Application of the *Game's "Reliable Storyteller" Method* to Improve the Speaking Skills of Students

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Abstract - This study aims to improve students' speaking skills by applying the game's "reliable storyteller" method. This type of research is action research. The subjects of the study were 21 students at SDN 006 Rambah. The research instrument used was an observation sheet and a performance test. The results showed that the activities of students in the first cycle were in the sufficient category and the second cycle was in the good category. Furthermore, student learning outcomes in speaking skills have increased from pre-cycle with 33% completeness and 64.00 class average, cycle I with completeness 47% and 72.15 class average, cycle II with 95% completeness and average the class average is 89.20. It was concluded that the game's "reliable storytelling" method could improve speaking skills in grade IV students at SDN 006 Rambah.

Keywords: game's method, reliable storyteller, speaking skills

1. Introduction

Language skills according to Kusmana generally can be distinguished by receptive and productive abilities (listening and understanding) and expressive abilities (speaking / writing) (D. and E. Putri, 2018) . One of the ability or language skills is speaking skills. According to Musaba (2012), speaking means expressing something verbally. Furthermore, speaking skills are the ability to say words in order to convey or express intentions, ideas, ideas, thoughts, and feelings that are arranged and developed according to the needs of the listener or listener so that what is conveyed can be understood by the listener or listener in accordance with the objectives to be achieved (Arianti, 2019). Based on the expert opinion above, it was concluded that one of the language skills is speaking skills. Speaking are skills that must be mastered by students in schools on subjects Indonesian. In speaking skills students are required to express ideas, ideas, thoughts, and feelings in a structured manner so that what is conveyed can be understood well by others or listeners.

Based on preliminary data on speaking skills tests at SDN 006 Rambah, Rokan Hulu Regency, Riau Province, it was found that the average score of students on the test had not yet reached the KKM set, which was 75. This was caused by several factors including students not having good vocabulary mastery and learning strategies by teachers who tend to be monotonous. One of these problems can be overcome by choosing an interesting learning method, namely the game method or *game's*. The game method is used to provide interesting experiences for students in understanding, reinforcing a concept or solving a problem. The benefits of the game method in learning are that it can develop intrinsic motivation, provide opportunities to practice making decisions, develop emotions when students win / lose, and are more interesting and enjoyable so that students easily understand the subject matter presented (Hamdani, 2011). Metode *game is* classified into several types, including method *the game's* genre reliable storyteller. Language games with the genre "Reliable Storyteller" are very appropriate to be used to see or measure children's speaking skills in storytelling. Various tools and materials that need to be prepared in the game "Reliable Storyteller" is a fairy tale that tells a king or queen, paper and pens (Ariniro, 2012). Based on some expert opinions, it was concluded that the method of reliable storyteller type games is a game that can measure speaking skills in students. Students are directed to storytelling in a fun and enjoyable way.

2. Research Methods

Type of research is *action research*. According to Burn action research is the application of fact finding to solve problems in social situations by increasing the quality of actions carried out in it by involving the collaboration and collaboration of researchers, practitioners, and lay people (D. Putri, 2018). This research method is a qualitative and quantitative method. The study design using Spiral model and MC Taggart Kemmis which consists of four components: planning, action, observation, and the reflection (Purwanto, 2011). The subjects of this study were students in grade IV at SDN 006 Rambah totaling 21 people. These data collection instruments are student observation sheets and performance tests.

3. Research Results and Discussion

A. Research Results

a) Students' Activities in Learning Speaking Skills with the of the Game's "Reliable Storyteller" Method

Following results of the observation sheet of students in learning speaking skills through the of the game's "reliable storyteller" method in cycle I and cycle II.

Table 1. Recapitulation of Student Activities in Learning Speaking Skills
with the of the Game's "Reliable Storyteller" Method

No	Cycle	Student Activity			Number
		Not	Enough	Good	
1	Cycle I	0%	70%	30%	100%
2	Cycle II	0%	10%	90%	100%

 Table. 1 shows that after the application of the *game's* "reliable storytelling" method student activities in learning speaking skills can increase student learning activities. In the first cycle, the average is in the sufficient category, which is 70%. Then in cycle II the average student activity is in the good category, which is 90%. This shows that in the first cycle through the method *game's* of "reliable storyteller" student activities are classified as sufficient in learning speaking skills but have not yet reached the specified learning KKM. Furthermore, in the second cycle by improving actions through the method *game's* (reliable storyteller) the average student activity was in the good category with a percentage of 90%.

b) Learning Outcomes of Students 'Speaking Skills Through the Application the of the Game's "Reliable Storyteller" Method

Results of the students' speaking skills test in the first cycle were seen based on indicators, namely vocabulary mastery, language, and expression. Recapitulation of the results of students' speaking skills tests through the *game's* "reliable storyteller" method

Table 2. Recapitulation of Learning Outcomes of Students' Speaking Skills with the of the Game's "Reliable Storyteller" Method in Pre-Cycle, Cycle I and Cycle II

Success Rate	Pre-Cycle		Cycle I		Cycle II	
	Number of Students	%	Number of Students	%	Number of Students	%
Completed	7	33%	10	47%	20	95 %
Not Completed	14	67%	11	53%	1	5%
Average Class	64.00		72.15		89.20	

Based on Table 2 shows that the number of students who completed the pre-cycle was 7 people (33%) and not yet completed as many as 14 people (67%) with a class average of 64.00. The pre-cycle results show that the completeness of student learning outcomes in speaking skills is still far from KKM, which is 75. This can be overcome by applying the of *game's* "reliable storytelling" method in the next cycle, namely cycle I. In cycle I an increase in learning outcomes of speaking skills is students 10 students completed (47%) and 11 students did not complete (53%) with a class average of 72.15.

Based on the results of student learning shows that the *game's* "reliable storyteller" method can improve student learning completeness by as much as 8.15. Although the increase is still relatively low in cycle I. Furthermore, the second cycle is implemented so that the improvement in learning outcomes of students' speaking skills is even better.

In the second cycle also showed an increase in the number of students who completed that is 20 students (95%). Students who did not complete were 1 student (5%) with an average grade of 89.20. Based on learning outcomes speaking skills show that the application of the *game's* "reliable storyteller" method is able to improve student learning outcomes so as to achieve success or minimum completeness criteria of 17.05 from cycle I to cycle II.

B. Discussion

Based on the research findings show that the application of the method is *game's* "reliable storytelling" capable of student learning outcomes in speaking skills in grade IV students at SDN 006 Rambah. Following is the exposure of student learning activities and results.

a) Student Activities in Learning Speaking Skills through the *Game's* "Reliable Storyteller"Method

Based on student activity shows that the application of the method is *game's* "reliable storyteller" table to support the learning outcomes of fourth grade students at SDN 006. Previously in the first cycle the student's activities showed characters that were quite appreciative, cooperative, disciplined, responsible and honest in applying the *game's* "storyteller" reliable" method. Furthermore, in the second cycle the characters shown by the students are already in the good category in terms of respecting friends, discipline, responsibility, working together in applying the *game's* "reliable storytelling" method. So that more clearly can be seen in the following picture.
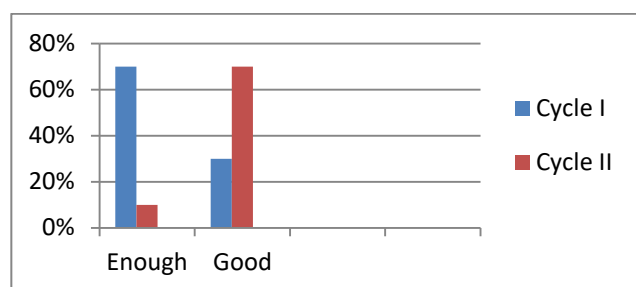
Diagram 1. Comparison of Student Activities in Learning Speaking Skills
through *Game's* "Reliable Storyteller"Method

Based on diagram 1 above shows that student activities are classified as good starting from cycle I to cycle II. Student activities show enough categories in the first cycle that is 70% and the second cycle is 10%. Student activities showed that they were in the good category in cycle I, which was 30% and cycle II, which was 90%. This shows that the quality of class IV activity at SDN 006 Rambah is good by applying the *game's* "reliable storyteller" method in speaking skills.

b)Comparison of Student Learning Outcomes Speaking Skills with the *Game's* "Reliable Storytellers" Method

Based on the findings of research and analysis of research conducted, there was an increase in learning outcomes in pre-cycle, cycle I and cycle II. To see the success of student learning outcomes can be seen in the diagram below.
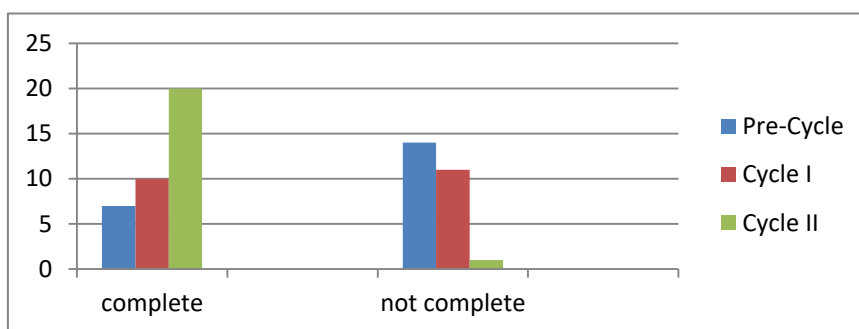

Diagram 2. Comparative Learning Outcomes of Speaking Skills by Using the Method for *Game's* "Reliable Storyteller" Students in Pre-Cycle, Cycle I and Cycle II The

Diagram shows that there was a significant increase in learning outcomes in the speaking skills of students by using the method *game's* "reliable storytelling". The completeness cycle of student learning outcomes is 7 people (33%). While in Cycle I there was an increase in completeness of student learning outcomes by 10 students (47%). Furthermore, in the second cycle there was a significant increase with mastery learning by 20 students (95%). The average results of the class also experienced a significant increase from pre-cycle (64.00), cycle I (72.15), to cycle II (89.20).

4. Conclusions

Based on the results and discussion of the study, it was concluded that the *game's* "reliable storyteller" method could improve speaking activities and skills in elementary school students. This is evident from the results of research conducted at 006 Rambah State Elementary School which shows that the results of student activities are in the good category. Student activities are good in terms of character building when the method is applied *game's* "reliable storyteller" in practicing speaking skills, namely mutual respect, cooperation, discipline, responsibility and honesty.

Student learning outcomes in speaking skills also increased from pre-cycle learning completeness 33.3% with an average grade of 64.00, cycle I mastery 47% with an average grade of 72.15, and cycle II completeness 95% with an average class 89,20.

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