

DESIGNING EFFECTIVE SPEAKING PEDAGOGY THROUGH CHILDREN'S LITERATURE IN ELEMENTARY CLASSROOMS

CONCEBER UMA PEDAGOGIA EFICAZ DA EXPRESSÃO ORAL ATRAVÉS DA LITERATURA INFANTIL NAS SALAS DE AULA DO ENSINO BÁSICO

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Abstract

The growing emphasis on oral communication competence in primary education demands instructional frameworks that move beyond procedural techniques toward theoretically grounded and context-responsive models. This study develops and conceptualizes a strategic model for utilizing children's literature in primary school speaking instruction. Employing an in-depth qualitative case study design conducted in an Indonesian elementary school setting, the research explores how locally grounded children's literature is systematically integrated into instructional planning, classroom interaction, pedagogical mediation, and authentic assessment practices. Data were generated through prolonged classroom observations, in-depth interviews with teachers and students, and document analysis of instructional plans and assessment instruments. The data were analyzed through a recursive coding procedure that integrated thematic analysis with an examination of interrelated instructional elements in order to formulate a structured strategic model. The results indicate an interconnected configuration that links socio-cultural foundations, instructional planning, engagement with literary texts, dialogic interaction in the classroom, and authentic, performance-oriented assessment. Rather than functioning merely as instructional media, children's literature operates as a pedagogical axis that connects cultural relevance, linguistic scaffolding, and the development of performative speaking. The proposed model highlights a recursive

Resumo

A crescente ênfase na competência de comunicação oral no ensino básico exige estruturas pedagógicas que vão além das técnicas procedimentais, rumo a modelos teoricamente fundamentados e sensíveis ao contexto. Este estudo desenvolve e conceptualiza um modelo estratégico para a utilização da literatura infantil no ensino da expressão oral na escola primária. Recorrendo a um desenho de estudo de caso qualitativo aprofundado, realizado num contexto escolar primário indonésio, a investigação explora como a literatura infantil de raiz local é sistematicamente integrada no planeamento pedagógico, na interação em sala de aula, na mediação pedagógica e nas práticas de avaliação autêntica. Os dados foram gerados através de observações prolongadas em sala de aula, entrevistas aprofundadas com professores e alunos e análise documental de planos de ensino e instrumentos de avaliação. Os dados foram analisados através de um procedimento de codificação recursiva que integrou a análise temática com um exame de elementos pedagógicos inter-relacionados, a fim de formular um modelo estratégico estruturado. Os resultados indicam uma configuração interligada que une fundamentos socioculturais, planeamento pedagógico, envolvimento com textos literários, interação dialógica na sala de aula e avaliação autêntica e orientada para o desempenho. Em vez de funcionar meramente como meio de ensino, a literatura infantil opera como um eixo pedagógico que conecta a



instructional cycle in which authentic assessment serves as reflective feedback for subsequent planning and implementation. This dynamic structure strengthens both classroom-based speaking competence and performative oral abilities beyond the classroom context. Theoretically, the study extends existing discussions on speaking pedagogy by positioning culturally embedded children's literature as a central strategic instrument within a holistic instructional ecology. Practically, the model offers an adaptable framework for primary education systems seeking to integrate cultural literacy and oral language development in a structured and sustainable manner.

Keywords: Speaking Instruction. Children's Literature. Elementary Education. Culturally Responsive Pedagogy. Qualitative Case Study. Authentic Assessment.

relevância cultural, o apoio linguístico e o desenvolvimento da fala performativa. O modelo proposto destaca um ciclo de ensino recursivo no qual a avaliação autêntica serve como feedback reflexivo para o planejamento e a implementação subsequentes. Esta estrutura dinâmica fortalece tanto a competência de fala em sala de aula como as habilidades orais performativas para além do contexto da sala de aula. Teoricamente, o estudo amplia as discussões existentes sobre a pedagogia da fala, posicionando a literatura infantil culturalmente enraizada como um instrumento estratégico central dentro de uma ecologia de ensino holística. Na prática, o modelo oferece uma estrutura adaptável para sistemas de ensino básico que procuram integrar a literacia cultural e o desenvolvimento da linguagem oral de forma estruturada e sustentável.

Palavras-chave: Ensino da Fala. Literatura Infantil. Ensino Básico. Pedagogia Culturalmente Sensível. Estudo de Caso Qualitativo. Avaliação Autêntica.

1 INTRODUCTION

Oral communication competence in academic settings extends beyond the ability to articulate ideas, engage in critical thinking, and deliver structured presentations. Beyond enabling learners to articulate ideas effectively, oral communication contributes significantly to the development of self-assurance, the formation of personal identity, and active engagement in social contexts. This importance is increasingly visible in the proliferation of public speaking events, including youth-oriented competitions such as the PSEi Youth English Competition 2026. In the Indonesian primary education landscape, the need to reinforce speaking competence has become more pronounced, particularly with the expanding presence of speech contests conducted at regional, provincial, national, and international levels. Reports issued by the Regional Library and Archives Office of East Java Province (Disperpusip Jatim) indicate a consistent expansion of such academic events. Achievement in these competitions does not emerge incidentally, rather, it is the outcome of carefully designed and systematically implemented speaking instruction strategies. In this process, the interaction between teachers and students,

supported by the broader learning environment, constitutes a decisive factor in optimizing learners' oral performance.

The distinctiveness of SD Negeri 5 Kabet in implementing speaking instruction lies in the predominance of teacher-directed practices. Observational data indicate that the teacher maintains a dominant role in directing classroom instruction, encompassing the choice of children's literary materials, the sequencing of instructional phases, and the management of students' interpretive and verbal responses to the narrative texts. This pattern is closely related to the relatively homogeneous learning environment and the persistence of one-way communication traditions within the classroom culture. In this context, the teacher occupies a pivotal position in shaping the organization, content focus, and pacing of the instructional process.

International speaking competitions also demonstrate clear age segmentation among participants. For instance, the Public Speaking Academy's 2022 program targeted adolescents aged 13–17, while the SpeakUp Academy segment within the Harvard Model Congress Asia (HMCA) 2026 was designed for individuals aged 16–20. Based on this classification, the study specifically targets V-grade students, typically between 10 and 11 years old. The investigation took place at SD Negeri 5 Kabet, situated in Jambon Subdistrict, Ponorogo Regency, East Java, Indonesia.

Children's literature holds considerable pedagogical potential as a catalyst for developing young learners' oral communication skills. Through narrative engagement, students are invited into dialogic exchanges, prompted to reflect critically, and supported in processes of personal growth, particularly in classrooms characterized by cultural and linguistic diversity (Li et al., 2021). Beyond its linguistic function, literary texts for children also provide a symbolic space in which learners construct understandings of their home environments, social communities, and the wider social world (Louloudi, 2024). From an ideological standpoint, such texts may contribute to the reinforcement of dominant racial discourses, the reproduction of heroic archetypes, the reinterpretation of contested historical narratives, the promotion of environmental perspectives, the positioning of competing national identities, the encouragement of critical ideological awareness, and the shaping of specific interpretive frameworks and forms of consciousness (Santoso, 2022).

The connection between language and literature can be understood as reciprocal and interdependent. Language functions as a primary semiotic system that provides the structural patterns, symbolic resources, and governing conventions necessary for communication. Literature, in turn, operates as a secondary semiotic system that reconfigures these linguistic resources into creative, aesthetic, and multilayered expressions of meaning (Pradopo, 2021. Raharjo, R. P., & Nugraha, 2022). Perspectives concerned with persuasive and communicative effectiveness encompass rhetorical theory, pragmalinguistics, and pragma-dialectical approaches to argumentation (Eemeren et al., 2023). Within literary texts, language serves as the central instrument through which ideas, viewpoints, and reflective thought are conveyed (Tarigan, 2018). Consequently, it becomes the mediating channel that links writers and readers in the construction of meaning.

Instructional support materials in classroom contexts frequently include illustrated storybooks. Such books integrate rich visual elements that convey meaning and narrative content through images, thereby assisting children in comprehending stories more effectively (Hsiang et al., 2023). This view aligns with Sukmadewi and Ganing (2020), who argue that picture storybooks facilitate deeper understanding and reduce learners' boredom, as the material is not confined solely to written text. Consequently, children's literature enriched with abundant illustrations not only enhances comprehension but also supports the development of speaking skills by creating engaging and meaningful opportunities for oral expression.

The implementation of speaking instruction strategies through the integration of children's literature at the primary school level constitutes the central focus of this study. Specifically, the research seeks to investigate the strategies employed at SD Negeri 5 Krebet, encompassing the stages of instructional planning, classroom implementation, and evaluation practices.

This research is projected to produce empirically based findings that provide meaningful advantages for students. These benefits include the development of effective oral communication abilities in both structured and everyday situations, greater motivation to engage in reading activities, deeper awareness and appreciation of local cultural heritage through storytelling and performance-based learning, and the advancement of narrative speaking proficiency. In addition, the outcomes of this study

are expected to enrich the existing scholarly discourse and function as a conceptual and practical reference for subsequent studies in primary education and language teaching.

2 LITERATURE REVIEW

2.1 Stages of speaking instruction in elementary education

Speaking instruction, as an integral component of language learning, must be systematically designed and grounded in established instructional design theories. From the perspective of Walter Dick and Lou Carey (2015), instruction functions as an interconnected system encompassing the formulation of objectives, the organization of learning materials, the implementation of instructional activities, and the assessment of learning outcomes. In a similar vein, Bruce Joyce et al. (2018) emphasize that each instructional model is characterized by a structured syntax or sequence of operational stages designed to ensure the effective attainment of learning goals.

In the context of primary education, the stages of speaking instruction may be categorized into three principal phases: (1) the conceptual planning stage, (2) the performative implementation stage, and (3) the reflective evaluation stage. These stages are consistent with the principles of communicative language teaching, which emphasize purposeful planning focused on meaning, the provision of ample opportunities for learners to actively use the language, and the integration of ongoing feedback to foster continuous improvement (Brown, 2015. Bygate, 1987).

2.2 Theoretical foundations of language acquisition

From a foundational theoretical perspective, language acquisition is considered an innate human capacity present from birth, as proposed (Chomsky, 1957). The development of speaking proficiency requires the integration of linguistic competence, articulatory motor skills, and interactive communicative abilities. This process encompasses precise pronunciation, suitable intonation patterns, awareness of orthographic conventions, lexical control, and a range of complementary communicative sub-skills that collectively support effective oral expression (Bygate, 1987).

In relation to cognitive development, Jean Piaget conceptualized children's thinking progression into distinct stages: the sensorimotor stage (0–2 years), the pre-operational stage (2–7 years), the concrete operational stage (7–11 years), and the formal operational stage (11–15 years). These developmental phases reflect a progressive transition from concrete thinking toward more abstract modes of reasoning. In a complementary perspective, Lev Vygotsky (2024) explains that by the ages of 11 to 12, children's speech and language capacities are approaching full development, with only gradual refinements taking place in the years that follow. At this stage, learners tend to engage enthusiastically in sustained conversations and argumentative exchanges, utilize more sophisticated syntactic constructions, and experience rapid lexical growth often adding between 4,000 and 5,000 new words each year. They also develop stronger listening abilities, enabling them to infer implied meanings and discern communicative intentions. In addition, they begin to understand figurative expressions such as irony and sarcasm, show an emerging sense of humor, and display increasing adaptability in language use by modifying their register according to social context for example, using formal language with teachers and a more relaxed style with peers.

Empirical research conducted by Ahmad Susanto shows that children in the early years of primary education (around 6–7 years old) generally possess an active vocabulary of approximately 2,500 words. By the end of late childhood (around 11–12 years old), this number can increase substantially, reaching nearly 50,000 lexical items. Drawing on these developmental insights, the present study concentrates on fifth-grade primary students, typically aged about 11 years. This choice is theoretically grounded in the assumption that learners within this developmental stage demonstrate sufficient cognitive and linguistic maturity to engage in more complex speaking activities. Additionally, Hildayani et al. (2013) argue that children approaching early adolescence are generally capable of producing utterances that align with social norms and contextual requirements, frequently use expressions that convey implied meanings, and exhibit a growing awareness of pragmatic subtleties in communication.

3 METHODOLOGY

This study employed a case study design conducted directly in a fifth-grade classroom at SD Negeri 5 Kreet, Jambon District, Ponorogo Regency. The approach was selected to obtain an in-depth empirical portrayal of how speaking instruction strategies integrating children's literature are enacted naturally within the classroom context. The investigation focused on the teacher's authentic practices in planning, implementing, and evaluating literature-based speaking instruction, as well as on the interactional dynamics between the teacher and the eleven students participating in the learning process.

The research site was purposively selected based on several methodological and academic considerations. First, the school consistently incorporates children's literary texts into Indonesian language instruction, particularly in speaking activities. Second, the fifth-grade teacher has experience integrating folklore and locally grounded children's literature into classroom practice. Third, the class comprises students with varied speaking abilities, enabling the collection of rich and diverse data. Fourth, the location allowed for repeated and intensive observations, thereby strengthening the depth and rigor of the case study analysis.

Operationally, the study involved direct observation of multiple speaking lessons in which children's literary texts served as primary instructional resources. The researcher systematically documented the instructional sequence from the planning stage through introductory activities, core learning tasks, and closing reflections. Verbal interactions between teacher and students were recorded, alongside patterns of student participation, types of speaking activities employed (including reading aloud, storytelling, retelling, and role play), and the evaluation techniques implemented by the teacher. Data were gathered through classroom observation, in-depth interviews, and document analysis to ensure completeness, triangulation, and analytical depth.

The objectives of this research were fourfold: (1) to identify and analyze the concrete steps undertaken by the teacher in designing literature-based speaking instruction. (2) to describe and examine the implementation of speaking strategies grounded in children's literature. (3) to analyze the forms and procedures of speaking assessment applied in the classroom. and (4) to reconstruct the roles of teacher and students in establishing communicative learning interactions. The findings derived from

these focal points were synthesized to formulate a strategic model for integrating children's literature into primary school speaking instruction.

The research process was carried out through four principal stages. The first stage involved preparation, including a preliminary study to map existing speaking practices, proposal development, securing institutional permissions, and designing research instruments such as interview guides, observation protocols, and document analysis formats. The second stage consisted of data collection through participatory observation, in-depth interviews with the teacher and students, and the compilation of instructional documents such as lesson modules, assessment rubrics, and selected literary texts. The third stage comprised continuous data analysis, including transcription of interviews, data reduction aligned with research focuses, coding, categorization of strategic patterns, interpretation of emerging themes, and formulation of substantive conclusions. The fourth stage involved report writing, encompassing the presentation of findings, analytical discussion, conceptual model construction, and dissertation revision and finalization.

In qualitative inquiry, the researcher serves as the primary instrument for data collection and interpretation. Accordingly, the researcher conducted non-interventionist classroom observations, facilitated in-depth interviews to capture contextual insights, and analyzed instructional documents to obtain corroborative evidence. All procedures were undertaken systematically to ensure credibility, academic rigor, and methodological accountability. Through this design, the study seeks not only to produce a comprehensive empirical description but also to construct a theoretically grounded model of literature-based speaking instruction relevant to the advancement of primary education.

Methodologically, the research is directed toward developing a conceptual model of strategic integration of children's literature in speaking instruction at the primary level. Therefore, data collection and analysis were consistently oriented toward identifying patterns, structural components, interrelationships among strategic elements, and mechanisms of classroom implementation.

4 RESULTS AND DISCUSSION

4.1 Results

Based on classroom observations and interviews conducted with the fifth-grade teacher and students, the integration of children's literature was found to foster a more interactive and communicative learning environment. Students demonstrated greater confidence in expressing opinions, responding to narrative content, and engaging in dialogue with their peers. The teacher also reported greater ease in guiding learners to develop their speaking abilities when instructional activities were anchored in stories that were already familiar to or favored by the students.

The following section presents the empirical findings derived from fieldwork. It outlines the data collected during the research process and provides a systematic account of the evidence gathered in relation to the study's focal concerns:

1. Planning the Speaking Instruction Strategy through the Integration of Children's Literature

The Merdeka Curriculum formulates Learning Outcomes (*Capaian Pembelajaran/CP*) to provide clear direction regarding the competencies that students are expected to achieve at each developmental phase. These outcomes encompass not only cognitive dimensions but also skills and attitudes that contribute to character formation in alignment with the Pancasila Student Profile. Instructional practices developed under this curriculum are expected to be flexible, contextual, and designed to encourage active participation, critical thinking, and creativity. One pedagogical approach that supports these principles is the integration of children's literature into classroom instruction, particularly for the development of language skills.

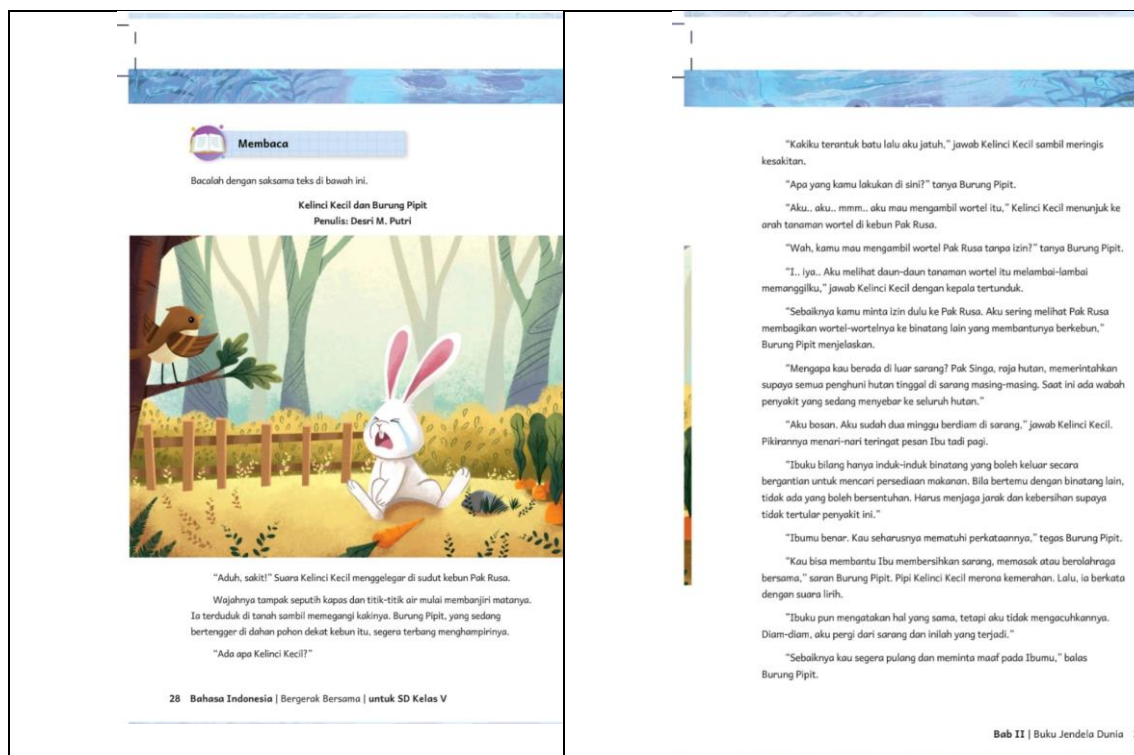
Children's literature possesses significant potential to stimulate imagination, enrich vocabulary, and naturally foster speaking and listening abilities. Through stories, poems, and children's drama, learners are provided with meaningful opportunities to articulate ideas, consider diverse perspectives, and express emotions and viewpoints orally. Such activities strongly support the attainment of Learning Outcomes, especially in the domains of communication, literacy, and creativity.

Regarding the alignment between Learning Outcomes (CP) and classroom practice under the Merdeka Curriculum, the V teacher, Mr. Taufiq, stated during an interview:

“Yes, Mr. V, speaking instruction through the use of children’s literature is highly consistent with the Learning Outcomes (CP) of the Merdeka Curriculum, particularly in the Indonesian language subject. The curriculum emphasizes strengthening literacy and communication competencies, including listening, speaking, reading, and writing skills. The use of children’s literature—such as short stories, folktales, or poems—provides a natural and engaging context for students to practice expressing their thoughts, feelings, and responses orally, using appropriate and well-structured language.”

Figure 1

Fifth-Grade Student Textbook, Semester I

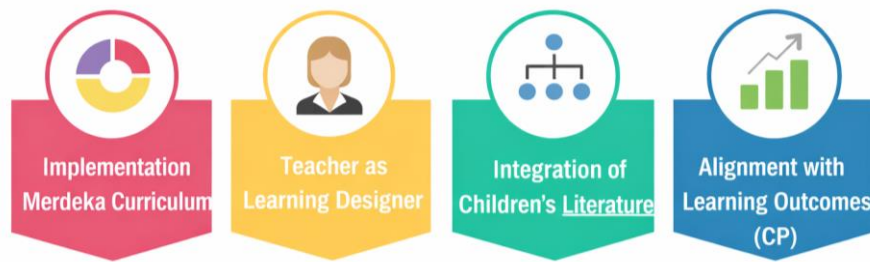


Within Phase C of the Merdeka Curriculum (Grades IV–VI), one of the principal objectives is to enable students to comprehend and convey information and ideas effectively, both orally and in written form. Through activities such as storytelling, role-playing, and retelling texts, learners not only enhance their speaking proficiency but also develop the ability to organize ideas coherently and logically.

Accordingly, this instructional strategy is not merely aligned with the designated Learning Outcomes (CP). It also substantially contributes to the cultivation of the Pancasila Student Profile. In particular, it fosters effective communication skills, critical thinking abilities, and the development of ethical and well-rounded character traits.

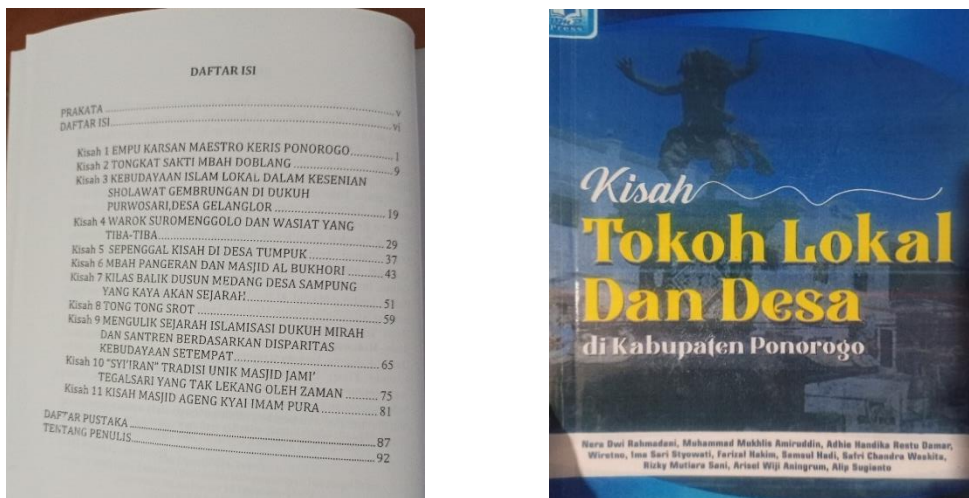
Figure 2

Planning Flowchart



The distinctive feature of the speaking instruction strategy at SD Negeri 5 Kreet, Jambon, Ponorogo lies in its integration of children's literature grounded in local wisdom. Specifically, the teacher utilizes a narrative script authored by Safi Chandra Waskita, which originated from a local content writing competition organized by the Dinas Perpustakaan dan Arsip Ponorogo. As a product of a regional literary initiative, the text embodies cultural values and contextual elements closely connected to the students' everyday experiences.

This approach offers a learning experience that is both relevant and meaningful. By engaging with stories that reflect their own cultural background and social environment, students are better able to comprehend narrative content, identify with characters and themes, and express themselves more confidently. Consequently, the integration of locally grounded children's literature not only strengthens speaking competence but also reinforces cultural awareness and contextual understanding within the learning process.

Figure 3*Local Literary Text Ponorogo*

The approach applied in speaking instruction through an expository strategy combined with the integration of children's literature, as reflected in the teacher's practice, demonstrates particular strengths in fostering emotional engagement and providing direct modeling. In this context, the teacher does not merely deliver content verbally but also exemplifies how a literary text can be performed effectively. Such modeling enables students to observe pronunciation, intonation, expression, and narrative flow in authentic practice.

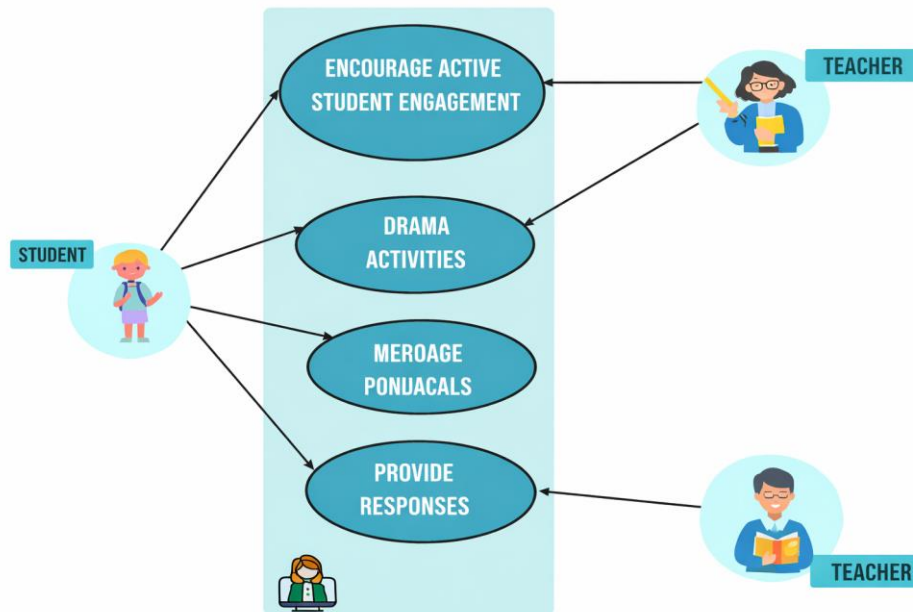
Contextual Teaching and Learning (CTL) represents an instructional approach that connects academic content with learners' real-life experiences. Through CTL, students are encouraged to relate classroom learning to their everyday contexts, thereby enhancing the relevance and meaningfulness of instruction. This strategy emphasizes active learner participation through discussion, reflection, collaborative work, and problem-solving activities. As a result, students are not confined to theoretical understanding but are guided to apply acquired knowledge in practical and socially situated contexts.

In primary education, particularly in speaking instruction, it is essential to adopt approaches that resonate with children's developmental characteristics. Children's literature such as folktales, short stories, and poems serves as an appropriate medium because it embodies imagination, emotional depth, and life values closely aligned with students' daily experiences. To optimize its use in speaking instruction, teachers must

select pedagogical methods that actively engage learners and encourage them to articulate ideas, feelings, and interpretations orally. By doing so, students are provided with structured yet meaningful opportunities to develop communicative competence.

Figure 4

Roles of Teacher and Students



2. Implementation

Prior to executing any instructional strategy, teachers must first conduct a needs analysis and develop a comprehensive understanding of the learning context. This process includes identifying students' characteristics, such as their proficiency levels, learning preferences, socio-cultural backgrounds, as well as potential strengths and challenges that may emerge during instruction. In addition, teachers are required to review the applicable curriculum, the core competencies to be achieved, and the specific learning objectives established for the lesson. Such preparatory steps are essential to ensure that the instructional strategy designed is both relevant and pedagogically effective.

Teachers also engage in reflective practice by examining prior teaching experiences and collecting supporting data, including previous assessment results, student feedback, and the availability of learning facilities and resources. Consideration is given to the most appropriate pedagogical approaches, whether thematic, scientific, or project-

based. Through this comprehensive analysis, teachers are able to construct an implementation strategy that is systematic, goal-oriented, and responsive to classroom dynamics. These preliminary measures serve as a foundational framework before the instructional strategy is enacted in practice.

Regarding the preparatory phase prior to implementation, Mr. Taufiq the V homeroom teacher, explained during the interview:

“As the homeroom teacher of Grade V, before implementing any instructional strategy, my first step is to understand the Pancasila Student Profile as the foundation of the Merdeka Curriculum, including its Learning Outcomes (CP) and Learning Objective Flow (ATP). I need to gain a comprehensive understanding of my students’ characteristics, including their interests, talents, and socio-emotional backgrounds. Since SD Negeri 5 Kreet has only eleven students, it is not difficult for me to understand each child’s character and learning needs, especially in children’s literature activities. For example, in our class, I know that Rofiah is particularly interested in Ponorogo folktales and enjoys expressing them. Therefore, I guide her through imaginative exercises using various materials I have prepared. By continuously engaging in such activities, students become more accustomed to speaking and gradually develop stronger confidence and mental resilience.”

Figure 5

Learning Activities at SD Negeri 5 Kreet



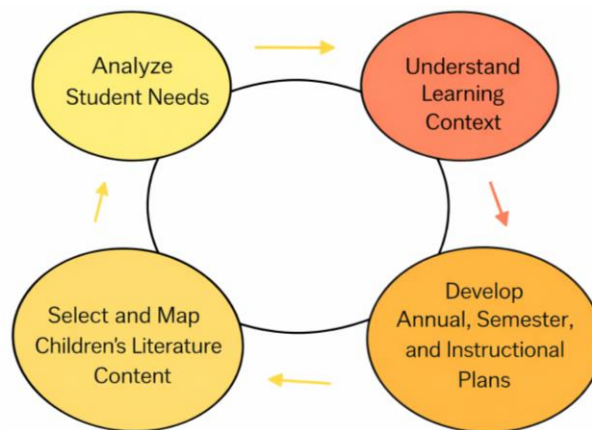
Before initiating the first stage of implementation, Mr. Taufiq underscored the importance of thoroughly analyzing the Learning Outcomes (Capaian Pembelajaran/CP) outlined in the Merdeka Curriculum. He emphasized that teachers must clearly

understand the Learning Objective Flow (Alur Tujuan Pembelajaran/ATP) and design instruction that is flexible, contextual, and learner-centered. In addition, he conducts an initial diagnostic assessment to determine students' readiness levels, ensuring that the instructional strategies developed are genuinely adaptive and pedagogically impactful.

Through these preparatory measures, instructional planning extends beyond fulfilling administrative requirements and instead directly addresses the authentic challenges encountered in the classroom.

Figure 6

Flow of Instructional Implementation



3. The Role of the Teacher

In the learning process, the quality of interaction between teacher and students plays a crucial role in establishing a conducive and effective classroom environment. Constructive interaction fosters active two-way communication, enabling students to feel heard, valued, and motivated to participate fully. Positive engagement also allows teachers to better understand individual learners' needs, challenges, and potential, thereby facilitating more responsive instructional adjustments. Such supportive and harmonious interaction is particularly vital in speaking instruction, where students' confidence and willingness to express themselves significantly influence learning outcomes.

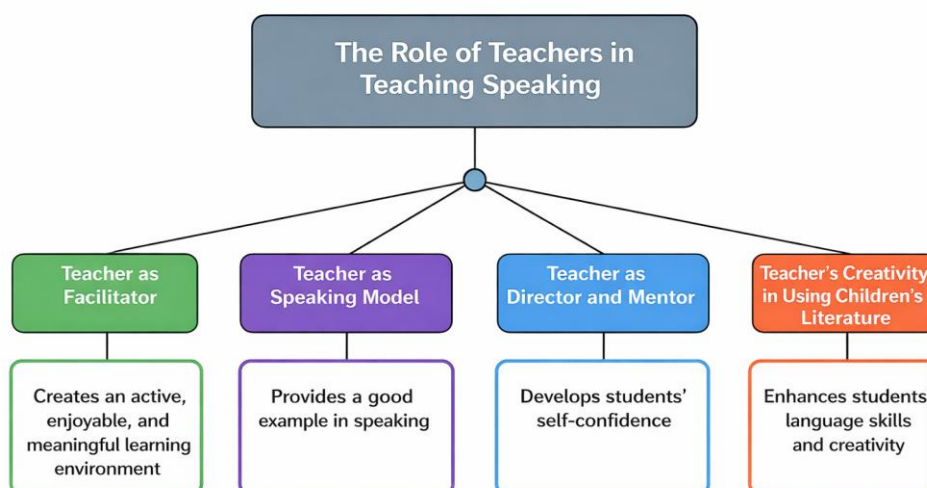
Regarding the quality of interaction during literature-based speaking instruction at SD Negeri 5 Kreet, Mr. Taufiq the V grade teacher, explained in the interview:

“The quality of interaction between the teacher and students during children’s literature-based speaking lessons at SD Negeri 5 Kreet is highly positive and communicative. The teacher functions not only as an instructor but also as a facilitator and mentor in students’ speaking development. Immediate feedback is frequently provided, including corrections of pronunciation and the use of open-ended questions that encourage students to think critically and elaborate their responses. This approach creates a more interactive and comfortable classroom atmosphere, allowing students to feel appreciated and more confident in speaking.”

Furthermore, the teacher successfully cultivates positive emotional connections with students, for instance by offering simple forms of appreciation such as praise or applause whenever students successfully present a story or express their opinions. Such gestures enhance students’ motivation to remain actively engaged in speaking activities. The teacher’s openness to students’ ideas including those expressed in simple forms also reflects the principles of the Merdeka Curriculum, which emphasize learner autonomy and active participation in the educational process.

Figure 7

The Teacher’s Role in the Learning Process



5 DISCUSSION

1. Rationale for Model Development

First, research consistently shows that effective speaking instruction in primary education requires contextual, imaginative, and experience-based learning environments. Contemporary studies emphasize that oral language development is strengthened when learning activities are embedded in meaningful social interaction and authentic narrative contexts (Alexander & Dialogic, 2020). Within this framework, children's literature provides a pedagogically rich medium because narratives offer structured storylines, relatable characters, moral dimensions, and dialogic spaces that stimulate imagination and encourage expressive communication. Recent research in literacy and language education demonstrates that literature-based instruction enhances students' narrative competence, vocabulary development, and oral fluency through retelling, dramatization, and dialogic engagement (Cekaite & Björk-willén, 2018. Petscher et al., 2020). These findings support the argument that children's literature functions not merely as reading material, but as a scaffold for oral communication and higher-order thinking.

Second, the findings of this study reveal that the success of speaking instruction at SD Negeri 5 Kreet does not depend on a single pedagogical technique, but rather on the systematic integration of planning, implementation, and assessment strategies. Recent instructional design research highlights the importance of coherence between learning objectives, pedagogical processes, and assessment practices in producing sustainable learning outcomes (Darling-Hammond, L. et al., 2020). While prior studies often examine discrete techniques such as storytelling, drama-based pedagogy, or role-play as isolated interventions (Norris et al., 2024. Steube et al., 2023), fewer studies conceptualize these approaches within an integrated strategic framework that aligns curriculum design, classroom interaction, and performance-based assessment. Therefore, this study contributes by articulating a comprehensive model that unifies literary engagement, communicative practice, and systematic evaluation within a coherent pedagogical structure.

Third, within the context of the implementation of Indonesia's *Merdeka Curriculum*, teachers are required to demonstrate adaptive expertise balancing flexibility with instructional clarity. Recent global scholarship on adaptive teaching underscores the

necessity of structured yet responsive pedagogical models that enable teachers to adjust instruction based on students' readiness, interests, and contextual factors (Liu et al., 2025. OECD, 2020). A strategically designed model provides a practical framework that supports teachers in planning literature-based speaking instruction in a deliberate, creative, and measurable manner. Moreover, performance-oriented speaking activities such as storytelling competitions and public speaking events require not only fluency but also narrative coherence, expressive delivery, and critical reasoning skills (Cui & Teo, 2021). The proposed model accommodates both classroom communicative competence and performative speaking preparation, thereby responding to contemporary curricular demands and global competencies.

2. Components of the Children's Literature-Based Speaking Instruction Model

• Contextual Foundation of Learning

The contextual foundation of this model integrates the *Merdeka Curriculum*, the developmental characteristics of primary school learners, and the local socio-cultural context of Ponorogo. Research indicates that context-responsive pedagogy enhances student engagement and communicative competence when learning is connected to learners lived experiences (Hammond, L. et al., 2020). From a sociocultural perspective, oral language development emerges through scaffolded interaction within meaningful cultural settings (Cui & Teo, 2021). Therefore, aligning curriculum demands, developmental readiness, and local cultural narratives ensures that speaking instruction becomes relevant, meaningful, and socially grounded.

• Planning Strategy for Literature-Based Speaking Instruction

At the planning stage, teachers analyze learning outcomes and speaking objectives, select children's literature appropriate to students' developmental levels, and design instructional modules and supporting media. Instructional coherence alignment between objectives, materials, and assessment has been identified as a key determinant of effective learning (Mathews et al., 2025). Narrative texts, in particular, function as scaffolds for oral language development by strengthening vocabulary, discourse structure, and expressive fluency (Rueda-sánchez, 2026). The integration of local children's literature further supports cultural relevance while fostering students' confidence in oral expression.

- **Implementation Strategy for Speaking Instruction**

The implementation phase combines Contextual Teaching and Learning (CTL) with expository and drama-based strategies. Activities include read-aloud sessions, storytelling, discussion, role-playing, and story retelling. Dialogic and drama-based pedagogies have been shown to significantly enhance students' oral fluency and communicative engagement in primary education (Alexander & Dialogic, 2020. Lee et al., 2022). In this process, the teacher acts as a speaking model and facilitator, while students actively construct their speaking competence through guided and sustained practice.

- **Evaluation Strategy in Speaking Instruction**

Evaluation is conducted authentically through performance-based assessment using analytic rubrics covering fluency, articulation, intonation, expression, comprehension, and audience awareness. Formative assessment and transparent criteria have been found to strengthen communicative competence and self-regulated learning (Panadero et al., 2023). Reflective practices by teachers and students further support continuous instructional improvement.

- **Output dan dampak pembelajaran.**

The outcomes of this model extend beyond linguistic improvement to include increased self-confidence, speaking courage, and performative competence in both formal and informal contexts. Structured oral practice in supportive environments contributes significantly to students' academic self-efficacy and communicative effectiveness. The broader impact is reflected in students' successful participation in classroom speaking activities as well as regional and national speaking competitions.

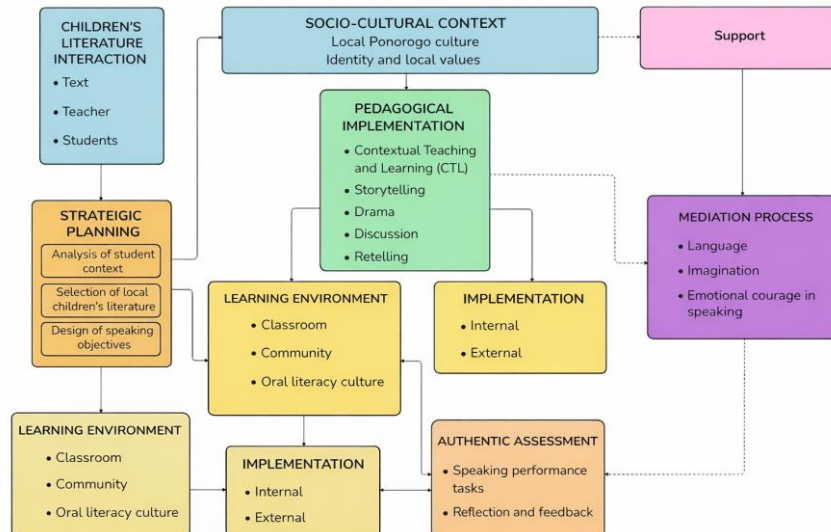
3. Operational Flow of the Strategic Model

The outcomes generated by this model extend beyond the improvement of linguistic speaking proficiency. In addition to enhanced fluency and articulation, the model contributes to the development of students' self-confidence, public performance readiness, and communicative presence in both formal and informal settings. These broader competencies are reflected in students' active participation in classroom speaking activities as well as their achievements in regional and national speaking competitions.

Such outcomes indicate that speaking instruction, when strategically structured, fosters not only language skills but also performative and socio-emotional capacities.

Operationally, the children's literature-based speaking instruction model functions as a cyclical and continuous process. The cycle begins with contextual analysis and instructional planning, proceeds to the implementation of literature-based speaking activities, followed by authentic assessment of students' oral performance, and concludes with reflective evaluation aimed at refining subsequent planning. This iterative structure positions speaking instruction as a systematically designed pedagogical process rather than an incidental classroom activity. The recursive nature of the model ensures alignment between objectives, instructional practices, and assessment, thereby strengthening instructional coherence and sustainability.

Moreover, the model is inherently adaptive. It can be adjusted to accommodate variations in school contexts, students' cultural backgrounds, and diverse communicative needs. Rather than prescribing rigid procedural steps, the model provides a flexible strategic framework that allows teachers to contextualize instructional decisions while maintaining conceptual consistency. This adaptability enhances the model's transferability across educational settings while preserving its cultural grounding in local narrative traditions.

Figure 8*Operational Flow of the Local Culture–Based Children’s Literature Speaking Instruction Model*

This figure illustrates the research findings that culminate in the formulation of a strategic instructional model utilizing locally grounded children’s literature to develop primary school students’ speaking skills. The model conceptualizes speaking instruction not as a linear sequence of activities, but as a systemic and reflective process rooted in the socio-cultural environment as its pedagogical foundation. Local cultural context serves as the starting point that shapes strategic planning, mediates interactions among teachers, students, and literary texts, and informs the creation of a learning environment that nurtures oral literacy practices.

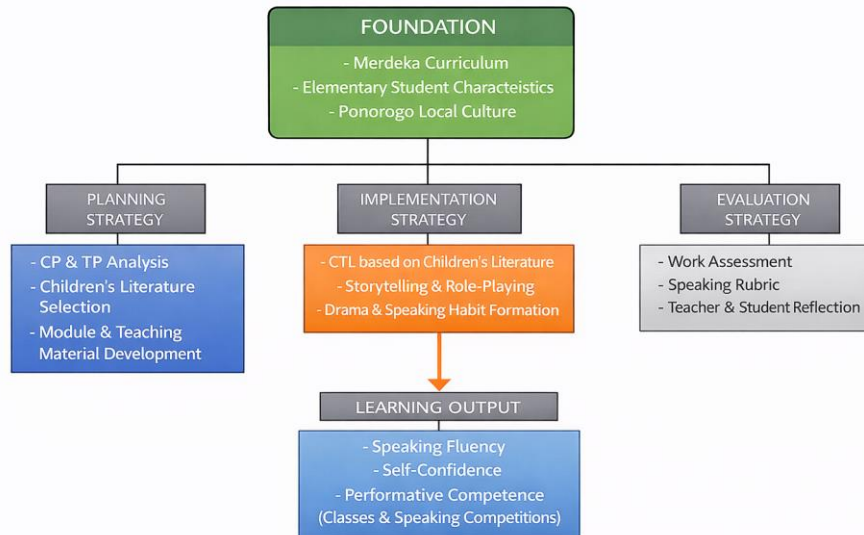
Within this framework, classroom interaction is enacted through contextual and performance-oriented learning experiences that engage linguistic competence alongside imagination, emotional expression, and communicative confidence. Speaking development is therefore positioned as an integrated process involving cognitive, affective, and performative dimensions. The culmination of the instructional cycle is authentic, performance-based assessment, which functions not merely as a mechanism for measuring oral proficiency but as a reflective tool guiding instructional refinement. Feedback generated from assessment informs subsequent planning decisions, reinforcing the cyclical and adaptive nature of the model.

Overall, the findings demonstrate that children's literature operates as a strategic axis that integrates cultural relevance, pedagogical design, and linguistic development within primary school speaking instruction. Rather than serving as supplementary material, children's literature becomes the central organizing principle that connects socio-cultural context with structured instructional practice.

4. A Strategic Model for Utilizing Children's Literature in Primary School Speaking Instruction

The principal strength of this strategic model lies in positioning children's literature as the core pedagogical driver of speaking instruction rather than treating it merely as a supplementary medium or isolated teaching technique. Within this framework, literary texts function as the central organizing element that structures instructional planning, classroom interaction, and assessment practices. The model further emphasizes the continuity between classroom-based speaking activities and the development of performative speaking competencies beyond the classroom context, including storytelling contests and other public speaking events. In this sense, speaking instruction is conceptualized as both an academic and performative endeavor.

From a theoretical standpoint, the model offers a novel contribution by extending the conceptualization of speaking instruction strategies. It reframes children's literature as a systematically designed pedagogical instrument embedded across all instructional phases from goal formulation and material selection to implementation and authentic evaluation. Unlike previous studies that predominantly focus on discrete methods (storytelling or role-play) or report isolated learning outcomes, this model articulates a coherent and contextually grounded strategic framework tailored to the realities of primary education in Indonesia. By integrating cultural context, instructional design, and linguistic development into a unified structure, the model advances a more comprehensive understanding of how literature-based pedagogy can sustainably enhance speaking competence in primary school settings.

Figure 9*Strategic Model for Utilizing Children's Literature in Primary School Speaking Instruction*

The research findings outline a systemic relationship among local socio-cultural context, strategic instructional planning, engagement with children's literature, the construction of a supportive learning environment, pedagogical mediation processes, and authentic assessment in speaking instruction. These interconnected components demonstrate that speaking development emerges from an integrated educational ecology rather than from isolated teaching techniques. The local cultural context informs planning decisions, shapes classroom interactions with literary texts, and contributes to the formation of an oral literacy-rich environment that sustains communicative practice.

The bidirectional arrows in the model signify that the instructional process is dynamic and reflective. Assessment outcomes do not function solely as indicators of student achievement. Instead, they operate as formative feedback mechanisms that inform subsequent instructional design and implementation. This recursive structure underscores the adaptive and evolving nature of the model.

At its core, the framework positions locally grounded children's literature as the strategic axis that bridges cultural relevance, pedagogical structure, and linguistic development. By integrating these dimensions into a unified system, the model advances a holistic approach to fostering primary school students' speaking competence.

6 CONCLUSION

This study demonstrates that the strategic utilization of culturally grounded children's literature constitutes a coherent and sustainable framework for developing speaking competence in primary education. The findings confirm that effective speaking instruction does not rely on isolated techniques, but rather on a systemic integration of contextual foundations, strategic planning, dialogic implementation, authentic assessment, and reflective refinement. Within this model, children's literature functions not merely as instructional material, but as a pedagogical axis that connects linguistic development, cultural meaning-making, and performative confidence.

The research further reveals that embedding local socio-cultural contexts into literary texts enhances students' engagement, comprehension, and expressive capacity. When instructional design aligns with learners' cultural experiences, speaking activities become more meaningful, dialogic, and transformative. The cyclical structure of the model linking planning, implementation, evaluation, and reflection ensures that speaking instruction evolves as a dynamic and adaptive process rather than a procedural classroom routine.

From a theoretical perspective, this study advances speaking pedagogy by conceptualizing children's literature as a strategic instructional core within a holistic educational ecology. It extends previous research that has primarily focused on discrete methods by proposing an integrated and culturally responsive model suitable for primary education settings. Practically, the model offers an adaptable framework that can be contextualized across diverse school environments while maintaining its core principles of cultural relevance, linguistic scaffolding, and authentic performance assessment.

Future research may test the model in varied educational contexts or employ mixed-method and experimental designs to examine its broader effectiveness. Nevertheless, this study affirms that culturally embedded children's literature, when strategically orchestrated, can serve as a powerful catalyst for fostering both communicative competence and student confidence in primary school speaking instruction.

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Authors' Contribution

All authors contributed equally to the development of this article.

Data availability

All datasets relevant to this study's findings are fully available within the article.

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