

IMPROVING STUDENTS' ABILITY TO STORY YOUR EXPERIENCES WITH THE TALKING STICK MODEL IN CLASS III STUDENTS AT SDN 13 KABILA BONE BOLANGO DISTRICT

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ABSTRACT

The formulation of the problem in this study is "Can the ability of students to share their experiences in class III at SDN Kabila, Bone Bolango Regency , improve?". The purpose of this study was to "Improve students' ability to tell experiences with the Talking Stick model in class III at SDN 13 Kabila, Bone Bolango Regency". The model used in this research is a class action approach. This study uses data collection techniques through observation, testing and documentation. The subjects of this study were 21 class III students.

The results of this study indicate that students who have the ability to tell experiences using the Talking Stick model in cycle I meeting 1 are 5 students with a percentage of 24%, in cycle I meeting 2 there are 9 students with a percentage of 43%. While the results in cycle II meeting 1 were 13 students with a percentage of 62%, in cycle II meeting 2 there were 18 students with a percentage of 86%. The results in cycle II have reached the indicators of success that have been set, so it can be concluded that by using the Talking Stick model the ability of students to share their experiences in class III SDN 13 Kabila, Bone Bolango Regency has increased.

Keyword: Telling experience, Talking Stick model.

INTRODUCTION

Language is a means for humans to convey thoughts or reasoning, attitudes and feelings. Humans associate and communicate, seek information and control thoughts, attitudes and actions by using language. Especially the ability to use language, is not a natural ability, such as breathing. This ability is not innate and cannot be mastered by itself but must be learned. Indonesian language learning in elementary schools aims to develop Indonesian language skills in all its functions as a means of thinking, unifying communication, developing science and technology and culture. In learning Indonesian, language knowledge and skills are given which include listening or listening, speaking, reading and writing. Indonesian language learning in elementary schools has a very important role for students in forming habits, attitudes and basic skills needed for further development, speaking skills are needed as a means of expressing opinions, giving information or receiving information.

In language learning, speaking ability is an activity that cannot be separated from education in the learning process in the classroom, for this reason it is necessary for the teacher to assist students in developing students' speaking skills, especially the ability to tell stories. Storytelling activities can develop vocabulary and can train students' courage to appear in front of the class or in public. There are

several things that cause students to be hampered or experience distractions when telling stories, such as: students still have difficulty conveying spoken language properly, lack of confidence, lack of media or interesting learning models that can motivate students to speak in front of the class. In conveying storytelling learning material, the teacher is expected to stimulate students. This means that students have an interest in being able to tell stories independently. A teacher can achieve optimal results in the learning process, if the teacher as an educator is able to use the right learning model. In fact there are still many teachers who still use less varied learning models, and do not use instructional media. Even though there are so many learning models that can help students express their thoughts and feelings in the form of stories through learning aids or media.

The ability to tell stories is essentially the ability to produce currents of articulated sound systems to convey wishes, feelings, needs and desires to others. The ability to tell stories is one of the areas of basic skill development. Storytelling is an art of speech which relates a fairy tale, or experience to listeners. Storytelling is a technique of conveying a message that is often used by students, teachers or instructors. Telling stories is usually done face to face. Storytelling is a form of oral language skills. Thus, the individual's ability to tell a story or experience orally can awaken the imagination of the listener. By telling a story one can convey various kinds of stories, express various feelings according to what is experienced, felt, seen, read and express will and desire to share the experiences he has gained. The ability to tell stories needs to be mastered by children. They have to practice to dare to speak in front of the class. They must practice telling expressive stories according to the contents of the story. This is necessary because the purpose of storytelling is to grow the imagination of the listener. Telling stories for a child is something fun. Through stories, children can develop their imagination into whatever they want. In a story a child can get a lot of value and meaning for the learning process and development, including the ability to retell the contents of the story. So, storytelling is one of the speaking abilities that aims to provide information to others by conveying various kinds of expressions, various feelings according to what is experienced, felt, seen and read.

The benefits of telling stories according to Musfiroh (In Maryam K. Ismail's Thesis, 2017: 19) in terms of several aspects, states that the benefits of storytelling are as follows:

- a. Helping the personal and moral formation of children
- b. Channeling the needs of imagination and fantasy
- c. Stimulate children's verbal abilities
- d. Stimulate children's interest in writing
- e. Opening the horizons of children's knowledge

Telling stories to children plays an important role not only in fostering interest in reading habits, but also in developing children's language and minds. The function of storytelling activities is to shape children's language development, by telling stories children's hearing can function properly to help speech skills, can increase vocabulary, ability to pronounce words, practice assembling sentences according to the stage of development.

Application of Learning Strategies Through Storytelling

Learning strategies through storytelling are carried out by referring to procedures that have been developed previously, namely:

Wina Audina, 2017

1. Setting goals and themes of storytelling, after setting goals and themes of storytelling, the teacher begins to study the contents of the story
2. Determine the form of the selected story, the forms that can be chosen, for example, telling stories by directly reading pictures, using flannel boards, telling fairy tales and so on
3. Determine the materials and tools used in storytelling activities, in accordance with the form of storytelling that has been chosen, namely telling stories by reading books, then the teacher prepares books according to the theme of the story and pays attention to the children's pictures in the book.
4. Determine the draft steps for storytelling activities, communicate the purpose and theme of the story, arrange seating, opening activities, story development, determine the speaking technique to be used, ask questions related to the content of the story
5. Determine the research design of storytelling activities, the research design of storytelling activities refers to the design of the activity implementation, as well as the objectives and themes previously selected. In the activity plan it has been determined that the purpose of storytelling is to instill the habit of thrifty living, and instill an attitude of helping others.

Assessment aspects of storytelling according to Burhan (Fitri Yulianti , 2014) a few aspect necessary story rated include (1) loudness , (2) accuracy of speech and intonation , (3) reasonable attitude , (4) language used , (5) accuracy of words, (6) accuracy sentences , and (7) fluency in telling stories.

Definition of Experience

Experience is an event that has been experienced by someone, either an old event or a recent event. In general, experiences are divided into two, namely pleasant experiences and unpleasant experiences. Bad experiences that are annoying, disappointing, embarrassing and scary tend to want to be forgotten as soon as possible. Meanwhile, a pleasant experience that is happy, and satisfying, wants to be remembered every time. Actually all experiences can be a lesson for us. This depends on how we view, respond to and manage these experiences so that they still have positive values that can be learned from. Actually having an interesting experience is a capital to tell an interesting story. However, often a person is unable to describe his interesting experiences precisely. Following are the causative factors (Suparno , 2003: 72)

1. The narrator does not completely master the experience he is telling, there are parts of the story that are forgotten.
2. The narrator does not tell the story coherently. The storyline is not clearly intertwined.
3. The storyteller lacks confidence so he doesn't dare to tell an expressive story
4. The narrator does not use the right choice of words. Words have great power to build the atmosphere of a story.
5. The narrator does not tell a story in a clear voice. Articulations, pauses, rhythm, volume is not right and not optimal.

In order for listeners to be interested in the experience that will be conveyed, the steps that must be taken are as follows:

Wawan Yulian, 2016

1. Choose a Theme

Not all experiences are worth sharing with others, because listeners are not necessarily interested in experiences that attract attention. For example: a sad experience when the tsunami disaster occurred, a funny incident at a friend's house while studying, and a tense experience when you were chased by animals and so on.

2. Record the main points of experience

Noting the main points of experience that are very useful as a guide in storytelling. By referring to these notes, at least you can avoid forgetfulness when telling a story. Apart from that, you can also organize the story so that it is more directed, systematic and purposeful (not separated from the storyline).

Examples of note points of experience: (1). Morning, (2). Sitting on the beach, (3). Seeing the waves, (4). I fantasize, (5). The waves rolled, (6). The bigger, (7). Towards the mainland, (8). Many people died, (9). The mainland is destroyed, (10). The people screamed and wailed

3. Techniques for conveying experience

Steps _ do preparation tell experience

1. Determine the experience to be told. Before telling stories, choose one of the many experiences you have
2. Gather materials and main events that will be told. This needs to be done so that when telling a story there are no parts that are forgotten so that it can be conveyed smoothly. The main things that need to be known or involved in the event, why it happened, and what is the sequence of events.
3. Determine the outline of the storyline or chronology of events. Decide which one is the beginning of the story, the event that is the climax of the story, and the incident that is the end of the story.
4. Prepare reflections or values that can be drawn from experience to be conveyed to listeners.

Storytelling activities can increase students' oral language skills in an organized manner and help internalize students' character. There are several things that cause students to experience problems when telling stories, such as: shyness when telling stories in front of the class, lack of confidence, and feeling anxious. The feeling of anxiety experienced by students creates fear of telling a story orally without text. If this fear dominates a student, it causes nervousness, this feeling results in undirected storytelling, frequent repetition of vocabulary and the pronunciation of the message does not convey the message of the story. In addition, some students did not pay attention to the teacher's explanation when learning was carried out. To overcome the problem of students' ability to tell stories, the Talking Stick model is used . In the journal Susrawan (2014) the use of the talking stick model is based on a review of the results of previous studies which show that this learning model can improve storytelling skills. With the talking stick method, students can experience learning while playing. Besides that, learning using the talking stick model can test students' learning readiness, because students must have the courage to come forward and tell the events that are experienced in front of the class. (In the journal Wahyuni F. Irene, et al 2017: 1542).

Definition of the Talking Stick Model

According to (Huda, 2015: 224). Talking Stick is one of the many learning methods that can create student activity in a teaching and learning process. At first, Talking Stick (talking stick) is a model used by Native

Americans to invite everyone to talk or express opinions in a forum. Based on this opinion, in this case the talking stick model applied to the learning process can increase students' courage to speak when telling the events they experienced. With this courage, students can tell the events they experienced with the right intonation and clarity. So, the talking stick model is one of the many cooperative learning models. This learning model is carried out with the help of a stick. The stick is used as a tool. Students who get or hold the stick then it is their turn to argue or answer questions from the teacher after students have studied the subject matter. The reason for using the talking stick learning model is the learning process by testing the readiness of students in mastering the subject matter which is packaged in play activities. In addition, this learning model can be used to pay attention to the elements of enjoyment and pleasure or provide challenges and stimulation in language studies, encourage students to be more creative, train students' mental and emotional intelligence, and to foster student proactiveness in the teaching and learning process in class.

The advantages and disadvantages of the Talking Stick Model

Each learning model has its own advantages and disadvantages, even with the Talking Stick model. (PuluSometimes 2018: 68)

Pros of Talking Stick

The advantages of the Talking Stick model are: (1). Testing the readiness of students in mastering the subject matter, (2). Train to read and understand quickly the material that has been delivered, (3). In order to be more active in learning because students never know the stick will arrive in turn. With the talking stick model, students can experience the learning process while playing. Besides that, it can also test student learning readiness, because the last student holding the Talking Stick (talking stick) must have the courage to come forward and tell the events that have happened in front of the class.

- Weaknesses of the Talking Stick Model

If there are students who do not understand the lesson, then these students will feel anxious and worried when it is the stick's turn in their hands.

Application of the Talking Stick Model in Tell Experience

Teacher opens learning with give greetings, asking news, and invite pray. assalamualaikum Warahmatullahi Wabarakatuh , congratulations Morning younger siblings ? How how are you today this ? , Before start learning what good We pray especially first , for learning day This walk with ok . Who leads coming prayer to school more early . Teacher checks presence student . today who does n't present ? , you must maintain your presence , because presence is one aspect inside assessment _ class and later you will too left behind eye lesson . Master conditioning student For learn . Help tidied up seating and tidiness clothes brothers and sisters , if There is the shirt on outside must entered into the pants / skirts to be seen tidy . Teacher does apperception about material to be learned on the day this . Who ever _ listen story ? , Story what often younger siblings hear ? , There are many possible story We hear for example like story fairy tales , stories children , folklore , stories myth . There are also stories about sibling experience Once natural , Deep tell experience , that is There is experience at home , at school , on the

beach , in the garden and others. So sure Lots experience that has younger siblings experience yeah . For That day This We will Study about tell a story especially about tell experience younger siblings Alone Teacher informs objective learning. Objective learning We day This namely : Through activity play children Can tell experience without feel Embarrassed or nervous , With using the Talking Stick model so learning will more fun , With Talking Stick model student can tell a story especially tell experience with trust self . Teacher delivers material tree to be learned . Teacher explains what is meant with story . So tell stories is A art talk telling A story fairy tale or experience to listener . Tell a story is one technique convey something frequent messages used students , as well as teachers who do in a manner stare face . For example Mother convey lesson to the younger siblings , well so here Mother as speakers and brothers as listener . Does anyone know what's the difference between talking and telling a story? So the difference is, speaking is conveying one's intentions (ideas, thoughts and feelings) to others using spoken language so that these intentions can be understood by others. While storytelling is a series of events that are conveyed, both originating from real events (non-fiction) and events that are not real (fiction). So, until then, have you understood the difference between talking and telling a story?

There are various kinds of storytelling, for example telling fairy tales, or also telling experiences Anyone know what experience is? Experience stories are events that have been experienced by younger siblings, whether it has been a long time ago or what has just happened. There are all kinds of experiences. There are funny experiences, touching experiences, sad experiences, joyous experiences. For example, the experience of younger siblings going to the beach, or going on vacation, must be fun. An example of an exhilarating experience is the experience of going on vacation to the beach. For example, on Sunday my family and I went to the beach. When we got there, we were very happy because the scenery was so beautiful. There we sat on the beach while enjoying the beautiful atmosphere of the beach . Some took pictures, some swam. I also went swimming with my father, I was so happy because I could swim on the beach. After it was getting late in the afternoon we were getting ready to go home, when I got home I told my friends about my experience at school. After finishing explaining the material, the teacher asks students to make or write down their experiences in a book. After finished write experience , students requested For read experience each of them . Teacher takes stick and deliver to student in a manner take turns , all the while sing , if song Already stop and stick the held by one student (who holds stick), then student that 's more formerly will tell a story experience , so so on until part big student get part or turn For story .

Teacher gives reinforcement (reinforcement) to students who have brave tell experience in front of his friends . Give an envelope For students who have finished story , It's been very good yeah . Teachers and students conclude material learning Master together with student make conclusion on material that has learned . Well, now try Mother ask for one Shiva For can make conclusion about material learning We day This Greetings and prayers closing led by students . arrived at here Formerly learning us on the day this , more and less Mother please sorry . Please lead prayer home , One student lead prayer go home .

RESEARCH METHODOLOGY

The research method used in this study was classroom action research (CAR), the study was conducted on 21 grade III students with 11 males and 10 females. Classroom Action Research (CAR) is a cyclical research conducted by teachers based on observations of real problems encountered in class during

learning. According to (Arikunto, 2010) suggests that in classroom action research, there are four stages, namely the planning stage, the implementation stage, the observation stage and the reflection stage.

Planning Stage

Planning in each cycle is prepared lesson plans for learning improvement. There are two types of planning, namely initial planning and follow-up planning. The initial plan was derived from various assumptions to improve the results of the preliminary study. Meanwhile, follow-up planning is prepared based on the results of reflection after the researcher has studied the various weaknesses that must be corrected.

The planning stages that researchers do, including:

- a. Make preliminary observations of the object of research
- b. Conduct direct consultations with school principals and teachers
- c. Determine which classes will be used as research with the permission of the principal and teachers in class III SDN 13 Kabila, Bonebolango Regency
- d. Conduct question and answer with parties involved in the learning process, especially in terms of using the learning model at SDN 13 Kabila to the principal, teachers and students
- e. Prepare completeness, as well as support in the learning process. such as RPP and others.
- f. Develop monitoring instruments and evaluation tools
- g. Create a time schedule for carrying out research in stages and intensively

Action Implementation Stage

The implementation of the action is carried out in the form of a cycle consisting of 2 cycles. In carrying out learning in accordance with the RPP that has been prepared. The stages of implementing the action in this study:

- a. Cycle 1
 - 1.) Determine the learning theme to be used. 2.) Develop a Learning Implementation Plan based on the chosen theme. 3.) Carry out the learning process as stated in the lesson plan. 4.) Convey learning objectives. 5.) Provide an explanation of the Talking Stick model in telling experiences. 6.) Apply learning to tell experiences using the Talking Stick model. 7.) Carry out an evaluation to obtain the results of the ability to implement actions. 8.) Reflecting on the implementation of actions in cycle I as a reference for implementing actions in cycle II.
- b. Cycle 2
 - 1.) Assess the level of completeness and difficulty of achievement on the learning themes that have been given in cycle I. 2.) Determine follow-ups to improve the implementation of the action. 3.) Recognize the factors that constrain the implementation of actions in cycle I. 4.) Carry out follow-up learning. 5.) Carry out an evaluation to obtain the achievement of the implementation of the action. 6.) Reflect on the implementation of the action. 7.) Carry out assessments and conclusions of the results achieved by students.

Monitoring and Evaluation Stage

At the monitoring stage it is carried out to collect information about the learning process carried out by the teacher in accordance with the actions that have been prepared.

- a. Monitor the use of learning models in terms of students' ability to tell experiences
- b. Monitor student behavior during the learning process takes place
- c. Monitor the process of implementing learning to teachers by researchers and vice versa
- d. Monitor as well as assess the results of students' storytelling by using a learning model

Analysis and Reflection Stage

Reflection is an activity to see the various deficiencies that the teacher carried out during the action. In observation, monitoring of student activities in the learning process as well as the evaluation results that have been stated above became the basis for observations of class III students at SDN 13 Kabila, Bone Bolango Regency in their ability to tell stories. So that through the results of the analysis in question can be determined things that need to be improved from the learning actions that have been carried out in each learning cycle.

Data Analysis Techniques

Data analysis techniques are carried out in stages and continuously in each learning cycle. The data obtained in this study were processed on student problems, namely Improving Ability to Tell Experiences with the Talking Stick Model in class II SDN 13 Kabila, using the following formula (Sugiyono: 2016)

$$NA = NK_i = \frac{\text{Jumlah skor perolehan (setiap siswa)}}{\text{Skor tertinggi dalam kolom}} \times 100\%$$

(Ismail, 2017: 31)

RESULTS AND DISCUSSION

Learning Implementation in Cycle I meeting 1

From the results of the recapitulation in cycle I meeting 1 seen from the assessment aspects that have been determined, namely aspect 1 choice of words, those who are capable are 9%, those who are unable are 62%, and those who are unable are 28%. Aspect 2 loudness, which is capable of 5%, less able 52% and unable 43%. Aspect 3 confidence when telling a story, those who are able 5%, less able 48% and unable 48%. Aspects of the 4 Talking Stick learning models, which are 5% capable, 86% less capable and 0% unable. Based on the assessment table in cycle I meeting 1, out of 21 students who scored above 75 or who achieved the KKM only 5 students or 23%, and the remaining 16 students or 76% scored below 75.

Recapitulation of Student Ability Assessment Results tells
 experience with the Talking Stick Model in Cycle I meeting 1

No	Aspects assessed _	Ket	Amount	%
1	Choice of words	M	2	9%
		km	13	62%
		TM	6	28%
2	Loudness voice	M	1	5%
		km	11	52%

		TM	9	43%
3	Trust self moment tell a story	M	1	5%
		km	10	48%
		TM	10	48%
4	Learning models Talking Stick	M	1	5%
		km	18	86%
		TM	0	0%

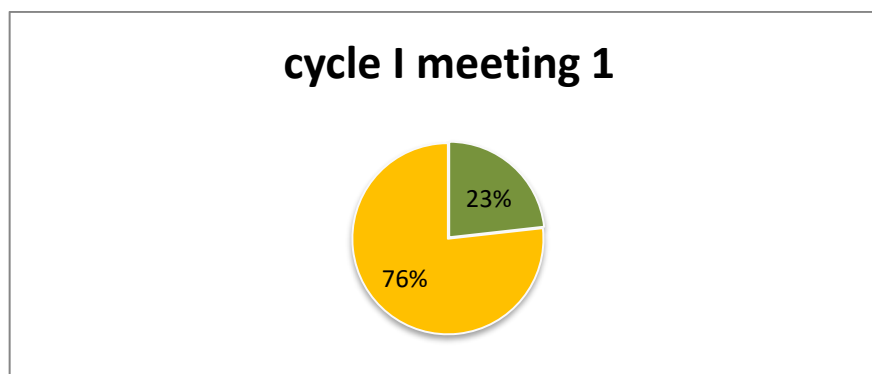


FIGURE 1 Improving Students' Ability to Tell Experience in Cycle I meeting 1

Implementation of Learning in Cycle I meeting 2

Based on the results of the recapitulation of 21 students in cycle I meeting 2 that aspect 1 choice of words was capable of 7 students or 33%, those who were less able were 10 students or 47%, and unable to be 4 students or 19%. Aspect 2 loudness 2 people or 9% can afford, 13 students or 61% are less able, and 6 students or 28% unable. Aspect 3 is self-confidence when telling stories that are capable of 4 students or 19%, those who are less able are 8 students or 38%, those who are unable are 9 students or 43%. Aspect 4 of the Talking Stick learning model is capable of 3 students or 14%, those who are less able are 18 students or 86%, and those who are unable are 0%. In the first cycle of meeting 2, there were 9 students who were able or 43% and those who were unable were 12 people or 57%.

Recapitulation of Student Ability Assessment Results Experience with the Talking Stick Model in Cycle I meeting 2

No	Aspects assessed _	Ket	Amount	%
1	Choice of words	M	7	33%
		km	10	47%
		TM	4	19%
2	Loudness voice	M	2	9%
		km	13	61%
		TM	6	28%
3	Trust self moment tell a story	M	4	19%
		km	8	38%
		TM	9	43%
4	Learning models Talking Stick	M	3	14%
		km	18	86%
		TM	0	0%

Note: (M) Able = 3, (KM) Less Able = 2, (TM) Not Able = 1

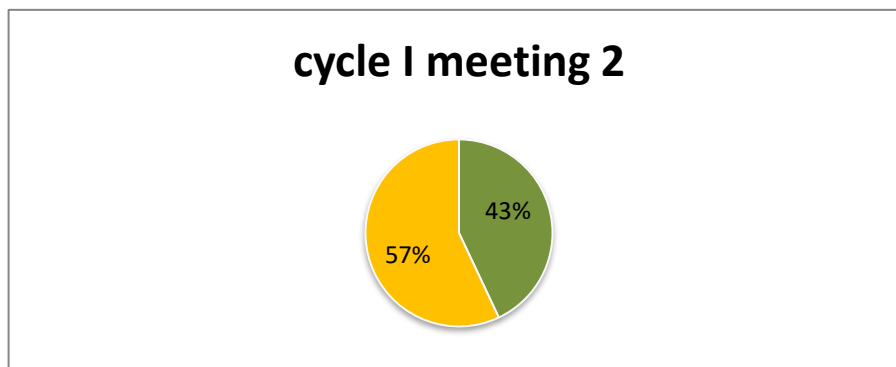


FIGURE 2 Improving Students' Ability to Tell Experience in Cycle I meeting 2

Implementation of Learning Cycle II meeting 1

Based on the results of the recapitulation of 21 students in cycle II meeting 1 that aspect 1 choice of words was capable of 6 students or 28%, those who were less able were 15 students or 71%, and unable to be 0%. Aspect 2 loudness is capable of 4 people or 19%, those who are less able are 15 students or 71%, and those who are unable are 2 students or 9%. Aspect 3 is self-confidence when telling stories that are capable of 5 students or 23%, those who are less able are 15 students or 71%, those who are unable are 1 student or 5%. Aspect 4 of the Talking Stick learning model is capable of 3 students or 14%, those who are less able are 18 students or 86%, and those who are unable are 0%. Of the 21 students who scored above 75 or who achieved the KKM as many as 13 students or 62%, and the remaining 8 students or 36% scored below 75.

Recapitulation of Student Ability Assessment Results
Experience in Cycle II meeting 1

No	Aspects assessed _	Ket	Amount	%
1	Choice of words	M	6	28%
		km	15	71%
		TM	0	0%
2	Loudness voice	M	4	19%
		km	15	71%
		TM	2	9%
3	Trust self moment tell a story	M	5	23%
		km	15	71%
		TM	1	5%
4	Learning models Talking Stick	M	3	14%
		km	18	86%
		TM	0	0%

Note: (M) Capable = 3 (KM) Less Able = 2 (TM) Not Able = 1

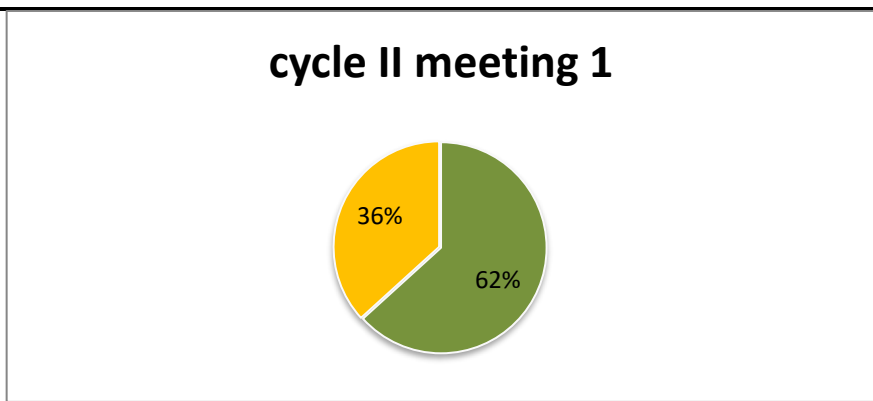


FIGURE 3 Improving Students' Ability to Tell Experience in Cycle II meeting 1

Implementation of Learning Cycle II meeting 2

Based on the table of recapitulation results in cycle II meeting 2 that for aspect 1 choice of words that were able there were 13 students or 62%, those who were less able were 6 students or 28%, and unable to were 1 student or 5%. aspect 2 loudness 4 students or 19% capable, 12 students or 57% unable to afford, and 4 students or 19% unable to afford. Aspect 3 is self-confidence when telling stories that are capable of 8 students or 38%, less able 11 students or 52%, and those who are unable 1 student or 5%. Aspect 4 of the Talking Stick learning model is capable of 8 students or 38%, less able 13 students or 57%, and 0% unable. In the second cycle of meeting 2, 18 students or 86% were able and 3 students or 14% unable.

Student Ability Assessment Results
Experience in Cycle II meeting 2

No	Aspects assessed _	Ket	Amount	%
1	Choice of words	M	13	62%
		km	6	28%
		TM	1	5%
2	Loudness voice	M	4	19%
		km	12	57%
		TM	4	19%
3	Trust self moment tell a story	M	8	38%
		km	11	52%
		TM	1	5%
4	Learning models Talking Stick	M	8	38%
		km	12	57%
		TM	0	0%

Ket : (M) Able = 3, (KM) Less Able = 2, (TM) Not Able = 1

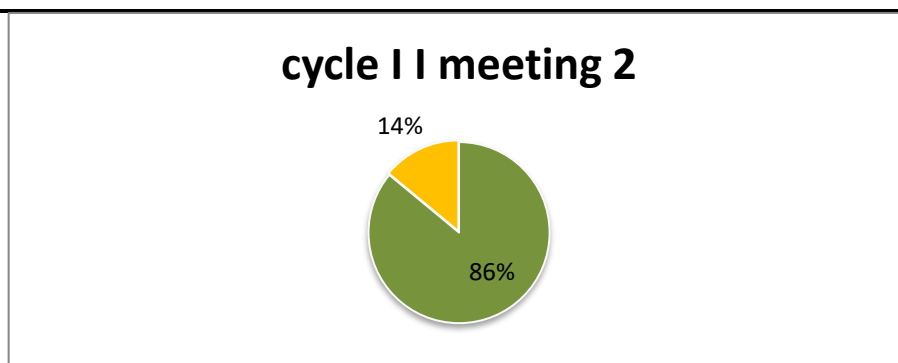


FIGURE 4 Improving Students' Ability to Tell Experience in Cycle II meeting 2

The three students who have not been able to afford it are:

- a) Anugrah P. Mohammad, with a score of 58. In the aspect of assessment these students still do not show confidence when telling stories and the choice of words used is still lacking, so the scores obtained are still below average.
- b) Reflin panigoro, with a score of 58. In the aspect of the assessment this student has not shown confidence when telling a story so that it affects the value obtained.
- c) Rahma Husain, with a score of 66. In this aspect of student assessment, the volume of the voice is still unclear and has not shown active participation in the learning process, so the scores obtained are still below average.

Even though there are still 3 students who are in the category of not being able to tell stories, the value/percentage of students who are able in cycle II is 86%. Where this value is already in the expected "good" category of assessment. According to the researchers, this condition was very encouraging, because most students were able to tell stories, especially telling their experiences well.

DISCUSSION

The ability of students to share experiences through the Talking Stick model in class III at SDN 13 Kabila has shown satisfactory results. From the results of observations of teacher activity in the learning process in the first cycle, it shows comparative observation data, which were obtained in the good category as many as 19 aspects or 79%, then in the second cycle it increased to 22 aspects or 91%. So from these results it can be said that in observing teacher activity in the learning process has increased. Based on the description the results of the research in each of the above cycles, it can be described the results of the implementation of the actions of each cycle as follows. Actions in cycle I meeting 1 have not achieved the expected results. This is shown from the results of the action in cycle I meeting 1 it was found that students who were categorized as capable were 5 students or 23%, and students who were categorized as incapacitated were 16 students or 76%. Then it was continued in the first cycle of meeting 2 students who were capable as many as 9 students or 43% and those who were unable were 12 students or 57%. From the data above, in the first cycle the indicators of success have not been achieved. For this reason, researchers continued research in cycle II

In cycle II, the researcher conducted 2 meetings. The action in cycle II meeting 1 found that students who were categorized as capable or achieved KKM scores were 13 students or 62%, while those who were

categorized as unable were 8 students or 38%. Then in cycle II the meeting of 2 students who were able as many as 18 students or 86%. So, overall the data obtained by students in cycle II, namely those who were able to tell as many as 18 people or 86%, so that it can be said that in cycle II has increased. From the results of this study it can be seen that there has been very good progress using the Talking Stick learning model . Where learning outcomes and student activity in the learning process gradually increase, so does the courage of students who have increased.

To see the improvement that occurred from cycle I and continued in cycle II, the researcher made a graph about the increase in students' ability to tell experiences through the Talking Stick model .

CONCLUSION

Talking Stick Model in Class III Students at SDN 13 Kabila. Regency. Bone Bolango. From the results of research conducted on the ability of students to tell experiences, it has reached 86% or can be said to be capable. Judging from the number of students there were 21 students, 18 students who were able, and 3 students who were less able to tell stories well by looking at the specified aspects, namely choice of words, loudness of voice, confidence when telling stories and the Talking Stick learning model . So it was concluded that using the Talking Stick model the ability of students to tell their experiences in class III SDN 13 Kabila increased.

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