

## THE EFFECT OF TALKING STICKS TO IMPROVE STUDENT'S SPEAKING SKILL AT VOCATIONAL STUDIES OF IPB UNIVERSITY

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### Abstract

The goal of this study was to ascertain the Talking Sticks method of English language learning, which is used in the English for Communication course at IPB University's Vocational School. An experimental methodology is applied. Qualitative research is the kind that this is. Tests and interviews were used as methods of data gathering. Three hundred students from the Vocational School of IPB University's Digital Communication and Media Study Program served as the research subjects. The study's findings indicate that people's speaking abilities were valued more highly. Pre-test scores average 74, post-test scores average 77 for the control group. For the experiment group, the pretest score is 76, and the post test score is 89. It is clear from this procedure that Talking Sticks can be utilized as a learning tool to improve speaking abilities. Lecturers can observe how the methods of learning that are employed can improve students' English comprehension. Additionally, it is known from the interview process that the effect of talking sticks technique to increase student's motivation to learn English

**Keywords:** *Experimental, Teaching Methodology, Language Learning*

### INTRODUCTION

In language learning, there are four skills, namely Reading, Listening, Writing and Speaking. Learning these four skills is very interesting, because each skill has its characteristics. As a profitable expertise, speaking exercises require practices. Understudies learn how to put meaning into wordings and deliver both monolog and exchange writings. Menggo et al., 2019, said that it is also vital to discover students' perceptions and challenges they might face during speaking courses. It may help the lecturers find solutions in speaking courses and further improve the student's creativity, critical thinking, communication, and collaboration in the 21st century.

There are many exercises students can do to advance speaking skills, whether classroom exercises or open-air exercises. In the classroom, students can learn to speak in competition works, collect works, individual work or even games. English instructors plan class exercises in such a way that they can energize students to hone their speaking. Speaking exercises within the classroom have a few impediments although they are the common way for the understudies on acing the talking expertise.

In today's era, there are many medias that can be used to improve speaking skills. There are so many games that can be used, both games using technology that can be accessed in the classroom, or games that use physical media that can be practiced in the classroom as well. One of the most effective steps to form a harmonious and pleasant classroom atmosphere is to vary the learning method. Talking sticks are one that can be used to create more interesting variations of learning. In this technique, students will be divided into groups. One group consists of four to five students. Each student will be given 6 sticks, and they will take turns talking. 6 sticks mean they have six chances to speak. This study will observe the effect of talking sticks on students' English-speaking skills.

**METHOD**

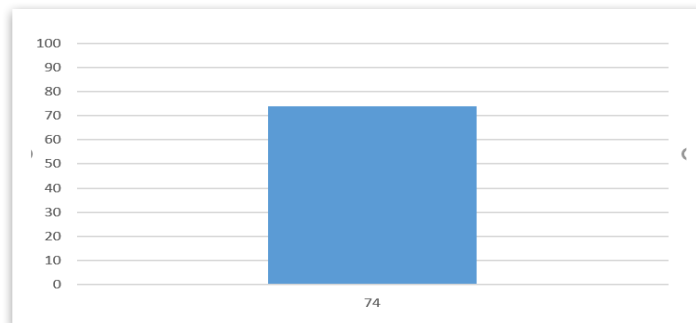
The type of research used is experimental research. Quasi Experimental research is research that looks for causal relationships between independent variables and dependent variables, where independent variables are controlled and controlled to be able to determine the influence caused by the dependent variable. In research, the researcher applied the quantitative methods. Bryman (1995) stated that quantitative research is structured because sampling determination and data collection instruments, for instance, are designed before the data collection process.

There were two information that are utilized by analysts - pre-test information result and post-test information result. The population was 300 Vocational students of Communication and digital media study program of IPB University. 300 students were inquired to do the pre-test before the learning process. We use 300 students as population to take data. After they had wrapped up it, they ought to do the post. After all students finished up their post- test, researcher collects the score. The researchers analyzed the result of their test. In the initial stage, students will be given a pretest. Then, 150 students will be given actions using talking stick media. Students will be given topics to be discussed in groups using talking stick media. Another 150 students, namely as a control class. They will practice speaking without learning media. Besides the Test Score, the researchers also use interview to get data. The researchers did interview of 75 students from experiment group.

**FINDINGS AND DISCUSSION**

**Findings**

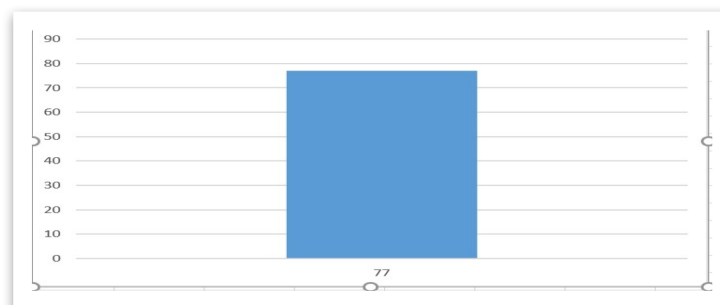
After going over each student's Pre- and Post-test results in detail, the lecturer can make inferences about the effectiveness of the learning process by calculating the average value of the Pre- and Post-test scores. By evaluating the data, we can derive certain conclusions from the test results. The table below can be used to assess how well the learning



process went:

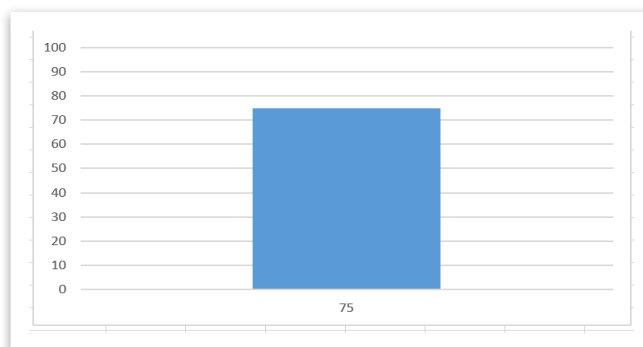
**Figure 1:** The Average of Pre-test Score of Control Group

In the diagram above, it shows that the average speaking score of students in both the control class and the experimental class is 74.



**Figure 2:** The Average of Post-test Score of Control Group

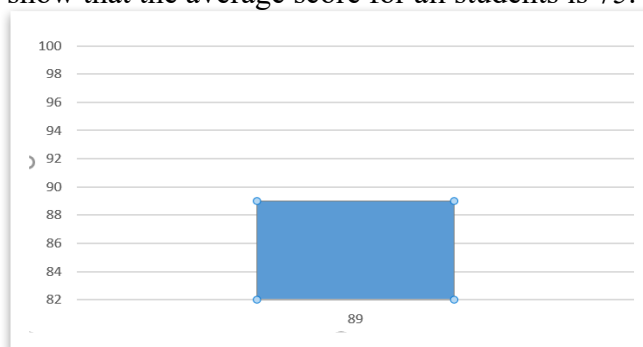
In the diagram above, it shows that the average post test score of students in control class and the experimental class is 77. However, we see the table below. It shows the increase score of a posttest from the students who uses talking stick to practice their speaking class.



The average score of posttests in experiment class is 89.

**Figure 3.** The Average of Pre-test Score of Experiment Group

The diagram above shows the pre-test results in the experimental group. In this group, the test results show that the average score for all students is 75.



**Figure 4:** The Average of Post-test Score of Experiment Group The outcome of this study is derived from interview approach

In addition to statistical data, researchers conducted post-test and pre-test interviews with thirty students. Based on the interview results, it is evident that they are satisfied with the lecturer's teaching approach. The researchers also inquired about the nature of the test. Regarding the suitability of their pre- and post-test questions with their materials, the researchers inquired. We can infer that they are satisfied with the outcome from the interview results. After studying English, they claimed to have improved. Their results from the post-test are better than those from the pre- test. They explain that these assessments—the pre- and post-tests— are helpful to them since they can compare their score before and after the class.

Researchers also did interviews to some students about this technique. 75 students from experiment group explained that this method is very interesting because it can increase their motivation to speak in English. They also explain that by doing these activities, they feel that they just played a game. In fact, that they practice speaking English.

## Discussion

As lectures, we must pay attention to students' test result. It indicates that effectiveness of teaching strategies. There are some ways to control this situation. One of them uses pre-test and post- test. From the result above, we can know that pre-test and post-test is very useful to control students English Mastery. Besides, it can control whether lecturers' classroom strategies are useful.

From the test result that had been taken from 5 classes, consist of 300 students, we can conclude that there are differences on their test result. At first, they did the pre-test and the

average shows that their score is 74. It means that their basic ability of English Mastery is 74. However, from the post-test result it shows that the average score is 89. It means that their English mastery is getting higher.

From the data, we can see that pre-test and post-test can be a control system of students' ability. It will be one of the tools for lecturers to see that their teaching methodology is good for students. As lecturers, it is important to have a control system.

Students' pre-test results indicate what they should study, and their post-test results show what they have learned. By looking at their pre-test results, teachers can assess how much each student has improved. Students can also comprehend what they should learn from the pre-test. Students can prioritize some weekend activities or extra workouts if they don't demonstrate mastery on their pre-test. The pre- and post-tests have additional benefits. In the classroom, lecturers can identify the weakest and strongest pupils by utilizing the results of the pre- and post-tests. Additionally, the pre-test and post-test reveal the subjects that pupils have and have not mastered.

From the data above, we can know that students' English skills have improved by using the talking stick learning method. That means that this method has made students more interested in learning. They are more interested in expressing opinions, because the media used is a game in the classroom.

## CONCLUSIONS

From the results above, the selection of the right learning method is very important. A teacher must know the characteristics of each class. Every class must have students with various abilities. Here it becomes a challenge for a teacher to develop an effective learning method especially in speaking skill.

As the objective of this study is to find the right method to increase speaking skill ability using talking stick technique, so from the results of the research above, it is known that learning methods using talking sticks can improve students' speaking skills using English. With this method, students can become more confident in speaking because they are intimate that the learning activity is a game. They do not realize that the activity they are doing is a learning process.

In addition, this activity can also train students to be good listeners. Because it is carried out in groups, this activity teaches students to listen to the opinions of others. Because students who have sticks are allowed to speak. So, for students who do not have sticks, they must be quiet and listen to the opinions of other students. This method also makes the classroom situation interactive. Due to two-way communication, classes will be very interesting and fun. This method also makes the classroom situation interactive. Due to two-way communication, classes will be very interesting and fun.

As a final suggestion, this technique can be used for English educators, students or society who want to improve their Speaking skills.

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