

IMPROVING THE QUALITY OF STORYTELLING THROUGH LANGUAGE EXPERIENCE APPROACH

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ABSTRACT: *This study aimed to improve students' speaking ability based on short storytelling competency through the implementation of LEA. This study adopted classroom action research (CAR). The subjects were students of grade XI MIA 2 of MAN 2 Cirebon which consisted of 43 students. The writer collaborated the teacher to cope with the problems in mastering the competencies in two cycles. Each cycle consisted of plan, action, observation, and reflection. 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 the Language Experience Approach strategy can improve students' storytelling. The improvement was shown from the quality of the learning process that was reflected on the activity, attention and concentration of students in the subject, the student's interest, and the students' speaking confidence. The results of the actions taken up to this second cycle hasd met the success of indicators from the product base which was 75% of students who obtained score greater than or equal to 26.*

Keywords: speaking skill,storytelling,language experience approach

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1.0 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 condition resulted in the students' low ability to speak / tell. Learning to speak for students at MA Negeri 2 Cirebon City showed less satisfactory results. This was caused by several factors that influence, among them has not been pursued the use of the right approach so that students were motivated to be able to talk / tell stories well and smoothly. One alternative that can be done in learning students' speaking skills is the application of Language Experience Approach (LEA) on learning story retelling of the contents of the short story.

According to the discussion, Allan (1963) as cited in Wurr(2002), LEA was introduced as a method of teaching language. This method uses the experience and knowledge of students as reading material. Because it is explored on the basis of his own experience, students will find it easier to express. 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 then they read and tell. Therefore, it is expected that LEA is able to improve the quality of students' learning to

speak, especially through the skills to retell the contents of the short story. The retelling skills are one form of speaking skills.

Stauffer (as quoted in Rahayu, 2013)) states, LEA is an effective teaching method in language learning, because it combines and integrates the four skills components in language learning. LEAs have some very important advantages for high school students because language and students' experience are key components, 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 become more positive, including students' attitudes in reading / writing, and writing results for the better. In addition, Cheek & Cheek (1984) noted the advantages of LEAs for the development of spoken language skills (including storytelling). Burmeister (cited in Arvin, 1987) states that the LEA emphasizes the development and unity of all communication skills - listening, speaking, reading, and writing.

Based on the explanation, the formulation of the problem in this research was how to improve the learning process of talking / telling story with LEA in the students of class XI MIA 2 MAN 2 Cirebon city and how to improve speaking skill / story with Language Experience Approach (LEA) on the students of class XI MIA 2 MAN 2 Cirebon city. Thus, the purpose of this study was to improve the quality of teaching and speaking / story telling process of students of class XI MIA 2 MAN 2 Cirebon city.

2.0 METHODOLOGY

This research is in the form of Classroom Action Research (CAR). Arikunto (2010) argues that classroom research is action research conducted with the aim of improving the quality of learning practices in its class which is applied to find the problem solving problems of speech learning experienced by students at MAN 2 Cirebon City, class XI IPA2 odd semester, 2016/2017 academic year on Indonesian language subject, 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 text, either through spoken as well as writing, 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, the type of classroom action research according to Kemmis and Mc. Tagart in Madya (2006).



Figure 1 Classroom Action Research Model

The research procedure included planning, action, observation, and reflection which was carried out in two cycles using questionnaire instrument, observation sheet, field note, and storytelling skill sheet. The data analysis techniques in this study used descriptive statistic. That provides information about the data held and does not intend to test the hypothesis, and then draw generalized inference for larger data (Nurgiyantoro, 2009).

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

3.0 FINDINGS AND DISCUSSION

This classroom action research focused on (1) the initial condition of students' speaking skills, (2) improving the Students' skills of telling the 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 Conditions of Speaking Skills (Retelling Short Stories)

Discussion on the initial conditions of storytelling skills based on the results of observation process, as a whole, fall into the category of Less, while the product can be concluded still in the category of Enough, close to Less.

3.2 Improving the Students' Skills of Retelling the Content of Short Story through LEA

3.2.1 Skills of Retelling the Content of the Short Story in Cycle 1

In product, the improvement of the skills to retell the contents of the short story can be seen from the test of storytelling skills in front of the class in the form of 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 on each aspect.

1) Aspect of Pronunciation

In the pronunciation aspect at pre-action stage, it is obtained an average of 2.63, while the value in cycle I obtained an average of 3.6. The average acquisition of pre-action until cycle I obtained an increase of 0.97. Increased aspects of pronunciation are due to factors of pronunciation of phone, phoneme, sound, clear tone in almost every student. The pronunciation of the students increases as the students practiced during pre-action. Before the action, they dare not speak up. The LEA approach makes 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 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 was gained average of 2.56, while the value in cycle I was obtained an average of 3.53. In this case, the difference is obtained from the average pre-action until the average cycle I of 0.97. This is evidenced by the use of words, terms that match the theme and characters, there are variations in the selection of words, and through the discussion of many 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 increased.

3) Aspect of Structure

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

4) Aspects of Conformity Content

In the content conformity aspect, an increase 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, 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 is averaged to 2.77, while the value in cycle 1 is obtained an average of 3.30. In this case obtained the difference in value from the average of pre-action and the average cycle I is equal to 0.53. This is evidenced by the ability of students in the talk / story that is originally (pre-action stage) substandard. At the time of the first cycle, students start accustomed to telling stories but they are still a lot of nervous so that when the story is stuttering, the pause between part of the story sometimes long.

6) Aspect of Expression

In the implementation of cycle I, aspects of the expression have increased. 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 is an increase of 0.81. Apparently, most of the students in the story is right in mimic, motion, and voice, but students who are able to improvise on gesture, sound, or mimic is still small. Quite a lot of students are still nervous in telling stories.

7) Aspect of Ability in Developing the Main Idea of Story

In Aspects of skills to process / develop the main idea of the story, the average value of pre-action of 2.56 increased to 3.86 in cycle I. This indicates that an increase of 1.30 starts from pre-action to cycle I. This is evident at the development of a fairly creative story, most not out of the theme (he is very unfortunate), the background description at the beginning to the end of the story and the description of figures has been clearly conceptualized; the instruction of the story is quite appropriate with the theme, but the plot is less clearly conceptualized.

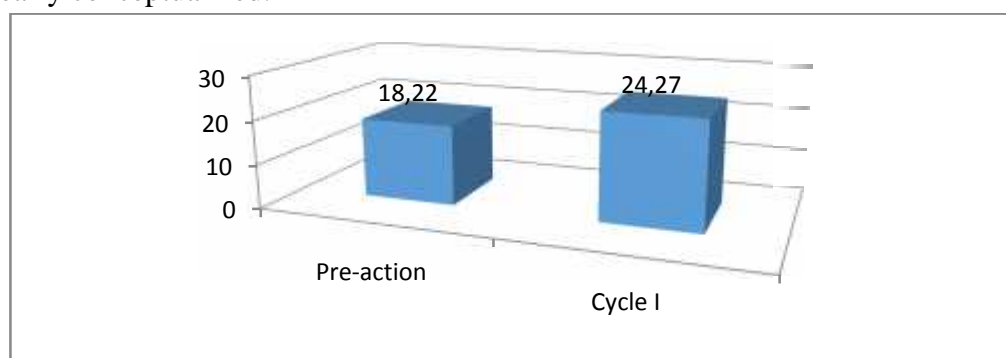


Figure 2 Bar Chart of Average Increasing of Value of Each Aspect

Based on figure 2, there is an increase of 6.03 which means that LEA can improve the skills of retelling the contents of the short story orally even though the increase is still not optimal.

Achieving action using LEA from both process and product aspects is increasing and needs to be maintained and improved. Learning storytelling that has been done by applying LEAs creates a fun learning. With the task of the group in the form of discussion to practice storytelling with the determination of the main idea of the story to make students more concentrated in learning.

Based on the questionnaire of LEA implementation, 43 students (100%) stated "yes" in each item. It can be concluded that LEA can improve the skills of retelling orally the contents of the short story and can increase interest, enthusiasm, and motivation of students in telling stories.

3.2.2 Skills of Retelling the Content of the Short Story in Cycle 2

In the process, there has been an increase in the learning process of storytelling. Students are more active in teaching and learning process. Attention and concentration of

students in the learning process is also increasing. Students in action cycle II are more interested in following learning. The courage of students in telling stories in front of the class increased significantly.

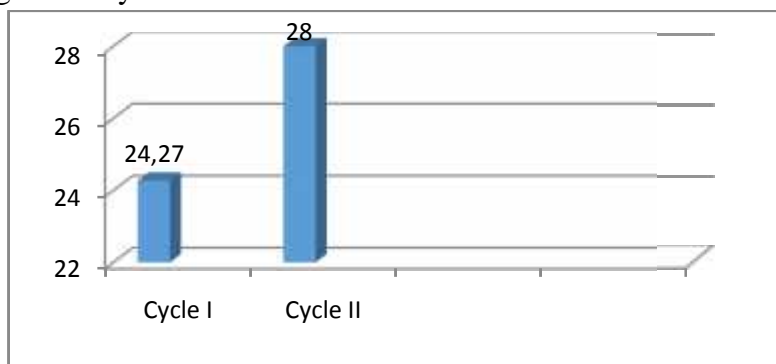


Figure 3 Bar Chart of Improved Average Score on Each Aspect of Skills of Retelling the Short Story from Cycle I to Cycle II

From the figure 3 is known that the cycle I obtained the number 24.27 and in cycle II increased to 28 which means there is an increase. Thus, it can be said that LEA can improve students' competence in story telling. The results obtained from cycle II both in process and product have shown optimum and satisfactory improvement, so researchers and collaborators agree not to proceed at the next stage of action of the cycle.

4.0 CONCLUSION

LEA can be applied to improve the speaking skill of the students of XI MIA 2 MAN 2, Cirebon city. The improvement of both processes and products that occur after the action is as follows. Improvement in the learning process can be seen from several criteria, namely the activeness, attention and concentration of students on the subject, students' interest, the courage of students in telling stories in front of the class. After being given an action using LEA, students are more passionate or passionate about learning and the focus of students' attention in learning story telling becomes higher because with LEAs, storytelling becomes easier and fun for them. This is due to what they are told based on life experiences / events experienced. Learning process has been orderly and directed and so that teachers can perform their duties properly and effectively. Product improvements can be seen from 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 that ever experienced, students can develop a suitable story by theme; Plot, character, and clear conceptualized background.

The class average scores at the pre-action stage obtained by 18.22 increased to 24.27 in the first cycle stage and increase again to 28 in cycle II. The increase of the average score from cycle I to cycle II is 4.27, while the class average score from pre-action to cycle II is 9.78. Product increasing can be seen from the average score of storytelling skills from pre-action until cycle II. The result of the action done until the second cycle has fulfilled

the indicator of the success of the action in the product that is 75% of students get score more than or equal to 26.

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