

IMPLEMENTATION OF TALKING STICK LEARNING MODEL TO IMPROVE ENGLISH LEARNING OUTCOMES IN ISLAMIC ELEMENTARY SCHOOL

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Article Information

Received: December 19, 2023
Revised: February 16, 2024
Accepted: February 16, 2024
Online: February 18, 2024

Keywords

Implementation, Talking Stick, English Learning Outcomes

ABSTRACT

In English subjects, students tend to be embarrassed because they feel inadequate. With a talking stick, students must actively do something that the teacher asks them to do when they get a stick. The objective study of this research is how the implementation of talking stick in English subject, and how the learning outcomes of English can increase. The subject of this research is student of MI An-Nuriyah, class 4. Through Classroom Action Research methods, by qualitative analyze method, and collecting data by interview, observation, and documentation conducted at MI An-Nuriyah Bangkalan, there were significant results, including In cycle I, the percentage of learning outcomes obtained by students was 58.33% and experienced a significant increase in cycle II, classically the percentage of student learning outcomes reached 83.33%, this shows that the application of the Talking Stick Learning Model was successfully tested in subjects English. In cycle II, student learning outcomes exceeded the expected success target, namely $\geq 80\%$.

INTRODUCTION

Education is one of the main components in increasing quality human resources to face globalization competition. Thus, efforts need to be made so that education in Indonesia is in accordance with the national education goals stated in the preamble to the 1945 Constitution, namely to make the life of the nation intelligent. Human resources are one of the pillars of a country. Education is a place for developing human resource evaluation and a pillar of national development which must be managed interactively and professionally (Naway, 2016). Interactive and professional here depends on the learning process carried out by educators by reviewing several components of learning such as the material subject, the tool, the learning method, the class situation, learning strategy, the knowledge of the teacher, the character of educators.

As time goes by, education is a crucial thing that every individual needs to improve the quality of life, both from a social and economic perspective. Apart from that, education is a basic need to improve the quality of human resources (HR). In the world of education, there are several levels of education that must be taken. This is in line with Law of the Republic of Indonesia Number 20 of 2003 article 1 paragraph 11 concerning the National Education System which states

"Formal education is a structured and tiered educational pathway consisting of basic education, secondary education and higher education" (The law RI No. 20 Tahun 2003, 2009).. As described in the law of education, it shows how education becomes the big role of nation development. It should be develop by education team to increase the quality of Indonesian generation.

Learning according to Kimble and Garnezy is a behavior that is relatively fixed and is the result of repeated practice (Thobroni, 2015). Thus, both educators and students have an important role in the effectiveness of learning. The effectiveness of learning depends on many things, including the role and professionalism of educators, the completeness of the curriculum, the perfection of teaching materials and learning materials, the availability of facilities and infrastructure, and the enthusiasm of students. And what is no less important than the factors above is the family factor (Huriyah, 2016). However, one of the important instruments in learning activities and influencing student effectiveness is the learning model. To be creative in learning process becomes the important things for the effectiveness in the classroom. Students becomes attractive and interested to the subject material. All off this can happen by interesting learning model.

In the era of globalization, being an educator is not just standing in front of the class lecturing about the material in the guidebook, but more than that, teaching staff must have a variety of competencies to support the professionalism of their duties and roles. One proof of a teacher's competence is how he is able to guide and create a learning process so that he can achieve the competency targets he wants to achieve (Anwar, 2003). Therefore, an educator must really pay attention to the process of teaching and learning activities in the classroom (Rusman, 2012). This strategy influence the quality of students including the result of the study, the competence of students, the knowledge and also the skill.

Madrasah Ibtidaiyah education is a very important level of basic education because it influences the development of subsequent education. Therefore, the learning process at the Madrasah Ibtidaiyah level must be well structured by teaching staff and must master the subject matter and models that will be used in the process of teaching and learning activities. In elementary school, there is a special character of students depend on their age. Their age that is still young needs special deed from the educator because it can influence of their psychology.

In order to increase students' self-confidence, teachers must find effective models. There are so many models that can be applied to gain student confidence. One of them is the talking stick model. This model is very fun and can increase student motivation, allows students to be more candid in expressing opinions and demonstrating behaviour, and also allows students to use a wider range of language than is possible in task-based activities. Here, the researcher has innovation of learning model to be implemented for students especially for English subject.

Initially, Talking Stick was a model used by Native Americans to invite everyone to talk or express opinions in a forum (inter-tribal meeting). Talking Stick developed from cooperative learning research by Slavin in 1995. This model is an effective way to carry out learning that is able to activate students. The talking stick type learning model is a form of learning model in which students learn and work together in collaborative groups whose members consist of four to six people with a heterogeneous group structure (Rusman, 2012). Talking Stick is a learning model that uses a stick as a medium for indicating turns. Students who receive sticks will be asked questions and must be answered. Then the baton relay moves to the hands of other students in turn. And so on until all students have received sticks and questions.

Talking Stick is a simple type of cooperative learning. Groups are formed taking into account familiarity, intelligence, friendship, or different interests. The group holding the stick must first answer questions from the teaching staff after the students have studied the main material. This activity is repeated continuously until all groups have a turn to answer questions from the teaching staff. Learning using the Talking Stick model encourages students to dare to express opinions (Huda, 2014). This is a chance for student to show their activeness in practicing English.

In the process of learning English at MI An-Nuriyah, many students tend to be shy and afraid to speak in front of many people. Harmer stated that the majority of students are reluctant to speak because they are shy and tend not to express themselves in front of other people. They are also afraid of 'losing face' if they speak badly. This is the main reason why it is so difficult for students to get good grades in speaking skills (Mulyanti, 2017). It is normal for student as English becomes foreign language or even the third language in Indonesia. It needs completely practicing English as English has four skills to be improved. They are speaking, writing, listening, and reading.

The geographical location of this madrasa is in the interior of the village. So, this madrasah applies some local content. One of the local contents is English. English is applied so that students are not left behind by the times regarding international languages in facing globalization. To realize the vision of achievement in English, there needs to be some analysis of student needs. The students' psychology regarding learning English is quite enthusiastic. However, the lack of vocabulary knowledge makes it difficult for students to use English, including practicing speaking. Rural conditions and the absence of English language course institutions in village areas make many students view English as a difficult foreign language. Internal factors from home, students come from families where the majority prioritize religious knowledge, so parental support for English language knowledge is less supported.

Based on the problems of the English student competence happened in MI an-Nuriyah, the researcher intends to conduct classroom action research using the Kemmis & MC Taggart cycle model in the hope of providing solutions in solving the problems faced by students by applying the

Talking Stick Learning Model to the learning process, so that it can improve the effectiveness learning process and automatically in can influence the learning outcomes of students in English subjects.

METHODS

Type Of Research

The research method used in this research is Classroom Action Research (CAR), which in English, PTK is called Classroom Action Research (CAR). Classroom Action Research (CAR) is an effort to examine the learning activities of a group of students by providing an action that is deliberately created. This action is carried out by educators together with students, with the aim of improving and increasing the quality of learning in the classroom (Mulyasa E, 2011).

Pre Cycle Activities

This activity is intended as an exploratory activity that is used to gather information about situations relevant to the research theme. The things the researcher did before implementing the cycle were as follows: Asked the school principal for permission to conduct research at MI An-Nuriyah. Hold interviews with grade 4 teachers regarding teaching and learning activities and student learning outcomes in English subjects. Make observations. Determine the research schedule.

Planning

In planning, the researcher served as an educator and prepared the following things: first, at this stage the researcher identified the problems that existed in class 4 MI An-Nuriyah in the English learning process. Second, identify Core Competencies, Basic Competencies, and Indicators of the main material to be taken, as well as create a Syllabus. Third, develop and prepare observation sheet instruments regarding the activities of teaching staff, student activities and post-test questions. Lastly, prepare the media.

Implementation

Introduction

The introduction is carried out by starting the lesson with greetings and prayer together; check student attendance by filling in the student attendance list; conditioning students to be ready to learn; carry out apperception and explain the learning objectives; explain the learning pattern using the Talking Stick learning model that will be applied; explains clearly what activities students will carry out in the Talking Stick learning model.

Core activities

Core activities include stimulus provision stage. Stimulation is provided by asking questions as a stimulus to students regarding English lessons; divide students into several groups and each

group consists of 4 students; the division into groups uses counting from numbers one to four, in order from the students sitting in the front seat. Then, Observing Stage, after students gather with their respective groups, each group is asked to read the lesson material and observe the examples in the reading book.

Questioning Stage, First, after each group reads and observes the examples in the reading book. Educators invite students to ask pre-explanatory questions. Second, the teaching staff explains the material and allows you to ask questions about material you don't understand. Finally, after listening to the explanation from the teaching staff. Each group is asked to create three questions which will later be worked on by other groups.

Exploring Stage, after each group has finished making questions, the teaching staff asks them to collect the questions they have made. Educators distribute questions to each group. Each group works on the questions distributed. Associating Stage, The teaching staff asks representatives from each group to write the results of the group's work on the whiteboard. After finishing writing the results of the group work on the whiteboard, the teaching staff prepares the media for implementing the Talking Stick Learning Model.

Communicating Stage, The educator begins implementing the learning model by taking a stick and giving it to the students while singing a song, after that the educator says stop and asks questions to the students holding the stick. Students must answer questions from the teaching staff, and so on until most of the students have a part to answer each question from the teacher. Educators calmly give rewards to students who answer questions correctly.

Closing

Educators together with students reflect and ask questions on the material they have just learned and conclude the material. Educators give posttest questions to students before closing the learning activity. Educators close the lesson with greetings and reading prayers together.

Observation

Observations were carried out during the learning process in class using observation sheets involving the class teacher. Things that must be observed by the observer team are student activities, teaching staff activities and student learning outcomes during teaching and learning activities.

Reflection

All observation results are explained and concluded at the reflection stage. The purpose of reflection is to determine the success of teaching and learning activities using the talking stick learning model in cycle I. Researchers and a team of observers analyzed the results of actions in cycles I and II to consider whether a follow-up cycle was necessary. Cycle II is a corrective action in cycle I which was still unsuccessful. In general, the application of learning in cycle II is the same

as the application in cycle I, only there are several improvements such as the way groups are divided, giving ice breaks and paying attention to things that have not been achieved in cycle I. This is done to achieve the expected goals, namely achieve a success percentage $\leq 80\%$.

Subject Of The Research

The research subjects is students of MI An-Nuriyah, Kwanyar, Bangkalan, class 4. MI An-Nuriyah is a school which was founded under the Darul Rohman Islamic Boarding School Foundation. This madrasa is located in Morombuh village, Kwanyar, Bangkalan. MI An-Nuriyah was founded on July 1 2003, and received a decree from the government on December 12 2005. One of the visions of this school is to excel in 3 languages, namely Indonesian, Arabic and English (Kamiluddin, 2017).

Data Collection Techniques And And Data Analysis Techniques

Classroom action research includes qualitative research even though the data collected can be quantitative, where the description is descriptive in the form of words. According to Kemmis and Mc Taggart, classroom action research can be viewed as a spiral cycle of planning, carrying out actions, observing and reflecting, which may then be followed by the next spiral cycle (Kunandar, 2011). This means that in carrying out this research there are 4 stages which must be carried out sequentially in each cycle, namely planning, implementation, observation and reflection. The data collection techniques are conducted by interview, observation, documentation, and test.

RESULTS AND DISCUSSION

Description of research data

Initial Observations

The following is data on the learning outcomes of grade 4 students in English before using the Talking Stick learning model.

Based on observations, it can be explained that the initial findings of student learning outcomes were that only 4 students completed it. This means that there were 8 students who did not complete, whereas classical completion in these initial findings was only 33.33%. Therefore, researchers want to carry out research using the Talking Stick Learning Model to improve the learning outcomes of grade 4 students in English subjects so that they become better.

Research Results Cycle I

The implementation of this research was carried out in 2 learning cycles following the Kemmis and Mc Taggart schematic model which includes planning, implementation, observation and reflection and each cycle consists of two meetings, and a description of the research results for each cycle can be presented as follows. Research in cycle one was carried out in two meetings.

Each research meeting shows research results which include observation data on student activities, teaching staff activities and student learning outcomes.

From the results of observations, it shows that student activity in the learning process in cycle I of the first meeting reached 56.23%, this result did not reach the expected percentage. Results of observations of the activities of teaching staff in cycle I of the 1st meeting. From observations, it can be seen that the teacher's activities during the learning process, in the first cycle of the first meeting, reached 60.23%. This result has not yet reached the expected classical percentage.

From observations, it shows that student activity in the learning process in the first cycle of the second meeting reached 66.03%, this result has not yet reached the expected classical percentage. From observations, it can be seen that the teacher's activities during the lesson, namely at the second meeting, reached 65.90%. This result did not reach the expected percentage. After participating in English lesson activities using the Talking Stick learning model, a test was given after completing the material in cycle I. The purpose of carrying out individual tests was to determine the students' level of understanding. This data collection is carried out at the end of each cycle.

Based on the test, it can be explained that the student learning outcomes data has increased from the initial findings, showing that there were 7 students who completed and 5 students who did not complete. However, it does not yet meet classical completeness. In cycle I, the student's score only reached 58.33% and did not meet the expected minimum completeness, namely $\geq 80\%$.

The researcher can conclude that the results of the research in the first cycle of the first meeting and the second meeting have not obtained a score that meets the minimum completeness, namely $\geq 80\%$. This can be seen from the student activity data at the first meeting, namely 56.23% and the second meeting 66.03%. while the activity of teaching staff at the first meeting was 60.23% and at the second meeting 65.90%. And student learning outcomes in cycle I only reached 58.33%. Therefore, researchers continued in cycle II to carry out improvements in order to improve student learning outcomes.

Research Result In Cycle II

After carrying out research in cycle I with less than optimal results, the researchers continued in cycle II by making improvements to the learning tools. Research in cycle two was carried out in two meetings. At each meeting, researchers show research results which include observation data on student activities, teaching staff activities and student learning outcomes. The results show that student activity in the learning process at the first meeting in cycle II reached 76.6%, this result has not yet reached the expected percentage.

From the results, it can be seen that the Educator's activities during the learning process, namely at the first meeting of the second cycle, reached 79.54%. This result has not yet reached the expected percentage. The results show that student activity in the learning process at the second meeting for cycle II, student activity reached 89.07%, this result has exceeded the expected classical percentage.

From the results, it can be seen that the Educator's activities during the learning process, namely at the second meeting of the second cycle, reached 88.63%. This result has exceeded the expected classical percentage. After participating in English lesson activities using the Talking Stick learning model, a test was given after completing the material in cycle II. The aim of carrying out individual tests was to determine the students' level of understanding. This data collection is carried out at the end of each cycle.

Based on the test, it can be explained that student learning outcomes data has experienced a significant increase in each cycle. Of the 12 students, only 2 students did not complete the lesson. Classical completeness in cycle II reached 83.33%, this exceeds the expected minimum completeness, namely $\geq 80\%$, so the researcher got good results and was successful in testing the Talking Stick Learning Model in English subjects.

DISCUSSION

In this discussion, the development of educational activities, students and student learning outcomes will be explained after carrying out research using the Talking Stick Learning model. Educator and Student Activities after implementing the Talking Stick Learning Model in class 4 MI An-Nuriyah. Overall, the activities of Educators and Students in the learning process in cycle I by applying the Talking Stick Learning Model have not reached the expected criteria. This can be seen from the observation data for Educator activities with a percentage gain of 60.23% at the first meeting and 65.90% for the second meeting, while Student activity was 56.23% for the first meeting and 66.03% for second meeting. The students' learning outcomes achieved a classical percentage of 58.33%. This data was obtained from the percentage at the 1st and 2nd meetings. This is because researchers are not yet familiar with the application of the Talking Stick Learning Model in the classroom, so students still need guidance regarding the learning activities carried out. Judging from these conditions, researchers made improvements to learning to be implemented in cycle II.

In cycle II, the research results experienced a significant increase, this can be seen from the average activity of Educators and Students which showed satisfactory results. Students were very active in participating in learning and were even very enthusiastic when operating the Talking Stick Learning Model. For Educator activities in cycle II, the 1st and 2nd meetings, the percentages

obtained were 79.54% and 88.63%. Meanwhile, student activities reached classical percentages of 76.6% and 89.07%, and student learning outcomes were 83.33%. Based on the percentages in Cycle I and Cycle II carried out by researchers, it shows that there is an increase in the expected learning outcomes so that it can be said that the Talking Stick Learning Model was successfully implemented with satisfactory results achieved.

Analyzing all the results that have been obtained during learning activities using the Talking Stick Learning Model from cycle I to cycle II, it is clear that by implementing the Talking Stick Learning Model it can improve student learning outcomes in English subjects that have been implemented by researchers at 4th grade MI An-Nuriyah. The improvement in student learning outcomes starting from initial findings, cycle I and cycle II can be seen in the following bar diagram graphic presentation.

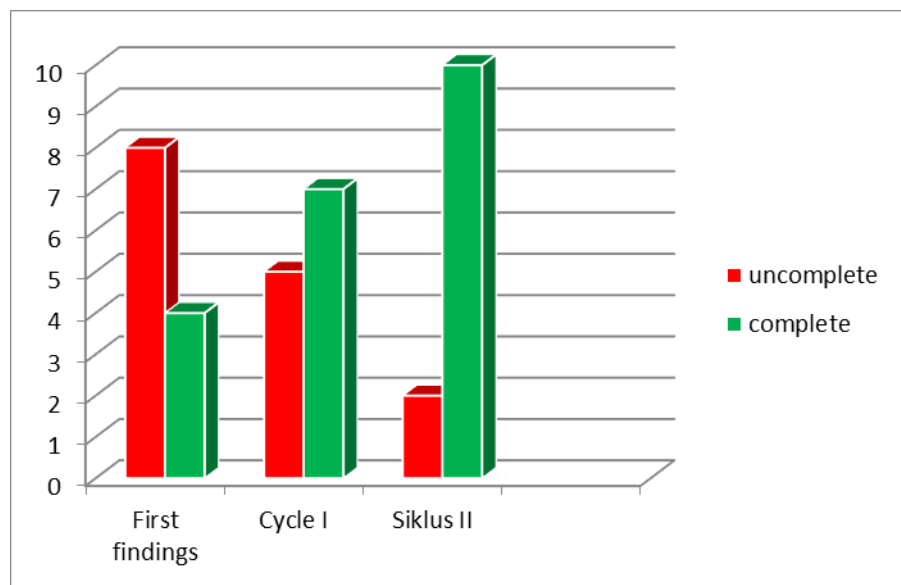


Figure 1. Graph of initial findings of student learning outcomes, cycle I and cycle II

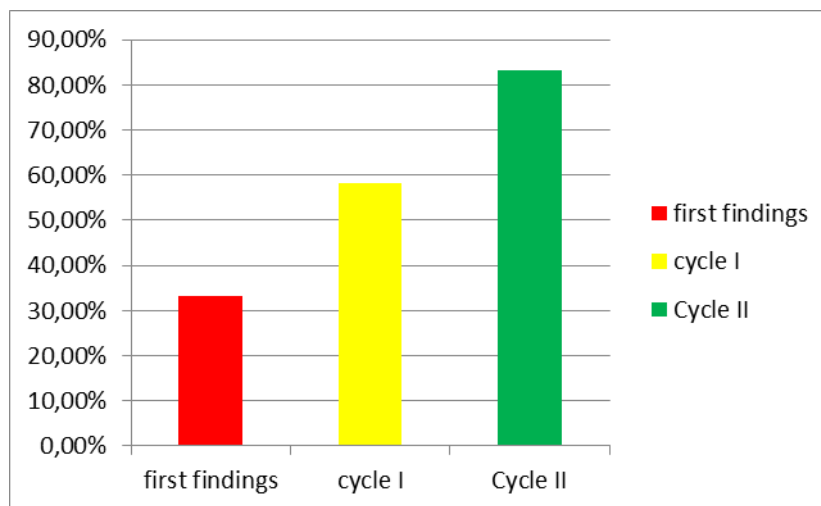


Figure 2. Graph of percentage increase in student learning outcomes from initial findings, cycle I and cycle II

In cycle II, the research results experienced a significant increase, this can be seen from the average activity of Educators and Students which showed satisfactory results. Students were very active in participating in learning and were even very enthusiastic when operating the Talking Stick Learning Model. For Educator activities in cycle II, the 1st and 2nd meetings, the percentages obtained were 79.54% and 88.63%. Meanwhile, student activities reached classical percentages of 76.6% and 89.07%, and student learning outcomes were 83.33%. Based on the percentages in Cycle I and Cycle II carried out by researchers, it shows that there is an increase in the expected learning outcomes so that it can be said that the Talking Stick Learning Model was successfully implemented with satisfactory results achieved.

CONCLUSION

The implementation of talking stick learning model effectively increase the learning outcomes of students. Based on the results of classroom action research and the discussion that has been presented, the research results can be concluded as follows: Teaching and learning activities carried out by implementing the Talking Stick Learning Model can improve the learning outcomes of grade 4 MI An-Nuriyah students in English subjects periodically from cycle to cycle. In cycle I, the percentage of learning outcomes obtained by students was 58.33% and experienced a significant increase in cycle II, classically the percentage of student learning outcomes reached 83.33%, this shows that the application of the Talking Stick Learning Model was successfully tested in subjects English. In cycle II, student learning outcomes exceeded the expected success target, namely $\geq 80\%$. It means that using talking stick learning model can influence the learning outcomes of student in MI An-Nuriyah, class 4.

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