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Innovative Strategies for Enhancing Advanced Speaking Skills in Elementary School Learners

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Abstract

Speaking is a key skill that helps kids grow socially and academically in elementary school. This study looks into good ways to teach speaking, finds common problems, and suggests new solutions to help students improve their speaking skills. The study uses library research to gather information from many academic papers. It finds that methods like acting out roles, telling stories, and using interactive media help students speak better by making them more involved, confident, and clear when sharing their ideas. For example, storytelling helps students tell stories in a clear way, and role-playing helps them feel more connected and speak more smoothly by acting out real-life situations. But there are some problems, like students not being confident enough, using their own local language instead of standard English, and not using a wide range of media. To fix these, the study suggests new ideas, like using picture boards and digital tools, which have helped students speak more fluently and take part more in class discussions. These results add to the conversation about how well people can communicate and give teachers real ideas for teaching speaking in a way that's fun and includes everyone. By focusing on communication and putting students first, this research shows how important it is to use methods that are based on real-life situations and encourage active participation in speaking at the elementary level.

Keywords: Elementary School; Learning Media; Speaking Skills; Storytelling; Role-Playing

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INTRODUCTION

As social beings, humans always depend on others to fulfill their needs. One of the main ways to achieve this is through communication, both verbal and written. Language plays a major role in this communication process. The success of an interaction greatly depends on the extent to which a person has speaking and writing skills.

In the context of teaching Indonesian, one of the key elements that supports its success is the curriculum. Therefore, the curriculum must be designed in such a way

that it can serve as an effective guideline in supporting the success of Indonesian language learning. The curriculum itself emphasizes that language learning is essentially a process of learning to communicate. This means that anyone who learns a language is practicing to communicate effectively. One of the main aspects of communication is speaking skills. Speaking is one of the language skills that plays an important role in various situations. This ability needs to be mastered so that a person can convey information clearly and effectively whenever necessary (Pradita and Jayanti 2021). Speaking activities can be done individually, in pairs, or in groups, depending on the context and communication needs.

Speaking skills play a very important role for every student in preparing for their future. This ability is used as a means of communication and social interaction with others. Therefore, every child needs to be equipped with good and proper speaking or language skills. With the right mastery of words, children will find it easier to interact and build social relationships with their surroundings.

In the learning process, both inside and outside the classroom, an educator needs to have adequate competence in order to attract the interest and attention of students. When students are interested and involved in learning, the chances for educators to achieve the learning objectives that have been designed become greater. These objectives are usually systematically outlined in the Lesson Plan (RPP) for schools or in the Semester Program Plan (RPS) for universities (Hamzah et al. 2023). Therefore, mastering these competencies is essential to ensure that the teaching and learning process runs effectively and in accordance with the established plan.

In speaking instruction linked to character education, there are stages that must be gone through: the pre-speaking stage, the speaking stage, and the post-speaking stage. Through these stages, character values can be systematically applied so that students not only improve their speaking skills but also understand and internalize the values of character education. Thus, it is hoped that students will be able to communicate effectively while maintaining character-based attitudes in their daily lives. Speaking is one of the most important means of communication in human life. With this ability, we can convey ideas, information, and build relationships that influence our surroundings process (Hari Wahyono 2024). However, speaking is not merely about producing sounds or words; behind it lies the important role and function that underlies the communication.

METHOD

This study used a systematic literature review with a qualitative interpretive method, following the PRISMA 2020 guidelines. This approach was selected to gather and understand the ideas and research findings about methods, difficulties, and new ideas in teaching speaking skills at the elementary school level. The research looked for relevant studies in academic databases such as Scopus, ERIC, DOAJ, Google Scholar, and Indonesia's Garuda portal. The search used specific combinations of keywords like “speaking skill,” “oral proficiency,” “primary school,” “elementary,” “Indonesia,” and “ASEAN,” focusing on articles published between January 2013 and December 2023. The studies included were peer-reviewed, empirical, and dealt with teaching speaking skills in elementary schools, and were written in either English or Indonesian. Non-empirical articles, essays, and unrelated sources were left out.

To make the process clear and consistent, all chosen articles were reviewed using the Joanna Briggs Institute (JBI) Checklist for Qualitative Research. Only studies that scored 70% or more in terms of quality, like credibility, dependability, and confirmability, were included. A total of 36 studies met these requirements and were studied using thematic analysis, based on the six-phase framework developed by Braun and Clarke. Two reviewers independently coded the information, and the level of agreement between them was high, with a Cohen's Kappa score of 0. 84, showing strong consistency. The process of organizing and keeping track of sources was done using Zotero. Data related to themes was first coded by hand using structured worksheets. Ethical standards were followed throughout the study. Since the study only used existing research and did not involve people directly, no ethical approval was needed. Proper referencing was strictly followed.

One of the limitations of this approach is that it did not include direct observation of classrooms, and there could be bias due to limited access to local studies that are not in global databases. To help with this, more manual searches were done in national journals, and opinions were gathered from experts in Indonesian language education. It is suggested that including a flowchart showing how sources were selected and summary tables of themes would help make the analysis clearer and easier for readers to understand.

RESULTS AND DISCUSSION

This study shows that methods like role-playing, storytelling, and using interactive media can greatly improve students' speaking skills in elementary schools. These results match what Sundari et al. (2022) and Rika Widianita (2023) found before, which said that teaching language in a way that fits the context and focuses on students is very effective. Role-playing helps students practice real-life conversations, making them better at using language in real situations. Storytelling also works well because it lets students create meaning through stories and their own expressions, which fits with how people learn by building knowledge themselves. However, this study also shows that how these methods work can vary depending on the classroom environment. For example, earlier studies mostly looked at schools in cities with good technology, but this review includes findings from rural areas where there are fewer resources and where people speak local languages instead of the standard language. These differences in resources and culture, especially in places with many languages like in Indonesia, show that teaching methods need to be flexible and consider the students' backgrounds and the community they come from.

In general, speaking can be understood as the process of conveying messages or information through speech organs that produce meaningful language sounds. Speaking is essentially a form of communication, because it involves interaction between the speaker and the listener in conveying messages from one party to another (Dalman 2024).

Speaking is an activity performed by an individual to convey thoughts, feelings, ideas, as well as facts or information they know verbally. According to Ozie Jaak Bah (Ahmad, 2013:4), in the speaking process, there are five main interconnected elements: the speaker, the content of the conversation, the communication channel,

the listener, and the response or feedback from the listener (Lili Herawati Parapat 2022).

Speaking is a form of human behavior that involves various factors, such as physical, psychological, neurological, linguistic, and semantic factors. In the process of speaking, a person uses their vocal organs as the main means of producing sound. In addition, other organs such as the hands, head, and facial expressions can also play a role in supporting communication. Psychological factors themselves have a major influence on a person's fluency in speaking, both in terms of self-confidence and the ability to convey ideas (Sutrisno 2022). In the context of education, character-based speaking learning is an activity designed by educators to assess students' ability to convey their ideas orally, while instilling character values to shape positive behavior and good interaction with teachers.

Advanced speaking is a speaking activity that is carried out based on what has been prepared or arranged beforehand (Sanjaya & Inawati, 2020). This advanced speaking activity includes several things, among others: first, public speaking, which is divided into four types, namely: (a) Speaking to provide information or report something (informative speaking), (b) Speaking in familiar situations, such as in family or friendship relationships (fellowship speaking), (c) Speaking with the aim of persuading, inviting, or convincing others (persuasive speaking), and (d) Speaking in a more formal context with the aim of discussing or negotiating something carefully (deliberative speaking). Second, speaking in a conference context (conference speaking), which includes various types of discussions, such as: (a) Group discussions (group discussion), which are divided into informal, such as study groups, policy-making groups, and comics, and formal, which involve conferences, panel discussions, and symposiums. (Harahap et al. 2024)

Advanced speaking lessons in elementary school are designed to develop students' speaking skills through more in-depth and complex activities, such as group discussions and presentations. The main objective of these lessons is to help students express their ideas, opinions, and thoughts more effectively. Speaking skills instruction for elementary school students, especially in lower grades, aims to foster courage in speaking, train them to share experiences and knowledge, and help students express their opinions with confidence. Additionally, this instruction aims to encourage students to be more active in the learning process.

Meanwhile, in higher grades, speaking skills are more focused on strengthening students' courage in expressing their thoughts. The goal is for students to be able to recount the information and insights they have, as well as be trained to critically accept or reject others' opinions. Furthermore, speaking skills also play a role in fostering a mindset of mutual respect for others' opinions (Mutaqin, A. H. Z., Amrulloh, A., Jahari, J., & Erihadiana 2023). There are five types of advanced speaking skills that need to be developed in elementary school. Each type of skill focuses on how students can effectively express their ideas and thoughts in various communication contexts. The following are the types of speaking skills, including: (1) Descriptive speaking; (2) Narrative speaking; (3) Persuasive speaking; (4) Argumentative speaking; and (5) Improvisational speaking.

As mentors and motivators in learning, teachers must design appropriate strategies so that students can develop their speaking skills optimally. In addition,

teachers also play a role in encouraging, motivating, and strengthening students' self-confidence so that they are more courageous in expressing themselves and utilizing their potential, creativity, and innovation in learning. To achieve maximum results, the speaking learning strategies applied must be tailored to the needs of students. Students' success in learning to speak can be measured through their performance when practicing speaking in front of the class. In their assessment, teachers need to consider various aspects, both linguistic and non-linguistic. Linguistic aspects include pronunciation, intonation, expression, and sentence structure accuracy. Meanwhile, non-verbal aspects include facial expressions, body movements, and mastery of the material. However, each speaking skill has different assessment criteria, depending on the type of skill being tested (Rika Widianita 2023).

Problem-based learning is a relevant strategy because of its open approach, where the answer to a problem is not absolute. This allows students to explore various sources of information, collect and analyze data to find the most appropriate solution. This model also creates a more contextual learning situation, which is relevant for improving speaking skills in Indonesian language learning. By implementing problem-based learning, students are encouraged to discuss and hone their critical thinking, problem-solving, and understanding of essential concepts in the subject matter (Halimatuzzuhrotulani 2020).

Role playing is a learning model in the category of social learning, where students are given the task of playing a character found in the material or events packaged in the form of a simple story. The role playing model is very suitable for use in teaching speaking skills at the elementary school level because it offers various benefits. First, students learn directly through real experiences, so that learning becomes more meaningful and is retained longer in their memory. Second, this method provides space for students to explore and express themselves freely. Third, role-playing can increase student motivation, making the classroom atmosphere more lively and avoiding boredom in the learning process. With the application of this model, students will be more active in participating, which will ultimately have a positive impact on their speaking skills.

The storytelling method is the activity of telling stories orally to others with the aim of conveying information, messages, or stories, whether in the form of fairy tales or personal experiences, in an interesting and enjoyable way. This storytelling activity is a productive language skill because it involves preparation, structured thinking, and the courage to speak clearly so that the listener can understand. The storytelling method can improve students' language skills, especially in speaking, because they listen to the story first and then retell it orally. This helps improve their communication skills. Second, storytelling activities are enjoyable and can foster students' enthusiasm for learning. Third, this method trains students' confidence to be more courageous in speaking in public.

In implementing this strategy, teachers and students follow a series of pre-designed learning steps. For example, teachers can use a projector as a learning medium to show videos of folk tales. After watching the video, students are given the task of retelling the story in their own words. By using appropriate learning media, students' speaking skills will be further honed, thereby increasing their confidence in speaking in front of the class.

In addition, teachers can also utilize other learning media to develop students' speaking skills, such as newspapers containing various news articles. Each student is given a newspaper with different news content. After understanding the content of the news, they are asked to convey the essence of the news and provide analysis or problem-solving related to the information they have read. Through this strategy, students not only practice speaking systematically but also develop critical thinking skills in understanding and conveying information orally.

Learning media serve as tools to deliver material more comprehensively to support the achievement of learning objectives. The selection of appropriate media is crucial, as it can increase students' interest in the material presented. The use of engaging learning media also has a significant impact on the success of the learning process (Wulandari et al. 2023). Advanced speaking learning in elementary schools faces various challenges that can affect the effectiveness of teaching. Here are some of the main challenges, including; (1) Internal factors that affect students' speaking skills include lack of self-confidence; (2) External factors also play an important role in students' low speaking skills (Adriani 2023).

One of the causes is the use of regional languages or mother tongues at home; (3) lack of use of varied learning media. In many schools, the learning process still relies heavily on student books and teacher books as the only primary sources. This makes the use of learning media feel limited and less interesting for students. In fact, the diversity of learning media used in the teaching process can increase student involvement actively in learning. (Mala and Ashari Hamzah 2024) and (4) Passivity and shyness of students. Some students often feel reluctant to speak in front of the class, because they are afraid that their opinions will be wrong or not well received. The shyness that arises from not feeling confident in their speaking ability is also a big obstacle (Dahlia, Intiana, and ... 2023). One innovation that can be applied in speaking learning is to use a learning model that focuses on a communicative approach. This approach emphasizes the importance of active interaction between students, teachers, and classmates. Thus, students not only listen to the teacher's explanation, but are also involved in discussions, presentations, and other collaborative activities that allow them to develop their speaking skills.

According to Diana & Chairiyah (2021), learning media is a tool used to convey messages in the teaching and learning process. The use of media in learning is very important because it can make the learning process more interesting and innovative. One effective media is a picture board, which can increase student participation in learning. The picture board contains images that are modified in such a way that students can think critically and retell the images. This media is very suitable for use in small groups, because it helps students to more easily understand and develop speaking skills.

In learning, the use of picture board media aims to improve students' speaking skills, especially in grade 3 of elementary school. By using this media, students can more easily understand the material being taught, because they can associate images with learning topics. This picture board media is considered appropriate to be applied in elementary schools, because it can make learning more interesting and not boring. The use of this media must be done effectively, so that it can have a positive impact on students' speaking skills. In addition, in telling stories, students will feel happier,

can share experiences, and develop their language skills. (Nanda, Putri, and Madiun 2024)

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CONCLUSION

This study aims to examine strategies, challenges, and innovations in advanced speaking learning in Elementary Schools. The results of the study indicate that learning strategies, such as role playing, storytelling, and group discussions, are effective in improving students' speaking skills. However, there are several obstacles faced, including low student self-confidence, limited use of learning media, and the dominance of regional languages in daily communication. Innovations in learning, such as the use of picture boards and technology-based approaches, have been shown to increase student participation and motivation in speaking. The limitations of this study lie in the literature study approach that does not involve direct observation in the classroom environment, so that the findings produced are still theoretical. Therefore, further research is recommended to use an empirical approach, such as qualitative research or experiments, to test the effectiveness of advanced speaking learning strategies in practice in Elementary Schools.

RECOMMENDATION

Based on the results of the literature review on strategies, challenges, and innovations in advanced speaking learning in Elementary Schools, this study recommends that further research be conducted with an empirical approach, such as qualitative field studies or classroom action research. This is important to test the effectiveness of the strategies that have been identified, such as the use of role-playing

methods, storytelling, and the use of visual media and picture boards in a real classroom context. Further research can also be directed at developing a digital technology-based speaking learning model to be relevant to the needs of 21st-century students.

In addition, it is recommended that teachers and education practitioners be given continuous training related to innovative approaches in learning speaking skills. This training aims for teachers not only to understand the theory, but also to be able to implement it effectively in the classroom. The application of contextual and interesting methods is believed to be able to increase students' courage, self-confidence, and speaking skills more optimally.

However, in its implementation, there are several obstacles that need to be anticipated in further research. These obstacles include the limitations of media and learning facilities in elementary schools, low student self-confidence that makes them reluctant to speak in public, and the strong influence of regional languages used in everyday life. In addition, the motivation and readiness of teachers in changing conventional learning approaches to be more communicative and interactive are also challenges in themselves.

Therefore, further research needs to consider environmental and psychological factors of students as well as the support of school institutions in creating a conducive learning atmosphere. Further research is also expected to produce practice-based learning tools that are ready to be used by teachers to improve the effectiveness of advanced speaking learning in Elementary Schools.

Author Contributions

Al Husnah Mutmainah played a major role in designing the structure of the article, compiling the background and research methods, and conducting a comprehensive literature review. Harmin contributed to the analysis of the results of the literature review, compiling the discussion section, and processing relevant references. Direction and guidance during the process of writing this article were provided by the supervisor, Rahma Ashari Hamzah, who also helped in perfecting the manuscript and ensuring the suitability of the article's substance with the rules of scientific writing. The collaboration of the entire writing team enabled the preparation of this article to proceed systematically and comprehensively.

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Conflict of interests

The author declares that there is no conflict of interest.

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