

Improving the Ability to Use Punch Marks in Short Texts Using the Talking Stick Method for Students

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ABSTRACT

This study focuses on the understanding of punctuation in short story writing skills with the aim of knowing the improvement of the ability to use punctuation in short story texts using the talking stick method in class IX students of SMPN 27 Tangerang City. The research method used in this study used Classroom Action Research (CAR). CAR makes it easier for educators to conduct research in finding out problems that occur in the classroom and finding solutions to problems found before and during the research. This study was carried out in three stages, namely pre-cycle, cycle I, and cycle II. The research instrument in the study was assisted by using an analysis table containing the results of improving students' abilities in each cycle. The data collection techniques used were tests and field notes. The data that had been collected were then reviewed based on the findings of the use of punctuation in each sentence used by students in writing short story texts. The sample in this study was 35 class IX students of SMP Negeri 27 Tangerang City.

Key words: Short Story, Punctuation, Talking Stick

INTRODUCTION

The scope of the Indonesian language is very broad. Indonesian has several language skills, namely listening, speaking, reading, and writing. Writing is one of the language skills. Writing skills are a necessity for everyday human life. Because, by writing humans can express what they feel, see, experience, or think. Often writing skills are considered something that is boring or something that is difficult to do. In fact, writing skills can be useful for humans in conveying spoken language well. Writing skills are also inseparable from the teaching and learning activities of students in schools. Writing makes students active in learning and provides stimulus for students' skills in expressing their ideas into words. Students need to master language skills within themselves. Language skills can help students remember oral forms into written forms. This includes students' ability to use diction, spelling, and punctuation.

Effective communication is a fundamental skill in both academic and real-world contexts. One essential aspect of communication is the ability to convey messages clearly and accurately through written text. In particular, the proper use of punctuation marks is crucial for enhancing the readability and comprehension of written work. However, many students struggle with this aspect of writing, leading to confusion and misinterpretation of their messages. This research focuses on the use of punch marks, such as periods, commas, and question marks, in short texts, which are often overlooked yet play a significant role in conveying meaning.

The Talking Stick Method is an interactive teaching strategy that promotes student engagement and participation. This method encourages students to take turns speaking and listening, thereby fostering a collaborative learning environment. By incorporating the Talking Stick Method into the teaching of punch marks, this research aims to enhance students' understanding and application of punctuation in their writing. The method allows students to articulate their thoughts and receive immediate feedback, which is vital for reinforcing learning.

This study will investigate the effectiveness of the Talking Stick Method in improving students' ability to use punch marks correctly in short texts. By analyzing students' writing samples before and after implementing this method, the research will provide insights into the impact of interactive teaching strategies on writing proficiency. Ultimately, the findings will contribute to the development of more effective pedagogical approaches in teaching punctuation, helping students to become more confident and competent writers.

LITERATURE REVIEW

Write

A person's ability to pour out their heart and mind into a writing is very different because it is influenced by the background of the writer. Thus, the quality of each writer's writing is also different from each other. However, one of the most important things related to writing activities, a writer must pay attention to the abilities and needs of his readers. It can be said that writing is an activity to express thoughts and feelings in written form that is expected to be understood by the reader and functions as an indirect communication tool. According to Tarigan (in Sismulyasih, 2015:65) writing is a language skill that is used to communicate indirectly, not face to face with other people. While the Ministry of National Education (in Sismulyasih, 2015:65) explains that writing is making letters (numbers and so on) with a pen or can also be interpreted as giving birth to thoughts, feelings, with writing.

It can be said that writing is a language skill that is used for indirect communication so that thoughts and feelings can be expressed in writing. Writing can be done with a pen or something similar, even now writing can be done through social media. Without writing, someone's ability to write may not get maximum results. Writing can make

someone know good and correct punctuation and grammar in order to develop the ability to think dynamically.

Short story

Literary works are currently quite popular among the public. Short stories are one of the literary works that are favored by some people. Short stories are literary works that are imaginary. Through short stories, writers can pour out their thoughts into a literary work. According to Ellery Sedgwick (in Tarigan, 2015:179) a short story is a presentation of a situation that gives a single impression to the reader's soul, a short story should not be filled with unnecessary things. Meanwhile, according to Poe (in Nurgiyantoro, 2013:12) he argues that a short story is a story that is finished being read in one sitting or the reading time is around half an hour or up to two hours. Something that is probably impossible to do in reading a novel. Nurgiyantoro (2013:13) said that because of its short form, short stories have the characteristics of condensation and concentration on something that is told. So it can be interpreted that a short story is a presentation of a situation where the story is finished being read in one sitting which has the characteristic of condensation. Short stories are imaginary or imaginative. It can also be interpreted that a short story is a fictional composition that contains the author's life experiences which are added to the imagination or fantasy in it.

Punctuation

Every writing certainly requires punctuation to make communication through writing effective. Each punctuation has its own meaning so that it can determine the form of the sentence written. The use of inappropriate punctuation certainly makes the reader have another meaning and the intended meaning is not conveyed properly. Punctuation can help regulate sentence pauses in written form when pronounced orally. Punctuation can also function as an emphasis in a sentence. The use of punctuation in a sentence can be adjusted to the intent that the writer wants to convey to the reader.

Rajab (2017:9) said that punctuation is a marker used in writing, used as part of understanding sentences so that it is easier for readers to understand the reading. Furthermore, Fitri, et al. (2018:276) said that punctuation is a sign used in writing with the aim of making it easier for readers to understand the intent and purpose of the reading easily. Meanwhile, Nurmawati, et al. (2015:136) punctuation is a sign used in the spelling system in writing which has the function of making it easier for someone to understand what is meant.

Based on this opinion, it can be interpreted that punctuation is a marker used in sentences with the aim of making it easier for readers to understand the contents of the reading. Punctuation can be used as a marker for pauses and intonation when reading. Punctuation can also be used to emphasize sentences, such as exclamation marks used as imperative sentences or affirmative sentences, and so on. The use of punctuation can be adjusted to the needs and intentions and purposes of the author.

Talking Stick

Active learning methods can make students directly involved in learning so that learning outcomes increase. This can be done by implementing the talking stick learning method. According to Wulandari (2016:2) said that the talking stick method or talking stick is a learning method that encourages students to dare to express their opinions by giving students a stick.

Meanwhile, Agus Suprijono in Wulandari (2016:2) also explained that learning with the talking stick method can encourage students to be brave in expressing their opinions. The talking stick method is a learning model that provides students with the opportunity to work together in studying learning materials with other students, thus students will be more active in learning activities.

Furthermore, Nasroni (2020:148) argues that talking stick is a learning model that actively involves educators and students with the help of stick media. How it works is that every student who gets a stick must answer questions given by the educator. The questions given are about the material that has been studied by the educator and students. Talking sticks can test students' readiness to understand something quickly.

Based on the description, it can be concluded that the talking stick method is a method that involves students to be active in learning. This method is also called a talking stick, every student who gets a turn to hold the stick then it is their turn to give an opinion. The talking stick method can help educators in creating fun teaching and learning activities.

METHOD

This study uses the Classroom Action Research (CAR) Method. Azizah, et al. (2018:17) said that CAR is a research conducted by educators to find out problems that occur in the classroom and find solutions to these problems. Furthermore, Ramadhan and Nadhira (2022:122) said that CAR or classroom action research is research, action, and class, meaning that research is an activity of observing an object using a certain method to obtain useful data and information to improve quality and attract research interest. Action is an activity carried out with a specific purpose. Meanwhile, a class is a learning group of students receiving a lesson from an educator at the same time and material. CAR in this case can be concluded that action research whose application can be felt and seen then several questions arise about the learning practices carried out have a high level of effectiveness or not. The research data were taken from literary works of short story texts of class IX 5 SMPN 27 Tangerang City students. The data collection techniques used were tests and field notes. The sample in this study was 35 students at the IXth grade Junior High School level. In this study, the sample taken was class IX 5 at SMPN 27 Tangerang City. This study was conducted in three stages, namely pre-cycle (before the action/observation was carried out), cycle I (giving action using the talking stick method), and cycle II (giving action after an evaluation of the previous cycle).

RESULT AND DISCUSSION

Writing skills are one of the basic skills that students must have. Through writing skills, students can express all their ideas, thoughts, or feelings using their creativity. Writing skills can help students improve their language skills through writing. However, students often have difficulty expressing all their ideas and thoughts into writing. One of the obstacles is the use of punctuation used in each sentence. Students are still wrong in using punctuation used in writing texts, especially in short story texts. Sibuea and Syahfitri (2018:31) said that in the problems that occur in learning, it is necessary to use more interesting methods in order to support the ongoing teaching and learning activities. The role of educators is very important for success in classroom learning. Educators must be more sensitive to the methods preferred by students so that the learning process becomes active, creative, and enjoyable.

One of the things that can be done to attract students' interest and creativity is to teach learning while playing. Students will be interested in following learning when educators have fun methods in the teaching and learning process.

Classroom action research was conducted on 35 students of class IX 5 SMPN 27 Kota Tangerang regarding the ability to use punctuation in short story texts. This study was conducted by observation to determine the initial ability of students in writing short story texts. The results of observations on students, the writing of punctuation is still not used appropriately in language skills, especially writing. The collaborator also said that students still do not understand how to write punctuation correctly in sentences. In this case, the researcher tried to use the Talking Stick method in learning to attract students' interest in learning. The help of stick media makes students more focused during learning so that the learning provided can be understood well. In this learning, the use of the Talking Stick method is considered quite effective when applied during learning, as evidenced by the increase in the ability to use punctuation in class IX 5 students of SMPN 27 Kota Tangerang in each cycle. The following table shows the increase in students' abilities after the Talking Stick method was applied when learning short story texts.

Table 1. Improving the Ability to Use Punctuation in Short Story Texts

No.	Value Range	Pre Cycle		Cycle I		Cycle II	
		Number of Students	Percentage (%)	Number of Students	Percentage (%)	Number of Students	Percentage (%)
1.	85-100	6	17.1	10	28.6	19	54.3
2.	75-84	9	25.8	15	42.8	16	45.7
3.	0-74	20	57.1	10	28.6	0	0
Amount		35	100	35	100	35	100

Based on the data, it can be concluded that there are problems in the pre-cycle (before receiving action) of the use of the Talking Stick method, it is known that 20 students still have difficulty in using punctuation in sentences in writing short story texts. A total of 9 students are considered able to use punctuation well and 6 students are able to understand and use punctuation very well.

After observation (Pre-Cycle), students were given the application of the Talking Stick method in cycle I. The success of the process was shown by the increase in students' abilities. In Cycle I, there were still students who did not use punctuation correctly. 10 students still did not apply punctuation correctly in their writing. Meanwhile, 15 students were able to use punctuation well and 10 students understood and used punctuation very well.

In the implementation of cycle I, there were still students who were not able to use punctuation correctly. Therefore, reflection was carried out so that all students were able to use punctuation correctly. In cycle II, the use of the Talking Stick method was carried out with several improvements. In this cycle, the use of methods and media was more specific and more related to learning objectives so that students' abilities increased. The increase in student activity showed that the researcher's efforts to motivate and guide students during learning were successful. In addition, this also showed that students paid full attention to the learning process. Researchers and students practiced telling stories so that students could dramatize the story to the maximum and understand the application of punctuation in short story texts well.

Learning in cycle II was considered successful because all students exceeded the applied KKM. 19 students were able to understand and use punctuation very correctly and 16 students were able to use punctuation correctly. This is certainly proof that the Talking Stick method can be used in learning to write short story texts effectively, seen from the data on the increase in the ability to use punctuation in writing short story texts in students.

The study concluded that students' abilities can be improved through several treatments. Improvements in each cycle certainly make the method used more effective and have an impact on students. Reflections carried out by researchers and collaborators make the learning method better and ready to be applied to the next class. The method is considered effective because the ability of students to use punctuation in writing literary works in this case short stories has increased their ability to use it.

CONCLUSION

Based on the results of the study on improving the ability to use punctuation in short story texts using the talking stick method on grade IX students of SMPN 27 Tangerang City, it can generally be concluded that the improvement in the ability to write short stories through the use of the talking stick method has increased. The improvement in the ability to use punctuation is shown in several aspects, namely students understand and use punctuation in short story texts correctly. Students are enthusiastic in learning

carried out by researchers by applying the Talking Stick method to learning. Students are enthusiastic about continuing the story that has been started by the researcher which is then continued by colleagues. Students use talking sticks when presenting ideas about the continuation of the short story that is made together by paying attention to the punctuation in each sentence. Students listen to the progress of the short story by listening to the presentation from colleagues. The results of improving students' short story writing skills through the talking stick method can be said to be very good. This is shown in each assessment indicator that has increased. The increase from pre-cycle (42.9%) to cycle I (71.4%) was 28.5% and cycle II (100%) increased by 71.5%.

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