

**STUDENTS' PERSPECTIVE USING TALKING STICK TECHNIQUE IN  
IMPROVE SPEAKING SKILL AT MTS NEGERI 1 MANADO**

**THESIS**

Submitted in partial fulfillment of the requirement for the degree of Sarjana  
Pendidikan (S.Pd) in Teaching English



By

**Baiq Dwi Handayani**

NIM 15.2.6.021

**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE INSTITUT OF ISLAMIC MANADO**

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## THESIS RATIFICATION

This thesis entitled "*Students' Perspective Using Talking Stick Technique to Improve Speaking Skill at The Eighth Grade Taksifi of MTs Negeri 1 Manado*" compiled by Baiq Dwi Handayani with student registration number 15.2.6.021, a student of English Education Study Program, has been examined and defended in the munaqasyah session on January, 13<sup>th</sup> 2023 and has been declared acceptable as one of the requirement to obtain Sarjana Pendidikan (S.Pd) Degree with several Improvements.

### BOARDS OF EXAMINERS:

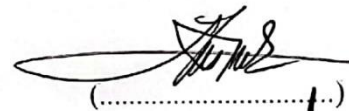
The Chairperson : Dr. Andi Mukarramah, M.Pd

(.....  
  
.....)


The Secretary : Lies Kryati, M.Ed

(.....  
  
.....)

Munaqisy I : Nur Hafimah, M.Hum

(.....  
  
.....)

Munaqisy II : Fadlan Saini, M.Pd

(.....  
  
.....)

Advisor I : Dr. Andi Mukarramah, M.Pd


(.....  
  
.....)

Advisor II : Lies Kryati, M.Ed


(.....  
  
.....)

Approved by:

The Dean of Tarbiyah and Teacher  
Training Faculty IAIN Manado

(.....  
  
.....)

Dr. Ardianto, M.Pd  
NIP. 197603182006041003



## ABSTRACT

Baiq Dwi Handayani (2015) Student Perspective Using the Talking Stick Technique in Improving Speaking Skills in Grade VIII Students of MTs Negeri 1 Manado. A thesis. English Education Study Program, Faculty of Tarbiyah and Teacher Training, Manado State Islamic Institute. Advisor: Dr. Andi Mukarramah Nagauleng, M.Pd and Lies Kryati, M.Educ.

This research is about students' perspectives on using the talking stick technique to improve speaking skills in Class VIII Students of MTS Negeri 1 Manado in the Academic Year 2022/2023. This study aimed to identify students' perspectives on the talking stick technique to improve speaking skills. This study used qualitative research methods. In this case, the researcher uses three instruments: observation, interviews, and documentation. This case was carried out from 21 November 2022 to 23 November 2022. The researcher observed the learning process in class and interviewed students directly to find out their perspectives on using the talking stick technique in English class. The results of this study are in the observation and interview activities. The researcher concluded that the Talking Stick Technique could improve students' speaking skills. Because students provide a positive perspective and become more active in learning activities, they also feel confident in expressing their opinions.

***Keywords: Student Perspective, Talking Stick, Talking.***



## ABSTRAK

Baiq Dwi Handayani (2015) *Perspektif Siswa Menggunakan Teknik Talking Stick dalam Meningkatkan Keterampilan Berbicara pada Siswa Kelas VIII MTs Negeri 1 Manado* . Sebuah tesis. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Manado. Pembimbing : Dr. Andi Mukarramah Nagauleng , M.Pd dan Lies Kryati , M.Educ .

Penelitian ini tentang perspektif siswa dalam menggunakan teknik tongkat bicara untuk meningkatkan keterampilan berbicara pada Siswa Kelas VIII MTS Negeri 1 Manado Tahun Pelajaran 2022/2023 . Tujuan dari penelitian ini adalah untuk mengidentifikasi perspektif siswa tentang teknik tongkat bicara untuk meningkatkan keterampilan berbicara. Penelitian ini menggunakan metode *penelitian kualitatif*. Dalam hal ini, peneliti menggunakan tiga instrumen. Yaitu observasi, wawancara, dan dokumentasi. Dalam hal ini dilakukan pada 21 November 2022 hingga 23 November 2022. Peneliti mengamati proses pembelajaran di kelas dan mewawancarai siswa secara langsung untuk mengetahui perspektif mereka tentang penggunaan teknik tongkat bicara di kelas bahasa Inggris. Hasil dari penelitian ini ada pada kegiatan observasi dan wawancara. Peneliti menyimpulkan bahwa Teknik Tongkat Bicara dapat meningkatkan keterampilan berbicara siswa. Karena siswa memberikan perspektif positif dan menjadi lebih aktif dalam kegiatan pembelajaran, juga merasa percaya diri dalam mengemukakan pendapatnya.

Kata kunci: *Perspektif Siswa, Tongkat Bicara, Berbicara.*

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In the name of Allah, the beneficent, the merciful, the Almighty God. The gratitude be to Allah for giving the strength and guidance so that the writer can finish this thesis. Peace be upon to the prophet Muhammad Shallallaahu ‘Alaihi Wa Sallaam, his family, his relatives, and his followers. This thesis is entitled “Using Talking Stick Technique in Improving Speaking Skills”. Presented to the English Education Department of Tarbiyah and Teacher Training as a compulsory fulfillment of the requirement for *strata 1* degree. Based on the problems found in the field, the reason for this thesis is the researcher feels curious about whether there is an improvement in speaking after using the talking stick technique.

The researcher's deepest appreciation addresses the Family. Beloved parent Fatimah Pangindaheng for the pray, support, and endless love. Husband, Machfud Popa, thank you for the support, motivation and all the researchers need during the completion of this thesis. Also, the researcher’s daughter always gives support by her smile to the researcher.

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6. Mutmainah, M.Pd as the First Deputy Dean of Faculty of Tarbiyah and Teacher Training State Institute of Islamic studies Manado,
7. Dr. Adri Lundeto M.Pd as the Second Deputy Dean of Faculty of Tarbiyah and Teacher Training State Institute of Islamic Manado,
8. Dr. Feiby Ismail M.Pd as the Third Deputy Dean of Faculty of Tarbiyah and Teacher Training State Institute of Islamic Studies Manado,
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10. Dr. Andi Mukarramah Nagauleng, M.Pd, as the researcher's First Advisor who gave suggestions, corrections, and encouragement in the process of this thesis,
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15. The researcher's classmates in TBI 2015, who always support her until finished her study.

The researcher realized that this thesis is still far from being perfect. The researcher hoped that this thesis is useful for the researcher in particular and readers in general.

Manado, 21<sup>st</sup> December, 2022

The researcher,

A handwritten signature in black ink, appearing to be 'Baiq Dwi Handayani', written in a cursive style.

**Baiq Dwi Handayani**

**NIM: 15.2.6.021**

## PERNYATAAN KEASLIAN SKRIPSI

Mahasiswa yang bertanda tangan dibawah ini:

Nama : **Baiq Dwi Handayani**  
NIM : **15.2.6.021**  
Tempat/Tgl. Lahir : Bitung, 04 Oktober 1997  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Program Studi : Tadris Bahasa Inggris  
Alamat : Jl. Lorong Simpony, link.6 Kelurahan  
Tuminting, Kecamatan Tuminting, Kota  
Manado  
Judul : “Students’ Perspective Using Talking Stick  
Technique in Improve Speaking Skill”

Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa Skripsi ini benar adalah hasil karya sendiri. Jika dikemudian hari terbukti bahwa ia merupakan duplikat, tiruan, atau dibuat oleh orang lain, sebagian atau seluruhnya, maka Skripsi dan gelar yang diperoleh karenanya batal demi hukum.

Manado, 21<sup>st</sup> December 2022

Penulis

  
METERAI  
TEMPEL  
50A4X244040469  
**Baiq Dwi Handayani**  
**NIM: 15.0.6.021**



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## CHAPTER I

### INTRODUCTION

This chapter contained the background of the study, research question, objective of the study, significance of the study, scope, and limits of the study, and definition of key terms.

#### **A. Research Background**

Speaking is an activity that involves one or more people communicating or sharing information. Nunan in Ajeng (2000) said that speaking skill is the most important aspect of learning a second or foreign language.<sup>1</sup> He also notes that the success of language learning is measured in terms of the ability to carry out a conversation in the target language.

Generally, there are four skills in English that are connected to each other. Reading, listening, writing, and speaking. Among those, speaking is a challenging skill, Nunan in Ricadonna (2018).<sup>2</sup> Good speaking makes teacher and student communication more effective. To build good communication between teacher and students, the teacher has to be good at seeing students' potential in the learning process to encourage students to participate in speaking.

When the researcher doing teaching practice (*Program Pengalaman Lapangan*) at MTs Negeri 1 Manado, the researcher observed that one of the student's problems in learning English is the lack of speaking ability. In one

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<sup>1</sup> Ajeng Novia Anggraini, Fitrawati, "Teaching Speaking by Using Talking Stick Technique", *Journal of English Language Teaching*, Vol.5 No 1 Serie A, 2016 Page 72.

<sup>2</sup> Ricadonna Alvita, Thesis: "*Students' Preception on The Imlementation of Talking Stick Model to Practice Speaking Skills*". (Yogyakarta: Universitas Sanata Dharma Yogyakarta, 2018), 1.

class, only a few students are able and brave in communicating well with each other and with the teacher. The students seemed doubtful every time they spoke English. They understand if someone spoke in English but they were not courageous enough to speak and express their opinions. This is a kind of reason of the researcher conducting a learning model to practice students' speaking skills.

The researcher used the talking stick technique as a type of cooperative learning to help the students in improving their speaking skills. The talking stick technique is one of many learning strategies where students play a major role in learning activities in the classroom. This technique contains the elements of the game such as the use of a moving stick that creates a pleasant learning atmosphere. This technique requires students to speak and express their opinions so that it can make it easier for students to remember the lessons that have been given previously.

In Allah SWT says at (Ar-Rahman:1-4)

الرَّحْمَنُ ۙ ۱ عَلَّمَ الْقُرْآنَ ۚ ۲ خَلَقَ الْإِنْسَانَ ۚ ۳ عَلَّمَهُ الْبَيَانَ ۚ ۴

*It means: 1. The Most Merciful, 2. Taught the Qur'an, 3. Created man, 4. [And] taught him eloquence.<sup>3</sup>*

The relation to education subject is the word ar-Rahman shows that the qualities of educators are generous, merciful and gentle, polite and noble to their students and anyone who shows professionalism in personal competence. A

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<sup>3</sup> Kementrian Agama RI, Al-qur'an 20 Baris Terjemah, (Bandung: CV Mikraj Khazanah Ilmu, 2011), p.267.

teacher should have good pedagogical competence as God teaches the Qur'an to His Prophet. Al-Quran shows as material given to students is the truth or knowledge from Allah (Professional Competence). The success of educators is when students can accept and develop the knowledge provided, so students become a generation that has spiritual intelligence and intellectual intelligence, as explained by AI-Bayan.

The researcher concludes that in teaching speaking before learning activities will begin, as educators who have professionalism, a teacher must master well the speaking material that will be given to the students to get good results and improve students' speaking skills.

Based on the explanation above, the researcher conduct the research entitled: **“STUDENTS PERSPECTIVE USING TALKING STICK TECHNIQUE TO IMPROVE SPEAKING SKILL at The Eight Grade Students of MTs Negeri 1 Manado in The Academic Year 2022/2023**

## **B. Research Question**

Related to the background that has been explained before, the researcher creates the question that is “How is The Students Perspective of Talking Stick Technique to Improve Speaking Skill?”

## **C. Objectives of the Study**

Based on the question above, the objective of this research is to identify students' perspective of talking stick technique to improve speaking skill.

## **D. Significance of The Study**



Based on the student's learning problem above, the significance of this study theoretically can strengthen the existing theories about the implementation of the talking stick technique in improving students speaking skills. Practically, the results of this study can be supposed of interpretation to the following:

1. For Students

The students are more enthusiastic in speaking and confident in expressing their opinions.

2. For teacher

The teacher gets a new strategy in teaching to improve students speaking skills.

3. For the next Researcher

Hopefully, the next researcher can be using this study as a reference for more research on a similar topic.

#### **E. Scope and Limits of the Study**

Connected to a background of the study and determine the research question, slow understanding of the lessons that have been explained. The teacher has to improve the learning method in teaching English.

The researcher limits this study by the focus on the students perspective using the talking stick technique to improve speaking skills in the eight-grade students of MTs Negeri 1 Manado in Academic Year 2022/2023.

#### **F. Definition of Key Terms**

1. Perspective

Based on Collins Dictionary “Perspective is a specific way on thinking about something, Especially one that is influenced by your beliefs or experiences.”<sup>4</sup>

## 2. Speaking Skills

Speaking is one of the productive skills which allows the speakers doing communicate effectively.

## 3. Technique

A systematic procedure, formula, or routine by which a task is accomplished.

## 4. Talking Stick

Talking stick is a kind of cooperative learning process by using the stick as a tool. The students who get the stick have to answer the question based on the topic given by the teacher.

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<sup>4</sup> Almira Mulyana “*Students’ Perspective of Using Role Pley to Develop Speaking Skill*” (Banjarmasin: Universitas Ibn Khaldun.2020), 3.

## CHAPTER II

### THEORETICAL FRAMEWORK AND REVIEW OF RELATED LITERATURE

This chapter consists of two parts, which are the theoretical framework and review of related literature. The theoretical framework explains how synthesized to conduct the study and answer the research question.

#### **A. Theoretical Framework**

##### 1. Perspective

Various kinds of opinions that occur in human lives are normal. Therefore everyone certainly has perspective is a way of looking at something object, and perception is the act of interpreting a way of looking at things from different perspectives. Purnomo in Ricadonna (2018) states, “perception is a process where a person selects some stimulus to be interpreted into meaningful information”.<sup>5</sup> According to Martono, perspective is a point of view that is used by someone to look at a phenomenon that is happening.<sup>6</sup>

From the description above, it can be concluded that information to describe and understand the environment. In this research, the researcher wants to examine how is the student's perspective on using the talking stick technique to improve speaking skills. The students will be given a positive or negative response based on their perspectives on the use of the talking stick technique.

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<sup>5</sup> Ricadonna Alvita, *Students' Perception on the Implementation of Talking Stick Model to Practice Speaking Skills* (Yogyakarta: Universitas Sanata Dharma. 2018), 5.

<sup>6</sup> Laeli Nur Azizah, (<https://www.gramedia.com/literasi/pengertian-perspektif>, accessed on December 11, 2022).

a. Types of Perspectives

- 1) Human Eye Perspective
- 2) Bird Eye Perspective
- 3) Cat Eye Perspective

2. Speaking

Speaking is the way for someone to express their idea and do communicate with one another. In language teaching, we often talk about the four language skills (speaking, listening, reading, and writing) in terms of their direction and modality.<sup>7</sup> The language generated by the learners (in either speech or writing) is considered productive and language directed at the learners (in reading and listening) is known as receptive language. Modality refers to the medium of the language (whether it is aural oral or written). So, speaking is a productive oral skill.

According to Bahadorfar and Omidvar (2014:9), speaking is one of the skills that have to be mastered by students in learning English. Speaking is an essential tool for communication. In the classroom, improving the speaking skills of students has always been a concern.

Fauziawati (2010:17) states that speaking in a foreign language is not an easy task for language learners. They are not prepared yet to speak spontaneously. Therefore, there should be some basic considerations to take before conducting a speaking class. One of them is by preparing learning

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<sup>7</sup> Kathleen M Bailey, *Practical English Language Teaching: Speaking International Edition 2005* (America: The Mc Grow hill Companies.2005), 2.

techniques correctly. In this case, the researchers chose the talking stick technique as an effort to improve students' speaking skills.

### 3. The Nature of Speaking

Speaking is the most natural way to communicate. It is also used for interacting between two people in daily life, such as: at school, at home, or some other places. As Gottlieb quoted Underhill's opinion "speaking generally involves two ways communication with interactive role switching between the speaker, who conveys a message, and the listener, who interprets responds to it"<sup>8</sup>

The definition of speaking commonly are:

- a. Speaking is the ability to say articulation sounds or words to express thought, idea and feeling.<sup>9</sup>
- b. Speaking is a building process of constructing meaning that involves producing and receiving and processing information.<sup>10</sup>
- c. Speaking is the process of building communication and expressing ideas and also sharing an opinion.

Mastering speaking is the most important aspect of learning a foreign language, and success is measured by language conversation.<sup>11</sup> Based on the explanation above, it can be determined that *speaking is the process of sharing*

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<sup>8</sup> Margo Gottlieb, *Assessing English Language Learners*, (California: Corwin Press. 2006), 45.

<sup>9</sup> Henry Guntur Tarigan, *Berbicara Sebagai Suatu Keterampilan Bahasa* (Bandung: Angkasa, 1984), 15.

<sup>10</sup> Margo Gottlieb, *Assessing English Language Learners*, (California: Corwin Press. 2006), 45.

<sup>11</sup> David Nunan, *Language Teaching Methodology* (Sydney: Prentice Hall, tt), 39.

*information with another person, including knowledge, interests, opinions, or ideas.*

#### 4. The Function of Speaking

Brown and Yule's framework (after Jones, 1996, and Burns, 1998): the function of speaking is classified into three, they are talking as interaction, talk as a transaction, and talk as performance. Each of these speech activities is quite distinct in terms of form, function and requires different teaching approaches.<sup>12</sup>

#### 5. Characteristics of a Successful Speaking Activity

The characteristics of a successful speaking activity are:<sup>13</sup>

##### a. Learners talk a lot

As much as possible the time allotted to the activity is occupied by learners' talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

##### b. Participation is even

Classroom discussions are not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.

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<sup>12</sup> Jack C Richards, *Teaching Listening and Speaking, from theory to practice* (New York: Cambridge University Press, 2008), 21

<sup>13</sup> Penry Ur, *A Course in Language Teaching, Practice and Theory* (New York: Cambridge University Press, 1996), 120.

c. Motivation is high

Students are excited to speak because the topic is interesting and they have something new to say about it.

d. Language is of an acceptable level

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

e. Fluency

The candidate shows sustained ability to maintain a conversation and to contribute at some length. The candidate can respond to a change in direction of the conversation and perhaps initiate new topics.<sup>14</sup>

f. Vocabulary

The candidate shows enough command of vocabulary to respond with some precision. Shades of meaning are achieved and some sophisticated information or ideas are communicated. Can understand and participate in any conversation within the range of his or her experience with a high degree of fluency and precision of vocabulary.<sup>15</sup>

g. Pronunciation

There has been some controversy over the role of pronunciation work in a communicative, interactive course of study. Because the overwhelming

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<sup>14</sup> Peter Lucantoni, *Teaching and Assessing Skills in English as a Second Language* (Cambridge: Cambridge University Press, 2002), 221.

<sup>15</sup> Peter Lucantoni, *Teaching and Assessing Skills in English as a Second Language* (Cambridge: Cambridge University Press, 2002), 221.

majority of adult learners will never acquire an accent, free command of a foreign language should be a language program that emphasizes the whole language, meaningful contexts, and automatic these tiny phonological details of the language.<sup>16</sup>

Based on the explanation above, it can be concluded that the characteristic of a successful speaking activity can be viewed from several things which are: learners talk a lot, participation is even, motivation is high, learning is of an acceptable level, fluency, vocabulary, and pronunciation.

## 6. Speaking Skill

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners.<sup>17</sup> Alderson and Bachman in Dila (2016) states that speaking skill is an important part of the curriculum in language teaching, and this makes them an important object of assessment as well.<sup>18</sup>

According to Bahadorfar and Omidvar in Dila (2016), speaking is a crucial part of second language learning and teaching, it is an art of communications and one of four productive skills, which have to be mastered in learning a foreign language.<sup>19</sup>

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<sup>16</sup> H Douglas Brown, *Teaching by Principles: an interactive Approach to Language Pedagogy* (New York: Addition Wesley Longman, Inc, 2001), 268.

<sup>17</sup> Jack C Richards, *Tceaching Listening and Speaking, from theory to practice* (New York: Cambridge University Press, 2008), 19.

<sup>18</sup> Dila Vitalia, a Thesis: “*The Effectiveness of Using Taking Stick Method in Teaching Speaking*” (Purworejo: Muhammadiyah University, 2016), 11.

<sup>19</sup> Dila Vitalia, a Thesis: “*The Effectiveness of Using Taking Stick Method in Teaching Speaking*” (Purworejo: Muhammadiyah University, 2016), 12.



## 7. Assessing Speaking

After teaching speaking, the teacher needs to know how far the students learning understanding in the class. In this case, there are some aspects of assessing speaking by Huges in Rizqika as follows:<sup>20</sup>

- a. Pronunciation
- b. Grammar
- c. Vocabulary
- d. Fluency
- e. Comprehension

Based on the explanation above, the researcher concludes that speaking skills are the most important thing in learning a foreign language or second language to communicate orally with each other.

## 8. Talking Stick Technique

The talking stick technique is a learning technique that uses a stick as a tool or instructional media, who hold the stick have to answer questions from the teacher after students learn the material anyway. Shoimin in Ricardonna (2014) states that “someone who holds the stick should answer a question from the teacher after the students learn the material”<sup>21</sup> Talking stick technique encourages students to dare to express their opinion. The learning technique begins with an explanation from the teacher about the subject

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<sup>20</sup> Rizqika Fajriah Dano “*The Correlation between Students’ Vocabulary Mastery and Speaking Skill*” (Manado: IAIN Manado, 2019) 15.

<sup>21</sup> Ricadonna Alvita, Thesis: “*Students’ Preception on The Imlementation of Talking Stick Model to Practice Speaking Skills*”. (Yogyakarta: Universitas Sanata Dharma Yogyakarta, 2018), 13.

matter that will be learned. The students are given the material to read and learn then the teacher provides sufficient time for this activity.

According to Locust cited in Fujioka in Ananda (2017) “Whoever holds the talking stick has within his hands the power of words.” It means that only the person holding the stick who stops can talk and express his opinion. Applying the talking stick technique can provide a fun learning experience, and increase motivation, trust, and life skills in students.<sup>22</sup> Also can improve the students' speaking skills and be more enthusiastic about learning English. The teacher asks students to close the book. The teacher take a stick that had been prepared in advance. Sticks are provided to learners. Learners who received the stick are required to answer questions from the teacher.

Based on the explanation above, the researcher concludes talking stick technique is a kind of cooperative learning that uses a stick as a tool, the students who hold the stick should answer the question from the teacher after they were learning the material, and so on repeated continuously.

#### 9. The Goals of the Talking Stick Technique

Talking Stick Technique is a learning model that is very thick with elements of the game, it is done because there are certain goals. The goals of this Talking Stick Technique based on Murtiningsih (2017) are:

- a. Improving student activity during the learning activity

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<sup>22</sup> Nining Mariyaningsih, Mistina Hidayati, *BUKAN KELAS BIASA Teori dan Praktik Berbagai Model dan Metode Pembelajaran* (Surakarta, 2018), 104.

- b. Train the students to be able to speak and express their opinion in front of the public
- c. Makes the learning atmosphere more happy, funny, and not stressful
- d. Train the students more confidence in answering the question
- e. Teaching the students to be able to work to solve the problems.<sup>23</sup>

From the explanation above, it can be concluded that the talking stick technique can be improving speaking skills because with talking stick students can express their opinion in their own words.

#### 10. The Advantages and Disadvantages of the Talking Stick Technique

##### a. Advantages

Talking Stick is seen as offering many advantages, some of which are as follows:

- 1) Enhanced language learning in such areas as spelling and pronunciations.
- 2) Improved speaking skills
- 3) Greater enjoyment of studying speaking
- 4) More positive attitude toward speaking
- 5) Higher possibility of developing a speaking habit
- 6) Increase the readiness of students

##### b. Disadvantages

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<sup>23</sup> Murtiningsih "Penerapan Model Pembelajaran Talking Stick pada Mata Pelajaran Ips di Sekolah Dasar" *An Article*, (<http://pgsd.fip.um.ac.id/wp-content/uploads/2017/01/12.pdf>, Accessed on November 03, 2019)

- 1) Make students heart gymnastics
- 2) Make students ashamed because not accustomed yet

#### 11. Procedures of Teaching Speaking Use the Talking Stick

Kagan and Kagan in Maria and Slamet (2015) state that the procedure of talking stick method in the teaching and learning process is as follows:<sup>24</sup>

- a. The teacher provides a discussion topic and provides think time.
- b. Any student begins the discussion, placing one of his/ her sticks in the center of the table.
- c. Any student with a stick continues discussing, using her stick.
- d. When all sticks are used, teammates each collect their sticks and continue the discussion using their talking.

### **B. Review of Related Literature**

Before this research will be conducted, the researcher learning some relevant preview studies which are talking about talking sticks and speaking skills.

1. The first is a thesis from Najib Ahmad “*The Implementation of Talking Stick Method in Teaching Speaking at The Eight Grade Students’ at SMP Islam Thoriqul Huda Cekok Babadan Ponorogo in Academic Year 2016/2017*”. State Islamic of Institut Ponorogo (IAIN Ponorogo) 2017.<sup>25</sup> The researcher concludes that the Talking Stick method is effective in teaching speaking.

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<sup>24</sup> Maria Magdalena Ana Sarastrri, Slamet Riyadi Surakarta, “Improving Students Speaking Skill by Using Talking Stick Method” *An Article*, (<https://jurnal-mahasiswa.unisri.ac.id/>) Accessed on November 03, 2019).

<sup>25</sup> Najib Ahmad “*The Implementation of Talking Stick Method in Teaching Speaking at The Eight Grade Students’ at SMP Islam Thoriqul Huda Cekok Babadan Ponorogo in Academic Year 2016/2017*.” (State Islamic of Institut Ponorogo) 2017.

Because the students can be motivated, confident, enjoy, not sleepy, and feel speaking English is easy.

2. A thesis from Ricadonna Alvita "*Students' Perception on the Implementation of Talking Stick Model to Practice Speaking Skill*". Sanata Dharma University Yogyakarta 2018.<sup>26</sup> The researcher concludes that the students gave the positive perception on the implementation of the Talking Stick model.
3. A thesis from Fitri Habu "*The Use of Song in Students' Vocabulary Learning*". IAIN Manado 2020.<sup>27</sup> The researcher concludes that the students interested and look so happy in the learning activity using a song. Also their vocabulary mastery are improved.
4. A journal from Almira Mulyana "*Students' Perspective of Using Role Play to Develop Speaking Skill*". Universitas Ibn Khaldun 2020.<sup>28</sup> The researcher concludes that role play have many positive impact on student speaking skill such as more confident in speaking, the vocabulary improved, and their pronunciation are better.
5. A journal from Syahyuri and Riyanto "*Students' Perception Towards The Implementation of Talking Stick Model to Practice English Speaking Skill*". Universitas Indraprasta PGRI Jakarta 2019.<sup>29</sup> The researcher concludes that

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<sup>26</sup> Ricadonna Alvita "*Students' Perception on the Implementation of Talking Stick Model to Practice Speaking Skill*". (Sanata Dharma University Yogyakarta) 2018.

<sup>27</sup> Nur Fitri Qomariah S. Habu "*The Use of Song in Students' Vocabulary Learning*" (IAIN Manado) 2020.

<sup>28</sup> Almira Mulyana "*Students' Perspective of Using Role Play to Develop Speaking Skill*" (Universitas Ibn Khaldun) 2020.

<sup>29</sup> Syahyuri and Riyanto "*Students' Perception Towards The Implementation of Talking Stick Model to Practice English Speaking Skill*" (Universitas Indraprasta PGRI Jakarta) 2019.

the students gave positive perception on the implementation of talking stick model.

**Table 2.1 Research Originality**

<b>No.</b>	<b>Research Identity</b>	<b>Similarity</b>	<b>Difference</b>	<b>Research Originality</b>
1.	<p>“The Implementation of Talking Stick Method in Teaching Speaking at The Eight Grade Students at SMP Islam Thoriqul Huda Cekok Babadan Ponorogo in Academic Year 2016/2017”. A thesis from Najib Ahmad. The researcher concludes that the Talking Stick method is effective in teaching speaking. Because the</p>	<p>This research focused on the eighth-grade students as a sample. This research employed a qualitative approach, and the design was a case study.</p>	<p>This research focused on the description of using the talking stick method in Teaching Speaking.</p>	<p>The researcher focused on the students perspective using talking stick technique to improve speaking skills</p>

	students can be motivated, confident, enjoy, not sleepy, and feel speaking English is easy.			
2.	<p>“<i>Students’ Perception on the Implementation of Talking Stick Model to Practice Speaking Skill</i>”.</p> <p>Sanata Dharma University Yogyakarta 2018. A thesis from Ricadonna Alvita. The researcher concludes that the students gave the positive perception on the implementation of the Talking Stick model.</p>	<p>This research focused on students perception on the implementation of talking stick model.</p>	<p>This research sample focused on the eleven grade of SMAN 6 Yogyakarta.</p>	
3.	<p>“<i>The Use of Song in</i></p>	<p>This research was conducted</p>	<p>This research focused on the</p>	

	<p><i>Students' Vocabulary Learning</i>". IAIN Manado 2020. A thesis from Nur Fitri Habu. The researcher concludes that the students interested and look so happy in the learning activity using a song. Also their vocabulary mastery are improved.</p>	<p>in MTs Negeri 1 Manado. Located in Jl. Bailang, Kec. Bunaken Manado, Sulawesi Utara.</p>	<p>use of song in students' vocabulary learning.</p>	
4.	<p><i>"Students' Perspective of Using Role Play to Develop Speaking Skill"</i>. Universitas Ibn Khaldun 2020.<sup>30</sup> A journal from Almira Mulyana. The researcher</p>	<p>Develop the speaking skills by using some learning method.</p>	<p>This research purpose is to know how the speaking skill was develop trough the role play method based on the students' perspective.</p>	

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<sup>30</sup> Almira Mulyana "*Students' Perspective of Using Role Pley to Develop Speaking Skill*" (Universitas Ibn Khaldun) 2020.



	concludes that role play have many positive impact on student speaking skill such as more confident in speaking, the vocabulary improved, and their pronunciation are better.		So, this research focused on the use of role play method.	
5.	<p><i>"Students' Perception Towards The Implementation of Talking Stick Model to Practice English Speaking Skill"</i>. Universitas Indraprasta PGRI Jakarta 2019. A journal from Syahyuri and Riyanto. The researcher concludes that the students gave</p>	Using talking stick learning method.	In this research, the researcher focused on the students' perception is positive or negative towards the implementation of talking stick model.	

	<p>positive perception on the implementation of talking stick model. The students perceived that the talking stick model was really nice, attractive, and easy to be implemented.</p>			
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## CHAPTER III

### RESEARCH METHOD

In this chapter, the researcher explains about research method or what the researcher going to do. The research method commonly is approach and research design, research location, source of data, research instruments, data analysis technique, checking the validity of findings, and research stages.

#### A. Approach and Research Design

Research approaches are plans and the procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis and interpretation.<sup>31</sup> This research is more concentrated on the students perspective about the talking stick technique to improve the speaking skill. Finding out the significance is the goal of this research. The researcher will see how far the improvement of students speaking skills in language learning using the talking stick technique in the class at MTs Negeri 1 Manado.

This research belongs to *qualitative research* because the data is analyzed using non-numerical explanations. Creswell in Sudaryono said “*Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher build a complex, holistic picture, analyzes words, report detailed views of informants, and conducts the study in a natural setting*”.<sup>32</sup>

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<sup>31</sup> John W. Creswell, *Research Design*, (California: Sage, 2014), 1.

<sup>32</sup> Sudaryono, *Metodologi Penelitian Kuantitatif, Kualitatif, dan Mix Method*, (Depok: Rajawali Pers, 2018), 519.

The researcher observes the learning process in the classroom and interviewed the students directly to know their perspective of using the talking stick technique in English class. In this case, the researcher used observation, interview, and some documentation.

## **B. Research Location**

This research is held at MTs Negeri 1 Manado. It is located on Jl. Bailang Raya No.293, Bailang, Bunaken, Manado, Sulawesi Utara.<sup>33</sup>

## **C. Data and Source of Data**

The data is all the information about people who are the subject of research.

The source of data in this research are:

### 1. Students

The researcher focuses on 10 students in two classroom. That is Eight grade taksifi A and B which consists of 5 students from class A, and 5 students from class B.

**Figure 3.1 The Students of Eight Grade Taksifi A**

<b>No</b>	<b>Initial Name</b>	<b>Male/ Female</b>
1	M F A	Male
2	I M	Male
3	A Y	Male
4	K A L	Male
5	A A	Male

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<sup>33</sup> MTs Negeri 1 Manado (mtsn1manado.sch.id, accessed on November, 05, 2019).

**Figure 3.2 The Students of Eight Grade Taksifi B**

No	Initial Name	Male/ Female
1	H A S	Male
2	K S	Male
3	F M	Female
4	A N	Female
5	K	Female

## 2. English Teacher

The English teacher as the subject of this research is Maam Yunita Abdul Razak, M.Pd.

### **D. Research Instrument**

To collect the information, the researcher used some research instruments like observation sheets, interview sheets, and other documentation. Those components are used by the researcher to find out the outcome of the learning technique used in this research.

#### 1. Observation sheet

The researcher used an observation sheet to observe teaching and learning proses also the students learning improved in the class.

#### 2. Interview Sheet

The researcher used an interview sheet to know the student's perspectives on the usage of the talking stick technique in teaching and learning proses.

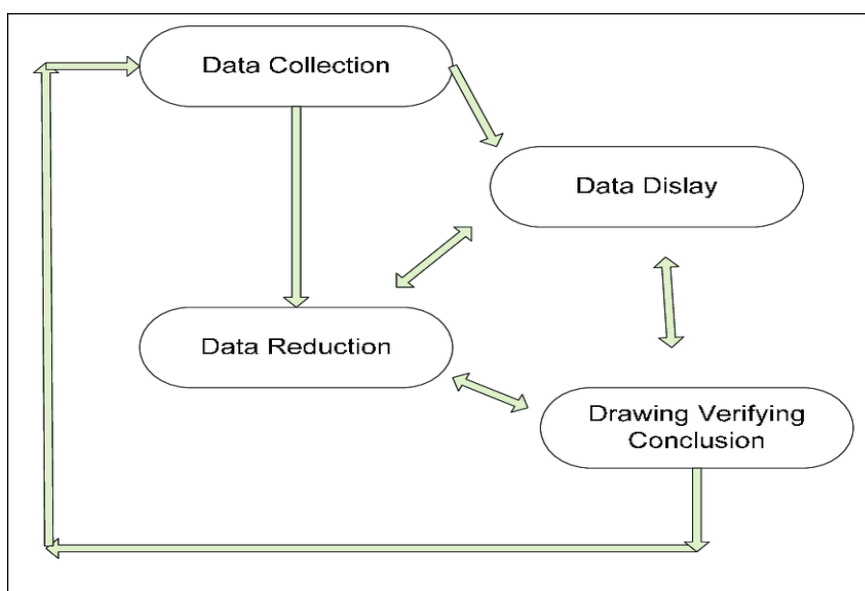
### 3. Documentation

The researcher uses documentation as physical evidence where the researcher has conducted the research at MTs Negeri 1 Manado.

### E. Data Analysis Technique

In this research, the data was analyzed from the result of observation, interview, and documentation. The data analysis technique used in this research is qualitative data. There are three phases of analyzing the data according to Miles and Huberman: data collection, data reduction, data display, and drawing verifying the conclusion.<sup>34</sup>

Figure 3.1 Simple Data Analysis Technique Model




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<sup>34</sup> Mathew B. Miles, and Michael Huberman. *Qualitative Data Analysis*. (Thousand Oaks: Sage, 1994), 12.

### 1. Data Reduction

In Miles and Huberman, Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions.<sup>35</sup> The data has been obtained from the observation, interview, and documentation. It was selected based on the researchers' purpose by setting classification and removing the irrelevant data to be analyzed.

### 2. Data Display

The data displayed formally in the tables to explain the result clearly. In the data display, the researcher was analyzed some activities as follows: observing the learning process, doing interview with the teacher and students, and take some documentations like take some pictures, asks the lesson plan from the teacher, and the students' learning outcome.

### 3. Drawing Verifying conclusion

The last one is drawing and verifying conclusion. The data was concluded by researcher own sentences.

## **F. Research Stages**

The researcher presented several stages to be reported as follows:

1. The researcher conducted a preliminary observation at the potential research site.

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<sup>35</sup> M.B Miles, and A.M Huberman. *Qualitative Data Analysis, 2nd Ed.* (Newbury Park, CA: Sage. 1994). 10.

2. The researcher identified the methodology and population of the research such as, the research location, and the sample of the research.
3. The researcher prepared the instrument of the research such as an interview sheet, observation sheet, and field notes.
4. Analyzing and interpreting the data.
5. The researcher reported the research findings.
6. Then the researcher concludes and gives suggestions to the reader.



## CHAPTER IV

### FINDING AND DISCUSSION

This chapter consists of two parts, which are research findings and discussion. In finding, the researcher explained the process of presenting and calculating the data. While the discussion section is analyzing the research findings.

#### **A. General Description of the School**

Madrasah Tsanawiyah Negeri 1 Manado was established in 1978 which was the result of the fusion of the 6-year PGAN of Manado, and the process of refining was the relocation of MTs Negeri Muara Tewe Nort Barito, Central Kalimantan, became MTs Negeri Manado based on the Decree of the Minister of Religion in 1980. In 2012, it was proclaimed as the Superior State of Madrasah Tsanawiyah. Madrasah has a Statistics Number (NSM) and National School Principal Number (NPSN) = 121 1 71 71 0001 and 40102869.<sup>36</sup>

The learning activities in MTs Negeri 1 Manado focus on moral education, religious achievement, and improving students' life skills, without role out the achievements in the academic field. Madrasah Tsanawiyah Negeri 1 Manado's building consists of 2 floors with a total of 57 rooms with 24 studies group classes.<sup>37</sup> Madrasah Tsanawiyah Negeri 1 Manado located in Bailang, Bunaken District, Manado City, North Sulawesi.

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<sup>36</sup>MTs Negeri 1 Manado. "Sejarah Singkat", ([mtsn1manado.sch.id](http://mtsn1manado.sch.id), accessed on December, 20, 2020).

<sup>37</sup>MTs Negeri 1 Manado. "Sejarah Singkat", ([mtsn1manado.sch.id](http://mtsn1manado.sch.id), accessed on December, 20, 2020).

## **B. Finding**

To collect the data, the researcher used three instruments as follows:  
observation, interview, and documentation.

### 1. Observation

The observation was held on November 21<sup>st</sup>, 2022, MTs Negeri1 Manado.  
In this section, the researcher observed the learning process. It was found that:

- a. The teacher can manage the classroom
- b. The learning technique is attractive
- c. Teacher and students can communicate well
- d. Students understand well what the teacher explained based on their  
question
- e. Students become active in the classroom

### 2. Interview

In this research, the researcher has interviewed the teacher and students to support the result of observation. The interview was held on November 22<sup>st</sup>, 2022. There were six questions for the teacher and nine questions for the students.

#### a. Teacher

- 1) In your opinion, what makes students difficult to be confident in speaking English?

The English teacher said:

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Ada empat factor penyebab siswa kesulitan menjadi percaya diri dalam speaking English. yaitu minimnya kosa kata, minimnya pengetahuan tata Bahasa, dan rasa malu dan ragu.<sup>38</sup>

(There were four factors of students' difficulty becoming confident in speaking English. The lack of vocabulary, lack of grammar, shyness, and doubt).

The teacher said that the lack of vocabulary, the lack of grammar, shyness, and doubt become the factors of students' less confidence in learning English, especially in speaking.

2) Have you used the talking stick technique in learning English?

The teacher answered:

Ya, saya pernah menggunakannya pada kelas tujuh dan delapan.<sup>39</sup>

(Yes, I used it in seventh grade and eighth grade).

The teacher said that she used it in the seventh grade and eighth grades. But she uses the ball instead of sticks. When the students get the ball, they have to talk.

3) Is the talking stick technique interesting to be used in the classroom?

The teacher said:

Ya, karena dapat membuat kelas menjadi lebih seru.<sup>40</sup>

(Yes, to make the class more fun).

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<sup>38</sup> YAR, English Teacher, Interview, MTs Negeri 1 Manado, November 23<sup>st</sup> 2022.

<sup>39</sup> YAR, English Teacher, Interview, MTs Negeri 1 Manado, November 23<sup>st</sup> 2022.

<sup>40</sup> YAR, English Teacher, Interview, MTs Negeri 1 Manado, November 23<sup>st</sup> 2022.

The teacher said, sometimes she accompanies the game by using a song. So when she stopped the song and the students get the ball, she/he has to speak.

- 4) Do you think the students speaking skills improve after using the talking stick technique?

The teacher answered:

Ya, meningkat. Tapi tidak begitu signifikan.<sup>41</sup>

(Yes, improved. But not so significant).

The teacher said that the students speaking skills are improve after the talking stick was used. But it is not so significant. If it is maximized, in every English lesson there is material related to vocabulary, we will repeat to apply the talking stick technique. The increase is definitely more significant.

- 5) In your opinion, what are the advantages and disadvantages of the talking stick technique?

Teacher:

Kelebihannya yaitu keterampilan berbicara siswa meningkat, membuat kelas lebih seru, pembelajaran tidak membosankan. Kekurangannya yaitu akan membuat siswa merasa tegang bagi mereka yang belum menguasai materi.<sup>42</sup>

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<sup>41</sup> YAR, English Teacher, Interview, MTs Negeri 1 Manado, November 23<sup>st</sup> 2022.

<sup>42</sup> YAR, English Teacher, Interview, MTs Negeri 1 Manado, November 23<sup>st</sup> 2022.

(The advantages are: the students speaking skills were improved, make the class more fun, and the learning process is not boring. The disadvantage is: makes the students feel tense those who have not mastered the material).

The teacher said that the talking stick technique has its own advantages and disadvantages. But very useful for the teacher to increase the knowledge about learning strategies.

- 6) What is your opinion on the further implementation of the talking stick technique?

Teacher answered:

Saya menyarankan untuk Teknik ini lebih sering diterapkan apabila terdapat materi yang berkaitan dengan penguasaan vocabulary agar supaya dapat melatih siswa kepercayaan diri siswa untuk berbicara.<sup>43</sup>

(I suggest that this technique will be applied more often if there is material related to vocabulary mastery so that it can train the students' confidence in speaking).

The teacher said that the application of this technique is very useful for students who have minimal vocabulary mastery. Besides being able to increase their vocabulary, it can also increase their confidence in speaking.

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<sup>43</sup> YAR, English Teacher, Interview, MTs Negeri 1 Manado, November 23<sup>st</sup> 2022.

Based on the interview above, the researcher conclude that the talking stick technique has been applied to students in grades 7 and 8. Students' speaking skills can improve but not so significantly if not repeated. So in every lesson related to adding vocabulary, this technique is very suitable to help students improve their speaking skills.

b. Students

- 1) The perspective about students' problem in speaking English. Start from MFA said:

Ya, saya mempunyai masalah dalam berbicara Bahasa Inggris.<sup>44</sup>

(Yes, I have a problem speaking English).

Same with IM. He said:

Ya, saya mempunyai masalah dalam berbicara Bahasa Inggris. salah satunya yaitu menghafal kosa kata.<sup>45</sup>

(Yes, I have problems speaking English. One of them is memorizing vocabulary).

Similar opinion told by HAS:

Ya, saya punya. Yaitu masih kurang menghafal kosa kata sehingga kurang percaya diri untuk berbicara.<sup>46</sup>

(Yes, I have. That is a lack of memorizing the vocabulary. so, less confident to speak).

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<sup>44</sup> MFA, 8<sup>th</sup> grade student, Interview, MTs Negeri 1 Manado, November 22<sup>st</sup> 2022.

<sup>45</sup> IM, 8<sup>th</sup> grade student, Interview, MTs Negeri 1 Manado, November 22<sup>st</sup> 2022.

<sup>46</sup> HAS, 8<sup>th</sup> grade student, Interview, MTs Negeri 1 Manado, November 22<sup>st</sup> 2022.

2) The second perspective about learning English while playing a game.

KS stated that:

*Suka mis, Bahkan senang. Karena jadi cepat mengerti itu pelajaran.*<sup>47</sup>

(Like it miss, even I'm happy. Because I become quickly understand the lesson).

K also stated:

*Suka, saya senang belajar sambil bermain. Jadi rileks dan nda bikin tegang.*<sup>48</sup>

(I like it, and I'm happy to learn while playing. Become relaxed and not stressed).

The other opinion is from AN:

*Ya, suka miss. Karena lebih seru dan biar nda manganto.*<sup>49</sup>

(Yes, like it miss. Because more fun and so as not to sleep).

3) The third perspective about learning English by using talking sticks.

KAL, the students of 8<sup>th</sup> grade said:

Menurut saya, penggunaan Teknik seperti itu bagus karena selain untuk melatih fokus, juga dapat meningkatkan percaya diri dalam berbicara.<sup>50</sup>

(In my opinion, the use of this technique is good. Because in addition to training the focus, it can also increase confidence in speaking).

Another student, FM, also gave her opinion:

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<sup>47</sup> KS, 8<sup>th</sup> grade student, Interview, MTs Negeri 1 Manado, November 22<sup>st</sup> 2022.

<sup>48</sup> K, 8<sup>th</sup> grade student, Interview, MTs Negeri 1 Manado, November 22<sup>st</sup> 2022.

<sup>49</sup> AN, 8<sup>th</sup> grade student, Interview, MTs Negeri 1 Manado, November 22<sup>st</sup> 2022.

<sup>50</sup> KAL, 8<sup>th</sup> grade student, Interview, MTs Negeri 1 Manado, November 22<sup>st</sup> 2022.

Menurut saya, dengan menggunakan talking sticks game, saya merasa terlatih dalam kecepatan berpikir untuk menjawab pertanyaan.<sup>51</sup>

(In my opinion, by using the talking stick game, the benefit is that I feel trained in the speed of thinking to answer the question).

- 4) The fourth perspective of the use of talking sticks in improving speaking skills.

AA said:

*Ya, karna saya jadi berani mo mengungkapkan pendapat. Sebelumnya masih malu-malu miss.*<sup>52</sup>

(Yes, because I have the courage to express my opinion. Previously still shy).

Then, his friend, AY, also states:

*Iya, saya merasa tertantang untuk berbicara dan berusaha mencari kosa kata baru.*<sup>53</sup>

(Yes, I feel challenged to talk and try to find new vocabulary).

The same thing said by MFA:

*Ya, saya merasa ada peningkatan kalau mo berbicara Bahasa Inggris. Karena gamenya seru jadi lebih percaya diri.*<sup>54</sup>

(I feel there is an improvement in speaking English. Because the game is fun and I feel more confident).

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<sup>51</sup> FM, 8<sup>th</sup> grade student, Interview, MTs Negeri 1 Manado, November 22<sup>st</sup> 2022.

<sup>52</sup> AA, 8<sup>th</sup> grade student, Interview, MTs Negeri 1 Manado, November 22<sup>st</sup> 2022.

<sup>53</sup> AY, 8<sup>th</sup> grade student, Interview, MTs Negeri 1 Manado, November 22<sup>st</sup> 2022.

<sup>54</sup> MFA, 8<sup>th</sup> grade student, Interview, MTs Negeri 1 Manado, November 22<sup>st</sup> 2022.



The last opinion from K:

Ya, meningkat. Selain lebih percaya diri untuk berbicara, dapat melatih kekompakan.<sup>55</sup>

(Yes, improve. Besides being more confident in speaking, it can practice teamwork).

From the interview with some students, the researcher concludes that the use of the talking stick technique can improve speaking skills. It can be seen from their confidence in expressing an opinion, vocabulary mastery was improved, have the desire to practice their speaking skills.

### 3. Documentation

In this research, the researcher has the lesson plan and students' learning results from the teacher and also takes some pictures of the learning activity as documentation to support the data.

## C. Discussion

### 1. Students' Perspective using Talking Stick Technique

Ekaningrum and Prabandari in Ricadonna (2018) state “People's perception about something will influence the way they respond about something, whether it is positive or negative”.<sup>56</sup> From the research findings, it is shown that the students have positive responses about the use of the talking stick technique. The class more fun and the students enjoyed the

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<sup>55</sup> K, 8<sup>th</sup> grade student, Interview, MTs Negeri 1 Manado, November 22<sup>st</sup> 2022.

<sup>56</sup> Ricadonna Alvita, *Students' Perception on the Implementation of Talking Stick Model to Practice Speaking Skills* (Yogyakarta: Universitas Sanata Dharma. 2018), 33.

learning process. The researcher concludes that the talking stick technique is very useful to help improve the students speaking skills.

According to Kagan and Kagan in Ricadonna (2018), “the talking stick model gives a chance for every student to use and develop language skills”.<sup>57</sup> Tsui in Ricadonna (2018) states: “the key to encouraging students to communicate was to create a low-anxiety classroom atmosphere”.<sup>58</sup> From some of those opinions, it can be concluded that to improve students' learning abilities, especially in speaking, teachers play an important role in creating a pleasant learning atmosphere. For example the use of the talking stick technique.

## **2. Student's suggestions for further implementation of the talking stick technique.**

The students suggested that in the learning activity using the talking stick technique will be more enjoyable if it is applied in the class while playing music. That will increase the enthusiasm and cohesiveness between students and teacher especially in communicating during the lesson.

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<sup>57</sup> Ricadonna Alvita, *Students' Perception on the Implementation of Talking Stick Mdel to Practice Speaking Skills* (Yogyakarta: Universitas Sanata Dharma. 2018), 35.

<sup>58</sup> Ricadonna Alvita, *Students' Perception on the Implementation of Talking Stick Mdel to Practice Speaking Skills* (Yogyakarta: Universitas Sanata Dharma. 2018), 36.

## **CHAPTER V**

### **CONCLUSION**

In this chapter, there are two parts. Which are the conclusion and suggestion. The conclusion related to the research findings is based on the research question. The suggestions were addressed to the teacher, the students, and the next researcher.

#### **A. Conclusion**

Based on the result of observation and interview, it can be concluded that the students gave perspective about the talking stick technique positively. According to the students, the talking stick technique is very useful to improve their speaking skills. Because the students become confident and dare to express an opinion. Most of the students states that they were challenged to learn more new vocabulary so that being confident to practice speaking.

#### **B. Suggestions**

1. For the students
  - a. English speaking is applied in everyday life. For example, making little conversation with friends or family to practice self-confidence in speaking.
  - b. Bring the dictionary to every English class.
  - c. Focus on paying attention to the teacher's explanations.

2. For the teacher

Using various methods in teaching English is suggested to make the students more active in speaking and expressing their opinions.

### 3. For the next researcher

The researcher hopes this research can be an additional reference to the readers and the next researcher.

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# **APPENDICES**

# **APPENDIX 1**

## **School Profile**



## **PROFIL**

### **MADRASAH TSANAWIYAH NEGERI 1 MANADO**

#### **1. Sejarah Singkat**

MTs Negeri Manado adalah Sekolah umum bercirikan Agama Islam yang dikelola oleh Kementerian Agama dan satu-satunya Madrasah Tsanawiyah Negeri yang ada di kota Manado. Proses pendiriannya merupakan hasil peleburan PGAN 6 Tahun Manado, dimana kelas I, II, dan III menjadi Madrasah Tsanawiyah sedangkan kelas IV, V, dan VI menjadi PGA Negeri Manado. Perubahan ini sesuai keputusan Menteri Agama RI No. 16 tahun 1979. Dalam kurun waktu 1 tahun menyelenggarakan pendidikan, Madrasah Tsanawiyah berubah status menjadi Madrasah Tsanawiyah Negeri Manado, dimana proses penyelenggaraan pendidikan berlangsung pada siang hari dan masih menggunakan gedung PGAN Manado (sekarang MAN Model Manado) yang berlokasi di Kelurahan Islam Kecamatan Manado Utara (sekarang Tuminting), sedangkan proses penegeriannya adalah relokasi dari MTs.N Batang Kulur Kiri Kabupaten Muara Tewe Propinsi Kalimantan Tengah sesuai Keputusan Menteri Agama RI No 27 tahun 1980 tentang relokasi Madrasah Tsanawiyah Negeri dan PGAN. Pada tahun 1984, MTs Negeri Manado dipindahkan ke gedung baru milik sendiri (MTs Negeri Manado), yang berlokasi di desa Bailang Kecamatan Wori Kabupaten Minahasa (sekarang: Kelurahan Bailang Kecamatan Bunaken Kota Manado). Sejak tanggal 18 November tahun 2015, Kementerian Agama menurunkan nomenklatur baru sehingga MTs.Negeri Manado berubah nama menjadi MTs Negeri 1 Manado, berdasarkan surat keputusan Menteri Agama Republik Indonesia No. 369 Tahun 2015, tentang Perubahan Nama Madrasah Aliyah Negeri, Madrasah Tsanawiyah Negeri dan Madrasah Ibtidaiyah Negeri di Provinsi Sulawesi Utara. MTs Negeri Manado dalam kegiatan pembelajarannya menitik beratkan pada pendidikan akhlak, prestasi di bidang keagamaan dan peningkatan *life skill* peserta didik, dengan tidak mengenyampingkan prestasi di bidang akademik. Gedung MTs Negeri 1 Manado terdiri dari 2 lantai dengan jumlah ruang sebanyak 57 ruang dengan rombongan belajar 24 kelas.

Hingga saat ini MTs.Negeri 1 Manado telah dipimpin oleh Kepala Madrasah sebanyak 9 (sembilan) orang yaitu:

1. RosmaidaDahlan,BA (1979 – 1990)
2. AbdullahAdjria (1990 – 1999)
3. Drs. ThaibTubagus (1999 – 2001)
4. H. MohammadOli'i (2001 – 2005)
5. ArifHasan, S.Ag (2005 – 2008)
6. H. SyamsudinRauf, M.Pd (2008 – 2014)
7. SyuaibSulaiman, S.Ag, M.Pd.I (2014 – 2017)
8. SyarifAfiatSalim Raya, S.Ag, MM (2017 – 2018)
9. H. Fadli Noh, S.Ag,M.PdI (2018 – sekarang)

## **2. Lokasi Madrasah**

Madrasah Tsanawiyah Negeri 1 Manado terletak di Kelurahan Bailang Kecamatan Bunaken Kota Manado.

## **3. Visi dan Misi**

**VISI:** *Taat dalam IMTAQ, Unggul dalam IPTEK yang berwawasan Riset, serta Terampil dalam Seni, Budaya dan Olahraga.*

### **MISI:**

1. Melaksanakan Penghayatan dan Pengamalan Ajaran Islam Melalui Kegiatan Madrasah.
2. Melaksanakan Pembelajaran dan Bimbingan Secara Efektif dengan menyelaraskan Pendidikan Karakter, Literasi dan HOTS untuk Menghasilkan Peserta Didik yang Berkualitas..
3. Meningkatkan Pembinaan Tenaga Kependidikan yang Professional dan Memiliki Kompetensi dalam Bidangnya
4. Meningkatkan Prestasi Ekstrakurikuler untuk Mengoptimalkan Keterampilan dan Kreatifitas Peserta Didik Sesuai dengan Potensi yang dimiliki.

5. Menciptakan Suasana Kooperatif di Kalangan Peserta didik dalam Kegiatan Intrakurikuler dan Ekstrakurikuler
6. Menerapkan Manajemen Partisipatif, Transparan, Akuntabilitas dengan Melibatkan Pihak-pihak yang terkait dalam Penyelenggaraan Madrasah.
7. Menciptakan Suasana Yang Kondusif di Lingkungan Madrasah dengan melibatkan semua komponen yang ada.

#### **4. Sumber Daya Pendidikan**

- a. Prasarana, Sarana dan Lingkungan Madrasah
  - 1) Lokasi dan denah Madrasah : Ada
  - 2) Luas tanah : 4.914 M<sup>2</sup>
  - 3) Luas bangunan madrasah : 1425 M<sup>2</sup>
  - 4) Luas pekarangan madrasah : 2989 M<sup>2</sup>
- b. Pemanfaatan pekarangan madrasah (luasnya)
  - 1) Taman : 17,85 m<sup>2</sup>
  - 2) Lapangan olah raga : 250 m<sup>2</sup>
  - 3) Parkir : 66,3 m<sup>2</sup>
  - 4) Kantin : 8 m<sup>2</sup>
  - 5) Green house/lainlain
- c. Pemanfaatan gedung madrasah (banyaknya dan luasnya)
  - 1) Ruang Belajar : 19 buah luas 1.422.049 m
  - 2) Ruang Perpustakaan : 1 buah luas 260.422 m<sup>2</sup>
  - 3) Ruang BK : 1 buah luas 56 m<sup>2</sup>
  - 4) Ruang Laboratorium I P A : 1 buah luas 100 m<sup>2</sup>
  - 5) Ruang Laboratorium Komputer : 1 buah luas 96 m<sup>2</sup>
  - 6) Ruang Multimedia Pembelajaran : 1 buah luas 56 m<sup>2</sup>
  - 7) Ruang Laboratorium Bahasa : 1 buah luas 100 m<sup>2</sup>
  - 8) Ruang Osis/UKS : 1 buah luas 56 m<sup>2</sup>
  - 9) Ruang Ibadah/Musalah : 1 buah luas 107.5 m<sup>2</sup>
  - 10) Ruang Guru : 1 buah luas 73.472 m<sup>2</sup>
  - 11) Ruang Kantor : 1 buah luas 97.11 m<sup>2</sup>
  - 12) Ruang Pertemuan/Serbaguna : 1 buah luas 220 m<sup>2</sup>

13) Ruang Gudung : 2 buah luas 168 m<sup>2</sup>

14) Ruang Koperasi : 1 buah luas 93 m<sup>2</sup>

15) Wc/ Mck : 16 buah luas 34 m<sup>2</sup>

## **5. Sumber Daya Manusia**

### **a. Kepala Madrasah**

N a m a : H. Fadli Noh, S.Ag, M.Pd.I

Tempat/tgl.lahir : MANADO, 26 Oktober 1968

N I P : 196810261990031002

Pangkat/Jabatan : VI/a Kepala MTs Negeri 1 Manado

Alamat rumah : Jl. Hasanuddin, RW02, Kel. Islam, Kec. Tuminting

Riwayat pendidikan : S2.

Riwayat Pekerjaan :

# **APPENDIX 2**

## **The Letters**



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) MANADO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Dr.S. H Sarundajang Kawasan Ring Road I Kota Manado Tlp./Fax (0431) 860616 Manado 95128

Nomor : B- /In. 25/F.II/TL.00.1/11/2022  
Sifat : Penting  
Lamp : -  
Hal : Permohonan Izin Penelitian

Manado, November 2022

Kepada Yth :  
Kepala MTs Negeri 1 Manado

Di  
Tempat

**Assalamu 'alaikum Wr. Wb.**

Dengan hormat disampaikan bahwa Mahasiswa Institut Agama Islam Negeri (IAIN) Manado, yang tersebut dibawah ini:

Nama : Baiq Dwi Handayani  
NIM : 15.2.6.021  
Semester : XV (Lima Belas)  
Prodi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

Bermaksud melakukan penelitian di lembaga/sekolah yang Bapak/Ibu pimpin dalam rangka penyusunan Skripsi yang berjudul : "*Students' Perspective In Using Talking Stick Technique To Improve Speaking Skill At MTs Negeri 1 Manado*". Penelitian ini dilakukan sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan dengan Dosen Pembimbing:

1. Dr. Andi Mukarramah Nagauleng, M.Pd
2. Lies Kryati, M.Ed

Untuk maksud tersebut kami mengharapkan kiranya kepada Mahasiswa yang bersangkutan dapat diberikan izin untuk melakukan penelitian dari bulan November 2022 s.d Januari 2023

Demikian permohonan ini, atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.

**Wassalam Wr. Wb**



- Tembusan :
1. Rektor IAIN Manado sebagai Laporan
  2. Dekan FTIK IAIN Manado
  3. Kaprodi TBI IAIN Manado
  4. Arsip



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KEMENTERIAN AGAMA KOTA MANADO**  
**MADRASAH TSANAWIYAH NEGERI 1 MANADO PLUS RISET**  
Jln Bailang Kec. Bunaken Kota Manado  
Telepon (0431) 851772 Faksimile (0431) 851772 EMAIL: mtsnunggulanmanado@gmail.com

**SURAT KETERANGAN**

Nomor : B- 376 /Mts.23.01.1/TL.00.1/ 11/2022

Yang bertanda tangan dibawah ini :

N a m a : Syukry Sahid, S.Ag., M.Pd  
N I P : 197105022001121001  
Jabatan : Kepala Madrasah

Menerangkan bahwa :

N a m a : Baiq Dwi Handayani  
N I M : 15.2.6.021  
Semester : XV (Lima Belas)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Prodi : Tadris Bahasa Inggris

Adalah benar telah melakukan penelitian di Madrasah Tsanawiyah Negeri 1 Manado pada bulan November 2022, dalam rangka penyusunan Skripsi yang judul : *"Student's Perspective In Using Talking Stick Technique To Improve Speaking Skill At MTs Negeri 1 Manado"*.

Surat Keterangan ini diberikan berdasarkan surat pengantar untuk mendapatkan penelitian pada Program Studi Tadris Bahasa Inggris IAIN Manado, Nomor B-8054/In.25/F.II/TL.00.1/11/2022 tanggal 20 November 2022 Perihal : Permohonan Izin Penelitian.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Manado, 23 November 2022

Plt. Kepala,

  
Syukry Sahid, S.Ag., M.Pd  
NIP. 197105022001121001  


**APPENDIX 3**  
**Research Instrument**



### Observation Sheet

No	Statement	Score	
		Yes	No
1	The teacher prepares the material well	✓	
2	The teacher can manage the classroom	✓	
3	The teacher using time appropriately	✓	
4	The learning technique is attractive	✓	
5	Teachers and students can communicate well	✓	
6	The teacher can use the learning technique well	✓	
7	The teacher prepares to teach aids	✓	
8	The teacher asks about students' difficulties in learning	✓	
9	Students focus on paying attention to the teacher's explanation	✓	
10	Students ask questions about the teacher's explanation	✓	

11	Students understand well what the teacher explains based on their questions.	✓	
12	Students become active in the classroom	✓	
13	Students feel happy during the lesson	✓	
14	Students feel bored during the lesson		✓

Manado, 11 November 2022  
Mengetahui,

Guru Mata Pelajaran Bahasa Inggris



**Yunita Abdul Razak, M.Pd**  
NIP. 19800603 200501 2 009

Mahasiswa/Peneliti



**Baiq Dwi Handayani**  
NIM. 15.2.6.021

## Lembar Wawancara Guru

1. In your opinion, what makes students difficult to be confident in speaking English?
2. Have you used the talking stick technique in learning English?
3. Is the talking stick technique interesting to be used in the classroom?
4. Do you think the students speaking skills improve after using the talking stick technique?
5. In your opinion, what is the advantages and disadvantages of the talking stick technique?
6. What is your suggestion for the further implementation of the talking stick technique?

Manado, 22 November 2022  
Mengetahui,

Guru Mata Pelajaran Bahasa Inggris



**Yunita Abdul Razak, M.Pd**  
NIP. 19800603 200501 2 009

Mahasiswa/Peneliti



**Baiq Dwi Handayani**  
NIM. 15.2.6.021

## **Lembar Wawancara Siswa**

1. Do you have problems in speaking English? What are they?
2. What difficulties do you face when you try to speak English?
3. Do you like learning English while playing a game?
4. Have you ever learned English while playing a game in class? If so, how do you feel?
5. Have you ever learned English by using a talking stick?
6. What is your opinion about the use of the talking stick technique in learning speaking?
7. Do you feel more confident speaking English after using the talking stick technique?
8. Is your speaking ability improved by using the talking stick model?
9. What benefits do you feel after using a talking stick in the English learning process?

## THE TRANSCRIPT OF INTERVIEW

Informant : YAR

Dates/time : 22<sup>st</sup> November 2022

Place : Teacher office MTs Negeri 1 Manado

Researcher	In your opinion, what makes students difficult to be confident in speaking
Informant	There were three factors of students' difficulty becoming confident in speaking English. The lack of vocabulary, lack of grammar, shyness, and doubt
Researcher	Have you used the talking stick technique in learning English
Informant	Yes, I used it in seventh grade and eighth grade
Researcher	Is the talking stick technique interesting to be used in the classroom?
Informant	Yes, to make the class more fun
Researcher	Do you think the students speaking skills improve after using the talking stick technique?
Informant	Yes, improved. But not so significant
Researcher	In your opinion, what are the advantages and disadvantages of the talking stick technique?
Informant	The advantages are: the students speaking skills were improved, make the class more fun, and the learning process is not boring. The disadvantage is: makes the students feel tense those who have not mastered the material
Researcher	What is your suggestion for the further implementation of the talking stick technique?

Informant	I suggest that this technique will be applied more often if there is material related to vocabulary mastery so that it can train the students' confidence in speaking
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## THE TRANSCRIPT OF INTERVIEW

Informant : MFA

Dates/time : 22<sup>st</sup> November 2022

Place : Teacher office MTs Negeri 1 Manado

Researcher	Do you have problems in speaking English?
Informant	Yes, I have a problem speaking English.
Researcher	What difficulties do you face when you try to speak English
Informant	I have difficulty in pronounce the word. That is what makes me less confident.
Researcher	Do you like learning English while playing a game?
Informant	Yes, like it miss. It is so much fun.
Researcher	Have you ever learned English while playing a game in class?
Informant	Yes, I have. I feel happy and understand the lesson fastly.
Researcher	Have you ever learned English by using a talking stick?
Informant	Yes, yesterday maam was teach me English lesson while using that game.
Researcher	What is your opinion about the use of the talking stick technique in learning speaking?
Informant	In my opinion, that was good.
Researcher	Do you feel more confident speaking English after using the talking stick technique?

Informant	Yes, I do.
Researcher	Is your speaking ability improved by using the talking stick model?
Informant	Yes, there is an improvement in speaking English. Because the game is fun and I feel more confident
Researcher	What benefits do you feel after using a talking stick in the English learning process?
Informant	One of the benefits is diligently training myself to dare to speak and express opinions.



## THE TRANSCRIPT OF INTERVIEW

Informant : IM

Dates/time : 22<sup>st</sup> November 2022

Place : Teacher office MTs Negeri 1 Manado

Researcher	Do you have problems in speaking English?
Informant	Yes, I have.
Researcher	What difficulties do you face when you try to speak English
Informant	memorizing vocabulary.
Researcher	Do you like learning English while playing a game?
Informant	Yes, like it miss.
Researcher	Have you ever learned English while playing a game in class?
Informant	Yes, I have.
Researcher	Have you ever learned English by using a talking stick?
Informant	Yes, yesterday maam was teach me in English lesson.
Researcher	What is your opinion about the use of the talking stick technique in learning speaking?
Informant	In my opinion, it is so interesting.
Researcher	Do you feel more confident speaking English after using the talking stick technique?

Informant	Yes, miss.
Researcher	Is your speaking ability improve by using the talking stick model?
Informant	Yes, improve. Because I feel more confident to speak
Researcher	What benefits do you feel after using a talking stick in the English learning process?
Informant	One of the benefit is training myself to pronounce such a new difficult word.

## THE TRANSCRIPT OF INTERVIEW

Informant : AY

Dates/time : 22<sup>st</sup> November 2022

Place : Teacher office MTs Negeri 1 Manado

Researcher	Do you have problems in speaking English?
Informant	Yes,miss. I have.
Researcher	What difficulties do you face when you try to speak English
Informant	Saying the new vocabulary.
Researcher	Do you like learning English while playing a game?
Informant	Yes, I love it.
Researcher	Have you ever learned English while playing a game in class?
Informant	Yes, I have. It is so much fun.
Researcher	Have you ever learned English by using a talking stick?
Informant	Yes, miss. On yesterday.
Researcher	What is your opinion about the use of the talking stick technique in learning speaking?
Informant	I think that was good because make me enthusiasm in English class.
Researcher	Do you feel more confident speaking English after using the talking stick technique?

Informant	Yes, of course.
Researcher	Is your speaking ability improve by using the talking stick model?
Informant	Yes. I feel challenged to talk and try to find the new vocabulary.
Researcher	What benefits do you feel after using a talking stick in the English learning process?
Informant	I become intelligent in speak and search the new word.

## THE TRANSCRIPT OF INTERVIEW

Informant : KAL

Dates/time : 22<sup>st</sup> November 2022

Place : Teacher office MTs Negeri 1 Manado

Researcher	Do you have problems in speaking English?
Informant	Yes,miss. I have.
Researcher	What difficulties do you face when you try to speak English
Informant	Sometimes, there is difficult word to say.
Researcher	Do you like learning English while playing a game?
Informant	Yes, miss.
Researcher	Have you ever learned English while playing a game in class?
Informant	Yes, I have.
Researcher	Have you ever learned English by using a talking stick?
Informant	Yes, miss.
Researcher	What is your opinion about the use of the talking stick technique in learning speaking?
Informant	In my opinion, the use of talking stick is good. Because in addition to training the focus, it can also increase confidence in speaking
Researcher	Do you feel more confident speaking English after using the talking stick technique?

Informant	Yes, I do.
Researcher	Is your speaking ability improve by using the talking stick model?
Informant	Yes, quite an increase.
Researcher	What benefits do you feel after using a talking stick in the English learning process?
Informant	I become intelligent in speak and not feel shy anymore

## THE TRANSCRIPT OF INTERVIEW

Informant : AA

Dates/time : 22<sup>st</sup> November 2022

Place : Teacher office MTs Negeri 1 Manado

Researcher	Do you have problems in speaking English?
Informant	Yes, I do.
Researcher	What difficulties do you face when you try to speak English
Informant	Sometimes, I still feel ashamed and doubtful.
Researcher	Do you like learning English while playing a game?
Informant	I really like miss.
Researcher	Have you ever learned English while playing a game in class?
Informant	Yes, I have. Yesterday maam was teach us using the talking stick game.
Researcher	Have you ever learned English by using a talking stick?
Informant	Yes, miss.
Researcher	What is your opinion about the use of the talking stick technique in learning speaking?
Informant	In my opinion, the use of talking stick is good. Because can training the self-confidence.
Researcher	Do you feel more confident speaking English after using the talking stick technique?

Informant	Yes, of course.
Researcher	Is your speaking ability improve by using the talking stick model?
Informant	Yes, because I have the courage to express my opinion. Previously still shy.
Researcher	What benefits do you feel after using a talking stick in the English learning process?
Informant	Now I'm not ashamed and feel stiff in speaking.



## THE TRANSCRIPT OF INTERVIEW

Informant : HAS

Dates/time : 22<sup>st</sup> November 2022

Place : Teacher office MTs Negeri 1 Manado

Researcher	Do you have problems in speaking English?
Informant	Yes, I have.
Researcher	What difficulties do you face when you try to speak English
Informant	Lack of memorizing the vocabulary. so, less confident to speak.
Researcher	Do you like learning English while playing a game?
Informant	Yes, I do.
Researcher	Have you ever learned English while playing a game in class?
Informant	Yes, I have.
Researcher	Have you ever learned English by using a talking stick?
Informant	Yes, miss. On yesterday.
Researcher	What is your opinion about the use of the talking stick technique in learning speaking?
Informant	In my opinion, the use of this game is interesting.
Researcher	Do you feel more confident speaking English after using the talking stick technique?

Informant	Yes, of course.
Researcher	Is your speaking ability improve by using the talking stick model?
Informant	Yes, because I feel more confidence to speak.
Researcher	What benefits do you feel after using a talking stick in the English learning process?
Informant	The learning atmosphere is fun

## THE TRANSCRIPT OF INTERVIEW

Informant : KS

Dates/time : 22<sup>st</sup> November 2022

Place : Teacher office MTs Negeri 1 Manado

Researcher	Do you have problems in speaking English?
Informant	Yes, a little.
Researcher	What difficulties do you face when you try to speak English
Informant	Sometimes I forgot the meaning of some difficult word.
Researcher	Do you like learning English while playing a game?
Informant	I like it. Even I'm happy.
Researcher	Have you ever learned English while playing a game in class?
Informant	Yes, I have.
Researcher	Have you ever learned English by using a talking stick?
Informant	Yes. On yesterday.
Researcher	What is your opinion about the use of the talking stick technique in learning speaking?
Informant	In my opinion, it is helpful for increasing self-confidence.
Researcher	Do you feel more confident speaking English after using the talking stick technique?

Informant	Yes, I do.
Researcher	Is your speaking ability improve by using the talking stick model?
Informant	Yes.
Researcher	What benefits do you feel after using a talking stick in the English learning process?
Informant	I become quickly understand the lesson.

## THE TRANSCRIPT OF INTERVIEW

Informant : FM

Dates/time : 22<sup>st</sup> November 2022

Place : Teacher office MTs Negeri 1 Manado

Researcher	Do you have problems in speaking English?
Informant	Yes, I do.
Researcher	What difficulties do you face when you try to speak English
Informant	Doubtful and less confidence.
Researcher	Do you like learning English while playing a game?
Informant	Yes, I do really like.
Researcher	Have you ever learned English while playing a game in class?
Informant	Yes, I have.
Researcher	Have you ever learned English by using a talking stick?
Informant	Yes, miss. On yesterday.
Researcher	What is your opinion about the use of the talking stick technique in learning speaking?
Informant	I think this game make every students' dare to express their opinion.
Researcher	Do you feel more confident speaking English after using the talking stick technique?

Informant	Yes, I do.
Researcher	Is your speaking ability improve by using the talking stick model?
Informant	Yes, miss. Even though there some word incorrect, the most important thing is to have the courage to speak.
Researcher	What benefits do you feel after using a talking stick in the English learning process?
Informant	Of course I feel more confidence in speaking.

## THE TRANSCRIPT OF INTERVIEW

Informant : AN

Dates/time : 22<sup>st</sup> November 2022

Place : Teacher office MTs Negeri 1 Manado

Researcher	Do you have problems in speaking English?
Informant	Yes, I do.
Researcher	What difficulties do you face when you try to speak English
Informant	I still shy to speak and express opinions.
Researcher	Do you like learning English while playing a game?
Informant	Yes, I like Miss. Because more fun and so as not to sleep
Researcher	Have you ever learned English while playing a game in class?
Informant	Yes, I have.
Researcher	Have you ever learned English by using a talking stick?
Informant	Yes, Miss. On yesterday.
Researcher	What is your opinion about the use of the talking stick technique in learning speaking?
Informant	I think this game is good. Especially for everyone who less confidence in speaking.
Researcher	Do you feel more confident speaking English after using the talking stick technique?

Informant	Yes, I do.
Researcher	Is your speaking ability improve by using the talking stick model?
Informant	Yes, miss. Especially in this game a lot of memorizing new vocabulary.
Researcher	What benefits do you feel after using a talking stick in the English learning process?
Informant	I become more confident to speak.



## THE TRANSCRIPT OF INTERVIEW

Informant : K

Dates/time : 22<sup>st</sup> November 2022

Place : Teacher office MTs Negeri 1 Manado

Researcher	Do you have problems in speaking English?
Informant	Yes, I do.
Researcher	What difficulties do you face when you try to speak English
Informant	I still doubtful in speaking because my vocabulary still low.
Researcher	Do you like learning English while playing a game?
Informant	Yes, I love it.
Researcher	Have you ever learned English while playing a game in class?
Informant	Yes, I have.
Researcher	Have you ever learned English by using a talking stick?
Informant	Yes, Miss. On yesterday Maam was teach us with the game.
Researcher	What is your opinion about the use of the talking stick technique in learning speaking?
Informant	I think this game can increase self-confidence and vocabulary.
Researcher	Do you feel more confident speaking English after using the talking stick technique?

Informant	Yes, I do.
Researcher	Is your speaking ability improve by using the talking stick technique?
Informant	Yes, miss.
Researcher	What benefits do you feel after using a talking stick in the English learning process?
Informant	I become more confident to expressing my opinion.

# **APPENDIX 4**

## **Lesson Plan**

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

Satuan Pendidikan : MTs Negeri 1 Manado  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VIII/I ( satu )  
Tema : Asking and Giving Opinions  
Alokasi Waktu : 2 x 40 menit

**A. Kompetensi Inti**

- KI.1 Menghargai dan menghayati ajaran agama yang dianutnya.
- KI.2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI.3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI.4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

**B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman

- 3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan *meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responsnya*, sesuai dengan konteks penggunaannya
- 4.1 Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan *meminta perhatian, mengecek pemahaman, dan menghargai kinerja yang baik, serta meminta dan mengungkapkan pendapat* dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

### C. Tujuan Pembelajaran

Setelah selesai pembelajaran peserta didik dapat :

1. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari ungkapan *meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta dan mengungkapkan pendapat, serta responsnya*, sesuai dengan konteks penggunaannya
2. Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan *meminta perhatian, mengecek pemahaman, dan menghargai kinerja yang baik, serta meminta dan mengungkapkan pendapat* dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

### D. Materi Pembelajaran

Teks lisan dan tulis untuk meminta perhatian, mengecek pemahaman, menghargai kinerja yang baik, dan meminta / mengungkapkan pendapat serta responsnya

*Fungsi sosial*

Menjaga hubungan interpersonal dengan guru dan teman

*Struktur teks*

Ungkapan hafalan, tidak perlu dijelaskan tata bahasanya

a. Ungkapan Meminta Perhatian:

- *Excuse me.*  
*Yes, please*

- *Attention, please!*

*All right.*

b. Mengecek Pemahaman:

- *It's good, isn't it?*

*Yes, it is.*

- *Is it clear?*

*It is.*

- *Do you understand?*

*Yes, I do.*

c. Menghargai kinerja yang baik

- *That's great.*

*Thank you.*

- *It's beautiful.*

*Thanks.*

- *Excellent!*

*Thanks a lot.*

d. Meminta/mengungkapkan pendapat

- *Do you think it is good?*

*Yes, I think so*

*I don't think so*

- *What do you think of it?*

*I think it's too ....*

*Unsur kebahasaan*

Ucapan, tekanan kata, intonasi, kosakata dan tata bahasa.

*Topik*

Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas

## **E. Metode Pembelajaran**

Metode : Saintifik, PBL ( Problem Based Learning ).

#### F. Media, alat dan sumber pembelajaran

1. Media : Video pembelajaran
2. Alat/Bahan : Laptop dan LCD proyektor
3. Sumber Belajar :
  - a. Buku Teks wajib :
    - 1) When English Rings a Bell
    - 2) Bright
  - b. Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal dengan benar dan akurat
  - c. Contoh peragaan dalam bentuk rekaman Video percakapan
  - d. Contoh interaksi tertulis
  - e. Contoh teks tertulis

#### G. Langkah – langkah Kegiatan Pembelajaran.

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"><li>1. Persiapan psikis dan fisik membuka pelajaran dengan mengucapkan salam dan berdoa bersama</li><li>2. Menginformasikan tujuan yang akan dicapai selama pembelajaran</li><li>3. Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran</li><li>4. Menyambungkan materi sekarang dengan materi sebelumnya</li><li>5. Memberi motivasi siswa untuk aktif dalam proses pembelajaran dengan menyanyikan lagu</li></ol>	10
Inti	<b>Mengamati</b>	50

	<ol style="list-style-type: none"> <li>1. Siswa mendengarkan/menonton beberapa contoh kalimat/ungkapan menyatakan dan menanyakan tindakan/ kejadian yang sedang dilakukan/berlangsung saat ini</li> <li>2. Siswa mendengarkan/menonton video percakapan yang ditayangkan guru.</li> <li>3. Siswa mengikuti kalimat/ungkapan menyatakan dan menanyakan tindakan/ kejadian yang sedang dilakukan/berlangsung saat ini</li> <li>4. Siswa menirukan model pengucapan dan intonasi dari kalimat/ungkapan menyatakan dan menanyakan tindakan/ kejadian yang sedang dilakukan/berlangsung saat ini</li> </ol> <p><b>Menanya</b></p> <ol style="list-style-type: none"> <li>5. Dengan bimbingan dan arahan guru, siswa menanya perbedaan antar berbagai ungkapan menyatakan dan menanyakan tindakan/ kejadian yang sedang dilakukan/berlangsung saat ini dalam berbagai konteks</li> </ol> <p><b>Mengeksplorasi</b></p> <ol style="list-style-type: none"> <li>6. Siswa membaca contoh-contoh kalimat yang menyatakan dan menanyakan tindakan/ kejadian yang sedang dilakukan/berlangsung saat ini dari sumber lain.</li> <li>7. Siswa melengkapi kalimat dengan kata yang tepat.</li> </ol>	
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	<p>8. Siswa menyatakan dan menanyakan tindakan/ kejadian yang sedang dilakukan/berlangsung saat ini menggunakan Bahasa Inggris dalam konteks simulasi, tanya jawab dan kegiatan lain yang terstruktur</p> <p><b>Mengasosiasi</b></p> <p>9. Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, makna dan fungsi ungkapan menyatakan dan menanyakan tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini, struktur teks, dan unsur kebahasaan, serta format penulisannya.</p> <p>10. Siswa menanyakan balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.</p> <p>11. Siswa menyimpulkan hasil analisisnya terkait Fungsi social, struktur teks dan unsur kebahasaan dari kalimat/ungkapan menyatakan dan menanyakan tindakan/ kejadian yang sedang dilakukan/berlangsung saat ini</p> <p><b>Mengomunikasikan</b></p> <p>12. Guru menerapkan teknik <i>talking stick</i> dalam bentuk permainan menggunakan sebuah tongkat kayu/stick.</p> <p>13. Siswa yang memegang tongkat wajib menjawab pertanyaan yang diberikan oleh guru</p>	
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	<p>14. Siswa yang memegang tongkat juga dapat menyatakan dan menanyakan tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dengan bahasa Inggris.</p> <p>15. Guru dan siswa melakukan tanya jawab kembali setelah permainan berakhir untuk lebih meningkatkan keaktifan dan keterampilan siswa dalam berbicara.</p>	
Penutupan	<ol style="list-style-type: none"> <li>1. Bersama-sama dengan peserta didik membuat rangkuman/kesimpulan</li> <li>2. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan</li> <li>3. Memberikan umpan balik terhadap proses dan hasil pembelajaran.</li> <li>4. Diadakan Tes Tulis terhadap siswa</li> <li>5. Memberikan tugas individu sebagai pekerjaan rumah.</li> <li>6. Doa Tutup.</li> </ol>	20

#### **H. Penilaian**

1. Teknik/ Jenis : tugas kelompok dan individu
2. Bentuk instrumen : oral dialog
3. Oral Rubric

	<b>5 Points</b>	<b>4 Points</b>	<b>3 Points</b>	<b>2 Points</b>	<b>1 Points</b>
<b>Pronunciation</b>	virtually no grammar mistakes	Produces words with mostly correct pronunciation but sometimes there is any error	Produces words with some errors pronunciation	May have many strong foreign accents or produces words with too many errors pronunciation and unintelligible	Little or no language produces
<b>Grammar</b>	Uses grammatical sentences or expressions or virtually no grammar mistakes	Uses a slightly incorrect grammatical sentences or expressions or occasional grammar slips	Makes obvious grammar mistakes or makes some grammar mistakes	Makes mistakes in basic grammar or no correct grammatical sentences or expressions	Little or no language produces
<b>Vocabulary</b>	Uses wide vocabulary appropriately	Uses good range of vocabulary	Uses adequate but not rich vocabulary	Uses adequate but not rich vocabulary	Little or no language produces
<b>Fluency</b>	Speaks fluently with rare repetition and uses long turns easily and effectively	Speaks with occasional repetition and uses short turns in speaking	Gets idea across but hesitantly and briefly with some repetition	Speaks slowly and very hesitant with frequent repetition and sometimes difficult to understand	Little or no communication

Maximum score = 20

$$\text{Score} = \frac{\text{The result of Score} \times 1}{\text{Maximum score}}$$

Manado, 2022

Mengetahui,  
Guru Mata Pelajaran Bahasa Inggris



**Yunita Abdul Razak, M.Pd**  
NIP. 19800603 200501 2 009

Mahasiswa/Peneliti



**Baiq Dwi Handayani**  
NIM. 15.2.6.021

# **APPENDIX 5**

## **Documentation**

## The Observation Activity



## Interview Activity with the Students





**Interview Activity with the Teacher**



## Researcher Biography

Nama : Baiq Dwi Handayani  
Tempat dan Tanggal Lahir : Bitung, 04 Oktober 1997  
Alamat : Jl. BTN Lembeh Permai Blok G No. 36 Kel.  
Wangurer Utara, Kecamatan Madidir, Kota Bitung,  
Sulawesi Utara  
Nomor HP : 0852-4016-1535  
e-mail : h4ndayani.dwiie@gmail.com  
Nama Orang Tua  
Bapak : Lalu Wirajaya  
Ibu : Fatimah Pangindaheng  
Riwayat Pendidikan  
SD : MIN Bitung (2003-2009)  
SMP : MTs NW Penedagandor (2009-2012)  
SMA : MAN 1 Lombok Timur (2012-2015)  
Riwayat Pekerjaan : -  
Jabatan/Pangkat : -  
Penghargaan Yang Pernah diperoleh :  
Riwayat/pengalaman Organisasi :

Manado, 21 Desember 2022

Penulis,



Baiq Dwi Handayani