The Impact of Talking stick Strategy on Iraqi EFL University Pupils' Achievement in Speaking Skill

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Abstract:

The skill of writing, listening, reading and speaking are the four skills that English learners need to master. Skill means the ability to do something according to individual knowledge. Speaking in a foreign language can be a big challenge that may affect the achievement of EFL university students. Therefore, it is very important to speak well and demonstrate the language learning experience in our life. This study has 2 groups of samples: the experimental group (52) and the control group (51). They are fourth-year morning students from the English Department/Tikrit University in the academic year (2022-2023). The experimental group uses the talking stick strategy to learn speaking, while the control group uses the traditional method. Before and after the test. The pre-test checked if the participant could read the page's layout without getting distracted. The post-test checked if their reading comprehension improved. have been conducted to measure the effect of the talking stick strategy. The data has been collected and analyzed statistically. The results show that after enabling the talking stick strategy, the students' speaking achievement has improved significantly and their fear of speaking has disappeared completely.
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Keywords: (Impact, Talking Stick Strategy, Speaking Skill).

تأثير استراتيجية العصى الناطقة على تحصيل طلاب الجامعة في العراق في مهارة التحدث باللغة الانكليزية كلغة أجنبية

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الملخص:

مهارة الكتابة ،الاستماع، القراءة والتحدث هي المهارات الأربع التي يحتاج متعلمي اللغة الانكليزية لإتقانها. المهارة تعني القدرة على فعل شيئا ما وفقا للمعرفة الفردية .اذ يمثل التحدث باللغة أجنبية تحديا كبيرا قد يؤثر على تحصيل طلبة الجامعة متعلمي اللغة الانكليزية لغة أجنبية. لذلك، من المهم جداً التحدث جيداً واظهار تجربة تعلم اللغة في حياتنا. عينة هذه الدراسة متكونة من مجموعتين: المجموعة التجريبية(٥٢)والمجموعة الضابطة(٥١) من طلبة المرحلة الرابعة للدراسة الصباحية من قسم اللغة الانكليزية في جامعة تكريت للعام الدراسي(٢٠٢٢-٢٠٢٣). تستخدم المجموعة التجريبية استراتيجية العصى الناطقة لتعلم التحدث، بينما تستخدم المجموعة الضابطة الطريقة التقليدية. قبل وبعد الاختبار. يتحقق الاختبار المسبق مما اذا كان بإمكان المشارك(طالب) قراءة الصفحة دون تشتيت

انتباهه. يتحقق الاختبار البعدي من تحسن فهمهم للقراءة. تم اجراؤها لقياس تأثير استراتيجية عصى التحدث. تم جمع البيانات وتحليلها احصائيا.

أظهرت النتائج انه بعد تمكن استراتيجية عصى التحدث، تحسن تحصيل الطلاب في التحدث بشكل ملحوظ واختفى خوفهم من التحدث تماما.

الكلمات المفتاحية: (التأثير، استراتيجية العصى الناطقة، مهارة التحدث).

1.Introduction

Section One

1.1 Statement of the Problem

Writing, listening, reading and speaking are the four skills that English learners need to master. Speaking is a crucial skill for students, as it is an essential part of language learning. However, Speaking a new language is also a difficult skill for language learners to master.

According to Ur (1999) many students are not fluent in English; they can pass the exam easily but they have trouble communicating in English. Therefore, college students need to find approaches to overcome their speaking troubles and enhance their speaking ability. English has become the lingua franca of almost every country in the world. To succeed in any profession, college students must have a great command of English. Learning English is not just about one branch of the language, but it requires a comprehensive knowledge of all the aspects of the language. The students who are fluent in English have more job opportunities than those who are not.

1.2 Aims Study: The motive of this study is to:

1.Find out the role of talking stick strategy on EFL fourth-year university students'.

2.Find out the role of talking –stick strategy on developing EFL fourth-year students' achievement in speaking post-test.

3.Raising students' motivations to share ideas and learn effectively through talking stick strategy.

1.3 Limits Study: This study only focuses on:

1. The talking stick strategy is a model that guides students and instructors in their communication.

2.The study involves EFL students who are in their fourth year of college at the English department/ university of education for humanities/Tikrit college.

3. The academic year(2022-2023).

1.4 Hypotheses Study: The current study hypothesized that:

1. The talking stick strategy and the regular instructions have no significant effect on the overall speaking scores of the experimental organization and the manage group, based on the pre-test results.
2. The speaking scores of the control group do not show any good improvement from the pre-test to the post-test.
3. The speaking scores of the experimental organization do now not display any giant development from the pre-check to the put up-check.

1.5 Value Study: The value of the current study can list as the following:

1.Helping students to make the challenge of speaking more manageable.

2.Helping students to practice new strategies to have better practice in speaking

3. Helping students to learn the steps of speaking effectively.

4. Helping instructors by making their teaching of speaking easier and more enjoyable.

5. Helping EFL curricula developers to design flexible and adaptable instructional materials.

1.6 Definitions of Key Terms

1.6.1 Impact: Richard and Schmidt(2002) states that impact means a measure of the strength of the effect of one variable on another or of the relationship between two or more variables.

   In the current study, it can define operationally as the result of students' achievement according to talking –stick strategy.

1.6.2   Talking-stick Strategy(Speaker's Staff): It is a communication tool that has been used since ancient times and that ensures respect and order during meetings. The person or student who holds the stick has the right to speak, and the others have to listen to him or her quietly and respectfully (Ortenblad 2018).

   Operational definition: It is a strategy used by the teacher in order to make students more attention to their lesson by using a stick in their hand and talking while the other students listen until complete being respectful of time.

1.6.3 Achievement: It is a process or fact of accomplish something by students performance after instruction(Bradford 2015).

   Operational definition: it refers to the measurement of the learning material gained by the students who are included in an experimental group study in the achievement test.

1.6.4 Speaking: It is a process of creating and sharing meaning and information through spoken and non-verbal symbols in oral mode, in different situations and contexts (Jones 2019).

Operational definition: it can define as the productive process of showing opinion and ideas, showing a wish or desire to do something or solving problems.

1.6.5 Skill: It is the ability to apply one's knowledge effectively and easily in performing a task or an action (Breivik 2016).

Operational definition: it can define as a talent process that comes from practice or training.

Section Two

2.1 The Concept of Speaking Skill

  speaking is a manner that involves generating, receiving and processing data in an interactive way. The form and which means of speaking depend on the context, the individuals, the physical surroundings and the reason of speaking. talking calls for beginners to now not most effective recognize the language elements along with pronunciation, grammar and vocabulary, however additionally to understand how, when and why to apply them in distinct conditions (Rivers, 1981). Speaking skill is the most crucial ability for studying a overseas or 2nd language, in step with Brown (2000) talking is the ability that freshmen are most likely to be judged on in actual-world conditions. but, speaking talent has been left out and plenty of EFL teachers have taught speaking talent through memorizing dialogues or repeating sporting activities. This is not sufficient to put together rookies for powerful verbal exchange in the present day global. instructors want to educate freshmen the skills they need to talk and perform well in real-world situations. inside the contemporary EFL/ESL coaching surroundings,

speaking talents are frequently unnoticed, whilst employability depends greater on communique than on era. The language elements which include morphology, semantics, phonology and syntax are given little interest. the focal point has been more on analyzing and writing. however, the fee of oral communique abilities has been identified and the focal point is now on improving the speaking abilities of newbies to assist them achieve their training and their careers

2.2 Teaching Speaking

Palmer(2014) points that teaching speaking is the main goal of many students. Teaching speaking is a process for teaching students to utilize the language for showing ideas, sharing information, meaning and for communication.

The main reason of teaching speaking must develop pupils' communicative skills, because pupils' are insists on having the ability for showing themselves and discover ways to comply with the cultural and social rules properly in every communicative situations.

Teaching speaking is the basic skill that the pupils' should be proficient in learning a second language. The pupils' are considered as learners who have successfully learned the second language whether they are proficient in speaking.

In speaking skill, the pupils should active in the class. In order for pupils to be active in learning speaking, they have to practice it. In these cases, the teacher should stand by the pupils, also should be helping pupils talk by helping them improve ideas and supporting them, so that, pupils will feel more relax and confident enough for talking. The teacher also will allow them to interact with their colleagues in English. In teaching talking pupils need to know where learning is emphasis on and the teacher need to select

appropriate strategies in teaching talking based on the needs and the background of pupils(ibid).

According to(Bailey 2020) states that there are many reasons for teaching speaking as the following:

1.Pronounce words correctly, ensure patterns and sounds,

2. A key part of studying and coaching a 2nd language is speaking.
3.Gaining knowledge of talking at English is a partially for 2nd language and foreign language novices,
4.Arrange their thoughts in a logical series and significant, and
5.Use language as a tool of judgments and displaying values.

2.3 Elements of Speaking Skill

According to Thornbury (2004) and Burns (2012) there are five elements that speakers or students need to know for effective speaking. These are:

- Comprehension: the ability to understand what others say and respond appropriately.

- Grammar: the knowledge of the rules and structures of the language that enable coherent and accurate expression.

- Vocabulary: the knowledge of the words and phrases that convey meaning and nuance in different contexts.

- Pronunciation: the ability to produce the sounds and intonation patterns of the language that make speech clear and intelligible.

- Fluency: the potential to talk smoothly and constantly without hesitation or interruption.

A. Comprehension: This element has a vital role a subject for responding, to speech as well as to initiate it.

B. Grammar: According to this element students need to arrange a correct statements in dialogue. This reason is that grammar is the main rule of the language which includes many parts for instance syntax, phonology, morphology, and so forth.

C. Vocabulary: In this element it impossible to communicate efficiently or show their ideas both written form and oral if there is a lack of vocabulary. Without grammar little can also pass on, without vocabulary nothing can transmit. The writer concludes that without sufficient fluency in vocabulary, English learners cannot be able to talk English or write English accurately. Briefly, vocabulary is the body of words used in a specific language.

D. Pronunciation: another vital element that novices need recognise is pronunciation. It deals with the phonology manner which relates to the element of a grammar composed of the factors and standards which decide how sounds range inside a language. There are traits of pronunciation which supra segmental phonemes. The newcomers or audio system who do now not stop saying more than a few phonemes incorrectly can extraordinarily difficult for one speaker to every other language community for expertise. In short, pronunciation is the actor result of producing the sounds of speech, including stress, intonation and articulation .Shortly, pronunciation is knowing how to study obviously when students or speakers speak. I talking plays a vital part in order to facilitate understanding of the communication process(ibid).

E. Fluency: The last element is fluency can define as accuracy and fluency is the objective of many linguistics students. Signs of this element involve a relatively quick rate of speaking and just some pauses and "ums" or "ers" .

These signs say the speaker or student do not have spend much time to research the language elements necessary to show the message.

Briefly, the students or speakers need those elements in speaking. If speaker does not utilize those elements, the listeners cannot understand what someone are speaking about. Therefore, element of talking is very important to learn and understand by the students(Brown, 2004).

2.4 Talking- Stick Strategy

Spencer Kagan (1991) advanced the speaking-stick method that became utilized by local Americans to inspire absolutely everyone to talk or to share their reviews in a discussion.

It is a group of study which student learned apart from each other, every student has equal opportunity to show their thoughts and concerns with an equal number of students. Talking-stick strategy is one types of cooperative learning method.

According to Robert(2014) cooperative learning is one of the successful teaching strategy where students are in a group when receiving equipment from the teacher or perform or complete the assignment. it's far an technique for organizing elegance activities into social and academic studying enjoy, each one fulfillment when institution is a success.

According to Gillies(2016) cooperative learning may be defined as an educational practice which encourages students about how to socialize and learn from each other from pre-school(kinder garter) to higher education and in a variety of fields. This means that cooperative learning supports learning activities that instructors can use in their school rooms to make their studying technique and teaching more attractive. Additionally, Zhang(2010) agreed that the use of cooperative learning can help students increase their productivity and provide more communication opportunities,

because cooperative learning is becoming more and more accepted in all language learning classroom. However, in cooperative learning , there are strategies for teachers to utilize in class. One of them talks about a stick strategy.

According to Suprijono(2015) shows that this strategy is considered one of cooperative getting to know method in which students are promotes to be courageous in sharing their very own perspectives to others. When talking-stick is held just the student holding the stick is given the opportunity to express his/her point of view. Everybody should pay more attention to the speaker until whoever has the talking-stick finishes speaking and gives the stick to someone else.

As well, Candler(2013) says that the speaking –stick is the control method which encourages all the students equally in the getting to know.

The student receiving the stick is responsible for responding the teacher's question or following the teacher's directions or instructions. The talking-stick strategy not just forms students to express themselves, also develops a state of play and activity in the classroom. Generally, the students are not confident to apply the conversation, but they utilizing the talking-stick strategy.

The students had the ability to practice talking because those holding the stick must speak up passive students are involved in the learning.

To conclude, the talking-stick strategy is the strategy which gives every student the opportunity to share their points of view, ideas and thoughts holding the stick has allowed to speak whereas others are supposed to listen respectfully until that student is completed. See the picture
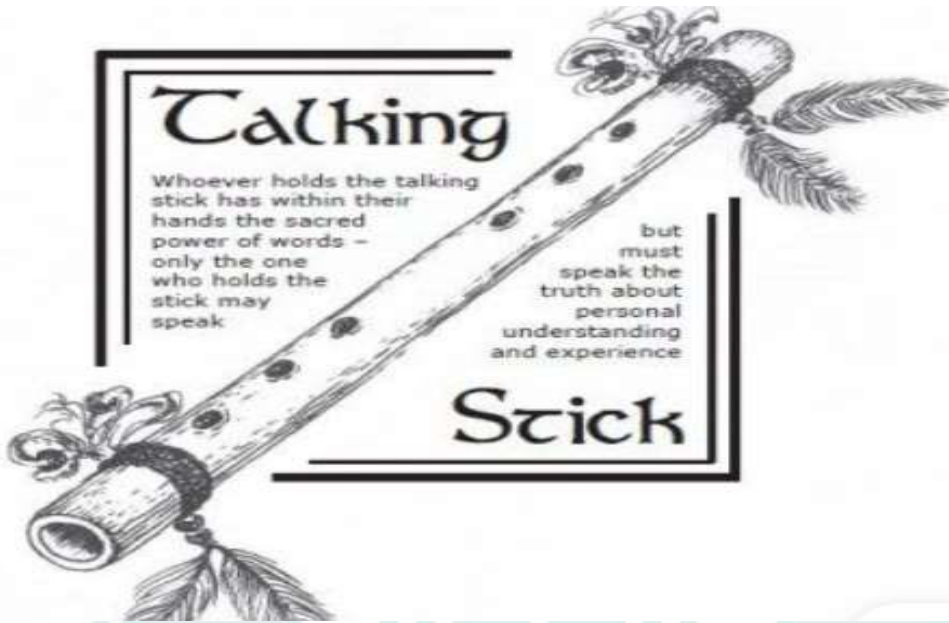
2.5 The motive of Talking –Stick strategy

Talking stick is a powerful type and communication tool utilized to foster an atmosphere of active listening(Candler 2013).

2.6 The Benefit of Talking- Stick Strategy

Candler(2013) explains that there are some benefits of using the talking –stick strategy by the students, such as:

1.Examine the readiness of students using of talking-stick strategy.

2.The students will express their ideas and respond willingly to the certain sentences without hesitating to express what they want to say to each other.

3.The talking-stick strategy helps   the students be more patient by providing their views.

4.The students will be able to talk because of the limited amount of sticks which each student has within the process of learning.

5.The students will overcome their shy and feel more comfortable when they talk because they will not get stuck holding the stick during the learning process.

6. The usage of the stick within the method of studying and coaching can help the students to be more courageous in sharing their thoughts with their classmates.

2.7 The Advantageous and Disadvantageous of Talking-Stick Strategy

Rahayuningsih(2013) states that the advantages of using this strategy are:

1.Keep the students alert when the teacher asks the question,

2. The students are more motivated on their own,

3. The students talk more whereas the teacher talks less,

4.The students become more self- sufficient, and

5.The learning process become more rewarding. Also, talking-stick strategy has some disadvantages which are:

1.The student is more inclined,

2.Less comprehension of the materials,

3.The teacher finds it difficult to master the learning process, and

4.The students speak louder, and

5.Time consuming.

2.8 The Role of the Teacher and the Student by Using Talking-stick Strategy

According to Rahayuningsih(2013) describes that the function of the instructor of this method as follows:

1.The teacher makes a stick,

2.The teacher divides the students into some groups,

3. The instructor discusses the primary problem, then the students study and contact down the substances all through a couple of minutes,

4. The instructor orders their college students to shut their books and pick out up a stick,

5.When the teacher moves the stick around must play the song or tell the students to sing a song together, and

6.Lastly, the teacher gives the final conclusion and evaluation.

   The role of the students by using this strategy as follows:

1.The students must follow each step on the talking-stick strategy,

2.The students must hold a stick when they talk,

3.The students practice talking when they are holding the stick and wait around to talk when they are not,

4.The students who obtain the stick must stand up and responds the teacher's questions.

2.9 Previous Related Study

   The previous related study is related to the current study are as the following:

1.Ludi Wishnu Wardana(2016)

The title of this study is "The Airplane and Talking-Stick Learning Methods to Enhance Students' Understanding of Management Information System Course". The aim of this examine is to use paper airplanes and the speaking-stick strategy to enhance the information of control facts gadget route many of the college students of class, in the academic year (2015-2016). The results show that the paper airplanes and the talking-stick methods are more effective and enjoyable than the conventional methods, and they help the students to comprehend the management information system course better..

2.Hanifah Hifini(2018)

This study examines the use of speaking-stick approach to improve college students' speaking capability in describing students. The pattern consists of the 7th grade students in Nigeria, inside the instructional yr. (2017-2018). The aim of this research is to obtain evidence from real data on how the use of a talking-stick technique affects the students' ability to speak about people's characteristics.. The results of this have a look at indicate that speaking-stick method has a high-quality impact on enhancing students' speaking potential, and it additionally allows students to speak. moreover, students sense extra assured to speak up because the trainer encourages them to talk too. by means of using this method, college students do no longer become bored in practicing their speaking skill and the getting to know system turns into extra enjoyable..

3. Adit Tria Pramono(2020)

This study explores the impact of speaking-stick strategy on college students' talking ability of expressing and giving evaluations. The pattern is randomly chosen from the eighth grade students who study English in a

school in Jakarta, in the educational yr. (2019-2020). The consequences display that speaking-stick method improves students' speaking ability of expressing and giving reviews.

2.10 Discussions of the Previous Studies

All the previous research address the impact of the usage of speaking-stick strategy in teaching speaking talent. those studies will explain regarding their aims, samples, gadgets and findings and as follows:

2.10.1 The Aims

All the studies previously aimed to investigate the outcomes of using talking-stick strategy on students' achievement and improvement in speaking for pre- school to higher education.

The current study also aims at: A. finding out the effect of talking-stick strategy in improving speaking skill among EFL university students, B. finding out if this strategy raising students' motivations to share ideas and learn effectively through talking-stick strategy.

2.10.2 The Sample

The pattern of the preceding research are one-of-a-kind, the sample of Arabian includes(122) students' eighth grade, Adit Tria Pramono(2020) ,Luda Wishnu(2016) (177)eighth grade ,Hanifah(2018) includes(10)students 7th grade. eventually, in contrast to those research the present day observe inspect the effect of speaking on Iraqi EFL college students at some point of the academic- year(2022-2023). The pattern of the cutting-edge look at is divides into an experimental group with a(52) students and manage organization with a(51)students.

2.10.3 The Instrument

All the previous studies and the current study uses pre and post- tests for collecting data.

2.10.4 The Results

All the previous studies and the current study have showed similar findings that talking-stick strategy has positive effect on students' achievement in speaking skill.

Section Three

3.0 Procedures

3.1 The Experimental Design This method allows a researcher to test hypotheses and draw valid conclusions about the relationship between the dependent and independent variables (Best and Kahn 2006). A pre-test and a post-test are designed to achieve the objectives of the current study. The following steps are involved in this design.:

•Selecting corporations of students and randomly assigning them to the experimental and manipulate businesses.

•Making use of the impartial variable handiest to the experimental organization.

•Teaching the same cloth to each businesses, however the use of the conventional approach for the manipulate institution.

•Giving a publish-take a look at to both groups as shown in table 1.

•Analyzing the data accumulated to acquire the very last outcomes..

Table(1)

Design of the Study

Group	Independent Variable	Measurement 1	Measurement 2
Experimental	Talking-stick Strategy	Pretest	Posttest
Control	Traditional Method	Pretest	Posttest

3.2 Population and Sampling: Populace is a collection of people who percentage at the least one commonplace function that distinguishes them from other agencies. Creswell (2012) defines it as a collection of individuals who have the same method. Sampling is a method of selecting a suitable subset, or a representative portion, of a population, to estimate the attributes or features of the whole population (Bhattacharyya 2009). the whole range of students on this take a look at is a hundred and forty, who're randomly decided on. The sample of this have a look at consists of 103 fourth-12 months university students (male and female) who look at English inside the morning on the branch of English on the college of training for humanities, University of Tikrit. They most important in EFL and are divided into identical organizations. the primary group is the experimental organization, who are taught with the aid of using the talking-stick method. the second one institution is the manage organization, who are taught through the usage of the conventional approach. The experimental group has fifty two students and the manage institution has fifty one college students, as shown in table 2.

Table(2)

The Sample of the Study

Group	No. of Students	Strategy
Experimental	52	Talking-stick strategy
Control	51	Traditional method

3.3 Test Construction

The researcher started by interviewing the students about the learning process. The interview was done to check students' opinions about learning by using the talking-stick strategy. In any language teaching, testing is an important part of the teaching process. It involves the science and art of designing, administering, scoring, statistically analyzing and reporting the results of tests (Peterson et al 2010). To achieve the aims of the test, the researcher constructed an achievement test based on the subject matter, which was taught to the experimental group by using the talking-stick strategy and to the control group by using the traditional method. The test had four questions. Question one was an interview about yourself. The interview was done to find out the students' reactions to learning by using the talking-stick strategy. The total score for this question was twenty. Question two had two sections A and B about a trip. Section A asked the students to talk orally and record it. Section B asked the students to write a paragraph. The total score for this question was twenty. Question three asked the students to talk orally about an event that happened to them. The total score for this question was twenty. Question four asked the students to write a story. The details of the test are shown in Table 3.

Table(3)

The post-test's contents, behaviors, devices and marks: how they are defined and measured

No.of Question	Content	Behaviour Objectives	Marks
Q1	Can you introduce yourself	Answer about Yourself(Interview)	20
Q2	Orally and Written Paragraph	Give a paragraph about a trip, ask them to a paraphrase the paragraph orally by recording it then write the answer	20
Q3	Speak Orally	Speak about the Event happened with you	20
Q4	Written A Story	Write a Happy or Sad Story	20

3.4 Validity and Reliability of the fulfillment check: The time period validity approach the take a look at need to correctly degree what is supposed to degree. In different words, if the take a look at is designed to degree testee's language capability it have to degree their language capability(Lee 2017). Validity can take numerous paperwork, which include content, construct and face validity as a way to make sure the face validity of the take a look at. The jurors have agreed that the check items are valid and suitable for the students' level assume a few changes which can be taken into issues. Reliability is a broad concept. It is applied whenever something is expected to behave in a certain way(Livingston et al 2018). The coefficient is found to be(0.82), that is consider acceptable.

3.5 Scoring Scheme of the Posttest: According to Kubiszyn and Borich (2016), the researcher uses a scoring scheme that they design to show how different question criteria are scored in the analytic procedure.. A scoring scheme should be clear and specific, and the marks for each question should be written on the test papers (Eilks and Byers 2015). The total score of the posttest is 80, which is split among four questions with 20 marks for each question, as explained before..

3.6 The achievement posttest was administered to the experimental and control groups on February 23, 2023. the students obtained the check papers and needed to solution the questions within the time restriction. The check papers had been accumulated and scored in line with the scoring scheme. The oral examination took one week to listen to all of the samples.

Section Four

Discussion of Results, Conclusions and Recommendations

4.1 Evaluation Among the Performance of the Experimental and Manage Institution in Pre-check

The mean score of the experimental institution inside the pre-check is nineteen. fifty seven and the mean rating of the control group inside the pre-check is 19.fifty three. to peer if there's any great difference between those imply scores, the T-take a look at method for two unbiased samples is used. The calculated t-fee is two. fifty four and the tabled t-price is 2.000 at 50 degrees of freedom and 0.05 degree of significance, as shown in desk 4. which means that there's no significant distinction among the two companies of the take a look at inside the pre-check. consequently, the first hypothesis, which says that there may be no significant distinction among the imply rating of the experimental group who used the speaking stick strategy and the manipulate organization who used the everyday commands in typical talking, is rejected. See table 4 for info.

Table(4) The Pretest Scores of the Two Groups: Mean, Standard Deviation and T-Test Results

Groups	No. of Students	Mean Scores	SD	T-value		DF	Level of Significance
				Calculated	Tabulated		
Experimental	52	19.57	5.51	254	2.00	50	0.05
Control	51	19.53	5.49				

4.2 Evaluation Among the Overall Performance of the Manage in the Pre- and Submit -Test

The suggest rating of the control organization within the pre-take a look at is nineteen.53 and the suggest score of the manipulate institution within the put up-check is 20.00. to see if there's any considerable distinction among these suggest rankings, the T-check system is used. The calculated t-fee for the pre-take a look at is 2.fifty four and the calculated t-fee for the post-test is 4.95. The tabled t-fee for the pre-test is 2.00 and the tabled t-cost for the submit-check is 1.ninety six at 50 levels of freedom and zero.05 level of importance, as shown in desk five. There was no significant difference in the mean score of the control group before and after the test.

Table(5) The Control Group's Pretest and Posttest Scores: Mean, Standard Deviation and T-Test Results

Group	Test	No. of Students	Mean Scores	SD	T-value		DF	Level of Significance
Control	Pre	51	19.53	5.49	Calculated	Tabulated	50	0.05
					254	2.00		
	Post		20.00	6.31	4.95	1.96		

which means that there are statistically significance difference between the pre and submit -checks rankings of the control organization this is taught by means of the use of traditional approach, and in desire of the publish-check. Therefore, The second hypothesis, which claims that there is no significant difference between the mean scores of the pretest and posttest, is rejected..

4.3 Evaluation Among the Experimental Group within the Pre and put up -checks in Prefer of the Submit Test

The suggest score of the experimental institution in the pre-check is 19.57 and the suggest score of the experimental institution inside the submit-check is 22.forty four. to look if there's any massive difference between those imply ratings, the T-check formula is used. The calculated t-cost for the pre-test is 2.54 and the calculated t-price for the publish-test is four. ninety five. The tabled t-fee for the pre-test is two.00 and the tabled t-cost for the put up-take a look at is 1.96 at 50 tiers of freedom and 0.05 threshold of statistical evidence, as proven in desk 6. which means that there's a full-size distinction between the mean score of the experimental institution within The initial assessment and the final verification.)

Table(6) The Experimental Group's Pretest and Posttest Scores: Mean, Standard Deviation and T-Test Results

Group	Test	No. of Students	Mean Scores	SD	T-value		DF	Level of Significance
Experimental	Pre	52	19.57	5.51	Calculated	Tabulated	50	0.05
					254	2.00		
	Post		22.44	6.39	4.95	1.96		

 because of this the speaking-stick approach has a sizable impact on improving the scores of the experimental institution from the pre-test to the publish-check. The publish-take a look at rankings are higher than the pre-test ratings. therefore, the third hypothesis, which says that there's no extensive distinction between the suggest rankings of the pre-test and the submit-test, is rejected..

4.4 Conclusions

primarily based at the results received, the subsequent conclusions may be drawn:

1.Talking-stick strategy can be successfully applied to an EFL speaking skill.

2.Talking-stick strategy is highly rewarding for both teachers and students.

3.Using talking-stick strategy can make students enjoy speaking skill.

4.Using talking-stick strategy increases students confidence and motivation.

5. How can students improve their speaking ability in a classroom setting? one possible solution is to use the talking-stick strategy,

which is a method of facilitating discussion and participation among students. This strategy involves passing a stick or an object to the speaker, who has the right to talk until they pass the stick to someone else. According to the results of data analysis, this strategy can significantly enhance students' speaking ability in various ways. Firstly, talking-stick strategy ensures that each student has an equal opportunity to speak, which prevents domination by a few students and encourages involvement by all students. Secondly, talking-stick strategy increases students' confidence to speak, as they feel more respected and supported by their peers and teachers. Thirdly, talking-stick strategy fosters students' ability to listen and think critically, as they have to pay attention to what others are saying and respond with their own opinions. Therefore, talking-stick strategy is an effective and appropriate technique to improve students' speaking ability in the classroom

4.5 Recommendations: Based on the results and conclusions of this study, the following recommendations are suggested:

1.Instructors can use talking-stick strategy a long with another technique or strategy so as to arouse students' interest.

2.Instructors should be aware on choosing the material of the talking-stick strategy in order to avoid some unexpected incidents.

3. As different students have different needs and preferences, teachers should not be restricted by any specific method of teaching English. Instead, they should be free to pick the activities, strategies, and techniques that work best for their students..

4.6 Suggestions: 1.The researcher can use the talking-stick strategy with other methods in order to overcome the students' nervousness and pronunciation problems when they have to speak in the learning process.

2.The researcher can conduct the some research in other level of studying.

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Appendix

The Post-Test

Q1: Write About Yourself, then Introduce Yourself Orally (**20ms)**

Q2: Give a Paragraph About a Trip, then Paraphrase the Paragraph Orally by Recording it then Write it   **(20ms)**

Q3: Speak About the Event Happened with you   **(20ms)**

Q4: Write a Paragraph About a Happy or Sad Story   **(20ms)**