TALKING CIRCLE TO IMPROVE STUDENTS' SPEAKING ABILITY

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Abstract : The research in title Talking Circle to Improve Students' Speaking Ability aims : (1). To know how the teaching and learning of speaking which focused on language components using talking talking circle is, and (2). To describe the improvement of the junior high school students' speaking ability. This research used a qualitative with Classroom Action Research (CAR). The subjects of this research were 19 students of class IX SMP Muhammadiyah 27 Paciran Lamongan. The data was obtained from the process of teaching and learning by the tecnique of observation through observation sheet and vidio recording. The result of this research showed that the process of teaching and learning which focused on four language components using talking circle strategy could run well and the students' speaking ability improved as well.

Key words : Talking circle, Speaking skill, Improvement of speaking ability.

Abstrak : Penelitian yang berjudul Talking Circle to Improve Students' Speaking Ability ini bertujuan untuk : (1). Mengetahui bagaimana proses belajar dan mengajar berbicara yang dititikberatkan pada empat komponen bahasa menggunakan strategi talking circle, Dan (2). Mengetahui bagaimana peningkatan kemampuan berbicara siswa dengan menggunakan strategi talking circle. Penelitian ini menggunakan pendekatan kwalitatif dalam bentuk Penelitian Tindakan Kelas (PTK). Subyek penelitian ini adalah 19 siswa kelas IX SMP Muhammadiyah 27 Paciran Lamongan. Data diperoleh dari proses belajar mengajar melalui observasi dan rekaman vidio yang ditranskrip. Berdasarkan hasil penelitian dapat disimpulkan bahwa proses belajar mengajar berbicara yang menitikberatkan pada 4 (Empat) komponen bahasa dengan menggunakan strategi talking circle dapat berjalan dengan sukses, seiring dengan meningkatnya kemampuan berbicara siswa.

Kata kunci : Berbicara dalam bentuk lingkaran, Ketrampilan berbicara, Peningkatan kemampuan berbicara.

PRELIMINARY

In this research, the researcher conducted a Calssroom Action Research (CAR) to overcome the problem of the students in learning English. Especially in practicing speaking English. The researcher is cager to carry out CAR because she identifies that it is a crucial problem of education, the student's low score of English achievement especially in speaking. In this case, the researcher formed research questions : (1). How is the teaching and learning of speaking which focused on language components using talking circle strategy, and (2). How is the junior high school students' speaking ability amproved by using talking circle strategy.

Speaking is one of the language skills that should be mastered by student in learning English. Many experts defined speaking in different ways and they concluded that one of the important aspect in speaking is there is a communication or interaction between the speaker and listener. Jones states in Chancy,

speaking is a form of communication, speakers must consider the person they are talking to as listeners (Jone, 1996:14). The person does the primary activity based on particular goal. Based on him, there are five components of oral : a). The source (Speakers or sender of message). b). The message (Ide that can be communicated verbally or non-verbally). c). The channel (Means by which the message is transmitted, such as interpersonal, contact, telephone, or television). d). The medium (The mechanism by which the message is sent, such as light waves or sound waves). e). The receiver (Listener or audience).

Where Brown and Yule state that speaking is to express needs-request, information, services etc (Brown and Yule, 1999:14). The speakers say words to the listeners not only to express what in their mind but also to express what they need whether information on service. Most people might spend of their everday life in communicating with other. So it will make good attraction / understanding about the object each other. Hopefully the communication should consist of : 1). Clarity, the words that the speaker uses should be clear, so that listeners can understand what the speaker says. In this case, the speaker must consider speed and volume. The speed at which you speak is relevant her. If you speak quickly, listeners may have difficulty. The volume with which you speak can also have a bearing. Speak out and do not mumble. Your words have to be loud enough to reach all your listeners. 2). Variety, the speakers tries to very way of speaking such as pitch (rise and fall of voice), emphasis, speed, variation and pause. The speaker is expected to fine variation in saying words and hopefully they do not speak mootonously. 3). Audience and tone, the way the speaker speaks and the tone will be effected by audience to whom you are speaking. If you are discussing something

with your friends, you are likely to use informal conversational tone. If you are giving a talk to a group of thirty people, it likely that you would speak more formally and would raise the pitch and the volume of your voice in order to make sure that what you say reaches all of your listeners. If you are telling a comic story, you would speak differently from way you would if you were putting a point of view about which you felt strongly.

According to Stone Dragon Press, there are many procedures of talking circle strategy (Dragon, 2002). At the beginning of each circle, everyone stands in a circle around the talking circle. One person takes the talking circle and begins with a ritual opening phrase. The talking circles is passed to the next person. Each member of the circle repeats the words of the opening phrase untill the circle had made it around the circle. There are times when the talking circle doesn't go in around, but to the center, when somebody has spoken. Whenever another member of the circle feels moved to speak, she/he picks up the stick again. Individuals are then invited to make comments to the group. As each one speaks, she/he holds the circle stick and each person in turn to speak her or his truth. When the comments are over, the group sits down, and the circle stick is placed in the center of the circle. At the and of each circle, all members of the circle stand in a circle while saying ritual closing phrases.

Other experts, (Adam and Cowan, 2002:7), states that talking circle is a way of communicating in class. In talking circle each student creates a safe place to discuss an issue or react to a speaker that allows the oppurtunity for each of them to speak without interruption. Whereas, Ramadan states that there are many steps in implementing talking circle (Ramadhan, 2010). The steps are : 1). Teachers make groups of 5 persons. 2). Teachers prepare a stick length of 20 cm. 3). Teachers convey subject matter to be

discussed, then gave the group an opportunity to study the topic. 4). Students discuss or describe the material contained in the topic in circle. 5). Each student was given the opportunity to speak in turn related to the topic discussion. 6). After the group finished discusses the course material and studies its contents, the teacher allows group to cover the contents of speaking material. 7). The teacher took the wand and give to one member of the group, after which the teacher gives a question and group member who hold the stick must answer, and so forth until most students have a part to answer any questions from the teacher. 8). Other students may help answer question if members of the group could not answer the question. 9). Teacher gives a conclusion. 10). Teacher evaluates or assess, either in group or individually, and 11). Teacher closes the lesson.

METHOD

In this study the researcher used the qualitative approach that used observation and vidio recording to collect the data, but it is only the supported data for her research on classroom action research.

To overcome the speaking problem in the class, the researcher applied talking circle strategy in teaching process. She employed Classroom Action Research in implementing this strategy. It consisted of cycles and each cycle consisted of three stages : (1) Planning. (2). Action and Observation. (3). Reflection.

The research consisted of two cycles. Both of them were done two meetings. Cycle 1 was done on 17th and 23th of October 2019, whereas cycle 2 was done on 14th and 20th of November 2019. For the implementation phase was also intended to develop action needs to be done in order to improve the shortage that occured previously. Acting and observing phase was the phase to implement the strategy in speaking based on the lesson plan which had been designed in planning stage. The researcher as the first observer

helped by two collaborators : the second observer, Mrs. Qurrota A'yun, S.Pd, M.Pd, and the English teacher, Mr. H. Lukman Hakim, M.Pd, M.Pd.I

The Implementation of the action and the observation on the action were done in both of the cycles. In cycle 1, the lesson was discussed about the ability of speaking to explain the steps in doing something in form of prosedure text; it was conducted in two meetings. Whereas, in cycle 2 was also conducted in two meetings that focused on language function namely, how to ask repetition and how to express admiration.

It was final phase of the cycle, reflecting, in which the researchers analyzed the data which was obtained. The data was gotten from observation sheet/field note to describe and the students' performance using talking circle strategy. The reflection was done in order to describe what had been done.

To determine whether the cycle was stop or continued, the collected data were analyzed, the result were consulted with the students' ability in their pronounce of words, choose the correct vocabulary, use the correct grammar, and measured that the students' fluent in their speaking. The researcher reflected what had been done in previous action and the result of the reflection of the first cycle was used as the basis for further revision and planning in the next cycle. The implementation of the action was successful if it fulfilled the predetermined the mastery of their speaking skill.

The subjects of this research were 19 students of class IX SMP Muhammadiyah 27 Paciran Lamongan, because this class had many problem in their speaking ability. In this study, the researcher used the cycle to develop her plan, and she participated in the conversations performed by the subject of the study. In collecting data, there was only technique be used, namely, observation. Through the observation, the researcher used two kinds of instruments : observation sheet

and vidio recording. To store any additionally important data which can not be recorded in the checklist items, the researcher made the use of field notes as a major check and to support the checklist (Fraenkel Jack R, 19993:397). The researcher used the observation sheets and field note in every meeting, they could help the researcher to know the students change.

For answering the first question, the researcher analyzed the notes by separating and categorizing them into some steps in doing teaching learning activities; opening, main or core, assessing students' mastery (Students' performance), and closing activities. After that the steps were interpreted in teaching learning process in classroom. From each step, the researcher got the description to describe the process of teaching and learning activities.

And for answering the second research question, whether the students' speaking ability already improved or not yet, the data from observation sheets and vidio transcription were analyzed by using spoken assessment criteria adapted from (Renandya and Richards, 2002:223-224).

The Score Criterion on Language Components :

Accent/Pronunciation
1). Unintelligible pronunciation. 2). Frequent errors and occasional misunderstanding and apparent errors in grammar and vocabulary. 3). Marked 'foreign accent' and no conspicuous mispronunciation. 4). Native pronunciation, with 'foreign accent'

Grammar
1). Inappropriate or inaccurate grammar; imperative, expression about repetition and admiration, except in stock phrases. 2). Frequent and constant errors showing Inappropriate and misunderstanding grammar. 3). Occasional or even few errors, with no patterns of failure, and 4). No more that two errors during the conversation.

Vocabulary
1). Limited vacabulary about imperative, time sequences, expression about repetition and admiration. 2). Inaccurate choice some words, phrase or sentences. 3). Adequate/even broad vocabularies in varied topics. 4). Accurate and extensive vocabularies as that of an educated native speaker.

Fluency
1). Speechless. 2). Speech is very slow, hesitant and jerky; sentences may be left uncompleted. 3). Speech is occasionally hesitant, effortless/smooth, and 4). Speech on all general topics as effortless and smooth as native speakers.

Tabel 3:1, Spoken Assessment Criteria

No	Nama	Score				Total	Final Score	Comment
		Accent	Vocab	Gramm	Fluency			
1.								
etc								

The final score will be measured by using assessment rubric below :

The Score

The final Score = -------------------------- x 100%

The max score

DISCUSSION

1. **The teaching and learning of speaking which focused on language components using talking circle**

Table 1 :
The summary of findings on teaching learning process of first cycle

Date	Opening	Main	Closing	Notes
17th of Oct. 2019	Greeting, asking condition, and leading questions about the theme 'Procedure Text'	Grouping the class and discussing 'How to write and send and SMS'	Run out of time, just said good bye and thanking	1. No focussing on lang component. 2. No explaining the rule of talking circle. 3. Bad time managing.
23th of Oct. 2019	Greeting, asking condition, and leading questions about the theme 'Procedure Text"	Expalaining classically about the generic structure of procedure text	Concluding the material. Asking the students' understanding and giving assigment.	4. Missing the talking circle rule. 5. Emphasizing on one lang component only.

In opening the lesson, the teacher asked asked how they were that they answered they were fine and so on. They had a little talk. After that the teacher suggested to the students in order to follow the procedures if they write short message servica (SMS).

Come to the main activity, they teacher asked the students to make groups, they sat in arround, the teacher gave them an instruction; "I want you write the procedures to make or write and send an SMS". After that the calss became noisy in discussing. In their discussing, one student should give one sentence and at last their sentences were combined into one text;

Bellow is the result which the researcher chose as the samples .

St 17   : *How to send message. Click menu, select ok on the picture the message, click send to and click contact.*

St 3   : *How to send a message.... How to send message. Steps : The first, select menu on the side hand phone. Second, select the message. Third, select ok on the picture the message. Next, select the write message.... Then, wait the message that we try to be sent. After that, select the commend, of send and write the number that you want send a message. Finally, select OK and wait until finish and sent.*

In the closing activity, the teacher did nothing because run out the time. He just said *"I think enough for today, and we will continue to the next meeting. Thank you. Assalamu'alaikum Warahmatullahi Wabarakaatu."*

Come to the second meeting on the first cycle, when the students were ready to study, the teacher opened the lesson and they had a little talk, the teacher straightly came to the main activity taht was about the generic structure of procedure text. At last, as the closing activity, the teacher did a good thing; he gave conclusion, asked the students understanding and gave the assigment to the students.

On second cycle there were also two meetings, and summary of the findings was stated in the table below :

Table 2 :
The summary of findings on teaching learning process of second cycle

Date	Opening	Main	Closing	Notes
14th of Nov 2019	Greeting, asking condition, delivering the goal and competence (repetition), and leading questions asking the students' background knowledge	1. Grouping the class 2. Practicing the language component 3. Discussing 'How to ask and express repetition'	1. Giving reinforcement to the students' performance. 2. Concluding the material, and giving homework then saying thanks, good bye.	Loss of the rule of talking stick
20th of Nov 2019	Greeting, asking condition, and praying, leading questions, and giving an example about expressing admiration	Grouping the class, delivering the pictures to each group, and discussing then practicing.	3. Saying thanks as a students' reinforcement. 4. Concluding and giving homework, then saying, good bye.	The pictures changed the rule of talking stick

In opening activity, the teacher entered to the class by saying greeting and asking students' conditian, and as usual too the students responded what their teacher asked. The topic was expressing repetition. At the main activity before grouping the class, the teacher did something related with the language components in group.

> St 19 : *All teachers say, as good students, we should do the homework.*
> St 17 : *I agree with them.*
> St 15 : *Sorry Ryan, what did Siti say?*
> St 16 : *She said that as good student, we should do the homework.*
> St 15 : *Oh..... I see. Thanks Ris*
> St 16 : *No problem.*

The teacher made conclusion and asked the students whether they found difficulties or not about repetition. It became a closing action in doing teaching learning process. At the second meeting on cycle 2, the teacher came to the class together with the researcher and the second collaborator. The topic was expressing admiration. To emphasize the pronunciation and the fluency of speaking, next the teacher pronounced the phrases or sentences many times and the students repeated after him. On the main, the teacher divided class into three groups. Each group took a place or position and they sat in a circle form. Below is the example of the result :

> St 1 : *How do you think about... about my picture ?*
> St 2 : *How handsome he is !*
> St 7 : What a naughty boy !
> St 6 : *How handsome he is !*
> St 5 : *How cute he is !*
> St 2 : *How clever he is !*

In closing activity, the teacher said good bye to the students after making conclussion.

2. Improvement of Students' Speaking Ability by Using Talking Circle
Table 2.1 :
The students' improvement of Language Components

No	Components	Improvement	Un Improvement	Abstain
1.	Pronunciation	11 students (69%)	5 students (31%)	3 students
2.	Vocabulary	12 students (75%)	4 students (25%)	3 students
3.	Grammar	14 students (88%)	2 students (12%)	3 students
4.	Fluency	8 students (50%)	8 students (50%)	3 students

Table 2.1 shows the percentage of students' improvement in each language component in each cycle.

For the improvement of each language component : pronunciation, vocabulary, grammar, and fluency were experienced differently by the students. On the contrary, for the students who categorized into unimproved students on language components during the teaching and learning

speaking, the researcher could report consistently for students 17. It was caused since both of them were the only two students who were unimproved on grammar component, and they also included into the other three language components.

1. The improvement of pronunciation

Std	Cycle	Evidence	Language Component (Pronunciation)		
			Right	Errors	Note
St 3	1	1. Select 2. Wait 3. Picture 4. Command	/si lekt/ /wait/ /pik cher/ /ke moand/	/selek/ /wit/ /pikcur/ /kem mon/	Frequent errors
	2a	Nice	/nais/	/nic/	Conspicious mis Pronunciation
	2b	-	-	-	Pronounce Well
St 17	1	1. Direct 2. Select 3. Picture 4. Message	/di rekt/ /si lekt/ /pik cher/ /messij/	/dairek/ /selek/ /pikcur/ /masag/	Frequent errors
	2a	Agree	/egree/	/agre/	Rare errors
	2b	1. Nice 2. Clever 3. About 4. Picture	/niss/ /klevver/ /e bowt/ /pik cher/	/nic/ /clefr/ /about/ /pikcur/	Frequent errors

2. The improvement of vocabulary

Std	Cycle	Evidence	Language Component (Vocabulary)	
			Right	Note
St 3	1	Side hand phone	Hand phone	-
	2a	-	-	-
	2b	-	-	-
St 17	1	Direct select ok on the picture the message	Next, write the message.....	Direct select ok on the picture the message
	2a	I agree with he	I agree wuth him	I agree with he
	2b	What do you ... about my picture	What do you think about my picture ?	What do you ... about my picture

3. The improvement of grammar

Std	Cycle	Evidence	Right grammar
St 3	1	Select the command, of send and write the number that you want send a message we try to be sent select OK and wait until finish and sent	Select sending a message and fill in the number that you want to select or press OK and wait until succesful
	2a	-	-
	2b	-	-
St 17	1	Direct select ok on the picture the message	Next select ok on the picture of message
	2a	I agree with he	I agree with him
	2b	What do you ... about my picture	What do you think about my picture

4. The improvement of fluency

Std	Behavior	Definition	Evidenve		
			Cycle 1	Cycle 2a	Cycle 2b
St 3	Hesitation	Silent pause of one second or longer	Write message....	-	-
	Repetition	Repeated utterance of part of word, word, and phrases	Then, wait	-	-
St 17	Hesitation	Silent pause of one second or longer	Write message....	-	-
	Repetition	Repeated utterance of part of word, word, and phrases	Then, wait	-	-

CONCLUSION

Based on the result of this research, it can be concluded that the teaching and learning of speaking using talking circle produced a greater improvement in the teaching and learning process itself and it was also utilized to produce a high improvement of students' speaking ability. And at last, all the students paid attention and contributed to the activities in the class. Besides, their ability in speaking also improved from cycle 1 to cycle 2.

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