

# Improved Skill Speaks with a Scientific Approach in Students of Class Iv Sdn Jakasampurna 1V Kota Bekasi

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## ABSTRACT

*This study aims to determine the improvement of speech (storytelling) with a scientific approach. This research was conducted at State Elementary School of Jakasampurna IV of Bekasi city, with the subject of research of fourth grader student which amounted to 30 people consist of 16 men and 14 women. This research was conducted in March to May 2018. This research is an action research using Kemmis and McTaggart model, done in two cycles. Each cycle consists of three meetings. Each cycle consists of planning, acting, observing and reflecting. The process of collecting data through the test of the ability to speak (story) and non-test results of observation of the implementation of learning with a scientific approach using the observation sheet of teacher activity and student activities, interviews, and documentation results. Data analysis is done to data of the result of research as a result of an agreement between the researcher and observer, that is student have reached KKM counted 75%. The results of the research in cycle I showed that the average students who have reached the KKM only 59.99%, and in the second cycle increased students who reached KKM 86.66%. The results of this study indicate that the scientific approach can improve speech (telling) skills in fourth-grade students of SDN Jakasampurna IV city of Bekasi, thus this research is conducted two cycles only.*

**Keywords:** Scientific approach, Speaking skill, Storytelling.

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## 1. INTRODUCTION

Language is a means of communication between people, so human life can not be separated from language activities. Broadly it can be interpreted that communication is a process of sending and receiving messages that must occur at any time. Communication can be oral and written, both forms of communication are very closely related because of their interrelated use in the language.

A person who has good language skills will more easily absorb and convey information both orally and written so that each communication goal will be more easily achieved. Indonesian language learning conducted in elementary school aims to have children skills in the Indonesian language that includes the principles and procedures for learning listening, speaking, reading and writing.

In the standard of graduation in the 2013 curriculum which contains four aspects of skill that are listening to skill, speech skill, reading skill, and writing skill. Of the four aspects of speaking skills is one of the language skills that must be mastered students well, in addition to the three skills of listening, reading and writing.

These four language skills are intertwined with each other. A student can tell something after students read or after listening. Similarly, writing is inseparable from the ability to listen, read and speak.

Speaking skills are very important for students to master because they provide many benefits in everyday life. If a person is skilled in speaking it will be more fluent in communicating with the people around him.

Students who have good speaking skills will be more easily understood by the opponent of the speaker or the person who listens to it. Students who are unable to speak well and correctly will have difficulty following learning activities in all lessons.

Essential speaking skills are mastered by students in order to develop the ability to think, read, write and listen. The thinking ability of students will be trained when students organize, conceptualize, classify and simplify thoughts, feelings, and ideas to others verbally.

According to Tarigan, speaking is the ability to pronounce articulation sounds or words to express, express and convey thoughts, ideas and feelings. [9]

According to Lee speaking is an event of conveying one's intentions (ideas, thoughts, content, heart) to others by using spoken language so that the intention is understood by others. [1] This means talking can be interpreted as one of the language skills that are conveying something to others.

Speech skills are essentially a skill in producing an articulation-sound system to convey the will, needs, feelings, and desires of others. In this case, the completeness of a person's utterance is a natural requirement which enables it to produce a wide variety of articulation, pressure, tone, silence and speech sounds. This skill is also based on the confidence to speak fairly, honestly, correctly, and responsibly by eliminating psychological problems such as shyness, low self-esteem, tension, the weight of the tongue and others.

According Mulyasa that the skills of speaking are the ability to express opinions or thoughts and feelings to a person or group orally, either face to face or with a distance. [2]

According to Iskandawasih and Dadang Sunendar, the involvement of learners in speaking activities can be trained in activities such as role-playing, various forms of discussion, interviews, storytelling (self-experience, life experience, reading experience), speeches, oral reports, loud reading, and playing drama. [3]

Nurgiantoro in Madyawati argues that storytelling is a productive language activity. That is, in storytelling a person involves mind, mental readiness, courage, clear words so that can be understood by others. [4]

In other words, storytelling is one of the speaking skills that aims to provide information to others by conveying various expressions, feelings according to what is experienced, felt, seen, and read.

Teaching speech needs to pay attention to two factors that support toward the achievement of effective conversation, namely language factor and non-linguistic factor.

The aspects that are assessed in the skills of speaking through the story (retelling the fictional story) according to Nurgiantoro include: 1) the accuracy of the story content, 2) the accuracy of the appointment of the story details, 3) the accuracy of the logic of the story, 4) the accuracy of the overall meaning of the story, 5) the precision words, 6) the accuracy of the sentence, 7) Smoothness. [5]

Basically, humans can naturally speak, but good speaking skills need intensive practice and direction. Students who have good speaking skills will be more easily understood by the opponent of the speaker or the person who listens to it.

Just like in SDN Jakasampurna IV Kota Bekasi. The skill of speaking in Indonesian students of grade IV is not optimal. From the interview result of the researcher with the students, it is found that the obstacles they encountered were the teacher did not give the opportunity to all the students in the class when teaching the storytelling in the class so that the students who have not dared to speak less motivated. Information gained from class teachers on Indonesian speaking skills, that most students still have difficulty in speaking good and proper Indonesian.

The initial observation results of this study and the results of interviews with classroom teachers that most students are not skilled and confident in speaking in front of the class or in front of his friends. Lack of vocabulary and communicative practice in front of the classroom causes most of the students are less skilled in speaking Indonesian.

This is evident from the results of the assessment of speaking skills on the initial test which only reached 36.6% of the results above the KKM or only 11 students and 63.3% which the value is still low or 19 people.

This is one of the causes of the lack of interest and courage of students in learning speaking skills because students are not given the opportunity to observe, question, try, associate, and communicate, especially communicating in oral form.

One solution that is considered innovative is the Indonesian language lesson with the use of scientific approaches, especially on students' speaking skills.

The scientific approach is the approach that must be used in teaching in schools both primary and secondary schools, based on the rules of 2013 curriculum,

According to Mulyasa the approach favored in the curriculum in 2013 that the scientific approach (scientific approach). learning with this scientific approach emphasizes the involvement of learners in activities that enable them to actively observe, question, try, communicate and build networks. [2]

Kemendikbud, a scientific approach is a learning approach designed to enable students to construct concepts, principles or theories through the stages of observing, asking, reasoning, collecting information / trying, analyzing data and drawing conclusions (associating) and communicating concepts, principles or theories found. The essence of learning by applying a scientific approach is an observational activity (observation). [6]

According to Daryanto, learning with a scientific approach is a learning process designed in such a way that learners actively construct concepts, laws or principles through observing stages (to identify or find problems), formulate problems, propose or formulate hypotheses collecting data with various techniques, analyzing data, drawing conclusions and communicating concepts, laws or principles that are "discovered". [7]

Majid (2014) in Fadhilaturrehmi, reveals that the application of a scientific approach aims to understand to learners in knowing, understanding various materials using a scientific approach, that information can come from anywhere, anytime, regardless of teacher's direction. [8]

According to Daryanto, Scientific learning has the following characteristics: (1) student-centered, (2) involves the skills of the process of science in constructing concepts, laws or principles, (3) involving potential cognitive processes in stimulating intellectual development, high students, (4) can develop student character. [7]

The purpose of learning with the scientific approach is based on the advantages of the approach are: (1) To improve the intellectual ability of students, especially the ability of high-level thinking. (2) To establish the ability of students in solving a problem systematically. (3) The creation of learning conditions that encourage students' interest and desire that learning is a necessity. (4) To train students' scientific process skills (observing, questioning, reasoning, gathering information / trying, associating and communicating). (5) Achievement of high learning outcomes. (6) To train students in communicating their ideas. (7) To develop character / scientific attitude of students (carefully, curiosity, hard work, never give up, communicative, etc.) [10]

## 2. METHODS

This research is a class action (classroom action research). The design of action intervention/cycle design in this study used Kemmis and Mc model. Taggart, using a spiral system from the planning, action, observation, reflection, and resumes to the re-planning as a basis for solving the problem. [11] This action research is carried out through two cycles adjusted to the conditions of reflection of the expected increase in improvement in the previous cycle in accordance with the action taken. If in the first cycle has not succeeded then continued in the next cycle.

This research was conducted at SDN Jakasampurna IV Bekasi city, the research was conducted on the even semester of the academic year 2017-2018, at the time of Indonesian language subjects. The subjects of this study are the students of class IV which amounted to 30 students, consisting of 16 male students and 14 female students.

At the planning stage of action which includes planning includes planning time of research implementation to be conducted for approximately 2 months. The study schedule is prepared for each action implementation. In this case, the researcher makes the learning plan in accordance with the applicable curriculum, prepares the necessary instructional media on each action implementation, prepares the action observation sheet and the assessment instrument of speech skills test.

The implementation phase of the action is the realization of action in accordance with the set of actions that have been specified in the lesson implementation plan.

The data collection instrument used in this study is to use data collection instruments that have been prepared such as speaking skill test in the form of fictional story text and observation/observation sheet of teacher and student when learning using a scientific approach.

Observation (observing) is performed simultaneously with the implementation of measures aimed to identify and document the process of learning that takes place, with regard to the activities of teachers and students' activities. Observer observed the implementation of learning activities by using an observation sheet of teacher and student activity.

In addition, the researchers recorded all events or things that occur in the classroom every learning process. In the action-reflection stage is an effort to thoroughly review the actions that have been done based on data that has been collected and then perform an evaluation to refine the actions that have been done.

The result of this reflection is a revision reference to determine the re-planning (replanning) in the next cycle. Researchers and collaborators evaluate the shortcomings and advantages and progress that teachers and students have.

Furthermore, in the next cycle, conducted based on the analysis of observational data and conclusions about the presentation or whether or not overcome the problems in learning and other factors into consideration has not reached the target in this study.

## 3. RESULTS AND DISCUSSION

Based on the data analysis during the action, from cycle I to cycle II that the skill of speaking with scientific approach seen an increase. Test data in the form of the score in the skill of talking (telling) with a scientific approach and the result of its analysis can be seen on the progress of result which reached from cycle I cover data observation result obtained from observation sheet of action of teacher and student.

The results of observation on the application of scientific approach in learning speaking skills can be seen in the following table:

**Table 1 Results Observation Teacher Measures and Students Using the Scientific Approach Cycle I**

Action Teachers and Students Using the Scientific Approach on Cycle I	
Action Teacher	Student Action
73,33%	66, 67%

**Table 2 Observation Results Teacher and Student Action Using Scientific Approach Cycle II**

Teacher and Student Measures Using Scientific Approach Cycle II	
Teacher	Action Student Action
100%	93.3%

Based on the above table the results of speaking skills (storytelling) from cycle I to cycle II experienced an increase of 26,7% for teacher activity and student activity 26,63%. The results of the test of speaking skills (storytelling) also experienced an increase in each cycle. Improvement of speaking skills test results can be seen in the following table:

**Table 3 Evaluation of Data Analysis**

Value	Data Test Results	
	Initial tests	First cycle
<b>40-54</b>	26.66%	13.33%
<b>55-69</b>	36.66%	33.33%
<b>70-84</b>	33.33 % %	46.66%
<b>85-95</b>	3.33%	6.66%
<b>95-100</b>	-	-

From the table above can be seen from the initial test until the first cycle, the improvement of speech (telling) skills in the initial test of students who got the value above KKM is 36.6% or 11 students and in the first cycle is 53.33% or 16 students. In the first test until the first cycle has increased that is as much as 16.67%, and students who have been above this KKM not meet the targeted scores as it only reached. This is because there are still many students who have not mastered the story completely, the mastery of the word is still limited and speech is not smooth.

In the second cycle test results increase the speaking skills (storytelling) with a scientific approach can be seen in the table below

**Table 3 Data Analysis Evaluation**

Value	Test Result Data	
	Cycle I	Cycle II
<b>40-54</b>	13.33%	-
<b>55-69</b>	33.33%	13, 33%
<b>70-84</b>	46.66%	60%
<b>85-95</b>	6.66%	20%
<b>95-100</b>	-	6.66%

From the table above can be seen the test results in cycle I with the percentage of learning mastery of 16 students who got the value above the KKM (53.33%) and 14 students (46.66%) who scored under the KKM, this still shows that students' success in speaking skills is still far from expectations. To improve students' speaking skills with scientific approach, students are motivated to be more confident and better understand the contents of the story to be retold, in the first cycle students are not used to talking (telling stories) in front of their friends so that the mastery of the contents of the story, the use of words and sentences has not been so precise. Thus, the results of the learning process from the results of the test cycle I am still far from the expected target.

In cycle II, students are given motivation in talking (telling stories) and each group should motivate each other so that all group members are more daring in storytelling and each group is given appreciation for the group that cooperates well and motivates their friend to tell a better story.

Furthermore, on the results of the second cycle test instrument with a presentation of completeness (86.66%) with 26 completed students and 4 students under the KKM, speaking skills (narrative) with a scientific approach

Thus, the results have increased significantly in cycle II as expectations of researchers have been achieved, then this research is not continued again because it has achieved the expected results.

#### 4. CONCLUSION

Based on the results of research and discussion that have been submitted in the previous section it can be drawn conclusions: (1) The approach of scientific learning can improve speaking skills through stories in fourth-grade students SDN Jakasampurna IV Bekasi city. (2) By carrying out the steps on activities with a scientific approach that includes observing activities, asking, gathering information or trying, reasoning / communicating, and communicating, able to

improve the speaking skill of fourth-grade students of SDN Jakasampurna IV Bekasi city. (3) The characteristic of a scientific approach that is student-centered, involving the skills of the process of science in constructing concepts, laws or principles, involves potential cognitive processes in stimulating intellectual development, especially the thinking of high-level students, can develop student character.

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