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# PROCEEDINGS

## International Seminar

LANGUAGE MAINTENANCE AND SHIFT V

September 2–3, 2015



**Revised Edition**

Master Program in Linguistics, Diponegoro University  
in Collaboration with  
Balai Bahasa Provinsi Jawa Tengah



# Proceedings International Seminar Language Maintenance and Shift V

“The Role of Indigenous Languages in Constructing Identity”

September 2—3, 2015

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Compiled by:

Herudjati Purwoko (Indonesia)

Agus Subiyanto (Indonesia)

Wuri Sayekti (Indonesia)

Tohom Marthin Donius Pasaribu (Indonesia)

Yudha Thianto (United States of America)

Priyankoo Sarmah (India)

Zane Goebel (Australia)

**Master Program in Linguistics, Diponegoro University  
in Collaboration with  
Balai Bahasa Provinsi Jawa Tengah**

Jalan Imam Bardjo, S.H. No.5 Semarang

Telp/Fax +62-24-8448717

Email: [seminarlinguistics@gmail.com](mailto:seminarlinguistics@gmail.com)

Website: [www.mli.undip.ac.id/lamas](http://www.mli.undip.ac.id/lamas)



## NOTE

This international seminar on Language Maintenance and Shift V (LAMAS V for short) is a continuation of the previous LAMAS seminars conducted annually by the Master Program in Linguistics, Diponegoro University in cooperation with *Balai Bahasa Provinsi Jawa Tengah*.

We would like to extend our deepest gratitude to the seminar committee for putting together the seminar that gave rise to this compilation of papers. Thanks also go to the Head and the Secretary of the Master Program in Linguistics Diponegoro University, without whom the seminar would not have been possible.

The table of contents lists 92 papers presented at the seminar. Of these papers, 5 papers are presented by invited keynote speakers. They are Prof. Aron Reppmann, Ph.D. (Trinity Christian College, USA), Prof. Yudha Thianto, Ph.D. (Trinity Christian College, USA), Dr. Priyankoo Sarmah, Ph.D. (Indian Institute of Technology Guwahati, India), Helena I.R. Agustien, Ph.D. (Semarang State University, Indonesia), and Dr. M. Suryadi, M.Hum. (Diponegoro University, Indonesia).

In terms of the topic areas, the papers are in sociolinguistics, psycholinguistics, theoretical linguistics, antropolinguistics, pragmatics, applied linguistics, and discourse analysis.



**NOTE FOR REVISED EDITION**

There is a little change in this revised edition, which as the shifting of some parts of the article by Tatan Tawami and Retno Purwani Sari entitled “Sundanese Identity Represented by the Talents of *Ini Talkshow* A Study of Pragmatics” on page 166 to 167. This has an impact on the change of table of contents.



**SCHEDULE OF THE INTERNATIONAL SEMINAR LANGUAGE MAINTENANCE AND SHIFT V**  
**"The Role of Indigenous Languages in Constructing Identity"**

| <b>WEDNESDAY, SEPTEMBER 2, 2015</b> |   |   |             |             |                          |
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|                                     | Prof. Yudha Thianto, Ph.D.                        | LOAN WORDS AS SHAPERS OF IDENTITY IN SEVENTEENTH-CENTURY MALAY: A HISTORICAL LINGUISTICS STUDY OF CHRISTIAN SONGS INTRODUCED BY THE VOC                               | 19 - 27     |             |                          |
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## THE IMPLEMENTATION OF TALKING STICK TECHNIQUE IN TEACHING WRITING OF HORTATORY EXPOSITION TEXTS

**Farikah**

*Tidar University*

Farikahfaradisa@gmail.com

### *Abstract*

This research aims at investigating the influence of talking stick technique in improving the students' competence in developing hortatory exposition texts. This sequential explanatory mixed method research was conducted at Tidar University. The subject of this research was the students of English Department of Tidar University (Untidar). This research was conducted in two stages. The first was investigating whether or not there is significant difference of the competence in developing hortatory exposition texts of the English Department students of Untidar in 2014/2015 academic year before and after the implementation of talking stick technique. In addition to that, for the second stage, it is to find out how effective learning-teaching activity is when talking stick technique is applied in teaching writing of hortatory exposition text to the English Department students of Untidar in 2014/2015 academic year. Based on the data analysis, it shows that there is significant difference of the competence in developing hortatory exposition texts of the English Department students of Untidar in 2014/2015 academic year before and after the implementation of talking stick technique. Besides, talking stick technique improves the effectiveness of teaching-learning activities of writing class of hortatory exposition texts.

**Key words:** Hortatory Exposition Text, Mixed Method Research, and Talking Stick.

### INTRODUCTION

Writing is as a medium of delivering the ideas, feeling and perceptions of the writer to the reader in written form. Writing a hortatory exposition text is not simple. It is the most demanding skill since the writer often found that the students of English Department of Untidar lose their ideas whenever they are expected to write hortatory exposition texts. Hortatory exposition is a factual text or factual genre. Factual texts are those which present information, ideas or issues in such a way as to inform, instruct, enlighten or persuade the reader or listener. In addition to that, according to Butt, et al (2000: 241) the social function of hortatory exposition is to persuade people to particular point of view. Based on preliminary observation that the writer did in conducting the experimental research as a part of mixed method research, it could be inferred that the students of writing class still found difficulties especially in developing a paragraph of hortatory exposition text. The above facts were also supported by the results of the pre-test of paragraph writing the writer conducted in this research. The average score of each component of pre-test results of paragraph writing test based on Brown and Bailey's theory in Brown (2004: 244) can be seen in the following table.

Table 1.1. The average score of pre-test of paragraph writing

| No. | Component                                       | Score | Category         |
|-----|---|-------|------------------|
| 1.  | Organization: introduction, Body and conclusion | 11.00 | Unacceptable     |
| 2.  | Logical development of idea: content            | 11.38 | Unacceptable     |
| 3.  | Grammar   | 10.93 | Unacceptable     |
| 4.  | Punctuation, spelling and mechanics.            | 13.50 | Adequate to fair |
| 5.  | Style and quality of expression                 | 12.50 | Adequate to fair |
|     | Total (mean)                                    | 59.31 |                  |

From table 1, it could be seen that the ability of the students in organizing the texts; that is the ability of the students in developing the introduction, body and conclusion of the paragraph, was still poor. Based on the above fact, the writer implemented talking stick technique in teaching hortatory

exposition text writing skill. Talking stick is an ancient way of taking turns. According to Fujioka (1998:1), talking stick is method used by Native American to let everyone speaks their mind during a council meeting, a type of tribal meeting. Furthermore, According to Garret (1998:82) talking stick method is a method that uses a stick well-known as a wooden stick, which the facilitator or the leader begins by picking up the stick to share the feeling or concern with the group. It is passed clockwise to the next person, who may choose to speak or to remain silent. Then, the talking stick is passed to each person for getting a chance to speak. In this study, the writer means that a talking stick is given to the students to make the students be motivated to share his/her ideas and who hold the stick must express her/his adeas through writing. Talking stick method is a good method that gives the students a big chance to express their opinion or their idea freely. The writer concludes that the talking stick here is a tool used to get opportunity to express his/her ideas through written form. Whoever holds the talking stick, he or she should write. It is a practice tool used to motivate the students to write. It is an interested strategy to improve students' participation in the classroom.

## RESEARCH METHOD

In this study, the writer implemented mixed method research design. As Creswell (2009) states mixed method research is an approach to inquiry that combines or associates both qualitative and quantitative forms. It involves philosophical assumptions, the use of qualitative and quantitative approaches, and the mixing of both approaches in a study. In this study, the writer applied sequential explanatory mixed method procedures. Explanatory strategy in mixed method research is characterized by the collection and analysis of quantitative data in a first phase followed by the collection and analysis of qualitative data in the second phase that build on the results of initial quantitative results (Cresswell, 2009).

The data were analyzed in two stages: Quantitative and qualitative analyses. For quantitative analysis, the writer used descriptive statistics. In analyzing qualitative data (observation and interview) the writer followed Miles and Huberman's theory (1994). This method consisted of three stages. They were data reduction, data display, and drawing conclusion.

## FINDING & DISCUSSION

The results of implementation of talking stick in teaching hortatory exposition text to the English Department students of Untidar was effective. It can be seen in two aspects. They are the improvement's of students' competence in developing a paragraph of hortatory exposition text and the effectiveness of teaching-learning activities of writing class.

### 1. The Improvement of the Students' Competence in Developing Hortatory Exposition Text

The first purpose of the present study was to examine whether or not there is significant difference of the competence in developing hortatory exposition texts of the English Department students of Untidar in 2014/2015 academic year before and after the implementation of talking stick technique. Based on the data analysis, there was an improvement of the competence in developing hortatory exposition texts of the English Department students of Untidar in 2014/2015 academic year after the implementation of talking stick technique.

Based on the above data, it could be seen that Talking stick technique was effective for teaching paragraph writing especially dealing with the students' competence in developing a paragraph. Since the focus of this research was on organization aspect, the writer only focused on it. Organization here related to the ability of the students in organizing the paragraph including introduction, body and conclusion. Since the focus was on paragraph writing, the organization here means on how the students develop topic sentence, some supporting sentences and concluding sentence; and because it was text-based writing, the focus here was also on the application of schematic structures or generic structures of the texts. The text the writer implemented for this experimental research was hortatory exposition text. The summary of the results of the stdents' competence in organization aspects can be seen in the following table.

Table 2. The summary of the organization score

|          |                                       | <b>The Spread of Organization Score and the Percentage</b> |                               |                               |                          |                                   |
|----------|---------------------------------------|--|-------------------------------|-------------------------------|--------------------------|-----------------------------------|
|          | <b>The mean score of organization</b> | <b>20-18 Excellent to Good</b>                             | <b>17-15 Good to Adequate</b> | <b>14-12 Adequate to Fair</b> | <b>11-6 Unacceptable</b> | <b>5-1 Not college level work</b> |
| Pretest  | 11.00                                 | 0 student<br>0 %   | 1 Student<br>3.85%            | 9 Students<br>34.62%          | 15 Students<br>57.69%    | 1 Student<br>3.85%                |
| Posttest | 16.73                                 | 11 students<br>42.31%                                      | 14 students<br>53.85%         | 1 student<br>3.85%            | 0                        | 0                                 |

Based on the pretest data, it could be seen that the ability of the students in organization was still in unacceptable category since the mean score was 10.77 or 11-6 (unacceptable). It means there was shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort of organization. Considering this fact, the writer conducted the research implemented talking stick technique in improving the students' competence in developing a paragraph.

After implementing the above technique, it could be seen that there was some improvement, especially on the number of the students who got excellent to good category, from no students or 0% in pretest stage into 11 students or 42.31% in posttest stage. In other words, based on the previous explanation, it can be concluded that the implementation of talking stick technique can give good effects on the students' competence in developing a paragraph. In other words, it can be summarized that there is significant difference of the competence in developing a paragraph of the English Department students of Untidar in the academic year 2014/2015 before and after the implementation of talking stick technique.

## **2. The Effectiveness of Learning-Teaching Activity of Writing Class**

The second purpose of this study was to examine how effective learning-teaching activity is when talking stick technique is applied in teaching writing of hortatory exposition text to the English Department students of Untidar in 2014/2015 academic year.

It can be seen from the improvement of the indicators of effective teaching. Through this model, Teaching-learning activities of paragraph writing class has been effective because it matches with indicators of effective teaching. Those indicators that give a lot of (good) contribution on the effectiveness of teaching-learning activities of writing class are the following.

- (1) instruction is guided by preplanned curriculum,
- (2) students are carefully oriented to the lesson,
- (3) instruction is clear and focused,
- (4) learner progress is monitored closely,
- (5) when the students do not understand they are taught,
- (6) instructional groups formed in the classroom fit instructional need,
- (7) personal interaction between teachers and students are positive,
- (8) having positive attitude, having high expectation of what pupil can achieve,
- (9) strong lesson structuring,
- (10) the use of variety teaching methods,
- (11) using appropriate and varied questioning and
- (12) having high expectation of what pupil can achieve.

Based on the research results, the implementation of talking stick technique has made the class or teaching-learning activities effective. It makes the teaching-learning activities interactive, inspirational, enjoyable and motivate the students to participate actively in the teaching-learning activities. It is in line with the government policy (peraturan pemerintah) numbered 19 of 2005 article



19, clause 1 on process standard. It mentioned that teaching learning process in a unit level of education must be interactive, inspirational, enjoyable, and challenging. Moreover, it must also motivate the students to participate actively, give the students opportunities to have the initiative, to be creative, and to be autonomous learners according to their aptitudes, interests, and physical and psychological development. It means that the teaching learning process must motivate the involvement of communication among students and between teacher and students. Besides, it must encourage the students to give their ideas for doing something and encourage them to get the pleasure from that activity. In addition to that, the activities of the teaching learning process must be able to test the students' ability or determination.

Based on the stages implemented by the writer in this research, it can be seen that implementing talking stick technique in teaching paragraph writing of hortatory exposition text was effective for teaching learning activities of paragraph writing class.

## CONCLUSION

Based on the data analysis, it can be concluded that there is significant difference of the competence in developing hortatory exposition texts of the English Department students of Untidar in 2014/2015 academic year before and after the implementation of talking stick technique. Besides, talking stick technique improves the effectiveness of teaching-learning activities of writing class of hortatory exposition texts.

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**Master Program in Linguistics, Diponegoro University  
in Collaboration with  
Balai Bahasa Provinsi Jawa Tengah**

**Jalan Imam Bardjo, S.H. No.5 Semarang  
Telp/Fax +62-24-8448717  
Email: [seminarlinguistics@gmail.com](mailto:seminarlinguistics@gmail.com)  
Website: [www.mli.undip.ac.id/lamas](http://www.mli.undip.ac.id/lamas)**

