

## ISLAMIC STATE SENIOR HIGH SCHOOL: THE EFFECT OF USING TALKING STICK METHOD ON STUDENT'S SPEAKING PERFORMANCE

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### Abstract

This study discussed about using Talking Stick Method on students' speaking skill at MAN 3 Kota Jambi. The goals of the research are to find out the effect of Talking Stick Method on Students' Speaking Performance after being taught by using Talking Stick Method and to find out significant different between students' who are taught by using Talking Stick Method and those who are not. This research used quasi experimental method with quantitative approach. Sample of the research were 60 students which experimental class was 30 students and control class 30 students. The data collection is used pre-test and post-test. Data analysis is used speaking test. The result of this research showed that applying Talking Stick Method affected on students' speaking performance. It means that there was any difference significant effect of students' speaking skill between students' who were taught by using Talking Stick Method and students who were taught by using conventional Method at MAN 3 Kota Jambi.

**Keywords:** *Talking stick method, speaking performance, recount text.*

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### Introduction

English is an international language. It is used as a means of communication by people around the world. It is very important to learn English. Students' should learn English in foreign language. Through speaking, they can communicate with others and get information. According to Harmer (2001,p.269) as cited in wahyuni (2016,p.6) states that comprehension of language feature is not only affected by competence to speak but also to get competence of get an information of language. This skill has to be learned by language learners.

According to Tarigan (1985,p.15) as cited in Anggiana's thesis (2011:15) explain that speaking is a skill of conveying word or sounds of articulation to express or to deliver ideas, opinion, or feeling. Speaking also has some aspect

such as pronunciation, fluency, grammar, vocabulary, accuracy, and comprehension which used in communication.

Generally, speaking is a way to build a communication. It is used to share meaning through the use of words. Speaking is one of important aspects in human life process and also a crucial part of second language learning and teaching. It is a process that involves two or more people of sending and receiving message or information in oral communication to speak and express their ideas, feeling, and emotion to others. Therefore, speaking has received the greatest attention among both students and teacher.

In Indonesia, speaking has been taught to starting from junior high school to university. Based on curriculum 2013, senior high school students are expected to be able to speak in form of spoken or written, students should improve their

communicative skill and they can learn how to interact with community such as social and culture. As we know that an international language is English, it is the reason why people compete to learn English as tool in this globalization era. Students have many problems in learning English. especially to speak English. It caused most of students think that speak English is difficult because they have lack of vocabulary, they feel afraid and lack the confidence to speak in English, Etc.

This research is based on the preliminary research. By observation at MAN 3 Kota Jambi, learning English is still lack the attention of students. Learning English especially those related to learning speaking skills are still considered difficult by students. Learners still feel afraid and lack the confidence to speak in English. Therefore, students tend to be lazy, less motivated, less interested in learning English, felt bored, lack of concentration this has a direct impact on the low ability to speak English on students.

The students' problems in speaking English above are caused by some factors. According to Rababa' in Almira (2014) as cited in Wahidah (2016,p.3) pointed out that there are many factors that cause students having difficulties in speaking English as a foreign language. Some of these factors are related to the students themselves, the teaching strategies, the curriculum, and the environment. Factor that is related to the students is for example, the students have lack vocabularies, difficult to get meaning or understand the conversations, and keep the interaction going.

Therefore, important for English teacher to find out some solutions in teaching speaking. One of them, the teacher should find out new method that can increase the student's motivation to speak English and develop their speaking fluency. Motivation is also a factor that

cause students having difficulties in speaking English as a foreign language. Some students usually have low motivation to speak English.

Based on the problems above, a teacher has to prepare interesting method to motivate students' spirit. To overcome these obstacles, we need more varied and interesting learning methods and involve students to actively participate in learning English. One method that can overcome these obstacles is the Talking Stick Learning Method and this method has not been used in this school.

The talking stick method is a method innovative learning, where learning is assisted with a small sticks that run in turns. Students who get the stick had the opportunity to answer questions from the teacher (Suprijono, 2011,p.109). This method is useful because it is able to test the readiness of students, practice their skills in reading and understanding material lesson quickly, and invite them to stay ready in any situation (Huda, 2019,p.225).

The researcher will be try to apply an alternative method to solve these problems so that students will be easier to speak in English, because this method can make students share their different ideas or perspectives and can help students master spoken English. This method can also make students have more enthusiasm during the teaching and learning process in class because this method involves students to express answers or opinions when they get a stick (small stick) or turn, so this method is expected to help students to dare to express their opinions in English. According to Suprijono (2009,p.109) learning with the taking stick learning model can encourage students to be brave in expressing opinions. In addition, this method uses musical accompaniment in its application, so the learning process becomes fun and can increase students' interest and motivation in learning

English. It is easy to be applied in the classroom and invite students to be more active in learning English.

The effectiveness of teaching speaking by using Talking Stick Method has tried out in many researchers. First, the research conducted by Ati' Mustamiddah (2018). The purpose of the research was to find out if there were significant differences students' speaking score after and before taught by using Talking Stick Strategy at second grade students of SMP Nusantara Tuntang. The research design is Classroom Action Research (CAR). The result shows that the passing grade is 70. The number of the students who pass the passing grade in the pre-test cycle 1 is 29.16% and in post-test is 62.5%. While in the second cycle, pre-test is 58.33% and the post-test is 95.83%.

Another research was done by Dila Vitalia (2016). This study about The Effectiveness of Using Talking Stick Method in Teaching Speaking at The Seventh Grade Students of SMP N 6 Purworejo. The research design is pre-experimental design using quantitative approach with one group pre-test post-test. Their post-test scores were higher than pre-test scores. The mean of pre-test scores was 66.38 while the mean of post test scores was 68.41. It means that the use talking stick method is effective to students' speaking skill.

The another study related literature is come from Suci Cahyati (2016). This study was about the effectiveness of using talking stick strategy toward students' speaking skill at SMPN 5 Tulung Agung. This study intends to find out the students speaking score before being taught by using talking stick strategy and to find out the students speaking score after being taught by using talking stick strategy. The research design is pre-experimental design using quantitative approach with one group pre-test post-test. It could be seen from the

result of the test score Speaking before they taught by using Talking Stick Strategy was 59,60. While the mean of students' scores after taught by using Talking Stick Strategy was 65,03. Based on the result of the research showed that the students' speaking achievement improves.

Based on previous study above, there are some difference between this study. If the previous study applied Classroom Action Research design and the pre-experimental design, in the three of previous studies above choose Junior high school, however the researcher chose Senior high school with quasi-experimental design. The researcher are formulated the problems as follows: (1) was there any significant effect of the students' speaking performance after being taught by using Talking Stick Method at MAN 3 Kota Jambi? (2) was there any significant difference between students' who are taught by using Talking Stick Method and those who are not at MAN 3 Kota Jambi?

## Methodology

### Time and Place of The Study

This study was conducted at MAN 3 Kota Jambi which is located on Jl. Lorong Slamet, Kel. Eka Jaya, Kec. Jambi Selatan, Kota Jambi. The writer chooses to conduct the research at MAN 3 Kota Jambi with consideration is the accessibility of the school which near the researcher's rented house. The writer did the study and takes the data in the Second Semester of 10<sup>th</sup> Grade students and started on February – March 2020.

### Research Design of The Study

For This study, the writer used quantitative approach. According to Creswell (2012,p.46) "Quantitative research is a type of educational research in which the researcher decides what to study; ask specific, narrow questions, collect quantifiable data from

participants; analyse these numbers using statistics and objective manner.”

In this research design is used Quasi-experimental method by using quantitative approach. The Quasi-experimental method is when the researcher can only assign randomly different treatment to two different classes. (Charles, C.M., 1995,p.247). Thus, quasi-experimental has procedure research fewer steps than the true experimental research as follow (Latief, 2015,p.97).

The researcher used pre-test post-test design. In this design the sample was divided into two groups randomly, the group is named with experiment group and control group. The first group is called the experimental group was given treatment by teaching talking stick method and the second group for control group by teaching conventional method then looks for the learning outcomes (Sugiyono,2012,p.76). The model of the research design is illustrated as follows:

**Table 1.** The Quasi-Experimental Design

Class	Pre-test	Treatment	Post-test
Experimental	O <sub>1</sub>	X	O <sub>2</sub>
Control	O <sub>3</sub>		O <sub>4</sub>

Source: Sugiyono, 2012, p.76

Note:

O1: Pre-test of experimental class

O2: Post-test of experimental class

X: Treatment in the experimental class

O3: Pre-test of control class

O4: Post-test of control class

### Population and Sample

#### Population

According to Sugiyono (2015,p.117) defines population consist of objects or subject that has specific qualities and characteristics which set by the researchers to be learned and the make the conclusion. So, population is whole of the students that selected by

researcher to conduct the study. The population of this reseach was all of the students in the 10<sup>th</sup> grade MIPA of MAN 3 Kota Jambi. There are 2 classes, X MIPA 1 and X MIPA 2. The total population is 60 students, consist of 12 boys and 48 girls.

**Table 2.** The Population of 10<sup>th</sup> Grade MIPA at MAN 3 Kota Jambi

No	Class	Total of Students
1	X MIPA 1	30
2	X MIPA 2	30
	Amount	60

### Sample

Sample is a students who taken from population by researcher to be researched. According to (Ridwan, 2010,p.56) the sample is part of the population that has certain characteristics or conditions to be examined. Based on this understanding it can be concluded that the sample is a portion of the population that can represent the characteristics possessed by the population.

In this research, the sample only two classes the researcher was apply the total sampling. In this case, the researcher choosed class X MIPA 1 as a control class and class X MIPA 2 as a experimental class. Each of the classes consist of 30 students in X MIPA 1 and 30 Students in X MIPA 2. Therefore the total numberof sample is 60 students.

### Technique and Instrument of Collecting the Data

#### Technique of Collecting the Data

To do this research, the researcher used speaking test. According to Arikunto (2012,p.127) test method is a test of questions or stimulus which is given to the student or the subjects or respondents obtain the answer or responses which can be used to measure the ability, skill, intelligence, knowledge, telent, or interest. In addition Latief

(2015,p.102) explains that in experimental using pre-test and post-test, if the post-test user the same instrument with the pre-test, the students might be learned from the pre-test. The researcher are going to take the data by speaking test with both pre-test and post-test.

**Table 3.** The Process of Collecting the Data

X MIPA 1	Pre-test	Conventional Method	Post-test
X MIPA 2	Pre-test	Treatment	Post-test

First, the researcher will conduct the research by determining two groups, one of them as the experiment group (E) and as control group (C). Next, the researcher give pre-test for both experimental group. Third, experimental group is given treatment with talking stick method. Fourth, the researcher give post-test for both experimental group and control group to know the effect of the variable that given treatment. Fifth, the researcher analyse that result of pre-test and post-test from both groups by using t-test formula 5% significant level to know whether the mean differences was significant or not. Last, the researcher will make conclusion to answer the research problems.

#### Instrument of Collecting the Data

According to Brown (2004,p.3), “A test is a method of measuring a persons’ ability, knowledge, or performance in giving domain”. In this study, the researcher used speaking test by using oral test in pre-test and post-test. This design involved both group that pre-test O1 and and O3, a treatment is X, and post-tested O2 and O4. The students will be given questions to test their speaking while the researcher applies it.

#### Pre-test

According to Creswell (2016,p297) definite a pre-test provides a measure on

some attribute or characteristic that you assess for participants in an experiment before they receive a treatment. It means that pre-test is given before treatment. Both experimental and control group will give the same pre-test. The pre-test will give to the students’ that aim to know the students’ score before they get treatment. The score that students’ got in pre-test aimed to know about the students’ ability in speaking. The teacher gives the topic to the students and they answer orally. The test is spoken recount text about past experience. Students are given a pre-test to determine the initial state is there a difference between the experimental group and the control group.

#### Post-test

According to Creswell (2016,p.297) defines a post-test is a measure on some attribute or characteristic that is assessed for participants in an experimental after a treatment. It means that post-test is given after finished the treatment. The post-test is final test of the learning. The researcher gave the students same test. The post-test is given to know whether the treatments have or not to the students’ ability in speaking. The researcher conducts post-test after treatment by using recount text about past experience. The test is about spoken test. The teacher gives questions to the students and they answer orally.

#### Validity and Reliability of the Test

##### Validity of the Test

Validity is the extent to which a test measure what is supposed to measure. In this research the test is analyzed by using content validity to measure the test is good or not. Referring to Brown (2004, p.22), a test is said to have content validity if the contents of the test are compiled by items that present students’ competencies and abilities. Before the researcher implemented the research instrument, it was analyzed or checked

for its validity and reliability. In this research, the researcher consulted the instrument of the test with the advisors and the English teacher at MAN 3 Kota Jambi. The researcher will conduct the speaking performance test according to the standard competence and the basic competence of curriculum K13. The content of structure on the test must relate to the purpose of the test in speaking. It was appropriate for the 10<sup>th</sup> at MAN 3 Kota Jambi.

### Reliability of the Test

According to Latief (2015,p.210) explains reliability of language skill assessment results refer to the degree of preciseness of representation of the language skill being assessed. According to Sugiyono (2013,p.128) states that reliabilities analysis use to examine constancy of test if it is given repeatedly for some object. To get the reliability of the test, the researcher used inter reter reliability where the researcher involved two raters in scoring the students' speaking performance. The reter in this research are lecturer of English education program of STKIP YPM Bangko. The researcher chose the rater because she can understand every point in the scoring rubric. In this research, the researcher used reliability of pre-test and post-test from class X MIPA 1 and X MIPA 2. The researcher chose all of the students X MIPA from the data gained. In achieving the reliability of pre-test and post-test of speaking test, first and second reters discuss of the speaking criteria in order to obtain the reliableresult of the test.

### Technique of the Data Analysis

#### Descriptive Analysis

Descriptive analysis employs the result of the mean and the standard deviation. Hatch and Farhady (1982, p.39) stated that descriptive analysis is statistic used to summarize data. Mean

and standard deviation are descriptive analysis.

### Statistical Analysis

Statistical analysis is technique used to find the significant score before and after being taught by talking stick method.

**Table 4.** Criteria of Rubric Scoring

Range 100	Range 10	IKIP	Characters	Qualification
80 – 100	8.0 – 10	8.1 – 10	A	Very good
66 – 79	6.6 – 7.9	6.6 – 8.0	B	Good
56 – 65	5.6 – 6.5	5.6 – 6.5	C	Satisfactory
40 – 55	4.0 – 5.5	4.1 – 5.5	D	Poor
30 – 39	3.0 – 3.9	0 – 4.0	E	Very poor

While the count to score are :

**Table 5.** Rubric of Speaking Assessment

Proficiency Description	Score	Weighting
Pronunciation	1 2 3 4 5	20%
Grammar	1 2 3 4 5	20%
Vocabulary	1 2 3 4 5	20%
Fluency	1 2 3 4 5	20%
Comprehension	1 2 3 4 5	20%

Source: Harris, 2005 ( as cited in Aplilianis, 2019,p.29)

Then to get the mean of the scores from all criteria, the researcher used the formula, as follow:

$$\text{Score} = \left( \frac{\text{Students' getting score}}{\text{Maximal score}} \times 100 \right) \times \text{weighting}$$

The researcher analyzed the by using sample T-test with paired sample T-test and Independent sample T-test. Paired sample t-test is used to see whether or not there is significant improvement of students' speaking performance before and after the treatment. The data will be calculated by using IBM SPSS 21. Before analyzing the data, the researcher are going to do normality and homogeneity test first.

Ho<sub>1</sub>: There is no significant effect of talking stick method on students' speaking skill at MAN 3 Kota Jambi

Ho<sub>2</sub>: There is no significant difference of talking stick method on students' speaking performance at MAN 3 Kota Jambi.

## Results and Discussion

### Finding of the Study

In this chapter, the researcher used pre-test and post-test as instrument in collecting data. Finding of this researcher described which there were different result between students' who taught by using Talking Stick Method and students' who taught by using conventional method in teaching Recount Text. The data of students' speaking test in pre-test and post-test were scored by two raters, after the researcher got the data, the researcher employed SPSS (statistical product and service solution) version 21. The finding include: 1. Descriptive analysis of students speaking test 2. Statistical analysis of students' speaking test.

### Description of Data

The researcher was conducted in MAN 3 Kota Jambi in academic year 2019/2020. The sample of this research was 60 students of X MIPA 1 and X MIPA 2. The researcher give pre-test and post-test to the students. Moreover, the researcher collected the data by using speaking test. To calculate the English speaking test result, the researcher used rubric scoring by Harris. Which has several aspects such as pronunciation, grammar, vocabulary, fluency, and comprehension.

The goals of giving pre-test and post-test is to know student's speaking skill before and after treatment. Then the result of this research is to know the Talking Stick method is effective or not in teaching speaking. The researcher

analyzed the data from pre-test and post-test. Those were explained as follows:

- a) The experimental and control class were given pre-test and post-test where the researcher given 3 topics and the students choose of the topic to speak orally in front of class the duration is about 1-2 minutes. The topic in pre-test and post-test were same.
- b) The researcher scored the data by using Harris's formula.

In this research, the researcher showed the scores of pre-test and post-test that conducted in MAN 3 Kota Jambi.

**Table 6.** Criteria of Rubric Scoring

Range 100	Range 10	IKIP	Char acter s	Qualifi cation
80 – 100	8.0 – 10	8.1 – 10	A	Very good
66 – 79	6.6 – 7.9	6.6 – 8.0	B	Good
56 – 65	5.6 – 6.5	5.6 – 6.5	C	Satisfa ctory
40 – 55	4.0 – 5.5	4.1 – 5.5	D	Poor
30 – 39	3.0 – 3.9	0 – 4.0	E	Very poor

Source: Arikunto. S (2012)

### Pre-test and post-test in Experimental Class

Pre-test was conducted on February, 24<sup>th</sup> 2020 with 30 students and post-test was conducted on 2<sup>th</sup> March 2020 with same number of students in experimental class. In pre-test, the students were asked to tell one of three topics in the past experience (recount text) which are going to the zoo, going to the beach, and last holiday. Pre-test was checked to know students' speaking skill in speaking English. Whereas the post-test was given after giving treatment where the students were taught by using Talking Stick method. In post-test the students were given the same test where the students had to choose one of three topics in recount text such as going to the zoo, going to the beach, and last holiday.

Post-test to find students' score after giving treatment.

**Table 7.** Descriptive Analysis of Pre-test and Post-test in Experimental Class

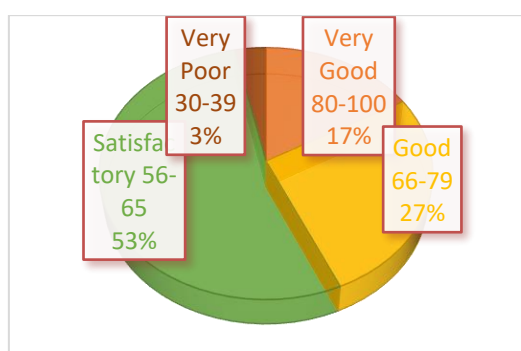
	N	Min	Max	Sum	Mean	Std. Deviation
Pre-test	30	38.00	74.00	1660.00	55.33	8.98018
Post-test	30	54.00	96.00	2250.00	75.00	10.50123
Valid N (listwise)	30					

From the calculation above, it was concluded that the total score of pre-test was 1660 while the highest score of post-test was 96 and the lowest score was 54. The mean score was 74.80 with standard deviation was 10.50123.

The researcher used SPSS statistics version 21 to

**Table 8.** The Distribution of Frequency of Students' Pre-test in Experimental Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	38.00	1	3.3	3.3
	44.00	2	6.7	10.0
	46.00	1	3.3	13.3
	48.00	2	6.7	20.0
	50.00	6	20.0	40.0
	52.00	2	6.7	46.7
	54.00	3	10.0	56.7
	56.00	3	10.0	66.7
	58.00	1	3.3	70.0
	60.00	2	6.7	76.7
	62.00	1	3.3	80.0
	64.00	1	3.3	83.3
	68.00	1	3.3	86.7
	70.00	2	6.7	93.3
	72.00	1	3.3	96.7
	74.00	1	3.3	100.0
Total	30	100.0	100.0	



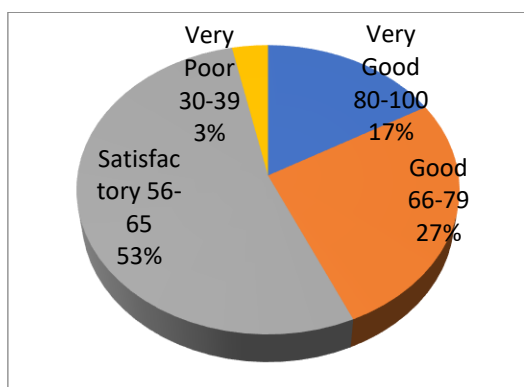
**Chart 1.** Pre-Test in Experimental Class

From the chart 1 above, it can be concluded that from 30 student, there were 5 students (17%) got score in interval 66-79 which could be categorized good, 8 students (27%) got score in interval 56-65 which could be categorized satisfactory, 16 students (53%) got score in interval 40-55 which could be categorized poor, and 1 student (3%) got score in interval < 39 which could be categorized very poor.

There are 30 students, there was a student (3.3%) who got 38.00, while there were 2 students (6.7%) who got 44.00, while a student (3.3%) who got 46.00, while there were 2 students (6.7%) who got 48.00, while there 6 students (20.0%) who got 50.00, while were 2 students (6.7%) who got 52.00, while were 3 students (10.0%) who got 54.00, there were 3 students (10.0%) who got 56.00, while there was a student (3.3%) who got 58.00, while there were 2 students (6.7%) who got 60.00, while there was a student (3.3%) who got 62.00, while there was a student (3.3%) who got 64.00, while there was a student (3.3%) who got 68.00, while there was 2 students (6.7%) who got 70.00. Next, there was a student (3.3%) who got



72.00. Then, there was a student (3.3%) who got 74.00.



**Chart 2.** Post-Test in Experimental Class

From the chart 2 above, it can be concluded that from 30 students, there were 11 students (37%) got score in interval 80-100 which could be categorized very good, 14 students (47%) got score 66-79 which could be categorized good, 4 students (13%) got the score in interval 56-65 which categorized satisfactory, and 1 student (3%) got the score in interval < 55 which could be categorized poor.

**Table 9.** The Distribution of Frequency on Students' Post-test in Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	54.00	1	3.3	3.3	3.3
	56.00	1	3.3	3.3	6.7
	58.00	1	3.3	3.3	10.0
	64.00	2	6.7	6.7	16.7
	66.00	1	3.3	3.3	20.0
	68.00	2	6.7	6.7	26.7
	70.00	3	10.0	10.0	36.7
	72.00	1	3.3	3.3	40.0
	74.00	5	16.7	16.7	56.7
	76.00	1	3.3	3.3	60.0
	78.00	1	3.3	3.3	63.3
	80.00	2	6.7	6.7	70.0
	82.00	2	6.7	6.7	76.7
	84.00	1	3.3	3.3	80.0
	86.00	1	3.3	3.3	83.3
	88.00	3	10.0	10.0	93.3
92.00	1	3.3	3.3	96.7	
96.00	1	3.3	3.3	100.0	
Total		30	100.0	100.0	

There are 30 students, there was a student (3.3%) who got 54.00, while there was a student (3.3%) who got 56.00, while a student (3.3%) who got 58.00, while there were 2 students (6.7%) who got 64.00, while there were 2 students (6.7%) who got 64.00, while was a student (3.3%) who got 66.00, while there were 2 students (6.7%) who got 68.00, there were 3 students (10.0%) who got 70.00, while there was a student (3.3%) who got 72.00, while there were 5 students (16.7%) who got 74.00, while there was a student (3.3%) who got 76.00, while there was a student (3.3%) who got 78.00, while there were 2 students (6.7%) who got 80.00, while there was 2 students (6.7%) who got 82.00. while there was a student (3.3%) who got 84.00, while there was a student (3.3%) who got 86.00, while there were 3 students (10.0%) who got 88.00. Next, there was a student (3.3%) who got 92.00, Then, there was a student (3.3%) who got 96.00

#### Pre-test and Post-test in Control Class

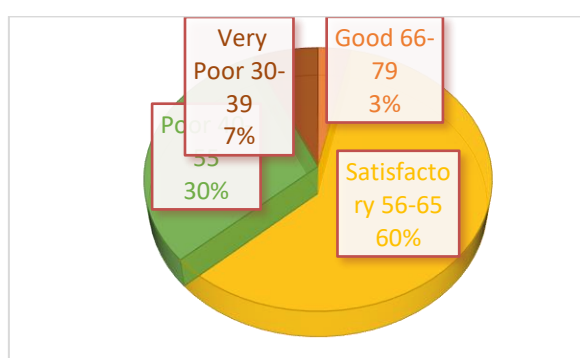
Pre-test was conducted on February, 26<sup>th</sup> 2022 with 30 students and post-test was conducted on March 4<sup>th</sup> 2020 with the same number of students in control class. In pre-test, the students were asked to tell in the past experience (recount text) one of three topics which are going to the zoo, going to the beach, last holiday. Pre-test was checked to know students' speaking performance in speaking English. Whereas in control class, the students' were taught by using conventional method. In post-test the students were given the some test where the students had to choose one of three topics such as going to the zoo, going to the beach. Post-test is find out students' score after giving treatment.

**Table 10.** Descriptive Analysis of Pre-test and Post-test in Control Class

	N	Min	Max	Sum	Mean	Std. Deviation
Pre-test	30	36.00	72.00	1604.00	53.4667	8.28681
Post-test	30	50.00	80.00	1852.00	61.7333	6.51223
Valid N (listwise)	30					

From the calculation above, it was concluded that the total score of pre-test was 1604 while the highest score was 72 and the lowest score was 36. The mean of pre-test was 53.46 with standard deviation was 8.28681. Moreover, it can be seen that there was improvement on the students' speaking skill. But the improvement is rather big. The total score of post-test was 1852 while the highest score was 80 and the lowest score was 50. The mean score was 61.73 with standard deviation was 6.51223.

The researcher used IBM SPSS statistics version 21 to know the frequencies and percentages score of pre-test and post-test, it can be seen from the chart below:



**Chart 3.** Pre-test in Control Class

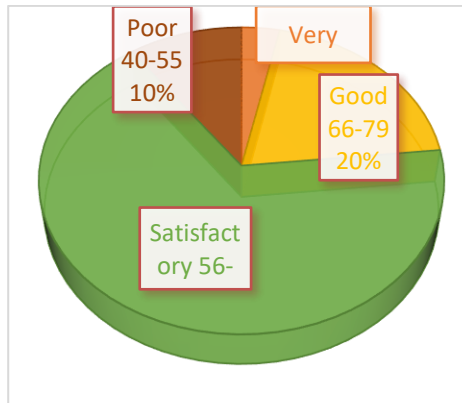
From the chart 3 above, it can be concluded that from 30 students, there were 2 students (7%) got score in interval 66-79 which could be categorized good, 9 students (30%) got score in interval 56-65 which could be categorized satisfactory,

18 students (60%) got score in interval 40-55 which could categorized poor, 1 student (3%) got score in interval < 39 which could be categorized very poor.

**Table 11.** The Distribution of Frequency of Students' Pre-test in Control Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36.00	1	3.3	3.3
	40.00	1	3.3	6.7
	44.00	1	3.3	10.0
	48.00	8	26.7	36.7
	50.00	4	13.3	50.0
	52.00	3	10.0	60.0
	54.00	1	3.3	63.3
	58.00	3	10.0	73.3
	60.00	1	3.3	76.7
	62.00	1	3.3	80.0
	64.00	4	13.3	93.3
	66.00	1	3.3	96.7
	72.00	1	3.3	100.0
Total	30	100.0	100.0	

There are 30 students, there was a student (3.3%) who got 36.00, while there was a student (3.3%) who got 40.00, while a student (3.3%) who got 44.00, while there were 8 students (26.7%) who got 48.00, while there were 4 students (13.3%) who got 50.00, while there were 3 students (10.0%) who got 52.00, while there was a student (3.3%) who got 54.00, there were 3 students (10.0%) who got 58.00, while there was a student (3.3%) who got 60.00, while there was a student (3.3%) who got 62.00, while there were 4 students (13.3%) who got 64.00. Next, while there was a student (3.3%) who got 66.00. Then, while there was a student (3.3%) who got 72.00.



**Chart 4.** Post-test in Control Class

From the Chart 4 above, it can be concluded that from 30 students, there were 1 student (3%) got score in interval 80-100 which could be categorized very good, 6 students (20%) got score in interval 66-79 which could be categorized good, 20 students (67%) got score in interval 56-65 which could be categorized satisfactory, and 3 students (10%) got score in interval < 55.

**Table 12.** The Distribution of Frequency of Students' Post-test in Control Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50.00	1	3.3	3.3
	52.00	2	6.7	10.0
	56.00	4	13.3	23.3
	58.00	4	13.3	36.7
	60.00	4	13.3	50.0
	62.00	2	6.7	56.7
	64.00	6	20.0	76.7
	66.00	1	3.3	80.0
	68.00	2	6.7	86.7
	70.00	2	6.7	93.3
	72.00	1	3.3	96.7
	80.00	1	3.3	100.0
	Total	30	100.0	100.0

There are 30 students, there was a student (3.3%) who got 50.00, while there were 2 students (6.7%) who got 52.00, while there were 4 students (13.3%) who got 56.00, while there were 4 students (13.3%) who got 58.00, while there were 4 students (13.3%) who got 60.00, while there were 2 students (6.7%) who got 62.00, while there were 6 students (20.0%) who got 64.00, while there was a student (3.3%) who got 66.00, while there were 2 students (6.7%) who got 68.00, while there were 2 students (6.7%) who got 70.00. Next, while there was a student (3.3%) who got 72.00. Then, while there was a student (3.3%) who got 80.00

Hypothesis Test  
Paired Sample T-Test

Paired sample t-test is used to compare two paired related groups. In this the researcher used t-test formula by using IBM SPSS statistics version 21. Paired sample t-test is used to know whether or not there is significant effect to students' speaking skill before and after treatment. The criteria acceptance and rejection of hypotheses were:  $H_0$  is accepted if  $Sig (Pvalue) \geq \alpha = 0.05$  and  $H_a$  is accepted if  $Sig (Pvalue) \leq \alpha = 0.05$

**Table 13.** Paired Sample Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	55.3333	30	8.98018	1.63955
	Post-test	75.0000	30	10.50123	1.91725

**Table 14.** Paired Sample T-Test

		Paired Differences				T	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pre-test - Post-test	-19.66667	8.58360	1.56714	-22.87183	-16.46150	-12.49	.000	

The result of the test shows that there was a statistically significant improvement in students' speaking skills before using Talking Stick method (Mean= 55.33 Standard deviation = 1.63955), after using Talking Stick method (Mean= 75. Standard deviation= 10.50123). Based on the table 4.8 it shows that the value of paired samples t-test Sig. (2-tailed) was  $0.000 \leq 0.05$ , it means that  $H_a$  is accepted. It can be concluded that there is significant effect

of Talking Stick method on students' speaking skill.

**Independent Sample T-Test**

Independent sample t-test is used test to compare two means unrelated groups in order to determine whether there is statistical evidence that the associated population means are significantly different. The researcher used t-test formula by using IBM SPSS statistics version 21.

**Table 15.** Group Statistics of Independent Sample T-Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	5.897	.018	5.881	58	.000	13.26667	2.25599	8.75081	17.78253
	Equal variances not assumed			5.881	43.1	.000	13.26667	2.25599	8.73173	17.80160

**Table 16.** Independent Sample T-Test

	Class	N	Mean	Std. Deviation	Std. Error Mean
Students' Learning Outcome	Experimental	30	75.0000	10.50123	1.91725
	Control	30	61.7333	6.51223	1.18897

Based on the result of table 4.15 above, it showed that independent test Sig. (2-tailed) was  $0.000 \leq 0.05$  it means that  $H_a$  is accepted. Based on the result above, it shows that the mean of the differences is 13.26667 and the significant 2-tailed  $\leq 0.05$  ( $0.000 \leq 0.05$ ). Therefore, it can be concluded there are difference effect of students' speaking between experimental and control class. Although there is improvement in control

class but not more than experimental class. To sum up, the researcher found that there was any difference significant effect of students' speaking skill between students who were taught by using Talking Stick method and students who were taught by using conventional method at MAN 3 Kota Jambi. To completed calculation can be seen table 4.10.

**Interpretation**

After collecting and analyzing the data of pre-test and post-test of experimental and control class by using SPSS 21. In this section, the researcher described the interpretation of the researcher result. The hypothesis of this research showed that using Talking Stick method on students' speaking performance at MAN 3 Kota Jambi in academic year 2019/2020 is effective. The aims of this research were to find out the effect of students' speaking performance after being taught by using Talking Stick method. Besides, it is to find out the significance different between students' who are taught by using Talking Stick method and those who are not.

The researcher noted some important information that can support this research. According to Table on 4.2, it presented the description of the experimental class score of pre-test, post-test and gained score. The students' speaking performance result in pre-test of experimental class was 1660. The mean score of pre-test was 55.33 with the lowest score was 38 and the highest score was 74. However, after implementing the talking stick method on the learning process, the result in post-test of experimental class was 2250. The mean score of post-test of experimental class was 75 with the lowest score was 54 and highest score was 96. So, it means that Talking Stick Method is effective to increase students' speaking performance

at MAN 3 Kota Jambi. It can be seen on students' speaking score before get the treatments of Talking Stick Method ( $55.33 \geq 75$ ).

Furthermore, in Table 4.5, it showed the description of the pre-test, post-test and gained score of control class who taught by using conventional method also increased, but it is not as same in experimental class. The students' speaking performance result in pre-test of control class was 1604. The mean score of pre-test of control class was 53.4667 with the lowest score was 36 and the highest score was 72. In addition, the students' speaking performance result in for the post-test score was 1852 the mean score and in post-test, the amount of post-test of control class was 1852. The mean score of post-test of control class was 61.7333 with the lowest score 50 and the highest score was 80. So, it can be said that there is also improvement on students' speaking performance in control class even though they didn't get any treatments. It can be seen from the students' score who has improvement from 53.4667 to 61.7333. To sum up, the students speaking performance was good but it did not work well as well as by using Talking Stick Method.

Further, the researcher also did the normality test and homogeneity test in order to find out whether the data of this research is distributed normally and homogeneous. Based on the Table 4.8, it showed that the pre-test score of experimental class and control class are distributed normally because the significance level of both classes is higher than  $\alpha = 0.05$  ( $0.177 > 0.05$ ;  $0.124 > 0.05$ ). Also, for the post-test score of experimental class and control class, based on Table 4.9 showed that the data were normally distributed because the significance level of both classes are higher than  $\alpha = 0.05$  ( $0.903 > 0.05$ ;  $0.415$ ). in conclusion, both classes pre-test and post-test score were distributed

normally because the significance level was higher than  $\alpha = 0.05$ .

According to the Table 4.10, it showed that the homogeneity of pre-test of both classes were higher than the significance level of  $\alpha = 0.05$  with the significance value was 0.824 ( $0.824 > 0.05$ ). In addition, Table 4.11 showed that the homogeneity of post-test score of experimental class and control class also higher than significance level of  $\alpha = 0.05$  with the significance value was 0.074 ( $0.074 > 0.05$ ). So, it can be concluded that the pre-test and post-test of both classes were homogeneous.

Based on the Table 4.12, the paired sample t-test, it shows that the result of the test shows that there was a statistically significant improvement on students' speaking skill before using Talking Stick method (Mean= 55.33 standard deviation= 8.98018), after using Talking Stick method (Mean= 75 standard deviation= 10.50123). Based on the table 4.13 it shows that the value of paired sample t-test Sig. (2-tailed) was  $0.000 \leq 0.05$ , it means that  $H_a$  is accepted. It can be concluded that there is significant effect of Talking Stick method on students' speaking performance. Moreover, based on the independents sample t-test that the value Levene's test for equality of variances score is 5.897 ( $p=0.018$ ) because Pvalue higher than 0.05, it can be concluded that the data was variance or homogenous. While the data was homogeneous, it was showed in table that independent t-test Sig. (2-tailed) was  $0.000 \leq 0.05$  it means that  $H_a$  is accepted.

Furthermore, based on the result above that the mean score of experimental class is higher that control class ( $75.00 \geq 61.73$ ) with the significant difference between experiment and control scores. According to Agus Suprijono(2015,p.128), it is stated that Talking Stick Method is one of cooperative learning strategy where

students are encouraged to be brave in expressing their own opinions to the others by the helping of the sticks. In addition, Laura Candler(2013,p.1) as cited in Pramono (2019,p.20) stated that talking stick is a management strategy that involves all students to participate equally in a discussion.

To sum up, the students' speaking performance is better than before given treatment where it can be seen amount of pre-test and post-test in experimental class. The students' speaking skill result in pre-test was 1660 and post-test the students' speaking performance result was 2250. Those means that there is a significant effect of Talking Stick on students' speaking performance at MAN 3 Kota Jambi. It can be concluded that  $H_a$  is accepted and  $H_0$  is rejected. The finding of this research that there was a positive effect of students' speaking performance which taught by applying Talking Stick at MAN 3 Kota Jambi.

### Conclusion

Based on the calculating result presented in the chapter IV, there are some conclusions which are can be drawn as follow. Based on the paired sample t-test, it shows that there was a statistically significant improvement on students' speaking skill before using Talking Stick method (Mean= 55.33 Standard deviation= 8.98018), after using Talking Stick method (Mean= 75 standard deviation= 10.50123). The value of paired sample t-test Sig. (2-tailed) was  $0.000 \leq 0.05$ , it means that  $H_a$  is accepted. It can be concluded that there is significant effect of Talking Stick on students' speaking performance. Moreover, based on the independents sample t-test shown that the mean of the differences is 13.26667 and the significant 2-tailed  $\leq 0.05$  ( $0.000 \leq 0.05$ ). Therefore, it can be concluded there are difference effect of students' speaking between experimental and control class.

Although there is improvement in control class but not more than experimental class. To sum up, the researcher found that there was any difference significant effect of students' speaking skill between students who were taught by using Talking Stick method and students who were taught by using conventional method at MAN 3 Kota Jambi.

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