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Improving Speech Skills Through The Story Method for Class VII Students of SMP Negeri 3 Merauke

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ABSTRACT

The study was conducted from August until September 2020 with the aim of improving speaking skills through the storytelling method of grade VII students of SMP Negeri 3 Merauke, which amounted to 17 students. This study uses a class-action research design. Data collection is done with observations, tests, and documentation. The data is analyzed descriptively and qualitatively. The results showed that the application of storytelling methods can improve students' speaking skills. The improvement of speaking skills can be seen in storytelling activities in learning that have fulfilled the minimum learning completion is 71. The results of the study obtained in the speaking skills of students in pre-cyclical who achieved completion only 7 people (41.8%). In the following learning, the storytelling method is demonstrated by the teacher. The yield of completion was seen to increase in cycle I, which reached 10 people (58.9%). In cycle II, there was an increase in completion to 15 people (88.24%). Thus, the application of the storytelling method can improve the speaking skills of grade VII students of SMP Negeri 3 Merauke.

Keywords: *improve, speaking skills, storytelling methods.*

1. INTRODUCTION

Language skills are considered essential and must be improved in learning at school. Every process of communication between humans requires a means in the form of language. Language is a communication tool used by humans to interact with each other in their social life. Language skills must be improved for children in language learning as part of forming a child's character [1]. When children master the rules of language and mastery of vocabulary; in everyday communication, the child will have excellent and correct words.[2]. When the language learning process in class does not use the right method, the use of children's language in everyday communication becomes incorrect[3]. The teaching and learning process is a teaching and learning activity carried out between teachers and students. then, the process must be carried out with the aim of providing language skills to students [4]. Indonesian language learning functions to develop the ability to reason, communicate, and develop thoughts and express feelings both orally and in writing [5]. Teaching goals for language at every level of education is to improve language skills which include four skills, namely: listening, speaking, reading, and writing [6][7].

Language skills have four components. The four components are listening, speaking, reading, and writing skills [8]. Speaking skills are language skills, and language skills will not develop if they are not continuous. Therefore, the ability to communicate will only be adequately mastered with loss. In general, speaking is a process of expressing ideas in the form of utterances. The utterances in question are meaningful language sounds. Meaningfulness is a must if the sounds of language are to be categorized as speaking activities [8]. Speaking skills have a purpose, and according to [9] there are several goals in speaking, namely being able to express thoughts by conveying them to the interlocutor, being able to respond to the meaning of the conversation obtained by the interlocutor, entertaining others, persuading or influencing people others in conveying their ideas.

In the learning process, students are required to be skilled at speaking excellent and correct Indonesian. Students must be able to convey their ideas and back what they have understood in the learning process. So that students who are said to be skilled in speaking if students can speak in public to convey ideas or knowledge in the learning process using good and correct Indonesian. Language learning is a process that

must be carried out continuously and process-based [10],[11].

In learning language a teacher must use learning media as a suggestion to improve language skills. Learning media is a means to manipulate abstraction concepts from information to be closer to previous learning experiences [12]. Language learning must build children's language awareness. Language is an important requirement in human life, especially in building relationships or communication with others. Through language, awareness can grow and develop in oneself and in groups as a spirit or spirit to build a life together which will appear in the attitude of mutual understanding, mutual assistance, motivating, encouraging, teaching, advising, and educating for a more meaningful life[13][14].

Based on the learning of speaking skills in the learning process of students in class VII of SMP Negeri 3 Merauke, it is said that the student's language skills could be better in terms of speaking skills. This is caused by several factors, namely the need for utilization of the teacher's learning methods, student self-confidence, and student self-training. Teachers still have a lot to learn in the use of learning methods to increase teacher expertise in teaching and learning activities in the classroom and add to the teacher's experience in the world of education. Based on this, research on improving speaking skills in the learning process of class VII students of SMP Negeri 3 Merauke is interesting.

2. RESEARCH METHODS

This study used a classroom action research (PTK) design, namely research conducted by a teacher or a group of teachers in collaboration in the classroom or at the school where he teaches. Classroom action research is one of the strategic efforts made by teachers to improve educational services to students in [15].

This research was conducted at SMP Negeri 3 Merauke from August to September 2020. The subjects of this study were class VII students of SMP Negeri 3 Merauke for the 2019/2020 academic year with a total of 17 students, all of whom were male students.

Table 1. Student Name Code and Gender

Number	Student Code	Sex
1.	007001	Male
2.	007002	Male
3.	007003	Male
4.	007004	Male
5.	007005	Male
6.	007006	Male
7.	007007	Male
8.	007008	Male

9.	007009	Male
10.	007010	Male
11.	007011	Male
12.	007012	Male
13.	007013	Male
14.	007014	Male
15.	007015	Male
16.	007016	Male
17.	007017	Male

This class action procedure consists of two cycles, namely the action planning stage, the action implementation stage, observation and reflection.

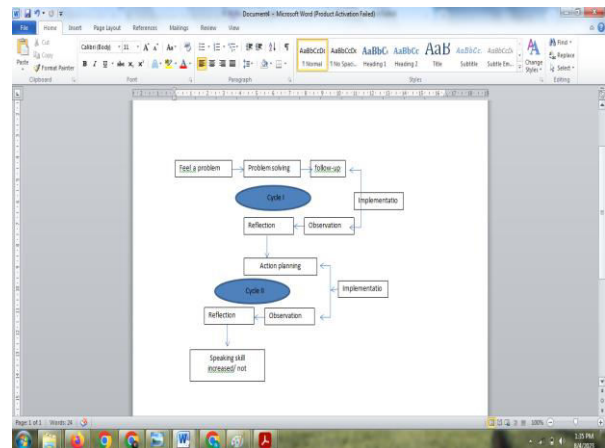


Figure 1. Kurt Lewin's Classroom Action Research Cycle [15]

Data collection techniques used in this study were test research (courage, activeness, expression, understanding content) and observation. Data analysis used in this research is descriptive qualitative analysis.

Table 2. Speaking assessment rubric

Research Subject Code	Assessment Aspects				Total score	Completeness	
	Sound clarity	Choice of words	Smoothness	Assignment of Topics According to the picture		Yes	No
KKM	20	20	20	40	100		

Classroom Action Research (CAR) is declared successful if it meets the following criteria:

1. Student scores in individual speaking skills achieve a minimum.

2. The value of student learning completeness from 17 students reached a minimum of 71 totaling 13 students.

3. DISCUSSION AND RESULTS

Learning at the pre-cycle stage was carried out on August 5 2020. Using Basic Competency 3.15 Identifying information about local fables/legends that are read and heard. This research was carried out in class VII of SMP Negeri 3 Merauke, learning at the pre-cycle stage was carried out using the lecture, question and answer, and assignment methods carried out by Indonesian language study teachers and researchers observing during the teaching and learning process.

The pre-cycle conditions show that the speaking skills of class VII students of SMP Negeri 3 Merauke are still low. Based on these problems. The cause of the low students' speaking skills is because the learning methods used are less effective.

Table 3. Results of speaking skills (pre-cycle)

From the achievement of student scores, most of them are still below the KBM, namely 71 (appendix 3.1). Judging from the number of students as many as 17 people, as many as 7 people completed (41.18%) and did not complete as many as 10 people (58.9%). These results indicate that class VII students of SMP Negeri 3 Merauke lack speaking skills.

a) Results of cycle I actions

Table 4. Results of cycle I speaking skills

No.	Number of children	Presentation	complete/no
1.	7	41,18%	Complete
2.	10	58,9%	No

Students' speaking skills in cycle 1 experienced a slight increase from 17 students, 10 students (58.9%) completed and 7 students (41.18%) did not complete. These results show an increase that has not been maximized.

Some of the things that cause students to be less than optimal in learning include: 1) students are still passive during learning; 2) there are still some students having difficulty telling stories using pictures;

3) the lack of seriousness of students in learning; 4) students' self-confidence is still lacking; 5) researchers are less than optimal in providing guidance to students;

6) some student learning outcomes have not been achieved. Based on some of these problems, cycle II was carried out to improve from cycle I.

b) The results of cycle II actions

equations Some things that must be corrected by researchers in cycle II include:

1) the teacher provides motivation to increase students' self-confidence; 2) the teacher provides guidance to students in improving speaking skills by emphasizing the aspects of voice clarity, word selection, fluency, and mastery of topics according to pictures; 3) the teacher gives examples in front of the class telling stories using the help of media pictures and students listen; 4) the teacher provides opportunities for students to practice with their peers.

Table 5. Results of cycle II speaking skills

No.	Number of children	Presentation	complete/no
1.	15	88,24%	complete
2.	2	11,77%	no

Based on the results of the learning carried out in cycle II, the results were very satisfying for students because it can be seen from the value that has increased and fulfills the teaching and learning process and students are skilled in telling stories when learning speaking skills. In addition, the learning process showed high enthusiasm so that it was very enjoyable for the students themselves.

However, in the implementation of cycle II, there were 2 students who did not complete due to several reasons, the first students' thinking skills were lacking because each student had different thinking abilities, the second student did not go to school. This means that almost every student is skilled at improving speaking skills through the storytelling method when learning is carried out in the classroom.

The results obtained show that the storytelling method is able to overcome problems in students' speaking skills. The storytelling method provides direct experience and applies theory and develops skills according to their creativity. Student skills will increase if training is carried out continuously. Research can run well and smoothly because there is collaboration between students and teachers who are built and special attention during the research process so as to produce maximum results.

4. CONCLUSION

Based on the results of the research conducted, it can be concluded that the storytelling method can improve the speaking skills of class VII students of SMP Negeri 3 Merauke. The improvement of speaking skills is marked by the development of students' speaking activities and the results obtained are increasing so that they reach the specified criteria, namely 71.

Improvement in speaking skills occurs in each cycle, this can be seen in the results obtained by students during the initial learning (pre-cycle) students' speaking skills are still very low, students who achieve completeness are only 7 students (41.18%). The acquisition of these results is because students still do not have an idea about

speaking well, this can be seen in the results of the assessment aspects that are still low, especially aspects of the accuracy of story content, choice of words, voice clarity and fluency.

In the implementation of cycle I, action was taken by applying the storytelling method demonstrated by the teacher. The results obtained seem to increase with the number of completeness as many as 10 students (58.9%) and in cycle II it increases to 15 students (88.24%). From the results obtained from pre-cycle, cycle I and cycle II which experienced an increase, it can be that the storytelling method can improve the speaking skills of class VII students of SMP Negeri 3 Merauke.

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