STUDENTS’ PERCEPTION ON THE IMPLEMENTATION OF TALKING STICK MODEL TO PRACTICE SPEAKING SKILLS

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

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SHE FINDS SATISFICATION
IN EVERY LITTLE THING

I dedicated this thesis to:

My beloved family

iv
I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, 11 April 2018

The Writer

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ABSTRACT


This study aimed to find out students’ perception on the implementation of Talking Stick model to practice speaking skills. Since English is considered as an additional language in Indonesia, so it is very important to practice the students’ speaking skills to communicate effectively. The English teachers, however, can use a learning model as the classroom activity to motivate and engage the students to be confident to speak in front of the class. There are so many learning models that the teachers can use, one of them is the Talking Stick model. This learning model gives students opportunities to speak in front of the class by using a stick.

The researcher formulated two research questions. The first is “what are the eleventh grade students' perception on the implementation of the Talking Stick model to practice speaking skills at SMA N 6 Yogyakarta?”. The second is “what are the students' suggestions for further implementation of the Talking Stick model?”.

The research employed a survey method. There were two research instruments in this research which were questionnaire and interview. The questionnaire was distributed to 22 students of XI IPS 2 at SMA N 6 Yogyakarta. Moreover, the interview was obtained to ten students randomly.

The results of this study showed that the students had positive perception on the implementation of the Talking Stick model. Moreover, this learning model was engaging and useful to practice the students to speak English in classroom. Nevertheless, there were several suggestions from the students for further implementation of the Talking Stick model in order to boost their speaking skills. The students, for instance, suggested an eye catching stick and various songs with video clips.

Keywords: perception, Talking Stick model, speaking
ABSTRAK


Kata kunci: *perception, Talking Stick model, speaking*
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CHAPTER I
INTRODUCTION

This chapter is divided into four parts, namely research background, research questions, research significance, and the definition of terms.

A. Research Background

Generally, there are four skills in English which is interconnected with one another: reading, listening, writing, and speaking. Among those four skills, speaking is a challenging skill (Nunan, 1991, p.39), which many students wish to be good at. Good speaking skills, in particular, will help the students communicate more easily and effectively. To encourage the students to speak in English needs a good preparation of proper activity. Thus, being an English teacher needs a big effort to motivate the students to participate in the speaking activities.

What teachers need is a learning model to keep the students engaged with learning activity. Learning model offers an organized instructional activity for creating a suitable learning environment. In agreement with Doyle, Goh, and Zhang (2004), “Learning model builds up the students’ knowledge of language in the classroom by using their communication skills” (p. 12). It is an advantageous activity that gives positive learning outcomes for the students.

When doing teaching practice (Program Pengalaman Lapangan) at SMA N 6 Yogyakarta, the researcher observed that the ability to speak English became
one of the problems faced by students. The students seemed to feel anxiety every time they spoke in English. They could understand if someone spoke in English but they were not courageous enough to respond in English. This kind of problem led the researcher to implement a learning model to practice the students’ speaking skill. The researcher chose to use the Talking Stick model to practice the students’ speaking skills because this learning model is easy to be implemented in the classroom and it could help the students to reduce their anxiety to speak in English. Fujioka (1998) defines that "the Talking Stick was a model used by Native Americans, to let everyone speak their mind during a council meeting, a type of tribal meeting. In the development of information technology, this model is adopted to be used in the learning process at schools" (as cited in Kurniasih & Sani, 2015, p. 83).

This study aims to explore students’ perception on the implementation of the Talking Stick model to practice their speaking skills; who are the eleventh grade students at SMA N 6 Yogyakarta. The researcher is eager to know whether the students’ are attracted or not. Moreover, students’ perception on the implementation of the Talking Stick model can be an important asset for teachers to practice students’ speaking skills in the classroom. Likewise, the researcher obtained the students’ suggestions with regard to develop more interesting learning activity for further implementation of the Talking Stick model.

B. Research Questions

The researcher tries to answer two research questions which are formulated as follows:
1. What are the eleventh grade students’ perception on the implementation of the Talking Stick model to practice speaking skills at SMA N 6 Yogyakarta?

2. What are the students' suggestions for further implementation of the Talking Stick model?

C. Research Significance

The researcher expects the results of this research will give significance for English teachers and future researchers who are interested in the topic.

1. English Teachers

This research is expected to help English teachers to practice the students’ speaking skills in classroom activities. The English teachers, however, can use a learning model to engage students’ speaking activity, especially by using Talking Stick model. This amusing learning model is suitable for Junior High School and Senior High School students.

2. Future Researchers

It is hoped that this research can be used as a reference for future researchers who concern about speaking and learning models. The researcher expects that other researchers can enlarge this research from other perspectives. In other words, they can discuss other learning models to practice the students’ speaking skills. Considering that speaking is the most important skill, other learning models are essential to develop speaking skills.
D. Definition of Terms

In order to give a better understanding, this section defines three main terms which are frequently used in this research, namely perception, speaking and the Talking Stick model.

1. Perception

Atlman, Valenzi, and Hodgetts (1985, p. 85) define that "perception is the way stimuli are selected and grouped by a person so that they can be meaningfully interpreted." In this research, perception deals with the students' opinion on the implementation of the Talking Stick model to practice the students speaking skills at SMA N 6 Yogyakarta.

2. Speaking

Speaking is one of the productive skills which allows the speakers to communicate effectively. Bygates (1987) mentions that "speaking is the skill which can be traced to the processing conditions of communication and the words are being spoken as they are being decided and as they are being understood" (p. 11). In this research, speaking is the ability of the students to encourage themselves to communicate in English.

3. Talking Stick Model

According to Pearpoint and Forest (1995, p. 1), "The Talking Stick model is appropriate to modern needs. The person holding the Talking Stick is the only one who speaks." In this study, the Talking Stick is a learning model by using a stick. Someone who holds the stick has a chance to speak and answer the question from the teacher.
CHAPTER II
REVIEW AND RELATED LITERATURE

The chapter consists of two parts, which are theoretical description and theoretical framework. The theoretical description presents the relevant theories related to the main topic. The theoretical framework shows how the theories synthesized to conduct the study and to answer the research questions.

A. Theoretical Description
In order to answer the research questions, the researcher applies three theories which are used in this research. Those theories are perception, speaking, and the Talking Stick model.

1. Perception
Everyone perceives things differently. People will receive a message from their surroundings based on what attract them. The following part will define some aspects of perception.

a. Definition of Perception
Perception can be defined as how people understand and respond to the information. Kreitner and Kinicki (1992) state, “Perception is mental and cognitive process that enables us to interpret and understand our surroundings” (p. 126). While Purnomo (2017) concludes, “Perception is a process where a person selects some stimulus in order to be interpreted into a meaningful information” (p. 31). In this research, the researcher wants to examine the students’ perception on
the implementation of the Talking Stick model to practice their speaking skills. The students’ perception on the implementation of the Talking Stick will be different from each other. The students can give positive or negative perception depend on how they perceive something.

b. Factors Influencing Perception

When people look at a target, they will interpret what they perceive. Their perception can be different from one another. A number of factors operate to give perception of something. Atlman, Valenzi, and Hodgetts (1985) define that “there are four factors that influence someone’s perception, such as the selection of stimuli, the organization of stimuli, the situation, and the self-concept” (p. 86).

1) Selection of Stimuli

Selection is a process in which people perceive things differently. It happens because people have different thresholds to filter out the cues and filters, or screens, out the others.

2) Organization of Stimuli

Organization is the second factor that influences perception. The information that has been undergone the screening process must be organized to become a meaningful information. There are three principles that determine how people interpret visual stimuli such as differentiation, grouping, and closure.

3) The Situation

The third factor is the situation. Perceiving situation is related to the way a person adapts his or her behavior to the situations. Expectation, familiarities, and experiences can also affect what people perceive about certain things.
4) The Person’s Self-Concept

Self-concept is the way people feel and perceive themselves. This can affect someone’s perception in surroundings. The self-concept is important because the person’s mental picture might affect what she or he perceives in his or her life.

c. An Information-Processing Model of Perception

Kreitner and Kinicki (2008) examine a four-stage information-processing sequence. Selective attention/comprehension, encoding and simplification, and storage and retention portray how information and environmental stimuli are perceived and saved in memory. While retrieval and response involve turning mental representations into real decisions. Figure 2.1 below illustrates a basic information-processing model of perception.

![Figure 2.1 Perception: An Information-Processing Model](image)

1) Stage 1: Selective Attention/Comprehension

Kreitner and Kinicki (2008) state that “attention is the process of becoming consciously aware of something or someone” (p. 184). A person tends
to take notice on negative information than positive one. The information he/she obtained represents that he/she is concerned and perceived something.

2) Stage 2: Encoding and Simplification

Objects are interpreted by analyzing their characteristics with information in schemata; “a person’s mental summary of a particular type of stimulus” (Kreitner & Kinicki, 2008, p. 185). Therefore, people need a process called encoding to describe and figure out the environment.

3) Stage 3: Storage and Retention

This stage involves storing information in long-term memory. According to Kreitner and Kinicki (2006), “Long-term memory is made up of three compartments such as event memory, semantic memory, and person memory” (p. 187). Event memory contains information from specific and general events. Semantic memory relates to general knowledge of nature. Then, a person memory encompasses information about an individual or groups of people.

4) Stage 4: Retrieval and Response

People will bring back the information from their memory when they make perception and decision. Their perception and decision are stand on the process of drawing on, interpreting, and retrieving information stored in long-term memory.

2. Speaking

Speaking is an important aspect in learning English as a second language. Speaking as a productive skill is aimed to boost students’ confidence to communicate in English.
a. The Nature of Speaking Skill

Nunan (1991) states that "mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language" (p. 39). The researcher agree with Nunan’s statement because speaking can boost someone’s communication skill. Speaking skills have two basic ways in which communication can be recognized as a skill (Bygate, 1987, pp. 5-7).

1) Motor-perceptive skills

Bygate (1987) says these skills “involve perceiving, recalling, and articulating in the correct order sounds and structures of the language” (p. 5).

2) Interaction skill

This skill uses motor-perception skills to keep in touch in a conversation. Interaction skill requires the ability to use language so as to fulfill specific interests. First is the internal conditions of speech which is called processing conditions. Second is the dimension of interpersonal interaction called reciprocity conditions.

Speaking skills are important for career success because it can enhance a person’s personal life. Therefore, having an ability to speak in English is very necessary to help someone communicate with other people in different nations.

b. The Reluctance of Speaking

Getting students to communicate in English can be easy. In a good class atmosphere, the students will participate enthusiastically if the teacher can give an
appropriate topic to be discussed. On the other side, it is not really easy to practice students’ speaking skills because of some factors. In SMA N 6 Yogyakarta, the students of XI IPS 2 had some problems in speaking English. As a result, they tended to be soundless and became inactive in the classroom. According to Harmer (2007), "Students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information or opinions" (p. 345). This happened when the researcher did teaching practice at SMA N 6 Yogyakarta, the students were fearful to speak in English. They often used Bahasa Indonesia rather than English in the English language classroom. Meanwhile, Tsui (1996) identifies “five principal factors accounting for the reluctance of students to speak up in class” (as cited by Nunan, 1999, pp. 233-234).

1) Students’ perceived low proficiency in English

If the students have the ability to reply to the teachers’ questions in English but they are lack of self-reliance to take opportunities, it can give a result in an obvious reluctance to respond.

2) Students’ fear of mistakes and derision

Students are frightened of making fools in front of their peers because they think that their English is poor.

3) Teachers’ intolerance of silence

The teachers who always take part in study will give the students little time to learn by themselves.
4) Uneven allocation of turns

Ellis (2017) says the teachers tend to favor a predominantly student to solicit his or her responses (p. 100). This might cause a discrepancy among students in the classroom.

5) Incomprehensible input

The last factor is the teachers’ language input which is often confusing and not specific enough.

The students’ reluctance to speak and to take apart needs to be reduced. Tsui (1996) concludes from her study, "The key to encouraging students to communicate was to create a low anxiety classroom atmosphere" (as cited by Nunan, 1999, p. 235). In order to avoid this kind of issue, the researcher implemented a learning model called Talking Stick. Moreover, Harmer (2007), indicates a number of things to help (p. 345).

1) Preparation

Planning and rehearsal for speaking achievement will run well if the students have an opportunity to think about what they are going to say and how to pronounce it. For example, the teacher can give the students quiet time to think about what they want to speak.

2) The value of repetition

Repetition allows the students to improve what they have done before. Each rehearsal gives them more confidence to speak in successive performances. Repetition will work better if the students have a chance to analyze what they have already done.
3) Big groups and small groups

The main reluctance of some students to take part in speaking activities is they find themselves having to speak in a group of students. Tsui (1996) formulates a strategy to encounter this by giving “the learners an opportunity to rehearse their responses in small groups or pairs before being asked to speak up in front of the whole class” (as cited by Nunan, 1999, p. 347).

c. Teaching Speaking Skill

“Speaking skills are an important part of the curriculum in language teaching” (Louma, 2009, p. 1). In line with Richards (1998), "Teaching skills refer to those dimensions of teaching regarded as essential to the repertoire of any teacher, regardless of subject" (p. 4). When teaching speaking, it is very vital to engage the students with communicative activities. According to Scrivener (1994), "The aim of a communicative activity in class is to get learners to use the language they are learning to interact in realistic and meaningful ways, usually involving exchanges of information" (p. 62). From Scrivener’s statement, the researcher concludes that there are many communicative activities which can involve the students in using English as the second language. For instance, the teacher can ask the students to do an oral grammar drill, repeat some sentences after the teacher, and describe a picture in the textbook. By giving the students ‘speaking practice’ and ‘oral exams’ it has been recognized that “there is a difference between knowledge about language and skill in using it” (Bygate, 1987, p. 3).
3. The Talking Stick Model

In order to practice students’ speaking skills in classroom, the English teacher can use some learning models to create a motivating ambience in the class and make the students actively follow the learning process.

a. Definition of the Talking Stick Model

The Talking Stick model is one of the learning models which use stick as the tool. This learning model is used to encourage someone to speak. Shoimin (2014) states that "someone who holds the stick should answer a question from the teacher after the students learn the material" (p. 198). In other word, talking stick is used as a sign that someone has right to speak. Locust (1998) describes the implementation of the Talking Stick model.

Whoever holds the talking stick has within his hands the power of words. Only he can speak while he holds the stick, and the other council members must remain silent. The eagle feather tied to the stick gives him the courage and wisdom to speak truthfully and wisely. The rabbit fur on the end of the stick, reminds him that his words must come from his heart (as cited by Fujioka, 1998, n.d.).

Figure 2.2 Picture of the Talking Stick
Source: Pike, A. J (2011)
Figure 2.2 above is the picture of the stick used by Native American. However, the implementation of the Talking Stick is currently different. Shoimin (2014, p. 198) describes the implementation of the Talking Stick model into five rules; they are:

1) The teacher tells the learning goals.
2) The teacher prepares a stick.
3) The teacher explains the material and gives the students chance to read or review the material.
4) After the students read or review the material, the teacher asks the students to close their books.
5) Teacher takes a stick and gives the stick to the student. After that the teacher asks a student who holds the stick to answer the questions. If the students can answer the teacher’s questions, then the students will pass it to other students so that each will get a chance to answer the teacher’s question.
6) The teacher gives an evaluation.

When the researcher taught English using the Talking Stick, the researcher modified the concept of this learning model. Figure 2.3 below is picture of the stick and the lotteries that the researcher used.

Figure 2.3 Picture of the Stick and the Lotteries
The researcher used music to revolve the stick. While revolving the stick, it is better to play music (Suprijono, 2010, p. 90). According to Scrivener (1994), "Music on its own can set the mood, help students relax, and simply become a break between activities" (p. 177). Also, the researcher used some pictures as the lotteries. “Pictures are extremely useful for a variety of communication activities, especially where these have a game-like feel, such as ‘describe and draw’ activities, where students can describe a picture” (Harmer, 2007, p. 178). The students were asked to make a sentence based on the pictures they got. The implementation of the Talking Stick method took three meetings so that all of the students got a chance to answer the questions. According to Harmer (2007), "When the students repeat speaking tasks they have already done once (or twice), their first attempt is like a rehearsal for the final effort" (p. 346).

b. The Talking Stick and Learning Model

The Talking Stick model is a learning model to engage the students in the learning activity. Arends (2013) states, “The term of learning model refers to a particular approach that includes its goal, syntax, environment, and management system” (pp. 8-10). The researcher agree with Arends’ statement because the researcher wants to use a learning model as a guidance to achieve a learning goal in the learning process. Furthermore, Rianto (2006) also argues that a learning model is how teachers interact with their students to make them understand with the material (p. 6). In 2013, Afandi, Chamalah, and Wardana describe that "learning model has four characteristics, such as the logical theoretical rationale composed by the developer, learning objectives to be achieved, teaching behavior
required to implement the learning model, and learning environment to achieve the learning objectives" (p. 16).

c. The Benefits of the Talking Stick Model

According to Kurniasih and Sani (2015, p. 83), the Talking Stick model has some advantages as follows: (1) Assess the students’ readiness in learning; (2) Train the students to comprehend the material quickly; (3) The students can express an opinion confidently; (4) Practice the students to learn material actively (learning before the lesson begins). Besides, Kagan and Kagan (2009, p. 6.39) state that the Talking Stick has many advantages, they are: (1) Talking structures that equalize communication, giving every student a chance to use and develop language skills; (2) Give each students an equal amount of time; (3) Students have the forum to sharpen their budding language skills.

When the researcher implemented the Talking Stick model the students enjoyed the learning process and they could answer the questions correctly. On the other hand, the students who were not ready to answer a question had a tendency to ask their chair mate. The disadvantages of the Talking Stick model are the students who are not ready cannot answer the questions and it makes the students become nervous (Shoimin, 2014, p. 199).

B. Theoretical Framework

In this research, the researcher attempts to answer two research questions. The first one is the eleventh grade students’ perception on the implementation of the Talking Stick model to practice speaking skills at SMA N 6 Yogyakarta. To
answer this research question the researcher used the theory of perception proposed by Kreitner and Kinicki (1992) in order to analyze the information-processing model. Besides, the theory by Atlman, Valenzi, and Hodgetts (1985) are used to elaborate the factors influencing perception. Then, the theory of speaking proposed by Bygate (1987), Nunan (1999), and Harmer (2007) were used as the basic foundation of the nature of speaking, the reluctance of speaking in English, and some ways to reduce the reluctance of speaking English. After that, the researcher proposed the theory of the Talking Stick model by Kagan and Kagan (2009) and Kurniasih and Sani (2015) in order to explain the benefits of the Talking Stick model. Also, the theory by Widodo (2009) was used to elaborate the concept of the Talking Stick model.

The second research question is the students’ suggestions for further implementation of the Talking Stick model. The researcher used the theory of teaching skills by Richards (1998), the theory of learning teaching by Scrivener (1994), and the theory about second language teaching and learning by Nunan (1999). Nevertheless, the answer to this research question depends on the students’ way of thinking, since they had experienced the implementation of the Talking Stick model. Their responses, in this case, are more valuable to answer this research question.
CHAPTER III
RESEARCH METHODOLOGY

The researcher classifies this chapter into some different parts namely research method, research setting, research participants, instrument and data gathering technique, and data analysis technique.

A. Research Method

In this research, the researcher employed survey research to collect the data. The researcher chose this method because the study focused on students’ perception on the implementation of the Talking Stick model and their suggestions for further implementation of the Talking Stick model. According to Wiersma (1995), "Survey is used to measure attitudes, opinions, or achievements -- any number of variables in natural setting" (p. 169). In line with Creswell (2015), “Survey researchers typically collect data using two basic forms: questionnaires and interviews” (p. 385). Therefore, to answer two research questions the researcher used questionnaire and interviews as the research instruments.

B. Research Setting

The researcher collected the data at SMA N 6 Yogyakarta. The school is located at Jalan C. Simanjuntak (Terban) 2, Yogyakarta. The link of the location is https://goo.gl/maps/qZjSzirogcz. The map of SMA N 6 Yogyakarta can be seen
in Appendix H (p. 60). The research was conducted during August till September 2017 in which the students were in the first semester of academic year 2017/2018.

C. Research Participants

The subjects of this study were the eleventh grade students of SMA N 6 Yogyakarta. In this school, eleventh grade students had nine classes, seven were science classes and two were social classes. For this research, the researcher only took one class of eleventh grade that was XI IPS 2. The number of students in this class was 22. When doing teaching practice, the researcher taught in social classes, XI IPS 1 and XI IPS 2. The researcher chose XI IPS 2 because this class had the lowest average achievement in English subject than XI IPS 1. Also, the students in this class shared their problems in speaking English. Therefore, the researcher wanted to help the students of class XI IPS 2 to practice speaking English. The researcher distributed the questionnaire to all of the students in this class, whereas the researcher did interview randomly with 10 students.

D. Instruments and Data Gathering Technique

In order to obtain the data of this research, the researcher used two instruments, namely questionnaire, and interview. The questionnaire was distributed after the researcher taught the materials to the students and implemented the Talking Stick model as the classroom activity. The implementation of the Talking Stick model took three meetings. The researcher taught Conditional Sentence Type I in the first meeting, Present Subjunctive in the
second meeting, and Past Subjunctive in the third meeting. The materials that the researcher taught were based on the basic competencies of 2013 curriculum. The questionnaire was distributed in order to explore students’ perception on the implementation of the Talking stick model to practice the students’ speaking skill. Moreover, the researcher conducted interviews with ten students to get more information about their opinion on the implementation of the Talking Stick model.

1. Questionnaire
   a. Close-ended

   According to Cohen, Manion, and Marrison (2003), "Closed questions prescribe the range of responses from which the respondent may choose" (p. 248). The researcher used close-ended questionnaire to collect the data of the research because this kind of questionnaire takes less time. Besides, the researcher can easily compare and statistically analyze the different responses among the respondents. The questionnaire was in the form of likert scale. “A likert scale provides a set of responses for each statement” (Wiersma, 2003, p. 182). The researcher provided four options of strongly agree, agree, disagree, and ‘strongly disagree’ for each statement in the questionnaire. Table 3.1 is the blueprint of questionnaire. This blueprint of questionnaire was adapted from Damayanti (2013, pp. 35-36), but the researcher also modified the blueprint by adding theory (column 4). The whole blueprint of questionnaire can be seen in Appendix C (p. 48).
### Table 3.1 Blueprint of Questionnaire

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Aspect</th>
<th>Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>See page 18</td>
</tr>
<tr>
<td>2.</td>
<td>The learning process with the Talking Stick model makes me understand the</td>
<td></td>
<td>Kurniasih and Sani (2015, p. 83)</td>
</tr>
<tr>
<td></td>
<td>materials faster.</td>
<td></td>
<td>See page 17</td>
</tr>
<tr>
<td>3.</td>
<td>The learning process with the Talking Stick helps me study hard.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The learning process with the Talking Stick is testing my readiness to</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>understand the materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The learning process with the Talking Stick gives me an opportunity to</td>
<td>Perception of using the Talking Stick model in speaking.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>speak in English.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>speaking skills in English.</td>
<td></td>
<td>See page 17</td>
</tr>
<tr>
<td>7.</td>
<td>The learning process with the Talking Stick encourages me to speak in</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>English fluently.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The learning process with the Talking Stick model is suitable to be</td>
<td></td>
<td>Widodo (2009) in his weblog</td>
</tr>
<tr>
<td></td>
<td>implemented in the classroom, especially to practice speaking skills.</td>
<td></td>
<td>See page 15</td>
</tr>
</tbody>
</table>

**b. Open-ended**

Open-ended question enables the respondent to write their answers in detail rather than in the close questions. According to Cohen, Manion, and Marrison (2003), "Open-ended question enables respondents to write a free response in their own terms, to explain and qualify their responses and avoid the limitations of pre-set categories of responses" (p. 255). In contrast, the responses may be difficult to analyze. Each respondent somehow has a different opinion in answering and it might be irrelevant among others. Therefore, the researcher did
not use open-ended question because it is difficult to compare the students’ responses.

2. Interview

Interviewing enables the researcher to investigate why the respondents hold certain opinions. According to Oppenheim (1992), "Interview has a higher response rate because respondents become more involved and, hence, motivated; they enable more to be said about the research" (p. 81). Conducting interview enables the researcher to ask more detailed information about the respondents’ perception and opinion.

In this research, the researcher used unstructured interview to the students of XI IPS 2. According to Wahyuni (2012), "Unstructured interview the researcher’s control over the conversation is intended to be minimal but nevertheless the researcher will try to encourage the interviewees to relate experiences and perspectives that are relevant to the problems of interest of researcher" (p. 56). The researcher interviewed ten students of XI IPS 2 randomly. The researcher decided to undertake a random sampling because the researcher did not have any criteria for the respondents and the researcher wanted to give all of the students the same opportunities to be chosen. This statement is in line with Moore, McCabe, and Craig (2006), “Random sampling eliminated bias by giving all individuals an equal chance to be chosen” (p. 258). The entire blueprint of the interview can be seen in Appendix E (p. 54). The following is some interview questions on the blueprint of the interview.
Table 3.2 Blueprint of Interview

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Aspect</th>
<th>Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Is the Talking Stick model interesting and amusing to be implemented in the classroom?</td>
<td>Perception of using the Talking Stick model in speaking.</td>
<td>Kurniasih &amp; Sani (2015, p. 83)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>See page 17</td>
</tr>
<tr>
<td>2.</td>
<td>What is your opinion on the implementation of the Talking Stick model?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Is your speaking ability improved by using the Talking Stick model?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>What are the advantages and disadvantages of the Talking Stick model?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>What is your suggestion for further implementation of the Talking Stick model?</td>
<td>Suggestion of the implementation of the Talking Stick model.</td>
<td></td>
</tr>
</tbody>
</table>

E. Data Analysis Technique

In this research, there were 20 statements of close-ended questions which used likert scale form. This questionnaire form was adapted from Damayanti (2013, p. 39). The data analysis used numerical form in percentage. The results of the questionnaire were put on a table (see Table 3.3). The formula of the calculation is shown as follow.

\[
\frac{n}{\sum n} \times 100\%
\]

n : number of the students that choose a certain option

\(\sum n\) : total student
Table 3.3 Data Analysis Technique

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Strongly Agree (%)</th>
<th>Agree (%)</th>
<th>Disagree (%)</th>
<th>Strongly Disagree (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After the researcher finished calculating the data of the questionnaire, the researcher described the conclusions of each statement. Then, the researcher did the interview for ten students. While interviewing the students, the researcher recorded the conversation to get clarity on the interview. The researcher did the interview to clarify the uncertain answers and get an accurate summary of the problems in speaking English, the process of the implementation of the Talking Stick model, the students’ perception on the implementation of the Talking Stick model, and the students’ suggestions for further implementation of the Talking Stick model. The researcher reconsidered all of the answers so that the researcher could obtain the appropriate conclusion.
CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

This chapter will explain about the results of this research. The data deals with the results of the questionnaire and interview. Meanwhile in the discussion the researcher will describe the students’ perception on the implementation of the Talking Stick model and will elaborate the students’ suggestions of further implementation of the Talking Stick model.

A. Research Results

This part has two sections which are the results of the questionnaire and the results of the interview.

1. The Results of the Questionnaire

The researcher evaluated each statement of the questionnaire based on the students’ answers. The following is the results of the questionnaire.

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I have known about the Talking Stick model in English subject.</td>
<td>13.6%</td>
<td>31.8%</td>
<td>50%</td>
<td>4.5%</td>
</tr>
<tr>
<td>2</td>
<td>I have an experience of using the Talking Stick model.</td>
<td>18.2%</td>
<td>18.2%</td>
<td>59%</td>
<td>4.5%</td>
</tr>
<tr>
<td>3</td>
<td>I have an experience of using the Talking Stick model in English subject, especially in speaking skills.</td>
<td>13.6%</td>
<td>22.7%</td>
<td>54.5%</td>
<td>9.1%</td>
</tr>
<tr>
<td>4</td>
<td>I find some obstacles in speaking English.</td>
<td>9.1%</td>
<td>63.6%</td>
<td>27.3%</td>
<td>0%</td>
</tr>
<tr>
<td>5</td>
<td>I often use English during the English subject’s class.</td>
<td>4.5%</td>
<td>31.8%</td>
<td>54.5%</td>
<td>9.1%</td>
</tr>
<tr>
<td>No.</td>
<td>Statement</td>
<td>SA</td>
<td>A</td>
<td>D</td>
<td>SD</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------------------------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>6</td>
<td>In my opinion, having an ability to speak in English is essential for communication.</td>
<td>72.7%</td>
<td>27.3%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>7</td>
<td>While speaking in English, I do not pay attention with my grammar.</td>
<td>13.6%</td>
<td>63.6%</td>
<td>22.7%</td>
<td>0%</td>
</tr>
<tr>
<td>8</td>
<td>I understand the implementation of the Talking Stick model in class.</td>
<td>18.2%</td>
<td>77.3%</td>
<td>0%</td>
<td>4.5%</td>
</tr>
<tr>
<td>9</td>
<td>Before the implementation of the Talking Stick model, the teacher explains the materials.</td>
<td>68.2%</td>
<td>31.8%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>10</td>
<td>The teacher provides the topic for the students to be discussed in the Talking Stick model.</td>
<td>59%</td>
<td>40.9%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>11</td>
<td>The teacher gives times for the students to review the materials that have been taught.</td>
<td>40.9%</td>
<td>59%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>12</td>
<td>The teacher gives evaluation to the students learning results.</td>
<td>36.4%</td>
<td>63.6%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>13</td>
<td>I feel nervous when doing the Talking Stick model in the learning process.</td>
<td>13.6%</td>
<td>9.1%</td>
<td>77.3%</td>
<td>0%</td>
</tr>
<tr>
<td>14</td>
<td>The learning process with the Talking Stick model makes me understand the materials faster.</td>
<td>18.2%</td>
<td>68.2%</td>
<td>13.6%</td>
<td>0%</td>
</tr>
<tr>
<td>15</td>
<td>The learning process with the Talking Stick helps me study hard.</td>
<td>18.2%</td>
<td>68.2%</td>
<td>13.6%</td>
<td>0%</td>
</tr>
<tr>
<td>16</td>
<td>The learning process with the Talking Stick is testing my readiness to understand the materials.</td>
<td>40.9%</td>
<td>59%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>17</td>
<td>The learning process with the Talking Stick gives me an opportunity to speak in English.</td>
<td>40.9%</td>
<td>54.5%</td>
<td>4.5%</td>
<td>0%</td>
</tr>
<tr>
<td>18</td>
<td>The learning process with the Talking Stick helps me to improve my speaking skills in English.</td>
<td>45.5%</td>
<td>45.5%</td>
<td>9.1%</td>
<td>0%</td>
</tr>
<tr>
<td>19</td>
<td>The learning process with the Talking Stick encourages me to speak in English fluently.</td>
<td>31.8%</td>
<td>59%</td>
<td>9.1%</td>
<td>0%</td>
</tr>
<tr>
<td>20</td>
<td>The learning process with the Talking Stick model is suitable to be implemented in the classroom, especially to practice speaking skills.</td>
<td>40.9%</td>
<td>59%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

The table above displays the results of the questionnaire. The findings of the results of the questionnaire will be divided into four aspects, namely first experience of using the Talking Stick model, the problem faced by the students in
speaking English, the process of the implementation of the Talking Stick model, and perception of using the Talking Stick model in speaking.

a. First Experience of Using the Talking Stick Model

There were three statements related to first experience of using the Talking Stick model. For the first statement, there were 13.6% of the students who strongly agreed, 31.8% of the students who agreed, 50% of the students who disagreed, and 4.5% of the students who strongly disagreed that in English subject they had known about the Talking Stick model. The second statement there were 18.2% of the students who strongly agreed, 18.2% of the students who agreed, 59% of the students who disagreed, and 4.5% of the students who strongly disagreed that they had an experience of using the Talking Stick model. For the last statement in this aspect, there were 13.6% of the students who strongly agreed, 22.7% of the students who agreed, 54.5% of the students who disagreed, and 9.1% of the students who strongly disagreed that they had an experience of using the Talking Stick model in English subject, especially in speaking skills.

b. The Problem Faced by the Students in Speaking English

There were four statements that will be elaborated related to the problem faced by the students in speaking English. The result of the first statement showed that there were 9.1% of the students who strongly agreed, 63.6% of the students who agreed, 27.3% of the students who disagreed that they found difficulties in speaking English. The second statement about the students’ intensity in using English during English subject was found to be 4.5% of the students who strongly agreed, 31.8% of the students who agreed, 54.5% of the students who disagreed,
and 9.1% of the students who strongly disagreed. The third statement showed that there were 72.7% of the students who strongly agreed, 27.3% of the students who agreed that having an ability to speak in English was essential for communication. The fourth statement showed that there were 13.6% of the students who strongly agreed, 63.6% of the students who agreed, 22.7% of the students who disagreed that they did not pay attention with English grammar when speaking.

c. The Process of the Implementation of the Talking Stick model

There were five statements from the results of the questionnaire that will be explained in this aspect. First, there were 18.2% of the students who strongly agreed, 77.3% of the students who agreed, and 4.5% of the students who strongly disagree that they understood the implementation of the Talking Stick model in class. Second, there were 68.2% of the students who strongly agreed, 31.8% of the students who agreed that the teacher explained the materials before the implementation of the Talking Stick model. Third, there were 59% of the students who strongly agreed, 40.9% of the students who agreed that the teacher provided the topic for the students to be discussed in the Talking Stick model. Fourth, there were 40.9% of the students who strongly agreed, 59% of the students who agreed that the teacher gave times for the students to review the materials that had been taught. The last, there were 36.4% of the students who strongly agreed, 63.6% of the students who agreed that the teacher gave evaluation to the students learning results.
d. Perception of Using the Talking Stick model in Speaking

There were eight statements from the results of the questionnaire that will be detailed in this part. For the first statement, there were 13.6% of the students who strongly agreed, 9.1% of the students who agreed, 77.3% of the students who disagreed that they felt nervous when doing the Talking Stick model in the learning process. Then, for the second and third statement there were 18.2% of the students who strongly agreed, 68.2% of the students who agreed, 13.6% of the students who disagreed that the learning process with the Talking Stick model made them understand the materials faster and the learning process with the Talking Stick helped them to study hard.

Next, there were 40.9% of the students who strongly agreed, 59% of the students who agreed that the learning process with the Talking Stick was testing their readiness to understand the materials. Subsequently, there were 40.9% of the students who strongly agreed, 54.5% of the students who agreed, 4.5% of the students who disagreed that the learning process with the Talking Stick gave them an opportunity to speak in English. Afterward, there were 45.5% of the students who strongly agreed, 45.5% of the students who agreed, 9.1% of the students who disagreed that the learning process with the Talking Stick helped them to improve their speaking skills in English.

After that, there were 31.8% of the students who strongly agreed, 59% of the students who agreed, 9.1% of the students who disagreed that the learning process with the Talking Stick encouraged them to speak in English fluently. Lastly, there were 40.9% of the students who strongly agreed, 59% of the students
who agreed that the learning process with the Talking Stick model was suitable to be implemented in the classroom, especially to practice speaking skills.

2. The Results of the Interview

The interview was done in order to get more information about the students’ perception on the implementation of the Talking Stick model and the students’ suggestions for further implementation of the Talking Stick model. The results of the interview will be presented in the following paragraphs with four aspects, namely the problem faced by the students in speaking English, the process of the implementation of the Talking Stick model, perception of using the Talking Stick model in speaking, and suggestions of the implementation of the Talking Stick model.

The first aspect is about the problem faced by the students in speaking English. Based on the results of the interview, almost all of the students gave the same answers. They said that they were able to understand someone who spoke in English but they were not confident enough to respond in English.

"When teacher asked me a question in English, I could not answer her question. It was not because I did not know the answer but I could not arrange a sentence in English with good grammar and I was ashamed if I spoke with incorrect pronunciation" (#interviewee 3).

Four of ten students mentioned that they were lack of vocabularies, "My English is bad because I have a poor vocabulary" (#interviewee 9).

Furthermore to solve the problems in speaking, the students said that they would listen to music in English music and search for the lyric on the Internet. Besides, they would watch English movie with or without subtitle English. The students learned English from video or look for the unfamiliar words in English.
books or novels to increase their vocabulary. One of ten students also said that she downloaded an application to learn English, "I prefer to download English Grammar application on Play Store so that I will be familiar with some sentences in English" (#interviewee 1).

The second aspect is about the process of the implementation of the Talking Stick model. From the results of the interview, all of the students said that they understood the implementation of the Talking Stick model. They said that learning English by using the Talking Stick was fun and interesting. One of ten students mentioned that the Talking Stick model could increase the learning atmosphere in the classroom.

"Learning by using the Talking Stick model encourage me to speak in English. I will prepare myself before the class begins by learning the materials which will be discussed at that day" (#interviewee 7).

The third aspect is about the students’ perception in using the Talking Stick model in speaking. From the results of the interview, the students liked to use this learning model and they said that the Talking Stick model was suitable to be implemented continuously in an English subject and also other language subjects. One of ten students stated that learning English by using the Talking Stick model could motivate him to learn English because if he could not answer the question, he would ask and learn from his friends who comprehend the material. Also, the students said that their speaking skills could be increased by using this learning model so that they would be confident to speak in English.

Moreover, the students shared the advantages and disadvantages on the implementation of the Talking Stick model. The students said that the advantages
of using the Talking Stick model in learning English were it practiced their speaking skills, overcame their anxiety in speaking English, boosted their self-confidence, and was easy to be implemented. However, this Talking Stick model also had some disadvantages. First, the student would be ashamed and nervous if she or he could not answer. Indeed, the student would throw the stick to the other students so that she or he would not get the opportunity to answer the question. This was because they did not understand with the material. One of ten students also said that he could know when the teacher stopped the song. So, he suggested that the teacher would stop the song at the unpredictable time.

The fourth aspect is about the students’ suggestions of the implementation of the Talking Stick model. The students suggested that the stick should be more colorful, the song should be varied, and the pictures on the lotteries should be familiar for the students, "I think the teacher can choose familiar pictures of actress or actors because sometimes I get confused with the name of the actress or actors" (#interviewee 6). In addition, the students asked to play the song with the video clip in English subtitle. Also, they suggested that the student who got the stick was not allowed to ask their chair mate to help him or her.

B. Discussion

This part consists of two sections, namely the students’ perception on the implementation of the Talking Stick model and the students’ suggestions for further implementation of the Talking Stick model.
1. Students’ Perception on the Implementation of the Talking Stick Model

The results of the research showed that the students gave a positive perception on the Talking Stick model. According to Ekaningrum and Prabandari (2015), "People’s perception about something will influence the way they respond about something, whether it is positive or negative" (p.136). The students enjoyed the learning process by using the Talking Stick model. It can be concluded that the Talking Stick model was attracting and useful for the students to practice speaking English. The students also had perception that the Talking Stick model was easy and exciting to be implemented in the class.

Kreitner and Kinicki (2008) claim that there are four stages underlying perception. The first one is selective attention or comprehension. Attention is "the process of becoming consciously aware of something or someone" (p. 184). In this research, the students were taught by using the Talking Stick model to practice speaking English in the classroom. Then, the students put their attention on the implementation of the Talking Stick model.

The second stage is encoding and simplification. "Encoding process is used to interpret and evaluate the environment" (Kreitner & Kinicki, 2008, p. 185). After the students implemented the Talking Stick model, they were interested in using the Talking Stick model and enjoyed the learning process. The students used their interaction skill which involves the ability to communicate in English (Bygate, 1987, pp. 5-7). They might have different interpretation and evaluations
of the implementation of the Talking Stick model. Nevertheless, they liked to use
the Talking Stick model to practice speaking English.

Next is storage and retention. Kreitner and Kinicki (2008) say that "this
phase involves storage of information in long-term memory" (p. 187). Most of the
students agreed that they understood how to implement the Talking Stick model.

"Talking stick is done by using a stick. The stick will be revolved while
the song is playing. When the song is stopped, a student who get the stick
should take a lottery and make a sentence based on the instruction"
(#interviewee 10).

There are five rules in the implementation of the Talking Stick model (Widodo,
200). The teacher will tell the learning goals, prepare a stick, explain the material,
and ask the students to review the material before implementing the Talking Stick
model. Reviewing the material gives the students time to think and prepare
themselves to understand the material and give them an opportunity to speak in
English (Harmer, 2009, p. 345). Also, the teacher will give the evaluation to the
students’ learning results so that the students can comprehend the material well.

The last phase is retrieval and response. "The students retrieve information
form memory when they make judgments and decisions" (Kreitner & Kinicki,
2008, p. 188). The students’ decisions and judgments were either based on the
process of drawing on, interpreting, and retrieving a summary judgment. In this
research, the students’ decisions or judgment on the implementation of the
Talking Stick model was good. Based on the interview, the students perceived that
the Talking Stick model could practice speaking English.
"this learning model is easy to be implemented and it can practice speaking English in the classroom so I can boost my self-confidence by answering the question from the teacher" (#interviewee2).

In other words, the Talking Stick model helped them to improve their speaking skill. Kagan and Kagan (2009) state that “the Talking Stick model gives a chance for every student to use and develop language skills” (p. 6.39).

The four-stage sequences of perception are influenced by four factors of perception. Altman, Valenzi, and Hodgetts (1985) conclude that there are four factors influencing perception. First is selection of stimuli,"Each person selects specific cues and filter out the others" (p. 86). In this research, the students were taught by using the Talking Stick model. Second is organization of stimuli. In this factor, "after the information has undergone the screening process, it must be arranged so as to become meaningful" (p. 87). This can be proved in the questionnaire results, most of the students agreed that the Talking Stick model could practice their speaking English. In addition, they agreed that this learning model could improve their speaking skill.

Next is the situation. Altman, Valenzi, and Hodgetts (1985) claim, "Perceiving a situation accurately is also related to how well a person adjusts his or her behavior to situations" (p. 89). In the results of the questionnaire the students agreed that they had difficulties in speaking English. They were rarely to speak in English in the classroom. “Students are reluctant to speak in the classroom because they are shy to give their opinions” (Harmer, 2007, p. 345). However, they perceived that having an ability to speak in English was very essential for communication. The last but not least is self-concept. Self-concept is "the way a person feels about and perceives his or her self" (p. 90). When doing
the interview, the students said that the Talking Stick model was appropriate to be
implemented in English subject.

“this learning model is suitable to be implemented in the classroom, not only in English subject but also other language subjects to encourage the student to speak” (#interviewee 5).

Tsui (1996) said that “the key to encouraging students to communicate was to create a low anxiety classroom atmosphere” (as cited by Nunan, 1999, p. 235). This learning model could motivate the students to comprehend the material so that they could encourage themselves to speak in English by answering the teacher’s questions. The Talking Stick model trains the students to comprehend the material quickly (Kurniasih & Sani, 2015, p. 83).

2. Students’ Suggestions for Further Implementation of the Talking Stick Model

Based on the results of the interview, the students shared some suggestions for further implementation of the Talking Stick model. Although the Talking Stick model had some advantages and disadvantages but the students liked to use the Talking Stick model in learning English especially to practice their speaking skills. To support the statement, one of the interviewees shared her opinion about this learning model.

“this is a new learning model for me, I like this learning model because it is very easy to be joined up and I enjoy the learning activity to help me overcome my anxiety to speak in English in the classroom” (#interviewee 8).

Nunan (1999) suggests that “in a speaking classroom, learners should be given the maximum number of opportunities possible to practice the target language in meaningful contexts and situation” (p. 241). However, one of the disadvantages of
the Talking Stick model was the student could be ashamed if she or he answered
the questions incorrectly.

“I am really happy and proud of myself if I can answer the question
correctly. It is like a gratification of my comprehension about the material.
On the contrary, I will be ashamed if I cannot answer the question. As a
result, I will ask my chair mate to help me answer the question”
(#interviewee 3).

Even so, Nunan (1999) says that "when taking part in activities, the learners are
bound to make mistakes and these should be seen as a natural part of the learning
process" (p. 241).

The students suggested that the stick should be more colorful and the song
should be varied. Scrivener (1994) claims that "song are often used as a ‘filler’
activity to change the mood or pace of a lesson" (p. 176). In addition, the students
asked to play the song with the video clip and the English subtitle. To support the
results, one of the interviewee gave his suggestion.

“I think for further implementation of the Talking Stick model, the teacher
can remind all of the students to not help their chair mate answer the
questions. Just let the student who gets the stick try by himself or herself to
answer the question” (#interviewee 10).

Those statements are in line with the theory of teaching skills by Richards (1998)
that teaching skills typically involve "preparation of communicative interaction
activities and organization or facilitation of communicative interaction" (p. 5).

In conclusion, it implies that the students’ suggestions were very beneficial
to develop further implementation of the Talking Stick model. The students were
successful to practice speaking English by using a learning model which was the
Talking Stick. It is recommended for teachers to use the Talking Stick model in order to help the students improve their speaking skills.
CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

This chapter provides two parts, namely conclusions and recommendations. Conclusions emphasize the summary of research results and discussion. Then, recommendations are for English teachers in senior high school and future researchers.

A. Conclusions

The conclusions deal with the research results based on the two research questions of this research. The first research question is about the eleventh grade students' perception on the implementation of the Talking Stick model to practice speaking skills at SMA N 6 Yogyakarta. Based on the results of the questionnaire and the interview, the researcher concluded that the students gave positive perception on the implementation of the Talking Stick model. Also, the students perceived that the Talking Stick model was really easy to be implemented. The students thought that this learning model was attracting and useful to practice speaking English in classroom.

The second research question is about the students' suggestions for further implementation of the Talking Stick model. Since the students said that they enjoyed the learning process by using the Talking Stick model, they suggested an eye catching stick and various songs with subtitle in English.
B. Recommendations

Based on the result of the study, the researcher would like to give suggestions for English teachers and future researchers.

1. English Teachers

In the teaching-learning process, the English teachers need to design a learning model in order to improve the students’ communication skills. The English teachers, in particular, can use the Talking Stick model to practice the students’ speaking skills. This learning model is easy to be implemented in the classroom. Besides, it will be a helpful way to engage the students in learning English.

2. Future researchers

The researcher expects that other researchers can reconstruct or modify this study to conduct other researches by using the Talking Stick model. The other researchers can write further studies from different perspectives and objectives to help the students improve their speaking skills.
REFERENCES


APPENDIX A

Letter of Research Permission
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
APPENDIX B

Consent Form
SURAT PERNYATAAN PERSETUJUAN
UNTUK IKUT SEPERTA DALAM FENELITIAN
(INFORMED CONSENT)

Yang bertanda tangan di bawah ini:

Nama :
Usia :
Status :

Dengan senang hati saya menyatakan bahwa saya menyadari, mengerti, dan memahami tentang tujuan, manfaat, dan risiko yang mungkin timbul dalam penelitian; maka saya setuju ikut serta dalam penelitian yang berjudul:

“Students' Perceptions on the Implementation of the Talking Stick Model”

Demikian surat pernyataan ini dibuat dengan senang hati dan tanpa paksaan.

Yogyakarta, 25 September 2017
Responsen,

............................................

............................................
APPENDIX C

Questionnaire Blueprint
<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Aspect</th>
<th>Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I have known about the Talking Stick model in English subject.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I have an experience of using the Talking Stick model.</td>
<td>First experience of using the Talking Stick model.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I have an experience of using the Talking Stick model in English subject, especially in speaking skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I often use English during the English subject’s class.</td>
<td></td>
<td>See page 11</td>
</tr>
<tr>
<td>6</td>
<td>In my opinion, having an ability to speak in English is essential for communication.</td>
<td>The problem faced by the students in speaking English.</td>
<td>Nunan (1999, p. 39)</td>
</tr>
<tr>
<td>7</td>
<td>While speaking in English, I do not pay attention with my grammar.</td>
<td></td>
<td>(Nunan, 1999, pp. 233-234)</td>
</tr>
<tr>
<td>8</td>
<td>I understand the implementation of the Talking Stick model in class.</td>
<td></td>
<td>See page 11</td>
</tr>
<tr>
<td>9</td>
<td>Before the implementation of the Talking Stick model, the teacher explains the materials.</td>
<td></td>
<td>Widodo (2009) in his weblog</td>
</tr>
<tr>
<td>10</td>
<td>The teacher provides the topic for the students to be discussed in the Talking Stick model.</td>
<td>The process of the implementation of the Talking Stick model.</td>
<td>See page 15</td>
</tr>
<tr>
<td>11</td>
<td>The teacher gives times for the students to review the materials that have been taught.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>The teacher gives evaluation to the students learning results.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Statement</td>
<td>Aspect</td>
<td>Theory</td>
</tr>
<tr>
<td>-----</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>13</td>
<td>I feel nervous when doing the Talking Stick model in the learning process.</td>
<td></td>
<td>Shoimin (2014, p. 199)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>See page 18</td>
</tr>
<tr>
<td>14</td>
<td>The learning process with the Talking Stick model makes me understand the materials faster.</td>
<td>Perception of using the Talking Stick model in speaking.</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>The learning process with the Talking Stick helps me study hard.</td>
<td></td>
<td>Kurniasih and Sani (2015, p. 83)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>See page 17</td>
</tr>
<tr>
<td>16</td>
<td>The learning process with the Talking Stick is testing my readiness to understand the materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>The learning process with the Talking Stick gives me an opportunity to speak in English.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>See page 17</td>
</tr>
<tr>
<td>19</td>
<td>The learning process with the Talking Stick encourages me to speak in English fluently.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>The learning process with the Talking Stick model is suitable to be implemented in the classroom, especially to practice speaking skills.</td>
<td></td>
<td>Widodo (2009) in his weblog</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>See page 15</td>
</tr>
</tbody>
</table>
APPENDIX D

Questionnaire Form
Dear students,


<table>
<thead>
<tr>
<th>No</th>
<th>Pernyataan</th>
<th>SS</th>
<th>S</th>
<th>TS</th>
<th>STS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Saya sudah mengetahui tentang model pembelajaran <em>talking stick</em> dalam pelajaran bahasa Inggris.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Saya sudah pernah menggunakan model pembelajaran <em>talking stick</em>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Saya pernah menggunakan model pembelajaran <em>talking stick</em> dalam pelajaran bahasa Inggris, khususnya dalam berbicara.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Saya menemukan kesulitan untuk berbicara dalam bahasa Inggris.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Saya sering menggunakan bahasa Inggris saat pelajaran bahasa Inggris di kelas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Menurut saya mempunyai kemampuan berbicara bahasa Inggris sangat penting terlebih untuk berkomunikasi.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Ketika berbicara bahasa Inggris saya tidak memperhatikan grammar saya.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Saya mengerti dan paham bagaimana cara penerapan model pembelajaran <em>talking stick</em> di kelas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Sebelum penerapan model pembelajaran <em>talking stick</em>, guru menjelaskan materi yang akan dipelajari.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Guru menyediakan topik bagi peserta didik untuk dibahas dengan model pembelajaran <em>talking stick</em>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Guru memberikan waktu bagi peserta didik untuk membaca dan mempelajari kembali materi yang telah diajarkan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Guru memberikan evaluasi terhadap hasil pembelajaran peserta didik.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Saya merasa gugup pada saat pembelajaran dengan model <em>talking stick</em>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Pembelajaran dengan model <em>talking stick</em> membuat saya dapat memahami materi dengan cepat.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Pembelajaran dengan model <em>talking stick</em> membantu saya lebih giat lagi untuk belajar.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Pembelajaran dengan model <em>talking stick</em> sangat menguji kesiapan saya sebagai peserta didik untuk memahami materi.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Pembelajaran dengan model <em>talking stick</em> memberikan kesempatan saya untuk berbicara bahasa Inggris.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Pembelajaran dengan model <em>talking stick</em> melatih kemampuan saya berbicara bahasa Inggris.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Pembelajaran dengan model <em>talking stick</em> membantu saya untuk berbicara bahasa Inggris dengan lancar.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Pembelajaran dengan model <em>talking stick</em> sangat cocok untuk diterapkan di kelas, terutama untuk melatih kemampuan berbicara bahasa Inggris.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX E

Interview Blueprint
<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Aspect</th>
<th>Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Do you have problems in speaking English? What are they?</td>
<td>The problem faced by the students in speaking English.</td>
<td>Nunan (1999, pp. 233-234)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>See page 11-12</td>
</tr>
<tr>
<td>2.</td>
<td>What is your trick to overcome the problem of speaking in English?</td>
<td></td>
<td>Harmer (2007, p. 345)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>See page 12-13</td>
</tr>
<tr>
<td>3.</td>
<td>Do you know how the implementation of the Talking Stick model is? Please explain briefly!</td>
<td></td>
<td>Widodo (2009) in his weblog</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>See page 15</td>
</tr>
<tr>
<td>4.</td>
<td>How do you feel the implementation of the Talking Stick model?</td>
<td>The process of the implementation of the Talking Stick model.</td>
<td>Kurniasih and Sani (2015, p.83)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Shoimin (2014, p. 199)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>See page 17-18</td>
</tr>
<tr>
<td>5.</td>
<td>Is the Talking Stick model interesting and amusing to be implemented in the classroom?</td>
<td></td>
<td>Kurniasih &amp;Sani (2015, p. 83)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>See page 17</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>See page 17-18</td>
</tr>
<tr>
<td>9.</td>
<td>What are the advantages and disadvantages of the Talking Stick model?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>What is your suggestion for further implementation of the Talking Stick model?</td>
<td>Suggestion of the implementation of the Talking Stick model.</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX F

Student’s Interview Result
1. Apakah kamu memiliki kesulitan dalam berbicara bahasa inggris? Apa saja kesulitan kamu?
   Iya. Grammarnya kurang jadi gak bisa nyusun satu kalimat yang benar dalam bahasa Inggris. Tapi kalau ditanya guru bahasa Inggris sebenarnya pengen jawab dalam bahasa Inggris tapi takut salah dan dimarahin jadi kayak gak pede gitu.

2. Bagaimana cara kamu mengatasi kesulitan dalam berbicara bahasa inggris?
   Banyak kayak sering baca novel bahasa Inggris, nonton film yang gak ada subtitle nya, pas dengerin musik cenderung dengerin lagunya dulu baru cari lirik lagunya sama download aplikasi untuk belajar grammar.

3. Apakah kamu mengerti bagaimana penerapan metode talking stick? Bagaimana caranya?
   Mengerti. Talking stick dilakukan dengan cara menggunakan stik kayu untuk menjalankan permainan diiringi dengan lagu, stik yang dipegang akan digilir ke samping dan ketika lagu berhenti orang yang memegang stik tersebut harus menjawab pertanyaan dengan grammar yang benar.

4. Bagaimana perasaan kamu saat penerapan metode talking stick?
   Asik, seru, dan menyenangkan. Buat aku jadi semangat untuk belajar ngomong dalam bahasa Inggris.

5. Apakah metode talking stick menarik dan menyenangkan untuk diterapkan di dalam kelas?
   Iya menarik untuk nambah kosa kata dan bagus untuk diterapkan di kelas bahasa Inggris khususnya untuk melatih speaking.

6. Bagaimana pendapat kamu mengenai penerapan metode talking stick?
   Pembelajaran bisa lebih berwarna dan asik. Bisa belajar dari kesalahan jika mendapatkan stik dan tidak bisa menjawab atau salah menjawab.

7. Apakah kemampuan berbicara kamu meningkat dengan penerapan metode talking stick?
   Iya tapi jika diterapkan terus menerus sehingga semua siswa mendapatkan kesempatan untuk berbicara.

8. Apakah kamu menyukai metode talking stick untuk membantu kamu berbicara dalam bahasa inggris? Mengapa?
   Suka karena model pembelajaran ini sangat baru dan tidak membutuhkan waktu yang lama.

9. Apakah kelebihan dan kekurangan metode talking stick?
   Kelebihannya iterdorong untuk berbicara bahasa Inggris jadi lebih pede kekurangannya malu jika tidak bisa menjawab atau menjawabnya salah.

10. Apa saran kamu untuk penerapan metode talking stick selanjutnya?
    Lagunya bervariasi, sticknya lebih berwarna dan colorful. Terus lagu diputarkan dengan nampilin video klipnya dengan subtitle bahasa inggris.
APPENDIX G

Pictures of Implementing the Talking Stick Model
The students revolved the stick.

The teacher asked the student, who got the stick, to take a lottery.

The student tried to make a sentence from the lottery she got.

The teacher gave feedback on the student’s answer.
APPENDIX H

SMA N 6 Location on Map
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI