

Conference Paper

Reading Comprehension Skill By Using Cooperative Learning Type of Talking Stick

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Abstract

Reading is one of four elements of language that is very important to be mastered by students. Skills of students in comprehension of a reading is very important that students have a broad insight. Therefore it is important to improve students' motivation in reading, given that the reading motivation of students is still quite low seen from the results of PISA survey. This article discusses the talking stick type of cooperative learning that can help teachers in implementing the process of reading comprehension learning. One of the benefits of learning with cooperative type of talking stick is to train students to read and understand exactly. So that the talking stick type of cooperative learning is not only useful for speaking skills but also for reading skills.

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Reading is one of four important language skills that needs to be mastered by students. To be able to understand reading materials well, students must have broad insights. To have good insight of reading, ones must have a motivation to do it. The PISA survey shows that the Indonesian students' reading was low. To improve the students' motivation in reading, a talking stick was used. Talking stick is one example of cooperative learning strategies that can help teachers in implementing the process of reading comprehension learning. One of the benefits of talking stick is to train the students to read and understand well.

Keywords: comprehension skill, cooperative learning, reading, talking stick.

1. Introduction

Education is a learning process that can be conducted by everyone everywhere. Education starts with someone still in the uterus until they are dead. It can be conducted in formal or informal ways. 21st-century education became one of the topics that are still warmly discussed in the world of education, especially education in Indonesia today. The greater demand for human resource development and the world of work in this era of globalization has become one of the reasons for the urgency of the 21st-century education. To fulfill these demands, the literacy ability, one of which is realized by reading activity is something that is very important and needed by every individual. Reading

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not only voiced the symbols written, but must be able to understand the meaning of the series of words. Reading is a skill / skill that underlies other literacy skills (Suyono, 2005). In other words, reading comprehension skills required a person to obtain information and knowledge in writing, or simply as entertainment. Therefore reading the understanding is one way to increase students' knowledge in order to master information and technological developments in accordance with 21st-century education.

In fact, however, the current interest in Indonesian reading is still quite low. This can be seen from one of the PISA (Program for International Student Assessment) studies conducted by the OECD developed countries (Organization for Economic Cooperation and Development). The results of the study show that Indonesia is ranked 9th from the bottom of a total of 72 achieving countries. although reading scores have increased not yet significant, from 396 in 2012 396 increased to 397 in 2015.

The issue was also demonstrated by kharizmi (2015) who wrote that a study conducted by Progress in International Reading Literacy Study (PIRLS) in 2006 put Indonesia at the 41st rank of the results of a study conducted on 45 developed and developing countries in the field reading in fourth graders as if it were a worldwide foundation under the coordination of The International Association's data the evaluation of Educational Achievement (IEA).

One of the solutions to increase the interest of children in reading is by learning in school, especially learning Indonesian in primary school. Reading is one of the four competencies of language that is listening / listening skills, skill, reading skills, and writing skills (Tarigan, 2008: 1). Reading reading for children starting from Indonesian language learning is expected to increase reading interest, because reading culture will be formulated early and primary school is the first level of students in formal education.

The learning process will be successful if there is an active interaction between the teacher as the facilitator and the student. in order to create an active learning process then cooperative learning type Talking Stick is one method that can be applied by teachers in the process of reading learning. Talking Stick is a method of defending using a stick, who holds the stick must answer questions from the teacher after learners learn the subject matter (Sutikno, 2014: 133). Talking stick has several advantages, such as testing the readiness of students, training students' skills in reading and understanding the subject matter quickly, and invites students to always be ready in any situation (Huda, 2014: 225). Based on the description, then this article will discuss the step of applying the talking stick in learning comprehension reading skills.

2. Method

This research method is literature review. This research was conducted to study the application of the cooperative type of talking stick learning for reading comprehension skills in elementary school. Data collection techniques used in research is the method of documentation. The data required in this study is obtained from various literature such as books, research reports, journals and proceedings relevant.

3. Findings and Discussion

3.1. Reading comprehension skill

Student's skill in reading comprehension is one of the basic to get information from various science. The basic components of the reading process according to Shafi'ie and Rahim (2008: 2) are recording, decoding, and meaning. The process of reading not only voiced the symbol of numbers alone but must be able to interpret what is read. According to Somadayo (2011: 11), reading comprehension can be as an act of reading that seeks to comprehend the meaning or content of reading comprehensively. The ability to read comprehension is the ability to understand meaning in a passage through writing or reading (Lado in Slamet 2012). According to Tarigan (2008: 58), reading comprehension is one type of reading that has a goal to understand: literary standards or norms, drama, critical reviews, and fictional patterns. Reading comprehension skills are one type of reading activity that seeks to comprehend reading comprehensively so that it can understand the meaning contained in reading.

Barret taxonomy is classified into five major levels of reform as opposed to the six levels of the Bloom Revision cognitive process. Five levels of understanding are 1) literal understanding, 2) reorganization, 3) inferential understanding, 4) evaluation and 5) appreciation (Reeves, 2012: 35).

1. literal comprehension

The literal level of understanding is concerned with the understanding of ideas or information that is explicitly recorded in the text. The question of literal understanding relates to information explicitly stated in the text. It aims to recall information that has been read. questions can be either identifying, mentioning or detailing the appropriate information in the text.

2. Reorganizstion

Reorganizing levels are concerned with understanding the text by reorganizing and composing ideas or information that are explicitly recorded in the text. Reorganizing texts requires analysis, synthesis, and organizing information that is explicitly stated in the text. This is to organize and sort information into specific categories. These questions can be basic ideas, summary points, outlines, and similarities and differences.

3. Inferential Comprehension

The level of inferential understanding is concerned with understanding the text that needs the thinking capacity to assume or the information contained in the text with information or material outside of the text being studied. Inferential understanding requires the reader's involvement between the information explicitly stated in the text with the knowledge possessed by the reader. The reader should use personal allegations, intuitions, experiences, background knowledge, or specific instructions in the text as a basis for summarizing the details or ideas. Such questions may be the author's goals, themes, causes of situations discussed in the text, comparing ideas, causal relationships, predicting outcomes, interpreting languages, supporting details, and information not explicitly written in the text.

4. evaluation

The level of evaluation is concerned with understanding the text by giving judgments about the texts that have been studied. The questions in this level relate to the assessment of the text so that the question is focused on the assessment of the text so that the question is focused on the reader comments on the eligibility of the text, the suitability of the vocabulary or language structure, and the truth of the author's views or information in the text.

5. Appreciation

The level of appreciation is the highest level of reading comprehension in this taxonomy. This level is concerned with the psychological impact on the reader after learning the text.

3.2. Pembelajaran kooperatif tipe talking stick

Talking Stick is a method used by Native Americans to invite everyone to speak or express opinions in a forum (Huda, 2014: 224). "The talking stick has been used or centuries by many Indian tribes as a means of just and impartial hearing. The talking stick was commonly used in council circles to decide who had the right to speak. When

the matters of great concern would come before the council, the leading elder would hold the talking stick and begin the discussion. When he would finish what he had to say, he would hold out the talking stick, and whoever would speak after him would take it in this manner, the stick would be passed from one individual to another so all. The stick was then passed to the elder for safe keeping.”(Locust, 1998 cited in Fujioka, 1998: 157). Talking Stick is a learning strategy that uses stick media that is suitable for training students in speaking and improving students’ understanding of something.

According to Sutikno (2014: 133), Talking Stick is a learning that uses a stick model, who holds the stick must answer questions from the teacher after learners learn the subject matter. Giyoto and Fauzi (2013: 46) mentioned that learning with Talking Stick has several advantages such as 1) Testing readiness of students, 2) Train reading and understanding quickly, 3) To be more active learning (learning first). The weakness of the Talking Stick is also expressed by Shoimin (2014: 199), among others: 1) make heart gymnastics students, 2) students who are not ready can not answer, 3) make learners tense, 4) fear of questions to be given by the teacher. So that in learning that apply Talking Stick require students ready mentally.

According to Huda (2014: 225), the steps in implementing the Talking Stick strategy are:

- 1) the teacher prepares a stick that is about 20 cm long,
- 2) the teacher prepares the basic material to be studied, then gives the group the opportunity to read and study the subject matter,
- 3) the students discuss the problems contained in the material,
- 4) after studying and understand the subject matter, the teacher asks the students to close the reading material,
- 5) the teacher takes the stick and gives to one of the students after which the teacher asks the question and the student holding the stick must answer the teacher’s question
- 6) the teacher concludes,
- 7) the teacher evaluates,
- 8) the teacher closes the lesson.

Then Shoimun (2014: 199) also mentions the steps in applying Talking Stick that is not much different from some of the experts above are:

- 1) the teacher divides the class into several heterogeneous groups,
- 2) the teacher explains the purpose of group task learning,
- 3) the teacher summons the group leader for a task item so that the group gets the task of one material or task different from the other group,
- 4) (5) after discussion, through spokesperson, the group leader presents the results of the group discussion,
- 6) the teacher gives a brief explanation and concludes,
- 7) the evaluation,
- 8) the cover.

4. Conclusions and Suggestions

Based on the above explanation it can be seen that cooperative learning type Talking Stick can be applied in learning comprehension reading to practice reading comprehension skills of students. Through the application of cooperative learning type of talking stick then the students can be trained to understand what is read, train self-confidence, train cooperation also convey opinions. So it is expected after the implementation of learning to read by applying cooperative learning type of talking stick, students will be more motivated in doing reading activities and can understand the readings are read well.

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