

Pengembangan  
Pembelajaran  
Inovatif  
*dan*  
Inspiratif:

Menjawab  
Tantangan  
**Era**  
Milenial



HASIL PENELITIAN PENDIDIKAN DAN PEMBELAJARAN  
PENGEMBANGAN PEMBELAJARAN INOVATIF DAN INSPIRATIF:  
Menjawab Tantangan Era Milenial

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## \_\_\_\_\_Kata Pengantar\_\_\_\_\_



*Millennials*, atau juga dikenal sebagai generasi millennial, adalah kelompok generasi yang lahir antara tahun 1980-an sampai dengan tahun 2000-an. Dengan demikian generasi millennial adalah generasi muda yang sekarang berusia antara 17 – 37 tahun. Tidak dapat dielakkan, kelompok generasi inilah yang mulai sekarang akan banyak mengisi dan berwarnai corak kehidupan masyarakat *jaman now* dan kehidupan masyarakat pada masa yang akan datang. Generasi millennial inilah yang akan menentukan apakah bangsa kita akan mampu tampil setara dan mampu bersaing dengan bangsa lain dalam komunitas global.

Hasil riset yang dirilis oleh *Pew Riset centre* menjelaskan keunikan generasi millennial yang tidak bisa *dilepaskan* dari keberadaan teknologi internet dan budaya pop. Generasi millennial memiliki ketergantungan yang sangat tinggi dengan teknologi internet. Mereka juga lebih terbuka dengan berbagai ide baru dan gagasan dari sumber mana pun.

Porsi kelompok generasi millennial di Indonesia diperkirakan sebanyak 34% dari total penduduk. Kelompok generasi inilah yang dalam kehidupannya selalu mengandalkan kecepatan, dan cenderung suka pada hal-hal yang serba instan. Bila hal ini terus dijadikan pedoman dalam berperilaku, *maka* dikawatirkan akan memunculkan perilaku *cuek* dengan lingkungan sosialnya, individualis dan egosentris, cenderung mencari hal yang serba mudah, dan kurang menghargai sebuah proses. Kecenderungan ini menjadi tantangan utama bagi semua pendidik *jaman now*. Kegiatan pendidikan dan pembelajaran ditantang untuk mampu memberikan jawaban riil, bagaimana para pendidik harus mengembangkan kegiatan pendidikan dan pembelajaran yang relevan dengan karakteristik generasi millennial. Bagaimana keberadaan teknologi informasi dan komunikasi yang berkembang pesat justru dapat digunakan untuk membangun karakter positif generasi millennial agar kelak mereka dapat bersaing dalam komunitas global.

Saat ini, kajian tentang pendekatan pendidikan, pembelajaran, dan pengembangan sumber daya manusia yang secara spesifik diperuntukkan untuk memperkuat peran generasi millennial dalam era global *masih* belum banyak dikaji oleh para peneliti, akademisi, dan para pengembang sumber daya manusia. Kegiatan Seminar Nasional Hasil Penelitian Pendidikan dan

Pembelajaran dengan tema: “Pengembangan Pembelajaran Inovatif dan Inspiratif: Menjawab Tantangan Era Millennial” ini dirancang untuk mewadai hasil pemikiran, kajian, dan penelitian para akademisi yang menaruh perhatian besar pada isu tentang bagaimana mengembangkan kegiatan pendidikan dan pembelajaran yang mampu menjawab tantangan era millennial. Hasil pemikiran, kajian, dan penelitian ini diharapkan dapat dijadikan rujukan bagi para pendidik dan pengembang sumber daya manusia untuk mengantarkan tumbuhnya insan millennial yang berkarakter, cerdas, dan kompetitif.

Jombang, 31 Maret 2018

Panitia Seminar Nasional

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## THE EFFECTIVENESS OF USING COLLABORATIVE STORYTELLING GAME IN TEACHING SPEAKING

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### Abstract

Speaking is one of the skills which should be mastered for anyone. Nowadays, students have activities in English class but they still speak English with the longer pause. Thus, the teacher should encourage students for studying English using fun and interesting strategy in which can motivate students to speak in English. Collaborative storytelling is one of game which is suggested applying in teaching learning activity. The researcher had investigated the collaborative storytelling game in teaching speaking English at the eighth class in MTsN Tambak Beras Jombang have better achievement in speaking skill. The research design was quasi experiment design especially non randomized sample design. The researcher did some steps to get the data; pre-test and post-test activity. The result of post-test was calculated using ANCOVA. The result of research findings was found that the  $F$  value was higher than  $F$  table;  $4.177 > 1.72$  while the significance value was lower than significance level;  $0.04 < 0.05$ .  $H_a$  was accepted while  $H_o$  was rejected. It means that students who were taught using Collaborative Storytelling Game had better achievement in speaking skill. It can be concluded that Collaborative storytelling Game was effective for teaching speaking at the eight class of MTsN Tambak Beras Jombang.

**Key Words:** The Effectiveness, Collaborative Storytelling, Teaching Speaking

### Abstrak

Kemampuan berbicara adalah salah satu kecakapan yang harus dimiliki oleh setiap orang. Saat ini, banyak kegiatan yang dimiliki oleh siswa untuk mengasah kemampuannya dalam berbahasa Inggris tetapi sebagian dari mereka masih memiliki kekurangan saat berbicara menggunakan bahasa Inggris. Oleh karena itu, guru harus memberikan arahan kepada siswa untuk belajar bahasa Inggris dengan cara kegiatan yang menyenangkan dan menarik bagi siswa sehingga mereka termotivasi untuk belajar lebih giat. Collaborative Storytelling adalah salah satu game yang direkomendasikan untuk diterapkan pada kegiatan belajar mengajar. Peneliti telah menguji cobakan permainan Collaborative Storytelling pada kegiatan belajar mengajar di kelas 8 MTsN Tambak Beras Jombang. Penelitian ini menggunakan model quasi eksperimental khususnya non randomized. Peneliti menyelesaikan beberapa langkah untuk memperoleh data, seperti kegiatan pre – test dan post – test. Hasil dari penelitian ini dianalisis menggunakan ANCOVA. Setelah dianalisis, hasil penelitian ini menunjukkan bahwa  $F$  value lebih besar daripada  $F$  table  $4.177 > 1.72$  dan signifikan value lebih kecil daripada signifikan level  $0.04 < 0.05$ .  $H_a$  diterima dan  $H_o$  ditolak. Hasil tersebut menunjukkan bahwa permainan Collaborative Storytelling efektif saat digunakan untuk mengajar kemampuan berbicara pada siswa kelas 8 MTsN Tambak Beras Jombang.

**Kata Kunci :** Keefektifan, Collaborative Storytelling, Pengajaran Kemampuan Berbicara.

## INTRODUCTION

Communication is the way for sharing or delivering our opinion which we have. There are many ways for communicate with others, such as writing a letter, by using gesture and body language for dumb, using media such as telephone or speaking directly to each other. In daily, everyone need for sharing the problem which had to face, one of the way to solve the problem it able to make a group of conversation. The example of this case, students who had difficulty for lesson especially speaking English, they might make a group of conversation by using English. This one hopefully could help them for solving their difficulty to each other. They could support their friends because the difficulty which is had, it could be evaluated. According to (Shameem, 1995, p. 144) he states, “Collaborative

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storytelling is spontaneous oral development of group stories. The aim of collaborative storytelling use competition as a stimulus in composing an oral story. The context of the small group is nonthreatening, and children know they have the support of others in the groups.” This game may used for any levels of students. This game would overcome the students’ speaking problem. Collaborative story telling is one of games hopefully could solve the students’ difficulty especially for speaking English. There are many ways to speak, but this is the difficult one for students. Students in the class, they had to produce something such as speaking activity. Through speaking activity would make them having fluency and good pronunciation. Fluency, good pronunciation, and having many vocabularies would be gotten by them because students always in this situation, it would be familiar, so the difficulty would be solved, because they are practice every day in a chance. In addition, speaking is needed by students because speaking would make them be confident be brave every where they are.

Based on the statement above this research investigated students who were taught using collaborative storytelling game had better speaking skill than those who were taught without using collaborative storytelling game. Thus, this research was aimed to know the students who are taught using collaborative storytelling game has better speaking skill than those who are taught without using collaborative storytelling game. The method that was used in this research is quasi experimental research design.

## REVIEW OF LITERATURE

In teaching learning English there are four skills, speaking, listening, writing, and reading that should be mastered by students. Especially for speaking according to (Brown, 2004, p. 140) he states, “Speaking is productive that can be directly and empirically observed. When communication we convey messages which is meaningful in communication.” Students try to deliver their opinion directly when conversation is started, so they will produce message using speaking to express what they are thinking.

There are reasons for teaching speaking according to (Harmer, 2007, p. 123) he states, “firstly, speaking activities provide rehearsal opportunities – chance to practice real – life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the languages they know provide feedback for both teacher and students. Finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use these elements become.”

Teaching speaking in the class gives the students chance to deliver their opinion. They are able to manage of thinking when begin conversation. Teaching speaking is able to stimulus mind of students. Another reason to teach speaking in the classroom, teacher can manage what they are talking so the teacher knows how far they have understood about pronunciation each of words. The safety classroom which is made by the teacher through keeping check it can make student have limitation of error. After keeping check of their performance the teacher should give them feedback in order to students know their mistakes and the errors can be minimized.

According to (Shameem, 1999, p. 144) he states, “The context of the small group is nonthreatening, and children know they have the support of others in the group. Because the children are learning to evaluate the stories in the other groups, they in turn learn to be more discerning in the development of their own stories. The winning stories when prepared in small book format make excellent reading material for the classroom and are eagerly read during free reading period.

1. Seat children in groups and give them a number corresponding with the order of their sentence in the story and the topic for their group story. The number of the children in the group will vary with their level. With younger children, you could have three students in each group; with older students, six to eight students.
2. The first child gives the opening sentence of the story as quickly as possible. Other children in the group may help the child with the sentence or make suggestion to improve the sentence. The second child suggests the second sentence; others in the group can help the child.

3. Before the third child starts the third sentence, the first two children repeat their sentences in order so that the sequence in the development of the story is clear in the third child. The third sentence is then given with the help of other group members if necessary.
4. Repeat this pattern until all group members have contributed their sentences.
5. When the story is complete, the groups call, "Ready." A scribe on behalf of the group starts copying the story while students wait for other groups to complete their stories. When all groups are ready, they tell their stories to the rest of the class, which each child in the group repeats his sentence.
6. Award points on the following basis: If there have been five groups competing, the first group finished score 5 points, and the last group finished scores 1 point.
7. Groups vote on the quality of the stories. Each group awards the other groups 1 – 5 points for each of the following criteria: how interesting the story was; how effective the sequence, development, and conclusion were; how well vocabulary and expression were used.
8. Give the winning group a small reward. If the activity is repeated the following week, use a different grouping system to avoid having same group of children always winning.
9. Copy stories on sheets of paper, illustrate, and display in the classroom. The teacher usually types the winning story, making any necessary corrections and adjustments, has it illustrated, and presents it to the class in small book format.

According to (Blaz, 2001, p. 27) she states, "Rubric is the important one to evaluate the students' tasks and measure how far they understood materials. Here, there are two types of rubrics: holistic and analytical. A holistic rubric evaluates the overall performance and rates it in a qualitative manner. An analytical rubric breaks down the performance into the different levels of behavior expected, assigning each a point value (which can be weighted if desired), and which are totaled for a quantitative measure."

In this research, the researcher used analytical rubric scoring which was in rubric of scoring should be used by teacher to assess the task of students. Rubric scoring which was used should be suitable for tasks. Not only suitable rubric scoring that suitable each of the tasks, but also it should be detail and clear of degree or rating for assessment using analytical types of rubric scoring. It shows that analytical rubric score is using number of degree evaluation.

## RESEARCH METHOD

This research used quasi experimental design which was consisting of two groups, experimental and control group. According to (Ary, 2010, p. 316) he states, "Quasi-experimental designs are similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups. Because the quasi-experimental design does not provide full control, it is extremely important that researchers be aware of the threats to both internal and external validity and consider these factors in the interpretation. Although true experiments are preferred, quasi-experimental designs are considered worthwhile because they permit researchers to reach reasonable conclusions even though full control is not possible."

This research used nonrandomized control group design which the sample would not be randomized. According to (Creswell, 2009, p. 160) he states, "In this design, a popular approach to quasi experiments, the experimental group A and the control group B are selected without random assignment. Both groups take a pre – test and post – test. Only the experimental group receives the treatment."

The populations of this research were the eighth class students of MTsN Tambak Beras Jombang which were consist of 14 classes and divided into two categories, namely female and male classes. The samples of this research were two classes in female category, they were students of VIII– K as the experimental class and students of VIII – L as the control class, each of classes consist of 36 students.

There are some types of variable in the research. According to (Latief, 2013, p. 12) he states, "Independent variables and dependent variable are used in causal design which measures the effect of

independent variables to the dependent variables, like the effect of sex (independent variable) to students' language achievement of school (dependent variable). The independent variable of this research was teaching speaking using Collaborative Storytelling Game while the dependent variable of this research was the achievement of students in speaking skill.

The researcher used oral test in pre – test and post – test to collect the data. The researcher conducted treatment after giving pre – test then. Before doing the pre – test, the instrument of this research was tried out to get the validity and reliability of the instrument. In this research, there were two ways to get validity namely construct and content validity. According to (Latief, 2013, p. 226) he states, "If an assessment instrument used to measure students' speaking ability does not require the students to perform speaking activity, the scores obtained will not become valid representation of students' speaking skill and the scores suffer from construct validity problem. But if the instrument requires the students to perform speaking activity and based on the students' speaking performance the scores are judged, then the interpretation of the students' speaking skill is valid as it is supported with strong construct validity evidence."

After getting the validity of the instrument, the researcher the reliability through examined the result of the trying-out. Examining of the result of trying out was conducted by the experts. The reliability of instrument, according to (Latief, 2013, p. 212) he states, "If the language skill assessment result is too far away different from the true level of the skill being assessed, then assessment result reliability." The treatment was using kinds of recount text such as a letter.

Procedure of collecting data in this research, the researcher described about how to gather the data. The researcher made schedule of collecting the data in order to the research is managed well. The aim of collecting the data was getting information of school which was as the subject of the research.

According to (Pallant, 2010, p. 298) she states, "ANCOVA can be used when you have a two-group pre-test/post-test design (e.g. comparing the impact of two different interventions, taking before and after measures for each group). The scores on the pre-test are treated as a covariate to "control" for pre-existing differences between the groups. This makes ANCOVA very useful in situations when you have quite small sample sizes and only small or medium effect sizes". After giving treatment, the researcher gave post test and analyze the data using Ancova.

## FINDINGS AND DISCUSSION

There are some ways for making conclusion of hypothesis. According to Sahid Rahardjo (2015) he states, "There are two ways in making decision of research hypothesis. The first way is done through comparing F value with F table. In this case, there are two requirements. First, when the F value is greater than F table, it means that the independent variable influences the dependent variable. In contrast, if the F value is lower than F table means that the independent variable does not influence the dependent variable. The second way can be done by concerning on the significance level. If the significance value is lower than 0,05 means that the independent variable influences the dependent variable. Afterward, if the significance value is greater than 0,05 means that the independent variable does not influence the dependent variable."

According to the statements above, the researcher tried to make conclusion about the hypothesis of the research. The first, in this research had found F value **4.177** is higher than F table **1.72**. Based on the F value is higher than F table, it means the collaborative storytelling as independent variable influenced the dependent variable that was the achievement of students in speaking English.

The second way, the significance value of this research is lower than 0.05. The significance value of this research is **0.04 < 0.05**. So, the result of this research is the alternative hypothesis ( $H_a$ ) is accepted; contrast the null hypothesis ( $H_o$ ) is rejected. It means the students who were taught by using collaborative storytelling had better achievement than those who were taught by using conventional method.

## CONCLUSION

The conclusion of this research is there is differences achievement of teaching speaking using collaborative storytelling game. According to the data analysis and findings, between experiment and control group have significance differences achievement. The F value is higher than F table that is  $4.177 > 1.72$  and the second, significance value is lower than significance level that is  $0.04 < 0.05$ . Based on the result of data analysis above, it means the alternative hypothesis ( $H_a$ ) is accepted and null hypothesis is rejected. In final conclusion, the students who were taught using Collaborative storytelling game had better achievement than those were taught using conventional method. The researcher declared that is Collaborative storytelling was effective for teaching learning of speaking skill in MTsN Tambak Beras Jombang.

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