

Improving News Listening Ability Using Cooperative Learning Model Type Talking Stick

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Abstract

This study aims to describe improved ability to listen to the news using learning models talking stick type cooperative class VII-7 SMP Negeri 7 Ambon. This research includes the type of classroom action research. The techniques used in data collection, questionnaire interviews. The instruments used were observation sheets, interviews, documentation questionnaires. The subjects of this study were Class VII-7 students of SMP Negeri 7 Ambon with a total of 207 students however, the researcher only took one class as a source of research, namely class VII-7 which consisted of 22 students. The results of research analysis, data analysis can be concluded that the increase in the ability to listen to the news using a learning model cooperative talking stick type can improve quite well, these is in accordance with the data obtained in the first cycle of 60, 18% and can be increased in the second cycle of 80,63% which is good.

Keywords: *Cooperative Learning Model; Listen the News; Using the Talking Stick*



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INTRODUCTION

Listening is one of the four language skills. Listening plays a crucial role in a person's language proficiency. Listening is often associated with the words "hear" and "listen." However, upon closer examination, these three words have distinct meanings. According to the Big Indonesian Dictionary (in Sutari, 1997), "hearing" means capturing sound with the ears. These sounds can be heard consciously or unconsciously. Simply listening without paying close attention cannot be considered listening. Conversely, if we listen intently to the sound or utterance and understand the message or meaning of the sound, it can be considered listening.

Tarigan (1983) states that listening is a process of listening to verbal symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture content, and understand the meaning of communication that is not conveyed by the speaker through speech or spoken language. Listening is a skill every student must possess. One form of listening skill taught in schools is listening to the news. Based on observations made in class VII-7 SMP Negeri 7 Ambon, on April 8, 2022. Indonesian Language Subject, students' news listening skills are less than optimal, this is because students are afraid to express ideas to friends, students lack confidence in their listening skills, students are less enthusiastic about listening to the news delivered, and teachers have not used appropriate learning strategies.

Based on the above, to address these issues and prevent them from continuing, teachers need to implement appropriate and engaging learning models. Active learning models encourage students to learn actively and creatively. Active learning models can encourage students to engage actively in classroom learning. If students are enthusiastic and passionate about learning activities, they will be more engaged in the learning process, which can lead to positive learning outcomes. Active students will engage effectively in the learning process, enabling them to effectively absorb and absorb the material presented by the teacher. This will also improve student learning outcomes.

To make students active during learning and improve their learning outcomes, action is necessary. Teachers can implement cooperative learning models that can increase student activity and learning outcomes, for example, using the cooperative learning model. talking stick, and so on.

According to Suparman (2010), good teaching is teaching wholeheartedly, sincerely, innovatively, motivating and creatively, motivating interest and of course motivating enthusiasm, but to achieve learning success is not easy, it requires efforts from various parties to achieve it. The success of the teaching and learning process must also be supported by the selection of the right learning model, with the right learning model, students will be more active in learning, so that if students are active in learning, student learning outcomes will increase, thus learning success will also be achieved well.

According to Suprijono (2009), learning with the cooperative learning model type Talking stick can encourage students to be brave in expressing their opinions (Fathurrohman, 2019). The cooperative learning model type talking stick is a learning model that provides opportunities for students to work together in studying learning materials with other students, so that students will be more active in learning activities. Cooperative type talking stick as intended in this study, the teaching process in the classroom is oriented towards creating learning conditions through stick games (Kamarudin, Irwan & Daud, 2021). At first, the teacher prepares a stick. After that, the teacher conveys the main material to be studied, then gives the students the opportunity to study the material, after reading the material and studying its contents, the teacher invites the students to close the learning material. After that, the teacher takes the stick and asks all students to sing a song while rotating the stick to all students, after the song is finished, the last student holding the stick is asked a question and is required to answer. And so on until most of the students have a part to answer each question from the teacher. Then the teacher gives a conclusion, conducts an evaluation, and closes the learning.

Cooperative learning model type talking stick. This can test students' readiness, train students to work together, train their ability to listen and understand quickly, train students' concentration, make students more active in learning, encourage students to always be ready in any situation, can measure students' level of understanding directly and individually, increase students' activeness in learning and can improve students' listening results.

Based on the description above, the problem formulation in this study is "Can the ability to listen to news be improved using the cooperative learning model type talking stick students of class VII-7 of SMP Negeri 7 Ambon?"

Learning cooperative is a form of learning based on constructivism (Isjoni, 2009). Cooperative is a learning strategy with a number of students as members of small groups whose ability levels differ. Cooperative according to Solihatin & Raharjo (2007), it is a collective behavior in helping each other in a structured, organized cooperation in a group, consisting of two or more people where the success of the work is influenced by each member of the group.

According to Roger *et al.* (in Huda, 2011) learning cooperative is a group learning activity organized by the principle that learning must be based on the social exchange of information among learning groups in which each learner is responsible for his or her own learning and is encouraged to improve the learning of other members. In learning cooperative this has the aim of not only improving learning process activities through group work but also increasing social activities. Cooperative is a broader concept that encompasses all types of group work, including forms that are more teacher-led or teacher-directed (Suprijono, 2009). Based on this, learning cooperative is generally considered to be more teacher-directed, where the teacher sets tasks and questions and provides materials and information designed to help students solve problems.

According to Sunal and Haas (Isjoni & Ismail, 2008) that the strategy is a learning model cooperative is an approach or series of special activities designed to encourage students to work together during the learning process. Another definition according to Parker (Huda, 2011) is a small group cooperative as a learning environment in which students interact with each other in small groups to work on academic assignments to achieve common goals. Students must be active in the learning process, both individually and in groups. Cooperative will be successful by achieving the goals. Students can learn happily and learning goals can be achieved.

Based on various opinions about the definition of learning cooperative, it can be concluded that learning cooperative is a method or series of strategies specifically designed to encourage students to work together during the learning process. With this learning model cooperative can be applied to motivate students to be more active in learning. Therefore, cooperative learning is very effective because students can work together and help each other complete the tasks at hand.

According to Huda (2013) type Talking stick (talking stick) is a method originally used by Native Americans to invite everyone to speak or express their opinions in a forum (inter-tribal meeting), as stated by Locust (in Huda, 2013), the talking stick has been used for centuries by Native American tribes as a tool for listening fairly and impartially. The talking stick is often used in councils to decide who has the right to speak. When the meeting leader begins to discuss and discuss the problem, the leader must hold the talking stick. The stick will move to another person if he or she wants to speak or respond. In this way, the talking stick will move from one person to another if that person wants to express their opinion. When everyone has had a turn to speak, the stick is then returned to the chairman/leader of the meeting. From the explanation above, it can be concluded that type talking stick used as a sign that someone has the right to vote (speak) which is given in turns/alternately. Type talking stick including one of the learning methods cooperative.

According to Slavin (in Taniredja, Faridli & Harmianto, 2012) learning cooperative is a learning model where students learn and work collaboratively in small groups of 4-6 people, thus stimulating greater enthusiasm for learning. Collaboration itself is defined as a philosophy of personal responsibility and respect for others. Students are responsible for their own learning and seek information to answer questions, while the teacher acts solely as a facilitator.

According to Suprijono (2009), learning with the learning model type talking stick can encourage students to be brave in expressing their opinions. Learning type talking stick is the learning that teachers use to achieve the desired learning objectives. Type talking Stick as intended by this research, the teaching and learning process in the classroom is oriented towards creating learning conditions through a stick game that is passed from one student to another while the teacher explains the lesson material and then asks questions. When the teacher finishes asking a question, the student holding the stick is the one who gets the opportunity to answer the question. This is done until all students have had the opportunity to answer the questions asked by the teacher.

Steps for listening to news using learning models cooperative talking stick type. (1) Introduction: The teacher opens the lesson with a greeting and prayer to start the lesson, then checks the students' attendance; The teacher asks students questions related to the lesson to be taught: "What do you know about news; The teacher provides an outline of the material and activities to be carried out. (2) Core activities: The teacher provides material about news; The teacher divides the students into several groups; The teacher gives questions to all groups; Students work on the questions in groups; The teacher plays the news using a speaker for the students to hear; The teacher takes a stick and gives it to one of the groups accompanied by a song, while the stick walks when the song stops, the group holding the stick has the right to answer the questions given by the Teacher. Next until all groups get a share. (3) Cover: Students and teachers discuss and conclude the lesson results; Students and teachers reflect on the learning process and results; Students are given homework from textbooks, or they can redo the evaluation questions; Closing prayer; The teacher said hello, then left the class.

The steps for learning the method are: Talking Stick according to Suprijono (2009: 109) is as follows: The teacher prepares a stick (the stick referred to here is Stick); The teacher prepares a song; The teacher conveys the main material to be studied, then gives students the opportunity to read and study the material in their textbooks; After finishing reading the book and studying it, the teacher asks the students to close their books; The teacher takes a stick or Stick and give it to the students, after that the teacher asks the students to sing a song and the student who holds the stick or Stick When the song stops, the student must answer the teacher's question, and so on until most of the students have had a chance to answer each question from the teacher; The teacher and students conclude the material that has been studied; The teacher provides an evaluation/assessment; Closing.

METHODS

This research is a Classroom Action Research (CAR) type. CAR is action research conducted in the classroom with the aim of improving and enhancing the quality of learning practices (Arikunto, Supardi & Suhardjono, 2016). This type of research presents a more direct impact on students and teachers in relation to improving the teaching and learning process in the classroom. In implementing CAR there are four basic stages that must be carried out, namely (1). Planning, (2) actions, (3) observation, and (4) reflection. The four stages in the research are elements to form a cycle, namely a cycle of sequential activities that return to the initial steps. So, one cycle is from the planning stage to reflection, which is none other than evaluation. The duration for one cycle depends on the material implemented in a certain way. Reflection can be done when the researcher feels that he has gained solid experience, meaning he has obtained the necessary information to improve the method that has been tried (Arikunto, 2007). The research instruments consisted of observation sheets, interviews, questionnaires, and documentation. The data collection techniques used were observation, interviews, and questionnaires. The data analysis conducted in this study was based on CAR, which included a recapitulation of news listening skills using a cooperative learning model. Talking Stikc in the first cycle and so on until successful.

RESULTS AND DISCUSSION

Cycle I, Meeting 1. Cycle I activity, meeting 1, was carried out in class VII-7 of SMP Negeri 7 Ambon on February 21, 2023. The learning process began with apperception in the form of a question and answer session between teachers and students about their experiences in listening to the news. In this activity, the teacher briefly reviewed the students' shortcomings in listening activities, including understanding the content of the news, the accuracy of the organization of the news content, spelling and writing and the meaningfulness of the narrative. This can be seen where 12 students had difficulty listening to the news, while 10 students understood the learning to listen to the news.

One of the main problems in teaching listening skills in grades VII-7 is that students find it difficult to properly listen to the information conveyed or heard and are unable to express that information appropriately. Therefore, teachers must strive to use models that can develop students' potential. The model in question is the cooperative learning model. talking sticknamely one of the models in teaching listening

where students will hear and pay attention to a news that will be played by the teacher using a speaker. The teacher takes a stick and gives it to one of the group members after that the teacher asks the students to sing a song and the group that holds the stick when the song stops then the group must answer the teacher's questions. And so on until all groups get a part to answer each question from the teacher, the teacher and students conclude the material studied, the teacher provides information/assessment and closing,

The things that can be reported from the first meeting of cycle I are as follows: conclusions from the results of the questionnaire on the listening skills of class VII-7 students. SMP Negeri 7 Ambon through the cooperative learning model type talking stickas shown in table 4.1, in their class they have never heard of the cooperative learning model type. talking stick Moreover, it is implemented. After the implementation, all students stated that learning the ability to listen to the news was beneficial, but they also stated that they experienced difficulties when starting to listen to the news. According to them, learning the skill of listening to the news through the cooperative model type talking stickvery interesting.

Cycle I, Meeting 2. Cycle I, meeting 2 was held on February 22, 2023. The steps taken in cycle I, the 2nd meeting was to convey learning objectives using the cooperative learning model type. talking stickto students. 1) so that students can understand the content of the news, 2) so that students can understand the accuracy of the organization of the news content, 3) so that students can understand spelling and writing style, 4) so that students can explain the meaning of the narrative. In the second meeting of cycle I, students prepare themselves to listen to the news that will be played by the teacher via speakers at the front of the class and will follow the steps of the model.talking stick.

The researcher entered the class then greeted, the teacher conditioned the class then megapsensi, then the teacher gave apperception in the form of questions regarding the previous meeting's material and asked for assignments that had been given. The teacher wrote down competency standards, basic competencies and learning objectives. In this 2nd meeting, the activities that will be carried out are that students will listen to the news that will be played through the speaker. Students are asked to listen carefully to the contents of the news, and study the material that has been given by the researcher after finishing the teacher invites students to close their books or notes, then the teacher takes a stick and sticks and gives them to one of the group members, and asks students to sing a song and the group holding the stick or stick, when the song stops then the group must answer questions from the teacher until all groups get a part and can answer each question from the teacher.

The assessment of the news listening activity covers four aspects: understanding the news content, the accuracy of the news content organization, spelling and spelling, and the meaningfulness of the narrative. Based on observations by researchers and collaborators, all students appeared serious in carrying out the listening activity. The final activity in learning the ability to listen to news in cycle I. Meeting 2 is the teacher and students conclude the learning activities and provide motivation so that students diligently practice listening to news at home. The findings that can be reported from the implementation of cycle I, meeting 2 are as follows.

Results of the Assessment of News Listening Skills. Assessing students' news listening skills cannot be done by just one person. Assessing news listening skills is highly subjective. Therefore, in the CAR, the results of the news listening skills assessment were carried out by researchers and collaborators. Based on result it can be explained as follows: the assessment focused on four aspects: understanding the news content, the accuracy of the news content organization, spelling and writing style, and the meaningfulness of the narrative. The average score obtained was 60.18, which did not meet the Minimal Competency Criteria (MCC) score. The number of students who got scores that met the MCC in cycle I, meeting 2 was 5 students who met the MCC.

Questionnaire Results. Based on questionnaire results, the conclusions of the results of the questionnaire on the implementation of listening skills of class VII-7 students at SMP Negeri 7 Ambon through the learning model can be seen.Talking stick. In class they have never heard of learning modelsTalking stick, especially when implemented. After being implemented, all students said that learning the ability to listen to news using the learning model Talking stick providing benefits. They were very happy when they

participated in learning about news listening skills using the learning model. Talking stick, according to them, it is very interesting to listen to the learning model talking stick, and there are many differences in listening to the news.

Student Difficulty Data. Based on student difficulty data, it is known that the difficulties experienced by class VII-7 students at SMP Negeri 7 Ambon in participating in learning the ability to listen to news using the learning model Talking stick, As many as 7 students stated that they still had difficulty listening with this model. When classified, the 7 students who experienced major difficulties were in understanding the learning model Talking stick. As many as 2 children still have difficulty understanding The meaning of the narrative, 1 child still had difficulty in explaining the accuracy of the organization of the news content, as many as 3 children still had difficulty understanding spelling and writing style, 1 child stated that he still had difficulty understanding the content of the news.

Cycle I, Meeting 3 (Reflection). Cycle I, meeting 3 is a reflection of the implementation of cycle I. This reflection activity was carried out on February 23, 2023, the teacher and students asked questions about their experiences in listening activities that had been carried out using the learning model. talking stick In cycle I, meeting 2, students pay attention to reading notes about the shortcomings in listening to news and providing evidence in cycle I, meeting 2. Based on the data on student difficulties the students' difficulties can be identified. In principle, there are still students who find it difficult to understand the model.talking stick and determine the accuracy of the organization of news content, the meaningfulness of the narrative, spelling and writing style, and understanding the content of the news when listening. The end of the reflection activity is filled with reinforcement from the teacher so that in the next lesson students are able to listen to the news using the learning model.talking stick to be better.

Based on results, the conclusions of the questionnaire results from cycle I, meeting 3 are as follows: all students stated that they enjoyed learning Indonesian but had never participated in a competition that required them to listen to news in front of many people. All students stated that in their class they had never heard about the learning model.talking stick, let alone do it. After following the learning with the model approach talking stick There was a change, because they found it very interesting and enjoyed participating. All students stated that they gained benefits from learning the ability to listen to news using the learning model.talking stick.

Cycle II, Meeting 1. The second cycle of learning was carried out based on the results of reflection on the implementation of cycle I. Based on the results of the reflection, it can be seen that (1) students still have difficulty listening to news using the learning model. Type Talking Stikc (2) students still have difficulty determining the content of the news, the organizational structure of the news content, spelling and writing style and the meaningfulness of the narrative, (3) the number of students who achieved the MCC was only 5 students out of 22 students in cycle I learning. Therefore, the researcher determined the steps for cycle II learning as follows:

Activities in cycle II, meeting 1, began with the delivery of learning objectives for listening to news using the learning model. Talking Stick Type Cooperative. The learning objective is to listen to the news with the model Talking Stikc includes: 1) so that students can determine the content of the news and can relate it to the accuracy of the organization of the news content. 2) so that students can listen to the news, follow the predetermined stages, 3) students are able to evaluate the results of other groups' work and the responses submitted so that the target listens to the news, understands the content of the news, the accuracy of the organization of the news content, spelling and writing and the meaningfulness of the narrative, can be conveyed well.

Implementation of actions in cycle II was carried out on February 24, 2023. The teacher forms 4 groups consisting of 4-5 students, the teacher explains the material to be studied. 2) The teacher prepares a stick and a speaker, and the teacher gives LKPD and learning materials to each group. The teacher gives each group the opportunity to study the material by listening to the news. 3) The teacher plays a news item from the speaker provided by the teacher, and takes a stick and gives it to one of the group members, after that the teacher asks a question and the group member holding the stick must answer the question from the

teacher, other students can help answer the question if the group member cannot answer the question. 4) The group that successfully answers the question from the teacher, gives the stick to another group to receive another question from the teacher, so that some group members get a part to answer each question from the teacher. 5) The teacher asks questions about things that students do not yet know. At the end of this meeting, the teacher concluded the students' listening to the news and the teacher also provided motivation to the students. The findings that can be reported from the implementation of cycle II, meeting 1 are as follows:

Results of the Assessment of News Listening Skills. Based on results, it can be seen that the overall score obtained by students in class VII-7 of SMP N 7 Ambon. In learning the ability to listen to news using the learning model cooperative talking stick type is 1,774 if the number is averaged with the number of students as many as 22 students the average result is 80.63. When compared with the average value obtained by students in the first cycle of the 2nd meeting is 60.18 it turns out that there is an increase in the learning cycle II the number of students who get a score that meets the MCC standard in the second cycle of the 1st meeting is 20 students. In the learning cycle I meeting 2 students who achieved the MCC were 5 students. When compared with the cycle II meeting 1 there was an increase in the number of students who achieved the MCC by 15 students.

Questionnaire Results. Based on questionnaire results, the conclusion of the questionnaire results from the second meeting of cycle II learning can be seen, namely that all students stated that they enjoyed learning Indonesian, but had never participated in a competition that required them to listen. All students stated that at school they had never heard of the cooperative learning model type. talking stikc especially when done. After following the learning of listening to news with the cooperative model type talking stikc There's a change. They think it's very interesting and they enjoy following it. All students stated that they benefited from learning to listen to news using the listening model. cooperative type talking stikc.

Student Difficulty Data. Based on student difficulty data, it can be seen the difficulties experienced during the second meeting of cycle II learning. Only 2 students still felt difficulties in learning to listen to the news compared to the second meeting of cycle I learning, where 7 students experienced difficulties in learning to listen to the news using the cooperative model. talking stikc. And there is an increase in the ability to listen to news.

CONCLUSION

Based on the presentation of research results and discussions as discussed in result and discussion, researchers can finally draw conclusions including: 1) the application of the cooperative learning model type talking stikc Students of class VII-7 of SMP Negeri 7 Ambon found that learning was more interesting, enjoyable, easier, and provided many benefits for them. 2) learning with the cooperative learning model talking stikc create a learning atmosphere that allows students to construct knowledge and experience in listening to the news. Implementation of the cooperative learning model type talking stikc In learning the ability to listen to news, in class VII-7 students of SMP Negeri 7 Ambon, it turns out to have an impact on increasing student learning achievement. In cycle I learning, the cooperative learning model type talking stikc applied, the average value of the news listening ability of class VII-7 students was 60.18% (5 students met the MCC). Carried out in the second cycle of learning, it showed an increase in news listening ability with an average value of 80.63% (20 students met the MCC).

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