Improving Learners' Articulation In Indonesian Language Speaking Using Cooperative Learning

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Improving Learners' Articulation In Indonesian Language Speaking Using Cooperative Learning

Rohana, Syamsuddin

Abstract: This study aims to improve the lack of students' speaking skills in an Indonesian language subject. The formulation of the problem of this study is the application of the articulation in cooperative learning model to improve the Indonesian language speaking skills in Elementary School level. This study applied a descriptive qualitative method with a classroom action research designed in two cycles and each cycle is held twice meetings. The subject of this study was 1 teacher and 20 students consisting of 11 men and 9 women in Makassar City, South Sulawesi, Indonesia. The focus of this study is the application of the articulation in cooperative learning model to improve students' speaking skills. Data collection techniques were through observation and documentation. Based on observations of teaching activities of teachers in the first cycle are in the fairly good category and in the second cycle increased to good categories. The results of observations on learners' learning activities in the first cycle are in the fairly good category. In the second cycle increased to both categories. Then the results of observations assessing students' speaking skills in the first cycle are in the fairly good category, while in the second cycle, they are in the excellent category. Thus, it can be concluded that the application of the articulation in cooperative learning model can improve Indonesian language speaking skills.

Index Terms: Learners' articulation, Indonesian language subject, speaking skill, cooperative learning.

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1. INTRODUCTION

THE function of education is to develop the abilities and character, as well as the potential of knowledge possessed by learners, including speaking skills. There must be guidance from the environment; therefore speaking skills can be obtained through many practices. With so many practical exercises, learners will be more active in the learning process so that learners' speaking skills will improve. The process of learning Indonesian-speaking skills in the class was less than optimal due to factors from the learners and the teacher during the learning process. Students are still unable to explore their thoughts in front of their friends and teachers through speaking. Besides, the learning methods that teachers use are still monotonous such as lectures and assignments, so the learning process is only one way. One effort that can be done to overcome these problems is by applying the articulation using a cooperative learning model. The articulation-learning model is a learning model that emphasizes the ability of learners to be able to speak clearly [1], knowledgeable, and having ways of thinking in conveying the material given by the teacher. Cooperative learning is a broader concept covering all types of group work directed by the teacher [2]. Cooperative learning is the grouping of students in the classroom into small groups so that students can work together with the maximum ability they have and learn from each other in the group [3]. Cooperative learning is a learning model that is currently widely used to realize learners-centered teaching and learning activities [4]. For example, overcoming the problems found by teachers in activating students, who cannot cooperate with others, students who are aggressive and not care for others. Integrating the articulation-learning model with cooperative learning requires students to be able to act as recipients of the message as well as the messenger. Articulation learning in cooperative learning is a learning model that emphasizes the concept of active students in learning speaking activities. The

advantages of articulation learning using cooperative learning models are that all students are involved (get roles), train students' readiness, train their absorption ability from others, suitable for simple assignments, more natural interactions, and increase children's participation. While the weakness is that it can only be applied to specific subjects, the time required is considerable, the material obtained can be small, and fewer ideas emerge. The benefits of articulation learning in cooperative learning models are "students become more independent. Students work in groups to complete learning material. The rewards are more group-oriented than individual. Besides, interactions occur between students in small groups, and each student has the opportunity to speak or appear in front of the class to convey the results of their group discussions.

Speaking skills is a form of human behavior that utilizes physical, psychological, neurological, semantic, and linguistic factors so extensively, widely that it can be considered as the most important human tool for human control [5]. Speaking is more than just the pronunciation of sounds or words [6]. Speaking is issuing the contents of thoughts or opinions to the interlocutor. It is better if speaking is done in good language and coherent so that the contents of the conversation can be understood. Assessment of speaking skills, namely pronunciation and intonation, the accuracy of choice of words (diction), clarity of sentence, mastery of the contents of the material, and fluency in speaking. Indonesian language subject as a scientific discipline and its application in society makes it very important. An utterance or signal can be symbolized through letters or images that have different meanings. Indonesian language learning is directed to improve the ability of students to communicate in the Indonesian language correctly and adequately, both verbally and, as well as foster an appreciation of the work of Indonesian human literature. Indonesian language learning is very important to master because besides being used to communicate, Indonesian is also a suggestion to get knowledge.

2 THE METHOD OF THE STUDY

This study used a qualitative method with Classroom Action Research (CAR) design [7]–[9]. The implementation of the study examines three issues, namely:

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1. Articulation.
2. Cooperative learning method.
3. Student speaking skills.

The location of this study was conducted at one Elementary Schools in Makassar, South Sulawesi, Indonesia.

2.1 The Procedure of the Study

Under the type of research namely Classroom Action Research (CAR), the action plan to be carried out consists of two cycles. The procedure of activities in each cycle includes planning, implementation, observation, and reflection. Before conducting research, first determine the "initial state" which shows the initial conditions of the learning process and student learning outcomes. Data collection techniques used were observation, a speaking skills test, and documentation. This technique aims to obtain data to support the results of research.

2.2 Analysis of the Study

Data analysis conducted in this study was analyzed qualitatively. The type of qualitative data analysis used is qualitative data analysis developed by [10]. Data reduction, data presentation, concluding. As for the assessment of students' speaking skills using a scale of 1 to 4 with the following categorization:

TABLE 1
INDICATORS OF SUCCESS IN SPEAKING SKILLS IMPROVEMENT

Score	Percentage	Category
< 12	< 60%	Poor
12-14	60-69	Fairly Good
15-17	70-79	Good
18-20	80-100	Very Good

General description of the observation of speaking skills assessment is done by using the highest ideal score of 20 (5 x 4 = 20). Then subtracted by the lowest ideal score of 5 (5 x 1 = 5) which is then divided by 4 class intervals so that the class 3 interval is obtained.

TABLE 2
SPEAKING SKILLS ASSESSMENT

Score	Category
0-61	Poor
62-74	Fairly Good
75 – 87	Good
88 – 100	Very Good

While the data of observations of teacher teaching activities and student learning activities using articulated cooperative learning models use the following indicators of success:

TABLE 3
INDICATORS OF SUCCESS (LEARNING PROCESS ACTIVITY)

Indicators of Success	Category
< 65%	Poor
65% – 79%	Fairly Good
≥ 80%	Good

3 RESULTS

3.1 Cycle I

Based on data on the percentage of students' speaking skills achievement at meeting II, the results of the percentage of the first cycle and I reached 64.37% of the achievement indicators of speaking skills assessment of learners categorized as fairly good.

TABLE 4
OBSERVATION ASSESSMENT ON LEARNERS' SPEAKING SKILLS

Score	Category I	Frequency I	Frequency II	I %	II %
88-100	Very Good	1	4	5%	20%
75-87	Good	3	6	15%	30%
62-74	Fairly Good	6	3	30%	15%
0-61	Poor	10	7	50%	35%
Total		20	20	100%	100%

Meeting I Students in the category of fewer than 10 people (50%), in the category enough as many as 6 people (30%), in the good category as many as 3 people (15%), and in the very good category as many as 1 person (5%). At the second meeting. There are 7 students (35%) in the poor category, 3 people (15%) in the sufficient category, 6 people in the good category (30%), and in the very good category 4 people (20%).

3.2 Cycle II

Based on data on the percentage of students' speaking skills achievement at meetings III and IV, the results of the percentage of cycle II reached 84.5%, it can be concluded that the achievement of each indicator of student's speaking skills assessment was categorized very good.

TABLE 5
OBSERVATION ASSESSMENT ON LEARNERS' SPEAKING SKILLS

Score	Category	Frequency III	Frequency IV	III%	IV%
88-100	Very Good	8	12	40%	60%
75-87	Good	7	6	35%	30%
62-74	Fairly Good	2	2	10%	10%
0-61	Poor	3	-	15%	-
Jumlah		20	20	100%	100%

Meeting III. Students in the category of less than 3 people (15%), in the category enough as many as 2 people (10%), in the good category as many as 7 people (35%), and in the very good category as many as 8 people (40%). Meeting IV Students in the category of less than 8 people (40%), in the category enough 2 people (30%), in the good category as many as 3 people (15%), and in the very good category as many as 1 person (5%).

4 DISCUSSION

This research is a Classroom Action Research to improve the speaking skills by applying the articulation learning using cooperative learning model. Research conducted two learning cycles by applying the articulation learning on cooperative learning models Each cycle that is applied to the learning process is able to improve students' speaking skills. Improved students' speaking skills are shown with the results in each cycle. The implementation of Indonesian learning activities on speaking material by applying the articulation learning using a cooperative learning model conducted in one of Elementary School conducted during two cycles of four meetings showed improvement. Teacher teaching activities, student learning activities, and assessment of students' speaking skills. Comparison of the results of observations of teacher teaching activities and student learning in cycle I and cycle II after the improvement has been shown to have increased activity. The increase in teacher teaching activities in the first cycle of the first meeting was in fairly good category. Whereas at the second meeting there was a slight increase but it was still in the sufficient category. Based on these data, the overall teaching activity of teachers is obtained for meetings I and II in the sufficient category. Whereas in the second cycle III meeting the teaching activities of the teachers were in the good category as well as the fourth meeting also in the good category. Based on these data, the overall teaching activities obtained for the third and fourth meetings in the second cycle were in a good category. Based on these data, the results of observations of teacher teaching activities are said to successfully meet the requirements of the specified success indicators. Increased student learning activities are also seen, where student learning activities in the first cycle of meetings I and II are in the sufficient category. Then in the second cycle, III and IV meetings have increased and are in a good category Based on these data, the results of observations of student learning activities are said to meet the requirements of the success indicators specified successfully. Students' speaking skills also experience improvement during the learning process. in cycle I speaking skills in the five aspects, namely pronunciation and intonation, the accuracy of the choice of words (diction) clarity of sentence, mastery of the contents of the material, and fluency in speaking are still lacking. The achievement of observing students' speaking skills in the first cycle is in fairly good category. Where classically there are 10 students who reach mastery. Then in the second cycle III and IV meetings have increased speaking skills so that it is in a very good category. Where classically there are 18 students who reach mastery. Based on the description above proves that the application of articulated cooperative learning models can improve students' speaking skills. The articulation-learning model is a learning model that emphasizes the ability of students to be able to speak using words clearly, knowledge and ways of thinking in conveying the material given by the teacher [1]. So it is clearer from the results of the analysis obtained the average percentage of students' speaking skills has increased from cycle I to cycle II. So, in general, it can be said that there is an increase in students' speaking skills after applying the articulation cooperative learning model in Indonesian Language subjects

5 CONCLUSION

The students' speaking skills in Indonesian language subject can be improved through the application of the articulation learning using cooperative learning model This is proven to be an increase in each cycle, namely in the first cycle students' speaking skills are in the sufficient category and increased in the second cycle with very good categories. For classroom teachers, this articulated cooperative learning model can be used as an alternative learning model that can improve students' speaking skills so that they can activate students in the learning process and improve student learning activities. Teachers and students must use time efficiently so that learning objectives can be achieved well in applying the articulation cooperative learning model. The school should conduct training for teachers on articulated cooperative learning models in order to improve teaching and learning activities in the classroom and improve students' speaking skills. It is expected that future researchers, especially in the field of education, can be used as a reference for conducting further research on the application of articulated cooperative learning models because this model can improve students' speaking skills and teaching and learning activities in the classroom.

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