

CHAPTER IV

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FINDINGS AND DISCUSSIONS

In this chapter, researcher obtained data during the research analyzed by researcher. The results include the results of observation and discussion including the research questions stated in the first chapter. The research question is how to apply speaking learning using talking stick to teach speaking skill of tenth grade student at SMAS Maryam of Surabaya and how do students respond to speaking teaching using talking stick to grade ten SMAS Maryam Surabaya.

The result of applying speaking teaching using the talking stick are based on data obtained from the observation list, teacher interviews, field notes and questionnaires. To answer the first research question, data was obtained from a list of observations, field notes, and interviews with teachers. This was the one to obtain data during the research.

Based on these data, it can be explained how the way to teach students in speaking skill using of the talking stick. It can be explained why the teacher uses talking stick as a method in speaking. Then, the researcher also provided data about students' responses to the talking stick method used in teaching speaking.

Finally, the researcher used data from questionnaires for students consisting of fifteen questions. By analyzing students' answers, it was expected that researcher could explore students' responses to the application of the talking stick method, which is an interesting learning method especially in teaching speaking.

4.1. The Implementation of Talking Stick in teaching speaking.

In this research, the researcher used a Talking Stick to the observation that was done on May 8th - 15th 2018. It has been done at SMAS Maryam Surabaya as a senior high school of A accreditation. The tenth grade class consists of thirty students with equal number of male and female students. The teacher feels a Talking Stick that is very exact for Speaking skill in this school. The teacher is divided two kinds of lesson. The first is sentence and the second is conversation. Two kinds of it would explained by teacher for implementation Speaking skill in the class.

The teacher is used Talking Stick for the student's learning process in the class. It is made the students easy to apply Speaking skill in the class. So that, the teachers is used Talking Stick for exploited the students' learning process before Speaking will done in the class. The teacher is used "Talk About Self" material for teaching learning in Speaking skill. Then, the teacher used sentences. The sentence made from lesson book.

According to Nunan (2003:48) Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking is a language other than our own is anything but simple. Teaching speaking involved providing students with the components of the language, in hopes that the student would eventually put them all together and speak.

Talking stick method used in speaking learning of tenth grade students at SMAS Maryam of Surabaya. That learning application has been especially designed by the teacher. The method is adapted to a specific topic that is presented in an activity. It also requires media to support the learning.

According to Suprijono (2014: 109) states that the Talking stick method encourages students to be brave to express their opinions. In this learning, students are highly motivated in active learning and dare to appear in front of the class. The talking stick method is also a kind of ways to makes the teacher more creative and responsible. The teacher becomes more serious in teaching and the learning process well prepared.

This method creates an ideal condition because the teacher explains the materials by fun learning activities in classes. Furthermore, there are feedback and interaction between the teacher and the students. Thus, the goals of education are reached easily. The advantages of the use Talking Stick methods is test the readiness of students receiving learning, making students read and understand the lesson quickly and make students work harder, which is expected to improve student achievement as stated in Suprijono (2014).

The First Meeting

The students pray before the lesson begins, then the teacher checks the presence of students. Students receive a teacher's explanation of the subject matter to be studied. Students are given the opportunity to read and study material. Then students are asked to close the book. Students take a stick prepared by the teacher. One student was asked to rotate the stick to other students accompanied by music. When the music stops, the stick also stops. Students who receive a stick are asked to practice speaking on a theme Speaking about themselves. At the end of the learning the students and teachers review the learning outcomes, and the teacher gives an assessment to the students in this lesson.

The Second Meeting

The students pray before the lesson begins, then the teacher checks

the presence of students. The teacher provides coverage of the previous material. Students receive the teacher's explanation of the previous subject matter. Students are given the opportunity to read and study the material beforehand. At the first meeting Students practice individually. As with the second meeting, students are asked to make a small group of 4 students. Then the teacher asks each group to respond. The response is presented in the form of conversation. when students have arranged their respective groups, students start rolling the stick accompanied by music like the previous meeting in the group, and when the music stops the stick also stops. The group that receives the stick selects the title and starts practicing the conversation with the group according to the chosen title. At the end of the learning the students and teachers review the learning outcomes, and the teacher gives an assessment to the students in this lesson.

4.2 The students' responses to the Implementation of Talking Stick in Teaching Speaking Skill of Tenth Grade Student at SMAS Maryam Surabaya

At the end of the second meeting, the students were given questionnaire by the researcher in order to know the students' responses toward the implementation of talking stick in teaching speaking skill. The result of questionnaire was used to support the data through the observation. In the questionnaire, the students were asked to answer the questions about teaching learning process by using talking stick.

Questionnaires are the last step taken by researcher as a technique for collecting data. In the questionnaire, there is a list of questions obtained by the respondent about something that needs to be known or experienced. Researcher use the data as an effective technique for collecting information about all activities carried out in class while learning. The questionnaire is by asking questions that have been prepared in writing by distributing questionnaires and accompanied by alternatives answers to be given to

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respondents as stated in Sugiyono (2012:142). It could be known that the result and the percentage of the students' responses below:

Table 4.1 the result of students' questionnaire

Number of Questions	Number of Answer			
	A	B	C	D
1	15	8	7	-
2	-	5	10	15
3	10	13	7	-
4	6	14	10	-
5	15	5	10	-
6	10	12	8	-
7	-	5	3	22
8	-	3	7	20
9	3	12	10	5
10	6	14	9	1
11	8	12	10	-
12	10	18	2	-
13	16	10	4	-

Number of Questions	Number of Answer			
	A	B	C	D
14	8	18	4	-
15	11	14	5	-

From this table above the researcher have some explanation that the first question is about student learning about the topic of interest, which is given by the teacher during the teaching and learning process. As a result of the questionnaire, it can be said that fifteen students chose A in response to their choice, eight students chose B in their answers, and no students were less interested. topics given by their teacher during the learning process. This can be evidence that they are interested in the topic because the teacher gives a topic about introduction. The teacher explains the material using a talking stick to express the boredom that speaks and speaks with everyone and makes them motivated and helpful during the teaching and learning process. That is the way they choose good options in the questionnaire. This shows that they learn to use talking sticks, which are given by their teachers during the teaching and learning process. On the other hand, the teacher would give them so that they can help and assist in the teaching and learning process.

The second question is about students' responses to their interest in teaching learning to speak using talking sticks. It can be explained that fifteen students were interested in teaching learning to speak using a talking stick, five students were less interested, by teaching and learning speaking using a talking stick. Meanwhile, there are some students who are still confused about how to talk using talking sticks, but teachers and other students always help and try to make students understandable to learn to speak by using talking sticks.

The third question is about the experience of speaking before using the talking stick. Most students do not know and do not understand to learn to speak. The students feel bored that talking is monotonous. This shows that thirteen students chose B in a bored questionnaire, ten students chose A who were very bored, seven students chose C who were quite bored, and no students chose D who was not bored.

The fourth question is difficult to learn to speak before using the talking stick. Most students do not know that the material or topic speaks. Students find it difficult to rewrite and understand the main speaker in speaking. This shows fourteen students chose B in a difficult questionnaire, six students chose A which was very difficult, ten students chose C which was quite difficult, and no students chose D which was not difficult.

The fifth question is learning to speak using a talking stick that is easy to do. Most students are like the stick talking material given by the teacher because it motivates them in the teaching and learning process. This show five student choose B in an easy questionnaire, fifteen students choose A which is very easy, six students choose C which is quite easy, and no students choose D which is not easy.

The sixth question is learning to speak using a talking stick can help students to learn to speak. According to students' opinions about using talking sticks in teaching speaking, there are many students who are happy and enthusiastic. Students feel they can learn to talk wherever and whenever they want. This shows that twelve students chose B in the questionnaire that helped, ten students chose A who were very helpful, eight students chose C which was quite helpful, and none of the students chose D which was not helpful enough.

The seventh question is the difficulty of understanding the material. The talking stick has accepted most students. However, it makes students

really familiar in the class of teaching speaking. This shows twenty-two students chose D in a non-difficult questionnaire, three students chose C which was quite difficult, five students chose B which was difficult, and no students chose A which was very difficult.

The eighth question is the material that had been heard was odd. Most of students though that they can never heard the material before. The teacher is made the students familiar in the material teaching learning speaking by using talking stick.

It indicates twenty students choose D in the questionnaire that is not odd, seven students choose C that is odd enough, three students choose B that was odd, and no students choose A that is very odd.

The ninth question is the material that had been heard by students related to the students' daily activity. The teacher sends imperative sentence by using talking stick as the material of speaking. After that, the teacher more explains to the students of the material of talking stick in the class. Therefore, the students feel the talking stick that has been used by teacher is understandable. It indicates twelve students choose B in the questionnaire that is related, three students choose A that is much related, ten students choose C that is related enough, and five students choose D that is not related.

The tenth question is the explanation of teacher to extend the material. Most of students has already learnt and heard the material in talking stick that has been used by the teacher. Then, the teacher is explained "talk about self" in the class and the teacher is played the material of talking stick for teaching learning speaking in the class. It indicates fourteen students choose B in the questionnaire that is clear, nine students choose C that is clear enough, six students choose A that is very clear, a student choose D that is not clear enough.

The eleventh question is the students can be following rule of teacher's material. The teacher gives the rule of speaking in the talking stick. The material has been explained to the students for their study before. Most of students had already received the material that had been explained by their teacher. It indicates twelve students choose B in the questionnaire that is easy, eight students choose A that is very easy, ten students choose C that is easy enough, and no students choose D that is not easy enough.

On the twelfth question is the teacher helps to teach learning speaking by using talking stick. The teacher gives more explanation to the students in the classroom. The teacher gives meaning of material in the talking stick that has been explained to the students before. Then, most of students are already done to learn speaking in the class. It indicates eighteen students choose B in the questionnaire that is help, two students choose C that is help enough, ten students choose A that is very help, and no students choose D that is not help enough.

The thirteenth question is the study of speaking by using talking stick had clearly for understand the material of speaking in the class. Most of students can play the material of talking stick every time. The material has been received and learnt by the students before. After that, the material is used continue in the class. It indicates ten students choose B in the questionnaire that is clear, sixteen students choose A that is very clear, four students choose C that is clear enough, and no students choose D that is not clear enough.

The fourteenth question is the talking stick helps the students on learning English easier. Most of students are enthusiastically for study English language by using talking stick because the students can benefited it for study. So the students feel easy to learn English whenever and wherever they are. It indicates eighteen students choose B in the questionnaire that is easy, eight students choose A that is very easy, no students choose C that is

easy enough, and no students choose D that is not easy enough.

The fifteenth question is the talking stick, which had been built students' motivation to learn English language. Most of students feel enjoy and happy with the plan of the teacher that is learning speaking by using talking stick. The students had just known the talking stick can be done directly conversation with the other person and make the students had done practice in real speaking and real speaking with foreigner. It indicates fourteen students choose B in the questionnaire that is motivate, eleven students choose A that is very motivate, five students choose C that is motivate enough, and no students choose D that is not motivate enough.

4.3 Discussion

4.3.1 How is the implementation of Talking Stick.

According to Suprijono (2014:109), Talking Stick method implemented in several stages as follows:

1. Students receive the teacher's explanation of the subject matter to be studied.
2. Students are given the opportunity to read and learn about the material.
3. Then the student is asked to close the book.
4. Students take a stick that has been prepared by the teacher.
5. One of the students was asked to rotate the stick to another student accompanied by music.
6. When the rotating stick is played, then when the music stops, the stick also stops.
7. Students who received the stick started speaking with the theme talking about self.
8. Students are given the opportunity to read and study the material beforehand.
9. Students are asked to make a small group of 4 students.
10. Then the teacher prepares several titles regarding case studies that students would present in the form of conversation.
11. Students start rotating the stick like the previous meeting in groups, when the rotating stick is played, then when the music stops, the stick stops.

The group that receives the stick chooses the title and starts speaking according to the title chosen.

Using Talking Stick is very appropriate to give freedom to be able to speak without fear of being denied or interrupted by other, because with this method the Stick holder is entitled to speak besides the Stick holder is not allowed to speak, so this method can be used to increase speaking skills.

The advantages of the use Talking Stick methods is test the readiness of students receiving learning, making students read and understand the lesson quickly and make students work harder, which is expected to improve student achievement as stated in Suprijono (2014). It is a group of study that student learnt independently from one another, each student has the same chance to express their ideas and concern with equal participant of students. It is one kinds of cooperative learning method.

4.3.2 The students responses

Most of the students felt interested in the topic of teaching speaking using talking stick give more benefits to the students. The students feel easy learning by using talking stick and they are happy with the speaking activities. Because with Talking Stick method the students in the class not feel bored, so they are enjoy withe the method and they easy to receive the material.