

TALKING STICK: A STRATEGY FOR STUDENTS' SPEAKING PERFORMANCE

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Abstract: This study aimed to determine the mastery of students' speaking skills by using the talking stick strategy. This study used a quantitative approach with a pre-experimental research design. The researchers selected one class as the research sample and applied cluster random sampling to decide the research sample. Data analysis used a t-test to compare whether there are similarities and differences after normality and homogeneity tests. Data analysis showed that the hypothesis test has a value of $0.00 < 0.05$, indicating that H_a is accepted while H_0 is rejected. The results demonstrated that the talking stick strategy affects students' speaking ability suggesting that can be one of the alternative methods to create an exciting teaching and learning process in improving students' speaking ability because talking stick strategy can promote active learning, build readiness and confidence, and enhance students' comprehension in more relaxed classroom atmosphere.

Keywords: Talking stick strategy, speaking skill

Abstrak: Penelitian ini bertujuan untuk mengetahui penguasaan keterampilan berbicara siswa dengan menggunakan strategi *talking stick*. Penelitian ini menggunakan pendekatan kuantitatif dengan desain penelitian pra-eksperimental. Peneliti memilih satu kelas sebagai sampel penelitian dan menerapkan *cluster random sampling* untuk menentukan sampel penelitian. Analisis data menggunakan *t test* untuk membandingkan ada tidaknya persamaan dan perbedaan setelah dilakukan uji normalitas dan homogenitas. Analisis data menunjukkan uji hipotesis mempunyai nilai $0,00 < 0,05$ yang berarti H_a diterima sedangkan H_0 ditolak. Hasil penelitian menunjukkan bahwa strategi speaking stick mempengaruhi kemampuan berbicara siswa, sehingga disarankan dapat menjadi salah satu metode alternatif untuk menciptakan proses belajar mengajar yang menarik dalam meningkatkan kemampuan berbicara siswa karena strategi *talking stick* dapat mendorong pembelajaran aktif, membangun kesiapan dan kepercayaan diri, dan meningkatkan pemahaman siswa dalam suasana kelas yang lebih santai.

Kata Kunci: Strategi Talking Stick, Keterampilan Berbicara

INTRODUCTION

Speaking is a way to express ideas that are compiled and advanced. Therefore, speaking is one of the essential skills for students. According to Parupalli (2019), Speaking is the most important of all four language skills to communicate well in this global world. English is widely spoken worldwide, so learners must acquire communication skills to succeed in their respective fields. Speaking is speech after

speaking with the speaker's intention to know the listener processes the idiom and recognizes the speaker's intent (Zuhriyah, 2017). Along with the increasingly widespread globalization, speaking English skills are crucial to master. Leong and Ahmadi (2017) state that speaking is one of the most essential abilities in a conversation.

Speaking English is a challenging task. Speaking has several characteristics. The speaker usually does not utter complete sentences and uses less specific vocabulary than written language. The speaker must know many essential factors, such as pronunciation, grammar, vocabulary, fluency, and comprehension (Kurniati, 2015). To interact with other people effectively, students must have adequate mastery of English. It can't be denied and ignored because English is the most commonly spoken language globally everywhere. Dutta (2020) states English is one of the most used languages in the world. This proves that English is very widely used. Therefore, learning and mastering English is a necessity.

The learning process carried out by students includes various subjects, one of which is English subjects, and in learning English, speaking skills are among the skills that students must master. Students often face many problems when first listening to a new language (Ramli, 2017). Some students think learning English is a burden and ultimately need to be more enthusiastic about participating in these English learning activities because students are less able to understand learning. Students with low speaking ability tend to require more vocabulary, grammar, and pronunciation to which language problems belong. These problems bother students in improving their speaking skills (Arianti et al., 2018). Based on preliminary studies at MTs Negeri Tarakan, students could have responded better to participating in English lessons. In learning, students are passive and only listen without asking questions. Then, when the teacher asked a question or asked students to read English sentences, most were silent and even pointed at each other with their friends. Students are also less interested in learning English because it is considered difficult, especially when pronouncing words; students tend to read sentences in English, such as Indonesian pronunciation.

In learning, more than students need to listen and record the teacher's explanations; they must participate actively. For example, they are getting students used to asking or answering teacher questions using English, doing many questions, and so on. Given the importance of student learning activities in following the teaching and learning process, teachers are expected to be able to create teaching and learning situations that involve more student activity. Al-sobhi and Preece (2018) state that students will be alerted by using the most effective methods and strategies in teaching English skills during the interaction in the classroom. The learning strategy is a unique movement that makes learning more accessible, faster, and enjoyable, with greater self-confidence and power in new situations. The learning strategy is a concept the learner utilizes to understand, learn, and store information (Rahardjo, 2020). Students should be able to motivate themselves to participate in teaching and learning activities. With this activity, the results of learning English achieved by students are more optimal and satisfying. A learning strategy is needed to further empower students in the teaching and learning process (Kurniati, 2015). Therefore, an active and innovative strategy in the English learning process is necessary. Strategies are the students' actions to prepare them for their learning (Wael et al., 2018). When choosing a learning model and strategy, teachers should also consider how much the learning strategy used can

improve the required skills. Not only looking at the aspects of student groups and individual students. This is because the essence of learning is to get the students in the classroom to achieve their desired goals (Suriansyah, 2018).

Many methods can be used in the learning process in the classroom, such as role-play, storytelling, reporting, and story completion. The researchers selected the talking stick because, in this method, students will learn the material and then be asked about the material that has been studied using a stick to help students remember the material and be more active in the learning process in class. Based on Nasution and Harahap (2016), the learning outcomes of students who are taught using the Talking Stick learning model are better than those trained using the Role-Playing learning model. Using talking sticks provides a new atmosphere in teaching English. Cahyaning and Anafiah (2020) state that a talking stick is a learning model that combines learning with games. This necessitates that students first comprehend the topic. The teacher then asks students questions and requires them to respond. As a result, opportunities for people to communicate, talk, be active in learning, quickly absorb information, and speak to answer questions are provided. The talking stick method of teaching employs a stick to assist speaking, and after students have understood the topic, they will respond to teacher inquiries. The talking stick method of teaching, which employs a stick to support speaking, can assist students in actively expressing their thoughts, test students' readiness, strengthen their capacity to acquire information quickly and improve their speaking performance.

METHOD

This research was quantitative research using experimental design. According to Creswell (2009), empirical research examines the impact of a treatment (or intervention) on the outcome, controlling for all other factors that might influence that outcome. To explain this causal relationship, the researchers must carry out meticulous control and measurement of the research variables. Experimental research provides a stimulus and then observes the effect or consequences of changes from the stimulation of the object subjected to stimulation. The obtained data was compared after being given the talking stick strategy treatment. The research used pre-experimental with one pretest-posttest design group. A pretest is carried out before being given treatment. The researchers selected this study to see accurate results through several tests, namely the pretest (before treatment) and posttest (after treatment) (Creswell, 2009).

This research was conducted at MTs Negeri Tarakan. The time required for this research is carried out starting from the preliminary study in September 2021 until the research and presentation of data after the research is complete. To determine the significant effect on student learning outcomes using the talking stick strategy, the researchers analyzed the data by developing pre-experimental instruments with a pretest-posttest control design. The instruments used in this research were pretest and posttest. The pretest and posttest were used to determine students' abilities and speaking abilities during the activity. The researchers collected data from student test results. The data collection process was carried out in eight meetings. The first meeting used a pretest. From the second to the sixth meeting, the researchers conducted treatment using the talking stick strategy. In the last meeting, students did a posttest.

Then, the researchers compared the students' pretest and posttest results, and descriptive analysis and inferential analysis were used to describe and analyze the data. The steps for compiling the result data observations were divided into two ways:

1. Scoring is done by calculating SPSS to the value of the pretest and posttest results using a formula.
2. Classifying scores after researchers obtained the pretest and posttest scores.
3. The researchers classified the scores into four categories: excellent, good, fair, and low.

A pre-requisite test must be conducted before using a test to prove the hypothesis. The tests and the normality and homogeneity tests were then analyzed.

FINDINGS

Pre-Test and Post-test

The expert used the scoring rubric to evaluate students' scores. The scoring rubric included fluency, pronunciation and accent, vocabulary, grammar, and comprehension. Every part of the scoring rubric had a different point and the same criteria. The criteria were excellent, good, fair, weak, and poor. Based on the students speaking skill scores in the pretest, the researchers found the students' results in each aspect of the class. The number of the students' pre-test scores of each element was counted by using SPSS version 26.0, which was explained in the table below:

Table 1 The students' pre-test score

Classification Score	Score Range	Class Frequency	Class Percentages
Very Good	80-100	0	0 %
Good	71-85	0	0%
Fair	56-70	0	0%
Poor	41-53	0	0%
Very Poor	0-40	28	100%
Total		28	100%

The table above shows the percentages of the student's scores from the VIII C class. The percentages showed no students got the classification score for perfect, good, fair, or poor. Meanwhile, in the classification score for very poor, the percentages showed 100 % (28 students). The rate of students' scores in the class was abysmal. Based on the students' speaking skill scores in the pre-test, the researchers found the students' results in each aspect of the VIII C class. The number of the students' post-test scores was analyzed using SPSS, which was explained in the table below:

Table 2. The students' post-test score

Classification Score	Score Range	Class Frequency	Class Percentages
Very Good	80-100	0	0 %
Good	71-85	0	0%
Fair	56-70	1	3,57%
Poor	41-53	5	17,8%

Very Poor	0-40	22	78,5%
Total		28	100%

The table above shows the percentage of grade VIII C students. The percentage showed that no students were included in the excellent and good scores classification. While the classification of fair scores showed a percentage of 3.57% (1 student). The poor score showed a percentage of 17.8% (5 students), and the last percentage of very poor was 78.5% (22 students). In this research, the Null hypothesis (H_0) stated that talking stick strategies cannot affect students' speaking performance of MTs Negeri Tarakan. While the alternative hypothesis (H_a) conveyed that talking stick strategies can affect students' speaking performance of MTs Negeri Tarakan.

**Table 3. The result t-test
 Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	pretest & posttest	28	.863	.000

Table 3 shows that the t-test results used to determine the difference before and after using the talking stick strategy is Sig. (2-tailed) of 0.000. Sig. (2-tailed) < 0.05, then H_a was accepted, and H_0 was rejected, meaning there was a significant difference in student learning between before and after learning. The t-test results showed differences in student learning before and after using learning with the talking stick strategy.

DISCUSSION

This research was conducted to see whether the talking stick strategy affected students' speaking performance after being used as a teaching method in class. This research was conducted at MTs Negeri Tarakan with class VIII C as the sample. Before the treatment, the researchers gave a pretest to measure students' speaking skills. The pretest questions contained different pictures regarding descriptive text material. The pretest results can be seen in Table 1. It can be seen that all students have low scores in the pretest (100% very poor). Next, after being given treatment, it can be seen in Table 2 that the score for the lowest value (inferior) decreases to (78.5%), the poor score (17.8%), and the fair score (3.57%). Based on these data, there was an insignificant difference before and after treatment using a talking stick.

Students' speaking skills before and after learning with the talking stick method made a difference due to conducting experiments that asked students to play an active role in learning activities. It required students to discuss with their group mates solving existing problems. In contrast, students were still passive learners in previous learning, where the teacher became the learning center. In addition, students felt that there were exciting learning activities because this was the first time the students had used the talking stick method, which asks students to take turns answering questions. Learning with the talking stick method increases student learning. In this study, the enthusiasm of students in answering the questions that had been obtained was evident. Based on (Asri

et al., 2019), The talking stick learning model makes students enthusiastic participants in class. This is also in line with the advantages of talking stick learning.

The use of a talking stick in a speaking class has been shown to have numerous benefits based on various research studies. These benefits include improving students' speaking skills in responding to short stories (Sibuea & Syahfitri, 2018), enhancing students' understanding of material quickly, testing their readiness, encouraging them to be more active in learning, and fostering independent thinking (Sastrawan & Sudana, 2021; Nadhira et al., 2022). Through talking sticks in the class, the students are brave enough to speak up with their own words without fear of their mistakes (Sartipa, 2019). Additionally, the talking stick method can stimulate students' speaking performance, boost their confidence to speak in front of the class and provide more opportunities for active participation (Syahyuri & Riyanto, 2019). Furthermore, the talking stick model has been found to increase students' minds-on and hands-on abilities, making thematic learning more effective and efficient (Fithriyah et al., 2020). It also helps in training learners to think critically, understand subjects quickly, study diligently, ask questions, and express opinions (Fajrin, 2018). The application of the talking stick learning model can make students more active in learning, promote cooperation among group members, and assess students' readiness to master learning material (Sari & Sayekti, 2023).

The talking stick is a variation of the model that is fun through play and can train students' speaking, which is done by using the help of a stick as a tool to take turns answering a question. Using the talking stick model encourages students to express their opinions and trains them to speak. This is in line with (Novitasari et al., 2018), learning activities using the talking stick model are expected to create a fun, active, and meaningful learning atmosphere for students as intended by this study; the teaching and learning process in the classroom is oriented towards creating learning conditions through the game of sticks that is given from one student to another. When the teacher asks a question, the student holding the stick must answer the question. The Talking Stick learning model activates all students and contains game elements that excite students when receiving learning and make learning meaningful. The talking stick also encouraged students to express their opinions and ideas to create an active and influential learning atmosphere.

In this study, the researchers used more than one stick to make time more efficient. This is in line with Azzahra and Simatupang (2021) state that this activity is carried out until all students, or 70% of students, have a part in answering the questions given by the teacher. Each group of students gets one stick for each group. Hence, not only will one student per round answer the question, but each student from the representative group who gets the stick must answer the question. This can streamline time, and more students have the opportunity to answer questions. In addition, this research also has weaknesses and obstacles; students who are not emotionally trained to speak in front of the class tended to refuse if they were not ready or felt insecure about their ability to answer questions in front of their friends. This method also makes students tense and anxious because they are waiting for the stick's turn to fall unexpectedly on the students' turn. Meanwhile, the challenges of this research were the school's schedule and differences in students' characteristics, which sometimes made the class unenthusiastic.

The researchers found that students' speaking skills in the very poor classification had the highest percentage after the treatment using the talking stick strategies. However,

there is still an increase in students' speaking before and after using the talking stick. Unconfident students who answer questions after using the talking stick could enjoy learning more and raise their confidence.

CONCLUSION

Based on the research results on using the talking stick strategy to practice speaking practice for the eighth-grade MTs Tarakan, it influences students' speaking skills. It cannot be denied that this strategy needs students' interest as an essential role in improving their speaking skills. Students are more motivated and interested in being involved in speaking. It strengthens the ability to use talking sticks and possibly enriches speaking skills. The talking stick strategy can be an alternative to creating various student learning activities and empowering students' center learning. As a result, students can be more courageous in developing their spoken language. The talking stick method is a valuable tool in a speaking class as it not only improves students' speaking skills but also fosters active participation, critical thinking, and independent learning. The research findings consistently support the effectiveness of the talking stick model in enhancing various aspects of students' learning experiences.

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