

TEACHING SPEAKING THROUGH TALKING STICK METHOD

Rindawati Noviasari¹, Ernati², Welya Roza²

¹The Student of English Department, The Faculty of Teacher Training and Education, Bung Hatta University

Email: Rindawati_noviasari@yahoo.co.id

²The Lecturers of English Department, The Faculty of Teacher Training and Education, Bung Hatta University

Abstract

The purpose of writing this paper is to describe teaching speaking through talking stick method. In speaking, many students still get some difficulties, because probably, they worried about their grammar mistakes. The teacher can use talking stick method to make students enjoyable to learn speaking. This method provides an efficient way of getting students to share their different ideas or perspective and can help students master spoken english. It is suitable for the students because it helps the students to understand how to speak well. It is usually used a stick and it is made from a wooden stick and the function is the students who get this stick will have a chance to speak in the classroom, and those who didn't get stick are silent. When the teacher conducts teaching and learning speaking through talking stick method, the students will be enjoyable in learning process. And it is recommended that the teachers consider to use talking stick method as one of the teaching speaking methods in the class.

Key Words : *Teaching Speaking, Talking Stick Method*

A. INTRODUCTION

English is an international language used by a lot of people in all the world. Some of the countries use English as a second language. It is not only important for communication, but it is also needed in science, politics, economics, culture, technology, education and so on. In the field of education, English is very important because it is a way to open the window of the knowledge in the world.

Speaking is, one of the important skills in communication. Through speaking, the hearer can comprehend what the speaker says. Many students still get some

difficulties in speaking English. Probably it is caused by many factors. One of them is they worried about their grammar mistakes to practice English in front of the class.

It is important for English teacher to find out some solutions in teaching speaking. One of them, the teacher should find out new method that can increase the student's motivation to speak English and develop their speaking fluency. The writer chooses talking stick method, because it provides an efficient way of getting students to share their different ideas or perspectives and can help students master spoken English. This method can also make students have more

spirit during teaching and learning process in the classroom. It is easy to be applied in the classroom and invite students to be more active in learning English.

Concept of Speaking

Widdowson (1984:5) says that speaking is the active or productive skills. Communication through speaking is commonly performed to face and occurs as part of dialogue.

Speaking as one of language skills is a productive and complex skill. Based on this statement, students can use their ability to express what they feel, and think orally. Speaking does not only deal with the use of grammatical structure and appropriate words, but also with the ability to make the listeners understand about what is being talked.

Then, Lado (1984:240) adds that speaking is the ability to express oneself in real life situations, or the ability to converse or to express a sequence of ideas fluently. Furthermore, Hornby (1989:827) says that speaking is special natural power to do something well. Through speaking activity, the students can communicate each others. They can understand what they are speaking about and what other people communicate to them. They will know the aims of the speaking. Brown (1980:193) states that

communication can be defined as series of communicative acts or speech that are applied to complete the specific purposes.

Types of Speaking

There are five types of speaking, according to Brown (2009:184):

1). Imitative Speaking, at one end of continuum types of speaking, performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. Although this is a purely phonetic level of oral production, a number of prosodic (intonation, rhythm, etc), lexical, and grammatical properties of language may be included in the performance criteria.

2). Intensive Speaking, A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements : intonation, stress, rhythm, juncture).

3). Responsive Speaking, Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments and like.

4). Interactive Speaking, The difference between responsive and interactive speaking is in the length and complexity of

interaction, which sometimes includes multiple exchange and/or multiple participants.

5). Extensive (monologue), Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out together.

Component of Speaking

There are some components of language that influence speaking ability. According to Harris (1974:81), the components are pronunciation, grammar, vocabularies, fluency, and comprehension. While Heaton (1988:100) states that there are three points which are needed by language learner in speaking English, they are accuracy, fluency, and comprehensibility. Each of the components above will be discussed as follow:

a). Accuracy is one of the components in speaking English that have to be evaluated. Based on the British Broadcasting Corporation (in Ayu 2011) speaking accurately also means that people speak without errors of grammar, vocabulary, and pronunciation. Wallace (2008) states that a good accuracy in speaking is show when the people speak with good pronunciation, a correct grammar, and appropriate vocabulary.

b). Pronunciation is one of the important things that should be mastered by the students, because it will influence the meaning of words. Hornby (1989:497) states that pronunciations is the way in which a language, a way in which a word is pronounced. People with a good pronunciation can speak clearly for each word that they said.

In having a good pronunciation, there are four aspects that have to be mastered by the students: they are sound, stress, intonation, and rhythm. If one of them missed from the speaker, it will cause misunderstanding between the speaker and listener.

c). Grammar is the study of the rules of how to combine words into sentences (Hornby, 1989:375). Byrne (1980:36) adds that grammar is the base knowledge in learning a language. Paulstan (1984:1) says that structure is the basic element of a language learning, which embraces all language skills.

As a rule, language grammar consists of tenses and a rule to use the words depends on the time, situation, and condition. A good understanding in grammar makes students able to produce grammatical and lexical sentences correctly. If the speakers make mistakes in using grammar in communication, the listeners

will also make mistakes to translate the meaning of utterance.

d). Vocabulary is also one of the components that support speaking skill. It means that the choice of words should be suitable with the topic. A good speaker must have many vocabularies to support him to deliver his idea. The people cannot communicate effectively or express their ideas both oral and in written form if they do not have sufficient vocabulary. Without grammar, there is a little information that can be conveyed. Without vocabulary, nothing can be conveyed. So, vocabulary means the appropriate diction which is used in communication.

e). Fluency is an ability to express something in spoken language without pause. Harris (1978:81) says that fluency is the ease and speed of the flow of speech. Brown (1994:24) adds that fluency is an initial goal in language teaching. Harel (2007) states that fluency is a speech language pathology term that means the smoothness or flow with which sounds, syllables, words, and phrases are joined together when speaking quickly. This statement is supported by Wikipedia (2012) that says fluency in speaking ability is to produce speech in the language and can be understood by its speakers.

f). Comprehension also has an important role in speaking. According to Harris (1974:81) comprehension is one of the components that involve in speaking skill. In this part, the speaker must have a good way to make the listener understand with their speech. As we know that the function of speaking is transformation and idea from the speaker to the listener. So, the speaker has to make sure that the listener understands what they are going to say.

The writer concludes that the six components of speaking are very important to be concerned by a speaker in order that the listeners can understand what the speaker says easily.

Methods of Teaching Speaking

1).Think Pair Share, Frank Lyman (1981:109) says that Think-Pair-Share is a low-risk strategy to get many students actively involved in classes of any size. The procedure is simple: after asking a question, tell students to think silently about their answers.

2). Autonomous Learning, According to Holec (1981:53) Autonomous learning is a teacher always remains friendly and works as a facilitator to the learners which create a positive environment of learning. There is nevertheless broad agreement that autonomous learners understand the purpose of their learning program, explicitly accept

responsibility for their learning, share in the setting of learning goals, take initiatives in planning and executing learning activities, and regularly review their learning and evaluate its effectiveness.

3). Meet the Guest, According to Emerson (2013:143) Meet the guest is taught through a series of lectures and guest speakers, but will predominantly focus on providing students with a comfortable and engaging forum in which they can practice the skills that cover in class. Lectures consist of a presentation on the given topic, supplemented by a variety of engaging and interesting short practice activities throughout the presentation.

4). Talking Stick Method, According to Garret (1998:82) talking stick method is a method that uses a stick well-known as a wooden stick, which the facilitator or the leader begins by picking up the stick to share the feeling or concern with the group. It is passed clockwise to the next person, who may choose to speak or to remain silent. Then, the talking stick is passed to each person for getting a chance to speak.

Concept of Talking Stick Method

According to Garret (1998:82) talking stick method is a method that uses a stick well-known as a wooden stick, which the facilitator or the leader begins by picking up the stick to share the feeling or concern

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Furthermore, Delucia Waack (2004:467) says that talking stick is another ritualistic method, the groups that employ this talking stick give the stick to whoever wishes to speak. The other students do not talk until the student who speaks gives the talking stick to the next speaker. This way helps to prevent interruptions and maintain member's interest. So, other students who do not get the stick must be silent and learn what statement that is said by their friend until finish. Finally, the students who get the stick may choose the other students to speak.

In addition, Alarid and Markel (2005:13) say that talking stick method is passed from speaker to speaker as their voice opinions. Only the person who is holding the stick has permission to talk. Everyone is obligated to listen until that person passed the stick to someone else. Usually, talking stick is applied as representative of significant strength, ideals, or emotions. It can be used at any meeting (discussion) where varying opinions need to be expressed.

Procedure of Talking Stick Method

- First, Garret (1998:82), says that there are 6 steps of talking stick:

1). The facilitator, who traditionally might be a social leader, begins by picking up the talking stick to share feelings or concern with the group. It means that, the facilitator is the teacher which, he or she begins by picking up the talking stick to speak.

2). The talking stick is passed clockwise to the next person, who may choose to speak or to remain silent. After the teacher has spoken, he/she chooses the students to speak.

3). Then the talking stick is passed to each person. When the students had sitting in the circle, talking stick is passed to each students.

4). During the circle, question may be asked, but only with the permission of whoever is holding the stick. The students who will ask a question must ask permission with the students who is holding the stick.

5). Another member wishing to speak about something is not related to what the stick holder is talking about must wait his or her turn. Another student who will ask a

question that is not related to what the stick holder must wait until the speaker finish.

6). The facilitator is free to ask question or make clarifying statements. If the students are confusing, so the teacher is free to make clarifying statement.

- Second, Holland (2001:203), says that a procedure of talking stick method is adapted from the practices of several Native American Church as well as in nondrug healing circles and in political decision-making councils. There are 6 steps of this:
1). The groups sit in the circle that is not interrupted (participant may lie down during some phases of the experience, in which case they lie with their heads toward the center, making a star pattern). This time the teacher asks the student to sit in the circle.

2). One talks or sing the song someone has learned only when one has the staff. A student speaks and the others learn about what the speaker is saying.

3). One speaks or sings from the heart, and the other groups/members

attend respectfully. Here, the other students give respond about what the speaker says.

4). The combination of channeling powerful inner experiences and the contemplative attention of the group is a powerful, almost magnetic attracting force that can draw a person's expression through in a surprising manner.

5). Sometimes when they have the staff, group members choose not to talk or sing but simply to share a silent meditation.

6). In these kinds of groups, a typical session might consist of forty minutes of individual inner exploration while listening to the music, followed by a round of songs and statements with the talking staff. A kind of rhythm develops in which internalized experience alternates with externalized expressions.

- Third, Garret (2002:143), states that there are 3 steps of talking stick activities:

1). Participants form a circle together. For relaxation and clearing, the leader (the teacher) may use music, rattle, or drumming. When all

students already sit in the circle, greeting is made. The talking stick is sometimes called the medicine object. It is used in the group as a secret object representing truth and understanding as power agents of healing. The leader (the teacher) begins by picking up the talking stick to share feelings or concern with the group. After that, the talking stick is passed to the next student who may choose to speak or to remain silent. It is passed to each student.

2). During the circle gathering, question may be asked with verbal exchanges taking place, but only by permission of whoever is holding the stick. Another student who is wishing to speak about something is not related to what the "stick holder" must wait turn. The leader (the teacher) is also free to ask question but, only by permission of the student who hold the stick.

3). When the talking stick has made at least two or three rounds, having been passed to all participants, it is laid in the center of the circle to be picked up by anyone wishing to speak further. When all students finished speaking. The talking stick

can be closed by saying thanks for group.

- Fourth, Helman (2009:58) says that, there are two parts of talking stick method; procedures, those is talking stick activities for teaching language pattern using the sentence construction chart and for structured language practice. For teaching language pattern using the sentence construction chart, consider the following procedures:

1). “I do it” introduce the sentences frame. Read the initial familiar sentence to the students, and then explain the purpose of the sentence (its function). Use sample words on the list to show how they can be substituted to create new sentence. Model how to generate sentence by using the stem or frame and adding well-known topic vocabulary or words that will be changing.

2). “We do it” students repeat with the teacher sentences as a model. Then individual students suggest sentences, placing sticky notes by their word choices. The rest of the class repeats the new sentences. Mix it up by asking and answering questions or by changing the subject

of the sentence (first to third, singular to plural) or tense, as appropriate one to students level of proficiency.

3). “You do it” give students an opportunity to independently generate sentence using a structured format for practicing the language patterns with each other. After extensive oral practice, students can use the sentence construction chart to compose written sentence in structured small-group formats such as pass the pen for writing practice.

Based on the procedures above, the writer chooses procedure from Garret (1998:82), because the procedures are very clear and easy to apply in the classroom to teach English especially teaching speaking skill. It is easy to the students. This procedure makes the students active and they can develop their speaking skill. The writer is sure that, those procedures are suitable for the students.

THE PROCEDURES OF TEACHING SPEAKING THROUGH TALKING STICK METHOD

Preparation

Before having speaking activities in the classroom, the teacher has to prepare

everything that is needed to the teaching learning process. First, the teacher provides the material (asking and giving for information) that is familiar for student's life. The material should be easy to the students, so that they do not have difficulty in the learning process. Second, the teacher should provide the interesting topic of the material that will be studied in the meeting. The last, the teacher makes the score categories for the students who are able to speak correctly and clearly by using talking stick. It can make the students have motivation and enthusiast to study in the classroom. And the students will be happy if they get score (appreciation) from the teacher during teaching learning process.

Pre-Teaching Activities

Pre-teaching activities has several functions, namely the teachers can give new information, increase student's concentration and stimulate curiosity. Besides that, the teacher can make students understand about what they are going to study. The procedures of pre-teaching activities:

- 1).The teacher greets the whole class.
- 2).The teacher checks the student's attendance.
- 3).The teacher gives brainstorming by giving some questions.

- 4).Before entering whilst-teaching activities, the teacher tells something related to the topic in order that the students can connect with topic studied easily.

Whilst-Teaching Activities

In whilst-teaching activities, the teacher applies talking stick method and gives the material to the students. The procedures of whilst-teaching activities are as follows:

- a). The teacher introduces the students about the rules of talking stick method.
- b).The teacher gives the material or topic.
- c). The teacher asks the students to sit in the circle.
- d).The teacher applies the procedures of talking stick method.

Post-Teaching Activities.

In this activity the teacher can see how far the students understand about the material (topic today). The procedures of teaching activities are as follows:

- a). The teacher leads students to conclude the material.

CONCLUSION

Talking stick method is a good method that gives the students a big chance to express their opinion or their idea freely. This method is using a wooden stick that it is purposed to give the students have a chance to speak. The students sit in the

circle and the talking stick is passed clockwise. So, in presenting the material, the teacher needs to prepare it, the teacher has to follow the procedures of talking stick method in whilst-teaching activities.

SUGGESTION

For Teacher, the writer suggests to English teachers to apply talking stick method, because this method can be used by teacher in teaching speaking in the classroom.

For Student, talking stick method can be effective in helping the students to master speaking skill and make them understand the English material well. The student can be active and creative to express their idea freely in the classroom. By using this method, the students can understand on learning the material during study in the classroom. The student can be motivated to speak and explore their language.

ACKNOWLEDGEMENTS

Alhamdulillah, First of all, the writer would like to acknowledge her countless thanks to the most gracious and the most merciful, Allah SWT, who has given blessing, love, opportunity, and health to the writer, so she can accomplish this paper entitled **“Teaching Speaking Through Talking Stick Method”**. It was aimed at fulfilling a partial requirement for getting S1 degree at English Department of Bung Hatta University.

This paper could not be completed without a great deal of helping from many people, especially Dra. Ernati, M.Pd, as the first advisor and Dr. H. Welya Roza, M.Pd, as the second advisor who have given guidance, advices, and correction. They have given their time to help the writer in finishing this paper.

The writer also wants to thank the chairwoman and the secretary of the English Department, Dra. Ernati, M.Pd and Dra. Lisa Tavriyanti, M.Pd, Drs. Khairul harha, M.Sc as the dean of Faculty of Teacher Training and Education Bung Hatta University and Yusrizal, M.Si as the vice dean of the Faculty of Teacher Training and Education Bung Hatta University, and all lectures who have helped and guided her during her study at English Department.

Next, her writer's, deepest appreciation goes to her father, Samino and her mother, Sri Suwarti S.Pd, for endless love, pray and support. The writer also would like to express her deepest gratitude and appreciation for her beloved family, her brother (Deddy Setyawan Eka Saputra, Ardyan Tri Wira Sakti and Nasywan Rafif) and she doesn't forget to extend her great thanks to her classmates who have helped her a lot.

Finally, the writer hopes this paper can be useful for the better process of

teaching and learning English in the future. I realize that this paper is not perfect yet. Therefore, she welcomes any suggestions and criticisms from the readers.

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