EDUCATIONAL INNOVATION IN SOCIETY 5.0 ERA: CHALLENGES AND OPPORTUNITIES

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Yoppy Wahyu Purnomo & Herwin

ROUTLEDGE

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Yoppy Wahyu Purnomo & Herwin
Faculty of Education, Universitas Negeri Yogyakarta, Indonesia

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Cooperative learning model talking stick type: To improve speaking skills?

A.J. Verrawati, A. Mustadi & W. Wuryandani
Universitas Negeri Yogyakarta, Yogyakarta, Indonesia

ABSTRACT: This research is motivated by problems that occur in IA class SD Negeri 2 Percobaan, namely the average speaking ability of students included in the low category. The research objective is to improve students' speaking skills through the cooperative learning model of Talking Stick types. This research uses Classroom Action Research (CAR) using the Kemmis & Mc Taggart model. The subject of this research was class 1A of SD Negeri 2 Percobaan Yogyakarta. The results show that the average pre-cycle of speaking skills is 57, including skilled enough. After the action in the first cycle, speaking skills increase to 69.5 in the skill category. After the action in the second cycle, speaking skills increase again to 81.0 and are categorized as very successful. So, the conclusion of this research is that cooperative learning model of the Talking Stick type in each learning process can improve students' speaking skills.

1 INTRODUCTION

Speaking skills are important for elementary school students, because by speaking students will be able to convey ideas, ideas, and responses to other students, teachers, and other people. Talking has meaning, which is an act of delivering messages from participants (communicators and communicants). The purpose of speaking is so that the message from the speaker reaches the communicant. Speaking skill is a person's ability to transfer an idea, idea, or opinion to other people. Talking is a means of verbal communication to convey ideas, ideas, and opinions to others (Efrizal, 2012); (Robert E. Owens, 2012). Speaking requires language for its means of communication (Efrizal, 2012). Based on these opinions, speaking is the ability that a person has to convey, express, and express information in the form of ideas, ideas, opinions, and feelings to others using verbal communication.

Conditions in the field prove that at the elementary school level (SD), speaking skills are often difficult skills for students to master. This is supported by the results of observations at SD N 2 Percobaan Yogyakarta class IA with a total of 32 students carried out on 6–10 February 2018. The results of the observations resulted in data that the value of speaking skills and the level of student participation in learning speaking skills were in the fairly skilled category. Based on the observation data obtained, 44% of students who passed were scored ≥65 (complete) and 66% got a value <66 (not completed).

Learning conditions at SD N 2 Percobaan at the time of initial observation showed a lack of variation in learning that facilitates students to practice their speaking skills and a lack of habituation in the learning process which gives students the opportunity to speak. As a result, the speaking skills of class IA students at SD N 2 Percobaan Yogyakarta are still experiencing problems in improving them. The facts found in the field prove that teachers still play a central role in learning, this event is not very good, because students' thinking patterns will be very limited, whereas in the current era of globalization, various changes have occurred according to the demands and needs of society, and have challenges: in the form of local problems as well as international (global) problems that are happening so rapidly.

Based on the results of interviews with class I teachers, information was obtained that in the learning process, teachers had difficulty finding the right model or method to teach speaking skills well, so that the learning process was not optimal. Efforts to improve speaking skills are using the Talking Stick type of cooperative learning model. The Talking Stick cooperative learning model is expected to be able to overcome the problems that exist in students' speaking skills. This is in accordance with the research conducted by (Widiyanti, 2018) the results showed that the application of the talking stick model could improve the speaking skills of students in class V-3 at SD N Suryakencana CBM Sukabumi in the 2017/2018 academic year. Similar research was also conducted by (Antara, Kristiantari, & Suadnyana, 2019). The results showed that the Talking Stick learning model assisted with newspaper rubrics had an effect on the speaking skills of fifth grade students of SD Negeri cluster IX Kintamani for the 2017/2018 school year.

Cooperative learning is a learning model that prioritizes learning that focuses on students as a learning center and is interactive. This is supported by the opinion of (Barkley, 2012) which states that cooperative

learning requires students to cooperate, interact by sharing information, and giving to one another. Cooperative learning models include cooperative learning type Talking Stick, think pair share model (exchanging pairs in pairs), round robin model (responding in turn), talking chips model (talking pieces), and others.

The Talking Stick type of cooperative learning model is a learning model that can encourage students to have the courage to express their opinions and speak in public. This is supported based on research by (Fajri, Yoesef, & Nur, 2016) which states that cooperative learning with the Talking Stick type is very appropriate for students from SD, SMP, and SMA/SMK. There are several basic elements in cooperative learning which is the Talking Stick type, which is to make students able to work together in groups and work independently and understand the material quickly (Shoimin, 2014). Students are trained in speaking skills when students have to answer questions from the teacher while holding a stick. Apart from practicing speaking, this learning model also creates a pleasant atmosphere and keeps students active.

The Talking Stick type of cooperative learning model is appropriate for the PAIKEM learning process (participatory, active, innovative, creative, effective, and fun). The cooperative learning model with the Talking Stick type makes students more courageous to speak and express opinions (Suprijono, 2016).

Some of the advantages of the Talking Stick type of cooperative learning model by Shoimin (Shoimin, 2014) is that it a) can test students' preparation when learning, b) train students' abilities to be able to master the subject matter quickly, c) motivate students to learn before learning begins (students learn more actively) d) allow students to become confident to put forward ideas, information, ideas and responses. The Talking Stick type of cooperative learning model in the implementation of learning is that the teacher presents the material and the material can be studied in groups which makes it easier for children to exchange ideas to understand the subject matter. After the material given by the teacher has been completed by the students, the students will be asked questions by the teacher with the help of sticks. Students are trained in speaking skills when students must answer questions from the teacher when they get a chance to hold the stick. Apart from practicing speaking skills, this learning model also creates a pleasant atmosphere and keeps students active.

The cooperative learning model of the Talking Stick type makes students confident and courageous to express ideas, ideas, and opinions (Suprijono, 2015). The Talking Stick type of learning model trains students to dare to speak, namely by giving students the opportunity to answer questions given by the teacher. According to opinion (Shoimin, 2014), regarding the advantages of the Talking Stick type of cooperative learning model in addition to training students to speak up, it is also a model that can make students more active in learning.

Based on the facts in the field, it shows that the speaking skills of the IA class students of SD N 2 Percobaan still need a variety of learning models. A variety of learning models must be chosen according to the needs, lessons, and also the student's environment. Therefore, to overcome the problem of speaking skills of the IA class students of SD N 2 Percobaan Yogyakarta, which was still lacking, a study was conducted using a cooperative learning model with the Talking Stick type to improve the speaking skills of the IA class students of SD N 2 Percobaan Yogyakarta. Based on the facts obtained in the field, research was carried out using a cooperative learning model with the Talking Stick type in an effort to improve the speaking skills of the IA class students of SD N 2 Percobaan Yogyakarta.

2 METHODS

This research is a classroom action research using the research model developed by Stephen Kemmis and Robin Mc Taggart, which uses four research components in each step, namely planning, acting, observing, and reflecting (Wiriaatmadja, 2014). Kemmis and Mc Taggart's model. If visualized, Kemmis and Mc Taggart's model will look like Figure 1 below.
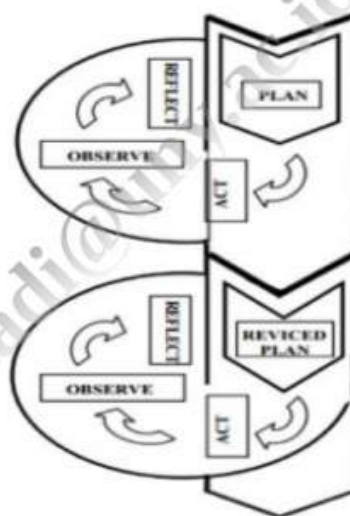
Figure 1. Classroom action research model Kemmis and Mc. Taggart.

The research was conducted from February to June 2018. The research site was SD N 2 Percobaan Yogyakarta. The research subjects were class IA SD N Percobaan 2 Yogyakarta. The number of subjects in this study were 32 students consisting of 18 male students and 14 female students with various student diversity.

This research is classroom action research. This study was designed using a spiral model cycle developed by Kemmis and Mc. Taggart (Wiriaatmadja, 2014) in each cycle will use four components of action

namely (1) Plan, (2) Act, (3) Observe and (4) Reflect in an interlocking spiral. The use of the classroom action research model Kemmis and Mc Taggart's model in research is described as follows.

The first stage of planning, at this stage starting from finding problems that occur in the implementation of learning, then identifying and analyzing their feasibility to be overcome with classroom action research. The second stage is acting, the stage of implementing the action is implementing the plan that has been prepared at the planning stage. The third stage of observing, at this stage the teacher makes observations simultaneously with the implementation of learning carried out by researchers and students. The fourth stage of reflection reflection, the reflection stage is the stage where the researcher analyzes or evaluates the actions and the results are associated with the goals to be achieved (Suharsaputra, 2014). Reflection reads the implications of follow-up in the next cycle if the goal has not been achieved or stops the research for later reporting. Reflection must be carried out openly and fairly and by means of team discussions.

Percentage of students' speaking skills:

$$1 + \frac{n}{N} \times 100\%$$

Information:
n = scores obtained by students
N = the total number of students

Table 1. Determine the value in the assessment category according to (Arikunto, 2016) below.

Category	Value Range
Very skilled	80–100
Skilled	66–79
Quite skilled	56–65
Less Skilled	40–55
Very less skilled	30–39

3 RESULT AND DISCUSSION

3.1 Result

The implementation of learning speaking skills of students was surveyed during the pre-cycle. The initial survey activity was carried out to determine the initial conditions in the field regarding learning speaking skills. The results of this initial survey form the basis for relevant actions in an effort to overcome existing problems experienced by teachers and students. Observations and interviews were carried out in this initial survey. The survey was conducted on 6–10 February 2018 to see the learning process of speaking skills for class IA students at SD N Percobaan 2 Yogyakarta. The results of the initial survey activities of this study are as follows.

The survey results show several problems that occur during the learning process, namely students are still shy in expressing opinions, students still point to each other when they are required to come forward to convey opinions/discussion results, students still convey arguments/opinions that are very much in accordance with what is recorded in the book and have not been able to express opinions using the students 'own language, the students' voices when presenting the results of the discussion were also not loud enough.

Based on the results of observations and interviews, it was found that the students' speaking skills were still classified as low and had not achieved the goals of learning. The learning process activity is assessed based on attention, courage to appear in front of the class, cooperation, and the abilities of students related to speaking skills using Indonesian that are coherent, good, and correct. Based on all aspects of the assessment, it was obtained data that the percentage of success was 43.7% or 14 students who passed out of a total of 32 students. Efforts to overcome students' low speaking skills are by using a cooperative learning model with the Talking Stick type.

The research was conducted in 2 cycles, each of which consisted of 4 stages, namely: planning, doing, observation, and reflection. The results of the study proved that there was an increase in speaking skills of class IA students after the use of cooperative learning model Talking Stick type during the learning process.

Details of the comparison of student scores on the aspect of speaking skills in pre-cycle, cycle I, and also cycle II class IA SDN 2 Percobaan Yogyakarta can be seen in Figure 2 below.

Figure 2. Comparison of student scores in the speaking skills aspect of students in pre-cycle, cycle I, and also cycle II.

Speaking skills from pre-cycle, then in cycle I, and finally in cycle II have increased as expected as an indicator of success, both in terms of pronunciation, intonation, diction and word choice, sentence structure, a calm and natural attitude, gesturing/mimicking correctly, volume, fluency, and mastery of the topic. The class average speaking skills in the nine aspects of students' speaking skills.

The use of a cooperative learning model with the Talking Stick type in thematic learning activities has a positive effect so that it can improve speaking skills
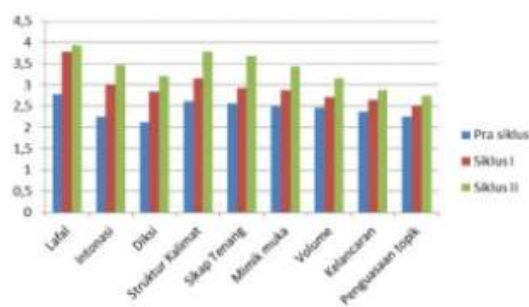
Figure 3. Improved speaking skills on nine indicators.

and increase speaking activities for class IA students of SD N Percobaan 2 Yogyakarta. Students' ability in speaking activities. The increase in the average value in the aspect of speaking skills was 43.8 (the average initial condition was 57.2, the increase in the first cycle was 69.5, increased to 81.0 in the second cycle).

The initial condition shows that the average score of speaking skills is still low, that is, 14 students are categorized as skilled and 18 students are categorized as less skilled. Some of the reasons are that the majority of students still have low motivation and interest in speaking activities, the atmosphere of learning activities is less fun and less conducive, and the use of models in the teaching and learning process carried out by the teacher does not direct or provide opportunities for students to be able to practice speaking skills.

After the first cycle of action, the average speaking skill score began to increase by 17.7 (initially 57.2 to 69.5). Based on existing value data from cycle I at the first, second, and third meetings combined, the average value is 69.5. In the first cycle it is known that 21 students have reached the skilled and highly skilled category with a value of ≥66. In this first cycle, from 5 aspects of speaking skills assessment, aspects of sentence structure and calm and natural attitudes have increased.

Some of the factors that increase the ability to speak are psychological factors of students (motivation and interest). In cycle I, students are more motivated to learn and have more opportunities to develop and practice speaking skills. These factors are closely related to aspects of fluency and accuracy, mastery of material during the learning process because each student must be able to master all learning topics by discussing with groups.

Although in cycle I there was an increase in student speaking ability, the success index in speaking skills was 75% of the total number of students that had not been fulfilled, and there were still some problems, namely mastery of the topic and optimal use of sentence structures. When discussing, several students discussed a topic that did not fit the context. So a revision is needed to continue in the second cycle with a time limit when discussing.

In cycle II, speaking skills increased by 16.8 (mean in cycle I 69.5 increased to 81.0). It is known that 28 students have completed their studies or 87.5% of the 75% indicators of success. In cycle II, the time to discuss the material from the teacher is more effective, the topics discussed are focused and optimal, most students have been able to follow the steps of the Talking Stick learning model well, and students have shown active speaking that meets the criteria of being very skilled. These results prove that Talking Sticks are a cooperative and fun learning model. The Talking Stick learning model is carried out with the assistance of a stick, the student who gets or holds the stick must be ready to speak to answer questions from the teacher after the students learn the subject matter.

3.2 Discussion

Based on the explanation of the research results above, the use of the Talking Stick type cooperative model in thematic learning activities has a positive effect so that it can improve students' speaking skills and increase speaking activities of class IA students of SD N 2 Percobaan Yogyakarta. Students' ability in speaking activities. The increase in speaking skills was 43.8 (the initial condition, mean 57.2, increased in the first cycle, namely 69.5, increased to 81.0).

In the initial conditions, the mean score of students' speaking skills was in the fairly skilled category. The reason is that the use of learning models carried out by the teacher has not yet referred to or provided opportunities for students to practice speaking skills.

After the first cycle of action, the students' speaking skills increased by 17.7 (initially 57.2 to 69.5). Based on the existing value data from cycle I, it is known that 21 students have finished learning or 65% of the 75% success indicator. In this first cycle, from 5 aspects of speaking skills assessment, aspects of sentence structure and calm and reasonable attitude have increased.

Some of the factors that cause students' speaking skills to increase are students' psychological factors (motivation and interest). In cycle I, students are more motivated to learn and have more opportunities to develop and practice speaking skills. These factors are closely related to aspects of fluency and accuracy, mastery of learning materials because each student must be able to master all learning topics by discussing with his group.

Even though in cycle I there was an increase in students' speaking skills, the success index of speaking skills, which is 75% of the total number of students, has not been fulfilled, and there are still several problems, namely mastery of the topic and the use of optimal sentence structure. When discussing, some students discuss topics that are out of context. So to overcome this, it is necessary to revise it to be continued in cycle II with time restrictions when discussing.

In cycle II, students' speaking skills increased by 16.8 (mean in cycle I 69.5 increased to 81.0). It is known that 28 students have finished learning or

87.5% of the 75% success indicator. In cycle II, the time to discuss the material provided by the teacher was more effective, the topics discussed were focused and optimal, most students were able to follow the steps of the Talking Stick learning model well, and students had shown activeness to speak that met the criteria of being very skilled. This is in accordance with the theory that the talking stick is a cooperative learning model. This learning model is carried out with the help of a stick, who is holding the stick must answer questions from the teacher after students learn the subject matter. Talking Stick learning is very suitable for elementary, junior high, and high school/ vocational students. In addition to practicing speaking, this learning will create a fun atmosphere and keep students active (Fajri, Yoesef, & Nur, 2016).

Overall, most of the students were categorized as skilled and highly skilled at speaking according to the criteria set in the speaking skills assessment. There are 4 students who have not achieved the success criteria because of several factors, including two students who are often sickly resulting in students being less enthusiastic in learning, and two students who are less enthusiastic and less interested when the discussion takes place.

Although in cycle I there was an increase in students' speaking ability, the success index in speaking skills was 75% of the total number of students that had not been fulfilled, and there were still some problems, namely mastery of the topic and optimal use of sentence structures. When discussing, some students discuss topics that do not fit the context. The effort to follow up on this problem is by carrying out a revision process to continue the second cycle with a time limit during discussion.

In the second cycle, speaking skills increased 16.8 (average in the first cycle 68.9 increased to 85.7). It is known that 28 students have completed their studies or 87.5% of the 75% indicators of success. In cycle II, the time to discuss the material provided by the teacher is more effective, the topics discussed are focused and optimal, most students have been able to follow the steps of the Talking Stick learning model well, and students have shown speaking activeness that meets the criteria of being very skilled. This is in accordance with the theory that the cooperative learning model with the Talking Stick type can improve speaking skills. The Talking Stick learning model uses a stick as a medium of assistance during the learning process, students who hold the stick are required to speak to present ideas or responses that are in accordance with the questions from the teacher after students learn the subject matter.

The use of a cooperative learning model with the Talking Stick type is very suitable for students of various school ages ranging from elementary school, junior high school and SMA/SMK. Learning the Talking Stick model trains students to speak, and learning is able to make students active and learning becomes more fun (Fajri, Yoesef, & Nur, 2016). Overall, most of the students were categorized as skilled and highly

skilled in speaking according to the success criteria set out in the speaking skills assessment, as many as 28 out of 32 students. There are four students who have not achieved the success criteria due to several factors, including two students who often get sick and cause students to be less enthusiastic in learning, and two students who are less enthusiastic and less interested when the discussion takes place.

4 CONCLUSION

Based on the results of this study, it was concluded that the effort to improve speaking skills on sticks of grade I A students at SD N 2 Percobaan Yogyakarta academic year 2017/2018 was successful by using a cooperative learning model with the talking type. This is evidenced by the results of the research which showed that there was an increase in speaking skills at the beginning before the cycle (pre-cycle), then in the first cycle that increased from the pre-cycle, and finally in the second cycle the speaking skills increased again in class IA and had met the indicators. success, that is, 75% of students are categorized as skilled/highly skilled. In this second cycle the research was stopped because it had met the indicators of research success.

Researchers provide suggestions to educators that it is important to apply and develop various learning models. The learning model makes the learning process more meaningful and can also develop students' speaking skills. Therefore, it is hoped that this research can become a reference for carrying out further research so that it can further optimize the application of creative and innovative learning models for the creation of effective learning.

The implication is based on the research results, namely that cooperative learning will further train students' abilities if learning uses a learning model that is able to make students more confident and fun. The Talking Stick is one type of cooperative learning model that is able to give students the motivation to dare to express opinions, ideas, and arguments because of the steps in the Talking Stick learning model which requires students to speak after getting sticks and questions from the teacher during the learning process. Based on the results of this study, it is expected to be able to become a reference for further research so that it can optimize the application of cooperative learning models that are able to train students' abilities and be able to improve students' abilities.

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