

# IMPROVEMENT OF SPEAKING SKILLS THROUGH THE APPLICATION OF TALKING STICK MODEL IN FIFTH GRADE STUDENTS OF KUTOWINANGUN 04 ELEMENTARY SCHOOL

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**Abstract: Improvement Of Speaking Skills Through The Application Of Talking Stick Model In Fifth Grade Students Of Kutowinangun 04 Elementary School.** This study aims to improve speaking skills through the application of the Talking Stick model in fifth grade students of Kutowinangun 04 Elementary School. This type of research is Classroom Action Research (PTK) with research subjects in fifth grade students of Kutowinangun 04 Elementary School consisting of 18 male students and 11 female students. The data collection technique used is observation. The procedure of action research consists of two cycles. Each cycle through four stages of research includes: planning, action, observation, and reflection. The data analysis technique used quantitative descriptive and qualitative descriptive. The results showed an increase in the percentage of the average value of students' speaking skills by category in the first cycle, which was equal to 11.56%, with the initial conditions 58.10% (categories need guidance) increased to 69.66% (sufficient category). In the second cycle, an increase of 15.34%, with an initial condition of 69.66% (sufficient category) increased to 85% (good category). The percentage of completeness of speaking skills showed that in pre-action as many as 5 students completed (17.24%), increased to 18 students completed (62.07%) in the first cycle, and increased to 29 students completed (100%) in cycle II. Thus, through the application of the Talking Stick model can improve the learning skills of fifth grade students of Kutowinangun 04 Elementary School.

**Keywords:** Improving Student Speaking Skills, Talking Stick Model

**Abstrak: Peningkatan Keterampilan Berbicara Melalui Penerapan Model Pembelajaran Talking Stick Pada Siswa Kelas 5 SD Kutowinangun 04.** Penelitian ini bertujuan untuk meningkatkan keterampilan berbicara melalui penerapan model pembelajaran *Talking Stick* pada siswa Kelas 5 SD Negeri Kutowinangun 04 Salatiga. Jenis penelitian ini adalah Penelitian Tindakan Kelas (PTK) dengan subjek penelitian siswa kelas 5 SD Negeri Kutowinangun 04 yang terdiri dari 18 siswa laki-laki dan 11 siswa perempuan. Teknik pengumpulan data yang digunakan adalah observasi. Prosedur penelitian tindakan terdiri dari dua siklus. Setiap siklus melalui empat tahap penelitian diantaranya: perencanaan, tindakan, observasi, dan refleksi. Teknik analisis data yang digunakan berupa deskriptif kuantitatif dan deskriptif kualitatif. Hasil penelitian menunjukkan terjadi peningkatan persentase nilai rata-rata keterampilan berbicara siswa berdasarkan kategori pada siklus I, yaitu sebesar 11,56%, dengan kondisi awal 58,10% (kategori perlu bimbingan) meningkat menjadi 69,66% (kategori cukup). Pada siklus II, terjadi peningkatan sebesar 15,34%, dengan kondisi awal 69,66% (kategori cukup) meningkat menjadi 85% (kategori baik). Persentase ketuntasan keterampilan berbicara menunjukkan bahwa pada pratindakan sebanyak 5 siswa tuntas (17,24%), meningkat menjadi 18 siswa tuntas (62,07%) pada siklus I, dan meningkat menjadi 29 siswa tuntas (100%) pada siklus II. Dengan demikian, melalui penerapan model pembelajaran *Talking Stick* dapat meningkatkan keterampilan belajar siswa kelas 5 SD Kutowinangun 04.

**Kata Kunci:** Peningkatan Keterampilan Berbicara Siswa, Model Pembelajaran *Talking Stick*

## INTRODUCTION

Humans as social beings can't be separated from the activities of communicating with others, both oral and written communication carried out in everyday life. Wherever we are, we always communicate with other people. The purpose of communication can be achieved if the recipient of the message knows and understands the intent of the messenger. For communication purposes to be achieved, good language skills are needed, including speaking skills. According to Government Regulation No. 20 of 2016, communicative skills, including speaking skills, are listed as graduate competency standards in the skills dimension, both from the level of primary and secondary education. At the level of elementary school education, speaking skills can provide provisions for ways of speaking that are good, true, and in accordance with the rules of language delivery. Grammar, attitude when speaking, and procedures for delivering ideas need to be trained in learning activities so that later trained students speak good and right at the next level of education. Thus, speaking skills are important skills to learn.

The results of the observations on March 6, 2019 showed that the speaking skills of fifth grade students of Kutowinangun 04 Elementary School were still low. The results of pre-action observations of students' speaking skills activities showed that as many as 23 students (79%) were in the interval between 0-60% with categories needing guidance. The results of the data show that of the 29 students, there were only 5 students who valued their speaking skills reaching KKM with a percentage of 17.24%. While the remaining 24 students with a percentage of 82.76% have not reached KKM (<70). Most students seem bored learning, shy when speaking, not active in group discussion activities, stammering when presenting the results of their discussions in front of the class, and lacking confidence in conveying their ideas verbally, students are reluctant to ask questions or answer questions

from the teacher. As a result, students' speaking skills are not optimally developed. One of the causes of students' lack of speaking skills is the lack of innovation in the application of learning models that support students' speaking skills through active and enjoyable learning activities.

The researcher wanted to improve the speaking skills of elementary students through the application of the Talking Stick learning model. The Talking Stick learning model is a learning method designed to help students achieve mastery of material through sticks. This model involves several learning steps, including: (1) teacher's explanation of the material, (2) students learn the material in groups, (3) the teacher takes a stick to give to students, (4) the stick is rotated in rotation, (5) students get a stick must answer questions from the teacher (Suprijono, 2011).

The opportunity to re-learn the material with the group makes students able to master the material well. In addition, the Talking Stick learning model provides opportunities for students to group with friends and involve students for peer tutoring. This is in accordance with the characteristics of elementary students who like to play and like to form peer groups. (Susanto, 2013). The Talking Stick learning model uses a stick as a tool to determine students' speaking rights. Stick rolling from one student to another with cheerful music. When the music is stopped, the students holding the stick get the opportunity to speak. At this time, students are trained to practice speaking skillfully in game activities that trigger active students. This is in line with the opinion of Noviasari (2014) who said that the Talking Stick learning model is a method that uses sticks as a facility to express opinions. The stick revolves clockwise from one person to another in a group. Anyone who gets a stick, may choose between speaking and may be silent. When choosing to speak, the stick is held until it finishes talking.

The opportunity to speak for students holding sticks through suitable games is applied to attract the motivation of skilled speaking students. "Learning with the Talking Stick model encourages students to dare to express their opinions" (Suprijono, 2011). Activities expressing opinions occur when students answer questions from the teacher so that students train to speak publicly. According to Shoimin (2016), "in addition to practicing speaking, this learning will create a pleasant atmosphere and make students active". This opinion is in line with the opinion of Manuaba, et al., (2014) which states that "Talking Stick is an interactive learning model because it emphasizes the active involvement of students during the learning process". Learning with this model is based on interesting games where it triggers students' curiosity in determining the turn of students who answer questions from the teacher. In addition, the Talking Stick learning model is also accompanied by music that is able to make the atmosphere relaxed so students can learn fun, not tense, and confident. According to Sani (2015), "the game can create a relaxed and pleasant atmosphere so that it can motivate students to take language lessons". Students are expected to be able to skillfully speak through interesting and fun learning environments. Thus, the application of the Talking Stick learning model is expected to improve the speaking skills of fifth grade students of Kutowinangun 04 Elementary School.

## METHOD

This study uses a type of Classroom Action Research (CAR) with a development model from Stephen Kemmis and Robin Mc Taggart. PTK is a scientific research activity carried out rationally, systematically, and empirically reflective of various actions and carried out by teachers or lecturers (teaching staff), which involves (the research team) as researchers, starting from the preparation of a plan to the assessment of concrete actions in the

classroom in the form of teaching and learning activities, to improve and improve the conditions of learning carried out (Iskandar, 2012). The subjects of this study were fifth grade students of Kutowinangun 04 elementary school with a total of 29 students in 18 students consisting of 18 male students and 11 female students. The research was conducted in March to April 2019. The research procedure was conducted through 2 cycles, the first cycle was carried out on March 16 and 20 2019, while the second cycle was held on March 23 and 26 2019. Each cycle went through stages including: planning (planning), action (acting), observation (observing), and reflection (reflecting) (Arikunto, 2010).

Data collection techniques in this study were observations of students' speaking skills during the learning activities. The data collection instrument used is the observation sheet

The data analysis technique used is descriptive quantitative and qualitative descriptive data analysis. Descriptive quantitative is used to describe the results achieved in the form of numbers. Meanwhile, quantitative descriptive to describe the results of research based on the problems and findings obtained. The use of descriptive statistical analysis is obtained based on the average speaking skills of fifth grade students of Kutowinangun 04 elementary school. The following is a formula to find the average value according to the 2013 Curriculum.

$$\text{score} = \frac{\text{overall score obtained by students}}{\text{maximum score}} \times 100$$

Students are said to complete learning if at least reach a score of 70. Meanwhile, one class can be said to be thoroughly studied if the average speaking skill of students reaches  $\geq 75\%$ . Assessment scores can be categorized according to the following table based on the 2013 curriculum assessment and the grade of school completeness.

**Table 1.** Classification the Quality of Learning Outcomes According to the 2013 Curriculum

Percentage of Scores	Predicate	Classifications
86-100	A	Very Good
71-85	B	Good
61-70	C	Enough
0-60	D	Need Guidance

**RESULTS AND DISCUSSION**

This study uses two cycles. Each cycle is carried out using the Talking Stick learning model. The following is a

comparison of the percentage of results of observation of students' speaking skills in pre-action, cycle I, and cycle II can be seen in the table 2.

**Table 2. Comparison of Percentage of Observation Results of Student Speaking Skills on Pratindakan, Cycle I, and Cycle II**

Category	Percentage Score (%)	Comparison of Speech Skills Observation Results					
		Pre-action		Cycle I		Cycle II	
		Student Frequency	Percentage	Student Frequency	Percentage	Student Frequency	Percentage
Very Good	86-100%	0	0%	0	0%	10	34,48%
Good	71-85%	4	13,79%	9	31,03%	18	62,07%
Enough	61-70%	3	10,34%	13	44,83%	1	3,45%
Need Guidance	0-60%	22	75,86%	7	24,14%	0	0%
<b>Number of Class Scores</b>		1685		2020		2465	
<b>Class Average</b>		58,10%		69,66%		85%	
<b>Class Criteria</b>		Need Guidance		Enough		Good	

Based on the table, it can be seen that there is an increase in the percentage of students' speaking skills based on categories starting from the pre-action stage, cycle I, and cycle II. The category needs guidance can be seen in the pre-action of 75.86%, increased to 24.14% in the first cycle, and to 0% in the second cycle. Adequate categories can be seen in the pre-action of 10.34%, becoming 44.83% in the first cycle, and 3.45% in the second cycle. Good categories can be seen in pre-action at 13.79%, to 31.03% in cycle I, and 62, 07% in cycle II. Very good categories can be seen in the pre-action

of 0%, 0% in the first cycle, and 34.48% in the second cycle. The results showed an increase in the percentage of the average value of students' speaking skills by category in the first cycle, which was equal to 11.56%, with the initial conditions 58.10% (categories need guidance) increased to 69.66% (sufficient category). In the second cycle, an increase of 15.34%, with an initial condition of 69.66% (sufficient category) increased to 85% (good category). The following is presented a table of completeness of students' speaking skills on table 3.

**Table 3. Completeness of Student Speaking Skills**

Completeness	Score	Comparison of Completeness of Speaking Skills					
		Pre-action		Cycle I		Cycle II	
		Student Frequency	Percentage	Student Frequency	Percentage	Student Frequency	Percentage

Complete	70-100	5	17,24%	18	62,07%	29	100%
Uncomplete	<70	24	82,76%	11	37,93%	0	0%

Based on the table above, the percentage of completeness of speaking skills showed that in pre-action as many as 5 students completed (17.24%), increased to 18 students completed (62.07%) in the first cycle, and increased to 29 students completed (100%) in cycle II. Thus, through the application of the Talking Stick learning model can improve the learning skills of fifth grade students of Kutowinangun 04 elementary school.

Based on the acquisition of the percentage value of students' speaking skills in the first cycle and second cycle, the students' speaking skills were classified as low before the implementation of the Talking Stick learning model and there was an increase after the implementation of the Talking Stick learning model. The percentage of completeness in the value of students' speaking skills from pre-action to cycle I has increased, as well as from cycle I to cycle II. The percentage increase has met the research success criteria, which is more than 75%. This proves that the application of the Talking Stick learning model can improve the speaking skills of fifth grade students of Kutowinangun 04 elementary school.

This research is in line and strengthens previous research that the use of Talking Stick learning models can improve students' speaking skills (Asmara, 2015). The application of the Talking Stick learning model can improve student learning outcomes (Pambudi, 2017). The application of the Talking Stick learning model can affect student learning outcomes (Lestari et al., 2017). In addition, research from Janayanti (2017) about the influence of the Talking Stick learning model on learning has further strengthened this research. In addition, Fajrin (2018) on

the influence of the Talking Stick learning model also strengthens this research. Chintiasandi (2018), Rohmawati (2014), and Asri, et al. (2018) also examined the Talking Stick learning model. Based on the above research proves that the Talking Stick learning model can improve the quality of learning.

This research is different from previous research, where this study aims to improve the speaking skills of fifth grade students. Students' speaking skills increase along with the application of the Talking Stick learning model. Students who are initially silent, passive, do not dare to express ideas or stammer when talking, are tired of learning, shy when speaking, are not active in group discussion activities, and lack confidence, turn into brave talk, are active in group discussion activities, fun learning so that you master the subject matter which results in the student's fluency in speaking. Learning activities in this model trigger students to develop participatory, active, innovative, creative, effective and fun learning processes.

Talking Stick is suitable to be used to improve students' speaking skills. This is in line with the opinion of Suprijono (2011) who argues that "Learning with the Talking Stick method encourages students to dare to express opinions". Students are trained bravely and are skilled at speaking to answer questions that are conveyed by the teacher. Cooperative learning systems in groups discuss with friends to encourage students to master the material which results in the fluency of students when speaking or answering questions from the teacher. The rolling of the stick and the cessation of music that signifies students' speaking rights is something students are looking forward

to. students seemed enthusiastic and curious to wait for their turn to get the right to speak. The accompaniment of cheerful music makes the classroom atmosphere relaxed and removes shame through game-based learning activities.

The advantage of this study compared to previous research is that the application of the Talking Stick learning model can measure students' speaking skills and a variety of cheerful music provided so that students are not bored. Students' speaking skills are measured using a rubric consisting of very good, good, sufficient, and needing guidance. Assessment aspects to assess speaking skills include: grammar, speech, material mastery, fluency, and courage. The Observer in this study was a class teacher, so that he understood the characteristics of students as research subjects.

## CONCLUSIONS

Based on the results of the study, it can be concluded that the application of the Talking Stick learning model can improve the speaking skills of fifth grade of Kutowinangun 04 elementary school. The results showed an increase in the percentage of the average value of students' speaking skills by category in the first cycle, which was equal to 11.56%, with the initial conditions 58.10% (categories need guidance) increased to 69.66% (sufficient category). In the second cycle, an increase of 15.34%, with an initial condition of 69.66% (sufficient category) increased to 85% (good category). The percentage of completeness of speaking skills showed that in pre-action as many as 5 students completed (17.24%), increased to 18 students completed (62.07%) in the first cycle, and increased to 29 students completed (100%) in cycle II. Thus, through the application of the Talking Stick learning model can improve the learning skills of fifth grade students of Kutowinangun 04 elementary school. The suggestion that the researcher conveyed was that it was hoped that the

principal could coordinate the learning model, including the Talking Stick as an interesting and fun model and train students' speaking skills. For teachers, it is expected to be innovative in applying learning models according to the characteristics of elementary students. For further researchers, this research can be used as a reference in improving the quality of learning.

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