



THE INFLUENCE OF THE TALKING STICK METHOD ON THE SPEAKING SKILLS OF GRADE V STUDENTS AT MIN 10 MEDAN

Annisa^{1*}, Mala Febriani², Alia Nurjannah³, Amin Basri⁴

¹²³⁴ Primary School Teacher State 10 Kota Medan

Email: 14annisaa@gmail.com, malafebriani567@gmail.com, alianurjannah090504@gmail.com, aminbasri@umsu.ac.id

ARTICLE INFO	ABSTRACT
<p>Article History</p> <p>Receive : 03-05-2025</p> <p>Revision : 03-06-2025</p> <p>Accept : 30-06-2025</p>	<p>This research aims to determine the effect of using the Talking Stick method on the speaking skills of class V students in Indonesian language subjects. The type of research approach used is quantitative with a Pre-Experimental research design. This design was chosen because the researcher only used one class, namely the experimental class without a control class. This research was conducted in MIN 10 Medan. The subjects of this research were all 24 class V students. Data collection was obtained based on direct observations in the field. Data obtained from observations will be analyzed using SPSS 25.0. The results of data analysis of pre-test scores and post-test scores for students before and after using the talking stick method obtained a mean or average pre-test score of 44.16 and for the post-test score an average score of 74.75 was obtained. This shows that there are differences and increases in the average scores of students before and after using the talking stick method which can be seen through the pre-test and post-test scores. The results of the hypothesis testing analysis are the sig value = 0.000 < 0.05 at the significance level (α) = 0.05. This means that there is an influence of the talking stick method on the speaking skills of class V students at MIN 10 Medan.</p>
<p>Keywords</p>	<p>Talking Stick, Speaking Skills, Students</p>

1. INTRODUCTION

Education is something that is greatly needed by every individual that can be used to develop their skills and abilities, as a capital or support for the future. Education serves as a benchmark to measure progress in a country. Education is defined as a deliberate and organized effort aimed at building a framework that allows students to actively develop their potential in areas such as spiritual beliefs, self-control, individuality, intelligence, ethics, and character, in addition to the skills needed to achieve their personal development goals,

contribute to the well-being of society, and support the overall welfare of the nation. (Indonesia et al., 2023).

Moreover, education in this era of globalization has experienced rapid development, especially in the field of communication. Certainly, one of the most important aspects of communication is the ability to speak. Speaking skills or expressing ideas are one of the primary forms of communication. Essentially, this activity not only serves as a means of sharing information and self-expression but also broadens students'

understanding and awareness of various aspects of life. By developing speaking skills or expressing ideas, they can acquire diverse information regarding what, who, where, why, when, and how related to various experiences they have encountered both at school and in the surrounding community (Viora & Pebriana, 2024).

According to (Nurfitriani & Hidayat, 2023), the Indonesian language is a compulsory subject taught at every level of education. This is due to its status as the national language of the Indonesian people. Additionally, learning the Indonesian language is also a general subject that exists in elementary schools. The Indonesian language subject is directed at improving and enhancing the speaking abilities of the students. This is because the Indonesian language subject includes components of knowledge and skills that cover aspects of listening, speaking, reading, and writing. Based on these four language skills, speaking skills have become one of the productive language skills in today's era.

Speaking skills are considered to play an important role in language learning, as the essence of learning a language is to learn to communicate, especially verbally. The same applies to learning Indonesian. The essence of learning Indonesian is to improve students' ability to communicate in proper and correct Indonesian, which can be expressed both verbally and in writing (Ade Ita Lestari et al., 2023). In order to develop formal speaking skills, practice or guidance is necessary. This is intended so that every individual or group can create effective communication success. Therefore, students must be trained to speak out their ideas without feelings of self-doubt, embarrassment, or fear.

Speaking skills are one aspect of language ability that includes the ability to articulate sounds and words verbally as a means of conveying, expressing thoughts, opinions, and feelings to others, both directly and indirectly. This speaking ability is closely related to the development of vocabulary that children acquire through listening and reading activities (Liatahi et al., 2023). Essentially, speaking skills can be practiced by anyone, but only a few

people possess the ability to speak very well to the extent that they can capture their listeners' attention (Juni Sahla Nasution et al., 2024). Speaking skills are one of the important aspects of language that learners need to master to improve their language abilities (Handayani et al., 2024).

The results showed that the students who had the motivation to express their opinions in discussions were able to communicate their ideas effectively. The speaking skills of the students were hindered by their environment, which still focused more on the teacher, who centered on the students' involvement in ongoing activities. This was influenced by the model and methods of learning that were applied by teachers that did not encourage interaction. Especially in Indonesian language learning, where the students were less active in engaging with the teachers using a conversation method in delivering material. The conversation method was deemed attractive for the students because it allowed them to express their ideas quickly, creatively, and without feeling burdened at (Viora & Pebriana, 2024).

Therefore, it is necessary to have a suitable teaching method that corresponds to the learning abilities of the students, as well as to increase their active participation in the classroom. One of the appropriate teaching methods is using the Talking Stick method. The main principle of this Talking Stick method is the use of a stick as a communication medium. Each student holding the stick has the opportunity to speak to express their opinions or questions directly to the teacher, while the other students must listen and pay attention to the explanations presented by their classmates who hold the stick. The concept of the Talking Stick method is that the Talking Stick also serves as a method for learning that has a collaborative character and uses a stick to encourage discussion and the exchange of ideas among students. In this method, students who hold the stick must express the topic given by the teacher. If a student does not want to speak, they can ask another student to help them express (Safitri, 2024).

The Talking Stick method is applied to manage learning in Indonesian language classes, where this method helps students to speak up and express their opinions based on their interpretations. Additionally, through the implementation of this learning method, teachers can stimulate all students to be active in the learning activities by using sticks and also supporting media such as music (Nurfitriani & Hidayat, 2023). Through several advantages contained in the Talking Stick method, this method is expected to improve students' speaking skills. However, the Talking Stick method has not been implemented by teachers in the classroom so that students have not been able to improve their speaking skills, while teachers still dominate the classroom.

Based on the hall halls that have been discussed, researchers are interested in conducting research with the title "The Influence of the Talking Stick Method on the Speaking Skills of Class V Students at MIN 10 Medan."

2. RESEARCH METHOD

This study is a qualitative research with a pre-experimental research design. The selection of the pre-experimental method in this study is based on the limitations of conditions that do not allow for the establishment of a control group for comparison. The experimental design used is the pretest-posttest one group design. In this experimental trial, a control group is not used. This research design consists of three phases, namely the pretest conducted first before administering the treatment. The pretest is conducted to determine the initial ability level of the students. Then after the pretest results are known, the next step is to provide the treatment to see the subsequent results. The final phase is the posttest, this phase is conducted to the participants to assess their abilities after being given the treatment. The population of this study consists of students in grade V totaling 24 people.

The technique of collecting data is carried out through non-test methods. Non-test techniques are methods for gathering information on the development of a learning outcome without using tests. Several forms of

non-test techniques include observation, self-assessment, peer assessment, journals, questionnaires, and scales (Magdalena et al., 2021). In this research, the researcher used a research instrument in the form of observation, specifically to directly assess the indicators of speaking skills. Speaking skills consist of five indicators with each aspect of development consisting of three types. As for the indicators of speaking skills according to (Penggunaan et al., 2024) there are five aspects.

The observation sheet of speaking skill assessment consists of five aspects, namely: 1) fluency, 2) intonation, 3) pronunciation, 4) expression, and 5) content accuracy of the speech. Before the observation sheet is used, the observation sheet must first be validated by validators who are experts in speaking skills. After the observation sheet has been validated by the validator, the researcher can directly use the observation sheet to conduct the study. The validated instrument provides accurate data. The term "valid" is difficult to define, although several researchers refer to it as "correct," "accurate," or "precise." Therefore, valid measurement tools will yield measurements that are true (Slamet & Wahyuningsih, 2022).

After conducting direct observations and collecting data, the researcher has also collected the data, then subsequently the researcher conducted normality tests on the data. The normality test is conducted to determine whether the data obtained is normally distributed or not. After being tested for normality, the next step is to conduct hypothesis testing. Hypothesis testing is a part of inferential statistics that aims to evaluate the truth of a statement based on statistical analysis, thus it is determined whether the statement is accepted or rejected (Maqfiro et al., 2021). This study only used one sample, while the hypothesis test was conducted using a parametric test. The parametric test used is the Paired Sample t-Test. The data obtained were processed using SPSS 25.0 with a significance value of $0.000 < 0.05$. Through hypothesis testing that is conducted, aimed at determining whether the method used has an effect or not. Thus, it is stated that H_0 is

accepted if the significance level is < 0.05 or H_0 is rejected if the significance level is > 0.05 .

3. RESULT

This research was conducted in the area of V in MIN 10 MEDAN which is located on Jalan Jalring Kalkalp, Medan Labuhan District, Medan City. The total sample for this research consists of 24 participants. Before conducting direct observations in the field, the observation instrument was first validated by a validator. After being declared valid by the validator, the researcher conducted pre-tests and post-tests to determine the results of the observations conducted before and after the intervention.

3.1 Results of Pre-Test and Post-Test of Students' Speaking Skills

To obtain relevant and appropriate data, the observation instrument that has been validated by experts is used to measure students' speaking performance. The data obtained is analyzed using normality tests and hypothesis testing to see whether the data is normally distributed and has significant effects or not. The following is the table of pre-test and post-test results of the speaking skills of students in class V:

Table 3.1 Pre-Test and Post-Test Results

No	Pre-Test	Post-Test
1.	40	80
2.	36	78
3.	60	80
4.	41	68
5.	43	71
6.	48	83
7.	45	66
8.	46	71
9.	41	71
10.	46	75
11.	48	71
12.	50	75
13.	46	66
14.	45	73
15.	46	73
16.	41	65
17.	45	73
18.	40	76
19.	43	75
20.	51	88
21.	41	71
22.	36	76

23.	36	78
24.	46	91

The data collected is the result of observations that have been carried out in class V with a total of 24 students. The data obtained are then used for normality tests. The results of the normality test from the pre-test and post-test data are as follows:

3.2 Normality Test Results

In this study, the normality test was conducted using the normality test, which is a statistical test to evaluate whether a sample comes from a population with a normal distribution or not. If the data obtained does not have a normal distribution, then the results of the analysis cannot be generalized to the population of the study. This normality test is based on pre-test and post-test data. The study was conducted using the Shapiro-Wilk test, considering there were 24 participants. This test was conducted using SPSS 25.0. The results of the normality test based on the pre-test and post-test are shown in the following table:

Table 3.2 Test Results of Normality

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statis- tic	df	Sig.	Statis- tic	df	Sig.
pretest	,157	24	,127	,924	24	,073
posttest	,132	24	,200*	,941	24	,168

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The results of the normality test using the Shapiro-Wilk test showed that both the pre-test and post-test data were normally distributed. For the pre-test data, the significance value obtained was 0.73, which indicates a value greater than 0.05. This means that the pre-test data follows a normal distribution. On the other hand, the post-test data showed similar results, with a significance value of 0.168, indicating that it is also > 0.05 . This confirms that the post-

test data is also normally distributed. Therefore, it can be concluded that both the pre-test and post-test data are normally distributed.

3.3 Hypothesis Testing Results

After conducting normality tests, hypothesis testing can be proceeded. This is done to see the effect on the significance of the influence that is quite significant towards students' speaking skills using the Talking Stick method. To analyze the influence of the Talking Stick learning method on students' speaking skills, a Paired Sample T-Test analysis was conducted. The Paired Sample T-Test is applied because the data analyzed comes from two groups that have a dependent relationship, namely the results of scores before and after using the Talking Stick method. The purpose of this analysis is to determine the significance of the differences between the pre-test and post-test scores. Based on the hypothesis testing, several tables of the Paired T Test are as follows: /

Table 3.3 Average Values

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pretest	44,1667	24	5,34600	1,09125
posttest	74,7500	24	6,46227	1,31910

The results of the assessment showed significant improvement, where the pre-test value was recorded at 44.16% in the poor category rising to 74.75% in the good category. This can be concluded that the implementation of discussion skills using the talking stick method has led to significant improvement. For the hypothesis test results refer to the table below:

Table 3.4 Hypothesis Test Results Paired Samples Test

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 pretest	-30,583	7,41864	1,51432	-33,71595	-27,45072	-20,19	23	,000

Based on the results from Table 3.5 regarding hypothesis testing, the significance results from this test are supported by a p-value of 0.000 for a two-tailed test, which is below the significance level of 0.05. This indicates that the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected because the significance value is < 0.05. In other words, the results of this study affirm that the Talking Stick learning method has a significant influence in enhancing the speaking skills of V grade students at MIN 10 Medan.

4. DISCUSSION

The results obtained from hypothesis testing indicate that there is a significant influence of the variable X (talking stick) on the variable Y (speaking skills). The main focus of using the Talking Stick method is to increase students' motivation to continue learning, practice their speaking skills, and create a learning environment that is conducive and interactive. This method emphasizes the importance of active and inclusive participation in students during each learning session. Participating members provide opportunities for all students to speak and listen, so this method helps improve mastery of materials, increases understanding, and builds a culture of mutual respect and appreciation among them (Safitri, 2024).

The results of the pre-test and post-test indicated that there was a significant increase in the speaking skills of the students after using the talking stick method. This aligns with the advantages of using the talking stick method. Among these advantages are (a) measuring the speaking competencies of the students, (b) training the students' abilities to read and understand learning material quickly, (c) encouraging students to always speak up in various situations, and (d) increasing students' confidence to express their opinions and ideas (Hal et al., 2024).

The advantages of the Talking Stick method have also been put forward by (Safitri, 2024), which highlights several advantages of using the Talking Stick method, namely (1) it provides an opportunity for each student to speak, (2) it helps express their thoughts clearly, (3) and it encourages active listening among peers. This trains speaking and listening skills, which are essential elements in effective communication. In the application of the Talking Stick method, there are guidelines that must be addressed, namely recognizing the times that are appropriate for speaking and the need to wait for one's turn to speak. This hall provides opportunities for students who are more introverted or less willing to be heard. This is very important and needs to be done, considering the issues that are often discussed both in formal discussions and individually. Therefore, the use of the Talking Stick is presented as a strategy that is very beneficial to create a more inclusive and effective environment, where every student has the space and opportunity to participate and be heard.

According to (Rini Damayanti, Tati Sumiati, 2021), the use of the Talking Stick method is intended to help teachers create learning questions in the classroom. Furthermore, students also become active in learning and create their own creativity in learning questions that flow in the classroom without being too forced.

According to the research results (Hamdani & Rambe, 2022), the results of the t-test show that there is a significant difference between the groups that used the Talking Stick

model and the control group with conventional learning. This proves that the speaking skills of students increased after the Talking Stick method was implemented. This also proves that there is a significant influence from the use of the Talking Stick model on the speaking skills of students, with this model providing a more positive impact compared to conventional learning.

This finding is also supported by (Liatahi et al., 2023), which highlights that the implementation of the talking stick method can effectively improve the speaking skills of students. This proves that the use of the talking stick method indeed enhances students' speaking abilities in accordance with the advantages possessed by this method. The impact of the use of the talking stick method also significantly improves speaking skills, as stated by (Jannah, 2023), which mentions that the cooperative learning model of the Talking Stick type significantly enhances students' speaking skills.

The use of the talking stick method in discussions can influence the improvement of students' speaking skills.

5. CONCLUSION

Based on the results of the hypothesis test, it was obtained a significance value (2-tailed) of 0.000 which means that the significance (2-tailed) < 0.05 , thus the null hypothesis (H_0) is rejected, or it can be concluded that there is a significant positive influence in the implementation of the talking stick method on the speaking skills of students in grade V at MIN 10 Model Medan. This is evidenced by the results of the pre-test score which was 44.16% and the post-test score which was 74.75%. For teachers, this talking stick method helps in improving students' speaking skills in classroom learning.

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