

ABSTRACT

The revised 2013 curriculum contains several core competencies and basic competencies. One of the basic competencies that must be mastered by class VIII students is Basic Competence 3.7 Identify the building elements of the poetic text that is heard or read and 4.7 Summarize the building elements and meaning of the poetic text that is heard or read.

This study aims to determine whether or not the Talking Stick learning model can improve the ability to identify and infer the building blocks and meaning of poetic texts in class VIII students of Al-Munawwar Integrated Islamic Middle School, Tasikmalaya City, 2021/2022 Academic Year.

The method in this research is a class action method. The research was conducted in two cycles. The research technique used is observation, interview, test, and documentation techniques. The source of the data in the study was 20 class VIII students at Al-Munawwar Integrated Islamic Middle School for the academic year 2021/2022 consisting of 9 male students and 11 female students.

Based on the results of data processing in the first cycle, it is known in the knowledge aspect 3.7 regarding identifying the building elements of poetry texts that are heard or read, there are 11 students (55%) who have achieved KKM and 9 students (45%) who have not reached KKM. In the aspect of skill 4.7 regarding concluding the building elements and the meaning of the poetry text that is heard or read, there are 13 students (65%) who have reached the KKM and 7 students (35%) who have not reached the KKM. In the second cycle, all students (100%) have achieved the KKM.

The results of the Wilcoxon statistical test on the data above show that $W_{count} = 0 < W_{table} (52)$. This shows that the hypothesis in this study is acceptable. This means that the Talking Stick learning model can improve the ability to identify and infer the building blocks and meaning of poetic texts in class VIII students of Al-Munawwar Integrated Islamic Middle School in the 2021/2022 academic year.

Keywords: identifying, concluding, classroom action research, and the talking stick learning model