

## THE EFFECT OF APPLYING TALKING STICK TECHNIQUE ON STUDENTS' MOTIVATION IN SPEAKING AT SEVENTH GRADE STUDENTS OF SMP NEGERI 5 TANJUNGPINANG.

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### Abstract

*The purpose of the research is to observe the effect of Talking Stick's speech on SMP Negeri 5 Tanjungpinang on students' learning motivation. This research uses quasi-experimental. In this study, 40 students were involved, divided into two classes. The 25 students in 7.C as an experimental class and the learning process were taught through the use of Talking Stick, while the 25 students in 7.B were taught as a control class, and the learning process was taught through the use of odd-even groups. The research tool used in this study is questionnaire. Researchers conducted pre-tests and then applied them to these two courses. Afterwards, the researchers performed a post-test to observe the increase in the average score after applying the treatment. The results before and after the test were analyzed using normality, homogeneity, and paired-sample T test. It can be seen from the results of the later test that the average score of using Talking Stick for classroom teaching is higher. The average score of the experimental class is 73.60 and the average score of the control group is 70.30. The average score of the experimental class students was higher than that of the control group. According to the results of the t test and the difference between the average scores of the experimental class and the control class, it can be concluded that the application of Talking Stick technique has a significant effect on the motivation of the seventh graders of SMP Negeri 5. Tanjung Pinang.*

**Keywords:** *Students' motivation in speaking, Talking Stick.*

### I. INTRODUCTION

Spoken language is one of the skills of English. It also tells how people communicate with each other. According to the opinions of experts, Harmer's (2007) speech has fluent speaking ability, and not only on the premise of language knowledge on the spot. Students need fluency in spoken English, because speaking is the most important skill, because it is one of the abilities to build dialogue. Spoken language refers to skills that require communication skills, pronunciation, intonation, grammar and vocabulary process

Motivation is a concept without physical reality, and we cannot see motivation. We see effort, interest, attitude and desire. For speaking, it is important to have the ability first, and then performance. In the range where the communicator is motivated, the ability is more likely to be this way. Motivation is the degree to which the communicator is attracted to or away from effective communication in a given situation.

In the syllabus, speaking is one of the ability that students need to acquire in the classroom. Students need to be able to share their ideas about things around them and describe it in English orally. Not only things around them, they also need to describe people, and explain their characteristics. Students need to brave share their ideas about things or people that teacher asked to explain. And to share their ideas, students need to have the motivation.

According to Harris (2009), spoken language is one of the four basic skills of language. It plays an important role in daily life because it is the main communication skill. Spoken language must satisfy pronunciation, grammar, vocabulary, fluency, and comprehension. In addition, understanding ability refers to the ability to fully understand and be familiar with the situation, facts, etc.

According to Garret, in Sari (2016), the talking stick technique is a technique that uses the well-known wooden stick. The host or leader first picks up the stick to share feelings or concerns with the team. It is passed clockwise to the next person who can choose to speak or remain silent. Then, pass the talking stick to everyone so that they have the opportunity to speak. According to another expert state of Shoimin cited in Idrus (2017), Talking Stick is a technique originally used by American Indians to invite everyone to speak or express opinions in forums (meeting tribes) that use sticks. In addition, another expert state is based on the Rahayuningsih talking stick technology in Ananda (2017), one of the cooperative learning techniques in the stick learning process. Students who get the stick must be answered by the teacher.

According to Kagan as cited in Ananda (2017) there are some advantages and disadvantage of using Talking Stick: There are the advantages (1) Keep the students alert (2) Helps the teacher realizes if the students are listening and understanding or not(3) The teacher talks less and the students talk more (4) Helps the teacher find out what they already know and disadvantage is Time consuming, it means that if the one who hold the stick too long or more than the time that the facilitator asked. It means it will takes more time.

According to (Reeve, 2018) motivation is an internal process. Whether we define it as a drive or a need, motivation is a condition inside us that desires a change, either in the self or the environment. Another explanation is from, (N,Askurny, I.Pujiastuti 2019) For students, the motivation in the English teaching learning environment can be achieved by the desire for future success, becoming the best student in the classroom, or even just to achieve good grades. These come from within the students, followed by intrinsic motivation.

There are some points from the ideas of in drawing the concepts of motivation according to (Ihsan, 2016). They are, Motivation is something different and it cannot be seen, but there is a psychological construct; behavior or effort, attitudes and interest and also Motivation can be seen as the successful aspect when learning a target language deals with speak the language (speaking skill).

According to Garret as cited in Rindawati Noviasari, Ernati, (2016) says that there are 6 steps of talking stick: (1) The facilitator, who traditionally might be a social leader, begins by picking up the talking stick to share feelings or concern with the group. It means that, the facilitator is the teacher which, he or she begins by picking up the talking stick to speak. (2) The talking stick is passed clockwise to the next person, who may choose to speak or to remain silent. After the teacher has spoken, he/she chooses the students to speak. (3) Then the talking stick is passed to each person. When the students had sitting in the circle, talking stick is passed to each students (4) During the circle, question may be asked, but only with the permission of whomever is holding the stick. The students who will ask a question must ask permission with the students who is holding the stick.(5) Another member wishing to speak about something is not related to

what the stick holder is talking about must wait his or her turn. Another student who will ask a question that is not related to what the stick holder must wait until the speaker finish (6) The facilitator is free to ask question or make clarifying statements. If the students are confusing, so the teacher is free to make clarifying statement.

Meanwhile, when the researcher did the PLP (Field experience program) students in SMP Negeri 5 Tanjungpinang especially in 7<sup>th</sup> grade (7B and 7C). The researcher found that the students still lack of vocabulary and confident to speak in English and also the teacher didn't use the right way to teach speaking and students didn't feel motivated to speak. Students feel bored and not excited in the learning process. When the researcher asked the students, what is their difficulties when speak in English are they do not confident and lack of vocabulary.

The researcher conducted some problems, they are (1) Students' lacked of vocabulary, they too ashamed to share ideas (2) Students lacked of confident to speak in English and share their ideas in English.(3) The technique that the teacher did not make students interesting to learn speaking and the feel bored.(4) Students not excited to follow the learning process.(5) Students felt anxiety when speak in English.

## II.METHOD

Researcher conducted the study at SMP Negeri 5 Tanjungpinang in Jl. iridium. H. Juanda No. 3, Bukit Bestari, Tanjung Pinang Timur, Bukit Bestari, Kota TanjungPinang, KepulauanRiau. The researcher completed the work from October 2020 to November 2020. The study population is the 7th grade students of SMP Negeri 5 Tanjungpinang in the 2019/2020 school year, divided into six classes. According to the research of Sugiyono (2007), sampling technique is a technique or method for obtaining samples, and purposeful sampling is a technique for determining research samples, and its purpose is to make the data more representative in the future. In this study, the researchers used cluster sampling, which is a technique in which clusters of participants representing a population are identified and included in the sample.

The sample consist of 50 students that divided into two classes. The instrument in this research is questionnaire and the test consists of pre-test and post-test. In the pre-test, the researcher gave the quistionnaire before applying the talking stick technique and the quistionnaire is measure by Likert Scale. According to (Joshi et al., 2015), the Likert scale is a set of statements (items) for the real or hypothetical situation under study. In the questionnaire, the researchers divided it into five scales according to the Likert scale.. There are (1) Strongly Disagree (2) Disagree (3) Slightly Agree (4) Agree (5) Strongly Agree.

The researcher gets the data from the questionnaires and the data calculated by using this formula:

Positive Statement
Response Answer x 5 = Strongly Agree
Response Answer x 4 = Agree
Response Answer x 3 = Slightly Agree
Response Answer x 2 = Disagree
Response Answer x 1 = Stongly Disagree

Negative Statement
Response Answer x 1 = Strongly Agree
Response Answer x 2 = Agree

Response Answer x 3 = Slightly Agree
Response Answer x 4 = Disagree
Response Answer x 5 = Strongly Disagree

This research procedure is; 1. Preparation Stage; a) Proposing the researcher permit to Universitas Maritim Raja Ali Haji Tanjungpinang, b) Asked permission and sending a permit to SMP Negeri 5 Tanjungpinang and observing the place also choose sample of the population, 2. Implementation stage; a) Gave the pre-test to both of the experimental class and control class by whatsapp group class to know the average score of descriptive text before the treatment, b) Conducting the Talking Stick at the experimental class, while at the control class is taught regularly, c) Gave the post-test to both of the class by whatsapp group class to measure the average score of descriptive text after the treatment, and also to found the final result, 3. Final stage; a) The researcher analyzed the data, b) The researcher concluded the result.

Data of this research was analyzed to search mode, median, variants, and standard deviation, Normality Test, Homogeneity Test, Independent Sample T-test.

### III. RESULT AND DISCUSSION

The pre-test in experimental was conducted on October 20th 2020. The instrument was the questionnaire (recorded in Google Forms). The experimental class was the class which was taught by applying Talking Stick. This test was conducted in order to determine the score of the questionnaire before applying Talking Stick and this class consist of 25 students. This is the result of the pre-test in experimental class.

**Table 1. Data of Pre Test in Experimental Class**

Total	327	159	486
Average	32,70	15,90	48,60
Standart Deviation	7,16	2,72	7,17
Total Minimum	14	10	35
Total Maximum	47	21	63

Based on the tabel above, total score of students filled the postive statement is 327 and total score of students filled the negative statement is 159. Both statement score is 486. The average is 48.60, it means the students still not motivated yet to learn descriptive text.

The pre-test in control class was conducted on October 22<sup>th</sup> 2020. The instrument used questionnaire test (recorded in Google Forms). Here is the result of the pre-test in control class.

**Table 2. Data of Pre Test in Control Class**

Total	306	136	442
Average	30.60	13.60	44.20
Standart Deviation	8.17	3.65	9.86
Total Minimum	18	9	33
Total Maximum	50	22	72

Based on the tabel above, total score of students filled the postive statement is 306 and total score of students filled the negative statement is 136. Both statement score is 442. The average is 44.20, it means the students still not motivated yet to learn descriptive text.

The post-test in experimental was conducted on November 17th 2020. The instrument used questionnaire (recorded in Google Forms). Here is the result of the post-test in Experimental Class.

**Table 3. Data of Post-Test in Experimental Class**

Total	425	311	736
Average	42,50	31,10	73,60
Standart Deviation	4,34	5,20	6,12
Total Minimum	34	17	60
Total Maximum	52	39	85

From the data above, it could be seen that the data had increased 250 from the pretest, the average is 73.60 increased 25 from the pretest. It means after applying the Technique, students' motivation in speaking had increased.

**Table 4. Data of Post-Test in Control Class**

Total	449	228	677
Average	44,90	22,80	67,70
Standart Deviation	6,81	4,53	8,81
Total Minimum	30	13	43
Total Maximum	56	33	83

From the data above, it could be seen that the data had increased 235 from the pretest, the average is 67.70 increased 23.5 from the pretest. It means that the data had increased but not as much ac the experimental that applying the talking stick technique.

### Normality

The normality test was conducted to know whether the data of the pre -test and post – test in the control class and experimental class were in a normal distribution or not. The data could be said in the normal distribution if the value of the result is bigger than Alfa 0.050.

**Table 5. Normality Test of Pre Test**

No	Class	Alfa	P – Value	Note	Explanation
1.	Experimental	0.050	0.100	0,100 > 0.050	Test of data pre test is normal.
2.	Control	0.050	0,079	0.079 > 0.050	

Based on the table above, pre test from both class is in a normal distribution because the value of the result is bigger than Alfa 0.050.

**Table 6. Normality Test of Post Test**

No	Class	Alfa	P – Value	Note	Explanation
1.	Experimental	0.050	0.150	0.150 > 0.050	Test of data post test is normal.
2.	Control	0.050	0.150	0.150 > 0.050	

From the both tables above shows that data of post-test and pre-test in experiment and control was normal. Because p value of normality was bigger than Alfa, 0,050. All the normality test of data post and pre-test in both classes was normal. So, its mean all the data has distributed in various way.

### Homogeinity

To know the data homogenous or not we need to see p-value Bonett's or Levene's. If p-value Bonett's or Levene's was higher than alpha 0,050, that data was homogenous. If p-value Bonett's or Levene's was lower than alpha 0,050, that data was not homogenous.

**Table. 7 Homogeneity Test of Pre Test and Post Test Score**

Class	Alfa	Test	P – Value	Note	Explanation
Experimental and Control Class	0,050	Pre Test	0.260	$0.150 > 0.260$	Test of data post test and pre test is homogeny.
	0,050	Post Test	0.526	$0.150 > 0.526$	

The data of post-test in both classes were homogeny. Because p value of Bonnet Test, 0,526 is bigger than Alfa, 0,050. All the homogeneity test of data post and pre-test in both classes was homogeny. So, it meant all the data has been collected in the same population and the population was homogenous population.

### T-Test (Hypothesis Test)

Before knowing the result of Mann-Whitney test we needed to see again our hypothesis formulation that we formulated on chapter2. The formulation is;

$H_0$  : There is no significant effect of using Talking Stick Technique on students' motivation in speaking at SMP Negeri 5 Tanjungpinang.

$H_a$  : There is any significant effect of using Talking Stick Technique on students' motivation in speaking at SMP Negeri 5 Tanjungpinang.

After  $H_0$  (null hypothesis) and  $H_a$  (alternative hypothesis) has been formulated, we need to look to the decision of accepted and rejected  $H_a$  or  $H_0$ .

- a) accept  $H_0$  rejected  $H_a$  if p value of t-test is bigger than Alfa
- b) accept  $H_a$  rejected  $H_0$  if p value of t-test is smaller than Alfa

**Table. 8 T- Test of Pre Test and Post Test Score**

Variable	Class	Alfa	P – Value	Note	Explanation
Students' Motivation in Speaking	Experiment	0.050	0.039	$0.039 < 0.050$	Accept $H_a$ rejected $H_0$ if p value of t-test is smaller than Alfa.
	Control				

From the table above, its mean there were significant effective in Applying Talking Stick Technique on Students' Motivation in Speaking at Seventh Grade Students of SMP Negeri 5 Tanjungpinang.

## **B. DISCUSSION**

Based on the calculation above, the researcher concluded that Talking Stick technique has a significant to students' motivation in speaking at seven grade students of SMP Negeri 5 Tanjungpinang. This result could be proved from the differences between students' questionnaire score which were taught by Talking Stick technique. The post test mean score of the experimental class was 73.60 while the post test of the control class was 70.30. The mean score of the experimental class was higher than the mean score of the control class. It meant that there was a significant effect of Talking Stick technique on students' motivation in speaking at seven grade students of SMP Negeri 5 Tanjungpinang.

These findings could be proved by the theories based on Suprijono (2009) talking stick was one of supporting technique in developing the cooperative learning. And another theory based on Idrus (2017) the Talking Stick is a technique that was originally used by Native Americans to invite everyone to speak or express an opinion in a forum (meeting tribe) using a stick. By using Talking Stick, students are motivated to speak and explain the answers and the stick is the point of their right to speak.

The effect of Talking Stick was supported by previous finding which conducted by Khodijah (2019), she did the research on students' reading ability in descriptive text for students of senior high school students. In her study, she had found that Talking Stick is an effective way to increases students' reading ability. Since it was about reading ability, and the researcher proved that Talking Stick was also effective to be applied in students' motivation in speaking.

Based on the researcher's analysis in the field, the students feel enjoy and free to talk in English. The students did not afraid of express their idea and their thought and also to making mistakes. Commonly, in speaking class feel nervous and less confident when the teacher asked them to speak English. It was happen because they lack of confident and vocabulary and they don't feel motivate to speak in English. With this technique, they felt enjoy and motivated to express their mind and their idea about descriptive text.

It also increases their motivation to learn because this technique combines playing and learning activity. And that made students were happy and enjoy the learning process by applying Talking Stick, the students also be more active in the classroom and have high motivation to explain the material, the students were more focus to speaking descriptive text by applying Talking Stick. The students were not afraid of sharing their ideas. When the student held the stick they felt more challenging to speaking by applying Talking Stick and more motivated in learning speaking. It also developed the characters education such as sportive and honesty. In this technique, the students learnt to be supportive when they held the stick they need to be speak as the teacher asked and wished. They also learnt honesty when they hold the stick they need to be honest and admit that their turn to speak and explain the material or describe something. In conclusion, applying Talking Stick technique had significant effect to motivate students in speaking at seven grade students' motivation in speaking of SMP Negeri 5 Tanjungpinang.

## **IV.CONCLUSION**

After calculated the data, it could be concluded that the value of two samples from the t-test p-value is 0,039, which was smaller than Alfa 0,050. So, accept  $H_a$  rejected  $H_o$  if p value of t-test is

smaller than Alfa. So, its mean there were significant effective in Applying Talking Stick Technique on Students' Motivation in Speaking at Seven Grade Students of SMP Negeri 5 Tanjungpinang.

Finally, the researcher concluded that applying Talking Stick Technique on Students' Motivation in Speaking was successes and made a significant effect on students' motivation in speaking. It could be seen from the students' post-test questionnaire scores taught by applying Talking Stick higher than the students' post-test questionnaire scores taught by applying conventional technique or without used Talking Stick. It was a significance difference, and since the p-value was smaller than Alfa. Therefore, Talking Stick technique was more effective than using conventional technique.

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