



Conversation Text On Indonesian Lessons Using Images In Class V State Elementary School 101938 Adolina, Perbaungan District

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Abstract:

Many educators still use conventional teaching materials, namely teaching materials that are ready to use, just buy, instant, without the effort of planning, preparing, and compiling their own and less attracting children's attention in learning. So the image media is used as a development effort in learning Indonesian. This study aims to determine the quality of teaching materials based on the validation of material experts and media experts, to determine the attractiveness of teaching materials based on student responses, and to determine the average increase in student achievement based on pretest and posttest scores. This research was carried out at SDN 101938 Adolina, Perbaungan District, for the 2021-2022 academic year. This research is development research. The subjects of the study were the fifth grade students of SDN 101938 Adolina, Perbaungan District, for the academic year 2021-2022 with a total of 36 students. Data collection techniques used are tests, questionnaires, and documentation. The data analysis technique used is the percentage and the average. The results of the overall quality of teaching materials are good with a percentage of 78%. The results of the attractiveness of teaching materials based on student responses in the limited trial obtained a percentage of 87% with a very interesting category, while in the large group trial a percentage of 85% was obtained with a very attractive category. The average value of the pretest is 6.09, while the average value of the posttest is 8.44, so it can be concluded that there is an increase in the average student achievement.

Keywords: Development of Teaching Materials, Conversational Text, Picture Media

1. Introduction

Teaching materials are an important resource to support the learning process. The existence of teaching materials is now a liaison between teachers and students where the teacher currently acts as a facilitator, so that the use of teaching materials can bridge the problem of limited student absorption and the teacher's ability to manage learning in the classroom. Making teaching materials for some educators may be an easy thing. The development of teaching materials is a form of learning process activities to improve or improve the quality of ongoing learning (Trisnansih, 2007). In the reality of education in the field, many educators still use conventional teaching materials, namely teaching materials that are ready to use, just buy, instant, without the effort of planning, preparing, and compiling themselves. Thus, the risk they get is that the teaching materials they use are less attractive. An educator is required to be creative to be able to compile teaching materials that are innovative, varied, interesting, contextual, and in accordance with the level of student needs. Educators are the people who know best about this. Therefore, if teaching materials are made by educators, learning will be more interesting and impressive for students. Teaching materials as one of the tools in learning must be in accordance with the desired competence, without an understanding of this, then in developing teaching materials it will be difficult. This teaching material development activity is an effort to support the educational process. The development of teaching materials is carried out based on a systematic process. The development of teaching materials starts from the design and development process, which can be in the form of developing their own activities, or using existing teaching materials, to testing teaching materials. In Indonesian language teaching materials, the element of language is very important to note. It should be noted that language has a central role in the intellectual, social, and emotional development of students, and is a supporter of success in learning all fields of study. Language learning is expected to help students get to know themselves, their culture, and other cultures, express ideas and feelings, participate in communities that use the language, and discover and use the analytical and imaginative abilities that exist within them.

2. Literature Review

Language learning is directed at improving students' ability to communicate in good and correct Indonesian. Andi Ucus (2018) suggests that according to the National Center for Competency-Based Training in 2007, teaching materials are all forms of materials used to assist teachers or instructors in carrying out the learning process in the classroom. The material in question can be in the form of written or unwritten material. The views of other experts say that teaching materials are a set of materials that are systematically arranged, both written and unwritten, so as to create an environment or atmosphere that allows students to learn.

Characteristics of Teaching Materials

The characteristics of teaching materials according to Widodo and Jasmadi (2008), namely:

a. Self-instructional

That is, teaching materials can make students able to teach themselves with the developed teaching materials. To fulfill the self-instructional character, in the teaching materials there must be clearly defined objectives. In addition, teaching materials will make it easier for students to learn thoroughly by providing learning materials that are packaged into more specific units or activities.

b. Self-contained

That is, all subject matter from one unit of competency or sub-competence studied is contained in one teaching material as a whole.

c. Standalone

That is, the teaching materials developed do not depend on other teaching materials or do not have to be used together with other teaching materials.

d. Adaptive

That is, teaching materials should have a high adaptive capacity to the development of science and technology.

e. User friendly

That is, every instruction and information display that appears is helpful and friendly to the user, including the ease with which the user can respond and access as desired.

Teaching materials are oriented to student learning activities so that teaching materials are arranged based on the needs and motivation of students. It aims to make students more enthusiastic and enthusiastic in the learning process. These teaching materials can also be used by students independently without having to involve the teacher. For teachers, these teaching materials should be able to direct the teacher in determining the steps of learning in the classroom. The pattern of presentation of teaching materials is adjusted to the intellectual development of students so that they are easy to understand.

Types of Teaching Materials

There are various teaching materials circulating in schools. There are teaching materials in the form of books, modules, and computer-based teaching materials. Non-printed teaching materials include listening teaching materials (audio) such as cassettes, radios, LPs, and audio compact discs. Hearing teaching materials (audio visual) such as video compact discs and films (Johnstone and Soares, 2014; Chang, 2006).

Functions of Teaching Materials

According to Ucus (2018) the function of making teaching materials is as follows:

1) Functions of teaching materials for educators

- Saves educators' time in teaching
- Changing the role of educators from a teacher to a facilitator;
- Improving the learning process to be more effective and interactive;
- As a guide for educators who will direct all their activities in the learning process and constitute the substance

of competence that should be taught to students; as well as

- As a tool for evaluating achievement or mastery of learning outcomes.

2) The Function Of Teaching Materials For Students

- Learners can learn without having to be a teacher or other student friends
- Learners can study whenever and wherever they want;
- Learners can learn at their own pace;
- Learners can learn according to the order of their own choosing;
- Helping potential learners to become independent students/students; and
- As a guide for students who will direct all their activities in the learning process and is a substance of competence that should be learned or mastered

3) The Function Of Teaching Materials In Group Learning

- As teaching materials that are integrated with the group learning process, by providing information about the background material, information about the roles of the people involved in group learning, as well as instructions on the group learning process itself; and
- As a supporting material for the main learning material, and if it is designed in such a way, it can increase student learning motivation.

Learning Media Functions

According to Saputri et al. (2018), the main function of learning media is as a teaching aid that also influences the climate, conditions, and learning environment that are arranged and created by the teacher. Meanwhile, according to Różewski and Małachowski (2010), the use of learning media has several functions, including:

1) Media as a learning resource

Media as a learning resource means that the media used by the teacher can function as a place where the learning materials are located. The form of learning media as a learning resource can be in the form of humans, objects, and events that allow students to obtain learning materials.

2) Media as a tool

Learning media as a tool means that the media has a function to assist teachers in achieving learning objectives. With learning media, teachers can deliver more interesting material. With the help of learning media, students will more easily understand the material being studied.

Benefits of Learning Media

Learning media in the student learning process, namely as follows.

- 1) Learning will attract more students' attention so that it can foster learning motivation.
- 2) Learning materials will have a clearer meaning so that they can be better understood by students and allow them to master and achieve learning objectives.
- 3) Teaching methods will be more varied, not merely verbal communication through the speech of the teacher so that students do not get bored and the teacher does not run out of energy.
- 4) Students can do more learning activities because they do not only listen to the teacher's description but also other activities such as observing, doing, demonstrating, and acting (Shinohara et al., 2020).

Image Media

Pictures or photos are the most common media used by people, because this media is easy to understand and can be enjoyed, easy to find and found everywhere, and provides a lot of explanation when compared to verbal. Presentation of subject matter using pictures, of course, is a special attraction for learners. Then the use of pictures or autos must be in accordance with the subject matter being taught, and the desired goals. (Hujair AH Sanaky, 2013).

A) Advantages of Image Media

- Pictures are concrete, more realistic, showing the main problem
- Pictures can overcome space and time, meaning that not all objects, objects, events can be brought to the classroom, and learners can be brought to these objects. So it needs to be created by making a picture or photo of the object.

- Images can overcome the limitations of sensory perception. For example, one-celled animals are impossible to see with the naked eye, but with a microscope. If you do not use a microscope, it can be engineered in the form of an image.
- Clarify a problem presentation in any field and for any age level.

B) Weaknesses of Image Media

- More emphasis on eye sense perception,
- Objects are too complex, and the size is very limited for large groups.

3. Research Methodology

This research is a type of development research. Development research is a type of research-oriented to product development. Research and development is a process or steps, to develop a new product or improve an existing product that can be accounted for (Gall et al., 1996; Lodico et al., 2014). Research and development methods or in English Research and Development are research methods used to produce certain products and test their effectiveness of these products (Williams, 2007; Lakshman et al., 2000). Researchers use the R & D research model because researchers are trying to develop a product in the form of teaching materials on aspects of reading skills. This development research is focused on developing teaching material products that contain conversational texts with media in the form of images in them to make them more interesting for elementary students.

4. Results and Discussion

The Quality Results of Teaching Materials

The quality of teaching materials can be seen from the percentage acquisition by material experts 1 & 2, and media experts which are then categorized into 5 categories, namely very good if the percentage is 85%-100%, good if the percentage is 75%-84%, quite good if obtained a percentage of 60%-74%, less good if obtained a percentage of 40%-59%, and very bad if obtained a percentage of 0%-39%.

Table1. Quality of teaching materials

No.	Rating Source	Percentage
1.	Validation of material experts by lecturers	77%
2.	Material expert validation by Teacher	78%
3.	Validation by media expert	80%
	Amount	235%
	Average	78%
	Category	Good

Results of the Attractiveness of Teaching Materials based on Student Response Questionnaires

The provision of student response questionnaires aims to determine the attractiveness of teaching material products. Each student filled out a questionnaire with a total of 18 statements with a rating scale of 5, namely 5 = strongly agree, 4 = agree, 3 = disagree, 2 = disagree, and 1 = strongly disagree.

Limited Trial Results

Table 2. Results of Student Responses in Limited Trials

NO	NAME	SCORE
1	Jhony Catur Prasetya	85
2	M. Rafa Saptono	79
3	Mutiara Dewi Wulandaru	69
4	Ririn Mei Aryani	85
5	Restu Akbar Yulian	72
	Amount	390
	Percentage	87%
	Category	Very Interesting

The results of this student response were filled out by 5 students in the implementation of a limited trial. The goal is to find out the teaching materials made according to a small number of students are interesting or not. The overall score with a total of 390 means that the percentage result from the maximum number of 450 is 87%, it is included in the very attractive category. Based on the assessment guidelines used in this assessment, it can be concluded that most students are very interested in using these teaching materials.

5. Conclusion

The results of this development research can be concluded that the results of the quality of conversational text teaching materials in Indonesian subjects with picture media are good as teaching materials with the total percentage obtained from material experts 1, material experts 2, and media experts by 235% with an average 78%. The results of the attractiveness of teaching materials during a limited trial based on student responses were very interesting, with a total score of 390 and a percentage of 87%.

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