



The Think Pair Share Cooperative Learning Model Assisted by Children's Story Text Improves Speaking Skills

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ABSTRAK

Model pembelajaran yang digunakan guru kurang beragam dan kurang mampu mengakomodasi pengembangan keterampilan berbicara. Hal itu menyebabkan keterampilan berbicara siswa kurang berkembang secara optimal. Penelitian ini bertujuan untuk menganalisis pengaruh model pembelajaran kooperatif tipe think pair share berbantuan teks cerita anak terhadap keterampilan berbicara pada siswa kelas IV SD. Penelitian ini menggunakan desain eksperimen semu dengan rancangan desain penelitian Non Equivalent Control Group Design. Populasi dalam penelitian adalah seluruh siswa kelas IV SD yang terdiri dari 11 kelas IV dengan total 340 siswa. Metode pengumpulan data menggunakan metode nontes berbentuk lembar observasi. Teknik yang digunakan yaitu analisis statistik deskriptif dan statistik inferensial. Hasil pengujian hipotesis diperoleh terdapat perbedaan yang signifikan siswa yang dibelajarkan dengan model kooperatif tipe think pair share berbantuan teks cerita anak dan siswa yang dibelajarkan dengan model pembelajaran konvensional. Model kooperatif tipe think pair share berpengaruh terhadap keterampilan berbicara pada siswa kelas IV SD. Disimpulkan model kooperatif tipe think pair share dapat meningkatkan keterampilan berbicara pada siswa kelas IV SD.

ABSTRACT

The learning model the teacher uses needs to be more diverse and more able to accommodate the development of speaking skills. It causes students' speaking skills not to develop optimally. This study aims to analyze the effect of the think pair share cooperative learning model assisted by children's story texts on speaking skills in fourth-grade elementary school students. This study used a quasi-experimental design with a non-equivalent control group design. The population in the study were all fourth-grade elementary school students consisting of 11 fourth-grade students with 340 students. The data collection method uses the non-test method in the form of an observation sheet. The technique used is descriptive statistical analysis and inferential statistics. The results of testing the hypothesis showed a significant difference between students taught with the cooperative model of the think pair share type assisted by children's story text and students taught with conventional learning models. The cooperative model of the think pair share type influences the speaking skills of fourth-grade elementary school students. It was concluded that the cooperative model of the think pair share type can improve speaking skills in fourth-grade elementary school students.

1. INTRODUCTION

Humans are living beings who must interact with other humans to fulfill their needs. Tools and means are needed to interact with other humans, one of which is language. Indonesian is the official language in education administration and is the language of instruction used to convey lesson material (Nufus, 2022; Priatna & Setyarini, 2019). In order for students to be able to speak the language well and correctly, education and learning Indonesian are needed. Learning Indonesian functions to help students express ideas or feelings and participate in society using this language (Nani & Hendriana, 2019; Putera & Shofiah, 2021). Indonesian language learning is directed at improving students' ability to communicate in Indonesian well and correctly, both orally and in writing, as well as fostering appreciation for the literary works of Indonesian people. Learning Indonesian is also expected to foster students' appreciation for Indonesian literary works (Friantary & Martina, 2018; Setiadi & Yuwita, 2020).

In Indonesian, there are four language skills: reading, writing, listening and speaking. In learning, these four language skills are vital and integrated. One of the language skills that plays an important role in various areas of life, especially in the field of education, is speaking skills. Speaking skills are reproducing the flow of the articulatory sound system to convey desires, needs, feelings and desires to other people (Anisa, 2013; Mulyani & Syahrul, 2020). Speaking is a person's ability to express ideas or thoughts to others using spoken language media (Aini et al., 2021; Khairatunnisa & Afnita, 2020). Speaking is more than just pronouncing sounds or words because speaking is a means of communicating ideas structured and developed according to the listener's needs.

The importance of speaking skills in communication means that someone with good speaking skills will gain social and professional benefits (Azis & Wibowo, 2021; Mukhara et al., 2022). Social benefits related to social interaction activities between individuals. Meanwhile, professional benefits are obtained when using language to ask questions, convey facts and knowledge, explain and describe. Speaking skill is very important for students in social interaction and expressing ideas (Apriliani et al., 2020; Nurmailis, 2022; Tara, 2017). Therefore, students must have good speaking skills to develop their potential and participate actively in society. However, the situation in the field did not show positive results regarding students' speaking skills. Students have difficulty arranging words into sentences that will be conveyed orally and when asked to convey stories orally.

Some of the previously stated problems also occur in fourth-grade elementary school students. Based on the results of interviews with all fourth-grade teachers, it is known that the students' speaking skills are still low. It can be seen from students' classroom activities during learning, which are as follows. First, students still find it difficult to speak in public properly because of their lack of confidence, shyness and nervousness in expressing themselves, expressing their ideas in front of the class, telling stories or presenting answers that have been worked out. Second, students' anxiety about language errors, such as the use of grammar, pronunciation, choice of vocabulary, and intonation, is one of the factors that hinder students' ability to speak. Third, only a few students dare to come to the front of the class to express their ideas orally because of students' anxiety about choosing the wrong words when explaining an answer or when telling a story. The interview results showed that, in general, students' speaking skills were still relatively low. Many factors in learning cause low speaking skills, one of which is applying a less-than-optimal learning model. The learning model the teacher uses when learning is less diverse (varied) and less able to accommodate the development of speaking skills, causing students' speaking skills to develop less optimally. Therefore, teachers must design an innovative learning model to increase students' active learning roles and develop speaking skills.

A learning model that can be used as an alternative to improving students' speaking skills is the cooperative learning model. The cooperative learning model is student-centered to allow students to build knowledge based on direct experience and motivate students to be active in learning. In the cooperative learning model, students are trained to work with their friends synergistically, integrally and combinatively (Tarigan, 2016; Dewi & Kristin, 2017; Gaol & Derlina, 2016; Laa et al., 2017). One type of cooperative learning that can be applied to improve students' speaking skills, especially in learning Indonesian, is think pair share. The cooperative learning model of the think pair share type is a form of learning that gives students more time to think seriously about what is meant or experienced (by thinking, answering questions, and presenting it in front of the class) (Jumiatik, 2016; Wijaya et al., 2020). Students have the same opportunity to learn to think deeply from their friends to develop self-confidence when explaining ideas in front of their friends (Anggara et al., 2018; Laa et al., 2017).

Think pair share is a cooperative learning activity that can work in various classrooms and on various subjects (Elpha et al., 2019; Masana, 2022; Siahaan, 2018). Learning begins with the teacher asking questions and students thinking independently to answer them. Students are then instructed to discuss their answers with their friends in pairs. Next, the pair groups share the results of their discussion with the whole class, followed by a joint discussion. Think pair share includes cooperative learning that gives students time to think deeply, respond, and help one another (Anggreni et al., 2017; Meilana et al., 2020; Tembang & Suharjo, 2017). This learning is simple learning with the advantage of optimizing student participation in expressing opinions and increasing knowledge. Students increase their thinking power first before entering into pairs, then share the results of their discussion in front of the class (share). This lesson trains students to have the courage to express and respect friends' opinions while also practicing speaking skills (Afrinanda Pratiwi & Yanti Fitria, 2022; Nasution, 2018).

The think pair share cooperative learning model can be combined with children's story texts for optimal results. Children's stories are literary works specifically written considering children's understanding level and environment. The characteristic of children's literature is that there are two main things to offer (enjoyment and understanding). Children's stories will make students interested in learning so that students more easily understand the contents of the story texts they read (Trisnawati, 2019;

Zubaidah, 2018). In learning think pair share with the help of children's story text, students will be asked to retell the story's contents in their own words. Thus, students' speaking skills will be better trained and developed. Based on the previous study, it can be identified that the speaking skills of fourth-grade elementary school students are still relatively low. One of the things that is suspected as the cause is the application of learning models that are not optimal. The learning model that can be used as an alternative to overcome this problem is the think pair share type cooperative learning model, which is assisted by children's story texts. The application of this learning model is thought to positively impact students' speaking skills in learning Indonesian. Therefore, this research aims to determine the effect of the think pair share type cooperative learning model assisted by children's story texts on speaking skills in fourth-grade elementary school students.

2. METHOD

This research uses an experimental research design. In this research, the effectiveness tested was applying the think pair share type cooperative learning model assisted by children's story texts with conventional learning models for speaking skills. The experimental unit is a class in this research, so the research used is quasi-experimental. In a quasi-experiment, the assignment of subjects to compared groups is not random. Individual subjects were already in the groups being compared before the research was carried out. The population is the entire object/subject in the study. The population in this study were all fourth-grade students in one cluster, totaling 340 people. Sampling is a technique (procedure or device) used by researchers to systematically select a relatively smaller number of items or individuals from a predetermined population to be used as subjects (data sources) for observation or experimentation according to research objectives (Firmansyah & Dede, 2022). The sample in this study was a group of students who were in a class, so the research was carried out without forming a new class. The sample was taken at random using the cluster random sampling technique. The sample used in this study consisted of two sample groups (experimental and control). Classes that will be randomized are classes at the same level. These classes are in the fourth grade from each elementary school. Of the five elementary schools with eleven fourth grades, their equality will first be tested using ANOVA, where all fourth grades in the Patimura Cluster, South Denpasar, are given a pre-test. If they are proven equal, a draw will be held to take two classes, which will be used as subjects. Research using cluster random sampling technique. The equivalence test is carried out based on the results of the pre-test of speaking skills in the Indonesian language subject.

Data collection methods are the methods or techniques used to collect research data. The data that will be analyzed in this research is data regarding students' speaking skills in Indonesian language subjects. The data collection method used in this research is a non-test method. The instrument used in this research is a non-test instrument. This research's dependent variable is speaking skills that cannot be tested in writing. The explanation regarding the instruments used in this research is an observation sheet. The indicators for assessing aspects of speaking skills used in this research are presented in Table 1. The data analysis method in this research uses descriptive statistical analysis methods and inferential statistics. The data analysis technique in this research is to use post-test scores for Indonesian speaking skills.

Table 1. Indicators for Speaking Skills Assessment

No.	Rated aspect	Category	Description
1	Pronunciation	Very precise	The pronunciation of words is very precise and very clear.
		Appropriate	Pronunciation of words is precise and clear.
		That is right	The pronunciation of the words is not quite right, but clear.
		Less precise	The pronunciation of words is imprecise and unclear.
2	Intonation	Very inaccurate	The pronunciation of words is imprecise and unclear.
		Very precise	The high and low pitch, word stress, and pauses are precise.
		Appropriate	High and low pitch, word stress, and pauses are correct.
		Quite right	The pitch, word stress, and pauses are quite precise.
3	Mimics and Expressions	Less precise	The high and low pitch, word stress and pauses are not correct.
		Very inaccurate	The pitch, word stress, and pauses are very inappropriate.
		Very precise	The facial expressions and expressions displayed are very precise and very appropriate to the answers and stories conveyed
		Appropriate	The facial expressions and expressions displayed are appropriate and match the answers and stories conveyed

No.	Rated aspect	Category	Description
4	Sentence Structure	Quite right	The facial expressions and expressions displayed are quite appropriate and quite by the answers and stories conveyed
		Less precise	The facial expressions and expressions displayed are not appropriate and do not match the answers and stories conveyed
		Very inaccurate	The facial expressions and expressions displayed are inappropriate and do not match the answers and stories conveyed
		Very precise	The sentences spoken are very precise, clear and easy to understand.
		Appropriate	The sentences spoken are precise, clear and easy to understand.
		Quite right	The sentences spoken are quite precise, clear and easy to understand.
5	Smoothness	Less precise	Sentences that are spoken are inaccurate, unclear and difficult to understand.
		Very inaccurate	Sentences that are spoken are not precise, unclear and difficult to understand.
		Very precise	Speech is very fluent, precise and very clear
		Appropriate	Speech is fluent, precise and clear.
		That is right	Speech is less fluent and unclear.
		Less precise	Slow and unclear speech
		Very inaccurate	Speech is always stopping and disjointed.

3. RESULT AND DISCUSSION

Result

This research was carried out on fourth-grade elementary school students focusing on learning Indonesian. Data on Indonesian speaking skills were obtained from post-test results in the experimental and control classes. The description of the data from this research explains the average (mean), median, mode, standard deviation and variance. This research examines the differences in Indonesian speaking skills due to implementing the think pair share type cooperative learning model assisted by children's story texts and conventional learning models. Therefore, the data from this research are grouped into (1) the Indonesian speaking skills of students who were taught using the think pair share type cooperative learning model assisted by children's story texts in the experimental class and (2) the Indonesian speaking skills of students who were taught using the Conventional model in the control class.

In this study, the experimental group used was fourth-grade students with 36 students. The treatment used a think pair share type cooperative learning model assisted by children's story texts in 6 meetings. The meetings held have been adjusted to the schedule and class hours at the school, and the final step is to provide a post-test that aims to obtain data on Indonesian speaking skills. A summary of descriptive statistics of the experimental group post-test data is presented in [Table 2](#).

Table 2. Summary of Descriptive Statistics for the Experimental Group's Post-Test Data

Highest Score	Lowest Score	Means	Median	Mode	Standard Deviation	Variant
96	68	80	80	76	6.82	46.62

The control group used was fourth-grade elementary school students, with 33 students. The treatment used the think pair share cooperative learning model assisted by children's story texts for 6 meetings adjusted to the school hours, and the final step was to give a post-test to obtain data on Indonesian speaking skills. A summary of descriptive statistics of the experimental group post-test data is presented in [Table 3](#).

Table 3. Summary of Descriptive Statistics of Experimental Group Post-Test Data

Highest Score	Lowest Score	Means	Median	Mode	Standard Deviation	Variant
92	52	70.18	72	52	12.45	155.09

Discussion

Based on the results of hypothesis testing that has been done, it appears that the hypothesis proposed in this study has rejected H_0 and accepted H_0 . Based on the results of the hypothesis testing that has been carried out on data on Indonesian speaking skills, it is known that there are differences in the speaking skills of students who are taught with the think pair share type cooperative learning model assisted by children's story texts and students who are taught with conventional learning models. Thus, it can be concluded that the cooperative learning model of the think pair share type assisted by children's story text positively affects students' speaking skills.

Previous research results have proven the effectiveness of the think pair share type cooperative learning model assisted by children's story texts. The think pair share type cooperative learning model influences students' Indonesian speaking skills (Kartini, 2019; Khairatunnisa & Afrita, 2020). The cooperative learning model of the think pair share type improves students' Indonesian speaking skills (Khairatunnisa & Afrita, 2020; Saprina et al., 2022). The think pair share cooperative learning model can improve students' Indonesian speaking skills compared to conventional learning (Pristiawati & Saiman, 2021; Yulastri & Silalahi, 2019). Cooperative learning type think pair share assisted by children's story text is a learning that combines the type of think pair share cooperative learning model with children's story text. Think pair share learning assisted by children's story texts can train students to discuss and express their opinions at the sharing stage so that they can hone students' thinking skills, which are assisted with story texts that are appropriate to the stage of child development, where later the results of this discussion will be presented and explained orally in front of class so that it can improve students' speaking skills.

In learning by applying the cooperative model type think pair share with the help of children's story text, students are given story texts that pay attention to the level of understanding of children and everything that is told in the story, both culture and ideology, the story is made for children so that it can attract children's attention to read it (Frans Tinus et al., 2019; Oktavia & Rahmawati, 2014). In addition, the level of students' understanding of the stories they read will be better because the story text given is indeed according to the age of the students so that it is easy to understand and understand (Chandra et al., 2021; Rusmono & Alghazali, 2019; Widyaningrum, 2018). It will impact students' confidence in expressing ideas and answers in front of the class because students already understand the story's contents well, so their confidence to speak will also increase.

Meanwhile, applying conventional learning models is less able to improve students' Indonesian speaking skills. In conventional learning, students are allowed to present the results of discussions they have carried out in groups, but only one of the group members will present it so that the other students' speaking skills cannot be honed well (Irwansyah, 2016; Saputra et al., 2022). Apart from that, students are also rarely allowed to convey answers or retell stories in front of the class, which impacts the students' weak speaking skills.

This research implies that the think pair share type cooperative learning model assisted by children's story texts is student-centered learning, thereby changing students' habits from passive to more active, creative and independent. Students are also more confident expressing their thoughts and ideas orally to practice speaking skills. Synergistic efforts between teachers and the school are necessary so that the think pair share cooperative learning model assisted by children's story texts can be used as an alternative in improving the quality of students' speaking skills. It was done because there was a compatibility between the think pair share type cooperative learning model assisted by children's story texts with Indonesian language learning and speaking skills.

Based on the findings in this research, several suggestions are put forward to improve the quality of mathematics learning in the future. Teachers are always advised to improve their competence to change the learning paradigm from teacher-centered to student-centered. Teachers can apply the think pair share type cooperative learning model assisted by children's story texts to improve students' speaking skills in Indonesian language subjects. The school is advised to facilitate teachers in efforts to improve speaking skills and develop think pair share type cooperative learning models assisted by children's story texts. Other researchers who wish to conduct similar research are advised to use different subject matter to confirm further the influence of the think pair share type cooperative learning model assisted by children's story texts in learning Indonesian.

4. CONCLUSION

Based on the results of the analysis and explanation above, it can be concluded that there is an influence of the think pair share type cooperative learning model assisted by children's story texts on speaking skills in fourth-grade elementary school students. It was concluded that the think pair share type cooperative learning model assisted by children's story texts could improve children's speaking skills.

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