

## The Effectiveness of the Talking Stick Method in Analyzing Report Text Information

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### Abstract

The ability to analyze information in report texts is an essential skill in strengthening students' literacy in line with the Independent Curriculum. This Classroom Action Research (CAR) aims to examine the effectiveness of the Talking Stick method assisted by the Magic Bag learning media in improving the ability to analyze report texts in 29 students of class XI-F at SMP Negeri 10 Malang. This study is based on Vygotsky's Zone of Proximal Development (ZPD) theory and the principle of Culturally Responsive Teaching (CRT), which emphasizes the role of cultural context in learning. The research was conducted using the Kemmis & McTaggart model in two cycles. Local cultural content such as the Kasada Ceremony, Malang Tempo Doeloe, and Larung Sesaji Ceremony was integrated into collaborative learning activities. Data were collected through tests, observations, and questionnaires. The results showed a significant improvement in students' ability to analyze report texts, with the average score increasing from 62.5 in Cycle I to 78.2 in Cycle II, and the completeness percentage rising from 34.5% to 79.3% against the Minimum Completeness Criteria (KKM). Improvements were also seen in aspects such as identifying key information, understanding text structure, and drawing conclusions. This study demonstrates that the Talking Stick method combined with Magic Bag media and local cultural content effectively enhances students' literacy skills, encourages active participation, and strengthens contextual learning. It is recommended as an innovative cooperative strategy in teaching report texts at the junior high school level.

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## Introduction

Indonesian learning not only aims to develop language skills, but also encourages students to think critically in understanding various types of texts, including report texts. This ability includes understanding structure, linguistic characteristics, and presenting factual information systematically (Ministry of Education and Culture, 2017). However, in practice, learning report texts in schools is often monotonous, lacking contextual, and dominated by lecture methods, so that students have difficulty finding the meaning and relationship of information in the text (Pratiwi, 2020).

The results of initial observations in class XI-F SMP Negeri 10 Malang showed that 65% of students had difficulty analyzing the information in the report text independently. Students are only able to identify literal information without interpreting the author's intent or relating it to a broader context. The average value of the report text analysis of 62.5 is still below the Minimum Completeness Criterion (KKM) 75. This condition is exacerbated by the lack of implementation of interactive and collaborative learning models in the classroom, which has an impact on low active student participation in discussions and problem-solving (Teacher Interview, May 2024). This finding is in line with Hidayati's (2021) research that conventional approaches encourage passive learning patterns, and are contrary to the spirit of the Independent Curriculum which places students as active subjects in the learning process (Supriyadi, 2020).

The urgency of this research is even stronger when it is associated with the results of the 2018 Programme for International Student Assessment (PISA) survey, where Indonesia is ranked 74th out of 79 countries in terms of reading literacy, with more than 70% of students only able to understand explicit information without the ability to analyze or reflect on the content of the text (OECD, 2019). This fact shows that the ability to analyze texts, including report texts, is still a major challenge in Indonesian education.

The gap in this study lies in the limited studies that specifically test the effectiveness of the Talking Stick method based on local cultural contextual media to improve students' critical thinking skills in analyzing report texts at the junior high school level. Previous studies such as Febriana (2019) and Komalasari (2018) have only focused on literal understanding or the activeness of discussions without integrating aspects of critical reading and local culture. In contrast to Johnson & Johnson (2022) which implements culturally context-based cooperative learning at the high school level in the United States, this study specifically tested the Talking Stick method based on local culture at the Indonesian junior high school level. According to Wahyuni et al. (2023), cooperative learning combined with cultural-context-based media is effective in increasing critical literacy and the courage to speak up in the classroom.

Therefore, this study offers novelty in the form of a combination of the Talking Stick method, Magic Pocket media, and local cultural content in report text learning as an active learning strategy that has not been widely applied in Indonesian junior high schools. This study aims to test the effectiveness of the Talking Stick method in improving the ability of students to analyze report text information. This approach is expected to be an alternative learning solution that is interactive, contextual, while supporting the strengthening of students' critical literacy.

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## Method

This study uses the Classroom Action Research approach with the Kemmis & McTaggart model which consists of four stages in two cycles, namely planning, action, observation, and reflection. The subjects of the study were 29 students in grades XI-F SMP Negeri 10 Malang in the even semester of the 2023/2024 school year who were selected purposely because based on the results of initial observations showed that the ability to analyze the report text was still low. The research instruments consisted of pretest and posttest cognitive tests of 5 description questions each, an observation sheet of student collaboration activities containing 10 indicators, a student response questionnaire with a Likert scale of 4 choices, and a report text analysis assessment rubric covering aspects of language, structure, and cultural context. The validity of the content of the instrument was tested through expert judgment by two Indonesian education lecturers and one practitioner teacher, while the reliability of the questionnaire and observation sheet was tested using Alpha Cronbach with a coefficient of 0.84 and 0.81, respectively, in the very good category. The grouping of students was carried out heterogeneously based on pretest scores, namely the high ( $\geq 75$ ), medium (60–74), and low ( $< 60$ ) categories proportionally in each group. The action procedure was carried out in two cycles, each of which included the planning stage (compiling learning scenarios, LKPD based on the Magic Pocket, and Malang cultural visual media), action implementation (application of the Talking Stick method in learning report texts), observation (recording collaboration activities, discussions, and student courage), and reflection (analyzing the results of observations, tests, and questionnaires to determine improvements in the next cycle). In the first cycle, learning was focused on the introduction of the Talking Stick method through video analysis of local culture and discussions using LKPD in heterogeneous groups, while the second cycle involved strategy revision in the form of adding scaffolding for weak groups, integration of infographics, and enrichment of questions based on cultural context in the Magic Pocket media. Data analysis techniques are carried out quantitatively and qualitatively, where quantitative data in the form of pretest and posttest scores are analyzed using comparative descriptive statistics to compare the average and percentage of completeness between cycles, while qualitative data in the form of observation results, field notes, and questionnaires are analyzed descriptive-qualitatively through data reduction, data presentation, and conclusion drawn. The Minimum Completeness Criteria (KKM) in this study was set at 75.

## Results and Discussion

### Results

The research was carried out in two cycles to measure the increase in the learning effectiveness of students in analyzing report text information through the application of the Talking Stick method. Learning evaluation is carried out by comparing the results of the initial (pretest) and final (posttest) tests in each cycle, as well as analyzing student participation during learning and student responses through questionnaires.

In the first cycle, the results of the pretest showed that the average class score was 62.5, with only 10 students (34.5%) meeting the Minimum Completeness Criteria (KKM) of 75, while the rest were still in the incomplete category. Most students are only able to identify literal information such as keywords or names of cultural objects, but have not demonstrated the

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ability to interpret cultural meanings or the structure of the report text in more depth. Observations during the activity showed that interaction between students was still limited, and only a few students were active when it was their turn to use the stick. This indicates that students' understanding and critical thinking skills have not been optimal, and the Talking Stick method has not been fully effective in the early stages.

Reflection from the first cycle resulted in a number of improvements that were applied in the second cycle, such as more contextual question preparation, strengthening the teacher's direction during group activities, and more proportionate timing for student discussion and reflection. After the action was taken in the second cycle, there was a significant increase. The average posttest score increased to 78.2, and the number of students who reached the KKM jumped to 23 students (79.3%), passing the classical completion threshold. Students showed better ability to compose sentences with the structure of SPOK, relate information to the local cultural context, and write conclusions that were in accordance with observational data from the video.

Apart from the test results, the effectiveness of the method is also reflected in observation sheets and questionnaires. Observations showed an increase in verbal participation, boldness to speak, and collaboration between students in answering questions based on turns. The questionnaire distributed after the second cycle showed that 85% of students felt more confident and helped in understanding the content of the report text through the Talking Stick method, because the process was fun and demanded high focus. These findings reinforce previous studies that stated that the Talking Stick method can encourage active and collaborative engagement in Indonesian learning (Febriana, 2019; Komalasari, 2018).

The implementation of PTK with the Kemmis and McTaggart models has been proven to be helpful in designing and evaluating actions in a sustainable manner. Learning based on local cultural projects associated with actual videos also strengthens the relevance of the material to students' real lives, according to the principles of the Independent Curriculum (Supriyadi, 2020).

**Table 1.** Students' Cognitive Diagnostic Pretest Scores

Valid	Frequency	Percent	Criteria
40	5	17,2%	Inadequate
60	15	51,7%	Enough
80	7	24,1%	Speak
100	2	6,9%	Very Talkative
<b>Total</b>	<b>29</b>	<b>100,0%</b>	

The results of the pretest show that the majority of students in grade IX F have not reached learning completion. A total of 20 students (68.9%) were in the category of sufficient and inadequate, indicating that their initial understanding of the analysis of the text of the cultural report was still limited, especially in composing sentences, identifying the content of the local culture, and writing information from the video appropriately.

Meanwhile, only 2 students (6.9%) were classified as very capable and 7 students (24.1%) were in the capable category. This condition emphasizes the need for differentiation-based learning strategies, the use of cultural video media, and the Talking Stick method to improve critical thinking, collaborative, and literacy skills in local cultural texts.

**Table 2.** Analyzing the text of the report in video reportage (Posttest cycle 1)

Value Range	Number of Students	Percentage (%)	Category
55-64	9	31,0%	Incomplete
65-74	11	37,9%	Almost Complete
75-84	6	20,7%	Tuntas
≥85	3	10,4%	Very Complete
Sum	29	100%	

In the first cycle, the results of the analysis showed that most students still did not reach the Minimum Completeness Criteria (KKM), which was a score of 75. A total of 9 students (31%) were in the incomplete category, and 11 students (37.9%) were almost complete. Only 9 students (31%) were classified as complete and very complete. This shows that learning methods are still not effective enough in actively guiding students to understand information from cultural report texts. Observations showed that students from the "Need Assistance" group were less actively involved in discussions and had difficulty writing information from video reportage.

**Figure 1.** Documentation of Posttest Implementation Cycle 1**Table 3.** Analyze and write information on the content of the report text based on videos about three cultures of Malang (Posttest cycle 2)

Value Range	Number of Students	Percentage (%)	Category
65-74	5	17,2%	Almost Complete
75-84	13	44,8%	Conclusion
≥85	11	37,9%	Very Complete
Sum	29	100%	

After the application of the Talking Stick method with the Magic Pocket learning media optimally and reflection on the implementation of cycle 1, there was a significant increase. Students who reached the "complete" and "very complete" categories increased to 24 students (82.7%). The "Proficient" group showed an improvement in the ability to write SPOK sentences with concrete cultural data, while the "Quite Proficient" group became more confident in delivering the results of the analysis. Magic Pocket Media The object of analysis in the form of videos and verbal reflection activities makes the analysis process more meaningful. Collaborative activities and turns to listen and write until presenting spur individual responsibility to understand information. This shows that a cooperative learning model based



on local culture with Talking Stick is effective in increasing student participation and understanding.



**Figure 2.** Documentation of Posttest Implementation Cycle 2

## Discussion

A significant increase in learning outcomes in the second cycle showed the successful application of the Talking Stick method combined with local cultural video media and differentiated groupings. The average score of students increased from 62.5 (pretest) to 78.2 (posttest cycle 2), proving that this intervention was effective in encouraging students' analytical skills on the content and structure of the report text. From the cognitive aspect, students who were previously only able to mention literal facts (such as place names or cultural figures) began to be able to compose sentences based on the Subject-Predicate-Object-Description (SPOK) pattern according to the report structure, relate the information in the video to local cultural values such as mutual cooperation, courage, and respect for ancestors, and logically infer information based on observation data. For example, when studying the Kasada Ceremony video, students are able to identify the value of mutual cooperation in the process of providing offerings, then reflect on the importance of these values in school life. This achievement is in line with research by Wahyuni et al. (2023) who stated that the integration of local culture-based media can improve students' critical thinking skills and text literacy.

In terms of participation and learning attitudes, the observation results showed a significant increase. In the first cycle, 41.3% of students were still passive and hesitant when receiving their turn to speak with a stick, while in the second cycle only 13.8% of students remained passive. The majority of students are actively involved, more confident, and able to express their opinions without fear. This shows that the use of physical symbols (sticks) is able to create a democratic learning atmosphere. These results corroborate the findings of Putri et al. (2022) which prove that the turn-based cooperative method is effective in increasing courage, student involvement in discussions, and confidence in conveying ideas.

These findings also support Vygotsky's theory of the importance of Proximal Development Zones (ZPDs), where students are helped to learn when interacting with more proficient peers (Woolfolk, 2022). Face-to-face interactions and group discussions conducted in the Talking Stick method accelerate the development of students' analytical skills due to the natural scaffolding of peers. The Johnson & Johnson study (2022) confirms that cooperative learning based on direct interaction is able to significantly improve academic outcomes and critical thinking skills.

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In particular, from the perspective of Culturally Responsive Teaching (CRT), the integration of local cultural video media in LKPD such as the Kasada Ceremony, Malang Tempo Doeloe, and Larung Sesaji not only increases the relevance of the material but also strengthens the cultural identity of students. This is in accordance with the CRT principle which places students' cultural values as a force in the learning process (Gay, 2021). For example, in the LKPD with the theme of the Kasada Ceremony, students were asked to analyze the meaning of the value of mutual cooperation shown in the video, then reflect on the form of mutual cooperation that they carried out in the school and family environment. This mechanism not only increases the relevance of the material, but also creates an affirming cultural identity that has a positive impact on students' active participation and learning motivation. This finding is supported by Hasanah (2023) who states that local culture-based materials can build students' emotional attachment to learning.

When compared to previous research, such as Febriana (2019) which applied the Talking Stick method without cultural contextual media and only obtained an increase in participation of up to 65%, this study showed more optimal results with 79.3% of students completing and active participation increasing drastically in the second cycle. The advantage of this research lies in the integration of local cultural media which has succeeded in increasing students' courage in speaking because the material raised is close to their daily lives. In addition, group differentiation based on pretest scores also contributes to creating a conducive discussion atmosphere through peer tutoring, something that has not been explored in Febriana's (2019) research.

Thus, the results of this study not only strengthen the cooperative and Vygotsky theories of ZPD, but also affirm the effectiveness of Culturally Responsive Teaching in increasing active participation, critical literacy, and a sense of belonging to local culture-based learning materials at the junior high school level.

## Conclusion

This study shows that the application of the Talking Stick cooperative model integrated with local cultural content significantly improves the ability of students in grades XI-F SMP Negeri 10 Malang to analyze information in the report text. The increase in academic achievement from 62.5 to 78.2 and student involvement in group discussions reflects the effectiveness of this approach in fostering active participation, critical thinking skills, and collaboration between students. The group differentiation strategy based on pretest scores and the use of Magic Bag media has been proven to support a more inclusive and democratic learning process. In addition, the integration of local culture in LKPD and video media encourages students to be more enthusiastic because the material studied has relevance to their daily cultural experiences, while reinforcing the urgency of implementing Culturally Responsive Teaching (CRT) in language learning. However, this study has limitations in the aspect of subject coverage that only involves one class in a homogeneous cultural environment so that the results cannot be generalized to other levels or regions, as well as the potential for participation bias because teachers play the role of researchers. Therefore, further studies are recommended to replicate this model at other levels of education with control of cultural variables and involve external collaborators to obtain more objective and comprehensive

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results. Practically, this finding recommends that Indonesian teachers integrate local culture-based media and a cooperative model assisted by physical symbols in learning to improve critical literacy and student participation, while for schools and education offices, this result can be a reference for the preparation of literacy programs based on local wisdom and culturally responsive contextual learning guidelines to support the implementation of the Independent Curriculum and the strengthening of the Profile Pancasila students at school.

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### Authors' Note

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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