

# Effect of Articulation Reflective Approach on Learning Outcomes Retelling the Fable Contents to Singkawang Junior High School Student

Susan Neni Triani, Fitri Fitri, Heru Susanto, Eti Sunarsih, Lili Yanti, and Andi Mursidi

**Abstract**—The background of this research is that learning that takes place is monotonous and conventional, students are still not used to using Indonesian properly and correctly. Students prefer silence and tend to be passive when learning takes place. The achievement of learning Indonesian is still not optimal. Students who exceed the minimum completeness criteria (KKM) set by the school are still far from what is expected. In this study, researchers used experimental research. Data collection tools used in this study were tests and observation guidelines. From the results of the data collection tools used, the researchers concluded: 1) There is a difference in the ability to retell the contents of the fable between the class that applies the reflective articulation approach and the class that applies direct learning to class VII students of SMP Negeri 5 Singkawang, namely the experimental group obtained scores of 84 and 78 control group. 2) The effect of the articulation reflective approach on the learning outcomes of retelling the contents of the fable in class VII students of SMP Negeri 5 Singkawang. Based on the Pearson value between the score to retell the contents of the fable and the ability value of 0.50. 3) The implementation of the articulation reflective approach to the learning outcomes of retelling the contents of the fable to the seventh grade students of SMP Negeri 5 Singkawang. The results of the implementation of the average score obtained were 95.3 for the first meeting and 100 for the second meeting in the high or very good category.

**Index Terms**—Articulation, fabel, contents, learning.

## I. INTRODUCTION

Good storytelling skills require adequate knowledge, experience, and thinking skills. In addition, storytelling, it also requires mastery of several skills, namely grammatical accuracy so that the relationship between words and sentences becomes clear. The accuracy of words and sentences really needs to be mastered in storytelling, because using the right words and sentences in storytelling will make it easier for listeners to understand the contents of the story presented by the speaker. The content of the story that is easy to understand will support the delivery of the same intent between the speaker and the listener so that the purpose of conveying the meaning of the story can also be achieved. In

addition, storytelling requires fluency in conveying sentence by sentence. Fluency in conveying the contents of the story will support the speaker in conveying the contents of the story coherently and smoothly so that listeners who listen can be enthusiastic and interested in listening to the story.

But in reality, Indonesian language learning is still not optimal. This condition can be seen in the learning process in the classroom, students are only given material and then asked to take tests without paying attention to students' interest in storytelling. That is, if students have high scores in Indonesian subjects, it is not certain that students have good storytelling skills. As a result, students tend to be shy and not confident in appearing in front of the class in telling the stories they have read. Therefore, there needs to be an approach used. Approaches that can be used include the articulation reflective approach. The articulation reflective approach is a learning strategy used in requiring students to be active by making small groups in the class where each member is tasked with interviewing a group of friends about the material that has just been discussed.

Based on the results of observations at SMP Negeri 5 Singkawang which came from the Indonesian language teacher. It was found that the learning approach used by the teacher gave more lectures in learning. For example, when learning to tell stories, the form only answers questions. In practicing telling skills, teachers have not used an effective model. In addition, students tend to be shy and afraid to make mistakes in expressing opinions or answering questions. In addition, students are still not used to telling stories. Students prefer to be silent and tend to be passive when learning takes place and results in low storytelling skills. Student learning outcomes are still below KKM 75. Meanwhile, the average grade students' grades VII A 78, VII B 71, and VII C is 76. These scores were obtained from Indonesian language teacher Idawati, S.Pd. To improve the storytelling skills of students at SMP Negeri 5 Singkawang, which uses the 2013 curriculum with basic competencies of 4.11, to retell the contents of local fables/legends, innovative and interesting learning models can be used for students.

Based on the above considerations, the authors are interested in conducting research with the title "The effect of the articulation reflective approach on learning outcomes retelling the fable contents to Singkawang Junior High School Student". This study is focused on improving students' skills in finding the main problem of various stories with the same topic through storytelling using a reflective articulation approach. It is hoped that this model can improve students' skills in telling stories from various sources of existing stories.

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The authors are with STKIP Singkawang, West Kalimantan, Indonesia (e-mail: susannenitriani@gmail.com, fitri\_djayadi@gmail.com, anto.eru84@gmail.com, etisunarsih89@gmail.com, liliyantiana18@gmail.com, andimursidi@hotmail.com).

## II. REVIEW OF LITERATURE

Education is a very important requirement for humans because it is able to achieve progress in various fields of life, especially in the context of improving the quality of Human Resources (HR). This was done to educate the nation's life in accordance with the objectives of National Education. Considering the importance of education in this globalization era, the government pays great attention to creating quality education, so as to create quality human resources as well. This is indicated by the government's efforts to increase the frequency of training and increase teacher competence, procurement of books and learning tools, improvement of educational infrastructure, and improve the quality of school management. Through these efforts, it is hoped that a better teaching and learning process will occur which will ultimately lead to an increase in learning outcomes. Expressing Teaching and learning activities are a core activity, to achieve educational goals [1]. The purpose of education will be achieved in the form of behavior in students, and it has become the hope of all parties so that each student can achieve the best learning outcomes in accordance with their respective abilities.

Speaking is a process of communicating by using the sound produced by a human speech device in which there is a transfer of messages from one source to another. Expressing speaking is speaking which is essentially the skill of uttering articulating sounds or uttering words to tell, express, express, convey thoughts, ideas and feelings to others with the confidence to speak naturally, honestly, truthfully, and responsibly, as well as by eliminating psychological problems such as shame, inferiority complex, tension, heavy tongue, and so on [2]. The aspects that can be assessed in storytelling according to are the accuracy of story content, sentence accuracy, fluency, expressions and gestures [3].

The fable is a story about the life of animals that behave like humans (their behavior resembles that of humans. Fable is classified as a type of fiction story (fiction is a story that does not come from real life or is also called a fictional story). Fable comes from English fable is a story that describes the character and mind of humans whose perpetrators are played by animals [4]. Meanwhile, according [5] fable is a fairy tale characterized by domestic animals and wild animals, such as mammals, birds, reptiles, fish, and insects. The animals in this type of story can speak and reason like humans. Fable stories are also called moral stories, this is because the messages contained in fable stories are closely related to moral life.

Choosing a learning strategy should be able to invite students to learn actively. When students are passive or only receive lessons from the teacher, there is a tendency to quickly forget the lessons that have been given. According to [6] explaining that in the context of learning strategy, it can be said as a general pattern that contains a series of activities that can be used as guidelines (general instructions) so that competence as a learning goal can be achieved optimally. One of the forms of active learning is learning that uses an articulation approach. Articulation approach is a learning strategy whose process takes place like a chain message and requires students to be active in learning [7]. Meanwhile, [8] explains that the articulation approach is a game that makes

students active and dare to express their opinions. Amri [9] explains in articulation how to clearly convey learning objectives as well as analyzing student learning outcomes, so a teacher must provide learning material clearly from the beginning to the end of the learning time.

## III. RESEARCH METHODS

This research refers to a quantitative research approach. Quantitative research is based on the philosophy of positivism which emphasizes objective phenomena that are studied quantitatively or carried out using numbers, statistical processing, structures, and controlled experiments. While the type of research used in this study is a quasi experimental design research.

This research design was made in accordance with the research method used. According to [10] there are two forms of quasi experimental design, namely time series design and nonequivalent control group design. The design used in this study was a quasi experimental design and used a posttest-only design with a nonequivalent group. The design used in this study was the nonequivalent posttest-only control group design.

The place of this research is SMP Negeri 5 Singkawang. This selection is based on consideration because alumni researchers and the object under study can be invited to work together so that researchers can carry out effectively and efficiently. The time of this research has been determined previously, namely April 29 to May 11, 2019. This research was conducted in the even semester of the 2018 academic year / 2019.

Population is the object to be studied and is the source of data in a quantitative study. According to [11] states that the population is a generalization area consisting of objects / subjects that have certain qualities and characteristics that are determined by researchers to be studied and then draw conclusions. Based on predetermined characteristics, the total population in this study was 97 students who were in class VII of SMP Negeri 5 Singkawang in the 2018/2019 academic year.

The sample is a part of the population that will be used as a source of data in the study. This sample, must choose the characteristics according to the population studied. According to [11] the sample is part of the number and characteristics of the population. One of the considerations for taking the research sample is that the class is homogeneous, meaning that the class is the same, namely class VII and there are different scores, there are high scores above the KKM and there are classes whose class average scores are below the KKM.

The operational definition of this research is the articulation reflective approach to the learning outcomes of retelling the content of the fable. Storytelling skills are the ability to carry out complex and neatly arranged patterns of behavior smoothly and according to circumstances to achieve certain results to express articulated sounds or words to express, express, and convey thoughts, ideas and feelings. A fable is a short story in the form of a fairy tale that describes the character and character of a human being likened to an animal. The characters contained in these animals are

considered to represent human characters and are told to be able to speak and act like humans. The articulated reflective approach is a learning strategy whose process takes place like a chain message and requires students to be active in learning.

Data collection techniques used in this research are measurement techniques and direct observation techniques. The measurement technique referred to in this study is to provide tests, namely pretest and posttest to students regarding the material that has been determined, the test used in this study is in the form of an essay consisting of 5 items. Direct observation technique, namely the writer observes the symptoms that occur in the learning process. Thw observation in the context of data collection is the act or process of taking information or data through observation media [12]. The focus of observation is directed at the behavior of the subject when the teacher and students carry out the learning process. Observations are made to obtain an overview of the obstacles, difficulties and impressions during the learning process. The tool used is an observation guide or observation sheet.

The data collection instruments used in this study were the test sheet and the implementation sheet. The data collection instrument used in this study was an essay test. The test was used to determine students' problem solving abilities regarding the articulation reflective approach to the learning outcomes of retelling the content of the fable. The test used in this study consisted of a pre-test sheet and a post-test sheet. This test sheet will be given to students to work on as a form of learning outcomes. The answer assessment is carried out in the form of an essay question, namely in the form of a certain score for each answer with a total of 5 items. In addition to the test data collection tools in this study, the observation sheet guide in a study, researchers most often use data collection tools in the form of observations. Observation is a way of collecting data by observing. Observation technique is the application of the eye senses and others accompanied by note-taking and simply or complexly with the help of other tools.

Data analysis is a follow-up to the researcher's activities after data collection. Data analysis can take many forms, depending on how the collected data will be organized. The data analysis technique used in this research is quantitative research with statistics. In this study, quantitative data will be obtained so that the data obtained from the provision of problem-solving ability tests will be carried out by statistical techniques.

1) To answer sub problem 1, a formula is used.

$$Z_{count} = \frac{U - E(U)}{\sqrt{Var U}}$$

With:

$$U_1 = n_1 n_2 \frac{n_1(n_2 + 1)}{2} - R_1$$

$$U_1 = n_2 n_1 \frac{n_2(n_2 + 1)}{2} - R_2$$

$$E(U) = \frac{n_1 n_2}{2}$$

$$Var U = n_1 n_2 \frac{n_1 n_2 (n_1 + n_2 + 1)}{12}$$

2) To answer sub problem 2, the effect size formula is

$$ES = \frac{x_e - x_k}{S_c}$$

TABLE I: COHEN'S SCORE INTERPRETATION CRITERIA

Interval	Criteria
ES ≤ 0,2	relatively low
0,2 < ES ≤ 0,8	Classified as moderate
ES > 0,8	Classified as High

3) To answer sub problem e used formula.

$$Scour = \frac{Total Score}{The Number of Learning Implementation} \times 100\%$$

TABLE II: CATEGORY OF IMPLEMENTATION

Score	Percentage	Category
0,00 ≤ k ≤ 0,20	20%	Very low
0,20 < k ≤ 0,40	40%	Low
0,40 < k ≤ 0,60	60%	Moderate
0,60 < k ≤ 0,80	80%	High
0,80 < k ≤ 1,00	100%	Very high

#### IV. RESULT AND DISCUSSION

In this study, an instrument was used in the form of lesson plans and tests. An instrument should be used. This research was conducted to prove that the reflective approach to articulation was more effective than the lecture method for retelling the content of fables and improving students' cognitive abilities. In this study, the effectiveness in question is the efficiency of the reflective articulation approach in order to achieve learning objectives, where the learning objectives to be achieved are to improve students' cognitive abilities and encourage students to carry out retelling skills activities of the contents of the fable. The skills to retell the contents of the fable in this study include observing, classification, communication, formulating hypotheses, inference (drawing conclusions). The data for retelling the contents of the students' fables were obtained from the observation sheets that were filled in by observers during the learning process. The experimental group was higher than the control group, namely 84 experimental class and 78 control class. After the data were analyzed, the mean value, standard deviation and variance of the experimental class and the control class were obtained. Details are presented in Table III as follows.

TABLE III: THE DIFFERENCE OF STUDENT VALUES IN EXPERIMENT CLASS AND CONTROL CLASS

Statistics	Experiment	Control
Mean	84	78
Standard Deviation	9	5
Total students	24	23

Another factor that may cause a difference in the percentage of students who do the skills to retell the contents of the fable in the two groups is that when the learning process takes place, the experimental group uses student worksheets which require students to be more active in conducting experiments and discussions. The student worksheet used in the experimental class is the articulation reflective approach student worksheet. The effect value is 0.50. The results of the effect size can be seen in the following Table IV.

TABLE IV: RECAPITULATION OF EFFECT SIZE TEST RESULTS

Class	Mean	Control Class Standard Deviation	ES	Criteria
Experiment	84	5	0,50	Moderate effect
Control	78			

From Table IV it can be seen that the result of the effect size calculation = 0.50 with moderate criteria because 0.50 is at  $ES \geq 0.70$ . This means that the reflective articulation approach has an influence on students' ability to retell the contents of the fable of 0.50 which falls into the medium criteria.

Based on the description above, it can be concluded that there are differences in the skills of retelling the contents of the fable between students who use the reflective articulation approach and the lecture method. The articulation reflective approach is more effective than the lecture method on the skills of retelling the content of students' fables in learning Indonesian with fable story material.

The ability to retell the contents of the fable is very important in learning, students who have high scores of fable content retelling skills mean that these students are more active in learning than students who have lower fable content retelling skills scores. Students who are more active in learning will absorb more of the subject matter, remember and understand for longer. This is in accordance with what has been stated above that the higher the active involvement of students, the more meaningful the student's learning experience is. In the experimental group students have higher cognitive abilities than the control group, this is very reasonable because the score of the ability to retell the contents of the fable in the experimental group is higher than the control group. The mean value of implementation at the first meeting obtained a value of 95.3% and the second meeting obtained a perfect score of 100%.

#### V. EDITORIAL POLICY

The submitting author is responsible for obtaining agreement of all coauthors and any consent required from sponsors before submitting a paper. It is the obligation of the authors to cite relevant prior work.

Authors of rejected papers may revise and resubmit them to the journal again.

#### VI. PUBLICATION PRINCIPLES

The contents of the journal are peer-reviewed and archival.

The journal *Journal of Advances in Computer Networks* publishes scholarly articles of archival value as well as tutorial expositions and critical reviews of classical subjects and topics of current interest.

Authors should consider the following points:

- 1) Technical papers submitted for publication must advance the state of knowledge and must cite relevant prior work.
- 2) The length of a submitted paper should be commensurate with the importance, or appropriate to the complexity, of the work. For example, an obvious extension of previously published work might not be appropriate for publication or might be adequately treated in just a few pages.
- 3) Authors must convince both peer reviewers and the editors of the scientific and technical merit of a paper; the standards of proof are higher when extraordinary or unexpected results are reported.
- 4) Because replication is required for scientific progress, papers submitted for publication must provide sufficient information to allow readers to perform similar experiments or calculations and use the reported results. Although not everything need be disclosed, a paper must contain new, useable, and fully described information. For example, a specimen's chemical composition need not be reported if the main purpose of a paper is to introduce a new measurement technique. Authors should expect to be challenged by reviewers if the results are not supported by adequate data and critical details.

#### VII. CONCLUSION

Based on the results of research on the effect of the articulation reflective approach on the learning outcomes of retelling the contents of the fable in class VII students of SMP Negeri 5 Singkawang, it can be concluded that there is a difference in the ability to retell the contents of the fable between the class that applies the articulation reflective approach and the class that applies direct learning to class VII students. SMP Negeri 5 Singkawang, namely the experimental group obtained scores of 84 and 78 in the control group. The influence of the articulation reflective approach to the learning outcomes of retelling the contents of the fable in grade VII SMP Negeri 5 Singkawang. Based on the Pearson value between the score to retell the contents of the fable and the ability value of 0.50. The implementation of the articulation reflective approach to the learning outcomes of retelling the contents of the fable to the seventh grade students of SMP Negeri 5 Singkawang. The results of the implementation of the average score obtained were 95.3 for the first meeting and 100 for the second meeting in the high or very good category.

#### CONFLICT OF INTEREST

The authors declare no conflict of interest.

#### AUTHOR CONTRIBUTIONS

In this study, Susan Neni Triani became the coordinator in conducting research and writing papers. Fitri Fitri, Heru

Susanto and Eti Sunarsih were in charge of conducting the research and collecting research data. Then Liliyanti was in charge of analyzing the research results. Andi Mursidi and Cahiril Effendy as reviewers of research results and writing research articles.

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**Susan Neni Triani** was born in Pemangkat, on May 4, 1988. She has completed S1 in the Indonesian Language and Literature Study Program, FKIP Tanjungpura University (2006-2011) and completed a Masters in Language Education Study Program Indonesia FKIP Tanjungpura University (2012-2015). His career began as a permanent lecturer at the Singkawang University Foundation at STKIP Singkawang (2012-present). Previously, he was an honorary teacher at SMKN 3 Pontianak as well as at SMP, MTs, SMA and MA IBM Pontianak Foundation. The field of study which is the responsibility of the author is the field of literature. The author is trusted to teach literary subjects such as Literary Theory, Literary History, Prose Studies, Drama Studies, Literary Research Methods. In addition, he also teaches Rhetoric courses, Indonesian Literature Learning Studies. Apart from teaching, he is also active in the field of research and community service.



**Fitri Fitri** was born in Sansibo, on August 31, 1987. She completed his undergraduate education at the FKIP Tanjungpura University Pontianak in 2011, and also completed his master degree at FKIP Tanjungpura University Pontianak in 2016. Starting a career as a permanent lecturer at the Singkawang University Foundation in 2011. Teaching he is engaged in the field of linguistics and literature. The subjects taught are Indonesian syntax, Indonesian language sociolinguistics, drama performances, and others. Apart

from teaching, he is also active in the field of research and community service.



**Heru Susanto** was born in the Regency Ponorogo, on May 26, 1984. Now residing on Jl. Kesatriaan Gang Sutoyo, Kelurahan Pasiran, West Singkawang District, City of Singkawang, West Kalimantan. Complete S1 education in 2015 and S2 in 2017 with the field of study Indonesian Language Education. Before career as a lecturer at the Teacher Training and Science College Education, has worked at SMP Negeri 1 Monterado as administrative staff from 2006 to 2014.

At from 2015 to now he is active as a permanent lecturer at City College of Teacher Training and Education (STKIP) Singkawang West Kalimantan. Apart from pursuing the field teaching, is currently also pursuing vegetable and fish cultivation with an aquaponics system. Also an instructor provide training in catfish farming using the Biflok system to students in the STKIP Singkawang environment in 2019.



**Eti Sunarsih** was born in Singkawang on March 5, 1989. She completed his undergraduate education at STKIP Singkawang in 2011, and completed his magister degree at FKIP, Tanjungpura University Pontianak in 2015. Starting a career as a permanent lecturer at the Singkawang University Foundation in 2012. Teaching fields are occupied is the field of Teaching and languages. Subjects capable of discourse analysis, writing scientific papers, language learning theory, learning and learning, teaching and learning interactions. Apart from teaching, he is also active in the field of research and community service.



**Lili Yanti** was born in Singkawang, on July 31, 1993. She completed his undergraduate education at STKIP Singkawang in 2015, and completed his master degree at FKIP Tanjungpura University Pontianak in 2017. Due to his achievements, he was immediately appointed as a permanent lecturer at STKIP Singkawang and was funded to continue studying the Masters Program. He started his job career as a permanent lecturer at the Singkawang University Foundation in 2015. Teaching he is currently pursuing is Teaching and Language. Subjects taught are Curriculum Studies, Sociolinguistics, Writing, Philology, and Semantics. Apart from teaching, he is also active in the field of research and community service.



**Andi Mursidi** was born in Sintang, on 22 December 1964. He completed bachelor's degree in the program University Educational Administration studies Dr. Soetomo, Surabaya, Indonesia, 1983 -1988. Masters in Administration public at the University of 17 August 1945 Surabaya, Indonesia, 1993-1994. Step at the end of the Doctoral level study program Educational Management at Semarang State University, it is hoped that 2020 will have completed its studies.

Starting a job career as an educational staff at Dr. University. Soetomo in 1985 then University 17 August 1945 Surabaya as Head of Administration Faculty of Economics and Faculty of Letters and develop careers as a Lecturer at STIE YPM Sepanjang-Sidoarjo (now; Universitas Ma'rif Hasyim Latief Sidoarjo) and since 2011 it has been recorded as a permanent lecturer at STKIP Singkawang with a position academic functional Lecturer Head. Various experiences managerial in college was once held; starting from the level Head of Study Program, Deputy Chairperson / Deputy Chancellor, Director Surabaya Polytechnic, and currently serves as the Head of "School Singkawang Teacher Training and Education College "(STKIP Singkawang) period 2019 - 2023. The teaching field pursued is Management Education, Entrepreneurship, and Anti Corruption Education. Active as a Speaker in various international seminars as well as actively conducting research and publications in the field of higher education management, quality assurance in higher education, and strategic management and knowledge management. Have dozens of Copyrights for Wealth Intellectual Property Rights (IPR) from the Ministry of Law and Human Rights of the Republic Indonesia.