How to Improve Indonesian Language Learning Outcomes at Madrasah Tsanawiyah Through the Talking Stick Learning Model

by Firman Fiman

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Abstract

This research is classroom action research because it relates to efforts to improve learning practices in the classroom. The data collection technique used in this research is multi-technique or multi-instrument, namely: observation, measurement, and documentation. The data analysis technique used is descriptive quantitative analysis. The data obtained in the form of learning outcomes and activity observations were processed using descriptive quantitative analysis but first scoring and tabulated, then the frequency and percentage were calculated to be a reference in conducting descriptions. The results showed that; (1) The value of student learning outcomes class VII MTs Negeri Palopo in the first cycle of 20 students, there are ten students or 50% who meet the minimum completeness criteria, whereas in cycle II it increased from 20 students there were 16 students or 80% who met the minimum completeness criteria; (2) Thus, the action hypothesis proposed in this study is proof that if the talking stick model of learning is applied, the learning outcomes of the Indonesian language studies for grade VII students of MTs Negeri Palopo will increase.

Keywords: Learning Outcomes, Indonesian Language, Talking Stick

Introduction

One of the primary assets for development is quality human resources (Herwanti & Irwan, 2013). The government's efforts to improve the nation's quality through the national education system (UU Nomor 20 tahun 2003) are directed at fostering citizens who have a love for the country, a thick sense of nationality, and a sense of social solidarity. In line with this, a learning and teaching climate can foster self-confidence and innovative and creative attitudes and behaviors. Seeing the importance of learning Indonesian, innovations in Indonesian language learning must be implemented immediately (Nasucha et al., 2015). Innovations in the learning process need to be carried out to foster the enthusiasm and motivation of students in learning languages so that later students can speak correctly and adequately both orally and in writing (Nurrahmah, 2014).

Students' success in achieving good learning outcomes in the learning process is one of the benchmarks for the success of the Indonesian language teaching and learning process (Friskilia & Winata, 2018; Kaso et al., 2021). Until now, the conditions of teaching Indonesian have not been as expected, criticism and spotlight still surfaced, especially after seeing the results of the national student exams, where there was a degradation in the ability to pass students, and the low learning achievement was shown.

Meanwhile, the spearhead of quality Indonesian language education is highly dependent on the quality of teachers, especially in managing the teaching and learning process in the classroom (Jatirahayu, 2013; Safitri, 2019). The teacher is one of the components that have a considerable influence on improving students' abilities. It is the

teacher who deals directly with students in the learning process to create a learning atmosphere that makes students active in learning.

Teaching language at primary school age is relatively more manageable if the teacher has insight into learning models adapted to the learners' age (Abduh, 2014; Febrianto, 2019). There are many choices of teaching models according to the age level of students, namely the age at which the element of play still dominates the daily lives of students. For elementary school students in both the beginner and advanced class categories, learning languages through the game method is unique and fun. Children who play a lot will increase their creativity because playing is a means to change their potential.

When a teacher can understand students' instincts at his age level, he will quickly achieve learning goals. One example of understanding children's instincts is applying the talking stick learning model because it applies the principle of learning while playing so that students are not only learning but more than that they can express their creativity and, of course, feel happy and happy. It will lead to one of the school's goals, which is aimed at developing intellectual aspects and physical, social, emotional, and other aspects.

The principle of teaching-learning while playing is also a way for teachers to prevent student frustrations in the teaching and learning process due to the variety of reading materials that must be mastered or memorized. Learning while playing means an adjustment between the subject matter and individual interests, reducing the possibility of competition and opposition between students.

However, the reality in the field shows, especially for the seventh-grade students of MTs Negeri Palopo, that the learning outcomes of Indonesian Language studies are still far from ideal expectations. Students' cognitive ability in mastering learning material is still low, which is shown by the results of the evaluation of learning achievement in Indonesian, where there are 50% of the 20 students whose scores do not meet the minimum completeness criteria. Another indicator shows that students' spoken language in their daily communication at school has not shown the use of Indonesian that is appropriate to the context and standard. In addition, the results of observations showed that there appears to be lethargy and decreased student learning vitality because teachers still use a lot of conventional learning models, namely monotonous lectures without variations in other learning models.

Based on the description regarding the problems faced in Indonesian language learning, a relevant learning model is needed to deliver students to achieve learning objectives while solving low student learning outcomes so that an increase occurs. One of the learning models offered is the talking stick model.

The talking stick learning model was chosen because it brings students to learning while playing so that the learning flow is attractive to students. Learning the talking stick model is similar to a relay race, where the question starts with the student who is given the stick by the teacher, while the continuation of the question is determined to whom the stick is given by the friend who first receives the question from the teacher.

Theory

Indonesian Language Learning Outcomes

Based on Bloom's Taxonomy, learning outcomes are changes in behavior resulting from learning, including cognitive, affective, and psychomotor aspects. (Deby, 2018; Sudewi et al., 2014). These three aspects do not stand alone but constitute an inseparable unity, and these three aspects cover several levels, namely:

1) Cognitive aspects are intellectual abilities that include knowledge, understanding, application, analysis, synthesis, and evaluation.

2) The affective aspect is a feeling of emotion or value. Affective has levels, namely: acceptance, response, assessment, organizing, and acting.
3) Psychomotor aspects are abilities that prioritize behavioral movements that involve the understanding they have. Psychomotor aspects have levels: perception, readiness, response, mechanism, complex response, adjustment, and creativity.

Learning outcomes as a measure of students' cognitive (intellectual) abilities cannot be separated from the learning process in class and various other learning interactions. Achievement of learning outcomes is usually measured by looking at the value obtained by students as the output of the learning process. According to Hamalik, learning outcomes are when a person has learned there will be a change in the person's behavior, for example, from not knowing to know and from not understanding to understanding.(Yudiari et al., 2015; Sukirman, 2016,Alfahmi, 2017 Mustakim, 2020; Mutakin, 2015).

From some of the definitions above, it can be concluded that learning outcomes are the results that each individual has achieved after making efforts to acquire knowledge, skills, and behavior through experiences and educational interactions. However, if it is related to the context of Indonesian language research, of course, the intended learning outcomes are the results that have been achieved by students in Indonesian language learning using the talking stick learning model. The learning outcomes can be seen in the essential competencies and learning indicators contained in the lesson plan (RPP).

The Talking Stick Learning Model

Learning is closely related to learning and teaching. Learning, teaching, and learning happen together. Learning can occur without teachers or teaching and other formal learning activities. Meanwhile, teaching includes everything the teacher does in the classroom. Learning is a planned activity to modify various conditions directed at achieving a goal, namely achieving learning objectives or curriculum.

One of the processes of modifying conditions in the classroom is the teacher's skill in using the learning model. The learning model is a package or frame from applying an approach, method, and learning technique. The development of learning models is intended so that teachers understand correctly how students learn effectively. Learning models that can be selected and used must be under the situation and conditions of students, materials, facilities, and the teacher himself.

The talking stick model is a language game model that uses a stick(Martha et al., 2015: Lismiyanti et al., 2014; Sriyanti, 2015). This model is intended to train and develop students' listening skills, reading skills, speaking skills, and writing skills in learning Indonesian. Furthermore, according to Suherman, the syntax of the talking stick learning model is:

a. The teacher prepares the stick as part of the learning aids/media;
b. The teacher presents the primary learning material;
c. Students read complete material on the discourse that the teacher has provided;
d. The teacher takes the stick and gives the stick to the student, and the student who gets the stick first answers the question from the teacher
e. Then the stick is given to other students, and the teacher gives more questions and so on;
f. The teacher guides students to conclude;
g. The teacher reflects and evaluates. (Ceny Widya, 2017)

The talking stick learning model brings students to learning while playing so that the learning flow is attractive to students (Indah Wahyuningsih, 2011; Desi Mirajati, 2010).

Learning the talking stick model is similar to a relay race, where the question starts with the student who is given the stick by the teacher, while the continuation of the question is determined to whom the stick is given by the friend who first receives the question from the teacher. (Fajrin, 2018; Pour et al., 2018).

Method

The type of research chosen is classroom action research because it is related to improving learning practices in the classroom. The data collection technique used in this research is multi-technique or multi-instrument, namely observation, measurement, documentation. The data analysis technique used is descriptive quantitative analysis. The data obtained in the form of learning outcomes and activity observations were processed using descriptive quantitative analysis but first scoring and tabulated, then the frequency and percentage were calculated to be a reference in conducting descriptions.

Findings and Discussion

This research was conducted for two cycles in class VII students in the odd semester of the 2018/2019 academic year at MTs Negeri Palopo. Each cycle consists of two learning meetings. The implementation method follows the working principle of the CAR, which consists of four stages, namely planning, implementing the action, observing, and reflecting.

The research data were in the form of learning outcomes scores obtained by students through test instruments at the end of cycles I and II, while observational data in the form of student learning activities during learning were obtained using the checklist model observation instrument. The data is tabulated and then scored, and the frequency and percentage values are calculated, which in detail can be seen in the attached sheet for the research results. Furthermore, the tabulated data is presented in several tables of the following research results to become a source of interpretation in descriptive analysis to prove the action hypothesis proposed in this study.

Results of Cycle I Research

The results of research during the implementation of learning in cycle I am in the form of learning process data, namely the results of observation activities and learning outcome data in the form of student learning test results. The results of learning cycle 1 obtained an overview of student learning activities in cycle I. Wherefrom the 20 grade VII students of MTs Negeri Palopo who were research subjects and were observed related to aspects of learning activities, the results could be explained in a descriptive scale as follows: 1) students who pay attention to information and the teacher's explanation in talking stick learning on average is categorized enough with a percentage of 67.5%, 2) students who actively ask questions during the talking stick lesson are on average deficient category with a percentage of 32.5%

Whereas if it is viewed from the point of view of minimum learning completeness with an expected value of 70, only ten students or 50% meet the minimum completeness criteria (KKM). So that classically, the scores of students' learning outcomes in the Indonesian language in the first cycle have not met the achievement of the KKM standards because the number of students who meet the KKM does not reach 50% of all students. As

for the average value of student learning outcomes based on the achievement of all students divided by the number of students, the score was 67.7.

Reflection Cycle I

Based on the results of observations of student activities in the teaching and learning process and the results of learning tests, it can be reflected that in the first cycle, the indicators of the success of the action have not been fulfilled because only 50% of students meet the minimum completeness criteria. The low test scores of student learning outcomes in cycle I cannot be separated from the low ability of students to answer text/discourse questions; students have not mastered spelling and punctuation optimally (such as when to use commas and periods), and the rigidity of the writing system. This achievement is, of course, inseparable from the inadequate quality of student learning activities which can positively stimulate and encourage their learning abilities to be better, such as students lacking the confidence to express their thoughts or ideas in response to questions from teachers or friends. In addition, students do not dare to ask questions to express the problems faced in the learning process, so that their ability to solve problems related to learning material is also effortless. Another indicator shows that the level of student participation in the talking stick game has not been maximal, were out of the 20 students who were involved well, on average, only 50% of students during the cycle I.

Therefore, as an improvement material for planning and implementing actions in cycle II, learning by using the talking stick game is attempted to make the whole process beneficial for developing students' cognitive, psychomotor, and affective abilities. It is done by evaluating the teacher's actions so that in learning interactions, they can motivate and accommodate students to have the courage to ask questions and express their views. In addition, the teacher must provide many examples of problem-solving related to learning texts/discourses.

Results of Cycle II Research

The observations of student activities in learning activities obtained an overview of student learning activities in cycle II. Wherefrom the 20 grade VII students of MTs Negeri Palopo who were the subject of research and were observed related to aspects of their learning activities in general, they experienced an increase compared to the first cycle, namely: 1) students who paid attention to the information and explanations of the teacher in talking stick learning had increased by an average percentage -Average 87.5% or very good, 2) students who actively ask questions during the talking stick lesson also experience an increase with an average percentage of 72.5% or in the excellent category, 3) students who actively answer questions asked by teachers or friends as well experienced an increase with an average percentage of 62.5% or categorized as sufficient,

As for the value of learning outcomes in Indonesian for fourth-grade students after learning with the talking stick model in cycle II, it was stated that in cycle II, a significant increase in learning outcomes was obtained, in which generally, from 20 grade IV students had very high categorized learning outcomes. As many as six students or 30%, while the rest were categorized as high with ten students or 50%, and four students or 20% had scores categorized as sufficient.

Whereas if it is viewed in terms of learning completeness, at least with a standard value of 70, the number of students who have met the KKM standard increases to 16 students or 80%. So that classically, the scores of students' learning outcomes in the Indonesian language in cycle II have met the achievement of the KKM standards and show indicators of the success of the action because the number of students who meet the KKM

exceeds 75% of all students. As for the average value of student learning outcomes based on the achievement of all students divided by the number of students, the value is 80.15.

Reflection Cycle II

Based on the results of observations of student activities in the teaching and learning process and the value of learning outcomes in cycle II, it can be reflected that the learning achievement targets that have been formulated and the indicators of success in action with the talking stick learning model have been fulfilled so that the research is considered sufficient in cycle II.

The increase in the value of student learning outcomes in cycle II cannot be separated from the corrections and improvements made during the learning process in cycle II, especially in terms of the effectiveness of teacher actions in learning which must be oriented towards the realization of the quality of teaching and learning interactions with the talking stick learning model. In cycle II, one of the things that got the teacher's attention was implementing a more creative motivation principle in learning and encouraging students to focus more on understanding the text/discourse material that will be used as material for talking stick games because the important key to the smoothness of the talking stick game is the student's ability to answer. The questions asked by the teacher so that the baton relay runs smoothly too.

Overall, the average percentage of student learning activities or activities in learning has increased positively and is generally categorized as very good. This situation is indeed very conducive to developing students' abilities, leading to an increase in learning outcomes in cycle II.

Discussion

The value of learning outcomes of Indonesian students of class VII MTs Negeri Palopo by learning the talking stick model in the first cycle showed an average value of 67.7. As for individually, only ten students, or 50% of the 20 students, meet the minimum completeness criteria (KKM) of 70; they have not fulfilled the KKM because the completeness has not reached 75% all students.

The low value of student learning outcomes in cycle I, when viewed based on the aspects assessed it appears that the weakness generally lies in the aspect of the low ability of students to answer text/discourse questions, students have not mastered spelling and punctuation optimally (such as when to use commas and periods), and the standard of the writing system. This achievement is indeed inseparable from the low level of student learning activities during the talking stick learning process, indicating that the average percentage of student activeness asking questions about things that have not been understood is still lacking, namely 32.5%. Likewise, the courage of students to answer questions from teachers or friends is still very lacking, only 30%.

These two indicators indicate that there is no effort from students to solve the problems faced in the form of asking at the same time indicate the low level of other language skills such as the ability to speak spoken language to express opinions or what they know related to what the teacher or other students say. The talking stick model as a language game model that uses sticks, according to Suherman (2009: 17), is intended to train and develop students' listening skills, reading skills, speaking skills, and writing skills in Indonesian language learning.

The low score of the test results and the realization of student learning activities in the first cycle could reflect the teacher's lack of maximum guidance and monitoring of individual student's abilities in the learning process using the talking stick model. The

teacher only organizes learning in groups without looking at the aspects of individual differences. According to Mulyasa (2007: 97), the requirements for success to improve learning outcomes are "learning needs to emphasize more on individual learning even though it is carried out classically, in learning it is necessary to pay attention to the differences of students. ".

Based on this, in cycle II, the teacher revised or corrected actions to provide individual enrichment in student study groups. In addition, one thing that gets the teacher's attention is implementing a more creative motivation principle in learning and encouraging students to focus more on understanding the text/discourse material that will be used as material for talking stick games because the important key to the smoothness of the talking stick game is the student's ability to answer questions. -the question asked by the teacher so that the baton relay runs smoothly too. In the second cycle, the Grade VII student learning outcomes of MTs Negeri Palopo by learning the talking stick model increased with an average of 80.15. Individually, the 20 students who met the minimum completeness criteria (KKM) also increased to 16 students or 80%. Thus, classically, it has also fulfilled the KKM because the limitations exceed the target of 75% of all students.

The increase in the value of learning outcome in cycle II cannot be separated from the corrections and improvements made during the learning process in cycle II, especially in terms of the effectiveness of teacher actions in learning which must be oriented towards the realization of the quality of teaching and learning interactions with the talking stick learning model. The teacher's efforts to encourage an increase in student learning activities that can train and stimulate an increase in student learning abilities also produce natural results in increased student learning activities.

In general, the average percentage of student learning activities has increased quite well, such as the enthusiasm of students in learning by paying attention to the information and explanations of the teacher in talking stick learning has increased in the excellent category, students who actively ask questions during the talking stick learning also experience an increase in the excellent category after previously very low, students who actively answered questions asked by teachers or friends also experienced an increase in a moderate category after previously being categorized very low, students who read the text/discourse of the talking stick game also increased in very good categories, students who actively participated in talking stick game also improved with excellent category, and students who noted the conclusions of the learning material also experienced an increase in either category.

The increase in the percentage of students' activeness in learning the talking stick model indicates an increase in interest in learning, which can be caused because students feel happy learning with this model. In line with the theory stated earlier in the literature review, one of the benefits of the talking stick learning model is to bring students to play while playing so that the learning flow is of interest to the students. Learning the talking stick model is similar to a relay race, where the question starts with the student who is given the stick by the teacher, while the continuation of the question is determined to whom the stick is given by the friend who first receives the question from the teacher.

Based on the research results obtained in cycle II, namely, the increase in the value of student learning outcomes after going through a series of lessons using the talking stick model proves its relevance to the theory put forward by Suherman (2009: 17) that the talking stick model is a language game model using sticks. This model is intended to train and develop students' listening skills, reading skills, speaking skills, and writing skills in learning Indonesian. Thus, applying the talking stick model in the Indonesian language

learning process is proven to be effective in improving student learning outcomes, especially reading and writing skills.

Conclusion

The grade VII student learning outcomes of MTs Negeri Palopo in the first cycle of 20 students or 50% met the minimum completeness criteria, while in the second cycle, there were 16 students or 80% of 20 students who met the minimum completeness criteria. Thus, the action hypothesis proposed in this study proves that if the talking stick model of learning is applied, then the learning outcomes of the Indonesian language studies for the seventh-grade students of MTs Negeri Palopo will increase.

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