

## Identification of Grade V Students' Perception Regarding The Implementation of The *Gedong Sari* Program in Strengthening Speaking Abilities

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### Abstract

*Speaking is an important language skill for elementary school students, but student perceptions of speaking-based literacy programs remain understudied. This study aims to identify fifth-grade students' perceptions of the implementation of the Gedong Sari Program in strengthening speaking skills. This study used a qualitative approach with a case study design involving 12 fifth-grade students. Data were collected through observation, interviews, questionnaires, and documentation. Data were analyzed through data reduction, data presentation, and conclusion drawing. The results showed that students viewed the Gedong Sari Program as an interesting activity that provided opportunities for speaking practice and increased confidence in conveying ideas orally. In addition, students experienced improvements in fluency, coherence in storytelling, and vocabulary enrichment, although some students still faced challenges in pronunciation and self-confidence. Differences in student participation levels and time constraints also hindered program implementation. Overall, the Gedong Sari Program was positively perceived by students and has the potential to support strengthening speaking skills in elementary schools.*

**Keywords:** *student perception, Gedong Sari program, storytelling, speaking skills, elementary school literacy.*

### Abstrak

Kemampuan berbicara merupakan keterampilan berbahasa yang penting bagi siswa sekolah dasar, namun persepsi siswa terhadap program literasi berbasis berbicara masih belum banyak dikaji. Penelitian ini bertujuan untuk mengidentifikasi persepsi siswa kelas V terhadap implementasi Program Gedong Sari dalam penguatan kemampuan berbicara. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus yang melibatkan 12 siswa kelas V, dengan teknik pengumpulan data melalui observasi, wawancara, angket, dan dokumentasi, serta dianalisis melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa siswa memandang Program Gedong Sari sebagai kegiatan yang menarik dan memberikan kesempatan untuk berlatih berbicara serta meningkatkan kepercayaan diri dalam menyampaikan ide secara lisan. Selain itu, siswa mengalami peningkatan dalam kelancaran berbicara, keruntutan dalam bercerita, serta pengayaan kosakata, meskipun masih terdapat kendala pada aspek pelafalan dan rasa percaya diri sebagian siswa. Perbedaan tingkat partisipasi siswa dan keterbatasan waktu juga menjadi hambatan dalam pelaksanaan program. Secara keseluruhan, Program Gedong Sari dipersepsikan positif oleh siswa dan berpotensi mendukung penguatan kemampuan berbicara di sekolah dasar.

Kata kunci: persepsi siswa, program Gedong Sari, bercerita, keterampilan berbicara, literasi sekolah dasar.



## INTRODUCTION

Speaking is a language skill that plays a crucial role in supporting the learning success of elementary school students. This is in line with Tarigan et al. (2023) who stated that language activities are an integral part of human life and serve as an important foundation for the communication process. Santika (2021) explains that speaking skills play a crucial role as a means for students to understand material, express ideas, and interact with teachers and peers. According to Alfira and Siregar (2024), elementary school students require comprehensive language skill development because language serves as the primary tool for expressing thoughts and building interactions in learning. Mastery of the four language skills is the foundation for students' success in understanding material and communicating ideas. According to Gocmez and Unal (2024), speaking skills are a crucial component of language learning in elementary education because speaking not only improves communication skills but also strengthens students' engagement in the learning process and their social skills in the classroom context. Romadlon and Azmi (2024) explain that speaking skills are a key component for language development and must be supported by effective teaching methods to improve overall language learning outcomes.

Speaking skills cannot develop without the ability to speak, and the results of speaking skills are only visible through speaking skills. Speaking skills play a crucial role that impacts students' lives, such as making it easier to convey ideas and facilitating children's socialization. According to Karim et al. (2022), speaking skills are a crucial aspect of early childhood development because they are the primary means for children to express their thoughts and feelings. Furthermore, children with a good vocabulary and who receive stimulation from their environment, especially their parents, will develop their speaking skills more quickly. Conversely, a lack of stimulation at home makes it difficult for some children to answer questions or express ideas verbally. Meanwhile, according to Van and Janssens (2024), increasing the use of communication strategies by teachers has a positive impact on students' expressive language productivity, significantly expanding their speaking skills and social engagement. According to Nuryati and Rangganis (2022), speaking skills play a significant role in classroom learning. Children who have sufficient vocabulary and are able to express their ideas will more easily participate in learning activities. According to Sulistyawati and Amelia (2021), speaking skills are important for children because they are the primary way to convey thoughts and feelings.

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However, current trends indicate that children's literacy skills remain low. The results of the Programme for International Student Assessment (PISA) indicate that

Indonesian students' literacy skills remain below the international average. Furthermore, a fifth-grade elementary school student was identified. Initial monitoring results indicated that she still had difficulty speaking, particularly in expressing opinions coherently, explaining information verbally, or retelling a story with a clear structure. This indicates that the student's speaking skills have not yet developed optimally and require more targeted stimulation. In response, the school implemented the Gedong Sari Program (One Day Storytelling Movement) as a storytelling-based co-curricular literacy activity aimed at providing a space for speaking practice in a fun learning environment.

Storytelling is considered an effective oral literacy strategy because it provides contextual, interactive, and meaningful communication activities. According to Nurafiffudin & Aliyyah (2023), storytelling activities can facilitate students' confidence in expressing ideas verbally through communicative interactions between teachers and students. Furthermore, according to Karim et al. (2022), storytelling helps students understand the content of the story, enriches vocabulary, and trains fluency and coherence in speaking. According to Shaikh (2024), the use of storytelling as a literacy teaching strategy in elementary schools contributes to improving oral language skills by expanding vocabulary, strengthening comprehension of spoken texts, and improving students' overall communication skills. According to Mirabdullayevna (2025), an integrated storytelling approach in the literacy curriculum encourages students' active involvement in reading, listening, and speaking activities, thereby accelerating literacy development in formal learning environments.

Although various studies have examined school literacy and development Speaking skills, most of the research focuses on the implementation of literacy programs in general or on specific learning strategies, especially in early childhood education. Research on storytelling in elementary schools generally focuses on improving learning outcomes or speaking skills quantitatively, and has not examined student perceptions in the implementation of school-based programs that are carried out continuously. According to Lee & González (2023), storytelling and oral literacy strategies are often measured by language performance results without exploring students' experiences and views in the process and its impact on their own learning. According to Miller (2022), emphasizes the need for research that not only assesses the effectiveness of programs and teaching techniques but also explores student perspectives as part of a broader understanding of oral language learning in elementary schools. Thus, there is a research gap in the form of a lack of studies that place student experiences and views as the main focus in evaluating the implementation of oral literacy programs. The urgency of this research lies in the importance of understanding the implementation of the Gedong Sari Program from the perspective of students as the main subjects of learning. Student perceptions provide an overview of the extent to which the program is understood, its perceived benefits, and the obstacles encountered during the activity. This information is crucial for reflection and program evaluation so that speaking skill strengthening can be implemented more effectively and in accordance with students' needs.

Based on this description, the focus of this research is directed at (1) fifth-grade students' perceptions of the implementation of the Gedong Sari Program in strengthening speaking skills, (2) fifth-grade students' perceptions of the role of the Gedong Sari Program in strengthening speaking skills, and (3) the program's benefits in supporting speaking skills. In line with this research problem formulation, the purpose of this research is to describe fifth-grade students' perceptions of the implementation of the Gedong Sari Program, identify students' views on the program's contribution to improving speaking skills, and identify the program's benefits in supporting speaking skills.

The novelty of this research lies in its emphasis on student perceptions within the context of a storytelling-based literacy program implemented co-curricularly and sustainably in elementary schools. This research not only describes the program's implementation but also uncovers the meaning and learning experiences of students as a basis for evaluating speaking skill strengthening.

### METHODS

This research is a qualitative study. A qualitative approach was used because it aims to understand and describe the perceptions of fifth-grade students regarding the implementation of the Gedong Sari Program in strengthening speaking skills in depth and context. In this study, the researchers applied a case study approach. According to Satori and Khomariyah (2017:36), a case study is used to examine a case that occurs at a specific time and place. This study employed a qualitative descriptive method. According to Sugiyono (2017), qualitative descriptive research is research conducted on a set of activities with various variations that have been determined by the researcher to be studied and then conclusions drawn. This study used purposive sampling for data sources. The primary data source in this study was 12 fifth-grade students of Karangtengah Public Elementary School who participated in the Gedong Sari Program. Data collection was conducted using triangulation techniques. According to Prastowo (2020:231), triangulation techniques combine various data collection techniques and existing data sources. The research instruments used were observation, interviews, documentation, and questionnaires. The table below details the instruments used and the indicators measured:

Table 1. Aspects and Indicators of Student Perceptions in the Implementation of the Gedong Sari Program

No	Indicator
1	Activity Interest
2	Program Implementation
3	Student Comfort

Table 2. Aspects and Indicators of Student Perceptions in Strengthening Speaking Skills

No	Indicator
1	Speaking Courage
2	Speaking Fluency
3	Coherence in Conveying Ideas

This study used Miles & Huberman (1994) data analysis techniques, namely data reduction, data presentation, and drawing conclusions

### RESULTS AND DISCUSSION

#### Research Results

This study aimed to identify fifth-grade students' perceptions of the Gedong Sari Program's implementation in strengthening speaking skills. Data were obtained through observation, interviews, documentation, and questionnaires, resulting in a comprehensive description of students' perceptions based on their direct experiences during the program.

#### Student Perceptions of the Gedong Sari Program

Based on observations, the Gedong Sari Program was implemented routinely, involving students in various oral language-based activities, such as storytelling, expressing opinions, reading aloud, and simple discussions. Throughout the activities,

most students participated enthusiastically, although levels of participation and speaking skills varied among students. Some students actively expressed their opinions, while others needed encouragement from the teacher to speak up.

Interviews with students indicated that, in general, students had a positive perception of the Gedong Sari Program. Students considered the program's activities interesting and different from regular classroom learning. The program provided opportunities for students to speak more freely without fear of making mistakes. However, some students expressed feelings of shyness or lack of confidence when speaking in front of their peers.

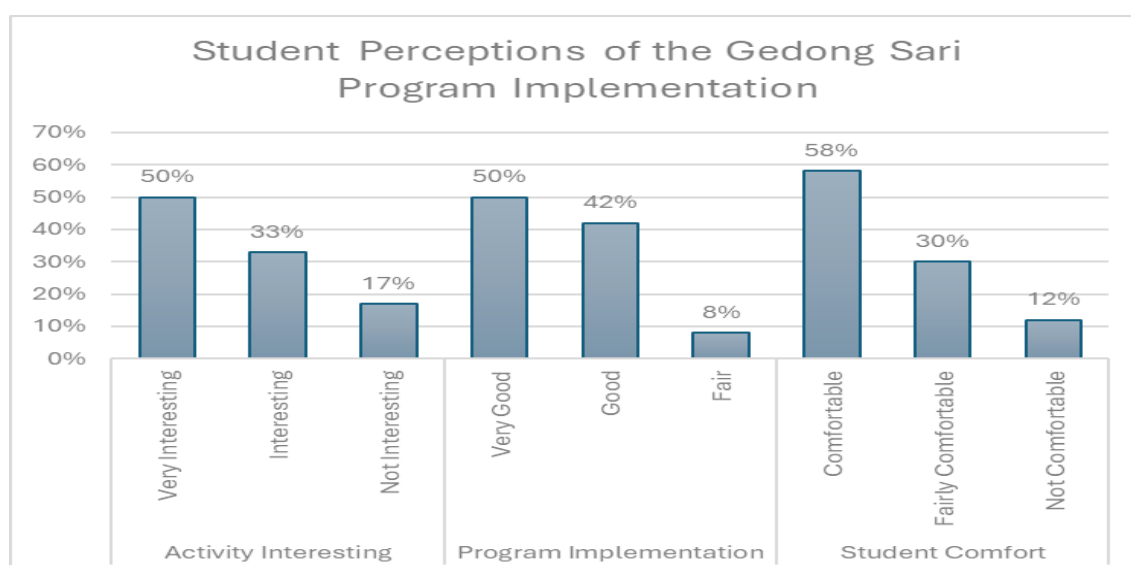
These findings are supported by the results of a questionnaire, which showed that the majority of students expressed enjoyment in participating in the Gedong Sari Program and felt the activities were quite helpful in practicing their speaking. However, a small number of students stated that they were not yet fully comfortable speaking during the program, especially when having to perform in front of the class.

The following is a summary of the results of the student perception questionnaire regarding the implementation of the Gedong Sari Program:

**Table 1. Student Perceptions of the Gedong Sari Program Implementation**

Aspects Assessed	Category Perception	Percentage
Activity Interesting	Very Interesting	50%
	Interesting	33%
	Not Interesting	17%
Program Implementation	Very Good	50%
	Good	42%
	Fair	8%
Student Comfort	Comfortable	58%
	Fairly Comfortable	30%
	Not Comfortable	12%

The data in Table 1 shows that the majority of students responded positively to the Gedong Sari Program. This indicates that the program has been well-received by students, although some students still require further guidance to feel comfortable speaking.



Picture 1. Student Perceptions in the Implementation of the Gedong Sari Program

### Student Perceptions of Strengthening Speaking Skills

Observations revealed changes in students' speaking behavior during the Gedong Sari Program. Several students, who initially tended to be passive, began to demonstrate the courage to speak up, even with simple sentences. Furthermore, students appeared more confident in asking questions and responding to peers' opinions.

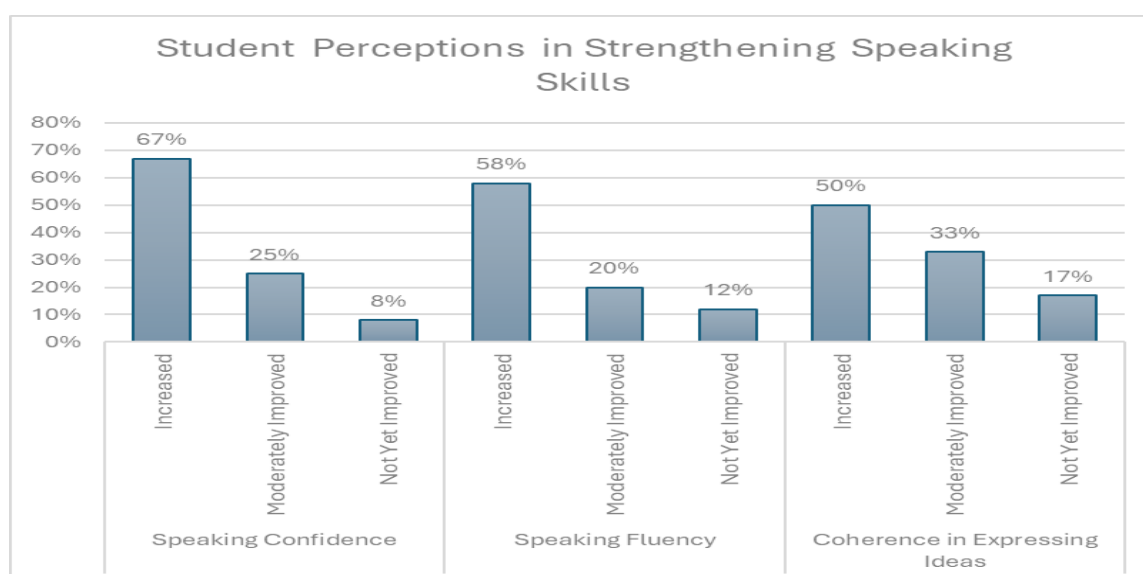
Interviews with students revealed that they perceived the Gedong Sari Program as helping them improve their speaking skills and fluency. Students stated that regular speaking activities accustomed them to expressing their opinions in front of others. Furthermore, students experienced an improvement in their ability to construct sentences and convey ideas more coherently, although they still encountered errors in pronunciation and intonation.

Questionnaire results supported these findings by indicating that the majority of students felt their speaking skills had improved after participating in the Gedong Sari Program. The most significant improvement was in speaking skills, while intonation and pronunciation accuracy still needed improvement.

**Table 2. Student Perceptions in Strengthening Speaking Skills**

Speaking Skills Aspects	Student Perception	Percentage
Speaking Confidence	Increased	67%
	Moderately Improved	25%
	Not Yet Improved	8%
Speaking Fluency	Increased	58%
	Moderately Improved	20%
	Not Yet Improved	12%
Coherence in Expressing Ideas	Increased	50%
	Moderately Improved	33%
	Not Yet Improved	17%

Based on this data, it can be concluded that the Gedong Sari Program is perceived as making a positive contribution to strengthening students' speaking skills, although the level of improvement experienced by students varies. The following diagram illustrates students' perceptions of strengthening speaking skills:



Picture 2. Persepsi Siswa dalam Penguatan Kemampuan Berbicara

## Discussion

The results of the study indicate that fifth-grade students have a generally positive perception of the implementation of the Gedong Sari Program. This is reflected in their high enthusiasm, interest in storytelling activities, and increased confidence in speaking. These findings align with language learning theory, which emphasizes that speaking skills develop through repeated and meaningful communication practice. According to Karim et al. (2022), speaking skills will develop optimally when students receive sufficient stimulation through active verbal interaction.

Furthermore, the success of the Gedong Sari Program in increasing student self-confidence supports the opinion of Nurafiffudin & Aliyyah (2025), who stated that storytelling activities can help students become more confident in expressing ideas orally. This finding is further supported by Shaikh (2024), who explains that storytelling is an effective strategy in literacy learning because it can improve communication skills, comprehension, and active student engagement.

In terms of improving speaking skills, the results of the study indicate an increase in self-confidence, fluency, and the ability to convey ideas coherently. These findings align with research by Mirabdullayevna (2025), who stated that an integrated storytelling approach in learning can accelerate the development of students' speaking skills through active engagement in reading, listening, and speaking activities. Furthermore, Romadlon & Azmi (2024) also emphasized that storytelling can significantly improve students' speaking skills because it provides opportunities for contextual language practice.

However, the study also showed that not all aspects of speaking skills experienced equal improvement, particularly pronunciation and intonation. This suggests that developing speaking skills is an ongoing process. These findings align with those of Nuryati & Rangganis (2022), who stated that speaking ability is influenced not only by the frequency of practice but also by the learning method used and the individual characteristics of the students.

Differences in perception and ability among students in this study can also be explained by the theory of learning perception, which states that individual perceptions are influenced by internal factors such as self-confidence and prior experience, as well as external factors such as the learning environment (Miller, 2022). Therefore, the variation in results is normal in a learning context involving diverse student characteristics.

Overall, the results of this study reinforce previous research findings that storytelling-based literacy programs have significant potential for improving elementary school students' speaking skills. This also supports the opinion of Lee & González (2023), who emphasized the importance of exploring students' experiences and perceptions in language learning, as positive perceptions can increase student participation and engagement in the learning process.

Thus, the Gedong Sari Program is not only effective as a means of speaking practice but also as a learning strategy capable of creating an active, enjoyable learning environment and supporting the development of students' overall communication skills.

## CONCLUSION

The results of this study indicate that fifth-grade students have a generally positive perception of the Gedong Sari Program. The program is perceived as an engaging literacy activity, providing a diverse learning environment, and providing opportunities for students to actively engage in speaking activities. This positive perception is reflected in students' enthusiasm for participating in the activities and their assessment of the program's implementation, which they deemed quite good.

The Gedong Sari Program is also perceived as contributing to strengthening students' speaking skills, particularly in terms of speaking confidence and fluency. Through familiarization with spoken language-based activities, students become more confident in expressing their opinions and are more willing to speak in front of the class. However, this improvement in speaking skills has not been felt equally by all students, particularly in aspects of pronunciation and intonation accuracy, which still require further reinforcement.

The implications of this study indicate that the Gedong Sari Program has potential as part of a school literacy program to support the development of elementary school students' speaking skills. Therefore, this program needs to be maintained and developed with a wider variety of activities and supported by ongoing teacher mentoring to ensure that all students receive optimal speaking opportunities.

Recommendations for further research include the need for a more in-depth study of the Gedong Sari Program's influence on students' speaking skills using a quantitative or mixed-methods approach. Further research could also examine factors influencing student perceptions and expand the research **subject area to different school contexts and grade levels.**

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