

## THE IMPLEMENTATION OF A COLLABORATION BETWEEN READING GUIDE AND TALKING STICK STRATEGIES TO INCREASE STUDENTS' INTEREST IN CIVICS LEARNING

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**Abstract:** This study is aimed to increased students' interest in Civics learning process at class X.OC Senior High School Muhammadiyah Kartasura at Sukoharjo Regency in year 2017 by implementing a collaboration between Reading Guide and Talking Stick strategies. In this study, the students' interest is low enough before the researcher apply the treatment and the teacher have tried to use some ways to solve this problem, such as: speech in front of the class, discussion and quiz. The result of applying these strategies could not increase the students' interest maximally. The researcher puts on a solution in this study by implementing a collaboration between Reading Guide and Talking Stick strategies. The subject in this Classroom Action Research is the students from class X.OC Senior High School Muhammadiyah Kartasura at Sukoharjo Regency in year 2017 which consist of 30 students. The method of collecting the data is taken from informant, where and when this study is done. The technique of collecting data, the researcher applies observations, interviews and questionnaire. There are four steps in the procedure of this study, they are: planning, implementing, observing and reflecting. This Classroom Action Research is done into two steps. The performance indicators of Classroom Action Research can improve the learning interest in the Civic Education teaching-learning process. The researcher hopes by implementing a collaboration between Reading Guide and Talking Stick strategies, the result of students' interest in the Civic Education teaching-learning process at class X.OC Senior High School Muhammadiyah Kartasura at Sukoharjo Regency in year 2017 could be increased at least 80% from 30 students. The achievement of these results is proved by the acquisition of indicators of student's learning interest. The indicators are student interest, excited, feeling happy, attention of students, student involvement, and student activities. The result of this Research shows that before this Classroom Action Research the students at class X.OC Senior High School Muhammadiyah Kartasura in year 2017 only 7 students (23,33%) that have learning interest. Learning process by implementing a collaboration between Reading Guide and Talking Stick strategies, show students who have a good interest in the cycle I is increased to 18 students (60%) and the cycle II is increased to 26 students (86,67%). It shows an achievement of the performance indicator used in the first steps in this study around 80%.

**Keywords:** Reading Guide and Talking Stick strategies, students' interest, Civics Education teaching-learning process.

## INTRODUCTION

Education is very important for the continuation of human life, to create a generation that capable to compete in national and international life. Education also shapes human character that suits the values that apply in the community around, or wider range. Someone who succeeds in achieving education does not only because of

the scores that the person obtains, but, also based on the behavior that reflects the noble and virtuous values.

The problems that often arise and often experienced by the students are related to motivation, activeness, concentration, learning interest, also concept comprehension during the learning process. The learning interest is one of the students' problems in class that need a serious handling, so it results a better learning quality. According to Djamarah (2011:133), interest is the main motivation tool that can raise the students' enthusiasm in a certain time. According to that matter, a teacher should raise the students' learning interest so they can comprehend and understood the lesson.

The learning interest of the students of class X.OC SMK Muhammadiyah Kartasura, Sukoharjo Regency, in the process of Civic Education learning is very low. The students that are serious and interested during the learning process are only 7 out of 30 students, the rest are not interested in learning the lesson. This can be seen from how many students that do not pay attention to the teacher, being busy with other things, talking with the desk mates, playing phones, making reasons to go to the restroom, and not bringing the Civic Education hand book. Teacher has not been using the method that makes the students happy and participate the learning process. The learning process that has been done in the class is less interesting, so the teachers are being asked to pay more attention to the students by approaching them who do not pay attention.

Mrs. Boyem, as the teacher of Civic Education in class X.OC SMK Muhammadiyah Kartasure, has tried a lot of teaching methods such as speech, discussion, and quiz by giving questions, so the students can do discussion with the desk mates. These methods have been done repeatedly. However, the result is not optimal. The methods are not compatible to improve the students' interest in learning Civic Education. It can be proven by how many students that talking to their desk mates during the lesson, not paying attention to the material that is being explained and also too lazy to read.

The students' lack of interest in learning influences the achievement of the goal of the material. It means that a research on increasing the students' interest in learning should be done. The alternative solution that is being proposed is the implementation of a collaboration of Reading Guide and Talking Stick strategies. The implementation of the collaborative strategies is expected to be able to increase the students' interest in Civic Education learning process. According to the background of the study above, the researcher believes that it is important to do a research on "The Implementation of a Collaboration Between Reading Guide and Talking Stick Strategies to Increase Students' Interest In Civics Learning on Students of Class X.OC SMK Muhammadiyah Kartasura, Sukoharjo Regency, Year 2017".

The goal of this research is to improve the student's interest in learning by implementing a collaboration between Reading Guide and Talking Stick strategy in Civics learning process in class X.OC SMK Muhammadiyah Kartasura, Sukoharjo Regency, Year 2017. The increase of learning interest will give positive impact in the

increase of attention, sincerity in learning, the capability of critical thinking, confidence, the capability on working together, leadership, activeness, participation, also the result sore of Civics learning.

Mappiare (1982:62) explains that "Interest is a mental device that includes of the mix feelings of hope, educational, fright or other tendencies that move the individual to a specific choice". Interest is an individual interest on something that makes the individual happy of the specific object. The students' learning interest is an interest that comes from an individual's self because of external factor to do a change to reach the goal. The students' learning interest is a form of happiness; interest and seriousness during the learning process to reach the goal of actualize the change of the students' behavior.

According to Ormod's explanation (2008:101-105), it can be concluded that: 1) Students are interested to the lesson that is being taught, 2) Students have enthusiasm to take part in the learning process, 3) The happiness feeling in learning process, 4) Students pay attention to the material that is being explained by the teacher, 5) Students can follow and do the instructions that is being delivered by the students during the learning process, 6) Accompany the active students during the lesson.

According to . Drost, quoted by Nazarudin (2007:162), "teaching is an effort to make other people learning". According to Mulkan as quoted in Nazarudin (2007:162), learning is an activity to create the students' activity. According to the research, Nazarudin (2007:163) concludes that "teaching is a situation that is designed in order to help and make the learning process easier, in order to build the students' creativity". According to Mulyasa (2009:189): "Teaching is an actualization of curriculum that demand activity, creativity and ability of the teacher in creating and growing students' activity based on the plan that has been programmed, effectively and fun". So teaching is an effort that is being done by the teachers to create activities for the students to meet the goal of teaching.

According to Hamruni (2012:160-161), Reading Guide is a teaching based on text. In order to make the reading process becomes effective, the teacher shold give guide to the students. The questions that should be answered by the students according to the text, should be inclded in the guide. According to Bariroh (2010), the implementation of Reading Gide strategy has several advantage: 1) Students can be active, 2) The material can be finished faster, 3) Motivate the students to read, 4) Build the students' interest in reading, 5) Understand the serious and not serious students during the learning process, 6) The students are demanded to be careful in answering the question, 7) Teacher can find the weaknesses and strengths of the students in reading, 8) The balance in developing the cognitive, affective and psychomotor, and 9) Teacher can know and understand the lazy and not lazy students. There are also the weakness of Reading Gide strategy according to Bariroh (2010), they are: 1) Less effectively in reading because of the short time, and 2) Sometimes it can make the students bored. According to Setyadi and Muhibbin (2011:29-30), the steps on implementing the Reading Guide strategy are: 1) Teacher gives text to the students, 2) Student read the

text, 3) Teachers give guide to the students, 4) Students find important words to answer the questions in the guide, 5) Clarification with the help of the teacher.

Huda (2013:224) states that Talking Stick is a grouping teaching method that needs a stick. The group that holds the stick first are obligated to answer the question first after they learn the material. According to Huda (2013:225), several teaching model of Talking Stick strategies are: 1) Teacher can test the students' readiness, 2) Practice the reading skills and comprehend the material quickly, 3) Teach them to be prepared in any situations. However, there are also weaknesses in Talking Stick strategy, which is for the students that are not comfortable talking in front of teachers, this method is not good. According to Huda (2013:225), the steps of Talking Stick method are: 1) Teacher prepares the stick with 20 cm length, 2) Teacher prepares the main material that will be learned by the students, then give a time for each groups to read and learn the material, 3) Students discuss the problems of the text, 4) After the students finish reading the material and learn it, teacher lets the student to close the material, 5) Teacher take the stick and give it to the students. After that the teacher give a question and the student that holds the stick should answer the question. That is how most of the students get the chance to answer the questions, 6) Teacher gives a conclusion, 7) Teacher does the scoring, then 8) teacher ends the class.

According to the theories above, collaboration can be interpret as a teamwork. So collaboration is a work of ideas that result new strategies. The collaboration between Reading Guide and Talking Stick strategy is a combination of reading and answering questions given by the teacher. Students are divided into several groups. Each groups are given time to read the material that is delivered before to answer the questions. The questions will be given by the teacher by using Talking Stick strategy.

According to the explanation above, it can be concluded that the strength of the collaboration between Reading Guide and Talking Stick strategies are: 1) Students can be active, 2) Material can be explained faster in the class, 3) Motivate the students to love reading, 4) Build reading interest among the students, 5) Understand the serious and less serious students in learning process, 6) Students are demanded to be careful in answering questions, 7) Teacher can fine the students' strength and weakness in reading, 8) The balancace in developing the cognitive, affective and psychomotor field, 9) Teacher can know the lazy and not lazy students, 10) Teacher can test the students readiness, 11) Practice their fast reading kill and understanding the material, 12) Ask the students to be ready in any situations.

There are several weakness of the collaboration between Reading Guide and Talking Stick strategies, they are: 1) The lack of effectiveness in reading because of the lack of time, 2) The students can be bored sometimes, 3) Teacher must plan the time during the teaching-earning process. There are also several steps of usage of the collaboration between Reading Guide and Talking Stick strategies, they are: 1) Teacher gives text to the students, 2) Students read the text, 3) Teacher gives guide in reading, 4) Students finds the important words to answer the questions, 5) Teacher prepares a 20 cm length stick, 6) Teacher gives the stick to one of the students, give the question

and let the students who hold the stick to answer. It is being done after most of the students have a chance to answer the questions.

## APPROACH & RESEARCH METHOD

This research uses Classroom Action Research method. According to Arikuntodkk (2006:16-20), things that are being done in classroom action research are: 1) plan, 2) implementation, 3) observation, 4) reflection. The most used research cycle is the model that is being delivered by Kemmis and MC Taggart, that from the four phase mentioned. The subject of the research is the all of the students of class X.OC SMK Muhammadiyah Kartasura to be given action, Civics teachers and the researcher who give action. The object of this research is the learning interest by implementing the collaboration of Reading Guide and Talking Stick strategies in teaching process of Civics learning in class X.OC SMK Muhammadiyah Kartasura, year 2017.

The data collecting in this research is by using observation, interview and questionnaire method. The questionnaire is used to collect the students' learning interest data. The data of the students' learning interest will be added up based on the students' score, then being interpreted in sentences that become qualitative data. The interpretation that is being used, from data quantitative to data qualitative, are the students' high learning interest and the students' low learning interest. The indicator of this research is the increase of the students' learning interest in Civics learning. The goal that is being wished to be reached by using the collaboration between Reading guide and Talking Stick strategies is to increase the students' learning interest, at least 80% from 30 students in the class.

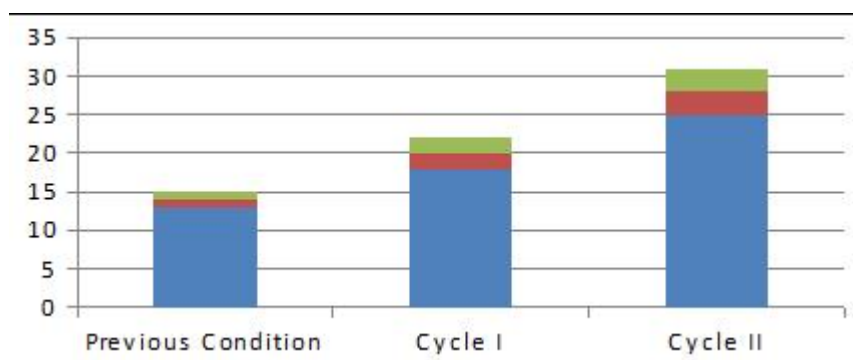
## RESULTS AND DISCUSSION

The findings of this research shows that the teaching-learning process through the implementation of the collaboration between Reading Guide and Talking Stick strategies are added gradually and push the students' interest, enthusiasm, happiness, attention, activeness an they involve directly in learning process.

During the previous condition before the action is implemented, the students who are interested in learning Civics are only 7 out of 30 students (23.33%). The learning process that use the collaboration of Reading guide and Talking Stick strategies show that the students who have learning interest in cycle I increased becomes 18 students (60%) and in cycle II increased to 26 students (88.7%).

The increase if the students' interest influence the increase of the students activeness that also adds up the students' interest in Civics learning. According to the data, it can be seen that there is an increase of 2.67% from cycle I to cycle II. Overall, the previous condition, cycle I and cycle II have increase of 63.34%. The chart of students' learning interest increase in teaching-learning process in class X.OC SMK Muhammadiyah Kartasura, year 2017, from pre- cycle to cycle II can be seen below.





Picture 6. Chart of the Increase of Students' Learning Interest in Civics Learning toward the Students of Class X.OC SMK Muhammadiyah Kartasura 2017 from the Pra-cycle to Cycle II

#### Explanation:

1. Students that have high learning interest in the previous condition is only 7 students (23.33%) from 30 students.
2. Students that have high learning interest in cycle I increase to 18 students (60%) from 30 students.
3. Students that have high learning interest in the end of cycle II are 26 students (86.67%).

The result of this research matches to Ernawati's study (2012) that shows the activeness in Civics learning increases after being implemented a cooperative type of Reading Guide. This also matches to Wulandari's study (2016) that shows the increase of activeness and students' outcomes in learning by implementing Talking Stick strategy. The effectiveness of the method uses can be seen from the positive change that happens to the teacher and students, especially the change in the increase of students' learning interest.

## CONCLUSION

The implementation of the collaboration of Reading Guide and Talking Stick strategies can increase the students' learning interest, which at first the students who have high learning interests are only 7 students (23.33%), then in the end of cycle I are 18 students (60%) and in the end of cycle II are 26 students (85.67%).

The increase of students' interest in Civics learning in class X.OC SMK Muhammadiyah Karatsura can be seen from the students' interest, enthusiasm, happiness, attention, activeness and the direct involvement in the learning process.

The conclusion above gives an implication that the students' interest increases when the collaboration of Reading Guide and Talking Stick strategies is used in the Civics learning process. The result of this research can be done as reference of the teachers to increase the students' interest in learning. Then one of alternatives that can be done is by using this collaboration strategy.

The result of this research also can be used for the teacher as reference on implementing active, innovative, creative, effective and fun teaching strategy. The more active students in learning process, the more interest and understand the students on the material they learn. The students that involve directly in learning process and comprehend the material, then the outcomes of their study will also increases.

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