

ENHANCING ORAL COMMUNICATION ABILITIES VIA THE TALKING STICK MODEL SUPPORTED BY VISUAL MEDIA IN PRIMARY EDUCATION

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Abstract: This study aimed to enhance speaking skills in grade III pupils during the even semester of the 2023/2024 academic year using the talking stick model supplemented by visual media. This study had two cycles, each consisting of four stages: preparation, activity, observation, and reflection. The research duration was two months, from May to June 2024, with 19 participants, comprising 12 boys and 7 girls, from grade III of SDN Bandar 02, located in Bandar District, Batang Regency, Central Java Province. Methods of data gathering include test sheets, observation, and documentation. The study's results indicated a substantial enhancement in the speaking abilities of third-grade kids. The class averages for learning outcomes demonstrate a progression: Pre-Cycle = 65.80, Cycle I = 77.80, and Cycle II = 83.00. Thus, it can be stated that implementing the Talking Stick model in the educational process enhances students' speaking abilities and replies.

Keywords: speaking skills, picture media, talking stick model.

1. INTRODUCTION

. Acquiring proficiency in Indonesian encompasses reading, writing, and various linguistic and literary competencies. One of the components of Indonesian language studies is the speaking aspect. Speaking is the capacity to articulate sounds and words utilised to convey thoughts, ideas, and emotions. Brown and Yule assert that speaking might be defined as the capacity to articulate sounds. Phonetic sounds are employed to articulate or convey thoughts, concepts, or emotions through language. Speaking is the articulation of thoughts and emotions through linguistic sounds. Speaking is the capacity to articulate words to convey thoughts, ideas, and emotions. The recipient acquires messages or information via a sequence of tones, emphases, and pauses.

In language and literature, an individual pursuing an educational level, including Elementary School (SD), must possess four essential competencies: listening, speaking, reading, and writing skills. Reading is a fundamental ability; to comprehend information or knowledge, an individual must first possess the capacity to read. Reading is a process undertaken by the reader to comprehend a message conveyed through written language.

Indonesian language instruction in elementary education is categorised into two primary levels: beginning (grades I–III) and advanced (grades IV–VI). The execution of language acquisition for the two groups differs due to the distinct purposes and objectives of the instruction. At the novice level, proficiency in reading, foundational writing, listening, and basic speaking is intended to facilitate the development of more advanced language skills that align more closely with real-world applications. One of the components of Indonesian language studies is the speaking aspect. Speaking is the capacity to articulate sounds and words to communicate thoughts, ideas, and emotions (Tarigan, 2018:16).

This issue adversely affects low student learning outcomes. The results of students' speaking skills in Class III of SD Negeri Bandar 02 for the 2023-2024 Academic Year, as reported by the class teacher, indicate a lowest score of 55, a highest score of 85, and a class average of 65.8. Seven students (36.84%) out of a total of nineteen achieved scores exceeding the Minimum Completion Criteria (KKM) of 67. Twelve students (63.16%) received scores below the Minimum Completion Criteria (KKM). Improvements are necessary to enhance pupils' speaking skills in articulating responses. To address the encountered challenges, the researcher selected a strategy utilising the Talking Stick model supplemented by visual media to enhance students' speaking abilities in articulating responses. The Talking Stick paradigm is a cooperative learning framework.

Teachers will utilise Classroom Action Research (CAR) to enhance learning in their classrooms. To address actual issues encountered in the classroom during the interaction between educators and students, enhance teacher professionalism, and cultivate an academic culture among instructors. The learning activity to be applied by instructors in the CAR is the Talking Stick.

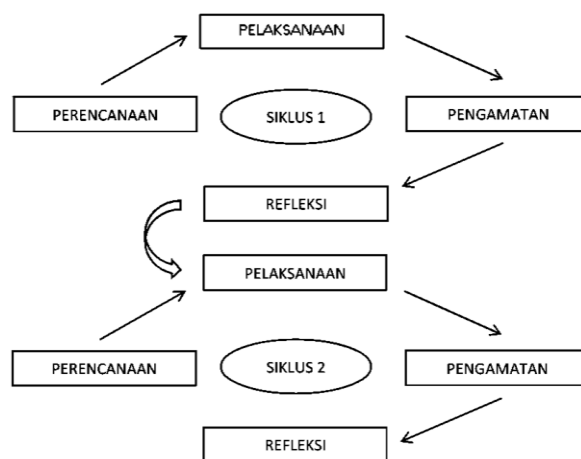
To address actual issues in the classroom that arise in the interactions between educators and students, enhance teacher professionalism, and cultivate an academic culture among educators. The pedagogical approach employed by educators in the CAR will be the Talking Stick method. The Talking Stick paradigm is a cooperative learning framework. Mastering the use of a talking stick will empower pupils to articulate their viewpoints confidently. This educational methodology is implemented with the use of a stick. Students who obtain the stick are required to respond to enquiries from the teacher (Suprijono, 2012:109-110).

Following discussions with colleagues regarding the issues encountered in our learning case, we proposed an alternative educational solution utilising Classroom Action Research (CAR) through the Talking Stick Model to enhance the speaking skills of students at Bandar 02 Elementary School. The title is "Enhancing Speaking Skills via the Talking Stick Model

Supported by Visual Media in Class III Students of Bandar 02 Elementary School, Bandar District, Batang Regency.

2. METHODOLOGY

The research was conducted at SD Negeri Bandar 02 on grade III students at Jalan Raya Bandar Utara No.38, Kel Bandar RT 003 / RW 004, Kec. Bandar, Batang Regency, Central Java 51254. This research was conducted for one even semester from January to June of the 2023-2024 academic year. The method used is the Classroom Action Research method. This Classroom Action Research is a cycle, a model, and Kemmis and M. Targgat (1993). Each cycle consists of four stages, namely, action planning (planning), action implementation (acting), observation (observing), and reflection (reflecting). The stages of this research are as follows:



3. RESULT AND DISCUSSION

This classroom action research was executed in Class III SDN Bandar 02, with the researcher serving as the planner, implementer, and instructor in the class where the study was conducted. The research was executed in two cycles, with cycle I including four meetings and cycle II consisting of three sessions. The duration assigned for each meeting was 70 minutes. The execution of each cycle comprised stages: preparation, action implementation, observation, and reflection. Following multiple research activities from cycles I to II, data was acquired from the research outcomes.

Table 2. Recapitulation of Ability Value Intervals on the Material Delivering Responses

Score Interval	Pra-cycle		First cycle		Second cycle	
90 – 100	-	-	3	15,80%	7	36,85%
80 – 85	4	21,05%	6	31,60%	5	26,30%

75 – 79	3	15,80%	4	21,05%	3	15,80%
60 – 70	9	47,35%	5	26,30%	4	21,05%
0 – 55	3	15,80%	1	5,25%	-	-

From the study's results, data analysis was then carried out as a form of hypothesis testing using percentage increase actions to see the effect of providing actions using the talking stick model assisted by image media on efforts to improve speaking skills in conveying responses through the talking stick model assisted by image media in grade III students of SDN Bandar 02. Based on data analysis from each cycle, students' learning outcomes in each section showed a fairly good increase.

4. CONCLUSION

Using the talking stick model, supplemented by visual media, enhances the response delivery skills of third-grade pupils at SD Negeri Bandar 02. The enhancement in students' capacity to respond progressed from a pre-cycle completion rate of 36.84% to 68.42% in cycle I, and further to 89.47% in cycle II, culminating in an average class score of 83.00. According to the improvement in the response, as mentioned earlier in the delivery results, the pupils have collectively attained the KKM set by the school, which is 67, with the percentage of KKM attainment anticipated to have met the target.

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