



IMPROVING SPEAKING SKILLS THROUGH THE IMPLEMENTATION OF THE COOPERATIVE MODEL OF TALKING STICK OF PPG PROGRAM IN SMPN 8 KOLAKA UTARA

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Abstract

The problem in this research is whether learning with the talking stick type is cooperative model can improve students' speaking skills in SMPN 8 North Kolaka. The subjects in this study were all students of Class

SMPN 8 Kolaka Utara with a total of 20 students consisting of 9 male students and 11 female students who were enrolled in the 2022/2023 school year in odd semester. The focus of research is the learning process, namely by observing the process that occurs during the learning activities taking place, which includes the activities of teachers, students, and interactions of various elements involved in learning activities and students' speaking skills at obtained the end of each cycle after the implementation of the talking stick type cooperative model . This type of research is a classroom action research study consisting of two cycles, where each cycles functions of two meetings, with the stages of activities including planning, implementing, observing, and reflecting.

Keywords: Speaking skills, cooperative talking stick type

INTRODUCTION

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Minister of National Education Regulation Number 22 of 2006 article 1 paragraph 1 contains content standards for each class level in middle school/junior high school containing eight subjects, one of which is Indonesian. The regulations state that Indonesian language subjects in junior high schools have the following objectives: (1) communicating effectively and efficiently in accordance with applicable ethics both orally and in writing; (2) using Indonesian to improve intellectual abilities, as well as emotional and social maturity; (3) appreciate and be proud of Indonesian literature as a cultural and intellectual treasure of Indonesian people.

Indonesian language learning is directed at improving students' ability to communicate in Indonesian well and correctly, both orally and in writing, as well as fostering appreciation for the literary works of Indonesian people. So that communication can run well, adequate language skills are needed. Language skills (*language arts, language skills*) in the school curriculum cover four aspects, namely: (1) listening skills, (2) speaking skills (*speaking skills*), (3) reading skills (*reading skills*), (4) writing skills (*writing skills*), (Tarigan, 1994: 1) So far, the process of learning Indonesian in classes at SMPN 8 North Kolaka has mostly used the old paradigm, namely teachers imparting knowledge to students using method lecture with expect participant educate Sit down, listen, note and memorize (DDCH) so that conditions like this will not improve students' ability to speak.

In other words, in everyday life students always carry out and are faced with speaking activities. However, in reality speaking learning in schools cannot be said to be optimal, so students' speaking skills are still low. Problems in speaking skills also occur in class students SMPN 8 North Kolaka. This can be seen based on the results of initial observations carried out where the majority of students who were given the task of appearing in front of the class to speak were still lacking in the aspects of pronunciation, speaking fluency, nervousness, which resulted in the transformation of the message they conveyed into unclear ones. Based on the results of interviews with the homeroom teacher of class IV.B and the results of initial observations, the causes of students' low speaking ability can be identified, namely as follows: following:

- (1) Students are less skilled as a result of the lack of speaking training provided by the teacher. So far, speaking activities have received little attention, teachers usually give writing assignments rather than speaking to their students.
- (2) when the teacher asks all students, students generally take a long time to answer the teacher's questions. Some students do not want to answer the teacher's questions because they are afraid that the answer will be wrong.
- (3) Students' attitudes and interest in participating in speaking learning are low. In general, students feel afraid and embarrassed when they are assigned to speak in front of their friends.

Based on the results of observations on class I students at SMPN 8 North Kolaka the Which held on date 29 July 2022, it can be described the results of the speaking skills of 20 students, only 2 participants had good speaking skills educate, Which other Still categorized as Not yet capable, so from That

Researchers will try to make efforts to improve students' speaking skills through the application of the *Talking Stick learning model* .

Review Literature

Cooperative means working together to achieve a common goal with Hamid Hasan (Raharjo, 2005). In cooperative activities, students individually seek results that benefit all group members. So, cooperative learning is the use of small groups in teaching that allows students to work together to maximize their learning and the learning of other members in the group. Learning success according to this learning approach is not solely determined by individual abilities as a whole, but learning outcomes will be better if done together in small, well-structured learning groups. In connection with this understanding, Slavin (Raharjo, 2005: 5) said that

Cooperative learning is a learning model where students learn and work in small groups collaboratively whose members consist of 4 to 6 people, with a heterogeneous group structure. It was further stated that the success of learning from groups depends on the abilities and activities of group members, both individually and collectively group.

By learning from peers and under the guidance of a teacher, the process of students' acceptance and understanding of the material will become easier and faster studied.

Cooperative learning is a learning approach that helps students develop their understanding and attitudes in accordance with real life in society, so that they work collaboratively together among group members will increase motivation, productivity and learning gains. This approach departs from a fundamental assumption in people's lives, namely " *getting better together* ", or " *Achieving better together* " Slavin (Raharjo, 2005:5)

Based on this understanding, in learning using cooperative learning, the development of students' self-quality, especially the students' affective aspects, can be done together. Hamid Hasan (Raharjo, 2005:6) states that "Learning in small groups with cooperative principles is very good for achieving learning goals, both cognitive and affective"

This is because at any time they will hold discussions, share knowledge, understanding and abilities and correct each other in learning. In general, an open and direct pattern of interaction between group members is very important for students to achieve success in learning. The

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learning atmosphere and sense of togetherness that grows and develops among fellow group members allows students to understand and comprehend the lesson material well. Such a personality development process also helps those who are less interested in becoming more passionate Study.

RESEARCH METHODS

This research is Classroom Action Research *with implementation* stages including: planning, implementation, action, reflection and evaluation repeatedly (Arikunto, et.el. 2009: 12). The action research process is a cycle or The recycling process consists of four fundamental aspects, starting with the aspect of developing a plan, then taking action according to the plan, observing the action and ending with reflection. The action steps taken are repeated work (cycles) until learning is obtained that can improve student learning outcomes, especially in skills read. Instrument Study.

1. Observation or observation

This data source was obtained by means of observations made directly by observers during teaching and learning activities. Observations include activities carried out by students and teacher activities.

2. Test Learning outcomes student

This data source is obtained by carrying out an oral test at the end of the meeting in each cycle, to determine the extent to which students have the ability to speak according to the objectives Study.

3. Documentation.

Data obtained through school documents is in accordance with the problems and physical evidence of an activity that has been carried out in the form of student learning outcomes, student and teacher observation sheets and learning implementation plans.

RESEARCH RESULTS AND DISCUSSION

This research used as objects as many as 20 students in class at SMPN 8 North Kolaka. The basic values of the students used were the scores from the pre- test results held by researchers and colleagues on Wednesday 29 July 2019 before the implementation of cycle I.

Cycle 1 was held on August 5 2019 at 1 and 2 o'clock for two hours of lessons (2 X 35 minutes) , 7 August 2019 hours 3 and 4 for two hours of lessons (2 _ In cycle 1 , basic competencies are taken to pay attention to the main ideas and supporting ideas obtained from oral, written or visual texts The first meeting in cycle I was an initial meeting with material on speaking with courage, intonation, pronunciation, spelling, through the application of the *talking stick learning method* that was created by myself. At the beginning of the meeting, students felt passive in performing drama scripts in front of the class using learning methods *talking stick*. Meeting This is stage introduction and adjustment to the application of *talking learning stick*.

At the second meeting, students began to adapt to the application of the *talking stick learning method* in speaking. In this meeting, students began to understand how to speak using *a talking stick* with courage, intonation, pronunciation and spelling.

talking stick learning method, students are more interested in speaking with courage, intonation, pronunciation and spelling in accordance fill text reading. On cycle This participant educate feel happy to take Indonesian language lessons, but there are obstacles obtained by the students themselves in speaking through the *talking stick learning method*.

In cycle First, on meeting I And II is The meeting was still at the introduction and adaptation stage towards the application of the *talking stick learning method* , the implementation in cycle I was still less effective.

The final results in cycle I are still in the medium category and incomplete due to the following things:

- (a) Limited study hours which only have 2x35 minutes per meeting.
- (b) There are still some students who have not yet risen to the front of the class to convey the main ideas principal.
- (c) There are still some students who carry out other activities during the process learning.
- (d) Because the final results in cycle I did not show maximum results, it was necessary to continue the cycle II.

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Observation data (observations) of learning from Class IV.B teachers at Mamajang 1 Level Inpres Middle School during the learning process, namely first the teacher conditions the students, carries out apperception, provides motivation about the importance of Indonesian language lessons, writes down the competencies to be achieved, forms a number of group with use method *Talking Stick*. Then distribute drama scripts, guide students to carry out learning activities, respond to behavior caused by students and carry out evaluation.

Based on description on table 4.5 in on obtained that from 20 students at SMPN 8 North Kolaka Daya absorb participant educate that is 10% on cycle I And cycle II students' absorption capacity is 60%. From cycle I and cycle II, 70% of students have not yet achieved a score of 65 and above, so it is considered that students have not yet completed classically. However, based on table 4.5 above, it can be concluded that there was an increase in students' absorption capacity, namely in cycle I it was 10% and cycle II it was 70%.

Furthermore, table 4.6 will show the increase in students' speaking skills after implementing the *Talking Stick method* in cycle I and cycle II learning.

The second cycle shows some progress compared to cycle I because this cycle has experienced significant changes in several aspects which were deficiencies in cycle I. In this cycle students little by little are able to speak through the application of the *Talking Stick learning method* well. This means that students' ability to speak through the application of the *Talking Stick learning method* has been achieved even though it is not yet optimal. Because in speaking through the application of the *Talking learning method Sticks* is act figure in story. From cycle secondly, which was carried out by speaking through the application of the *Talking Stick learning method*, the results were obtained as follows following:

- (a) Students are able to speak through the application of the *Talking Stick learning method* Good.
- (b) Increase learning motivation and results Study.
- (c) Raising students' awareness that Indonesian language lessons, especially speaking through the application of the *Talking Stick learning method*, are closely related to life

daily.

From the analysis of reflections for each cycle and student responses in general, it can be concluded as follows:

- (a) Students' views on lessons have changed in a more positive direction. This can be seen from the change in students' learning motivation towards lessons which increasingly increases from cycle I to cycle II.
- (b) Students' views on speaking ability through application method learning *Talking Sticks* in learning Indonesian is by applying the *Talking Stick learning method* to make Indonesian more interesting meaningful And more interesting, compared to with speak without applying the *Talking learning method Sticks* .

Discussion of Results Study

The results of the evaluation of speaking ability using *a talking stick* can be concluded that the average score of all students studied in the aspect of courage is 60.3%, thus the achievement is categorized/qualified **as medium**. When looking at the results from each aspect, it was found that (a) in the aspect of having the courage to have an opinion, being clear and having no hesitation, there were none, (b) having the courage to have an opinion, being quite clear and having a little hesitation, there were 6 people with a total of 444 or 22.2 % less qualified, (c) dare to have an opinion, but incomplete and somewhat doubtful there are 9 people with a total of 538 or 26.9% less qualified, (d) dare to have an opinion but not complete and very doubtful there are 5 people with a total 224 or 11.2% were less qualified, (e) did not dare to have an opinion, incomplete and had no doubts.

The average score of all students studied in the intonation aspect was 54.3%, thus the achievement was categorized/qualified as **low**. When looking at the results from each aspect, it was found that (a) in the aspect of student intonation, there were no clear and precise, (b) the intonation of students was quite clear and precise, there were 5 people with a total of 378 or 18.9% qualified. not enough, (c) intonation participant educate not enough clear And appropriate There is 7 people with a total of 428 or 21.4% have less qualifications, (d) the intonation of the students is clear but not precise/accurate but not clear. There are 3 people with a total of 124 or 6.2% with less qualifications, (e) the intonation of the students unclear _ And No appropriate There is 5 person with amount 156 or 7.8% less qualified.

The average score of all students is examined in the pronunciation aspect 42.3%, thus the achievement is categorized/ **low qualifications**. When looking at the results from each aspect, it

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was found that (a) there were no students who pronounced the words clearly and precisely, (b) no there are also students who pronounce words quite clearly and precisely, (c) participants educate Which recite say with not enough clear And appropriate There is 7 people with a total of 402 or 20.1 are less qualified, (d) students who pronounce words clearly but not correctly/accurately but not clearly there are 7 people with amount 258 or 12.9% qualified not enough, (e) participant educate There were 6 people who pronounced words unclearly and incorrectly with a total of 186 or 9.3% qualified not enough.

The average score of all students studied in the spelling aspect is 41.8%, thus the achievement is categorized/ **low qualifications**. When looking at the results from each aspect, it was found that (a) there was no spelling of students using good and correct language, (b) some of the students' spelling uses language which is quite good, (c) the students' spelling uses language which is not good and correct, there are 4 people with a total of 246 or 12.3% who have poor qualifications, (d) the students' spelling uses good language but true/true but not good, there are 7 people with a total of 314 or 15.7% who are less qualified, (e) the students' spelling uses completely non-standard language there are 9 people with a total of 276 or 13.8% qualified not enough.

Apart from that, the results of student observations during the learning process on the aspects of responsibility, attention and cooperation in cycle I are from 20 participants educate SMPN 8 Kolaka Utara, there are 2 students who are in the complete category, in the category and there are 18 students who are categorized as incomplete. After reflecting on cycle I and seeing that there were still shortcomings in its implementation, changes were made to activities deemed necessary in order to achieve more improved results compared to the results obtained from the cycle. I.

2. Cycle II

The results of the evaluation of speaking ability via *Talking Stick* can be concluded that the average score of all students studied in the aspect of courage is 68.35%, thus the achievement is categorized/ **highly qualified**. The results of these achievements when viewed from each aspect are found

that in (a) the aspect of daring to have an opinion, clearly and without hesitation, there are 5 people with a total of 457 or 22.85% who are less qualified, (b) brave to have an opinion, quite clear and with little doubt, there are 5 people with a total of 378 or 18.9% have less

qualifications, (c) dare to have an opinion, but are incomplete and somewhat hesitant. There are 5 people with a total of 296 or 14.8% who are less qualified, (d) dare to have an opinion but are incomplete and very doubtful There is 5 person with amount 236 or 11.8% qualified not enough,

(a) not daring to have an opinion, not being complete and not having doubts There is.

The average score of all students studied in the intonation aspect was 72.1%, with thereby achievements categorized/qualified **tall**. Results When looking at this achievement from each aspect, it was found that in (a) the student's intonation aspect was clear and precise, there were 8 people with a total of 726 or 36.3% who were sufficiently qualified, (b) the student's intonation was quite clear and There are exactly 4 people with a total of 274 or 13.7% who are less qualified, (c) intonation participant educate not enough clear And appropriate There is 4 person with amount 231 or 11.55% qualified not enough, (d) intonation participant educate clear But not precise/accurate but not clear, there are 4 people with a total of 211 or 10.55% who are less qualified, (e) the intonation of students is not clear and not precise There is.

The average score of all researched students in the pronunciation aspect is 67.4%, with thereby achievements categorized/qualified **tall**. Results When looking at these achievements from each aspect, it is found that (a) students who recite say with clear And appropriate There is 7 person with amount 587 or 29.35% have less qualifications, (b) there are 4 students who pronounce words clearly and precisely enough with a total of 304 or 15.2% who are qualified not enough, (c) participant educate Which recite say with less clearly and precisely, there are 4 people with a total of 236 or 11.8% who have less qualifications, (d) students who pronounce words clearly but not correctly/accurately but not clearly, there are 5 people with a total of 221 or 11.05% who have less qualifications, (e) No There is participant educate Which recite say No clear And not exactly.

The average score of all students researched in the spelling aspect is 70.05%, with thereby achievements categorized/qualified **tall**. Results When looking at these achievements from each aspect, it was found that (a) students' spelling use Language Which Good And Correct There is 4 person with number 366 or 18.3% qualified not enough, (b) spelling participant educate using language that is quite good, there are 7 people with a total of 546 or 27.3% who are less qualified, (c) the students' spelling uses language that is not good enough and correct, there are 7 people with a total of 415 or 20.75% who are less qualified, (d) The students ' spelling uses language that is good but correct/correct but not good. There are 2 people with a total of 74 or

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3.7% who are less qualified, (e) there are no students' spelling using language that is not at all standard.

In cycle II, after making changes in action, it was seen that students' motivation had increased, many students were active in speaking through *Talking Sticks* with courage, intonation, pronunciation, spelling and appreciation. Not only that, when looking at the results of observations from cycle I to cycle II there was a very fundamental change in students' attitudes towards a better direction during the learning process. Results of observations of student activities during the learning process in the aspects of responsibility, attention and cooperation in cycle II, namely from 20 participants SMPN 8 Kolaka Utara yang There are 14 students in the complete category, and those included in In the incomplete category there were 6 participants educate.

In cycle II, students were also seen carrying out other activities Already start reduce. As consequence from change Which happen in this cycle then after holding the cycle II test the average score is achieved by students is in the **high category**, which previously in cycle I was only in the category **currently**.

The conclusion is that basically speaking ability is through the application of the *Talking Stick learning method*.

CONCLUSION

Based on the research results and discussions that have been presented, it can be concluded that:

talking stick type cooperative model in the learning process can improve the speaking skills of students at SMPN 8 North Kolaka . Based on the research results, it can be concluded that there has been an increase in the speaking skills of students at SMPN 8 North Kolaka in the 2022/2023 academic year from cycle I to cycle II using the *Talking method. Stick* , with an average value in cycle I of 49.68 and in cycle II of 70.49.

Suggestions that the author needs to submit regarding the expected benefits of the research results, namely

1. It is hoped that the results of this research can be utilized so that it will make a better contribution to schools in order to improve learning in class, especially in class at SMPN 8

North Kolaka.

2. It is hoped that teachers will further develop learning strategies in the classroom in order to improve active language skills, especially students' speaking skills, by using a *talking stick type cooperative model*.
3. For students, especially students whose studies have not been completed in cycle II, they should increase their practice of speaking well at school Model

Talking Stick Type Cooperative or at home to improve speaking skills

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