Enhancing Skill Speaking With Talking Stick Learning Model

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Abstract: This research was conducted with the aim to know the application of Talking Stick learning model in improving speaking skill in fourth graders in SD Inpres Rappocini Makassar City. The type of this research is classroom action research and the implementation consists of 4 (four) steps, namely planning, implementation, observation, and reflection. This type of study was chosen because of the problems found in learning speaking skills. The subjects of the study were teachers and fourth grade students of SD Inpres Rappocini Makassar City, which consisted of 15 students consisting of 7 men and 8 women. The main objective of this research is to improve the students' speaking skill and how to teach the teacher on Indonesian language subject by using cooperative type learning model stick. Based on the research, it can be concluded that the application of Talking Stick learning model in applying the skills speak in fourth grade students of SD Inpres Rappocini Makassar. it can be seen categorized from the results of observation teacher teaching activities and student learning on the results of cycle I are in the good category and then increased in cycle II with very good category.

Keywords: Skills, Speaking, Talking Stick, Model.

1. INTRODUCTION

Speaking is a process of delivering information, ideas or ideas from the speaker to the listener, the speaker is a communicator while the listener as a communicant. Information delivered orally can be accepted by the listener if the speaker is able to convey properly and correctly. Thus, speech is a factor that greatly affect one's ability in the delivery of information orally. In order for the conversation to reach its destination, the speaker must have the ability and skills to convey information to others. This means that the speaker must understand exactly how to speak effectively so that others (listeners) can capture the information the speaker conveys effectively. The expected Indonesian language learning is a learning model that can make the students feel easy and fun doing communication activities because with the skills of speaking the need for information relevant to the improvement of knowledge and the expansion of insight through communication activities (Gani, Ramlan A., 2014; Taryono, 1999) .

Understanding the magnitude of educational influences on child development, as well as the importance of speaking positions to sustain the child's development, especially the development of Primary School-aged children, is a challenge for educators in elementary schools to find solutions. The embodiment of good learning activities, one of which is to apply the learning model Talking Stick is a belar technique to help students in practice to provide information with other groups. With the learning model Talking Stick indirectly required students to communicate with each other and provide questions or answers so that the sense of courage appears and confidence of speech can be born (Djafar, Fatmawati 2010, I Gst AA Wahyudiantari, Dsk Pt.Parmiti, Wayan Romi Sudhita, 2015; Satriana Unggu B, Dasa Ismaimuza, and Evie Awuy, 2017;).

According to Nurlatifah (2005), Talking Stick learning model shows the influence to the achievement of character of child courage, arousing curiosity, cooperation in group or between groups. The implementation of the Talking Stick learning model in learning speaking skills is considered relevant because the learning steps can help the students to

understand the material (Mariani Wulan Putri, Ni Ketut Pola Rustini and I Nyoman Adi Susrawan, 2016; Ni Putu Melya Sukmadiani, Ni Ketut Suarni, AA Gede Agung, 2014, Ni Made Ayu Julia Martha, I Wayan Wiarta, I Nengah Suadnyana, 2015. The application of learning model in Learning Talking Stick learning model is expected to be able to play an active role in cooperative group and able to bear the courage in expressing opinion, able to process the language with the right choice of words, able to exchange ideas with other group members.

2. LITERATURE REVIEW

Cooperative Learning Model Talking Stick Type:

The implementation of cooperative learning in the classroom is not effective, although teachers have applied cooperative learning principles. According to Suprijono (2009) which causes cooperative learning is not effective is the discussion. According to Suprijono (2009) "discussion is dominated by many of the learners who already have a schematic about what will be learned".

Ineffectiveness of cooperative learning implementation gave birth to various methods of supporting cooperative learning. According Suprijono (2009) one of the supporting methods of cooperative learning is talking stick. Not many references that can be used as a special grip to discuss learning talking stick. Nevertheless, talking stick is one of the many interactive learning methods that can create student activeness in the learning process.

Shoimin (2014) says that the Talking Stick is a method that was originally used by Native Americans to invite everyone to speak or express an opinion in a forum (meeting tribe) using a stick.

This learning model is done with the help of a cane, who holds the stick must answer questions from the teacher after the students learn the subject matter. "Learning stick talk is very suitable for elementary students because in addition to training in speaking, this learning will make it more fun and make students active" (Kharis and Rakhmawati, 2014).

Talking sticks have been used for centuries by Indian tribes as a means of listening fairly and impartially. The speaking stick is often used by councils to decide who has the right to speak. As the chairman of the meeting begins to discuss and discuss the matter, it must hold the walking stick. The stick will move to another person if he wants to talk or respond. In this way the walking stick will move from one person to another if the person wants to express his or her opinion. When all get a turn to speak, the stick is then returned to the chairman / chairman of the meeting.

Speaking Skills:

Speaking is one aspect of language skills. Speech skills are productive skills because in the realization of speaking skills produce ideas that can be used for language activities (communicating), ie in oral form. Amier (2009: 63) says that Speaking in general can be interpreted as a conveyance of one's intentions (ideas, thoughts, content) to others by using spoken language so that the meaning can be understood by others.

Understanding specifically put forward by experts. Tarigan (Amier, 2009) argues that speaking is the ability to express articulation sounds or words to express, express, and convey thoughts, ideas, and feelings. Similarly Djago Tarigan (Amier, 2009) says that speaking is a skill to convey messages through spoken language. Thus, speaking is essentially a process of communicating by means of the sound produced by a human speech tool in which a message is transferred from one source to another. In communicating there are parties who act as conveyor intent and also the intended recipient. In order for communication to work properly, both parties must cooperate well.

Someone needs speaking skills in social interaction. A person will be able to express his thoughts and feelings effectively if skilled at speaking. Speech skills are one of the skills that need attention because of the creative ideas it produces. According to Wahyuni (2011) In speaking activities there are five elements involved are: speaker, content of speech, channel, listening, listening responses.

Speech activities can take place if there are at least two people interacting with each other or a speaker confronting the other person. According to Wahyuni (2011), there are several characteristics that must be present in the activity of speech that is: There must be the speaker, the pronunciation, the structure, and the vocabulary, There are themes / topics to be discussed, There is information to be conveyed or asked about the situation and context.

3. RESEARCH METHODS

This research was conducted with the aim to know the application of Talking Stick learning model in improving speaking skill in fourth graders in SD Inpres Rappocini Makassar City. The type of this research is classroom action research and the implementation consists of 4 (four) steps, namely planning, implementation, observation, and reflection. This type of study was chosen because of the problems found in learning speaking skills. In this study the authors participate actively and directly involved in the process from the beginning and provide a framework regularly and systematically about cooperative learning type of talking stick model.

The subjects of the study were teachers and fourth grade students of SD Inpres Rappocini Makassar City, which consisted of 15 students consisting of 7 men and 8 women. The main objective of this research is to improve the students' speaking skill and how to teach the teacher on Indonesian language subject by using cooperative type learning model stick.

The design of this study was conducted with two cycles in which each cycle is a series of interrelated activities, meaning that the implementation of cycle II is a continuation of cycle I. Because if in this study did not succeed in cycle I it will be followed by cycle II and if cycle II was not successful then will continue with the next cycle.

The data collection of this research using observation, test and documentation. Data on teacher and student activity and skill results obtained by this research are then analyzed. Data analysis techniques used are qualitative data analysis and quantitative data.

The level of speaking skill on Indonesian subjects in fourth grade of SD Inpres Rappocini of Makassar City was analyzed by giving the result of speech assessment. Assessment of results is done after the learning activities take place. Assessment of results is done based on the performance performed by students, that is related to the use of language such as mastery of pronunciation, intonation, volume, fluency, understanding of the content of speech, and courage / performance.

Assessment of speaking skills should familiarize students in producing the language and propose ideas through the language they are learning. In other words, speaking judgment must be done by speaking practice.

4. RESEARCH RESULT

Cycle Observation I:

1) Observation Data of Teacher Activity:

Observation sheet of teacher teaching activity is used to know teacher activity on learning Indonesian by applying cooperative learning type of talking stick. In the first cycle action I and the second meeting, observers observe and pay attention to the teacher in the learning process by applying cooperative type learning stick that consists of 7 aspects to be assessed, namely 1) Preparing the stick, 2) The teacher convey the subject matter to be learned, then giving the opportunity to the students to read and study the material on its hand / package, 3) After reading the book and studying it, invite the students to close the book, 4) The teacher takes the stick and gives to the student, after which the teacher gives the question and the student holding the stick must answer it, and so on until most students have a part to answer each teacher's questions 5) The teacher concludes, 6) The teacher straightens / explains improper understanding and adds material if necessary (reflection), 7) The teacher gives - formative test). The description of each meeting can be seen as follows:

a) Meeting 1:

The results of the observations obtained during the learning activities taking place at the first meeting were (1) at the stage of preparing the stick, categorized enough because the teacher prepared the stick and the teacher explained the rules in the stick game but, did not ensure all students understood the rules of the game; the subject matter that will be studied, then gives the opportunity to the students to read and study the material on the handle / package, categorized less because the teacher only implement 1 indicator that is explanation about the teaching materials delivered with the aid of instructional media, (3) stage after finished reading book and study , allowing the student to close the book, is sufficiently categorized because the teacher gives the student the opportunity to read the full material on the book and instruct the student to close the book but not make sure all students have closed the book; (4) the teacher takes the stick and the students who hold the baton must answer it, and so on until the majority of students get a part to answer each question of the teacher,

categorized less because the teacher only implement 1 indicator that is giving the question to the students, (5) stage the teacher concludes, is categorized enough because the teacher directs most to conclude the subject matter and through question and answer the student is able to conclude the material however, the teacher does not call one of the students to conclude the material; (6) the next step the teacher straightens / explains the imprecise understanding and adds material if deemed necessary (reflection), categorized less because teachers only implement 1 indicator that is through question and answer teacher repeat the material that has been given to the student, (7) at teacher stage give evaluation (formative test), categorized good because teacher able to implement 3 indicator ie evaluate to all students, provide guidance on how to work on evaluation sheets, and demand that all students undertake evaluation. Based on these results, there are some indicators that have not been fully implemented properly so that the indicator of process success from the aspect of the teacher is sufficiently qualified (C) with the success indicator of 57.14%.

b) Meeting 2:

The results of the observations obtained during the learning activities taking place at the second meeting were (1) at the stage of preparing the stick, categorized well because the teacher was able to implement 3 indicators ie preparing the stick, the teacher explained the rules in the stick game and ensured all students understood the game rules, (2) the teacher stage conveying the subject matter to be learned, then giving the students the opportunity to read and study the material on the handles / packages, is sufficiently categorized because the explanation of the teaching materials is delivered with the help of instructional media and instructs the students to read the full material on the book but the teacher does not giving students the opportunity to read the full material on the book, (3) the stage after reading the book and studying it, allowing students to close the book, sufficiently categorized because the teacher gives the students the opportunity to read the full material on the book and instruct the students to close the book but not to make sure all students have closed the book, (4) at the stage the teacher takes the stick and gives to the student, after which the teacher asks questions and the student holding the stick must answer it, and so on until most of the students have a part to answer each question of the teacher, is sufficiently categorized because the teacher asks the student questions and demands the student to answer the question but, does not provide redirection how to play the stick to the students; (5) the teacher stage concludes, sufficiently categorized because the teacher directs most to summarize the subject matter and through question and answer the student is able to conclude the material however, the teacher does not call one of the students to conclude the material, (6) the next step the teacher straighten / explain the improper understanding and add the material if deemed necessary (reflection), categorized less because the teacher only execute 1 indicator through teacher questioning repeats the material that has been given to the students, (7) at the stage of the teacher gives the evaluation (formative test), categorized enough because the teacher gives evaluation to all students and demands all students do the evaluation but, give direction how to do evaluation sheet . Based on these results, there are some indicators that have not been fully implemented properly so that the indicator of process success from the aspect of the teacher is sufficiently qualified (C) with the success indicator of 66.67%.

Based on data from cycle I (first and second meeting), it can be concluded that the achievement of teacher teaching activity implementation through cooperative type learning model in the first meeting with the number of score 12 with success indicator 57,14% enough category, second meeting with total score 14 with indicator of success of 66,67% enough category.

2) Observation Data of Student Learning Activity:

Observation sheet of student learning activities used to know the student activity on learning Indonesian by applying the steps of cooperative learning type of talking stick. In the first and second cycle cycles, observers observe and pay attention to the teachers in the learning process by applying cooperative type learning stick that consists of 7 aspects that will be assessed, namely 1) Students listen to the subject matter, 2) Students read and study lesson, 3) Students take a stick and give to their friends, 4) Students answer questions given by teachers, 5) Students conclude learning materials, 6) Students are active during the learning process, 7) Students do evaluation. The description of each meeting can be seen as follows:

a) Meeting 1:

The result of observation obtained during the learning activity took place at the meeting I was that in implementing the learning process there are some indicators that have not been fully implemented by the students well so that the indicator of process success from the aspect of the student is sufficiently qualified (C) with the success indicator 55.23%.

b) Meeting 2:

The result of observation obtained during the learning activity took place at the meeting 2 is that in implementing the learning process there are some indicators that have not been fully implemented by the students well so that indicator of process success from student aspect is enough qualified (C) with indicator of success 65,71%.

3) Student Speaking Skills Test Result Cycle I:

After the implementation of the learning process of cycle I consisting of 2 meetings 1 cycle test, the test of speaking skill is done by calling each student retelling the text reading on the cycle test to find out the students ability from meeting 1 and 2 with the subject of 15 students, and obtain average score of class 69,17 highest score 91,67 and lowest score 54,17 can be seen at appendix 14 page 114. The result of score of learning achievement of student after applying of cooperative learning model of talking stick type in cycle I, there are 4 students who get the value of 80-100 with very good category or 26.67%, the value of 70-79 with either category as many as 2 students or 13.33%, the value of 60-69 with enough category as many as 6 students or 40%, and the value <60 with category less as much as 3 students or 20%.

Based on the results of the analysis, the percentage of students' learning mastery in school plan materials and instruction on the use of drugs in Indonesian subjects after applied cooperative learning model type of talking stick shows that from 15 students of grade IV SD Negeri 179 Bongkong Kecamatan Sinjai Tengah there are 9 students (60%) which is not complete in learning Indonesian and 6 students (40%) who have completed in learning Bahasa Indonesia. This means that in the first cycle, the completeness of student learning outcomes in the classical in learning Indonesian has not been achieved because the number of completed students <70% is only 40%.

d. Cycle Reflection I:

The first cycle of action focused on the learning of school floor plans and drug use instructions. Learning is done by applying cooperative learning type of talking stick model. To obtain data on the implementation of action cycle I conducted observations, tests, and observations. The observation results were discussed with the observer to obtain the following results:

1) Students feel happy to play while singing.

2) Teachers are less giving students the opportunity to read the full material on the book.

3) There are still students who do not listen to the material given by the teacher.

4) Student activity is still lacking.

5) There are still students who do not listen to the teacher's instructions.

6) There are still students playing when the teacher explains how to talk game stick.

7) Teachers are less able to provide redirects of how to play sticks to students.

8) There are some students who are still busy themselves when the teacher explains.

9) There are some students who are still shy in speaking and expressing their opinions

Based on the results of the first cycle action test, the students in the class have gained an understanding of the school plan materials and the instruction of the drug, but not according to the teacher's expectation, the learning has not been successful based on predetermined indicators.

Analysis and reflection above can spur on the indicator of success established then it is concluded that the learning is still not successful. The results obtained during the first cycle action learning activities are as follows: on the teacher aspects of the 21 indicators of learning activities there are 7 indicators that are not well implemented ie 1) giving students the opportunity to read the full material on the book, 2) ensuring all students have closed the book , 3) give redirects how to play the stick to students, 4) call one student to summarize the material, 5) ask the students about the less obvious material, 6) make sure all students understand the material, 7) give directions how to work the evaluation sheets. In the student aspect of the 7 learning indicators planned there are 4 indicators that are not well implemented: 1) the students read and study the lesson, 2) the students conclude the lesson materials, 3) the students are active during the learning process, 4) the students do the evaluation. Thus the learning objectives have not been achieved therefore this material needs to be repeated on the action cycle II.

Cycle Observation II:

1) Observation Data of Teacher Activity :

Observation sheet of teacher teaching activity is used to know teacher activity on learning Indonesian by applying cooperative learning type of talking stick. In the second cycle of the second and second cycles, observers observe and pay attention to the teacher in the learning process by applying cooperative type learning stick that consists of 7 aspects to be assessed, namely 1) Preparing the stick, 2) The teacher convey the subject matter to be learned, then giving the opportunity to the students to read and study the material on its hand / package, 3) After reading the book and studying it, invite the students to close the book, 4) The teacher takes the stick and gives to the student, after which the teacher gives the question and the student holding the stick must answer it, and so on until most students have a part to answer each teacher's questions 5) The teacher concludes, 6) The teacher straightens / explains improper understanding and adds material if necessary (reflection), 7) The teacher gives formative test). The description of each meeting can be seen as follows:

a) Meeting 1:

The results of the observations obtained during the learning activities taking place at the first meeting were (1) at the stage of preparing the stick, categorized well because the teacher was able to carry out 3 indicators ie preparing the stick, the teacher explained the rules in the stick game and ensured all students understood the game rules, (2) the teacher stage conveying the subject matter that will be studied, then giving the opportunity to the students to read and study the material on the handle / package, good categorized because the teacher is able to carry out 3 indicators that is the explanation of teaching materials delivered with the help of instructional media, instruct students to read the complete material in the book and give the students the opportunity to read the full material on the book, (3) the stage after reading the book and study it, allowing students to close the book, sufficiently categorized because the teacher gives the students the opportunity to read the full material on the book and (4) at the stage the teacher takes the stick and gives to the student, after which the teacher gives the question and the student holding the stick must answer it, and so on until most of the students get the job. section to answer each question of the teacher, is categorized enough because the teacher gives questions to the students and provides redirects how to play the stick to the students however, does not require students to answer questions, (5) the teacher stage concludes, is sufficiently categorized because the teacher directs most to summarizes the subject matter and through question and answer the student is able to conclude the material however, the teacher does not call one of the students to conclude the material, (6) the next stage the teacher straightens / explains the imprecise understanding and adds the material if deemed necessary (reflection), categorized enough because asked j the teacher repeats the material that has been given to the students and asks the students about the less obvious material but does not ensure that all students understand the material, (7) at the stage of the teacher giving the evaluation (formative test), categorized well because the teacher is able to implement 3 indicators provide evaluation to all students, require all students to do evaluation and provide direction how to do evaluation sheets.

Based on these results, there are some indicators that have not been fully implemented properly so that the success indicator of the process from the aspect of the teacher is well qualified (B) with the success indicator of 80.95%.

b) Meeting 2:

The results of the observations obtained during the learning activities taking place at the second meeting were (1) at the stage of preparing the stick, categorized well because the teacher was able to implement 3 indicators ie preparing the stick, the teacher explained the rules in the stick game and ensured all students understood the game rules, (2) the teacher stage conveying the subject matter that will be studied, then giving the opportunity to the students to read and study the material on the handle / package, good categorized because the teacher is able to carry out 3 indicators that is the explanation of teaching materials delivered with the help of instructional media, instruct students to read the complete material in the book and give the students the opportunity to read the full material on the book, (3) the stage after reading the book and learn it, invite students to close the book, categorized well because the teacher is able to implement 3 indicators that is giving students the opportunity to read the complete material on the book instructs the students to close the book and make sure all students have closed the book, (4) the teacher takes the stick and gives to the students, after which the teacher gives the question and the student holding the stick must answer it, the students get a part to answer each question from the teacher, categorized well because the teacher is able to carry out 3 indicator that is giving question to the student, giving redirect how to play stick to student and demand student to answer question, (5) because the teacher

directs most to summarize the subject matter and through question and answer the student is able to conclude the material however, the teacher does not call one of the students to conclude the material, (6) the next stage the teacher straightens / explains the imprecise understanding and adds the material if deemed necessary eksi), categorized enough because through teacher questioning repeat the material that has been given to the students and ensure all students understand the material but, do not ask the students about the material that is less clear, (7) at the stage of the teacher give (formative test), categorized either because the teacher is able to implement 3 indicators that provide evaluation to all students, requires all students to do evaluation and provide direction how to do evaluation sheets. Based on these results, there are some indicators that have not been fully implemented properly so that the indicator of process success from the aspect of the teacher is very well qualified (B) with the success indicator of 90.48%.

Based on the data from the action of cycle II (first and second meeting) it can be concluded that the achievement of the implementation of teaching activities of teachers through cooperative learning type of talking stick model in the first meeting with the number of score 17 with indicators of success 80.95% good category, the second meeting with the total score 19 with an excellent 90.48% indicator of success category.

2) Observation Data of Student Learning Activity:

Observation sheet of student learning activities used to know the student activity on learning Indonesian by applying the steps of cooperative learning type of talking stick. In the second cycle of the second and second cycles, the observer observes and observes the teacher in the learning process by applying the cooperative type of talking stick learning consisting of 7 aspects to be assessed: 1) The student is listening to the subject matter, 2) The students read and study the lesson, 3) Students take a stick and give to their friends, 4) Students answer questions given by teachers, 5) Students conclude learning materials, 6) Students are active during the learning process, 7) Students do evaluation. The description of each meeting can be seen as follows:

a) Meeting 1:

The result of observation obtained during the learning activity took place at the first meeting is that in implementing the learning process there are some indicators that still not fully implemented by the students well so that the indicator of process success from the aspect of student is good qualified (B) with the success indicator 82,85%.

b) Meeting 2

The result of observation obtained during the learning activity took place at the 2nd meeting is that in implementing the learning process there are some indicators that still not fully implemented by the students well so that the indicator of process success from the aspect of student is very excellent qualified (SB) with the success indicator 90.48%.

3) Student Study Results Cycle II:

After the implementation of the learning process cycle II consisting of 2 meetings 1 cycle test, then the test results are done to test the test cycle to find out the students' learning ability from meetings 1 and 2 with the subject 15 students, and get the average score of 83 classes , 06 highest score 100 and lowest score 58,33 can be seen in appendix 28 page 156. The result of score of learning achievement of student after applying of cooperative learning model of talking stick type in cycle II, there are 10 students who get score 80-100 with very good category or 66.66%, 70-79 with good category of 3 students or 20%, grades 60-69 with enough category of 1 student or 6.67%, and score <60 with less category as much as 1 student or 6,67 %.

Based on the result of the analysis, the percentage of students' learning mastery in place material and the instruction of the use of goods and tools on Indonesian subjects after applied cooperative learning model of talking stick type showed that from 15 students of fourth grade of SD Inpres Rappocini Makassar there are 13 students (86.67 %) who complete in learning speaking skills and 2 students (13.33%) are not complete in learning Indonesian. This means that in cycle II the completeness of student learning outcomes in the classical learning of speech skills has been achieved because the number of students who complete ≥70% is 86.67%.

d. Cycle Reflection II:

Action cycle II focuses on learning Indonesian with material place and guidance of use of goods and appliance applies model of cooperative type learning stick, to get data about cycle II through observation, and documentation during action based on data analysis obtained as follows:

1) The teacher explains the rules of the game talking stick and ensures that all students understand the rules of the game.

2) The teacher explains the material using the help of instructional media.

3) The teacher instructs the students to read the full material on the book and give the students a chance to read the full material on the book.

4) The teacher gives to the students and demands the student to answer the question.

5) Students are active during the learning process.

6) The student takes the stick and gives it to his friend.

7) Students conclude the subject matter and work on the evaluation.

Based on the results of the second cycle action test as a whole the students in the class are categorized have gained an understanding of the material where and the guidance of the use of goods and tools is in accordance with the expectations of the teacher then the learning has been successful based on predetermined indicators.

Based on the analysis and reflection can refer to the established success indicators. Thus the established learning objectives have been achieved. The results of the students' overall speaking skills test show that students gain improved understanding of the material.

5. CONCLUSION

Based on the research, it can be concluded that the application of Talking Stick learning model in applying the skills speak in fourth grade students of SD Inpres Rappocini Makassar. it can be seen categorized from the results of obeservasi teacher teaching activities and student learning on the results of cycle I are in the good category and then increased in cycle II with very good category.

In general, the advice is addressed to teachers who are dealing with learning comprehension reading problems in fourth grade of SD Inpres Rappocini Makassar, students and further researchers in reading comprehension field. In particular, the advice in question is as follows:

1. For teachers, to improve reading comprehension learning skills, teachers at SD Inpres Rappocini of Makassar City are advised to be in the learning process of talking skills by using talking sticks to improve students in speaking skills. For that purpose, the findings in this study can serve as one of the alternatife learning models.

2. For the researcher, since this research focuses only on class IV (high grade) at SD Inpres Rappocini Makassar, other researchers interested in speaking skill research may develop similar research in different classroom and school settings.

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