

MODIFICATION OF PICTURE AND PICTURE LEARNING MODEL WITH TALKING STICK SYSTEM FOR SPEAKING SKILLS

Suma Usria¹, Ahmad Saifudin², Siti Rofiah³

Nahdlatul Ulama University Blitar, Indonesia

¹ sumaizzu1404@gmail.com, ² saif.ahmad123coretandinding@gmail.com,

³ siti_rofiah@unublitar.ac.id

Abstract

This research aims to modify the cooperative learning model. The modified learning models are the picture and picture learning model and the talking stick learning model. Both models are combined to create a new learning model. This research follows the Research and Development (R&D) methodology. The development model used in this research is the ADDIE model, which consists of five steps: analysis, design, development or production, implementation or delivery, and evaluation. In this research, the stages were only carried out until the product development phase, so the effectiveness of the product has not been tested. The result of this research is a product in the form of a picture and picture learning model with a talking stick system. Additionally, the developed learning model also produces a teaching medium in the form of pictures. These pictures are used as a replacement for the stick that students will pass around. The population and sample in this research are the 7th-grade students of Excellent Ma'arif Garum Junior High School, 11 students. The data collection techniques in this research are observation, interviews, and questionnaires. The data analysis used is qualitative and quantitative. The evaluation results from the reviewers, in terms of product quality, were coded using a quantitative scale referring to the Likert scale categories of product quality. The assessment results for content validity received a percentage score of 87.5% and were categorized as very appropriate, while the assessment results for construct validity received a percentage score of 87.5% and were categorized as very appropriate. Meanwhile, the practicality aspect received a percentage score of 91.1% with a category of very appropriate. The accumulated assessment result was 88.7% with a category of very appropriate. The developed learning model is considered suitable for use in the learning process.

Keywords: Learning Model; Modification; Picture and Picture; Talking Stick; Cooperative Learning

INTRODUCTION

Behavioral changes resulting from interaction with the environment according to the needs. The learning process occurs through the interaction between an individual and their environment. Learning can take place in various situations and conditions, without limitations of time and place (Arikunto, 1990). Learning is an intentional and conscious activity carried out by an individual to acquire new concepts, understanding, or knowledge, which leads to personal changes in relation to both the environment and other individuals. Learning activities conducted in schools are more directed and planned in terms of cognitive, affective, and psychomotor aspects. Proficiency in speaking is an example of a personal change resulting from the learning process. It is one of the skills that students need to master and develop in the current learning process (Rofiah, 2018; Saifudin & Mubarak, 2020). In addition to speaking, there are four other skills: reading, speaking, listening, and writing.

Agreeing with that, Harianto (2020) states that speaking is the most effective way to convey ideas, thoughts, opinions, and the like, and it takes place in various active and creative

communication events. Through speaking, students are expected to be able to deliver messages effectively to others. Moreover, by being proficient in speaking, students will recognize their potential, including physical, intellectual, psychological, characteristic, skill, and socio-cultural aspects in which humans live (Wabdaron & Reba, 2020). Furthermore, Tarigan (2008) states that speaking fundamentally has three main purposes: (a) to inform and report, (b) to entertain and amuse, and (c) to persuade, convince, urge, and assure. Additionally, the purpose of speaking is to communicate with the intention of informing, entertaining, and convincing the listener to understand what the speaker is conveying (Aping dkk., 2018). Therefore, enhancing competence or skills is crucial. Sa'idah & Yulianto (2022) state that the main task of an educator is to have noble character, competence, and the necessary skills for the current era.

To achieve this, educators should use suitable learning models to enhance students' speaking skills. A learning model is a conceptual framework that consists of systematic and organized procedures to achieve a goal and serves as a guide for implementing learning activities (Malawi & Kadarwati, 2017). Furthermore, (Octavia, 2020) states that a learning model is a systematic procedure or pattern used as a guide to achieve learning objectives, including strategies, methods, materials, tools, and media. The use of a learning model greatly influences the improvement of students' skills. However, if teachers do not use appropriate learning models, students may lose interest in the learning activities. Additionally, if learning activities only rely on textbooks, it can lead to a lack of interest in learning and weak English language proficiency among students (Oryzanda dkk., 2022).

From the initial observations conducted by the researcher from September 1, 2022, to October 30, 2022, in the 7th grade of SMP Excellent Ma'arif Garum, the researcher found some issues among the students. The students' speaking skills were found to be low, and there was a lack of interest in learning English. Information obtained from interviews with teachers and students revealed that students lacked confidence in speaking, had limited understanding of grammar, and found the learning process less enjoyable. Based on these findings, it was discovered that the teacher only used worksheets as a teaching tool, resulting in suboptimal English language learning outcomes. From the data collected in the field, it can be analyzed that there is a need for innovation in developing a learning model as a solution to these problems. The suitable learning model to be developed is one that actively involves students in the learning process. Based on the curriculum and competencies of the 7th grade, the researcher will develop a cooperative learning model. In this model, students will be directly involved in the learning process, and group-based learning activities will enhance students' confidence and facilitate their understanding of the subject matter.

One of the functions of a learning model is to assist and guide teachers in selecting teaching methods, learning techniques, and strategies to achieve the learning objectives. The use of an appropriate learning model will enhance students' speaking skills. Therefore, there is a need for innovation in developing learning models. One of the learning models that can be developed is cooperative learning. The cooperative learning model to be developed is a combination of the picture and picture learning model and the talking stick learning model. The development will be focused on the topic of speaking procedural texts in the 7th grade of SMP Excellent Ma'arif Garum.

There have been several previous studies that have developed learning models, one of which is a study by Khoir, Efi Hafidatul in 2021 entitled "*Pengembangan Modifikasi Model Picture And Picture Berbasis Permainan Word Connect Pada Pembelajaran Tematik untuk Siswa Kelas I SD.*" In this study, the researchers used both qualitative and quantitative methods. The result of the study is a product in the form of a modified Picture and Picture learning model based on the Word Connect game. Another study by Septiani, Dede Tatang Sunarya, Julia in 2017 entitled "*Penerapan Model Picture And Picture untuk Meningkatkan Kemampuan Berbicara dalam*

Mengomentari Persoalan Faktual" In this study, the researchers aimed to test the effectiveness of the Picture and Picture learning model in improving speaking skills.

The researcher formulates the problem in this study based on the analysis of needs conducted and the problems that occur in the learning process. The researcher will describe the development and results of the Picture and Picture learning model with the Talking Stick system for speaking skills in the 7th grade of SMP Excellent Ma'arif Garum. It is expected that with the development of this learning model, students' speaking skills will improve. Additionally, the development of this learning model can serve as an alternative method to teach speaking skills to students.

METHOD

This study is a Research and Development (R&D) study. Research and development, according to (Sugiyono, 2010), is a research method used to produce a specific product design, test the effectiveness and validity of the design, and ensure that the product is tested and can be utilized by the public. The development model used in this study is the ADDIE model, which consists of five steps: analysis, design, development or production, implementation or delivery, and evaluation (Susanto & Ayuni, 2017).

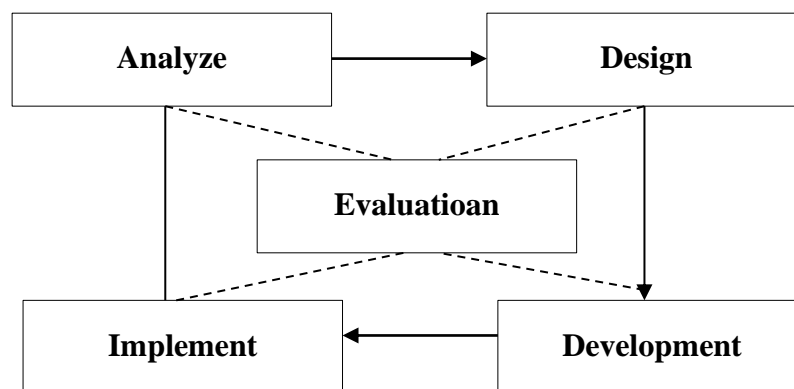


Figure 1. ADDIE Development Procedure Flowchart

The selection of the ADDIE development procedure is due to its rational and comprehensive steps in product development and research model development. Additionally, this technique is considered ideal for instructional design (Branch, 2020).

The population and sample in this study are the 7th grade students of SMP Excellent Ma'arif Garum, 11 students. Due to the small population size, the sampling method used is saturation sampling, as the sample size is less than 30 students (Sugiyono, 2016). The data collection techniques in this study include observation, conducted to observe students during the learning process. Interviews were conducted to understand the problems faced by teachers and students. Validation questionnaires were used to collect data on the suitability of the materials by educational experts and the evaluation of the learning process. Additionally, questionnaires were used to assess the practicality of the learning model.

The data analysis used in this study is both qualitative and quantitative. The assessment results from the reviewers, which include the categorization of product quality, are coded using a quantitative scale based on the Likert scale. The answer options according to this scale are: very suitable, suitable, moderately suitable, not suitable, which makes it easier for respondents to answer. The qualitative data obtained is then transformed based on predetermined score

weights, ranging from 1 to 4. From the collected data, calculations can be performed using the following formula.

$$P = \frac{\sum x}{\sum xi} \times 100\%$$

- P : The Percentage to search
- $\sum X$: The Total Number of Respondents in All Item
- $\sum Xi$: The total Number of Deal Score in One Item
- 100% : Constant

Unfortunately, you haven't provided the specific criteria for product feasibility in the table. Please provide the criteria so that I can translate them for you.

Table 1. Criteria for Product Feasibility

Test Results		
Category	Percentage	Qualification
4	86% - 100%	Very Feasible
3	76% - 85%	Feasible
2	56% - 75%	Moderately Feasible
1	<55%	Less Feasible

(Arikunto, 2010)

RESULTS AND DISCUSSION

Results

The purpose of this research is to develop a cooperative learning model. The learning models used are the picture and picture model and the talking stick model. These two models are combined to create a new learning model, resulting in a modified learning model. Therefore, it is necessary to describe the development and present the results of the picture and picture model with the talking stick system for speaking skills in the 7th grade students of SMP Excellent Ma'arif Garum. The picture and picture learning model is combined with the talking stick model in the form of a guidebook. The design of the guidebook is made attractive with contrasting and clear colors for the illustrations, and the text size is adjusted to the theme. The content of the guidebook includes the cover, preface, table of contents, Chapter I Introduction, Chapter II Theory, Chapter III Mechanism, bibliography, and author's biography. In addition to the learning model, this research also produces picture media. The research results in a product in the form of a picture and picture learning model with a talking stick system. Here is an overview of the guidebook product for the learning model.

Table 2. Manual for the Implementation of the Picture and Picture Learning Model with the Talking Stick System

No.	Section	Description
1	Cover	Consists of the title and name of the author
2	Preface	Expressions of gratitude and hopes for the readers
3	Table of Contents Page Chapter I Introduction	information for the model book

	a. Background	Explanation of the background of developing the instructional model
	b. Learning Model	Explanation of learning theories and approaches used as the basis for developing the instructional model
4	Chapter II Mechanism	
	a. Steps of the Learning Model	Explanation of the steps for implementing the picture and picture with talking stick system instructional model
	b. Simulation of the Learning Model	Explanation of the steps for implementing the instructional model accompanied by simulation images
	c. Learning Media	Examples of media to be used for implementing the instructional model
5	Chapter III Conclusion References and author's biography	

In addition to the instructional model, this research also produced a teaching media in the form of pictures. The pictures are printed on 10 cm x 15 cm sized paper and used as a substitute for the stick. The students will arrange and assemble the pictures in the correct order. Therefore, the combination of the picture and picture instructional model with the talking stick system and the picture media forms an inseparable unity. The following are the picture media used:

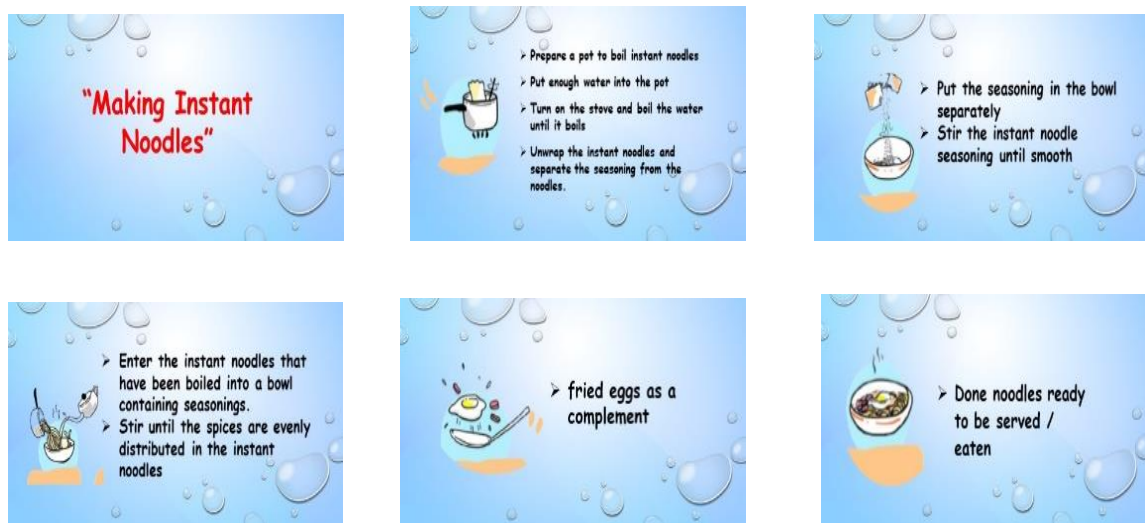


Image 2. Picture Media

After the product was developed, it underwent validation by learning experts and education specialists. The validation process focused on two aspects: content validity and construct validity. The validation results can be seen in the following table.

Table 3. Revised Product Results

No	Before Revision	After Revision
1	There is no chapter division in the presented instructional guide book.	Chapter division in the instructional guide book

2	The theory about the instructional model needs to be clarified.	The theory about cooperative learning model that strengthens the guide book
3	The allocation needs to be in accordance with the regulations.	The allocation is in accordance with the regulations, which are Affective, Core, and Closure with a distribution of 20% for affective, 60% for core activities, and 20% for closure.
4	The writing does not adhere to proper writing rules.	The writing follows proper writing rules
5	Clarify the activities in the mechanism of implementing the instructional model.	The mechanism activities have been clarified and accompanied by a simulation barcode for implementing the instructional model.
6	In the conclusion section	add a table of contents and author's biography. Table of contents and author's biography

After going through the revision stage, the instructional model guideline book was then validated by experts. The expert evaluations are presented in the following table.

Tabel 4. Results of the learning model assessment

No	Aspect	Indicator	Score	Percentage	Category
1.	Content Validity	Supporting Theories	3 out of 4	87,5%	Very Good
		Supporting Components of Content in the Learning Model	11 out of 12		
2.	Construct Components	Komponen	7 out of 8	87,5%	Very Good
		Supporting Components of the Construct in the Learning Model	7 f out of 8		
Average			28 out of 32	87,5%	

The developed instructional model is in the form of a guideline book. The guideline book contains two main elements: content and structure. The content relates to the theory, mechanism, and supporting system of the model. Meanwhile, the structure pertains to the completeness components of the book, such as book color, cover, paper type, paper size, and other components that support the book's structure. The content validity obtained a percentage of 87.5% with a category of "appropriate." Similarly, the structure validity obtained a percentage of 87.5%. Overall, the average validity of both aspects resulted in a percentage of 87.5% with a category of "highly appropriate." Based on the validity results, it can be concluded that the instructional model is considered valid and suitable for testing with students.

Furthermore, the practicality of the instructional model was assessed in the 7th grade of SMP Excellent Ma'arif Garum, involving 11 students who responded to 9 statements in the

questionnaire. The data obtained from the practicality assessment of the instructional model are as follows.

Table 5. Trial of Learning Models

Respondents	Item									Total Score
	1	2	3	4	5	6	7	8	9	
A1	4	3	4	4	3	4	3	3	4	32
A2	4	4	4	4	4	4	4	4	4	36
A3	3	4	3	3	4	4	4	4	4	33
A4	3	3	2	3	4	4	3	3	4	30
A5	3	4	4	2	3	4	2	2	3	28
A6	4	4	4	3	4	4	4	4	4	35
A7	3	4	3	4	4	4	4	4	4	33
A8	4	4	4	4	4	4	4	4	4	36
A9	4	4	4	4	4	4	4	4	4	36
A10	4	3	4	3	4	3	4	4	2	30
A11	3	3	4	4	4	3	3	3	4	32
Total Score	39	40	40	38	42	42	40	39	41	361 from 396
	Presentage (%)									91,1%

The questionnaire results show that 91.1% of students are interested in the instructional model developed by the researcher. The validation of the product development model covers three aspects: content validity, construct validity, and practicality. The overall validation results are as follows.

Table 6. Cumulative Validation Results

No	Aspect	Percentage	Category
	Content Validity	87,5%	Very Good
	Construct Validity	87,5%	Very Good
	Practicality	91,1%	Very Good
	Average Percentage	88,7 %	Very Good

From Table 6, it can be observed that the assessment of the content validity aspect scored a percentage of 87.5%, falling within the category of very feasible. The assessment of the construct aspect obtained a percentage of 87.5%, also falling within the category of very feasible. Furthermore, the practicality aspect received a percentage of 91.1%, categorized as very feasible. The cumulative assessment result reached a percentage of 88.7%, categorized as very feasible. Therefore, it can be concluded that the developed instructional model is suitable for use in the speaking skills learning process.

Discussion

The research aims to develop a cooperative learning model. The developed cooperative learning model includes the picture and picture model and the talking stick model. These two models are combined to create a new instructional model. The implementation of the picture and picture model involves providing several pictures that students arrange in a logical and organized manner according to the taught material (Saniati dkk., 2018). On the other hand, the talking stick model requires the use of a stick rotated within a group, and when the stick stops, students are required to follow the teacher's instructions, such as answering given questions, writing on the whiteboard, expressing opinions, and so on (Murtiningsih, 2016). Cooperative learning

models always involve students in the learning process, making the learning activities more enjoyable. Cooperative learning is characterized by innovation, activity, creativity, and more (Slavin, 1995). The use of cooperative learning models avoids monotonous learning activities that can make students bored, create an unpleasant learning environment, and reduce their interest in learning (Kasih & Nurcahyo, 2020). Therefore, teachers need to adapt their teaching to keep up with the advancements in educational development (Oryzanda dkk., 2022). Hence, teachers should use instructional models that are suitable for the taught material. In improving students' skills, teachers can use or modify instructional models to achieve optimal results, thus requiring innovative instructional models.

The development of instructional models can involve adoption, modification, and even creativity to create a new instructional model (Kasih & Nurcahyo, 2020). The developed cooperative learning model becomes an alternative for the teaching process. This development aims to provide an enjoyable learning experience for speaking skills. Speaking is a crucial skill that students need to possess. It is a means of conveying information from the speaker to the listener, with the goal of influencing behavior, attitudes, and other outcomes through the interaction (Nuraeni, 2002; Rao, 2019). Based on these two theories, they serve as the main foundation for developing or modifying cooperative learning models. The researcher describes the developed instructional model in a guidebook. The guidebook is equipped with various components, both in terms of content and construct. Additionally, the development of this instructional model also results in instructional media to support the instructional process. Instructional media is utilized to facilitate and enhance the learning process (Oryzanda dkk., 2022). The developed cooperative learning model combines the picture and picture model with the talking stick model, and both models are modified to create a new instructional model. The development of an innovative and enjoyable instructional model provides an alternative choice for teachers in their teaching practices, inspiring students to enhance their learning abilities. Moreover, the use of instructional media supports the learning process. Creating a pleasant learning environment is necessary to prevent students from encountering learning-related psychological issues. Arnaldi (2014) emphasizes that when students are in an unpleasant learning environment, they may experience psychological problems and learning difficulties.

The researcher modifies the instructional model based on the conducted needs analysis. The picture and picture model with the talking stick system developed is then validated by educational experts and instructional evaluation experts. Subsequently, the researcher revises the instructional model based on the suggestions provided during the validation process. The development of the instructional model considers aspects such as content, construct, and media. Regarding content and construct, the developed picture and picture model with the talking stick system considers theories, steps, time allocation, and supporting systems. Additionally, the development of instructional models should take into account the principles of instruction, learning theories, and other interdisciplinary knowledge such as psychology, sociology, and other relevant theories (Khoerunnisa & Aqwal, 2020). Media, on the other hand, is used to support the developed instructional model to achieve optimal results. Marpanaji dkk., (2018) similarly stated that instructional media provides students with tools to facilitate their understanding of the subject matter. The main goal of the learning process is to change students' behavior in understanding the instructional material. Therefore, teachers need to provide instructional media facilities to stimulate students' behavioral changes in understanding the given material. These changes can include improved comprehension, understanding of simple or complex concepts, real-world applications, or even abstract concepts.

The developed instructional model was implemented in Grade VII at Excellent Ma'arif Garum Junior High School, using procedural text as the teaching material. From the implementation results, progress was observed, as evidenced by the questionnaire distributed to the students. The researcher suggests that the developed model can be used by teachers. Based on the final conclusion, English language learning in the classroom will be more effective and conducive, particularly for speaking skills.

CONCLUSION

The developed instructional model can be used as an alternative teaching model at present. The cooperative learning model, namely the picture and picture model and the talking stick model, are modified to create a new, innovative, and enjoyable instructional model. The developed instructional model considers various aspects such as content, construct, and supporting media. The content and construct are closely related to theories and principles of instructional models. Additionally, media is utilized to support the developed instructional model in order to achieve optimal results. According to the research objectives, the developed instructional model obtained the category of "very suitable." From this, it can be concluded that the instructional model is suitable for the teaching of speaking skills.

ACKNOWLEDGMENTS

Thank you to Mr. Ahmad Saifudin, S.Pd., M.Pd., as the first advisor, and Ms. Siti Rofiah, S.Pd., M.Pd., as the second advisor, as well as the entire academic community of Nahdlatul Ulama University Blitar for their assistance in completing this scholarly article. Special thanks to my husband, Ahmad Izzuddin, S.Pd.I., M.Pd.I., M.Ag., and my family for their support in completing this article.

REFERENCES

- Aping, M., Kaswari, K., & Uliyanti, E. (2018). Peningkatan Keterampilan Berbicara Melalui Model Numbered Head Together Kelas V SDN 03 Pontianak Kota. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK)*, 7(5), Article 5. <https://doi.org/10.26418/jppk.v7i5.25753>
- Arikunto, S. (1990). *Manajemen Pengajaran Secara Manusiawi*. Jakarta: Rineka Cipta.
- Arikunto, S. (2010). *Prosedur Penelitian*. Rineka Cipta.
- Arnaldi, M. (2014). Four Factor Psychologies as Executive Function to Increase Interest of Learning. *Procedia - Social and Behavioral Sciences*, 112, 503–509. <https://doi.org/10.1016/j.sbspro.2014.01.1195>
- Branch, R. M. (2020). Instructional Design. *Encyclopedia of Creativity, Invention, Innovation and Entrepreneurship*. https://doi.org/10.1007/978-3-319-15347-6_300893
- Hariato, E. (2020). Pembelajaran Keterampilan Berbicara. *DIDAKTIKA*, 9(4), 411–422.
- Kasih, A. P., & Nurcahyo, H. (2020). Pengembangan Model Pembelajaran Adel (Active And Delightful Learning) pada Materi Organel Sel Kelas VII SMP. *EDUSAINS*, 12(1), Article 1. <https://doi.org/10.15408/es.v12i1.14041>
- Khoerunnisa, P., & Aqwal, S. M. (2020). Analisis Model-model Pembelajaran. *FONDATIA*, 4(1), 1–27. <https://doi.org/10.36088/fondatia.v4i1.441>
- Malawi, I., & Kadarwati, A. (2017). *Pembelajaran Tematik (Konsep Dan Aplikasi)*. Magetan: CV. AE Grafika.
- Marpanaji, E., Mahali, M. I., & Putra, R. A. S. (2018). Survey on How to Select and Develop Learning Media Conducted by Teacher Professional Education Participants. *IOP Conf.*

- Series: *Journal of Physics: Conf. Series* 1140. IC-ELINVO.
<https://doi.org/doi:10.1088/1742-6596/1140/1/012014>
- Murtiningsih, M. (2016). Penerapan Model Pembelajaran Talking Stick Pada Mata Pelajaran IPS di Sekolah Dasar. *Prosiding Seminar Nasional Jurusan KSDP-prodi S1-PGSD (Konstelasi Pendidikan dan Kebudayaan Indonesia di Era Globalisasi)*. Seminar Nasional KSDP Prodi S1 PGSD “Konstelasi Pendidikan dan Kebudayaan Indonesia di Era Globalisasi, Malang.
- Nuraeni, N. (2002). *Pembelajaran Bahasa Indonesia SD dan Apresiasi Bahasa dan Sastra Indonesia*. Yogyakarta: BPG.
- Octavia, S. A. (2020). *Model-Model Pembelajaran*. Yogyakarta: Deepublish.
- Oryzanda, O., Saifudin, A., & Widiarini, W. (2022). Developing Flashcards Learning Media To Teach Grammar In Recount Texts For Tenth Grade. *Jo-ELT (Journal of English Language Teaching)*, 9(2), 109–120. <https://doi.org/10.33394/jo-elt.v9i2.6346>
- Rao, P. S. (2019). The Importance Of Speaking Skills In English Classrooms. *Alford Council of International English & Literature Journal(ACIELJ)*, 2(2). www.acielj.com
- Rofiah, S. (2018). Peningkatan Keterampilan Berbicara melalui Model Permainan Snake and Ladder. *Jurnal Pendidikan: Riset dan Konseptual*, 2(2), Article 2. https://doi.org/10.28926/riset_konseptual.v2i2.53
- Sa'idah, S., & Yulianto, A. (2022). Pentingnya Nilai-Nilai karakter dalam Buku Ajar Bahasa Indonesia. *Patria Educational Journal (PEJ)*, 2(3), Article 3. <https://doi.org/10.28926/pej.v2i3.682>
- Saifudin, A., & Mubarak, T. A. (2020). Pengembangan Buku Ajar Mata Kuliah Writing Berbasis Media Sosial Storybird di Program Studi Pendidikan Bahasa Inggris Universitas Nahdlatul Ulama Blitar. *Briliant: Jurnal Riset dan Konseptual*, 5(4), Article 4. <https://doi.org/10.28926/briliant.v5i4.550>
- Saniati, R., Sholeh, K., & Faizah, U. (2018). Pengaruh Model Pembelajaran Picture And Picture Dalam Menulis Cerpen Pada Siswa Kelas XI SMK Negeri 1 Puring Kabupaten Kebumen Tahun Ajaran 2017/2018. *SURYA BAHTERA*, 6(50), Article 50. <http://ejournal.umpwr.ac.id/index.php/surya-bahtera/article/view/5218>
- Slavin, R. E. (1995). *Instruction Based on Cooperative Learning*. Boston : Allyn and Bacon Publishers.
- Sugiyono, S. (2010). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Alfabeta.
- Sugiyono, S. (2016). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Susanto, F., & Ayuni, I. R. (2017). Pengembangan Perangkat Pembelajaran Model Kooperatif Tipe NHT dengan Strategi Pemecahan Masalah (Problem Solving) Sistematis bagi Peserta Didik SMP di Kabupaten Pringsewu. *AKSIOMA: Jurnal Program Studi Pendidikan Matematika*, 6(3), 301. <https://doi.org/10.24127/ajpm.v6i3.1054>
- Tarigan, H. G. (2008). *Berbicara Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.
- Wabdaron, D. Y., & Reba, Y. A. (2020). Peningkatan Keterampilan Berbicara Melalui Metode Pembelajaran Berbasis Masalah Siswa Sekolah Dasar Manokwari Papua Barat. *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar*, 2(1), 27–36. <https://doi.org/10.36232/jurnalpendidikdasar.v2i1.412>