

Original Paper

Using Cooperative Learning Model Type of Paired Storytelling to Improved Speaking Ability of Students Primary School

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Received: July 9, 2020

Accepted: July 20, 2020

Online Published: July 30, 2020

doi:10.22158/ct.v3n2p1

URL: <http://dx.doi.org/10.22158/ct.v3n2p1>

Abstract

This study aims to improve the speaking ability of students in 5A class State Primary School I Supat, Muba through the cooperative learning model of paired storytelling. The subjects of this study were students of 5A class at State Primary School I Supat, Muba. The research subjects numbered 24 people, consisting of 12 male students and 12 female students, with the object of research improving students' speaking abilities. This research method is classroom action research. Data collection used in the form of observation and performance. The results of research conducted by researchers, seen a very significant increase from cycle I to cycle II. Therefore it can be concluded that the cooperative learning model of paired storytelling can improve the speaking ability of 5A class students at State Primary School I Supat, Muba.

Keywords

speaking ability, the cooperative learning model type of paired storytelling, classroom action research

1. Introduction

Indonesian language learning in primary schools is directed to improve the ability of students, as well as supporting success in learning other subjects (Nafiah, 2018). The Indonesian language is a means of communication that used in learning and has an important role for the teacher and students to convey the idea (Samsul, 2016). Language learning is expected to help students get to know themselves, their culture, and the culture of others.

In learning the Indonesian language, speaking is one of the skills students must be capable of because this is a very important skill as well as a characteristic of students' communicative abilities (Abidin, 2013). In primary school, Indonesian language learning consists of four areas of skill, namely listening,

speaking, reading, and writing.

According to Linguis (quoted by Tarigan, 2008), speaking is a language skill that develops in every child is preceded by listening skills, and from that time on the speaking ability continues to be learned. Meanwhile, according to Tarigan (2008), speaking is a skill to pronounce articulation sounds or words to express, convey ideas, thoughts, and feelings that can be heard, and utilize several human body muscles for the purpose to be conveyed. Furthermore, speaking is also a form of human behavior that utilizes physical, psychological, neurological, semantic, and linguistic factors in such a way that it can be considered as the most important human tool in social control.

Malgrave (quoted by Tarigan, 2008) states that speaking is more than just saying sounds, but speaking is a tool to express ideas that are arranged and developed according to the needs of listeners. Based on some of the opinions above, it can be concluded that speaking is a skill that develops in every child that is preceded by listening skills, to produce sounds of articulation by utilizing several muscles of the human body (motor activity) to convey ideas, which are arranged and developed according to the situation and the needs of the listener.

In the 2013 curriculum perspective, learning is carried out thematically, where learning programs depart from a particular theme/topic and are then elaborated from various perspectives on subjects taught at the school (Kadir et al., 2015). In each theme taught, students are required to be able to convey/tell/discuss pictures, stories, ask/respond to questions, or tell their experiences to others. This is the following Jalongo idea, (quoted by Kamal, 2020) states that oral communication (speaking) prepares young children for later better learning. This indicator will never be achieved if students are not able to speak properly and correctly.

This inability to speak greatly affects the learning outcomes in each theme, and this means it also affects the learning outcomes of each subject. This is the condition that occurs in 5A class students at State Primary School 1 Supat, Muba. During the initial observation, 24 students consisted of 12 men and 12 women, only 4 students or 16% can speak well who have scores above 75 or have reached the minimum standard, while 20 people or 84% others have not been able to speak well and only get grades from 60 to 65. This condition is made worse because almost 80% of students take part in remedial in almost all themes and all learning, due to the inability of students to tell stories/ideas/discuss with others.

This condition occurs because, there are still many teachers who treat the same between learning to speak with learning to read aloud, the teacher considers learning to speak is less important, learning to speak can be obtained by students in daily life, speaking ability is not tested nationally, and the low ability of teachers to master learning model.

All this time, speaking learning in 5A class students at State Primary School 1 Supat is still carried out traditionally. Learning is also very monotonous, teachers deliver subject matter with lectures and

students tend to listen, and they rarely practice to speak directly. Even if you have to tell a story or the results of a discussion, all of that is conveyed by reading aloud. Therefore the students' speaking abilities are very low. For this reason, an appropriate learning model is needed, so that students' speaking abilities can improve and learning indicators can reach the minimum standard.

The cooperative learning model according to Baharuddin et al. (Quoted by Fathurrohman, 2015) is one form of learning based on constructivism. Philosophically, learning according to the concept of constructivism is to construct knowledge little by little, which then results are expanded through a limited context and not suddenly, and according to Iserbyt et al. (quoted by Yulianto et al., 2019) Cooperative learning is a learning method in which students work together in small groups to develop their psychomotor, cognitive, and affective domains. Knowledge is not a set of facts, concepts, or rules that are ready to be taken or remembered. Humans must construct knowledge and give them meaning through real experience. Cooperative learning is a learning model that prioritizes cooperation among students to achieve learning goals and to upgrade student's interest in learning. One of that can be done to upgrade students' interest in learning is to use a learning model that is interesting for students that can who can practice speaking ability and listen. So the learning can be active and not monotonous, one of used cooperative learning model type of storytelling in pairs (Sambiring, 2017).

In the cooperative learning model, there are several types of learning such as STAD type, TGT type, CIRC type, and paired storytelling. In cooperative learning of paired storytelling, the teacher pays attention to the background of student experiences and helps students deliver the experience, so that the learning material becomes more meaningful. Through this activity, students are stimulated to develop their thinking and imagination skills. Their work is valued by showing it in front of the class, so students feel more motivated to learn. Besides, students work together and have many opportunities to process information and improve communication skills, and the cooperative learning model of paired storytelling can also be used for all ages of students (Faturrohman, 2015).

Lie (2007) also stated that cooperative learning of paired storytelling was developed as an interactive approach between students, teachers, and teaching materials. Cooperative learning type of paired storytelling can be used in teaching reading, writing, listening, and speaking. This type combines the four activities. This type of cooperative learning model of paired storytelling can be used in social science, religion, and language subjects. Teaching material that best fits this type is material that is narrative and descriptive. However, it does not rule out the possibility of other material, with the aim that students can tell fluently about their experiences to their friends (Suyatno, 2004).

As for the steps of cooperative learning the type of storytelling in pairs is as follows: (a) the teacher divides subject matter into two parts, (b) before the subject matter is given, the teacher conveys the topic to be discussed that day, then continues with apperception to activate the experience (initial knowledge) of students, so students are more ready to accept new material, (c) students are paired, and

each student is given different material from his partner, (d) students are asked to read/listen to the material in turn, (e) while reading/listening, students note down the main points of the story read, (f) after the material is read/listened to, students exchange the list of main points written to their partners, (g) while remembering the discourse read, students fabricate/convey the discourse with their own language, (h) students tell the results of writing to their partners, (i) the teacher then shares the whole discourse with the students, (j) the teacher and students end the lesson by discussing the material being studied in order to make conclusions.

With the implementation of the learning model of paired storytelling, the problems that exist in 5A class students at State Primary School 1 Supat, Muba namely the low ability of students to speak can be improved. Because all of these problems can be overcome through discussion and storytelling activities with their friends as partners, so the students get used to speaking properly.

Based on the explanation above, a Classroom Action Research (CAR) was conducted with the title “Improving Speaking Ability of Students through the Cooperative Learning Model of Paired Storytelling at 5A class State Primary School 1 Supat, Muba”.

This study aims to determine to which extent the improvement in the speaking ability of 5A class students at State Primary School 1 Supat, Muba after the application of cooperative learning model of paired storytelling.

2. Research Methods

The research method is Classroom Action Research (CAR). This research has a cyclic stage. According to Kunandar (2013), the procedure of class action research consists of planning, implementing, observing, and analyzing or reflecting conducted in several cycles. In each cycle, learning is carried out following the lesson plans that have been prepared at the planning phase. The results of the implementation were then analyzed with colleagues.

2.1 Research Subjects

This research was conducted at State Primary School 1 Supat, Babat Supat District, Musi Banyuasin Regency, 2019/2020 academic year. With research subjects are 5A class students, amounting to 24 people, consisting of 12 men and 12 women.

2.2 Technique Data Collection

Data collection in this study is conducted by observation and student performance. There are two types of data obtained from this study, namely qualitative data and quantitative data. Qualitative data analysis techniques were used to illustrate the activeness, interest, participation, and courage of students in retelling the contents of the book/story that was conveyed.

While qualitative data is used to measure students' ability to convey the accuracy of the story contents, the accuracy of details appointment of the story, the use of logic in the story, the accuracy of the

meaning of the whole story, the accuracy of words and sentences used, and fluency when talking/telling stories with their partners (Nurgiantoro, 2014). These results will provide an overview of the percentage of the increased speaking ability of students at 5A class at State Primary School 1 Supat, Muba.

A student is considered successful if he/she has achieved grades above the minimal completeness criteria (≥ 75). While this classroom action research was successful if 86% or more students could speak properly or achieve grades above the minimum standard. So, this action does not need to be continued in the next cycle.

3. Research Results

The research was conducted on school year in the odd semester of the 2019/2020 at State Primary School 1 Supat, Muba. This research was conducted in two cycles. The collected data is data on improving students speaking skills which are done through observation activities and student performance. And then, using qualitative descriptive methods for analyzed data obtained.

Cooperative learning model type of storytelling in pairs which emphasizes students to study in pairs. At the beginning of the learning, the teacher always stimulates student minds to focus on learning material through apperception activities. When apperception activities, the teacher uses events that are around him so that they are more easily understood by students. Next, the teacher conveys the topic and learning objectives so students know what will be learned.

In this research of implementation, the collaboration researchers with a senior teacher to observe the compatibility between planning and implementing learning. This is done to find out the deficiency that occurs during learning activities that result in low students speaking skills. That will become a replication material in the next cycle.

The learning activities are carried out using a cooperative learning model type of storytelling in pairs. The model is the first time it is used in 5A class students of state Primary School 1 Supat, Muba of theme 2, subtheme 2 about smog in learning 1.

The findings in the first cycle using the cooperative learning model type of storytelling in pairs to improved speaking skills are illustrated in the following table.

Tabel 1. The Results of Speaking Ability of Students in Cycle I

Speaking Ability of Students	The Results
Student who has reached minimal completeness criteria.	58%
Student who has reached minimal completeness criteria.	42%

Based on the picture above, the average speaking ability of students who at the time of observation was only 16%, increased to 58%. The average value of students' speaking ability obtained after the implementation of the first cycle is on sufficient criteria on a four-grade scale Nurgiyantoro (2014). If seen from the success of the four scale learning, the criteria for learning success is very good if 86% of students have reached the minimal completeness criteria of learning. By looking at this success criterion, the learning outcomes of the cycle I which only reached 58% have not met the requirements, so this study must be continued in cycle II.

The observations result and performance on the implementation in cycle 1 out Classroom Action Research show that the application of cooperative learning models of storytelling in pairs there are still many shortcomings that must be corrected in the implementation of cycle 2. Based on the results of reflection with collaborators, in the implementation of learning at cycle 1.

Most students were not interested in learning activities, this can be seen from the low interest of students in participating in learning, the students not familiar with the learning model so that the result is low cooperation between students and their partners. The students are not accustomed to speaking in front of their friends so students look very insecure when telling the contest of the story in front of their friends, so the students speaking ability is very low.

Based on the results of these reflections, in cycle 2, the research must foster student interest in learning by way of interesting packaging of learning through games that require students to speak their language wit partners or member group and applause, also varied reference books to using a learning media. The research must also students familiarize themselves with the learning model by motivating students to interact with their partners and other member groups, and giving awards to students who can tell stories well so they can foster student confidence when speaking in front of the class.

The implementation of cycle 2 is not much different from cycle 1, the learning stars with planning, implementation, and reflection. It is that some are considered less applicable in cycle 2, to achieve the goal of improving learning. The finding of cycle 2 is an increase in students speaking ability in 5A class Primary School, Muba after using cooperative learning model type of storytelling in pairs, as follows.

Tabel 2. The Results of Speaking Ability of Students in Cycle II

Speaking Ability of Students	The Results
Student who has reached minimal completeness criteria.	88%
Student who has reached minimal completeness criteria.	12%

Based on the picture, we have known that are a result of students speaking ability learning 5A class students State Primary School 1 Supat, Muba in cycle 2 it has reached 88%. Which of the 24 research subjects, 21 students were able to speak well and only 3 students had not yet reached the minimal completeness criteria.

4. Discussion

From the results of the researchers' discussion with the collaborator, it can be seen that speaking learning using cooperative learning models type of storytelling in pairs at the second cycle works effectively, interactions between students, and between teachers and students are well established, even during a performance, students are so eager to perform to the front of the class. This happened because the teacher managed to package the cooperative learning model of storytelling in pairs well and interestingly, as well as following the character of primary school students who loved to play. So that in the second cycle of learning students are very interested in participating in learning. Therefore, the learning activities of speaking through the type of cooperative learning model in pairing with cycle II have achieved very good results or above 86% so that this study is considered successful.

As for the improvement of the speaking ability of 5A class students at State Primary School I Supat, Muba after implementing the cooperative learning model type of storytelling in pairs from cycle I to cycle II is illustrated in the following picture.

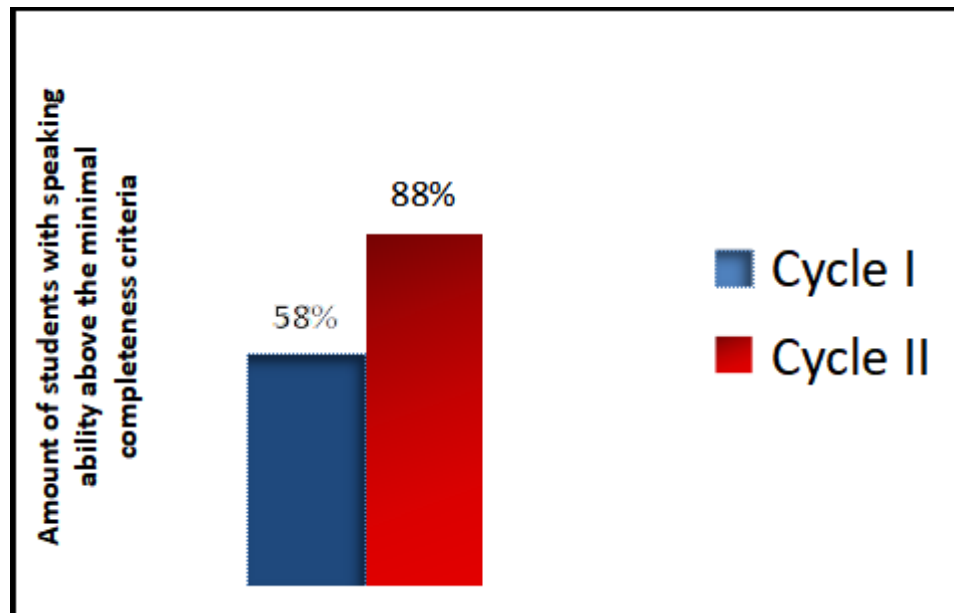


Figure 1. Speech Results Diagram the 5A Class' Students of State Primary School 1Supat, Muba

Based on the picture, the increase in the speaking ability of 5A class students State Primary School 1 Supat, Muba which in the first cycle only amounted to 14 students or 58%, increased to 21 students or 88% in the second cycle. The enthusiasm, activeness, and courage of these students are built up because in this second cycle the cooperative learning model of storytelling in pairs is really implemented and packaged optimally so that it is interesting for students. Where during learning the teacher always motivates students to continue to interact with partners or other group friends, be it through stories, songs, and games. This is following one of the characteristics of primary school students that children can learn anytime and anywhere even when they are playing (Susanto, 2018).

The success of researchers in improving students' speaking skills through the cooperative learning model of storytelling in pairs is in line with research conducted by Hermawan et al. (2016) under the title "Application of the Paired Story Telling Learning Model to Improve the Speaking Ability of Indonesian Subjects" with the subject research 5 class students of Primary School 4 Tejakula Buleleng Regency. This research also lasted for 2 cycles. Cycle I of the students' speaking ability reached 60%, and then in cyclic II, the students' speaking ability increased to 87%.

5. Conclusions

Based on the results that have been done by 5A class State Primary School I Supat, Muba can be concluded that the application of cooperative learning models of storytelling in pairs has a huge positive impact on improved speaking ability of students.

This condition is known, at the before research, class 5A State Primary School I Supat, Muba almost 85% cannot speak properly. But this condition is changing after conducting research. In cycle 1 there were 58% of students who could well speak to their partners, which of 24 subjects, there are 14 students who have achieved grades above the minimal completeness criteria (≥ 75). The same as after held repair in cycle II, the speaking ability of 5A class State Primary School 1 Supat, Muba improving significantly up to 88%. Which is the 24 research subjects, 21 students could well speak to their partners in front of the class.

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