THE EFFECT OF STUDENTS' TALKING STICK STRATEGY AND THEIR MOTIVATION TO IMPROVE THE TENTH GRADERS' SPEAKING SKILL AT SMA NEGERI 11 PALEMBANG

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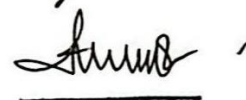**Examination Committee:** **Signature/Date**

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DEDICATIONS

This thesis dedicated to:

- **To Allah Subhanahu wa Ta'ala, for all the blessings, grace, and strength bestowed upon me, enabling me to complete this thesis.**

- **To my beloved parents, for your unconditional love, unceasing prayers, financial sacrifices, and limitless support throughout my life and academic journey. Without you, I would never have come this far. I love you both dearly.**

- **To my two siblings, who have always been a source of strength, inspiration, and encouragement at every step of the way—even if sometimes a little too talkative.**

- **To you, who patiently accompanied me through the drama of this thesis, who always said *"You can do it"* even when I was on the verge of giving up, and who kept supporting me even when most of my messages were nothing but complaints. Your presence never had to be loud just being there made me feel strong. This thesis is finished with you by my side. Thank you, my moon, for being the most effective mood booster after a sachet of instant coffee.**

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Motto:

So be patient. Indeed, the promise of Allah is true."

(Qur'an, Ar-Rum: 60)

PERNYATAAN

Saya menyatakan dengan sebenar-benar nya bahwa seluruh data, informasi dan interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya merupakan hasil pengamatan, penilaian, pengelolaan serta pemikiran saya dari pegarahan pembimbing yang ditetapkan.

Apabila ternyata di dalam naskah skripsi ini dapat dibuktikan unsur-unsur jiplakan, Saya bersedia skripsi ini digugurkan dan gelar akademik yang saya peroleh (S-1) dibatalkan. Serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No. 20 tahun 2003. Pasal 25 ayat 2 dan pasal 70.

Palembang, 11 Agustus 2025

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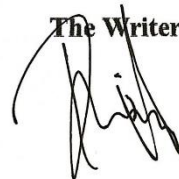
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ABSTRACT

This study was aimed to find out: (1) whether or not there was significant difference on students' speaking skill between the students who were taught by using talking stick strategy and those who were taught by using lecturer strategy, (2) whether or not there was significant difference on students' speaking skill between motivated students and unmotivated students, 3) whether or not there was any effect of interaction between talking stick strategy and motivation on speaking skill. . The study used a factorial design with a population of 400 tenth grade students of SMA NEGERI 11 Palembang in the 2024-2025 school year. There were 62 students as sample, 31 students for experimental group and 31 students for control group. The analysis of the data revealed a significant difference in speaking skills, as evidenced by the result of the Independent Samples T-Test, in which the significance value (0.001) was less than α (0.05). This indicated an improvement in students' speaking skill. However, the Two-Way ANOVA results showed that students' motivation by itself did not have a significant impact., with a significance value (.696) Interestingly, the interaction between the Talking Stick strategy and motivation was found to be significant (0.003). The findings led to the conclusion that the Talking Stick strategy was successfully to improved students' speaking skill regardless of their motivation level, and there was a significant interaction between teaching strategy and motivation in influencing speaking outcomes.

Keywords: *talking stick strategy, students 'motivation, speaking skill*

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CHAPTER I
INTRODUCTION

This chapter presents (1) background of the study, (2) limitation of the study, (3) formulations of the problems, (4) objectives of the study and (6) significance of the research.

1.1 Background of the Study

In many classrooms, English instruction is still teacher-centered, which limits students' chances to participate actively. Studying English provides learners with fundamental abilities in reading, writing, listening, and speaking. English is considered a foreign communication in the Indonesian education system and is acknowledged as an international language (Gunantar, 2016). It holds a vital role in international interaction, particularly in areas such as economics, education, society, and culture. To use English effectively, learners must understand key aspects such as grammar, meaning, and pronunciation (Lee et al., 2019).

English language teaching usually focuses on the four essential abilities in language learning: listening, speaking, reading, and writing, all of which are closely connected with vocabulary, pronunciation, and grammar (Solikhah et al., 2019). To ensure students achieve competence in English, they need to understand basic sentence patterns and have good knowledge of grammar and vocabulary.

Furthermore, English has become an integral part of the educational system. In English learning, the four skills are categorized into receptive skills (listening and reading) and productive skills (speaking and writing). As a

productive skill, speaking is essential for human communication, and for many learners, achieving proficiency in speaking is the primary goal in foreign language acquisition (Septa, 2020).

Speaking is usually the first skill that learners focus on in English communication. Given the challenges students face and the need to find ways to overcome them, it is necessary to improve Learners' understanding of texts especially in English (Astuti, 2018). In speaking classes, students often encounter problems such as not having enough chances to speak, strict classroom rules that limit their ability to share opinions, and a lack of motivation or encouragement from teachers (Sugiantiningsih, 2019). Therefore, teachers should provide ample chances for learners to engage in spoken English. The main objective of speaking instruction aims to offer learners through the skills they need to convey ideas effectively. For learners who study English as a non-native language, mastering speaking is a top priority (Farabi et al., 2017). Students usually judge the progress of their language acquisition is commonly evaluated through their speaking skills improve, which shows how important speaking is in English education (Kamal et al., 2023).

Even though speaking is an important skill when acquiring a foreign language, many students still struggle with it. They often face difficulties in English classes, especially with speaking (Paneerselvam, 2019). Common problems include poor pronunciation, limited vocabulary, and difficulties with grammar. Additionally, students often lack confidence and fear making mistakes when speaking a foreign language. According to Sari (2019), five main reasons contribute to students' hesitation to speak: (1) low English proficiency; (2) fear of errors; (3) limited

participation in speaking activities; (4) insufficient encouragement from teachers; and (5) an environment that does not support free English communication.

The last three reasons indicate that teachers may have unintentionally created situations that make students reluctant to speak. Therefore, teachers need to find strategies to address this reluctance. To overcome these issues, various teaching media can be used to enable teachers to provide the material effectively and help students grasp the concepts more easily (Eady et al., 2013).

Mastery of English language is a crucial factor in the administration of education, prompting the government to include English as a subject in the curriculum from elementary schools to higher education. In the process of English language instruction, teachers play a key role as they are responsible for managing English learning. An ideal teacher is characterized by creativity and innovation. These qualities can be demonstrated through the implementation of instructional models that foster an enjoyable and engaging classroom environment for students. However, in many cases, the learning process still tends to focus on the teacher's role and authority rather than actively involving students in the learning experience (Pour et al. 2018).

Education is one of the most crucial sectors in the development of a nation. To achieve optimal educational goals, active involvement from those who play a role in education, including teachers, lecturers, and other educators, is essential. The motivation of educational staff also contributes greatly to improving the quality of education provided (Jamaluddin et al. 2020). To raise the quality of education, it is important to use a learning strategy that boosts student motivation.

During teaching practice with tenth graders at SMA Negeri 11 Palembang, the researcher noticed that many students were hesitant to speak. This shows that students often feel nervous and are not confident when they have to speak publicly in class, which affects their ability to improve their speaking skills. Although many strategies have been tried to help improve speaking, the success of these methods usually depends on which strategy is used.

One engaging strategy to consider is the Talking Stick technique, which comes from a traditional method where a person may speak only when holding a stick, symbolizing their turn. This approach is thought to enhance students' active involvement in speaking activities, as it ensures that everyone has a fair chance to participate and share their thoughts during class discussions. he primary objective of this strategy is to support students in grasping the lesson content, while the right learning model helps boost their enthusiasm during the learning process. Currently, the Talking Stick strategy is seen as one of the effective methods used in classrooms.

The Talking Stick strategy is an instructional technique intended to enhance students' active involvement during lessons. This approach is inspired by a Native American tradition, especially among Indian tribes, where a stick is used during gatherings to decide who may speak. The stick is passed around, and only the person holding it has the right to talk. In education, this concept is applied to make sure each student gets a chance to speak and take part in class activities.

In applying the utilization of the Talking Stick strategy during classroom activities the teacher provides the stick to students. Whoever holds the stick is encouraged to respond to the teacher's questions or express their opinions about the lesson,

The session usually starts with the teacher explaining the goals of the lesson and allowing students time to review the material. Once the review time is over, all books and notes are put away, and the Q&A activity begins. The stick is handed to a student, who then responds, and the process continues until most students have had their turn. Finally, the teacher wraps up with a summary and evaluation of the session.

Kurniati (2023) her research demonstrated that the implementation of the Talking Stick strategy greatly increased students' participation and improved their learning results. This strategy can train students' courage to speak in public and help them better understand the learning material. However, some weaknesses have also been identified, such as the potential for students to feel anxious or pressured because they have to speak in front of their peers, especially those with low self-confidence.

Overall, the talking stick strategy offers an effective way to increase student engagement in learning. However, its implementation requires careful planning by teachers to address potential challenges and ensure all students can participate actively. In this method, students take turns holding the stick, and whoever holds it must respond to the teacher's questions after being given time to study the material The Talking Stick strategy has shown to be effective in boosting student participation and encouraging them to speak, which in turn enhances their grasp of the lesson and improves overall learning outcomes. This research supports the idea and teaching technique to enhance the standard of education, particularly in specific subject that demand deeper comprehension. It is also believed to increase student

motivation and involvement in classroom activities, helping them absorb the material more effectively. This method reflects the principles of constructivist learning theory, which focuses on generative learning where students build understanding through active, creative, and meaningful engagement based on their existing knowledge and experiences (Nurlina et al., 2019).

According to Ningrum (2021), The term *motivation* is derived from the Latin word *movere*, which means "to move. The concept of movement is often linked to the concept of motivation as something that drives people to start, continue, and complete tasks. Motivation is connected to internal drives, lasting characteristics, personal beliefs, emotions, and how people react to different situations. In learning, motivation holds significant influence, as it can directly impact how well students understand and engage with the material.

Motivation is a significant factor influencing how well students engage in and benefit from learning activities. Motivation drives students to engage through classroom exercises. In psychological terms, motivation is understood as an active process within individuals that encourages, directs, and sustains behaviour over time, influencing needs and desires regarding the intensity and direction of a person's behaviour (Wahyuni, 2020).

Based on previous research conducted by Elvia (2023), titled *"The Influence of Using Talking Stick Method Toward Students' Speaking Ability in the Second Semester at the Eleventh Grade of MAN 1 Bandar Lampung in the Academic Year 2022/2023,"* the study involved administering a pre-test, treatment, and post-test. The data were analyzed using SPSS version 26 (Statistical Package for the Social

Sciences). The results Indicated that the two-tailed significance value for equal variance it was 0.034. The p-value was lower than the predetermined alpha level (α = 0.05), the findings led to the acceptance of the alternative hypothesis and the rejection of the null hypothesis. Therefore, the findings indicate that the use of the Talking Stick method has a positive influence on the speaking ability of class XI students of MAN 1 Bandar Lampung in the second semester of the 2022/2023 academic year.

The second research by Hasugian (2024), *The Influence of the Talking Stick Learning Model on Students' Speaking Skills in Explanation Text Material at SMA Negeri 1 Muara Telang* revealed a significance level of 0.025, corresponding to a t-value of 2.03224. Consequently, the null hypothesis (Ho) was declined, while the alternative hypothesis (Ha) was approved. The hypothesis testing confirmed that the students in the experimental class were notably affected by the use of the Talking Stick strategy. Particularly enhancing speaking skills of an eleventh-grade science student (MIPA 1) at SMA Negeri 1 Muara Telang in the context of explanation texts. From the analysis results and discussion of the test data, it indicates that the Talking Stick strategy is highly contributed significantly to the development of students' speaking competence, particularly in mastering explanatory text material.

The third study, conducted by Khairunnisa (2019) *"Teaching Speaking by Using Talking Stick Technique"*, demonstrated that students showed notable improvement in their speaking ability. This was evidenced by an increase in the fluency aspect, with several students reaching the "very good" category in the post-test an achievement not observed in the pre-test. The mean score increased from

55.93 in the pre-test to 69.76 in the post-test. Furthermore, the statistical results indicated that the obtained t-value of 13.83 exceeded the critical t-table value of 2.045 by a considerable margin. This finding indicates that the students in the experimental class, those who received instruction through the Talking Stick technique showed notable progress in their speaking skills.

The last research by Harahap (2022), *"The Effect of Using Talking Stick Strategy on Speaking Mastery at the XI Grade Students of SMA N 1 Padang Bolak Julu"*, revealed that the mean score of the experimental class, which employed the Talking Stick strategy, was greater than that of the control class. Specifically, the experimental class showed an increase from the average score increasing from 38.23 in the pre-test to 49.23 in the post-test. In contrast, the control group showed only a slight improvement, increasing from 34.5 to 37.78. These findings led to the acceptance of the alternative hypothesis (Ha) and the rejection of the null hypothesis (H0). Therefore, It shows that the application of the Talking Stick strategy was effective in enhancing the speaking ability of eleventh-grade students at SMA N 1 Padang Bolak Julu.

Based on the explanation above, it was discovered that using the talking stick strategy positively influenced the outcomes on enhancing student engagement in elementary school. However, the talking stick strategy must be adapted to the students' situation and conditions.

Previous studies showed that the talking stick strategy helped reduce nervousness and boost students' confidence in speaking, thereby improving overall speaking skills. By holding the talking stick, students felt supported by a clear

structure, which reduced the fear of interruption or negative judgment from peers. Therefore, this study aimed to examine the effectiveness of the Talking Stick strategy and students' motivation in enhancing the speaking skills of tenth-grade students at SMA Negeri 11 Palembang.

1.2   Limitation of the Study

This study focused on improving students' motivation and speaking skills through the use of the Talking Stick strategy at SMA Negeri 11 Palembang in the academic year 2024/2025.

1.3   Formulation of the Problems

Based on the problem's limitations, the problem of this study was as follows:

1.   Was there a significant difference on students' speaking skill between those who were taught using the talking stick strategy and those who were taught using the lecturing strategy?

2.   Was there a significant difference on speaking skills between motivated students and unmotivated students?

3.   Was there any interaction effect between the talking stick strategy and motivation on students' speaking skill?

1.4   Objective of the Study

Based on the problem's limitation and the problems of this study, the objectives of the study were as follows:

1. To find out whether or not there was significant difference on students' speaking skill between the students who were taught by using talking stick strategy and those who were taught by using lecturing' strategy?

2. To find out whether or not there was significant difference on students' speaking skill between motivated students and unmotivated students?

3. To find out whether or not there was any effect of interaction between talking stick strategy and motivation on students' speaking skill?

1.5   The Significance of the Study

The researcher expects this study to will be beneficial for students, teachers and future researchers:

1) The teachers:

The study aims to serve as a valuable resource for educators in improving their instructional practices especially English teachers at SMA Negeri 11 Palembang by offering an alternative or potentially primary strategy to enhance student motivation and improve speaking instruction. The Talking Stick strategy is seen as a useful tool for improving students' speaking abilities, especially in everyday speaking activities.

2) The students:

This strategy is also anticipated to assist tenth-grade students at SMA Negeri 11 Palembang in practicing their English-speaking skills. The Talking Stick strategy is easy to implement and helps make speaking activities more enjoyable, while also boosting students' motivation.

3) The researchers:

The researcher also gains valuable insights into the impact of the Talking Stick strategy on increasing students' motivation and developing their speaking skill. This study also allows the researcher to understand the optimal benefits of the strategy and to gain valuable experience in encouraging student participation and improving their speaking abilities.

4) Other researchers:

This study is also anticipated to provide valuable insights and act as a source of insight for future researchers, especially for students in the English Education Program at Tridinanti University, as it may provide valuable input for upcoming studies involving the Talking Stick strategy.

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