

STORYTELLING WITH THE ASSURE MODEL AND CONTENT-BASED APPROACHES TO IMPROVE 3RD-6TH GRADE STUDENT'S SPEAKING SKILLS AT SIKKOLA RAKYAT

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Abstract

This research explores the integration of the ASSURE Model and content-based approaches to enhance the speaking skills of 3rd–6th grade students at Sikkola Rakyat. Speaking proficiency is a crucial aspect of language learning, yet many young learners struggle with confidence, fluency, and engagement in English communication. The ASSURE Model provides a systematic framework for lesson planning, ensuring that instructional strategies are tailored to students' needs. Meanwhile, the content-based approach immerses learners in meaningful and contextually rich materials, fostering natural language acquisition. Using a qualitative research design, this study examines the effectiveness of these combined methods through classroom observations and student performance assessments. The findings reveal that implementing the ASSURE Model alongside content-based learning significantly improves students' speaking abilities, participation, and overall language confidence. This study underscores the importance of structured and interactive teaching methods in developing young learners' communication skills.

Keywords: ASSURE Model, content-based approach, speaking skills, language learning.

Introduction

Speaking is one of the most crucial aspects of language learning, as it enables learners to communicate effectively in various academic and social contexts. However, many young learners, particularly in English as a Second Language (ESL) settings, struggle to develop strong speaking skills due to several challenges, including limited exposure to authentic language use, fear of making mistakes, and a lack of confidence in expressing their thoughts verbally (Richards, 2008). Brown (2007) defines speaking as an interactive process that involves constructing meaning through the production, reception, and interpretation of spoken messages, which requires both linguistic knowledge and communicative competence. Unfortunately, traditional language instruction in many ESL classrooms tends to emphasize grammar and writing skills rather than oral communication, leading to a gap between students' theoretical understanding of English and their ability to use it fluently in real-life situations (Harmer, 2007). To address this issue, educators must implement instructional methods that promote active student engagement and meaningful communication. The ASSURE Model, which provides a structured approach to instructional design, and content-based instruction, which emphasizes learning language through relevant subject matter, offer a promising