Success of Speaking Skills through Presentation Method in Grade 6 Students of SDN Kentong Cepu

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Abstract

Students' speaking abilities in terms of communication are still minimal in the teaching and learning process. Sixth-grade students at SD Kentong, who are the highest-level students in the school, still exhibit reluctance to speak in front of the class. Some students are still shy when asked to speak and present their work. The aim of this research is to demonstrate the success of students in speaking skills through presentation methods. It aims to train sixth-grade students at SDN Kentong Cepu to confidently present their work in front of others. This study used a descriptive qualitative classroom action research design. The researcher was directly involved in the research process, participating in actions, observing, recording, and documenting events and incidents during the research. The study was conducted in two cycles, namely cycle 1 and cycle 2. Each cycle consisted of four activities: planning, action, observation, and reflection. The results of this study show an improvement in speaking skills, as indicated by the increase in the percentage of students who achieved the minimum completeness criteria (KKM) of 75. In cycle 1, the percentage of completeness from the total number of students (42) was 71.4%, while in cycle 2, it was 95.4%, exceeding the predetermined KKM. This research indicates that the application of presentation methods can improve the success of speaking skills among sixth-grade students at SDN Kentong. Teachers can implement presentation methods in teaching speaking skills to students to enhance their quality, and teachers should have a spirit of enthusiasm, always motivate students, and be creative in creating methods to stimulate students' enthusiasm in learning.

INTRODUCTION

The allocation of time for learning the Indonesian language in elementary schools is considered sufficient for students. Indonesian language is partly used in daily communication by students. However, students' language skills need to be explored and enhanced through Indonesian language learning. Language skills that are mandatory for students to possess or master include listening, speaking, reading, and writing. These language skills can be grouped into two based on their nature: receptive language skills (listening and reading) and productive language skills (writing and speaking) (Marpaung, 2018). Productive oral language skills are one aspect of speaking (Beta, 2019). These language skills are the objectives of Indonesian language learning. According to Badriyah et al. (2020), speaking skills, knowledge aspects, and personality aspects are formative aspects that students need to master in the 21st century. Speaking skills need to be trained through various methods in the 21st century, including frequent oral communication, role-playing in drama, frequent presentations, and question and answer sessions. Speaking skills can be trained from an early age so that students already have the foundation to develop their speaking skills.

The focus of this research is on students' speaking skills. The speaking skills possessed by students are still concerning, and it can be said that students' speaking skills are still low. This is evident in classroom learning where students are still hesitant to express ideas, feel shy to speak, are afraid to ask questions to the teacher, and hesitate during discussions with classmates. Essentially, students already have speaking skills, but they have not been trained or utilized to the fullest. Speaking skills are a skill that can develop with continuous practice. Speaking skills in Indonesian language learning direct students to improve their communication or interaction skills with others, both orally and in writing. As mentioned by Sari (2020), students' ability to interact or communicate effectively orally and in writing can be enhanced through elementary

Indonesian language learning. Students can also practice communication with parents, friends, and people around them. According to Nikmah et al. (2020), speaking orally is a form of communication skills. The more we communicate, the more we demonstrate our speaking skills. The more we communicate, the easier it becomes to present our ideas.

As social beings, communication or interaction activities are integral to human life, thus humans need language as a means to communicate or interact in building relationships with others. Indonesian language learning in elementary schools starts from the early grades, namely grade 1. All students are equipped with the use of good and correct language. Students are also trained to communicate to master speaking skills. Everyone must have knowledge of speaking skills (Suriani et al., 2021). According to Ruiyat et al. (2019), with sincere practice, everyone can become skilled in speaking. Perseverance and a sincere desire to learn will definitely master speaking skills.

The role of teachers in Indonesian language learning in elementary schools is very important. Teachers must play an active role in Indonesian language learning so that students can practice improving their speaking skills. As stated by Hasanah (2019), students' speaking skills can be enhanced through the active role of teachers. The teacher's activity in learning activities makes students more enthusiastic about learning. A teacher must also allow students the freedom to speak and create a fun learning environment. These activities make students accustomed to practicing speaking skills independently. According to Darmuki et al. (2019), the development of speaking skills can be carried out by creating a learning atmosphere that allows students to speak in front of the class.

Nuryanto et al. (2018) also stated that speaking skills need to be mastered well because they are indicators of success in language learning. The speaking skills mastered by students can be seen from their ability to convey ideas, communicate with others, and maintain communication with polite language. According to Dewi (2020), a person's speaking skills can be

influenced by speaking skills. This means that the more someone speaks, the more their speaking skills are honed. The communicative abilities of students are still lacking when expressing ideas or speaking in public because students still lack confidence (Tambunan, 2018). Hazwani (2021) stated that children lack confidence when speaking in front of the class because they are still unsure of the words to say. Students' communication skills can be trained by always encouraging them to speak, giving them the opportunity to express ideas, and providing constant motivation. Teachers always give students the opportunity to present their work. This is one way to train children in speaking skills. Communication can be done verbally and non-verbally. Verbal communication uses language as a means, while non-verbal communication uses gestures such as colors, pictures, bell sounds, and so on. Verbal communication is considered the most perfect, efficient, and effective. Oral communication often occurs in human life, for example, dialogue with family, conversations between neighbors, conversations between buyers and sellers in the market, and dialogue while playing with friends.

According to Tasrifah et al. (2022), there are two principles in presentations: the principle of coherence and simplicity. Coherence in presentations is very important so that the discussion of the material is more focused on the main topic. Teachers must often practice integrating what will be presented. A presentation is considered successful if listeners easily accept what is conveyed and enthusiastically follow until the presentation activity is completed.

According to Millah (2015), the presentation method is a method that can make the classroom atmosphere lively. In contrast, Wiranty & Mastuti (2017) stated that presentation is one of the learning strategies where the presenter delivers material in front of an audience using other media.

Previous research related to speaking skills has been conducted by several researchers, including Wijayanti. Titin & Suhartono (2021) who stated that speaking skills are influenced by emotional intelligence and students'

independence in learning. The next researcher, Sari (2020), with the title of research "The Effectiveness of Role Playing Learning Model on Speaking Skills in Indonesian Language at the Elementary School Level." The results of the study showed that the role-playing learning model is effective in improving speaking skills in elementary school students. In addition, Prasetyo & Santoso (2018) in their research successfully concluded that role-playing techniques have an effect on speaking skills.

Based on initial observations, students' ability to speak, in this case, to communicate, is still minimal, especially in the teaching and learning process. Sixth-grade students at SDN Kentong, who are the highest level students in the school, still have some who are afraid to speak in front of the class. In classroom discussions, some students are passive. Some students still feel shy when asked to speak and present their work. Some students respond by shaking their heads or nodding when asked to speak by the teacher or classmates. Therefore, the research takes the title "Success of Speaking Skills through Presentation Method in Sixth Grade Students of SDN Kentong Cepu." The research problem based on this background is how the success of speaking skills through the presentation method in sixth-grade students of SDN Kentong Cepu. The aim of this research is to demonstrate the success of speaking skills through the presentation method in sixth-grade students of SDN Kentong Cepu.

METHODOLOGY

This research employs a qualitative descriptive action research method conducted directly by the researcher. The researcher is directly involved in actions, observations, note-taking, and recording events during the research process. The study encompasses the natural learning and teaching activities being examined. It took place at SDN Kentong, Cepu District, Blora Regency, focusing on students' speaking activities or speaking skills through presentation methods in the learning process. The research consists of two cycles: Cycle 1 and Cycle 2. Each cycle comprises four activities: (1) planning, (2)

action or implementation, (3) observation, and (4) reflection. Data collection includes interviews, observations, and speaking skill tests. Interviews are conducted directly with the subjects, observations are made directly on the teaching-learning process with a focus on observing students' speaking skills, while speaking skill tests are presented in the form of classroom presentations. The success indicator in this research is the improvement of students' speaking skills through presentation methods, with a minimum of 75% of students meeting the minimum learning criteria or being classified as proficient in speaking skills. The researcher also serves as the teaching instructor in the class under study. The research flowchart can be seen in Figure 1.
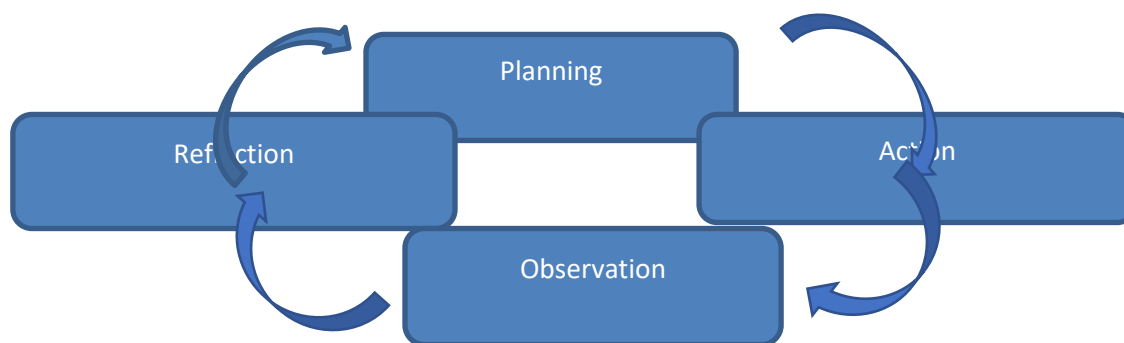
Picture 1. Classroom Action Research Pipeline

RESULTS AND DISCUSSION

This research began with direct observations conducted by the researcher regarding the issues arising in the classroom related to students' speaking skills. In addition to observations, the researcher also conducted interviews with the research subjects. The researcher observed that many students were still passive in class. The way students speak to each other is still not proficient, as seen from conversations in and outside the classroom. The structure of students' speaking skills still involves mixed language, especially for students living in rural areas. Students in their daily communication often use a mix of Javanese and Indonesian. This habit makes students struggle with speaking skills.

The interviews with students aimed to identify the reasons for their lack of participation in class discussions. The main factor contributing to their passiveness is their lack of proficiency in Indonesian language due to their rural background. During communication, students frequently use a mix of languages, causing difficulties in speaking skills.

Furthermore, the researcher conducted observational activities by observing all ongoing activities from beginning to end. Peers were involved in these observations. It was observed that students were enthusiastic during the learning process, although there were occasional disturbances, they were still under control, with students pointing out others to step forward.

As per the planned activities, learning sessions were conducted using presentation methods (impromptu and extemporaneous), and the teacher implemented actions according to the prepared lesson plans (RPP). The media used for implementing the procedural text were also prepared. Next, the teacher prepared for Cycle 1 to collect data. The topic used for teaching was the operation of integers. This topic was part of the procedural text using the M3 track model (forward, backward, bounce). During the learning activities, observations and assistance were provided to students in group learning, distributing procedural texts, question sheets, and equipment. Observers assisted the researcher in

observing the learning process and the classroom atmosphere using observation sheets.

Students were asked to observe or listen to the teacher's explanation regarding the procedural text for using the M3 track model (forward, backward, bounce). The procedure for using the M3 track model (forward, backward, bounce) includes:

1. The M3 track consists of three sections: the right section represents positive integers, the middle section represents zero, and the left section represents negative integers.

2. The M3 track is used for truck speed, and the right side of the front track shoulder from 0 is marked yellow (indicating positive integers), and the left side from 0 is marked red (indicating negative integers).

3. The track shoulder is likened to a tire shop, and the red and yellow circles are likened to motorcycle tires at the tire shop.

4. The initial position of the truck is at number 0 and facing forward

5. For addition operations, the truck moves forward, and for subtraction operations, the truck moves backward.

6. In the calculation operation, if the position of the first and second numbers is the same, then the car remains facing forward as it did when it moved to the first number. Example: -7 + -2 = ….

7. In the calculation operation, if the position of the first number is not the same as the second number, then the car turns around after moving to the first number. Example: 8 - (-5) = ….

8. When the truck moves forward for the first time and continues to move forward without passing the track that the truck has already passed, then the truck's task is to pick up the tire on the side of the road it has passed.

9. When the truck passes the road it has passed before, the truck's task is to place the tire on the side of the road opposite the position of the first road.

10. The final result can be determined by the number of tires still in the truck bed.

Based on the planning, implementation, and observations conducted in Cycle 1, it was found that the use of presentation methods could improve the speaking skills of Grade 6 students, although the improvement in calculation values was minimal. This was evident in the initial conditions where the achievement of students' speaking skills ranged from a highest score of 80, lowest of 40, average of 62.1, and a completion percentage of 25.2%. In Cycle 1, these values improved, with the highest score reaching 90, lowest 60, average 73.5, and a completion percentage of 71.4%, indicating a 46.2% increase in speaking skills for Grade 6 students at SDN Kentong.

The student presentations were conducted based on direct observations. The Minimum Completion Criteria (KKM) set by the teacher and researcher was 75%. The percentage of students, out of 42, was 71.4%. Based on the percentage results from Cycle 1, it was not yet successful. The student presentations tended to be incomplete, with several steps of using the demonstration tool being overlooked or forgotten by the students. They felt unconfident speaking in front of their peers, experiencing rapid heartbeat, sweating, lack of idea expression, and cold palms. To achieve maximum improvement in both students and teachers, further corrective actions were needed in Cycle 2 using presentation methods with the track model as a real intermediary for procedural text.

Cycle 2 was conducted based on the results of Cycle 1, which showed deficiencies in the speaking skills of Grade 6 students. Cycle 2 repeated the activities conducted in Cycle 1 but with reinforcement from the researcher as the respective teacher. Motivations were also provided to make students less fearful and more confident in speaking in front of their peers. Based on the planning, implementation, and observations conducted in Cycle 2, it was found that the use of presentation methods could improve the speaking skills of Grade 6 students and enhance the researcher's ability to manage learning. Initial conditions showed that the achievement of students' speaking skills ranged from a highest score of 80, lowest of 40, average of 62.1, and a completion percentage of 25.2%, which improved in Cycle 1 to a highest score of

90, lowest 60, average 73.5, and a completion percentage of 71.4%, resulting in a 46.2% increase in speaking skills for Grade 6 students at SDN Kentong. Furthermore, in Cycle 2, the achievement of Grade 6 students in arithmetic values increased again to a highest score of 95, lowest 74, average 87.5, and a completion percentage of 95.4%, resulting in a 70.2% increase in speaking skills for Grade 6 students at SDN Kentong from the initial condition, Cycle 1, and Cycle 2, which was significant and proven since

the increase reached 70.2%, and no further activities were needed after the cycle.

Based on the experience gained in Cycle 1, finally, students' speaking skills were more successful in Cycle 2 through presentation methods. This can be seen from the completion percentage of 95.4% for 42 students, which exceeded the predetermined KKM. Thus, the use of presentation methods demonstrates the success of speaking skills among Grade 6 students at SDN Kentong, as their completion rate reached 95.4%.

Assessment Rubric

Criterion	Very Good (25)	Good (20)	Not Good (15)	Need Guidance (10)
Confidence	Very confident in presenting procedural text	Confident in presenting procedural text	Less confident in presenting procedural text	Not confident in presenting procedural text
Language	Conveyance of procedural text language very accurately	Conveyance of procedural text language accurately	Conveyance of procedural text language somewhat accurately	Conveyance of procedural text language inaccurately
Fluency	Very fluent in presenting procedural text	Fluent in presenting procedural text	Less fluent in presenting procedural text	Not fluent in presenting procedural text
Content Accuracy	Very accurate arrangement of steps in procedural text content	Accurate arrangement of steps in procedural text content	Somewhat accurate arrangement of steps in procedural text content	Inaccurate arrangement of steps in procedural text content

CONCLUSION

The conclusion of the research is based on the discussion of the research results. The researcher consistently motivated students to overcome their fear and gain confidence in speaking. Based on the experience gained in Cycle 1, finally, students' speaking abilities were more successful in Cycle 2 through presentation methods. The success of speaking skills through presentation methods in Grade 6 students at SDN Kentong, Cepu District, was evident during their procedural text presentations. The initial conditions showed that students' speaking skills ranged from a highest score of 80, lowest of 40,

average of 62.1, and a completion percentage of 25.2%, which improved in Cycle 1 to a highest score of 90, lowest 60, average 73.5, and a completion percentage of 71.4%, resulting in a 46.2% increase in speaking skills for Grade 6 students at SDN Kentong. Furthermore, in Cycle 2, the achievement of Grade 6 students in arithmetic values increased again to a highest score of 95, lowest 74, average 87.5, and a completion percentage of 95.4%, resulting in a 70.2% increase in speaking skills for Grade 6 students at SDN Kentong from the initial condition, Cycle 1, and Cycle 2, which was significant and proven since the increase reached 70.2%. Based on the findings of the research, it

can be concluded that speaking skills can be enhanced and successfully mastered by Grade 6 students at SDN Kentong by applying presentation methods.

Based on the findings of this research, the researcher recommends that teachers implement presentation methods in teaching speaking skills. As educators aiming to improve the quality of students, teachers should possess enthusiasm, consistently motivate students to be eager learners, and be creative in devising methods to stimulate students' enthusiasm in participating in learning activities.

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