



Utilization of the Talking Stick Learning Model in Improving English Vocabulary Mastery

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Abstract. Lack of mastery of vocabulary is one of the obstacles experienced by students in learning foreign languages. Likewise, in English, many students have difficulty understanding and understanding in listening, speaking, reading, and writing. This study aims to evaluate the effectiveness of the Talking Stick Learning Model in improving English vocabulary mastery in Raanan Baru State Junior High School students. The subjects in this study were 25 students of class VIII SMP Negeri Raanan Baru. The method used is the Classroom Action Research method, according to Kemmis and Taggar. The steps in the research are planned in the form of a cycle there are four components of each step, namely: 1) Planning, 2) Action, 3) Observation, and 4) Reflective. In this study, several data collection techniques were used. These techniques include Observation, Test, and field notes. The Talking Stick learning model involves children working collaboratively in achieving the goal is cooperative learning. So that students are able to understand by conveying the contents of the reading again, rewriting it correctly about the contents of the reading. Students will look enthusiastic and motivated in learning. They are even more daring to say words without being afraid of making mistakes and they seem to be trying to always speak. The student's mastery of English vocabulary from the initial average score of students only reached 61.2, and when they started using the talking stick learning model there was an increase, namely, in the first cycle the average value rose to 66.8 then in the second cycle it rose 79.2. Before being given treatment, vocabulary mastery was only achieved 36% after cycle I and cycle II used talking sticks as a medium in learning, there was an increase in students' vocabulary mastery which was 52% with details of the percentage of students' initial scores who reached the KKM (Minimum Completeness Criteria) was 40% increased to 92% after two cycles of research were conducted. So using talking stick media in the learning process, can improve students' vocabulary mastery skills and can create a pleasant learning atmosphere.

Keywords: learning model · talking sticks · vocabulary

1 Introduction

A country will be able to excel in global competition The main key is Education. Through education, various teaching and training efforts are provided to form intelligent and

characterized Human Resources (HR). Quality education is a supporter of the progress of a nation. Education is a process, method, and act of educating.

The importance of education, Indonesian government is currently implementing a national education system. All levels, pathways, and types of education must implement the system. The “12 Years of Compulsory Education” includes 6 years of Elementary School (SD), 3 years of Junior High School (SMP), and High School (SMA).

Different ministries oversee different levels of schools. Ministry of Primary and Secondary Education and Culture oversees elementary and secondary education. Ministry of Research, Technology, and Higher Education will oversee higher education. The education system is non-formal, informal, and formal.

Indonesia’s teaching system emphasizes honesty, time discipline, responsibility, and goal motivation. Students must compete to be innovative and creative with friends, therefore the education system in Indonesia is designed to provide a positive attitude, increase academic knowledge, and also hone the skills of each student from the ground up.

English is set to be an international language that dominates in various aspects, especially in the field of communication and becomes a universal language used in the world of technology, education, politics, trade, transportation and so on. In the era of globalization and Revolution 4.0, English is now a very important thing that is supported by technological advances. The ability to speak English related to the quality of human resources is the key to success today. Therefore, it is time for Indonesian children to study English seriously as a provision for their future, and the introduction of English is very necessary from an early age.

The ability to master English is a must for every society and is one of the important elements of the country’s progress and as an important priority as one of the demands of the times in order to be able to keep up with the times in this era of globalization and have competitiveness in order to advance the country. The ability to speak English can make it easier for someone to connect with the wide world and compete in the 4.0 era.

With the importance of English in world communication, teaching English as a foreign language (FL) or second language (L2) must be given to schools with the simple aim of equipping students with English language skills; reading, listening, writing, and speaking. But the most important thing that must be mastered is vocabulary mastery. Say that in the process of learning English, vocabulary is an important part, but is often neglected in learning. With mastery of vocabulary, a person can understand and understand what is heard, speak, read and write well and fluently in English [1].

However, the problem is that there are many junior high school students who have difficulty learning English. Because English is a new language for them, there are many difficulties faced including a). Vocabulary/vocabulary, b) Pronunciation/pronunciation. Many students perceive English as a difficult subject, they find it difficult lack vocabulary to understand English texts and answer reading questions. Low vocabulary prevents them from understanding English text. They have trouble memorizing and understanding vocabulary because of their mother tongue using Indonesian pronunciation. As a result, they tend to be passive and hesitant to try. This is exacerbated when they pay less attention to the lesson when the teaching and learning process takes place. They even tend to chat with their classmates and do other activities such as doodling, studying subjects, and

some even sleep. This is what students in the Raanan Baru State Junior High School face.

From the results of observations and interviews with English subject teachers, it is stated that the mastery of students' vocabulary is still lacking. A week later, after preparing the questions with topics that have been given, a test in the form of practice questions is given, where students are asked to provide a connecting line on the English vocabulary on the left to the Indonesian vocabulary which is the meaning on the right. As a result, they cannot answer correctly, this is because they lack mastery of English vocabulary.

The factors that influence learning achievement can be classified into two groups, namely internal factors originating from students and external factors originating from outside students. Internal factors consist of intelligence or intelligence, attention, talent, interest, motivation, maturity, readiness, and fatigue. For example, in every English lesson, they feel bored and do not want to learn. And often feel shy, nervous, and they are afraid to make mistakes when speaking English. While the external factors consist of the family environment, school environment, and community environment. For example, teachers who are not competent, are less communicative, do not master the material, and the learning methods used are not appropriate. Good learning must involve all parties involved in it, both teachers, methods, and facilities used [2].

The teacher factor plays a very important role in the success of students, all teaching and learning activities are controlled by the teacher so that the effectiveness and efficiency of learning in students can be achieved. There are several things that a teacher must pay attention to in learning, including teachers must see the involvement of students in learning, providing media for reviewing standard material and adjusting learning methods, and teachers must be able to master various learning methods.

The learning model must be very concerned by the teacher in delivering the material because the learning model that is not *suiFigure* or does not attract attention and is boring is ultimately difficult for students to accept and the impact on the learning outcomes they get is inadequate. Therefore, the teacher should pay attention to the appropriate learning model according to the objectives, which can motivate students and attract their attention, namely by choosing a learning model that can help improve vocabulary mastery.

A teacher is important to create a new paradigm to produce best practices in the learning process. Therefore, when there is a change in the curriculum and there is a shift in the demands for educational outcomes related to the demands of the labor market, it is the teacher who must play a role in realizing those expectations. Teachers must always develop themselves, both related to competence in the field of study and pedagogy, including the use of the internet in finding the latest information.

One expert stated that almost all reform efforts in education, such as curriculum renewal and the implementation of new learning methods ultimately depend on the teacher. All efforts to improve education will fail without teachers who master teaching materials and teaching and learning strategies. A teacher must master both the subject matter and teaching and learning strategies.

Education has many innovations and learning strategies/models. This is an effort to increase student learning interest, quality, and outcomes. Teachers should know how to use both types of learning models.

The learning model guides teachers in the classroom. This model has learning strategies. Joyce & Weil (in Rusman, 2012) [3] suggest that the learning model is a plan or pattern that can be used to form a curriculum (long-term learning plan), design learning materials, and guide classroom learning. Arend [4] describes the learning model as a conceptual framework for organizing learning experiences to achieve learning competencies. The teacher illustrates the learning model from start to finish.

The Talking Stick learning model can be used to improve English vocabulary. The Talking Stick learning model is a group learning model using a stick. The group holding the stick must answer questions from the teacher after the students learn the subject, and the activity is repeated until all groups have a turn.

Based on the problems found in SMP Negeri Raanan Baru, the researchers found a learning model that can be used in learning English, namely the Talking Stick Learning Model to improve English vocabulary mastery in class VIII.

Therefore, the author wants to research Improving Students' English Vocabulary Mastery with the Talking Stick Learning Model at Raanan Baru State Junior High School in the 2021/2022 academic year.

2 Research Method

This research was conducted at Raanan Baru State Junior High School, West Motoling District. In Class VII students with a total of 25 students.

This research uses classroom action research design. According to Pardjono (2007) [5] Classroom Action Research is a type of action research conducted by teachers to improve the quality of learning in their classrooms. Empowerment targets from classroom action research is to empower teachers and students at the same time. Teachers are empowered from the point of view of professional development while students benefit from the teacher's efforts because they get better service because of the impact of increasing the quality of their learning. Collaboration can also be done by researchers with other teachers, principals, researchers from universities, senior teachers and so on. Classroom Action Research (CAR) aims to improve classroom learning. This research is one of the teacher's classroom-improvement activities. CAR is a process of studying learning problems in the classroom through self-reflection, implementing various planned actions in real situations, and analyzing the treatment's effects.

The goal of CAR is to improve learning quality and to assist teachers in solving learning problems in schools [6]. According to Suyanto (1997) [7], the goal of CAR is to improve and/or improve learning practices in schools, increase the relevance of education, improve education quality, and education management efficiency [8].

According to Pardjono (2007) [9], classroom action research has several characteristics that are slightly different when compared to other types of research. Some of these important characteristics include the following:

- 1 The problems to be solved are practical and pressing issues that teachers and researchers face on a daily basis.
2. Researchers provide treatment or action in the form of planned activities to solve problems while also improving the quality of life for the subject under study.

3. The planned research steps are always in the form of cycles, levels, or cycles, with each cycle allowing for improvement.
4. There are four important components in each step, namely:
 - (1) Planning: The researcher must carefully prepare the research concept to be carried out at this stage, such as the lesson plan and its instruments.
 - (2) Action: The implementation stage is critical in determining the research's success. At this point, the researcher will put the plan into action. At this point, the researcher must be able to teach effectively and accurately. That is, don't appear tense or forced.
 - (3) Observation: During the observation stage, the researcher must perform two tasks: student learning activities and researcher teaching activities. During the learning process, researchers can monitor student learning activities. Meanwhile, other people (collaborators) such as fellow teachers can monitor the researcher's teaching activities.
 - (4) Reflective Discussions between researchers and collaborators can serve as the reflection stage. The purpose of the discussion is to share the findings of the collaborator's observations of researchers' performance in class.

Steps 1,2, and so on form a spiral that leads to the achievement of goals and also obtaining solutions to problems.

5. The existence of reflective and collective thinking steps carried out by researchers both after and before the action.

The subjects in this study were Raanan Baru State Junior High School, and West Motoling District students. In Class VII, students with a total of 25 students.

In this study, several data collection techniques were used. These techniques include:

Observation: Observation is done by observing the activities during the process of learning activities with the media song done by the observer in front of the class. In addition, observations were made on student activities in teaching and learning activities.

Test: A tool or procedure used to measure or find something with standardized methods and rules. This study used a test as an objective test of short entry and performance.

Field notes contain all types of activities carried out during the research.

The data analysis method in this study is a quantitative descriptive method by analyzing the evaluation results in the form of observation data and student learning outcomes tests in each cycle. The data analysis carried out is as follows:

Observational Data Analysis

The data obtained at the time of the study was then calculated by percentage, so the improvement achieved in learning was obtained. After that, the data analysis is presented descriptively.

Test Value Data Analysis

The test scores were analyzed by quantitative description. The test value after the final cycle is obtained through the formula:

$$\text{The final score of Cycle} = \frac{\text{total score} \times 100}{\text{Maximum score}}$$

The value analysis is based on a range to determine the categories of **Figure**, sufficient, poor, and others. The range of values based on the opinion of Suharsimi Arikunto (2012: 281) is categorized by the following **Figure** of value ranges:

Figure 1. Value Range

Category Value Range

80–100 Very Good

66–79 Fine

56–65 Enough

40–55 Less

30–39 Fail

Each value obtained from the evaluation results in each cycle will be compared with the value in the following process. The value obtained at the end of the first cycle will be compared with the acquisition value at the end of the second cycle evaluation.

To make it easier to understand student learning outcomes, data based on the minimum completeness criteria are presented based on two categories, namely complete and incomplete. The following criteria for completeness have been determined.

Figure 2. Minimum Completeness Criteria:

Category Value; <75 Unfinished, >75 Complete

Information:

If the score obtained by the student is less than 75, then the student is said to have not finished.

b. If the score obtained by the student is more than or equal to 75, then the student has completed.

To determine the success rate of this action, research The increase in student learning outcomes in mastering English vocabulary is marked by the average value of learning outcomes with a KKM of 70.

The percentage of success classically, according to Anas Sudijono (2007: 43), can be calculated by the formula:

$$\text{Percentage (\%)} = n \times 100\%$$

Information:

n = the number of students who scored according to the KKM standard

N = total number of students

3 Results and Discussion

This study uses the talking stick learning model, which consists of two cycles. The results achieved in this study are significant, namely an increase in the quality of student

learning outcomes in the ability to master English vocabulary. By using the talking stick learning model, where this learning emphasizes the ability of students to understand the meaning of the vocabulary in the text through the use of the talking stick learning model which is used as concepts to support the teaching and learning process using media and students' courage in learning and students' courage in enriching vocabulary. The talking stick learning model makes it easier for students to understand complex vocabulary in the text used during learning. First, the author gets data from the results of the Daily Test I with material to state the things where part A contains questions/questions and part B shows the words having a mate/partner; the results obtained are 36% of the total participants who achieve the Minimum Criteria Completeness score (KKM) (Fig. 1).

Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total	Average
Scores	50-	60-	60-	80-	50-	70	70	75	60-	60-	70	55-	60-	50-	60-	70	50-	40-	50-	75	60-	50-	50-	75	80	1.530	61.02.00

Fig. 1. List of student's initial scores

Information:

-) students who have not reached the Minimum Completeness Criteria (KKM) 70

$$P = \frac{n}{N} \times 100\%$$

$$P = \frac{9}{25} \times 100\%$$

$$P = 36\%$$

During the learning process, the observation phase is carried out by recording the things observed during learning activities and the activities of teachers and students during the implementation of learning. This observation stage was conducted to determine the students' vocabulary mastery ability after the talking stick learning model was applied to English subjects. At this stage, the process of observing the implementation of the action was carried out using an observation sheet that had been made to see the effectiveness of the application of the talking stick learning model that had been used.

From the results of observations made by researchers that using the talking stick learning model has been running but has not been maximized, including because; lack of student participation in class because this is the first meeting for the material they have just found out, students are less active in asking questions, there are still some students who still have difficulty understanding the subject matter, there are some students who do not respond when the researcher assigns them to follow the process learning because students are still not ready to learn and sometimes every student is lazy in memorizing the vocabulary in the material provided.

The talking stick learning model can provide benefits for students in the ability to master English vocabulary in reading texts, including the following; the creation of an active and fun class, students become brave because the media attracts students' interest in learning new vocabulary so that they can achieve the KKM (Minimum Completeness Criteria).

Number.	Evaluation	Total Completeness		Percentage		Average
		Complete	Incomplete	Complete	Incomplete	
1	Pra Siklus	9	16	36%	64%	61.2
2	Cycle 1	13	12	52%	48%	66.8
3	Cycle 2	23	2	92%	8%	79.2

Fig. 2. Reports on students' English vocabulary mastery results

According to the Fig. 2, in cycle II, there are 23 students who can achieve the Minimum Completeness Criteria (KKM), and two students who have not achieved the Minimum Completeness Criteria (KKM), with an overall class average score of 79.2 and the KKM set for English subjects of 70. As a result, 52% of the students experienced an increase in vocabulary mastery.

Before using the talking stick learning model, the student's vocabulary mastery scores were still shallow. This data obtained the initial score of students with a total of 25; only nine students (36%) had achieved the KKM score, and 16 other students (64%) had not attained the KKM score.

Then the talking stick learning model was used in the first cycle through the planning, implementation, observation, and reflection stages. It was found that students experienced an increase in vocabulary mastery, namely from the number of students 25 people who achieved the KKM score as many as 13 students (52%) while those who had not completed the KKM score. There were 12 people (48%). This data shows that when the talking stick learning model is used, students' vocabulary mastery skills increase and the target that is expected to be achieved has not been achieved, which is 75%, it is necessary to make improvements in the next cycle. Then proceed to cycle II after the implementation of improvements in terms of planning, implementation, observation and reflection, it is obtained from 25 students, there are 23 students (92%) who have been able to achieve the KKM score, while the remaining 2 people (8%) of the total students who have not achieved the KKM score. Based on these data, it can be concluded that the use of the talking stick learning model in vocabulary learning can improve students' vocabulary mastery skills by 52% from the average ability of 40% who reached the KKM in the initial score to 92% in the post-test score in cycle II.

4 Conclusion

The initial average value of students' mastery of English vocabulary was only 61.2, and when they began using the talking stick learning model, there was an increase, namely, in the first cycle the average value rose to 66.8, and in the second cycle it rose to 79.2. Before the treatment, students' vocabulary mastery was only 36% after the first cycle, and in the second cycle, using talking sticks as a medium in learning, there was a 52% increase in students' vocabulary mastery, with details of the percentage of students'

initial scores who met the KKM (Minimum Completeness Criteria) increased by 40% to 92% after two research cycles. Thus, the use of the talking stick learning model to improve students' vocabulary mastery skills was successful because 85% of the total number of students in the class reached the KKM (Minimum Completeness Criteria). Using the talking stick learning model in English class can therefore improve students' vocabulary mastery skills while also creating a fun learning environment.

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