
APPLICATION OF SPEAKING SKILLS WITH THE DISCUSSION METHOD THROUGH A COMMUNICATIVE APPROACH TO ELEMENTARY SCHOOL STUDENTS

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Abstract

This paper aims to determine how skilled students are in speaking through the discussion method with a communicative approach. This study used qualitative research methods. Because in this research we need observation, visual analysis, literature study as well as conducting interviews with informants. In this research, the most important thing we do is carry out direct observations related to the problem we are studying. Because with observation, we can see directly what is happening in the field according to the facts. Based on the results of observations, the application of the discussion method through a communicative approach to elementary school students is effectively used to cultivate students' speaking skills, because it triggers students to ask questions, have opinions and of course know many things that were previously unknown.

Keywords – Speaking skill; Discussion; Communicative

1. Introduction

With the progress of the times, the world of education requires generations to be able to communicate well when they tell stories, discuss, give speeches, tell stories, etc. However, as we know, the increasing prevalence of communication and information technology makes students lazy in improving their good communication skills. Therefore, educational institutions need educators who are able to develop the abilities of students with various existing skills, so that the Indonesian generation becomes a superior competitor in the academic field (Khodijah & Astuti, 2017).

However, not only that. Educators in Indonesia also need to be honed in their academic fields so that they can share their knowledge with various methods so that the learning that takes place does not look monotonous. Improving the pedagogic competence of teachers is the best way to improve the quality of education because with this competence teachers are more professional in teaching so that the ability of teachers to manage learning materials in class will be conveyed very well. As a result, learning will run according to the objectives and students will be motivated when the teacher delivers the material according to the abilities of the students (Hidayati, 2018).

These communication skills should be applied by all levels of education. If students are skilled in communicating, anytime anywhere they will be fluent in public. In addition, the child will have clarity when speaking. Good communication practice also develops listening skills accurately and critically. Good teaching goals will be achieved if the approach used in learning Indonesian is especially relevant to the level of student needs (Lailiyah & Wulansari, 2016).

More importantly, if teaching and learning activities are carried out actively and creatively, it is likely that students will have good and correct speaking skills. Again, it does not continue with the explanation of the material, but the practice (learning media) also needs to be done by educators. Able to express the main idea in the form of sentences that are in accordance with the enhanced Indonesian Spelling. In practice, when in the field, educators are able to

communicate in standard languages, no longer mixing good and correct Indonesian with foreign languages. At first, unskilled children use standard language, but because they see their teacher using that language over time, children will imitate what the teacher does. The big role of educators is in applying several traits and attitudes, as we know in general, teachers are figures who are nurtured and imitated.

We need to know together that the influencing factor in speaking is the linguistic factor. Language is a communication tool that makes it easier for us to interact with other people. Before we can master reading and writing skills, we must first be able to speak. Because with speaking skills we can communicate well with others.

Speaking skill is an aspect of teaching Indonesian that must be given to every student in elementary school so that they can communicate orally in the language they are learning. Speaking is a skill that must be continuously honed by educators. If it is honed often, these skills will certainly get better. In the learning process they are required to be skilled in speaking. In addition, they must be able to apply intonation, vocabulary, compose sentences, and express ideas fluently. They must also be able to answer questions well.

The application of speaking skills through a communicative approach in teaching Indonesian illustrates the interaction or reciprocal relationship with other people. students not only understand the forms of the language but focus on the use of language in accordance with the context of the conditions of the communication environment.

Indonesian language learning, which emphasizes communicative skills, requires media that supports the learning process. Media serves as a tool to clarify learning materials and create active learning conditions (Harianto, 2020).

Indeed, a study on the application of speaking skills through a communicative approach in teaching Indonesian. Among them discussed the study of improving speaking skills through a communicative approach to class V SD Padurenan II in Bekasi for the 2016/2017 academic year (Atie Hidayati,

2018:83-95), communicative approaches in learning Indonesian to improve students' speaking skills in grade IV SD (Asiah, 2015:21-35), Application of the Communicative Approach to improve speaking skills (Desi Ningsih et al, 2019:533-538), Communicative approach in learning Indonesian in SD/MI (Idah Faridah Laily, 2015), Improved speaking skills through a communicative approach third grade students at SDN Kemirigede Blitar Regency (Wakhid Budi Santoso, 2010), A communicative approach to the speaking skills of students in English lessons at MIN 1 Palembang (Khodijad and Mardiah Astuti, 2017), Application of a communicative approach in learning Indonesian to improve speaking skills in third grade student at SDN Pisangcandi 2 Malang (Nur Zubaidah, 2011).

2. Method

This study used qualitative research methods. Because in this research we need observation, visual analysis, literature study as well as conducting interviews with informants. In this research, the most important thing we do is carry out direct observations related to the problem we are studying. Because with observation, we can see directly what is happening in the field according to the facts. In addition, the results we get later must be factual and scientific, so for us to get the data we need field observations.

Informants also have a very important position. Thus, the informant must be someone who really knows technically related to the research problem we are examining. In addition, informants are sources to facilitate researchers in finding information, if there are no informants in this study, the information we get will not be accurate.

We as researchers also cannot be arbitrary in choosing someone to serve as an informant in our research. Because we have to choose an informant who really masters or understands the problem that we are going to research, because later it is he who will provide information or data related to the problem we are researching.

In determining the informants we can use purposive sampling technique. Where this technique is done by taking a sample of data sources based on certain considerations relating to our research problem and the purpose of this research.

The participants of this study were elementary age students. Data was collected through interviews, observation, documentation and discussion methods. This interview is conducted so that we can find out directly the data related to the problem that we will examine. Because later this interview will be conducted by asking open-ended questions related to the problems that we will examine (Asia, 2015).

3. Result and Discussion

Through direct observation related to the speaking skills of elementary age students with the discussion method through a communicative approach, it can be said that students are quite skilled in speaking because at that time students are free to express their opinions about the learning without hesitation to the teacher, unlike usual when the teacher only applies the lecture method. , where students let alone express their opinions, just listening to students is difficult because it can cause boredom. Students at elementary age are the age where students are actively trying to find something new. Therefore, with this discussion method and communicative approach, students can express their opinions or understandings related to the learning being discussed without the students being shy or feeling bored during the learning process.

When the discussion process takes place, students as a whole are active in expressing their opinions regarding the topic of discussion, which makes it easy for students to master the learning material.

Written in the Big Indonesian Dictionary (2008: 188) that speaking is speaking, conversing, speaking, expressing opinions, and negotiating (whether it is done through words, writing, and others) or negotiating.

Speaking skills can trigger other language skills. A good way of speaking is by giving examples that can be imitated by listeners, then also makes it easier for

listeners to understand the topic of conversation. Speaking skills can also trigger writing skills because in essence there are similarities and differences between speaking and writing. Both of them are productive, they also function as transmitters and disseminators of information. The difference is in the media. When speaking using oral media, then writing using writing tools. However, these language skills will certainly trigger writing skills. Speaking skills have an important role in education. Every lesson must always be delivered or taught orally (Tarigan, 1990).

The implementation of a communicative approach in teaching Indonesian, especially the aspect of dialogue skills, implies that there is a reciprocal interaction or activity between the speaker and the interlocutor.

Language education activities with a communicative approach use the student's point of view not from the teacher's point of view, meaning that students can determine what themes are interesting and can be used as the center of discussion in discussion activities. Methods that can be used are: speeches, dialogues, interviews and role playing. Placing students as the central point, means thinking that each student has different abilities and backgrounds and also thinking that giving students something does not mean that what is given is appropriate and accepted. Speaking activities in a communicative approach, even though students participate in determining it, the teacher is always the coordinator who can focus on a formal or official atmosphere.

The process of learning language in kindergarten develops dialogue skills vertically, not horizontally. That is, they have been able to convey the message in full even though it is not perfect. The longer the skill becomes perfect in the sense that the structure is correct, the choice of words continues to be appropriate, the sentences continue to vary. In other words, this growth is not horizontal, starting from phonemes, words, phrases, sentences and discourses as well as the type of linguistic order (Nabila, F, Mulyadi, Ningsih, 2019).

Therefore, it can be said that the application of the discussion method through a communicative approach to elementary school students is effectively

used to cultivate students' speaking skills, because it triggers students to ask questions, argue and of course know many things that were previously unknown.

4. Conclusion

The speaking skills of elementary age students with the discussion method through a communicative approach, it can be said that students are quite skilled in speaking because at that time students are free to express their opinions about the learning without hesitation to the teacher, unlike usual when the teacher only applies the lecture method, there students let alone to express their opinion, to just listen to students is difficult because it can cause boredom. Students at elementary age are the age where students are actively trying to find something new. Therefore, with this discussion method and communicative approach, students can express their opinions or understandings related to the learning being discussed without the students being shy or feeling bored during the learning process.

The application of the discussion method through a communicative approach to elementary school students is effectively used to foster students' speaking skills, because it triggers students to ask questions, have opinions and of course know many things that were previously unknown.

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