

**THE USE OF THE TALKING STICK METHOD TOWARDS STUDENTS'
LEARNING INTEREST IN EIGHTH GRADE OF SMP NEGERI 2
MAJENE**



**A Research
Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd) in English Education Study Program
Tarbiyah and Teaching Training Department
State Islamic College of Majene**

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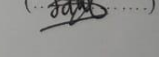
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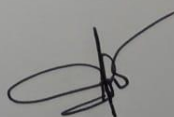
Skripsi berjudul "The Use of The Talking Stick Method Towards Students' Learning Interest in Eighth Grade of Smp Negeri 2 Majene" yang disusun **CICI PRACILIA SYAMSUL** dengan NIM 10256119050, mahasiswa program studi Tadris Bahasa Inggris jurusan Tarbiyah dan Keguruan STAIN Majene, telah di uji dan dipertahankan dalam sidang Munaqasyah pada hari Rabu, 30 Agustus 2023 M. Dan di nyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada program Studi Bahasa Inggris dengan beberapa perbaikan.

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Majene, 30 Agustus 2023
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ABSTRACT

Researcher : Cici Pracilia Syamsul
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Title : The Use of The Talking Stick Method Towards Students' Learning Interest in Eight Grade at SMP Negeri 2 Majene.

Interest in learning is an impulse from within an individual to carry out learning activities to gain knowledge, skills and experience. Researchers found that most of the students were at SMPN 2 Majene. Many students are not fully involved in learning, they tend to get bored and do not focus on the teacher's explanation, even playing or walking around the class. The aim that the researcher wants to achieve in discussing this research is to find the use of the talking stick method towards students' learning interests in the eighth grade of SMPN 2 Majene. The methodology used in this research is a qualitative and quantitative method. The research location is located at SMP Negeri 2 Majene and the population in this study was all class VIII, as a sample, the researcher only took class VIII 8 B, totaling 29 students. This research used purposive sampling to choose samples. The instruments of this research were observation and questionnaires. The result obtained by students from applying the talking stick cooperative learning model is that students who were initially not interested in learning and were lazy to participate in the learning process now have shown interest in learning English even though it is still a little because when learning takes place, there are still students who are playing around, afraid and shy to talk, but after the talking stick was implemented it made students who were initially not serious in learning pay more attention.

Keywords: *Students Learning Interest, Learning method, Talking Stick,*

ABSTRAK

Researcher : Cici Pracilia Syamsul
Reg. Number : 10256119050
Title : Penggunaan Metode Talking Stick Terhadap Minat Belajar Siswa Kelas VIII di SMP Negeri 2 Majene.

Minat belajar merupakan suatu dorongan dari dalam diri seseorang untuk melakukan kegiatan belajar guna memperoleh pengetahuan, keterampilan, dan pengalaman. Peneliti menemukan sebagian besar siswanya berada di SMPN 2 Majene. Banyak siswa yang tidak terlibat penuh dalam pembelajaran, cenderung bosan dan tidak fokus pada penjelasan guru, bahkan bermain atau berjalan-jalan di kelas. Tujuan yang ingin dicapai peneliti dalam pembahasan penelitian ini adalah untuk mengetahui penggunaan metode talk stick terhadap minat belajar siswa kelas VIII SMPN 2 Majene. Metodologi yang digunakan dalam penelitian ini adalah metode kualitatif dan kuantitatif. Lokasi penelitian terletak di SMP Negeri 2 Majene dan populasi dalam penelitian ini adalah seluruh kelas VIII, sebagai sampel peneliti hanya mengambil kelas VIII 8 B yang berjumlah 29 siswa. Penelitian ini menggunakan purposive sampling untuk memilih sampel. Instrumen penelitian ini adalah observasi dan angket. Hasil penelitian dilihat dari observasi dan angket setelah menggunakan tongkat bicara menunjukkan bahwa Model pembelajaran kooperatif tipe Talking Stick adalah siswa yang awalnya tidak berminat belajar dan malas mengikuti proses pembelajaran kini sudah menunjukkan minat belajar bahasa Inggris walaupun masih sedikit karena pada saat pembelajaran berlangsung masih ada siswa yang sedang bermain-main, takut dan malu untuk berbicara, namun setelah diterapkan tongkat bicara membuat siswa yang awalnya tidak serius dalam belajar menjadi lebih memperhatikan.

Kata Kunci: *Minat Belajar Siswa, Metode Pembelajaran, Talking Stick,*

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CHAPTER 1

INTRODUCTION

A. Research Background

Every child has a right to receive an education before exploring the outside world. Education is the first step that is the foundation for students to explore their potential (Wulandari, 2016). It is self-evident that having a well-developed potential depends on receiving an education valued by students and can significantly impact a person's life. A good life led by a knowledgeable person will ensure that person a bright future. A person will have the qualities necessary to be a force to be reckoned with in the workplace if their future is bright. Education aims to give students an overview of good, noble, appropriate, and actual values (Sudarto, 2016).

However, there are typically several obstacles that make learning challenging, especially when it comes to education. This may be brought on by students' lack of interest in learning and inadequate participation in class. The student's response to learning is determined by developing a learning attitude. Based on this assertion, it is reasonable to conclude that if a child has a positive attitude toward learning, their academic achievement will also be positive. On the other hand, students will not advance in their learning if they have a poor attitude toward learning.

Education, whether in the scope of school institutions or madrasah, the learning process is indeed something that must exist because it is a necessity or a requirement in creating a learning process. Learning is one of the core activities in

the education system (Muttaqin et al., 2021). Learning is essentially an effort to guide students through the learning process so they can achieve learning goals in line with expectations. (Afifah & Mashuri, 2019). Ahmad Izza Muttaqin et al. (2021) argue that learning is an effort to teach learners. According to Astuti et al. (2020), the primary purpose of learning is to make students learn, namely achieving learning goals for learning. The learning process itself does not escape the use of methods, models, and strategies that educators must carry out as a way that must be used to increase the effectiveness of learning (Dewi et al., 2019)

The learning method is how the teacher performs, presents, describes, gives examples, and trains students on lesson content to achieve specific goals (Yamin, 2013). This is an essential aspect of a learning process because, without a mature concept in the learning process, there is a possibility that the goals to be achieved cannot be achieved. That, of course, means the failure of the learning process.

Many learning methods have been developed, from straightforward to complex ones, because they must be supported by various aids when applied (Kurniasih & Sani, 2015). Suprijono (2009) defines cooperative learning as involving all forms of group activity, including those guided and managed by the teacher. Talking Stick is one technique that encourages the growth of cooperative learning.

The Talking Stick Learning Method uses the help of a stick, which is then given to students to answer questions given by the teacher. Music should play while the Stick moves from one student to the next (Suprijono, 2009). This can make the

class atmosphere look more lively, fun, and not monotonous because learning is not only teacher-centered (Kurniasih & Sani, 2015).

By applying methods that are not monotonous and not boring, it will be conducive to increasing student learning interest. Related to these conditions, to create a learning atmosphere that students like, teachers need to carry out learning innovations so that students can be more enthusiastic, have a high interest in participating in the learning process, and better understand the teaching material presented to achieve competence.

In reality, the issues that researchers in the field face are pretty unsettling. For example, students' English language proficiency is lacking, and their lack of interest in the language hinders their ability to speak at SMPN 2 Majene. Researchers learn about this issue when they conduct observations of students at this school, and they plan to address it in their research.

The researcher finds that teachers at the school have never utilized this technique of teaching English before, notably in grade 8 at SMPN 2 Majene. Thus, the researcher wishes to adopt the talking stick in English learning there. The sole learning at the school is routine instruction, with the teacher serving as the focal point of learning in the classroom. Due to how frequently this occurs, it can be challenging for students to interact in English-language classes. Therefore, the researcher concluded that using talking sticks to teach English would solve their problems.

In addition, based on the results of observations and direct interviews with class VII-B guardians, it appears that there are problems and differences within the

students, namely from differences in character, way of learning, level of intelligence, as well as the level of student activity in learning. Other factors experienced by students do not appear to have a good interest in learning, which can be seen by the symptoms that exist, namely: (1) there are still many students who do not listen to the teacher during the learning process; (2) Students tend to get bored when the teacher explains the lesson; (3) There are still many students who do not complete the assignments ordered by the teacher; (4) Some students are noisy during the learning process; (5) In the learning process students are busy playing with their classmates and do not listen to the teacher's explanation; (6) In the learning process students quickly get bored and go in and out of class in the teaching and learning process. Based on the problems above, of course, this is a challenge that the teacher must resolve to foster student interest in learning. From the researcher observations, when the observation was taking place, this occurred because, during the implementation of the lesson, the teacher did not provide enough enlightenment because the delivery of the material still used the lecture method, which was less creative in cultivating student interest.

At this point, the researcher aims to offer a remedy to this ongoing issue. The talking stick is a stick that is passed from student to student (Khotimah, 2020), specifically by utilizing it to increase students' interest dramatically. The researcher will play a song until it is finished, at which point the stick will stop, and the student who has the stick will speak, giving their reactions to the information presented throughout the content being covered in class.

According to research presented by Julia (2023), based on her research results, students' interest in social studies learning among fifth-grade students at SD Negeri 131/IV Jambi City could increase after applying the talking stick cooperative learning model.

In another research by Atiqa Sabardila et al. (2019), the talking stick method implemented in MIM Jatisari, Kedondowo, Boyolali is the proper method for increasing enthusiasm and understanding of students learning. Applying this method has made it easy for students to understand what they are learning, made students active in class, got equal opportunities because it was their turn to hold a stick, required them to answer the teacher's questions, and experienced express their opinions in class.

B. Research Problem

According to the fundamental explanation, the main issue is that students are not interested in researching English. The researcher formulates the research question is "how is the student's learning interest towards the use talking stick method?"

C. Research Objective

The research objectives of this research is to know the student's learning interest after using talking stick method in the eighth grade of SMPN 2 Majene.

D. Research Significances

The researcher offers two things in this instance, theoretical relevance and practical significance:

1. Theoretical Significance

This research focuses on the talking stick method, which can be applied as a supplemental tool to help students develop their interest in learning English. Using the talking stick method and the information the researcher taught them, they will learn some new language that will help them become more fluent communicators. The science of teaching English will develop due to this talking stick technique.

2. Practical Significance

This researcher is expected to be helpful in practical circumstances, especially using the talking stick method to improve students' interest in learning English. The researcher additionally believes that this research will be beneficial for:

a. For a further researcher

This research provides input for another researcher to find out what are the weaknesses and strengths after implementing the Talking Stick as a medium for conducting learning in the classroom; also, through Talking Stick, researchers can find out more about what the media implementation looks like when used in learning activities in the classroom. From the researcher's point of view, the researcher can also understand further the progress of students who are the object of this research after using Talking Stick as one of the learning media implemented in English class.

b. For teachers

The results of this research will serve as a reference and help educators choose effective learning methods to use in their classrooms. So, information can

be added to, calculated, and evaluated for future learning. As a result, the teacher can arrange a better learning plan in the teaching process.

c. For students

The success percentage of participants in learning English as a second language will increase. As a result of their exposure to the talking stick method, participants are anticipated to be able to learn English while also improving their interest in learning efficiently. The participants will also have a positive attitude toward English due to this research, which offers an entertaining way to learn the language.

E. Research Scope

The scope of this research is The Use Of The Talking Stick Method in Improving Students' Interest at SMP Negeri 2 Majene, especially in Learning English in the material asking attention and giving attention.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Studies

The first related research was conducted by (Amanah, 2021) with the title “Pengaruh Penerapan Model Pembelajaran Talking Stick Berbantuan Media Gambar Dan Lingkungan Keluarga Terhadap Minat Belajar SKI Siswa Kelas VIII Mts Muhammadiyah 3 Yanggong Tahun Ajaran 2020/2021” The results of the research, the researcher concluded that based on the results of this study, conclusions could be drawn including 1) application of the model learning talking stick assisted by media images has a significant effect on students' interest in learning SKI class VIII MTs Muhammadiyah 3 Yanggong 2020/2021 school year of 50.4% 2) family environment has a significant effect on students' learning interest in class VIII SKI subjects by 62.9%; 3) application of the talking learning model media-assisted stick images and family environment have a significant effect on students' learning interest in class VIII MTs SKI subjects was 63.9%. Based on the research above, the researcher found several differences, such as the research above uses a quantitative approach. In contrast, this research uses a mixed method for data analysis techniques, namely statistical formulas. The similarity of this research is the research sample and the technique of collecting data.

The second related research was conducted by (Suci et al., 2022) with the title “Interest On Using YouTube in Learning English”. The results of this research show that there is interest and interest in students learning using YouTube. Namely

the Enjoyment indicator with a total percentage of 55%, the Motivation indicator shows results with a percentage of 52%, the Students pay total attention to learning material from YouTube with a percentage of 55%, students' desire to learn to use YouTube on Needs indicator with a percentage of 52%. This shows that YouTube can affect students in learning English. Results of the interview shows that the reasons students are interested in learning through YouTube because YouTube is easily accessible anytime and anywhere. The difference between this research and the research above uses the YouTube application to increase students' interest in learning English. In contrast, this research uses the talking stick method, which is descriptive qualitative, while this research uses a mixed method. As for the similarities in this research, the data collection technique is distributed questionnaires.

The third related research was conducted by (Rika Wulandari, 2021), titled “Talking Stick: A Learning Model to Improve Student Mathematics Learning Interest and Achievement in Elementary Schools.” This research found that the steps of the talking stick type of cooperative learning model assisted with question cards that can improve learning outcomes and student interest are: the teacher organizes students into several groups, each group consisting of four students heterogeneously. After finishing, the teacher asks students to conclude the material that has been studied and then divides the evaluation questions. The percentage of classical completeness of learning outcomes reached 77.77%, with an average learning outcome also increased from 66.1 to 77.77. Likewise, with students' interest in learning, on average, the results of filling out the interest questionnaire

were very fond of the cooperative learning model type talking stick-assisted question card that was done. The difference between this research and the research above is that it uses a type of classroom action research with the stages of each cycle: plan, act, observe, and reflect, while this research uses a mixed method, and the talking stick method is used in mathematics for elementary schools while this research is for English lessons in junior high schools. As for the similarities in this research, both use the talking stick method to improve students' interest.

The fourth related research was conducted by Lastri Julia (2023) with the title “Penerapan Model Pembelajaran Kooperatif Talking Stick Untuk Meningkatkan Minat Belajar Muatan Ips Siswa Kelas V Sekolah Dasar 131/IV Kota Jambi”. The study's findings include an increase in students' social studies learning interest, seen from the questionnaire sheet in the first cycle of student learning interest of 32.83%. Increase in cycle II to 76.50% with category B (good). Based on the findings and the restudy results, students' interest in learning IPS of class V SD Negeri 131/IV Jambi City can be improved after the talking stick cooperative learning model is applied. Based on the research above, The similarity between the research above and this research is that the research methods above are qualitative and quantitative. However, the difference is that the research instrument is a quantitative instrument, teacher and student observation sheets, and the qualitative instrument is a questionnaire.

B. Some Pertinent Ideas

1. The Concept of Interest

a) The Definition of Interest

Interest is the choice of pleasure in doing activities and can arouse someone's passion to fulfill their willingness to learn (Amanah, 2021). Interest is essential in learning and dramatically influences students' attitudes and behavior (Muttaqin et al., 2021). Students who are interested in subjects will pay more attention to the lessons they are interested in than students who are not interested in these subjects (Anis Fauzi et al., 2021). Interest in learning is one factor that is very important for each student's learning success. That interest arises from within the student themselves (Nengsi, 2021).

In addition, Dewey in Ratu (2016) explains that "interest is a feeling of being more like and feeling attached to a thing or activity, without being told." In other words, Interest is the desire to give attention to something or be involved and discover more about something. Interested students will pay attention and enjoy something and get satisfaction from that. With an interest, students will focus more and easily understand the material given by the teacher.

From the explanation above, it can be concluded that interests are closely related to attention and can be shown by the students to participate and learn well. It means that Interest makes students pay attention and enjoyment in any activity. Interest is also a significant influence in learning because if the

learning material is not following the students' interests, they will not learn as well. After all, there is no appeal to it. So that the students have an interest, they should be given things that are interesting in the learning process. From some of the explanations about interest above, it can be concluded that interest is a feeling of liking or a sense of interest in something or an individual without any other factors or anyone.

(H. Baharuddin, 2015) suggests that the indicators of interest that can be recognized or seen through the learning process include:

1) Interest in learning

Students who are interested in a lesson will feel interested in learning it. Students interested in a particular field of study will feel interested in studying it. He will study diligently and continue to learn all the knowledge related to these subjects; he will take lessons enthusiastically without any burden.

2) Attention in Learning

Attention is the concentration or activity of one's soul towards observation, understanding, or the other, with the exclusion of other things than that. So, students will pay attention to learning, and their minds and souls will be focused on what they are learning.

3) Awareness

Awareness is an effort or incentive carried out consciously to carry out learning actions and manifest directed behavior to achieve the expected goals in interactive learning situations.

4) Knowledge (Cognitive)

Apart from feelings of pleasure and concern, finding out whether or not a student is interested in a lesson can be seen from his knowledge. Students interested in a subject will have extensive knowledge about a particular subject so that, ultimately, the quality of their learning will increase, encouraging students to obtain a high achievement index in learning. Learning achievement is defined as students' success level after learning about specific materials, namely the level of mastery, emotional changes, or changes in behavior that can be measured with specific tests and manifested in grades or scores. If students have optimal learning achievement, it means that these students have a high interest in learning.

Furthermore, some factors make students interested in learning English. According to Dewey in (Melanda, 2017), there are factors of students' interest in learning. They are attention, feeling, and object.

1. Attention

Interest is an essential condition for attention, and every interest manifests attention. Hence, attention is owed to interest. Interest is anything that can support the idea that all activities are necessary to pursue an interest.

2. Feeling

Feeling is defined as the state or action of taking pleasure in something. Feeling is a term used to describe moods, including happiness, melancholy, frivolity, and sentimentality. Students who are happy with something will display it, whereas those who are not happy will display sentimentality or depression about that thing or activity.

3. Object

Interest is an emotion closely related to the thing that piques it. Interest is the relationship between attention and a favorable attitude toward the object.

2. Talking Stick

a) Definition of Talking Stick

A technique used in cooperative learning is the talking stick method. Native Americans utilize the talking stick during council meetings and tribal gatherings to ensure everyone can speak (Marisa, 2022). Talking Stick is typically designed to teach individuals where the problems are so that, in the end, the students can complete the questions and problems while following the tutor's directions (Asri et al., 2019). Demonstrates how a cooperative learning style using talking sticks might help kids learn more effectively. (Ulya et al., 2020). This can make the class atmosphere look more lively, fun, and not monotonous because learning is not only centered on the teacher (Kurniasih & Sani, 2015.) So, it can be concluded that the talking stick method is a shape method that provides cooperative learning to overcome massive difficulties.

The early step to start the learning method is to have the group members pass a talking stick that only allows the student or person holding it to speak (Sartipa, 2019). The talking stick learning model can help students in their capacity to master English vocabulary in reading texts, including the creation of an engaging and enjoyable classroom, students' development of bravery as a result of the media's ability to pique

their interest in learning new vocabulary to meet their learning objectives (Rorimpandey & Andries, 2023). Many Indian tribes have employed the talking stick for generations as a just and unbiased listening tool. The talking stick was frequently employed in council meetings to determine who had the floor. The leading elder would start the conversation when important issues were brought before the council and hold the talking stick (Anggraini, 2016). As a result of the explanation above, it is clear that a talking stick can be used in a classroom by having each student actively engaged in the lesson and pass the stick around.

a) Steps for implementing the Talking Stick method

The teacher explains the material to be learned at the outset of the Talking Stick learning model. Students are then directed to reflect on or repeat what they have learned by answering teacher questions with a rolling stick. Whoever has the stick must respond to questions by talking. The steps for implementing the Talking Stick learning model, according to (Suyatno, 2009) are:

- 1) The teacher prepares a stick.
- 2) The teacher conveys the primary material to be studied, allowing students to read and study the material on the handle/package.
- 3) After reading and studying the book, the teacher Invites students to close their books.
- 4) The teacher takes a stick and gives it to the students. After that, the teacher gives questions, and students holding the stick must answer it,

and so on, until most of the students get the part to answer any questions from the teacher.

5) The teacher gives a conclusion.

6) Evaluation.

7) Closing.

According to (Putri, 2022, p. 20), the steps for implementing the talking stick method in teaching activities are as follows:

1) Grouping students into groups consisting of five or six students, Asking the students to sit in a circle, Preparing the stick for each group (can change with eraser, pen, etc.), Preparing some sentence frame, text, or graphic organizer, relating with the material, preparing a list of vocabulary to the students relating with current learning material.

2) The teacher explains the learning objectives at that time, and the teacher forms groups that consist of 4-5 student

3) The teacher prepares a stick that is 20 cm long.

4) After that, the teacher delivers the subject matter to be studied, allowing the groups to read and research the subject matter within the allotted time.

5) Students discuss the problems contained in the discourse.

6) After the group finished reading the subject matter and studied its contents, the teacher invited group members to close the reading contents.

7) The teacher takes a stick and gives it to one of the group members. After that, the teacher gives questions, and group members who hold the stick must answer it, and so on, until most students get a part to answer each question from the teacher.

8) Other students may help answer questions if members of the group cannot answer the question.

9) After everyone has had their turn, the teacher makes conclusions and evaluates, individually or in groups, and then closes the lesson.

Based on the research above, there are different steps in applying the talking stick method where the first researcher prepares a vocabulary list for students related to learning at that time while the second researcher only conveys the subject matter to be studied, then allows the groups to read and research the subject matter within the allotted time.

The steps to conduct talking stick are:

- 1) The researcher forms a group of several students, for example, 2 to 3.
- 2) The researcher prepared a stick with a length of 30 cm.
- 3) The researcher first conveys the material to be studied.
- 4) The researcher provides opportunities for students in their groups to study the material.
- 5) Students will be given the time or opportunity to discuss the material being taught.
- 6) The researcher invites each group member to close the contents of the reading after the time is over.

- 7) The researcher gives a stick to one of the students, and the researcher will play a song.
- 8) After that, the teacher gives questions to the student holding the last stick when the song stops, and the student must answer questions from the researcher.
- 9) The researcher will pay attention and record the student's voice.

In addition, the advantages and disadvantages of the Talking Stick learning model are as follows:

Pros: 1. Testing students' readiness in mastering subject matter 2. Training to read and understand the sticks quickly in the material that has been delivered. 3. Be more active in learning because students never know when they will arrive at the end.

Disadvantages: 1. If there are students who do not understand the lesson, students will feel anxious and worried when it is their turn to stick the stick in their hands.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher will explain about research method. It consists of several items. They are the research method, population and sample, research instrument, the research variable, the procedure of collecting data, and the data analysis technique.

A. Research Method

This research type is a mixed method. The mixed method involves collecting and “mixing” or integrating qualitative and quantitative data in a research (Creswell, 2014). It means that mixed-method research is a combination of qualitative and quantitative research.

Based on the description above, the researcher used Mixed Method Research to collect data using observation and questionnaire. So, it is possible to determine the student’s interest in learning English as a purpose of this research. Furthermore, the researcher provided a questionnaire to collect data setelah penggunaan talking stick di dalam kelas session to determine how interested the students are in learning English using a talking stick.

B. Population and Sample

The research population is the eighth-grade students of SMP Negeri 2 Majene in the academic year 2023/2024. The total classes of the eighth grade were six, starting from VIII-1 to VIII-6. The six classes consist of 30-32 students in each class. In selecting the sample, the researcher used purposive sampling. Taking the

sample for this research is based on some consideration, such as the recommendation from the English teacher, and also because the sample is suitable and appropriate to become an object of this research.

Hence, the sample used in this research is one class of eighth-grade students of SMP Negeri 2 Majene that became a pre-experimental. The sample of the research is the students of VII-2. This class consists of 30 students and will be the subject that needs to be improved.

Thus, the use of the talking stick learning model is expected to be understood by students because class VII is a student who has sat on a high grade bench. So their level of understanding has grown. So with that in mind, the authors thought of applying the Talking Stick learning model to high grades in order to increase students' interest in learning.

C. Research Instruments

Data finding is crucial in the research, and it needs a research instrument as a tool needed or used to collect, process, and find the data result. The research instruments that will be used in this research are as follows:

1. Observation

Observation is a data collection technique carried out through an observation, namely by observing the overall activities of the student in the classroom in learning English. Data obtained in the field is collected and recorded in field notes to be analyzed, categorized, and interpreted (Abdurrahman Fatoni,

2011). Participant observation was used for this study, meaning the researcher took part in the activity being studied directly. Observing how students carry out their activities is used to observe the learning process (Julia, 2023). Observation techniques track the teaching and learning process to improve students' interest in learning English material in class VIII. The talking stick cooperative learning model is used in this research.

In the implementation of learning observations before using the talking stick model, it can be seen by researchers that the learning methods carried out by teachers are less varied and learning activities are still monotonous focusing on teachers, in which researcher see that there is no use of interesting learning media, and teachers in learning only focus on the book and copy the things in the textbook onto the blackboard. This kind of learning method causes students to feel bored and think social studies learning is dull; this can be seen from the activities of students who are mostly busy with themselves; some talk to their peers, show sluggish expressions, and do not look like they are enjoying themselves learning process seriously and no longer get a good lesson. The student observation sheets in class, according to Julia (2023), are as follows:

Tabel 3.3 Kisi-kisi Lembar Observasi Siswa

Indikator	Sub Indikator
Kegiatan Awal	Siswa memasuki kelas dan mulai berdoa sebelum pelajaran dimulai.
	Siswa memperhatikan penyampaian tujuan pembelajaran
Kegiatan Inti	Siswa mendengarkan penjelasan materi dari guru
	Siswa membaca buku paketnya masing-masing

	Siswa diberikan waktu mempelajari tentang materi yang telah disampaikan guru
	Siswa menutup buku dan bersiap melaksanakan pelajaran menggunakan model <i>talking stick</i>
	Siswa mendengarkan penjelasan tentang tata cara permainan
	Siswa memindahkan tongkat secara estafet sambil bernyanyi
	Siswa menjawab pertanyaan dari guru
Kegiatan Penutup	Siswa menarik kesimpulan dari pelajaran yang telah dilakukan
	Siswa melaksanakan refleksi pembelajaran
	Siswa mengerjakan soal evaluasi
	Siswa berdoa menutup pelajaran

2. Questionnaire

A questionnaire is the number of questions used to acquire information from students as informants, i.e., a questionnaire is a technique of collecting data conducted by giving questions and statements to informants (Sugiyono, 2015). In this case, the result of the research questionnaire informed readers about the informants' answers. Then, the informants have to answer all the questions honestly about their feelings so that the researcher found out the students' interest in learning English.

D. The Variable of the Research

Based on their function and position in the research, the variable is divided into 8 (Yusuf, 2017). The researcher will use two types of variables, namely the dependent variables and independent ones, as follows:

1. Independent Variable

An Independent variable is a variable that influences or is the cause of changes in the dependent variable (Sugiyono, 2015). In this research, the talking stick is the independent variable.

2. Dependent Variable

A dependent variable is a variable that is influenced by the independent variable (Sugiyono, 2015). In this research, student's interest in the dependent variable.

E. The Procedure for Collecting Data

In collecting the data, the researcher applied several steps, such as: 1. the researcher will enter the class learning English course 2. the researcher will teach the student 3. the researcher will give a talking stick to the student 4. the researcher will play a song then when the song stop, the student that being the last person who holds the stick will speak about material that teacher gave 5.

The researcher used a talking stick to teach students. The researcher asked students to speak about the dialogue that they made before. By using this method, the researcher will assess students' learning interest based on the assessment observation grid that the researcher attached earlier, and the researcher hopes that students can get an increase. The researcher used the talking stick method after carrying out the teaching process.

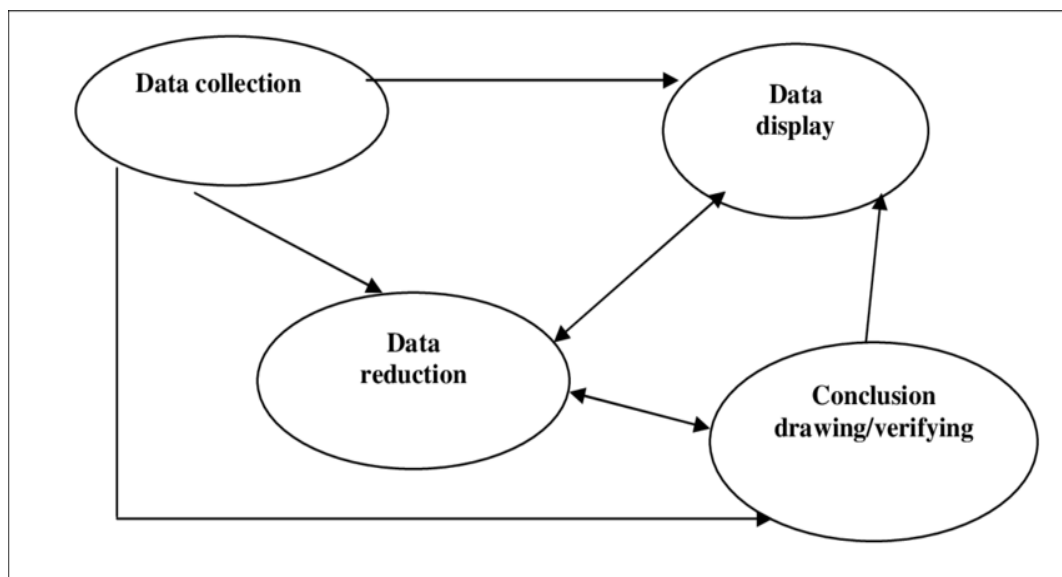
The researcher will conduct a post-test to measure student interest in learning English after the researcher gives the treatment to the class. The

search results will help the researcher decide the learning progress of the research sample student. This is the final step that the researcher uses to collect the data from the research sample. As a result, the improvement in students' interest can be seen in the scores of students in English class.

F. The Technique of Data Analysis

The next step is data analysis after the data has been collected. The qualitative data, which is observation, the researcher used the data analysis model of Miles and Huberman, which can be seen as follows:

Picture 3.1



(Sugiyono, 2021)

1. Data Collecting

Data collection is the essential task of any research project. Data are gathered for qualitative research by observation, the distribution of questionnaires, in-depth interviews, and documentation. Since data collection takes days, if not months, much information will be gathered. The researcher began by conducting a broad

study of the social setting or object under investigation; everything observed and heard was recorded. As a result, the research will collect data that is diverse.

2. Data Reduction

The research will get many data, so it must be recorded carefully and in detail. This is also called data reduction, which means summarizing, selecting the essential things, and focusing on the critical things. Thus, the data that has been reduced will give a clearer picture and make it easier for researchers to carry out further data collection and search for it easily when needed.

3. Data Display

After doing data reduction, the next step to be taken is to display the data. Qualitative research displays the data using brief descriptions, charts, relationships between categories, flowcharts, and the like. In this case, Miles and Huberman (1984) stated that narrative text is most often used to present data in qualitative research. By displaying data. It will make it easier for the researcher to understand what is happening so that the researcher can plan further work based on what has been previously understood.

4. Conclusion drawing

According to Miles and Huberman, the fourth step in qualitative research is the conclusion drawing and verification. The original conclusions expressed are still temporary and will change if there is no solid supporting evidence at the following data collection stage. However, suppose the conclusions stated in the early stages are supported by valid data and consistent evidence when researchers return to the field to collect data. In that case, the conclusions put forward are credible

The questionnaire data was analyzed by using the Likert Scale and then in percentage to see the students' interest. The researcher will use Microsoft Office Excel to analyze the data to make the process easier. The answering each instrument item of the Likert Scale as follows:

Table 3.4 Likert Scale

Score	Category	Score	Category
4	Strongly agree	1	Strongly agree
3	Agree	2	Agree
2	Disagree	3	Disagree
1	Strongly disagree	4	Strongly disagree

Sugiyono (2007:135)

The questionnaire used in this research was a closed questionnaire with answers available so that the respondents immediately chose, with a direct questionnaire using a multilevel scale. The tiered scale in this questionnaire uses a modified Likert scale with 4 61 (four) answer choices: strongly agree, agree, disagree, and strongly disagree. According to Sugiyono (2007: 134-135), in this questionnaire, 4 (four) alternative answers were provided, namely: Strongly Agree (SS) with a score of 1, Agree (S) with a score of 2, Disagree (TS) with a score of 3, Strongly Disagree Agree (STS) with a score of 4.

Analysis of data from research results using a formula used to determine the percentage level of student answers as stated by (Asrianti, 2020) with the formula below:

$$P = \frac{f}{n} \times 100\%$$

Description:

P = Percentage achieved

F = Frequency (Number of answers from each selected alternative)

n = Number of samples

The interval of the students' interest responses on the questionnaire can be seen in the following table as follows:

Table 3.5 Score Category of the Questionnaire

Interval score	Category
85-100	Strongly interested
69-84	Interested
52-68	Undecided
36-51	Uninterested

Sugiyono (2007:136)

According to Sugiyono (2021), Data analysis in qualitative research is carried out when data collection is taking place and after completing data collection within a certain period. Various ways in data analysis techniques, namely data reduction, data display, and data conclusion drawing/verification.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This study was conducted to determine Junior High School students' interest in using talking stick in learning English. The participants were chosen among the eighth-grade students of SMP Negeri 2 Majene. Since this study used a questionnaire and observation, 29 students were asked to fill out a questionnaire, and one student as a representative was asked to fill in the student observation sheets when learning was in progress. This chapter shows and discusses the data from the questionnaire and observation.

A. Findings

1. Qualitative Findings Using Field Notes

In the observation session, when learning conduct in class 8B, the representative observed the students while learning is conduct using a talking stick in every meeting. The students were observed by used field note in every meeting. Furthermore, the observation results processed based on the theory from Miles and Huberman which has been included in Chapter 3. Further results of the observation presented in the following description.

The results of the field notes made by the researchers at the two meetings showed that, in the first meeting, there are only a few interested students, it can be seen from their active and enthusiastic when talking sticks are implemented in class. In the first meeting, several students were not interested because the responses from some students were only silent when it was their turn, and there were even students who just laughed when it was their turn. Not infrequently,

some students do not speak loudly when they speak because they are afraid of being wrong and afraid of being laughed at by their friends in the first meeting. Some students were difficult to manage and needed to listen to the researcher's instructions properly. As a result, those who did not listen well kept quiet and did not know how to answer the researcher's questions. Furthermore, when the teacher told them to stand up and make a circle. They would immediately stand up, but some students were still fighting and didn't even complete the task they were told. At the second meeting, the use of the talking stick method was also seen by some quite interested students; they were more enthusiastic when learning took place.

The conclusion from the field notes made by the researcher at the first meeting and the second meeting was that students who initially felt nervous and were afraid to speak. When it was their turn to speak, they became enthusiastic to speak even though they were still stuttering. At the first meeting, the students still looked unenthusiastic and unenthusiastic, as seen in how they responded. Some needed to listen appropriately when the teacher explained the material and the talking stick steps. As a result, they were not active in using the talking stick method.

In contrast to the second meeting, the students were more enthusiastic and excited when talking sticks were used. They were more active than in the first meeting because the students already knew the steps and the use of this talking stick. In addition to enthusiastic students in class, some students are not excited about learning English.

2. Frequency and Percentage of Each Number of Questionnaire

Statement 1. The English class holds my attention.

(Pelajaran bahasa Inggris menarik perhatian saya.)

Table 4.11

No	Alternative Answer	Frequency	Percentage
1	Strongly agree	16	55%
2	Agree	6	21%
3	Disagree	1	3%
4	Strongly disagree	6	21%

The table above represented that there were 55% of students answered strongly agree, 21% of students answered agree, 3% of students answered disagree, and 21% of students answered strongly agree. From this statement, it can also be concluded that many students agree with this statement. As well as adding up the percentage of students who answered agree with this statement by 21%, it can be concluded that students who responded to this statement gave quite a positive response.

Statement 2. I often pay attention when studying English.

(Saya selalu memperhatikan ketika belajar bahasa Inggris.)

Table 4.12

No	Alternative Answer	Frequency	Percentage
1	Strongly agree	13	47%
2	Agree	7	25%
3	Disagree	4	14%
4	Strongly disagree	4	14%

From the table above, it can be seen that 47% of students answered strongly agree, 25% answered agree, and students who % answered disagree and strongly disagree were 14%. From the table above, it can also be seen that there are indeed many students who always pay attention to English lessons while in class, the percentage of students who answered strongly agree and agree is greater than the two percentages below, which proves that this statement item can reveal what student level of student agreement with this statement about student attention in learning English.. So, it can be concluded that after giving treatment, students feel that they do not always pay attention to English based on seeing the decreased percentage, although it is not significant.

Statement 3. I often have ease when studying English.

(Saya sering menghadapi kemudahan ketika belajar bahasa Inggris.)

Table 4.13

No	Alternative Answer	Frequency	Percentage
1	Strongly disagree	1	4%
2	Disagree	9	33%
3	Agree	8	30%
4	Strongly agree	9	33%

The table above show that, it can be seen that 33% of students answered strongly agree, 30% of students answered agree, 33% of students answered disagree, and 4% of students answered strongly disagree. So it can be concluded that students who answer strongly agree and disagree are pretty balanced for this statement item. So that it can be known as an illustration for students who often face difficulties in English. This means that the percentage of students who find it

difficult after carrying out treatment using treatment decreases, which means that there are small changes that occur in students who feel they often face difficulties when learning English.

Statement 4. I often get good score on my English test.

(Saya sering mendapatkan nilai yang baik ketika tes bahasa Inggris.)

Table 4.14

No	Alternative Answer	Frequency	Percentage
1	Strongly disagree	4	16%
2	Disagree	11	44%
3	Agree	5	20%
4	Strongly agree	5	20%

From the table above it can be seen that 20% of students answered strongly agree and agree, 44% of students answered disagree, and 16% of students answered strongly disagree. In the table above it is known that the number of students who disagree on this question item is quite large. So it can be concluded that there were students disagree about that statement because the using of the talking stick in class.

Statement 5. The teacher often create pleasant atmosphere when studying English.

(Guru sering menciptakan suasana yang menyenangkan di saat belajar bahasa Inggris.)

Table 4.15

No	Alternative Answer	Frequency	Percentage
1	Strongly agree	17	59%
2	Agree	4	14%
3	Disagree	7	24%

4	Strongly disagree	1	3%
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It can be seen from the table above 59% of students answered strongly agree, 14% of students answered agree, 24% of students answered disagree, and 3% of students answered strongly disagree. From this table it can also be concluded that many students strongly agree on this statement as evidenced by the percentage of strongly agreeing to 59%. In the alternative answer section, strongly agree, it has decreased by 5% from 64% to 59%, the alternative answer agree has decreased by 18%, from 32% to 14%, the alternative answer disagree has increased by 20%, from 4% to 24%, and in the disagree section increased by 3% from 0% to 3%. In this question item it can also be seen that students who feel that their class atmosphere is pleasant when learning English have increased, seeing several alternative answer comparisons that have been described previously.

Statement 6. I try to do homework or study English together with someone.

(Saya mencoba mengerjakan "PR" atau belajar bahasa Inggris bersama seseorang.)

Table 4.16

No	Alternative Answer	Frequency	Percentage
1	Strongly agree	7	25%
2	Agree	6	21%
3	Disagree	12	43%
4	Strongly disagree	3	11%

The table 4.16 indicated that there 25% students answered strongly agree, 21% of students answered agree, 43% of students answered disagree, 11%

answered strongly disagree. In this table it can be concluded that many students stated disagree on this statement item. The percentage of students who answered disagree was higher than the percentage of other alternative answers. So it can be seen that after carrying out the treatment many students started working on their English and were considered to be more independent based on students who said disagree on this statement item. This can give the conclusion that the use of talking sticks has quite an impact on student independence.

Statement 7. I do not feel sleepy when English class takes place.

(Saya merasa tidak mengantuk setiap pelajaran bahasa Inggris berlangsung.)

Table 4.17

No	Alternative Answer	Frequency	Percentage
1	Strongly disagree	11	38%
2	Disagree	6	21%
3	Agree	5	17%
4	Strongly agree	7	24%

The table above it can be represented that 24% of students answered strongly agree, 17 students answered agree, 21% of students answered disagree, 38% of students answered strongly disagree, based on the table above it can be seen that many students stated strongly disagree in this statement. This proves that there is indeed a significant increase in students who feel sleepy when learning English takes place based on students who answer strongly agree on this statement item. However, on the other hand the percentage of students who answered strongly disagree was also very high, namely 38%. This also proves that some students did

not feel sleepy at all after the researcher carried out the treatment in the participant class, as evidenced by the high percentage of strongly disagree alternative answers.

Statement 8. I'm dare to participate in English activities. (e.g. English Course; English Camp; English Game/Quiz; etc) *

(Saya berani untuk mengikuti kegiatan-kegiatan bahasa Inggris. (Misalnya: Kursus; English Camp; Permainan/Quiz Bahasa Inggris; dan sebagainya)

Table 4.18

No	Alternative Answer	Frequency	Percentage
1	Strongly disagree	4	15%
2	Disagree	10	38%
3	Agree	3	12%
4	Strongly agree	9	35%

From the table above it can be conclude that 35% of students answered strongly agree, 12% of students answered agree, 38% of students answered disagree, 15% of students answered strongly disagree. From the table above it can also be seen that based on the total percentage of students who disagree with this statement. This shows that after the researchers carried out the treatment there was still an increase in the fear that occurred in some students to take part in extracurricular activities in English. . But on the other hand, the table above also shows that the percentage of students who answered disagree is quite large. This shows that some students also disagree on this statement item and indicate that after carrying out the treatment using talking sticks in class. Some students began to dare to take part in extracurricular activities in English and other similar things.

Statement 9. When I see short texts in English, I try to figure out what they mean.

(Ketika melihat bacaan pendek bahasa Inggris, saya mencoba memahami artinya.)

Table 4.19

No	Alternative Answer	Frequency	Percentage
1	Strongly agree	19	66%
2	Agree	1	3%
3	Disagree	4	14%
4	Strongly disagree	5	17%

The table 4.19 indicated that there 66% of students answered strongly agree, 3% of students answered agree, 14% of students answered disagree, 17% of students answered strongly disagree. Based on this data, it can be seen that many students state that they strongly agree on this statement item. This proves that there is a small change that occurs in students' learning interest to find out the meaning of each short English reading when there is something they don't know. Based on the percentage of the two alternative answers, disagree and strongly disagree, it can be seen that students' interest in solving small problems such as finding out the meaning of sentences that they do not know outside of learning is still relatively low, even though the treatment has been applied by the researcher.

Statement 10. The instructional methods used in English class hold my attention.

(Metode pembelajaran yang digunakan dalam pelajaran bahasa Inggris menarik perhatian saya.)

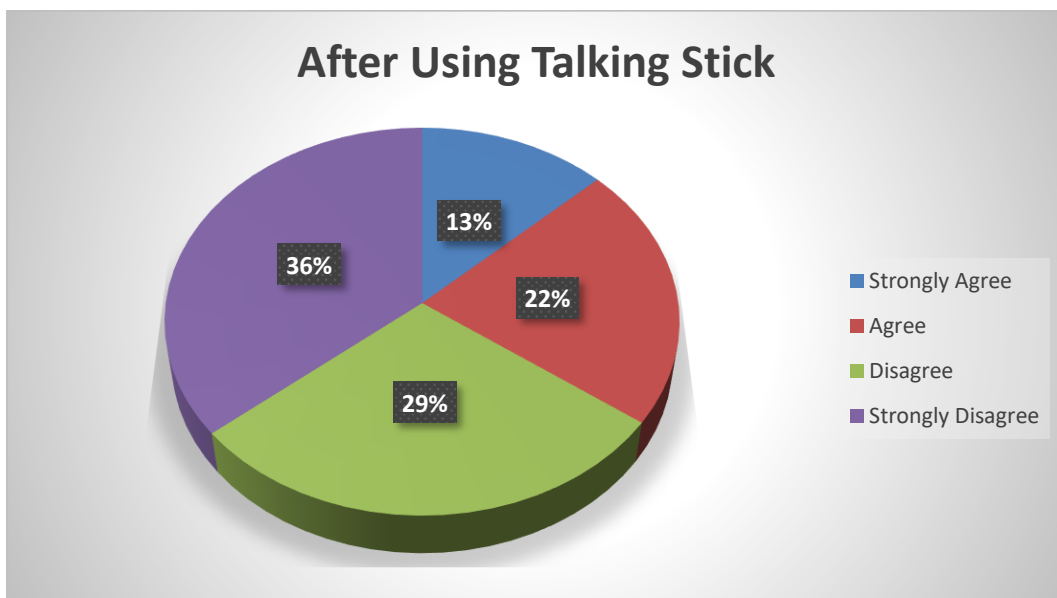
Table 4.20

No	Alternative Answer	Frequency	Percentage
1	Strongly agree	16	59%
2	Agree	3	11%

3	Disagree	2	8%
4	Strongly disagree	6	22%

The table above represented that there were 59% of students answered strongly agree, 11% of students answered agree, 8% of students answered disagree, 22% of students answered strongly disagree. Based on the table above, it can be seen that the percentage of students who answered strongly agree is greater, so it can be concluded that many students strongly agree with this statement. Post teBased on this, it can be seen that indeed some students disagreed with this statement and it means that some students' learning methods used in English lessons by the teacher caught their attention.

Chart 4.2 After Using Talking Stick



Based on the data above, it can be seen that students who answered strongly agree 110 times with a percentage of 13% of 100%. Students who answered agree 177 times with a percentage of 22%. Students who answered disagree 232 times

with a percentage of 29% and students who answered strongly disagree 290 times with the highest percentage compared to other alternative answers, namely 36% of 100%.

3. Discussion

The talking stick learning model is one of many cooperative learning models. This learning model is carried out with the help of a stick. Learning using the talking stick model encourages students to be brave in expressing their opinions (Amanah, 2021). The stick is used as a turn to give opinions or answer questions from the teacher that students have previously studied the material to be taught. Talking stick is a group learning model with the help of a stick. The group holding the stick must first answer questions from the teacher after they have studied the subject matter.

According to Amanah, learning the talking stick model encourages students to have the courage to express their opinions. The advantage of the talking stick learning model is the realization of fun learning because there is an element of play. This means that this learning model makes students more enthusiastic so that the interest in learning is greater because it is done with elements of play which students do enthusiastically.

In using Talking Stick, teachers can provide topics or questions to students to discuss. Each student takes turns holding the stick and giving their response to the topic or question. In this way, students not only learn to speak English, but also learn to think critically and organize their thoughts before speak. Talking Stick can also increase students' confidence in using English. When students get the

opportunity to speak and contribute in groups, they feel valued and supported in practicing their skills. This helps reduce anxiety and increases students' courage in using English in front of classmates and it in line with the statement from Dewey in Ratu (2016) explains that interest is a feeling of being more like and feeling attached to a thing or activity, without being told.

The use of talking sticks in learning English can be an effective tool in developing students' interest in English. By providing opportunities for students to speak and participate actively, students will feel more involved and more enthusiastic in learning English. This will help improve their speaking skills and their interest in learning English. This is in accordance with the statement from Anis Fauzi et al., (2021) Students who have an interest in subjects will pay more attention to the lessons they are interested in than students who do not have an interest in these subject.

In using the talking stick, each student has the same opportunity to speak. Typically, in an English class, some of the more confident students will dominate the conversation, while the more reserved students may be reluctant to speak up. Using a talking stick, students who usually do not actively participate are encouraged to speak up and share their opinions. This creates an inclusive environment where every student feels valued and heard and also can push interest students in learning english. This thing in line with the statement came from Nengsi (2021) that stated Interest in learning is one factor that is very important for the

success of learning that each student has, that interest arises from within the student themselves.

Based on this research, from the first meeting and the second meeting conducted by the researcher, it was found that there was an increase in students' learning interest which was enhanced through the talking stick VIII-B learning model of students of SMP Negeri 2 Majene. This is in accordance with the opinion of Lastri Julia (2023) the talking stick learning model encourages students to voice their ideas. The learning model with the help of a stick is called Talking Stick. After studying the material, the first student brings a stick and is first required to answer questions from the teacher.

The teacher decides and develops learning resources, including lesson plans, teaching materials, learning media, etc., during the planning stages of each meeting I to meeting II. Using the steps of the talking stick learning model will increase student learning interest at the implementation stage in each meeting.

By making field notes for student observations according to signs of interest in learning, researchers at the observation stage saw a change in the growth of student interest based on student responses to using talking sticks in class. The teacher can find out whether or not there is an increase in student interest at the second meeting at this point in the observation process.

In the observation session, when learning conduct in class 8B, the researcher observed the students and teacher while learning is conduct using a talking stick in every meeting. The teacher and students were observed by used field note in every meeting. Furthermore, the observation results processed based on the theory from

Miles and Huberman which has been included in Chapter 3. Further results of the observation presented in the following description.

The results of the field notes made by the researchers at the two meetings showed that, in the first meeting, there are only a few interested students, it can be seen from their active and enthusiastic when talking sticks are implemented in class. As Anis Fauzi et al. (2021) state that students who are interested in subjects will pay more attention to the lessons they are interested in than students who are not interested in these subject. In the first meeting, several students were not interested because the responses from some students were only silent when it was their turn, and there were even students who just laughed when it was their turn. Not infrequently, some students do not speak loudly when they speak because they are afraid of being wrong and afraid of being laughed at by their friends in the first meeting. Some students were difficult to manage and needed to listen to the researcher's instructions properly. As a result, those who did not listen well kept quiet and did not know how to answer the researcher's questions.

In the results of the researcher's field notes in the second meeting, some students have started to understand the steps of the talking stick method. This can be seen from how the students acted when the teacher told them to stand up and make a circle. They would immediately stand up, but some students were still fighting and didn't even complete the task they were told. At the second meeting, the use of the talking stick method was also seen by some quite interested students; they were more enthusiastic when learning took place.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides the conclusion of the findings and suggestions. The conclusion is to summarize the findings, and suggestion is aimed to students, teacher, other researcher and the government as regulator.

A. Conclusion

Based on the research findings and discussion above, it can be concluded that, the talking stick cooperative learning model in class VIII SMP Negeri 2 Majene can improve students' interest in learning English, this can be seen in the diagrams that have been included in chapter 3. According to the findings, there was a not so significant increase in student enthusiasm in well-executed learning.

This can be seen from the results of the questionnaire sheets after using talking stick in class. Clearly visible differences from the results of the questionare in the strongly interested category by 17%. The result obtained by students from applying the talking stick cooperative learning model is that students who were initially not interested in learning and were lazy to participate in the learning process now have shown interest in learning English even though it is still a little because when learning takes place, there are still students who are playing around, afraid and shy to talk, but after the talking stick was implemented it made students who were initially not serious in learning pay more attention.

Thus, it can be seen that the results of research using the talking stick learning model can improve students learning interest in English, although it is not so significant for class VIII-B students of SMP Negeri 2 Majene

As for student responses when using talking sticks in learning English in class in the first meeting, the students did not look enthusiastic because this was the first time students used the talking stick method. Some of them did not pay attention; they were afraid to talk. When asked questions by the teacher, some students even fell asleep. In the second meeting, the students seemed active and enthusiastic because they already understood the steps of the talking stick method. However, some students still needed to look more excited and were still the same as in the first meeting.

B. Suggestion

Based on the results of this reseach, the researcher recommends suggestions to teachers and future researchers.

1. For the student

The talking stick cooperative learning model for class VIII-B students of SMP Negeri 2 Majene can improve students' interest in learning even though it is not significant, this can be another way of carrying out the learning process. Thus the purpose of the teaching and learning process focuses primarily on students in order to gain more intensive knowledge and develop skills.

2. For the teacher

At the start of the learning process the teacher should prepare a lesson plan, a learning model that has compatibility with the material to be studied. It is hoped

that the preparation of the availability of learning materials can foster high enthusiasm in students, as well as the realization of planned learning objectives. Another thing is that actually every student has differences, let alone learning interests because it is hoped that the teacher can adjust the treatment to each individual student.

3. For other researcher

Suggestions for future researchers to better interpret and discuss this problem again. For future researchers, it is hoped that this learning model will continue to be improved, not just for English only, but for other content so that it can optimize student understanding and interest. Thus, the researcher hopes that in the future this research can become a reference for further research.

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APPENDICES



IZIN PENELITIAN

Nomor : 327/IP/DPM-PTSP/MM/VII/2023

Berdasarkan Peraturan Bupati nomor : 28 Tahun 2021 tentang Pendelegasian Penyelenggaraan Perizinan dan Non Perizinan Pada Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Majene, serta membaca surat Rekomendasi Penelitian Dari Badan Kesatuan bangsa dan Politik Nomor 070/345/VII/2023 Tanggal 25 Juli 2023 maka pada prinsipnya kami menyetujui dan **MEMBERI IZIN** Kepada :

N a m a	: CICI PRACILIA SYAMSUL
Pekerjaan	: Mahasiswi
N I M	: 10256119050
Program Study/Jurusan	: S1 Tarbiyah dan Keguruan
Universitas	: STAIN Majene
Alamat	: Jl. M. Saleh Banjar Kel. Labuang Utara Kec. Banggae Timur Kab. Majene

Untuk melaksanakan Penelitian di Kabupaten Majene dengan Judul **"THE USE OF THE TALKING STICK METHOD IN IMPROVING STUDENTS' INTEREST AT SMP NEGERI 2 MAJENE"** dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan diharapkan melapor kepada pemerintah setempat dan atau tempat penelitian yang akan dilaksanakan.
2. Penelitian tidak menyimpang dari Izin yang diberikan.
3. Mentaati semua Perundang-Undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Menyerahkan 2 (dua) Exampplar cofy hasil Penelitian kepada Bupati Majene Cq.Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu dan Badan Kesatuan Bangsa dan Politik Kab.Majene
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat Izin ini tidak mentaati peraturan diatas.

Demikian surat izin ini dibuat untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Majene
Pada Tanggal : 28-07-2023
Kepala Dinas



Hj. LIES HIRAWATI THAHIR, S.Sos, M.Adm.Pemb.
Pangkat: Pembina Utama Muda
Nip. 196809281992032011



PEMERINTAH KABUPATEN MAJENE
DINAS PENDIDIKAN DAN PEMUDA OLAHRAGA
SMP NEGERI 2 MAJENE
Jalan Andi Pangeran Pettarani No.7 Telp (0422) 21067 Majene

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor : 212 /133.02/SMP.02/TU/VIII/2023

Yang bertanda tangan di bawah ini :

Nama : HJ. ASMIRAH, S.Ag
NIP : 19730529 199803 2 013
Pangkat/Golongan : Pembina Utama Muda, IV/c
Jabatan : Kepala SMP Negeri 2 Majene

Menerangkan bahwa :

Nama : CICI PRACILIA SYAMSUL
NIM : 10256119050
Program Study/Jurusan : S1 Tarbiyah dan Keguruan
Pekerjaan : Mahasiswi STAIN Majene
Alamat : Jl. M.Saleh Banjar Kel. Labuang Utara
Kec. Banggae Timur Kab. Majene

Benar telah melaksanakan penelitian di SMP Negeri 2 Majene, terhitung mulai tanggal 19 Juli s.d 3 Agustus 2023. Dengan judul :

“ THE USE OF THE TALKING STICK METHOD IN IMPROVING STUDENTS’ INTEREST AT SMP NEGERI 2 MAJENE ”

Demikian surat keterangan ini dibuat dan diberikan untuk dipergunakan sebagaimana mestinya.

Majene, 14 Agustus 2023

Kepala Sekolah,



HJ. ASMIRAH, S.Ag
NIP. 19730529 199803 2 013

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP Negeri 2 Majene

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII / B

Materi Pokok : Asking For Attention

Alokasi Waktu : 2 x Pertemuan

A. Tujuan Pembelajaran :

Melalui pembelajaran ini, diharapkan siswa dapat :

1. Mengulangi ucapan asking for attention, checking understanding, appreciating, serta asking opinion di dalam percakapan yang diberikan dengan benar.
2. Menjawab quiz ataupun pertanyaan yang diberikan terkait tindakan asking for attention, checking understanding, appreciating, serta asking opinion dalam percakapan yang diberikan dengan tepat dan akurat.
3. Membuat produk ataupun skrip percakapan asking for attention, checking understanding, appreciating, asking opinion dalam percakapan yang diberikan dengan sikap jujur, kreatif, dan penuh tanggungjawab.

B. Langkah-Langkah Pembelajaran :

Kegiatan Pendahuluan :

1. Memulai dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin.
2. Mengulang kembali materi sebelumnya untuk kemudian mengaitkannya dengan materi yang akan dipelajari.
3. Menyampaikan motivasi (tujuan & manfaat) dengan mempelajari materi hari ini serta metode belajar yang akan ditempuh.

Kegiatan Inti :

1. Guru membentuk kelompok yang terdiri dari 2 orang siswa ditiap kelompok.
2. Guru menyiapkan sebuah tongkat yang panjangnya 15 cm atau boleh juga lebih.
3. Guru terlebih dahulu menyampaikan materi pokok yang akan dipelajari.

Contoh kalimat asking attention untuk situasi formal dan juga untuk situasi non formal

EKSPRESI

- May I have your attention?
- Attention please!
- Please pay attention to me!
- Excuse me
- Can I have your time for a while?
- Hello
- I'm sorry if I bother you, but...
- Could you pay attention to things that I would say?

- Hi
- Look at me!
- Hey, look up here!
- Look
- Listen
- Listen to me
- Please listen to what I want to say

ARTINYA

- Bolehkah saya meminta perhatian Anda?
- Tolong perhatikan!
- Tolong beri saya perhatian!
- Permisi
- Bolehkah saya meminta waktumu sebentar?
- Halo
- Maaf jika saya mengganggu Anda, tapi...
- Bisakah kamu memerhatikan apa yang akan saya bicarakan?

- Hai
- Lihat aku!
- Hey, lihat ke atas sini!
- Lihat
- Dengarkan
- Dengarkan aku
- Tolong dengarkan apa yang akan aku katakan

Contoh kalimat giving attention yang dapat diungkapkan di kedua jenis situasi tersebut!

EKSPRESI

- Yes, of course!
- You have all my attention.
- Definitely!
- You can speak!

ARTINYA

- Iya, tentu saja!
- Kamu punya semua perhatianku.
- Tentu saja!
- Kamu boleh berbicara?

- Of course I'll pay attention to you.
- What happened?
- Yes, I'm listening.
- I got it.
- Really?
- That's cool.
- And then? What happened next?
- That's interesting.
- What is it?
- Then?
- Wow, that's amazing!
- Tentu saja aku akan memerhatikan kamu!
- Apa yang terjadi?
- Iya, aku mendengarkanmu.
- Aku mengerti.
- Benarkah?
- Keren!
- Lalu? Apa yang terjadi selanjutnya?
- Itu menarik.
- Apa itu?
- Lalu?
- Wow, menakjubkan sekali!

4. Guru memberikan kesempatan kepada siswa dalam kelompoknya untuk membaca dan mempelajari materi pelajaran tersebut.

5. Siswa diminta untuk membuat sebuah percakapan yang mencakup asking attention dan giving attention.

6. Guru mempersilahkan semua siswa untuk berdiri sambal bersampingan dengan pasangannya membuat lingkaran.

7. Guru mengambil tongkat yang telah disiapkan kemudian memberikan kepada salah satu anggota kelompok sambal guru memutar musik.

8. Setelah itu, guru memutar musik dan memberhentikan musik lalu memberi pertanyaan kepada siswa yang memegang tongkat dan siswa tersebut tersebut harus menjawab pertanyaan dari guru.

Kegiatan Penutup:

1. Pendidik memberikan arahan kepada peserta didik untuk menyimpulkan materi pembelajaran melalui tanya jawab secara klasikal.
2. Pendidik dan Peserta didik melakukan refleksi atas manfaat proses pembelajaran yang telah dilakukan dan menentukan tindakan yang akan dilakukan
3. Untuk mengukur pemahaman siswa, siswa diminta untuk membuat video/ rekaman percakapan dengan menggunakan hp

C. Penilaian

1. Sikap: Observasi saat pembelajaran berlangsung tentang sikap kritis, kerja sama, dan komunikatif.
2. Pengetahuan: Tugas menjawab pertanyaan yang diberikan guru Ketika Talking Stick sedang berlangsung .
3. Keterampilan: (a) Proses: diskusi dan pengerjaan tugas, (b) Produk: hasil percakapan.

D. Media Pembelajaran :

1. Buku paket kelas VII
2. Talking Stick

Mengetahui,
Guru Mata Pelajaran

Majene, 27 Juli 2022
Peneliti,

Ainun Rafika, S.Pd., M.Pd.
NIP.

Cici Pracilia Syamsul
NIP.

ANGKET PENELITIAN

Nama Sekolah : _____ Nama Peserta didik: _____
Mata Pelajaran : _____ Kelas / Semester : _____
Hari/ Tanggal : _____

Petunjuk Pengisian

1. Sebelum anda mengisi kuisioner ini, terlebih dahulu anda harus membaca dengan teliti setiap pertanyaan yang diajukan.
2. Berilah tanda ceklis (√) pada kolom yang sesuai dengan pendapat mu sendiri tanpa dipengaruhi siapapun.
3. Pertanyaan berikut adalah pernyataan yang berhubungan dengan tanggapan anda sebagai responden.
4. Apapun jawaban anda tidak mempengaruhi nilai mata pelajaran fisika anda, oleh karena itu hendaklah dijawab dengan sebenarnya.
5. Setiap pertanyaan diikuti oleh empat (4) alternatif jawaban yang mempunyai arti.

No	Pernyataan	Pendapat			
		SS	S	TS	STS
1.	Pelajaran bahasa Inggris menarik perhatian saya.				
2.	Saya selalu memperhatikan ketika belajar bahasa Inggris.				

3.	Saya sering menghadapi kemudahan ketika belajar bahasa Inggris.				
4.	Saya sering mendapatkan nilai yang baik ketika tes bahasa Inggris.				
5.	Guru sering menciptakan suasana yang menyenangkan di saat belajar bahasa Inggris.				
6.	Saya mencoba mengerjakan "PR" atau belajar bahasa Inggris bersama seseorang.				
7.	Saya merasa tidak mengantuk setiap pelajaran bahasa Inggris berlangsung.				
8.	Saya berani untuk mengikuti kegiatan-kegiatan bahasa Inggris. (Misalnya: Kursus; English Camp; Permainan/Quiz Bahasa Inggris; dan sebagainya)				
9.	Ketika melihat bacaan pendek bahasa Inggris, saya mencoba memahami artinya.				
10.	Metode pembelajaran yang digunakan dalam pelajaran bahasa Inggris menarik perhatian saya.				

Keterangan

- SS : Sangat Setuju
S : Setuju
TS : Tidak Setuju
STS : Sangat Tidak Setuju

HASIL OBSERVASI

Kode: Response

CATATAN LAPANGAN (*FIELD NOTE*)

Subjek Penelitian: Kelas 8-B SMP Negeri 2 Majene	Tanggal Observasi	: 26 Juli 2023
	Waktu	: 07.30- 08.50

PERTEMUAN PERTAMA

Hari rabu, 26 Juli 2023, Peneliti ditemani oleh salah satu temannya yang berasal dari jurusan HKI (Hukum Keluarga Islam) ke sekolah. Peneliti bersama wali kelas dan teman peneliti masuk kedalam kelas untuk melaksanakan pembelajaran (*treatment*). Sebelum memberikan pembelajaran dimulai seperti bisa guru membuka kelas dengan salam lalu mengabsen siswa dan mulai mengajar siswa dengan menggunakan buku paket. Setelah guru menjelaskan lalu memberikan tugas kepada siswa yang sudah dibagi menjadi kelompok yang beranggotakan 2 orang atau berpasang-pasangan. Siswa di berikan waktu untuk mengerjakan tugas membuat percakapan sesuai dengan materi yang hari ini di ajarkan oleh guru. Sembari mengerjakan tugas yang diberikan ada beberapa siswa yang bertanya secara rinci mengenai tugas yang diberikan padahal guru sudah menjelaskan ketika guru menhyapaikan materi sekaligus tugas. (terbukti bahwa beberapa siswa tidak begitu memperhatikan ketika pembelajaran bhaasa inggris sedang berlangsung.

Setelah itu siswa di minta untuk berdiri lalu membuat lingkaran, setelah itu guru memberikan talking stick ke salah satu siswa lalu gugur memutar music sambal talking stick digilir ke siswa lainnya. Ketika guru memberhentikan music maka siswa yang memegang talking stick terakhir akan di tanya oleh guru tentang tugas yang sudah di buat sebelumnya. Lalu siswa harus menjawab bersama dengan pasangannya masing-masing sampai semua siswa mendapat giliran. Bagi siswa yang sudah mendapatkan giliran harus keluar menjauh dari lingkaran. Ketika perlakuan sedang berlangsung beberapa siswa ada yang malu-

malu, takut untuk bicara dan tidak bersemangat melakukan pembelajaran Bahasa Inggris. Tetapi ada pula beberapa siswa yang semangat untuk menjawab ketika sudah gilirannya. Ada juga siswa yang hanya diam dan jika ditanya tidak begitu paham. Beberapa dari siswa juga ribut, terutama siswa yang duduk di bagian paling belakang. Setelah semua siswa sudah mendapat giliran, selanjutnya peneliti merangkum materi yang sudah di pelajari pada hari itu juga setelah itu menutup kelas sambil mengucapkan wassalamualaikum.

HASIL OBSERVASI

Kode: Response

CATATAN LAPANGAN (FIELD NOTE)

Subjek Penelitian	Tanggal Observasi	: 27 Juli 2023
SMP Negeri 2 Majene	Waktu	: 11.00-12.15

HASIL OBSERVASI

Hari Kamis, 27 Juli 2023 peneliti dan rekan peneliti Kembali masuk di kelas yang sama di jam ke-5 dan 6. Hari ini adalah hari kedua atau hari terakhir peneliti mengajar sekaligus memberikan treatment talking stick kepada siswa kelas 8-B. Seperti biasa guru membuka kelas dengan mengucapkan salam dilanjutkan dengan baca doa bersama lalu mengabsen siswa. Lalu guru melanjutkan materi di pertemuan kemarin, setelah itu guru memberikan waktu untuk mengerjakan tugas berupa dialog berpasang-pasangan, sekurang-kurangnya 3 kalimat tiap siswa. Setelah waktu membuat percakapan habis guru langsung menyuruh siswa untuk membuat lingkaran besar lalu berdiri di samping teman berdialog sendiri, lalu guru memutar music. Sampai musik dihentikan siswa yang memegang talking stick akan berdialog dengan pasangannya siswa yang sudah berdialog menjauh dari lingkaran dan tidak ikut serta lagi. Sejauh ini beberapa siswa sudah mulai terlihat **aktif** tetapi tetap saja banyak siswa yang masih **takut dan malu** untuk berbicara Bahasa Inggris.

Ketika perlakuan talking stick sedang berlangsung pada pertemuan ini susah ada beberapa siswa yang mulai terlihat **semangat** Ketika penggunaan talking stick sedang berlangsung dan beberapa siswa ada yang terlihat masih tetap **tidak tertarik** dilihat dari gerak gerik mereka yang tidak begitu merespon Ketika disuruh untuk berbicara Ketika talking stick berhenti di siswa tersebut. Terlihat pula

beberapa siswa **mempercepat perpindahan** talking stick dari siswa satu ke siswa lainnya seakan siswa tersebut **tidak ingin mendapat giliran untuk berbicara**, tetapi peneliti tetap mengingatkan bahwa semua siswa akan tetap mendapat giliran untuk memegang talking stick dan berbicara. Setelah semua siswa mendapatkan giliran, selanjutnya guru menyimpulkan materi pada hari ini lalu menutup kelas dengan mengucapkan wassalamualaikum.

12:05 83%

Sangat Setuju 1 2 3 4 Sangat Tidak Setuju

Guru sering menciptakan suasana yang menyenangkan di saat belajar bahasa Inggris. *

Sangat Setuju 1 2 3 4 Sangat Tidak Setuju

Saya mencoba mengerjakan "PR" atau belajar bahasa Inggris bersama seseorang.

Sangat Setuju 1 2 3 4 Sangat Tidak Setuju

Saya merasa mengantuk setiap pelajaran bahasa Inggris berlangsung. *

Sangat Setuju 1 2 3 4 Sangat Tidak Setuju

Saya takut/ragu untuk mengikuti kegiatan-kegiatan bahasa Inggris. (Misalnya: Kursus, English Camp, Permainan/Quiz Bahasa Inggris; dan sebagainya)

Sangat Setuju 1 2 3 4 Sangat Tidak Setuju

Ketika melihat bacaan pendek bahasa Inggris, saya mencoba memahami artinya.

Sangat Setuju 1 2 3 4 Sangat Tidak Setuju

Metode pembelajaran yang digunakan dalam pelajaran bahasa Inggris menarik perhatian saya. *

Sangat Setuju 1 2 3 4 Sangat Tidak Setuju

Submitted 8/4/23, 3:36 PM

12:04 83%

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docs.google.com

NAMA *
Muhammad sibly

Pelajaran bahasa Inggris menarik perhatian saya.

Sangat Setuju 1 2 3 4 Sangat Tidak Setuju

Saya selalu memperhatikan ketika belajar bahasa Inggris.

Sangat Setuju 1 2 3 4 Sangat Tidak Setuju

Saya sering menghadapi kesulitan ketika belajar bahasa Inggris. *

Sangat Setuju 1 2 3 4 Sangat Tidak Setuju

Saya sering mendapatkan nilai rendah ketika tes bahasa Inggris. *

Sangat Setuju 1 2 3 4 Sangat Tidak Setuju

Guru sering menciptakan suasana yang menyenangkan di saat belajar bahasa Inggris. *

Sangat Setuju 1 2 3 4 Sangat Tidak Setuju

Saya mencoba mengerjakan "PR" atau belajar bahasa Inggris bersama seseorang.

Sangat Setuju 1 2 3 4 Sangat Tidak Setuju

12:09 82%

NAMA *
Muh Ibrahim

Pelajaran bahasa Inggris menarik perhatian saya. *

1 2 3 4
Sangat Setuju Sangat Tidak Setuju

Saya selalu memperhatikan ketika belajar bahasa Inggris. *

1 2 3 4
Sangat Setuju Sangat Tidak Setuju

Saya sering menghadapi kesulitan ketika belajar bahasa Inggris. *

1 2 3 4
Sangat Setuju Sangat Tidak Setuju

Saya sering mendapatkan nilai rendah ketika tes bahasa Inggris. *

1 2 3 4
Sangat Setuju Sangat Tidak Setuju

Guru sering menciptakan suasana yang menyenangkan di saat belajar bahasa Inggris. *

1 2 3 4
Sangat Setuju Sangat Tidak Setuju

Saya mencoba mengerjakan "PR" atau belajar bahasa Inggris bersama seseorang. *

1 2 3 4
Sangat Setuju Sangat Tidak Setuju

Saya merasa mengantuk setiap pelajaran bahasa Inggris berlangsung. *

1 2 3 4

12:08 82%

Sangat Setuju Sangat Tidak Setuju

Guru sering menciptakan suasana yang menyenangkan di saat belajar bahasa Inggris. *

1 2 3 4
Sangat Setuju Sangat Tidak Setuju

Saya mencoba mengerjakan "PR" atau belajar bahasa Inggris bersama seseorang. *

1 2 3 4
Sangat Setuju Sangat Tidak Setuju

Saya merasa mengantuk setiap pelajaran bahasa Inggris berlangsung. *

1 2 3 4
Sangat Setuju Sangat Tidak Setuju

Saya takut/ragu untuk mengikuti kegiatan-kegiatan bahasa Inggris. (Misalnya: Kursus, English Camp, Permainan/Quiz Bahasa Inggris, dan sebagainya) *

1 2 3 4
Sangat Setuju Sangat Tidak Setuju

Ketika melihat bacaan pendek bahasa Inggris, saya mencoba memahami artinya. *

1 2 3 4
Sangat Setuju Sangat Tidak Setuju

Metode pembelajaran yang digunakan dalam pelajaran bahasa Inggris menarik perhatian saya. *

1 2 3 4
Sangat Setuju Sangat Tidak Setuju

Submitted 8/4/21 4:29 PM









CURRICULUM VITAE



Cici Pracilia Syamsul was born in Majene, West Sulawesi, on May 9th 2001. She is the first daughter of three children, the spouse of Peltu H. Syamsul Bahri, S.Ip. and Almh Hj. Zahidah, S.Kep. N.S. The author studied elementary school at SD Negeri 1 Saleppa, Majene and graduated in 2013. Then she took her junior high school at IMMIM Girls Boarding School, Minasate'ne, Pangkep, South Sulawesi and graduated in 2016. The Senior High School was obtained at SMA Negeri 2 Majene, majoring in Science until its completion in 2018. In 2018 the researcher took part in the selection to enter college through the UM route and was later declared to have passed at STAIN Majene, Department of Tarbiyah and Teacher Training, English Education Study Program.