over the world. As we learnt the mother tounge, learning foreign language finds few goals to reach the skill in using the language it self. Learning language can be the important thing to communicate and interact to the people. As a tool that using to communicate to the people at the era 4.0 when the science and technology are growing up fastly that influents the students from the people from every language. Learning English makes can help someone to communicate in their own community and wider population. Based on the explanation, the students who are learning English can mastery English as an educational level. When they used English, their communication would be improved, so, this would help them to facing the future.

Learning English includes of listening, speaking, reading, and writing. The students' skill to listen, speks, read, and write that stimulate them to communicate clearly must be reached by many activities and exercises in learning. School and english teacher have important contribution to help the students in achieving language comprehension and skill. In the Independent Curriculum, English learning process at the vocational high school were focusing on the reinfrorcing English implementation in form of oral and written. Which is mean that teacher must push the students to use English. So, English learning process must stimulate the students to be able to use English. However, teaching foreign language is not easy. In fact, teaching English to the students that less English learning at the previous class needs more effort because the teacher has to restart from the basic, or the students has less fundamental in English field, they can not guarantee English skill mastery that has been expected. This is common thing that happen in so many vocational high school, including SMK N 2 Semarang. It reinforced by the the result of the interview and the

description from the diagnostic assessment in grade XI PPLG 1 SMK N 2 Semarang in academic year 2023/2024. Based on the interview, the students have difficulties in learning English because they lear English only as a passive skill. Beside of that, based on the description of diagnostic assessment, the researchers found out that the students fear when they spoke in front of the class. It is some consideration because speaking comprehension is one of the most important thing that must be mastery by the students. Speaking comprehension is an active activity in learning process that will help to guiding the students to get better learning process because speaking helps them to deliver their idea during learning process.

Teacher's ability in choosing and using methods, models, techniques, and strategy will detemind to the students' understanding in learning process.

According to Carol Locust (in Ramadhan 2010) Talking Stick is a model of learning that used a stick, where the student who holds the stick must answer the question that asked by the teacher after studying the material). *Talking Stick* is a model of learning that developed to increase students' courage to share their tought in front of the class. *Talking Stick* gives a chance to the students to communicate their idea and tought. It strengthening the students to think about what they have gotten, then recount in form of spoken, and then get responded by their classmates. Beside of that, according to Fujioka that written in (Jurnal : An American Indian Tradition in the ESL Classroom 2015) stated that talking stick is a method that used by the students in America, to deliver their tought during the class, ethnic meeting. Talking Stick (Zuhaidah : 2020) started by the teacher preparing a 20 cm stick, then the teacher prepared the material and gave an opportunity to discuss the problem from the theme that have given, then they closed the book, teacher gave few questions by distributing the stick to the students to answer the questions.

Conclusion, evaluation, closing and then write the result of discussion that have gotten as a problem solving.

Implementing of Talking Stick in learning process hopefully can stimulate students' ability to speaking. The students get the knowledge step by step during the learning process untill they reach learning goals. In this case the resaerchers were interested to implementing. To assisting the succesfull of implementing Talking Stick, the researchers using group discussion too. The using of discussion method hopefully can increase speaking activity because in this activity students have to share their tought to their classmate in group. By discussing the motion can stimulate the students to more active to speak and receive the deeper explanation about what they have learnt. By combining these two, hopefully students can improve their speaking ability.

## 2. METHOD

This research use classroom action research method. Classroom action research is a research that conducted by the teacher or researcher as an action to improve and repair educational service to improve learning process that targeting the students as a subject of research (Susilowati, 2018). (By implementing classroom action research, the teacher can continue to increase his quality, by doing self reflection, which means an effort to identify the weakness during learning process, then making plan to improvement process and even implementing improvement process during learning process depends on the learning program that conducted and closed by doing reflection. It means as one of the strategy to solve the problem that using the real action and development process of ability to detect and solve the problem (Susilo et al., 2022)..(Based on the explanation above we can conclude that classroom action research is a research that aims to identify a problem or weakness during learning process by doing

improvement.)

## 3. FINDINGS AND DISCUSS

In this chapter, the researchers aim to show the result of the research that conducted at grade XI PPLG 1 SMK N 2 Semarang to solve the problem that mentioned at the first chapter. The goal of this research is to prove if Talking Stick can increase students' speaking ability. The researcher guided by couple of collaborator, they are English teacher of XI PPLG 1 SMK N 2 Semarang and his friend.

### A. Cycle 1

#### 1) Pre-Test

To measure the ability of students' speaking ability, the researcher did some pre-test before conducted an action. Pre-test did at 26 August 2023. They were asked to speak up about some story of narrative text that they knew. They just dit it without searching an internet and opening the dictionary. The result of pre-test is written below:

**Tabel 1.1 Result Pre-Test**

Judgement	Range	Amount	Percentage (%)	Rata-rata
Excellent	100 – 87	0	0	70,09 (good)
Very Good	86 – 74	9	28,12	
Good	73 – 61	19	59,37	
Enough	60 – 47	4	12,50	
Less	46 – 34	0	0	
Very less	< 3 4	0	0	

As we see the result of pre-test of 36 students of grade XI PPLG 1, the average score is 70.09. The students who have passed the minimum score 75 are only 9 students that means only 25

% of the students. Meanwhile, the students who failed are 23 students or 71,87 % students. By reading this data the result of students' learning achievement were so low and needs some improvement.

## 2) Treatment

Based on the result above, the researcher identified that students' speaking ability need to be improved using a technique or method to solve the problem. Oleh karena itu, peneliti memilih metode *Talking Stick* untuk meningkatkan kemampuan menulis teks deskripsi siswa, sehingga target penelitian yaitu meningkatkan kemampuan berbicara peserta didik yang mencakup beberapa aspek menulis seperti, *grammar, vocabulary, fluency, content discourse and continuity, dan pronunciation*. After doing some discussion, the researchers decided to choose Talking Stick method to increase students' speaking ability including few aspect as follow :*grammar, vocabulary, fluency, content discourse and continuity, and pronunciation*).

### a) Planning

Before we did the treatment at the first cycle, the first thing to do was we planned the talking stick method that to learnt narrative text about folklore.) Pada tahap ini peneliti menggunakan model pembelajaran *text-based approach*. Then the researchers made a lesson plan about folklore and assessment rubrics, worksheet, media and notebook.

### b) Action

The treatment at the first cycle were the students asked to see the pictures about folklore. And then, teacher asked the questions related to the picture to measure their understanding. The teacher asked, "What do you see at the picture?"

The students were divided to 6 groups that each group consist of 6 people. They were given narrative text about folklore. The students were asked to discuss about the content of the text and recount their idea about the text in form of oral. It aims to give opportunity

to the students for sharing their ideas and interacting in a group. In this cycle the students were trained to recount the sentences with their own words. And then then a volunteer from each group were asked to presented in front of the class. They listened the content of the text to repair if there were a mistake of the way they pronounced the words.

And then the researchers gave more explanation about the material as reinforcement. In each meeting there is always Q&A session between teacher and students to resume the learning process. And the last they reflected to measure the progress of their knowledge.

## 3). Result of Post-test Cycle 1

After doing couple of meetings, at the end of the second meeting there were pos-test to recount their knowledge about narrative text. The score is written below:

**Tabel 1.2 Result of Post Test Cycle I**

Interpretation	Range	Amount	Persentase (%)	Average
Excellent	100 – 87	2	5.5%	68 (Good)
Very Good	86 – 74	23	64%	
Good	73 – 61	7	19%	
Enough	60 – 47	4	11%	
Less	46 – 34	0	0	
Very Less	< 34	0	0	

Based on the table above showed that there are 25 students who have passed the minimum score (74) (KKM) at the first cycle or 69.5%. Meanwhile the students who failed decrease into 30% or 11 students. There are 2 students who got excellent score. On the other side, the average were increase into 68 that categorized enough. Based on the result we concluded that Talking Stick method has improved the score of

speaking ability that from previously 65% into 68% that indicates there are improvement in speaking ability. Based on the observation for rest of first cycle the students faced the difficulties in grammar and pronunciation.

#### 4). Reflection

Based on the the test result, there were gotten the data that showed there were some improvement of 25 students with average 68. A few students who failed the minimum score (KKM) because they faound the difficulties to pay attention to the explanation. The researchers gave more treatment to those who failed at first cycle to help them.

Overall the process of first cycle was running smoothly. The researchers applied Talking Stick method based on the planning. Therefore There are few things that need some improvement as follow:

- a) The students still did some mistake to pronouncing the sentences and translating the phrase into English.
- b) The students still used the wrong words in sentence, the researchers will advise the students to use learning resource, especially google translate.

### B. Cycle II

#### 1) Planning

(Based on the result of cycle I, the researchers thought that it did not reach the goal overall. The researchers decided to continue this research into second cycle with adding video as an additional media to support the process. In the second cycle, there was no difference things to do such as making lesson plan, learning resource, test, and searching few videos of narrative text as an additional media. )

The way of the reserachers did the treatment at the second cycle was same with the previous cycle. But, at the beginning of the treatment the researchers begun with playing the video about narrative text to increase

students' understanding. The researchers still used the same spaking assessment rubric because it still discussed about narrative text).

#### 2) Result of *Post-test* Cycle II

The result of second cycle post-test is written below :

**Tabel 4.3 Result *Post Test* Siklus II**

Interpretation	Range	Amount	Persentase (%)	Average	Range
Excellent	Bagus sekali	100 – 87	6	17%	80,81 (Very Good)
Very Good	Sangat Bagus	86 – 74	28	78%	
Good	Bagus	73 – 61	2		
Enough	Cukup	60 – 47			
Less	Kurang	46 – 34			
Very Less	Sangat Kurang	< 34			

(As shown by the table above that 34 students (95%) have passed the post –test of the second cycle . In this cycle the average score increase to 80.81. Based on the result we see that there are improvement of speaking ability than the first cycle.

#### 3) Reflection

(In this sectin the researchers discussed the result of the second cycle as a parameter that 75% of the students passed since cycle I. Basically they have enough attention . They gave attention to the teacher when he delivered the class, questioning, sharing the ideas and using the media. It means that the quality of students' activity during the class have been improved.)

### 3. Conclusion

Based on the analysis from cycle I and cycle II, we conclude that students' ability in speaking comprehension of grade XI PPLG 1 SMK N 2 Semarang in academic year 2022/2023 have been

improved by using Talking Stick method. We can see the result of the average score during cycle I and cycle II. The average of pre-test is 70.09 and then decrease to 68 at the first cycle. But at the second cycle the average improved 80.81. Finally we conclude that Talking Stick method is effective to increase students' ability in speaking comprehension.

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