

Paired Storytelling Learning Model Assisted By Paper Puppet Media On Students' Speaking Skills

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ABSTRAK

Berdasarkan observasi yang dilakukan ditemukan bahwa masih banyak siswa mengalami kesulitan saat mengikuti pembelajaran yang ada kaitannya dengan keterampilan berbicara. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *paired storytelling* berbantuan media wayang kertas terhadap keterampilan berbicara bahasa Indonesia siswa kelas III. Jenis penelitian ini merupakan eksperimen semu, dengan rancangan *non equivalent control group design*. Populasi dalam penelitian ini adalah seluruh kelompok siswa kelas III. Sample penelitian ini menggunakan random sampling. Metode pengumpulan data penelitian yaitu menggunakan metode tes dan observasi. Instrumen pengumpulan data yang digunakan berupa tes tindakan dalam bentuk bercerita yang mengacu pada rubrik penilaian dan lembar observasi. Metode analisis data menggunakan uji-t. Hasil analisis data diperoleh perbedaan yang signifikan pada keterampilan berbicara bahasa Indonesia antara kelompok siswa yang dibelajarkan dengan model pembelajaran *paired storytelling* berbantuan media wayang kertas dan kelompok siswa yang dibelajarkan dengan pembelajaran konvensional pada siswa. Maka dapat disimpulkan bahwa model pembelajaran *Paired Storytelling* berbantuan media wayang kertas berpengaruh

terhadap keterampilan berbicara bahasa Indonesia siswa kelas III.

ABSTRACT

Based on the observations made, it was found that there were still many students who had difficulty participating in learning that was related to speaking skills. This study aims to determine the effect of the paired storytelling learning model assisted by the paper puppet media on third-grade students' Indonesian speaking skills. This type of research is quasi-experimental, with a non-equivalent control group design. The population in this study was all groups of third-grade students. This research sample using random sampling. The method of collecting research data is using test and observation methods. The data collection instrument used was an action test in storytelling, which refers to the assessment rubric and the observation sheet. Methods of data analysis using the t-test. Data analysis results obtained significant differences in Indonesian speaking skills between groups of students who were taught with the paired storytelling learning model assisted by paper puppet media and groups of students who were taught using conventional learning in students. So it can be concluded that the Paired Storytelling learning model assisted by the paper puppet media affects the third-grade students' speaking skills of Indonesian.

Introduction

Indonesian is one of the most important subject matter in schools and is not a boring subject matter if presented properly (Sandi & Lubis, 2010; Widiastuti et al., 2014). Language is a means to help humans communicate with each other (Suhendi, 2016). These language skills are related to context, culture, and media, including reading skills, writing skills, speaking skills, and listening skills (Sari et al., 2017; Sarpika et al., 2017; Ulfah & Soenarto, 2017; Wayan et al., 2016). One of the language skills that are important for children to master is speaking skills. Speaking skills are strongly influenced by a very complex language process (Tri & Farahsani, 2017). Speaking skills deliver information, ideas, or ideas from the speaker to the listener (Suarjani et al., 2013; Utama, 2017). Speaking skills are a means for a child to communicate and interact with other people (Agung & Santoso, 2019). The teacher's role is needed to improve children's speaking skills, both in the learning process and in designing learning. The selection of appropriate learning methods will improve students' speaking skills.

However, the teacher only explains the material with the lecture method. Students listen to and note things that are considered important. As a result, the information is less attached to students, and students' speaking skills become weak (Lailiyah & Wulansari, 2017). Students who still show signs of not being ready to appear in front of classmates. These signs include nervousness, cold sweat, standing stiffly, loss of words, pale

face, etc. This explanation shows that learning speaking skills have not achieved the expected goals (Ulfiyani, 2016). The facts found in SD show that speaking skills in communication are still a problem or problem experienced by students. Based on the results of observations and interviews with all third-grade homeroom teachers at SD Gugus VIII Mengwi Badung, it was stated that there were still many students who had difficulty participating in learning that was related to speaking skills. Students who experience this difficulty are because (1) students are less able to absorb the material described by the teacher when participating in learning, (2) students' interest in learning Indonesian is still lacking, especially in speaking skills, (3) students are less able to do pronunciation well, (4) students still speak haltingly, and (5) students feel less confident when appearing in front of the class. Speaking skills have an important role in the effort to give birth to future generations who are intelligent, creative, critical and cultured. By mastering speaking skills, students are able to express their thoughts and feelings intelligently according to the material and situation when they are talking. Speaking skills are also able to shape creative future generations so that they are able to speak in a communicative, clear, coherent, easy to understand manner. In addition, speaking skills are also able to give birth to critical future generations because they have the ability to express ideas, thoughts, or feelings to others coherently and systematically.

One model that can help improve students' speaking skills is the paired storytelling learning model. The paired storytelling learning model is a cooperative learning model based on the constructivism learning theory (Hermawan et al., 2016). It can be seen from the paired storytelling learning model, which prioritizes individuals' or students' role in learning. Students are required to learn using all senses, and students are also allowed to develop their knowledge (Yufrinalis et al., 2019). The paired storytelling learning model consists of two students (Rosdiana et al., 2013). The paired storytelling learning model is a model that is considered to help students overcome difficulties, especially in speaking skills (Nurming, 2017; Pebriani et al., 2014). In applying the paired storytelling learning model, students are assigned to work in pairs and exchange information with their interlocutors. There are many opportunities for students to communicate and process information, and students' speaking skills will be better. Teachers can use the paired storytelling learning model to teach at all grade levels, from low to high levels. The advantages of the paired storytelling learning model include a) students are allowed to process the material; b) students can improve their communication skills with the theme; c) can be used at all grade levels. In addition to using a learning model, it also requires interesting learning media in improving Indonesian speaking skills.

Media is a tool or anything that teachers can use to convey messages or learning materials so that it can stimulate students' attention, interest, thoughts, and feelings in learning activities to achieve certain learning objectives called learning media (Arsyad & Fatmawati, 2018; Sofnidar & Yuliana, 2018; Syabrina, 2020). By using media, learning will be more interesting and less monotonous. Students can also be directly involved in media use to become more active, and the class atmosphere becomes more enjoyable (Sentarik & Kusmaryatni, 2020). Good instructional media packaging can arouse students' enthusiasm for learning to obtain maximum learning outcomes (Yusantika et al., 2018). The use of media in learning has goals and benefits for the teaching and learning process's success. (Widiasih et al., 2018) explain some of the objectives of learning media: (1) facilitate the learning process of students in the classroom, (2) increase the efficiency of the learning process that will be provided to students, (3) maintain the link between learning materials and learning objectives, and (4) when learning takes place it can help students stay concentrated. Media has a significant role in improving learning outcomes. In this case, teacher creativity is indispensable in motivating students to learn (Rohimah et al., 2020). Teachers can use various kinds of learning media to teach students. But to support students' speaking skills in the classroom, paper puppet media can be used as a solution to convey roles and convey messages in learning. The paper puppet media is a learning aid used by the teacher so that students can tell stories with friends who are their partners. This media is made of paper containing cartoon or original images and then given a handle so that it can be moved. By using the paper puppet media, it can create an interesting learning atmosphere so that students feel interested and happy to tell each other. Paper puppets have advantages compared to other puppets. Paper puppets are made by yourself, how to make and play them is easy and not dangerous because they are made of paper. Kerton Puppet Media is very good to use as a game tool in learning to help students understand a material (Reffiane & Mazidati, 2016). Paper puppet media can improve language skills, especially in communicating directly (verbally) to children (Kristiono & Mutmainah, 2018). The paper puppet media makes children learn and practice without feeling bored (Nufus et al., 2019) because the puppets are made to describe the character according to the child's character.

The collaboration of the paired storytelling learning model with paper puppet media is one solution that can be applied in improving children's speaking skills. Applying this learning model will make children participate in learning happily and reduce boredom because the puppet media created are characters following the child's character. With the paired storytelling learning model, children will be helped to talk more and express their opinions because of the process. learning is done in pairs.

Method

This study aims to determine the effect of the paired storytelling learning model assisted by paper puppet media on students' speaking skills. This research is an experimental study using a quasi-experimental design. This is due to researchers' limited ability to monitor student behavior outside school and ignorance of students' opinions regarding proper treatment. The quasi-experimental design used in this study was the non-equivalent control group design (Sugiyono, 2017). The steps taken during the experiment consisted of three stages: the preparation of the experiment, the experiment's implementation, and the final stage of the experiment. The population in this study were all groups of third grade students of SD Gugus VIII Mengwi for the 2019/2020 school year, totaling 298 students and divided into 7 SD, SD No. 1 Mengwi, SD No. 2 Mengwi, SD No. 3 Mengwi, SD No. 4 Mengwi, SD No. 1 Werdhi Bhuwana, SD No. 2 Werdhi Bhuwana, SD No. 3 Werdhi Bhuwana. After knowing the population, the next step is to determine the research sample. In this study, two groups of samples were selected, the experimental group and the control group. The sampling technique is the random sampling technique. In this technique, each class has the opportunity to be used as a research sample.

The sample drawn is not an individual but a class. The class that will be used as the research sample has been formed, and there is no intervention from the researcher to create a new class. The method used to get the research sample is by drawing. The drawing was carried out by writing the third-grade names in all SD Gugus VIII Mengwi Badung on each of the 11 classes of paper. Then the paper was rolled and then put into a container and drawn to get two classes. The names of the two classes drawn on the roll of paper are the research samples. In this drawing, the 2 rolls of paper that came out were Class IIIA SD No. 1 Mengwi, amounting to 32 students and class IIIA SD No. 3 Mengwi, totaling 31 students. Then the research sample was given a pre-test. This pre-test score was used for group equalization and was analyzed using the t-test.

In this study, the data analyzed were data on students' speaking skills in Indonesian. The observation and action tests method using storytelling is used to obtain this data, which refers to the assessment rubric. The speaking skill assessment rubric has five assessment aspects: pronunciation, intonation, voice volume, sentence structure, and fluency. The maximum score for each aspect of the assessment is 4 and the minimum score is 1. If these five aspects get 4 scores then the maximum score in all aspects of the linguistic assessment is 20. After conducting an action test to measure students' speaking skills, then proceed with observations during the experiment. Before giving the test, the instrument was tested for feasibility. Instrument testing only with content validity. Testing this instrument's contents' validity is carried out by involving expert opinion (expert judgment). Judgment expert in question is Indonesian language teachers and lecturers.

Data analysis in quantitative research is carried out after data from all respondents or other data sources have been collected. Posttest data collected from the experimental and control groups were analyzed first using inferential statistical analysis. Inferential statistical analysis is the statistic used to perform data analysis by making general conclusions. Before the hypothesis testing, the data analysis prerequisite test was conducted first. The data distribution normality test and the variance homogeneity test were carried out in the data analysis prerequisite test. The data distribution normality test used the chi-square test, and the homogeneity of variance test used the Fisher test.

Result and Discussion

This study obtained data on Indonesian speaking skills in a group of third-grade students who were taught with a paired storytelling learning model assisted by paper puppet media and data on Indonesian speaking skills in a group of third-grade students who were taught conventional learning at SD Gugus VIII Mengwi Badung in the academic year. 2019/2020. This research was conducted in six meetings in the experimental class and six meetings in the control class. At the end of the meeting, a posttest was given regarding the material that had been given. After obtaining data on Indonesian speaking skills, the data were analyzed to obtain the mean (\bar{x}), variance (S^2), and standard deviation (SD). The analysis results were obtained for the experimental class respectively as follows. The mean score was 80.19 (experimental class), and 70, 60 (control class), the variance score was 66.58 (experimental class), and 57.29 (control class), and the standard deviation score was 8.10 (experimental class), and 7.57 (control class). Based on the data from the analysis results, it can be said that there are differences in speaking skills between students who are taught using paired storytelling learning models assisted by paper puppet media and students who are not taught using paired storytelling learning models assisted by paper puppet media.

The next analysis was conducted using the prerequisite test, the normality test, and the homogeneity test. The normality test used is the chi-square test at the 5% significance level. The recapitulation. Based on the results of the analysis of the experimental group and the control group. The X^2_{count} of the experimental group was 3.91, and the X^2_{count} for the control group was 5.97. Then, the X^2 table with $dk = 5$ at a significance level of 5% to obtain the $X^2_{table} = 11.07$. This proves that $X^2_{hitung} < X^2_{tabel}$ means that the Indonesian speaking skills of third grade students in the experimental group and the control group are normally distributed. After the data were

normally distributed, the variance homogeneity test was then carried out. Fisher's test was used to test the variance homogeneity of the experimental group and the control group. The data distribution homogeneity test results obtained $F_{count} = 1.14$. This score is compared with F_{table} at the 5% significance level with 32 and 31 degrees of freedom (dk) being 1.83, which means $F_{count} < F_{table}$, it can be concluded that the second Indonesian speaking skill data the group has a homogeneous variance. Based on the prerequisite test, the groups were declared normal and homogeneous. Then the hypothesis testing was carried out using the t pooled variance test. Based on the data from the results of the t-test analysis on, the t-count score was 4.872, while the t-table score was obtained from the t distribution table at a significant level of 5% with $dk = (32 + 31 - 2) = 61$, the t table is 2,000. Because $t_{count} > t_{table}$, then H_0 is rejected (fails to be accepted). Based on these results it can be stated that there is a significant difference in Indonesian speaking skills between groups of students who were taught through the paired storytelling learning model assisted by paper puppet media and groups of students who were taught through conventional learning in third grade students of SD Gugus VIII Mengwi Badung in the 2019/2020 school year.

Based on the research results that have been described, there is a significant difference in Indonesian speaking skills between groups of students who were taught through the paired storytelling learning model assisted by paper puppet media and groups of students who were taught through conventional learning in third-grade students of SD Gugus VIII Mengwi Badung in the 2019/2020 academic year. This difference cannot be separated from the use of learning models and media. The collaboration of the paired storytelling learning model with paper puppet media is one solution that can be applied in improving speaking skills in children. This learning model's application will make children participate in learning happily and reduce boredom because the puppet media created are characters following the child's character. With the paired storytelling learning model, children will be helped to talk more and express their opinions because of the process. Learning is done in pairs. The paired storytelling learning model is a cooperative learning model based on the constructivism learning theory (Hermawan et al., 2016). It can be seen from the paired storytelling learning model, which prioritizes individuals' or students' role in learning. Students are required to learn using all senses, and students are also allowed to develop their knowledge (Yufrinalis et al., 2019). The paired storytelling learning model consists of two students (Rosdiana et al., 2013). The paired storytelling learning model is a model that is considered to help students overcome difficulties, especially in speaking skills (Nurming, 2017; Pebriani et al., 2014). In applying the paired storytelling learning model, students are assigned to work in pairs and exchange information with their interlocutors. There are many opportunities for students to communicate and process information, and students' speaking skills will be better. The peer learning process will be able to reduce student anxiety. Peers help, guide, and support peers to build learning through interaction and collaboration (Andersen & Watkins, 2018). Learning that involves peers will reduce anxiety and stress. With being guided, assisted, and given feedback by peers, students will increase self-confidence (Han et al., 2015; Stone et al., 2013). Teachers can use the paired storytelling learning model to teach at all grade levels, from low to high levels. The advantages of the paired storytelling learning model include a) students are allowed to process the material; b) students can improve their communication skills with the theme; c) can be used at all grade levels. In addition to using a learning model, it also requires interesting learning media in improving Indonesian speaking skills.

The use of learning media suitable for students' characteristics also greatly affects how students learn. The media is one of the communication tools used by teachers to convey material to students. Media is a tool or anything that teachers can use to convey messages or learning materials so that it can stimulate students' attention, interest, thoughts, and feelings in learning activities to achieve certain learning objectives called learning media (Arsyad & Fatmawati, 2018; Sofnidar & Yuliana, 2018; Syabrina, 2020). By using media, learning will be more interesting and less monotonous. Students can also be directly involved in media use to become more active, and the class atmosphere becomes more enjoyable (Sentarik & Kusmariyatni, 2020). Good instructional media packaging can arouse students' enthusiasm for learning to obtain maximum learning outcomes (Yusantika et al., 2018). The use of media in learning has goals and benefits for the teaching and learning process's success. (Widiasih et al., 2018) explain some of the objectives of learning media: (1) facilitate the learning process of students in the classroom, (2) increase the efficiency of the learning process that will be provided to students, (3) maintain the link between learning materials and learning objectives, and (4) when learning takes place it can help students stay concentrated. Media has a significant role in improving learning outcomes. In this case, teacher creativity is indispensable in motivating students to learn (Rohimah et al., 2020). Teachers can use various kinds of learning media to teach students. But to support students' speaking skills in the classroom, paper puppet media can be used as a solution to convey roles and convey messages in learning.

The paper puppet media is a learning aid used by the teacher to tell stories with friends who are their partners. This media is made of paper containing cartoon or original images and then given a handle to be moved. Using the paper puppet media can create an interesting learning atmosphere to feel interested and happy to tell each other. Paper puppets have advantages compared to other puppets. Paper puppets are made by yourself. How to make and play them is easy and not dangerous because they are made of paper. Paper puppet

media are very good for use as a game tool to help students understand a material (Reffiane & Mazidati, 2016). Paper puppet media can improve language skills, especially in communicating directly (verbally) to children (Kristiono & Mutmainah, 2018). The paper puppet media makes children learn and practice without feeling bored (Nufus et al., 2019) because the puppets are made to describe the character according to the child's character. Applying the paired storytelling learning model assisted by the paper puppet media can motivate students to participate in learning activities and understand more about the story's contents. In addition, students' self-confidence is getting better to express their opinions in public confidently.

Conclusion

Based on the results of data analysis, it can be concluded that the paired storytelling learning model assisted by paper puppet media affects the Indonesian speaking skills of third-grade students of SD Gugus VIII Mengwi Badung in the 2019/2020 academic year. The collaboration of the paired storytelling learning model with paper puppet media is one solution that can be applied in improving children's speaking skills. This learning model's application will make children participate in learning happily and reduce boredom because the puppet media created are characters following the child's character. With the paired storytelling learning model, children will be helped to talk more and express their opinions because of the process. Learning is done in pairs.

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