

Improving Students' Speaking Ability Through Factual Problems in Elementary School

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Abstract: This research is motivated by the low speaking ability of students in elementary schools. Five of the 32 students could speak, while the rest could not. This study aims to train students' speaking skills with various factual issues in their lives as objects of speech. Real problems are intended, such as: Don't Snack Haphazardly; School Environment Hygiene; Please, Don't Smoke Here, and Water. This type of research is qualitative research. The researcher becomes the key instrument. Research setting in Class V SD Negeri 2 Beleka. Source of data from teachers and students. Data collection procedures through observation, interviews, and documentation. The data analysis technique used is interactive analysis, which consists of three paths: data reduction, data presentation, and conclusion. The validity of the data is done by extending the observation time and testing it with triangulation. The results showed that (1) with various factual issues as objects of speech, all students were able to convey questions and responses to these various factual issues; (2) students can ask simple questions and simple responses, such as: (a) are there any side effects of random snacks? There is. The disease is diarrhea; (b) why should school cleanliness be maintained? If we don't keep the school environment clean, there will be lots of mosquitoes; let there be no germs or disease; so as not to get dengue fever; (c) is smoking healthy? No, because it spreads disease; and (d) what happens without water? Without water, we cannot carry out our daily activities. In this way, training students' speaking skills through factual issues in their lives with discussion learning strategies can improve students' speaking skills intensively.

Keywords: speaking ability, factual issues, elementary school

INTRODUCTION

One of the essential language skills to be mastered by students is speaking skill. Speaking is one of the communication skills that must be developed from an early age (Muammar et al., 2021) which is used to convey something to others with a specific purpose (Padmawati et al., 2019). This means that speaking skills are essential and must be mastered by students from elementary school (SD/MI) and continuing to the secondary school level (SMP/MTs and SMA/MA), even to tertiary institutions (Muammar et al., 2021).

In everyday life, students are often faced with various situations that require them to speak orally, both in interacting with friends, teachers, and their parents. These skills are the foundational skills that will make him successful in every part of his life. Each student is expected to be skilled at communicating, expressing thoughts, ideas, and feelings, and representing the information he has received to others. Therefore, mastering these speaking skills will significantly help him become a good speaker, a skilled speaker expressing his ideas, ideas, opinions, and feelings clearly and effectively. Of course, with the ability to start from an

elementary level to a complex story. All of this is inseparable from the influence of their environment by imitating and repeating the words used by the people around them (Mardison, 2017).

In elementary schools, learning Indonesian is a forum for developing students' abilities to use language according to the function of language, namely as a means of communication. Learning Indonesian is expected to improve students' ability to communicate orally or in writing. In addition, it also aims to develop reasoning skills, creative thinking, and critical thinking. All of the above objectives are contained in the general competence of learning Indonesian in elementary schools; namely, students can express ideas and feelings, have dialogue, convey messages, explain, and play roles (Muammar, 2021).

However, the fact is that in schools, elementary school students often experience difficulties in speaking, especially in conveying their ideas in a structured and systematic way. Several factors can cause this problem, including a lack of experience in public speaking, adequate vocabulary, or low self-confidence (Ilham & Wijati, 2020). Learning speaking skills is expected to direct students as early as possible to be able to use sound and correct Indonesian to communicate in various situations, such as: being able to greet, ask, answer, mention, express opinions and feelings, and so on to other people with the confidence to speak naturally, honestly, correctly, and responsibly by eliminating psychological problems such as shame, low self-esteem, tension, heavy tongue, and others (Muammar et al., 2021).

From the results of interviews with class teachers at SDN 2 Beleka, information was obtained that (1) out of 32 students, five students were able to speak in public, and (2) teachers have not maximized the use of factual issues in students' lives that can be used as objects of speaking material. Then, from the results of observations in class, it was found that (a) students were not active in speaking; (b) students were shy or lacked confidence; (c) lack of mastery of material or minimal vocabulary when asked to comment on pictures; and (d) they still lack experience speaking in front of the class.

In the context above, teachers must create effective learning strategies to train students' speaking skills. One approach that can be used is to utilize factual issues in students' lives as learning material. Real issues refer to fundamental topics or situations relevant to students' daily lives, such as environmental, health, educational, or social issues. If associated with communicative competence, the competence used is strategic competence. Strategic competence is one of the communicative competencies that emphasizes knowledge of verbal and nonverbal communication strategies that increase communication efficiency and overcome communication jams (Muammar et al., 2021). In other words, this strategic competence is used so students can speak to ask and respond to various factual issues they find daily.

Factual issues here are defined as problems based on facts or facts that contain truth and are found in everyday life. It is assumed that these fundamental problems can stimulate students to ask questions and respond with questions or simple responses in the form of opinions, questions, answers, criticisms, or suggestions. Students can only ask simple questions or responses or provide comments through rejection, approval, criticism and suggestions. Various forms of questions and answers above can be practised by students in activities such as: lecturing, debating, conversing, preaching, telephone, telling stories, making speeches, exchanging ideas, interviewing, discussing, campaigning, and so on (Chasanah, 2013).

By using factual issues as learning material, students can be actively involved in the learning process and talk about relevant and meaningful topics. This can increase students' interest and motivation in learning to speak and help them develop critical thinking skills, construct arguments, and present information. Thus, training elementary school students' speaking skills by utilizing factual issues in their lives is an essential initiative in improving the quality of learning and preparing students to become effective communicators

METHODS

This research is qualitative. The data is interpreted descriptively. These data are in the form of oral and written data obtained from individual or group attitudes and social phenomena in natural or natural conditions. The data is also disclosed in a holistic-contextual manner by using the researcher himself as a critical instrument (Sobry & Hadisaputra, 2020). The research subjects included teachers and students in Class V SDN 2 Beleka: interviews, observation, and documentation carried out data collection procedures. Furthermore, the data were analyzed using data reduction, display, and conclusion (Miles & Huberman, 1994). The correctness of these data was tested again by extending the presence of researchers, increasing persistence, and triangulation of data (Kerlinger, 2006)

RESULT AND DISCUSSION

To practice students' speaking skills, the teacher asks students to discuss various factual issues in students daily lives. Previously, the teacher asked students in groups to map out real issues seen or found in each other's lives. From that, various problems were found, such as food, drink, cleanliness, garbage, cigarettes, etc. Then, the teacher processes the facts of the situation to design material and strategies to make it easier for students to express them. This is by the opinion of the class V teacher as follows:

"I tried various ways to get this student to talk, even though what came out of his mouth were simple questions or responses. Therefore, the first step I tried was to group them and then ask them to map out the various problems they encountered daily. From these factual issues, I designed the materials and strategies. The goal is to match my expectations that these students are willing to ask and answer questions from their friends."

The statement above is in line with the opinions of the following students:

"Yes, we were asked by the teacher to look for problems that occur in everyday life. In our opinion, the factual issues close to us are related to food, drink, garbage and cigarettes."

From the two statements above, it can be understood that the teacher asks students to map factual issues that occur in students' daily lives. The students carry out the tasks given by the teacher and mention the problems they think are happening in their lives.

The teacher arranges material according to the material submitted by students. The teacher also prepares the strategy. Food and drink materials are developed into "Don't Snack Haphazardly"; waste materials developed into "School Environmental Hygiene"; smoking material was expanded to "Please, Don't Smoke Here!"; and water material remains undeveloped. To run well, the teacher uses a discussion strategy. The teacher asks students to discuss the materials they have developed. These materials are made as they are found and occur in students' daily lives. The teacher organizes student discussions effectively by determining the moderator, presenters, and note-takers. This is by the explanation of the class V teacher as follows:

"After students have mapped out the material with their groups, I then make texts or manuscripts to be discussed. The text or script I made is still related to problems in students' daily lives."

The following students also conveyed the same thing:

"The teacher gives the discussion script or text. We were asked to discuss it. We are grouped into several groups. Each group contains four students. Students act as a moderator, two speakers, and a note-taker. We also explained the roles."

From the two explanations above, it can be understood that the teacher has developed discussion material based on students' mapping results. The teacher develops the material under factual or accurate problems in students' daily lives. This is done so students can easily carry out their discussion duties. The development of the discussion material can be seen in Figure 1 below.

Lembar Teks Diskusi
(1)

Jangan Jajan Sembarangan!

Teman-teman, pernahkah mendengar pepatah yang mengatakan *ada gula ada semut*? Pepatah itu kira-kira bermakna jika ada sesuatu yang menarik, orang akan datang. Pepatah ini mungkin dapat diterapkan juga pada kebiasaan kita jajan di pinggir jalan. Jika ada pedagang di sekolah, akan terlihat kerumunan teman-teman kita, baik sebelum masuk sekolah maupun setelah pulang dari sekolah. Bahkan, ada teman kita yang baru datang ke sekolah langsung mendatangi pedagang itu tanpa menyimpan dahulu peralatan sekolahnya. Jadi, kalau kita tidak ikut kerumunan untuk jajan di pinggir jalan, kemungkinan ada perasaan kurang pada diri teman-teman.

Di rumah, ibu sudah berusaha payah menyediakan makanan untuk teman-teman, tetapi teman-teman tidak memakannya dengan alasan takut terlambat tiba di sekolah. Setelah tiba di sekolah, teman-teman tidak masak kelas, tetapi jajan dahulu di pinggir jalan. Sayangnya, jajan di pinggir jalan itu boleh-boleh saja, tetapi kita harus hati-hati. Kebersihan di tempat itu belum tentu terjaga. Kita harus memperhatikan kebersihan cara pembuatan, penyajian, tempat berjualan, maupun kebersihan dari pedagang sendiri.

Kebersihan cara pembuatannya antara lain dengan memperhatikan bahan-bahan dan air yang digunakan untuk membuat makanan atau minuman. Misalnya, untuk membuat minuman berupa *es* atau *es*. Kita harus memperhatikan apakah air yang digunakan pedagang untuk membuat *es* atau *es* adalah air matang atau bukan. Kalau yang digunakan air matang dan bersih tidak jadi masalah. Akan tetapi, bagaimana kalau air yang dipakainya itu tidak dimasak sampai matang? Teman-teman langsung saja membeli *es* itu tanpa pernah menyanyikannya kepada pedagang tersebut. Tentu saja ini berbahaya karena dapat membuat teman-teman sakit.

Cara penyajian yang dimaksud adalah jajanan yang dijual di pinggir jalan itu ditutup atau tidak. Jajanan-jajanan tersebut tidak ditutup sehingga mengundang lalat-lalat yang membawa bibit penyakit untuk hinggap pada jajanan tersebut. Selain itu, debu-debu yang berasal dari kendaraan-kendaraan yang lewat juga dapat menempel pada jajanan tersebut. Hal ini tentu saja dapat berbahaya sebab lalat atau debu yang menempel pada jajanan itu bisa mengakibatkan penyakit diare.

Selain itu, kebersihan pedagang juga harus diperhatikan. Misalnya, apakah *buku-buku* jari tangannya kotor atau tidak. Kalau *buku-buku* jari pedagang yang kotor dapat menjadi sumber penyakit. Ketika membeli jajanan di pinggir jalan, kita perlu juga melihat tempat pedagang itu berjualan. Kadang-kadang pedagang itu berjualan di dekat selokan-selokan kotor yang airnya tidak mengalir. Pada tempat kotor-kotor seperti itu, lalat suka bersarang. Makanan yang hinggap lalat tidak baik untuk dikonsumsi.

Teman-teman juga jangan dengan warna-warna mencolok, misalnya mangga yang berwarna kuning, kerupuk yang berwarna merah dan hijau, atau *apem* yang berwarna jingga. Memang kalau kita lihat, jajanan dengan warna-warna seperti itu sangat mengundang selera kita untuk mencicipinya. Akan tetapi, kita harus dapat sedikit menahan keinginan tersebut. Mungkin saja takaran zat pewarna yang digunakan untuk mewarnai jajanan tersebut tidak sesuai dengan yang dianjurkan pemerintah. Pewarna itu bahkan mungkin tidak boleh digunakan untuk mewarnai makanan, tetapi pedagang tersebut tidak mengetahuinya. Tentu saja hal ini dapat membahayakan kesehatan kita. Namun, tidak semua jajanan yang dijual di pinggir jalan itu dapat membahayakan kesehatan kita seperti yang telah diceritakan tadi. Ada juga pedagang yang sangat memperhatikan dan menjaga kebersihan dagangannya.

Nah, teman-teman, inilah sedikit informasi mengenai jajan di pinggir jalan. **Mudahan-mudahan** informasi ini dapat berguna. Hal yang terpenting, teman-teman berhati-hati jika akan membeli jajanan di pinggir jalan itu.

(2)

Tolong, Jangan Merokok di Sini!

Teman-teman tahu rokok? Teman-teman pasti tahu *lah* rokok. Setiap hari teman-teman pasti melihat orang merokok. Kebanyakan orang tua yang merokok. Tetapi sekarang yang muda-muda juga banyak yang merokok. Bahkan anak-anak juga banyak yang mulai menghisap rokok. Coba saja teman-teman ke perempatan jalan yang memiliki lampu lalu lintas. Di situ sesekali akan melihat ada orang menghisap rokok. Mungkin teman-teman mengira bahwa rokok itu biasa saja. Teman-teman salah menilai. Rokok itu berbahaya. Teman-teman pernah membaca tidak perintah pemerintah di setiap bungkus rokok? Peringatan itu berbunyi, "Merokok dapat menyebabkan kanker, serangan jantung, impotensi, gangguan kehamilan, dan janin."

Sesungguhnya, yang paling diingankan oleh asap rokok bukan si perokok. Kita yang berada di sekitarnya pun terpaksa menghisap asap dan racunnya. *Wah, apa ya?* Menurut penelitian, jumlah asap yang tidak diisap lebih banyak daripada asap yang diisap. Jumlahnya sepuluh kali lipat. Orang yang merokok sebenarnya hanya menyedot sedikit asap rokok. Sisanya terisap oleh siapa saja yang berada di dekat si perokok. Karena jumlah asap yang dibuang lebih banyak, jumlah racun yang dibuang pun lebih banyak. Kalau si perokok berada di dekat kita, kita akan mengisap lebih banyak asap dan racun daripada dia. Kalau begitu, bukankah lebih baik langsung merokok saja?

Wah, wah, tidak bisa begitu. Bagaimanapun, memisalkan asap rokok ke dalam paru-paru sangat berbahaya. Selain membuat kecanduan, si perokok mudah terserang TBC, kanker paru, dan kanker kerongkongan, serta kanker saluran pernapasan yang lain. Berada dalam ruangan yang penuh asap rokok selama satu jam sama saja dengan mengisap 35 batang rokok.

Jawab! Bisa sama bayangan berupa banyak racun yang menumpuk dalam tubuh kita! Jadi, kita harus berani berkata, "Tolong, jangan merokok di sini!"

(3)

Kebersihan Lingkungan Sekolah

Mengapa kebersihan lingkungan sekolah perlu dijaga? Apa teman-teman tahu jawabannya? Teman-teman yang suka bersih-bersih mungkin yang tahu jawabannya. Sekolah merupakan lingkungan belajar dan mengajar yang memerlukan suasana yang kondusif. Kondisi artinya suasana yang tertata sedemikian rupa sehingga terasa nyaman. Nyaman di sini berarti nyaman dari sampah yang berserakan di dalam dan di luar kelas. Teman-teman bisa membayangkan jika di ruang kelas kita ini banyak sampahnya. Tidak hanya sampah, bisa juga coretan-coretan yang tidak jelas maknanya di tembok kelas kita. Di luar kelas misalnya, sampah menumpuk seperti gunung. Tentunya itu akan menjadikan suasana lingkungan sekolah menjadi tidak nyaman. Teman-teman kan tahu, sampah merupakan sumber penyakit. Kalau sudah seperti itu, kita bisa terserang penyakit setiap saat.

Teman-teman mau terkena penyakit? Tidak kan? Kalau tidak mau terkena penyakit, maka kita harus menjaga kebersihan lingkungan sekolah kita dari sampah. Untuk itu, jika teman-teman mengigitkan suasana yang nyaman, teman-teman dan bapak ibu guru bersama-sama melaksanakan program kebersihan. Program kebersihan ini bisa berupa program kebersihan kelas dan program kebersihan sekolah. Program kebersihan kelas misalnya, masing-masing kelas memiliki jadwal kebersihan kelas setiap hari yang dilaksanakan oleh semua siswa. Program kebersihan sekolah misalnya, sekolah sekali seminggu mengajak warga sekolah mengadakan kebersihan dan untuk menjaga kebersihan sekolah kepada sekolah membuat tata tertib sekolah yang di dalamnya juga terdapat tentang kebersihan sekolah. Sekolah akan memberikan hukuman bagi siapa saja yang membuang sampah sembarangan.

Oleh karena itu, kalau program kebersihan ini digalakkan, warga sekolah harus mendukung sepenuhnya. Dukungan warga sekolah ini yang paling penting. Karena tanpa dukungan dari warga sekolah, program tersebut tidak akan terlaksana dengan baik. Ini semua untuk kebaikan kita dalam belajar. Kalau kelas kita bersih, kita juga menjadi termotivasi dalam belajar.

(4)

Air

Teman-teman pasti tahu air? Air merupakan nikmat Tuhan yang sangat luar biasa. Tuhan menciptakan air untuk dimanfaatkan oleh manusia di bumi ini. Tuhan memberikan air kepada manusia secara gratis. Tidak hanya manusia, semua makhluk di atas bumi ini juga menikmati pemberian Tuhan ini secara gratis. Untuk itu, sebagai hamba-Nya, kita patut bersyukur nikmat ini.

Air banyak macamnya. Ada air hujan, air sungai, air sumur, air laut, air embun, air es, dan air selju. Di antara jenis air tersebut, air sumur yang banyak digunakan oleh orang-orang. Bagaimana dengan teman-teman? Air dimanfaatkan untuk berbagai keperluan. Misalnya, air digunakan untuk mandi. Bagaimana kalau tidak ada air? Tanpa air, manusia tidak dapat beraktivitas.

Air tidak hanya digunakan untuk mandi. Manusia juga memanfaatkannya untuk mencuci. Di rumah-rumah, kita sering menggunakan air untuk mencuci baju, piring, dan berbagai peralatan yang dikira kotor. Tidak hanya mencuci juga, air juga dimanfaatkan untuk diminum. Manusia membutuhkan sekali air ini apalagi ketika tenggokan kita terasa haus.

Air yang bagus untuk menyejukkan tenggorokan kita yang haus ialah air murni. Air murni mudah didapatkan. Hanya saja kita harus cermat juga pilih kebersihannya. Karena tidak semua air murni juga dikatakan bersih dan sehat.

Jadi, teman-teman marilah kita memisahkan minum air murni. Air murni dibedakan dengan air gula, ataupun air *gula*. Kita harus banyak minum air murni karena air murni menyehatkan tubuh. Air murni akan larut dengan zat-zat makanan lain dalam tubuh sehingga pencernaan tubuh akan lebih sehat. Selain itu, dengan minum air murni, kita akan mengganti air tubuh yang terbuang lewat keringat dan kencing. Dengan demikian tubuh kita tetap segar dengan air yang sehat. Oleh sebab itu, marilah kita memisahkan minum air murni setiap hari.

Figure 1. Development of Student Discussion Materials Based on Student Mapping Results on Various Factual Issues in Students' Daily Lives

From the results of the observations, it appears that the discussion went smoothly. Each group is allowed to advance. The roles of moderator, presenter, and note-taker were carried out well. This can be seen in Figure 2 below:



the teacher. Students also discuss according to the material that the teacher has distributed. The

role of students can also be seen in the picture as moderators, speakers, and note-takers. The moderator has the task of guiding the discussion, the speaker conveys the material, and the note-taker records the course. The moderator opened the discussion by introducing the group members, complete with their respective tasks. Because there were two presenters, the moderator asked the first presenter to present the material first and the second presenter to present his material. After delivering the material to the speakers, the moderator asked the note-takers to be on standby to record questions from the discussion participants and later responses from the speakers.

The moderator provides an opportunity for discussion participants to ask questions. The moderator also limits the number of questions for each group. Following are the results of the discussion in the form of questions and student responses to the material discussed by Group I. Tables 1 and 2 below are the questions and responses that occurred in Group I discussions.

Table 1. Questions Asked by Group I by Discussion Participants on the Material "Don't Snack Haphazardly"

No.	Question	Question Represented by
1.	Mengapa kita tidak boleh jajan sembarangan? [Why can't we have random snacks?]	A
2.	Apa akibat jajan sembarangan? [What are the consequences of random snacks?]	B
3.	Apakah kita boleh jajan sembarangan? [Can we have random snacks?]	C
4.	Apa penyebab kalau kita jajan sembarangan? [What is the reason why we snack carelessly?]	D
5.	Apakah jajan sembarangan dapat menimbulkan penyakit? [Can random snacks cause disease?]	E
6.	Mengapa jajan sembarangan tidak diperbolehkan? [Why are random snacks not allowed?]	F
7.	Apakah kita boleh jajan sembarangan tetapi kita tidak tahu cara pembuatannya? [Can we have random snacks but don't know how to make them?]	G

In Table 1 above, there are seven questions asked by the discussion participants. The questions that are asked if analyzed are questions that are indeed based on knowledge and experiences that occur in his life. The form of the questions is also simple, as illustrated in Table 1 above.

After the discussion, participants asked questions, and the moderator asked the note-taker to read the questions for the speakers to answer. The note taker reads the questions in their entirety first, then asks speakers I and II to respond. The moderator also emphasized that questions considered easy can be answered first. The responses from the speakers to the questions from the discussion participants can be seen in Table 2 below.

Table 2. Responses by Group I to Questions Asked by Discussion Participants on the Material "Don't Snack Haphazardly"

No.	Response	Reponded by
1.	Karena dapat menimbulkan penyakit [Because it can cause disease].	Presenter
2.	Dapat menyebabkan penyakit [Can cause disease].	Presenter
3.	Boleh, asal tempatnya itu tidak kotor [Yes, as long as the place is not dirty].	Presenter
4.	Kita dapat terserang penyakit diare [We can get diarrheal disease].	Presenter

5.	Biasanya, ada yang mengandung penyakit [Usually, there is a disease].	Presenter
6.	Karena lingkungannya yang kurang bersih. Karena menyebabkan penyakit diare [Because the environment is less clean. Because it causes diarrhoea].	Presenter
7.	Tidak. Karena kalau kita tidak tahu cara pembuatannya kita bisa terserang penyakit [No. Because if we don't know how to make it, we can get sick].	Presenter

In Table 2 above, the speaker responds or answers questions simply according to their knowledge and experiences of everyday life as well. The responses from the speakers were also simple.

The teacher asked Group II to move forward with their group members. Group II discussed "School Environmental Hygiene". Like the previous Group I, Group II was also asked to adapt according to their respective duties: moderators, speakers, and note-takers. The teacher asked Group II to start the discussion. In the following, the results of student discussions are presented in the form of questions and responses to each material discussed by Group II. Tables 3 and 4 below are the questions and responses in Group II discussions.

Table 3. Questions Asked by Group II by Discussion Participants on the Material "School Environmental Hygiene"

No.	Question	Question Represented by
1.	Mengapa kita harus membersihkan lingkungan? [Why do we have to clean up the environment?]	H
2.	Apa akibatnya kalau tidak menjaga kebersihan sekolah? [What are the consequences of not keeping the school clean?]	I
3.	Apa kita perlu menjaga kebersihan lingkungan sekolah? [Do we need to keep the school environment clean?]	J
4.	Siapa yang harus menjaga lingkungan sekolah? [Who should take care of the school environment?]	K
5.	Kalau kita tidak menjaga kebersihan lingkungan sekolah, apakah dapat menimbulkan penyakit? [If we don't clean the school environment, can it cause disease?]	L
6.	Penyakit apa kalau tidak menjaga lingkungan sekolah? [What disease can you get if you don't care for the school environment?]	M
7.	Apa yang harus kita lakukan untuk menjaga lingkungan sekolah? [What should we do to protect the school environment?]	N

In Table 3 above, there are also seven questions asked by the discussion participants. The questions that are asked if analyzed are questions that are indeed based on knowledge and experience that occur in students' daily lives. The form of the questions is also simple, as illustrated in Table 3 above.

Like Group I above, after the discussion participants asked questions, the moderator asked the note taker to read out the questions for the speakers to answer. The note taker reads the questions in their entirety first, then asks speakers I and II to respond. The moderator also emphasized that questions considered easy can be answered first. The responses from the speakers to the questions from the discussion participants can be seen in Table 4 below.

Table 4. Responses by Group II to Questions Asked by Discussion Participants on the Material "School Environmental Hygiene"

No.	Response	Responded by
1.	Ya. Karena kalau kita tidak menjaga kebersihan lingkungan sekolah kita akan terkena kuman penyakit dan banyak sampah berserakan [Yes. Because if we don't keep our school environment clean, we will be exposed to disease germs and lots of trash scattered around].	Presenter
2.	Sekolah kita akan menjadi kotor dari kuman penyakit [Our schools will become dirty from disease germs].	Presenter
3.	Supaya kita tidak terkena penyakit demam berdarah [So that we don't get dengue fever].	Presenter
4.	Semua warga sekolah [All school members].	Presenter
5.	Ya. Karena banyak sampah yang berserakan [Yes. Because there is a lot of trash scattered around].	Presenter
6.	Penyakit demam berdarah [Dengue fever].	Presenter
7.	Membuang sampah tidak sembarangan [Throwing garbage is not careless].	Presenter

In Table 4 above, the speaker responds or answers questions simply according to their knowledge and everyday life experiences. The responses from the speakers were also simple, as shown in Table 4 above.

Then, the teacher asked Group III to move forward with their group members. Group III discussed "Please, Don't Smoke Here!". Like the previous Groups I and II, Group III was also asked to adapt according to their respective duties: moderators, speakers, and note-takers. The teacher asks Group III to start the discussion. In the following, the results of student discussions are presented in the form of questions and responses to each material discussed by Group III. Tables 5 and 6 below are the questions and responses in Group III discussions.

Table 5. Questions Asked by Group III by Discussion Participants on the Material "Please Don't Smoke Here!"

No.	Question	Question Represented by
1.	Apakah merokok itu baik? [Is smoking good?]	O
2.	Mengapa kita tidak boleh merokok? [Why can't we smoke?]	P
3.	Apa akibat jika merokok? [What are the consequences of smoking?]	Q
4.	Mengapa ibu hamil tidak boleh merokok? [Why should pregnant women not smoke?]	R
5.	Di manakah tempat yang tidak dianjurkan untuk merokok? [Where is it not recommended to smoke?]	S
6.	Ada beberapa racun dalam 1 batang rokok? [There is some poison in 1 cigarette?]	T
7.	Mengapa merokok dapat menyebabkan kanker paru-paru? [Why smoking can cause lung cancer?]	U

In Table 5 above, there were also seven questions asked by the discussion participants. The questions that are asked if analyzed are questions that are indeed based on knowledge and experience that occur in students' daily lives. The form of the questions is also simple, as illustrated in Table 5 above.

Like in Groups I and II above, after the discussion participants asked questions, the moderator asked the note taker to read out the questions for the speakers to answer. The note taker reads the questions in their entirety first, then asks speakers I and II to respond. The

moderator also emphasized that questions considered easy can be answered first. The responses from the speakers to the questions from the discussion participants can be seen in Table 6 below.

Table 6. Responses by Group III to Questions Asked by Discussion Participants on the Material "Please Don't Smoke Here!"

No.	Response	Responded by
1.	Tidak. Karena dapat menyebabkan penyakit yang sangat berbahaya [No. Because it can cause a hazardous disease].	Presenter
2.	Karena rokok itu bisa menyebabkan penyakit, penyakit seperti penyakit TBC, kanker paru-paru, dan kanker kerongkongan [Smoking can cause diseases like tuberculosis, lung cancer, and oesophagal cancer].	Presenter
3.	Akibatnya si perokok bisa terkena penyakit [As a result, the smoker can get sick].	Presenter
4.	Karena bisa membahayakan kehamilan ibu itu sendiri [Because it can harm the mother's pregnancy itself].	Presenter
5.	Di tempat-tempat umum seperti pom bensin, gedung-gedung, dan lain-lain [In public places such as gas stations, buildings, etc].	Presenter
6.	Ada 4000 racun [There are 4000 poisons].	Presenter
7.	Karena rokok itu banyak mengandung racun [Because cigarettes contain a lot of poison].	Presenter

In Table 6 above, the speaker responds or answers questions simply according to their knowledge and everyday life experiences. The responses from the speakers were also simple, as shown in Table 6 above.

Then, the teacher asked Group IV to move forward with their group members. Group IV discussed "Water". Like the previous Groups I, II, and III, Group IV was also asked to adapt according to their respective duties: moderators, speakers, and note-takers. The teacher asks Group IV to start the discussion. In the following, the results of student discussions are presented in the form of questions and responses to each material discussed by Group IV. Tables 7 and 8 below are the questions and responses in Group IV discussions.

Table 7. Questions Asked by Group IV by Discussion Participants on the Material "Water"

No.	Question	Question Represented by
1.	Apakah kegunaan air? [What is the use of water?]	V
2.	Bagaimana jika tidak ada air? [What if there is no water?]	W
3.	Apa gunanya air murni? [What is the use of pure water?]	X
4.	Apakah akibat jika di bumi tidak ada air? [What are the consequences if there is no water on Earth?]	Y
5.	Mengapa air laut asin? [Why is sea water salty?]	Z
6.	Apa semua air dapat diminum? [Is all the water drinkable?]	AA
7.	Apa semua air itu murni? [Is all the water pure?]	BB

In Table 7 above, there were also seven questions asked by the discussion participants. The questions that are asked if analyzed are questions that are indeed based on knowledge and experience that occur in students' daily lives. The form of the questions is also simple, as illustrated in Table 7 above.

Like Groups I, II, and III above, after the discussion participants asked questions, the moderator asked the note taker to read out the questions for the speakers to answer. The note

taker reads the questions in their entirety first, then asks speakers I and II to respond. The moderator also emphasized that questions considered easy can be answered first. The responses from the speakers to the questions from the discussion participants can be seen in Table 8 below.

Table 8. Responses by Group IV to Questions Asked by Discussion Participants on the Material "Water"

No.	Response	Responded by
1.	Air digunakan untuk keperluan sehari-hari dan dapat untuk aktivitas. Air digunakan untuk aktivitas sehari-hari dan untuk pengairan di sawah [Water is used for daily needs and can be used for activities. Water is used for daily activities and irrigation in the fields].	Presenter
2.	Jika tidak ada air di muka bumi ini, tanah akan kering dan menjadi gersang, dan tumbuhan tidak akan bisa hidup lagi [If there is no water on this earth, the land will dry and become arid, and plants will no longer be able to live].	Presenter
3.	Air murni untuk menyegarkan tenggorokan kita yang haus. Air murni hanya untuk menyegarkan tenggorokan tetapi bisa juga untuk mencuci, mencuci pakaian dan mencuci yang lain-lain yang dikira kotor. Tetapi air murni, tidak semua air murni dikatakan bersih dan sehat [Pure water to refresh our thirsty throats. Pure water is only for refreshing the throat but can also be used for washing clothes and washing other things that are thought to be dirty. But pure water, not all pure water, is considered clean and healthy].	Presenter
4.	Jika tidak ada air, kita tidak akan bisa melakukan aktivitas sehari-hari [If there is no water, we cannot do our daily activities].	Presenter
5.	Karena air laut asin secara alami [Because seawater is naturally salty].	Presenter
6.	Tidak. Karena air yang bersih adalah air murni, contohnya air sumur [No. Because clean water is pure water, for example, well water].	Presenter
7.	Tidak. Karena air yang kotor tidak akan dapat diminum dan menimbulkan penyakit. Contoh air yang kotor seperti: air got, air salju, air es [No. Because dirty water will not be drinkable and cause disease. Examples of dirty water include sewage, snow, and ice water].	Presenter

In Table 8 above, the speaker responds or answers questions simply according to their knowledge and everyday life experiences. The responses from the speakers were also simple, as shown in Table 8 above.

Language learning is related to mastery of the four language skills: listening, speaking, reading, and writing. In these four language skills, the main goal is to direct students to re-express ideas, ideas, and feelings fluently and clearly and to communicate effectively to others regarding what they have listened to, read, or written about. That is, listening, reading, and writing activities can encourage students to be better able to make observations, ask questions, reason, and communicate (present) what is obtained or known after receiving learning material (Atmazaki, 2013). Therefore, the four language skills cannot be separated from one skill to another.

Mastery of speaking skills by elementary school students will be able to express ideas, thoughts, and feelings intelligently according to the context and situation while speaking. In this case, students can be facilitated with various speaking objects close to their daily lives, as has been done to elementary school students in this study. Students become creative and critical (Handrayani, 2022). With the various factual problems they face daily, students can speak communicatively, clearly, coherently, and quickly understand, even though it is still simple. Students become critical because they can express ideas, thoughts, and feelings coherently and

systematically. Thus, students are expected to be accustomed to and trained to ask simple questions and simple responses based on factual problems in their daily lives.

The various questions and responses above show that students can be facilitated from passive to active roles in speaking (Muammar et al., 2021). Moreover, if speaking skills are trained and accustomed continuously, students' speaking skills will improve and be more successful. For this reason, this speaking skill needs to be considered and improved by the teacher from an early age so that students are more fluent and fluent when speaking in front of many people.

Teachers can also carry out various strategies to improve students' speaking skills. One way is through discussion. According to (Gudu, 2015), discussion is one of the ways to improve students' speaking skills. From the research results above, training students' speaking skills with various factual issues in their daily lives as objects of speech are carried out through discussion activities. The discussion activities are optimally designed. In this study, the design of discussion activities by grouping students, giving discussion group members roles, such as moderator, presenter, and note taker, and asking them to take full responsibility for their respective roles. Finally, it obliges all discussion participants to ask questions. In this way, the teacher has facilitated and motivated students to speak intensively.

Intensive training by making various factual issues in students' daily lives as objects of speech will make students feel confident when appearing in public and no longer feel anxious, nervous, afraid of being wrong, and embarrassed anymore. That is, students' speaking skills in expressing thoughts, ideas, thoughts, and feelings in formal and non-formal situations in public can be done well. As a result, the accuracy of stress, speech, choice of words, sentence structure, fluency, mastery of material, demeanour, and courage will be even better. This is by research (Grassl, 2013) that students' speaking skills if trained intensively through these things: (1) often speak, (2) listen to evaluations from other people, (3) compete in contests, (4) speak in other groups, and (5) recording themselves what has been discussed, can make students skilled at public speaking.

CONCLUSIONS

Various ways can be used to train elementary school students' speaking skills. One way is to make various factual issues in students' daily lives the object of their speech. The intended factual issues refer to fundamental topics or situations relevant to students' daily lives, such as environmental, health, educational, or social issues. It is assumed that these factual issues can stimulate students to ask questions and respond with questions or simple responses in the form of opinions, questions, responses, criticisms, or suggestions. Students can only ask simple questions or responses or provide comments in the form of rejection, approval, criticism and suggestions, as in this research. As a result, students' speaking ability can be improved. The teacher must also facilitate students with appropriate learning strategies so that various factual issues as objects of student speech are by the expectations above. In this case, the teacher uses a discussion strategy. In this study, discussion activities carried out by students were designed optimally by the teacher by grouping students, giving discussion group member roles, such as moderators, presenters, and note-takers, and asking them to take full responsibility for their respective roles. Then, oblige all discussion participants to ask questions. In this way, training students' speaking skills through factual issues in their daily lives can improve their speaking skills.

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