

THE EFFECT OF ARTICULATION TYPE COOPERATIVE LEARNING MODEL ASSISTED BY DIGITAL MEDIA ON THE SPEAKING SKILLS OF GRADE V STUDENTS

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ARTICLE INFO

Article History :

Received : 2024-12-20

Accepted : 2024-12-21

Keywords :

Keywords 1 : Articulation Type
Cooperative Learning Model,

Keywords 2 : Digital Media,

Keywords 3 : Speaking Skills

ABSTRACT

The problem in this study is the low speaking skills of students where students still have difficulty pronouncing sentences clearly and also the low desire of students to express ideas in front of the class. This study aims to determine: 1) the application of cooperative learning model of articulation type assisted by digital media to fifth grade students of SD Inpres Kaluku Bodoa, 2) speaking skills of fifth grade students with cooperative learning model of articulation type assisted by digital media at SD Inpres Kaluku Bodoa, 3) differences before and after the application of cooperative learning model of articulation type assisted by digital media on speaking skills of fifth grade students of SD Inpres Kaluku Bodoa. This type of research is experimental research with a one group pretest-posttest design with a sample size of 19 students using interview instruments, observation sheets, oral tests and documentation. In this study using descriptive statistical analysis and inferential analysis with the help of SPSS version 26. The results of this study indicate that the Effect of Articulation Type Cooperative Learning Model Assisted by Digital Media on Speaking Skills of Class V Students of SD Inpres Kaluku Bodoa through several stages of material delivery, forming groups, delivering material that has been delivered by the teacher, students listening and making small notes, students delivering interview results in class V SD Inpres Kaluku Bodoa has been carried out well and effectively. students' speaking skills can be seen from the comparison between pretest and posttest. The average value of the pretest obtained is 64.21, the average value is in the interval 55-69 which is included in the low category. While the average value of the posttest is obtained by 87.57 which is in the interval 85-100 which means it is in the very high category. The results of the study were obtained using the Mann whitney test where the asymp.sig (2-tailed) value was ,000 which can be said that Ha is accepted and HO is rejected because 000 < 0.05.

1. INTRODUCTION

All citizens have the right to obtain quality education and have the opportunity to improve education throughout life (Law No.20 of 2003 Chapter IV article 5). Quality education can be obtained by fulfilling the rights of students according to Law No.20 of 2003 CHAPTER V article 12 paragraph 1 point b and point f which reads, get educational services according to their talents, interests and abilities, complete educational programs according to their respective learning speeds and do not deviate from the provisions of the time limit set. So every child must get their rights in learning (depdiknas, 2003)

وَمَا كَانَ الْمُؤْمِنُونَ لِيَنْفِرُوا كَآفَّةً فَلَوْلَا نَفَرَ مِنْ كُلِّ فِرْقَةٍ مِّنْهُمْ طَائِفَةٌ لِّيَتَفَقَّهُوا فِي الدِّينِ وَلِيُنذِرُوا قَوْمَهُمْ إِذَا رَجَعُوا إِلَيْهِمْ لَعَلَّهُمْ يَحْذَرُونَ

The Qur'an repeatedly explains the importance of knowledge. Without knowledge, human life would be miserable. The Qur'an warns people to seek knowledge as Allah says in QS at-Taubah (9): 122 mentioned:

Translation:

It is not fitting that the believers should all go (to war). Why not go from each group among them a few men to deepen their knowledge of religion and to warn their people when they return, so that they may protect themselves (QS at-Taubah (9): 122)

Education is the right of every human being because basically education is a need that must be fulfilled by every human being (Misra et al., 2023). Education is an important process for human life because with education the nation's generation can gain knowledge, behave politely, experience in youth and have a smart and critical mind in assessing something. Education will not be separated from the process of reading and counting, because we will not be able to understand something without we read first what is going on, as well as with counting we will not be able to live life without knowing the counting techniques that we should use in everyday life (Malik et al., 2023)

Language is a communication tool that enables social interaction between individuals. Indonesia, as a country with various regional languages, requires good and correct Indonesian language learning. This learning is applied at all levels of education, from elementary school to college, in accordance with Government Regulation of the Republic of Indonesia Number 57 of 2014 Article 1 Paragraph (2) which states that language development aims to improve the quality of language use through education at all levels and disseminate language to various levels of society. The purpose of implementing Indonesian language learning in schools is to improve students' ability to communicate using good and correct Indonesian (Susanti et al., 2021)

Indonesian language learning at the elementary school level is expected to develop communication and interaction skills with teachers, fellow students, and the community. According to Susanto (2015), listening, speaking, reading, and writing skills are the main keys to language. These four skills are very important and interrelated in learning Indonesian in elementary school. One of the productive aspects of language skills is speaking skills, which is a person's ability to communicate ideas, thoughts, or feelings so that their ideas can be understood by others. (Rini & Nurannisa, 2018) Indonesian language skills are inseparable from one's ability to write, Through writing imagination, students are trained to organize ideas, thoughts, opinions or responses in writing (Nafila et al., 2024)

Speaking skills are language skills that appear after listening skills and become the first step in child development. Students who have good speaking skills will find it easier to interact socially at school and in their surroundings, and can increase their knowledge and creativity. Conversely, poor speaking skills will hinder students in expressing ideas, communicating, asking questions, explaining, and understanding conversations. Speaking activities require effective interaction between teachers and students; without effective communication, the purpose of the conversation will be difficult to achieve. . (Rini & Nurannisa, 2018). Learning to read is very important for students because it is the initial process in learning and determines the success in gaining

understanding based on the learning process activities that have been followed with the aim of increasing students' knowledge and insight. Until now, learning to read is still considered important in schools. This is because reading learning is not only aimed at improving students' language skills, but also aims to provide benefits in improving comprehension abilities and giving meaning to the reading material studied (Selvi et al., 2024)

The use of digital technology has had a huge impact on various aspects of life, including Indonesian language learning. In recent years, digital technologies such as the internet, smartphones and other electronic devices have created new forms of communication involving text, images, sound and video. Digital media provides information with a variety of visual and audio content, which expands the understanding of communication skills. These changes also reflect a paradigm shift in education, where advances in information and communication technology are changing the way students interact with reading materials and multimedia content. (Kardika et al., 2023). Audio visual media (video) is media that has sound elements and image elements. This type of media has better capabilities, because it includes both types of auditive (hearing) and visual (seeing) media. Audio-visual media include video recordings, various sizes of films, slides, sounds, and others (Anrayani & Badruddin Kaddas, 2021)

The reality that occurs in the field is that students' speaking skills in elementary schools are still low, such as students still have difficulty pronouncing sentences clearly and students need to learn vocabulary so that their speech and utterances are communicative, clear and easy to understand. In teaching speaking skills in elementary schools, the teaching provided by the teacher is still ineffective. Therefore, to obtain preliminary data, the research conducted observations at SD Inpres Kaluku Bodoa on December 1, 2023. From these observations, it was found that students' speaking skills, especially in class V, could not be said to be maximized. Based on the results of preliminary observations, problems related to students' speaking skills were found, namely the low desire of students to express their ideas in front of their friends and teachers through speaking during learning. In addition, the influence of the use of regional language (mother tongue) in families and students' environment in everyday life also affects the use of Indonesian. Thus, not a few of the students are not accustomed to speaking Indonesian in accordance with good and correct linguistic rules. As a result, students have difficulty in expressing their thoughts and feelings fluently, they are unable to choose the right words (diction) in speaking, they cannot compose effective sentence structures, and are unable to build reasonable reasoning patterns.

The problem is because teachers pay less attention to the learning model used, teachers still lack activities in learning that hone students' speaking skills. Sometimes teachers teach theory about correct grammar but do not direct students to implement it in their daily lives. This means that teachers are expected to be able to create learning that can hone students' speaking skills.

Based on the problems that occur, a learning model that is able to make students actively involved and able to hone students' speaking skills is needed. Learning models are no less important in the creation of good learning so as to be able to hold a variation in the learning process.

One of the learning models that can be applied is the articulation type cooperative model. This model is similar to a chain message game, where a student explains the material taught by the teacher to a group of friends. The last student then conveys the information in front of the class. The articulation model aims to improve students' speaking ability by using clear words, as well as helping them convey the material in their own way of thinking and language. (Wepe et al., 2016)

Teachers should use learning media to help students understand information, especially those with low comprehension. In this study, digital media is directly involved in the learning process to train students' absorption and independence. Students are expected to be active by communicating or developing the information learned. One example of cooperative learning model using digital media is through animated video, where students watch the video and express the new information they learned, which can improve their speaking skills.

Based on the description above, this research aims to determine the effect of cooperative learning model of articulation type assisted by digital media on students' speaking skills. The benefits of this research are as a reference for teachers in choosing learning models to overcome students' low speaking skills. Besides that articulation media assisted by digital media can improve students' speaking skills.

2. METHODS

In this study, the authors used an experimental research design. A before and after test is given to one group in experimental research. Without a comparison class, one group was given a pretest and posttest. Fifth grade elementary school students. For six meetings in the odd semester of the 2024-2025 school year, this research was conducted on July 29-August 12, 2024, at the UPT SPF of Kaluku Bodoa Multilevel Inpres Elementary School which is located right on the edge of the highway and close to residential areas on Jln Teuku Umar Raya No.83, Kaluku Bodoa, District. Tallo, Makassar city, South Sulawesi. Speaking ability at the UPT SPF SD Inpres Kaluku Bodoa is still lacking, therefore this research location was chosen.

This study used a one-group pretest-posttest design and was pre-experimental. The population of class V SD Inpres Kaluku Bodoa amounted to 19 students where nine male students and ten female students and this study used saturated sampling because the population was less than 30 people where in the data the number of students in class V SD Kaluku Bodoa amounted to 19 people.

The instruments used in this study are interviews, observation sheets, oral tests and documentation. In this study using descriptive statistical data analysis and inferential analysis with the help of SPSS version 26.

3. RESULTS AND DISCUSSION

A. Application of Articulation Type Cooperative Learning Model Assisted by Media for Class V Students of SD Inpres Kaluku Bodoa, Tallo District, Makassar City



This study examined the effect of Indonesian language teaching on the speaking ability of grade V students of SD Inpres Kaluku Bodoa for six sessions conducted in the first semester of the 2024-2025 school year, on July 29-August 12, 2024. Nineteen students in class V were used as research subjects. Before conducting the research, the researcher prepared relevant materials, such as training modules, questions, and teaching aids, as well as tools to be collected, such as observation sheets and oral exams. The teacher acted as a researcher in this study.

The preparation of research instruments in the form of pretests was carried out before using the articulation learning model assisted by interactive digital media and posttests were carried out after using digital interactive media supporting the concept of articulation learning.

a. Teacher observation results

The information gathered from these observations was modified to meet the requirements for completing the research. The learning session observation findings utilized the articulated cooperative learning paradigm with the utilization of interactive digital technology, specifically where the teacher After the teacher presents the material, students are divided into small groups of usually two members. One of the students then presents the material, and the other students listen and take brief notes. This process is repeated in each group in turn, and in the end, students present

the group's interview findings in front of the class, giving other students the opportunity to respond. Together, the teacher and students draw conclusions on the learning outcomes.

The explanation of teacher activity observation results is useful in determining whether or not the digital media learning process assisted by the articulation learning model is used. This process seeks to observe teaching and learning outcomes in class V SD Inpres Kaluku Bodoa Tallo District Makassar City.

The following is a table of observation results of teacher activities that utilize the articulation learning model assisted by digital media:

Table 3.1 Teacher Observation Scores

	Meeting I	Meeting II	Meeting III	Meeting IV	Meeting V	Meeting VI
Earned score / Maximum score	Pretest	11 / 14	12 / 14	11 / 14	12 / 14	Posttest
Percentage (%)		78%	85%	78%	85%	
Qualification		high	High	High	High	

The table above shows the indicators of the implementation of teacher activities using the articulation learning model with the help of digital interactive media. The teacher was given a pretest at the first meeting, and the percentage of implementation at the second meeting was 78%, including in the high category. The teacher only gives assignments without explaining the meaning of the assignments given, the third meeting obtained a score of 12 with a total percentage of 85% including the high category because the teacher applies the articulation learning model assisted by interactive digital media by following the learning procedure by means of the teacher explaining the material after that giving assignments to students and questioning students whether students understand the assignments given so that the first and second meetings have good changes until the next meeting, Students took the posttest at the sixth meeting, and the fourth meeting scored 11 with a percentage of 78% including the high category, the fifth meeting scored 12, and the sixth meeting scored 85% including the high category.

b. Student activity observation results

Based on the results of the researcher's observations of student activities, students enthusiastically participated in the learning process. Therefore, it is very important to expand student learning activities throughout the learning process in order to foster interaction between students and teachers, so that it will increase students' understanding and familiarity with the subjects taught by the teacher.

Table of student activity observation results utilizing articulated learning paradigm with the help of digital interactive media:

Table 3.2 Student Observation Scores

	Meeting I	Meeting II	Meeting III	Meeting IV	Meeting V	Meeting VI
Earned score / Maximum score	Pretest	7 / 10	7/ 10	8/ 10	9/ 10	Posttest
Percentage(%)		70%	70%	80%	90%	
Qualification		high	High	High	Very high	

Based on this table, the use of interactive digital media to support the articulation learning paradigm in student activities Researchers gave pretests to students at the first meeting, at the second meeting obtained a score of 7 with a percentage of implementation of 70% including the high category, because students have not been able to pronounce the articulation of rhymes given by the teacher without explaining, at the third meeting obtained a score of 7 with a percentage of 70% including the high category, because students listened well to the teacher's explanation so that students got a high category in doing the task, the fourth meeting obtained a score of 8 with a percentage of 80% including the high category, at the sixth meeting the researcher gave a posttest to students, and the fifth meeting obtained a score of 9 with a percentage of 90% including a very high category. This shows a very good improvement in the actions taken by using the student learning activity observation sheet during the teaching and learning process from the first meeting to the sixth meeting.

B. Learning Outcomes of Speaking Skills of Grade V Students with Articulation Learning Model Assisted by Digital Media at SD Inpres Kaluku Bodoa



Based on the findings of the research conducted by researchers at SD Inpres Kaluku Bodoa, Tallo Subdistrict, Makassar City, on July 29 to August 12, 2024, the oral test instrument was used to collect data to determine the results of speaking skills in the class in the form of pretest-posttest scores of class V SD Inpres Kaluku Bodoa, Tallo Subdistrict, Makassar City. The following information relates to the speaking skills of fifth grade students of SD Inpres Kaluku Bodoa in Tallo District, Makassar City:

Table 3.3 Pretest - posttest scores

Pretest		Posttest	
Statistik	Skor	Statistik	Skor
N	19	N	19
Mean	64.21053	Mean	87.57855
Median	63	Median	89
Mode	63	Mode	94
Standard Deviation	10.77847	Standard Deviation	11.56295
Range	37	Range	37
Minimum	52	Minimum	63
Maximum	89	Maximum	100
Sum	1220	Sum	1664

Source: IBM SPSS Version 26

The mean or average value of the researcher's pretest results on the speaking ability of Kaluku Bodoa Elementary School students is 64.21 including in the low category and the standard deviation is 10.77 as shown in the table above. The achievable range or range is 37, with the lowest score of 52 in the very low category, and the highest score of 89 in the very high category. The speaking ability of fifth grade students of SD Inpres Kaluku Bodoa Elementary School, Tallo Subdistrict, Makassar City has a mode of 63 in the pretest data included in the low group with a median of 63 and an overall score of 1220. Students' indifference to the material taught is the main cause of this. The data is spread regularly in fifth grade students of SD Inpres Kaluku Bodoa, Tallo Subdistrict, Makassar City as indicated by the mean or average value of posttest results of 87.57 including in the very high category and a standard deviation of 11.56. With a minimum score of 63 in the low category and a maximum score of 100 in the very high category with a range of 37, these results indicate that the distribution of students' speaking skills on the posttest is spread. The mode of the very high category in the posttest data of speaking skills is 94, with a median of 89, and the total score or total is 1664.

Table 3.4 Level of Mastery of Pretest Material

No	Intervals	Frequency	Percentage (%)	Earning outcome categories
1	0 – 54	3	15,78%	Very low
2	55 - 69	11	57,89%	low
3	70 - 74	0	0	currently
4	75 - 84	4	21,05%	high
5	85 – 100	1	5,26%	very high
Amount		19	100	

The results of Indonesian language learning on students' speaking ability at the pretest stage using oral test instruments were classified as very low 15.78%, low 57.89%, medium 0%, high 21.05%, and very high with a percentage of 5.26%, according to the data shown in the table above. Based on the percentage results, it can be concluded that before the application of the articulation learning paradigm assisted by interactive digital media, students' speaking ability was classified as high.

Table 3.5 Posttest Material Mastery Level

No	Intervals	Frequency	Percentage (%)	Earning outcome categories
1	0 – 54	0	0%	Very low
2	55 - 69	2	10,52%	low
3	70 - 74	0	0%	currently
4	75 - 84	0	0%	high
5	85 – 100	17	89,47%	very high
Amount		19	100	

Students' speaking ability at the posttest stage using the test instrument was classified as very low 0%, low 10.52%, medium 0%, high 0%, and very high with a percentage of 89.47%, according to the data listed in the table above. . Based on the current percentage results, it can be concluded that students' speaking ability is very high after the use of interactive digital media combined with the articulation learning approach.

C. Differences Before and After the Application of Articulation Learning Model Assisted by Interactive Digital Media on Speaking Skills of Grade V Students of SD Inpres Kaluku Bodoa, Tallo District, Makassar City.

The Mann Withney test and inferential statistical techniques were used to test the research hypothesis which states that “the use of articulation learning model assisted by digital media” affects the speaking skills of fifth grade students of SD Inpres Kaluku Bodoa, Tallo District, Makassar City. To ascertain whether the means of two independent samples are different, the Mann Withney test was used. For research data that is homogeneous to normal and not normally distributed, the Mann Whitney test is used as an alternative to the independent t test. The Statistical Package for Social Science (SPSS) system, version 26, was used to test the pretest and posttest data to perform this analysis. If the asmp.sig value is less than 0.05, the data needs are considered significant. The following are the results of the Mann Whitney test calculation:

**Table 3.6 Mann Whitney Hypothesis Test Results
 Test Statistics^a**

	results of learning speaking skills
Mann-Whitney U	30.000
Wilcoxon W	220.000
Z	-4.453
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: kelas
 b. Not corrected for ties.

Source: IBM SPSS Version 26

The hypothesis is accepted because based on the previous table, the statistical test findings show that the asymp.sig (2-tailed) value is 0.000. The articulation learning model assisted by interactive digital media has an impact on the speaking ability of fifth grade students of Inpres Kaluku Bodoa, Tallo District, Makassar City if the hypothesis is accepted. This is indicated by the difference in the average pretest and posttest learning outcomes.

Discussion

This research is entitled “The effect of cooperative learning model of articulation type assisted by digital media on speaking skills of fifth grade students of Inpres Kaluku Bodoa, Tallo District, Makassar City.” This study used an experimental approach using a pretest-posttest design with one

group. One sample group was used in this study. By using saturated sampling technique, the sample was determined.

By using interactive digital media, Articulation cooperative learning methodology was used in this study. The steps in this learning model are as follows: The teacher presents the material, students are divided into small groups (usually consisting of two people), and one student presents the material. Other students then listen and make brief notes; this process is repeated in each group in turn. After presenting their group's interview findings in front of the class, students give other students the opportunity to respond. Together the teacher and students draw conclusions about the learning outcomes.

To ascertain the students' initial ability, the researcher initially gave the students a rhyme reading text that addressed their speaking ability before practicing some of the procedures mentioned above. In the first meeting, students' speaking ability was assessed through observation. Then by using digital interactive media and some stages of the learning model above, the articulation type cooperative learning treatment was given. After the treatment, a posttest was given to assess the children's speaking ability.

The results of the oral exam, where students were given rhyme reading sheets and then exchanged rhymes with other groups, were used to collect information on students' speaking ability. Before and after the treatment, students' intonation, pronunciation, grammar, word choice, and speaking fluency were evaluated while reading the rhymes provided. The researcher can use the data to find out how various pens affect the students' articulation learning model.

The data requirement test showed that the pretest and posttest data were not normally distributed, in accordance with the findings of the inferential statistical analysis. As a result, the pretest p-value was 0.00, and the posttest was 0.08, or, in other words, $0.00 < 0.05$ and $0.08 < 0.05$. To determine whether there is a difference in the means of two independent samples, an alternative test is needed, namely the Mann-Whitney test because it can be concluded that the pretest and posttest results are not normally distributed. The independent t test can be replaced with the Mann-Whitney test.

Meanwhile, students of SD Inpres Kaluku Bodoa are at a significance level of 0.711 in the pretest and posttest homogeneity test, with a degree of freedom (df 1) of 1 and a degree of freedom (df 2) of 36. The homogeneity value that is higher than the significance value indicates that students are homogeneous. specifically, $0.711 > 0.05$. Hypothesis analysis tests can be carried out if the test data requirements have been met.

Mann-Whitney was used for hypothesis test findings because the data were not homogeneous and normally distributed. From the statistical test findings, the asymp.sig (2-tailed) value is 0.000. Since $0.000 < 0.05$ and the hypothesis is accepted, then from the above rationale it can be concluded that H_a is accepted and H_0 is rejected. The articulation learning model assisted by interactive digital media has an impact on the speaking ability of fifth grade students of SD Inpres Kaluku Bodoa, Talllo District, Makassar City if the hypothesis is accepted. This is indicated by the difference in the average pretest and posttest learning outcomes.

In accordance with the observation findings, the above analysis shows that the use of articulated learning paradigm assisted by digital interactive media has an impact on students' speaking ability. If a number of students were engaged in other activities at the beginning of the learning or showed no interest in what they were learning. Only a few students actively participated in teacher-led learning at the beginning of the meeting, and they were still hesitant to speak in front of the class. However, in accordance with the articulated learning paradigm practiced with the help of digital media, students began to participate and many of them offered to answer questions asked by their peers. In addition, students began to respond to other students' responses confidently and actively, which encouraged other students to participate in the fun lesson. As a result students became reluctant to come and go during the lesson, making digital media-supported articulation learning a learning model that requires active learning.

The application of the articulation learning model with the help of interactive digital media has an impact on the speaking ability of fifth grade students of SD Inpres Kaluku Bodoa, Tallo District, Makassar City based on the findings of descriptive statistical analysis, inferential statistics, and inferential statistics. observation.

Speaking fluency is highly emphasized in this articulation learning technique. The thoughts of these experts suggest that the Articulation model is different from other learning models because it strongly emphasizes student communication with their group members. As part of the Articulation Model, students interview or listen to other group members before presenting their conversation findings to the other groups. Each child gets a chance to voice their group's opinion.

Mulyasa (2009), there are several benefits of the Articulation Model. For example, students will feel initiative and creativity when training themselves to understand and remember the subject matter continuously, which requires a sharp and long-lasting memory. Cooperation between groups is developed and encouraged to the fullest when chain messages are played within a set period of time. With their friends, students develop the habit of sending and receiving communication.

A deeper understanding of communication skills can be developed through the use of digital learning materials that can offer a variety of information sources rich in audio and visual content. The changing educational paradigm is also related to the use of digital media in Indonesian language learning. Students' interactions with reading materials and multimedia content have changed significantly due to advances in information and communication technology.

David Ausubel is famous for his meaningful learning theory, which emphasizes the importance of prior knowledge in the learning process. Ausubel asserts that when new material is connected to ideas that students already have, learning will have greater meaning. In terms of speaking skills, this is very relevant, especially when using digital media-assisted learning techniques.

Through dialogue or communication, students can understand and organize information in the articulated learning model with the help of digital technology that utilizes technology to facilitate the learning process. Digital media can be used to facilitate visualization, simulation and interaction that strengthens the link between new knowledge and concepts already owned by student. When applied to speaking skills, this model can involve tools such as videos, audio recordings or online discussion platforms that allow students to practice speaking, listening and constructing arguments. Through digital media, students not only gain direct speaking experience but also receive immediate and relevant feedback. This is in line with Ausubel's principle, where digital media acts as an advance organizer of tools to connect new knowledge with existing ones so as to improve understanding and speaking skills effectively.

In this way, Ausubel's theory can be integrated with digital media-assisted articulation learning to improve speaking skills, as students actively construct meaning and organize knowledge through interactive and media-based activities.

Vygotsky's social constructivism theory and the interactive digital media-assisted articulation learning model have a strong connection in improving students' speaking skills. According to Vygotsky, learning occurs through social interaction and scaffolding, which helps students in the process of thinking and understanding. In the context of speaking skills, the articulation learning model using interactive digital media aligns with this theory in several ways:

1. Social Interaction in Cooperative Learning

Vygotsky emphasized that social interaction is central to cognitive development. In the articulated learning model, students learn cooperatively with their peers, and interactive digital media facilitates this communication by providing platforms such as video chat, discussion forums, or other interactive applications. Through this interaction, students practice speaking, listening and responding to their peers' ideas, so they develop their speaking skills in a real and social context.

2. Zone of Proximal Development (ZPD) and Scaffolding

Zone of Proximal Development (ZPD), first proposed by Vygotsky, is the gap between what children can achieve on their own and what they can achieve with help. Students can acquire

difficult but accessible content through interactive digital media, and they can also get advice from classmates or teachers. For example, through video features or language learning apps, students can learn new words or sentence structures, and then use them in speaking practice with scaffolding support from friends or teachers online.

3. The Role of Language as a Cognitive Development Tool

According to Vygotsky, language is the main tool for thinking and learning. In articulation-based learning, students are encouraged to articulate or express their understanding. Interactive digital media, such as audio recordings, discussion platforms or presentation tools, allow students to articulate their thoughts in a variety of ways. When students express their thoughts, they not only practice speaking but also deepen understanding, as speaking helps students in structuring and reflecting on their ideas.

4. Reinforcement through Interactive Feedback

Interactive digital media provides opportunities for students to receive immediate feedback, whether from teachers, peers or even from the app system itself. This feedback is very important in Vygotsky's theory as it helps students know the areas that need improvement and reinforces learning. In the context of speaking skills, feedback can be given on aspects such as pronunciation, intonation, and sentence structure, which helps students improve their speaking skills effectively. In line with Vygotsky's social constructivism theory and the interactive digital media-assisted articulation learning model, students have the opportunity to learn actively and collaboratively. They can strengthen their speaking skills through hands-on practice in an environment that supports social interaction, scaffolding and reinforcement of language skills, all of which are crucial for the development of effective speaking skills.

4. CONCLUSIONS AND SUGGESTIONS

The conclusions that can be drawn from the research findings and discussions that have been discussed previously are as follows:

1. The application of digital media to support the cooperative learning paradigm of articulation type.

Students go through several phases of material delivery, after which they are divided into small groups. The teacher then presents the subject to the group, and the other students listen and take brief notes. This process is repeated in each group in turn. At the end of class V of SD Inpres Kaluku Bodoa, the students successfully and efficiently conducted group interviews and presented their findings in front of the class.

2. Based on the data collected, students' speaking skills were often low before the use of the articulated learning approach assisted by interactive digital media. The percentage of students' speaking proficiency of very low at 15.78%, low at 57.89%, medium at 0%, high at 21.05%, and very high at 5.26% shows this. Very low 0%, low 10.52%, medium 0%, high 0%, and very high 89.47% are the percentages obtained after the application of the learning model.

3. Using digital media to support the articulation learning paradigm Mann Withney test, an inferential statistical method used to determine whether there is a difference in the mean of two independent samples, to test the hypothesis that "has an influence on students' speaking skills" of grade V students of SD Inpres Kaluku Bodoa, Tallo District, Makassar City." The independent t test can be replaced with the Mann Whitney test because the data is not homogeneous and normally distributed, Mann Waitney is used to analyze the results of hypothesis testing. From the statistical test findings, the asymp.sig (2-tailed) value is 0.000. Since $0.000 < 0.05$ and the hypothesis is accepted, then from the above rationale it can be concluded that H_a is accepted and H_0 is rejected. The articulation learning model assisted by interactive digital media has an impact on the speaking ability of fifth grade students of SD Inpres Kaluku Bodoa, Tallo District, Makassar City if the hypothesis is accepted. This is indicated by the difference in the average pretest and posttest learning outcomes

Recommendations Local agencies should consider combining the articulation learning model with digital media as a guide or example in learning Indonesian, especially in speaking. The plan is to socialize this. Teachers or other education personnel who are interested in using this type of learning should carefully evaluate the scheduling of learning activities. mature to match the planned time with the time of implementation, After this thesis is completed, it is intended to provide material for reflection for teachers and students of SD Inpres Kaluku Bodoa and as a guide to improve the quality of learning models in the classroom. It is recommended that further scholars conduct a thorough study of the use of articulation models assisted by digital media in various fields. By providing the necessary facilities, we hope that schools can help further improve the quality of the educational process.

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