THE EFFECT OF STORYTELLING METHOD ASSISTED WITH PICTURE MEDIA TOWARDS SPEAKING SKILL OF 4th GRADE STUDENTS

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Article Info	ABSTRACT
	This study aims to determine the effect of the pictorial media assisted storytelling method on the speaking skills of fourth grade students of SDN 2 Bagik Payung Timur. The results of this study are expected to be useful theoretically and practically. This type of research was an experimental study with repeated treatment research design. The subjects in this study were fourth grade students of SDN 2 Bagik Payung Timur. The data collection methods were observation and speaking skills tests. The speaking skill test was used to obtain data related to students' speaking skills, while observation was used to obtain data on the feasibility of learning carried out by the teacher. The data obtained were analyzed using Anova repeated measure formula to determine whether there was an effect of the pictorial media assisted storytelling method on students' speaking skills. Based on the results of the Anova repeated measure test, a significance value of 0.000 was obtained, which is smaller than 0.05. This shows that Ho is declared rejected Ha declared accepted. So it can be concluded that the image media assisted storytelling method affects the speaking skills of fourth grade students of Bagik Payung Timur for the academic year 2020/2021.

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1. INTRODUCTION

Learning is a complex activity, not only conveying messages but also a professional activity that requires teachers to use basic teaching skills in an integrated manner and create efficient situations (Mahsudi, 2007). Learning is an activity to change oneself into a better person, increasing students skills and knowledge (Kallesta, Yahya, & Erfan, 2018). In order for the teaching and learning process to be successful, students should be invited to take advantage of all the sensory organs. The teacher seeks to present a stimulus that can be processed with various sense. The stimulus can be a media or an environment that can be processed by the senses. The more sensory organs used to receive and process information, the more likely it is that the information will be understood and can be retained in memory (Arsyad, 2017).

Bahasa Indonesia is one of the important subjects in schools. Students should have the ability to communicate in Bahasa Indonesia properly and correctly; both verbally and in writing; as well as fostering curiosity about the results of Indonesian human literature. Language skills in the school curriculum consist of four aspects, namely listening, speaking, reading and writing skills. Speaking skills are one of the four

components of language skills that have an important role in human life.

Speaking skills are a tool for communicating ideas that are compiled and developed according to the needs listeners (Musaddat, 2015). This speaking skill occupies an important position because it is a communication bridge for the interlocutor, the key to good speaking is if the person's speaking is fluent, the use of good vocabulary and most importantly is easy for someone to understand. Bahasa Indonesian learning, especially the development of speaking skills, teachers are expected to be able to provide learning in accordance with the development and needs of students. This is because students are required to be active and critical to convey or communicate their ideas. Generally, everyone is able to speak, but speaking skillfully and regularly is very difficult. This can be felt when speaking in front of many people. A person's speaking skills vary from good or fluent, moderate, stuttering or low.

Based on interviews conducted with homeroom teachers of 4th grade students of SDN 2 Bagik Payung Timur on September 1st 2020, it was found that the students' speaking skills were still low. The teacher also revealed that there were still many students who made mistakes when speaking. When students are asked to speak in front of their classmates, students still make mistakes in several aspects such as difficulties in pronunciation, intonation, perception, word choice, fluency, confidence, embarrassment, nervousness, and even confused about what to say. The various aspects that have been explained, the ability of a teacher must be able to play an important role in providing learning tools, methods, and media that allow students to develop speaking skills. The method of providing a stimulus allows students to be able to speak well, so that researchers try to use right method in enhancing the speaking skills by applying the storytelling method assisted by picture media so that it is more interesting to learn in class for students.

The storytelling method is a way of speaking words and conveying stories to other people orally, so that other people are interested in listening to it and getting lessons from the contents of the story being told (Kusnaini, 2004). The storytelling method is a method that uses speaking skills, also allowing students to speak out their opinions, ideas. Basically there is no student is completely silent because students are divided into all groups. The storytelling method has advantages, one of which is that it can motivate children, stories can activate and develop students' enthusiasm, stories are always attractive because they encourage them to live up to the story and reflect on their meaning. Meanwhile, the storytelling method is used in learning assisted by picture media. Researchers use picture media because the image media used in teaching is very good for displaying concrete or real objects about their size and benefits. Image media has the advantage of being concrete because it can be seen in a form so that it is easily observed, so that images can show the main problem compared to verbal media alone; images can overcome space and time limitations so that they are easy to use; and image media can clarify a problem in any field.

The storytelling method is a method that provides learning experiences for students by telling stories to students through listening and then retelling it with the aim of training students in conversations to convey ideas in oral. The storytelling methods assisted with picture media used in learning Indonesian, natural science, and PPKN. As for the benefits of the media used: one of which is to provide real experiences and arouse student learning motivation, with the learning experience students are able to obtain a fun learning process and provide good motivation for students in learning activities in class. Storytelling methods assisted with picture media are used in learning Indonesian, science, and PPKN, but in this study researchers only assessed storytelling skills in Bahasa Indonesian learning. Based on the background description, the problems that need to be discussed in this study are about "The Effect of Image Storytelling Methods Assisted with Picture Media on the Speaking Skills of 4th Grade Students of SDN 2 Bagik Payung in the Academic Year 2020/2021".

2. RESEARCH METHOD

This research method is a quantitative research. According to Sugiyono (2019) the quantitative method is a research method used to examine certain populations or samples; data collection is done with the help of research instruments; and data analysis is done in quantitative with the aim of testing predetermined hypotheses. This research used is the experimental research method. Experimental research is research that is intended to determine if there is a result of "something" imposed on the subject under investigation. In other words, experimental research tries to examine whether there is a causal relationship (Suharsimi, 2013).

This research type is Quasi Experiment repeated treatment, with details of the activity as follows: give pre-test on 1st day; perform treatment 1 in 2nd day; give post-test 1; then treatment is removed; give post-test 2; perform treatment 2; and give poss-test 3 on the last day. The subjects in this study were 25 grade students

of SDN 2 Bagik Payung Timur. The type of data used in this research is quantitative data related to the results of the assessment of students' speaking skills. The data collection methods used were observation and test methods. According to Riduwan (2013) data collection methods are the methods used by researchers to collect data. To obtain data on the results of students' speaking skills tests, a research instrument in the form of a rubric speaking skills test instrument was used.

The data analysis method used is anova repeated measure and there are three prerequisites before testing the hypothesis, namely normality test, homogeneity test and sphericity test. The normality test used the Kolmogorov-Smirnov test, the homogeneity test used the Levene test and the sphericity test used the Mauchly test. Each of these tests is assisted by a statistical analysis program, namely SPSS 16.

3. RESULT AND DISCUSSION
3.1. Result

The results of the observation using the storytelling method assisted with picture media above, it can be seen that in treatment 1, the use of storytelling methods assisted with picture media in the implementation of learning carried out by the teacher reached a score of 19 which is classified as good. Mean hile in treatment 2, the implementation of learning used the method. Storytelling assisted with picture media has increased to 21 which are classified as very good criteria.

Table 1. Statistic Test Result

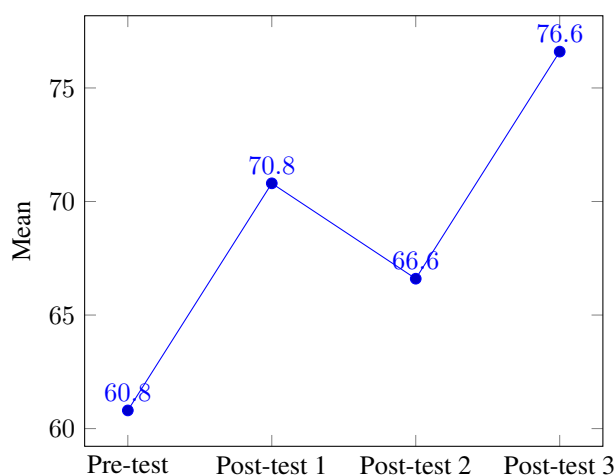|		Pre-test	Post-test 1	Post-test 2	Post-test 3
N	Valid	72	72	72	72
		0	0	0	0
Mean		60.80	70.80	66.60	76.60
Std. Deviation		11.518	9.862	10.380	9.211

Figure 1. Speaking Skills Measurement Results

Based on the Figure 1 above, it can be concluded that the average speaking skill of students from pretest to post-test 1 has increased, then the average student's speaking skills decreased slightly from post-test 1 to post-test 2. Students' speaking skills average increased from post-test 2 to post-test 3.

SPSS program with normality data testing. If the significance value (p) is greater than 0.05 at the 5% significance level then the data is normally distributed. The significance value of pretest, post-test 1, post-test 2, post-test 3, consecutively are 0.2, 0.090, 0.093, and 0.064. It means that the four data groups have a significance value greater than 0.05, thus the four data are normally distributed.

The homogeneity test used is the Levene statistic calculated with the help of the SPSS program with homogeneous testing. If the significance value (p) is greater than 0.05 at the 5% significance level, then the data are homogeneous. The results of the homogeneity test show that the value of the Levene Statistic is 0.539, which is greater than 0.05. Thus, the data on the measurement of speaking skills are homogeneous.

The sphericity test aims if determine whether the score variance (variation between sample groups) is same. In other words, if the difference in variance between the measured data groups is the same. SPSS produces a test known as the Mauchly test for the assumption of sphericity. If Mauchly's statistical test is non-significant (i.e. $p > 0.05$) it can be concluded that the sphericity assumption is met. However, if the sphericity assumption is not met, conclusions can be drawn using the Greenhouse and Geisser correction. The results of the Mauchly test show that the significance value is 0.007 less than 0.05, thus the assumption of Sphericity is not fulfilled so that conclusions are made using Greenhouse and Geisser correction as an alternative.

The hypothesis test of this study is $H_0 = \overline{X}_1 = \overline{X}_2 = \overline{X}_3 = \overline{X}_4$, while $H_a = \overline{X}_1 \neq \overline{X}_2 \neq \overline{X}_3 \neq \overline{X}_4$. Based on the results of the Mauchly test, it is known that the sphericity assumption is not fulfilled, thus making conclusions using Greenhouse and Geisser correction. The significance value is listed as 0.000, which means less than 0.05, so it can be concluded that there are at least two data group means that are significantly different so that Ha is accepted and H_0 is rejected. Post Hoc Test according to Field (2009), consists of pairwise comparisons designed to compare all different combinations of treatment groups. Because the results of the hypothesis test show that the data are significantly different, it is followed by the Post Hoc test.

Based on the test results, it shows that the pretest and post-test 1 data has a significance value of 0.005 which is less than 0.05. It means that the two data are significantly different. This is because the treatment with picture media has an effect on improving students' speaking skills. Post-test 1 and post-test 2 data have a significant value of 0.475 which is greater than 0.05, which means that the mean of two data are not significantly different. This is because after post-test 1, the treatment is removed, so that it affects the decrease in students' speaking skills. This can be seen from the mean of the data that have been described, but based on the Post Hoc test, the decrease in students' speaking skills was not significant. This is due to the impact of the first treatment given on students' speaking skills, but decreased due to the elimination of treatment at the second meeting. The post-test 2 and post-test 3 data have a significant value of 0.005 less than 0.05, which means that the two data are significantly different. This is because at the third meeting, the treatment with the storytelling method assisted with picture media was given again, so that it affected the improvement of students 'speaking skills such as the patterns that occurred in the pretest and post-test 1. Overall the data on the results of measuring students' speaking skills from pretest to post-test 3 experienced a high increase because it has a significant value of 0.000 smaller than 0.05. This shows that after giving the treatment twice, but interspersed with the elimination of treatment, the storytelling method assisted by image media has a positive and significant effect.

The results of the Effect Size Analysis of the last data analysis conducted by the researcher was the effect size analysis with partial eta squared to determine how much influence the storytelling method assisted with picture media had on students' speaking skills. In this study, the Effect Sizes value can be seen using the partial eta squared that can be generated by the SPSS 16 program. The partial eta squared value generated from the measurement data for students' speaking skills is 0.838 which is included in the large category. The number 0.838 shown by partial eta squared means that the speaking skill variable is influenced by 83.8% by the storytelling method variable assisted by image media, without including the influence of other external variables.

3.2. Discussion

The storytelling method is one of providing learning experiences for students by bringing stories to students orally. According to Gunarti, et al. (Gunarti, Suryani, & Muis, 2011), the storytelling method is an activity carried out by a person to convey a message, information or fairy tale, which can be done verbally or in writing. The storytelling method is a learning done by someone to convey a message and information verbally or in writing that can provide a learning experience. The storytelling method allows students to develop cognitive, affective, psychomotor abilities and can develop students' creative thinking processes in speaking skills.

Speaking skills using the storytelling method will be more effective if supported by using picture media. Hamdani (2011) argues that picture media is a media or learning aid which is the embodiment and result of imitating original objects, living things, outpouring thoughts, scenery, or ideas which are visualized into two-dimensional forms in the form of images, photos, or Paint. Picture media is one of the visual media that can facilitate students' understanding, strengthen memory and can connect learning material with the real world.

Storytelling method assisted with picture media is one of the most basic ways for various knowledge, experiences, and fostering student interaction relationships. The storytelling method assisted with picture media

can attract students' interest because it uses interesting media. If in providing activities, interesting techniques are used, the learning we do will be fun, interactive and interesting. Learning activities that include presenting the material in the form of picture can arouse student curiosity. This is in line with students that enthusiastic when being provided by picture media in learning activities.

Interesting, fun and interactive learning created from the use of picture-assisted storytelling methods has an impact on students' speaking skills. This is due to the creation of a conducive and pleasant classroom environment where students are also involved in learning so that they are more enthusiastic about learning. If students have a high enthusiasm for learning, they will also be diligent in doing their assignments, including trying to solve problems they encounter and displaying other high learning attitudes, because of their interest in learning and a feeling of pleasure in participating in these learning activities. This proves that the storytelling method assisted with picture media affects students' speaking skills.

Basically, the storytelling method assisted with picture media is one of the strategies that makes students more enthusiastic in learning; stimulates students' participation by making students think; the atmosphere of learning is more fun; and learning will be more meaningful. This is what allows the difference in the average score between students who are given and not given treatment. The treatment given to students is learning using the storytelling method without the assistance of picture media, while those who are not given treatment use the storytelling method assisted by picture media. If it is seen from the mean score of students who are given treatment is higher than the average score of students who are not given treatment.

In addition, in accordance with the advantages possessed by the storytelling method, it can develop student enthusiasm, generate motivation and attract students' interest in learning process. Based on the results of observations made during learning activities, it shows that students become more active and enthusiastic in participating in learning activities.

This study has very strong support for previous studies. As stated by Prabantara Esti Wijayanti (2014), in this study there was an increase in speaking skills using the storytelling method of the fourth-grade students of SDN 1 Pedes, Sedayu, Bantul. This increase can be seen from the results of his research showing that student activity and speaking skills increased from cycle I to cycle II. Student activity in cycle 1 was 19 in the initial condition 50% increased to 69% and in cycle II increased by 35 in the initial condition 50% increased to 85%. While the results of speaking skills in cycle 1 were 7.28 in the initial conditions 65.18 increased to 72.46 and in cycle II increased by 14.84 in the initial conditions 65.18 increased to 80.02. Then the research conducted by Emiliana (2013), the results of this study showed the use of image media to improve the speaking skills of fifth grade students of SDN 3 Sesele in the 2012/2013 academic year. It is shown that the average score of student learning is 62.83 with the percentage of classical completeness reaching 63.33%. If it is seen from the percentage of classical completeness that must be obtained is 85%, but the completeness value of cycle I has not yet reached the completeness. While the learning outcomes of cycle II have increased, namely the average score of students is 82.66 with a percentage of classical completeness of 86.66%, this shows that students' learning completeness has reached the predetermined achievement indicator, namely 85%. This shows that there is success in improving students' speaking skills using image media.

This study has very strong support for previous studies. As stated by Prabantara Esti Wijayanti (2014), there was an increase in speaking skills using the storytelling method of the 4th grade students of SDN 1 Pedes, Sedayu, Bantul. This increase can be seen from the results of his research showing that student activity and speaking skills increased from cycle I to cycle II. Student activity in cycle 1 was 19% while the initial condition 50% increased to 69% and in cycle II increased by 35% while the initial condition 50% increased to 85%. The results of speaking skills in cycle 1 were 7.28 while the initial conditions were 65.18 increased to 72.46 and in cycle II increased by 14.84 while the initial conditions were 65.18 increased to 80.02. The research conducted by Emiliana (2013) showed the use of picture media to improve the speaking skills of fifth grade students of SDN 3 Sesele in the 2012/2013 academic year. It is shown that the average score of student learning is 62.83 with the percentage of classical completeness reaching 63.33%. If it is seen from the percentage of classical completeness that must be obtained is 85%, then value of cycle I has not yet reached the completeness. While the learning outcomes of cycle II have increased, namely the average score of students is 82.66 with a percentage of classical completeness of 86.66%. This shows that students' learning completeness has reached the predetermined achievement indicator, namely 85%. This shows that there is success in improving students' speaking skills using picture media.

4.   CONCLUSION

Based on the results of the research and discussion described in the previous part, it can be concluded that there is an effect of the use of storytelling methods assisted with picture media on the speaking skills of the 4th grade students of SDN 2 Bagik Payung Timur in 2020. This can be proven by statistical calculations, namely anova repeated measure with The significance value is 0.000, which means it is smaller than 0.05, so that there is a significant difference from each time of measuring speaking skills.

The effect of the storytelling methods assisted with picture media can be detailed and known through a significant increase in the average speaking skill from 60.80 to 70.80 at pretest to post-test 1 after treatment 1 was given. Then there was an insignificant decrease from post-test 1 to post-test 2, from 70.80 to 66.60 after the treatment was removed. Meanwhile, from post-test 2 to post-test 3 there was a significant increase after treatment 2 was given, from 66.60 to 76.60. Moreover, statistical calculations, namely the effect size analysis with partial eta squared, resulted in the number 0.838, which shows that the effect of the storytelling methods assisted with picture media on students' speaking skills is in a large category. Thus it can be concluded that there is an effect of storytelling methods assisted with picture media on speaking skills of 4th grade students of SDN 2 Bagik Payung Timur for the 2020/2021 school year.

Based on experience when carrying out research, there are suggestions that can be conveyed to improve further research, including first, It is hoped that the principal will socialize various kinds of media and learning methods so that teachers are more motivated to apply learning media and methods when teaching. It is hoped that the results of this research can be used as a reference for conducting better research and can try using other methods and media in developing students' speaking skills. It is hoped that the next researchers will not only use the storytelling methods assisted with picture media of students 'speaking skills, but can also use learning media that are more attractive to students' learning interests such as puppet media, Wayang and others.

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