

MEDIA DEVELOPMENT OF MATERIAL BOOKLETS PRAYING PERSONAL POETRY FOR GRADE IV SD STUDENTS

Tika Wulandari, Nugraheti Sismulyasih, Elok Fariha Sari

Department of Primary School Teacher Education, Faculty of Education, Semarang State University

Corresponding e-mail: wulandaritika400@gmail.com

Abstract

Based on pre-research in class IV SDN Tambangan 01 found a lack of innovation. So it was been an impact on the low learning outcomes. Submission of material by the teacher still seems dominant. So a researcher wants to develop a media booklet. This study aims to develop a media booklet, studies the feasibility and effectiveness of the media booklet on the material express personal poetry in class IV SDN Tambangan 01 Semarang City. The method wich had been used in this research was a Sugiyono Research and Development (R&D) which consists of (1) potential and problem stages, (2) data collection, (3) product design, (4) design validation, (5) design revision, (6) product trials, (7) product revisions, (8) trials usage. The subjects of this stdy were several students in class IV SDN Tambangan 01 Semarang. Data collecting techniques were using observation, interviews, documentation, questionnaires, and tests. Data analyzing techniques were using product feasibility, initial and final data analysis (t test and N-Gain test). The result of the booklet feasibility test that from media experts obtained the percentage of 93.45% and the assessment of material experts obtained the percentage 91.6%. The booklet media effectiveness used in accordance with the result of the t test showed t arithmetic > t table ($11,367 > 1,697$), then H_0 was rejected and the pretest and posttest gain a result which was 0,552 with a criteria that support the effectiveness booklet media . The result of the questionnaire responses of teachers and students showed a very positive answer that make booklet media was more effective in its users.

Keywords: Booklet, speaking personal poetry

1. INTRODUCTION

Susanto (2016: 241-243), one of the skills that students from elementary schools are expected to have is good language skills, because language is the most important asset for humans. In teaching Indonesian, there are four language skills that must be possessed by students, these skills include: listening, speaking, reading and writing. These four aspects are interrelated with one another. Language skills for humans are very necessary. As social beings, humans interact, communicate with other humans by using language as a medium, both communicating using spoken language, as well as communicating using written language. Oral language skills include speaking and listening skills, while written language skills include reading and writing skills. Tarigan (2013: 1-3) states that in acquiring language skills, we usually go through an orderly relationship: first in childhood we learn to listen to the language, then speak, after that we learn to read and write. Speaking is a language skill that can develop in a child's life, usually preceded by listening skills, and that's when the ability to speak or speak is learned. These skills are related to the development of vocabulary that children acquire through listening and reading. One part of speaking skills in elementary school is speaking poetry. after that we learn to read and write. Speaking is a language skill that can develop in a

child's life, usually preceded by listening skills, and that's when the ability to speak or speak is learned. These skills are related to the development of vocabulary that children acquire through listening and reading. One part of speaking skills in elementary school is speaking poetry. after that we learn to read and write. Speaking is a language skill that can develop in a child's life, usually preceded by listening skills, and that's when the ability to speak or speak is learned. These skills are related to the development of vocabulary that children acquire through listening and reading. One part of speaking skills in elementary school is speaking poetry.

Based on the results of interviews with grade IV teachers at SDN Tambangan 01, the implementation of Indonesian Language learning, students had difficulty speaking poetry. Students have difficulty speaking poetry according to the criteria and context expected by the teacher. Based on data obtained from 37 students, there are 11 students who have more than the KKM. Meanwhile, 26 other students scored less than the KKM. This is caused by various factors, namely in the learning process students pay less attention to the teacher when explaining. Lack of student self-confidence. In addition, the availability of media at SDN Tambangan 01 is inadequate and does not support learning. Teachers are also not

optimal in developing teaching materials. This is shown from the books used in learning,

Based on this problem, the researcher wanted to develop a booklet media that wrote personal poetry. Booklet is a form of learning media innovation in the form of printed media. This media contains subject matter in a unique, interesting, and flexible physical form. Unique because of its small physical form complete with a full color design that will foster a sense of interest in using it. Flexible because of its small shape (smaller than a book in general), so it can be carried and used anywhere and anytime.

The development of learning media follows technological developments. Based on these technological developments, learning media can be grouped into four groups, namely: (1) media produced by printed technology, (2) media produced by audio-visual technology, (3) media produced by computer-based technology, and (4) media produced by technology. combined print and computer technology (Azhar, 2017: 31-32). Print or visual media is the first generation technology in learning. Print technology is a way to produce or convey materials, such as books, statistical visual materials, especially through mechanical printing or photography (Seels and Richey in Bambang Warsita, 2008: 28).

The research that supports this research is a research conducted by Listya Septiwiharti (2015) with the title "Development of Teaching Materials in the Form of Indonesian History Booklets on the Five Day Battle Material in Semarang Against Student Interest in Class XI IPS SMA Negeri 1 Semarang". The results showed that the application of teaching materials that had been used by researchers had a positive influence on students' interest and attention in learning. This is shown in the material suitability variable with the learning objectives, the results show 80% and the students' interest in learning history shows 75%.

Another research that supports this research is a study conducted by Diah Ratna Fitriastutik entitled "The Effectiveness of Booklets and Picture Guessing Games in Improving Class IV Students' Knowledge and Attitudes Toward Dental Caries in SD Negeri 01, 02, and 03 Bandengan, Jepara District, Jepara Regency". From this research, the conclusion is that booklet media is more effective than guessing games in increasing knowledge.

The formulations of the problems in this study were (1) How to design a media development booklet of writing personal poetry to fourth grade students of SDN Tambangan 01 ?; (2) What is the appropriateness according to media experts and material experts regarding the media booklet of speaking personal poetry to fourth grade students of SDN Tambangan 01 ?;

(3) How effective is the booklet media in writing personal poetry to the fourth grade students of SDN Tambangan 01?

Based on the formulation of the problem, the objectives of this study were (1) to describe the design of the booklet media as a medium for learning speaking skills, especially the material for writing personal poetry at SDN Tambangan 01; (2) Describe the feasibility of media and material for the prototype media booklet as a medium for learning speaking skills, especially the material for writing personal poetry at SDN Tambangan 01; (3) Knowing the effectiveness of the booklet media on speaking skills, especially the material of speaking personal poetry at SDN Tambangan 01.

2. METHOD OF INVESTIGATION

This research is a quantitative research. Apuke OD (2017: 41) argues, quantitative research methods are related to quantification and analysis of variables to obtain results by involving numerical data in answering questions. This type of research is development or Research and Development (R&D). Borg and Gall, Research and Development (R&D) is a process used to develop and validate educational products (in hartati and nugraheti, 2017). According to Sugiyono (2013: 297) research and development methods are research methods used to produce certain products and test the effectiveness of these products.

According to Sugiyono (2013: 298), the design developed by Borg and Gall in research and development consists of ten implementation steps, namely, 1) potential and problems; 2) data collection; 3) product design; 4) design validation; 5) design revision; 6) product testing; 7) product revision; 8) trial use; 9) product revision; 10) mass production.

Research procedures carried out by researchers include 1) potential and problems found through interviews and documentation during pre-research; 2) data collection by distributing questionnaires of teacher and student needs and then analyzing them; 3) product design; 4) validation by media experts and Potential and Problems Data collection Product design Validation of designs Testing for use of mass products Design revisions Product trials Product revisions Product revisions material experts; 5) design revision by experts; 6) product trials on a small scale, 7) product revisions; 8) trials of use on a large scale by learning using a personal poetry booklet.

The subjects of this study were 37 students of class IVA SDN Tambangan 01. The data collection technique used by the researcher was a test technique using an assessment rubric

instrument and a non-test technique using a questionnaire and documentation.

According to Sugiyono (2013: 38), research variables are basically anything that is determined by the researcher to study so that information is obtained about it, then conclusions are drawn. The variables in this study are the independent variables and the dependent variable. The independent variable in this study was the reading poetry booklet and the dependent variable was the fourth grade students' writing poetry skills.

3. FINDINGS AND DISCUSSION

The results of the research presented in this section cover four things, namely: 1) the results of the analysis of the needs of teachers and students for writing personal poetry booklets; 2) the results of the evaluation of media experts and material experts on the prototype of the booklet to write personal poetry; 3) the results of the analysis of the teacher's and students' responses to the booklet prototype of writing personal poetry; and 4) limited effectiveness test on fourth grade students of SDN Tambangan 01.

Teacher Needs Analysis

Based on the results of the teacher's needs questionnaire, many students whose scores were incomplete in the material were speaking their personal poetry. This happened because of the lack of teaching materials and examples of poetry, so that students were not interested in learning. The teacher stated that there was a need for media to support learning to speak personal poetry in order to help students achieve learning goals. Booklet which is expected to be rectangular, medium / A5 size, the number of pages is not more than 30 pages, there are illustrated images and brightly colored covers.

Student Needs Analysis

Based on the results of the student needs questionnaire, students like poetry and like to read poetry. However, the availability of media is incomplete and examples of poetry are also lacking. Students choose a booklet that is rectangular, medium / A5 in size, no more than 30 pages in number, uses illustrated images, uses standard language, and has brightly colored covers. Students admit, there is no media circulating yet and if there is, students need learning media that is up to date.

Media Expert Validation

Booklet assessments were carried out by

Pretest average	Posttest mean	Maximum score	<i>N-gain</i>	Criteria
63	84	100	0.552	Moderate

expert lecturers in learning media majoring in

KTP FIP Unnes, namely Ghanis Putra Widhantoro, S.Pd., M.Pd. Validation is carried out to determine the feasibility of the book cover aspects, book form, and book content. Based on the results of the media expert's assessment questionnaire, the booklet of personal poetry was worth trying out. Judging from the 8 indicators, it gets an average percentage of 93.45% with a very decent category.

Material Expert Validation

The material assessment was carried out by an Indonesian language lecturer in the Indonesian Language Education Department, FBS Unnes, namely Qurrota Ayu Neina, M.Pd. Material validation was carried out to determine the appropriateness of the content, presentation, language and readability. Based on the results of the material expert's assessment questionnaire, the booklet of personal poetry was worthy of testing. Judging from the 10 indicators, it gets an average percentage of 91.6% with a very decent category.

Teacher Response Analysis

The use of personal poetry booklets also received responses from students and teachers. The responses were obtained through student and teacher response questionnaires. In the teacher's response, there are 8 questions presented in the questionnaire. Of the 8 questions, 5 questions got a score of 4 and 3 questions got a score of 3. So that the teacher's response to the small-scale trial got a percentage of 90.6% with a very feasible category.

Analysis of Student Responses

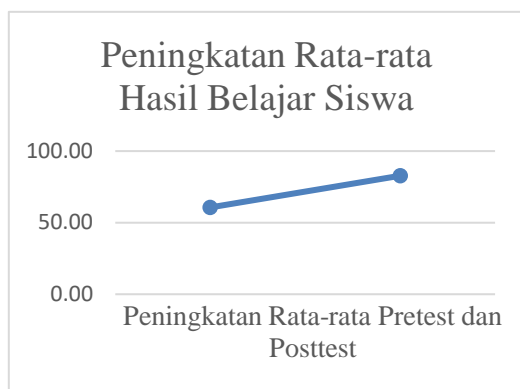
In the student response questionnaire, there were 8 questions presented. Of the 8 questions, the lowest score was 20 on the 7th question with a percentage of 83.3%. Meanwhile, the highest score was 24 in questions 2,4 and 8 with a percentage of 100%. So that the assessment of student responses on small-scale trials gets a percentage of 93.75% with a very feasible category.

Booklet Effectiveness Analysis of Writing Personal Poetry

In the usage trial stage, the researcher carried out the pretest (before) and posttest (after) learning activities using personal poetry oral booklets. The results of the pretest and posttest are used to test the effectiveness of the product developed by the researcher. The pretest results were obtained before the students did the learning using the developed products, while the posttest results were obtained after the students did the learning using the developed products. The effectiveness of the product is known by increasing the average pretest and posttest scores. The increase in the average pretest and posttest was known through the increase in the n-gain average test. The results of the n-gain test can be seen in the following table.

Table 1 N-gain from Usage Trial Results

The results of the n-gain test showed that the average increase in the pretest and posttest data was included in the moderate criteria. The existence of this average increase shows that the booklet of personal poetry writing is effective in using Indonesian language learning material to speak personal poetry.



Graph 1 Increase in Average Student Learning Outcomes

Based on this graph shows an increase in the average student learning outcomes. The difference in the average posttest and pretest is 21. This shows that the personal poetry oral booklet is effective in using the Indonesian language learning material to speak personal poetry.

4. CONCLUSION

Based on the development of the personal poetry writing booklet for fourth grade students of SDN Tambangan it was declared very feasible by the media expert validator with a percentage of 93.45%, and declared very feasible by the material expert validator with a percentage of 91.6%. After testing the product and analyzing the teacher and student response questionnaires, the personal poetry booklet was stated to be very suitable for use in learning with a percentage of the teacher's response questionnaire of 90.6% and from the student response questionnaire of 93.75%. The results of the n-gain test analysis prove that the booklet is effective in learning because it can improve students' skills by increasing an average of 0.552 with moderate criteria.

5. REFERENCES

Apuke, O.D. 2017. "Quantitative Research Methods A Synopsis Approach".Kuwait Chapter of the Arabian Journal of

Business and Management Review. Vol 6 (11) 2017 40-47.

Arsyad, A. 2017. *Media Pembelajaran*. Jakarta: Rajawali Pers.

Bagaray, Felisa, dkk. 2016. "Perbedaan efektivitas DHE dengan media booklet dan media flip chart terhadap peningkatan pengetahuan kesehatan gigi dan mulut siswa SDN 126 Manado". *Jurnal e-GiGi (eG)*. 4 (2) (2016) 76-82.

Citrawati, Desak Made, dkk. 2009. "Analisis Kebutuhan dalam Pengembangan Buklet Edukatif Tematik (Bet) untuk Pendidikan Kesehatan di SD". *Jurnal Pendidikan dan Pengajaran*. 42 (3) (2009) 187 – 195.

Halimatussakdiah, Fikri Addawiyah. 2018. "Meningkatkan Kemampuan Membaca Puisi Siswa Melalui Penerapan Metode Tutor Sebaya Di Kelas V SD". *Jurnal Sekolah (JS)*. Vol 2 (4) September 2018, hlm. 281-286.

Hartati, Nugraheti Sismulyasih. "Development of SAVI (Somatic Auditory Visual and Intellectual) Learning Model with Audiovisual to Increase Writing Skill of Elementary Student". *Advances in Social Science, Education and Humanities Research*, volume 118.

Pudyastuti, Putri Rena. "The Influence of Booklet Print and Leaflet Print Media to Improve Reproductive Health Knowledge in Adolescent". *International Journal of Advanced Engineering, Management and Science (IJAEMS)*. 2 (5) 2016 : 373-379.

Puspita, Avisha, dkk. 2017. "Pengembangan Media Pembelajaran Booklet Pada Materi Sistem Imun Terhadap Hasil Belajar Siswa Kelas XI SMAN 8 Pontianak". *Jurnal Bioeducation*.4 (1) 2017 64-73.

Rahma, Khaerunnisa Azizatur, dkk. 2017. "Pengembangan Media Booklet 3D Berbahan Flanel untuk Pembelajaran Keterampilan Menulis Bahasa Arab Siswa Kelas V MI". *Journal of Arabic Learning and Teaching*.6 (1) (2017) 59-63.

Rehusisma, Luthfi Andyana, dkk. 2017. "Pengembangan Media Pembelajaran Booklet Dan Video Sebagai Penguatan Karakter Hidup Bersih Dan Sehat". *Jurnal Pendidikan*. 2 (9) 2017 1238—1243.

Rohana, Ana, dkk. 2014. "Implementasi Pembelajaran Apresiasi Untuk

Meningkatkan Kemampuan Membaca Puisi Siswa Kelas VII B1 SMP Negeri 6 Singaraja”. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia*.2 (1) (2014) 1-10.

Sugiyono. 2014. *Metode Penelitian Kuantitatif, Kualitatif, dan Kombinasi (Mixed Methods)*. Bandung: Alfabeta

Susanto, A. 2016. *Teori Belajar dan Pembelajaran*. Jakarta: Kencana.

Tarigan, H.G. 2013. *Berbicara sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.

Warsita, Bambang. 2008. *Teknologi Pembelajaran*. Jakarta: Rineka.

Zulaekah, Siti. 2012. “Efektivitas Pendidikan Gizi Dengan Media Booklet Terhadap Pengetahuan Gizi Anak SD”. *Jurnal Kesehatan Masyarakat*. 7 (2) (2012) 121-128.