

IMPROVING THE SPEAKING ABILITY OF STUDENTS IN CLASS IVA SD NEGERI 0411 UJUNG BATU THROUGH VOCABULARY CARD MEDIA

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***Abstract,** The purpose of this study is (1) to find out how to improve speaking skills using vocabulary card media in fourth grade students of SD Negeri 0411 Ujung Batu in the academic year 2020/2021; (2) to determine the form of planning and implementation of learning to speak using vocabulary card media; (3) to find out the obstacles and results obtained from learning to speak using vocabulary card media, consisting of 20 students. This study also uses 2 (two) cycles starting from February to May 2021. From the results of the learning activities, it can be concluded as follows: (1) learning using vocabulary card media has a positive impact on improving speaking skills marked by an increase in students' speaking in each cycle, namely the first cycle obtained an average of 66.25 and in the second cycle obtained an average of 80; (2) the application of vocabulary card media in speaking skills has a positive influence, namely students are able to express and express ideas, and the results of students' scores meet the minimum completeness criteria.*

Keywords : vocabulary card media, speaking ability.

I. INTRODUCTION

In essence, the learning process aims to increase student learning activity and creativity through various interactions and learning experiences. The learning activities should be designed to provide a learning experience that involves mental and physical processes through interactions between students, students and teachers, the environment and other learning resources in order to achieve competence.

Indonesian language learning is designed to improve students' ability to communicate in using Indonesian properly and correctly, both orally and in writing, as well as to foster an appreciation of

Indonesian literature. There are five basic competencies in Indonesian, namely listening, speaking, reading, writing and literature. Indonesian language learning in elementary schools (SD) aims to improve students' oral and written communication skills, as well as foster an appreciation of Indonesian human literature. It is very important to improve speaking skills at school because The ability to speak is very useful and supports daily life and as a tool to communicate with other individuals.

In accordance with content standards (2006), fourth grade students should be able to express thoughts, opinions, feelings, facts orally by

responding to a problem, telling the results of observations or interviews. These competency standards are structured in the basic competencies that have been determined by conducting activities in the form of simple interviews by paying attention to word choice and language manners. This is manifested in several learning indicators designed by teachers and applied in learning activities, namely students can look at the problems and respond to the proposed problems.

Based on the results of observations at SDN 0411 Ujung Batu, researchers found problems in the speaking aspect, namely teachers in terms of teaching with oral explanations and less involving students and low motivation in learning to speak. Learning activities in the classroom emphasize more on aspects of knowledge or memory. Learning that takes place is monotonous and boring found in the classroom. Actually speaking is an ability that must be mastered by practicing or practicing speaking regularly and planned. In fact, learning to speak has not been maximized so that the ability of students to speak is still low.

II. RESEARCH METHODS

In this study, the author uses the Classroom Action Research method. Classroom Action Research is a translation

of Classroom Action Research. which aims to improve the learning process and improve speaking skills in Indonesian language lessons. This research has two cycles, but the cycle is adjusted to the changes to be achieved. This research has several stages of implementation in the classroom. This is in accordance with Arikunto's opinion (2014:16) that there are four stages carried out in conducting research, namely: 1) planning, 2) implementation, 3) observation, 4) reflection.

III. RESEARCH RESULTS AND DISCUSSION

This study aims to determine the learning outcomes of speaking students using vocabulary card media in grade IV SDN 0411 Ujung Batu. Before being given learning, students are first given a pre-test (initial test) with the aim of knowing student learning outcomes on the subject of social problems in the local environment. From the results of the Pre Test conducted on 20 students, the following values were obtained:

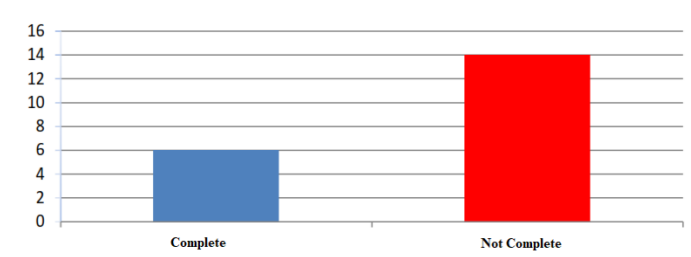


Figure 1: Student Learning Completeness in Pre Test

At the second meeting, a post test was conducted to determine the success of students in understanding the lessons that had been delivered. The post test cycle 1 aimed to determine the improvement in speaking skills after the action was carried out, namely the application of vocabulary card media. In Post Test 1, it is in the form of a performance test/practice of speaking forward. The post test aims to determine the improvement of students' speaking ability after being given action using vocabulary card media at SDN 0411 Ujung Batu with the following results.

From the results of the Post Test in cycle 1, which was attended by 20 students, there were 40% of students who experienced complete learning or about 8 people who achieved mastery with a classical average value of 65.5. A total of 12 students who did not complete their studies or 60%.

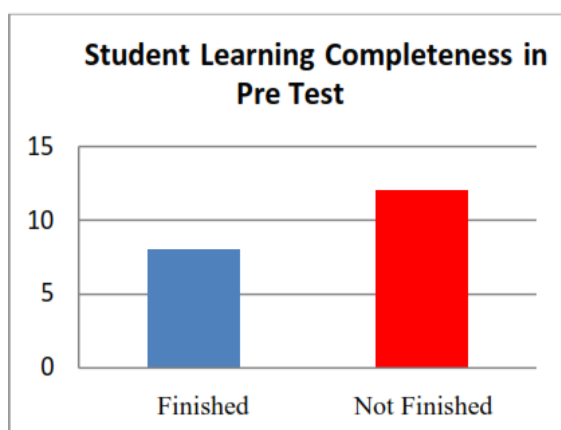


Figure 2. Completeness of Classical Post Test Cycle 1 SD Negeri 0411 Ujung Batu

Based on the graph of learning outcomes at SD Negeri 0411 Ujung Batu, the students' speaking ability was stated to be not maximal, there were still 8 students who were declared complete and 12 students who had not completed. In cycle II, after identifying the problem, the research was carried out again in terms of increasing students' speaking skills which were also in accordance with the conditions during the learning process observed by researchers and observers. Improvements can be seen in the following Figure:

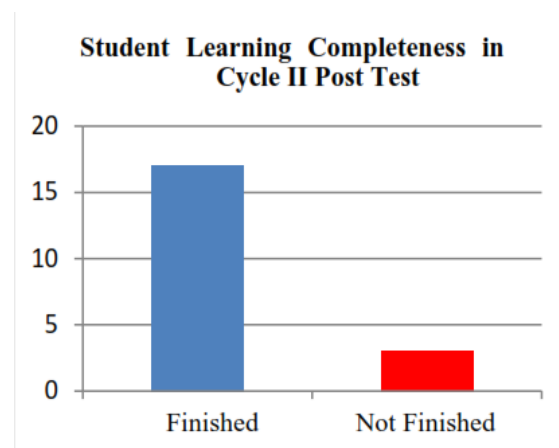


Figure 3. Percentage of Classical Completeness Post Test Cycle II

Based on the graph above, the results of the speaking ability of SD Negeri 0411 Ujung Batu students are declared to have been maximized, which is 17 people who are declared complete and 3 people who have not. Based on the category of student learning outcomes, the percentage of the score 80-89 is 17 students, and the percentage value of 70 is 3 students. During

the learning process, observations were also made on student activity through the value of the assessment questionnaire that had been prepared as follows:

Table 1. Results of Observation of Class IV Student Activities at SD Negeri 0411 Ujung Batu

No	Respondent Number	Mark	Percentage	Category
1	01	80	80	Good
2	02	80	80	Good
3	03	80	80	Good
4	04	85	80	Good
5	05	85	80	Good
6	06	80	80	Good
7	07	85	80	Good
8	08	85	80	Good
9	09	65	15	Not good
10	10	65	15	Not good
11	11	85	80	Good
12	12	85	80	Good
13	13	80	80	Good
14	14	85	80	Good
15	15	85	80	Good
16	16	85	80	Good
17	17	80	80	Good
18	18	80	80	Good
19	19	80	80	Good
20	20	65	15	Not good
Amount		1600		
Average Good		20		

Based on the table above, it can be seen that the total learning ability score of all students is 1600 with an average of 80, namely the good category is 17, and the less category is 3.

The results of the study after carrying out the pre-test obtained the level of completeness of classical learning outcomes, namely 6 students completed or 30% of 20 students or 70% who completed with an average of 64.5. In the post test cycle I which was followed by 20 students,

there were 8 students who experienced completeness or about 40% and students who did not complete as many as 12 students or 60% with an average score of 66.25. In cycle II, the average overall student learning outcomes were 80 with 17 students graduating and 3 students failing with classical completeness, namely 85%.

Vocabulary card media is one of the word learning techniques through cards. A card measuring 5 x 7 inches (1 inch 2.54) in which a single word is written. (Jerrold E. Kemp and D Smellie: 1989). This learning technique can be done individually and in groups. Learning vocabulary cards aims so that students can easily, happily and passionately understand words through the process they go through themselves. Based on the results of research with the application of vocabulary card media, the average student learning outcomes are 80 with a total of 17 students who graduate with 3 students who do not graduate with classical completeness, namely 85%.

IV. CONCLUSION

The results of the study after carrying out the pre-test obtained the level of completeness of classical learning outcomes, namely 6 students completed or 30% of 20 students or 70% who completed with an average of 64.5. In the post test cycle I which was followed by 20 students,

there were 8 students who experienced completeness or about 40% and students who did not complete as many as 12 students or 60% with an average score of 66.25. In cycle II, the average overall student learning outcomes were 80 with 17 students graduating and 3 students failing with classical completeness, namely 85%. The number of observations of all students' learning activities is 1600 with an average of 80, namely the good category is 17 students and the less category is 3.

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