

TALKING STICK LEARNING MODEL: A STRATEGY IN ENHANCING STUDENTS' ENGLISH PROFICIENCY

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Abstract

This study aimed to know the level of students' improvement through talking stick learning model in University of Muhammadiyah Lampung. This study composed of twenty students as the subject of this study and is anchored in Classroom Action Research (CAR). The data was collected through the pre-test and post-test and was analyzed using the average score. The result of this study revealed that Talking Learning Model can enhance the English proficiency of the students under the special needed program, University of Muhammadiyah Lampung.

Keywords: *Talking Stick Learning Model, English Subject, Special Needed Program*

INTRODUCTION

English Language in Indonesia is as one of subjects that must be learned and be started from elementary until college because of its alarming proficiency of the students in terms of their macro-skills. In the Education Curriculum of Indonesia, English language is considered as a foreign language but the government has decided to put an emphasis in the need to in learning it. In comparison to some ASIAN countries such as Malaysia, Singapore, and Phililippines, English language is considered as a second language in which their curriculum includes English from elementary to college. Learning English language is very practical because it is everywhere even laptops and smartphone include English as the major feature used in the language.

In University of Muhammadiyah Lampung, English is included as one of the subjects and is applied on the first semester with 3 credit units which they need to pass in one semester, otherwise, they need to repeat the subject. The University of Muhammadiyah Lampung also initiated a Special Program which applies English subject in its first semester and usually reveals some of problems such as boredom in discussions and leads to low score. Also, the students views English subject as a difficult one because of its differences in the syntax of Indonesian

language. Students are motivation are pulled down and learning models do not match with the materials.

Based on the explanation above, the writers addressed the problems above through Talking Stick Learning Model in enhancing student's English proficiency and improving the classroom interaction in the English Language subject under the Special Program of University of Muhammadiyah Lampung. This English subject usually consists of some materials and one of them is the topic on the Tenses.

This material on tenses includes some regulation on its usage such as events in the "Past", "Present", and "Future". To be more efficient, the writers delimited the problem on the students level of difficulty which may effect a low score on them. On Hanifah, Budi and Wiyaka's study (2018:153), they found some problems such as the struggles of students in understanding on the delivery of teacher in teaching because learning material that has is problematic in its tenses. Through this, it further revealed that the students in Special Program of University of Muhammadiyah Lampung are facing difficulty but also other universities in Indonesia.

According to Kurniasih and Sani (2016:82), talking stick learning model is used to urge the students to express their opinioned answers to questions from a teacher about what they learned from the learning material. Suprijono (2009: 190) stated that talking stick learning model can support students to be braver in delivering opinions. Moreover, Dista's study (2015: 21) explained that talking stick learning is social based learning and does not only function as a method but also as a motivational factor for the students to speak up their ideas with confidence. The advantages of this method are the following: a). It tests the students' readiness in the use of the learning material. b). It trains the students to read and comprehend fast the ideas fast based on the learned concepts in the learning material. c). It makes learning more active and interactive because students do not know who is next. On the other hand, it has also disadvantages such as students' blurred understanding of the learning material that let them feel restless and worried whenever the activity is on.

The guidelines on the use of talking stick learning model are as follows:

- a. The teacher explains the aims of learning material.
- b. The teacher makes groups that consists five or more students.
- c. The teacher prepares a stick that is 20 cm long.

- d. The teacher explains subject matter and then gives the group the chance to read and comprehend learning material in an allotted time.
- e. The students discuss the problems on the text.
- f. The students read the learning material and studies the content and the teacher invites group member to close content text.
- g. The teacher takes a stick and gives it to one of group members. Next, the teacher gives a question and they answer it.
- h. Another student may help answer the question if the group member cannot answer the question.
- i. In the end, all students got the chance to have their turn and the teacher makes a conclusion and evaluates both individual and group.
- j. Lastly, the teacher closes.

METHODOLOGY

The researchers used Classroom Action Research (CAR) in this study. According to Tomel (2003), classroom action research is a systematic process used to solve educational problems and make improvements. The population of this study is 13 students which is 100% as the total sample. The data collection of technique uses pre-test and post-test and the gathered data were analyzed using the average score.

RESULTS AND DISCUSSION

This study was conducted on September 24th 2019 until October 8th 2019 and underwent two cycles. This study's assumption is that the students shall have mastered individual learning with the criteria score of 70. The study activities can be seen on table below:

| No | Cycle | Score | Students' satisfactory | Day and Date |
|----|-------------|-------|------------------------|--|
| 1 | Pre Test | 66.3 | 1 student | Thursday, September 24 th 2019 |
| 2 | Post Test 1 | 68 | 7 students | Wednesday, September 30 th 2019 |
| 3 | Post Test 2 | 78.1 | 12 students | Thursday, October 8 th 2019 |

The table above explains that pre-test was conducted on Thursday, September 24th 2019 and there one student who gets satisfactory rating while the rest of them do not. During the first

cycle conducted on Thursday, October 8th 2019, there are seven students who are rated satisfactory. Finally, on Thursday, October 8th 2019 (the second cycle) and there are twelve students who get satisfactory rating. This implies that talking stick learning was successful in enhancing the students' English language learning. Safitri et.al. (2018:143) showed that the use of talking stick has significant or satisfactory result on student learning outcome in learning biology material.

Conclusion

Based on the explanation above, it can be concluded that talking stick learning model can enhance students' English language proficiency and classroom interactive delivery of the subject in the Special Program of University of Muhammadiyah Lampung. In addition, this technique may be adapted and be utilized by other subjects as one of their strategies in improving the classroom pedagogy and students' learning of the subject matter.

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