

TEACHERS' AND PRACTITIONERS' ASSESSMENT ON THE LEARNING SET OF CHARACTER-CONTAINING STORYTELLING MODEL USING STIMULUS RESPONSE-BASED COOPERATIVE METHOD

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ABSTRACT

The objective of research was to find out the teachers and practitioners' assessment on learning implementation plan (RPP) of Character-Containing Storytelling Learning Model using Stimulus-Response Cooperative Method developed by author. This research is a part of dissertation entitled "The development of Character-Containing Storytelling Learning Prototype Model in Junior High School using Stimulus-Response-Based Cooperative Method". After preliminary study was conducted to find out the map of teachers' and students' needs in storytelling learning, the learning set to be used (RPP) was tested theoretically and empirically by teachers and teachers and practitioners of Indonesian language and letters learning practitioners conducted through theoretically construct and validated by teachers and practitioners in the form of Focus Group Discussion (FGD). Techniques of collecting data used were interview and FGD. The data collected was analyzed descriptively qualitatively and argumentatively. From the data of teacher's and practitioner's assessment, it could be concluded that RPP score had belonged to a very good category, as all scores have been more than 80. The mean score of RPP was 86.47. The conclusion was that RPP had been feasible and adequate to be used in storytelling learning with Stimulus Response-Based Cooperative Method.

Keywords: Learning model, storytelling, character, cooperative, stimulus-response.

INTRODUCTION

The change of curriculum from KTSP (Education Unit Level Curriculum) into the 2013 curriculum will affect the learning process. The learning activity formerly applies EEK (exploration, elaboration, and confirmation) changes into 5 M (observing, questioning, collecting information, associating, and communicating). Similarly, the assessment used was the authentic one. The assessment of 2013 curriculum included those of attitude (affective), knowledge (cognitive), and skill (psychomotor). Affective assessment is the activity conducted by educators to obtain descriptive information about the students' behavior. Meanwhile, the cognitive assessment is the activity conducted by educators to measure the students' cognitive mastery and psychomotor assessment is the activity conducted by educators to measure the students' ability of applying knowledge in doing certain assignment (Education and Culture Minister's Regulation Number 23 of 2016 about Standard Education Assessment).

The 2013 curriculum is a text-based curriculum. The revision on 2013 curriculum in 2026 results in significant change in Indonesian language subject, particularly in its material. In the 7th grade of SMP/MTs there are eight types of text: (1) description, (2) narration (fantasy story), (3) procedure, (4) observation, (5) folk poetry, (6) folklore, (7) letter, and (8) literacy.

Several Junior High Schools (SMP) of Surakarta have implemented the 2013 curriculum. Considering the revision on the 2013 curriculum, fantasy story belongs to one form of narration text in Indonesian language text in the 7th grade. Narration is a fiction containing event development. A series of events in the story is called plot. A series of event in the story is operated in causal law. The story develops from introduction stage (what, who, and where the event occurs), conflict occurrence, and settlement. Narration has theme/basic idea becoming the center of story development. Theme can be formulated from a series of events in the story plot. Mandates is a story's element becoming the author's message through its story. Mandate is related to life values that can be inferred from the story content (Harsiaty et al., 2016: 50).

Fantasy story is a fiction story with fantasy genre (imaginative world created by the author). In fantasy story, something impossible can be made possible (ordinary). Character and setting created by the author do not

exist in real world or modified real world. The themes of fantasy are magic, supernatural, or futuristic (Harsiaty et al., 2016: 50).

In Basic Competency KI 3 it has been mentioned that 3.3 Students can identify the elements of narration text (fantasy story) read and heard and 3.4 Students can study the structure and language of narration text (fantasy story) read and heard. Meanwhile in Basic Competency KI 4, it is mentioned that 4.3 Students can retell about the content of narration text (fantasy story) heard and read, and 4.4 The Students presents creative idea in the form of fantasy story orally and in written form by considering language structure and use.

Thus, the students, in addition to be required to identify the elements of narration text (fantasy story) read and heard and to study the structure and language of narration text (fantasy story) read and heard, the students can also be required to retell the content of narration text (fantasy story heard and read and to present creative idea in the form of fantasy story in either spoken or written manner by considering language structure and use.

Regarding this, the objective of research is to find out "Teacher and practitioner's assessment on the Character-Containing Storytelling Learning Set Model Using Stimulus Response-Based Cooperative Method developed by the author.

Storytelling Learning at School

So far, storytelling or speaking learning among the students is not as expected generally. Some phenomena can be seen, for example: the students find difficulty in expressing their idea, thinking, and wish to their teachers and friends. In addition, the students speak hesitantly, choose words difficultly, and speak unquietly (Muammar, 2008: 118).

It is in line with Chaniago (2011:121) stating that the students often find difficulty in speaking before the public. Words and sentences are suddenly lost and disconnected. The heart beats fast. And they are speechless.

Such the condition is consistent with the result of preliminary survey on storytelling learning implemented in Junior High Schools of Surakarta. From the result of survey, it can be concluded that teacher finds difficulty in motivating the students to tell story bravely before the class. So far, the students often decline to tell story before the class. When they are told to retell story they usually do so shyly, nervously, not chronologically, and often forget what they want to tell.

The data found by Nugraheni (2009: 297) concerning storytelling skill learning in the 7th-H graders of Junior High Schools proves the preliminary survey. Considering the interview with the students conducted by Nugraheni (2009: 299), it can be found some factors making the students speaking less bravely before the class. They are: (1) students not accustomed to perform before the class, (2) students' shy feeling to teachers and other students, (3) students' less confidence, (4) students' unsophisticated speaking, (5) students' feeling of running out of speaking material, (6) students' fear of being laughed at, (7) students' nervous and tense feeling, and (8) student's feeling of having no speaking talent.

Regarding this problem, Hidayat (2006: 3) suggests that the students' low speaking skill is inseparable from the language learning in the classroom. In the class, teacher teaching writing and reading more than speaking and listening. Indonesian language is taught particularly for reading and writing, while other language skills (listening and speaking) are slightly neglected (in Muammar 2008:318).

Relevant to the statement above, Muammar (2008:319) states that Indonesian language teacher tends to use conventional approach so that speaking skill learning activity runs monotonously and boringly. The students are not invited to learn language, but tend to be invited to learn language theories. Recalling the mastery of spoken language is more functional in daily life, speaking ability should get adequate attention in language learning and language ability test.

The monotonous and less innovative learning condition should be solved. Teachers should find an appropriate strategy to convey learning in more attractive and meaningful way. Therefore, in storytelling learning *a Character-Containing Storytelling Model Using Stimulus Response-Based Cooperative Method* will be developed.

Character-Containing Storytelling Model Using Stimulus Response-Based Cooperative Method

A successful learning is inseparable from the way of developing effective learning models in the learning process. This learning model development aimed to create learning condition making the students to learn actively and joyfully thereby improving their learning process and outcome (Aunurrahman, 2012:140).

Arends (in Suprijono, 2011: 48) states that learning model refers to the approach to be used, learning objective, procedure of learning activity, learning environment and class management. The learning model is a conceptual framework depicting a systematic procedure in organizing learning experience to achieve learning objective.

In storytelling learning, cooperative learning is selected. In this learning, the students work in small group helping each other, discussing and arguing with each other in learning the lesson material (Slavin 2005: 4).

Cooperative learning can be used to improve the students' achievement, developing inter-group relation, acceptance to classmates with poor academic performance, and self-esteem (Slavin 2005: 10). In similar vein, Trianto (2011:18) states that cooperative learning is an effective teaching strategy in improving the students' achievement and socialization, and contributes as well to their improved attitude and perception on the importance of learning and working together. By telling story along with friends in one group, the students' motivation and self-confidence thereby improving their storytelling skill.

Tahir (2010: 47-59) found the effectiveness of cooperative class. He compares the effectiveness of cooperative class with that of traditional class. Experimental study was conducted to compare and to see the learning outcome of students' taught with cooperative learning and those with traditional method in Pakistan class. The result of his research showed that academic achievement of experiment group is better than that of control group. In addition, experimental group showed the superiority in self-esteem, motivation and social level.

Cooperative learning in literary studies was also conducted by Nystrand (1995:14). He explained the use of small groups to think and to respond to the letters. The result of research showed that cooperative learning in small group is more effective than competitive and individualistic learning. The use of small group helps the student think and reason about the letters presented.

Inuwa, U., Abdullah, Z. & Hassan, H. (2017) in their study on accounting achievement in the secondary school students in Gombe state, Niger, proved that in post-trial stage, the achievement of students exposed to cooperative learning was better than that of those exposed to conventional learning. Therefore, he recommended the government to encourage the curriculum planner and secondary school teachers to adopt cooperative learning in the class.

In implementing storytelling learning, the students will be grouped in pairs. In practice, the students will read entire text on fantasy story shared. Then, they practice to tell the story without text. When a student tells a story, the others will listen to while noting the strength and weaknesses of storyteller (the students make assessment based on indicator of storytelling specified by teachers). It is done in turn. This method is called a stimulus response-based cooperative script learning method.

Suprijono (2011: 126) explains that Cooperative Script learning method is the one in which students learn to summarize the parts of material learnt in pair and in turn. This procedure of learning is as follows. (1) Teacher groups the students in pairs. (2) Teacher distributes discourse or material to be read and summarized by every student. (3) Teacher and students determine who the first one serving as speaker and listener. (4) The speaker reads the summary as completely as possible, by including main idea into his/her summary, while the listener listens to, corrects, or shows the less complete main idea, helps remember or memorize the main ideas by connecting it to previous material or to other materials. (5) Role exchange, the one formerly serving as the speaker now becomes the listener; and vice versa. (6) Teacher and students draw a conclusion together. (7) Closing.

Stimulus-response theory is the one attempting to create the relationship between stimulus and response as much as possible. The learning with stimulus-response strategy is an effective to apply to speaking skill. It is confirmed by Iskandarwassid and Sunendar (2008: 240) stating that speaking learning strategy refers to stimulus-response principle. This type is closely related to the behavior of students consciously responding appropriately to the stimulation in learning situation.

This research will be associated with character education because storytelling learning is considered as one effective way of educating the students' character. Human beings with good character are very desirable in dealing with the globalization. To create human beings with good character, character education is required.

Character education is the one creating and individual's personality through character education, the result of which can be seen in an individual's real action, good behavior, honesty, responsibility, respect to others' right, hard work, and etc (Lickona 1991 in Megawangi 2007: 83).

Definition of Learning Implementation Plan (RPP)

In Education and Culture Minister's Regulation Number 22 of 2016 about Standard Process of Primary and Secondary Education, it is mentioned that Learning Implementation Planning (RPP) is the plan of face-to-face learning activity for one or more meeting. RPP is developed from syllabus for directing the learning activity of students in the attempt of achieving Basic Competency. RPP developed in detail refers to syllabus, textbook, and guidelines.

Each teacher in education unit obligatorily organizes RPP completely and systematically as the beginning step of learning process. It is intended to make the learning running interactively, inspiringly, joyfully, challengingly, and efficiently in the attempt of developing high-order thinking skill. RPP is organized based on a series of Basic Competency in one or more meeting. This RPP organization is conducted in the beginning of each semester or school year, but it should be reformed before the learning is conducted.

The development of RPP can be conducted individually or in group through Subject Teacher Discussion (MGMP) in school/madrasah (Islamic school). It should be coordinated, facilitated, and supervised by headmaster/madrasah or senior teacher assigned by headmaster/madrasah. The development of RPP conducted by teacher in group through interschool or inter-area MGMP is coordinated and supervised by supervisor or local Education Service or Religion Ministry Office.

This article will present the Teacher's Assessment on Learning Implementation Plan (RPP) for the Storytelling Model with Stimulus Response-Based Cooperative Method developed by the author.

Method

This study was a research and development (R&D) in the form of operational research (Gall, Gall, and Borg 2003:123-124). The procedure of Borg and Gall's research and development is developed by Sukmadinata and colleagues consisting of three stages: 1) Preliminary Study, 2) Model Development, and 3) Model Test (Sukmadinata, 2012: 184).

This research is a part of three-stage research and development. For that reason, this research will focus only on development stage aiming to produce prototype of storytelling learning model. This prototype involves design: syllabus, RPP, learning strategy, learning material, and assessment. Among those six designs, the author only focuses on one design, RPP.

Having conducted preliminary study to find out the map of teacher and student's need in story telling learning, the learning set to be used, Learning Implementation Plan (RPP), was tested theoretically and empirically by Indonesian language and letters learning teachers and practitioners conducted through theoretical construct and validation by teachers and practitioners in Focus Group and Discussion (FGD). This article focused on teachers and practitioners' assessment on Learning Implementation Plan (RPP). Techniques of collecting data used were interview and FGD. The data collected was analyzed descriptively collectively and argumentatively.

RESULT AND DISCUSSION

Here is the teachers and practitioners' assessment on Learning Implementation Plan (RPP) component of Character-Containing Storytelling Model Using Stimulus Response-Based Cooperative Method developed by author. The assessment of learning set is conducted to get approval from teachers and practitioners before the learning set is tried out.

NO	COMPONENT OF LEARNING PLAN	SCORE/VALUE
A	Learning objective formulation	
1	Formulation Clarity	80
2	Completeness of formulation coverage	80
3	Compatibility to Basic Competency	87.5
B	Teaching Material Selection and Organization	
1	Compatibility to learning objective	95
2	Compatibility to students' characteristics	82.5
3	Material chronology and systematization	85
4	Compatibility to time allocation	80
C	Learning source/learning media selection	
1	Compatibility of learning source/learning media to learning objective	95
2	Compatibility of learning source/learning material	92.5
3	Compatibility of learning source/learning media to the students' characteristics.	87.5
D	Learning Scenario/activity	
1	Compatibility of learning strategy and method to learning objective	87.5
2	Compatibility of learning strategy and method to learning material	90
3	Compatibility of learning strategy and method to students' characteristics	87.5
4	The completeness of steps in every learning stage and the appropriateness of time allocation	82.5

E.	Learning Outcome Research	
1	Compatibility of assessment technique to objective	87.5
2	Clarity of assessment procedure	82.5
3	Instrument completeness	87.5
	The mean score of RPP	86,47

From the data of teachers and practitioners' assessment above, it can be concluded that RPP score has belonged to very good category, as all scores have been above 80. The mean score of RPP is 86.47. Nevertheless, some recommendations for improvement are given by practitioners and teachers to RPP with *Character-Containing Storytelling Model Using Stimulus Response-Based Cooperative Method* developed by author.

Components of learning objective formulation, formulation clarity, and formulation coverage completeness obtain score of 80, while compatibility to basic competency obtains higher score of 87.5.

Here is the teachers' comment on RPP organized by the author. SHR said that the RPP of "fantasy story" learning implemented so far has been consistent with the 2013 curriculum's demand. He/she recommended the formulation and completeness of formulation coverage to be clarified in learning objective formulation. SNA said that indicator of studying linguistic elements should also be added.

Regarding teaching material selection and organization, it can be concluded that the highest score is found in compatibility to learning objective (95), compatibility to students' characteristics (82.5), material chronology and systematic (85), and compatibility of material to time allocation (80).

According to some teachers, the material existing in RPP appendix has been consistent with learning objective, compatible to students' characteristics, chronological and systematic, and appropriate to time allocation. The material enclosed has been selected thereby fulfilling the criteria as a good material. According to some teachers, children prefer fantasy story relevant to the present time or packaged modernly, for example, comic. Therefore, teacher should select the story material creatively. Meanwhile for the material of fantasy story, a not-too-long fantasy story material should be selected, so that students can practice it more effectively. In addition, the story material selected should contain moral education value. Thus, the students can imitate good dispositions indirectly from the characters.

A practitioner, ES, said that the selection of story material deriving from internet should be done selectively and thoroughly. In addition to its story substance, the story selection also considers the use of good Indonesian language as this story material is used to learn Indonesian language subject and to learn the use of good Indonesian language norm all at once.

Regarding the selection of learning source/learning media, his scoring is 95 for the compatibility of learning source/learning media to learning objective, 92.5 for the compatibility of learning source/learning media to learning material, and 87.5 for the compatibility of learning source/learning to students' characteristics.

Just like material, teachers and practitioners' assessment on learning source has been very good. Learning source/learning media has been appropriate to learning objective, learning material and students' characteristics.

Regarding the learning source, some teachers state that they have had a book of folklore collections. Some teachers have had fantasy story collection originating from archipelago folklore.

Meanwhile, the story source can be obtained from textbook, story collection book, internet, library, and VCD. Sometimes children are also asked by teachers to bring their own story. Teachers recommend the teachers to collect fantasy story from some learning source. Thus, teachers have varying and non-monotonous collection of fantasy story.

It is relevant to information from some teachers shown as follows. Some teachers (SKN, FR, NP, DIR), "fantasy story" learning implemented so far has used video and text media to generate students' imagination power for storytelling, because fantasy story aims to develop students' imagination in storytelling.

DIR said that "fantasy story" learning implemented so far makes the students enthusiastic as the material is very attractive. In order to be more attractive, he/she usually uses video/movie media in 10-minute duration (so that they listen it joyfully). In addition, teachers also use story books.

Teachers' assessment and practitioners related to learning scenario/activity can be seen as follow. The compatibility of learning strategy and method to the learning objective is 87.5, to learning material 90, and to students' characteristics 87.5, and the completeness of steps in learning stage and time allocation appropriateness is 82.5.

Learning Implementation Plan (RPP) in the main activity of learning is organized with *Character-Containing Storytelling Model Using Stimulus Response-Based Cooperative Method (Cooperative Script)*. In this activity, in the first meeting, the students have worked in group to discuss the definition of fantasy story, the examples of fantasy story, and to identify the text structure of fantasy story, and to study its language element. In the second and third meetings, the students are given material of good storytelling technique and the teachers deliver indicators of storytelling assessment; thereafter the students are given opportunity of storytelling practice.

Teachers explain the procedure of storytelling learning with cooperative script method based on stimulus-response. (a) Students sit down in pairs, with the partner specified by teacher. (b) Students receive fantasy story text from teacher (the partner gets the same story). Other partner perhaps receives the same or different text from other partner. (c) The students read and understand the text read. (d) Students in pair discuss the text read. (e) The students in pair determine the structure of fantasy story text. (f) The students write summary of fantasy story text read. (g) The students organize the frame of story to facilitate storytelling. (h) Students practice storytelling individually (i) the students practice storytelling by means of being listened to by their pair. (j) The student pairs tell the story in turn. (k) If A tells story, B listens to it while noting anything needing correction (improvement). Similarly, they exchange role (stimulus-response). (l) Indicators used to give input to partner include story mastery, smoothness, spelling, intonation, expression, and story structure. The input to students is read after the partner has told the story completely. Help can be given to make their partner tell the story smoothly. (m) Teachers give the students the opportunity of retelling the fantasy story text they have read (previously, teachers demonstrate storytelling model in pair) before the class.

Teachers and practitioners' comment on this model is that they agree with this model. FR said that *Cooperative Script* learning based on stimulus-response has been good if applied in fantasy story learning. The students in pair can help each other. However, it is noteworthy that the students' understanding level is different so that a format or design that can be used as storytelling guideline is required. In addition, the students can combine their perception through such the format.

In line with the statement, according to NP, the application of *Cooperative Script* based stimulus-response had been fairly good when applied in fantasy story. However, attention should be paid when equating perception between one student and his/her partner. When their perception is not the same, the student who tell the story and then given stimulus-response by his/her friend will continue the story confusingly. However, when their perception has been the same, the students' storytelling activity will run as expected. SKN said that learning model existing in RPP had been good and consistent with the development level of 7th graders.

Meanwhile, according to DA, learning model with *Cooperative Script* based on stimulus-response is understood by student because the students practice in pair directly. As practice, they assess and comment on their partner's appearance. It is conducted of course with teachers' guide.

The application of stimulus response-based *cooperative script* learning model containing in RPP had been good and appropriate, according to DIR. What should be considered is that the students should find out the good storytelling technique and indicator used to assess the students' storytelling ability.

A literary learning practitioner, SYT, said that the application of cooperative script has been fairly good and students' different perception should be considered. The concept material of fantasy story should be elaborated. The presented material is adequate.

Teachers' and practitioners' assessment can be concluded as follows: the compatibility of assessment technique to learning objective is 87.5, the clarity of assessment procedure is 82.5, and the completeness of instrument is 87.5. The assessment involves cognitive, affective, and psychomotor assessment.

Particularly for the assessment of performance or psychomotor, a practitioner, SYT, explained as follows: the assessment of fantasy storytelling practice will end up in storytelling ability later with the character-containing fantasy story material. This character can be obtained from the message of story. Teachers should explore indicator by adjusting Basic Competency and the students' characteristics.

Input from a practitioner (RS) related to the indicator of storytelling assessment should be evaluated. The four indicators of assessment in practicing retelling the fantasy story are: (a) bravery; (b) language use including diction, words, and intonation; (c) storytelling appearance/attitude; and (d) material mastery.

Regarding the assessment, teachers recommend as follows.

(a) The instruction should use understandable word/sentence to students thereby not resulting in multi-interpretation (NP and FR). (b) Diction is expected to be adjusted with the 7th graders' competency (SKN).

Considering teachers' and practitioners' assessment on Learning Implementation Plan (RPP), *Character-Containing Storytelling Model Using Stimulus Response-Based (Cooperative Script) Cooperative Method* developed by the author, it can be said that this RPP has been very good and feasible to be used in storytelling learning. It can be seen from the mean score of all RPP components, 86.47.

Teachers said that the material contained in RPP appendix has been consistent with learning objective, corresponding to the students' characteristics, chronological and systematic, and appropriate to time allocation. The material chosen has been selected so that it has meet the criteria as a good material. To stimulate the students in order to be interested in storytelling, teachers usually use attractive media. One of them is audio visual (video) media of fantasy story in 10-minute duration, so that children listen to it joyfully. Before the video is shown in the class, teacher should have watched it and selected it to find out whether or not the video is feasible to watch by the students. It is relevant to Barclay, Campbell and Weeks (2007) states that an interactive learning media consistent with the learning should meet the aspects of material, presentation, language and readability, and illustration.

Learning model with stimulus response-based Cooperative Script, according to teachers, is understandable to the students as the students can practice directly in pair. As a practice, they can assess each other and comment on their partners' appearance. The effectiveness of Cooperative Script model in learning has been studied by Oktaviyana (2015) in her research entitled *The Cooperative Script Type of Cooperative Model Application with pictorial media to improve Speaking Skill in the 4th graders of SDN Tanuharjo in the school year of 2014/2015*. The result of research shows that the Cooperative Script Type of Cooperative Model Application with pictorial media can improve speaking skill of the 4th graders of Elementary School.

The assessment conducted by teacher in story telling learning is the sustainable process. It is in line with Brown (2004) stating that assessment is the sustainable process conducted by teachers unconsciously in assessing the students' demonstration. Teachers usually give assessment when the students respond to question the teachers hive, comment on or present the material orally. So, in language assessment, any activities of students showing off their ability of responding to teachers should be categorized as assessment. Regarding this, cognitive, affective, and psychomotor assessments in storytelling learning in the 2013 curriculum are very relevant.

CONCLUSION

From teachers' and practitioners' assessment on Learning Implementation Plan (RPP) of *Character-Containing Storytelling Model Using Stimulus Response-Based (Cooperative Script) Cooperative Method* developed by the author, it can be said that this RPP has been very good and feasible to use in storytelling learning. It can be seen from the mean score of all RPP components, 86.47.

For the model developed to be implemented effectively, the development of good learning set should be organized maturely. Therefore, recommendation and input from practitioners and teachers to RPP should be considered and noted for the improvement of RPP.

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