



Pengembangan Bahan Ajar Bahasa Indonesia Untuk Meningkatkan Keterampilan Berbahasa Siswa Sekolah Dasar

The Development of Indonesian Teaching Materials to Improve The Language Skills of Elementary School Students

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Abstract

This research is a type of research and development aimed at determining the feasibility and effectiveness of Indonesian language teaching materials to improve the language skills of elementary school students. The development of Indonesian teaching materials uses the ADDIE model development procedure. The development procedure used in this study includes 5 steps, namely: 1) Analysis; 2) Development or Production (Development); 3) Implementation or Delivery; (Application) 4) Evaluation (Assessment). The product developed is Indonesian language teaching materials to improve the language skills of elementary school students. The data collection instrument was in the form of an assessment sheet for material experts and Indonesian language teachers. The method used to analyze the data is descriptive qualitative which is expressed in the distribution of scores and categories of the rating scale. This development research produces Indonesian language teaching materials in the form of books, which meet the aspects of content, presentation, language and appearance with an average of 3.57 with a percentage of 71.3% in stage 1, namely in the good category, while in stage 2 the average score is 3.9 with a percentage of 84.3% which is a very good category so it can be said that the criteria are valid and feasible to use. On the assessment sheet the Indonesian teacher got an average score of 4.28 in the very good category. For language skills, the listening aspect of elementary school students got an average score of 7.25%. In the aspect of speaking language skills, namely speaking based on pictures and getting an average score of 76% and the reading language skill aspect, the accuracy range is 80 and the essay writing skill aspect gets a score of 78%.

Keywords: *development of teaching materials; teaching materials; language skills*

Abstrak

Penelitian ini merupakan jenis penelitian pengembangan (Research and Development) bertujuan untuk mengetahui kelayakan dan keefektifan bahan ajar bahasa Indonesia untuk meningkatkan keterampilan berbahasa siswa sekolah dasar. Pengembangan bahan ajar Bahasa

Indonesia menggunakan prosedur pengembangan model ADDIE. Prosedur pengembangan yang digunakan dalam penelitian ini meliputi 5 langkah, yaitu: 1) *Analysis (Analisis)*; 2) *Development or Production (Pengembangan)*; 3) *Implementation or Delivery; (Penerapan)* 4) *Evaluation (Penilaian)*. Produk yang dikembangkan yaitu bahan ajar Bahasa Indonesia untuk meningkatkan keterampilan berbahasa siswa sekolah dasar. Instrumen pengumpulan data berupa lembar penilaian untuk ahli materi dan guru Bahasa Indonesia. Metode yang digunakan untuk menganalisis data adalah dengan deskriptif kualitatif yang diungkapkan dalam distribusi skor dan kategori skala penilaian. Penelitian pengembangan ini menghasilkan produk bahan ajar Bahasa Indonesia berupa buku yaitu memenuhi aspek isi, penyajian, kebahasaan dan tampilan dengan rata-rata 3,57 dengan persentasi 71,3% pada tahap 1 yaitu dengan kategori baik sedangkan pada tahap 2 skor rata-rata 3,9 dengan persentasi 84,3% yaitu kategori sangat baik jadi dapat dikatakan bahwa masuk kriteria valid dan layak digunakan. Pada lembar penilaian guru Bahasa Indonesia mendapat skor rata-rata 4,28 dengan kategori sangat baik. Untuk keterampilan Berbahasa siswa sekolah dasar aspek menyimak mendapat skor rata-rata 7,25%. Pada aspek keterampilan berbahasa berbicara yaitu pembicaraan berdasarkan gambar dan mendapat skor rata-rata 76% dan tahap aspek keterampilan berbahasa membaca rentang ketepatan adalah 80 dan aspek keterampilan menulis karangan mendapat skor 78%.

Kata kunci: pengembangan bahan ajar; bahan ajar; keterampilan berbahasa

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Introduction

Language is a system, meaning that language is formed by several components with a fixed pattern and several rules. In the 1945 Constitution, it has been stipulated that the language used by the Indonesian state is Indonesian (Saragih, 2020). Therefore, learning Indonesian is taught at all levels of education, from elementary school to university, which is directed at improving students' ability to communicate in Indonesian correctly and adequately, both orally and in writing (Anggraeni, 2019). In the world of education, language is basic human knowledge (Igbokwe, 2015).

In Indonesian subjects, there are four language skills. All individuals need language skills. This is because language skills are the capital for developing students' intellectual, social and character abilities, which are the supporters of success in studying all other fields of study (Pratiwi, 2016; Tseng et al., 2019). Language learning in schools is intended to improve skills and abilities to communicate and speak properly and correctly. One aspect that supports enhancing communication skills and good language is mastering a lot of vocabulary. The more words the students master, the smoother and better the communication and the language used (Odinokaya et al., 2019; Taslim et al., 2019).

Observation results show that language skills are one aspect that must be mastered by students, with the aim that students are skilled in the language. Language skills must also be done with direct practice, meaning students must be actively involved. Teachers can also modify learning steps adapted to students' situations and characteristics. Mastery of learning materials for students' language skills is also still low. That is because students who have an understanding of the excellent category are only 10% of the total object of research. The same thing was also stated by Karuniawidi et al, saying that listening skills and reading skills in the language skills of Lebakharjo state elementary school students are still challenging to implement because students need full support to cover aspects of language skills to interact and communicate with other students good (Karuniawidi et al., 2019).

Based on teaching experience and learning observation, especially in learning Indonesian, the teaching materials are still focused on reading and writing skills. In contrast, there are still two more skills in language skills, namely listening and speaking,

so it can be concluded that the existing teaching materials have not been able to provide understanding. About the four language skills, the demands for skills that are directed in teaching materials are not following the needs and characteristics of students. However, there is an essential thing that these four skills cannot be achieved by elementary school students, namely, the teaching materials used are still less enjoyable to read because the selection of images/illustrations and designs offered are no longer appropriate to the conditions of today's society (Tahmidaten & Krismanto, 2020).

Starting from the explanation above, the current phenomenon, especially in Indonesian language subjects in elementary schools, is that the quality of learning and students' language skills is still low (Khodijah & Astuti, 2017). That is because the interest and motivation of students in learning Indonesian have not been able to be built by the teacher. After all, so far, students still tend to prioritize cognitive values over practice, and the existing teaching materials also have weaknesses. They are not following the needs and characteristics of students. These phenomena will not change because, directly and indirectly, students are required only to master the cognitive aspects so that some parts of language skills are no longer used.

Based on the preceding, it is necessary to have teaching material that suits the needs of students, which in turn can solve their learning problems. However, teaching materials have a strategic role in the learning process. In the hands of competent teachers, teaching materials can be developed into something attractive and practical to improve student learning outcomes because, in the teaching materials, there are instructions, objectives, descriptions, contents, reading lists and practice questions. Therefore, teaching materials that are suitable to be developed are teaching materials in which there is a story or text, where later students are asked to listen to their friends bring (listening aspect) then students can express what they have understood against the readings of other friends (speaking part), then able to write down the results of listening (writing aspect). In the end, students can read their work in front of the class (reading aspect).

Method

This study uses Research and Development (R&D) research. This research method is used to produce a specific product and test its effectiveness of the product. This

development research refers to the theory of the development of teaching materials proposed by Mulyanitiningsih (2016), namely 1) Analysis (Analysis); 2) Development or Production (Development); 3) Implementation or Delivery; (Application), 4) Evaluation (Assessment). The product developed is Indonesian language teaching materials to improve the language skills of elementary school students.

The subjects of this study were fourth-grade elementary school students. Data collection techniques in this study were observation, questionnaires, and test techniques used to measure students' four language skills. The technique used to analyze the data obtained is by analyzing the results of observations and calculating the test results of the four language skills of students with qualitative descriptions.

Result

Material experts validate Indonesian language teaching materials developed for content feasibility, language eligibility, and graphic feasibility. Product feasibility validation was carried out by a lecturer in the Postgraduate Language and Literature Study Program at the State University of Medan and an Indonesian teacher at the State Elementary School 050718 Cempa.

The interpretation of the scores on the questionnaire was validated using a Likert Scale of 5, 4, 3, 2, and 1 with a range of very good to poor. The results of the feasibility test for Indonesian language teaching materials to improve the language skills of elementary school students are as follows:

Table 1 *Material expert validation results*

Validation Stage	Assessment Aspect	Average Score	%	Category
1	Content Eligibility	3,5	70%	Good
	Language Eligibility	3,7	74%	Good
	Graphic Eligibility	3,5	70%	Good
	Average	3,57	71,3	Good
2	Content Eligibility	4,3	86%	Very Good
	Language Eligibility	3,5	70%	Good
	Graphic Eligibility	3,9	97%	Very Good
	Average	3,9	84,3%	Very Good

Table 2 *Teacher assessment results*

No	Assessment Aspect	Average Score	%	Category
1	Content Eligibility	4,1	82%	Very Good
2	Graphic Eligibility	4,25	85%	Very Good
3	Language Eligibility	4,5	90%	Very Good
	Total	12,85		
	Average	4,28		Very Good

Based on the assessment results from the validator described above, it shows that the Indonesian language teaching materials to improve elementary school students' language skills are stated to be very good or valid in the aspects of Content Feasibility, Presentation Feasibility, and Language Feasibility. Thus, from the overall data, it can be concluded that Indonesian language teaching materials to improve elementary school students' language skills are appropriate for the learning process. Based on the trial, data were obtained from the language skills of the fourth graders of State Elementary School 050718 Cempa, totaling 12 students, who were able to master the skills of listening, speaking, reading, and writing.

In the listening section of language skills, the aspects assessed are listening skills and reading comprehension abilities. The ability to understand memory test is a listening skill test that requires remembering facts or facts contained in the discourse that has been heard. Points in the lesson can be in the form of date, year, event, etc. The format of the test used is multiple choice. Furthermore, the ability to understand the level of the understanding test is a listening ability test that requires students to understand the discourse used. The meaning in question is understanding the lesson's content, the relationship between events, ideas, and the causal connection. Understanding this test is not too complicated, meaning it does not require high cognitive work. The form of the test used is an essay. Based on the explanation of the aspect of listening skills, 7.25% of students were able to remember and also understand the difficulties contained in the teaching materials. Where the test given is objective or with multiple choice.

In speaking skills, the aspect assessed is speaking based on pictures. To express students' speaking ability in Bahasa, pictures can be used as a stimulus for a good conversation. Stimulation in the form of images is perfect for use in elementary school

children. Pictures can also be used for students who have (higher) language skills and are adapted to the existing situation. The rubric for speaking assessment based on image stimulation got an average score of 4.6 with 76%.

In the language skills section, the reading aspect assessed is reading aloud, which is related to the accuracy and accuracy of students in reading texts. From the range of 10-100, it can be seen that the average fourth-grade student of State Elementary School 050718 Cempa can read at a speed of 80. Next is the writing skill the aspect that is assessed is the ability of students to write essays. The factors evaluated are accuracy, content organization, structure and spelling application, and neatness, with a score of 78%.

Discuss

The data calculated based on the results of calculations by researchers shows that the average value of expert validation based on Indonesian language teaching materials is in the excellent category. The observations on student activities also support this during learning. Students' language skills will not increase if students only use handbooks from school (Permana, 2015). Therefore, Indonesian language teaching materials are needed to improve students' language skills that can encourage students' desire to know the importance of mastering language skills in everyday life. For this reason, systematic learning steps are needed to arouse students' enthusiasm for learning in understanding the importance of the four language skills.

Language teaching materials developed to improve students' language skills include a reading list where the teacher will read the text and students are asked to listen. When students have heard, the teacher will ask students to work on multiple choice questions 1-10, where the questions relate to the results that the teacher has read. At the speaking skill stage, students will be faced with an object, where students will mention what will be conveyed to their friends based on existing images or existing objects. At the reading skill stage, the thing that is judged is more on the ability to read aloud, where the assessment is carried out by students mentioning the main ideas of the reading and retelling the contents of the text in their sentences. For the writing skill stage, students' ability to write essays includes accuracy, topic development, content organization

(coherent, complete, and coherent), structure, word choice (diction), and the application of spelling and neatness. Based on the data presented, the Indonesian language teaching materials to improve elementary school students' language skills are said to be effective and suitable for use in the learning process.

Conclusion

Indonesian language teaching materials to improve students' language skills were declared feasible because the aspects assessed in teaching materials started from the element of material expert validation, namely 84.3% included in the excellent category. The Indonesian language teacher assessment sheet reached an average of 4.28, with the category very good, so the book is feasible and effective to use in improving the language skills of elementary school students. The language skills assessed include four, namely 1) listening, 2) speaking, 3) writing, and reading. The listening aspect got an average score of 7.25%. This is based on using the developed Indonesian teaching materials. The element of speaking language skills, namely speaking based on pictures and getting an average score of 76%, and the reading language skill aspect, the accuracy range is 80. The essay writing skill aspect receives a score of 78%.

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