



## Think Pair and Share Cooperative Model Assisted by Storytelling Dice Media on Short Story Writing Skills of Grade VI Students

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### ABSTRACT

This study aims to evaluate the effectiveness of the Think Pair and Share (TPS) cooperative learning model assisted by storytelling dice media in enhancing short story writing skills among sixth-grade students. Employing a quantitative method with a pre-experimental design, the research was conducted at SDN Leuwiseeng I, Panyingkiran District, Majalengka Regency. The study utilised a one-group pretest-posttest design to assess the impact of the intervention. A total of 22 sixth-grade students participated in the study during the 2023/2024 academic year. The intervention involved implementing the TPS model in conjunction with storytelling dice as a creative stimulus for writing activities. Students' short story writing skills were evaluated based on content, organisation, grammar, vocabulary, and writing mechanics. Results demonstrated a significant improvement in students' writing performance. The mean score increased from 53.40% in the pretest to 80.68% in the posttest, indicating a substantial enhancement of 27.28% percentage points. This marked improvement suggests the effectiveness of the TPS model combined with storytelling dice in developing students' short story writing skills. The findings of this study contribute to the growing body of literature on innovative teaching methods in language education, particularly in the context of primary school writing instruction. The significant increase in student performance highlights the potential of cooperative learning strategies and creative media in fostering writing skills among young learners.

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## 1. INTRODUCTION

Short story writing skills are an important aspect of Indonesian language learning at the primary school level. Short story writing skills taught in schools have been using conventional methods. The educational landscape is currently characterised by an instructor-centric approach, where teacher dominance in the classroom setting significantly overshadows student engagement. This imbalance often results in a lack of active participation from students, particularly in the realm of short story composition. The consequence is a pervasive sense of ennui among learners, which in turn leads to suboptimal literary output. The creative works produced by students under these circumstances frequently lack appeal due to several factors. The linguistic choices tend to be repetitive and uninspired, while the exploration and expansion of concepts or narratives remain limited in scope and originality. This deficiency is evident in multiple aspects of their short stories: 1. There is often a disconnect between the thematic elements and the actual content of the narratives. 2. The development of topics lacks depth and sophistication. 3. Students demonstrate insufficient attention to the nuances of word choice and diction. These observations point to a broader issue where students have not yet fully grasped or prioritised these crucial elements of effective storytelling. This situation underscores the need for a more engaging and student-centred approach to teaching creative writing, one that fosters active participation and nurtures the development of diverse, imaginative, and well-crafted narratives. (Umar, 2018). This research explores the use of the TPS cooperative model combined with storytelling dice media as an alternative learning method that is more interactive and effective.

Short story writing skills are one of the key competencies in Indonesian language learning at the primary school level. This skill is not only important for literacy development, but also plays a role in enhancing creativity, imagination, and the ability to express ideas in writing. According to data from the Ministry of Education and Culture, (2023), only 45% of primary school students in Indonesia achieve the expected standard of writing competency, with creative writing skills such as short stories at an even lower level.

This problem is largely caused by conventional teaching methods that are still dominant in many schools. According to Sugiaryo (2014), The low ability of students to write stories is caused by several factors. However, the main cause is that students are less able to have an idea of the main things they will write in the story. Students often feel confused about how to start the story, what to write next, and how it will end. In addition, students are less able to connect the ideas they have. One of the obstacles experienced by students is due to the selection of inappropriate learning methods, namely teachers still apply the lecture method in learning to write stories. This method often fails to optimally develop students' creativity and writing skills, due to the lack of interaction, direct feedback, and creative stimulus.

Faced with this challenge, recent research in language education highlights the importance of a more interactive and student-centred approach. Studies by Wijaya & Arismunandar (2018) demonstrated that cooperative learning models can improve student's writing skills by up to 30% compared to conventional methods. Meanwhile, research by Inggriyan & Feby (2021) shows that the average ability to write description essays is 54.6 with poor qualifications. Based on these findings, this study explores the use of the Think Pair Share (TPS) cooperative model combined with storytelling dice media as an alternative learning method that is more interactive and effective. The TPS model, developed by Frank Lyman (Widyantara, 2020), has been proven effective in increasing student participation and conceptual understanding in a variety of subjects. The combination of this model with storytelling dice media, designed to stimulate creativity and story structuring, is expected to overcome the weaknesses of conventional methods.

This study was conducted at SDN Leuwiseeng 1, Panyingkiran Sub-district, Majalengka Regency, a school that represents a common challenge in teaching writing at the primary school level. With a short story writing success rate of only 50% in the previous school year, this school was an ideal location to test the effectiveness of the new method. The main objective of this study is to evaluate the effectiveness of the TPS cooperative model assisted by storytelling dice media in improving the short story writing skills of grade VI students. Specifically, the results of this study are expected to contribute significantly to the development of more effective writing teaching methods at the elementary school level, as well as being the basis for further research in this area.

## 2. METHODS

This research uses a quantitative approach using the experimental method. According to Sunarsi (2021), Quantitative research emphasises its analysis of numerical data processed by statistical methods. The flow of quantitative research is the same as the flow of research in general, namely starting with a problem which will then be derived in the form of variables, formulating problems, conducting theoretical studies, formulating hypotheses, collecting data (determining the population or sample as well as developing and testing instruments) analyzing data, expressing discussions and compiling conclusions and suggestions. Quantitative research itself can be divided into two types, namely non-experimental research and experimental research. Non-experimental research is quantitative research conducted without treatment, so this research is generally related to testing one or more variables. Experimental research is quantitative research conducted by providing treatment. (Latief, 2020).

This study was conducted to evaluate the effect of the Think Pair Share type cooperative learning model on the short story writing skills of grade VI students of SDN Leuwiseeng 1 Majalengka. Using an experimental method with a One Group Pretest-Posttest design, this study involved all 22 grade VI students in the 2023/2024 school year as the research population and sample. The assessment of short story writing skills was based on five indicators: content, organisation, grammar, vocabulary, and spelling and writing techniques. By the research design described by Nuryanti (2019) This study adopted a pre-experiment approach with a One Group Pretest-Posttest design, a method chosen based on careful consideration of the research objectives and the nature of the problem to be studied. In this format, a single group becomes the focus of the experiment in the absence of a control group. The research process involved three main stages: first, the research subjects underwent a pretest to measure their initial ability. Next, they receive the designed treatment or intervention. Finally, a posttest is administered to evaluate the impact of the treatment. The use of pretest and posttest in this design allows researchers to conduct in-depth comparative analysis. Through the comparison of the results of the two tests, the effectiveness of the implemented learning model can be measured quantitatively. This approach provides a clear picture of the changes that occur as a result of the intervention, allowing for a more accurate assessment of the success of the implemented learning method.

One-Group Pretest-Posttest Design according to Sugiyono (2016) can be seen below :

**Table 1**

**O<sub>1</sub> X O<sub>2</sub>**

O<sub>1</sub> = Pretest value (before being given treatment treatment)

O<sub>2</sub> = Posttest value (after given treatment treatment)

X = Treatment applied using the cooperative learning model of Think, Pair, Share type assisted by storytelling dice media

The effect of cooperative learning model type Think, Pair, Share assisted by storytelling dice media on short story writing skills in Indonesian language subjects = (O<sub>1</sub> X O<sub>2</sub> ). Thus, the short story writing skills of elementary school students will be compared after the treatment with the posttest. So that the influence and effectiveness will be known by using the One-Group Pretest-Posttest.

In this study, three stages will be carried out including the preparation stage, the implementation stage, and the data processing stage. The explanation of the three stages is:

1. Preparation Stage

In the preparation stage, the author identifies problems in the research to be carried out, the author first identifies problems in short story writing skills, then plans the research by proposing a research title then theoretical studies on the phenomenon of the problem of cooperative learning models of the Think, Pair, Share type assisted by storytelling dice media on short story writing skills in Indonesian language subjects. Empirical studies are carried out to find out the condition of the school that will be used as the object of research. when it has been obtained, the author compiles a research proposal and makes research instruments that will be used to collect data, then the instrument is tested for feasibility through validity and reliability tests. Then the author guides the supervisor and asks for an opinion to determine the validity of the instrument. By doing the empirical study research preparation stage well, the author can ensure that the research is carried out systematically and can produce valid findings.

2. Implementation Stage

The research implementation stage collected data using a pretest to measure the initial ability of the research subjects by giving questions in the form of essays. Then the author provides treatment to determine students' short story writing skills in Indonesian language subjects. The treatment that will be given is learning by using the Think, Pair, Share type cooperative learning model assisted by storytelling dice media. After the treatment is given, the next activity is to give a posttest to determine the effect of the treatment given and whether it is positive and significant on students' short story writing skills.

3. Data Processing Stage

At the data processing stage, after all the data has been collected, the author processes the data. Analysing data, interpreting results, and presenting reports by making conclusions about the data in the form of reports based on the results that have been obtained during the research. After obtaining the pretest and posttest scores, the researcher analysed the scores obtained. The analysis used is the gain normality test. This test is used to determine the effectiveness of the treatment given. The following formula is used to calculate the normality of gain according to Meltzer (Oktavia & Prasasty, 2019).

$$N \text{ Gain} = \frac{s \text{ post} - s \text{ pre}}{s \text{ maks} - s \text{ pre}}$$

Description:

N Gain: States the normality test value of gain

*Spost*: State the pretest score

*Spre*: State the posttest score *Smaks* state the score maximum

The effectiveness criteria interpreted from the normality gain value according to Meltzer can be seen in Figure 2 below.

**Table 2 Classification of Gain Normality Values**

Gain Normality Score Criteria	
$0,70 \leq n \leq 1,00$	High
$0,30 \leq n < 0,70$	Medium
$0,00 \leq n < 0,30$	Low
Sumber Karinaningsih (Oktavia & Prasasty, 2019).	

### 3. RESULTS AND DISCUSSION

The following presents the results of the Pre-test and Post-test of elementary school children's learning outcomes during the learning process using the Think, Pair, and Share type Cooperative learning model assisted by storytelling dice media on students' short story writing skills. Initial score data (pre-test) on Indonesian language learning on the subject of fiction text before treatment.

**Table 3. Pre-test scores**

Name	Score
ad	60
am	55
az	60
da	65
en	55
fi	60
fh	55
gg	25
ka	50
Kea	40
Ki	30
Ma	55
Na	40
na	50
la	70
Rn	75
Ry	80
Ry	40
Si	70
sel	50
Va	50
Yd	40

Table 3 final score data after being given treatment (post-test) on Indonesian language learning on the subject of fiction text after treatment.

**Table 4.** *posttest scores*

Name	Score
ad	80
am	75
az	95
da	80
en	70
fi	80
fh	85
gg	60
ka	65
Kea	75
Ki	80
Ma	85
Na	90
na	70
la	85
Rn	95
Ry	80
Ry	80
Si	80
sel	95
Va	90
Yd	80

The improvement of student learning outcomes before learning (pre-test) is captured by using essay-shaped questions. Data on the improvement of student learning outcomes before learning (pre-test) is presented in the table below:

**Table 5.** *Student mastery of material before learning (pre-test)*

No	Calculated Factors	Baseline test score class data
1.	Average (x)	53,40
2.	Standard Deviation (SD)	14
3.	Maximum Value	80
4.	Minimum value	25

Table 5 shows data on the improvement of learning outcomes from 22 students before learning activities with an average score of 53.40 which is spread between a maximum score of 80 and a minimum score of 52 and has a standard deviation of 14.

**Table 6.** *Students' concept mastery after learning (post-test)*

No	Calculated Factors	Baseline test score class data
1.	Average (x)	80,68
2.	Standard Deviation (SD)	9,30
3.	Maximum Value	95
4.	Minimum value	60

Table 6 shows data on concept mastery from 22 students after learning the average score of 80.68 which is spread between the maximum score of 95 and the minimum score of 60 and has a standard deviation of 9.30.

**Table 7**

*The normality gain test aims to measure the effectiveness of learning by looking at the increase in student understanding after the pretest-posttest on Indonesian language learning outcomes. The results of the gain normality test can be seen in the following table:*

	Gain Normality Test Results	
	Mean	Standard Deviation (SD)
<i>pretest-posttest</i>	0,5466	0,27576

Table 7 Based on the data in Table 6, it shows that the average increase in student scores from pretest to posttest is 0.5466 or about 54.66%. This indicates a substantial improvement in students' abilities after the intervention. So it can be concluded that there is the effectiveness of using the cooperative learning models of think, pair, and share type assisted by storytelling dice media in improving students' skills in writing short stories.

### Discussion of Findings

The implementation of the Think, Pair, and Share (TPS) cooperative learning model assisted by storytelling dice media has shown significant effectiveness in improving elementary school students' short story writing skills. This discussion will analyse the findings in detail, exploring the impact of the intervention, the factors contributing to its success, and the implications for educational practice.

#### 1. Overall Improvement in Student Performance

The most striking finding from this study is the substantial improvement in student performance from the pre-test to the post-test. The average score increased from 53.40 in the pre-test to 80.68 in the post-test, representing a gain of 27.28 points or approximately 51% improvement. This significant increase suggests that the TPS model, combined with storytelling dice media, was highly effective in enhancing students' short story writing skills.

The normality gain test further corroborates this improvement, showing an average increase of 0.5466 or 54.66%. This gain falls into the medium category of effectiveness according to Hake's criteria, indicating a substantial and meaningful improvement in students' abilities.

#### 2. Reduction in Performance Gap

Another notable observation is the reduction in the performance gap among students. In the pre-test, scores ranged from a minimum of 25 to a maximum of 80, with a standard deviation of 14. In contrast, the post-test scores ranged from 60 to 95, with a reduced standard deviation of 9.30. This narrowing of the score range and decrease in

standard deviation suggests that the intervention was effective in helping lower-performing students catch up, while also allowing high-performing students to excel further.

### 3. Effectiveness of the TPS Model

The Think, Pair, and Share model appears to have been particularly effective in the context of short story writing. This can be attributed to several factors:

- 1) Individual Reflection (Think): The "Think" phase allows students to generate and organise their ideas independently. This individual brainstorming is crucial in creative writing tasks like short story composition.
- 2) Collaborative Learning (Pair): The "Pair" phase enabled students to discuss their ideas with a partner, potentially leading to idea refinement, plot development, and character enhancement. This collaborative aspect likely contributed to the improvement in lower-performing students.
- 3) Class Discussion (Share): The "Share" phase provided an opportunity for students to present their stories to the class, receive feedback, and learn from their peers' work. This could have exposed students to a variety of writing styles and storytelling techniques.

### 4. Impact of Storytelling Dice Media

The incorporation of storytelling dice as a media tool likely played a significant role in the intervention's success. These dice could have:

- 1) Stimulated Creativity: By providing random elements (characters, settings, objects) that students need to incorporate into their stories, the dice may have sparked creativity and helped overcome writer's block.
- 2) Structured Storytelling: The dice elements could have provided a framework for students to build their stories around, making the task less daunting, especially for those who struggle with generating ideas from scratch.
- 3) Engagement and Motivation: The game-like aspect of using dice could have made the writing process more enjoyable and engaging for students, potentially increasing their motivation to participate and improve.

### 5. Improvement Across Different Skill Levels

The data shows improvement across all skill levels:

- 1) Low Performers: Students who scored low in the pre-test (e.g., GG with 25) showed significant improvement in the post-test (60), indicating that the intervention was effective for struggling writers.
- 2) Mid-Range Performers: Students in the middle range also showed considerable improvement, with many moving from the 50-60 range to the 80-90 range.
- 3) High Performers: Even students who performed well in the pre-test (e.g., RY with 80) showed improvement, reaching scores of 95 in some cases.

### 6. Potential Long-Term Benefits

The significant improvement observed suggests potential long-term benefits:

- 1) Increased Confidence: Success in writing tasks could boost students' confidence in their creative abilities and overall language skills.
- 2) Enhanced Collaborative Skills: The pair and share components of the model may have improved students' ability to work collaboratively and give constructive feedback.
- 3) Improved Critical Thinking: The process of creating and refining stories likely enhanced students' critical thinking and problem-solving skills.



#### 7. Limitations and Considerations

While the results are promising, some limitations should be considered:

- 1) **Sample Size:** The study was conducted with 22 students, which is a relatively small sample. A larger sample size would provide more robust results.
- 2) **Long-Term Retention:** The study does not provide data on long-term retention of the improved skills. Follow-up assessments would be valuable to determine if the improvements are sustained over time.
- 3) **Specific Skill Improvements:** While overall writing scores improved, the study doesn't provide detailed information on which specific aspects of short story writing (e.g., plot development, character creation, dialogue) saw the most improvement.

#### 8. Implications for Educational Practice

The findings of this study have several implications for educational practice:

- 1) **Integration of Cooperative Learning:** The success of the TPS model suggests that cooperative learning strategies should be more widely integrated into language arts curricula, particularly for creative writing tasks.
- 2) **Use of Creative Tools:** The effectiveness of the storytelling dice indicates that incorporating creative, game-like elements into writing instruction can be highly beneficial.
- 3) **Differentiated Instruction:** The improvement across all skill levels suggests that this approach can be effective for differentiated instruction, addressing the needs of both struggling and advanced writers.
- 4) **Professional Development:** Teachers may benefit from professional development focused on implementing cooperative learning strategies and using creative tools in writing instruction.
- 5) **Cross-Curricular Applications:** The success of this model in language arts suggests potential benefits in applying similar strategies to other subjects that require creative thinking and problem-solving.

## 4. CONCLUSION

Based on the results of research conducted at SDN Leuwiseeng I, Majalengka Regency regarding the application of the Think Pair and Share type cooperative model assisted by storytelling dice media to the short story writing skills of grade VI students, it can be concluded that this learning model has a significant positive impact. It can be concluded that:

1. **Improvement of Short Story Writing Skills:** This study showed a substantial improvement in students' short story writing skills. Before the application of the learning model (pretest), the average score of students only reached 53.40%. However, after the implementation of the Think Pair and Share model with the help of storytelling dice media, the average posttest score increased to 80.68%. This increase of 27.28% illustrates that students experienced significant progress in their ability to write short stories. This improvement includes aspects such as story idea development, narrative structure, richer language use, and the ability to better describe the characters and setting of the story.
2. **Effectiveness of Learning Model:** To measure the effectiveness of the learning model more accurately, a normality test of gain was conducted. The result of this test shows a mean value of 0.5466 with a standard deviation of 0.27576. Based on Hake's criteria,

this gain value falls into the "medium" category. The interpretation of this result is that the Think Pair and Share learning model assisted by storytelling dice media is quite effective in improving students' short story writing skills. The mean value of 0.5466 indicates that on average, students experienced a skill improvement of 54.66% of their maximum improvement potential. The standard deviation of 0.27576 indicates the variation in skill improvement between students, which suggests that this model may be more effective for some students than others.

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