

The Development of a Quiet Book Media for Elementary School Students' Speaking Skills

Henti Sulistiowati¹, M Syarif Sumantri² and Edwita³

Postgraduate Student¹ and Professor²⁻³

Basic Education

State University of Jakarta

East Jakarta

Indonesian

ABSTRACT

To support the development of students with learning resources or media support then the learning process will be more optimal. Students are more active and more creative with various learning experiences and activities more enjoyable. In developing the students' speaking skills was through the implementation of the media quiet book because speaking skills can develop if there is no restraint, that is in the process of learning, students are given the freedom to communicate and express himself. In this case, the teacher does not dominate the media and learning, the quiet book can be used to develop your speaking skills. The development of this media using this type of development research (research and development). Methods of research and development are a research method that is used to produce a particular product, and test the effectiveness of these products. Media development quiet book for the students' speaking skills class II elementary school can be summed up as follows: (1) the activities of students, in particular, class II better balanced with activities that can enhance your speaking skills. ; (2) k.eterampilan speaking any student needs to be improved with a fun way is to develop the media quiet book; (3) media developed a natural quiet book begins by making the instructional design. The creation of instructional design include the formulation of learning objectives and the development of learning strategies and evaluation tools used in the form of a test of the ability to talk; (4) the effectiveness of the media quiet book for the students' speaking skills class II elementary school seen from the results of tests of speaking skills in the field test obtained of 80%.

Key Words: The Media Quiet Book, Speaking Skills, Elementary School.

1. INTRODUCTION

An effective learning process is inseparable from the role of the learning resources that are in use. Learning resource itself is the material used to provide information as well as a variety of skills to learners in the form of reference books, story books, pictures, speaker, video tutorials, and other cultural outcomes. Learning resources is everything that supports the learning process including system services, learning materials, and the environment.

Various findings of the votes that the media should be able to develop students oral or writing and interactive in nature. Media used in the learning process also needs to be adapted to the theme in the curriculum current Curriculum i.e. 2013. Any student speaking skills need to be improved so it is need for media that can foster the interest of students regarding the ability to talk in a way that is fun. This is the underlying thought of how media use speaking skill students in learning in elementary school.

There is a need to provide maximum opportunity for sedentary activities to be balanced with movement activities. ¹ the process of learning is important then it should be supported by the existence of the concept in learning i.e. balanced in learning activities. The initial class of students more easily understands with direct pull so that learning more meaningful.

One that can support the students in understanding and be able to provide meaningful experiences to students during the learning process progresses, students don't just memorize concepts or facts but do activities that relate to the concept of to generate a deeper

understanding of the concepts studied so intact will be understood well and is not easily forgotten. To facilitate the students learning the concept of learning materials suitably 2013 curriculum required media.

Increase in the quality of education is directed to increase quality and are able to develop the potential of students, so students are able to face and solve the problems of life. The use of media of instruction in the learning process can improve desire and interest in the new, demotivating evokes and stimulates the activity of learning and even brought the influence of Psychology against the students. And more importantly, it will improve students' understanding and speaking ability.

The availability of facilities and infrastructure such as media of instruction, which will not be introduced in the learning process also helps students to understand the concept. ² thematic learning activities need to also note about optimization of the use of varied learning media. The learning process of teachers not only as a source of information but rather as a facilitator of learning activities that facilitate students to active learning and created in accordance with the purpose of learning. Moreover, in the process of learning among teachers, materials, strategies, media and students into a series of mutual interplay fits the position of each.

Creative picture books are crucial for the development of imagination in the field of elementary education. ⁴ the learning process particularly early graders still involves imagination to understand the lessons in the classroom. Then the media learning shaped image or picture books need to be developed to support the learning process.

Books with games help students to develop cognitive skills, language and social skills, and to love books. The book is usually aimed at elementary school age students of low grades, the picture plays an important role in the process of learning to read and write any student speech honed. The book will be more motivating them to learn and are meant to push towards the appreciation and love of books so that it affects the interests and speaking skills of students.

Education in Indonesia emphasize the skills of routine and rote solely. Students are encouraged to ask questions and use his imagination, pose problems, find answers or show initiative. If it is allowed, meaning that if the students only receive transfer of science by the teacher in the learning process, it is feared will negatively impact the development of students ' speaking skills. Whereas it is important to speaking skills nurtured and developed early on.

The learning activities of students described as an active process that is performed by the students in organizing, developing, and reconstruct a concept based on the learning experience. So it is obvious that the mastery of the concept cannot be obtained if the learning activity only as a transfer of the subject matter of the teachers to the students.

The improvement also reflected from the teaching learning process. The student were more active in the speaking class. They discussed well by actively asking and answering the questions. Students more actively in class talking to discuss actively asking and answering questions. With everyone have good language skills and true then the communication process for delivering intents and purposes can be carried smoothly.

The ability of the mind to combine things that exist and with something new. How we think in a way that leads to something new or original, then the ability to apply the cognitive ability need courage to make, involve the attitude of open-minded as well as a willingness to face challenges. The courage that drove the manufacturing process. It is not just the ability to make and the desire to create, but the quality and value of the work itself.

Speaking skill level of the students either low, medium or high views of various aspects of the students. Not allowed if the student does not have the ability to talk, because with direct experience in the learning process as well as in the environment students will inculcate and reinforce the value of speaking students. To support the development of students with learning resources and media that support the learning process will then be optimized. Students are more active and more creative with various pegalaman learning and activities more enjoyable. The more pronunciations and accent that caused language barriers particularly in speaking and listening in an academic context. Conditioning in speaking skills for the students classes early is very important. The skills learned by both will develop into a habit [6].

Speaking skills in this research is the ability to express, States, as well as convey ideas, thoughts, ideas, or the heart's content to other people by using spoken language that can be understood by others. In the train the speaking skills, children need to be conditioned to interact with others, so that the child can convey thoughts and feelings to others.

Can kids do learn to speak with the help of adults through the conversation. With chat, children will find the experience and improve his knowledge and developing the language. Children in need of reinforcement (booster), reward (gift, compliments), stimulation, and model or a good example of adults in order that his ability to speak can develop its full potential.

Based on explanation above, then it can be inferred that the speaking skills is the ability to express, States, as well as convey ideas, thoughts, ideas, or the heart's content to other people by using spoken language that can understood by other people. A child activity that can be done is to interact and communicate with people who were there, so it can train for skilled speak.

2. METHOD

Based on problems that have been raised, that the purpose of this research is: (1) find out the conditions of learning in class II elementary school; (2) address the difficulties students on the skills of speaking in class II elementary school; (3) developing the media quiet book for the students ' speaking skills class II elementary school; (4) find out the effectiveness of the media quiet book for the students ' speaking skills class II elementary school.

A place that is used for this research in a Country primary school located in Kecamatan Gunungkencana, Kabupaten Lebak, Banten Province. This research will be carried out on the even semester academic year 2017/2018.

The object of the study used is the grade II SDN 2 Sukanegara, SDN 1 Gunungkencana and SDN 2 Gunungkencana. This research theme developed for class II semester 2 elementary school. With the media quiet book is expected to ease in the learning process of students ' speaking skills class II elementary school.

The development of this media using this type of development research (research and development). Methods of research and development is a research method that is used to produce a particular product, and test the effectiveness of these products. This type of research is different from other education research because its goal is to develop products based on a test run for the later revised to produce a decent product.

This implementation aims to improve understanding theoretically about thematic learning media. Quiet book learning with media is expected to help teachers when learning and help students to better understand and experience meaningful learning and increasing student speaking skills through the media.

The planning step is the first step in product development, in this step the researchers use qualitative observation, such as insrumen now, and interviews. Draw up a grid and make the assessment instrument for assessing the quality of the media quiet book.

This Media developed in the thematic learning class II semester 2, researchers used a model of the Dick and Carey. The procedure of the research phase of development of the media learning thematic will be done through the main stages of development as follows.

- a. Identify instructional goal (s) or the identification of the learning objectives or the manufacture of the product. As for the goal is at the moment the following learning with media quiet book students class II will facilitate students in speaking skills (storytelling).
- b. Conduct instructional analysis or instructional analysis, namely pursing speaking skills at storytelling in thematic learning.
- c. Analyze learners and contexts or early behavior and characteristics of students, namely in the form of observation with interviews, observations, and now against the students on learning-related media and speaking skills.
- d. Write performance objectives or instructional purposes, namely to formulate based on ABCD formulation; Audience, Behaviour, Conditions, Degree.
- e. Develop an instrument or compose just my assesment assessment tools that can be used in the form of tests and tests. At this stage the researcher conducting a skills test berbiacara in particular told me.
- f. Develop instructional strategy or developing an instructional strategy that deals with a variety of approaches in content and instructional processes. In the development of these researchers did a Focus Group Discussion (FGD) along with some teachers associated with speaking skills in accordance with the development of the students.
- g. Develop and select instructional materials or develop instructional materials and choose in this case researchers have determined the content of the stories contained in the book are based on the quiet media curriculum 2013.
- h. Design and conduct formative evaluation of instruction or designing and implementing formative evaluation. This evaluation is done by the evaluators consists of: internal expert review by a few experts i.e. expert material and media expert, one to one

evaluation with 3 students, small group evaluation with 8 students and field trial with 25 students with a pretest and the posttest keefektifan later the product will be calculated through the test t.

- i. The revised instruction of learning or revision is done in accordance with the findings of evaluation research on eight stages (a revision and insert contained in instruments).
- j. Design and conduct summative evaluation summative evaluation or by external evaluators conducted involving team and interviewees who are not involved in the development process.

Validation against the initial design was done by way of asking for expert/experienced experts to assess products designed. Expert/experts perform validation against the product so it will produce an evaluation and advice on product development. The results of the evaluation and suggestions from experts/pundits used to correct and revise the products that are being developed.

As for the measures from formative evaluation are:

a. Self evaluation

At this stage, researchers conducting a self-assessment against the design that he had made. In this case the researchers assess media development design quiet book.

b. Formative Evaluation

At this stage the design created is evaluated. In this evaluation of the product design stage will be tested cobakan. There are four groups of this trial: a review of the evaluation expert, one-on-one, small kelompok, evaluation and field test.

Implementation of the media quiet book for speaking skills grade II implemented in SD Negeri 2 Sukanegara , SD Negeri 1 Gunungkencana, and SD Negeri 2 Gunungkencana . The program will use as the thematic learning media to facilitate the learning process. On pelaksanaan learning researchers acting as facilitators. After pelaksanaan learning, researchers evaluate learning against the students to know the effectiveness of learning that students follow and evaluation about media quiet book. Based on the methods and procedures used in this study, then data collection techniques that are done are: interviews, observation and tests, now speaking skills. Data analysis the results of the research done using qualitative approach. The data in the form of advice and criticism from experts/experts and the response of the students analyzed with a qualitative approach.

3. RESULT AND DISCUSSION

On the learning process of the student look has an interest when trying to use the media learning quiet book. Generally students have no trouble using these media. In a test group of small, quiet book media made in one theme and students be free too fast. Therefore researchers divide the learning media in the form of subtema.

Trials conducted against the 25 students and through several steps. The first step students given pretest before given a description of learning using media quiet book. At this stage, students do a test speaking skills without using appropriate learning subtema media specified. The result of the pretest indicated that students unfamiliar with the test directly in particular speaking skills. This information can be inferred from the values obtained by 25 students who follow the pretest scores an average 40.64 of the 100. The achievement of this figure can be categorized and prove that students need help in speaking skills.

After working on the pretest, students are given an explanation for the next following learning by using learning media quiet book. The media in the form of a book made from fabric flannel. Students learn how to make it in group discussion. Students can ask teachers in found images on media that they have yet to understand. Then the students interact with the media and mutual friends with mengkomunikasikannya groups. Step selanjutny made by students is posttest i.e. test speaking skills. From the results obtained as a posttest average value i.e. 80 of the 100.

There are very significant differences between the score of pretest and posttest. In general it can be concluded that thematic i.e. learning speaking skills by using the media quiet book developed is effective in the framework of the attainment of skills of students.

Media of instruction is organized to facilitate students in speaking skills i.e. includes understanding the concept contained in the subject or subtema. In this section the material associated with the daily life of students in the home environment, school or society but in the scope of the theme and the subtema class II elementary school.

Learning media development for speaking skills through the medium of quiet book is a new innovation in particular primary school. In this research proves that most students feel any difference in the students ' speaking skills. These learning media

utilizing the curiosity of students about learning in the classroom. Learn by practicing direct will make increased student learning and imagination is no longer burdensome students. With the media quiet book students will be more active and creative learning.

4. CONCLUSION

Media development quiet book for the students ' speaking skills class II elementary school can be summed up as follows:

1. Learning in class II elementary schools rely solely on books from the Government without being coupled with a supporting aspect for example learning media. The curriculum guidance for the 2013 having a more active learning process, but with the availability of the media that is rarely used even there is no supported activities with the learning media in particular to speaking skills. Understanding teacher learning activities against have not been fullest, activities that would otherwise be taking place with practice by students like to talk (storytelling), more students are writing without balanced with activities that can improve the speaking skills.
2. Any student speaking skills need to be improved so it is need for media that can foster the interest of students regarding the ability to talk in a way that is fun. This is the underlying thought of how media use keterampilan talk students in learning in elementary school. In developing the students ' speaking skills was through the implementation of the media quiet book because speaking skills can develop if there is no restraint, that is in the process of learning, students are given the freedom to communicate and express himself. In this case the teacher does not dominate the media and learning, quiet book can be used to develop your speaking skills.
3. In developing the media quiet book begins by making instructional design. The creation of instructional design include the formulation of learning objectives and the development of learning strategies. Material/learning materials are taken from textbooks thematic class II elementary school, while the evaluation tools used in the form of a test of the ability to speak. Media development quiet book was declared valid by expert instructional design experts, material and media experts. Learning media then tested cobakan to students in one to one and small group.
4. The effectiveness of the media quiet book for the students ' speaking skills class II elementary school seen from the results of tests of speaking skills in the field test obtained of 80%. Thus showed that the media quiet book have the effect of a positive potential against speaking skills.

REFERENCES

- [1] Vebrianto, Rian dan Kamisah Osman, "The Effect Of Multiple Media Instruction In Improving Students' science Process Skill And Achievement", Sosial Behavioral Sciences, V. 15, Science Direct 2011, h. 55-63.
- [2] Kurniawan, A. D, "Metode Inkuiri Terbimbing Dalam Pembuatan Media Pembelajaran Biologi Untuk Meningkatkan Pemahaman Konsep Dan Kreativitas Siswa SMP". Universitas Muhammadiyah Pontianak: Jurnal Pendidikan IPA Indonesia, V. 2 (1), 2013, h. 8-11.
- [3] Sumantri, Mohamad Syarif dan Nina Pratiwi, "The Effect of Learning Media and Types of Personality on Elementary Student's Mathematic Performance", American Journal of Educational Research, V. 3, No. 3, Science and Education Publishing 2015, h. 276-281.
- [4] Tsai, Chih Yung., Ya Han Chang., and Chia Lun Lo, "Learning Under Time Pressure: Learners Who Think Positively Achieve Superior Learning Outcomes From Creative Teaching Methods Using Picture Books". Thingking Skills and Creativity, V. 27, Elsevier 2017, h.346-350.
- [5] Ismaili, Merita and Lumturiye Bajrami, "Information Gap Activities to Enhance Speaking Skills of Elementary School", Sosial and Behavioral, V. 232, Science Direct, 2016, h. 612-616.
- [6] Pourfarhad, Mino., Farah Liyana Ahmad Azmey., and Leila Hassani, "Perceptions of International Students on Academic Literacy Focusing on Speaking and Listening Skills in Malaysia", Social and Behavioral Sciences, V. 69, Science Direct, 2012, h.197-205.