



Classroom Action Research Journal 3(1) (2019) 42-48

# Classroom Action Research Journal

<http://journal2.um.ac.id/index.php/carjo>



## Does Talking Stick Improve Students' Activities and Economic Learning Result?

Ines Widya Anggraini, Prih Hardinto

DOI: 10.17977/um013v3i12019p042

Economic Education Program, Faculty of Economics, Universitas Negeri Malang

### History Article

Received 17 January 2018  
Accepted 6 February 2018  
Published 7 March 2019

### Keywords

*Talking Stick, Students' Activities, Learning Outcomes*

### Abstract

This study examines the relationship between talking stick and its impact on students' activities and learning result. In addition the paper addressed to cope the existing problem in the classroom by implementing talking stick. The study followed a classroom action research using qualitative method. This study was conducted in two cycles consisting of three meetings for each. The findings showed that both the students' activities and learning result in economics experienced an upward improvement during cycles. In more detail, in the first cycle, students' activities were about 65.36 percent and rose to the level 83.1 percent. The results on the completeness of students' learning outcomes was about 52.94 percent in the first cycle and increased to approximately 92.16 percent in the next cycle.

### How to Cite

Anggraini, I., W., & Hardinto, P, (2019). Does Talking Stick Improve Students' Activities and Economic Learning Result?. *Classroom Action Research Journal*, 3(1), 42-48.

Correspondent email:  
[prih.hardinto.fe@um.ac.id](mailto:prih.hardinto.fe@um.ac.id)

e-ISSN 2598-4195

## INTRODUCTION

The implementation of varied learning models for students will lead to motivation in the teaching and learning process that can encourage students to improve their learning outcomes (Honstra et al., 2015; Ana, 2017; Hartanti & Hardinto, 2017; Pamungkas, 2018). This matter will appear when students are active in the teaching and learning process. Students along with the teacher will find a way out of the problems faced in solving learning problems both intrinsic and extreme motivation that influence the formation of student thinking.

From the preliminary study in a high school in Malang namely SMA Khairuddin showed several issues in economics class. First, some students are more likely less participation in the classroom. In addition, some students feel bored during lesson. With this assumption can foster negative attitudes of students on Economics subjects which in turn will affect the achievement of learning outcomes and learning activities on Economics subjects. Many students who have difficulty understanding and digesting Economic subject matter especially apply it in daily life, this is partly due to not being accustomed to thinking critically, analytically and argumentatively, and not being used to asking questions during the learning process.

In order to overcome the existing problems, a more appropriate and interesting learning model is needed, where each student can ask even if not directly to the teacher and express his opinions or thoughts. One effort to improve student learning outcomes, especially in economic subjects is to apply the Talking Stick learning model (Fajri et al., 2017). This learning model was chosen because this model provides opportunities for students to think, work alone and optimize student participation. Although in this model students are more active, the teacher keeps an eye on the class to provide guidance.

According to Wirawan (2014), it can be concluded that the use of talking stick learning models to learning activities and student learning outcomes had a good effect, especially on economic subjects. In addition, Sastrawan & Sowinangun, (2013) stated that the talking stick can improve student learning outcomes in Social Economics. Therefore, this learning model is considered more effective than other models. Therefore, it is expected to be able to communicate ideas and apply them in everyday life. From the description, the researcher aimed to find out whether the application of the Talking Stick learning model could improve economic learning activities and learning results.

## METHOD

This research approach is a qualitative approach with this type of research is classroom action research. This research was carried out in several cycles. Each cycle consists of four stages, namely, planning, implementing, observing and reflecting. In this study, the role of researchers act as planners, implementation of actions, observer, reflector and as reporter of research results. As the subject of the action, the researcher acts as a teacher who makes a design for learning activities while delivering teaching materials during the teaching and learning process takes place. In addition, the researcher also collected and analyzed data as well as reporting the results of the research. In its implementation, researchers are assisted by observers. The researcher carried out the research on the Khairuddin Gondanglegi High School, in Malang, Indonesia. The subjects in this study were

grade X IPS students of Khairuddin Gondanglegi High School Malang Regency with a total of 17 students consisting of three female students and 14 male students. The Student learning activities are obtained from observers using observation sheets of student learning activities. Student learning outcomes are obtained from the test scores given to students. The data was collected using research instruments, namely interviews, observation sheets, tests, field notes/ observations, and documentation. Data analysis to assess student learning activities, researchers used observation sheets to be given to observers, while for student learning outcomes in this study was to use learning completeness tests

## **RESULTS AND DISCUSSION**

In the implementation, several issues related to deficiencies found in the first cycle are as follows: first, when the assignment has been given, there are still students who do not understand about the assignment given and the student does not ask so that students are confused doing the task. This is because when the teacher explains, there are still students who are busy chatting by themselves and are not really serious about listening to the explanation given by the teacher. In addition, there are still many students who copy assignments from their friends and do not try themselves to find answers to the tasks that have been given. This is due to a lack of students' understanding of the material that has been delivered before. There are still students who do not want to appear answering questions in front of the class. This is because students are embarrassed to reveal their answers in front of their friends if the answer is incorrect.

At the first meeting, many students were still confused about the explanation of the learning model that would be applied. This is because previous learning has never used the Talking Stick learning model. Students who are active in the class still dominate, so researchers have difficulty pointing to one student who will answer the questions given. This is because less active students are less enthusiastic. In the second and third meetings several students have begun to understand the application of the model. Therefore, in the second and third meetings the learning atmosphere became quite good from the first meeting. Researchers need to design and carry out new actions to address the problems found in the learning process in the cycle.

The actions taken as improvements in the previous cycle are following several activities. The researcher asks students to read the assignments repeatedly that make students really understand the task to be done and do not feel confused. The researcher asks students to collect assignments before the lesson begins and give a warning to students who copy and copy their assignments. The application of the recitation method in the first cycle has shown an increase in the learning outcomes of Khairuddin high school students. However, at the end of the first cycle, there were still problems in the learning process. These problems are then used as a reflection for improvement of actions in the second cycle.

Various weaknesses and challenges obtained in the first cycle will be corrected while the advantages will be maintained and utilized. From the results of the field second cycle, changes can be found in learning, namely: students can receive lessons well, and not make noise in class. Students are enthusiastic and pay attention to the teacher's explanation. Some students are active in asking questions and answering questions given by the teacher. Many students take notes

from the teacher. At the time of the test the students look ready and work hard on the tests given by the teacher.

Based on the lack of research in the first cycle and the corrective actions in the second cycle increased. The increase in the number of rowdy students became small, cooperation in groups and cohesiveness in discussions increasingly intertwined, mutual respect for the opinions of other students increasingly created and the activity of students in participating in discussions increasingly looked good. Based on the value of the test from first cycle to second cycle has increased. The implementation of the actions of researchers also increased from first cycle to second cycle and the activity of students also experienced an increase when compared with the first cycle, in other words all aspects increased in second cycle.

### Student Learning Activities

The comparison of student learning activities carried out by the researcher in the first cycle and second cycle can be seen in the Table 1.

**Table 1. Comparison of Student Learning Activities in 1<sup>st</sup> Cycle and 2<sup>nd</sup> Cycle**

| Cycle | Meeting | Achieved Score | Ideal Maximum Score | Percentage | Information      |
|-------|---------|----------------|---------------------|------------|------------------|
| I     | 1       | 2000           | 3060                | 65.36%     | <b>Increased</b> |
|       | 2       |                |                     |            |                  |
|       | 3       |                |                     |            |                  |
| II    | 1       | 2540           | 3060                | 83.01%     |                  |
|       | 2       |                |                     |            |                  |
|       | 3       |                |                     |            |                  |

Table 1 informs the comparison on students' learning activities between cycle. From the table, it can be seen that learning students' activities showed an increase trend. In more detail, in the beginning of cycle, it was about 2000 achieved score and it rose slightly higher than 500 in the next cycle. In other word, it inclined about 17 percent during cycle period.

### Student Learning Outcomes

The increasing of learning outcomes in first and second cycle are presented in Table 2.

**Table 2. Learning Outcomes of Students in the Cognitive Sphere**

| Cycle     | Average Learning Outcomes | Complete Learning Outcomes | Information      |
|-----------|---------------------------|----------------------------|------------------|
| <b>I</b>  | 74.90                     | 52.94%                     | <b>Increased</b> |
| <b>II</b> | 83.73                     | 92.16%                     |                  |

From the Table 2 it can be known that there is an increase during cycle. Specifically, the average score in the first cycle was about 74.90, and rose to 83.73. The completeness of student learning outcomes in the first cycle was approximately 52.94 percent, inclined to 92.16 percent in the second cycle with a difference of 39.22 percent.

The implementation of the first cycle at the first meeting, the Talking Stick learning model on Economic subjects was not appropriate when applied, because at the first meeting in the first cycle many students did not understand the steps described by the researcher. At the time of applying the learning model in this first cycle, it was seen that there were still many students who were noisy and chatting themselves so that the application of this model did not run smoothly. There are still many students who do not really understand the route to rotate the stick and understanding the lack of material. After the researcher tried to explain a little, the students were able to answer the questions. Students also respond well to the lessons that have been delivered. Although not all can capture the material explained, at least there are some students who did not understand little by little to understand the material presented. This is a weakness found in the application of the Talking Stick learning model proposed by Sanjaya (2007). In the first cycle of the second and third meetings the atmosphere in the classroom has begun to be conditioned. Apparently, the students were very happy with the learning model used.

The implementation of the Talking Stick learning model can be said to be good in the second cycle of the first to the third meeting because the researcher reflects the shortcomings of the first cycle. After implementing this learning model students are able to express their opinions directly in front of the class and be more active. This is because students feel comfortable after the introduction of the Talking Stick learning model. The Talking Stick learning model is a cooperative learning model that is carried out with the help of a stick. The stick is used as a ration or turn to argue or answer questions from the teacher after students learn the subject matter. This is also supported by students' responses to the application of this learning model, where students are eager to answer teacher questions, not only that students are also able to express their opinions directly in front of the class well when the teacher applies this learning model. The application of this learning model is also good to use on Economic subjects according to the research conducted by Owada & Bambang (2016) where the application of the Talking Stick learning model to improve student learning outcomes and learning activities and Sastrawan & Sowinangun, (2013). where the application of the Talking Stick learning model to improve student learning outcomes.

### **Student Learning Activities and Talking Stick Learning Models in Economics**

One of the objectives of the implementation of the Talking Stick learning model aims to improve students' learning activities. There are five aspects studied in this study including aspects of paying attention to teacher explanations (visual activities), expressing opinions (oral activities), paying attention to other people's opinions (listening activities), taking notes / writing activities and collaborating in groups (mental activities). The five aspects were observed by two observers during the learning process. Based on the results of observations it is known that the application of the Talking Stick learning model can improve the learning activities of economics students in Khairuddin Gondanglegi High School. This can be seen from the number of scores obtained and the observation sheet of

student learning activities where there is an increase in the acquisition of scores from first cycle to the second cycle.

In the first cycle, student learning activities were good enough but students still tended to be passive, this was influenced by an unfavorable class atmosphere, the author's attention was not evenly distributed and some students still could not focus during the learning process. However, in the second cycle, there were good changes in student learning activities. Most students have started to dare to express their opinions without being motivated by books, students have begun to be motivated to ask when the teacher explained, communication between students has begun to be good, students have been able to record important things that were conveyed by the teacher when delivering the material and when his friend asked.

The application of the Talking Stick learning model is proven to be able to improve the learning activities of economics students at Khairuddin Gondanglegi High School because it is seen from the results of observations made by two observers that students' learning activities increase during cycles. This is consistent with the research conducted by Owada & Bambang (2016); Wirawan (2014); Putri et al. (2017) that the application of the talking stick learning model can improve student learning activities.

### **Student Learning Outcomes and Talking Stick Model in Economics**

In this study the student learning outcomes in question are the results of student tests in first and second cycle. At the beginning and end of the meeting it was known that students' cognitive learning outcomes could increase. At first, when the writer gave the first cycle test, many students protested. All students complained that they could not work on the questions because there was no prior notice if on that day a test would be held, in addition students also did not get the material. However, the author tries to explain to students that the purpose of this initial test is to measure students' initial abilities and that value will not affect report card grades. In the second cycle students are getting used to the pre test and post test. Students have not protested with the test, students are happy to work on the test questions given by the researcher. Students have prepared by studying at home and are motivated to get good grades. Students who get good grades are more confident and want to teach their friends who don not understand.

Student learning outcomes increase from first and second with satisfactory results. These results are considered good and optimal by authors and observers. This is in line with the results of research conducted by Owada & Bambang (2016) which explains that there is an increase in learning outcomes during cycles after action. Indeed, this study also support previous studies conducted by Sastrawan & Sowinangun (2013); Wirawan (2014); Syufatmi (2018).

### **CONCLUSION**

The implementation of the Talking Stick learning model can improve the learning activities in economics class. This can be seen from the results of student learning activities that experience an increase trend during cycles. In addition, the application of the Talking Stick learning promotes higher the learning outcomes of students. This finding can be known from the results of student learning tests that have increased from first and second cycle.

## REFERENCES

- Ana, E. F. (2017). Application of Debate Learning System in Collaboration with Time Token Arent to Improve Thinking Ability and Student Learning Result. *Classroom Action Research Journal (CARJO)*, 1(3), 139-146.
- Fajri, N., Yoesoef, A., & Nur, M. (2017). Pengaruh Model Pembelajaran Kooperatif Tipe Talking Stick Dengan Strategi Joyful Learning Terhadap Prestasi Belajar Siswa Pada Mata Pelajaran IPS Kelas VII MTsN Meuraxa Banda Aceh. *Jurnal Ilmiah Mahasiswa Jurusan Pendidikan Sejarah*, 1(1), 1-12.
- Hartanti, D. A., & Hardinto, P. (2018). The Application of Fusion Learning Model Talking Stick and Course Review Horey To Increase Activeness and Learning Outcomes. *Classroom Action Research Journal (CARJO)*, 1(3), 117-124.
- Hornstra, L., Mansfield, C., van der Veen, I., Peetsma, T., & Volman, M. (2015). Motivational teacher strategies: the role of beliefs and contextual factors. *Learning environments research*, 18(3), 363-392.
- Owada, P. P., & Bambang, B. U. (2016). Penerapan Model Pembelajaran Talking Stick Terhadap Hasil Belajar Pada Mata Pelajaran Ekonomi Di Man. *Jurnal Pendidikan dan Pembelajaran*, 5(11).
- Pamungkas, D. K. (2018). Comparing Learning Motivation and Student Achievement Using Various Learning Models. *Classroom Action Research Journal (CARJO)*, 2(2), 64-70.
- Putri, A. I. K. D., Prihandono, T., & Putra, P. D. A. (2017). Penerapan Model Pembelajaran Talking Stick Disertai Metode Demonstrasi Berbantuan Media Kokami Mata Pelajaran IPA Di SMP. *JURNAL PEMBELAJARAN FISIKA*, 5(4), 321-328.
- Sastrawan, A., & Sowinangun, S. (2013). Penerapan Model Pembelajaran Talking Stick Pada Mata Pelajaran IPS Ekonomi Untuk Meningkatkan Hasil Belajar Siswa. *Jurnal Pendidikan dan Pembelajaran*, 2(12), 1-13.
- Syufatmi, S. (2018). Penggunaan Model Pembelajaran Talking Sticks Untuk Meningkatkan Hasil Belajar Ekonomi Pada Materi Pendapatan Nasional. *Jurnal Pendidikan Tambusai*, 2(3), 438-449.
- Wirawan, Y. R. (2014). Pengaruh Penggunaan Model Pembelajaran Talking Stick Terhadap Aktivitas Belajar dan Hasil Belajar pada Mata Pelajaran Ekonomi Kelas X di SMA Negeri Bandarkedungmulyo Jombang Tahun Ajaran 2012/2013. *Equilibrium*, 2(2), 124-128.