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**IMPLEMENTATION MODEL LEARNING TALKING STICK TO TEACHERS SD  
TIDUNG II MAKASSAR.**

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**ABSTRACT**

School Tidung II is one of the schools located in the district Tamalate that are at the center of the city of Makassar. SD Tidung II is one primary school student annually occupied PGSD to perform activities of PPL. In these training activities are described on the learning model Talking Stick associated with active learning and creative. This activity is based on seeking the learning process more enjoyable and provide diversity of teachers in the learning process. The main method adopted in the implementation are as follows; time presentation of the material stick Talking learning model, using the method of lecture and question jawab. Pada current deployment training process skills approach used method is the demonstration or practice. Based on the results of these training activities shows that what is proposed dirumusan issues can be conducted properly and directed. From the results of this implementation activities get an answer that teachers in attending this event are very enthusiastic and the ability for teachers to apply active learning that is very good. Precious opportunity is not in wasted even though it was realized that from the time and infrastructure is very limited, but with a strong spirit and the encouragement of School Trustees, making this activity can take place successfully and very handy and useful. Suggestions are the training activities; (1) With the completion of this training is expected very helpful and provide positive knowledge of a variety of teaching strategies to deliver more innovative teaching. (2) It is expected that the results of this training can be continued to a higher level and be more focused and sustainable.

**Keywords:** *Implementation, Education, Talking Stick*

**PRELIMINARY**

Language problems in education plays a very important. Education in Indonesia puts Indonesian as a field of study that is taught in schools. Indonesian subjects geared to the mastery of language or communication skills of students.

Based on Law No. 20 Year 2003 Chapter I General Provisions Article 1 (2008: 3) states that:

Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have a religious spiritual intelligence, self-control, personality, intelligence, character, and skills needed him, society, nation and country.

Therefore, learning Indonesian is directed to improve the ability of learners to communicate properly, both orally and in writing. "Learning Indonesian must contain efforts to bring a set of skills" (Djafar, 2010: 2). Indonesian is the primary means of communication of the Indonesian nation. Indonesian nation consisting of various tribes with their respective regional language can establish fraternity for their Indonesian. Therefore, besides Indonesian language as the national language as well as the language of the State.

Rahardi (2011: 10) says that:

Coaching and development ability and language skills in school-oriented strived to four kinds of language skills, ie listening skills, speaking skills, reading skills, and writing skills. Fourth-speaking skills are closely related to one another. The development of the level

of mastery of language skills of students in each language skill will affect another mastery of language skills. In other words, the teaching of language skills is a unified whole. One of them is speaking, with our conversational skills will be easier to communicate and express ideas or ideas to others.

But have the skills to speak not as easy as imagined. Many skilled person pours his ideas in writing, but they are often less skilled pours his ideas in oral form. Although the subject is quite interesting, but because its delivery is less attractive, then the results are also less satisfactory, although the reverse is less interesting topic, because it is presented in such a way that topic could eventually attract the attention of the listener.

Given the importance of the function of language for a nation that has, the need for maintenance and preservation of the language. Various efforts made, including through the mass media, both electronic and printed through activity-scientific activities, research and education.

Indonesian in addition to functioning as the language of instruction in education, as well as the material to be taught to students. Indonesian language teaching in schools is one way to development and preservation of Indonesian. Indonesian is taught at all levels of education, from elementary up to university.

Judging from the age of the Indonesian state, should the Indonesian language teaching in schools has been perfect, both the material being taught mapun methods used. However, reality shows that the perfection of methods and completeness of the materials does not guarantee the success of Indonesian language teaching in schools.

Based on observations made in SD Tidung II findings obtained after being given a speaking test there are still many students who have difficulty speaking it is still difficult to express opinions in a straightforward, less daring manner of speaking haltingly, as well as the lack of mastery of grammar in opinion, acquired approximately 30% who received standard value is 70% while it is below standard KKM 70. the results of the interviews with the school-where the teacher becomes the benchmark gained some things that the teacher is not involved in the learning process, the use of innovative learning model less in accordance with the material being taught so that students are not interested in the subject matter presented, so that students are less bold in expressing opinions, less active in learning, and learning to work together very less visible.

Indonesia in particular the principle of language learning skills bebrbicara explained that in language learning, students will be more successful if they are given the opportunity to use the language to perform a variety of language activities. If they participate, they will be easier to master what they learn. So, in students' learning should be active and courageous in expressing your ideas, look reality, we need a method which can improve students' speaking skills. One method that can be applied in schools to improve the ability to speak is learning model Talking Stick.

Talking Stick is a method of learning that is oriented towards the creation of conditions and active learning environment of the students for their game element in the learning process. Based on the above, the main reason for the selection of instructional model Talking Stick.karena during the learning process takes place after the teacher presents the subject matter, students are given some time to learn the subject matter that has been given, in order to answer the questions the teacher during instructional model Talking Stick.berlangsung. Given the learning model Talking Stick. penalties can be imposed, for example, students were told to tell his experiences, singing, poetry, or punishments that are positive and motivate student learning. Thus, learning by learning model Talking Stick. purely individual student oriented activity undertaken in the form of a game.

Virtually all teaching model characterized by the task structure, the structure, purpose, and structure of the awards. Task structure refers to two things, namely, the learning

and the type of activities organized. This applies to the classical teaching and small groups of students are expected to undertake activities for teaching both academic demands and social demands. The structure of interest is the amount of interdependence required of students when they do their work. While the award structure provides

rewards (reinforcement) to students in any learning activities to raise the spirit (motivation). Troubleshooting is used in this training is a method of observation, lectures and live demonstrations and comes with some other methods such as question and answer, discussion, practice and evaluation.

Activities in this training include:

1. Observation, namely arrange an orientation to the problems faced by primary school teachers who were subjected to this activity.
2. Lecture, made to introduce some material on how menerapkan models pembelajaran talking stick.
3. The demonstration, give participants practice langsung especially primary school teachers who participated in the talking stick deployment training.

#### **METHOD**

The method used in this application is a method ceramah and practice / demonstration. Lectures, made to introduce some material on how menerapkan models pembelajaran Talking Stick. While the demonstration, give participants practice langsung especially primary school teachers who participated in the Talking Stick deployment training. This training lasts for one week, namely:

#### **DISCUSSION**

Based on the results of these training activities shows that what is proposed in the formulation of the problem can be implemented properly and directed. From the results of this implementation activities to get an answer to that cooperative approach learning Talking Stick, this model is a positive influence on the learning process and can enrich the teaching competence in terms of learning variations. According to the results of learning model Talking Stick., Showed that during this most teachers still apply the conventional approach. Application of learning Talking Stick is a model pembelajaran group with the aid of a cane, the group that holds the stick first have to answer questions from teachers after the students learn their subject matter, then the activity is repeated continuously until all the groups got shifts to menjawab question from the teacher. In the management of the learning model at Talking Stick on the class teacher's job is to help students achieve their goals. More teachers to deal with the approach rather than giving information. The task of the teacher manage a classroom as a team working together to find something new for the pupils.

In this case the application of learning models Talking Stick encouraged students to express opinions, daring bertaya, berna ideas and ideas -idenya. Pelaksanaannya lot of fun because the students talk begins with the game in the form of singing, in which the stick (Stick) offered at the time of the singing stopped, the students will try to answer or expression according the teacher's instructions. Things like this are not directly motivate students to eliminate the insecurity and the learning process is not monotonous. Model pembelajaran Talking Stick can be used as a foundation to train the child in his opinion, the courage to answer and perform in front of the class.

Cooperative learning in this case using model Talking Stick. is a method of learning that is oriented towards the creation of conditions and active learning environment of the students for their game element in the learning process. Based on the above, the main reason for the selection of instructional model Talking Stick.karena during the learning process takes place after the teacher presents the subject matter, students are given some time to learn the subject matter that has been given, in order to answer the questions the teacher during

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Learning by Talking Stick.dengan learning model oriented towards students that aims to prepare students as information experts who are able to communicate their knowledge to other students. In addition, learn Talking Stick aims to foster a sense of courage and confidence in the learning process more active, creative, effective, and fun. (Asnaneni, 2004: 9).

Teachers knowledge about innovative approaches are still very limited, whereby it can be concluded that teachers in elementary Tidung II Makassar municipality in these activities gain increased insight into learning innovative (learning model Talking Stick.) is very effective in improving teaching skills especially learning Indonesian language and literature with the results showing a positive value to learning by using pembelajaran Talking Stick.

In the process of learning takes place until the end of recorded some of the findings are:

- a. In the process of learning the students were delighted to learn directly involved because the students are indirectly forced to express their opinions and dare to speak thus is very helpful students to dare to speak.
- b. Pupils still sometimes play when learning while working on the application of learning Talking Stick, and occasionally talking with other friends, but this can be tolerated.
- c. Pupils are active in answering pertanyaan posed by the teacher, the creation of mutual respect, and had dared to express ideas critical and creative.
- d. Teachers in motivating if one student or group expression.

### **CONCLUSION**

Implementation of service activities and training models pembelajaran Talking Stick can be deduced that can provide input and suggestions for similar activities to be dating are as follows:

- a. Participants realized that the material provided was very motivating and diversity in teaching.
- b. Participants of the training is all elementary school teachers Tidung II Municipality Makassar and honorary already quite experienced in learning. And at the time of the training they are very enthusiastic to follow the training process. The results of this training is very enriching knowledge that can be the foundation for the future.

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