



IMPROVING YOUR STORING ABILITY ABOUT READING CONTENTS THROUGH A COMMUNICATIVE APPROACH TO STUDENTS

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Article history:	Abstract:
Received: 26 th March 2022	The problem in the research is "Is the communicative approach able to improve the ability to tell the contents of reading to students?". The purpose of this study was to improve students' ability to tell the contents of the reading through a communicative approach SMA Negeri 1 Kontunaga 2021/2022. The research method used is classroom action research using observation data collection techniques, action tests, and documentation. The results showed that of the 14 students based on the results of initial observations, there were 5 students (36%) who were able to tell the contents of the reading well, while 9 students (64%). In the first cycle of action phase I there were 6 students (43%) who were able and 8 students (57%). Cycle I stage II there are 9 students (64%) who are able and 5 students (36%). In the second cycle of action, there were 12 students who were able to do it (86%) while the students who were not able were 2 people (14%). Thus it can be concluded that the communicative approach has improved students' ability to tell the contents of the reading.
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INTRODUCTION

Learning Indonesian has a very important role in developing students' language skills. Good language skills can determine the success of communication in modern society as it is today. One form of students' ability to communicate is shown by the ability of students to tell stories. Storytelling is an activity to convey something to others. This is clarified by the opinion of Bachir (in Suwarti, 2019: 246) telling stories is telling something that tells about an action or an event and is conveyed orally with the aim of sharing experiences and knowledge with others.

The expected ability of students in storytelling can be actualized through the ability of students to tell the contents of the reading in a coherent manner, use good language and be able to express the contents of the reading orally using their own words and pay attention to the aspects that are assessed. The aspects assessed are pronunciation, intonation, accuracy of story content, word choice, sentence structure, and fluency. If students are able to tell the contents of the reading fluently, it means that students are able to understand the contents of the reading well.

This is supported by the results of initial observations made in class IV SDN 1 Limboto Barat, Gorontalo Regency that of the 14 students who were able to tell the contents of the reading well about 5 students (36%) and students who were not able to amount to 9 students (64 %). From the results of these studies, there are still many students who have not been able to retell the contents of the reading, so this is the task of teachers and researchers in the learning process to find solutions in improving students' ability to tell the contents of the reading.

One way that can be used to improve students' abilities in the learning process, especially about storytelling, is to use a communicative approach. The communicative approach is an approach based on the idea that the ability to use language in communication is a goal that must be achieved in language learning. This is reinforced by the opinion of Sani (2021:267) which states that the communicative approach directs language teaching to teaching objectives that emphasize the function of language as a communication tool. The communicative approach is considered the right approach because it is able to train students in storytelling and develop language skills.

Understanding Ability

Ability is the ability, skill and strength of a person to do a job quickly and correctly. This is reinforced by the opinion of Spencer and Spencer (in Uno, 2008: 62) which defines ability as a salient characteristic of an individual related to affective and superior performance in a job or situation. Mohammad Zain (in Yusdi, 2010:10) states that ability is our ability, skill, and strength to try with ourselves. It can be concluded that the ability is the ability possessed by someone in doing a job.

Definition of Storytelling

Storytelling is telling something that tells about an action or an event orally in an effort to develop the potential for language skills. According to Subyantoro (2013: 35) storytelling is an artistic activity, because it is closely related to beauty and relies on the power of words. It is the power of these words, which is used to achieve the purpose of storytelling. Meanwhile, Mulyati (in Widasari, 2022:10) suggests that storytelling is one of the productive language skills that produces ideas, ideas, and thoughts.

Storytelling Goals

The general purpose of storytelling is to convey information or communicate with other people. In order to convey information effectively, a storyteller must understand all the meanings conveyed. Tarigan (in Firdaus, 2013:12) reveals three general objectives of storytelling activities as follows: (a) inform and report, (b) entertain and entertain, (c) persuade, invite, urge, and convince.

Benefits of Storytelling

The benefits of storytelling are to train children's ability to imagine and can add insight and children's way of thinking. According to Musfiroh (in Widasari, 2012:15) in terms of several aspects, the benefits of storytelling are to help shape children's personal and morals, channel the needs of imagination and fantasy, stimulate children's verbal abilities, stimulate children's writing interest, stimulate children's reading interest and open children's knowledge horizons. .

Strengths and Weaknesses in Storytelling

The advantages and disadvantages of storytelling according to Dhieni, (2005-3-31). The advantages include: (a) It can reach a relatively large number of children, (b) The available time can be used effectively and efficiently, (c) Class arrangements are simpler, (d) Teachers can master the class easily, (e)) Relatively inexpensive. The drawbacks include: (a) Students become passive because they listen more or receive explanations from the teacher, (b) Less stimulate the development of creativity and students' ability to express their opinions, (c) The absorption or grasping power of students is different and still weak so that difficult to understand the main purpose of the content of the story, (d) Quickly grow boredom, especially if the presentation is not interesting.

Aspects that are Assessed in Storytelling

Aspects assessed in storytelling according to Nurgiyantoro (2012: 409-410) are the accuracy of the content of the story, the accuracy of the designation of the details of the story, the accuracy of the story's logic, the accuracy of the meaning of the whole story, the accuracy of words, the accuracy of sentences, and fluency. Researchers used 6 indicators, namely pronunciation, intonation, accuracy of story content, word choice, sentence structure, and fluency.

Understanding the Communicative Approach

The communicative approach is an approach based on the idea that the ability to use language in communication is a goal that must be achieved in language learning. According to (Sani, 2013:267) the communicative approach directs language teaching to teaching goals that emphasize the function of language as a communication tool.

Characteristics of a Communicative Approach

Brown (in Syakur, 2009:167-168) has offered six characteristics of a communicative approach, namely:

- Class objectives focus on all components of communicative competence (grammatical, discourse, functional, socio-linguistic, and strategy).
- Language techniques are designed to engage students in the use of functional, authentic, and pragmatic language for meaningful purposes.
- Fluency and accuracy are seen as complementary principles that underlie communicative techniques. Nowadays fluency should be seen as more important than accuracy in order to maintain meaningful student involvement in language use.
- Students must use language as optimally as possible, both productive and receptive in contexts outside the classroom. Therefore, assignments in class must equip students with the skills needed for it.
- Students are given the opportunity to concentrate on their own learning process through understanding their learning styles and through developing appropriate strategies for self-study.
- The role of the teacher is that of an easy and a guide, not as a know-it-all. Therefore, students are encouraged to construct meaning through actual linguistic interactions with other people.

Communicative Approach Learning Procedure

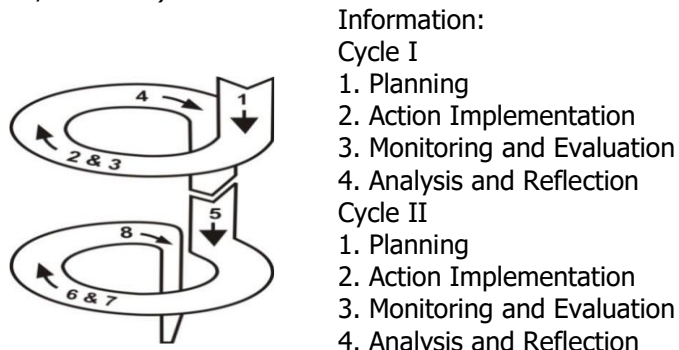
Learning procedures based on a communicative approach according to Syakur (2009: 192-193) are:

- Short dialogue presentation
- Training every utterance taken from the dialogue
- Questions and answers that are based on the topic and situation of the dialogue and are related to the students' personal experiences, but revolve around the theme of the dialogue.
- Assessment (students are invited to examine one of the expressions contained in the dialogue.
- Discovery of generalizations or rules that underlie functional or structural expressions by students.
- Oral recognition and oral production activities start from guided communication activities to more independent ones.
- Copy dialogues or modules if they are not in the lesson text.
- Learning evaluation (oral form only)

RESEARCH METHODS

This classroom action research consisted of 32 men and 68 women SMA Negeri 1 Kontunaga 2021/2022. The variables in this study are input, process and output variables. Classroom action research (CAR) according to (Tampubolon, 2014:19) is practical research in the classroom to improve the quality of the learning process, improve learning outcomes, and find innovative learning models to solve problems experienced by educators and students SMA Negeri 1 Kontunaga 2021/2022.

The following is a schematic of classroom action research procedures according to Kemmis and Taggart (In Khasanah, 2016: 22).



The research data collection techniques were carried out through observation, action tests and documentation. To calculate the percentage of students' ability to tell the contents of reading, use the following formula, Sugiyono (in Khasanah, 2016:26).

$$P = \frac{f}{n} \times 100\%$$

Information:

P = Percentage

f = Number of students who are able to tell the contents of the reading

n = Number of Students

100% = Fixed Number

RESEARCH RESULT

From the results of observations made by researchers, there are several problems encountered in learning Indonesian, especially in telling the contents of the reading. The ability of students in telling the contents of the reading, has not been in line with expectations. This is evidenced by the reality on the ground that out of 14 total students, who have the ability to tell the contents of the reading in accordance with the expectations of about 5 people (36%), while the other 9 students (64%) have not met expectations, the researchers decided to continue the research to the next stage, namely to the Cycle Stage I. In the first cycle stage, the researcher found many students who had problems in telling the contents of the reading. It is proven that the low ability of students in telling the contents of the readings is because many students have not reached the predetermined performance indicator, namely 75%.

According to the results of data analysis in Cycle I Phase I activities, it can be seen that there are 6 students (43%) who are able to tell the contents of the reading while the other 8 students (57%) have not been able to tell the contents of the reading. This means that there are still many students who have not achieved the performance indicators, for that the researcher and partner teachers conduct reflection activities to assess the learning activities carried out in the first cycle of phase I.

Based on the results of the reflection, the researchers and partner teachers determined some of the weaknesses encountered in the implementation of learning activities. These weaknesses are: (1) Students do not dare to come forward in front of the class, (2) Students look confused to start telling stories, (3) Students do not understand the content of the reading, (4) Students do not understand the difficult words contained in the story. in reading, (5) Students find it difficult to pronounce words in Gorontalo-language readings, (6) From the six aspects assessed, many students experience deficiencies in aspects of intonation, accuracy of story content, and fluency, (7) The teacher's way of teaching not maximized, (8) The ability of students in telling the contents of reading through a communicative approach is still low, as evidenced by the existence of students' scores that have not reached the predetermined performance indicators, namely 75%.

According to the results of the reflection carried out, it can be explained that the action of cycle I stage I there are many students who experience obstacles and have not reached the success criteria set, the researchers and partner teachers decided to take corrective action in cycle I phase II as an improvement from the previous cycle (cycle I stage I).

According to the results of data analysis in Cycle I Phase II activities, it can be seen that of the total 14 students, there are 9 students (64%) who are able to tell the contents of the reading while 5 students (36%), this means that there are 5 students who have not reached the performance indicators. . For this reason, the researcher and partner teachers carried out reflection activities to assess the learning activities carried out in cycle I, phase II.

Based on the results of the reflection, the researchers and partner teachers determined some of the weaknesses encountered in the implementation of the first cycle of phase II learning activities. These weaknesses are: (1) Students

do not understand the content of the reading, (2) Students find it difficult to pronounce words in Gorontalo-language readings, (3) From the six aspects assessed, many students experience deficiencies in the fluency aspect, (4) The teacher's way of teaching has not been maximized, (5) The ability of students in telling the contents of the reading through a communicative approach is still low, as evidenced by the existence of students' scores that have not reached the predetermined performance indicators, namely 75%.

According to the results of the reflection carried out, it can be explained that the action of cycle I phase II there are many students who experience obstacles and have not reached the success criteria set, the researchers and partner teachers decided to take corrective action in cycle II as an improvement from the previous cycle (cycle I phase II)

After carrying out learning activities in cycle II, in this case as a form of refinement of the implementation of the previous cycle of actions with the aim of increasing students' ability to tell the contents of the reading through a communicative approach in class IV. After the implementation of the second cycle of actions, the researchers and partner teachers held reflection activities. Based on the results of reflection, that after seeing the results of the achievement of students' ability to tell the contents of readings and teacher activities in the learning process through a communicative approach, it has exceeded the performance indicators that have been set, namely 75% and students who get a score of 75 are 12 people or 86%, and are supported from monitoring teacher activities in the learning process of the 17 aspects observed there were 15 indicators that were implemented well (88%).

The following is a recapitulation of students' ability to tell the contents of the reading through a communicative approach from the observation stage to cycle II can be seen in the following table:

Table of Recapitulation of Students' Ability to Tell the Content of Reading through a Communicative Approach

No	Implementation Stage	The percentage of students' ability to tell the contents of the reading	
		Capable	Unable
1.	Observation	36%	64%
2.	Cycle I		
	- Stage I	43%	57%
	- Stage II	64%	36%
3.	Cycle II	86%	14%

Thus, it can be concluded that the activity in cycle II is considered successful and does not need to be continued in the next cycle.

DISCUSSION

The purpose of this study is to improve the ability to tell the contents of the reading through a communicative approach to students. So to achieve the research objectives and answer the formulation of the problem, the researchers conducted tests on students' abilities in telling the contents of the reading. Based on the formulation of the problem and the research objectives, it has been obtained that the communicative approach can improve the ability to tell students' reading content. According to Bachir (in Suwanti, 2009: 246), storytelling is telling something that tells about an action or an event and is conveyed orally with the aim of sharing experiences and knowledge with others. In telling stories or telling the contents of the reading there are several aspects that are assessed including pronunciation, intonation, accuracy of story content, word choice, sentence structure and fluency.

From the results of the test telling the contents of the reading, it can be seen that from the six aspects assessed there are several students who are able and unable to tell the contents of the reading. As for the obstacles for students in telling the contents of the reading, namely in the use of pronunciation and intonation it is not clear because students do not open their mouths so that the pronunciation of letters, words and sentences does not sound clear. In addition, there are students who only tell the contents of the reading at the beginning of the sentence and there are also students who tell the contents of the reading not systematically (sequentially). This is caused by the lack of students' understanding of the contents of the reading. Then there are also students who stammer (not fluent) in telling the contents of the reading because they have not dared (afraid) in expressing the contents of the reading so that in telling the story their voice is small.

Given that there are still many students who experience problems in telling the contents of the reading, the researchers and partner teachers try to overcome the problems experienced by these students by providing guidance and direction. In the guidance process, the researcher and partner teachers provided opportunities for students to continue practicing both reading and storytelling. With the aim that students are able to understand the contents of the reading and express the contents of the reading well. By looking at the condition of students who still experience many obstacles in telling the contents of the reading, the researchers take steps or solutions in solving these problems by applying a communicative approach. Because the communicative approach is one of the learning activities that can support the learning process and can even improve students' ability to tell the contents of the reading.

According to Sani (2013:267) the communicative approach directs language teaching to teaching goals that emphasize the function of language as a communication tool. The communicative approach is considered an effective approach in improving students' ability to tell the content of reading because one of the advantages of the communicative approach is to train students in the use of language to communicate and can be realized in real life.

Then viewed from the characteristics and characteristics, the communicative approach According to Effendy (in Syakur, 2009: 168-169), as follows: a) The purpose of learning is to develop the competence of students to communicate in real life situations. b) One of the fundamental concepts of the communicative approach is the meaning of each form of language being studied. c) In the teaching and learning process, students act as communicators. Meanwhile, the teacher acts as a facilitator. d) Activities in the classroom are markedly and dominantly colored by communicative activities. e) The material presented is varied, f) The use of mother tongue in class is not prohibited but minimized. g) In a communicative approach, students' mistakes can be understood to encourage students' courage to communicate. h) Evaluation in the communicative approach is emphasized on the ability to use language in real life, not on mastery of language structures or grammar.

The application of a communicative approach in storytelling learning can improve students' ability to tell the contents of the reading which can be seen from the advantages, characteristics and characteristics possessed by the communicative approach. The ability of students obtained in cycle II, shows that the implementation of class actions on students has achieved the expected results in accordance with the success criteria that have been set. On this basis, the researcher concludes that using a communicative approach in telling the content of the reading can improve the ability to tell the content of the reading. Thus the class action hypothesis which reads "if the teacher uses a communicative approach appropriately, the ability of students to tell the contents of the reading can be improved, it is acceptable".

CONCLUSION

Based on the results of the study, it can be concluded that through a communicative approach, the ability of students in telling the contents of the reading increases.

SUGGESTION

From the results of the research above, the authors suggest that the results of this study are expected to be input for teachers to apply a communicative approach, especially in Indonesian language subjects, especially the material for retelling the contents of the reading. Therefore, the teacher must give special attention and guidance to students who have not been able to retell the contents of the reading well. For further researchers, it is hoped that they can use the research results as a reference

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