

## **Activity of speaking skills of grade V students with the help of a paired storytelling model on the theme of the environment of SDN Tegalasri 4**

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**Abstract:** *The research aims to analyze and describe the implementation of the learning process of speaking skills by using paired storytelling learning model for fifth grade students of SDN Tegalasri 4. The research method used in this research is qualitative research. The subjects in this study were fifth grade students of SDN Tegalasri 4. Data collection techniques used interviews, observation, and documentation. The results of the learning implementation research using the paired storytelling learning model obtained a score 84% "very good". The results of the observation of students' speaking skills using the paired storytelling learning model obtained a score 71% "good". The conclusion of this research is that learning speaking skills using paired storytelling can motivate to learn better in improving students' speaking skills in class V SDN Tegalasri 4.*

**Keywords:** *Speaking Skills; Paired Story Telling Learning Model*

### **Introduction**

Educational institutions such as schools starting in the 2013/2014 academic year have implemented a new curriculum called the 2013 curriculum. Permendikbud Number 67 of 2013 concerning the Basic Framework and Curriculum Structure of SD/MI states, that "The implementation of the 2013 Curriculum in SD/MI is carried out through learning with an integrated thematic approach from grades I-VI." Thematic learning is a learning approach that integrates various competencies and various subjects into various themes. The integration is done in two ways, namely integrating attitudes, skills and knowledge in the learning process and integrating various related basic concepts. Themes knit the meaning of various basic concepts so that students do not learn basic concepts partially.

The objectives of thematic learning are as follows:

1. Improve understanding of the concepts they learn in a more meaningful way.
2. Develop skills to find, process, and utilize information.
3. Develop positive attitudes, good habits, and noble values needed in life.
4. Develop social skills such as cooperation, tolerance, and respect for other people's opinions.
5. Increase passion in learning (Prastowo, 2019).

The implementation of the 2013 curriculum, school institutions are expected to be able to improve and balance students in mastering the competencies of attitude, knowledge, and skills. In addition to these expectations, the 2013 curriculum tries to refine the mindset with a student-centered learning pattern so that it becomes interactive learning. Thus, students are able to become active and critical learners. The implementation of the 2013 curriculum in learning emphasizes activity-based learning. Of course, the emphasis on student activity is a design for the successful implementation of the 2013 curriculum itself.

In thematic learning, students are required to be active and have communication skills. These skills are directed at improving students' ability to understand and use language as a means of communication effectively, both orally and in writing. According to (Tarigan, 2008) language skills that need to be mastered by students, namely listening skills, speaking skills, reading skills, and writing skills.

The implementation of the 2013 curriculum requires students to master and balance spiritual competencies, attitudes, knowledge, and skills. One of the skills that students need to master is oral communication skills. This is because in the 2013 curriculum students are required to be active and critical to convey or communicate their ideas. Student communication activities are always present in every lesson, such as students being asked to speak in front to communicate / convey ideas, ideas, or opinions.

Speaking skill activity is a mechanistic skill. The more practice, the more mastered and skilled a person is in speaking. No one is immediately skilled at speaking without going through a process of practice (Kundharu & Slamet, 2012). According to (Iskandarwassid & Sunendar, 2008), speaking skill is the skill of reproducing the flow of articulation sound system to convey the will, needs feelings, and desires to others. In this case, the completeness of a person's speech apparatus is a natural requirement that makes it possible to produce a wide variety of articulation sounds, stress, tone, silence, and speech songs. Based on a number of definitions above, it is concluded that speaking skills are skills possessed by a person to convey their will, feelings, ideas and ideas to others orally.

The purpose of speaking skills given in elementary school to students has certain objectives, according to (Iskandarwassid & Sunendar, 2008) the purpose of speaking skills is Students get the opportunity to practice speaking until students can develop this skill naturally, fluently, and pleasantly, both in small groups and in front of a larger public audience. Students can also develop confidence that grows through the practice of speaking activities. Self-confidence and frequent speaking practice can cause students to find ease in speaking.

Speaking skill indicators can be divided into two, namely: linguistic and non-linguistic.

The linguistic aspects include: 1) Pressure, 2) speech, 3) vocabulary/ or diction, and 6) sentence structure used. Meanwhile, non-language aspects include: 1) fluency, 2) disclosure of speech material, 3) courage, 4) attitude. Assessment in speaking skills is supported by observation of students which includes several aspects of observation (Afifi, 2017).

A person's speaking skills vary from good/fluent, moderate, stuttering/low level. The easy assumption that everyone can speak, has led to the development of speaking abilities and skills often neglected. Related to this statement, the facts in the field of speaking skills are still a problem or problem experienced by students, especially elementary school students (Hamdini et al., 2021), (Widiasmara & Wachidah, 2022).

Based on preliminary observations in the fifth grade of Tegalasri 04 Elementary School, Wlingi District, it is known that the speaking skills of fifth grade students still make mistakes or obstacles when speaking. When students are asked to speak in front of their classmates, some students make mistakes in linguistic aspects such as inaccurate speech, word choice,

use of standard vocabulary, intonation or experience non-linguistic aspects such as inaccurate mimicry, and nervousness so that speaking is not smooth. Students' lack of speaking skills to tell stories in public. This is because they lack practice and educators also need to review students who do not have speaking skills.

The solution chosen to overcome the problem of students' low speaking skills is to use a cooperative learning model of paired storytelling type in thematic learning. The implementation of students' thematic learning in the fifth grade of Tegalasri 04 State Elementary School, Wlingi Subdistrict, it seems that the teacher has shown a diversity or variety of learning models or methods. And the teacher has been able to apply it quite well. The teacher can also condition the class as well as possible, including when using the cooperative learning model of paired storytelling type. The cooperative learning model of storytelling in pairs has also been done by the fifth grade teacher of Tegalasri 04 Elementary School, Wlingi Sub-district, but the learning is still rarely used in the learning process and more often uses other types of learning. Applying the cooperative learning model of storytelling in pairs will certainly make it easier for students to understand the lesson because it uses their own language or sentences.

The cooperative learning model of paired storytelling type (Fathurrohman, 2015) was developed as an interactive approach between students, teachers, and learning materials. In this model, students are expected to be able to express their ideas and ideas in processing information obtained through their partners into a story, so that students are more active in communicating in the classroom. According to (Lie, 2014) states that: "Techniques in storytelling learning can be used in teaching reading, writing, listening or storytelling. In this technique the teacher pays attention to the schemata or background experience of students and helps students activate these schemata so that the learning material becomes more meaningful". Based on several opinions that have been expressed by several experts, it can be concluded that in cooperative learning type storytelling in pairs, students are stimulated to develop their creativity in thinking and imagination in processing various information obtained into a story. The results of their thinking will be appreciated, so students will be more motivated to learn.

The steps of the paired storytelling learning model according to (Lie, 2014) are as follows: "(1) The teacher divides the lesson topic into two parts. (2) Students group in pairs. (3) Students are asked to read their parts and record some information, then students exchange information with each other. (4) Each student tells the result of his/her discussion based on the information that the students have obtained. (5) The activity ends with a discussion on the topic in that day's study material".

The advantages and disadvantages of paired storytelling learning model according to (Lie, 2014) as follows: Advantages of the storytelling learning model: 1) can increase student participation. 2) suitable for simple tasks. 3) more opportunities to give or get input on each group member. Disadvantages of the paired storytelling Learning model are: 1) many groups report and are monitored so the teacher must be more able to distribute opportunities to these groups."

Based on the above, it shows that good skills result from the learning that teachers use in their learning. This is what makes the author interested in researching the "Activity of Speaking Skills of Grade V Students Assisted by the Storytelling Model in pairs on the theme of our best friend's environment at Tegalasri 4 State Elementary School, Wlingi District, Blitar Regency".

## Method

In terms of the type of data, the research used in this research is qualitative research. Qualitative research is a study that uses a way of presenting data in the form of words. (Moleong & Surjaman, 2016) state that "qualitative research is research that produces analytical procedures that do not use statistical analysis procedures or other quantification methods." This research approach is descriptive. Descriptive research is research that seeks to tell or tell the solution of existing problems using words. (Moleong & Surjaman, 2016) state that "descriptive is that the data collected is in the form of words, pictures, and not numbers". all that is collected is likely to be the key to what has been studied. Research procedures are a series of activities carried out by a researcher in an organized and systematic manner to achieve research objectives. (Moleong & Surjaman, 2016) describes the stages of research in the form of pre-field, field work stage, data analysis stage and reporting stage. The subject of this research was the fifth grade class of Tegalasri 4 Elementary School, Wlingi District, Blitar Regency, totaling 23 students, consisting of 13 girls and 10 boys. This research was conducted at Tegalasri 4 State Elementary School, Wlingi Subdistrict, Blitar Regency which is located at Tegalasri Village, Wlingi Subdistrict, Blitar Regency.

A research instrument is a tool used to measure observed natural and social phenomena. The instruments in this study were used to determine the extent of students' speaking skills by using a paired storytelling learning model in thematic learning on the theme of our best friend's environment. The tools used as data collectors are through interviews, observation sheets, and documentation. The data analysis technique in this study includes data reduction, data categorization, synthesization, and ends with formulating a working hypothesis. To obtain valid findings and interpretations, it is necessary to examine their reliability with observer persistence using data validity checking steps using observer persistence and data triangulation. Testing the validity of the data this researcher uses two techniques, namely: source triangulation techniques and method triangulation techniques. The method used by this researcher is to obtain truth in research. The triangulation technique is a technique used to check the validity of data obtained from sources to other sources with different approaches, so that the instruments obtained obtain the truth. To obtain the truth of this research, researchers used source triangulation and method triangulation. This method is to test the credibility of data with different sources, namely class V teachers and class V students, as well as different methods, namely by using the source triangulation method.

## Results and Discussion

The preparation for learning speaking skills using paired storytelling by the teacher is that the teacher first chooses material that is suitable for the learning model, provides deep motivation or enthusiasm for students, so that later in the implementation of learning speaking skills using the paired storytelling model given by the teacher gets good attention from students, which in turn will achieve the learning objectives of the material delivered by the teacher.

The implementation of the learning process of speaking skills using the paired storytelling learning model students look active practicing in groups, in the learning process the teacher provides a story reading text to be shared by each group, then the teacher asks students to study their respective parts while making notes that become keywords of the material that is their part. After that they exchange information with each other. Then students in groups/pairs retell the reading text that students have obtained. The activity ends with a discussion on the topic of the day's learning material.

The following is an explanation of the implementation process of learning speaking skills using the paired storytelling learning model for fifth grade students of SDN Tegalasri 4, Wlingi District, Blitar Regency:

### Initial activities

The teacher gives greetings to the students, then the teacher asks the students to lead the prayer before starting the learning, then the teacher takes attendance of who is absent that day.



**Figure 4.1** Teacher activities to open the learning process

The teacher invites the students to sing the song "Indonesia Raya" and instill the spirit of nationality to the students. The teacher conveys an apperception to students regarding the learning objectives to be learned and relates the material to everyday life, namely identifying various environmental conditions in the pictures in the book. The teacher relates this activity to the theme title "Environment Our Friend" subtheme of Humans and the Environment.

Core activities



**Figure 4.2** Teacher activity explaining the steps of paired storytelling learning



**Figure 4.3** Student activities to understand/memorize reading texts



**Figure 4.4** Student activities telling stories in pairs at class

The next activity the teacher asks students some questions about the learning objectives being studied to provoke students' knowledge, namely "1. What facts does the picture show?", 2. Is the environment useful for humans? Why? 3. What benefits do humans get if they protect the environment?". Students respond to questions from the teacher together, some students answer questions correctly from the teacher. Then the teacher informs that today's learning is the theme of our best friend's environment subtheme of humans and the environment.

Data on students' speaking skills using the paired storytelling learning model was obtained from observations made to students. In learning students' speaking skills using the paired storytelling learning model of grade V SDN Tegalasri 4 Wlingi District, Blitar Regency, the researcher used an observation sheet to determine the ability of students' speaking skills using the paired storytelling learning model. Student observations contain 8 aspects of indicators. The first step taken by the researcher before carrying out the observation is to make a grid with the aim that the preparation of questions given to students according to the speaking skills indicators. The second step taken by the researcher is to compile an observation sheet which is equipped with observation assessment guidelines.

Researchers conducted observations in the fifth grade of SDN Tegalasri 4, Wlingi District, Blitar Regency, which had 23 students, but researchers took a sample of 10 out of 23 students. The observation was carried out on Monday, April 15, 2019, which started at 07.00 WIB until completion. Data regarding students' speaking skills were obtained from observations made to 10 students and the results of these observations were analyzed using Likert scale assessment criteria.

Observation of students' speaking skills consists of 8 aspects of indicators, namely pressure, speech, vocabulary / fiction, sentence structure, fluency, courage, disclosure of speech material, and attitude. These observations were made to students of SDN Tegalasri 4 Wlingi Subdistrict, Blitar Regency during class time. The results of the observation of students' speaking skills using the paired storytelling model are described in the table below.

**Table 4.2** Observation Results of Students' Speaking Skills

No	Name	Indicators for observation of speaking skills a								Total Score	Procentase	Cetegory
		1	2	3	4	5	6	7	8			
1	ANE	4	4	5	5	5	5	4	4	31	77%	Good
2	BS	5	4	5	4	5	5	4	5	37	92%	Very Good
3	INM	3	2	3	2	4	4	2	3	24	60%	Good Enough
4	MAF	4	5	3	4	5	3	4	4	32	80%	Good
5	MSA	3	2	3	3	3	4	3	3	24	60%	Good Enough
6	ND	4	4	5	4	4	5	4	5	35	87%	Very Good
7	PAS	2	3	3	3	4	4	2	3	24	60%	Good Enough
8	RFP	4	5	4	5	4	4	5	3	34	85%	Very Good
9	SFS	2	2	2	2	3	3	2	2	15	37%	Not Good
10	VMF	5	3	3	4	4	5	3	4	31	77%	Good
<b>Total Indicator</b>		36	34	36	36	41	42	33	36			
<b>Procentase</b>		72%	68%	72%	72%	82%	84%	66%	72%			
<b>Total speaking skill score</b>										287		
<b>Percentage of speaking skills</b>										71%	Good	

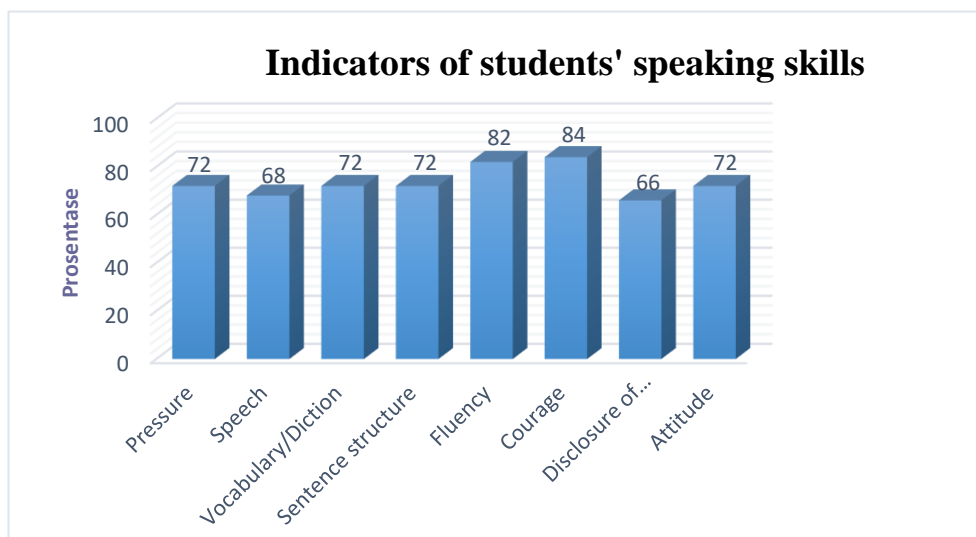
Based on table 4.2 of the student speaking skills assessment sheet using the paired storytelling learning model, it can be seen that in aspect 1 (pressure) the score results show 36 with a percentage of 72% of 10 students who are classified in the good category. In aspect

2 (speech), the score shows 34 with a percentage of 68% of 10 students who are classified as good. In aspect 3 (vocabulary / diction) the score results show 36 with a percentage of 72% of 10 students classified as good. In aspect 4 (sentence structure), the score shows 36 with a percentage of 72% of 10 students who are classified as good. In aspect 5 (fluency), the score shows 41 with a percentage of 82% of 10 students which is classified as very good. In aspect 6 (courage) the score results show 42 with a percentage of 84% of 10 students who are classified as very good. In aspect 7 (disclosure of speech material) the score results show 33 with a percentage of 66% of 10 students who are classified in the good category. In aspect 8 (attitude) the score results show a number 36 with a percentage of 72% of 10 students who are classified in the good category.

This is indicated by the students' ability to regulate the pressure in their speaking tone so that the listener can hear clearly the difference in words spoken in high and low tones, long and short and soft. Giving pressure in speaking that is done correctly and precisely can affect the delivery of the topic of conversation when telling stories in front of the class.

### Discussion

Speaking skill is a mechanistic skill. The more practice, the more mastered and skilled a person is in speaking. No one is immediately skilled at speaking without going through a process of practice (Saddhono, 2012 p. 36). According to Iskandarwassid (2011 p. 241), speaking skills are skills to reproduce the flow of articulation sound systems to convey the will, needs feelings, and desires to others. The ability of students' speaking skills using the paired storytelling learning model of grade V SDN Tegalasri 4 Wlingi District, Blitar Regency can be said to be "good".



The observations above show that students' speaking skills using the paired storytelling learning model in class V of SDN Tegalasri 4, Wlingi District, Blitar Regency, are in the "good" category. There are aspects of assessment indicators used to measure the ability of students' speaking skills, namely pressure, speech, vocabulary or diction, sentence structure, fluency, courage, disclosure of discourse material and attitude. Where each indicator obtained a percentage of 72%, 68%, 72%, 72%, 82%, 84%, 66%, 72%. Based on the results of observations



regarding the ability of students' speaking skills using the paired storytelling learning model, it can be concluded that the ability of students' speaking skills in both linguistic and non-linguistic aspects shows a total overall score of 287 with a percentage achievement of 71% of all indicators. Where this figure is included in the second category with a vulnerability of 61% - 80%, so it is included in the "good" category.

This is in line with the theory put forward by Rofi'udin (1999 p.244), namely the ability of students' speaking skills can be said to be good if they at least meet the criteria of speaking skills which include pressure, speech, vocabulary or diction, sentence structure, fluency, courage, disclosure of discourse material, and attitude. Kamalia (2013, p.36) also suggests criteria for measuring the level of speaking ability correctly as follows, this is in line with the theory put forward by Rofi'udin (1999 p.244), namely the ability of students' speaking skills can be said to be good if they at least meet the criteria for speaking skills which include pressure, speech, vocabulary or diction, sentence structure, fluency, courage, disclosure of discourse material, and attitude. Kamalia (2013, p.36) also suggests criteria for measuring the level of speaking ability correctly as follows

a. The child knows the meaning of the word used and is able to relate it to the object it represents. Thus, the child not only expresses but also knows the meaning of the words he/she utters.

b. The child is able to pronounce words that others can understand easily. This means that the child clearly pronounces the words he/she speaks in a language that is easy for others to understand, so that others can understand what he/she means.

c. The child is able to understand the words not because they have often guessed.

Based on the results of this study, it can be concluded that learning speaking skills by using the paired storytelling learning model can motivate students to learn better in using and pronouncing sentences in Indonesian and can improve students' speaking skills. In an effort to improve the quality of education in elementary schools, especially in learning Indonesian language, teachers can utilize paired storytelling activities to improve students' speaking skills and the use of learning methods that are varied with other methods so as to improve student learning outcomes to the maximum.

## Conclusion

Based on the results of the research and discussion, it is concluded that speaking skills using the paired storytelling learning model on the theme of our best friend's environment for fifth grade students of SDN Tegalasri 4, Wlingi District, Blitar Regency include. The implementation of learning speaking skills using the paired storytelling learning model on the theme of our best friend's environment for fifth grade students of SDN Tegalasri 4, Wlingi District, Blitar Regency applied by the teacher is in accordance with the procedures or steps in the application of the paired storytelling learning model, this can be seen from the results of observations of the implementation of learning speaking skills using the paired storytelling learning model obtained a total score of 84 with a percentage of 84% which is included in the "very good" category. This is in accordance with the results of the interview with the fifth grade teacher of SDN Tegalasri 4, Wlingi District, Blitar Regency, the implementation of

learning speaking skills using the paired storytelling learning model, students look active practicing in groups, in the learning process the teacher provides a story reading text to be shared by each group, then the teacher asks students to study their respective parts while making notes that are keywords from the material that is their part. After that they exchange information with each other. Then students in groups or pairs retell the reading text that students have obtained. The activity ends with a discussion on the topic of the day's learning material.

Speaking skills using the paired storytelling learning model of fifth grade students of SDN Tegalasri 4, Wlingi District, Blitar Regency have speaking skills in the good category, this can be seen from the results of observations of students' speaking skills with the total score of the overall speaking skills of each student of 287 with a percentage of 71% of 10 students who are in the "good" category. Students' speaking skills include pressure, speech, vocabulary/diction, sentence structure, fluency, courage, disclosure of discourse material, and attitude. It can be concluded that learning speaking skills by using this paired storytelling learning model can motivate students to learn better in using and pronouncing sentences in Indonesian and can improve students' speaking skills. In an effort to improve the quality of education in elementary schools, especially in learning Indonesian language, teachers can utilize paired storytelling activities to improve students' speaking skills.

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