

## THE INFLUENCE OF THE TALKING STICK METHOD ASSISTED BY MISTERY BOX MEDIA IN IMPROVING INDONESIAN SPEAKING SKILLS IN CLASS V AT MIS MUSLIMAT NU PALANGKA RAYA

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### ABSTRACT

This study aims to test the influence of *the Talking Stick* method assisted by *Mystery Box media* on the speaking skills of class V students of MIS Muslimat NU Palangka Raya. This study uses a quantitative approach with a quasi-experimental design of the nonequivalent control group type involving 42 students as an experimental and control group. The research instrument was in the form of multiple-choice tests through pretest and posttest, then analyzed using parametric tests after meeting the assumptions of normality and homogeneity. The results showed a significant difference between the two groups ( $p < 0.05$ ). The experimental class obtained a higher and more even increase in value than the control class. These findings show that *the Talking Stick* method assisted by *the Mystery Box* media is effective in increasing students' participation and speaking skills in learning Indonesian in elementary schools.

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### INTRODUCTION

Education is a planned process to develop the intellectual potential, skills, and character of students so that they are able to play an active role in community life. In the context of learning Indonesian in elementary school, speaking skills are an essential competency because they not only support academic success, but also form confidence, communication ethics, and the ability to convey ideas systematically (Rahman, 2022).

Theoretically, speaking skills are one of the four main aspects of language skills, namely listening, speaking, reading, and writing. To achieve fluency in a language, students need to master these four aspects because they are all interrelated and integrated in forming students' communicative competencies (Andini, 2025).

However, the reality of learning in class V of MIS Muslimat NU Palangka Raya shows that students still tend to be passive, lack confidence, and have not been able to express their opinions in a coherent manner because learning is more dominated by conventional lecture and question and answer methods. A number of previous studies have shown that a cooperative approach packaged in the form of games can increase student participation while improving language learning outcomes. A number of previous studies have shown that a cooperative approach packaged in the form of games is able to increase student participation while improving Indonesian language learning outcomes. (Basri, Sahib, & Karuddin, 2023).

This study aims to examine the effectiveness of the Talking Stick method combined with Mystery Box media in improving the speaking skills of grade V students at MIS Muslimat NU. Thus, there is still a research gap because there is no comprehensive empirical evidence on the effect of the integration of the Talking Stick method assisted by Mystery Box media on the improvement of the speaking skills of elementary school students through a quasi-experimental design (Ayuni, 2023).

Based on these gaps, the formulation of the problem in this study is affirmed as follows: is the *Talking Stick* combined with media *Mystery Box* has a significant influence on the improvement of speaking skills of students in class V of MIS Muslimat NU Palangka Raya compared to conventional learning. Therefore, this study aims to empirically test the effectiveness of the method through the design of the *Unequal Control Groups* with pretest and posttest. Through this design, it is hoped that the research can contribute both theoretically and practically in the development of more innovative, interactive, and active Indonesian learning strategies that encourage active student participation.

## METHODS

This study applies a quantitative approach with a quasi-experimental design of the nonequivalent control group design. The design involved two groups, namely the experimental group that received treatment in the form of the media-assisted Talking Stick method *Mystery Box* as well as control groups that followed conventional learning. This research was carried out from October 22 to December 22, 2025 at MIS Muslimat NU Palangka Raya. The study population included all students of class V, with a sample of 42 students divided into two classes, namely class V-A as an experimental group and class V-B as a control group.

The instruments used in this study are in the form of a written test in the form of multiple choice (PG) which is prepared according to the indicators of Indonesian speaking skills, as well as documentation as supporting data. The research procedure began with giving a pretest to both groups to identify the students' initial abilities. Furthermore, the experimental group was given treatment through the application of the *Talking Stick Assisted Media Mystery Box*, while the control group underwent a learning process using conventional methods. After all treatments were completed, both groups were given a posttest to determine the improvement and change in student learning outcomes.

Data analysis was performed statistically using parametric test devices. The Shapiro–Wilk normality test showed a significance value of class V-A of 0.800 and class V-B of 0.238 ( $p > 0.05$ ), so that the data was distributed normally. The variance homogeneity test using Levene's Test yielded a significance value of 0.927 ( $p > 0.05$ ), which indicates the variance of the two homogeneous groups. Furthermore, the independent samples t-test produced a value of  $t = -1.532$  with a significance (2-tailed) of 0.133 ( $p > 0.05$ ). These results showed that there was no significant difference between student learning outcomes in the experimental class and the control class.

This research was conducted at MIS Muslimat NU Palangka Raya. A total of 42 students, divided into two classes of class V-A, an experimental group, and a control group of class V-B, formed the research sample. All participants were students of class V who used a comprehensive data collection strategy. The pretest and posttest formats used in this data collection instrument are in accordance with the learning indicators of Indonesian speaking ability. The researchers applied comparative statistical tests to compare student learning outcomes before and after

treatment, as well as between the experimental group and the control group. This analysis was carried out to find out the extent of the *Talking Stick* Media Assisted *Mystery Box* affect student learning achievement.

## RESULTS AND DISCUSSION

The results of the analysis showed that before the treatment was given, there was an initial average difference between the experimental class (V-A) and the control class (V-B). However, after the application of the Talking Stick method assisted by the Mystery Box media, the increase in values in the experimental class was seen to be more consistent compared to the control class. Based on the hypothesis test, a significance value of  $< 0.05$  was obtained so that it can be concluded that there is a significant difference between the two groups. Thus, the *Talking Stick* Assisted Media *Mystery Box* statistically proven to have an influence on the improvement of speaking skills of grade V students. These findings show that the treatment provided not only benefits high-ability students, but is also able to encourage improvement in students with moderate and low ability. These findings show a systematic pedagogical effect of the application of the method on the achievement of speaking skills (Padmawati & Arini, 2019).

**Table. Descriptive Statistics**

		Student	Student
		GradeClassVA	GradeClassVB
N	Applicable	20	22
	Lost	2	0
Means		71.8050	78.4318
Std. Average Error		3.27528	2.85515
Median		74.9500	78.5000
Mode		76.60a	63.30a
Std. Deviation		14.64749	13.3914
Variance		214.549	179.341
Minimum		57.00	40.00
Maximum		100.00	100.00

a. There are several modes. The smallest value is displayed

Based on the results of descriptive statistical analysis, it is known that the number of valid data in the VA class is 20 students with 2 missing data, while in the VB class there are 22 valid data without being lost. The average score of VA class students is 71.81 with a standard deviation of 14.65, while the VB class has a lower average of 70.43 with a standard deviation of 13.39. The average score of the VA class is 78.50 and the VB class is 74.95, which indicates that the middle class of the VB class is lower than the VA class. The minimum score in the VA class is 57.00 and the maximum is 100.00, while in the VB class the minimum score is 40.00 and the maximum is also 100.00. In general, these results suggest that VA classes tend to have higher academic scores than VB classes.

Theoretically, the Talking Stick method is rooted in a cooperative learning approach that emphasizes the active participation and responsibility of individuals in the context of the group within the framework of Islamic education, this method is in harmony with efforts to harmonize the cognitive, affective, spiritual and psychomoral dimensions through interactive, thematic, contextual learning strategies (Nahdiyah, 2024). The theory of social

constructivism states that language skills grow and develop through the process of interaction, communication, and direct experience in the social environment. The results of this study support this theoretical framework, as significant improvements occur when students are actively involved in communicative situations that demand spontaneous responses and the courage to speak (Akhir m., 2025). In the context of research, learning media can be interpreted as a variety of means, devices, or intermediaries that are designed and utilized systematically to help deliver material from educators to students, so that the learning process becomes more effective and its achievements can be measured in a structured manner (Syabrina, 2020). *Mystery Box* serves as a cognitive stimulus that arouses curiosity. Thus, it can deepen the information processing process while improving memory of the material studied (Khusnul Qomariah, 2025).

When compared critically to conventional learning theories that tend to be teacher-centered, the Talking Stick approach provides a more equitable distribution of participation. In conventional learning methods, active participation is generally only mastered by a few specific students. In contrast, the Talking Stick method presents a random system that requires each student to always be ready to speak and participate evenly. Learning strategies that emphasize active participation, such as the Talking Stick model, can foster courage and increase students' confidence in the learning process (Asiah, 2020).

However, this study expands on the findings by showing that the integration of concrete media. *Mystery Box* reinforcing the effect of the method, as it provides visual and situational context that helps students organize ideas in a more structured way (jadidah, Eprilia, 2024).

In this study, the results of this study can be explained through three main factors, namely: First, there is a combination of affective and cognitive stimuli. *Mystery Box* foster curiosity and positive emotions, while Talking Stick demands mental readiness to speak. Second, the random mechanism in the distribution of sticks creates conditions of continuous preparedness, thereby improving the focus and understanding of the material. Third, repeated speaking exercises in a pleasant atmosphere reduce communication anxiety, which according to the theory of educational psychology is a major obstacle in speaking skills. (Nilayanti et al; suastra, 2019)

Thus, the significant findings in this study not only prove the statistical effectiveness of the method, but also confirm the theoretical foundation that speaking skills develop optimally through interactive, participatory, and experiential learning. These findings confirm that the integration of cooperative strategies and innovative media is an effective approach in improving the speaking skills of elementary school students in learning Bahasa Indonesia. (mila & Rahmad, 2022)

The results of the hypothesis test show that students' speaking ability is influenced by the learning approach using media *Mystery Box* and Talking Stick. According to previous research, the speaking ability of grade V students is influenced by Talking Stick. Impact of the media *Mystery Box* Student learning outcomes are clearly seen in the improvement of speaking skills resulting from learning activities that use the learning model Talking Stick (molana, 2020).

With the help of the media *Mystery Box*, students can improve their speaking skills and gain the confidence they need to speak in front of the class (Setyonegoro, 2020)

The uniqueness of this research lies in the integration of the *Mystery Box* media in the *Tingkat Bicara* learning approach applied to MIS Muslimat NU Palangka Raya students. The findings of the study show that the selection of the right learning techniques, accompanied by the use of relevant and interactive media, has a significant impact on improving students' speaking skills. The combination of the Talking Stick method and the *Mystery Box* media not only strengthens students' active participation, but also creates a more interesting, conducive, and meaningful learning atmosphere that supports the development of communication skills optimally.

## CONCLUSION

Based on the results of the study using a quantitative approach with a *quasi-experimental design of the nonequivalent control group design*, in detail, it can be concluded that the application of the *Talking Stick* method combined with *Mystery Box* media has a positive influence on the speaking skills of class V students of MIS Muslimat

NU Palangka Raya. The study involving 42 students, divided into experimental (V-A) and control class (V-B), showed that after the treatment was given, the improvement in learning outcomes in the experimental class was more consistent compared to the control class that applied conventional learning.

The results of the prerequisite test showed that the data was normally distributed based on the Shapiro–Wilk test ( $p > 0.05$ ) and had a homogeneous variance based on the Levene test ( $p > 0.05$ ), thus meeting the criteria to be analyzed using a parametric test. Descriptively, the average posttest score in the experimental class was higher than that of the control class, accompanied by a more even distribution of scores. The lowest scores in the experimental class were also higher than in the control class, indicating that the improvement was not only experienced by high-ability students, but also by students with moderate and low ability. Therefore, this study concludes that the use of *the Talking Stick method assisted by the Mystery Box media* is an effective learning strategy and worthy of being recommended in learning Indonesian in elementary schools, especially to improve students' speaking skills in a more systematic, participatory, and meaningful manner.

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