



Whole-Language Approach: Improve the Speaking Ability at Early years School Level

Gusti Yarmi¹

Universitas Negeri Jakarta, Indonesia

DOI: <https://doi.org/10.21009/10.21009/JPUD.131.02>

Accepted: 15th March 2019. Published: 30th April 2019

ABSTRACT: The purpose of this study was to find out the information whether the whole language approach can improve the speaking ability for third-grade students' elementary school. The subjects of this study were 22 of the third-grade students of elementary school Rawamangun, East Jakarta. The method of the study was action research conducting using model of Kemmis and Taggart. Data collection and analysis using data triangulation techniques. The results of the study show that speaking ability is one of the important skills used to communicate so it needs to be developed for grade 3 elementary school students. The result showed that the whole language approach can be applied as a method in improving students' speaking ability for third-grade elementary school. Therefore, teachers need to develop a whole language approach to language learning. So that it, can improve students' speaking ability.

Keywords: Elementary student 1stgrade, Speaking ability, Whole language approach

© 2019 Early Childhood Education Post Graduate Program UNJ, Jakarta

e-ISSN (Online Media): 2503-0566

P-ISSN (Print Media): 1693-1602

¹Corresponding Author:

Gusti Yarmi

Universitas Negeri Jakarta

Jln Rawamangun Muka. Jakarta Timur, Indonesia

Email: gyarmi@unj.ac.id

1 INTRODUCTION

One of the language skills is speaking. Speaking helps students transfer and share the information, asking questions, conduct the ideas, tell stories and communicate with others effectively and efficiently. When we talk about speaking, it is not just to say words through the mouth. But it means delivering and conducting the message through words from the mouth. As the study of Leong & Ahmadi (2017) phase that the issue of speech is often overlooked in some classes by teachers. So, students do not have enough chances to talk either in the classroom or outside. This ability must be practiced to students. It is important for teachers to be aware of the stages of language development that their students are going through. This awareness includes developing an understanding of mental and behavioral attributes related to each stage of student speech development, as well as an understanding of the physical and psychological needs of students. The teacher has two jobs at the development stage, the first is caring for and protecting students, both physically and mentally, and the second is giving developmental stimulation instructions (Nunan, 2018).

This situation was also found in the classroom which this language skill has not been taught and explored completely by teacher at schools. Based on the observation of the learning process at SDN Rawamangun 11 East Jakarta, the researcher found that Indonesian language learning in the classroom was not taught completely combined. The result of learning process only set up to the competence in reading, writing, and counting than the ability to speak. The approach used is generally using a teacher-centered approach, so that, when the students were in the learning process, they get bored and didn't excite. In addition, the student's learning position does not change. Students sit facing to the board so that learning tends to be monotonous. Teacher used conventional method and do not give any chances for the students to interact with his or her friends.

The method used by the teacher is classical method, so that the students were only more stimulated in their listening skill. This result made students' language development is not well increased. It can be seen when students are asked to express an opinion, only certain students who dare to speak. Similarly, in asking question, only certain students who did. The same thing occurred when they were in a discussion group, some of the students were silent, some of them were busy with their selves, and they didn't take part in the discussion. Furthermore, there were 3rd graders who didn't dare speak at all. Mastery of public speaking is a competency that is needed in elementary school. Strangely, however, systematic research on increasing public speaking competencies among elementary school children is still scarce. To overcome this gap, Herbein et al., (2018) in her research developed and evaluated training in public speaking for elementary school children. Training, extracurricular enrichment program, consists of 12 units which include speaking anxiety, nonverbal communication, and completeness. Repeated randomized controlled trials (N = 65 elementary school children) were used to investigate the effects of training on public speaking skills and speaking anxiety. The dependent variable is assessed through self-assessment (the level of public speaking skills, speaking anxiety) and the video rating of public speech (suitability of public speaking skills). The findings reveal the effects of positive training on overall public speaking skills: children who are active in the training produce more appropriate speech skills in terms of nonverbal skills and speaking management but do not affect speaking anxiety.

Based on the problems described above, researcher tried to conduct a research to overcome the existing problems in SDN Rawamangun 11, East Jakarta by using an effective learning approach that combines all skills in language learning (listening, speaking, reading, and writing). The appropriate learning approach that researcher found to solve this problem was by applying an integrated language approach (whole language). Because, according to Moghadam & Adel (2011) the important one of teaching and learning objective is to build up the communicative competence of the students. They also stated that a whole language approach combined all the skills which are treated in a more interconnected manner.

In the same opinion, whole language approach is a complete approach in improving students' competence in language learning, especially students' speaking competence. The Whole language approach advocated by some experts, such as Goodman (1986), Weaver, (1990), Schwarzer, (2001). They agreed that the function of language (both oral and writing) is to serve the authentic purposes. It means, both oral and written functions in communication are supposed as a meaningful and important facilitator that has some purposes. To overcome that unexpected situation, the researcher found that a whole language approach can be one of the language approach method that appropriate for students and enable them in language learning goals. Whole language was declared by some authors such as Goodman, (1986) stated that whole language is a philosophy of language learning instead of specific teaching strategy. It means that whole language is a study of psycholinguistics which examines the human nature in the language learning was a part of philosophy of it.

There is a study of learning to improve speaking skills in early childhood using the whole language method. Phadung, Suksakulchai, & Kaewprapan (2016) investigates the effects of using interactive e-stories for teaching early literacy on word recognition, understanding stories and application stories. The research was conducted in two classrooms in Thailand's southern border province with ethnic minority children at the kindergarten level. The sample consisted of 60 children who used Pattani Malay as a mother tongue, and who had little experience with Thai, the language of instruction in kindergarten classrooms. The experimental class has 30 children who learn with an interactive e-story. The control class has 30 children who study with a paper version of the electronic story. Both groups were taught to use the entire language approach for 45 minutes per day for 8 weeks. This study used the pretest-posttest design on word recognition and story application, and only the posttest design on story comprehension. The results of the study show a positive effect of using interactive stories and presenting alternative methods to encourage the learning of early literacy of ethnic minority children. These results show an increase in children after using interactive e-stories and significant differences in word recognition and story applications.

Other research related to the whole language approach to improve children's language skills conducted by Chen, Cheng, & Chou, (2016) aims to explore the effects of the Curriculum of All Languages on language development and literacy of preschoolers. Researchers design appropriate developmental curricula for preschoolers to guide children to develop language skills and related coping strategies that are appropriate during learning and playing. There were 30 children in this study, and qualitative research methods were applied to collect data, including, observation notes, texts for interview dialogue, children's worksheets and daily life activity plans. Produce findings, that when teachers apply the whole language approach to thematic instruction into routine activities children can improve children's language skills. The language growth of children in reading habits, the introduction of words of the environment, listening, understanding, oral expression,

writing, and the planting of self-confidence, preschool educators and their parents also transforms their old thinking towards an entire language approach and offers support that enough in children's learning. Therefore, some suggestions for development through a whole language approach are proposed for preschool teachers, parents and further research.

Based on the problems mentioned earlier, as well as similar studies that have been carried out but have not been widely carried out in Indonesia, researchers are interested in conducting research to find out information on whether the whole language approach can solve problems in Rawamangun 11 Elementary School, East Jakarta, namely, how speaking skills students can be improved. So, the focus of this research is to improve the speaking ability of low-grade elementary school students by applying the whole language approach. Based on the above problems the researchers formulated the research question: "How to improve speaking skills through the whole language approach to third grade students of Rawamangun 11 Elementary School, East Jakarta? And can applying the whole language approach improve students' speaking abilities in the three classes of Rawamangun Elementary School?"

Speaking

Many definitions of "speaking" that have been stated by some scholars such as Marzuki, Prayogo, & Wahyudi (2016); Saepudin, Sukaesih, & Rusmana, (2018); Seong, (2017); Yegani, (2017). Speaking in general can also be interpreted as a delivery of one's intentions (ideas, thoughts, content) to others by using spoken language so that the intent can be understood by others. The sense of speaking specifically has been expressed by Tarigan & Guntur, (1981, p. 15) that speech is the ability to speak articulation sounds or words to express, convey thoughts, ideas, and feelings. From this quote can be described that speaking that not only involves the child's speech organs but also the psychology because when a child speaks then indirectly, he is expressing himself. It also noted that the speak ability is the ability to express intentions, ideas, and thoughts orally so that can be understood by others. Nunan, (2018) argues, when someone says they know another language, it can automatically be said that they can speak that language. It may be acceptable to claim knowledge about a language based on the ability to read it but this is no longer a problem. For second and foreign language learners, each of the four skills - listening, speaking, reading and writing - presents its own challenges. Speaking, like writing, is a productive skill, which means that students must produce their own language rather than the process language produced by others. Unlike writing, spoken language must be produced in real time, so in most conversational conversations there is almost no time to reflect on what you want to say or how to say it, to mentally practice speech, or edit it. In communicative meetings in real life there is social pressure to produce a word and fear of making mistakes in the conversation.

Ngalimun & Alfulaila (2014, p. 34) noted that the principle of language preparation and literature learning materials in school is alignment. That is, the four language skills (listening, speaking, reading, and writing) are developed together and integrated. It means that language learning should be presented with a whole approach. The purpose of the principle sequence in this language is none other because each language skill is interrelated with each other. Given the importance of informative public speaking skills, even among elementary school children and the lack of available and evaluated interventions or stimulations, Herbein et al., (2018) develops and evaluates enrichment programs to improve speaking skills in children. In particular, they developed a program aimed at fostering informative speaking skills in public elementary school children and they evaluated programs through self-reports and video assessments using randomized controlled trials with repeated measurements.

However, speaking well and successfully requires more than being able to produce understandable speech. The statement must also be in accordance with the social context in terms of the level of formality, politeness, the status of the intended person, and so on. Learners need to know how to use conversation strategies such as indicating their lack of understanding, checking that they are correctly understood, finding ways to express themselves when they do not know the right words, taking turns, adding something relevant to a topic, changing the subject, and so. Finally, they need to know how to make relevant contributions in a coherent way (Nunan, 2018). In addition to the establishment of a good method of learning to speak, can be done by helping students overcome problems in learning to speak. So, teachers need to know the factors that affect their speaking performance. As quoted in the study of Tuan & Mai, (2015) students' speaking performance can be influenced by factors derived from performance conditions (time pressure, planning, performance standards and amount of support Walter, (2010) affective factors (motivation, confidence and anxiety, listening ability and feedback during speech activities (Harmer, 1991).

A study that examines students' self-confidence with speech performance was conducted by T Macintyre, Clément, Dörnyei, & Noels, (2011), they studied the effects of confidence on speech performance. The results show that students' willingness to communicate is partly determined by their self-esteem. Park, Hyesook & Lee, (2014) also examined the relationship between anxieties of student level 2, self-esteem and speaking performance. They concluded that self-confidence significantly affects the performance of students speaking. They stated that if students were more confident, they would have better speaking performance.

According to Weaver (1990, pp. 3–4), whole language is the result from various studies such as the theory of language acquisition, literacy culture, psycholinguistics, developmental and cognitive psychology, anthropology and science education. Therefore, whole-language approach provides new insights in teaching a more intact language because student is taught how to understand language more meaningfully and develop all the language skills such as listening, speaking, reading and writing in a more fun way. Buckingham & Alpaslan (2017) investigates whether learning outside the classroom for early childhood can contribute to increasing the value of speaking skills, and has a positive impact on children's willingness to communicate. Recorded communicative exercises provide speaking practice assignments that are out of sync with the classroom teacher as the children's interlocutors, while the control group receives traditional paper-based training. The contents of the material used in both groups are based on the class syllabus. Comparison of speaking test scores from the control and experimental groups revealed that, over a four-month period, the use of interactive recordings contributed to a significant increase in the oral performance of children assessed. The implementation was very successful in increasing the value of speaking tests of children who initially received lower scores. Subsequent ANOVA analysis revealed that the experimental group showed an increase in their ability to respond confidently with minimal pauses and doubts, although the length of the response did not change significantly. This is one proof that learning using the whole-language method can improve children's speech.

Whole language teaching philosophy emphasized on addition of a huge quantity of picture books, children's songs, children's poems, articles and language games to the thematic activities as children's reading materials. Such reading materials not only helped children to develop sensitivity to words, but also helped them cultivate comprehension of the stories and raise their concentration ability little by little. Other than teacher's reading the picture books, the class also proceeded co-reading for several times. Among the activities, what interested children is Question and Answer (Q&A). The teacher proposed a question for children to search for certain interesting

events or figures in the book, and answer it was in which page. In fact, searching for such answers is a kind of assessment, test, memory, or sensitivity to the images, and invisibly raises their concentration and comprehension abilities. Nunan, (2018) said, in order for effective learning of speaking skills to early childhood, it is very important that the curriculum model, class organization, teaching methods, assignments, and materials must be age-appropriate. This follows from the discussion in the previous section. Children at different stages of development view the world differently and have different abilities. They respond differently, both cognitively and emotionally, to different stimuli and instructions.

According to Goodman (2014, pp. 66–73) there are several characteristics of the whole language approach according to the experts, among others: 1) Whole language is a positive view of the learner, 2) Whole language gives assertion about the role of teacher in learning process, 3) Whole language views language as learning center, 4) Whole language applies a double curriculum. Goodman, (2014, p. 58) also suggests that there are seven characteristics that indicate the whole language class are: Classes that apply whole language full of printed materials, students learn through models or examples, students work and learn according to the level of development, students share responsibility in learning, students are actively involved in meaningful learning, students take risks and free to experiment, students get positive feedback both from teachers and friends. So, for teacher or school whose applied learning with whole language approach when it has been applied those characteristics. Classes are not clean from writing, but students can access books or stationery in the classroom. The teacher should also be a model for students in the language, but also students must be actively involved in learning. In connection with group experience in producing words, especially when this process is led by the teacher. The opportunity to express words verbally for children may be lacking. For example, the words listed on the experience sheet might only come from 6 or 7 children's oral narratives, while others might not have the opportunity to talk about what they think; as a result, the number of people participating in group discussions should not be too large, so that each child has more opportunities to participate in speaking. This is suggested by Chen et al., (216) in the use of a whole language approach for early childhood.

The above opinion is reinforced by other experts on learning strategies using the Whole Language approach. Each approach has its own characteristics because it relates to the purpose of the learning itself. There are some strategies for applying whole-language approaches that support learning conditions so students can develop their language skills increased according to Cambridge Ur, (1996, pp. 184–187); 1) Immersion, 2) Demonstration, 3) Expectation, 4) Responsibility, 5) Employment, 6) Approximation, 7) Feedback. By applied those strategies above supposed whole language learning objectives is achieved.

2 METHODS

The study aims to obtain empirical data about speaking activities using the whole language approach that can improve the speaking ability to third grade students of elementary school. The method used is classroom action research. The objective of action research is to improve the effectiveness and efficiency of educational practices. Thus, action research is a way to improve learning practices in the classroom or educational practices in schools. In action research there are two activities that are done simultaneously those are activity of action and activity of research.

Both activities can be performed by the same person or by different people collaboratively. Referring to this opinion the research implementation seeks good cooperation between researcher and elementary school teacher (executor action) and other researcher member (observer of research activity).

The design of the action intervention uses Kemmis and Taggart model (1988). The working procedure according to Kemmis & McTaggart, (1988) is basically a cycle that includes the stages: (a) plan, (b) action, (c) observation, and (d) reflection, then proceed with re-planning, action, observation, and reflection for the next cycle, and so form a spiral process.

The data of action research are 22 of the third-grade students of SDN Rawamangun Jakarta who are following the subjects of Bahasa Indonesia. The role of the researcher in this action research is as the planning leader. As a leader, the researcher conducted an observation on the learning of Bahasa Indonesia session. Then the researcher made the action plan which was discussed with the teacher and other researcher member. Expected action intervention result is considered successful when 80% of the number of students showed improvement in speech by achieving a percentage score of 80.

The action research conducted to know the improvement of speaking ability using whole language approach. Data are divided into two types: (1) data monitoring action (Bahasa Indonesia subject), and (2) research data (third grade students). The action monitoring data is used to control the suitability of the action implementation with the plan. While the research data is data about research variables, namely the ability to speak of third grade students. The collected data is used for analysing the research data to obtain an overview of the speaking ability improvement in Bahasa Indonesia subjects. The research instrument used for the action observation is action monitoring. This instrument is in the form of observation sheets and field notes. While the instrument used to collect research, data is a preferment test instrument or performance for speech skills.

The technique used in capturing the monitoring action data is notes (by using observation). The observation was done directly with assisted using camera and handy-cam. Data collection techniques used to capture research data is a test of students speaking skills (practice). This research uses triangulation technique to validate the data. The triangulation is comparing what the informant with the opinions of others

Research data analysis uses the Miles and Huberman technique, that is: (1) data reduction, (2) data display, (3) conclusion, verification, and reflection. In the data reduction phase, the collected data are described, sorted according to predetermined criteria, selecting relevant data and irrelevant data. At the data display stage, relevant data are presented in the form of tables or diagrams.

3 RESULT AND DISCUSSION

Result

Speaking is one of the most important skills to be developed and improved as an effective means of communication (Leong & Ahmadi, 2017). Research related to speaking skills has been carried out by researchers Abu-Snoubar, (2017); Khodadady & Shamsaee, (2012). The results of the research ability to speak using the whole language approach are as follows.

3.1 Cycle I

In cycle 1, 2 meetings were held. At the first meeting students are divided into several groups. After conducting the initial learning activities, the teacher demonstrates and gives each group a picture story of "Ruri and Ayu's friendship". The teacher gives 10 minutes for each group member to read the story in turns and other friends listen to the story.

Next the teacher invited the students to give comments about the attitude of the characters. To stimulate students' speaking and thinking skills, teachers ask some questions. The question posed is "what do you think about the people characters in the story". Some students give their opinion about the story. The teacher questions are challenging questions, meaning that they can develop students' speaking skills.

Activities continued by playing games to install puzzle pieces of images about stories that have been read. Before playing the puzzle, teacher asks the students to carefully observe the series pictures that are in the story (7 images with different backgrounds). The teacher asks the students to pay close attention and memorize the story background of each picture because the puzzle game is related to retelling the story background of the image in the story. The teacher asks the students to close the stories book leads the puzzle game. Each group must work together to construct the puzzle, after that each group must retell the background of the story from the drawing that has been compiled intact.

The second meeting takes place on the day of Art. Activity begins with the teacher allowing each student to select one of the books he likes with variety of books such as: Science books, Mathematics, Civics, arts, dictionaries and other books. The teacher gives students the freedom to read and understand the topics they love from the book provided. After 10 minutes, the teacher gives the students a chance to retell the content of their reading by using their own words. In an activity of retelling the content of reading, the teacher will observe the courage aspect of the students to find out who the students dare to speak.

At the time of action (learning process) with the observer and at the end of the cycle carried out an assessment of students' speaking ability. Based on observational records at the time of learning activities and by assessing students' speaking skills, the research team conducted discussions and evaluations. In this regard, it aims to know the extent of improvement of students' speaking skill. The acquisition of speaking value in cycle I as follows:

Table 1 Students' speaking score in cycle I

No.	Score	Number of students	Percentage
1.	≥ 80	3	13%
2.	< 80	19	87%
Total		22	100,00%

Based on the table 1, the students' score in speech is still low, the students who get ≥ 80 score reaches only 3 people or 13% from all students. Based on the acquisition value in cycle I, it can be concluded that: (1) the ability of students in speaking is still low. Thus, classroom action research needs to be continued into the next cycle to meet the expected target.

3.2 Cycle II

Action planning in cycle II is prepared based on problem to be solved, that is effort to improve speech ability to student. Based on the analysis and reflection on the results of cycle I then made some improvement on the action in cycle II. The first meeting of cycle II was conducted on November 24, 2014. At this cycle II, the teacher conditioned the class to be ready to learn, to tidy up the seat, and check the attendance. Furthermore, teachers convey the purpose of learning is about "the use of command sentence". Activities

required read a series of sentence commands. Then the teacher gives explanations and some examples. After the students understand, the teacher divides the students into 4 groups (each group 5 students) to play horse whispers. The teacher explains the rules of game. Once students understand the rules, then they play horse whisper about the command line.

The teacher invites the students to sit back at their respective places, then the teacher gives to 2 students one word about the command sentence, which the two students must make a sentence about the word and put it into practice in the form of dialogue (this is done by each student with his/her on-board friend). Students make sentences of command and practice them in front of the class by playing a simple role (a role as the one who gives the command and the one as the executor).

After the activity of practicing the command sentence is completed, students and teachers tidy up the equipment that has been used. The teacher provides feedback in the form of question and answer about the activities that have been done, then the teacher closes the lesson and students have their rest time.

The second meeting of cycle II is done on November 26, 2014. In this meeting, students will make a handicraft of making a frame, each student is asked to retell the steps to make the frame. The teacher begins by praying before learning then conditions the class to be ready to learn. Furthermore, the teacher conveys the purpose of learning to be learned is about "explain the instructions to create a frame". The teacher starts the activity by dividing the students into 5 groups with 4-5 members. The teacher demonstrates some of the equipment and materials used in making photo frames. Then the teacher explained once again that the activities we are doing today are "telling the rare-step of taking a picture frame". The teacher reminded the students to pay close attention to the demonstration in front of class, which is to take a photo frame.

Furthermore, the teacher invites each student to come forward to retell in his own words about the activities he has just done, which is to recount the steps of taking a picture frame. From the results of analysis and renal assessment of students speak ability in cycle II obtained the acquisition of speaking value in cycle II as follows:

Table 2 Students' speaking score in cycle II

No.	Score	Numbers of student	percentage
1.	< 80	2	10 %
2.	≥ 80	20	90 %
	Total	22	100,00%

Table 2 show that the score of students in speaking has exceeded the predetermined target, the number of students who get the core of ≥ 80 has reached 20 people or has exceeded the target of 80%. The increasing in the assessment from cycle I to cycle II as the following table:

Table 3 The Result Score of Speaking Cycles

No.	Criteria	Cycle I	Cycle II	Percentage
1.	Score ≥ 80	13%	90%	13 %
2.	Score ≤ 80	87%	10%	90 %

In the table 3, the result show that the percentage increase in the speaking score from cycle I to cycle II reaches 77%. Based on the table 3, it can be interpreted that the ability of students to talk every cycle there is an increase. The result finding shows that the speaking ability improved through whole language approach, which the students engage in integrated language activities. In cycle II, students can utilize the books in the classroom. Students also trained to speak with the teacher's questions. In addition, learning is

also fun because it is combined with interesting activities, namely making frame. The comparison of success scores based on the determined target as follows:

Table 4 The Comparison of target success scores

Target Determined	Cycle I	Cycle II
$\geq 80 = 80\%$ (Target success = 80% of the number of students got a score ≥ 80)	$\geq 80 = 13\%$ (has not succeeded)	$\geq 80 = 90\%$ (successful)

The results of the research conducted show the importance of developing speaking skills for elementary school students. Utilizing speaking activities in the preparation step of the creative writing process not only enables speaking and writing skills to be managed holistically but also for the improvement of creative ideas. At the preparation stage, the development of creative thinking can be contributed by generating ideas (Bayat, 2016). Students' creative ideas can be known through communication made by students in class. Thus, speaking skills affect other skills.

Discussion

The positive increase in speaking scores from the experimental group in this study supporting the findings of the results shows that speaking ability increases through the whole language approach, which students engage in integrated language activities. In cycle II, students can take advantage of books in class. Students are also trained to speak with teacher questions. with learning techniques using the question and answer method or conversation, a strategy that satisfies students. students in the activity process get help from their friends, or from the teacher, getting vocabulary easily will make it easy for them to also interact with their friends and also with the teacher. So, the process of answering teacher questions and responding to teacher instructions can be easily answered. This is because the words spoken are obtained from the previous reception. All of this illustrates the more students receive vocabulary in their previous interactions, the better their speaking skills. The results of the research conducted show the importance of developing speaking skills for elementary school students. Utilizing speaking activities in the preparation step of the creative writing process not only allows speaking and writing skills to be managed holistically but also for the improvement of creative ideas.

The findings of this study are also in line with Chen, Cheng, & Chou, (2016)'s research which aims to explore the effects of the Curriculum of All Languages on language development and the literacy of preschoolers. Find research results that can be generalized. That is, applying the whole language approach with thematic instructions into the routine activities of children can improve children's language skills. The language growth of children in reading habits, the introduction of words of the environment, listening, understanding, oral expression, writing, and the planting of self-confidence, preschool educators and their parents also transforms their old thinking towards an entire language approach and offers support that enough in children's learning.

In one of the activities in the study using whole-language through the activity of reading one of the books that students liked. By using various books such as: books of Science, Mathematics, Citizenship, arts, dictionaries and other books. In this activity the teacher assesses the child through the task of retelling the contents of the reading, the teacher assesses the aspects of students' courage to find out who the students dare to speak. The significant effects of vocabulary interventions in reading books according to Wood et al., (2018), about labeling and understanding of words provide some evidence for the effectiveness of computer-assisted or print book intensive

vocabulary instruction that includes definitions, bridges to language understanding, repetition, and morphology for speaking skills in kindergarten child and first grade elementary school. A feasible and effective approach to using rich, additional vocabulary instruction can have positive implications for elementary school children who face challenges in providing effective vocabulary instruction for speech. Other activities that can be done are contact books, writing daily contact books not only can improve children's writing skills, but also presents complete learning activities every day, so that children can have sufficient opportunities to practice. In addition, if the teacher merges into the display of the daily contact book and does group sharing from an angle of respect and appreciation, the children will get a sense of achievement, support, and encouragement.

The whole language approach is a kind of philosophy and belief in education that includes five systematic concepts, including language, students, teachers, programs, and classrooms. As for the philosophy of all languages, Chen et al., (2016) considers that all languages originate from fragments of writing, emphasizing that language is intact and cannot be divided into fragments such as syllables, words, sentences, etc. Language will become a language only when it is composed by complete sentences. The important spirit of the whole language approach lies in the word "whole," whose elements are: in complete language and social situations, we must appreciate that students as individuals who learn integral languages. Based on the description, the activities in improving children's speaking skills in this study use handicraft activities to make frames, each student is asked to retell the steps to make a frame.

The strength of the results of this study are findings that show an increase in speaking skills using the whole language approach, another finding found that teachers needed the ability to implement this whole language method approach in language learning. So that the weakness in this study is the competence of teachers who need a lot of training to improve knowledge and how to implement the whole language approach to improve children's speaking skills and other language skills. Such research is carried out by Stark, Snow, Eadie, & Goldfeld (2016)stark which seeks to investigate the level of language construction knowledge in groups of Australian teachers and to test their own abilities and confidence in that knowledge. Seventy-eight teachers from schools throughout the state of Victoria Australia completed questionnaires that included items from existing actions, as well as newly developed items. Consistent with a number of previous Australian and international studies, teacher knowledge explicitly and implicitly about basic linguistic construction is limited and very varied. The findings of this study confirm that in the field of language teaching and literacy, there is a gap between existing teacher knowledge and knowledge that is theoretically needed for implementation in the field, and therefore expected to increase the actual knowledge of the teacher. These finding challenges current pre-service teacher education and professional learning in office.

Listening, speaking, reading, and writing accompany children's daily lives, and are all functional and applied to deal with various learning objectives in the classroom. The most important whole language approach can be things that are part of the daily lives of children, and that is what they care about, natural and active learning. The process of language learning starts with the needs of children so there is no need to force learning by themselves. This illustrates routine language activities and thematic language activities, and tells how children improve their language development. Based on the research findings, it is expected that teacher teaching attitudes change from guidance oriented by teachers to be more child-centered and agree with diverse learning content

in thematic activities, and emphasize that thematic activities are not limited to language development learning, but are related to learning integrative, including natural observation, art and humanistic, or creative thinking

4 CONCLUSION

Based on the research finding, it can be concluded that whole language approach can improve students' speaking ability in third grade students of SDN Rawamangun 11, East Jakarta. The percentage score of speaking increased from cycle I to cycle II was 77%. Students' speaking score increased because the learning using whole language approach. The whole language approach leads the students to learn the language from whole to parts, learn starts from the concrete to the abstract, thus impacting the inner strength to motivate the students to learn. Teachers should pay attention to the classroom environment in order to learn the language through the whole language approach to be optimally successful, such as: the learning environment at school and home study atmosphere. The environment also filled with languages written by teachers and students, focusing emphasis on topics and themes, flexible and often formed on the basis of student interest. In this approach, the class encourages collaboration, which teacher as the facilitator and gives the students the opportunity to make choices. The teacher also emphasizes the importance of trying and taking things that are challenging.

The implications of this study, speaking ability can be developed using the whole language needs further research related to the improvement of the ability to speak in other ways. Students also can use language to learn about their language knowledge and encouraged to participate more in discussion activities. This research also suggests that to improve students' speaking ability teacher can apply whole language approach in writing learning. Teacher has to treat the students more by writing practice continuously and contextually.

5 REFERENCES

- Abu-Snoubar, T. K. (2017). On The Relationship between Listening and Speaking Grades of AL-Balqa Applied University English as a Foreign Language Students. *International Education Studies*, 10(12), 130. <https://doi.org/10.5539/ies.v10n12p130>
- Bayat, S. (2016). The effectiveness of the creative writing instruction program based on speaking activities (CWIPSA). *International Electronic Journal of Elementary Education*, 8(4), 617–628.
- Buckingham, L., & Alpaslan, R. S. (2017). Promoting speaking proficiency and willingness to communicate in Turkish young learners of English through asynchronous computer-mediated practice. *System*, 65, 25–37. <https://doi.org/10.1016/j.system.2016.12.016>
- Chen, L., Cheng, J., & Chou, M. (2016). Literacy Development in Preschool Children: a Whole Language Curriculum. *European Journal of Language Studies*, 3(1), 24–49.
- Goodman, K. (1986). *What's whole in whole language*. Portsmouth, NH: Heinemann.
- Goodman, K. (2014). *What's Whole in Language in The 21 st Century?* New York: Garn Press.
- Harmer, J. (1991). *The Practice of English Language Teaching. The 3th Edition*. London and New York: Longman Inc.
- Herbein, E., Golle, J., Tibus, M., Schiefer, J., Trautwein, U., & Zettler, I. (2018). Fostering elementary school children's public speaking skills: A randomized controlled trial. *Learning and Instruction*, 55(October), 158–168. <https://doi.org/10.1016/j.learninstruc.2017.10.008>

- Kemmis, S., & McTaggart, R. (1988). *The action research planner (3rd ed.)*. Geelong, Australia: Deakin University Press.
- Khodadady, E., & Shamsaee, S. (2012). Formulaic sequences and their relationship with speaking and listening abilities. *English Language Teaching*, 5(2), 39–49. <https://doi.org/10.5539/elt.v5n2p39>
- Leong, L., & Ahmadi, S. M. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *International Journal of Research in English Education*, 2(1), 34–41. <https://doi.org/10.18869/acadpub.ijree.2.1.34>
- Macintyre, P. D., Clément, R., Dörnyei, Z., & Noels, K. A. (2011). Conceptualizing Willingness to Communicate in a L2: A Situational Model of L2 Confidence and Affiliation. *The Modern Language Journal*, 82(4), 545–562. <https://doi.org/10.1111/j.1540-4781.1998.tb05543.x>
- Marzuki, M., Prayogo, J. A., & Wahyudi, A. (2016). Improving the EFL Learners' Speaking Ability through Interactive Storytelling. *Dinamika Ilmu*, 16(1), 15. <https://doi.org/10.21093/di.v16i1.307>
- Moghadam, J. N., & Adel, S. M. R. (2011). The Importance of Whole Language Approach in Teaching English to Intermediate Iranian EFL Learners. *Theory and Practice in Language Studies*, 1(11), 1643–1654. <https://doi.org/10.4304/tpls.1.11.1643-1654>
- Ngalimun, & Alfulaila. (2014). *Pembelajaran Keterampilan Berbahasa Indonesia*. Yogyakarta: Aswaja Pressindo.
- Nunan, D. (2018). Teaching Speaking to Young Learners. In *The TESOL Encyclopedia of English Language Teaching* (First Edit). John Wiley & Sons, Inc. <https://doi.org/10.1002/9781118784235.eelt0715>
- Park, Hyesook & Lee, A. R. (2014). L2 learners' anxiety. *Comp. Educ.*, 50(1), 45–57. <https://doi.org/10.1080/03050068.2013.871832>
- Phadung, M., Suksakulchai, S., & Kaewprapan, W. (2016). Interactive whole language e-story for early literacy development in ethnic minority children. *Education and Information Technologies*, 21(2), 249–263. <https://doi.org/10.1007/s10639-014-9318-8>
- Saepudin, E., Sukaesih, S., & Rusmana, A. (2018). Peran Taman Bacaan Masyarakat (Tbm) Bagi Anak-Anak Usia Dini. *Jurnal Kajian Informasi Dan Perpustakaan*, 5(1), 1. <https://doi.org/10.24198/jkip.v5i1.10821>
- Schwarzer, D. (2001). Whole language in a foreign language class: From theory to practice. *Foreign Language Annals*, 34(1), 52–59. <https://doi.org/10.1111/j.1944-9720.2001.tb02802.x>
- Seong, Y. (2017). Assessing L2 Academic Speaking Ability: The Need for a Scenario-Based Assessment Approach. *Working Papers in Applied Linguistics & TESOL*, 17(2), 36–40.
- Stark, H. L., Snow, P. C., Eadie, P. A., & Goldfeld, S. R. (2016). Language and reading instruction in early years' classrooms: the knowledge and self-rated ability of Australian teachers. *Annals of Dyslexia*, 66(1), 28–54. <https://doi.org/10.1007/s11881-015-0112-0>
- Tarigan, & Guntur, H. (1981). *Berbicara Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.
- Tuan, N. H., & Mai, T. N. (2015). Factors Affecting Students' Speaking Performance at Le Thanh Hien High School. *Asian Journal of Educational Research*, 3(2), 8–23. *Asian Journal of Educational Research*, 3(2), 8–23.
- Ur, P. (1996). *A course in Language Teaching. Practice and Theory*. Cambridge: Cambridge University Press.

- Walter, C. (2010). Teaching ESL/EFL Listening and Speaking. *System*, 38(1), 144–146. <https://doi.org/10.1016/j.system.2009.11.002>
- Weaver, C. (1990). *Understanding Whole Language from Principles to Practice*. Toronto: Irwin Publishing.
- Wood, C., Fitton, L., Petscher, Y., Rodriguez, E., Sunderman, G., & Lim, T. (2018). The Effect of e-Book Vocabulary Instruction on Spanish–English Speaking Children. *Journal of Speech, Language, and Hearing Research*, 61(8), 1945–1969. https://doi.org/10.1044/2018_jslhr-1-17-0368
- Yegani, H. (2017). The Effect of Task-based and Topic-based Speaking Activities on Speaking Ability of Iranian EFL Learners, 85–93.