Jurnal Profesi Pendidikan (JPP)
Volume 4, Number 2, Desember 2025
P-ISSN: 2829-0828 E-ISSN: 2828-8831
Open Access: https://journal.ikipsiliwangi.ac.id/index.php/jpp

The Influence of the Talking Stick Learning Model on the Ability to Write Pantun of Seventh Grade Students at SMP Trampil Jakarta

Abd Rozak[1]*, Ade Siti Haryanti[2], Yayan Sudrajat[3]
[1,2,3] Universitas Indraprasta PGRI, Indonesia

Article Info

Article history:

Received May 17, 2025
Accepted December 15, 2025,
Available online December 20, 2025

Keywords:

Learning Model, Talking Stick, Writing, Pantun

DOI:
https://doi.org/10.22460/jpp.v4i2.27371

Abstract

This study aims to examine the effect of the Talking Stick learning model on the pantun writing ability of seventh-grade students at SMP Trampil Jakarta. The research employed an experimental method using a post-test only control group design. The population consisted of 102 seventh-grade students, from which 56 students were selected as the research sample through a random sampling technique. Data were collected using an assessment rubric designed to evaluate students' pantun writing skills. The data analysis was conducted using SPSS version 25. The results of the independent samples t-test revealed a significance value of $p < 0.001$, indicating that the null hypothesis was rejected and the alternative hypothesis was accepted. These findings demonstrate that the Talking Stick learning model has a significant effect on students' pantun writing ability. Furthermore, students in the experimental class achieved a higher average score of 83.96 compared to the control class, which used the Jigsaw learning model and obtained an average score of 67.25. Therefore, it can be concluded that the Talking Stick learning model is more effective in improving pantun writing skills than the learning model applied in the control class..

Corresponding Author:

Abd Rozak
Universitas Indraprasta PGRI, Indonesia
Email Author: abd.rozak1990@gmail.com

INTRODUCTION

Learning the Indonesian language is one of the core subjects at the educational level. Indonesian is both the national language and the medium of instruction in the education system in Indonesia. This is in accordance with Law No. 24 of 2009 concerning the flag, language, and national symbol. Learning the Indonesian language is

important because it encompasses essential aspects such as cognitive, affective, and psychomotor skills, one of which is language proficiency.

Language skills consist of four basic abilities: listening, speaking, reading, and writing. Listening is the initial skill that every individual possesses from birth. Speaking is the ability to convey something through words. Then, reading is the ability to recognize a symbol, which relates to the brain's ability to process what it sees. Meanwhile, writing is the ability to create a symbol so that it can be read well. (Haryanti, 2023).

Writing is considered the most difficult skill, thus this skill is positioned last in language competence (Sudrajat et al., 2023). Writing is not just the process of pouring out an idea, but also involves the ability to construct a clear sentence, using correct grammar and appropriate diction, as well as conveying a message in writing effectively (Samsudin, 2012). Writing skills in school learning consist of writing descriptive texts, argumentative texts, and literary writing, which includes poetry and pantun.

Pantun is a form of literature that is the simplest yet complicated because it needs to adhere to existing rules. This makes writing it seem difficult even for something as simple as a pantun. Furthermore, this is reinforced by the researcher's observations from a junior high school in Jakarta, SMP Trampil, where 68 students or about 67% of 102 seventh graders are unable to create or write pantun properly and correctly, such as uninteresting pantun, unsatisfactory structure, poor word choice or diction, and incorrect spelling to rhyming.

The results of interviews with Indonesian language teachers indicate that the current learning process uses only a conventional model in teaching, especially in writing pantun, meaning that the learning model used is not effective and lacks variation. Therefore, the researcher recommends the talking stick learning model to be implemented in Indonesian language learning, particularly in writing pantun. The talking stick learning model is one that can be applied in the classroom, which can create a more active and effective classroom atmosphere because it is game-based and uses music media (Sa'adah, 2022). The learning model is a guideline created to assist the teaching process in the classroom to be more effective and efficient in achieving learning objectives. The learning model provides a reference for teachers in carrying out learning activities that include planning, implementation, and evaluation of learning. Learning models are usually used to improve students' literacy. Each learning model has different characteristics, procedures, and approaches depending on its objectives, materials, and the conditions of the students in the classroom (Kelana & Wardani, 2021).

Based on the above problem, the researcher is interested in conducting a study that suggests there is an influence of the talking stick learning model on the poetry writing ability of seventh-grade students at SMP Trampil Jakarta. This is relevant to previous research by Jeny Puspita (2020) titled 'The Effectiveness of Using the Talking Stick Learning Method with the Media of Our Weeping Stone in Learning to Write

Folktales for Seventh Grade Students of SMP Negeri 14 Yogyakarta in the 2019/2020 Academic Year,' which stated that there is a significant difference in scores in the ability to write short stories using the talking stick learning model, with a p-value smaller than the significance level of 5% (p= 0.0166<0.05) (Puspita, 2020). However, existing studies on the talking stick learning model mostly focus on general writing skills or narrative texts, such as short stories and folktales, and have not specifically examined its application in pantun writing, which has unique structural and rhythmic characteristics. In addition, comparative studies that contrast the talking stick model with other cooperative learning models, such as the jigsaw model, in the context of pantun writing are still limited. Therefore, this study offers novelty by examining the influence of the talking stick learning model compared to the jigsaw learning model on seventh-grade students' ability to write pantun at SMP Trampil Jakarta, providing empirical evidence that has not been sufficiently explored in previous research.

Then, the talking stick learning model will be compared to the jigsaw learning model, this is to prove whether there is an influence of the talking stick learning model on the students' ability to write pantun. The researcher also hopes that the results of this study can provide practical guidance for teachers in improving the quality of learning, especially in the ability to write pantun in schools.

METHOD

This research uses a quantitative approach with an experimental method, namely True Experimental Design using Post-Test Only Control Group Design. In this research design, there are experimental and control classes to be compared, so only the final scores will be calculated (Sugiyono, 2024). Here is the table of the Post-Test Only Group Design scheme.

Table 1. Post-test Only Control Group Design

Class	Treatment	Observation
Experimental	X	O2
Control		O4

This research was conducted in one meeting consisting of three learning sessions. In the first session, the teacher explained the material about pantun as an introduction and to reinforce basic concepts. The second session focused on providing learning treatment, namely the application of the talking stick learning model in the experimental class, while the control class used a different learning model. The third session concluded with a pantun writing test to determine students' abilities after participating in the learning. In implementing the talking stick learning model, the teacher first prepared learning materials, sticks, and music recordings as supporting media. Next, the teacher presented examples of pantun to students for several minutes, then directed students to form groups of 4–5 people. The core activity was carried out through a pre-designed game, namely a word connection game, by playing music while

passing the stick and calling out words to one group in turn. When the music stopped, the group holding the stick was required to continue the previous word until all group members had had a turn. The learning activity concluded with a group reflection and an evaluation by the teacher of the learning process and outcomes.

The population in this study consists of 102 seventh-grade students. The population is the area of generalization that consists of objects/subjects that have certain qualities and characteristics determined by the researcher for study and then conclusions are drawn. To determine the sample, the theory of Arikunto (2015) is used, which states that if the population size is less than 100, then the entire population becomes the research sample; if the population size is above 100, then the sample taken is between 20-55% (Batee, 2019). To maximize the results of the research, the researcher took a sample of 55% of the population, which amounts to 56 seventh-grade students, including 28 from the experimental class and 28 from the control class. Then, to obtain representative results and to ensure that the results can be generalized, the researcher used probability sampling techniques, specifically random sampling with simple random selection (lottery). This means that there are no specific characteristics or considerations in determining the sample. Meanwhile, the research instrument used is an assessment sheet to evaluate the scores or values of the ability to write pantun. Here are the criteria and indicators for evaluating pantun.

Table 2. Criteria for assessing the writing of pantun.

No.	Variable	Assessment criteria	Maximum score
1	Ability to Write Pantun	The suitability of the pantun structure	20
2		The attractiveness of the content of the pantun	20
3		The power of imagination	20
4		Choice of diction and spelling	20
5		Rhymes	20
		Total	**100**

Table 3. Indicators for assessing the writing of pantun

No.	Assessment criteria	Indicators	Score
1	The suitability of the pantun structure	The pantun has four lines, rhyming a-b-a-b, containing a premise and a message, with a syllable count of 8-12 syllables.	16—20
		The pantun has four lines, rhyming a-b-a-b, containing a premise and a message, with a syllable count of less than 8 syllables.	10—15
		The pantun has four lines, rhyming a-b-a-b, with the premise and the message reversed, having a syllable count below 8 syllables.	6—9
		The pantun has four lines, rhyming other than a-b-a-b, containing a premise and a message, with a syllable count below 8	0—5

No.	Assessment criteria	Indicators	Score
		syllables.	
2	The attractiveness of the content of the pantun	The pantun has an interesting content, a clear meaning, and the message is conveyed.	16—20
		The pantun has quite interesting content, a strong message meaning, and a poorly conveyed message.	10—15
		The pantun has less interesting content, a weak meaning, and a message that is not conveyed.	6—9
		The pantun has uninteresting content, unclear meaning, and unclear message.	0—5
3	The power of imagination	The pantun has a good imagination, provides a creative depiction, and has originality.	16—20
		The pantun has a fairly good imagination, a fairly creative depiction, but is less able to convey feelings to the reader.	10—15
		The pantun has a poor imagination, an unclear depiction, and is unable to give feelings to the reader.	6—9
		The pantun does not have a good imagination and has an unclear depiction.	0—5
4	Choice of diction and spelling	The selection of diction that has the aesthetics of each word and proper spelling according to the rules.	16—20
		A selection of diction that is quite beautiful with fairly good spelling.	10—15
		A selection of diction that is quite beautiful but with less accurate spelling.	6—9
		A selection of diction and spelling that is not accurate.	0—5
5	Rhymes	Harmonious rhymes, the accuracy of the sound of each exact syllable, produce a rhyme with a consistent rhythm.	16—20
		Clear enough rhyme, fairly accurate sound, a poem that is quite suitable. Less clear rhyme, less precise sound, resulting in a poem that is less rhythmic.	10—15
		The rhyme is not harmonious, there is no precise sound in each line, the verse is inconsistent.	6—9
			0—5

The data processing for this research uses SPSS software version 25. SPSS is an application that can be used for statistical calculations in a study. Calculations using SPSS are slightly different from manual calculations; in the results, calculations using

SPSS do not need to be compared with statistical tables but only require looking at the significance value produced. The tests performed using SPSS are 1) descriptive analysis, 2) normality test, 3) homogenity test, and 4) independent t-test (Nuryadi et al., 2017).

RESULT AND DISCUSSION

RESULT

The following is the calculation of normality test, homogeneity test, and independent t-test using SPSS version 25 software based on the scores of the experimental class's ability to write pantun using the talking stick learning model and the control class using another learning model.

Normality test

The normality test of the frequency distribution is conducted to determine whether the distribution is normal or not, which is a requirement for deciding the type of statistics to use in further analysis. The data that need to be tested for normality in this study are two groups, namely the experimental group (VII A) and the control group (VII C). A normal distribution is one that shows the mean, median, and mode having a symmetrical center. Generally, if the data are normally distributed, it will form a shape like a bell.

Normality testing also helps to determine whether the data being analyzed meet the requirements to be tested with parametric statistical techniques, so that the analysis results are valid. This study uses the Shapiro-Wilk formula to calculate the normality test. The following is the normality test calculation of the data distribution above using SPSS version 25.

Table 4. Shapiro-Wilk Normality Test

	Shapiro-Wilk		
Kelompok	**Statistic**	**df**	**Sig.**
Eksperimen	0,970	28	0,590
Kontrol	0,981	28	0,879

Based on the SPSS calculation results, it can be seen that the Sig. value for the Experiment group is 0.590 and for the Control group is 0.879. This is determined because the value of n (number of data = 28) is below 50, so the data used corresponds to the Shapiro-Wilk table above. This means that since both Sig. values are >0.05, it can be concluded that the data from both the experiment and control groups have a normal distribution. Furthermore, the results indicating that the data are normally distributed can also be seen from the histograms (for both experiment and control) as follows.

Table 5. Data of experimental and control classes

Statistic	**Experimental**	**Control**
Mean	83,96	67,25
Median	84,00	67,50
Mode	85	68

Statistic	Experimental	Control
Std. Deviation	2,701	2,504
Skewness	0,029	-0,138

Based on the table above, the histogram for the experimental class is more symmetrical than the control class, as evidenced by the median value of the experimental class being 84.00, which is closer to the experimental class mean of 83.96, compared to the control class median of 67.50 with a mean of 67.25. Both classes have relatively small standard deviations, 2.701 and 2.504, indicating that the data spread for both classes is close to their means. Furthermore, the skewness of the experimental class is positive and near zero, at 0.029, meaning the data distribution of the experimental class is balanced on both sides, while the skewness of the control class is negative, at -0.138, indicating that the data distribution of the control class leans more to the right side of the histogram, or lower. Nonetheless, both are still considered normally distributed since the histogram does not show a skewness to either side.

Homogeneity test

The data above shows that the data is valid and normally distributed. Next, the data was tested for homogeneity using Levene's test with SPSS. Here are the calculation results.

Table 6. Levene's Test for Homogeneity

	Levene Test			
Statistic		**df1**	**df2**	**Sig.**
Based on mean	0,329	1	54	0,569
Based on median	0,315	1	54	0,577

So it can be seen from the results of the Levene test with SPSS that the Sig. value is 0.569 which means this value is > 0.05, so it can be concluded that the two classes being compared are homogeneous.

Independent t-test

The results of the data normality and homogeneity tests above are stated to meet the requirements for performing parametric statistical calculations (normally distributed and considered homogeneous), namely the independent t-test. The following are the results of the independent t-test calculations using SPSS.

Table 7. Independent T-Test

Statistic	Equal variances assumed	Equal variances not assumed
F	0,329	-
Sig.	0,569	-
t	24,015	24,015
df	54	53,692
Sig. (2-tailed)	0,000	0,000
Mean Difference	16,714	16,714
Std. Error Difference	0,696	0,696

Based on the table above, it can be seen that the Sig. F value is 0.569, which means this value is >0.05, so the column used is the Equal variances assumed column. In that column, it shows that the p-value (Sig. (2-tailed)) is 0.000, which is equivalent to p< 0.001. Thus, the data shows a significant difference with a mean difference of 16.714. Therefore, it can be concluded that $p < 0.05$, meaning H_0 is rejected and H_1 is accepted.

DISCUSSION

The findings of this study demonstrate that the talking stick learning model is more effective in improving students' pantun writing ability than the learning model applied in the control class. Based on calculations using SPSS version 25, the experimental class consistently outperformed the control class across all assessment criteria. The experimental class achieved a higher average score of 83.96 with a total score of 2351, while the control class obtained an average score of 67.25 with a total score of 1883. The independent samples t-test further confirmed that this difference was statistically significant, with a p-value < 0.001. These results indicate that the observed difference did not occur by chance, but rather reflects the real impact of the talking stick learning model on students' writing performance.

From a pedagogical perspective, the superiority of the experimental class can be attributed to the active, interactive, and cooperative nature of the talking stick learning model. This model requires students to participate actively through turn-taking, verbal expression, and group interaction, which are essential elements in developing writing skills, particularly literary writing such as pantun. According to Slavin (2015), cooperative learning environments promote deeper cognitive processing because students are encouraged to articulate ideas, negotiate meaning, and provide feedback to peers. In pantun writing, these processes support students in refining diction, structure, and rhyme patterns through continuous interaction.

The normality and homogeneity test results confirmed that both groups met the assumptions required for parametric statistical analysis, thereby strengthening the validity of the findings. Moreover, the relatively low standard deviation in the experimental class suggests that the talking stick model not only improved average performance but also contributed to more consistent learning outcomes among students. This finding aligns with constructivist learning theory, which emphasizes that knowledge is actively constructed through meaningful social interaction rather than passively received from the teacher (Vygotsky, 1978).

In addition to cognitive factors, motivational aspects also played an important role in the effectiveness of the talking stick learning model. The use of music, games, and physical movement created an enjoyable learning atmosphere that reduced students' anxiety and encouraged participation. According to Self-Determination Theory, learning motivation increases when students experience autonomy, competence, and relatedness during learning activities (Deci & Ryan, 2000). In this study, students experienced autonomy through active participation, competence through successful

completion of writing tasks, and relatedness through collaboration with peers, which collectively contributed to improved writing outcomes.

The findings of this study are consistent with previous research examining the effectiveness of the talking stick learning model. Melani Yulia Indra (2025), in her study entitled "The Effect of Using the Talking Stick Method with Canva Media on Writing Speech Texts for Eighth Grade Students at SMP Negeri 5 Padangpanjang," reported that the talking stick model significantly improved students' writing ability, with a percentage difference of 7.81% between the experimental and control classes. Although Indra's study focused on speech text writing, the similarity in results suggests that the talking stick model is effective across different types of writing genres. This supports the argument that active and cooperative learning models are particularly suitable for developing writing skills that require both creativity and structural accuracy.

Other recent studies also support the use of cooperative and game-based learning models in language instruction. Sari and Putra (2022) found that cooperative learning significantly enhanced students' writing organization and fluency at the junior high school level, while Rahmawati et al. (2023) demonstrated that game-based cooperative learning improved students' engagement and writing quality by fostering an interactive learning environment. Compared to conventional teaching approaches that are often teacher-centered, the talking stick model provides students with greater opportunities to practice, express ideas, and receive immediate feedback, which are crucial for mastering pantun writing.

Overall, the discussion of these findings confirms that the talking stick learning model is an effective instructional strategy for improving students' pantun writing ability. The model addresses both cognitive and affective dimensions of learning by combining cooperative interaction, motivational elements, and active participation. Therefore, the talking stick learning model can be recommended for implementation in Indonesian language instruction at the junior high school level, particularly to enhance students' pantun writing skills.

CONCLUSION

Based on the research results and discussion, it can be concluded that the application of the talking stick learning model is significantly more effective than the learning model used in the control class in improving the ability to write pantun of grade VII students. This is indicated by the high difference in average scores between the experimental class and the control class, namely 83.96 compared to 67.25, as well as the results of the independent samples t-test which showed a significance value of $p < 0.001$, so that the difference did not occur by chance. The advantage of the talking stick model lies in its characteristics that encourage student activity, interaction, and cooperation through game- and music-based activities, thus creating a fun learning atmosphere, increasing motivation, and facilitating the creative thinking process in writing pantun. Thus, the talking stick learning model can be recommended as an

alternative strategy for learning Indonesian at the junior high school level, especially to improve students' pantun writing skills.

ACKNOWLEDGE

Thank you to Indraprasta PGRI University for being a shelter for researchers to gain knowledge, thank you to the Principal of SMP Trampil Jakarta who has granted permission to conduct this research, thank you to Dr. Ade Siti Haryanti, M.Pd. and Dr. Yayan Sudrajat, M.Pd. who have guided the researcher until the completion of this study, and thank you to the Jurnal Profesi Pendidikan (JPP) IKIP Siliwangi for being the medium for publishing this research.

REFERENCES

Batee, M. M. (2019). Pengaruh Media Sosial Terhadap Keputusan Pembelian Di Toko Kaos Nias Gunungsitoli. Jesya (Jurnal Ekonomi & Ekonomi Syariah), 2(2), 313–324. https://doi.org/10.36778/jesya.v2i2.108

Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. Psychological Inquiry, 11(4), 227–268. https://doi.org/10.1207/S15327965PLI1104_01

Haryanti, A. S. (2023). Pengaruh Metode POE2WE Dalam Kemampuan Menulis Deskirpsi Mahasiswa Universitas Indraprasta PGRI. Jurnal Ilmu Sosial Dan Pendidikan (JISIP), 7(2), 1574–1579. https://doi.org/10.58258/jisip.v7i2.4972/http

Indra, M. Y. (2025). The effect of using the talking stick method with Canva media on writing speech texts for eighth grade students at SMP Negeri 5 Padangpanjang. Journal of Language and Learning Innovation, 7(1), 45–56.

Kelana, J. B., & Wardani, D. S. (2021). *model pembelajaran IPA SD*. Cirebon: Edutrimedia Indonesia.

Nuryadi, Astuti, T. D., Utami, E. S., & Budiantara, M. (2017). Buku Ajar Dasar-dasar Statistik Penelitian. In Sibuku Media (ke-1). Sibuku Media. http://eprints.mercubuana-yogya.ac.id/6667/1/Buku-Ajar_Dasar-Dasar-Statistik-Penelitian.pdf

Puspita, J. (2020). Efektivitas Penggunaan Metode Pembelajaran Talking Stick Dengan Media Dongeng Kita Batu Menangis Dalam Pembelajaran Menulis Cerita Rakyat Kelas Vii Smp Negeri 14 Yogyakarta Tahun Ajaran 2019/2020. Repository Upy, 0166(1). http://repository.upy.ac.id/3342/1/ARTIKEL-JENNY-PUSPITA.pdf

Rahmawati, D., Suyanto, E., & Lestari, P. (2023). Game-based cooperative learning to improve students’ writing skills in junior high school. Journal of Educational Research and Practice, 13(1), 45–56. https://doi.org/10.5590/JERAP.2023.13.1.04

Sa'adah, R. (2022). Model Pembelajaran Kooperatif Tipe Talking Stick dalam Pembelajaran IPS di Sekolah Dasar (A. Kori (ed.)). Pustaka Egaliter.

Samsudin, A. (IKIP Si. (2012). Peningkatan Kemampuan Menulis Eksposisi Berita Dan Menulis Eksposisi Ilustrasi Siswa Kelas V Melalui Model Pembelajaran Kooperatif Terpadu Membaca Dan Menulis. Penelitian Pendidikan UPI, 13(2), 1–11. https://dosen.ikipsiliwangi.ac.id/wp-content/uploads/sites/6/2018/03/Asep_Samsudin_Artikel_Pembelajaran_UPI.pdf

Sari, M., & Putra, R. (2022). Cooperative learning and its impact on students' writing performance. International Journal of Instruction, 15(3), 789–804. https://doi.org/10.29333/iji.2022.15342a

Slavin, R. E. (2015). Cooperative learning: Theory, research, and practice (2nd ed.). Boston, MA: Allyn & Bacon.

Sudrajat, Y., Sari, N. W. A. P., Paturahman, M., & Agustin, Y. (2023). Pengaruh keterampilan membaca dan menulis terhadap kemampuan berpidato pembelajar Sekolah Menengah Atas swasta Jakarta Timur. Sinau: Jurnal Ilmiah Pendidikan Dan Pembelajaran, 2(1), 138–149.

Sugiyono. (2024). Metode Penelitian Kuantitatif, Kualitatif, dan R&D (Sutopo (ed.); Kedua, Cet). Alfabeta.

Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Cambridge, MA: Harvard University Press.