

DIFFICULTY IN STORYTELLING IN LITERACY ACTIVITIES FOR CLASS II STUDENT AT SAMIRONO STATE ELEMENTARY SCHOOL

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ABSTRACT

Literacy is defined as the ability related to reading, thinking, and writing activities. As a form of follow-up to literacy activities, the teacher usually asks students to retell what they have read. The habit of students in reading certainly affects storytelling skills. This study uses a qualitative phenomenological approach. The subjects in this study were students of classes II A and II B at Samirono State Elementary School, amounting to 33 people. The results showed that; (1) students have not been able to tell stories by including story elements; (2) students have not been able to emphasize to display detailed story instructions; (3) students have not been able to master the topic and provide reasoning and logic in the story conveyed so that the meaning of the story is complex for listeners to grasp; (4) students have difficulty in choosing the right words or easy to understand; (5) students still have difficulty telling stories using their language by paying attention to the syntax in each sentence, and (6) students are not yet fluent in telling stories in front of their friends and have not been able to display precise vocal techniques, set the tempo and pause when telling stories

Keywords: Analysis, Difficulty telling, and Literacy

INRODUCTION

According to the national education system law, elementary school is the most basic level of education informal education in Indonesia. Primary education is carried out to develop attitudes and abilities and provide students with the basic knowledge and skills to live in society. In addition, primary education is also used as a condition for continuing education at the secondary level (Rahma et al., 2021). This research was conducted at the basic education level, namely Samirono State Elementary School. The elementary school is one of the top schools in the Yogyakarta area that encourages literacy programs.

Literacy in the community is often only interpreted as reading and writing activities. However, as the times progress and the greater the challenges exist, the understanding of literacy is increasingly developing into information literacy (information literacy) (Hidayah, 2017). Literacy is defined as an ability related to reading, thinking, and writing activities that aim to improve understanding of information critically, creatively, and effectively (Suyono et al., 2017). With literacy activities, students can be skilled in finding and processing information needed to support the needs of the 21st century. To see the literacy level of elementary students, they can use PIRLS (Progress in International Reading Literacy Study) international research.

In 2015 the ministry of education paid close attention to pirls international research. It happened because Indonesia received low achievements, as evident from data recorded in 2011. PIRLS concluded that the ability of elementary fourth-grade students in terms of reading is ranked 45th out of 48 countries set (IEA, 2012). The low literacy culture in Indonesia makes education is lagging behind neighboring countries. To overcome this problem, the Ministry of Education and

Culture issued Ministerial Regulation number 23 of 2015 concerning the growth of ethics. It is expressed about the habituation of literacy culture. Permendikbud is what later gave birth to the School Literacy Movement (GLS).

GLS is an effort made by the government to make school residents literate and grow students' minds through various activities read a non-learning book for 15 minutes (Ekowati et al., 2019). In general, the purpose of GLS is to cultivate and develop ethics through a culture of literacy school so that students become learners throughout life. Then, the particular purpose of GLS among them: (1) to develop a school literacy culture, (2) to increase the capacity of residents and a literate school environment, and (3) to make the school a fun park and child-friendly learning so that school residents can manage knowledge, as well as (4) maintaining the sustainability of learning by presenting various reading books and accommodating various reading strategies (Kemendikbud, 2016).

GLS will be successful if the program runs holistically. Teachers, parents, libraries, governments, and private parties must work together to support the realization of the literacy movement (Teguh, 2017). Especially during the Covid-19 pandemic, where students do distance learning using technology. Students can easily access a variety of reading programs. However, students also easily take advantage of the opportunity to play games or anything else they enjoy. The rapid flow of information and technology impacts students' reduced reading time in the current education era. However, literacy or reading skills are needed for students to stay abreast of developments, especially in education (Lutfi et al., 2020).

According to Apandi in Winarsih & Bawawa (2019), the implementation of GLS should make students love reading first rather than giving many tasks that can make students bored. However, teachers usually ask students to tell stories related to books that have been read as a follow-up form of literacy activities. Storytelling is an effort to develop students' potential and language skills through hearing and then retelling. The goal is to train students' skills in conveying ideas and ideas orally (Falabiba, 2019). In storytelling activities, students must also use facial expressions, voices (vocals), as well as gestures (motion) that correspond to the content of the story (Diana, 2018).

Students' habits in reading certainly affect storytelling skills. It can be seen from the assessment of students when telling stories that do not meet aspects of the assessment. In this storytelling skill, the assessment of student skills, not just considering the aspect of language. However, the assessment must also look at the accuracy and accuracy of the content or information contained in the reading. Based on expert opinions (Nurgiyantoro, 2010), (Musfiroh, 2005), (Taylor et al., 2015), (Nurhayani, 2010), (Nugraha, 2017), and (Brewster & Ellis, 2014), researchers concluded that there are six indicators of storytelling skills that will later be used as the basis for performance assessment. These conclusions can be seen in the results section of the study.

The results of observations made by researchers show that students are still not fluent in reading and experience boredom because the readings given are limited to readings that are attached to the material. The observations also showed that students also had problems retelling the content of the stories read. It can be seen when students are asked to retell the readings that have been read; they are still confused, and even most students are just silent. Finally, the teacher helps by asking questions answered verbally by the student.

Based on the problems that have been presented, researchers are interested in looking further at the problems of students in the second grade of Samirano State Elementary School. This research is limited to the difficulty of telling students' stories during literacy activities. Researchers will describe how the implementation of literacy activities at Samirano State Elementary School during

distance learning. Then, the researcher will look at the students' problems when retelling the readings that have been read. Not only that, but researchers also examine factors that affect student storytelling activities in the classroom and the solutions provided by teachers. It is hoped that this research can be the basis for solving problems during the literacy activity process.

METHOD

Berisi jenis penelitian, waktu dan tempat penelitian, target/sasaran, subjek penelitian, prosedur, This study used a qualitative approach to phenomenology. Phenomenology is a qualitative research method used to uncover a concept or phenomenon that needs to be understood due to research limitations that reveal a particular concept or phenomenon (Cresweel, 2018). The subjects in this study were students of grades II A and II B of Samirone State Elementary School, which numbered 33 people. II A consists of 17 people consisting of 10 male students and seven female students. Then the students of class II B numbered 16 people consisting of 8 male students and eight female students.

The purpose of this study was to look at the level of difficulty of students in storytelling activities during literacy activities. The data collection techniques used in this study are observation, performance assessment, interviews, and documentation. The type of observation used is non-participatory observation, where the researcher is not involved in the admission process of new students in the elementary school environment.

This research uses performance assessments conducted by teachers to reference the performance in assessing students' storytelling skills. Furthermore, interviews were conducted with classes II A and II B of Samirone State Elementary School teachers. The documentation in this study was in the form of photos of activities when telling stories at Samirone State Elementary School. The instrument validity test in this study used data triangulation. Data triangulation uses more than one data collection method in a single case. Triangulation is defined as examining data from various sources and is carried out at various times. An analysis data technique used in this research miles and Huberman model states that the activities in the analysis of this model are three steps: data reduction, presentation of data, and conclusion draw or verification Sugiyono, 2013).

RESULT AND DISCUSSION

Result

During distance learning, the implementation of literacy becomes increasingly hampered. Usually, the teacher has prepared reading and then shares it through WhatsApp group or displays it during the meeting through google meet. When the reading is given through the WhatsApp group, no follow-up is given by the teacher. However, if the reading is given to the student when the googlemet follow-up form is done, ask the student representative to retell the reading displayed by the teacher. The reading given is also limited to materials related to the material taught by the teacher; unlike when face-to-face learning, students are free to read storybooks at home later, when at school, student representatives are asked to retell them. Students are not rich in vocabulary, so it is not accessible if asked to tell stories orally.

Based on the research results on the difficulty of telling stories of students in literacy activities obtained from the findings and triangulation of data are as follows: (1) students were less fluently reading stories, and (2) students still have difficulty retelling.

The story has been read, (3) students experience boredom because the reading given is limited to reading related to the material, and (4) most students

have not met the assessment indicators of storytelling skills. The following is a table of storytelling skills for students in grades II A and II B of Samirono State Elementary School.

Table 1. Students' Storytelling Skill

Indicator	Percentage Result				Total
	Yes		No		
	N	%	N	%	
The accuracy of the story's content contains elements of the story.	13	39,3%	20	60,7%	33
Accuracy of story detail pointer	14	42,4%	19	57,6%	33
Accuracy of story logic, reasoning, mastery of topics, and delivery of story meaning	18	54,4%	15	45,6%	33
Word accuracy	15	45,6%	18	54,4%	33
Accuracy of sentences by looking at syntax	17	51,5%	16	48,5%	33
Fluency is seen in the technique of vocals, setting the tempo and speed, and adding pauses to add dramatic effects.	18	54,4%	15	45,6%	33

From the table above, it can be known that there are three indicators with a percentage of students who reach a lower indicator than those who have not reached the indicator. In the table, it can be seen that; (1) 20 students with a percentage of 39.3%, have not been able to tell stories concerning the accuracy of the content of the story containing elements of the story, and only 13 students with a percentage of 39.3% have been able to; (2) 19 students with a percentage of 57.6% are still unable to tell stories about the accuracy of the detailed instructions of the story and only 14 students with a percentage of 42.4% can; (3) on the word accuracy indicator as many as 18 students with a percentage of 54.4% of students have not been able to choose and use the word appropriately, and only 15 students with a percentage of 45.6% are already able.

Then the other three indicators, more students were able to meet the indicators than students who had not been able, namely (1) the accuracy of story logic, reasoning, mastery of topics, and the delivery of story meanings were achieved by 18 students with a percentage of 54.4% while the other 15 students percentage of 45.6% were still unable; 17 students achieved (2) the accuracy of sentences by looking at syntax with a percentage of 51.5% and 16 students with a percentage of 48.5% not yet able; as well as (3) smoothness indicators seen from vocal techniques, setting tempo and speed, and adding pauses to add to the dramatic effect achieved by 18 students with a percentage of 54.4% and 15 students with a percentage of 45.6% are still unable.

The six indicators are continuous in storytelling skills. Of the six indicators of storytelling skills that have been set, three indicators are more students able to achieve it. The other three indicators are fewer students who can achieve it. A teacher can use these results to understand the difficulty of telling students' stories and seeing which indicators are still complex for students to achieve. That way, teachers can provide guidance and exercises. Furthermore, so that students can get maximum results.

Discussion

Difficulty Telling Stories

The difficulty of storytelling experienced by students can be summed up into six subjects: (1) students have not been able to tell stories that list elements of the story, both intrinsic and extrinsic; (2) students have not been able to emphasize display detailed clues to the story such as voices and facial expressions; (3) students have not been able to master the topic and provide reasoning and logic to the story conveyed so that the meaning of the story is difficult to capture by the listener; (4) students still have difficulty in choosing the right words to make it easier for the listener to understand; (5) students still have difficulty telling stories using their language by paying attention to syntax in each sentence, and (6) students have not been fluent in telling stories in front of their friends and have not been able to display straightforward vocal techniques, set the tempo and pauses when telling stories.

The problem of difficulty telling students is caused by two factors, namely language and non-language. It is obtained from sources, interviews, observations, or student performances. The low interest of students in reading can affect the language factor of students when telling stories. As many people know, reading is an activity to get information or messages that want to be conveyed by the author. By reading, students can add vocabulary, understanding, and understanding of the use of words in a good and correct sentence structure. With the increasing vocabulary, students will have no difficulty expressing their ideas and ideas (Mubarok, 2018). In addition, students' confidence levels also affect students storytelling skills. The opinion expressed by Widoyoko (2019) states that self-confidence is the dominant factor contributing to speaking activities, one of which is storytelling. The contribution of high self-confidence in students will undoubtedly have a positive impact and be a determinant of student success in telling stories.

The difficulty of storytelling faced by students is an obstacle in getting used to literacy activities since elementary school age. Even though telling stories is wrong, a follow-up to this activity. Difficulty telling stories will also affect student learning outcomes. It happens due to non-linguistic factors such as the confidence students will carry to the learning process. That way, students' activeness becomes reduced in line with the opinions expressed by Achdiyati and Lestari (2016), where confidence is vital to create courage and activeness of students in showing their abilities regardless of the environment around them that is not conducive. Students' confidence and curiosity encourage them to ask questions and be active in learning activities. Indirectly, student learning outcomes will also be further improved. Suppose the problem is not immediately addressed or not found a suitable method to stimulate storytelling activities. In that case, students will be accustomed to harboring their opinions and reluctant to convey or be silent during learning.

How Teachers Face Difficulty Telling Stories to Children

The teacher becomes an important figure in teaching knowledge and skills to students. A teacher can motivate so that students can tell stories freely and confidently. After interviews, observations, work demonstrations, and documentation, results found that there are several ways teachers in spur students to be skilled in telling stories, including; (1) providing questions related to the content of the story; (2) building an active, positive, and conducive atmosphere when storytelling activities; (3) and use support media both video and images to attract the attention of students.

The determining factor for the achievement of a quality learning process is the ability of teachers to create a conducive learning environment. A conducive learning environment is a learning environment in schools in an atmosphere of

learning interaction. This kind of atmosphere must be created and maintained so that practical and efficient student growth and development (Jumrawarsi & Suhaili, 2021). In addition, the teacher's skills in using learning media also affect the success of the learning process. The media or other supporting media can help students by providing a meaningful experience that makes it easier to understand something abstract to be more concrete (Permana, 2015).

During distance learning, the intensity of collaboration between teachers and parents should be further improved. It is because students are more at home, in line with the opinions of Iftitah and Anawaty (2020). They explained that the current situation would require maximum parental involvement and more intense communication with teachers in reporting student development. Parents will be more active in working with teachers when accompanying students to study. That way, optimizing storytelling skills can also be done optimally. Parents can help students in a way; (1) ask about activities carried out by students; (2) read storybooks to students; (3) assist students in learning; (4) take the time to accept students' opinions or stories. When teachers and parents collaborate, it is expected that students will have confidence and are skilled in telling stories in the future.

CONCLUSION AND REKOMENDATION

Telling stories for students makes this something that is considered a difficult task, said to be heavy because students have some difficulties in telling stories, including; (1) students have not been able to tell stories that list elements of the story both intrinsically and extrinsically; (2) students have not been able to emphasize to display detailed clues to the story such as voices and facial expressions; (3) students have not been able to master the topic and provide reasoning and logic to the story conveyed so that the meaning of the story is difficult to capture by the listener; (4) students still have difficulty in choosing the right or easy to understand words; (5) students still have difficulty telling stories using their language but still pay attention to the syntax in each sentence, and (6) students have not been fluent in telling stories in front of their friends and have not been able to display precise vocal techniques, set the tempo and pause.

The difficulty in telling stories is triggered by two factors, namely language and non-linguistic factors. The language factor that is an obstacle for students is the low interest in reading students, resulting in a lack of mastery of student vocabulary. It is related to the student's understanding of students' understanding of the use of words in sentence structure. In addition, non-linguistic factors such as students' confidence levels also affect students' storytelling skills.

From some of the obstacles that occur, teachers can do several alternative solutions, including; (1) creating an active, positive, and conducive learning atmosphere, (2) using learning media to support the teaching and learning process and assist students in understanding what is conveyed by the teacher, and (3) increasing collaboration with parents because during online learning students' time is more at home and requires more assistance from parents.

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