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TALKING STICK MODEL ON NONFORMAL EDUCATION

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Abstract

One effort to improve the ability of learner to pronounce alphabet is through talking stick model. It was a classroom action research based on preparation of learning which reflected the steps that must be done by the teacher. The procedure consisted of two cycles and each cycle consisted of two meetings. Based on the data obtained from the implementation of action cycle II showed that the number of package C learner that can afford is 18 or 86% learners, while the number of learner who could not afford about 3 people or 14 %. Thus the learning of the 100% talking stick model has been successful in accordance with the predefined performance indicators by the researcher. The results caused by the maximization and effectiveness of the application of the talking stick model on learning English, especially English alphabet pronunciation.

Keywords: Classroom action research, Talking stick, and Learning

INTRODUCTION

Problems that occur in the life are lacks of English language skills for Indonesian people. In addition to the fact that is English less desirable by learners, English also shows the level of difficulty in learning, even awareness of the importance of English has not been awakened to every individual [1]. So, it is not surprising if the language is seen as a language that is difficult to understand, understood, and implemented in everyday life. How important English proficiency today requires every responsible party, especially the government to build awareness of Indonesian people to create public interest in English. One such effort is seen in English language learning at package C, although the lessons being taught have not been able to show maximum results. Therefore, efforts towards improving the quality of English learning continue to be done [2]. One of the basic materials to be explained is the English alphabet pronunciation for beginners, since the basic alphabetical pronunciation becomes an important basis for studying advanced English language steps [3].

In the English alphabet pronunciation area, it is generally seen that the ability of the studying community is still lacking, especially in the pronunciation, because the English is very different from the Indonesian language, because English seems difficult to pronounce [4]. Based on the observations in Package C in SKB Gorontalo that alphabet pronunciation on English subject is still low. This can be seen from the low learning of learner in English subjects. From the results of this observation is caused by learning factors that are less interesting, and the ongoing learning has not been able to make learner to be active and enthusiastic with the learning process created by the guardian.

To overcome these problems, a more appropriate and interesting learning model is needed, in which learners can learn cooperatively, can develop on their own. One effort to improve the ability of learner to learn to speak the alphabet through the learning model talking sticks as a solution offered by the author.

Problem Formulation

The formulation of the problem in this research is whether through talking stick the ability of learner to pronounce the English alphabet in process.

How to Troubleshoot Problems

From the solutions that have been previously proposed and to improve the ability of citizens to learn to pronounce the English alphabet problem one correct solution is to use talking stick. To learners are taught directly how to pronounce the English alphabet correctly with an interesting method. Learning process with talking stick model as described include [5]: a). Teacher prepares a 20 cm long stick; b). Teacher delivered the subject matter to be studied; c). Citizens learn to discuss the issues contained in the discourse; d). After the residents learn to finish reading the lesson material and learn its contents, reference [6] describes that teacher invite the learners to close the contents of reading ; e). Teacher took a stick and gave one of the learner, after that teacher asked questions to the learner and who held the stick must answer it, so that most of the learner get a part to answer every question from the teacher; f). Teacher concluded; g). Teacher provides evaluation / assessment; h). Teacher closed the lesson.

THEORETICAL STUDIES AND ACTION HYPOTHESES

The Essence of Ability

Essential skills are essential for education stakeholders in education. The meaning of these abilities according to experts have a different understanding. Ability comes from the word capable which means power. Reference [7] defines ability is skills or potential of mastering a skill that is innate or a result of continuous practice to accomplish something that is manifested through his actions. From the meaning of a large dictionary of Indonesian language can be concluded that the ability is a ability to do something. Everyone can be said capable if he can do something he should do [8].

The Nature of Speech

Speaking is essentially a process of communication, because in it there is a transfer of messages from a source to another place [9]. Speaking is a form of behavior that utilizes physical, psychological, semantic, and linguistic factors. At the time of speaking people take advantage of the physical factor of the means of speech to produce sounds of language [10] . Even other body organs such as head, hands, and facial expression are used in speaking. Psychological factors contribute considerably to the fluency of speech. Emotional stability, for example, affects not only the sound quality produced by the utterances, but also the effect of the speech impulses. Talking is not separated from the neurological factors of neuronal neural networks that connect the cerebellum and mouth, ear, and other organs that participate in the activity of speaking [11]. It is a way of communicate to human beings as social beings is an act of exchanging experiences, mutual expression and receive thoughts, expressing each other's feelings and expressing it [15].

The Nature of the Alphabet

In this study, the alphabet is the latin letters in general which are used by teacher for learning English children in package C, alphabet used for the cultivation are:

A	B	C	D	E	F	G	H	I	J
[ei]	[bi]	[si]	[di]	[i]	[ef]	[ji]	[eitch]	[ai]	[jei]
K	L	M	N	O	P	Q	R	S	T
[kei]	[el]	[em]	[en]	[ou]	[phi]	[qiu]	[ar]	[es]	[ti]
U	V	W	X	Y	Z				
[yu]	[vi]	[double yu]	[ex]	[way]	[zed]				

Learning Talking Stick Model

In order to create comfortable and comfortable classroom learning is interesting and not boring, then one of the talking stick learning model is an alternative in order to streamline the learning activities. Basically talking stick model cannot be separated from the learning theory which is centered on the learning residents, so that the learners are happy to follow the learning that is taught [12]. Moreover, learning English which requires special skill in presenting the subject matter. Learning centered on citizens learning leads to effective and efficient learning and requires the learning of people to be naturally active in the classroom [13].

The talking stick model is one of the right ways for the first-class learners of package C given the age-tending age that prefers to play rather than learn. Not just active citizens of learning but more actively and actively teacher push to find the ideal technique that can make people learn to feel happy when receiving learning [14].

Action Hypothesis

Based on the theory of learning and research results that have been presented on the background of previous research, researchers can arrange the hypothesis that if learning English using the talking stick model then the ability of learner Package C in SKB Gorontalo city say alphabet will increase.

Performance Indicators

Performance indicator on used in this research is 65%. It is targeted that the residents learn as much as 16 people from 21 residents learn to have the ability to pronounce the English alphabet through the talking stick model [16].

RESEARCH METHODOLOGY

The method used is classroom action research [17]. It was conducted Package C in Gorontalo Non formal Institution. The research subjects of this class are learners of Package C which aged an average of 16-27 years, total 21 people. The input variables (inputs) in this study are the learning community, the teacher in preparing the learning materials, learning media in conducting classroom action research. The variables targeted by this class action research are held package C in Gorontalo Non formal Institution .

The process variable in this research is the implementation of learning process with the talking stick model in an effort to improve the English alphabet pronunciation of learners in English subjects [18].

The hope that citizens learn after following the learning process by using talking stick is:

1. In accordance with the theme.
2. Effective in learning.
3. Persistence in understanding English learning.
4. Not bored with the learning model.

Research procedure
Preparation phase

Preparations made in connection with this class action research of [19] are as follows:
1) Prepare the observation sheets before and after being given classroom action.
2) Prepare lesson preparation for action.
3) Preparing instructional media.
4) Sets the action execution time.

Stage of Action Implementation

Implementation of this class action requires a skilled civilian and fluent in English. In order for the implementation of the action to run smoothly, and the guardians are guided by the preparation of learning in which reflected the steps that must be done teacher with the talking stick model. This classroom action research procedure consists of two cycles and each cycle consists of two meetings. In each cycle, the guardian uses scenarios that are tailored to the indicator under study.

Stage of Observation and Evaluation

At this stage the researcher will be assisted by other classes in observing the implementation of class action using the observation sheets that have been made. At this stage an evaluation process is conducted on the implementation of class actions using evaluation sheets [20]. At the time of observation, teacher as peers observe the implementation of the talking stick model, and provide assessment during the learning takes place.

Analysis and Reflection

a. At this stage the activity is to analyze the results obtained at the observation stage, and the results are used for self-reflection, whether the ability of learner to learn English alphabet speaking with talking stick can increase. The results of this analysis are used to plan the action on the next cycle activity. In Class there are 21 people consisting of 9 men and 12 women.
b. The class 1.
c. The model used is the talking stick model.
d. The medium used is an instrument that uses alphabetical pronunciation.
e. RPP.

Learning activities conducted on sound energy materials refer to the learning scenario. The learning scenario is as follows:
Initial activity
1. Greet and pray.
2. Examine the attendance of learner.
3. Present the subject matter and learning objectives.

Core activities

At this stage, an activity will be explained in the process of delivering English lessons on English alphabet pronunciation, this activity will be described in the following learning scenarios:

1. Learners are given the opportunity to read and study the material on the pictorial dictionary and the package book.
2. After finishing reading the book, then the learners were ordered to close their book.
3. Teacher took gave to the learner.
4. Give questions and learner who hold the stick must answer the questions given by the teacher.
5. So on until most of the learner get a part to answer every question from teacher.

Final Activities

1. Teacher gave conclusions from the lessons learned.
2. Teacher provided evaluation or assessment.
3. Teacher closed the lesson

Data collection technique

1. Observation. This technique is done by observing the ability of learner to learn English alphabet pronunciation. Observation as a means of collecting data can be done spontaneously, can also with a list of stuffing that has been prepared. As an early technique used to obtain data about the understanding of learning people that refers to the indicators that have been formulated.
2. Documentation. This documentation is used for the purpose of obtaining data from research sites through various existing documents to support the writing. The document used is a photograph of the implementation of the action along with video recording research.
3. Test. This test is used to obtain data about the ability of citizens to learn to pronounce the English alphabet. The test in this study is the pronunciation of every citizen studying in mentioning the English alphabet.

Data Analysis Techniques

At this stage all data obtained from the results of monitoring and evaluation will be analyzed in quantitative percentage and the results for self-reflection and the whole process of activity. In this case will be known strengths and weakness - the weaknesses that occur in the process that has taken place and then followed up on the next activity and become material for preparing research reports. While the data are analyzed through tests that require every citizen to learn to pronounce alphabet with the problems - questions that have been determined as well as qualitative techniques in the form of interviews with sources and processing data obtained through the implementation of action in the class.

RESEARCH RESULT

1. Initial Observation

In the initial observations made in this classroom action research showed that the average ability of citizens to learn in pronouncing the English alphabet. There are 14% of study residents who are able to pronounce the English alphabet while 86% of study residents are still unable to pronounce the alphabet, therefore in the data retrieval on this preliminary observation there are some notes that need to be considered and the consideration by the researchers to carry out the next stage.

This classroom action research aims to improve the learning outcomes of learning citizens in English subjects on the English alphabet pronunciation through the talking stick model. To realize that goal then this research took place in two cycles. The process of execution cycle based on predetermined plans.

From the observation result of preliminary observation can be described as follows:

$$\text{Percentage of learner who can afford} = \frac{\text{The number of studying citizens who can afford}}{\text{number learner of}} \times 100\%$$

$$= \frac{3}{21} \times 100\%$$

$$= 14\%$$

$$\frac{\text{The number of studying citizens who can not afford}}{\text{Percentage of learner who can not afford}}$$
$$= \text{number of learner} \times 100\%$$

$$= \frac{18}{21} \times 100\%$$

$$= 86\%$$

a. From 21 learners, Learners that entered the category capable about 3 or 14%.
b. Learners who are categorized cannot amount to 18 people or 86%. The data above shows that of all learners in class I, amounting to 21 people who follow the learning process, learners that has the ability to pronounce English alphabet about 14% while learning people who cannot afford is 86%. The average value of the ability to pronounce the English alphabet is 40.95 or still in the underprivileged category.

Based on the above results, researchers are encouraged to conduct classroom action research in improving the ability and capability of learner to learn the pronunciation of English alphabet through talking stick model.

Results of Implementation of Cycle I

Implementation of cycle 1 is a follow-up of the observations made by researchers in order to improve the ability to pronounce the English alphabet through the talking stick model. From the results of this research cycle 1 can be described that the ability of people to learn to pronounce the English alphabet has slightly increased with the following data, namely:

$$\frac{\text{The number of learner who can afford}}{\text{Percentage of learner who can afford}}$$
$$= \text{number learner of} \times 100\%$$

$$= \frac{4}{21} \times 100\%$$

$$= 19\%$$

$$\frac{\text{The number of learner who can not afford}}{\text{Percentage of learner who can not afford}}$$
$$= \text{number of learner} \times 100\%$$

$$= \frac{19}{21} \times 100\%$$

$$= 81\%$$

According to the observations of friends, in this cycle I is still many shortcomings in the process of learning cycle I include:

1. Teacher not yet optimal in motivating the learners.
2. Teacher not yet optimal in managing time.
3. Residents learn less enthusiastic during the learning progress.
4. Residents learn not active in following learning activities.

From the data and the process of implementation of teaching and learning activities that have been done then it can be seen if the results shown in the first cycle in general study residents have not been able to improve the ability to pronounce the English alphabet, because learners study that the category of capable has not been achieved or 19% in terms of presentation of the graduation. Desired that is equal to 65%.

Failure of this cycle I need a revision to be done in the next cycle, namely:

1. Teacher needs to be more skilled in motivating people to learn more clearly in conveying learning objectives. Learner who have been familiar with the classical method attempted to switch to talking stick is easier in learning the English alphabet pronunciation.
2. Teacher needs to distribute the time optimally by adding the information it deems necessary.
3. Teacher should be more skilled and motivated in motivating the people to learn so that people learn more enthusiastically.
4. Teacher must explain with a language that is easy to digest, so that people learn more easily remember the material given, and in diverting the way of pronunciation of each letter to be more patient because the people learn to be confused with what he has learned.

Results of Cycle II Implementation

Implementation of Action

Implementation of the second cycle of implementation is the same as done in the first cycle both the material and the learning process undertaken. It's just that in the second cycle made improvements, especially regarding the activities teacher and activities, persistence, satisfaction and enthusiasm of learning.

As for things done in cycle II to improve the action on the first cycle concerning the things as follows:

1. Teacher implements systematic teaching steps so that learning becomes effective.
2. The time allocation used is carefully calculated, so that learning is completed in a timely manner and all citizens learn to understand the way the English alphabet is pronounced given by the teacher in the class.
3. Apperception and motivation at the beginning of learning more fosters the results and attention of learners.
4. The giving of material is more directed to the material which is quickly understood by the learners.
5. Teacher identifies supervision and guidance to the learning community, so that they are able to understand the material well in teaching and learning activities.
6. Teacher expresses appreciation or reward to the outstanding learners and provides guidance to the underachieving learners.
7. Locals learn to be directed to record important things during the learning activities take place.

Based on the above-mentioned planning, cycle II actions are implemented and the results are described as follows:

$$\text{Percentage of learner who can afford} = \frac{\overline{\text{The number of learner who can afford}}}{\text{number learner of}} \times 100\%$$

$$= \frac{18}{21} \times 100\%$$

$$= 86\%$$

$$\text{Percentage of learner who can not afford} = \frac{\overline{\text{The number of learner who can not afford}}}{\text{number of learner}} \times 100\%$$

$$= \frac{3}{21} \times 100\%$$

$$= 14\%$$

Based on the above table then the action in cycle II obtained the average value as follows; The number of learners who are able to 18 people or 86%, while the number of learner can not afford 3 people or 14%. Thus the average value of learner who are able to cycle II is 92.85.

The results of teacher activities

Teachers' activities in the learning process observed by researchers. The observed aspects of teacher activity can be seen in 5 aspects namely 1). Creating a capable category RPP;2). Formulate the objectives of the Capable category; 3). Preparing materials / media category capable learning;4). Analyze capable category material; 5). Provide a category evaluation capable.

Reflection

After carrying out the second cycle of learning (corrective action), the researcher reflects through discussion with the parties involved in the research. Reflection is primarily proposed to see whether learning has been well implemented, resulting in something meaningful for the citizens to learn, in which case the ability of citizens to learn in pronouncing the English alphabet through talking stick in the class is said to be successful.

From the results of reflection conducted through the discussion can be concluded that class II cycle action has been done well and achieve the criteria of success of the research that has been determined. Through a talking stick in class I can improve the ability to pronounce the English numerical alphabet.

DISCUSSION

The implementation of learning that has good communication can boost the ability of citizens to learn in pronouncing the English alphabet in ISDN class 23 Limboto Kab. Gorontalo through talking stick, as has been pointed out in the previous chapters to achieve the following performance indicators:

1. To increase the ability of citizens to learn at least 75% of all learners who were subjected to the act of obtaining the value of 7 and above on the presentation of the material.
2. For the ability of learners in the class to get 75%.

There are 86% of learners who are not able to pronounce the English alphabet, because the English language learning is still foreign to the learner of Package C in Gorontalo Non formal Education.

There are several reasons learners have not been able to pronounce the English alphabet on preliminary observations:

a. Still feel unfamiliar with English subject.
b. Learner still familiar to the way English alphabet pronounced.
c. English subjects have never been taught to learners.

While the data obtained from the implementation of class I action steps through the talking stick model can improve the ability to pronounce the English alphabet on learning English shows that the number of learners is capable of 4 people or 19%, thus there are still 19 people the number of learners who cannot afford or 81%.

1. The reason learners have not been able to pronounce the English alphabet:
2. Learners still feel this learning method.
3. Most of them still feel embarrassed to answer with the model used (talking talking model).
4. Learner is less enthusiastic during the learning.

In accordance with the results of reflection that it is caused by some weaknesses as mentioned in the description of data, then it should be continued on the implementation of action cycle II as a form of refinement action in the previous cycle. In the implementation of cycle II, the learning steps refer to the steps of talking stick model.

The result of improvement of learning strategy has been change in cycle II both in terms of learning process and in preparation of learning. These changes appear in the learning cycle II. Based on the data obtained from the implementation of action cycle II by using the talking stick model in order to improve the ability to pronounce the English alphabet showed that the number of studying citizens who are able to have 18 studying or 86%, while the number of studying citizens who can not afford 3 people or 14%. Thus the learning of the 100% talking stick model has been successful in accordance with the predefined performance indicators by the researchers. In accordance with the results of reflection that it is caused by the maximization and effectiveness of the application of the talking stick model on learning English, especially English alphabet pronunciation. At the end of the research cycle II there are still 3 people who are not able to learn in English alphabet, it is because the three people is not paying attention in receiving learning materials from the teacher, so that the subject matter cannot be understood. Another cause is the talking stick model is still unfamiliar to the learners because at the time of giving a word to the picture, the learner must mention the word by saying with alphabet in English.

Based on the description of the data and the discussion as described above, it is clear that the improvement of the ability of the studying community to pronounce the English alphabet in cycle I up to the implementation of cycle II through the talking stick seems that there is a positive increase. This means that, with the application of the talking stick model on learning English on improving the ability to pronounce the English alphabet on the learners is very relevant to be presented.

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