

Efforts to Improve Speaking Skills Through the Storytelling Method

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Abstract. This research is Classroom Action Research (CAR) which is carried out in two cycles, each cycle takes 4 stages, namely planning, implementation, observation, and reflection. The results showed that in the pre-action, 25 students were declared complete, namely 6 students or 24% of students and 19 students or 76% of students declared incomplete. In the first cycle, 13 or 52% of students were declared complete, and 12 or 48% of students were declared incomplete. In the second cycle, 76% or 19 students were declared complete, and 24% or 6 students declared incomplete. So it is known that there is an increase in students who are declared complete, from pre-action to the first cycle by 28% or 7 students, from the first cycle to the second cycle by 24% or 6 students, so that the overall increase from pre-action to the second cycle is 52% or 13 students. In the pre-action, the average score of class B.3 students was 59.20, then increased to 68.00 in the first cycle, and finally increased to 74.28 in the second cycle. The increase in the average value from pre-action to the first cycle was 8.80 with a percentage of 14.86%, while the increase in the average value from the second cycle was 6.28 with a percentage of 9.24%, so that overall there was an increase in the average value. the average of pre-action so that the second cycle is 11.94 with a percentage of 20.17%. Thus, it can be concluded that the application of the conversing method can improve the storytelling ability of B.3 grade students of Aisyah Kindergarten, Lubuklinggau City. Researchers suggest teachers to be able to apply the conversational method in storytelling.

Keywords: *storytelling, ability, method, conversing.*

1 Introduction

Kindergarten (TK) is a place to play while learning, while school is a place to learn. After attending a kindergarten education program, the child is expected to have selected certain abilities and knowledge that will enable him to take early lessons such as reading, writing, and arithmetic or mathematics without much difficulty. These activities must be carried out with fun, for example through singing, playing, saying poetry, introduction to writing, and counting while looking at pictures that match the child's interests. Age 4-6 years is a sensitive period for early childhood. Children begin to be sensitive to accept various efforts to increase the child's full potential [1].

Sensitive period is a period of maturation of physical and psychological functions that are ready to respond to stimulation provided by the environment. This period is a time to lay the first foundation in developing physical, cognitive, language, social emotional abilities, self-concept,

discipline, independence, art, morals, and religious values. Therefore, conditions and stimulation are needed that are in accordance with the needs of children, so that children's growth and development are achieved optimally [2]. The purpose of the Kindergarten learning activity program is to help lay the foundation for the development of attitudes, knowledge, skills, and creativity needed by students in adapting to their environment. The program of learning activities in kindergarten includes the formation of behavior through habituation and development of basic skills. One of the basic skills developed in kindergarten is language skills [3].

Children's language skills are important because with this language children can communicate with friends or people around them [4]. Language is the main form of expressing thoughts and knowledge when children have relationships with other people. Children who are growing and developing communicate their needs, thoughts and feelings through language with words that have meaning. One of the language skills for kindergarten children is storytelling [5]. Storytelling is an activity carried out by someone to convey a message, information or a mere fairy tale, which can be done orally or in writing [6]. Through storytelling, children learn to get along with other children, which in turn allows children to get along and easily adapt to their environment. The expected goal is that children can communicate their intentions, goals, thoughts, and feelings to others verbally [7].

2 Research Methods

2.1 Test Technique

2.1.1 Test Study

The test used in this study was an oral test in which children were asked to tell stories according to the given theme. There are 4 aspects that are assessed, with a maximum score of 100. The aspects of assessing children's storytelling abilities are as follows: Storytelling Ability Assessment Criteria

No.	Rated aspect	Maximum Score
1	Vocal ability (voice clarity, tempo, intonation)	20
2	Ability of appreciation (expression, suitability of characters)	30
3	Courage	25
4	The suitability of the content of the story	25
Total		100

From the assessment criteria above, the researcher then records the results of the assessment by referring to the Ministry of Education, which states as follows:

2.1.1.1 Records of the results of the daily assessment of child development are included in the assessment column in the RKH.

2.1.1.2 Children who have not developed (BB) development in accordance with the indicators as expected in the RKH or in carrying out tasks with the help of the teacher, then in the assessment column the name of the child is written and given one star (*).

2.1.1.3 Children who have started to develop (MB) according to the indicators as expected in the RKH get two stars (* *).

2.1.1.4 Children who have developed as expected (BSH) on the indicators in the RKH get three stars (* * *).

2.1.1.5 Children who develop very well (BSB) exceed the indicators as expected in the RKH get four stars (* * *) (Ministry of National Education, Kindergarten Performance Assessment Guidelines, 2020)

According to the Ministry of National Education, the TK performance scores are qualified as follows:

Table 1. Qualification of Performance Assessment Results

Value Range	Qualification	Description
86-100	A	Very well
71-85	B	Well
55-70	C	Enough
41-54	D	Not enough
00-40	E	Very less

Based on the two opinions above, the author modifies the assessment of storytelling abilities as shown in table 3 below:

Table 2. Value Guidelines

Value Range	Qualification	Description	Symbol
86-100	A	Very well	****
71-85	B	Well	***
55-70	C	Enough	**
41-54	D	Not enough	*
00-40	E	Very less	0

2.2 Nontest Technique

Non-test Technique The non-test technique used in this research is the observation technique. "Observation is defined as observation and systematic recording of the symptoms that appear on the object of research" [8]. Observations were carried out during the learning process using observation sheets. Observations focused on teacher performance on the implementation of the learning process by applying the conversation method [9]. The results of the observations are discussed with the observations. From the results of this discussion, the teacher knows the weaknesses that exist in the learning process that has been carried out and then seeks solutions. Solutions that can be implemented in the next cycle.

2.3 Data Validationi

The data obtained by the researcher will be checked for validity using a validity test with the triangulation method, namely a data validity checking technique that utilizes something other than the data [10]. The triangulation used is triangulation that utilizes the use of content by comparing the data on student test results, and observations. Besides that, discussions were also held between teachers, principals, observers and other fellow teachers.

2.4 Data Analysis Techniques

In this study, the data were analyzed since the learning action was carried out and developed during the reflection process until the process of compiling reports. The data obtained will be analyzed in the following way:

2.4.1 To find out the completeness score of students individually, it is done by adding up the scores obtained by students at the time of the test. Then from the scores obtained, students are categorized into five categories, namely as follows:

Table 3. Category of Student Grades

Value Range	Qualification	Description	Symbol
86-100	A	Very well	****
71-85	B	Well	***
55-70	C	Enough	**
41-54	D	Not enough	*
00-40	E	Very less	0

2.4.2 Furthermore, to find out the value in general or classically in storytelling skills, the teacher presents the number of students who score > 71 by using the formula:

$$X = \frac{T}{M} \times 100$$

Information:

X= Percentage of Classical Test Results

T= Number of students who finished studying

M = Total number of students in class [11]

To obtain the percentage increase from the results of the actions of each cycle, the formula is used:

$$X = \frac{R2 - R1}{R1} \times 100$$

Information:

X = Percentage increase in action results

R1 = The average value before the action

R2 = Average score after action [2]

2.5 Success Indicators

This research is considered successful if individually, students are able to get three asterisks (***) and above or score > 71. Whereas classically, this research will be considered successful if the percentage of students who get three stars (***) to above > 75%, or in other words > 75%, students score > 71.

3 Results and Discussion

Before the researcher carried out the first cycle, the researcher first conducted a pre-action test. This pre-action test was conducted to determine the mastery of storytelling for B.3 grade students of Kindergarten Aisyah, Lubuklinggau City. The results of the pre-action test showed that out of 25 students, none of the students or 0% in the very good category (****), 6 students or 24% in the good category (***), 12 students or 48% in the moderate category (**), 5 students or 20% in the poor category (*) and 2 students or 8% in the very poor category (0). The highest

score obtained by students was 73, while the lowest score was 40, and the average score was 59.20. The recapitulation of student scores in the researcher's pre-action is presented in table 5 below

Table 4. Recapitulation of student scores on pre-action

Value Range	Symbol	Information	Total	Percentage	Information
86-100	86-100	Very well	0	0%	Complete
71-85	71-85	Well	6	24%	Complete
55-70	55-70	Enough	12	48%	Not Completed
41-54	41-54	Not enough	5	20%	Not Completed
00-40	00-40	Very less	2	8%	Not Completed
Amount			21	100%	

Furthermore, to find out the value in general or classically in storytelling completeness, the teacher presents the number of students who get a score > 71 (categorized as complete). The researchers present the results in graph 1 below.

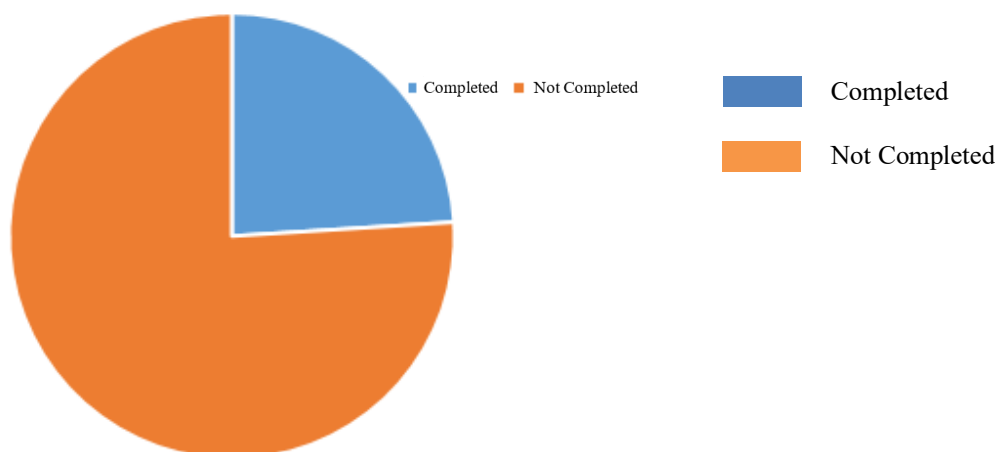


Fig. 1. Percentage of students who are categorized as complete in pre-action

From the graph above, it is known that in the pre-action only 6 or 24% of students who scored > 71 or categorized as complete, the remaining 19 or 76% of students were categorized as incomplete (getting a score of < 71). The percentage of students who were categorized as complete in the pre-action was only 24%, this percentage had not reached the success indicator that had been set, namely > 75%, therefore, to improve the storytelling mastery of class B students of Aisyah Kindergarten, Lubuklinggau City, researchers carried out classroom action research (CAR) with apply the conversing method which is carried out in two cycles.

3.1 Cycle 1

The pre-action test showed that out of 25 students, none of the students or 0% in the very good category (***), 6 students or 24% in the good category (**), 12 students or 48% in the moderate category (*), 5 students or 20% in the poor category (*) and 2 students or 8% in the very poor category (O). The highest score obtained by the students was 73, while the lowest score was 40, and the average score was 59.20.

Meanwhile, from the results of the first cycle test, it is known that from 25 students, 1 student or 4% in the very good category (***), 12 students or 48% in the good category (**), 10

students or 40% in the moderate category. (**), 1 student or 4% in the poor category (*) and 1 student or 4% in the very poor category (O). The highest score obtained by students is 87, while the lowest score is 40, and the average value is 66.81

Classically, in the pre-action, the percentage of students who were considered complete was 23.8% then increased to 57.14% in the first cycle, individually in the pre-action students who were declared complete were 5 students which increased to 12 students in the first cycle. Thus there is an increase in the percentage of students by 33.33% classically or 7 students individually. The increase in the average value from pre-action to the first cycle is 20.92 and the percentage increase is 39.30%.

Classically, in the pre-action, the percentage of students who were considered complete was 24% and then increased to 52% in the first cycle, individually on the pre-action students who were declared complete were 6 students which increased to 13 students in the first cycle. Thus there is an increase in the percentage of students by 28% classically or 7 students individually. In the pre-action, the average value of the class was 59.20, while in Cycle I the average value was 68.00. So that the increase in the average value from pre-action to cycle I is 8.80, so the percentage increase is 14.86%.

3.2 Cycle II

In the second cycle, based on the test results, it was found that out of 25 students, 5 students or 20% in the very good category (* * * *), 14 students or 56% in the good category (* * *), 4 students or 15% in the good category. enough (* *), 1 student or 4% in the poor category (*) and 1 student or 4% in the very poor category (0). The highest score obtained by students was 89, while the lowest score was 40, and the average score was 74.28.

Classically, in the first cycle the percentage of students who were considered complete was 52%, then increased to 76% in the second cycle, individually in the first cycle, 13 students were declared complete, which increased to 19 students in the second cycle. Thus there is an increase in the percentage of students by 24% classically or 6 students individually. In the first cycle the average value of the class is 68.00, while in the second cycle the average value is 74.28. So that the increase in the average value from cycle I to cycle II is 6.28, and the percentage increase is 9.24%.

3.3 Between Cycles

The results showed that there was an increase in students who were declared complete or scored > 71 both classically and individually.

In understanding the vocabulary of class A students in Lubuklinggau. The complete results of each cycle are presented in the table below.

Table 5. Recapitulation of Panda Student Categories in Each Cycle

Category	Pre-action		Cycle I		Cycle II	
Complete	6	24%	13	52%	19	76%

From the table above, it is known that classically, in pre-action, the percentage of students who were considered complete was 24%, then increased to 52% in the first cycle, and finally increased to 76% in the second cycle. Individually, in the pre-action students who were declared complete were 6 students which increased to 13 students in the first cycle, and finally increased to 19 students in the second cycle.

The average score of students also increases in each cycle. In the pre-action, the average score of students was 59.20, then increased to 68.00 in the first cycle, and finally increased to 74.28 in the second cycle. The increase in the average value from the pre-action to the first cycle was 8.80 with a percentage of 14.48%, while the increase in the average value from the first cycle to the second cycle was 6.28 with a percentage of 9.24%, so that Overall, there was an increase in the average score from pre-action to cycle II of 11.94 with a percentage of 20.17%.

At the end of the second cycle, the percentage of students who were declared complete was 76%. Thus this classroom action research is declared successful because it has met the success indicator, namely > 75% of students are declared complete or get a value greater than 71. So the answer to the general problem formulation is whether through the application of the conversation method, the students' complete storytelling is

B.3 can be improved? is "yes" the conversing method can improve the mastery of storytelling for grade B.3 students. The formulation of the first specific problem is how is the complete storytelling for class B.3 students with the conversational method? The answer is that the storytelling mastery of class B.3 students is much better with the application of the conversational method. Meanwhile, the answer to the second special problem formulation is how to improve storytelling mastery through the teacher of the conversation method in class B.3 students? The answer is that there is an increase of 11.34 with a percentage of 19.16%. The action hypothesis of this research is that through the application of the conversing method, the mastery of telling stories for class B3 students increases, proves to be true or is accepted.

4 Conclusion

Based on the results of the research that has been described previously, it can generally be concluded that the application of the conversing method can improve students' storytelling skills. The specific conclusions of this study are as follows:

4.1 Based on the data analysis, it is known that, the storytelling ability of the B.3 grade students of Kindergarten Aisyah Lubuklinggau City in the pre-action, the students were declared complete or 6 students and 19 students or 76% of the students were declared incomplete. In the first cycle, 13 or 52% of students were declared complete, and 12 or 48% of students were declared incomplete. In the second cycle, 76% or 19 students were declared complete, and 24% or 6 students were declared incomplete. So it is known that there is an increase in students who are declared complete, from pre-action to the first cycle by 28% or 7 students, from the first cycle to the second cycle by 24% or 6 students, so that the overall increase from pre-action to the second cycle is 52% or 13 students.

4.2 The increase in the average score of students is different in each cycle. In the pre-action, the average score of students was 59.20, then increased to 68.00 in the first cycle, and finally increased to 74.28 in the second cycle.

The increase in the average value from the pre-action to the first cycle was 8.80 with a percentage of 14.86%, while the increase in the average value from the first to the second cycle was 6.28 with a percentage of 9.24%, so that overall there were The increase in the average score from pre-action to cycle II was 11.94 with a percentage of 20.17%.

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