

Conference Paper

Improving the Quality of Storytelling through a Language Experience Approach

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Abstract

The aim of this study was to improve students' speaking ability based on short storytelling competency through the implementation of a Language Experience Approach (LEA). This study adopted classroom action research (CAR). The subjects were students of grade XI at the class of Mathematics and Natural Sciences (IPA) 2 of Madrasah Aliyah Negeri (MAN) 2 Cirebon, which consisted of 43 students. The data collection techniques used in this study included questionnaires, observations, interviews, field notes, and tests. The results of this study indicated that the application of a language experience approach strategy can improve students' storytelling.

Keywords: language experience approach, speaking skills, storytelling

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1. Introduction

In the implementation of Indonesian language learning in schools, teachers do not invite students to be more active in listening, speaking, reading, and writing. This has resulted in students having a low ability to speak/tell. If students are skilled at speaking/telling stories, ideas can be put to good use. This is consistent with the opinion of Stewart and Kennert Zimmer, who believe that effective communication should be regarded as essential in achieving success for both individuals and groups [1]. Storytelling is one type of speaking skills. It is one of the oldest methods of communicating [2]. Talking through storytelling is easier to apply because, as Anthony says, thought and communications are typically egocentric (about themselves) [3].

Learning to speak for students at MA Negeri 2 Cirebon City showed less satisfactory results. This was caused by several influencing factors, including the fact that the use of the right approach has not been pursued so that students are motivated to be able to talk/tell stories well and smoothly. One alternative that can be used in teaching

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students speaking skills is the application of a Language Experience Approach (LEA) to learning to retell the contents of a short story.

According to the Allan (1963) as cited in Wurr, the LEA was introduced as a method of teaching language [4]. This method uses the experience and knowledge of students as reading the material. Because it is explored on the basis of their own experience, students will find it easier to use. Background knowledge is seen as what one already knows about a subject [5]. Students are not forced to confront language of texts that may be foreign or unfamiliar. Instead, the learning process takes place based on the text of the story that they compose themselves based on life experience and the culture in their environment because the culture has a major impact on all components of the learning process [6]. Then they read and tell. Therefore, it is expected that LEA is capable of improving the quality of students' learning to speak, especially through the skills required to retell the contents of a short story. Retelling skills are one form of speaking skills.

Stauffer (as quoted in Rahayu) states that an LEA is an effective teaching method in language learning because it combines and integrates the four skill components in language learning [7]. LEAs have some very important advantages for high-school students because language and students' experience are key components, and students realize that what they say is important and acceptable. These factors can improve not only students' reading and writing, but also their attitudes toward themselves and they become more positive, including their attitudes to read or write, and achieving best writing results for the better. In addition, Cheek and Cheek noted the advantages of LEAs for the development of spoken language skills (including storytelling) [8]. Burmeister (cited in Arvin) states that the LEA emphasizes the development and unity of all communication skills – listening, speaking, reading, and writing [9].

Based on the above explanation, the formulation of the problem in this research was how to improve the learning process of talking/telling a story with an LEA in the students of class XI IPA 2 MAN 2 Cirebon City and how to improve speaking skills/storytelling with a language experience approach (LEA) in the students of class XI IPA 2 MAN 2 Cirebon City. Thus, the purpose of this study was to improve the quality of the teaching and speaking/storytelling process of the students of class XI IPA 2 MAN 2 Cirebon City.

2. Methods

This research is in the form of a classroom action research (CAR). Arikunto argues that classroom research is action research conducted with the aim of improving the quality of learning practices in the class that is applied to find the problem solving [10]. Problems of speech learning experienced by students at MAN 2 Cirebon City, class XI IPA 2 first semester, in the 2016/2017 academic year on Indonesian language subject, in Curriculum 2013 (with scientific learning steps: observing, asking, trying, reasoning/associating, and communicating), applied to the basic competencies of understanding the structure and rules of short story texts, either through spoken or written language, by retelling the contents of short stories through LEA to improve students' speaking skills.

The sequence of this classroom action research model, namely planning, acting, observing, and reflecting, was the type of classroom action research proposed by Kemmis and McTaggart in Madya [11].

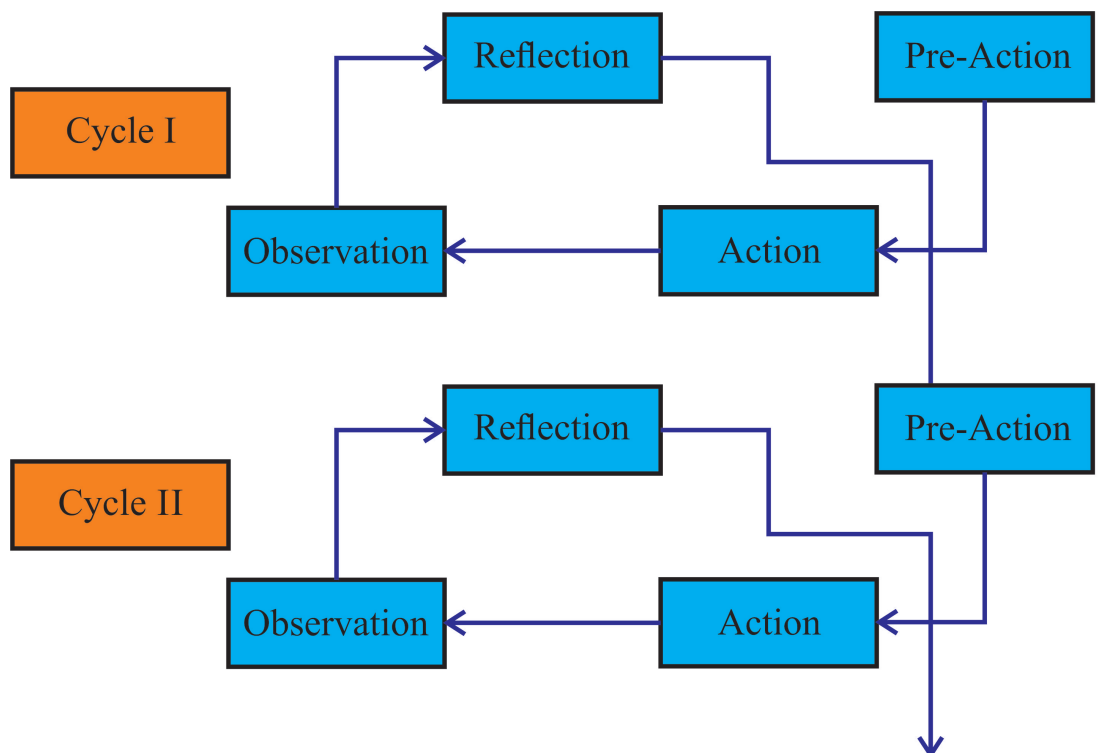


Figure 1: Classroom action research model.

The research procedure included planning, action, observation, and reflection, which was carried out in two cycles using a questionnaire, observation sheet, field notes, and storytelling skill sheet. The data analysis technique used in this study was descriptive

statistics. That provides information about the data held and does not aim to test the hypothesis, and then draws generalized inferences for larger data [12].

In this CAR, the criterion for action success was marked by a change towards improvement. The success indicator of the action consisted of the success of the process and the product. The improvement could be seen from the average scores of the class obtained from the pre-action stage to cycle II. The success indicators in the product could be seen from the success of the students based on the increase in the average score obtained in each cycle if 75% of the students of grade XI IPA MAN 2 Cirebon City scored more than or equal to 26 from a maximum score of 35 after the action.

3. Results

This classroom action research focused on (1) the initial level of students' speaking skills, and (2) improving the students' skills in telling a short story through the LEA. The learning steps used a scientific approach (Curriculum 2013), group discussions, and individual presentations. The results were as follows.

3.1. Initial levels of speaking skills (Retelling short stories)

Discussion on the initial levels of storytelling skills based on the results of the observation process, as a whole, fall into the category of Less, while the final result of the initial phase is considered not completely fair.

3.2. Improving students' skills in retelling the content of a short story through an LEA

3.2.1. Skills in retelling the content of a short story in cycle 1

The result of cycle I, the improvement of the skills required to retell the contents of a short story can be seen from the test of storytelling skills in front of the class in the form of an oral test. The increase can be seen from the average score of the class at the pre-action stage and the first cycle, which includes the improvement in each aspect.

1. Aspect of Pronunciation

In the pronunciation aspect at the pre-action stage, an average of 2.63 was obtained, while the value obtained in cycle I averaged 3.6. The average acquisition from pre-action until cycle I obtained an increase of 0.97. Increased aspects of pronunciation are due to factors of the pronunciation of phone, phoneme, sound, and clear tone in almost every student. The pronunciation of the students improved as they practiced during pre-action. Before the action, they dared not speak up. The LEA approach made it easier for them to talk and tell stories because stories are explored from their life experiences. The words pronounced mean a series of phonemes that are close to and familiar with their daily lives so that they can be spoken well.

2. Aspect of Vocabulary

At the pre-action stage, the vocabulary aspect gained an average of 2.56, while the value in cycle I obtained an average of 3.53. In this case, the difference obtained from the pre-action average to the average of the cycle I was 0.97. This is evidenced by the use of words and terms that match the theme and characters, the fact that there are variations in the selection of words, and through the discussion of the vocabulary delivered. Through the LEA, students tell the story with a more spontaneous and communicative choice of words because of the work itself so that the assessment of aspects of vocabulary improved.

3. Aspect of Structure

The aspect of the structure of the pre-action obtained an average of 2.42, while the value in cycle I obtained an average of 3.35. In this case, the difference in value obtained from the average pre-action to the average of the cycle I am equal to 0.77. This is evidenced by the number of students who are able to use sentence structure correctly.

4. Aspect of Content Conformity

In the content conformity aspect, an improvement occurs after the action is taken with the LEA. The average aspect of the content compliance before the action of 2.56 increased to 3.26 in cycle I. Thus, there was an increase from pre-action to cycle I of 0.70. In this aspect, the students are in accordance with the content of the storytelling, but the stages of the submitted plot are less clearly conceptualized, the content of the story is less appropriate, and sometimes there are one or two parts of the plot missing so that the series of stories is not complete.

5. Aspect of Fluency

The fluency aspect of the pre-action stage averaged 2.77, while the value in cycle 1 obtained an average of 3.30. In this case difference in value obtained from the pre-action average to the average of the cycle I am equal to 0.53. This is evidenced by the ability of students in talking/storytelling that was originally (pre-action stage) substandard. At the time of the first cycle, students were accustomed to telling stories but they were still very nervous so that when the storytelling stuttered, the pauses between parts of the story were sometimes long.

6. Aspect of Expression

In the implementation of the cycle I, the aspect of expression improved. At the pre-action stage, the expression aspect of 2.56 after the action was taken yielded 3.37 in cycle I, which means that there was an increase of 0.81. Apparently, most of the students in the story were competent at mimicking, motion, and voice, but the number of students who were able to improvise in terms of gesture, sound, or mimicking was still small. Quite a lot of students were still nervous when telling stories.

7. Aspect of Ability in Developing the Main Idea of a Story

In the aspect of skills in processing/developing the main idea of the story, the average pre-action value of 2.56 increased to 3.86 in cycle I. This indicates that there was an increase of 1.30 from pre-action to cycle I. It indicates that the story development is creative, most of the students tell the story based on the theme, The setting is clearly conceptualized, the moral values are based on theme, but the plot is not clear.

According to Figure 2, there is an increase of 6.03, which means that an LEA can improve skills in retelling the contents of a short story orally even though the increase is still not optimal.

Achieving improvement using an LEA from both process and product aspects are increasing and need to be maintained and improved. Learning storytelling by applying LEAs creates enjoyable learning. Group discussion enables the students to retell a story, decide main idea of the story, and focus on their learning.

In response to the questionnaire regarding LEA implementation, 43 students (100%) said "yes" to each item. It can be concluded that an LEA can improve the skills of retelling orally the contents of a short story and can increase the interest, enthusiasm, and motivation of students in telling stories.

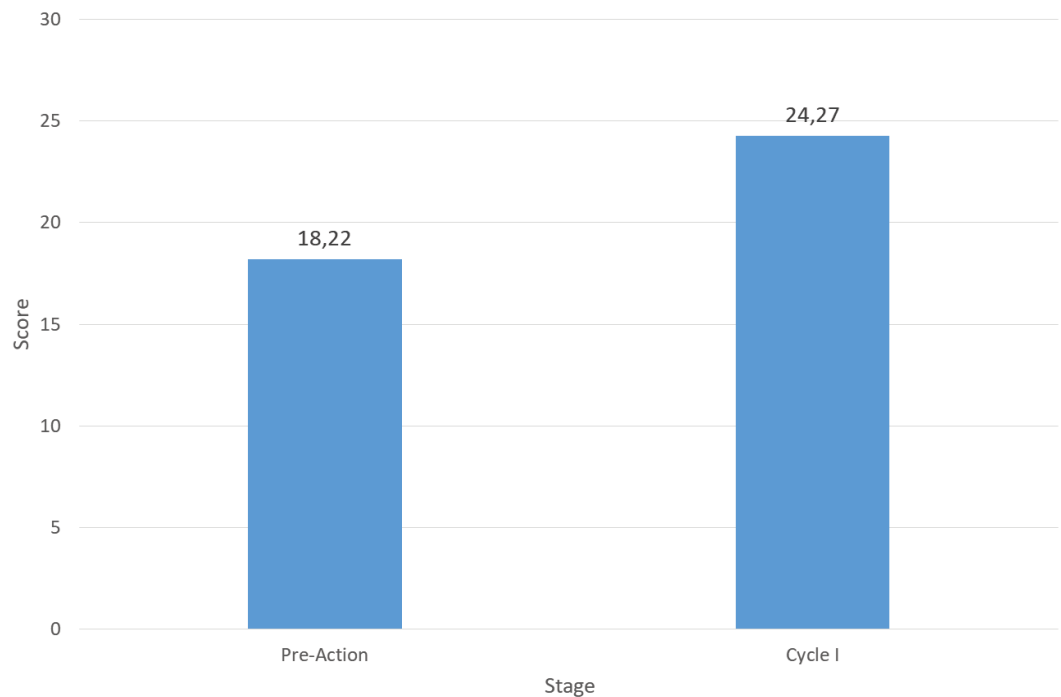


Figure 2: Bar chart of the average increase in the value of each aspects.

3.2.2. Skills of retelling the content of a short story in cycle 2

During the process, there was an improvement in the storytelling learning process. Students were more active in the teaching and learning process. The attention and concentration of students in the learning process also increased. Students in action cycle II were more interested in the following learning. The courage of students in telling stories in front of the class increased significantly.

In Figure 3 we can see that cycle I reached 24.27 and cycle II increased to 28, which means there was an increase. Thus, it can be said that an LEA can improve students' competence in storytelling. The results obtained from cycle II both in terms of process and product showed optimum and satisfactory improvement, so researchers and collaborators agreed not to proceed to the next action stage of the cycle.

4. Conclusion

LEA can be applied to improve the speaking skills of the students of class XI IPA 2 MAN 2 Cirebon City. The improvements in both processes and products that occur after the action are as follows. Improvement in the learning process can be seen from several criteria, namely the activeness, attention, and concentration of students in the subject,

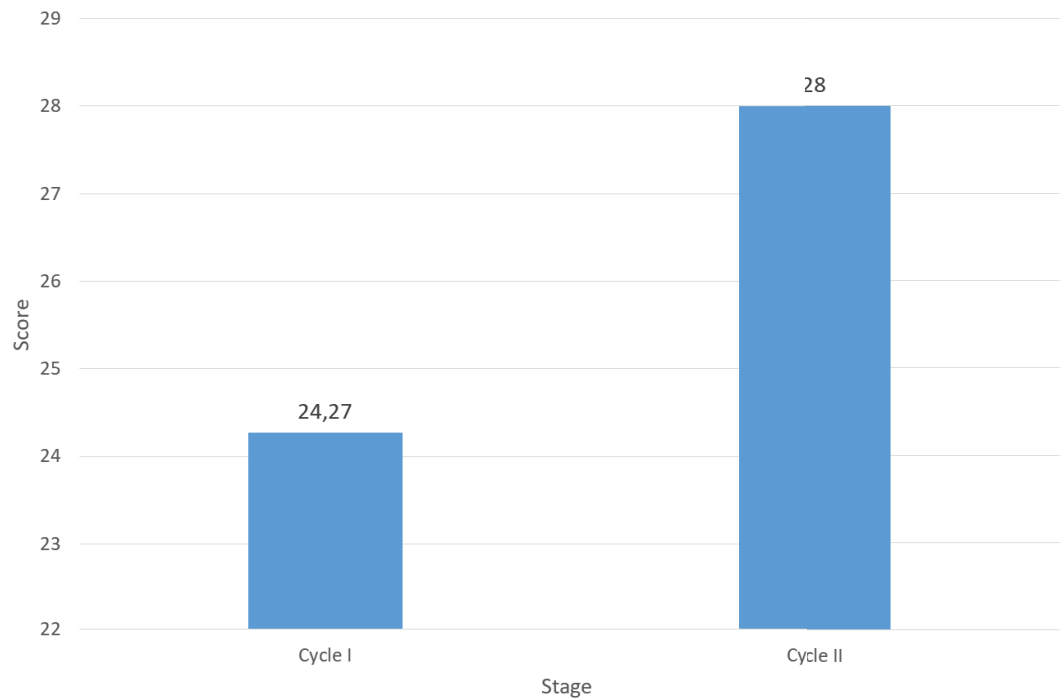


Figure 3: Bar chart of improved average score in each aspect of skills in retelling a short story from Cycle I to Cycle II.

students' interest, and the courage of students in telling stories in front of the class. After implementing LEA, students are more passionate about learning and the focus of students' attention in learning storytelling becomes higher because, with LEAs, storytelling becomes easier and more enjoyable for them. This is due to what they are told based on life experiences/events experienced. The learning process is orderly and directed so that teachers can perform their duties properly and effectively. Product improvements can be seen in several aspects, namely pronunciation, vocabulary, structure, suitability of the content/sequence of stories, fluency, style (expression), the skills to process/develop story ideas based on experiences/events experienced, and students can develop a suitable story according to theme, plot, character, and clear conceptualized background. The average class scores obtained at the pre-action stage of 18.22 increased to 24.27 in the first cycle stage and again to 28 in cycle II. The increase in the average score from cycle I to cycle II was 4.27, while the average class score from pre-action to cycle II was 9.78. Product increases can be seen in the average score of storytelling skills from pre-action to cycle II. The result of implementing LEA from cycle I to cycle II meets the success indicators because 75% of the students achieve better score (26 students).

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Conflict of Interest

Author declare that there is no conflict of interest in this research.

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