Big Book Integration in ARIAS Learning Model to Improve Elementary School Students' Storytelling Ability

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Abstract: Low storytelling ability is still one of the problems in language learning. Therefore, this study describes the process and results of implementing actions in the form of Big Book media integration in the ARIAS learning model to improve students' storytelling ability. The research approach is qualitative, with the type of classroom action research. The action process is taken out in two cycles. The study subjects were teachers and 22 UPTD SD Negeri 81 Parepare, South Sulawesi third-grade students. Data collection techniques were in the form of observation, storytelling skills tests, and documentation. The research instruments were observation sheets and storytelling skills assessment sheets. Data was analyzed through condensation, presentation, and conclusion or verification. The study results showed that integrating Bigbook in the ARIAS learning model helped students be involved in the learning process because they actively practiced reading and storytelling individually and in groups with the help of visualizations in the Bigbook. Changes in the process led to increased storytelling ability; in the first cycle, only 31% of students were in the Good category, and in the second cycle, the remaining 14% were still in the Sufficient and Less categories. This study concludes that integrating the Bigbook in the ARIAS (Assurance, Relevance, Interest, Assessment, Satisfaction) learning model can improve the student's storytelling ability.

Keywords: ARIAS, Bigbook, Storytelling.

Introduction

Language skills are one of the basic skills that every student needs to develop, including the ability to tell stories (Lockett & Jones, 2009; Melzi et al., 2023). Anugrah (2018) explains that telling stories is the ability to talk about something or describe an event, experience, or phenomenon that is important to develop in learning activities for speaking aspects of the material. Therefore, acquiring speaking skills must be prioritized before other goals in language development in children. The competency standard for graduates of Indonesian elementary school students in Indonesian language lessons is that they have mastery of knowledge and skills in using Indonesian, both orally and in writing (Asrivi et al., 2017). In addition, it is clarified that the

requirements for children's language development are being able to speak and understand simple phrases, being able to express ideas through a lot of vocabulary, being able to continue stories that have been heard before, and being able to understand the contents of story books(Evayani et al., 2020).Children can strengthen their storytelling skills through various media and storytelling activities, for example, telling stories about activities or events experienced in everyday life (Melzi et al., 2023; Nair & Yunus, 2021; Rahiem, 2021). In storytelling, a person needs to have a diverse vocabulary so that they are not confused. Expanding a person's vocabulary is very easy. New expressions and forms of emotion can be introduced, a person's memory and creativity level can be stimulated, and a person can gain the confidence to speak in front of

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a large audience (Aprilia & Aminatun, 2022).

To help and guide students in developing their storytelling skills satisfactorily, teachers must be able to be facilitators and motivators in the classroom. In addition, teachers must also create the right learning strategies or methods(Muthahar & Fatonah, 2021). Kharismawati et al., (2014) argue that various methods or strategies can improve children's speaking skills, especially when speaking in front of the class. A good learning approach is one thing that can help children in their speaking development, especially in terms of storytelling. Teachers, as facilitators, can choose models, materials, and strategies that are considered relevant and suitable for students. This is in line with the opinion of (Sarjiyati, 2017) which explains that in improving speaking skills, teachers need to hold activities that can encourage the optimization of speaking skills. Teachers can utilize appropriate learning strategies to enhance students' speaking skills. In addition, the strategy used must be coordinated with proper learning media. The media used are expected to complement the learning strategies or models used. The media used are a source of activities to ensure that learning in the classroom runs smoothly. It is also essential to choose media that is friendly to children.Learning media is used to support the learning process, and this media can channel a message from a particular source to create an efficient learning environment (Moto, 2019). Media includes everything around students that can be used to help the teaching and learning process. Students need a better understanding of the material, and the teacher needs to understand the importance of learning media(Muslimin et al., 2023).

The current condition is that reading learning practices are still not as they should be. The process of learning to read in schools still needs to be by what has been described in the previous paragraph. For example, the results of observations conducted by researchers at UPTD SD Negeri 81 Parepare show it is known that every reading lesson in schools is often considered less exciting and makes students bored because of the use of textbooks, which are the primary source of students when studying. Students are too usually asked to read and answer questions, must be trained enough to tell stories in front of the class, and must be trained to be confident. Observation data shows that only five students in 3rd class UPTD SD Negeri 81 Parepare dare to appear to tell stories in front of the class, and 17 students' courage still needs to be improved. This is reinforced by interviews conducted with 3rd class homeroom teachers, who show that teachers rarely use interesting, diverse, and varied learning resources, so students feel bored quickly, causing students to lose interest in participating in learning. In addition, students

rarely get practice telling stories, and teachers' learning methods still need to be revised. Another reason is that students' courage to appear in front of the class still needs to be improved. At the same time, research shows that students have a lower level of enthusiasm when they study material related to storytelling activities. Based on the problems explained above, there needs to be a solution and effort to prevent a decline in students' storytelling ability in schools. One way to apply this is to combine learning models with appropriate media. As explained above, integrating learning methods and media is critical to support the success of learning in the classroom. Previous studies demonstrate that students' storytelling ability can be improved by using visual media. This is in line with research (Cahyono, 2023) that third-grade students at SDN Mangkubumen Kidul have an average storytelling score of 86%, supported by using picture card media during learning. This shows that all students know and master various areas of fluency, including volume of voice, type of words, fluency, accuracy, appreciation/expression in storytelling, and choice of words used. In addition, using appropriate reading learning methods, such as the ARIAS learning model, can also be an alternative to developing students' storytelling skills and learning media. Teachers can encourage students to actively share stories with their friends, even though they are initially reluctant. Therefore, teachers need to provide support that makes their students happy so that they can tell stories to their friends. The results of the study by Garlina dkk. (2013) showed a significant difference in the speaking skills of students who learned with the ARIAS model and those who learned with conventional learning methods. Sufajar dkk. (2021) also concluded that using ARIAS in learning can help students with poor speaking skills.

Based on the background that has been presented, the following are some questions that the researcher will discuss: (1) How is the process of usi. ng Big Book media in the ARIAS Learning model to improve the storytelling learning process of 3rd class students at UPTD SD Negeri 81 Parepare? (2) Can the use of Big Book media in the ARIAS learning model improve the storytelling skills of 3rd class students at UPTD SD Negeri 81 Parepare? Based on research questions, the objectives of this study are as follows: (1) To determine the process of using Big Book media in the ARIAS learning model to improve the storytelling skills of 3rd class students at UPTD SD Negeri 81 Parepare. (2) To determine the increase in the storytelling skills of 3rd class students at UPTD SD Negeri 81 Parepare through the use of Big Book media in the ARIAS learning model.

Method

The approach used in this study is qualitative.

Fitrah and Luthfiyah (2017) argue that a qualitative approach requires an in-depth investigation process that includes comprehensive data collection procedures on field conditions, analytical replication of documents that present evidence, and direct or descriptive reporting of data analysis results. The type of research used is classroom action research (CAR). The research design used in this study is the Classroom Action Research model developed by Elliot (Elliott, 2001). Learning improvement is designed through several stages, namely: 1) planning; 2) implementation; 3) action observation; and 4) reflection. According to Parnawi (2020) classroom action research examines the problems teachers face in the classroom to improve the quality of the learning process to be more effective, efficient, creative, and innovative. An educator is expected to be professional enough to impact the quality of education.

The study was conducted by taking the subjects of teachers and students of 3rd class UPTD SD Negeri 81 Parepare. This classroom action research procedure was carried out by implementing two cycles containing a series of interrelated activities. Each cycle consists of four stages: planning, implementation, observation, and reflection. Furthermore, the data collection techniques in this study were observation, storytelling ability performance tests, and documentation. The data collection instruments were observation sheets, storytelling ability performance test assessment sheets, and documentation. The storytelling performance test is guided by storytelling assessment indicators based on image stimuli, namely 1) Conformity to the image, 2) Accuracy of the logic of the story sequence, 3) Accuracy of the overall meaning of the story, 4) Accuracy of words, 5) Accuracy of sentences and 6) Fluency (Antoko, 2021; Nurgiyantoro, 2001). The students' abilities obtained are then categorized with the following standards: 0-59: Less, 60-74: Sufficient, and 75-100: Good. The qualitative data analysis process is carried out through three stages: data condensation, data presentation, and conclusions or verification.

Result and Discussion

Cycle 1 was implemented on April 26, 2024. Actions taken in cycle 1 include planning, implementation, observation, and reflection. The planning stage begins by preparing learning resources and consulting with the 3rd homeroom teacher, who will later act as an observer. Next, a learning implementation plan (RPP) will be created by combining Big Book learning media with the ARIAS learning model. Then, make a Big Book media on the Development of Food Technology that will be used during the learning process. Create student and teacher

(researcher) observation sheets that show how students and teachers are involved in the learning process by practicing the stages of the ARIAS learning model. Prepare a cellphone to record the learning process. Next, the implementation stage begins with an opening, where the teacher welcomes each student and asks how they are. Before learning begins, the teacher asks the class leader to lead a study prayer. The teacher then checks whether all students are present and does a little apperception. The duration of this initial activity is 5 minutes. Furthermore, the core learning activity is to apply the steps of the ARIAS learning model which is integrated with the Big Book learning model. The observation stage of cycle 1 showed a change in the learning process regarding students' reading focus after implementing the Big Book media with the ARIAS learning model. All students looked focused and carefully read the Big Book from the first page to the end. Regarding the teacher at meeting 1, the teacher had implemented ten of 15 indicators with a percentage of 66.66% with a Sufficient qualification. Then, regarding the teacher at meeting 2, the teacher implemented 11 of 15 indicators with a success percentage of 73.33% and sufficient qualifications. Thus, it can be said that the indicators and success levels that have been set, namely ≥ 76% with a suitable category, have not been achieved.

In the reflection stage, the researcher reflected on the process and results by looking at the observation and reflection data together with the observer. In terms of the process, improvements and changes have occurred in learning to read and tell stories. Students' reading focus increased after learning the Big Book media with the ARIAS learning model. The student learning atmosphere is no longer boring because there is a Big Book learning media that guides students to read and practice telling stories. Students can choose which images from the many pictures in the Big Book media they will share because these images are images that they often see. Furthermore, when learning is carried out in the first cycle, students' enthusiasm for telling stories in front of the class increases. However, the results of the reflection also show that there are still some shortcomings. Some students are still not confident in expressing their opinions, and others are still not actively involved in the learning process. Meanwhile, the reflection of the results of students' storytelling abilities shows data that out of 22 students, there are still 15 who are still in the Sufficient and Less category, and there are only seven students who are in the Good category in their storytelling abilities.

Cycle II's planning and implementation stages are the same as in Cycle I. Only the big book media is different. The observations show that the learning process becomes more exciting and enjoyable because of

the book media, which differs from the previous meeting. Through the ARIAS learning steps, each student is given the opportunity to read the big book and practice telling stories with friends until they are confident in telling stories in front of the class or in front of all their friends. In the previous learning, some students still needed the confidence to show their storytelling skills, and some students seemed unmotivated to show their storytelling skills. In cycle II, it was clear that most students already had confidence and were motivated to show their storytelling skills. Of the 22 students, 19 were categorized as having good storytelling skills. There were still three students who still needed to be classified as needing more storytelling skills. Thus, >75% of students with improved storytelling skills were in the excellent categories. For this reason, classroom action was stopped in second cycle, learning meeting two.

This Classroom Action Research implemented by applying Big Book learning media with the ARIAS learning model for Cycle I and II cycles. The research subjects are twenty-two third-grade students from UPTD SD Negeri 81 Parepare, eight of whom are male and fourteen of whom are female, participated in this research. This Classroom Action Research (CAR) uses the design, implementation, observation, and reflection stages. By using the ARIAS learning model, students are expected to be able to improve their storytelling skills. Based on observation data and the results of students' storytelling ability tests, the results of the action show good results. This can be seen from the significant increase in the learning process and students' storytelling abilities. The learning process becomes more exciting and enjoyable because of the big book media, which differs from previous meetings. Through the ARIAS learning steps, each student can read the big book and practice storytelling with friends until they are confident in telling stories in front of the class or in front of all their friends. In the previous learning, some students still needed to be more confident in showing their storytelling abilities, and there were still students who seemed unmotivated to show their storytelling abilities. At the end of cycle II, it was clear that most students already had self-confidence and were motivated to show their storytelling skills. As a result, out of 22 students, 19 students had storytelling skills that were in the excellent category.

The combination of the ARIAS method with big book media encourages the development of a classroom atmosphere that empowers students to participate in reading and storytelling learning actively, gives them the confidence to speak or share experiences in front of an audience, and makes them feel that the lessons they learn can be applied in everyday life. This is in line with

Adiartanti (Haspar *et al.*, 2014) who mentioned several advantages of the ARIAS Learning Model as follows: Students will be motivated to learn something that has a clear purpose, something that has a clear direction with goals and objectives and provides incentives for people to achieve those goals; and students believe that the learning activities they do are helpful, practical, and can be applied in their lives.

Overall, learning did experience various obstacles during the first cycle, which caused students' storytelling skills to be less optimal than expected. Problems include students who are less brave in speaking in front of others, teachers who have not succeeded in encouraging students to develop self-confidence to share stories in front of the class, and students who still have difficulty composing sentences to tell. The researcher tried to overcome this in the second cycle. After going through various improvements, students initially afraid to tell stories in front of the class became more confident. Several students who were not motivated to show their abilities in the previous meeting gradually began to show a great willingness to be involved in the learning process and even wanted and were able to show their abilities. The ARIAS learning steps implemented by the teacher were constructive in facilitating students to practice reading and then telling their friends their reading results. This is to the advantages of the ARIAS model as explained by Ghasya & Suryanti (2014) that: There are several advantages of the ARIAS learning model: Learning activities involve phases designed to build student confidence (assurance), help them make connections between the material they are learning and their own lives (relevance), attract and maintain attention (interest), assess their progress (assessment), and make them feel proud of themselves for what they have achieved (satisfaction).

The improvement of the learning process and students' storytelling ability is in line with the research of Garlina *et al.* (2013) which shows a significant difference in storytelling ability between students who use the ARIAS learning model and students who use conventional learning models. The considerable difference shows that using the ARIAS learning model positively affects students' speaking and storytelling abilities compared to traditional learning models. Research by Sufajar *et al.* (2021) also confirms that the ARIAS learning model can be used as an alternative solution to the problem of students with low speaking and storytelling abilities. The ARIAS learning model facilitates students' speaking and storytelling activities through the syntax of Assurance, Relevance, Interest, Assessment, and Satisfaction. In addition, after the teacher uses the Big Book and improves the learning

atmosphere so that it is not dull, students become motivated to learn to read and tell stories. With the facilitation of the big book, students practice a lot with their friends and are then allowed to show their storytelling abilities in front of all their friends. This provides an impressive learning experience for students. This is in line with the concept of a Big Book, which can make learning memorable, foster the growth and development of good reading habits, and allow the whole class to share facts, rhymes, and fairy tales from interesting books because of their vast size and vivid images (Nurlaela & Mu'awwanah, 2019).

The learning process that occurs after utilizing big books also encourages significant changes in student engagement during the learning process. They practice reading independently and in groups, telling stories in front of the class, listening to their friends' stories, and encouraging them to be actively involved in learning from beginning to end. This is the opinion of Febrianto *et al.* (2020) who stated that children can be involved in the learning process and do not get bored quickly by using Big Book media to create a comfortable learning environment. In addition, it is in line with the research conclusions of Aisah and Rini, (2022) that students who read Big Book media will develop the courage and self-confidence to believe that students can be facilitated to "be able" to read, then continue telling stories in front of the audience. In addition, using Big Book media to read stories to children can help them improve all linguistic skills. This media can also be combined with discussions about the story's content, allowing the reading subject to develop along with students' experiences and imaginations.Akbar *et al.* (2022) explained that the use of big books in learning activities has several purposes, such as providing students with reading experiences, helping them understand books, introducing them to various types of reading materials, providing opportunities for teachers to model suitable reading methods, actively involving students in the learning process, and helping them extract information from the text. Using Big Book learning materials also means that the messages contained in the book are communicated more effectively (Setyorini et al., 2019). Student involvement is also encouraged, and the large size of the book makes it easier for them to read the whole story so that they respond to the page they are reading. The results of this study further strengthen previous research which emphasizes the importance of implementing learning strategies or methods and integrating media in improving students' ability to speak and tell stories (Afriani et al., 2023; Arfianty et al., 2023; Fahruddin et al., 2022; Rusmiati et al., 2022).

Conclusion

Based on the research questions and the results of the research implementation, it can be concluded that 1) The application of the ARIAS learning model (Assurance, Relevance, Interest, Assessment, Satisfaction) with Big Book media can improve the storytelling learning process of 3rd grade students of UPTD SD Negeri 81 Parepare. 2) Applying the ARIAS learning model (Assurance, Relevance, Interest, Assessment, Satisfaction) with Big Book media can improve the storytelling ability of 3rd grade students of UPTD SD Negeri 81 Parepare.

Based on the research results, here are some recommendations that are considered essential to consider, implement, and convey. For teachers, it is recommended that the ARIAS learning model be used as an alternative to improve students' storytelling abilities and make learning activities more engaging for students as a source of inspiration and motivation to obtain new information. Teachers must also use creativity when creating pictures on Big Book media that will be included in fairy tales, resources, and other classrooms. This is intended so that teachers can utilize the media that researchers have used as inspiration to create more inventive, engaging, creative, and productive media. This study is expected to guide further researchers who want to conduct the same research. Additional researchers are advised to research the ARIAS model development further to improve speaking or storytelling skills or develop types of reading materials, Big Book packaging design, or Big Book integration with other reading learning models.

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