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Improving Speaking Skills Using the Articulation Method in Grade IV Students of Poliwu Christian Elementary Schoool, Southwest Maluku Regency

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Abstract
This study aims to improve students' speaking skills by using the articulation method to enhance the speaking skills of fourth-grade students at SD Kristen Poliwu. This research is a classroom action research (CAR). The research was conducted at SD Kristen Poliwu. The subjects of this study were 10 fourth-grade students of SD Kristen Poliwu. Data collection techniques used were observation and written tests. The results showed an improvement in students' test scores. In the initial test, only 3 students (30%) achieved the Minimum Mastery Criteria (KKM). This increased in the first cycle, where 5 students (50%) met the KKM. In the second cycle, student performance improved significantly, with all 10 students (100%) achieving the KKM. These results indicate that the implementation of the articulation method had a positive impact on the Indonesian language learning process in the fourth grade of SD Kristen Poliwu.
Keywords: *articulation method, speaking skills, ptk.*

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INTRODUCTION

Language is generally used as a means of communication between speakers and their interlocutors. It also serves as a medium for self-expression that can reflect the unique identity of a particular group. However, speakers often disregard politeness in language use. This is frequently overlooked in conversations, resulting in speech that lacks respect for the interlocutor. A speaker will be respected by their conversational partner if they are able to apply politeness in communication properly (Ayu et al., 2025). Language is a system formed by a set of rules or specific patterns, whether in the areas of phonology, morphology, or syntax. If these rules or patterns are violated, communication may be disrupted (Syifa Faujiah, 2021) .

The use of language plays an important role in communication between the speaker and the interlocutor. Language rules must also be taken into account when

speaking, as they can affect the meaning being conveyed. Utterances can be considered as the realization of language, which is inherently abstract. Since speakers of a language come from diverse groups, the utterances of a language are not uniform. Indonesian is a language that plays a role in improving students' skills (Ismawati, 2019). Essentially, the Indonesian language aims to develop language skills such as listening, speaking, reading, and writing (Mahardika, 2018).

Speaking is a language skill aimed at expressing ideas, thoughts, and feelings orally as a means of communication with others. In the speaking process, an individual goes through a thinking process to express ideas and thoughts in a comprehensive manner (Ratumanan & Rahman, 2021). Speaking is closely related to the development of thinking, which is influenced by prior experiences. These experiences can be gained through reading, listening, observation, and discussion (Indrawan & Ichsan, 2021).

In daily life, people spend a significant amount of time communicating. The most dominant form of communication in social life is oral communication. People need to communicate with others to provide information, obtain information, or even for entertainment (Atmojo et al., 2022). Furthermore, communication skills are essential for conveying opinions to others.

A person's speaking skills can be measured by how effectively the ideas or information they express are understood by the listener. This also serves as a benchmark for helping speakers improve their speaking skills, which are an essential part of overall language proficiency (Agusti & Aslam, 2022). Speaking is an oral communication activity that involves certain parts of the human body, and it is closely related to other language activities such as listening, speaking, reading, and writing. Speaking ability is not only closely linked to listening skills, but also connected to writing and reading abilities (Alfianti et al., 2019).

Speaking skill is the ability to articulate sounds or words with the aim of expressing, stating, and conveying thoughts, ideas, and feelings. Speaking is considered one of the four language skills that develop alongside a child's growth and

is preceded by listening skills. Speaking is a language skill that must be mastered by students in order to communicate information effectively (Ofianto & Ningsih, 2021).

Speaking skill is the ability to produce articulated sounds or to pronounce words in order to express, state, and convey thoughts, ideas, and feelings (Aziz et al., 2020). It is one of the four language skills that develop alongside a child's life and is preceded by listening skills (Alvianita et al., 2020). The articulation method is a teaching method that guides students to act as both "message receivers" and "message transmitters." The learning delivered by the teacher must be retold by the students to their peers. This method encourages students to be actively involved in speaking activities during the learning process (Martaulina, 2018). Articulation is a teaching method for speaking in which one student takes turns retelling the material they have just received. The difference between the articulation method and other speaking methods is the emphasis on students' communication when speaking to express their opinions (Alfianti et al., 2019).

Based on observations with the fourth-grade teacher, it was found that students' speaking abilities are still low; students are not yet confident in speaking. For example, when the teacher asks students to retell the learning material that has been delivered, students are also given opportunities to ask questions and answer questions posed by the teacher using correct language.

Based on observations with the fourth-grade teacher, it was found that the students' speaking abilities are still low, and they lack confidence in speaking. Although the articulation method has been used in speaking lessons, previous studies mostly discussed the general application of this method without specifically

addressing its effectiveness on fourth-grade students at SD Kristen Poliwu. Moreover, there are limitations in earlier research which did not explore how the articulation method can overcome issues of confidence and the correct use of language in this particular context. Therefore, this study aims to fill this gap by evaluating the effect of the articulation method on improving the speaking skills and confidence of fourth-grade students at SD Kristen Poliwu, Southwest Maluku Regency. The choice of this method is based on its ability to encourage active student involvement in speaking and help them use clear and polite language, which is expected to address the problems found in the speaking lessons so far.

METHOD

This study uses the classroom action research (CAR) type, where the research is conducted by the teacher with the aim of improving the quality of teaching practice in their class. Classroom action research focuses on the teaching and learning process that occurs in the classroom and is conducted in a natural setting (Arikunto, 2010). The classroom action research carried out in this study consists of a series of four activities: planning, action, observation, and evaluation/reflection.

The research was conducted at SD Kristen Poliwu. The subjects of the study were 10 fourth-grade students of SD Kristen Poliwu. Data collection techniques included observation sheets, tests, and documentation. The research cycles consisted of four important components in each cycle, which run sequentially: Plan, Action, Observation, and Reflection. The analysis was conducted to obtain the final score (NA) based on the assessment system in the Competency-Based Curriculum (KBK), which includes classroom-based assessment and criterion-referenced assessment (PAP). The final score (NA) is calculated from:

$$\text{Final Score} = \frac{\text{number of scores obtained}}{\text{total score}} \times 100\%$$

$$\text{Average} = \frac{\text{the total score of all students}}{\text{number of students}} \times 100\%$$

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RESULT AND DISCUSSION

This research is a classroom action research conducted in two cycles. Each cycle involves a series of activities, namely planning, implementation, observation, and reflection. These cycles are carried out to improve students' speaking skills.

Before conducting the first cycle, the researcher established communication with the principal and the class teacher to carry out research on improving speaking skills using the articulation method for fourth-grade students at SD Kristen Poliwu, Southwest Maluku Regency. At the same time, an initial test was conducted to determine the students' baseline speaking skills.

The initial test was carried out on Thursday, August 8, 2024. The researcher administered the test by distributing student worksheets (LKPD) for each student to complete the written tasks, while the teacher assessed the results based on predetermined criteria designed to evaluate students' speaking abilities. The purpose of the initial test was to assess the students' current speaking skill levels. Additionally, the test results served as a reference for selecting the research subjects. The initial test was conducted on all 10 students in the fourth-grade class. Based on the initial test results, the researcher planned the subsequent activities according to the stages of the cycle using the articulation method.

Table 1. Initial Test Results for Storytelling Ability

No	Students Initials	Assessment Aspects			Score	Category
		Students can speak (tell stories using correct pronunciation and intonation (1-30)	Students can speak (tell stories using intonation and use words correctly (1-30)	Students can speak (tell stories) with appropriate expressions in telling stories (1-40)		
1	P.T	22	23	25	70	Good
2	A.S	25	22	23	70	Good
3	C.N	21	21	21	66	Enough
4	M.S	21	20	19	63	Enough
5	F.P	21	18	18	60	Enough
6	F.M	20	18	12	57	Less
7	S.S	20	15	12	50	Less
8	H.L	15	18	16	46	Less

9	H.L	15	18	16	46	Less
10	D.W	14	12	13	43	Less
					563	
					56,3 %	**Less**

Based on Table 1 above, it is shown that the students' speaking ability, on average, is at a classical level of 56.3, which falls into the "low" category. The average scores across three assessed aspects were as follows: students were able to speak (tell a story) using correct pronunciation – 192; students were able to speak using appropriate intonation and word choice – 172; and students were able to speak with proper expression while telling a story – 188. These results indicate that the speaking skills of the fourth-grade students at SD Kristen Poliwu, Southwest Maluku Regency, are still relatively low.

Based on the results of the initial test, the researcher carried out learning activities in class IV at SD Kristen Poliwu, Southwest Maluku Regency. The first cycle was conducted over two meetings. The following are the results of the classroom action research carried out.

Table 2. Final Test Results of Cycle I – Speaking Skills

No	Students Initials	Assessment Aspects			Score	Category
		Students are able to speak (tell a story) about the origin of the buffalo in Moa Island using correct pronunciation and intonation (1–30)	**Students are able to speak (tell a story) using appropriate intonation and word choice (1–30)**	**Students are able to speak (tell a story) with appropriate expression while storytelling (1–40)**		
1	P.T	27	27	31	85	Excellent
2	A.S	26	26	29	81	Good
3	C.N	24	23	28	75	Good
4	M.S	23	22	25	70	Good
5	F.P	22	21	23	66	Good
6	F.M	21	19	22	62	Enough
7	S.S	18	17	22	57	Enough
8	H.L	18	16	21	54	Less
9	H.L	15	15	20	50	Less
10	D.W	14	16	18	48	Less
					644	

	64,4 %	**Enough**

Based on Table 2 above, it shows that improving students' speaking skills using the articulation method reached a score of 64.4, which falls into the "fair" category. Five students have not yet reached the Minimum Mastery Criteria (KKM), while five students have met it. The total scores from the three aspects assessed are as follows:

- Students were able to speak (tell stories) using correct pronunciation – 208,
- Students were able to speak (tell stories) using appropriate intonation and word choice – 202,
- Students were able to speak (tell stories) with appropriate expression – 238.

This means that the results of improving the speaking skills of fourth-grade students at SD Kristen Poliwu, Southwest Maluku Regency, are still considered low and have not yet been successful. Therefore, the researcher proceeded to Cycle II to further improve students' speaking skills.

Table 3. Final Test Results of Cycle II – Speaking Skills of Fourth Grade Students at SD Kristen Poliwu

No	Students Initials	Assessment Aspects			Score	Category
		Students are able to speak (tell a story) about the origin of the buffalo in Moa Island using correct pronunciation and intonation (1–30)	**Students are able to speak (tell a story) using appropriate intonation and word choice (1–30)**	**Students are able to speak (tell a story) with appropriate expression while storytelling (1–40)**		
1	P.T	30	25	35	90	Excellent
2	A.S	25	25	35	85	Excellent
3	C.N	25	25	30	80	Good
4	M.S	20	30	30	80	Good
5	F.P	20	25	35	80	Good
6	F.M	24	25	26	75	Good
7	S.S	25	25	25	75	Good
8	H.L	25	25	25	75	Good
9	H.L	23	25	25	73	Enough
10	D.W	22	24	27	73	Enough
					786	
					78,6 %	**Good**

Based on Table 3 above, it shows that the speaking skills of fifth-grade students at SD Kristen Poliwu, Southwest Maluku Regency, reached a score of 78.6, which falls into the "good" category and indicates that all students—10 in total—have achieved the Minimum Mastery Criteria (KKM) of 65. Overall, the average scores across the three assessed aspects are as follows:

- Students were able to speak (tell stories) about the origin of buffaloes on Moa Island using correct pronunciation and intonation – 239,
- Students were able to speak (tell stories) using appropriate intonation and word choice – 253,
- Students were able to speak (tell stories) with appropriate expression – 294.

This proves that the learning outcomes in efforts to improve speaking skills using the articulation method among fourth-grade students at SD Kristen Poliwu, Southwest Maluku Regency, can be considered successful.

The discussion in this study is based on the research results obtained during two cycles, namely Cycle I and Cycle II. The research findings point to the scores achieved by students while participating in learning activities aimed at improving their storytelling skills. The criteria/aspects presented serve as evaluation materials to enhance speaking skills.

In Cycle I, at the end of the learning process, the researcher conducted a final test to determine the success level of students in using the articulation method. The results were not yet optimal, with only 5 students achieving the Minimum Mastery Criteria (KKM) score >65, while 3 students scored below KKM (<65), thus necessitating continuation to the next cycle. In Cycle II, the learning process was conducted similarly to Cycle I, but the teacher improved and evaluated all the shortcomings from the previous cycle. At the end of Cycle II, the researcher administered a final test to assess the students' speaking skill achievements. The results of Cycle II showed that all 10 students obtained scores above 65. Therefore, all 10 students who were subjects of the study met the Minimum Mastery Criteria (KKM). The following section presents

the improvements in the average scores from the initial test, the final test of Cycle I, and Cycle II.

CONCLUSION

Based on the research results, the use of the articulation method has been proven to improve the speaking skills of fourth-grade students at SD Kristen Poliwu, Southwest Maluku Regency. In the first cycle, the average student score was 64 (categorized as sufficient) and did not meet the minimum mastery criteria (KKM), so the research continued to the second cycle, which showed an improvement to a score of 90 (categorized as good) and met the KKM. This proves that the articulation method is effective in enhancing students' speaking skills.

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