

Application of Talking Stick Method Assisted by Canva in Improving Students' English Learning Outcomes at VIII C Class of SMP N 6 Semarang in the Academic Year 2022/2023

Rista Kurnia Dewi¹, Siti Musarokah², Atik Riyani³

^{1,2} Universitas PGRI Semarang

³ SMP Negeri 6 Semarang

Email:

ristakurniadewi@gmail.com¹⁾

ABSTRAK

Penelitian ini merupakan penelitian tindakan kelas karena berkaitan dengan upaya peningkatan hasil belajar. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah multiteknik atau multiinstrumen yaitu: observasi, pengukuran, dan dokumentasi. Teknik analisis data yang digunakan adalah analisis deskriptif kuantitatif. Data yang diperoleh berupa hasil belajar dan observasi aktivitas diolah dengan analisis deskriptif kuantitatif namun terlebih dahulu diskor dan ditabulasikan, kemudian dihitung frekuensi dan persentasenya untuk menjadi acuan dalam melakukan deskripsi. Penelitian ini terdiri dari 2 siklus dimana setiap siklus terdiri dari 2 kali pertemuan. Hasil penelitian menunjukkan bahwa terdapat peningkatan hasil belajar siswa setelah menggunakan model pembelajaran *Talking Stick* berbantuan media gambar. Peningkatan hasil belajar siswa dapat dilihat dari rata-rata nilai fisik siswa sebelum tindakan sebesar 66,66. Setelah diadakan tindakan pada siklus I meningkat menjadi 71,29 dan pada siklus II meningkat lagi menjadi 79,62.

Kata kunci: hasil belajar, metode *Talking Stick*, Canva

Abstract

This research is classroom action research because it relates to efforts to improve learning outcomes. 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. This research consisted of 2 cycles where each cycle consisted of 2 meetings. The results showed that there was an increase in student learning outcomes after using the *Talking Stick* learning model assisted by media images. The increase in student learning outcomes can be seen from the average student's physical value before the action is 66.66. After the action was held in cycle I it increased to 71.29 and in cycle II it increased again to 79.62.

Keywords: Learning Outcomes, *Talking Stick*, Canva

1. INTRODUCTION

English is an international language that is used as a communication tool and has been included in the curriculum in Indonesia. English has begun to be included in the curriculum in Indonesia with the aim that students will have the knowledge and skills to communicate using English. Language skills include listening, speaking, reading, and writing (Muthoharoh, 2017). These skills need to be mastered by students. The problem that

usually arises in learning English is the low motivation or enthusiasm of students when participating in the learning process. One of the reasons for the low interest in learning English is the assumption that English is a complicated subject to understand. In addition, the lack of media use makes students bored to the point of losing interest in learning English. As a result, learning objectives are not optimal. According to Ariastuti, et al., (2014), there are several variables that cause students'

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disinterest in learning English. These include: (1) the use of a school book approach to learning English without modification; (2) the use of realistic media such as blackboards, erasers, and stationery; and (3) lack of language teaching so that students have listening, speaking, reading and writing skills, (4) students are only given material to understand exam questions, with the belief that only the best students get higher exam results.

In learning, a good and effective teaching method that follows technological developments is the existence of learning media as a reference in the teaching and learning process (Harahap & Harahap, 2022). Learning media is one very important thing in learning activities. Choosing learning media that is appropriate to the lesson so that it can produce a better way of learning for students needs to be done by educators. Media in the learning process has the advantage of being able to generate motivation in the learning process. This can have an impact on reducing boredom so that students can be active in learning activities. With the Canva learning media, it is hoped that it can increase students' interest in learning so that it helps the learning process to be fun and not boring.

Previous relevant research was "Improving Students' Speaking Performance by Using the Talking Stick Method" by Elsa Ananda, with the result that the talking stick method could encourage students to speak and also help the students solve their problems in speaking; self-confident. However, this research focuses on the ability to speak English, not on song material.

Other relevant research, namely, "Utilization of the Canva Application in Learning to Compose Advertising Text for Class XII DKV 2 SMKN 13 Surabaya" by Nova Marwadi and Syamsul Sodiq. This study shows the benefits of the Canva application in learning Indonesian in learning to compose ad text with "very good" results, not learning English with song material.

In previous research, it was explained and focused more on the Canva application in general. In addition, what is used is the add text, not the song. The novelty of this research from previous research is in the application of the talking stick method and the use of Canva as a media in the song learning process.

The problem that arises in learning English for students is the assumption that English is a foreign language that is difficult to understand, causing low interest in learning. Interesting media methods are needed to arouse students' interest in learning English, especially when studying the song. Canva is one of the media used to overcome students' low interest in learning and make the learning process more fun and not boring. Impactful and enjoyable learning is cooperative and learner-centered (Boholano, 2017). As a result, the media used is stable with learning outcomes and helps students gain confidence and understand the content of the material (Rokhayani, et al., 2014).

Choosing learning methods and media for the teaching process allows teachers and students to apply learning by mastering new skills and creating something in the application of learning media. The talking stick learning model was chosen because it brings students to learning while playing so that the learning flow is attractive to students. In other hand, 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. From another perspective, the current curriculum does not rely on books or teachers as the only learning media used at the educational level, enabling students to think creatively, proficiently and independently, and compete in technology. Currently, we have also entered the 4.0 revolution era which relies on technology as a media for all activities (Meeting & Group, 2021). Based on the background of the problem, the authors

wrote this study with the title “Application of Talking Stick Method Assisted by Canva in Improving Students' English Learning Outcomes at VIII C Class of SMP N 6 Semarang in the Academic Year 2022/2023.”

2. METHOD

This study uses Classroom Action Research (CAR). According to Iskandar (2011) mentions PTK is a scientific research activity that is carried out rationally, systematically and empirically reflective of various actions taken by teachers or lecturers (educators), collaboration (research team) who are also researchers, from the preparation of a plan to research on real action in the classroom in the form of teaching and learning activities, to improve and enhance the learning conditions carried out. This research is intended to make students who tend to be passive become active in learning activities through the Talking Stick learning model which focuses on students' courage in expressing opinions during learning activities in order to improve student learning outcomes.

The subjects in this study were eight grade students at SMPN 6 Semarang in the Academic Year 2022/2023. The research procedure used in this study was based on classroom action research (CAR). It is shared into several cycle. Each cycle consists of four stages, including: (a) planning, (b) implementing actions, (c) observation, (d) reflection. In this study, to collect data during the learning process the researcher used data collection tools in the form of: (1) interviews, which were used to find out the obstacles faced by students and teachers in the implementation of learning. (2) Observation sheets, used to measure student activity, (3) Tests, used to measure student learning outcomes, and (4) documentation techniques. In this case, the researcher used data analysis techniques in a qualitative way, data analysis techniques in a qualitative way including analysis of student learning outcomes, analysis of student activities.

Data analysis techniques for these problems include several stages, namely the stages of data collection, data presentation and data conclusion.

The indicator of success used in this study is that the implementation of student activities in learning activities achieves a percentage of success of 80%, and students are declared complete when they have obtained a score in accordance with the KKM that has been determined, namely 74. So the value of students' cognitive learning outcomes must be ≥ 74 .

3. FINDING AND DISCUSSION

Initial Conditions

Based on observational activities conducted by researchers in eight grade students at SMPN 6 Semarang in the Academic Year 2022/2023, many students had low learning outcomes. The low student learning outcomes are caused by the lack of student attention to learning and the lack of student concentration when participating in learning. In addition, the low student learning outcomes are also influenced by the teachers who have not implemented innovative learning models and do not make maximum use of learning media.

The low student learning outcomes can be seen in the observations of only 11 students out of 27 students who obtained a complete score of 40.75% and 16 students who obtained an incomplete score of 59.25%. In addition, there is also a fairly large gap between students who get the highest score of 90 and the lowest score of 40.

Cycle I

After learning cycle I lasted for 2 meetings, a written test was carried out for English subjects. English subject test results obtained the following results: the highest score was 95, the lowest score was 55, the average score was 71.29. There are still 11 students (40.74%) who scored below the minimum learning mastery (KKM). The results of the analysis of student English learning outcomes tests obtained an average score of 71.29, the highest score was 95, the lowest score was

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55, the learning completeness of 16 students (59.26%).

Cycle II

After learning cycle I lasted for 2 meetings, a written test was carried out for English subjects. The test results obtained the following results: the highest score is 100, the lowest score is 70, the average score is 79.62 with learning completeness 27 students (100%).

Results of Data Analysis

Based on the research activities carried out in the pre-cycle activities, cycle I and cycle II saw a significant increase. In cycle II activities, learning outcomes are stated to be maximal and successful. By using the Talking Stick method assisted by canva, it can improve student English learning outcomes because using the Talking Stick method will provide opportunities for students to demonstrate their abilities and participation in learning. In addition, the advantages of learning with this method are training student readiness, practicing reading and understanding skills, and inviting students to be ready in any situation.

There is an increase in the learning outcomes of eight grade students at SMPN 6 Semarang in the Academic Year 2022/2023 from pre-cycle, cycle I and cycle II activities. Acquisition of the average value between pre-cycle, cycle I and cycle II increased. In pre-cycle activities, the classical average was 66.66. In the first cycle it increased to 71.29 and in the second cycle it increased again to 79.62. In addition, the highest score in pre-cycle activities was 90 and the lowest score was 40. While the highest score in cycle I was 95 and the lowest score was 55. In cycle II, the highest score was 100 and the lowest score was 70.

Then, the number of students who completed the pre-cycle activities were 11 students with a percentage of 40.75% while 16 students did not complete with a percentage of 59.25%. In the first cycle of activities, students who received a complete score increased from 11 students to 16 students with a percentage of 59.26% and from 16 students to 11 students who did not complete with a percentage of

40.74%. Because the learning outcomes in cycle I were not maximized, cycle II activities were carried out with the results of students who received a complete score increasing to 100%.

Trianto (2010) mentions that there are several variations or types of models that can be applied, one of which is the Talking Stick. Talking is a word taken from English which means to speak. Talking Stick (talking stick). By using talking sticks in research, the results of data analysis were obtained that by implementing the Talking Stick method assisted by canva, there was an increase in English learning outcomes in cycle I and cycle II. Before the activities of cycle I and cycle II (pre-cycle) were held, the learning outcomes of eight grade students at SMPN 6 Semarang in the Academic Year 2022/2023 were still low. This can be seen from the acquisition of student learning outcomes that received an incomplete score of 16 students with a percentage of 59.75% and students who received a complete score of 11 students with a percentage of 40.75%. In addition, the classical average value is only 66.66. After the action was taken, namely by using the Talking Stick learning model assisted by media images in the first cycle, student learning outcomes increased. The increase in learning outcomes in cycle I was marked by the acquisition of a complete score of 16 students with a percentage of 59.26% and an incomplete score of 11 students with a percentage of 40.74%. The classical average score of students in cycle I increased to 71.29%. Then in the second cycle of action there was also an increase in student learning outcomes in English subjects. This can be seen from the acquisition of the complete value 75% and students who got a complete score of 11 students with a percentage of 40.75%. In addition, the classical average value is only 66.66. After the action was taken, namely by using the Talking Stick learning model assisted by media images in the first cycle, student learning outcomes increased. The increase in learning outcomes in cycle I was marked by the acquisition of a complete score of 16 students with a percentage of 59.26% and an incomplete

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score of 11 students with a percentage of 40.74%. The classical average score of students in cycle I increased to 71.29%. Then in the second cycle of action there was also an increase in student learning outcomes. This can be seen from the acquisition of the complete value 75% and students who got a complete score of 11 students with a percentage of 40.75%. In addition, the classical average value is only 66.66. After the action was taken, namely by using the Talking Stick method assisted by media images in the first cycle, student learning outcomes increased. The increase in learning outcomes in cycle I was marked by the acquisition of a complete score of 16 students with a percentage of 59.26% and an incomplete score of 11 students with a percentage of 40.74%. The classical average score of students in cycle I increased to 71.29%. Then in the second cycle of action there was also an increase in student learning outcomes in English subjects. This can be seen from the acquisition of the complete value after the action was taken, namely by using the Talking Stick learning model assisted by media images in the first cycle, student learning outcomes increased. The increase in learning outcomes in cycle I was marked by the acquisition of a complete score of 16 students with a percentage of 59.26% and an incomplete score of 11 students with a percentage of 40.74%. The classical average score of students in cycle I increased to 71.29%. Then in the second cycle of action there was also an increase in student learning outcomes. This can be seen from the acquisition of the complete value After the action was taken, namely by using the Talking Stick learning model assisted by media images in the first cycle, student learning outcomes increased. The increase in learning outcomes in cycle I was marked by the acquisition of a complete score of 16 students with a percentage of 59.26% and an incomplete score of 11 students with a percentage of 40.74%. The classical average score of students in cycle I increased to 71.29%. Then in the second cycle of action there was also an increase in student learning outcomes. This can be seen from the acquisition of the complete value 26% and

the acquisition of incomplete grades by 11 students with a percentage of 40.74%. The classical average score of students in cycle I increased to 71.29%. Then in the second cycle of action there was also an increase in student learning outcomes. This can be seen from the acquisition of the complete value 26% and the acquisition of incomplete grades by 11 students with a percentage of 40.74%. The classical average score of students in cycle I increased to 71.29%. Then in the second cycle of action there was also an increase in student learning outcomes. This can be seen from the acquisition of the complete value as many as 27 students with a percentage of 100%. The classical average score of students in cycle II increased again to 79.62.

It is proven that the Talking Stick method assisted by canva can improve student learning outcomes english subjects. Before the action was taken, many students received incomplete grades and had a low classical average score. After the action was taken, there was an increase in student learning outcomes for English subjects in cycle I and cycle II. As well as an increase in the average classical value.

Discussion

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 increase in the value of 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. 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. Thus, applying the talking stick model is proven to be effective in improving student learning outcomes.

4. CONCLUSION

The conclusion from this study is the right stimulus is needed to deal with millennial students who have a low interest in learning. One of them is by choosing the talking stick method and maximizing learning with visual media. Canva is a visual media that educators can use to increase student interest in the learning process, with its ease of use and various features. Not only that, by using Canva as a learning media, students are encouraged to learn to plan to use Canva in other learning other materials. Based on the results of the discussion above, it can be concluded that the application of the Talking Stick assisted by Canva can improve the learning outcomes of eight grade students at SMPN 6 Semarang in the academic year 2022/2023.

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Based on the findings in the field during the research, some suggestions that can be submitted include:

1. Before the learning process takes place, educators need to instill the mindset in students that learning English is not a difficult or impossible thing to do even though students have never had this in elementary school.

2. In preparing lesson plans, educators are expected to be able to utilize appropriate media, which can arouse students' interest in learning in the learning process.

3. Educators are expected to be able to create a lively classroom atmosphere with ice breaking to minimize student boredom during the learning process.

4. This research needs to be developed so that it can provide more benefits in the world of education in accordance with the latest curriculum developments, which pay attention to students' learning styles and other factors found in the field.

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