THE EFFECTIVENES OF THE TALKING STICK METHOD IN IMPROVING STUDENTS' SPEAKING SKILL AT MA USWATUN HASANAH

[1]Oktavia Margaretha, [2]Achmad KholilI , [3]Muhammad Hifdil Islam

[1,2,3]*University of Islamic Zainul Hasan Genggong, Probolinggo, Indonesia*

[1] oktaviamargaretha675@gmail.com,[2] achmadkholili93@gmail.com,[3] muhammad.hifdil@gmail.com

Abstract

Despite several studies on speaking skills in the EFL context, little attention has been attracted to investigating the effectiveness of the talking stick method on speaking skills. This study examines the effectiveness of the talking stick method in improving students' speaking skills at MA Uswatun Hasanah. The study used quantitative methods and interviews to gain a better understanding of the effectiveness of this method in classroom learning. The study used a simple random sampling technique and a one-group pre-test and post-test design. This study uses subjective tests in the form of read-aloud tests as an instrument to take pretest and posttest data results. Likewise, the data collection used is observation, interviews to strengthen the data obtained from subjective tests. The mean post-test score (49.83) was higher than the pre-test score (42.87), indicating that the talking stick technique had a positive impact on the speaking ability of students at MA Uswatun Hasanah in the 2023/2024 academic year. The results showed that the talking stick technique had a significant positive impact on the speaking ability of students at MA Uswatun Hasanah.
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Keywords Talking Stick method, Speaking skill, EFL Setting

INTRODUCTION

Education has a very important role in creating quality human resources. Likewise with educators who have a considerable role in improving the quality of education. This can be realized by the teacher in the learning process in the classroom. The learning process occurs when students can apply and connect something known and discovered based on previous learning experiences. The experience gained by students is in the form of interaction with others or can be called speaking. According to (Mirza o'g'li**,** 2023) In the context of language development, speaking refers to the method of forming and expressing ideas, practical application and realization of language. It is the act of verbalizing thoughts and ideas, whether through oral or written communication. In order word, speaking is the act of conveying information, messages, ideas, or thoughts through the use of language and engaging in oral communication with others.

Speaking ability is crucial in learning English. Some many things or problems make researchers interested in researching it. Such as teaching methods used by teachers and also factors that can affecting speaking ability. In addition, speaking ability is significant in learning activities because it can make students express their ideas in the learning process. According to research by (Phan Thi Minh Uyen and Phan Thi Dieu, 2023) the purpose of speaking is to express ideas, opinions, and feelings. This is important for building connections and relationships with others. According (Ferdiyanto, F., & Kholili, A., 2023) Participating

in class and expressing one's views are the benefits of speaking. Speaking ability also helps teachers in measuring students' abilities in the learning process. Students can be successful if they can understand the material described and express it correctly. That is what makes speaking abilities significant in the learning process. According to (Han, H., Islam, M. H., & Ferdiyanto F., 2023) also stated that there are two factors that can be a challenge for students, namely: 1. Internal factor: Students are often lazy to read the school dictionaries and learn new words, resulting in limited vocabulary. They prefer learning words related to their field of study and speaking their mother tongue over English, 2. External factors: Teacher's use of Indonesian language during English classes and only two hours of class per week are factors contributing to students' inability to practice English with their teachers.

The results of the observation conducted during a English class at MA Uswatun Hasanah indicate that students' speaking skills are low despite being in a high-level class. Students tend to feel pressured and confused during speaking sessions, struggling with English speaking skills. Pronunciation difficulties, word arrangement, a lack of vocabulary and motivation, and feeling insecure are some of the factors that inhibit the speaking skills of MA Uswatun Hasanah students. As highlighted by (Eka's., 2023) research there is some reasons that cause students to have difficulty in speaking include a) students are worried about making mistakes, so they are afraid of speaking up, b) students are afraid of being criticized by listeners, so they lose confidence, and c) students feel shy and do not have high motivation to be able to express themselves. These factors are also in line with research conducted by (Ferdiyanto, F., & Suciati, A. S., 2023) which Students may have difficulty speaking English due to lack of motivation to learn from their environment, lack of practice, and lack of confidence. Based on these data, researchers are looking for solutions to overcome the problems faced by students in speaking. Therefore in this study, researchers studied learning strategies with the talking stick method to help students improve their speaking skills and overcome the difficulties experienced by students at MA Uswatun Hasanah. Therefore, researchers studied learning strategies with the talking stick method to help students improve their speaking skills and overcome the difficulties experienced by students at MA Uswatun Hasanah.

Originally used by Native Americans for inter-tribal meetings, Talking Stick is a fair and impartial tool for conveying opinions. Its use can be traced back centuries ago in India as well. The talking stick model is a useful learning tool with clear objectives and learning goals. It encourages students to be more engaged in the learning process by allowing them to discuss and solve problems with their group members. Additionally, each student must prepare themselves to answer questions as they may be called upon by their group when they possess the talking stick. This model is also effective for reviewing previously learned material as students are encouraged to recall and discuss the subject matter(Saihu, S., 2020).

Previous research conducted by (Candiawan et al., 2023) discussed improving speaking skills by using the talking stick method. Also, research was conducted by (Ona Tangahu., 2023) who also examined the talking stick method in improving activities and learning outcomes in science lessons. Both previous studies obtained the same results in examining the talking stick method, namely that the method can improve activity, learning outcomes, and also students' speaking skills. Although the two studies differed in the variables studied in English and science. Therefore, it can be said that the talking stick method has been widely used even not only in language lessons but science and other lessons.

This study aims to find out whether students taught with the talking stick method perform better than students taught with conventional methods and to find out how much the effectiveness of the talking stick method in the speaking skills students of MA Uswatun Hasanah. This research is expected to have several benefits including: 1) Helping teachers to become more creative in selecting appropriate learning strategies for students at MA Uswatun Hasanah. 2) Motivating students and increasing their interest in enhancing their speaking skills, which can ultimately lead to a better future. 3) Generating interest among readers to explore and observe learning strategies from various perspectives. 4) Enhancing the researcher's knowledge about different learning methods, particularly the talking stick method. Therefore, this research can serve as a reference for future studies and can be further explored to address the related issues. Based on this explanation, the researcher will examine "The Effectiveness Of The Talking Stick Method In Improving Students' Speaking Skill At Ma Uswatun Hasanah".

METHOD

This investigation employed a quasi-experimental framework employing a single-group pretest and posttest configuration. The study focused solely on the experimental group, omitting a control group. Assessments were administered both before and after the intervention to gauge its impact. Participants were selected from each of the X, XI, and XII classes at MA Uswatun Hasanah, resulting in a sample of 30 students from the combined classes. The population in this study were all X, XI, XII grade students, totaling 65 students. Simple random sampling techniques were used to sample all members of the population According to the results of the validity test performed using SPSS v25, which involved person correlation analysis, the pre-test and post-test results are highly positively correlated with a correlation value of +1. Additionally, subjective tests, such as Read-Aloud assessments, were employed alongside observations and interviews to complement statistical findings. Calculations yielded reliability coefficients of 0.985 for the subjective test, indicating the suitability of these instruments for the study. Quantitative data, representing student learning outcome scores before and after implementing the Talking Stick model, constituted the dataset for analysis. The statistical results are reinforced by the results of interviews and observations so that the study is not only focused on statistical results but also on statements conveyed through interviews by the parties concerned.

FINDINGS AND DISCUSSION
FINDINGS
a. Normality test

Table 1 One-Sample Kolmogorov-Smirnov Test

		pretest	posttest
N		30	30
Normal Parameters[a,b]	Mean	42.87	49.83
	Std. Deviation	13.643	17.295
Most Extreme Differences	Absolute	.237	.237
	Positive	.172	.191
	Negative	-.237	-.237
Test Statistic		.237	.237

Asymp. Sig. (2-tailed)		.000^c	.000^c
Monte Carlo Sig. (2-tailed)	Sig.	.059^d	.059^d
	99% Confidence Interval	Lower Bound	.053	.053
		Upper Bound	.065	.065

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Based on 10000 sampled tables with starting seed 2000000.

According to statistical requirements, if the significance value (asymp. Sig. 2-tailed) is greater than 0.05, the data distribution is considered normal. Conversely, if the significance value (asymp. Sig. 2-tailed) is smaller than 0.05, the data distribution is not normal. The study involved 30 students of MA Uswatun Hasanah. The normality test produced a significance value of 0.005, indicating that the data on students' speaking skills with the talking stick method at MA Uswatun Hasanah is normal with sig. 0,059.
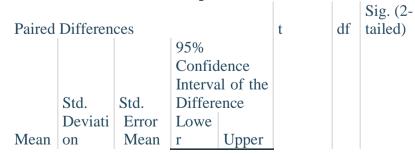
b. Homogeneity test

Table 2 Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
speaking score	Based on Mean	.865	1	40	.358
	Based on Median	.808	1	40	.374
	Based on Median and with adjusted df	.808	1	37.769	.374
	Based on trimmed mean	.865	1	40	.358

To ensure that the data is homogeneous, it is necessary for the significance level of the test to be greater than 0.05. After analyzing the data, it was found that the Sig. value was 0.358, which is greater than 0.05. Therefore, we can conclude that the data collected on the speaking skills students at MA Uswatun Hasanah using the talking stick method is homogeneous.

c. T test

Table 3 Paired Samples Test

Paired Differences					t	df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			

			3.681	.672		592	-10.366	29	.000
Pair 1	pretest - posttest	- 6.967			- 8.341				

<div align="center">Table 5. Paired Samples Test</div>

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	42.87	30	13.643	2.491
	posttest	49.83	30	17.295	3.158

*T*count	10,366
Df	29
α	0,05
*T*table	2,045
p-value	0,000
Cohens'd	1,89

Based on the statistical data, there is a significant difference between the average speaking test results of students at MA Uswatun Hasanah before (M = 42,8, SD = 13.6) and after the application of talking stick method (M = 49,8, SD = 17,2) with the value of t(29) = 2,045, p-value = 0.000 and cohens'd value = 1.89. The t-test results also state the value of t0 > ttable where t0 = 10,366 and ttable = 2,045 so that H0 is rejected. Thus, there is a significant difference between the mean speaking test results in the pre-test and post-test.

d. Effect size

The theory of cohens'd about Effect size is

$$Effect\ size = \frac{y1 - y2}{sd}$$
$$= \frac{6.967}{3.681}$$
$$= 1,89$$

Based on this data, the pre-test value is y2, and the post-test is y1 multiplied by the standard deviation. To produce a value of 1,89. The provisions of the effect size generated based on the data are as follows:

Size	Interpretation
0-0,20	Weak effect
0,21-0,50	Modest effect
0,51-1,00	Moderate effect
> 1,00	Strong effect

<div align="center">Table 8. The Effect Size Generated (Cohen, J., 1988)</div>

It can be concluded that the talking stick method has a strong effect positive impact on students' speaking skills at MA Uswatun Hasanah. In other words, this method greatly influences and improves the students' ability to speak effectively.

The following are the results of a brief interview with the English maple teacher at MA Uswatun Hasanah:

1. Which skill among these four is the most challenging for them to learn?	Based on my observations while teaching here, I have noticed that students have not yet mastered the four essential skills in English.
2. If the four skills are ranked from the least mastered to the moderately mastered, which skill is at the top and which is at the bottom?	According to my observations, the students are least proficient in listening, mainly due to their limited vocabulary. Speaking comes next, as they tend to be shy and hesitant to speak English. Writing skills are also challenging as they struggle with vocabulary, and the spoken and written forms of words are sometimes different. Reading is the most moderately mastered skill, with only a few students able to read with correct pronunciation, but most students are willing to read in front of their peers.
What methods are used in the classroom? Are different methods used for teaching English in different classes?	The teaching methods used are the same for grade one to grade three MA, but the application differs. I use drills, discussions, and translations. If the method is applied to grades two and three, I allow more freedom so that the students can discuss freely in groups. However, if the method is applied to grade one, I guide them slowly and contribute to group work.
4. Is the method used effective in helping overcome students' problems in mastering these skills?	This school is under the auspices of a pesantren, where the use of cell phones is limited. As a result, students often have difficulty understanding the material. To address this, I use drills, discussions, and translations to make it easier for the students to master the material. The translation technique has also helped them enrich their vocabulary by learning new words and their correct pronunciation. As a result, the students are more confident in reading and speaking in front of their friends.
5. Does the application of this	Although this method has been

method motivate students to learn English and improve their skills?	effective in helping students improve their skills, it has not yet been successful in motivating them to be more enthusiastic about learning English. The method encourages students to be serious in finding solutions to the problems they face, resulting in a serious and less fun classroom atmosphere.

The data collected through pre-test and post-test procedures was statistically analyzed using SPSS v25 software. The results indicate that the use of the talking stick method has a significant impact on students' speaking skills. The effect size formula of Cohen's theory yielded a value of 1.75, which indicates a strong effect produced by the talking stick method. This finding is consistent with previous studies that have reported similar results.

For example, (Saihu S., 2020) research utilized quantitative methods, employing a quasi-experimental study design with a non-equivalent control group. The findings indicated that the mean post-test score for the control class was 69.8, while for the experimental class it was 77.76. Standard deviations were 8.55 and 10.02 respectively for the control and experimental groups. Additionally, the t-test revealed a t-count of 3.021, exceeding the t-table value of 2.011. This suggests that students instructed through the Talking Stick model achieved significantly higher performance compared to those using conventional techniques. In addition, (Barus., 2021) conducted research at the junior high school level. The result is Before the talking stick method, the average score was 52.33 and the classical completeness was 20%. But after its implementation, there was a significant improvement in student test results. In cycle I, the average score rose to 69.5 and it continued to 71.67 in cycle II. Additionally, the percentage of classical completeness improved from 66.67% to 76.67% in cycle. The study used a descriptive qualitative method and obtained the results of students' speaking skills in responding to students' short stories increased after applying the talking stick method.

Last but not least, a study was conducted by (Sari.,2015) in a senior high school Class X, using a mixed-method approach. The result of this study is The average score of pre-test was 69.09, average score of post test in cycle 1 was 76.25 and cycle II was 79.31. The study found that the "talking stick" method can enhance students' speaking skills, while the teacher's teaching material, interaction, role, and technique can also impact their speaking abilities.

From the previous research above, the researcher can conclude that the talking stick method has been extensively studied from various angles, particularly concerning speaking skills. Their studies have even examined its effectiveness at the senior high school level. However, there is still a lack of research on the talking stick method specifically in of MA Uswatun Hasanah. Therefore, this research aims to provide an updated perspective on previous studies.

The Talking Stick model is a form of cooperative learning where a stick is used to facilitate the process. The person holding the stick is responsible for answering questions posed by the teacher once the students have learned the main material (Tanjung, H. S., Nababan, S. A., & Bina, N. S. (2023)). The Maple teacher ranked speaking skills in English as the second most challenging to master, according to the interview in Table 5.2. Students

struggle due to their fear of speaking English, stemming from a limited vocabulary, confusion with grammar, and pronunciation. According to (Ferdiyanto, F., & Kholili, A, 2022). in their research state that to improve their speaking skills, students should aim to converse with others in daily activities without worrying about grammatical errors, as self-confidence is key.

According to observations and interviews conducted by English teachers at MA Uswatun Hasanah, the talking stick method is not utilized, resulting in monotonous lessons taught through the drill and translation method. This is consistent with data obtained from a brief interview with an English teacher at MA Uswatun Hasanah. As indicated in table 5 point 4, the teaching methods employed include discussion, drill, and translation, which is in line with the opinion of (SHH Al-Taai, 2021). The commonly used teaching methods include lecture, discussion, hot chair, brainstorming, exploration, and investigation.

According to the observation, the teaching methods used at MA Uswatun Hasanah are useful but need to be adjusted to meet the abilities and needs of students. According to the data presented in table 5.4 and 5 of the interview results, the English maple teacher uses a uniform method of teaching that includes drill, discussion, scientific learning, and translation. This method is not entirely suitable for the students' abilities, and as a result, their skills are not fully honed. The data supports (Ferdiyanto et al.'s, 2021) research that suggests using effective strategies to present new learning content, connect it to previous learning, present it understandably, and provide ample opportunities for students to master the material.

The author suggests that the current methods focus too heavily on translation, which can become monotonous and fail to develop students' speaking skills. According the research from (Islam, R., and Musdalifah, M., 2022) found that fun activities and appropriate materials increase student engagement in speaking lessons. Role-playing, group discussions, and presentations are effective activities to encourage participation. SHH Al-Taai further argues that each teaching method has its own set of rules, advantages, and ways, and the appropriate method should be chosen based on individual differences, subject matter, and importance[1]. It is important that the methods of learning used are tailored to the needs of students to ensure that learning objectives are achieved.

CONCLUSION AND SUGGESTION

Based on the discussion, the researcher concluded that the use of the talking stick technique has a significant effect on the speaking ability of students at MA Uswatun Hasanah. The average score on the pretest, which was conducted using the Read-Aloud test, was 42.87 while the post-test average score was 49.83. This indicates that the students' post-test scores were higher than their pretest scores. The study showed that the t-count is 10.366 at 29 degrees of freedom, while the t-table is 2.045 at a 5% significance level. This means that the t-count (10.366) is greater than the t-table (2.045) at a 5% significance level.

For future researchers, it is recommended to explore the method's impact across different proficiency levels, comparing beginner, intermediate, and advanced learners. Investigating how the Talking Stick Method fosters not only fluency but also critical speaking components such as pronunciation, grammar, and vocabulary usage would offer a comprehensive view of its effectiveness. Additionally, incorporating qualitative data, such as student reflections and teacher observations, could provide deeper insights into the method's

influence on student engagement, confidence, and motivation to speak. Testing the method in various classroom settings or alongside other speaking strategies could also yield valuable comparative results.

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