
The Effectiveness of Using Talking Stick for Teaching Speaking

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ABSTRACT

This study aims to investigate the effectiveness of Talking Stick Game in teach pronunciation in Junior High School. In this study, an experimental research approach was utilized, and the participants were students in the 8th grade at SMP N 1 Kemangkon, with a total of sixty-four students participating. The data collection method used is a test, which is divided into two, namely pretest and posttest with a sentences and dialog to pronounce for each test instrument. The data analysis technique used was t-test. The null hypothesis (HO) is rejected and the alternative hypothesis (HI) is also rejected. It meant that there was insignificant difference between the students pronunciation before and after using Talking Stick Game. In brief, Talking Stick Game is not effective ways in teaching pronunciation

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1. INTRODUCTION

Speaking skills are very important for someone who wants to master English. Speaking is closely related to language learning because it is the key to someone being able to speak English. It is important to gain success in carrying out oral information. As speaking ability improves, this can be done either by practicing independently or practicing in a group or community. According to Schroeder and Epley (2015) "It allows us to build relationships, influence decision making and drive change. The ability to get ahead in business and life itself is almost impossible without communication skills".

Speaking is one of the scariest types of communication? Why is speaking mindfully and thoughtfully important? The answer is that the possibility of misunderstanding in speaking can be reduced by mastering mindful communication. The speaker should interact with people frequently when he or she is operating in a team. Speakers must listen to the views of others while expressing their opinions clearly and thoughtfully. According to Dunar (2015) "Public Speaking is a person's ability to speak in public properly so that the message can be clearly conveyed and the purpose of speaking can be immediately obtained". Public speaking is the art of speaking in public to convey ideas correctly so that information can be conveyed properly to the audience.

According to Anggriyadi (2014) shows that "many speakers believe that learning a language can make speaking a success, which is the primary goal of learning English as a foreign language. However, few can speak intelligently and adequately if they do not receive sufficient guidance. Because of the importance of speaking skills in this international language". According to Jasmadi (2017) states that "the way to play board game is the

students are divided into several groups. Then, the players play the game as the rule explained by the teacher. For example, every player takes a card based on his puppet's colour, then stops in a box, and does the card's instruction". And everytime the students play the board game, the instruction in the card will be various based on the learning topic then students explain by speaking spontaneously according to the card instructions they get.

The aim of teaching speaking should be to improve students' communicative skills because students can express themselves and learn how to use a language. As one of the productive skills in language learning, speaking has an important role which aims to measure students' abilities in learning a language. According to Maila (2014) states, "the purpose of speaking is the students are able to communicate in their lives". In her research, she discovered several problems in the real world when she collected data. Most students still feel afraid when the teacher ask them to speak. Sometimes they don't understand what they are saying because they just memorize the sentences. When she used board games in her thesis, the technique worked well.

To help students practice speaking skills, teachers can use interesting methods in presenting material and can help create an enjoyable class. One of the alternative techniques used is board games which are recommended to be applied in teaching speaking. Therefore, teachers need tools in the form of learning media that make it easier for students to understand a concept, not only memorize and not easily forgotten. Based on this, the researcher wants to know the effectiveness of board game in case talkingstick media to improve problem solving skills. Board games can be used in language classes to teach students speaking. One of the main goals of language teaching is to equip students with the ability to communicate in English.

Fithri (2016) states that "a board game can be used as an instrument to grab the students' attention to follow and participate actively during the teaching and learning process. Furthermore, the use of board game can help students to speak more during the lesson".

The aim of this research is to determine the effectiveness of using the talkingstick board game to teach speaking. Definition of key terms : 1. (Boardgame) One of the media that can make students interact with each other, communicate with each other, recognize each other expressions, and play honestly which allows students to grasp the material more quickly. 2. (Speaking) The interaction process uses communication which involves special points such as grammar,pronunciation and language patterns in students which are then expressed through the learning process in students with each other.

Contribution of the Research: 1. Student (It is hope that the results of this research can provide valuable input on how to teach English speaking skills to students to master the language because English in Indonesia is very important as a communication tool. So, by improving students' speaking skills, students can share opinions with other students using English. So, by improving students' speaking skills, students can share opinions with other students using English).2. Teacher (This research results can provide several learning strategies and expect teachers to be more creative. Apart from that, researchers hope that this learning strategy can be an option for teachers to attract students during the learning process. Based on the important things above, the assumption will be reached that there is a significant influence of the use of speaking learning strategies on speaking skills using boardgames). 3. Other research (This is useful for providing new knowledge in improving the quality of English education, especially in teaching speaking).

2. REVIEW OF LITERATURE

A. NATURE OF SPEAKING

1. The definition of speaking

According to Argawati in Prabawa (2016) "speaking is an activity used by someone to communicate with others. When someone speaks, he or she interacts and uses the language to express his or her ideas, feelings and thought". According to Ahmadi (2017) "speaking as two-way process including a true communication of opinions, information and emotions". It means that communication has feedback or response when the message is sent by someone to others.

2. Aspect of speaking skill

Speaking ability can assess directly by the teacher in class to know students' speaking quality by conducting dialogue with them or hearing what they spoken. A teacher must assess many aspects of speaking simultaneously. Speaking aspects are several aspects that must be mastered so that our speech can be accepted. The aspect of learning speaking in class is by interacting with each other students to make it easier to display their skills in speaking as an example one student can mention descriptions of some of the objects he has chosen while doing a board game directly.

The aspect of learning speaking in class is by interacting with each other students to make it easier to display their skills in speaking as an example one student can mention descriptions of some of the objects he has chosen while doing a board game directly. 1. Pronunciation: The ability to produce sounds, words, and phrases correctly, clearly, and naturally. 2. Fluency: The ability to speak smoothly, continuously, and without hesitation or interruption. 3. Vocabulary: The range of words and phrases a speaker uses to convey meaning and express ideas. 4. Grammar: The ability to use correct grammatical structures, such as verb tenses, sentence structure, and

word order. 5.Comprehension: The ability to use correct grammatical structures, such as verb tenses, sentence structure, and word order.

3. Benefits of speaking

When learning speaking, students communicate both with the teacher and their friends. Students speak or communicate to share and convey thoughts, feelings, opinions and views as they do in life and their relationships. In short, the benefits of speaking in class are almost the same as speaking in real life.

B. TALKING STICK

1. Definition of Talkingstick

A talking stick, also referred to as a speaker's staff, is a tool of indigenous democracy used by many tribes, especially the indigenous peoples of the Northwest Coast in North America. It is a symbol of authority and respect, and is used to facilitate restorative conversations and ensure that participants are empowered and participating equally. Here's how it works: the talking stick is passed around the group, and the person holding the stick is the only one allowed to speak. This allows for multiple people to speak in turn, and ensures that each person is heard and respected.

Traditionally, talking sticks were used at major events such as Pow-wows, tribal council meetings, and important ceremonies, but their use was also extended to storytelling circles and teaching children. The talking stick allows people to present and express their sacred point of view, and is often adorned with symbolic colors, fur skins, feathers, and animal representations, which bring the attributes, characteristics, and medicine of the creatures to the meeting. Overall, the talking stick is a powerful tool for promoting respectful communication, active listening, and collaborative decision-making.

2. Role of Talking stick

Talking stick: students play a game by moving an object to other students in 1 group where the group has been divided into 2 groups from 1 class. Then the student who gets the object (the object stops right at student A/B) then that student moves to the front of the class along with other students. Then one of the two students is required to take one piece of paper on the game board. Then, the two students communicate with each other in front of the teacher and classmates.

3. Advantages and disadvantages of Talking stick

Advantages : Talkingstick is able to help students improve their speaking skills in a fun method. For classroom activities, talking sticks can be used individually, in groups, or as a whole class. For this research, the author used a type of game that was played in groups but carried out individually. Talkingstick improves students' speaking skills because with spontaneous strategies, it can help students reflect and evaluate their learning experiences, and serves as a useful assessment tool for teachers.

Talkingstick also helps teachers to activate students' previous knowledge regarding a topic or subject. By using talkingstick in teaching speaking, the author hopes that the students speaking skill can be achieved. Talkingstick can be used to encourage speaking activities. Sometimes students can't express their ideas because they don't know what to say. By using a talking stick, students can speak according to the instructions they want to say. This can make it easier for students to know what sentences they can say for each material. Based on the problem formulation, this research was conducted to determine the effectiveness of board games on students' speaking skills.

One of the factors that influence the success of a learning activity in an educational unit is the material presentation model. The model of presenting material that is fun, not boring, interesting, and easy to understand by students has a positive influence on the learning process (Susanto, 2016). Disadvantages: Talkingstick can be addictive and make student want to play continuously, talkingstick require a lot of time in a learning context, it is possible that students will hesitate when presenting in front of other friends can build an undue sense of competition when feeling is not controlled, talkingstick are relatively more expensive than other alternatives and more complicated.

C. Teaching Speaking using Talking stick

1. The teacher gives instructions to students before the game begins.
2. Class 1 students must divide into 2 groups and then separate groups A and B. Each group forms a circle.
3. Each group will be given a stick/props by the teacher.
4. Then the stick will move to other students but remain in one group.
5. If the student who got the stick or the stick stops in front of the student, the student must move forward. Together with students in other groups.
6. The stick has to stop at certain students because of the way probabilities work in this scenario. When the music stop on the student. So the student comes forward to take the questions in the box attached to the whiteboard.
7. After being taken, the student must show the contents of the question from the card provided and create a conversation directly in front of the students in class.
8. The student who made the question had to start the question and the other student who had advanced with him had to answer it. And so on again.

9. Until one of the students could not say anything else. If the student does not run out of words, it means that the student is declared defeated and the other student will be declared victorious. Continue. The group with the most points is the winning group.

3. METHODOLOGY

A. Research Design

In this study, the researcher conducted experimental research because the researcher felt that students had problems related to speaking learning activities so that students' speaking skills could not be developed well and this research design used a collaborative design. This means that researchers collaborate with real English teachers. Campbell, D. T., & Stanley, J. C. (1963) "This design involves measuring the dependent variable before and after manipulation of the independent variable.

For example, research that measures patients' anxiety levels before and after undergoing therapy". The researcher becomes an English teacher who teaches speaking through talkingstick techniques to students, while the English teacher actually becomes an observer who observes the researcher during teaching and learning activities. So, English teachers are not only observers of teaching and learning activities but also collaborators who help researchers during the research process.

B. Place and Time of Research

The research was conducted at State Junior High School 1 Kemangkon class eight for the 2023/2024 academic year. It is located on Jl. Karangkemiri, Kemangkon District, Purbalingga Regency, Central Java, 53381. The researcher chose this school because it implemented the "Kurikulum Merdeka" for eighth graders. The research was conducted in August and September for five meetings which consist of giving a pretest, treatment and posttest to the students of experimental and control group. The research start from 23 August 2023 in class VIII A until 5 September 2023 in class VIII . Class VIII A has 2 meeting and class VIII B has 3 meeting.

C. Subject of Research

1. Population : Class VIII students of Middle School N 1 Kemangkon for the 2023/2024 academic year. The total amount of the average population is 32 students in 1 class.
2. Sample :The sample technique in this study used convenient sampling from class 8 A and B there are 32 students each with a total of 64 students (in the population).
3. Sampling Technique :Cluster sampling.

D. Data Collection

Assessment instrument :
(Pretest)

Correct Value x 20
3

Maximum score 20 (posttest)

Score : the results of score

$$\frac{\text{Score}}{\text{Maximum score}} \times 100$$

The total amount of pre-test (fi) : The sum of students (xi)

The total amount of post-test (fii) : The sum of students (xi)

To find out whether using the "talking stick" board game is effective or not :
Final pre-test total (Sum(fi)) + Final post-test total (Sum(fii))

2

4. RESULTS AND DISCUSSIONS

A. Research Finding

The experiment and control class have different teaching techniques. Experimental classes are taught with more material and talkingstick games that take more time to complete, while the control class had less time for delivering the material (talkingstick) and pretest but the game activities remained the same. And the purpose of this

study is to know whether using a boardgame in the form of a talking stick is effective in improving students speaking skills. This research uses an experimental design to collect data and comfort techniques for students.

The implementation phase takes 5 meetings (classes A and B) to collect data. Two meetings for the pretest (classes A and B) at the beginning of the lesson and five meetings for the posttest (classes A and B) after the delivery of the material and pretest. Researchers collected data from 32 students for 2 classes (A and B) of grade eight from SMPN 1 Kemangkon in the 2023/2024 academic year.

At the first meeting, the teacher come to class. The teacher conditions the students so that everyone pays attention to the teacher. After all students were conditioned, the teacher started the lesson by saying hello and saying by basmallah together. After that, the teacher introduced herself to teach the class for several meetings. The researcher hoped that the students could work together in the learning and teaching process.

The teacher told to students that they would hold a pretest at the first meeting, the pretest was to work on multiple choice question according to the material provided by the researcher. Researchers gave students 25 minutes to work on pre-test questions. Then the researcher continued to the posttest in the form of a board game using talking stick where students would advance one by one with their random partners who were divided into two groups in one class until the lesson ended. However, some students are still shy and hesitant to come forward to the front of the class. Researchers focused on students' speaking skill and took score based on speaking test rubric that had been prepared. The posttest was over. Then, the researcher closed the class with salam.

CLASS VIII A

TOTAL PRETEST: 2419 , POSTEST: 2535

Minimum Completion Criteria (MCC) = 60.

$f_i : x_i = (2419 : 32 = 75,59375)$ rounded to = 76. So, the pre-test result for class A is 76 or effective for a pre-test with a time of 25 minutes.

$f_{ii} : x_i = (2535 : 32 = 79,21875)$ rounded to = 79. So, the post-test result for class A is 79 or effective for students.

$$\frac{f_i + f_{ii}}{2} = \frac{76 + 79}{2} = \frac{155}{2} = 77,5$$

So, for class A the overall average score is 77.5 or effective for students in the context of learning using the "talking stick" board game media.

CLASS VIII B

TOTAL PRETEST: 2303 , POSTEST: 2420

$f_i : x_i = (2303 : 32 = 71,96875)$ rounded to = 72. So, the pre-test result for class B is 72 or effective for a pre-test with a time of 25 minutes.

$f_{ii} : x_i = (2420 : 32 = 75,625)$ rounded to = 76. So, the post-test result for class B is 76 or effective for students.

$$\frac{f_i + f_{ii}}{2} = \frac{72 + 76}{2} = \frac{148}{2} = 74.$$

So, for class B the overall average score is 74 or effective for students in the context of learning using the "talking stick" board game media.

5. CONCLUSIONS

The researcher has carried out data analysis in previous chapter so that's a researcher can conclude that a use of talking stick method can improve students speaking skills, especially in classes VIII A and VIII B of SMPN 1 Kemangkon. This is shown by the results of the pretest and posttest. Average pretest score for class VIII A was 76 and increased to 79 on the post-test. The overall results is 77,5. In short, the talking stick method can improve the speaking skills of class VII A students. The average pre-test score for class VIII B was 72 and increased to 76 on the post-test. And the overall results is 74. In short, the talking stick method can improve the speaking skills of class VII B students. In conclusion, the pretest and posttest to improve speaking skills of class VIII A students is more effective than in class VIII B. By achieving the objectives of this research, researchers hope that each research results can provide benefits to the field of English Education. Using talkingstick media for learning speaking is certainly not easy, it requires adequate vocabulary to be able to speak spontaneously, but with convenient learning, students can absorb the material more easily taught by teachers, especially in speaking lessons using boardgame media.

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