



The Effect of Using Cooperative Learning Method through Talking Stick and Self-Confidence toward Speaking Ability

Yulia Pratiwi Restianti¹, Dita Adawiyah²

English Education Universitas PGRI Palembang¹

Management Universitas Muhammadiyah Palembang²

e-mail : ulikpullpull18@gmail.com¹, dita.adawiyah@gmail.com²

Abstrak

Penelitian ini dilakukan untuk memecahkan masalah yang dihadapi penulis sebagai guru Bahasa Inggris di SMK Negeri 6 Palembang. Hasil dari data awal menunjukkan bahwa pencapaian kemampuan berbicara siswa kelas sepuluh tidak dapat memenuhi kriteria standar keberhasilan. Tujuan dari metode pembelajaran kooperatif melalui tongkat bicara adalah untuk mengetahui apakah ada perbedaan yang signifikan antara siswa yang diajar dengan menggunakan metode pembelajaran kooperatif melalui tongkat bicara dan yang tidak. Penelitian ini menyelidiki bagaimana pengaruh metode pembelajaran kooperatif dan tongkat bicara terhadap siswa kelas sepuluh yang dipilih sebagai sampel dan dibagi rata menjadi kelompok eksperimen dan kontrol. Kemampuan siswa dalam posttest pada kedua kelompok dibandingkan untuk mengetahui apakah ada perbedaan yang signifikan antara kelompok dalam kaitannya dengan perlakuan. Hasil penelitian menunjukkan bahwa kelompok eksperimen mengungguli kelompok kontrol dan metode pembelajaran kooperatif melalui tongkat bicara memberikan efek positif pada siswa untuk meningkatkan berbicara mereka. Namun, ada pengaruh interaksi yang signifikan dari media dan kepercayaan diri terhadap kemampuan berbicara siswa.

Kata Kunci: *Metode Pembelajaran Kooperatif, tongkat bicara, kemampuan berbicara, Percaya Diri*

Abstract

This research was conducted to solve the problems faced by the author as an English teacher at SMK Negeri 6 Palembang. The results of the initial data indicate that the achievement of speaking skills of tenth graders cannot meet the standard criteria of success. The purpose of the cooperative learning method using talking sticks is to find out whether there are significant differences between students who are taught using the talking stick cooperative learning method and those who are not. This study investigates the effect of cooperative learning methods and talking sticks on tenth graders who were selected as samples and divided equally into experimental and control groups. The students' abilities in the posttest in the two groups were compared to find out if there was a significant difference between the groups in relation to treatment. The results showed that the experimental group outperformed the control group and the cooperative learning method through talking sticks had a positive effect on students to

improve their speaking. However, there is a significant interaction effect of media and self-confidence on students' speaking ability.

Kata Kunci: Cooperative Learning Method, talking stick, speaking ability, Self Confidence

INTRODUCTION

Language is the most important aspect in human interaction. People communicate and interact with others using the language. English is one of the most important languages in the world, which is known and used by many people in the world, either as the first, second or foreign language. English is not only an international language, but also a global language. By mastering English, people can access information written in English and share information with other people in the world. Knowing the importance of English, the Indonesian government considers English as one of the school subjects which is taught in Indonesia from elementary up to university level.

The main objectives of teaching English to the students are that they can use English for communication and they can speak English fluently. Speaking is one of language skills in English which becomes a problem for most Indonesian students. Many students find difficulty in learning speaking because they do not know what they speak. So, it is important for an English teacher to emphasize speaking for their students. The teacher must explain the importance of this skill, which is required for daily active communication with other people everywhere. The teacher must ask their students to practice continually their competence in speaking actively in their life.

Speaking is one of the important skills that must be mastered by the students. By having this skill they can perform their competence in English. For example, the students can share their knowledge, value, and attitude with other through speaking.

According to Chastain in Castillo, (2007:78), the development of speaking as productive skill is influenced by listening as receptive skill. Moreover, reading as receptive skill also influences it as well. How far the learner's productive skill developed will contribute the language advance in language learning.

The ability to speak English is a very complex task considering the nature of what is involved in speaking, not all of the students in an EFL speaking class have courage to speak. Padmadewi (in Widiati and Cahyono, 2006:278) found out that students attended a speaking class often feel anxious due to pressure from the speaking tasks which required them to present individually and spontaneously within limited time. Most of these problems are because the students are lack of self confidence, lack of prior knowledge about topics and

because of poor teacher-learner relationship (Tutyandari in Widiati and Cahyono, (2006:278)

In relation to the problem above, generally that the students of State Vocational School 6 of Palembang had problem in English mainly speaking achievement. The problem can be seen from the student's speaking score (Table 1). The tabulation shows that there are 93 students who got scores less than 3, 00 (81-85) (KKM). It means that the students are low proficiency in speaking. The problem is that they really rely on the script and some memorization when they speak. It is true that memorization is the first step that is really needed by the students during the process of learning speaking but the memorization is not going continually. The students need to be stimulated by providing the more communicative strategy that enables them to speak without under pressure, discuss topics, share substantive ideas, explore topics, and describe it with greater confidence when speaking in the class. However, they also have a problem on the strategy how to describe a thing, how to deliver opinion about thing, and how to talk confidently in front of class. Their descriptions are weak because of lack of vocabulary and information.

Furthermore, based on the result of interview to English teachers of state vocational school 6 of Palembang as the preliminary data, it is found that the students' speaking achievement is still low. It is proved by the score of English speaking practice examination of the tenth grade students at state vocational school 6 Palembang.

There are some studies dealing with cooperative learning strategy in improving speaking ability. One of the studies is "Effectiveness of Cooperative Learning in Enhancing Speaking Skills and Attitude towards Learning English" Al-Tamimi, (2014:27). This study views that cooperative learning increases the social interaction among students and consequently leads to improving communication skill among them.

According to Johnson, Slavin & Kagan in Zhang, (2010:81), cooperative learning refers to a systematic instructional method in which students work together in small groups to accomplish shared learning goals. The data in a large amount of research shows, compared with competitive and individualistic efforts, cooperation has positive effects on a wider range of outcomes. Similarly, Jolliffe (2007:6) describes that cooperative learning is one of the most heavily researched areas of education. Studies have shown three main categories of advantages such as achievement, interpersonal relationships, and psychological health and social competence.

The talking stick is a method used by native Americans, to let everyone speak their mind during a council meeting, a type of tribal meeting (Fujioka,1998:2). According to Sheilah (1993:4), "Talking stick is a literal, physical talisman which gives the person who possesses it the right to speak and hold the attention of the tribe." The talking stick here to speak and to share some stories

as the keeper of the talking stick did. Stories are the means of making a message, exploring the relationship between past and present, of giving significance to events.

Nowadays, most educational researchers suggest that teaching method or teaching technique especially in speaking must be communicative, interesting, and fun. Thus, trying to overcome the problems, the researcher suggests that the use of media will attract and motivate students in speaking. Meanwhile, the strategy also can be used to solve the problem in learning English mainly speaking is the use of cooperative learning through talking stick. The main characteristic of this strategy and method are togetherness of the students working in a team or small group on completing the task. By using this strategy and method, the students can cooperate and share their previous knowledge, experiences, and responsibility. In this strategy, they help one another, discuss, share and interact to each other to comprehend the subject they learn. This strategy and method also allows each student to be responsible for what is assigned to him or her in order to participate in speaking activities.

Based on the description above, it should be considered the appropriate strategy and method of teaching in order to develop students' speaking ability and self confidence in English class as a foreign language. According to Nadler (2011:109), confidence is knowing one's own abilities and having enough faith in them to make sound decisions in the face of uncertainty and pressure. A high degree of self-confidence distinguishes the best from the average performers as supervisors, managers, and executives. Self-efficacy is a form of self-confidence; it is a belief in one's own abilities to take on a difficult challenge. According to Al-Hebaish (2012:60), self-confidence is a personal factor that plays a supportive role in the achievement of foreign language learning. Some studies claim that no language learning activities would be carried out successfully without it. So, if they had good self confidence, they were probably able to speak English better. On the other hand, the teachers had to improve their teaching style and the most important thing is creating the pleasant atmosphere of the classroom to create students' belief.

METHODOLOGY

Method means easy of doing something. This study belongs to an experimental method. Fraenkel, et al., (2012:265) state that experimental is one of the most powerful research methodologies that researcher can use and its the best way to establish cause and effect relationship among variables. This study was used 2 x 2 factorial design analyses. Factorial design is form of true experiment. According Fraenkel, et al., (2012:277), factorial design is extends the number of relationship that may be examined in experimental study.

This study is was used pre-test and post-test in the experimental group and in the control group. Each of them was given a pretest and posttest. The pretest was done before treatment, whereas the posttest was given after

treatment. The experimental group which was taught used a new strategy, namely "Cooperative learning through talking stick." On the other hand, the control group was taught, by use the traditional strategy in teaching speaking.

RESULTS AND DISCUSSIONS

In order to give the students' scores, the writer used some criteria in rubric that were used by the writers to score students' speaking. The aspects of rubric consisted of pronunciation (ability to pronounce words correctly), loudness (ability to speak in appropriate word), Word usage (ability to use the word correctly) and rate (ability to speak in standard rate). Each aspect had 1 until 5 scores. The maximum score for the speaking ability was 20 and the minimum score was 5.

To know the differences of the students' speaking ability, the data of the pretest and posttest was analyzed by using paired sample t-test. It was done for both control and experimental group. Thus, for the result of the normality test, the writer used Shapiro-Wilk. It was for speaking test and the questionnaire of students' self confidence. Furthermore, independent sample t-test used two compare between the speaking gains achieved by the students in experimental and control groups. The progress of the analyses was done by using SPSS program. Here, the speaking test was recorded by using audio recording.

To score the students' speaking performance, the writer used the scoring scale proposed by Kubiszyn, & Borich (1993:214). There were four aspects of speaking in the scoring system, that was pronunciation, loudness, word usage, and rate.

In analyzing the data from questionnaire, the data gathering was analyzed by using likert scale percentage which had five statements on each: strongly agree, agree, undecided, disagree, strongly disagree thus the process of the analyses was runned by using SPSS.

Thus, for the questionnaire that was about the students' self confidence. The writer used two way ANOVA to analyze the interaction effect of strategy used and self-confidence. Meanwhile, in analyzing the normality of the first questionnaire, the test was computerized by applying the SPSS versions 21 used.

FINDINGS AND INTERPRETATION

Table 1. The Score Distribution in the Experimental group (Talking Stick)

Score Interval	Category	Concept Talking Stick							
		Pretest				Posttest			
		Mean	Freq	%	SD	Mean	Freq	%	SD
16 – 20	Very good	8.21	0	0%	1.6436	15.950	13	43.3%	1.7238
11 – 15	Good		4	13.3%			17	56.7%	
6 – 10	Fair		24	80.0%			0	0%	
1 – 5	Poor		2	6.7%			0	0%	
Total			30	100%			30	100%	

Table 1 above showed the percentage of pretest of the students' speaking ability in the experimental group. It showed that 6.7 % of the students were in the poor category, 80.0% of the 30 students were in the fair category, 13.3% students were in the good category, and none of them were in very good category. It meant almost students were in fair and poor category in the pretest. Meanwhile, the percentage of posttest of the students' speaking in the experimental group showed that 0% of the 30 students were in the poor category, 0% students were in fair category, 56.7% students were in good category, and 43.3% of the 30 students in very good category. It can be concluded, the cooperative learning method through talking stick gave effect in speaking ability.

Table 2. Descriptive Statistics of Questionnaire on students' self confidence in Experimental Group (Talking Stick)

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
High Self Confidence in Experimental Group	15	3.0	3.8	51.4	3.427	.0693	.2685
Low Self Confidence in Experimental Group	15	1.9	2.4	33.8	2.253	.0401	.1552
Valid N (listwise)	15						

The result of questionnaire on the students' high self confidence in experimental group, it was found that the lowest score was 3.0 while the highest score was 3.8, the mean score was 3.42, standard error of the scores was 0.06, and the standard deviation score in high self confidence in experimental group was 0.26.

Moreover, the calculation scores of the questionnaire on the students' low self confidence in the experimental group showed that the lowest score was lowest score was 1.9 while the highest score was 2.4, the mean score was 2.25, standard error of the scores was 0.04, and the standard deviation score in high self confidence in experimental group was 0.15.

Table 3. The Score Distribution in Control group (Conventional Strategy)

Score Interval	Category	Concept Conventional Strategy							
		Pretest				Posttest			
		Mean	Freq	%	SD	Mean	Freq	%	SD
16 – 20	Very good	7.833	-	-	1.572	8.300	-	-	1.7238
11 – 15	Good		1	3.3%			2	6.7%	
6 – 10	Fair		27	90.0%			26	86.7%	
1 – 5	Poor		2	6.7%			2	6.7%	

Table 3 provided above showed the percentage of pretest of the students' speaking ability in the control group. It showed that 6.7 % of the were in the poor category, 90.0% of the 30 students were in the fair category, 3.3% students were in the good category, and none of them were in very good category. It means almost students were in fair and poor category in the pretest. Meanwhile, the percentage of posttest of the students' speaking in the control group showed that 6.7% of the 30 students were in the poor category, 86.7% students were in fair category, 6.7% students were in good category, and none of them were in very good category. It can be concluded there was no speaking score gave effect in control group because the speaking score either pretest and posttest were still in poor and fair category.

Table 4. Descriptive Statistic of Questionnaire on the Students' Self Confidence in Control Group (Conventional Strategy)
Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
High Self Confidence in Control group (Conventional Strategy)	15	3.1	3.9	50.1	3.340	.0702	.2720
Low Self Confidence in Control Group (Conventional Strategy)	15	1.9	2.5	33.8	2.253	.0456	.1767
Valid N (listwise)	15						

The result of the questionnaire on the students' high self confidence in control group. It was found that the lowest score was 3.1 while the highest score was 3.9, the mean score was 3.34, standard error of the score was 0.07 and the standard deviation score in control group (conventional Strategy) was 0.27.

Moreover, the calculation scores of the questionnaire on the students' low self confidence in control group showed that the lowest score was 1.9 while the highest score was 2.5, the mean score was 2.25, and standard error of the score was 0.45 and the standard deviation score in low self confidence was 0.17. The distribution of questionnaire on students' self confidence in control group can be seen in Table 19.

The normality test was used to find out whether or not the data of pretests and posttests experimental and control group gained were distributed normally. In analyzing the normality of the data, the writer used version 21. If the normally spread $p > 0.05$, then it is normal. The statistical output of the normality tests done in the experimental and control can be seen in table 20.

Table 5. Summary of Normality Test in Both Groups

Groups	Scores	Shapiro-Wilk		
		Statistic	Df	Sig.
Control (Conventional Strategy)	Pretest	.948	30	.149
	Posttest	.967	30	.461
Experimental (Talking Stick)	Pretest	.950	30	.166
	Posttest	.959	30	.299

The result of normality in the pretest and posttest in the control and experimental groups using Shapiro-Wilk showed the significance the value was higher than 0.05 levels. The normality result showed that the significance value in the control group was 0.149 and 0.461 for the pretest and posttest. Then, the results for the experimental group were 0.166 and 0.299 for the pretest and posttest. It indicated that the distribution of scores from both groups were normal.

Table 6. Summary of Homogeneity Test in Both Groups

Groups		Levene Statistic	Sig.
Control	Pretest-Posttest	.576	.451
Experimental	Pretest-Posttest	.467	.497
Control-Experimental	Posttest-Posttest	2.958	.091
Control-Experimental	Pretest-Pretest	.043	.836

From the result, it could be seen that the significance value of pretest and posttest in the control group was 0.451, the pretest and posttest in the experimental group was 0.497, the result of pretest in the control and experimental group was 0.091 and the result of pretest in the control and experimental group was 0,836. The homogeneity of variance assumption since the number is greater than 0.05. So the result of homogeneity test indicated that the data distributions of the data were considered normal.

The writer would find out the significant difference in the speaking ability between the experimental group (Talking Stick) students and the control group (Conventional Strategy) students. The writer compared the result of the post-test in both group by using independent sample t-test. Table 22 show the summary of the comparison between groups.

Table 7. Independent Samples 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
Speaking Posttest	Equal variances assumed	2.958	.091	18.773	58	.000	7.6500	.4075	6.8343	8.4657
	Equal variances not assumed			18.773	55.918	.000	7.6500	.4075	6.8336	8.4664

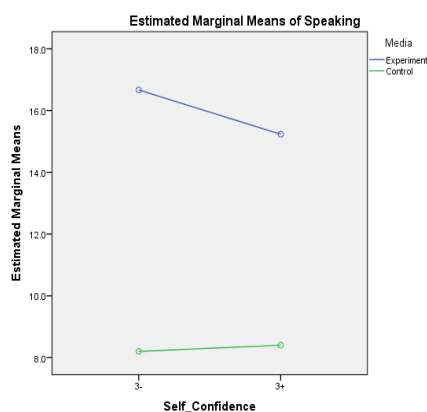
Based on the results of independent sample t-test, the mean difference of posttest score between control (Conventional Strategy) and experimental groups (Talking Stick) was 18.773 and the significance value was 0.000 and the mean difference was 7.6500. Since the value in Sig. (2-tailed) was less than 0.05 it can be inferred that there was a statistically significant difference in speaking ability between two groups. It means that there was a significant difference in speaking ability between the students who are taught by using cooperative learning through talking stick and those who were not taught by using cooperative learning without talking stick.

**Table 8. The Statistical Analysis for Two-ways ANOVA (Research Problem no 2)
The Analysis of Two-Ways ANOVA**

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power ^b
Corrected Model	893.546 ^a	3	297.849	129.533	.000	.874	388.599	1.000
Intercept	8820.938	1	8820.938	3836.183	.000	.986	3836.183	1.000
Self-confidence	5.704	1	5.704	2.481	.121	.042	2.481	.340

Media	877.838	1	877.838	381.767	.000	.872	381.767	1.000
Self-confidence * Media	10.004	1	10.004	4.351	.042	.072	4.351	.536
Error	128.767	56	2.299					
Total	9843.250	60						
Corrected Total	1022.312	59						

Based on the statistical result, the p value of Self confidence and media used was 0.042. This indicated there was a significant interaction of self confidence and media used on the students' speaking ability. It could be seen also from the graph. It showed that there was a parallel line in the graph. See the graph 1.



Graph 1: Two-ways ANOVA

Differences in Speaking Ability between the Students Who Had High and Low of Self Confidence (Research Problem no 3)

The writer used t-test in analyzing the significant differences in speaking ability between the levels of self confidence. The results showed that the significant value between high level and low level of self confidence was 0.501. It indicated that there was no significant difference in speaking ability between the students who had low and high level of self confidence.

Table 9. The difference level of self confidence

	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
Speaking Score	Equal variances assumed	.549	.465	.682	28	.501	.4333	.6353	-.8681	1.7348
	Equal variances not assumed			.682	27.025	.501	.4333	.6353	-.8702	1.7369

CONCLUSIONS

Moreover, it could be seen that the students who have high speaking ability between the students who were taught by using cooperative learning method through talking stick got a higher mean score than those who were not taught by using cooperative learning method without talking stick. It could be proved from independent t-test showed the mean difference was 7.6500 and the value of t-obtained was 18.773. It was identified that sig. (2-tailed) or p-value (0.00) was less than alpha value (0.05). It means there was significant difference between students who have high speaking ability taught using cooperative learning method and those who are not taught by using cooperative learning method without talking stick. It can be concluded that H_1 was accepted and H_2 was rejected.

The writer also applied the two-way ANOVA analyses. It was aimed at show the interaction effect of self confidence and media used on the students' speaking ability the p-value of self confidence and media used was 0.042. It was identified that p-value (0.042) which less than 0.05 (alpha value). It could be concluded there was a significant interaction of self confidence and media used on the students' speaking ability. And from the parallel line in the graph.

Whether to know the significant differences in speaking ability between the students who had low and high levels of self confidence, the writer used t-test to

analyze it. The result indicated that there was no significant difference in self confidence. Since there was no significant interaction effect of self confidence and media used on the students' speaking ability based on the level. According to Gurel (2009:36) said that there was no significant differences between low and high level students thinking in order to use their self confidence. It could be concluded that media used in this study did not interact with students' self confidence level on their speaking ability. Overall, It can be concluded that self confidence play a determining role in academic ability because it is what students need to succeed in academic environment.

REFERENCES

- Al-hebaish, S. M. (2012). The correlation between general self-confidence and academic achievement in the oral presentation course. *Journal Theory and Practice in Language studies*, 2(1), 60-65.
- Atamimi, R. A. (2014). Effectiveness of cooperative learning in enhancing speaking skills and attitude toward learning English. *International Journal of Linguistics*, 6(4), 27-45.
- Castilo, C. Y. P. (2007). Improving eleventh graders' oral production in English Colombia, 75-90. class through Cooperative Learning strategies.
- Fraenkel, J., & Wallen, N. E., & Hyun, H.H. (2012). *How to design and evaluate research in education*. New York, Ny McGrawHill.
- Fujioka, K. (1998). The talking stick: an American Indian tradition in the ESL classroom. Retrieved from [http://iteslj.org/http://iteslj.org/Technique Fujioka Talking Stick.html](http://iteslj.org/http://iteslj.org/Technique/FujiokaTalkingStick.html).
- Johnson, A. N. & Marilyn. W. N. (2011). *Education from heart: theoretical and practical approaches to transforming education*. New York: Rowman & littlefield. Inc.
- Jolife, W. (2007). *Cooperative learning in the classroom: Putting it into practice*. London: Paul Chspmsn Publishing.
- Kubiszyn, T. & Borich, G. (1993). *Educational testing and measurement classroom application and practice* Newyork: Harper Collins College Publisher.
- Nadler, R. S. (2011). *Leading with Emotional Intelligence*. New York: McGrawHill.
- Sheilah, M. A. (1993). The talking stick. Reproduction supplied by EDRS from Original Document
- Widiati, U., & Cahyono, B. Y. (2006), The Teaching of EFL Speaking in the Indonesian Context: State of the art. *Journal Bahasa dan Seni*, 34(2), 269-292.