

INDEPENDENT STORY SHARING TO IMPROVE ELEMENTARY SCHOOL STUDENTS' SPEAKING SKILL

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Abstract

The research aims to describe the implementation of Story-Based Pedagogy (SBP) in improving the students' speaking skill; specifically in the independent story sharing stage, one of the stages of SBP. Action research design was employed in the study. The research participants involved 21 second as the research participants from one of elementary school in Kabupaten Bandung. Story sharing activity as the form of the test, observation, documentation, and field notes were conducted to collect data of the students' speaking skills. The research was conducted in two cycles by following the procedure of action research, namely, planning, implementing, observing and reflecting. Two stories made by the first researcher were used in the learning process while the remaining researchers acted as editors. The collected data were analysed qualitatively and quantitatively. The qualitative data were organised for coding, redundancies were eliminated, and themes from categories were identified. The quantitative data were taken from students' score of doing independent story sharing. The result of the study showed the implementation of SBP improved students' speaking skill and confidence in doing speaking activity. It was proven by the students' mean score, from 54.29 in the first cycle, and 84.14 in the second cycle. It was also revealed that students' self-confidence in speaking has increased; from 11 students were able to do story sharing in the first cycle, then, all 21 students were able to conduct independent story sharing activity well at the second cycle. Thus, it can be concluded that the independent story sharing can improve elementary school students' speaking skill.

Keywords: Bahasa Indonesia; Independent story sharing; speaking skill; story-based Pedagogy

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INTRODUCTION

Language has a very important role in human life. By having language skills, humans can carry out communication interactions in social life (Mulyati, 2015). Over time and the times, language has experienced many developments and variations. Thus, it makes us have to continue to learn and improve language skills, especially Indonesian (Nurhasanah, 2017). Mulyati (2015) suggests that learning Indonesian language skills consists of four aspects, namely; (1) listening (listening), (2) speaking, (3) reading, and (4) writing. Based on this, speaking skill is one of the productive communication activities that must be possessed by elementary school students in order to be able to convey thoughts, opinions, ideas, ideas, and feelings properly (Tambunan, 2018).

Indonesian is very important in education because Indonesian functions as a tool for thinking logically in everyday life (Handayani & Subakti, 2020). By learning Indonesian, students are expected to have language skills so that they become cultural social beings, form good personalities, and citizens who participate in community development for the present and the future (Khair, 2018). The objectives of learning Indonesian in schools are contained in the 2013 curriculum, namely students are

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expected to have abilities in the field of language, especially Indonesian (Arifin et al., 2019). Through learning Indonesian, teachers can assist students in developing students' language skills according to the school curriculum (Ali, 2020).

Speaking has many purposes to improve one's abilities. One of its main goals is to communicate. In addition, learning to speak at school is carried out to achieve various goals. Abidin (2015, p. 131) argues that essentially at least there are several important objectives of learning to speak at school, including forming students' sensitivity to sources of ideas, increasing students' ability to generate ideas, training students' abilities, and increasing students' creativity in speaking. The goal of speaking skills in elementary schools is to train students to be skilled in speaking (Husna, 2020). In line with the opinion of Abidin (2015, p. 131), Tarigan (1994, pp. 134-135) and (Ak gift et al., 1993, p. 160) also expressed the opinion that the purpose of speaking is; (1) entertaining, (2) informing, (3) encouraging or providing stimulus, (4) convincing others, and (5) arousing the interests of others.

Based on the results of observations that have been made, the average speaking skills of class II students in one of the elementary schools in Bandung Regency are still low. The first factor affecting students' low speaking skills is thought to be a change in the learning system from distance learning (online) to face-to-face learning in class (offline). During online learning students interact more often with gadgets which causes students to use listening skills more often, meanwhile, students' speaking skills tend to be lacking. What's more, most of the students' parents are working. This leaves students with no other choice but to study material from the teacher or simply watch material on 'YouTube'. So, when learning in class students tend to be quiet, lack courage, and seem to have difficulty expressing their ideas. The second factor, the method used in learning Indonesian did not motivate students to improve their speaking skills, thus making students less confident when appearing in front of the class, students feeling nervous, embarrassed, and afraid of being wrong when expressing opinions. The third factor is the change of homeroom teacher three times in less than one academic year, which causes students to adjust to the new teacher teaching the class.

The problem that occurs is the low speaking skills, it is necessary to find a solution in order to realize optimal learning and be able to improve students' speaking skills. There are many learning methods that can be used to improve students' speaking skills. One of them is telling stories. Storytelling is one method that can be used in language learning to develop students' speaking skills. According to Ellis and Brewster (2004), the storytelling method is considered an appropriate and interesting method for students. In addition, Latif (2012, p. 51) also suggests that storytelling is a learning method used to help achieve optimal learning. One model that is appropriate for the storytelling method is the Story-Based Pedagogy (SBP) model (Damayanti, 2017).

Kartini (2012) suggests that stories are a form of entertainment that can be enjoyed by anyone. However, until now the main target is children. According to Ruspa (2021), storytelling is an activity carried out by a person orally to another person with tools or without props about what to convey in the form of messages, information, problems, or just a story to be listened to with a pleasant feeling because the person telling the story can tell an interesting story. Storytelling is a productive oral activity. It is said so because storytelling activities involve ideas, articulation, intonation, and the courage to provide information to listeners (Nurgiyantoro, 2001, p. 278; Mulyati, 2009, p. 64). Therefore, telling stories is very important and can be used to improve speaking skills.

Stories for children can have many positive impacts, starting from things closest to children's activities to new things, including classroom learning (Agesti et al., 2018). Ananthia (2020) argues that storytelling is often interpreted as a storytelling skill that tells about an event or action, which has the goal of sharing experiences and knowledge with others, and is often also considered as an art. There are so many benefits of telling stories, in fact not only for the children who listen to them but also for those who tell them (Tablessy, 2021). The benefits of the storytelling method include training children's concentration and critical power, developing imagination, fantasy, children's abilities, and children's creativity, creating a fun learning atmosphere, increasing vocabulary, making children interested in reading, learning to recognize emotions, and giving lessons without being impressed. patronizing that is obtained from the moral message of the story conveyed (Ananthia, 2020; Dhieni & Fridani, 2017; Rukiyah, 2018; Sutikno, 2005).

The model used in this research is Story-Based Pedagogy (SBP). Damayanti (2017) suggests that Story- Based Pedagogy is a modification of Reading to Learn (R2L) Pedagogy. Reading to Learn

(R2L) Pedagogy is a text-based learning model to improve children's and youth's multiliteracy skills in the context of learning a foreign language. Story-Based Pedagogy is a model that consists of four stages, namely; (1) Preparing, (2) Story Sharing, (3) Joint Retelling, and (4) Independent Story Sharing. This study aims to describe the application of Story-Based Pedagogy in improving students' speaking skills, especially at the independent story-sharing stage. The existence of a Story-Based Pedagogy model for the storytelling method in class II SD, it can make storytelling learning more systematic and structured to obtain optimal results and achieve the learning objectives.

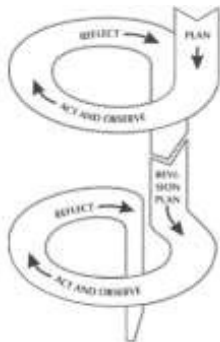
METHODS

The method used in this research is Classroom Action Research. In this study, Kemmis and McTaggart's (1990, p. 14) spiral model was used which uses four components of action research (planning, action, observation, and reflection) in a spiral system that are interrelated.

The target of the participants in this study were second grade elementary school students in Bandung Regency with a total of 25 students. The research instrument was in the form of aspects of speaking skills with indicators based on the elements of speaking skills proposed by Lado (1964, p. 9) grammar, vocabulary, pronunciation, fluency, and comprehension. Data is presented in a clear way through narrative text in the form of field notes, graphs and tables.

Figure 1

Kemmis and McTaggart Model PTK Design



FINDINGS AND DISCUSSION

Class management

In cycle I when the learning process was taking place, some students were still not conducive in participating in learning, some students did not focus on participating in learning, some students had permission to go to the bathroom continuously, even when sharing independent stories some students did not listen to their friends when telling stories in front of the class. This is due to the characteristics of elementary school students who have a short attention span (Linse, 2005; Scott & Ytreberg, 2004). This short concentration span is indeed a characteristic of students, especially in low grades which requires the teacher to be able to manage the class well.

Short student concentration spans make students do things beyond the teacher's expectations, such as chatting while the teacher is explaining, disturbing their friends or going around for no apparent reason. Therefore, according to Paul and Elder (2003) that one of the things the teacher can do is to give a signal, namely to call the name of the student who did the deed. This is quite effective, so that the student whose name is called by the teacher stops doing that.

With teachers mastering classroom management, learning in class can run effectively and conductively.

Therefore, it is important for teachers to master classroom management techniques or strategies.

Classroom layout

When learning to tell stories using the SBP cycle I model, the teacher has not considered the impact of classroom arrangement, especially the student's seating position. So that learning is not running optimally. After conducting reflection and improvement in the next cycle, namely in cycle II the teacher arranged the student's seating position differently for each SBP syntax in cycle II. In the preparing and story sharing stages, the student's seating position forms the letter "U". This is to make it easier for the teacher to show story books and make it easier for the teacher when telling stories. Meanwhile, the students' sitting position forms a classic model at the joint retelling stage. In the independent story-sharing stage, the students' sitting positions form the letter "U" without tables so that they focus on paying attention to their friends presenting stories in front of the class. This turned out to affect the learning process and student learning outcomes.

McCorskey and McVetta (1978) divided the seating arrangement into three models, namely the traditional arrangement (classical form), the horseshoe arrangement (horseshoe shape or the letter "U" shape), and the modular arrangement (group form). This seating arrangement model basically aims to make it easier for teachers and students to interact. The development of this seating model will continue to evolve over time (Setiadi and Ramdani, 2016).

According to Widiaworo (2018), at least four conditions should be considered in arranging classrooms. First, ease of access. Students or teachers must easily reach the tools and learning resources that are being used in the learning process. Second, mobility. Students and teachers easily move from one section to another. Third, interaction. Facilitate the interaction of teachers and students, or between students. Fourth, variations in student work. Allows students to work individually or in groups.

Time Management

Learning is an activity carried out by the teacher that creates a process of interaction among students, teachers, and learning resources. In conducting learning, teachers should make effective time as part of classroom management as well as possible in order to achieve optimal learning goals. The effectiveness of classroom management in learning can be divided into three, namely time management, time management, and learning management (Widodo, 2020).

In addition to class management and class layout, time management is also important. If the teacher is able to manage time in implementing the SBP properly at each stage, then students can perform storytelling in class individually and get optimal learning results.

Students' Speaking Skills After Using Story-Based Pedagogy

Students' speaking skills after the independent story sharing stage are said to have completed their learning if they exceed the KKM score, which is 70. Based on the results of the first cycle test on action 3, it can be seen that of the 21 students, only 11 students have completed their studies, while the other 10 students have not completed. The results can be seen in the following table.

Table 1
Cycle Calculation Results I

Description	Total
Students with grades ≥ 70 (passed)	11 Students
Students with grades ≤ 70 (failed)	10 Students
Total student grades	1140
Student grade average	54,29

Then, in the results of the second cycle of action 3 tests, it can be seen that all students have completed their studies. These results can be seen in the following table.

Table 2

Cycle Calculation Results II

Description	Total
Students with grades ≥ 70 (passed)	21 Students

Students with grades ≤ 70 (failed) 0

Total student grades 1767

Student grade average 84,14

To calculate the average value of students the formula used is as

follows. $P = \frac{F}{N} \times 100\%$

N

Ket:

P = Percentage

wanted F =

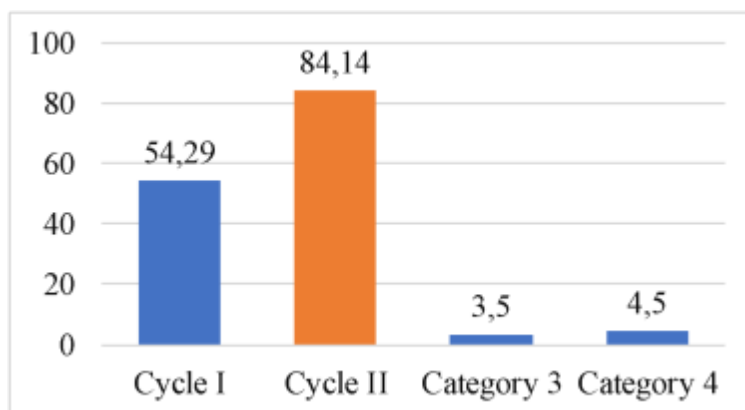
Frequency

N = Number of respondents

Based on the calculation results, it can be seen that students' speaking skills have increased through stage 4 of SBP, namely independent story sharing.

Figure 1

Increase in Students' Average Value in Each Cycle



The implementation of the storytelling method using the Story-Based Pedagogy model in Indonesian learning can improve the speaking skills of second-grade elementary school students. This can be proven by the significant increase in students' speaking skill tests according to the indicators of students' speaking skills at the independent story-sharing stage (telling stories individually) in cycle I and cycle II. This increase can be seen from the results of student tests carried out in each cycle in action 3 at the independent story sharing stage. This shows that in the learning process, students carry out each SBP model syntax well. In addition, teachers and students can also learn things that have been implemented in cycle I and improve them in cycle II so that this improvement occurs.

Improvements occurred in each indicator of students' speaking skills and at the time of independent story sharing. There are no students who do not produce improvements in each indicator. All students in the process can understand what needs to be improved so that there is an increase in cycle I and an even better improvement in cycle II. One important factor in improving students' speaking skills using the SBP model is the teacher's selection of stories to be presented in class. In choosing or selecting story books, it is better to use story books made by the teacher. This needs

attention because the teacher can adjust to the learning that is being carried out and so that he can adjust the contents and target vocabulary of story books to the abilities and characteristics of students.

Improving students' speaking skills can produce even more optimal results if students don't just learn to tell stories in class. But at home with the help of parents so that students are introduced to books and can improve other language skills. The environment and family support are also very influential and play a major role in each student's progress.

CONCLUSION

The results of this study indicate that learning Indonesian using the Story-Based Pedagogy (SBP) model can improve elementary school students' speaking skills. The story book used in this study was self-made. Therefore, in the implementation of the SBP, the teacher's skills in selecting story books, class management, time management, and classroom management greatly influence the success of implementing the SBP.

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