

**PENGARUH MODEL PEMBELAJARAN *TALKING STICK*
BERBANTUAN *MIND MAPPING* TERHADAP KETERAMPILAN
BERBICARA SISWA KELAS V SD DI GUGUS I KECAMATAN
GEROKGAK KABUPATEN BULELENG TAHUN PELAJARAN
2019/2020**

Oleh
Putu Agus Putra Sastrawan
Jurusan Pendidikan Dasar

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh yang signifikan model pembelajaran *talking stick* berbantuan *mind mapping* terhadap keterampilan berbicara siswa kelas V SD di Gugus I Kecamatan Gerokgak Kabupaten Buleleng Tahun Pelajaran 2019/2020. Penelitian ini merupakan penelitian *quasi eksperiment* (eksperimen semu) dengan menggunakan rancangan *non-equivalent post-test only control grup design*. Jumlah populasi dalam penelitian ini adalah 125 siswa, dan sampel penelitian ini berjumlah 45 siswa yang ditentukan dengan teknik *simple random sampling*. Data keterampilan berbicara siswa dikumpulkan dengan menggunakan metode nontes berupa penilaian unjuk kerja. Data keterampilan berbicara dianalisis menggunakan statistik deskriptif dan inferensial. Berdasarkan hasil analisis, diperoleh rata-rata kelompok eksperimen adalah 77,14 sedangkan kelompok kontrol adalah 70,625 dan ($t_{hitung} = 2,682 > t_{tabel} = 1,68107$). Hasil penelitian ini menunjukkan bahwa terdapat pengaruh yang signifikan model pembelajaran *talking stick* berbantuan *mind mapping* terhadap keterampilan berbicara siswa kelas V SD di Gugus I Kecamatan Gerokgak Kabupaten Buleleng Tahun Pelajaran 2019/2020. Berdasarkan hasil temuan tersebut, dapat disimpulkan bahwa model pembelajaran *talking stick* berbantuan *mind mapping* berpengaruh signifikan terhadap keterampilan berbicara siswa kelas V.

Kata kunci : *Talking Stick, Mind Mapping, Berbicara.*

***THE EFFECT OF THE TALKING STICK LEARNING MODEL WITH
MIND MAPPING FOR SPEAKING SKILLS OF CLASS V ELEMENTARY
SCHOOL STUDENTS IN CLUSTER I GEROKGAK DISTRICT BULELENG
REGENCY 2019/2020 SCHOOL YEAR***

By

Putu Agus Putra Sastrawan

Departement of Primary Educatin

ABSTRACT

This research aimed to know the significant effect of the talking stick learning model with mind mapping for speaking skills on Class V Elementary School students in Cluster I Gerokgak District, Buleleng Regency, Academic Year 2019/2020. This research was a quasi experimental research with used non-equivalent post-test only control group design. The population in this research was 125 students, and the sample of this research amounted to 45 students who were determined by simple random sampling techique. Data on students speaking skills were collected using the non-test method in the form of asse mment for work. Data on speaking skills were analyzed using deskriptive and inferential statistics. Based on the results of the analysis, the average experimental group was 77.14 while the control group was 70.625 and ($t_{count} = 2,682 > t_{table} = 1,68107$). The result of this research shows that there is a significant effect of the talking stick learning model with mind mapping for speaking skills on Class V Elementary School students in Cluster I Gerokgak District, Buleleng Regency, Academic Year 2019/2020. Based on these findings, it can be concluded that the talking stick learning model with mind mapping has a significant effect for speaking skills on Class V students.

Keywords : Talking Stick, Mind Mapping, Speaking.