

Improve Speaking Skills Through Storytelling Methods In Sixth-Grade Elementary School Students

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Abstract

Speaking is a process of conveying information, ideas, or ideas from the speaker to the listener. Based on the initial survey the speaking ability of sixth-grade students was very low. This study aims to determine the improvement of speaking skills through the storytelling method to sixth-grade students of SDN Kutorejo I. This research uses action research which is carried out in two cycles consisting of four stages, namely (plan, act, observe and reflect), with students' research subjects sixth-grade SDN Kutorejo I, totaling 38 students. Data collection techniques using observation, field notes, and documentation. Data analysis used quantitative descriptive analysis techniques on the results of the students' speaking ability test as an assessment instrument. Based on the results of data processing obtained through the results of research, it shows that active learning through the storytelling method has a positive impact in improving speaking skills, this can be seen in the first cycle (47,36 %), the second cycle (86,83%), classically having achieved mastery. So it can be concluded that learning with the storytelling method has a positive impact in improving students' speaking skills which are marked by an increase in student learning completeness. With the hope that teachers should train students more often, use interesting learning models related to speaking skills activities so that students do not feel bored in participating in the teaching and learning process..

Keyword : Speaking skills, storytelling method

1. Introduction

Language is a means of communication in the form of symbols speech sounds produced by human speech. In language learning, there are several aspects of language skills that must be master by students. In process of learning Indonesian in elementary schools, developing language competence as a means of communication, thinking, unifying, developing science and technology and culture.

In language skills, there are four aspects that students must master, namely listening, speaking, reading, and writing. If someone has language skills, it is easier to get information and communicate with people, both orally and in writing.

Speaking is a person's ability to express his ideas, ideas, or thoughts to others through spoken language. Based on this understanding, speaking is not just conveying the message but the process of producing the message itself.

Speaking skill is the ability to pronounce articulated sounds or pronunciation of words to express, explain, convey thoughts, ideas and feelings. Expression of feelings and conveying ideas are things that can be conveyed through speaking activities.

Speaking skills are indispensable in the learning process as a means of expressing opinions, ideas, providing information, receiving information, in elementary schools in Indonesian language lessons, especially speaking skills. Most of them have difficulty speaking because they are shy, have difficulty remembering words, doubts about the words to be spoken, and lack self-confidence. From this statement, researchers believe that storytelling can make students active. They can explain their experiences, their imaginations or tell a story they hear and read, for that the teacher must have a strategy or method in conveying Indonesian language learning, especially speaking. Students to be motivated in speaking, researchers use the storytelling method based on their knowledge or stories that they enjoy. This refers to relevant research related to speaking skills to support and strengthen research conducted by: M. Nurwida with the research title *Improving Speaking Skills through Storytelling Methods for Elementary Schools*.

Based on this, the researcher also researched the sixth- grade students of SDN Kutorejo I as the subject because the speaking ability of grade VI students was still low. This can be seen from the number of students who are 38 people in class VI, only 9 students (23,68%) get a score of 90 and above, and 9 students get a score of 75 - 90 (23,68%) and get a score below 80 there are 20 students (52,62%). This is far from the expectation because 52,62% of the total students have not been able to meet the minimum completeness standard, which is 75.

The reason is that students are reluctant to speak because they are afraid of making mistakes and the vocabulary owned by students is still minimal and the students' speaking skills are not developed, and students are also less active, do not dare to speak in front of the class or ask questions and conclude opinions in learning because students are used to it. with classical methods, as well as teachers who have not used effective learning models. This problem is what encourages researchers to research the storytelling method to improve the speaking ability of grade VI elementary school students in the hope of being able to become solutions and alternatives in learning to improve student abilities and be skilled in speaking skills. The formulation of the problem is how to improve speaking skills through the storytelling method to Grade VI students of SDN Kutorejo I.

1.1 The essence of speaking

In terms of the media or the means used, the language can be divided into two types of language, namely (1) the variety of spoken language, and (2) the variety of written language. The language produced by using an organ of speech with the phoneme as the basic element is called a variety of spoken language, while the language produced by utilizing writing with letters as its basic element is called a variety of written language. The oral variety includes aspects of pronunciation, grammar a form of words and sentence structure) and vocabulary. Pronunciation is an aspect of distinguishing the variety of spoken language from the variety of written language, spelling maybe is an aspect of distinguishing the variety of written language from the variety of spoken language. Writing and reading are types of language that are closely related to written language while speaking and listening (listening) are types.

Speaking is the skill of conveying messages through spoken language. In terms of language, listening and speaking are categorized as oral language skills. In terms of communication, listening and speaking are classified as oral communication. Through speaking, people convey information to others. Through listening, people receive information from other people. Speaking activities are always followed by listening activities, or listening activities must be in speaking activities. There are some arguments. Speaking ability is the ability to pronounce sentences to express, express, convey thoughts, ideas and feelings verbally.

Good speaking activities are carried out through stages, namely the preparation stage, the implementation stage, and the evaluation stage. In the preparation stage, the speaker must carry out activities, set goals, collect references, develop an outline and do exercises. At the implementation stage, the speaker opens the conversation, presents ideas, and closes the conversation. Evaluation can be done by listening to speaking again if a recording is made when speaking or asking listeners for input. Some of the factors that can influence speaking are sensitivity to phenomena, cognitive or imaginative abilities, language skills, psychological abilities, and performance

Obstacles in speaking activities according to Resmini stated that these obstacles consist of obstacles that come from the speaker himself (internal) and obstacles that come from outside the speaker (external).

1. Internal Barriers

Internal barriers are obstacles that arise from within the speaker.

The things that can hinder this speaking activity are imperfect speech tools, mastery of linguistic components. The linguistic components include pronunciation and intonation, word choice (diction), language structure, language style. And the use of content components includes the relationship of content to the topic, content structure, quality of content, quantity of content.

2. External Barriers

External barriers include Sound or noise, Room conditions, Media, Listener knowledge

The purpose of speaking is to inform the speaker's ideas to the listener. However, the purpose of speaking is not only limited to providing information to other people. Determining the purpose of speaking means that speaking activities must be placed as a means of conveying something to others by following the goals expected by the speaker. Talking as a form of communication can be used for many purposes. In this case, Mulyana classifies the goals of speaking into four goals, namely social, expressive, ritual, and instrumental goals.

The purpose of speaking to elementary students is to train students to speak Indonesian properly and correctly. To achieve this goal the teacher must use speaking learning materials, such as retelling what is heard or read, revealing personal experiences, role-playing, question, and answer, conversing and giving speeches, and especially in high classes, namely cultivating students 'courage, telling students' knowledge and insights. train students to argue reject other people's opinions, train students to think critically and logically, train students to respect other people's opinions

1.2 Storytelling method

Echols said that storytelling consists of two words, namely story and telling which means telling stories that have the same meaning. Combining two words so that it is interpreted as storytelling, telling stories, or advising a story. Then Storytelling discovers a legacy of discipline in culture and aesthetic ways knowing about the story.

Storytelling or storytelling is a way of learning that has been used for a long time and has become a very important learning tool. The teacher tells a story or literary work through storytelling, and students do too. Morrow explained that storytelling is an activity that is fun and stimulates the imagination of students. Storytelling can develop their language skills and help them explore the characteristics of the story and broaden their understanding.

Tompkins and Hosskisson conveyed and some of the things that could be used as guidelines for assessing storytelling results, including the following.

1. Introducing the story to the listener
2. Coherent in telling the story from the beginning, middle to end.
3. Incorporate interesting sentences or repetitions in the story.
4. Use dialogue well.
5. Variety of voices to make the story more interesting.
6. The existence of props and gestures or gestures.

The storytelling skill assessment functions to measure students' speaking skills in terms of activities and cognitive abilities which can be seen in terms of content or ideas expressed through language, as well as aspects of speaking skills seen in terms of fluency and naturalness of movements. While the cognitive aspect is in terms of information accuracy, the relationship between information, structural accuracy, and vocabulary accuracy. Oller argues that what affects the state of the conversation is the matter of what is the topic of conversation and the interlocutor. These two things are essential and therefore must be taken into account in the test of students' speaking ability in a language. The two cannot be separated because they influence each other. Someone will be able to speak well when there is a problem and topic of conversation. The conversation will feel interesting when there are people talk to each other so that they can interact with each other with questions and answers. As a listener and listener can comment on or rate the conversation

In storytelling activities, it will make students become good speakers if the teacher gives freedom to students to choose stories that are interesting to students. The strategy carried out by the teacher during learning activities is that the teacher should prepare a story in advance, the teacher asks students about stories that are interesting to students, the teacher reads the story to students, students choose the story then students retell the selected story.

2. Research Method

This research is classroom action research. This action research was conducted in two cycles. This research model refers to the modification of the diagram according to Kemmis and Mc Taggart. Each cycle consists of 4 stages, namely planning, implementing, observing, and reflecting.

This action research was conducted in two cycles. Observation activities (observing) are carried out simultaneously with the implementation of actions aimed at observing, recording, and documenting the learning process that occurs. Researchers observe the

implementation of learning activities using student activity observation sheets while documenting them, these results will serve as guidelines for further action. The action-reflection stage is an effort to thoroughly examine the actions that have been taken, based on the data that has been collected. then evaluate to improve the next action.

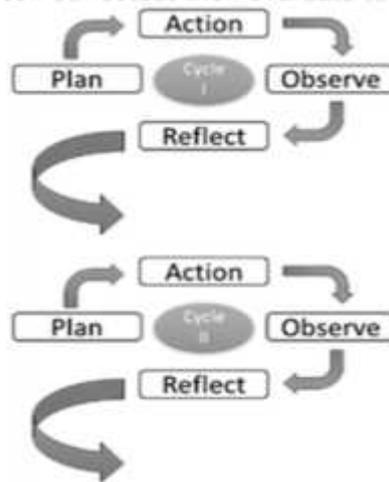


Fig 1. Action research was conducted in two cycles

The results of this reflection become a reference for the next stage of the cycle. Researchers evaluate the successes and failures of teachers and students. Besides that, in the reflection activity, a comparison was also carried out between the results of the students' speaking test before and after being given the action. If there has not been an increase in results as expected, then the research is continued in the next cycle. After two cycles have been carried out and have reached the agreed minimum completeness criteria value, namely a minimum of 70% of the total number of students. The student success indicator for performance appraisal is if the results of speaking activities are on average in the good and very good categories so that they reach the KKM score

This research took place at SDN Kutorejo I Tuban. This research was conducted in January of the even semester of the 2020/2021 school year. The research subjects were Grade VI students of SDN Kutorejo I Tuban, totaling 38 students. Collecting data using observation, field notes, and documentation (video). Analysis of data using quantitative descriptive analysis techniques on the results of the students' speaking ability test as an assessment instrument with the criteria of Very Good = 91-100, Good = 75-90, Enough = 60-74, less = 40-59.

3. Results and Discussion

Based on the implementation and observations that have been made in the first cycle, it shows that in the very good category there are 9 students (23,68%) and the good category is 9 students (23,68%) while the sufficient category is 16 students (42,1%) and the category is less 4 students (10,52%), this causes the students' speaking ability is very low because students are shy, lack of confidence, have difficulty remembering words, lack of vocabulary because many are found when they are given the task to tell stories

so that it is still not optimal so that in this cycle the research is said has not been successful so it is necessary to research in cycle II to improve speaking skills.

Table 1 Result of speaking ability in cycle 1

No	assessment criteria	total students	percentage
1	Very good	9	23, 68 %
2	Good	9	23, 68%
3	Enough	16	42,1 %
4	Less	4	10,52%

Based on the data obtained in cycle 2 shows that the category of students is very good 15 students (39, 47%), good category 18 students (47,36%), and sufficient category 5 students (13, 15%). The results of observations of student activities showed an average percentage of 86,83% so that they had reached the KKM score, this means that students who had difficulty speaking had decreased and the learning activities of Grade VI students of SDN Kutorejo I in participating in the learning process through the storytelling method had increased from 47.36% (23.68% + 23.68%) in cycle 1 becomes 86.83% (39.47% + 47.36%) in cycle 2.

Table 2. Result of speaking skills in cycle 2

No	assessment criteria	Total students	Percentage
1	Very Good	15	39,47 %
2	Good	18	47,36 %
3	Enough	5	13, 15 %
4	Less	-	-

Based on the above, the application of the storytelling method in Indonesian language learning by the results of research carried out in two cycles can improve the speaking ability of Grade VI students of SDN Kutorejo I. By using the Storytelling method, students become more active, share information and help friends, students feel an increase speaking ability. From the observations made, it was found that storytelling was suitable and effective for improving speaking skills, making students active in communicating, besides that students did not feel easily bored with the learning atmosphere. Based on the observer's notes, it was found that what made students experience improvement, especially in their speaking ability using the Storytelling method, was the provision of instruction and reinforcement in learning. Analysis of the results of the speaking ability test as follows:

1. Pronunciation.

The ability of students to pronounce what is by following the story is still lacking

2. Vocabulary.

The student's ability to choose the vocabulary used by students is still using the vocabulary in the story. Students still have a little difficulty in using their vocabulary.

3. The wrinkles.
The ability of students to tell stories sequentially from beginning to end, in remembering stories is still limited. Students do not fully understand the storyline.
4. Expressed Ideas
The ability of students to convey the ideas expressed in storytelling, namely the students' insights about the stories being read have not been fully captured by the students. Students are still confused in giving ideas to the story that is retold
5. Understanding
The ability of students to understand the story, students are still confused about the plot in the story. the students should understand the story well.
6. Expressions
The ability of students to express stories is still ashamed of expressing faces and movements that reflect the story.
7. Interaction.
Student interaction skills are still pointing upward, or forward. This is because students are still nervous about directing their views in telling stories.

In learning the teacher tells fairy tales based on the aspects of storytelling, namely the choice of words and short sentence lengths, story sequences, mimics or expressions as well as pronunciation and intonation. This is in line with Tarigan's view that speaking skills make use of vocabulary that is generally acquired by children through listening activities. In this case, students also talked about telling fairy tales through videos based on fairy tales told by the previous teacher.

4. Conclusion

The ability to speak with the storytelling method can train students to be more confident in communicating and expressing their ideas, ideas, heart, and thoughts. From the results of the learning activities that have been carried out based on all the discussions and analyzes that have been carried out, it can be concluded that learning with the storytelling method has a positive impact in improving students' speaking skills which are marked by an increase in the percentage from 47,36% to 86,69%, classically it has been reached the KKM.

From the research results obtained from the previous description so that the Indonesian language teaching and learning process is more effective and gives more optimal results for students, especially speaking skills, the following suggestions are conveyed:

1. To carry out active learning requires sufficient preparation so that teachers must be able to determine learning models and media that can be applied in an effective and fun way of learning in the teaching and learning process so that optimal results are obtained.
2. To improve students' speaking skills, teachers should train students more often with speaking skills by holding storytelling competitions between classes so that students are more motivated.

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