THE INFLUENCE OF USING TALKING STICK METHOD TOWARD STUDENTS' SPEAKING ABILITY IN THE SECOND SEMESTER AT THE ELEVENTH GRADE OF MAN 1 BANDAR LAMPUNG IN THE ACADEMIC YEAR 2022/2023

A Thesis
Submitted as a Partial Fulfilment of the Requirements of
the Degree of Strata (S1)

By:

ELVIA JULITA
NPM.1911040329

Study Program: English Education

TARBIYAH AND TEACHER TRAINING
FACULTY RADEN INTAN STATE
ISLAMIC UNIVERSITY LAMPUNG
2023 M / 1445 H

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ABSTRACT

Talking Stick method was a learning method to facilitate the students to dare to express their opinions in class, build students' self-confidence in speaking, and get ready to speak. The objective of this research was to know whether there was significant influence of using talking stick method toward students' speaking ability in explanation text. Speaking was one of skills that should be mastered by the students, but the students still had difficulties in speaking. It could be seen from the preliminary research of students' questionnaire and students' speaking score.

This research used quasi-experimental design with the treatment was held in three meeting. The population of this research was eleventh grade of MAN 1 Bandar Lampung that consisted of 492 students. The samples of this research were two classes, they were XI IIS 4 as experimental class and XI MIA 5 as control class. The researcher used talking stick method in experimental class and discussion method in control class. The experimental class consisted of 36 students and control class consisted of 36 students also. In collecting the data, the researcher used pre-test and post-test. The instrument of this research was speaking test. After giving pre-test, treatment and post-test, the researcher analyzed the data by using SPSS version 2.6 (*Statistical Package for Social Science*).

From the result, it was found that the result of sig. (2-tailed) of the equal variance was 0.034. It means that H_a was accepted, because sig. (P_value) $< \alpha = 0.05$ and H_o was rejected. Based on the computation, it could be concluded that there was significant influence of using talking stick method toward students' speaking ability in the second semester at eleventh grade of MAN 1 Bandar Lampung in the academic year 2022/2023.

Keywords: *Quasi-experimental Design, Speaking Ability, Talking Stick Method*

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APPROVED

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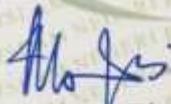
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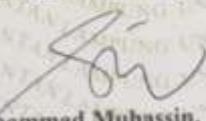
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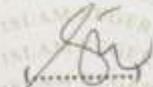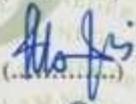
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DECLARATION

I am a student with the following identity:

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Certify that this thesis is definitely my own work. I am fully aware that I have quoted some statement and ideas from various sources. All of quotations are already acknowledged.

Bandar Lampung, 27 Augusts 2023

<u>**Elvia Julita**</u>
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MOTTO

بِسْمِ اللّٰهِ الرَّحْمٰنِالرَّحِيْمِ

يٰٓأَيُّهَا ٱلنَّاسُ إِنَّا خَلَقْنٰكُم مِّن ذَكَرٍ وَأُنثَىٰ وَجَعَلْنٰكُمْ شُعُوبًا وَقَبَآئِلَ لِتَعَارَفُوٓا إِنَّ أَكْرَمَكُمْ عِندَ ٱللّٰهِ أَتْقَىٰكُمْ إِنَّ ٱللَّهَ عَلِيمٌ خَبِيرٌ ١٣

O humanity! Indeed, we created you from a male and a female, and made you into peoples and tribes so that you may get to know one another. Surely the most noble of you in the sight of Allah is the most righteous among you. Allah is truly All-Knowing, All-Aware.

(QS.Al- Hujurat : 13)

DEDICATION

I dedicated this thesis to the following:

1. My beloved parents, Mr. Muslimin and Mrs. Rosyati, who have given me the unconditional loves and never-ending supports. I am grateful to have you and this thesis absolutely for you and yours.

2. My beloved sister and brother, Mr. Megi Lopianto and Mrs. Ice Dewanti, who have been very supportive, generous and caring during many difficult stages of my study in the University.

3. All of my beloved lecturers, classmates and graduates of the Department of English Education, Faculty of Tarbiyah and Teacher Training, Raden Intan State Islamic University of Lampung, who have invaluably contributed to the development of my personality, academic skill and knowledge over the year of my study in the University.

CURRICULUM VITAE

The researcher of this thesis is Elvia Julita, or famously she was called by her friends, as Via or El. She was born on July 21st 2001in a village, namely Lumbok Seminung in West Lampung. She is the third child of Mr. Muslimin and Mrs. Rosyati. She has one sister and one brother, namely Ice Dewanti and Megi Lopianto.

She began her study at TK AISIYAH Kagungan in 2004 and graduated in 2006. Next, she studied at SDN 1 Kagungan, Lumbok seminung and graduated in 2012. Then, she continued her study at SMPN 1 Lumbok Seminung and graduated in 2015. After that, she pursued her study at SMKN 1 Liwa and graduated in 2018.

In the same year, she continued working as a teacher in the kindergarten school for one year. Then, in 2019 she intended to enrol in the university, exactly as a student of English education of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung. During her study, she joined of UKM BAPINDA, especially of IBROH as member of cadre field. Outside, researcher was a teacher in tahfidz school (TPQ Permata Madani).

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Firstly, I would like to express my sincerest praise to the God Allah Ta'ala, who has lent me His mercy and blessing for the completion of my study at the State Islamic University of RadenIntan Lampung. I also would like to send my best prayer and salution to the Prophet Muhammad (peace be upon him), the best lover of the God Allah, who was sent to us to enlighten the path humanity and divine salvation.

Secondly, my study in Raden Intan State Islamic University of Lampung is not and individual journey. I have received invaluable help and support from various individuals, whose numbers are impossible to mention one by one here, due to space limits. I decided to give my recognition to a few of them who have helped me in specific ways. They are :

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8. My beloved parents Mr. Muslimin and Mrs. Rosyati who has always motivated and prayed for my success.

9. My beloved brother is Megi Lopianto and my sister is Ice Dewanti who has always supported materil or immaterial whenever and wherever, thanks a million.

10. My beloved friends are all of my sister fillah that I can not mention one by one, thank you for supporting and being with me.

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Finally, the researcher believes that this work is still far from perfection, and despite all the meaningful names I have mentioned above, every mistake in this bachelor thesis remains exclusively mine, and thus, I am welcome to any form of critical feedback for the betterment of this thesis.

Bandar Lampung, 20 August 2023
Researcher,

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CHAPTER I
INTRODUCTION

A. Title Confirmation

As a first step in understanding the title of this proposal and to avoid misunderstanding, the researcher needs to explain the term of the title. In addition, this step is a process of emphasizing the issues to be discussed.In the classroom, one aspect that can influence teaching and learning is method. The teacher needs the appropriate method to teach students in the class in order to create the classroom are interested, no boring and can understand the lesson.One of the best method that can be used was talking stick method. In this memont, researcher intended to conduct this method to know whether or not this method can influence students' speaking ability. The research entitled"The Influence of Using Talking Stick Method toward Students' Speaking Ability in the Second Semester at Eleventh Grade of MAN 1 Bandar Lampung in the Academic Year 2022/2023.

Those terms above are dealing with the core of this research, such as:

Influence is often described as the capacity (persons or things) to be a compelling force on to have an effect, changing how someone or something develops, behaves or thinks.[1]Thus, influence is considered a solution construction that one does by giving advice or guidance, establishing purposes and goals, and improving quality continuously.In this study, the researcher focused on finding out in depth the how influence or affect from applying this technique on students' speaking ability.

Talking stick is a method that can encourage students to speak up exploring their ideas or opinions bravely and make the learning process active, and students feel not bored.[2] In this research, talking

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[1]Manuel Pizarro,"Influence and Persuasion: Meaning and Limit", *PDF*, (Mu.SA – Museum Sector Alliance , 2018).Retrieved from:http://www.project-musa.eu/wp-content/uploads/2020/06/Mu.SA_Influence_persuasion-definition-and-limits.pdf

[2]Agus Suprijono, *Cooperative Learning Teori dan Aplikasi Paikem,* (Yogyakarta: Pustaka Belajar, 2011),p.109

stick was as method which was used to teach speaking in order to improve the students' speaking ability.

Method is an application of an approach in the context of language teaching and the procedure or way of teaching, especially in accordance with a defined plan.[3] This method appllied through procedures, the procedures are the step-by-step measures to execute a method.

Speaking ability is a capacity of oral communication in giving ideas or information to others. It is the most essential way in which the speakers can express themselves through the language.[4]We know that the aim of studying English is to make the learner being understood and fluent in speaking, because speaking ability is one of the most important skills to bedeveloped and enhanced in language learners, mainly in an academic setting. To assess their speaking ability based on the aspects of assessment speaking skill, consist of vocabulary, grammar, pronunciation, fluency and comprehension. In this research, the researcher only focused on students'speaking ability based on the aspects of assessment as mentioned before.

Based on the explanation of the terms above, the researcher intended to conduct the research to find the influence of talking stick method on students' speaking ability, this technique mostly have done with other researchers which is gotten the result that it is one method to help teacher to improve students' speaking skill. In addition, the students can feel relaxed and enthusiastic in learning speaking; they have good stimulation in learning, they are confident to speak up, and get interaction each other. Furthermore, communication between teacher and students would be easier so the learning process in progress well.

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[3]Dr. Ashwani Kuamr Assistant Professor, Teaching Methods, Teaching Strategies, Teaching Techniques and Teaching Approach, *International Journal of Advanced Research in Science, Communication and Technology Volume 2, Issue 2, July* (2022). Restrieved from: DOI: 10.48175/568 503 www.ijarsct.co.in

[4]Donn Byrne, *Teaching Oral English*.(Singapore: Longman Singapore Publisher, 1987). p.18

B. Background of the Problem

Speaking was two-ways process between speaker and listener in producing and receiving information.[5] Speaking was one of the important skill that should be developed inside or outside in the classroom by people or learner. In fact, speaking was too difficult to learn for learner, one reason was because speaking consisted of some aspects that should be mastered. Thus, learning process of speaking was expected be better and able to overcome the problems in learning speaking.

In the learning process of speaking, some learners can learn speaking better by combining with game, for example a child plays a game, and he will find many vocabularies such as move, play, treasure, left, right etc and understand the meaning even though they do not know the definition of the words. Besides, children can understand the meaning of vocabulary directly in its context, remember it much longer without having to memorize it, and also with games, children will be interested and happy so if they are happy in learning, it will be easier for them to understand the material and be confident to speak up after knowing many vocabularies and also learn how to say that.

As we know, that speaking is the basic skill of language as a communication tool. In addition, based on the curriculum 2013 that in competence of English course the students must master four skills in English, one of them is speaking skill. Thus, speaking skill should be taught and developed in the class. As Levelt said, speaking is one of the complex skills and also crucial skill for communicating to people.[6]It can be mentioned that speaking is complicated skill and it must deliver clearly so that can be understood others. Because of that, the teacher must be able to teach speaking well and apply the suitable technique so that can achieve the learning objectives, teaching and learning speaking must be also interested and create a good atmosphere.While, in reality there are still found the problems of

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[5] Donn Byrne,*Teaching Oral English*, (Harlow: Longman, 1986),p.20

[6] W.J.M. Levelt, *Speaking From Intention to Articulation*,(London : The MIT Press, 1989).p.1

students especially in performance speaking in the class, those are caused by many factors during teaching and learning process.

Specifically, we can look at the English syllabus for grade XI of Senior High School; in English materials there are some texts that should be mastered. One of them is explanation text. The students must be able to speak in describing how or why things happen. It is the standard of graduate competency stated in PERMENDIKBUD No. 37 / 2018 in speaking skill. The graduate of Senior High School must be able to grasp the contextual meaning related to social functions, text structure, and elements of explanation text related to natural phenomena or social.[7] As a result, the teacher should try hard to encourage the students reach the purpose of English learning, especially in speaking.In reality, the researcher still finds the problems on learning of explanation text material in the school.

As the researcher has conducted a questionnaire to the students and interview the teacher, especially about explanation text material. In this study, the researcher chooses MAN 1 Bandar Lampung.

Based on the result of questionnaire, the researcher gots some problems from students; they feel difficult to explain the material particularly in sequence statement of explanation text, they are lack of ideas, shy and unconfident to speak up because they are worried about the mistakes in grammar and pronunciation, the speaking learning process was bored and uninterested. In addition, the problems of the teacher, namely the teacher is difficult to overcome students' mistakes in pronunciation and grammar,and also difficult to build students' confidence in speaking. Besides, the researcher got the data about students' score of speaking ability. The data were taken in second semester at MAN 1 Bandar Lampung and it uses Brown's scoring standards and range in speaking assessment to assess the scores; it can be seen in the table below**.**

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[7]Kemendikbud,"Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 37 Tahun 2018.*PDF*, (2018).p.384. Retrieved from: https://jdih.kemdikbud.go.id/sjdih/siperpu/dokumen/salinan/Permendikbud%20Nomor%2037%20Tahun%202018.pdf

Table 1.1
The Students' Scoring Standards and Range in Speaking

Standards of Scoring	Range of Scores
Excellent	90-100
Good	80-89
Fair	70-79
Poor	60-69
Bad	≤60[8]

After the preliminary research, the researcher got the data of students' scoring in speaking, those can be seen the table below:

Table 1.2
The Students' Speaking Scoreat Eleventh Grade of
MAN 1 Lampung
in Academic Year 2022/2023

Range	Qualification	Class														Total	Persentage
		XI MIA 1	XI MIA 2	XI MIA 3	XI MIA 4	XI MIA 5	XI MIA 6	XI MIA 7	XI IIS 1	XI IIS 2	XI IIS 3	XI IIS 4	XI IIS 5	XI IIK 1	XI IIB 1		
90-100	excellent	4	3	2	2	3	2	2	3	2	2	3	2	3	4	37	7.52%
80-89	Good	6	5	4	5	4	4	4	5	4	4	5	4	4	5	63	12.80%
70-79	Fair	9	7	8	8	8	9	9	10	9	9	8	9	6	7	116	23.58%
60-69	Poor	9	12	12	9	10	11	12	9	13	12	10	13	9	10	151	31.10%
≤60	Bad	8	8	9	12	11	10	9	9	8	9	9	8	7	6	123	25%
Total		36	35	35	36	36	36	36	36	36	36	36	36	29	33	492	100%

Source: The data from the English teacher at eleventh grade of MAN
1 Bandar Lampung 2022

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[8]H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (NewYork, Longman, 2003). p.142

From the table above, it shows that speaking ability at eleventh grade in MAN 1 Bandar Lampung is absolutelynot optimal. From 492 students, there were only 216 students (43.9%) can reach good score, whilemost of them got score less than 60 which is bad score, there were 151 students (31.10%). In addition, there were123 students (25%) who still got poor score. That was why the most of students have low score; it totally indicates thatthey have problems in speaking.

Concerning with the problem, the teachers as the main component of education is challenged to be as creative as possible to facilitate the students expose their thinking, ideas and reinforce their speaking ability. One of crucial aspects in teaching speaking is method; teachers should offer appropriate method in learning. There are many methods that can be used in teaching speaking, bu in this research; researcher used talking stick method, because it can encourage students to speak up exploring their ideas or opinions bravely and make the learning process active, and students feel not bored.[9]

Furthermore, it is a method which the people hold the stick is required to respond the teacher's questions. During speaking practice, this game invites students to collaborate with their friends, learns a topic the materials and builds their preparedness to express their idea or opinion.[10]Using talking stick strategy, students can give their opinions and answer some statements freely without any hesitation about to express what they want to say to others.

In conclusion, the researcher intended to conduct the method as an alternative way for teaching English, especially for teaching speaking ability in explanation text, finally the title of this research entitled "The Influence of Using Talking Stick Method toward Students' Speaking Ability in the Second Semester at Eleventh Grade of MAN 1 Bandar Lampung in the Academic Year 2022/2023".

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[9] Agus Suprijono, *Cooperative Learning Teori dan Aplikasi Paikem,* (Yogyakarta: Pustaka Belajar, 2011),p.109

[10]Yeyen Andreyani, *Peningkatan Aktivitas Belajar Model Talking Stick IPS Kelas VI SD, PDF, (*Artikel Penelitian Universitas Tanjungpura Pontianak, 2014),p.101 Retrieved from: https://media.neliti.com/media/publications/192336-ID-peningkatan-aktivitas-belajar-peserta-di.pdf

C. Identification of the Problem and Limitation of the Problem

Based onthe background of the problem above, the researcher identified as follows:

1. The students were unconfident and worried of making mistakes in speaking.
2. The students' speaking ability was still low.
3. The teacher lacked of method for teaching speaking.

Meanwhile, the limitation of this research mainly focused on teaching speaking on explanation text using talking stick method at eleventh grade.

D. Formulation of the Problem

Based on the identification and the limitation of the problem above, the objective of this research is to know:

Is there any significant influence of using talking stick method toward students' speaking ability in the second semester at eleventh grade of MAN 1 Bandar Lampung in the academic year 2022/2023?

E. Objective of the Research

Based on the formulation of the problem, the objective of this research is to know whether there was or not the significant influence of using talking stick method toward students' speaking abilityin the second semester at eleventh grade of MAN 1 Bandar Lampung in the academic year 2022/2023.

F. Significance of the Research

After conducting this research, the researcher expects that there are some benefits of this research, as follows:

1. Theoretically
    a. The research's finding can be used to support the theory that talking stick method can be applied to improve students' speaking ability.
    b. To give information and knowledge in teaching speaking by using talking stick method.

2. Practically
    a. For the students
        1) This research is hopefully to increase their confidence to speak up, interest in learning speaking and have a good ability especially speaking.
    b. For the English teachers
        2) The result can become an input to determine the steps and method in teaching speaking by using talking stick method.
        3) To inform the appropriate method to change the quality of teaching speaking in the classroom.
    c. For the future researchers
        4) This research can give the additional information and knowledge about talking stick method in teaching speaking.
        5) This research can be one of references for the next researcher who wants to apply this method by other procedures and levels.

G. Relevant of the Research

Based on several sources related to this research, there were previous research related to the topic of this research, it was explained clearly below and also confirm the difference between previous research and this research.

First, conduted by Wahyu Wibowo, entitled "Application of Talking Stick Learning Method for Improving Student Learning Outcomes in Transmission Theory Material at State Vocational Schools 1 Semarang". This research aims to know the learning outcomes of transmission theory material who use the talking stick learning method and those who use conventional learning methods; This type of research is an experiment with a Pre test-Post design test Control Group Design. The research population is 131 students, while the sample used is students of class XI TKR1. The results showed that there is the average difference in student learning outcomes on transmission theory material between classes the experiment used the

talking stick learning method and the control class using conventional learning methods in class XI TKR SMK Negeri 1 Semarang based on value of 2.672 > a t-table value of 1,997.[11]

Second, from Aisyah Ambalika Saraswati, entitled "Using Talking Stick Method to Improve Students' Reading Mastery at The Second Grade Students of SMPN 1 Prigarus". Students usually feel bored in reading lessons because they have not changed their learning habits. In learning a foreign language, reading plays an important role. The students should comprehend reading for certain purposes. Therefore, the researcher takes a research about this case. This study is mainly aimed to identify the improvement of student's reading mastery through talking stick method for the second grade students of SMPN 1 Pringapus. This research is a classroom action research. The methods of collecting data are observation, test instrument and field notes. Then, the researcher analyzes them in statistical technique. This study takes two cycles. Both in the cycle I and cycle II, score t-test is greater than score of t-table. The first cycle is t-test 4,83> t table 2,03 , then in the second cycle is t-test 3,21> t-table 2,03.These indicate that there is significant improvement of students' reading mastery through talking stick method for the second grade students of SMPN 1 Pringapus in the academic year of 2018/2019.[12]

Third, thesis from Hartati, entitled "Using Talking Stick Method to Improve Vocabulary Mastery of the Eighth Grade Students of Mts Annajah Petaling". The objectives of this research was to find out whether or not there was a significant difference in vocabulary mastery between the students who were taught by using Talking Stick method and those who were not. The focus of investigation was limited to word classes consisting of noun, adjective and verb in descriptive texts with the topic of the material was animal, people, thing, and places. This research applied a quantitative method with a quasi-experimental group design. The experimental group students

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[11]Wahyu Wibowo, Application of Talking Stick Learning Method for Improving Student Learning Outcomes in Transmission Theory Material at State Vocational Schools 1 Semarang, *Thesis*, (Semarang: Semarang University, 2017).

[12]Aisyah Ambalika Saraswati, Using Talking Stick Method To Improve Students' Reading Mastery For The Second Grade Students Of Smpn 1 Pringapus In The Academic Year Of 2016/2017, *Thesis, (Salatiga:IAIN Salatiga, 2018).*

were taught by using Talking Stick method, while the control group students were not taught by using Talking Stick method. The samples were 74 eighth grade students of MTs Annajah Petaling. The data were obtained through test, observation and documentation. Based on the results of the analysis, there was a significance difference in vocabulary mastery between students who were taught by using Talking Stick method and the students who were not taught by using Talking Stick method; it was shown by the mean of post-test of experimental group (67.70) which was higher than control group (65.54). It is concluded that Talking Stick method was one of the alternatives that teachers of English can use to improve students' vocabulary mastery.[13]

Based on the explanation above, there were some the similarities between all of the previous research and this research, those were that this method helps the students interact with each other; increases students' ability in learning, and creates an active and fun classroom.

Meanwhile, the differences between this research and first previous research was this method aim to know improving the learning outcome in transmission theory material after using this method, while this research aim to find out the influence of talking stick method toward speaking ability. Second, the Aisyah's research aim to identify the improvement of student's reading mastery through talking stick while this research to identify the influence this method toward speaking ability. Third, study from Hartati to know improvement of student's vocabulary mastery through talking stick while this research to identify the influence this method toward speaking.

From the explaining above, the researcher found the information gap, it was in dependent variable. In this research, dependent variable was speaking ability; meanwhile in previous researchs were transmission theory material, reading mastery and vocabulary mastery.

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[13] Hartati, Using Talking Stick Method to Improve Vocabulary Mastery of the Eighth Grade Students of Mts Annajah Petaling, *The Journal of English Literacy Education, Vol. 6, Number 2,* (2019),p.94

H. Systematic of the Research

The researcher discussed the research into the structure as below:

Chapter I:

Presents the introduction, which consists of the title confirmation, background of the problem, identification and limitation of the problem, formulation of the problem, objective of the research, significance of the research, relevant of the research, and systematic of the research.

Chapter II:

Presents the frame the theory and hypothesis, which consists of the concept of the speaking, text, explanation text, concept of the talking stick method, concept of discussion method and hypothesis.

Chapter III:

Presents the research method, which consists of place and time of the research, research design, population, sample and data collecting technique, operational definition of variables, research instrument, validity and reliability of the instrument, fulfillment of the assumption and hypothesis testing.

Chapter IV:

Presents the data descriptions, data analysis and discussion of the research.

Chapter V:

Presents the conclusion and recommendations of the research.

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CHAPTER II
FRAME OF THEORY AND HYPOTHESIS

A. Frame the Theories
1. Speaking

Writing was one of the language skills that must be mastered by the students. In addition, speaking was one way to share the ideas, thinking, and information to other people orally. In the following, the researcher explained the concept of speaking.

a. Definition of Speaking

According to Bailey and Nunan, speaking was an interactive process of constructing meaning that involves producing and receiving processing information.[14]

Harmer also stated that was speaking happens when two people are engaged in talking to each other. It could be quite certain that they were doing with the reasons.[15] Their reasons probably they chose from their own goals. In addition, speaking was a helpful skill that could be directly recognized. The mastery of speaking skills in English was a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they felt they have improved in their spoken language proficiency.

Along with Bryne stated speaking was two-way process between speaker and listener which involves productive and reactive skill understanding. It means that speaking occurs when at least two people sharing information even though one person acts as speaker and another one become a listener ho receives oral information.[16] Speaking was a productive skill

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[14]Kathelen M. Bailey & David Nunan,*Practical English Language Teaching Speaking. (*New York: Mc Graw Hill, 2005),p.2

[15]Jeremy Harmer,*Practice of English language teaching*, 3rd Edition, (Essex: Longman, 2003),p.343

[16]Donn Byrne,*Teaching Oral English*, (Harlow: Longman, 1986),p.20

can be directly and empirically observed, those observation are consistently colored by the accuracy and effectiveness of a test-takers' listening skill, which necessary compromises the reliability and validity of a production test. It could be concluded that speaking was one of the subjects which should assessed.[17]

Based on the statements above, the researcher infered that speaking was an activity that human use to express thought, feeling, and opinion and to exchange information by using utterances in the form of communication. It also gave the opportunity to interact each other.

b. Function of Speaking

Speaking was a purposeful activity. As like other activities such as listening, reading and writing. Along with Apriyanti and Apud, speaking was used by many different goals and each goal requires different skills. The various goals of the speaking were**:**

a. In informal conversations, our goal may be to interact with people, build relationships, or participate.

b. Harmless chat that takes up most of the time we spend friend.

c. When discussing with someone, the goal is searching for and expressing opinions, persuading someone.

d. Clarify the information.

e. In some other situations we use speech to explain things.

f. Complain about people's behavior or ask polite questions.[18]

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[17]H. Douglas Brown,*Language Assessment: Principles and Classroom Practice*. (New York: Pearson Education, 2001),p.74

[18]Hema Apriyanti and Apud, "The Effectiveness of Find Someone Who Game toward Student's Speaking Skill", *Assess English Education Journal*, Vol.2 (2016),p.88   Restirevd   from: http://repository.uinbanten.ac.id/664/3/CHAPTER%20II.pdf

Based on the explanation above, speaking officially has many functions in all situations; it was very useful especially for students as a second language learner or foreign language learner. Speaking was urgent skill for life, which was we can express, share, and convey about something. It also helped everyone to get to know all of things in all aspects of human life. In this research, the researcher tried to develop the one of the functions in speaking namely explain something orally and do interaction with others.

c. Types of speaking

As said by Brown, that there were five of speaking performance that could be chosen, those were:

1) Imitative

At one the end of a range, performance was the ability to simply imitate a word or phrase or possibly a sentence. While this was a purely phonetic level of oral production a number of prosodic, lexical and grammatical properties of language may be included in the criterion performance.

2) Intensive

A second type of speaking frequently employed in assessment contexts it the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationship.

3) Responsive

This assessment task included interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple request and comments and the like.

4) Interactive

The difference between responsive and interactive speaking was in the length and

complexity of the interaction, which sometimes includes multiple exchanges and or multiple participants. Interaction can take broken in two forms of transactional language which has the purpose of exchanging and giving specific information, besides interpersonal exchanges which have the purpose of maintaining social relationship.

5) Extensive (monologue)

Extensive oral production tasks include speeches, oral presentation and storytelling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether.[19]

Based on the explanation above, we knew that there were many types of speaking that we chose in assessment of speaking skill. While, for this research, the type was interactive type, the researcher and students did interaction by doing question and answer session between teacher and students through game during the teaching and learning process in the class.

d. Elements of Speaking

Harmer stated that the ability to speak English presupposes the elements necessary for spoken production as follows:

1) Language features:

a) Connected speech

In connected speech, sounds are modified (assimilation), omitted (elision), added (linking), or weakened (through contraction and stress patterning). It is for this reason that we should

[19]H. Douglas Brown &Priyanvada Abeywickrama, *Language Assessment: Principles and Classroom Practice*, 3rd Edition (New York: Pearson Education, 2019),p.157-158

involve students in activities designed specifically to improve their connected speech.

b) Expressive devices

Native speaker of English changes the pitch and stress of particular past of utterance, very volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling. The uses of this device contribute to the ability to convey meanings.

c) Lexis and grammar

Teacher should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing, surprise, shock, or approval.

d) Negotiation language

Effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students.

2) **Mental/social processing :**

Success of speaker's productivity was also dependent upon the rapid processing skill that talking necessitates, like:

a) Language processing

Language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.

b) Interacting with others

Effective speaking also involves a good deal of listening, and understanding of how others participants are feelings, and knowledge of how linguistically to take turns or allow others to do so.

c) (On the spot) information processing

Quite apart from our response to other's feeling, we also need to be able to process the information they tell us the moment we get it.[20]

Based on that explanation above, it could be concluded that to master speaking should pay attention some elements of speaking such as: language features, and mental/social processing. These two elements relate to each other due to they should be fulfilled by the students as a consequence to have a good performance in speaking.

e. **Aspects of Speaking Skills**

Speaking was one of skills that use to express the idea, so the speaker should fulfill the component of speaking so that the listener can understand the speaker idea or the speaker meaning. According to Brown, speaking was productive skill which can be directly and empirically observed. It means that the result of speaking can be measured by considering the product which could be in a form of speech. He also said that those observations were in variably colored by the accuracy and effectiveness of the test takers' listening skill that cooperate the reliability and validity of oral production test. Thus, it made the result of the measurement or assessment different on scorer to others.

To give scores in each response, so that each scores have been represented by pronunciation, fluency, vocabulary, grammar, comprehension to recognize the correctness of speaking ability. As Brown stated there should be five aspects to be mastered of speaking,namely grammar, vocabulary, pronunciation, fluency and comprehension. Those are:

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[20]Jeremy Harmer, *The Practice of English Language Teaching* , 4th Edition, (Essex: Pearson Education Limited, 2007),p.23

1) Vocabulary

People cannot communicate effectively or express their ideas spoken and written form if they do not have enough vocabulary. It referred to collection of words in language. Vocabulary is really important because without it we cannot speak at all. Vocabulary was divided into two parts; those are close class and open one. The close category consists of conjunction, pronoun, preposition, while the open one consists of noun, verb, adjective and adverb.

2) Grammar

Grammar needed for students to arrange a correct sentence in conversation or speech in a different light. The usefulness of grammar was also learning how to acquire it correctly fluent in spoken and written language. Grammar is being of rules for the use of the words. In speaking skill, Grammar always to be handicaps in performs pure speaking. It caused by the speaker sometimes afraid to make mistake of grammar in perform speaking while the arrangement of words in a sentence is not the same in difficult language. They were not even the same in sentence pattern.

3) Pronunciation

Pronunciation was one factor influencing the students' ability in speaking language, because by good pronunciation someone can understand what we said. It is a way for students to produce a clearer language when speaking. Pronunciation deals with two integrated skills recognitions or understanding. These skills rely very little on intellectual mastery of any pronunciation rules. Ultimately, it only practices in listening and speaking which give the learners the skill.

4) Fluency

Fluency means that speech where the message was communicated coherently with few pauses and hesitation, thus causing minimal comprehension difficulties for the listeners.[21] In addition, Fluency is the statement of being able to speak a language quickly and easily and students are too communicative easily to others friends. Fluency refers to the smoothness of flow which sound, syllables, word and phrases are joined together when speaking.

5) Comprehension

Comprehension denoted the ability to understand what speaker said and general meaning (get the point of what speaker says). It meant that if a person answers well and correctly, it showed that he comprehends or understands well. For example, the teacher asks to students "What do know about Cinderella?" they answer "She is a princess who finally married to a handsome prince after surviving from life of threats and bad experience with her step-mother and step-sister, Miss". It means that they have comprehended because the answer was relevant to the question; their answer is comprehensible as well.[22]

It could be concluded that there are five aspects that must be mastered by students to achieve speaking well. In this research, researcher used the aspects to find out the extent of students' speaking ability and these were accurate aspects to improve the quality of the teaching and learning process especially in speaking.

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[21]Cristene & Anne.*Learners, Anxiety, Oral Performance*.(Kusan National University and Concordia University, 2012). p.43

[22]H. Douglas Brown, *Language Assessment: Principles and Classroom Practice*. (New York: Pearson Education, 2001).p.140

6) Speaking Ability

Speaking was the most common communicative activity in daily life. Speaking was a part of daily life to communicate information to a listener with building and sharing meaning. Linse and Nunan stated that when children begin speaking, they triedand played with the utterance that was made to form words and phrases. As they grow, children integrated these words and structures into their real and imaginary play.[23] The speaking ability could develop their growth as well. The students in senior high school should be able to improve their words for speaking than the students in senior high school have more time to study about speaking. They had also many opportunities to increase their speaking ability, but in reality, the students are still difficult to increase their speaking ability.

Speaking was very important that we have to learn. Speaking ability was the main goal of many adult learners. Their personalities played a large role in determining how quickly and how correctly they accomplished this goal. Those were risk-takers confident of making mistakes generally were more tack active, but with many errors that could become hard to break habits. Students might take a long time to speak confidently their English often contains fewer errors and they was proud of their speaking ability.

In addition, speaking ability was the ability to express something in a life situation, or the ability to report act or situation in precise words to express a sequence of Ideas fluently. According to Harmer speaking happened when two people were engaged in talking to each other. It involves using speech to express meanings to other people.[24]It meant that speaking was one of crucial abilities

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[23]Caroline T. Linse& David Nunan, *Practical English Language Teaching: Young Learners,* (New York: McGraw-Hill, 2005), p.46

[24]Jeremy Harmer, *The Practice of English Language Teaching*, 3rd Edition, (Essex: Longman, 2003),p.268

to use a language. A successful teaching speaking depends on interactive discourse within the speakers that was the communication between teachers and students or students with other in the classroom.

Furthermore, speaking ability was also one language that was learned and developed when studying a foreign language. Speaking ability was not only based on the time where the students studied about speaking for a long time but also it was based on their habitual to speak English, they must practice in their daily activities because speaking ability was verbal intelligence. The ability to speak English is very important for the students because speaking was the basic language skills for communicating and the ability to speak well made the students easily follow the progress of globalization.[25] Speaking was one of four skills of language and it has an important role in daily life because it is the main skill in communication. Welty stated that speaking must fulfill these criteria, there are pronunciation, fluency, grammar, vocabulary, and comprehension.

Based on the explanation above, the researcher concluded that the speaking ability was their ability to express their ideas, opinions, feelings, and experiences, using English with good pronunciation, grammar, vocabulary, fluency, and comprehension. That meant speaking was very important in daily activities because we could react to order person and situation, express our ideas, though and feel through spoken language.

2. Text

a. Concept of Text

Text have a structure, they were orderly grammatical of words, clauses, and sentences, and by following grammatical rules writers can encode a full semantic representation of

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[25]William Littlewood,*Communicative Language Teaching,* (Cambridge: Cambridge University Press, 2004),p.21

their intended meanings.[26] Further language was always produced, exchanged or received as a text that was language as a system of communication was organized as cohesive units we call texts.[27]It meant that text was used as communication by the writer with organized the structure or the text and grammatical of words, clauses, and sentences.

Siahaan and Shinoda said that a text was a meaningful linguistic unit in a context; it was both a spoken text and written text.[28] Therefore, a text was a writing form or result of the writer's writing. That was usually text form contains that several paragraphs. A spoken text was meaning spoken text. It could be a word, phrase, sentence or discourse. Written text was any meaningful written text. The writer assumed that text was some sentences in written text and the readers could get information from the text.

Based on the statement above, a good text was relevant to the theme, had adequate grammatical and generic structure, well-written, and understandable to the reader.

b. Kinds of Text

As we have learned in school that there were many kinds of text that was learned. Gerot and Wignel categorize the genre into thirteen types. As follows:

1. Spoof
   Spoof was an text that contain a humorous story.
2. Recount
   Recount was a text to retell an event or experience happened.

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[26]Ken Hyland, *Teaching and Researching Writing*, 2nd Edition, (Harlow: Great Britain, 2009), p.8

[27]Peter Knapp & Megan Watkins, *Genre, Text, Grammar, Technologies For Teaching and Assessing Writing,* (Sydney: University of New South Wales Press Ltd, 2005), p.29

[28]Sanggam Siahaan & Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p.1

3. Report

   Report was a text to share and explain things natural, made and social phenomena in our environment in detail.

4. Analytical Exposition

   Analytical exposition was a text that elaborates the writer's ideas about case or phenomenon surrounding.

5. News Item

   News item was a text to inform readers or listeners about events of the day which are considered newsworthy or important.

6. Anecdote

   Anecdote was a text which retells amusing and unusual in incident in fact or imagination.

7. Narrative

   Narrative was a text which tells a story with complication, problematic events and imaginative story to entertain people.

8. Procedure

   Procedure was a text to explain how to make or use something is accomplished through a sequence of actions or steps.

9. Description

   Description text was a text to describe a particular person, place and things..

10. Hortatory Exposition

    Hortatory exposition text was a text to persuade the reader or listener that something should or should not be the case.

11. Explanation

    Explanation text was a text to explain the processes involved in the formation or workings of natural or socio cultural phenomena.

12. Discussion

Discussion text was a text to present (at least) two points of view about an issue.

13. Reviews

Reviews were a text to critique an art work or event for a public audience.[29]

According to the explanation above, there were many kind of text which provide in learning English and number of words spoken by someone in writing or audibly to send a message, the researcher determined that the text was a substantial linguistic thing.

In this research, the researcher focused on explanation text. It was because the researcher found the problems of students in explanation text, particularly the students as object of this research were still difficult when explaining about a topic in sequence part of the explanation text.

3. **Explanation Text**

a. **Concept of Explanation Text**

An explanation text was a text that elaborates on how and why a phenomenon or event occurred in scientific and technical terms. According to Kemendikbud, an explanation text was a non-fiction work that explains how or why something occurs.[30] This indicates that the explanation text was speaking about an actual event that takes place in our world. Because of this, the author should explain the causes of any phenomena.

According to Dilkawaty, an explanation text was how or why something occurs was called explanation texts. It implied that in order to fully understand this literature, students must build on a specific event that

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[29]Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar,* (New South Wales: GerdStabler, 1995),p.192

[30]Kemendikbud, *Model Pengembangan RPP, (*Jakarta: Direktorat Jenderal Pendidikan Dasar dan Sekolah Menengah, 2017).p.100

occurs in their culture, such as how and why natural disasters occur. The explanation text's goal was to investigate and elaborate on how and why things occur.[31]

b. Generic Structure of Explanation Text

In making explanation text, there were structures that we must complete, namely:

b) General/opening statement; stating the phenomenon issues which are to be explained.

c) Sequenced explanation; stating a series of steps which explain the phenomena.

d) Concluding statement; closing the explanation or restatement from the topic discussed.[32]

c. Social Function and Language Feature of Explanation Text

The social function of an explanation text was to give the background information on how and why something occurred. The processes involved in the formation or operation of natural and socio-cultural phenomena are some examples of the reasons that are further and more thoroughly explained in the text.

Meanwhile, the following were the main language feature of the explanation text, as follows:

a) Emphasis on participants who were generic humans and generic non-humans

b) Presenting the facts of an occurrence or activity in the simple present tense.

c) Using verbs of motion like occur, drop, run, etc.

d) Using the passive voice pattern.

e) Using words that showed cause and effect: Cause and effect was a relationship between events or things,

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[31]M. Dilkawaty, *Teaching Writing, (*Pekanbaru: Education Matters Most Publishing, 2012),p.32

[32]Sisca Yuliena Permana, *Materi ajar Bahasa Inggris: Explanation Text*, (Jakarta: Universitas Muhammadiyah Jakarta, 2021),p.5

where one was the result of the other or others. such as so, since, when, because, etc.

f) Using conjunction of time: When, after, before, until, since, while, once, as and as soon as etc.

d. Types of Explanation Text

a) A sequential explanation was that describe natural and non-natural events, such as life cycles.

b) A cause-and-effect explanation was a explanation that connects cause and effect to explain how and why an event occurred, such as eruptions of volcanoes," and elaborates on how and why things occur.[33]

Example of explanation text

Written form**:**

How earthquake occur?

Earthquakes being the most deadly natural hazards strike without any prior warning leaving catastrophe in their wake with terrible loss of human lives as well as economic

Technically, an earthquake (also known as tremor, quake or temblor) is a kind of vibration through earth's crust. These powerful movements trigger a rapid release of energy that creates seismic waves that travel through the earth. Earthquakes are usually brief, but may repeat over a long period of time (earth science 2001). Earthquakes are classified as large and nd small. Large earthquakes usually begin with slight tremors but rapidly take form of violent shock. The vibrations from a large earthquake last for few days known as aftershocks. Small earthquakes are usually slight tremors and do not cause much damage. Large earthquakes are known to take down buildings and cause death and injury (Richter 1935). According to some statistics, there may be an average of 500,000 earthquakes every year

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[33]Kemendikbud, *Buku Bahasa Inggris* Kelas XI, (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017),p.101

but only about 100,000 can be felt and about 100 or so can cause damage each year. Earthquakes are dreaded by everyone.

Source: Buku bahasa inggris kelas XI

Oral form:

Figure 1
Example of speaking text

Transcript:

How does tornado form?

Tornado is rapidly rotating columns of air that form inside storms that connect with the ground via a funnel of cloud. When that happens, they tear across the Earth, posing a huge threat to life and property. Because of this, there is great deal of research into these phenomena, but the truth is, there's still a lot we don't know about how tornadoes form. The conditions that may give rise to one tornado won't necessarily cause another. But we have learned a lot since people first started recording tornadoes, like how to recognize the signs when one is brewing in the sky. Are you coming along for the ride?

Tornadoes begin with a thunderstorm but not just any thunderstorm. These are especially powerful, towering thunderstorms called super cells. Reaching up to over 50,000 feet, they bring high force winds, giant hailstones, sometimes flooding and great flashes of lightning, too. These are the kinds of storms that breed tornadoes, but only if there are also very specific conditions in place, clues that we can measure and look out for when we're trying to forecast a storm. Rising

air is the first ingredient needed for a tornado to develop. Any storm is formed when condensation occurs, the byproducts of the clouds. Condensation releases heat, and heat becomes the energy that drives huge upward drafts of air. The more condensation and the bigger the storm clouds grow, the more powerful those updrafts become. In super cells, this rising air mass is particularly strong. As the air climbs, it can change direction and start to move more quickly. Finally, at the storm's base, if there is a lot of moisture, a huge cloud base develops, giving the tornado something to feed off later, if it gets that far. When all these things are in place, a vortex can develop enclosed by the storm, and forming a wide, tall tube of spinning air that then gets pulled upwards. We call this a mesocyclone. Outside, cool, dry, sinking air starts to wrap around the back of this mesocyclone, forming what's known as a rear flank downdraft. This unusual scenario creates a stark temperature difference between the air inside the mesocyclone, and the air outside, building up a level of instability that allows a tornado to thrive. Then, the mesocyclone's lower part becomes tighter, increasing the speed of the wind. If, and that's a big if, this funnel of air moves down into that large, moist cloud base at the bottom of the parent storm, it sucks it in and turns it into a rotating wall of cloud, forming a link between the storm that created it and the Earth. The second that tube of spinning cloud touches the ground, it becomes a tornado. Most are small and short-lived, producing winds of 65-110 miles per hour, but others can last for over an hour, producing 200 mile per hour winds. They are beautiful but terrifying, especially if you or your town is in its path. In that case, no one, not even tornado chasers like me, enjoy watching thing unfold. Just like everything, however, tornadoes do come to an end. When the temperature difference disappears and conditions grow more stable, or the moisture in the air dries up, the once fierce parent storm loses momentum and draws its tornado back inside. Even so,

meteorologists and storm chasers like me will remain on the lookout.
Source link: https://youtu.be/lmWh9jV_1ac

From the example above, showing there are two form of explanation. The different of those are first explaining in written form; using proper words, systematical structure of sentences, using grammatical words. Meanwhile, explaining in oral form, the speakers explained directly, the structure and grammar of sentences are not to be attention but just focus how the listeners can understand well what we are saying. In this research, the researcher leaded the students to dare expressing their ideas or opinions about a topic orally and confidently to others without worried toward the mistakes.

4. **Talking Stick Method**
   a. **Concept of Talking Stick Method**

   Talking Stick method was a cooperative learning used by the Native Americans to invites all the people to speak up or to give their opinion in the discussion. This method decided who will have the right to speak up. When the leader starts a discussion, the stick that was hold is moved to another person who wants to speak or to respond to the topic. After all of the member give an opinion, the stick was returned back to the leader of a discussion.[34]

   In addition, Suprijono said that talking stick is learning method to facilitate the students to dare to express their opinions in class.[35]It could be said talking stick is a learning method which aims to train the students to dare expressing the opinions, build students' self-confidence in speaking, and get ready to speak.

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[34]Kimberly Fujioka, "The Talking Stick method: An American Indian Tradition in The ESL Classroom", *TESL Journal, Vol. IV, No. 9*, (1998). Retrieved from : http://iteslj.com

[35]Agus Suprijono, *Cooperative Learning Teori dan Aplikasi Paikem*, (Yogyakarta: Pustaka Pelajar, 2011),p.109

According to Candler, by the talking stick the students will have chance to speak and make them realize to be patient.[36] After using talking stick a few times, they become more thoughtful in their responses and they stop blurting out the first think that comes to mind and also encourages shy students to speak up because they do not want to get stuck at the end holding the stick and have to respond at length to one question.

In conclusion, talking stick was made to make sure each student has an opportunity to share his or her views, thoughts, and ideas. And also, the student who held the stick had the right authority to talk. This encourages students to dare expressing their opinion or ideas in interesting way.

b. **The Advantages and Disadvantages of Talking Stick Method**
   1. The advantages talking stick method
      a. There were good interactions between teachers and students.
      b. The learning process was more active and effective.
      c. Students got more motivation and confident to speak up.
      d. Students got ready to answer the questions well.

   2. The disadvantages talking stick method
      a. The teacher was difficult to control the learning process.
      b. Students were unconfident and not ready to answer the question directly.[37]

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[36]Laura Candler, *Talking Stick: 2013 Teaching Resources*, (Milken Education. 2013),p.2

[37]M.J Rampengan, *Diklat Sertifikasi Guru,* (Manado:Modul,2008),p.30

There were several advantages and disadvantages of this method. On the other hand, to overcome the disadvantages, researcher made some rules in classroom before teaching and gave the students a few times to prepare their ideas or opinion before this method appllied.

c. **Procedures of Talking Stick Method**
   a. The researcher explain the generic structure, language feature of explanation text
   b. The researcher divided the students into several groups.
   c. The researcher showed a video related to the topic.
   d. Then, researcher asks the students what information provided in the video.
   e. The students explained the information which is they get from the video and the researcher writes it on the blackboard, and lead the students to ask if they are not understand yet and find difficult words.
   f. The researcher gave the students several minutes to read and understand the material.
   g. After that, the researcher took the stick and played the song. When the song stopped, the student who holds the stick must be answer the teacher's question and other members of the group could help to answer.
   h. The group which got the chance does not play again.
   i. It was done until all of the groups have got chance.
   j. The researcher gave the feedback and made conclusion together with students about the lesson that day.[38]

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[38]Agus Suprijono, *Cooperative Learning Teori dan Aplikasi Paikem*, (Yogyakarta: Pustaka Pelajar, 2011),p.109

5. **Discussion Method**
   a. **Concept of discussion Method**

   Discussion was method of teaching and learning was done by teachers at the school. Stephen stated that discussion as a process of giving and talking, speaking and listening, describing and observing which helps expand views and foster mutual understanding.[39] Discussion method was a variety of forums for open-ended, collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students thinking, learning, problem solving, understanding, or literary appreciation.[40] Discussion could be presented by all students in the class; all the students were divided into groups with members of the group who are not too much so that it was easier for the teacher to monitor students' work. Furthermore, the discussion was done by presenting a topic and students are asked to discuss it. As the discussion leader in the classroom the teacher provided interesting material for this activity, so the students can make the best discussion, the teacher also used the material already knowed the students so the students could understand.

   In addition, Killen affirms that discussion was an orderly process of face-to face group interaction in which people exchange ideas about an issue for the purpose of solving a problem, answering a question, enhancing their knowledge of understanding, or making a decision. He also disclosed that discussion method is potential to be applied in speaking class because students are motivated to create the initiative ideas toward speaking topics discussed. It meaned that discussion technique is better than lecture as a way of helping students develop problem-solving and critical thinking skills and in which teachers show tolerance to

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[39]Stephen C.Levinson, *Space I Language and Cognition: Explorations in Cognitive Diversity*, (Cambridge: Cambridge University Press, 2005).

[40]Ian A.G Wilkinson, *Discussion method*, (University of Auckland, , 2016), p.1 Retrieved from: https://www.researchgate.net/publication/301290144

students' opinions and attitudes, which helped to develop rapport between instructors and students.41

From the explanation above, it could be concluded that discussion was a method of teaching where teachers provided the materials by dividing the students into groups, and then the teacher gave the material to do discussion. This was done to make the students was able to speak in expressing ideas and opinions on a topic. The discussion was also used to make students was able to make a conclusion in a good cooperation and developed their thinking.

b. **Advantages and Disadvantages of Discussion Method**
1. Advantages of discussion Method
    a. Students are able to generate interactive language
    b. Students are embraced by an effective environment
    c. Students can explore different perspectives
    d. Students can explore topics deeper, and comfort with ambiguity and complexity
    e. Students are to support learner responsibility and autonomy
    f. Students are able to understand toward individualizing instruction.42

2. Disadvantages of Discussion Method
    a. It dramatically increases the amount of talking for individual students.
    b. There is a greater chance of different opinions and varied contribution.

41R. Killen, *Effective Teaching Strategies: Lessons From Research and Practice,* (Wentworth Falls: Social Science Press, 1996),p.24

42H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition* (New York: Addison Wesley Longman Inc, 2001),p.178

c. It encourages broader skills of cooperation and negotiation.[43]

d. Consuming a lot of time.

e. Some students may not participate.

Based on the explanation above, Discussion technique allowed the students freely to express their ideas, thoughts, and understandings in depth and then was able to develop their speaking ability in English. While, considering the disadvantages above, the researcher made the rules in learning process in the class before they studied, monitored the students during discussion and managed the time well.

c. Procedures of Discussion Method in Teaching Speaking

The procedure in teaching speaking by using discussion method, as follows:

a) The researcher divided the students into several groups.

b) The researcher showed a video related to the topic.

c) Then, researcher asked students what information in the video.

d) Then, the researcher wrote those on the blackboard, after that guided the students to ask if they did not understand yet or even found difficult words.

e) Then, researcher told the generic structure, language feature of explanation text.

f) In core activity, the researcher gave some questions to be answered through discussing each group.The answers should be in form of dialogue.

g) Then, each group presented the result of their discussion in front of class in turn.

h) The researcher and other students gave the comment or suggestion toward other groups.

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[43]Jeremy Harmer, The *Practice of English Language Teaching, Third Edition,* (London: Pearson Educational Limited, 2001),p.117-118

  i) Then, researcher and students made conclusion and gave feedback to the students of their performance.[44]

6. Hypothesis of the Research

   Based on frame of the theories above, the researcher formulated the hypothesis of this research as follow:

H_a : There is significant influence of using talking stick method toward students' speaking ability in the second semester at the eleventh grade of MAN 1 Bandar Lampung in the academic year of 2022/2023.

H_o : There is no significant influence of using talking stick method toward students' speaking ability in the second semester at the eleventh grade of MAN 1 Bandar Lampung in the academic year of 2022/2023.

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[44] Green C. F,Christopher E. R., & Lam .J, *Developing Discussion Skills inthe ESL Classroom,*(Cambridge:Cambridge University Press, 2002),p.225-233

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