

THE APPLICATION OF THE COOPERATIVE STORY TYPE COOPERATIVE METHOD IN LEARNING WRITE SHORT STORIES

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Abstract

One of the teaching materials that high school students learn is writing short story texts. In the learning process, there are problems experienced by students, including difficulties in finding ideas and developing stories. The formulation of the research problems: 1) how is the implementation of the cooperative method of storytelling in pairs on short story writing material? and 2) how is the pre-test and post-test scores for the experimental and control classes? This study shows the implementation of the cooperative method of storytelling in pairs is carried out in accordance with the Learning Implementation Plan. The research method is a quasi-experimental quantitative approach. The research stages were pre-test, giving treatment, and post-test. The results showed that the experimental class average score increased after using the cooperative method of telling pair stories. The pre-test average score was 56, increased in the post-test to 80, so the students' writing ability in the experimental class had a significant increase. Meanwhile, the mean value of the control class increased but not significantly. The pre-test average score was 52, increasing in post-test to 64. It can be concluded that the cooperative method of storytelling in pairs can be used in short story writing learners.

Keywords: *writing, cooperative method, storytelling in pairs, short stories*

Abstrak

Salah satu bahan ajar yang dipelajari siswa SMA adalah menulis teks cerita pendek. Dalam proses pembelajaran, terdapat permasalahan yang dialami siswa, diantaranya kesulitan dalam menemukan ide dan mengembangkan cerita. Rumusan masalah penelitian: 1) Bagaimana penerapan metode bercerita kooperatif berpasangan pada materi menulis cerpen? dan 2) bagaimana nilai pre-test dan post-test untuk kelas eksperimen dan kontrol? Penelitian ini menunjukkan penerapan metode kooperatif mendongeng berpasangan dilaksanakan sesuai dengan Rencana Pelaksanaan Pembelajaran. Metode penelitian yang digunakan adalah pendekatan kuantitatif kuasi eksperimental. Tahapan penelitian adalah pre-test, pemberian perlakuan, dan post-test. Hasil penelitian menunjukkan bahwa nilai rata-rata kelas eksperimen meningkat setelah menggunakan metode kooperatif bercerita berpasangan. Nilai rata-rata pre-test adalah 56, meningkat pada post-test menjadi 80, sehingga kemampuan menulis siswa pada kelas eksperimen mengalami peningkatan yang signifikan. Sedangkan nilai rata-rata kelas kontrol mengalami peningkatan tetapi tidak signifikan. Nilai rata-rata pre-test adalah 52, meningkat pada post-test menjadi 64. Dapat disimpulkan bahwa metode kooperatif bercerita berpasangan dapat digunakan pada peserta didik menulis cerita pendek.

Kata kunci: *menulis, metode bercerita kooperatif berpasangan, cerpen.*

INTRODUCTION

A skill that can be mastered by students in Indonesian language lessons is writing. There are various kinds of writing learning materials, one of which is writing short stories. Kosasih (2014) argues that cerpen is short, but the short length of a story is relatively short. A short story is a story that is read in between ten minutes or thirty minutes. The number of words in a short story is around 500-5000 words, with that number of words the short

story is often referred to as a story that is read in one sitting. In the 2013 curriculum the short story text is a learning material for class XI. KD (Basic Competence) 4.2, namely making short story texts, which are related to the characteristics of the text both orally and in writing. The technicality of writing a short story cannot be separated from an activity. These activities are determining the theme, starting the essay, arranging events, building conflict, and ending the story (Sumiyadi & Duracman, 2014).

Currently, the process of learning to write is mostly presented in theory, and uses less practical activities. This makes students forced to memorize without understanding the information they have received. Another reason for students' limited writing skills is that teachers in the selection of teaching materials, learning methods, and learning media tend to be less creative. The creativity of a teacher is needed in choosing the right media and methods for students.

Group-based learning that can be used as an option is the cooperative learning method. Techniques in learning must be able to support efforts to stimulate students to think critically and have the courage to express their ideas appropriately and structurally. Learning that can be used is the pair storytelling learning technique. The pair storytelling technique combines a process of listening, writing, reading and speaking. Research on the use of the cooperative method of storytelling in pairs has been conducted by (Kesha, et al., 2017) in this study which shows that the use of the cooperative method of storytelling in pairs makes students' scores increase in writing short stories. There are also (Octaviani, 2017; Anggraini, et al., 2018; Sartika, 2017) conducted research on the use of the cooperative method of storytelling in pairs, showing that using this method can have an effect on improving student learning scores. Based on the things that have been described, it is necessary to have a learning method of writing short stories that can optimize students' ability to express their ideas, namely the application of cooperative methods of pair storytelling techniques.

Learning to Write Short Stories

To train students to get used to writing, there must be a basic competency related to writing a work, with this competency students will get used to pouring ideas of creativity and imagination into writing. This statement is in line with Sutardi (2012) who argues that writing is an activity by expressing ideas and ideas in thoughts and feelings through a language. According to him, writing is not only a matter of choice of existence,

but writing requires awareness to always be in process, because writing is not an instant or easy technique but requires various factors to support its success, such as having a strong spirit and determination starting from oneself. Writing activities are activities that require programmed and planned practice. Therefore, writing activities will be better if they are carried out according to the design with the guidance of the teacher according to the subject (Sobari, et al., 2020). Discussing how to increase student creativity and imagination through pouring his imagination into writing can be done by learning, especially writing literature. Barus (2018) argues that writing short stories can increase creativity because writing short stories requires writers to observe problems or events that occur in the surrounding environment. Discussing how to increase student creativity and imagination through pouring his imagination into writing can be done by learning, especially writing literature. Barus (2018) argues that writing short stories can increase creativity because writing short stories requires writers to observe problems or events that occur in the surrounding environment.

Short story is a type of literature in the form of fictional narrative prose which tells the story of a character and all his problems and presents the solution. Martin, et al (2013) argue that a short story is a storyline that tells a story about an event or incident related to humans. This agrees with Sutardi (2012) who says that a short story is a sequence of events that are woven together, besides that in the story there is a problem with the characters or within the character itself and there is a background and plot. Another opinion regarding the meaning of short stories, according to Sumiyadi & Duracman (2014) says that in short story writing there are always activities that cannot be separated and there is always a link between one activity and another. These activities include determining a theme, starting writing or starting an essay, stringing events, building conflict and ending the story. In writing a short story, the writer also needs to determine an intrinsic element of the story. Basically, the intrinsic element is the component contained in a story that has parts to build a story in a literary work. The elements in the short story include intrinsic elements, such as themes which are the main ideas or main thoughts, and flow that helps readers capture the full picture of the story. Characteristics that give the character's name and characteristics. As well as the setting that provides the basis for the story. So the quality of the short story is determined by the constituent elements, with the criteria of theme, mandate, plot, characterization, setting, language

style, A short story is led to have a soul that makes it alluring. The allure of a literary work lies not only in the language used by the author, but can be seen in terms of the interesting content of the story and the way the writer tells it.

Cooperative learning is a learning method that prioritizes group existence. This method focuses on the collaboration stage in solving problems to apply knowledge and skills to achieve learning objectives. This is in line with the opinion of Shoimin (2014) which states that cooperative learning is a learning activity using a group method to work together to help construct concepts and solve problems. The pair storytelling technique which is also known as Paired-Storytelling is a learning technique based on a cooperative learning approach.

Magdalena & Sukidi (2017) argue that the pair storytelling technique was developed aimed at establishing an interaction between students, teachers, and learning materials. The pair storytelling technique can be applied at all grade levels. The appropriate learning materials to use with this technique are descriptive and narrative materials. In the pairs storytelling technique steps, language skills are reading, writing, listening, and speaking. So that the pair storytelling technique is suitable for use in Indonesian language learning (Huda, 2012).

As a learning model, paired-strategy certainly has several advantages, as stated by Huda (2012), which are as follows.

- 1) Can provide opportunities for students to practice asking questions and discussing problems;
- 2) This technique develops reading, writing, listening, and speaking activities;
- 3) Can develop leadership skills and discussion participation skills;
- 4) Awaken students to improve thinking and imagining skills;
- 5) Students work together and have a lot of flexibility to adapt information and improve communication skills; and
- 6) Provide opportunities for students to be active and interact in the learning process.

METHOD

Quantitative is the method applied for this research. The quantitative method used is a quasi-experimental design (Quasi Experimental Research) Nonequivalent Control Group Design. In the quasi-experimental method, the research is divided into two classes, the control class and the experimental class. Researchers will provide special treatment

in learning to the experimental class and provide lessons conventionally to the control class. So that researchers can determine the level of success in their research. The two classes were not chosen randomly, but were adjusted according to the criteria required in the study. This experimental research requires two different classes at the same level, and with the same number of students in each class.

This research was conducted at SMA Negeri 1 Parongpong located at Jalan Cihanjuang Rahayu Kab. West Bandung. The population of this research is all students of class XI SMAN 1 Parongpong with the total number of students of class XI SMAN 1 Parongpong is 281 students. The experimental class in this research class XI MIA 1 consists of 35 students, class XI MIA 2 as the control class totals 35 students. In the control class or experimental class, pre-test and post-test are given. The treatment given to the experimental class was to apply the cooperative method of storytelling in pairs, while the treatment in the control class was the conventional method. The results of the pre-test and post-test are then calculated in order to obtain empirical data. Calculation of data using SPSS 23.

The data collection techniques in this study included the results of the experimental class students' tests as well as the control and observation results of the assessment of teachers and students. The study used three research instruments, namely treatment instruments, test instruments, and assessment instruments. It can be gathered that the procedure in this research consists of three stages including preparation, implementation, and data processing.

RESULTS AND DISCUSSION

Result

The implementation of the cooperative method of storytelling type in pairs on learning materials to write short story texts

The learning process uses the cooperative method, the type of storytelling in pairs, first outlined in the lesson plan to write short story texts. RPP is made based on the basic competency of 4.2, namely making short story texts, which are related to the characteristics of the text that will be made both orally and in writing.

In the early learning activities, the teacher and students greet each other, pray together, the teacher checks the presence of students, the teacher gives apperception and

motivation to students. the teacher explains about KI, KD, and indicators. The final activity is the teacher directs students to groups heterogeneously, but one group consists of two people.

The implementation of the core activities is carried out by carrying out five stages.

1. Stage of Implementation of Pairing Storytelling Techniques Positive Dependence. At this stage the students work together to observe the short story "Juru Masak" by Damhuri Muhamad which has been divided into two parts by the teacher.
2. The Individual Responsibility Stage. The learning process at this stage students determine the division of tasks part one and part two. The first part of the students read the short story from the beginning to the middle of the story, while the second part of the students read the short story from the middle to the end of the story. After that the students read their respective sections. After reading the sections each student writes the important words or key phrases contained in their respective sections.
3. Face-to-Face Interaction Stage. What is done in this stage is that students exchange lists of key words / phrases with their partners regarding the part of the short story they have read. While remembering the part that has been read, the two students try to write another part that has not been read based on the information received from their partner. After that the first student who has read the beginning to the middle tries to write what happened next, while the second student who has read the middle to the end writes what happened before.
4. Participation and Communication. Students are given the opportunity to question things they want not to know about the next short story text students make up other parts based on a list of key words / phrases read by their partners. Students who read the first part predict and write down what happened next, while the second part students predict what happened before. In the final process, students read the results of their essays.
5. Group Process Evaluation. This stage is the final step in the core learning activities, namely by providing directions to other students to comment on the short stories that have been read. The final activity of learning is carried out the same as other learning processes, namely teachers and students make conclusions about the learning that has taken place. Educators make an assessment of the learning process

that has taken place. The final stage is teacher and students close the activity with greetings and then prayers.

Acquisition of Prates and Post-test Values in the Experiment Class and Control Prates Experiment and Control

Text learning materials short story delivered in two different classes (experimental and control). Both get a pre-test or pre-test, and a final or post-test. Prates are given before starting learning activities, what distinguishes them lies in the learning method in each class. After being given the initial test in the experimental class, the students got the cooperative learning method, the type of storytelling in pairs. While the control class is given a different learning method, while the learning model given to the control class is the conventional learning method. The results of the two classes are then calculated. The calculation steps are carried out to find out which class gets an increase in the results of the assessment. That way, we can find out which method is more suitable in learning to write text short story in class XI high school students.

Reliability Test Results Between Prates and Post-test Weights of Experiment and Control Class

Based on pre-test reliability test between the weighers, it is known that the Alpha value (α) is 0.913, which means > 0.05 . It can be concluded that the initial test of the experimental class can be trusted or reliable because the value of Alpha (α) = 0.913 > 0.05 . Based on results of the post-test reliability test between the weights, it is known that the Alpha value (α) is 0.958 which means > 0.05 . It can be concluded that the final test of the experimental class can be trusted or reliable because the value of Alpha (α) = 0.958 > 0.05 .

Based on results between the pre-test weighers, it is known that the Alpha value (α) is 0.937 which means > 0.05 . It can be concluded that the initial test of the control class can be trusted or reliable because the value of Alpha (α) = 0.937 > 0.05 . Based on results between post-test weighers, it is known that the Alpha value (α) is 0.985, which means > 0.05 . It can be concluded that the final test of the control class can be trusted or reliable because the value of Alpha (α) = 0.985 > 0.05 .

Result of Normality Test for Experiment and Control Class

The experimental class is 0.823 while the control class is 0.560. It turns out that the p-value for the two classes is greater than 0.050, which means that H_0 is accepted.

Based on this, it is concluded that the pretest data on the ability to write short stories for the experimental class and control class are normally distributed.

Post-test Normality and Homogeneity Test Results for Experimental and Control Class

H0: Posttest data on the ability to write poetry is normally distributed.

H1: Posttest data on the ability to write poetry is not normally distributed.

Testing criteria: Accept H0 if p-value > 0.050

The experimental class is 0.126 while the control class is 0.550, it turns out that the p-value for the two classes is greater than 0.050, meaning that H0 is accepted. Based on this, it is concluded that the posttest data on the ability to write short stories for the experimental class and the control class are normally distributed.

H0: $\sigma_1^2 = \sigma_2^2$ (The variance of the two classes is homogeneous)

H1: $\sigma_1^2 \neq \sigma_2^2$ (The variance of the two classes is not homogeneous)

Testing criteria: Accept Ho, if the p-value > 0.050

Based on the table, the p-value is 0.662 > 0.050, meaning that H0 is accepted. From this, it can be concluded that the two variances are homogeneous.

Homogeneity Test Results for Experiment Class and Control Class

H0: $\sigma_1^2 = \sigma_2^2$ (The variance of the two classes is homogeneous)

H1: $\sigma_1^2 \neq \sigma_2^2$ (The variance of the two classes is not homogeneous)

Testing criteria: Accept Ho, if the p-value > 0.050

Based on the table, the p-value is 0.052 > 0.050, meaning that H0 is accepted. From this, it can be concluded that the two variances are homogeneous.

Post-test t-test results of students' short story writing ability in the experimental and control classes

Testing criteria: Accept Ho, if the p-value > 0.050

Based on result, the p-value is 0.000 < 0.050, meaning that H0 is rejected. Thus it can be seen through the calculation that the final ability of students to write short stories using conventional models is not better than students who get the pair storytelling technique in the learning process.

Discussion

Learning to write short story texts is carried out in accordance with the steps using the cooperative learning method, telling stories in pairs. The learning steps are outlined in the RPP (Learning Implementation Plan). Meanwhile, both classes experienced an increase in post-test scores. However, the experimental class showed more significant results than the control class. Average yield pthere is an experimental class is 56 when pre and 80 at post-test. Meanwhile, the control class during pre-test the average score is 52 and 64 at post-test. These results prove that the cooperative method of storytelling in pairs is more suitable for learning to write short story texts.

CONCLUSION

This research is to implement the cooperative method of storytelling in pairs on the short story writing material studied in class XI SMA. For this reason, the learning steps outlined by the researcher in the learning implementation plan are adjusted to the model steps of the method.

The cooperative method of storytelling in pairs is suitable to be implemented in learning to write short story texts learned in class XI SMA. The statement is based on the result statistical calculations that show significance <0.05 , meaning that H_0 is rejected and H_a is accepted. Although the experimental and control classes both experienced an increase in post-test scores, the experimental class average score was higher than the control class. Class experiments when the mean pretest was 56 and 80 at post-test. The control class the average value is 56 (pre-test) and 64 (post-test).

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