

Implementation of the Talking Stick Method in the Writing Course: A Best Practice of LSLC

Humaira¹, Siti Lamusiah², Isnaini³

¹ Muhammadiyah University of Mataram

² Muhammadiyah University of Mataram

³ Muhammadiyah University of Mataram

ARTICLE INFO

Keywords:

keyword 1; Implementation
keyword 2; Talking Stick
keyword 3; Writing

ABSTRACT

The utilization of the instructional model rooted in the Talking Stick methodology serves to facilitate students' proclivity to express their viewpoints. The Talking Stick technique is notably well-suited for integration into the educational framework, particularly within contexts of writing-focused courses. This research primarily seeks to implement the Talking Stick approach into the curriculum of the fourth-semester "Writing" course within the program of Indonesian Language and Literature Education at the Faculty of Teacher Training and Education, Muhammadiyah University of Mataram. Employing a qualitative descriptive methodology, the study involves a participant cohort consisting of 25 students. The research unfolds across three distinct cycles, designated as Cycle I, Cycle II, and Cycle III. The observations yield the ensuing results: 1) Initial Familiarization Phase (165), 2) Planning Phase (200), 3) Implementation Phase (233), 4) Evaluation Phase (235). Advancing to Cycle II, the findings are as follows: 1) Initial Familiarization Phase (167), 2) Planning Phase (221), 3) Implementation Phase (320), 4) Evaluation Phase (269). Meanwhile, observations conducted during Cycle III demonstrate the subsequent data: 1) Initial Familiarization Phase (188), 2) Planning Phase (220), 3) Implementation Phase (314), 4) Evaluation Phase (267). These data notably underscore a discernible improvement in the quality of the learning experience, underscoring the instructors' preparedness to steer a deliberate and quantifiable instructional process that aligns with the specified learning objectives.

Corresponding Author:

Humaira

Muhammadiyah University of Mataram; humairah2299@gmail.com

INTRODUCTION

Education constitutes a purposeful and organized endeavor that seeks to illuminate and cultivate the potential of learners through guided, instructive, or preparatory activities for their future development. According to Article 3 of Indonesia's Law No. 20 of 2003, national education serves the function of enhancing capabilities and shaping the character and dignity of the nation's civilization in order to enlighten the nation's life. This aims at nurturing learners to become individuals who possess faith and devotion to a singular Almighty God, honorable morals, sound health, knowledge, competence, creativity, independence, and the capacity to become democratic and accountable citizens (Rina Murniati, 2017). The holistic educational process within schools underscores the importance of learning activities, wherein the achievement of educational objectives significantly hinges on the quality of the learning process undergone by students. Successful learning attainment is indicated by the fulfillment of learning objectives and the realization of optimal learning outcomes (Hasrudin & Asrul, 2020).

In order to fulfill these goals, a collaborative approach involving all stakeholders, including the government, schools, teachers, students, parents, and the community, must be pursued (Asiyai, 2015; Humaira, Lamusiah, & Isnaini, 2019). Nonetheless, the success of these efforts is contingent upon the optimization of factors influencing the educational system. One of these crucial factors is the teacher. Teachers wield a pivotal influence in determining the efficacy of planned instruction. As educators, teachers are duty-bound to facilitate a learning process that fosters an engaged, effective, and enjoyable environment, ultimately resulting in improved learning outcomes for students (Asiyai, 2015).

Learning is a multifaceted undertaking, marked by the development of individual capacities and competencies as outcomes of the learning process (Chen, Chen, & Lin, 2020). Post-learning, individuals acquire skills, knowledge, attitudes, and values, which stem from both environmental stimulation and cognitive processes undertaken by the learners themselves. Consequently, learning is an everyday occurrence within educational institutions (Guo, Klein, & Ro, 2020). From the student's perspective, learning manifests as a cognitive process, wherein students engage in mental processes to comprehend the subject matter. Conversely, from the teacher's standpoint, the learning process is seen as a pedagogical behavior pertaining to a particular subject (Muhsin, 2019).

This underscores the essentiality for teachers, as the central agents of learning, to possess the capabilities and competencies to unravel and implement appropriate pedagogical methodologies within the classroom (Harwood, 2021). Through effective teaching techniques, students actively participate in responding to the instruction while offering feedback on their learning progress (Chan, Konrad, Gonzalez, Peters, & Ressa, 2014). Several teaching techniques can serve as alternative learning approaches, with one such approach being the Talking Stick method (Alimni & Amin, 2022). While traditionally utilized in oral communication courses, the Talking Stick method can be experimented with in various contexts as long as it remains pertinent.

The Talking Stick learning model constitutes a cooperative strategy framed as a game, using a stick as a tool to encourage learners to express their opinions. In the cooperative Talking Stick approach, learners respond to questions while holding the stick. This model fosters a positive and enthusiastic atmosphere among learners, enhancing their preparedness for any situation (Rofi'ah & Makruf Ahmad, 2020).

The Talking Stick learning model commences with the teacher explicating the core subject matter to be studied. Learners engage with the material and subsequently distill key points before the teacher hands over a prepared stick to a student. As the stick circulates among students, each holding it in turn, the learning experience is enriched. The final stage of the Talking Stick model involves the teacher affording learners the opportunity to reflect on the studied material (English & King, 2015). The teacher then provides feedback on the responses, and together with the students, conclusions are drawn (Helma Mustika, 2019).

The application of the Talking Stick method not only bolsters writing and speaking confidence but also nurtures an active and participatory learning environment (Ivankova & Stick, 2005). The Talking Stick model involves using a stick; the student holding the stick must respond to queries posed by the teacher after the students have engaged with the core subject. The stick is passed around, accompanied by music or in accordance with the classroom atmosphere and student conditions. This cooperative approach mandates collaborative effort among students. In this study, the Talking Stick method was applied to augment students' writing skills (Ebrahim, 2012b). This model hinges on creating an active learning atmosphere through gamification. Based on the preceding explanation, the choice of the Talking Stick model is primarily rooted in its focus on individual learner involvement, executed in a gamified manner (Fernández Galeote et al., 2022).

The Talking Stick learning model presents several advantages (Wardana, 2016). It is notably simple and feasible to implement, blending learning activities with play, without diluting its significance and educational objectives. The model boasts multiple benefits, such as: (1) Evaluating students' readiness in mastering course material, (2) Enhancing rapid comprehension of delivered material, (3) Fostering heightened learning enthusiasm as students remain uncertain about the stick's allocation. According to (Ebrahim, 2012), "The use of the Talking Stick learning model not only enhances students' communication skills but also provides solutions for students in understanding subject concepts, thereby improving their learning outcomes." Implementing the Talking Stick model can elevate student engagement during classroom sessions, as students must be prepared to respond when they receive the stick (Gasiewski, Eagan, Garcia, Hurtado, & Chang, 2012).

Numerous studies have evidenced the maximal learning outcomes achieved through the application of the Talking Stick method. (Nilayati, Suastra, & Gunamantha, 2019) conducted research to assess the impact of the Talking Stick learning model on students' creative thinking and science literacy in Grade IV of primary school. The findings demonstrate: (1) A significant effect on students' creative thinking ability between those exposed to the Talking Stick learning model and those undergoing conventional scientific learning, (2) A significant effect on science literacy between students in the Talking Stick learning model and those in conventional scientific learning, (3) A significant simultaneous effect on creative thinking ability and science literacy among students in the Talking Stick learning model and those in conventional scientific learning. Consequently, the Talking Stick model positively influences Grade IV primary school students' creative thinking ability and science literacy.

Furthermore, a study by (Helma Mustika, 2019) aimed to ascertain the difference in mathematical problem-solving abilities between students instructed using the Talking Stick learning model and those taught through conventional methods. Data analysis, utilizing the t-test, revealed that students' mathematical problem-solving abilities using the Talking Stick learning model surpassed

those of students taught through conventional methods in Grade VII of Public Junior High School 3 Pasir Penyu. Lastly, a study explored the application of the Talking Stick learning method to enhance learning outcomes related to the theme of energy and change in Grade III of elementary school. The Talking Stick learning method facilitates student expression and writing skill development. The study sought to describe the implementation of the Talking Stick learning method, student learning outcomes, challenges encountered, and their resolutions (Hundhausen, Agrawal, & Agarwal, 2013). Each cycle of learning implementation progressed smoothly, with learning achievement percentages increasing from 85.05 to 92.41 between the first and second cycles. The percentage of students achieving learning outcomes progressively improved.

METHODS

This study employs a qualitative descriptive approach. According to (Creswell, 2017) qualitative research involves an inquiry process that investigates social and human issues using diverse methodological traditions. The subjects of the study comprise 25 fourth-semester students majoring in Indonesian language education and Indonesian literature. Data collection methods include observation, interviews, field notes, documentation, and tests. Instruments employed for data collection encompass observation sheets, field note sheets, documentation, and test outcomes, including questionnaires and LCD presentations. Data analysis involves qualitative descriptive analysis. Expert test data and small-group test data from questionnaires are analyzed in terms of percentages and qualitatively expounded upon. Field test/user test data, encompassing classroom processes within the developmental environment, undergo qualitative data analysis using the flow model (Miles, M.B, Huberman, A.M, & Saldana, 2014) and adopting a multi-purpose approach to support problem-solving efforts.

FINDINGS AND DISCUSSION

Findings

The Implementation Plan of Lesson Study consists of three sequential cycles, namely Cycle I, Cycle II, and Cycle III. Each cycle is comprised of three interconnected and continuous phases: Planning, Execution, and Reflection, all of which embody the principles of ongoing enhancement. These phases are outlined in greater detail as follows. The application of Lesson Study in the context of the Writing course similarly unfolds across three corresponding stages: Planning, Execution, and Reflection, forming a continual and iterative process. Essentially, Lesson Study embodies a perpetually progressive approach to educational advancement.

1. Planning Phase (Plan)

In the initial planning phase, participating faculty members collaborate to design a syllabus that underscores student-centered pedagogy. The planning process commences with an in-depth analysis of pedagogical needs and challenges, encompassing fundamental competencies, student-centered teaching methodologies, accommodation of facility limitations, and other relevant factors. The intention of this analysis is to capture authentic teaching conditions, thereby informing the instructional strategy. Subsequently, collaborative remedies are formulated to address the identified challenges. The insights drawn from this analysis play a pivotal role in shaping both the syllabus and the teaching materials, ensuring meticulous

refinement of chapter and lesson designs. This preparatory work encompasses the anticipation of potential scenarios throughout the entire teaching trajectory, ranging from initiation and core instruction to culmination.

2. Execution Phase (Do)

In the subsequent phase, two key activities are undertaken: a) The implementation of the devised lessons by a designated faculty member, aimed at putting into practice the jointly crafted lesson designs, and b) the observation conducted by other participants of the Lesson Study (referred to as observers). Several critical considerations come to the forefront during the execution phase, encompassing the following aspects: 1) Faculty members execute teaching in alignment with the jointly developed lesson designs, 2) Students engage in the learning process within a natural and low-pressure setting, unaffected by the Lesson Study program, 3) Observers abstain from interrupting the teaching process or causing distractions to both faculty members and students, 4) Observers meticulously observe interactions among students, educational content, faculty, and the learning environment, employing prepared observation instruments, 5) Observers engage in the process of learning through ongoing instruction, refraining from making evaluative judgments concerning the modeling faculty, 6) Observers have the option to employ video cameras or digital photography for documentation and further analysis without impeding the instructional process, 7) Observers document students' learning behaviors during the session, including student comments or discussions, with the aim of capturing the construction of student comprehension through learning activities. These notes adhere to prescribed guidelines and the sequence of student learning experiences outlined in the lesson design.

3. Reflection Phase (See)

The third phase holds particular significance, as subsequent enhancements to teaching are contingent upon the analytical acuity of participants, informed by their observations of the enacted instruction. Reflection unfolds through comprehensive discussions that involve all participants of the Lesson Study, facilitated by either a monitoring and evaluation team or designated peers. These discussions commence with the modeling faculty member sharing insights from the instructional session, offering both broad and specific perspectives on the teaching process, including challenges encountered in implementing the designed lessons. Following this, all observers contribute valuable feedback and suggestions for the instructional process (directed not at a specific faculty member). When delivering suggestions, observers substantiate their input with evidence derived from observations, eschewing personal opinions. The diverse discussions arising from these dialogues serve as constructive feedback for all participants, contributing to the refinement of instructional approaches. Participants are advised to maintain records of these discussions for future reference. The subsequent section provides an overview of the data obtained from the research, offering insights into the research subjects.

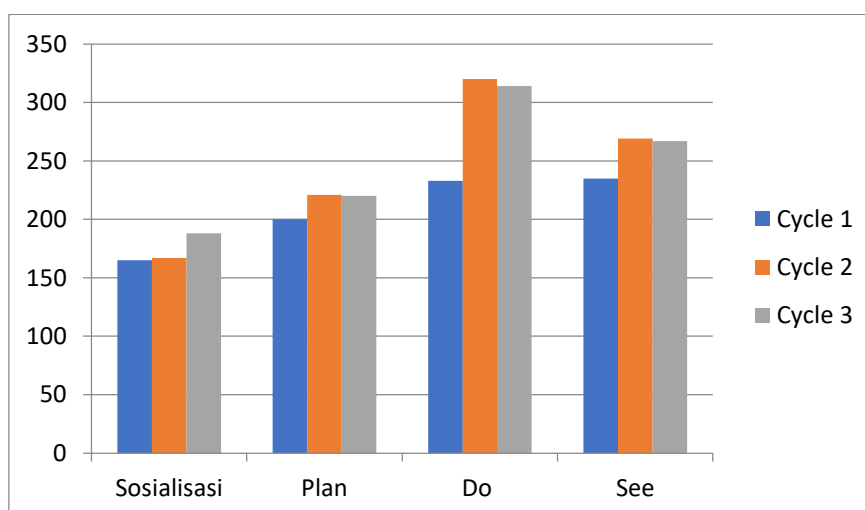
Discussion

Results of Cycle I, Cycle II, and Cycle III

In each cycle, the faculty crafted a concise introduction while elucidating the concept of Writing and its various stages. At the outset of each lesson, the modeling faculty engaged students in an aperceptive exercise, querying them about their existing knowledge of Writing. The students' responses exhibited a noticeable spectrum of understanding. Following this, during the core teaching segment, the modeling faculty presented instances of academic papers and articles, subsequently outlining the requisite guidelines for students. Each student then selected a text, with the instructor supplementing contextual information for each text. Subsequently, students were allotted time to compose a succinct summary of the essential points within the reading material. Lastly, students were randomly selected to orally present their written summaries.

During Cycle 1, a cohort of eight observers was present, meticulously documenting all teaching and learning processes. They also contributed feedback and additional insights to the modeling faculty. For each cycle's content, the observers maintained comprehensive notes concerning all instructional proceedings, ensuring adherence to the Lesson Study stages by the modeling faculty. Furthermore, the observers recorded strengths and weaknesses identified during the Lesson Study activities. The ensuing results from the three cycles, as assessed by the eight observers during each session, are expounded upon in the subsequent sections.

Graphic 2.1 Lesson Study's Evaluation of Observers

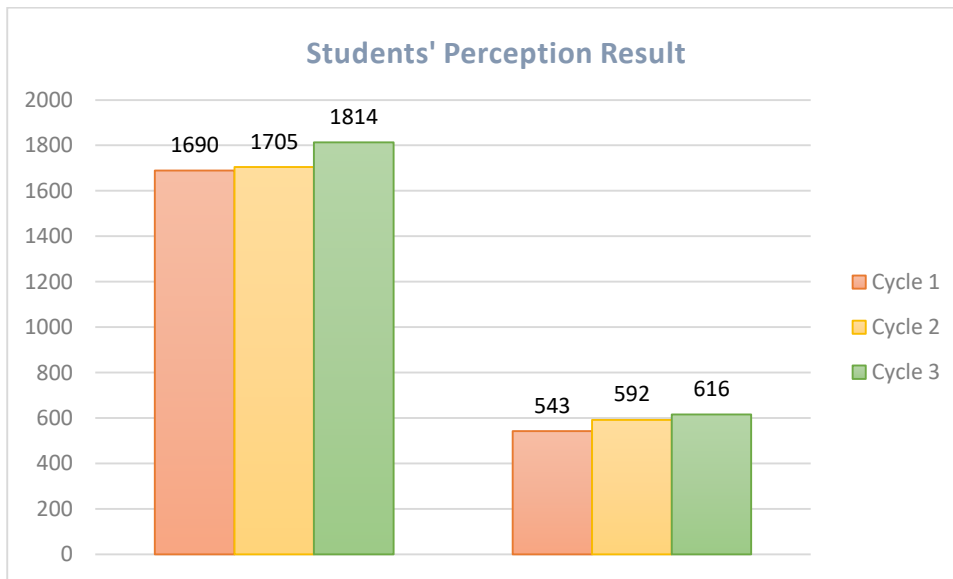


The data presented in the study reflects the faculty's readiness in the teaching process, which is measured and directed towards achieving the intended learning objectives. The implementation of Lesson Study aims to cultivate teaching practices that stimulate students to engage actively, creatively, effectively, and enjoyably in the learning process. This pedagogical approach consistently considers the principles of learner-friendly, academic, and constructive teaching. The instructional planning endeavored to develop locally-sourced educational materials. During the first cycle, the observational outcomes exhibited the following trends: 1) Socialization (165), 2) Planning (200), 3) Implementation (233), 4) Evaluation (235). Subsequently, in the second cycle, the observational findings indicated: 1) Socialization (167), 2) Planning (221), 3) Implementation (320), 4) Evaluation (269). Notably, the third cycle demonstrated an augmentation in the observational results, as follows: 1) Socialization (188), 2) Planning (220), 3) Implementation (314), 4) Evaluation (267).

Student Assessment Results

All participating students, acting as respondents in the Lesson Study initiative, were requested to provide assessments and evaluations. These assessments pertained to the methods and instructional approaches employed by the model instructor throughout the teaching and learning process within the classroom setting. However, the evaluations from students predominantly focused on two key aspects: teaching proficiency and the adequacy of instructional aids. The subsequent chart depicts the cumulative outcomes of the assessment, as conducted across the three cycles, by the student participants regarding the model instructor.

Graph 2.2. STUDENTS' PERCEPTION RESULT



This graph depicts the achievement values of instructional implementation utilizing the talking stick pedagogical method in Cycle I, pertaining to teaching proficiency reaching a score of 6.76 and instructional aids completeness attaining a score of 2.17. In Cycle II, the attainment of teaching proficiency rose to 6.8, accompanied by an increase in instructional aids completeness to a score of 2.36. Subsequently, in Cycle III, the teaching proficiency of the faculty member exhibited an escalation to a value of 7.25, whereas the completeness of instructional aids reached a score of 2.46. Consequently, the data pertaining to faculty teaching proficiency and instructional aids completeness across Cycle I, Cycle II, and Cycle III indicated a progressive enhancement. This phenomenon underscores that the execution of the instructional process focusing on the theme "Writing," through the implementation of the talking stick pedagogical approach among the students of the Faculty of Teacher Training and Education at Universitas Muhammadiyah Mataram, has been effectively executed and has displayed continuous amelioration across each successive cycle.

Conclusion

Based on the findings derived from the data analysis of the Lesson Study investigation concerning the application of the "talking stick" pedagogical approach to enhance students' writing proficiencies, the ensuing deductions can be formulated that the execution of the pedagogic procedure within the cycles I, II, and III transpired with a high degree of proficiency in accordance with the premeditated instructional phases. The progression of achievement scores from cycle I to cycle II exhibited the ensuing outcomes: 1) Socialization (165), 2) Planning (200), 3) Implementation (233), 4) Observation (235). In the ensuing cycle, cycle II, the observational findings indicated: 1) Socialization (167), 2) Planning (221), 3) Implementation (320), 4) Observation (269). Notably, in the context of cycle III, there was a discernible enhancement in the observational outcomes: 1) Socialization (188), 2) Planning (220), 3) Implementation (314), 4) Observation (267). It is therefore plausible to infer that there was a positive advancement in students' learning achievements, effectively attaining the predetermined benchmarks; the predicaments encountered during the pedagogical endeavors in cycles I, II, and III were proficiently tackled through the identification and subsequent application of appropriate remedies and adept problem-solving strategies.

Recommendations

Based on the conducted research, which underscores the efficacy of the "talking stick" teaching method in enhancing students' writing abilities, the researcher offers the following recommendations: a) the teaching process can be further optimized by employing the "talking stick" teaching method to ensure sustained elevation in the teacher's engagement during the instructional process.

REFERENCES

- Alimni, A., & Amin, A. (2022). MIN in Rural and Urban Areas: Implementation of Talking Stick Learning Model in Al-Qur'an Hadith Subject. *Ta'dib*, 25(1), 1. <https://doi.org/10.31958/jt.v25i1.3340>
- Asiyai, R. I. (2015). Improving Quality Higher Education in Nigeria: The Roles of Stakeholders. *International Journal of Higher Education*, 4(1), 61–70. <https://doi.org/10.5430/ijhe.v4n1p61>
- Chan, P. E., Konrad, M., Gonzalez, V., Peters, M. T., & Ressa, V. A. (2014). The Critical Role of Feedback in Formative Instructional Practices. *Intervention in School and Clinic*, 50(2), 96–104. <https://doi.org/10.1177/1053451214536044>
- Chen, L., Chen, P., & Lin, Z. (2020). Artificial Intelligence in Education: A Review. *IEEE Access*, 8, 75264–75278. <https://doi.org/10.1109/ACCESS.2020.2988510>
- Creswell, J. W. (2017). *Pendekatan Metode Kualitatif, Kuantitatif dan Campuran*. Yogyakarta: Pustaka Pelajar.
- Ebrahim, A. (2012). The effect of cooperative learning strategies on elementary students' science achievement and social skills in Kuwait. *International Journal of Science and Mathematics Education*, 10(2), 293–314. <https://doi.org/10.1007/s10763-011-9293-0>
- Ebrahim, A. (2012b). The Effect Of Cooperative Learning Strategies On Elementary Students' Science Achievement And Social Skills In Kuwait. *International Journal of Science and Mathematics Education*, 10(2), 293–314. <https://doi.org/10.1007/s10763-011-9293-0>
- English, L. D., & King, D. T. (2015). STEM learning through engineering design: fourth-grade students' investigations in aerospace. *International Journal of STEM Education*, 2(1). <https://doi.org/10.1186/s40594-015-0027-7>

- Fernández Galeote, D., Zeko, C., Volkovs, K., Diamant, M., Thibault, M., Legaki, N.-Z., ... Hamari, J. (2022). The Good, the Bad, and the Divergent in Game-based Learning: Player Experiences of a Serious Game for Climate Change Engagement. *Proceedings of the 25th International Academic Mindtrek Conference*, 256–267. New York, NY, USA: ACM. <https://doi.org/10.1145/3569219.3569414>
- Gasiewski, J. A., Eagan, M. K., Garcia, G. A., Hurtado, S., & Chang, M. J. (2012). From Gatekeeping to Engagement: A Multicontextual, Mixed Method Study of Student Academic Engagement in Introductory STEM Courses. *Research in Higher Education*, 53(2), 229–261. <https://doi.org/10.1007/s11162-011-9247-y>
- Guo, Y. M., Klein, B. D., & Ro, Y. K. (2020). On the effects of student interest, self-efficacy, and perceptions of the instructor on flow, satisfaction, and learning outcomes. *Studies in Higher Education*, 45(7), 1413–1430. <https://doi.org/10.1080/03075079.2019.1593348>
- Harwood, N. (2021). Coda: An Expanding Research Agenda for the Use of Instructional Materials. *The Modern Language Journal*, 105(S1), 175–184. <https://doi.org/10.1111/modl.12683>
- Hasrudin, F., & Asrul, A. (2020). Pengaruh Model Pembelajaran Kooperatif Tipe Talking Stick Terhadap Hasil Belajar Siswa pada Pelajaran IPA di SD Inpres 16 Kabupaten Sorong. *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar*, 2(2), 94–102. <https://doi.org/10.36232/jurnalpendidikandasar.v2i2.521>
- Helma Mustika, H. M. (2019). Penerapan Model Pembelajaran Talking Stick Terhadap Kemampuan Pemecahan Masalah Matematika Siswa Kelas VII. 2(1), 88–98.
- Humaira, H., Lamusiah, S., & Isnaini, I. (2019). Penerapan Teknik Coffee House Berbasis Ctl (Contextual Teaching Learning) Dalam Meningkatkan Kemampuan Speaking Mahasiswa. *Jurnal Ulul Albab*, 23(1), 38–44. Retrieved from <http://journal.ummat.ac.id/index.php/JUA/article/view/1723%0Ahttp://journal.ummat.ac.id/index.php/JUA/article/download/1723/1280>
- Hundhausen, C. D., Agrawal, A., & Agarwal, P. (2013). Talking about code. *ACM Transactions on Computing Education*, 13(3), 1–28. <https://doi.org/10.1145/2499947.2499951>
- Ivankova, N. V., & Stick, S. L. (2005). Collegiality and Community-Building as a Means for Sustaining Student Persistence in the Computer-Mediated Asynchronous Learning Environment [computer file]. *Online Journal of Distance Learning Administration*, 8(3), 1.
- Miles, M.B, Huberman, A.M, & Saldana, J. (2014). *Qualitative Data Analysis, A Methods Sourcebook, Edition 3*. USA: Sage Publications. *Terjemahan Tjetjep Rohindi Rohidi*. Jakarta: UI-Press.
- Muhsin, M. (2019). Application of Talking Stick Learning Model to Improve Students' Positive Attitude and Learning Achievement in the Subject of Heat. *Jurnal Pendidikan Fisika*, 7(1), 32–48. <https://doi.org/10.26618/jpf.v7i1.1685>
- Nilayati, P. ., Suastra, I. ., & Gunamantha, I. . (2019). Pengaruh Model Pembelajaran Talking Stick Terhadap Kemampuan Berpikir Kreatif Dan Literasi Sains Siswa Kelas IV SD. *Jurnal Pendidikan Dasar Indonesia*, 3(1), 31–40.
- Rofi'ah, N., & Makruf Ahmad. (2020). talkingstick Implementasi Metode Talking Stick Untuk Meningkatkan Pembelajaran Pendidikan Agama Islam. *Jurnal Mu'allim*, 2(1), 29–42. <https://doi.org/10.35891/muallim.v2i1.2271>
- Wardana, L. W. (2016). Paper Airplane and Talking Stick Learning Methods To Increase Students Understanding About Management Information System Courses. *IOSR Journal of Business and*

Management, 18(09), 164–169. <https://doi.org/10.9790/487x-180902164169>