

## Development of Speaking Teaching Materials Based On Literation

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**Abstract:** *The problem in this study is how the effectiveness of the design of the development of teaching materials for speaking skills based on literacy to the grade V students of SD Negeri 060825? The purpose of this study was to describe the effectiveness of the design of the development of teaching materials for the ability to speak based on literacy in the fifth grade students to the grade V students of SD Negeri 060825. The research method used in this research was the Research & Development research method. The subject of research on this development is the validator. In addition, the subjects of this study were students to the grade V students of SD Negeri 060825. The object of this study was teaching materials for speaking skills to the grade V students of SD Negeri 060825. The instruments used to obtain the data of this study were tests, observations and validation questionnaires. The results of this study indicate that the results of expert validation on the design of the development of teaching materials speaking skills based on literacy obtained an average score of 4.67 with a very good category. Thus, it can be concluded that teaching materials based on literacy are appropriate to be used in improving the speaking skills to the grade V students of SD Negeri 060825.*

**Keywords:** *development, teaching materials, speaking skills, literacy*

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### I. Introduction

Language is a human means to convey thoughts or reasoning, attitudes and feelings. Humans hang out and communicate, seek information and control their thoughts, attitudes and actions using language. Especially the ability to use language, is not a natural ability, such as breathing. This ability is not taken from birth and cannot be mastered by itself but must be learned. Learning Indonesian in Elementary School aims to develop the ability of Indonesian language in all its functions as a means of communication of thinking, unifying, developing science and technology and culture (Ningsih, 2017).

Speaking is one aspect of productive language skills, meaning that an ability is possessed by someone to convey ideas, thoughts or feelings so that the ideas in the speaker's mind can be understood by others. Speaking means expressing ideas or oral messages actively through sound symbols so that communication activities occur between speakers and speech partners. Indeed, everyone is given the ability to speak or communicate verbally, but not all have the skills to speak properly and correctly. Therefore, speaking lessons should get attention in teaching language skills in elementary schools (Muammar, 2008).

According to Galda (in Supriyadi, 2005: 178) that the ability to speak at elementary school is the core of the process of language learning in schools, because by speaking learning students can communicate inside and outside the classroom according to the development of their souls. This opinion is also supported by Farris (in Supriyadi, 2005: 179) which states that learning to speak is important to be taught because with that skill a student will be able to develop the ability to think, read, write, and listen. The ability to think will be trained when they organize, conceptualize, and simplify thoughts, feelings, and ideas to others verbally. In other words, in everyday life students always do and are faced with speaking activities.

But in reality learning to speak in schools cannot be said to be maximal. Based on the results of research conducted by Samsul (2017), it was shown that speaking ability for elementary school students had not achieved the results as expected. This condition can not be separated from the process of learning Indonesian at school which is the duty of all school parties, especially Indonesian language teachers. The role of the teacher is very important in helping students to speak skillfully.

The results of Samsul's (2017) study also concluded that there were two factors that led to low levels of students' speaking skills, namely external and internal factors.

Which includes external factors, namely the influence of the use of Indonesian in the family and environment. In the process of daily communication, many families use mother tongue (local language) as the language of family conversation. Similarly, the use of Indonesian in the environment. The language of the

mother is used as a means of communication. So that sometimes the Indonesian language used has not paid attention to the rules of speaking in good and right. This is what causes students not accustomed to speaking Indonesian in accordance with standard linguistic rules.

Internal factors occur in the situation of learning approaches, methods, media, or learning resources used by the teacher has a significant influence on the level of speaking ability, especially for elementary students. Indonesian language teachers tend to use conventional and non-innovative approaches so learning speech skills does not take place conductively.

Another weakness that is sometimes done by teachers is that students are not invited to learn language, but tend to be invited to learn about grammar. That is, what is presented by the teacher in the classroom is not directing students to be good at speaking, but is invited to learn theories about language. As a result, the ability to speak is merely inherent in students rationally and cognitively, not yet emotionally and affectively integrated.

In the 2013 curriculum, Indonesian language subjects are text-based subjects. At the elementary / MI level, several texts can be found including short texts, thank you texts, apology texts, asking for help and giving praise, invitation texts, notification texts, instructions and instructions to others, self introductory texts, family relations texts, poetry texts, story texts or songs that describe harmonious living attitudes, environmental exploration texts, fable texts, interview texts, text instructions, short story texts, news texts, explanatory texts, ad text, narrative texts, observational report texts, speech texts, speech texts, pantun texts, text review book (Permendikbud No. 24 of 2016).

Given that Indonesian language learning is currently based on text, then a teacher should optimize this opportunity by choosing texts that are able to invite students to think critically, so as to improve students' speaking skills. Therefore, researchers try to develop teaching materials based on literacy that can help students improve their speaking skills. Making learning materials is very important in learning activities because learning materials can act as an independent learning material if learning is designed in full with certain strategies so that students can understand the material contained in the teaching material.

Literacy which in English is literacy comes from Latin *littera* (letters) whose understanding involves mastery of writing systems and accompanying conventions. Literacy is closely related to the term *kemahirwacanaan*. Literacy is broadly defined as language skills including the ability to listen, speak, read, and write, and think which are elements of literacy itself.

Abidin (2015: 9) states that literacy is learning that prioritizes the use of language skills in the learning process. Language skills are related to context, culture, and media, the basic form of this literacy learning model is language skills which include reading skills, writing skills, speaking skills and listening skills.

According to the National Institute for Literacy (in Ariyati, 2017) defines literacy as the ability of individuals to read, speak, calculate and solve problems at the level of expertise needed in work, family, and society. In general, literacy activities are identical to reading and writing activities.

Nurdiyanti and Suryanto (2010) suggest that literacy learning in the elementary curriculum is currently Indonesian language subjects, namely in KTSP known as reading and writing learning. Literacy skills of elementary school students are considered low. The low level of literacy of elementary students because literacy learning does not get an adequate portion of time considering the number of subjects students must complete every day. As a result, the level of mastery of Indonesian Language is relatively low when seen from the literacy awareness.

Even though good literacy learning applied in schools will have an influence on the quality of reading and writing students. So, it can be concluded that learning that is centered on literacy and can apply the principle of integration well will be able to improve students' literacy skills in Indonesian subjects.

Teaching materials are an important element of the curriculum. Teaching materials, namely material that must be learned by students as a means to achieve competency standards and basic competencies. Teaching materials enable students to learn a competency or basic competency in a coherent and systematic manner so that it is accumulated capable of mastering all competencies as a whole and integrated (Majid, 2014: 173). Thus, teaching material or curriculum material is the content or content of the curriculum that must be understood by students in an effort to achieve curriculum objectives.

According to Amri (2010: 159-160) there are three objectives for the preparation of teaching materials. First, provide teaching materials that are in accordance with the demands of the curriculum by considering the needs of students. Second, helping students in obtaining alternative teaching materials in addition to textbooks that are sometimes difficult to obtain. Third, facilitate teachers in carrying out learning.

A teaching material, at least must include (1) learning instructions, (2) competencies to be achieved, (3) supporting information, (4) exercises, (5) work instructions (can be worksheets), and (6) evaluation (Majid, 2008: 174).

Teaching materials used to provide basic knowledge of students have a role in understanding the material so that the teaching materials used by the teacher in the learning process are expected to be able to

complement and provide students with knowledge. Teaching materials themselves can be text, audio, video, photos, etc. that can be used for learning.

A teaching material must have the attraction to attract students' attention and desire in learning it. The attractiveness of teaching materials can be placed in several parts such as: the cover, the contents by placing stimuli in the form of pictures or illustrations, and the exercises are packaged attractively. One of the easiest things the teacher can do to find teaching materials is to find a textbook. However, the main focus expressed in the textbook is not able to explain the diversity of needs that are not possible in a class.

The textbook as a source book turns out to have weaknesses. One of the weaknesses of the textbook is that it is unable to explain differences in needs. One textbook clearly will not be able to provide a comprehensive picture of the various needs in learning. This is because there are different teaching needs caused by several factors. Geographical factors can be a determining factor in exposing different needs.

Indonesian subjects have an important position in the curriculum. Indonesian language becomes one of the strategic subjects because through the language of an educator (teacher) transmits knowledge, knowledge and information to students, and vice versa. Indonesian is the goal of the curriculum to be achieved in learning. Indonesian language plays an important role in efforts to improve the quality of basic education, especially Elementary School (SD), which is to accelerate the mastery of science and technology because Indonesian is a means of thinking to develop logical, systematic and critical thinking.

Indonesian Language Learning functions as a means to help students express ideas and feelings, participate in the community using the language, and find and use analytical and imaginative abilities (Ministry of National Education in Hardinata, 2012). Indonesian Language Learning is taught in elementary school as a provision to develop students' language skills. In learning Indonesian subjects students regularly develop and sharpen their language skills for the provision of life in a society, nation and state. Positive attitudes can be shown by students being able to use Indonesian correctly in everyday life.

According to Teguh (2017) the School Literacy Movement (GLS) is a business or activity that is participatory in nature by involving school people (students, teachers, principals, education staff, school supervisors, school committees, parents / guardians of students), academics, publishers, mass media, communities (community leaders who can represent exemplary, business world) and stakeholders under the coordination of the Directorate General of Primary and Secondary Education of the Ministry of Education and Culture.

The School Literacy Movement is a social movement with collaborative support from various elements. Efforts taken to make it happen in the form of habituation to reading students. This habit is carried out with 15 minutes of reading activities. When reading habit is formed, then it will be directed to the development and learning stages (accompanied by bills based on 2013 curriculum). Variations in activities can be a combination of developing receptive and productive skills. In its implementation, during certain scheduled periods, an assessment is carried out so that the impact of the existence of the School Literacy Movement can be known and continuously developed. The School Literacy Movement is expected to be able to mobilize school citizens, stakeholders, and the community to jointly own, implement and make this movement an important part of life.

Some strategies classified as integrating several literacy skills include the following. (a) Literature circles are literary learning strategies based on the concept of learning while working. This strategy emphasizes the authentic activities of students in studying literary works or texts through various literacy activities both reading, writing, listening, and speaking. (b) Literacy Work Stations are literacy learning strategies implemented by utilizing the area in the classroom. This strategy gives students the opportunity to work individually or in groups. During activities in literacy work stations students practice reading, writing, listening, and speaking using various available media literacy. (c) The third strategy that can be used to develop student literacy skills is literacy workshops. Allen and Gonzalez (in the Resource Book for LPTK Lecturers, 2015) stated that literacy workshops were a strategy to develop literacy skills that emphasized the optimization of prepared literacy skills students had through continuous and directed improvement programs. Literacy workshops are built on two main activities namely reading and writing.

## **II. Method**

The method used in this study is the method of research development (Research & Development). Researchers develop teaching materials for speaking skills based on literacy that are expected to overcome the problem. The problems raised have the potential to develop teaching materials for speaking skills based on literacy because no one has developed literacy based teaching skills for elementary students.

Information was obtained from research conducted by Samsul (2017) which concluded that there were two factors that led to low levels of students' speaking skills, namely external and internal factors.

Information was also obtained by researchers through observations made at SD Negeri 060825. Initial observations were made by looking at the scores of students' daily tests and interviews with Indonesian Language subject teachers, one of which stated that students needed varied teaching materials.

The product design stage is the product design stage to obtain effective and interactive teaching materials from predetermined material. At this stage a learning design sketch is needed to facilitate students in understanding the material. The design is made as complete as possible to facilitate the implementation of design design.

Data collection techniques in this study used tests, questionnaires and validation sheets. After all the data is collected, the last stage is data analysis, namely by using quantitative descriptive and data reduction.

### III. Result

The design of the development of teaching materials based on literacy skills in class V students of SD Negeri 060825 consists of several stages, namely the potential and problem stages, data collection and product design. The potential stage and problems are carried out by observation and testing.

From the results of observations on learning that researchers did show that the learning methods used during the learning took place using lecture and discussion methods. The method is used because it makes it easier for teachers to deliver the subject matter delivered. The speaking activities in Indonesian Language subjects are still considered difficult for class V students. These difficulties can be seen during learning, some students are not active. The activity in question means actively asking questions, opinions, answering questions and being active in discussion activities. Students tend to be quiet when the teacher asks questions, some even do not pay attention to questions from the teacher. There are also students who ask friends who are considered smart in the class to answer, so that the active students are considered smart. Inactive students become increasingly inactive.

From the results of observations of researchers on the course of the learning process found several conditions that need to be followed up for improvement, including: (1) The step of learning the teacher is less systematic. (2) There is still a lack of utilization of learning media and variations in methods carried out by the teacher. (3) Opportunities and concerns for less intelligent children in managing learning are still ignored. (4) Student intelligence has not been fully developed.

The results of the frequency distribution of the value of speaking ability before the development of literacy based learning abilities based on the following materials were developed:

**Table I: Frequency Distribution of Scores Before Development of Teaching Materials**

No	Class Interval	Frequency	Percentage
1	79 – 85	3	8,58%
2	72 – 78	9	25,71%
3	66 – 71	5	14,29%
4	59 – 65	14	40,00%
5	52 – 58	2	5,71%
6	46 – 51	2	5,71%
<b>total</b>		<b>35</b>	<b>100%</b>

Based on the table above, it can be concluded that the highest scores obtained by students in the 59-65 interval class are as many as 14 students (40%), then in the 72-78 interval class as many as 9 students (25.71%), at the interval class 66-71, namely as many as 5 students (14.29%), in the 79-85 interval class which is as many as 3 students (8.58%), while the lowest score is in the interval classes 52-58 and 46-51, respectively as many as 2 students (5.71%).

The calculation results explain that the average value of speaking skills obtained by students before the development of teaching materials for speaking ability based on literacy is 68.28. Therefore, the average level of speaking ability of class V students of SD Negeri 060825 before the development of teaching materials is in sufficient criteria. Based on this, it is the conclusion of the researchers that students' speaking skills are still low. All of these researchers used in preparing a plan to develop teaching materials for literacy skills.

After the needs analysis phase through observations and tests carried out, the next step is to design teaching materials based on literacy skills. Based on these explanations, the researchers produced teaching materials based on literacy skills.

After teaching materials are implemented, the next step is evaluation by giving a test. The researcher assessed speaking ability tests after the development of teaching materials. Assessment of test results is carried out based on predetermined criteria.

The results of the frequency distribution of the value of speaking ability after the development of literacy based literacy skills are as follows:

**Table II: Frequency Distribution of Scores After Development of Teaching Materials**

No	Class Interval	Frequency	Percentage
1	87 – 90	3	8,57%
2	83 – 86	11	31,43%
3	79 – 82	5	14,29%
4	75 – 78	7	20,00%
5	67 – 70	9	25,71%
<b>total</b>		<b>35</b>	<b>100%</b>

Based on the table above, it can be concluded that the highest score obtained by students is in the 83-86 interval class, as many as 11 students (31.43%), then in the 67-70 interval class, which is 9 students (25.71%), at Interval classes 75-78 are 7 students (20%), in the 79-82 interval class that is as many as 5 students (14.29%), while the lowest score is in the 87-90 interval class which is as many as 3 students (8.57%).

In addition to giving tests to students, researchers also conducted observations when students did activities in reading story books. The aim of the observation is for the researcher to know the conditions that occur when the research process takes place after the development of literacy based teaching skills.

The results of the observations before the development of teaching materials were equal to 1896.67 with an average of 54.19. This average is the average score of student activity obtained during the teaching and learning process before the development of literacy based teaching skills. When compared with the criteria for the success of the action, the average is in sufficient criteria.

Then, after the development of materials, the results of observations of student activities amounted to 2913.33 with an average of 83.24. This average is the average score of student activities obtained during the teaching and learning process after the development of literacy based teaching skills. When compared with the criteria for the success of the action, the average is in very good criteria. Thus, it can be concluded that teaching materials based on literacy are effective in increasing students' speaking activities.

Validation tests taken in this study include validation tests by experts and subject matter teachers. The expert validation test in this study was conducted by Dr. Syahnan Daulay, M.Pd. The results of validation by experts are as follows: (a) Aspects of content eligibility are in the category of "very good", with the percentage obtained at 88.57%. (b) The feasibility aspect of presenting material is in the category of "very good", with the percentage obtained at 94%. (c) The aspect of language feasibility is in the "very good" category, with the percentage obtained at 96%. (d) Aspects of graphic feasibility are in the "very good" category, with the percentage obtained at 100%.

While the teacher validation test in the field of study was carried out by Indonesian language study teachers in SD Negeri 060825. The results of the validation by the subject teachers were as follows: (a) The aspect of content eligibility was in the "very good" category, with the percentage obtained at 88.57%. (b) The feasibility aspect of presenting material is in the "very good" category, with the percentage obtained at 82%. (c) Aspects of language feasibility are in the category of "very good", with the percentage obtained at 88%. (d) Aspects of graphic feasibility are in the "good" category, with the percentage obtained at 80%.

#### IV. Conclusion

- a. The design of vocabulary development based on storybooks on class V students of SD Negeri 060825 starts from information related to the description of students in the implementation of learning in the classroom, it is known that learning has been carried out well. However, student responses to material and evaluation of learning are still low. Based on the collection of information obtained, it was found that it was necessary to develop teaching materials for students' speaking abilities, namely based on literacy.
- b. The results of expert validation on the design of the development of teaching skills in speaking skills based on literacy were obtained by a mean score of 4.67 with very good categories. Thus, it can be concluded that teaching materials based on literacy are appropriate to be used in improving the speaking skills of fifth grade students of SD Negeri 060825.
- c. The effectiveness of the design results of the development of teaching skills of speaking ability based on literacy, where before the process of developing teaching materials was in the sufficient category and then improved to good after the process of developing teaching materials in class V 060825 elementary school students.

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