

CHAPTER II

LITERATURE REVIEW

A. The Nature of Speaking

1. Definition of Speaking

Speaking is an interactive process in which an individual alternately takes the roles of speaker and listener, and which includes both verbal and nonverbal component. Speaking skills are one of the most important skills we learn, as they allow us to communicate with others and express our thoughts and feelings. Speaking skills can be separated into formal and informal speaking skills, and we use both types of speaking skills in a variety of contexts throughout life. Speaking is one of the skills that have to be mastered by students in learning English. There are some definitions of speaking skill below, such as; according to Richards (2008: 19) states that in speaking we tend to be getting something done, exploring ideas, working out some aspects of the world, or simply being together. If the students can speak English fluently that can help them to easily communicate and also explore their idea. Speaking English well also helps students to access up-to-date information in fields including science, technology and health and so on. According to (Cameron, 2001: 40; Brown, 2004: 140) Speaking is a productive skill in the organs of speech to express meaning which can be directly and empirically observed.

Richards (2008: 19) states that the mastery of speaking skills in English is a priority for many second language or foreign language learners. Consequently learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency. According to Widdowson (1978:59), Speaking has two meanings. First, it refers to the manner in which language is manifested. Second, it refers to the language in which language is realized as communication. Brown (2001): 341-342 states that 'Speaking is an interactive process of

constructing meaning that involves producing, receiving & processing of sounds as main Instruments’.

2. Components of Speaking

The components of speaking are very important to know in measuring students' skill in speaking. In addition, knowledge and confidence as well as delivery are the basic elements of an effective speech. Therefore, there are several experts who have several opinions regarding the components of speaking.

According to Vanderkevent (1990) there are three components in speaking:

- a. **The Speakers** Speakers are a people who produce the sound. They are useful as the tool to express opinion or feelings to the hearer. So if there are no speakers, the opinion or the feelings or the feeling won't be stated.
- b. **The Listeners** Listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speakers will express their opinion by writing.
- c. **The Utterances** The utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utterance, both of the speakers and the listeners will use sign.

According to Harris (1974) there are five components of speaking skills relating to comprehension, grammar, vocabulary, pronunciation, fluency.

- a. **Comprehension** For oral communication, it naturally requires the subject to respond, to speak and also to begin with.
- b. **Grammar** It is necessary so that students can compose correct sentences in conversation. This is in line with the explanation put forward by Heaton (1978: 5) that students' ability to manipulate structures and distinguish grammatical forms in accordance with accuracy. The usefulness of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

- c. Vocabulary means the right diction used in communication. Without having enough vocabulary, one cannot communicate effectively or express their ideas in both oral and written forms.
- d. Pronunciation is the way students produce clearer language when they speak. It is related to the process of phonology which refers to the component of grammar that consists of elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features.
- e. Fluency is the skill to read, speak or write easily, fluently and expressively. In other words, speakers can read, understand, and respond in a language clearly and concisely while connecting meaning and context. Fluency can be defined as the skill to speak fluently and accurately.

With the five components of speaking skills described above, it can be concluded that these components play a very important role in knowing students' speaking skills, especially in grammar and pronunciation.

3. Successful In Speaking

Speaking is of utmost importance, especially for communicating with others, giving ideas or opinions. Here are some opinions from experts: Speaking is a crucial part in English as a foreign language teaching and learning because the success of English mastery can be measured if the students can speak in the target language Nunan (2003;196-209).

Besides, Lawtie (2004) proposes two reasons for teaching speaking in the classroom. Firstly, motivation. Many students equate being able to speak a language as knowing the language and therefore, view learning the language as learning how to speak the language or as Nunan (in Lawtie, 2004) wrote, "Success is measured in terms of the ability to carry out a conversation in the target language."

4. The Type of Speaking

Speaking is the second of the four language skills, namely listening, speaking, reading and writing. In an informative speech, a speaker

communicates knowledge about a particular topic to the audience. According to Rachmad Widodo, 2009 there are five basic types of speaking, they are imitative, intensive, responsive, interactive, and extensive.

- a. Imitative speaking is the ability to imitate (parrot back) a word or a phrase or possibly a sentence.
- b. Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological and grammatical aspect of language. Responsive speaking is interaction at the somewhat limited level of a very short conversation, standard greeting and small talk, simple comment and request, and the like.
- c. Interactive speaking; complex interaction which sometimes includes multiple exchanges and/or multiple participant.
- d. Extensive speaking is oral production, include speeches, oral presentation, and story telling.

5. Concept of Talking Stick

The "Talking Stick" learning method is a group discussion learning method that emphasises active involvement in the speaking skills of each group member in the discussion process. In this method, the teacher provides a stick and can only be used by group members who are speaking. Talking Stick is a symbol and a powerful communication tool used to foster an atmosphere of active listening and mutual respect. Only the Talking Stick holder has the right to speak, and those present must listen quietly to what is being said. The Talking Stick is then passed to another speaker in turn.

Talking Stick is a learning method that uses sticks as props, whoever holds the stick must answer questions from the teacher after the students have learned the material. That is, Talking Stick is learning by using a stick, and only the student who holds the stick can speak and other students listen to the explanation of the speaker.

Talking Stick used to be used by Native Americans to get everyone to speak or express their opinions in a forum (intertribal meeting). Now this Talking Stick model has been used in classroom learning. Kurniasih and Berlin (2015: 82) define that "Talking Stick learning is carried out with the help of a stick, the stick is used as a turn or opportunity to argue or answer questions from the teacher after students learn the subject matter".

6. The History of Talking Stick

Carot Loctus says that talking stick is a method used in America to get everyone to speak up and express their opinions in an ethnic group meeting. The talking stick is usually used in council circles to decide who gets to speak. When he or she finishes speaking, he or she was hold out the stick, and whoever speaks after him or her was take it. Through this learning method, teachers give students the opportunity to work alone and cooperate with others by optimizing student participation. Learning with the talking stick method encourages students to express their opinions.

7. The Advantages and Disadvantages of Talking Stick

Talking stick strategy is one of technique that can make the students speak up in speaking class. Student can express the idea confidently. Every strategy has advantages and disadvantages. According to Ningsih (2013:10) define that Talking Stick has strength and weakness. The first advantage is that it can students' preparation, so that they are more serious in because in the talking stick strategy, whoever the student who holds the stick when the music stops, they can get a chance to speak. Second, this method trains students to understand and understand and remember the material clearly.

Meanwhile, the disadvantage of talking sticks is that students can be under pressure. They have to speak when they hold the stick. The student holding the stick has to answer the teacher's question. If they cannot answer the teacher's question, then the students will be discouraged in learning.

8. The Procedures of Talking Stick in Teaching Speaking Skill

The purpose of the procedure type is to explain how something can be done such as instructions, recipes, guidebooks, and lesson plans especially in students' speaking skills. According to Rahayuningsih (2013:9) explains the Talking Stick procedure as follows:

- a. The teacher prepares the materials and a stick.
- b. The teacher explains the main topic "speaking skills". Then, students read and study the speaking material for a few minutes (10 minutes).
- c. The teacher commands the students to close their books and takes a stick.
- d. The teacher gives the stick to a student.
- e. The teacher sings a song or plays music while the stick moves one student to another until the song or music stops.
- f. The student who gets the stick must stand up and answer the teacher's questions.
- g. Then, the stick rolls on again until each student gets the stick and takes part in the learning process.
- h. Finally, the teacher evaluates and summarizes the speaking material.

From the explanation of the application of the talking stick method above, the researcher applies it in accordance with the procedures that have been prepared to be applied to students in order to improve students' speaking skills in communicating well and clearly so that they can be understood by their interlocutors.

B. Previous Research

Studies about talking stick have been done by some previous researchers. In this graduating paper, the researcher reviews several related studies to support this paper as mentioned:

Hernawati, Ai Rustini (2019:93-98) This Classroom Action Research is reading articles using the Talking Stick learning model so that it is expected that there will be an increase in student learning outcomes. This research uses the Classroom Action Research method by conducting 2 (two) cycles of

action, which in each cycle is carried out through the stages of planning, implementation, observation, and reflection. Data collection techniques in this class action research there are four techniques namely observation, tests, documentation, and questionnaires. The results of this study indicate that the use of the Talking Stick learning model is proven to increase student activity in learning. This is evidenced by the increase in student activity from pre-cycle to cycle 1 by 33.34 or an increase of 28.55% and from cycle 1 to cycle 2 increased by 13.67 or an increase of 11.39%. There was an increase in the learning process using the Talking Stick learning model from pre-cycle to cycle 1 by 0.8 or an increase of 20.5% and an increase from cycle 1 to cycle 2 by 0.78 or an increase of 19.5%. There was an increase in the average test score from pre-cycle to cycle 1 meeting 1 by 14.67 or an increase of 22.56% and an increase in the percentage of students who were completed by 40%. From cycle 1 to cycle 2 there was.

Dita Indra Febriyanti with the title "the use of talking sticks to improve the speaking ability of students of SMA Negeri 1 Kesamben" showed that there was a significant increase in students' speaking ability after the application of the talking stick method, with an average pre-test of 66.86 and post-test of 74.19. This shows that the students' post-test score is higher than the pre-test score.

CHAPTER III

RESEARCH METHODOLOGY

A. Form of Research

CAR (Classroom Action Research) is conducted in a classroom to improve and enhance the teaching and learning process in the classroom. Ferrance (2006:6) defines that "classroom action research is a reflective process that allows for inquiry and discussion, the researcher collaborates with the teacher and discussion, researchers collaborate with other teachers into a team that works together to overcome problems faced by teachers and students".

According to Zainil (2008:1), "classroom action research is a research conducted in the classroom by teachers and collaborators with the aim of improving and enhancing the learning process in the classroom". So this research cannot be done by the teacher alone. He needs a collaborator to help him in conducting research.

Bogdan & Biklen (1992: 223) explain that action research is the systematic collection of information that is designed to bring about social change. In addition, (Cameron-Jones: 1983) defines action research as a research carried out by practitioners with a view to improve their professional practice and understand it better. In accordance with that Allwright and Bailey (1991: 2) mention that it is a research centers on the classroom, and simply tries to investigate what actually happens inside the classroom. It treats classroom interaction as virtually the only object worthy of investigation.

B. Sample of Research

The sample is a representative member of the population used to create an overall picture of the research population. Samples as part of the number and characteristics possessed by a population (Sugiyono 2016, p.80). Sampling is used because researchers face limitations in time, energy, and cost when conducting research on large populations. So the number of samples to be used is 22 students at SMP Negeri 3 Banyuke Hulu.

Students from SMP Negeri 3 seventh grade served as the study's subjects. Banyuke Hulu in the 2023 school year, totaling 22 students. The reason for taking the class is because the students' speaking skill is still lacking in interactive speaking aspects of grammar and pronunciation.

The research place was carried out at SMP Negeri 3 Banyuke Hulu in class VII which is located in Kampet Village, Banyuke Hulu District, Landak Regency, West Kalimantan Province, in English subjects. the time of this research was carried out in the second semester of the 2023 school year, namely May 2023.

C. Research Prosedure

The four Kemmis and McTaggart stages were used by the researcher in this study to apply them to each cycle. Planning, execution, observation, and reflection are these steps. This study design is presented in the figure and explanation below:

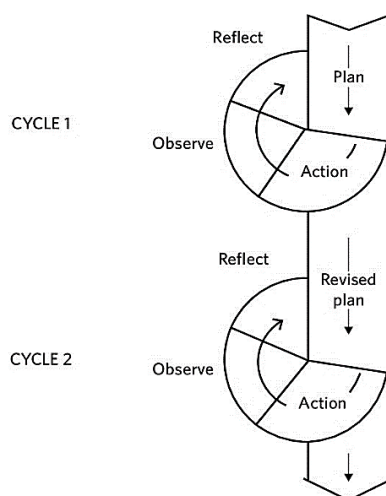


Figure 1.1 The action research in ELICOS Program: Refining the development of a national model.

(Kemmis and McTaggart model (1988:11-14, cited in Burns 2010)

Cycle 1

1. Planning

Activities in Planning Making lesson plan about talking stick technique. After that, the researcher designed the steps in performing the

concept of speaking in talking stick teaching and prepared the material of speaking skills using the talking stick technique, prepared the test, namely the speaking test.

2. Acting

At this stage, the researcher becomes an observer and the teacher applies the method. Action refers to what teacher actually does the classroom during the process of teaching speaking. So the teacher applies the talking stick method and it is a method to solve problems in students.

At the beginning of this cycle, the instructor went over the complete teaching and learning process with Talking Stick. She described the Talking Stick method of teaching and learning speech. Three sessions were held for the teaching and learning process during the first cycle, and one meeting was held for the speaking test at the end of the cycle. The researcher provided instances and detailed explanations of the first cycle's use of sticks in education. The researcher then introduced herself and went over how to use the stick. After that, the researcher quizzed the students to see how well they understood the process.

Then, the researcher applied this technique in teaching and learning activities. Based on the talking stick procedure at the pre task stage, the researcher provided an introduction and overview of the research. This was done so that students knew the purpose of conducting action research in their class. Then, the researcher get started to direct students to discuss the topic and type of task to be done. Then, the researcher and students shared opinions and highlighted useful words and phrases and wrote them on the board. In doing the task, students are divided into pairs or small groups.

Student Activity:

The students start the discussion by putting one of their sticks in the center of the table, they start sharing the information they have in their groups. Some students who have a stick continue the discussion by using their stick, when all sticks have been used, teammates collect their sticks

and continue the discussion. One student from each group continues the discussion in front of the class using the stick. Students who get the stick must explain the results of their discussion, so that students can be active in the classroom. At the third meeting of this cycle, the researcher conducted a speaking test to determine the improvement of students' speaking ability. To clarify, the average score of students in cycle I was compared with the average score of students in the pre-research test.

3. Observation

To gather information on the teacher's attitude and the students' activities during the teaching and learning process, observation is done. The researcher engaged in formal observation in this section. The English teacher who evolved into the observer served as the researcher.

4. Reflection

Reflection is the process of feedback from the actions that have been taken. Reflection is used to help teachers make decisions. Teachers and researchers analyze all recorded information on the learning process using field note and speaking test.

Cyle 2

The teacher went over her justification for using talking sticks in the second cycle of teaching and developing speaking skills. In the second cycle, the teacher provided a variety of subjects and assignments to be discussed at each meeting. The researcher began the lesson by going over all the idioms the students were already familiar with when referring to the assigned subject.

The researcher will go over all the idioms that the students are already familiar with when speaking about the subject at hand. The researcher then went over what they already knew about the terms and made an effort to help them comprehend what was being discussed. The tasks in this cycle were carried out in smaller groups.

Once they understood the material and the tasks, the students worked on the tasks in small groups, sharing and discussing the topics and creating a native-like atmosphere in natural discussions and conversations. Meanwhile,

the researcher does her part, she goes around to monitor and help students to formulate what they want to say about the topic. Next, someone who gets the stick has to talk about what they think. Afterward, the researcher gives comments, corrections, and feedback to the students.

D. Technique of Data Collecting

In this study, researcher used two techniques in collecting data, namely observation and measurement techniques. The explanation is as follows:

1. Observation

Defines observation as a research tool that is planned and carried out deliberately to serve research questions and objectives. When using this method, researchers observe "classroom interactions and events, as they actually occur". In this study, the researcher observed the teaching and learning process which included all activities related to the learning process using field note by Burns (1999:80).

2. Measurement

Measurement is the process of collecting data through empirical observations used to collect information relevant to the desired goal. In this case the researcher assessed student achievement by speaking orally. This means that researchers use measurement techniques to measure student achievement in speaking after using the talking sticks method by Cangelosi (1995:21).

E. Tools of Data Collection

Researcher used field notes and tests in this study. The following is an explanation of data collection:

1. Field Notes

Field notes are authentic evidence in the form of primary notes, or notes described about the processes that occur in the field, in accordance with the research focus, which are written descriptively. Field notes can be taken regarding a variety of observations related to learning in the classroom, classroom ambiance, classroom management, teacher and student interaction, and several other elements. These observations will be

used as a source of CAR data. The researcher used field notes to collect data. The field notes contained all activities in personal and group activities.

2. Speaking Test

The speaking test is a test conducted directly by the researcher to the research subject, this speaking test is used to determine whether the level of students' speaking ability is high or low. the speaking test will be carried out orally and alternately for each student who gets a talking stick played directly by the student in turn, and the test is given according to the information that has been given. According to Philips (1979: 1-2) Tests are generally defined as measuring instruments or instruments used to obtain data about certain properties or characteristics of individuals or groups.

F. Technique of Data Analysis

Data analysis is carried out gradually and continuously at the end of each learning process. Researcher used Quantitative and Qualitative techniques to analyze the data. These techniques are :

1. Field Notes

To analyze field notes, researcher use qualitative data analysis, first data reduction which refers to the process of selecting, focusing, simplifying, abstracting, and transforming data that appears in field notes. Second, data display, which is a set of information that is arranged and gives the possibility of drawing conclusions and taking action. According to Miles and Huberman (1994: 10-12), they define analysis as consisting of three streams of activities, namely: data reduction, data presentation, and conclusion drawing.

To analyse the data, the researcher used Miles and Huberman (1994:291) which was carried out simultaneously with the data collection process with the following flow: a. Data Reduction Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming data that emerges from written field notes.

a. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming data that appears in written field notes or transcriptions. Data reduction is useful for analyzing data from the beginning of the research. This means that researchers have reduced data before, during, and after collecting data and analyzing data. Before the data is actually collected, the researcher decides (often without full awareness) which conceptual framework, which cases, which research questions, and which data collection techniques to choose.

b. Display Data

Displaying data is describing data after the researcher has finished reducing the data. By displaying data, it will be easier for researchers to understand and analyze what is happening with the data presented. And researchers begin to make further research plans based on what researchers have experienced.

c. Conclusion Drawing and Verification

The last step in interpreting qualitative data is forming conclusions. After the researcher has condensed the data and displayed the previously presented data, conclusions are generated. Drawing conclusions entails taking a step back to explore what the data analysis implies and to evaluate how it may affect open-ended questions. Verification, which is closely related to conclusions, requires going back to the data as many times as necessary to confirm or validate any findings that have emerged.

2. Speaking Test

The speaking test is a test conducted directly by the researcher on the research subject, this speaking test is used to determine whether the level of students' speaking ability is high or low. The test will be conducted in the classroom by making groups of 5-6 students. The researcher will give a topic about Greetings, Farewell thank you, and apology.

After collecting the data, the researcher classified the students' grades. In classifying student grades, there are seven classifications used as follows:

The data cycle I and cycle II is analyzed through the following steps :

- a. Calculating mean score of the students' speaking test by using the following formula:

$$X = \frac{\sum x}{Max}$$

Where :

X : Mean score

$\sum x$: Sum of students' individual score

Max : Maxium score

Taken from Fraenkel, Wallen (2009:192)

- b. To know the percentage of the students' improvement by applying the following formula :

$$X = \frac{A}{N} \times 100$$

Where :

X : The students individual score

A : The students' total score

N : The total number of test item

Taken from Cohen et al (2007:423)

The Table of Specification Speaking

Score	Specification
80-100	Goof to excellent
60-79	Average to good
50-59	Poor to average
0-49	Poor

Based on the percentage of the application of Talking Sticks method, it can be concluded that this method is effectively used to improve speaking in class VII students of SMP Negeri 3 Banyuke Hulu.