The Implementation of *Talking Stick* Model to Improve Speaking Skills Response for 10th Grade Students of Social Science in MAN Pasir Pengaraian

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Abstract: This research is trigerred by low speaking skills of students in delivering responses in learning. This type of research is Classroom Action Research. The research used mixed method asit combines both qualitative and quantitative methods. The purpose of this study is to improve student activity and learning outcomes in learning speaking skills through the application of the Talking Stick model. The results of this study were (1) the quality of student activity in pre-cycle was 60% and it increased to be 64% in cycle I, and increased again in cycle II to be 88%, the quality of student learning activities increased from sufficient quality to very high quality, (2) increased completeness learning outcomes of pre-cycle by 40% with an average class of 61.68 to 68% in cycle I with an average class of 74.04, an increase in the second cycle to 100% with an average class of 84.8. Based on the results of the study it can be concluded that the application of the Talking Stick model can increase the average grade of class X MAN Pasir Pengaraian in speaking skills conveying responses to articles in the mass media.

Keywords:Talking Stick, skills, speaking,responses,

1. Introduction

Language learning is learning that exist in all schools, starting from the basic level to college. Language learning is basically aimed at helping students speak language (Hafrison, 2008). In the Indonesian language learning program at MAN Pasir Pengaraian, students are required to master four basic skills, namely, writing, reading, listening, and speaking. These four skills must be mutually sustainable so that student achievement is good. One of the Indonesian language skills that students must master is speaking skills. In this skill students are required to be able to express ideas or opinions directly in front of the class.

The scope of the learning of the Indonesian language includes the components of language skills and literary abilities which include aspects of listening, speaking, reading, writing (Permendiknas, 2006: 120). One of the scope of Indonesian subjects is the aspect of speaking. Speaking is the ability to say the sounds of articulation or words to express, express and convey thoughts, ideas, and feelings (Tarigan, 2008: 16). According to Brown and Yule (in Santosa, 2009: 6), speaking can be interpreted as the ability to speak language sounds to express or convey thoughts, ideas or feelings verbally. Speaking is an expression of one's thoughts and feelings in the form of language sounds. speaking is the ability to say words to express thoughts, ideas, and feelings. Listeners receive messages or information through a series of tones, pressures, and distractions (Mudini et al., 2009: 3).

Given the importance of speech, in the teaching of Indonesian, speaking teaching needs to be presented in such a way as to be interesting and can stimulate students to be more active in speaking. Speaking skills are not only related to the content of the conversation but also related to how to convey the contents of the conversation a speaker needs to have language skills, speech skills with good pronunciation, the right intonation, attractive gestures and the right expression(Kasbiyono, 2012). Indonesian Language learning is an increase in students' ability to communicate in Indonesian that is good and true orally and in writing. Speaking skills can also support other language skills. Speaking skills are also often seen as a benchmark for assessing success in language learning. To support the achievement of learning, it is also needed the skills of the teacher to choose a model that is appropriate to the learning objectives. The model used in learning must be effective and efficient, so that learning objectives will be easily achieved.

Based on the results of interviews with Indonesian teacher of X IPS class MAN Pasir Pengaraian, learning the students' speaking skills in conveying responses and criticisms of articles in the mass media has not been implemented well. The identification of the problem was obtained as follows: 1) the learning model applied by the teacher in learning was not appropriate so that the learning atmosphere was less fun, 2) the student's activity in learning was less supportive of the achievement of learning objectives; 3) the students' speaking skills in Indonesian learning were still low, and 4) students did not have the courage to express their opinions systematically and use good and true Indonesian, 5) the emergence of students' anxiety in speaking in front of the class. Individuals who experience anxiety in public speaking will experience psychological symptoms, will affect physiologically and cognitively all these symptoms reciprocate with each other(Ririn, Asmidir, & Marjohan, 2013).

To overcome these problems the researchers tried to apply a learning model that could improve students' speaking skills through the application of thelearning model *Talking Stick*.learning model*Talking Stick* including one model of cooperative learning.*Talking Stick*is a model that was originally used by Native Americans to invite everyone to speak or express opinions in a forum. This learning strategy is carried out with the help of the stick, the person holding the baton must answer the questions from the teacher after the learners learn the main material. The advantage of themodel *Talking Stick* is to test the readiness of students in learning, train students to understand the material quickly, encourage students to study harder, and learners dare to express opinions (Shoimin, 2014: 197-199; Herdini, et al, 2018).

In line with this opinion, Suprijono (2009: 109-110) revealed that themodel *Talking Stick* encourages students to express their opinions. Learning begins with the teacher's explanation of the subject matter to be studied. Students are given the opportunity to read, study the material. The teacher gives enough time for this activity. Next, ask students to close the book. The teacher picks up the stick that has been prepared. The stick is given to one of the students. Students who receive the stick are required to answer the teacher's questions and so on.

In addition, students will be more active because they have the right to express opinions or answer questions from the teacher. Kurniasih and Sani (2015: 83) stated that the superiority of themodel *Talking Stick* is to test the readiness of students in mastering the subject matter, practice reading and understanding quickly the material that has been delivered, so that they are more active in learning because students never know the stick will turn in turn.

According Walgito (2010: 101) states that the factors that play a role in the perception / response as follows. (1) Objects that are perceived, objects cause stimuli that affect the sensory

devices, acting as receptors. Stimulus can come from outside the individual who perceives, but can also come from within the individual who is directly concerned about the nerve of the recipient who works as a receptor. (2) The sensory apparatus, the nerve, and the center of the nervous system, the sensory device or receptor are the means to receive the stimulus. In addition, there must also be a sensory nerve as a tool to continue the stimulus that the receptor receives to the center of the nervous system, the brain as the center of consciousness. (3) Attention, concentration or concentration of all individual activities aimed at something or a set of objects.

The formulation of the problem of this research are: 1) How is the quality of student activity in the implementation of themodel *Talking Stick* in learning speaking skills to convey responses to articles in the mass media on IPS X grade students MAN Pasir Pengaraian ?, and 2) What is the student learning outcomes after the implementation of themodel *Talking Stick* in learning speaking skills convey responses to articles in the mass media on IPS X grade students MAN Pasir Pengaraian?

2. Methodology

Type of research is Classroom Action Research (CAR). Classroom action research according to Arikunto, et al (2010: 130), is a combination of the words research, action, and class. Classroom action research design in this study using spiral model Kemmis and Mc.Taggart which includes four components: planning*(planning)* ,action*(action),* observation*(observe your)* and reflection *(reflection)* that each stage are arranged in series related and repetitive between one step and another step (Arikunto, et al, 2010: 132). The subjects of this study were the IPS X grade students of MAN Pasir Pengaraian in the 2017/2018 school year, amounting to 25 people. Data obtained qualitatively and quantitatively (Arianti, 2016). Furthermore,the collected data were analyzed using descriptive qualitative and quantitative descriptive. Qualitative data is obtained from student activities in speaking learning. Whereas quantitative data is obtained from student learning outcomes in speaking. Results The following data analysis techniques are explained.

1. Quantitative data analysis techniques

Techniques used in analyzing data and determining the percentage level of activity and completeness of learning using the Arikunto formula (in the Ministry of National Education, 2003) are as follows:
a .Absorption of students individually

$$DSI = \frac{x}{y} x \ 100\% \qquad \dots (1)$$

Description:
DSI = Individual Absorption
x= Score obtained by students
y= Maximum score about

Student who are include complete individually if the absorption of students is more than or equal to 65%.
b. Completeness of classical student learning outcomes

$$KBK = \underline{N} \ x \ 100\% \ \dots (2)$$

S

Description:
KBK = Classical Learning Completeness
N= Number of students completed
S = Number of students entirely

A class is include to complete learning if the percentage of classical learning completeness of or equal to 85% of students have been completed.
3) Performance

Indicators that show the success of learning or improvement of student learning outcomes that is if the absorption capacity of individuals obtain a minimum score of 65% of ideal scores and classical completeness of at least 85% (Arikunto, et al., 2010: 133).

2. Qualitative data analysis techniques Qualitative

Data analysis in this study was carried out during and after the process of collecting data obtained from students in the form of activity observation data. The results of student activity data are obtained from the observation sheet, then analyzed in the form of percentages calculated using the formula:

$$\text{Percentage of Average Value} = \frac{\textit{Number of acquisition scores}}{\textit{Maximum score Rating}} \times 100\% \quad .... (3)$$

category
$90\% \leq NR < 100\%$: Very Good
$80\% \leq NR < 90\%$: Good
$70\% \leq NR < 80\%$: Enough
$60\% \leq NR < 70\%$: Less

This research was declared successful if the results obtained were already in good or very good category.

3. Result and Discussion

The results of this study were seen from two assessments, namely: 1) Increasing student activity in learning speaking skills conveying responses to articles in mass media to IPS X grade students MAN Pasir Pengaraian, and 2) improving student learning outcomes after the application of themodel *Talking Stick* on Learning speaking skills convey responses to articles in the mass media on IPS X grade students MAN Pasir Pengaraian. Based on research findings can be explained as follows.

3.1.Results of Research

3.1.1Student Learning Activities Through the Application of theModel *Talking Stick*

In the first cycle the pre-test and post-test skills were carried out. This can be seen from the activities of students in learning that is less supportive of achieving learning goals. In the pretest it was found that students have not been able to speak with the use of Indonesian language that is good and right, the sentence structure is still not systematic, and has not matched the relevance of the contents of the topic in question. The value of speaking skills is low and does not reach KKM (75). Based on the research findings, the students did not dare to express their ideas in conversation, low self-confidence, noisy students and many were chatting with their friends when learning took place. Overcoming this, it is necessary to apply the right model to improve student learning activities so that learning objectives are achieved as expected. In this case the researcher tried to apply themodel *Talking Stick.*

Before the implementation of themodel *Talkingstick the* quality of learning activities of students in speaking skills conveyed responses to articles in the mass media by 60% meaning that they were qualified enough to only get 30 points (score 3), after the implementation of themodel *Talking Stick* in learning speaking skills, students' learning activities improved both the quality of student activity in learning is 32 points (score 4) with a percentage of 64% meaning quality. The highest quality is found inactivitiesstudentconcluding the contents of mass media articles well with the application of themodel *Talking Stick* which is 21 students are able to conclude and 4 students are unable to conclude the material well from the number of students 25 students. While the activity is not qualified, namely the activeness of students in answering teacher's questions about mass media articles,only 6 students are active and 19 students are silent. The quality of student learning activities lies in the range of 60% ≤ NR <70% which is not good, so it is necessary to continue in cycle II.

Furthermore, in the second cycle, after the implementation of themodel *Talking Stick* students' learning activities increased, namely the quality of student activity in learning was 44 points (score 5) with a percentage of 88% meaning very high quality. The highest quality is found in the aspect of students playing an active role in learningthrough the application of themodel *Talking Stick* which is 24 active students and 1 inactive student. Whereas the quality of students is not seriously qualified, only 15 students are serious and 10 students are not serious. The quality of students 'learning activities lies in the range of 80% ≤ NR <90% that is good, so this study was declared successful in increasing students' speaking skills. in submitting responses to mass media articles.
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3.1.2   Student Learning Outcomes Through the Application of theModel *Talking Stick*

The results of the students' speaking skills test in the first cycle by looking at the assessment indicators, namely: the relevance of the content in accordance with the topic of the article, the structure of the full article, and the use of good and correct Indonesian. The number of students of class X IPS MAN Pasir Pengaraian is 25 people. The following is a recapitulation of student learning outcomes.

Table 1. Recapitulation Values Learning Outcomes in Cycle I

Rate Success	Preetest		Posttest	
	The number of student	%	Total	Students%
Completed	10	40%	17	68%
Not Completed	15	60%	8	32%
Average Class	**25**	**67.68**	**25**	**76.04**

Based on Table 1 shows that the results student learning at pretest was 40%, and not yet complete at 60% with a class average of 67.68. This means that student learning outcomes have not succeeded in achieving the research success indicator (85%). Students who get completeness are 10 students and 15 students have not yet completed. Overcoming this problem, themodel is applied *Talking Stick* to students' speaking learning in cycle II. The increase in mastery of learning at posttest was 68% and 32% had not been completed with a class average of 76.04. Based on the average grade shows that themodel is *Talking Stick* able to help improve learning outcomes from 67.68 to 76.04.

Then cycle II shows that learning completeness of 100% and incomplete does not exist with the class average value of 84.8. This means that the application of themodel *Talking Stick* can improve student learning outcomes.

3.2 Discussion

Based on the results of the study indicate that the application of themodel is *Talking Stick* able to improve the quality and learning outcomes of students in speaking skills in class X IPS MAN Pasir Pengaraian, the following explanation.

3.2.1 Quality of Student Activity

There is an increase in the quality of student learning activities through the application of themodel *Talking Stick* in learning speaking skills to convey responses to mass media articles of class X MAN Pasir Pengaraian students. The following is a summary of the quality of student learning activities through observations by observers.

Table 2. Summary of Quality Activity Student Pre-cycle, Cycle I and II

Activities Student	Pre-cycle	I	II
Total Points	30	32	44
Score	3	4	5
Percentage of quality learning activities	60%	68%	88%
Category	Enough Qualified	Qualified	Highly Qualified

Description: Quality: 1 -2 Less Qualified; 3 = Fairly Qualified; 4 = Quality; 5 = Very Quality.

Table 2 shows that the quality of student learning activities increases regularly in each cycle. Before the implementation of themodel the *Talking Stick* quality of student learning activities was 60%, after the implementation of themodel *Talking Stick* could increase students 'activity in learning speaking skills conveying students' responses, namely cycle I by 64%, increasing to 88% in cycle II. The following diagram increases the quality of student activities every cycle.
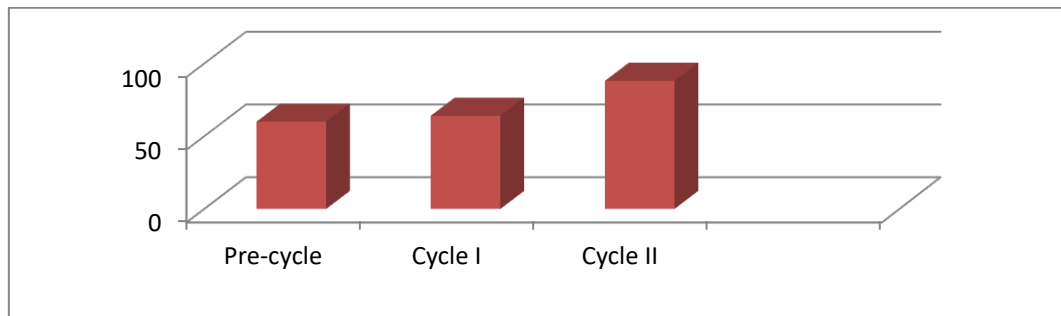
Diagram 1. Comparison of Pre-Cycle Students, Cycle I, and II Quality Improvement

3.2.2 Comparison of Student Learning Outcomes

Based on data analysis of pre-cycle, cycle I and II research results, can be compared, to determine the success rate of researchers as in the following table.

Table 3. Comparison of Pre-cycle, Cycle I, and II Learning Outcomes,

No	Aspect	Results Results of Cycle		
		Pre-	I	II
1	Student learning outcomes (%)	40%	68%	100%
2	Average Class	61.68	76.04	84.8

Based on Table 3 above shows that there is an increase in student learning outcomes regularly and continuously. In the pre-cycle the completeness of student learning outcomes is 40% with an average grade of 61.68. Then it increased in the first cycle to 68% with an average value of 76.04. In the second cycle the completeness of student learning outcomes reached the criteria of 85% research achievement that is 100% with an average grade score of 84.8. The following is a comparison of improvements in student learning outcomes which can be seen in the following diagram.
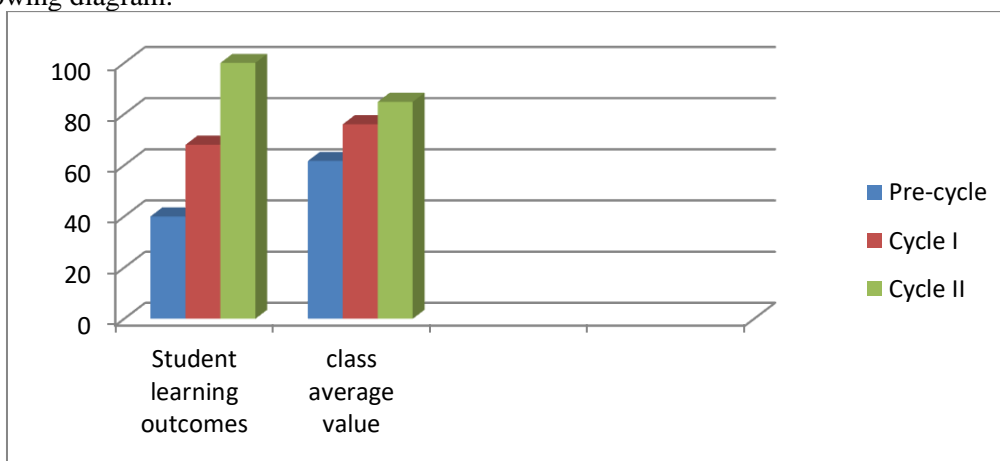

Diagram 2. Comparison of Pre cycle Student Learning Outcomes, Cycle I, and II

Based on diagram 2 above it can be concluded that there is an increase in regular and continuous learning completeness in each cycle. The average grade for each cycle also has a good increase. This proves that themodel *Talking Stick* can improve the speaking skills of class X IPS MAN Pasir Pengaraian.

4. Conclusion

Based on the results and discussion of the research that has been carried out, it can be concluded (1) The quality of student activity in pre-cycle is 60% increased to 64% in cycle I, and increased again in the second cycle to 88%, the quality of student learning activities increased from sufficient quality to very high quality, (2) increased mastery of learning outcomes from pre-cycle by 40% with an average class of 61.68 to 68% in cycle I with class average of 74.04, there was an increase in cycle II to 100% with an average class of 84.8. Based on the results of the study it can be concluded that the application of themodel *Talking Stick* can increase the average grade of class X MAN Pasir Pengaraian in speaking skills conveying responses to articles in the mass media.

Acknowledgement

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