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The Effect of Scrapbook Media on Students' Skills Speaking

Pengaruh Media *Scrapbook* terhadap Keterampilan Berbicara Siswa

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Abstract

Speaking skills are the ability of someone to say articulation sounds or words that have meaning to convey ideas, thoughts and ideas. The research objectives are (1) knowing student responses to Scrapbook media in thematic learning; (2) find the effect of Scrapbook media on student speaking skills. The research approach is quantitative with experimental type. The design of this study is non-equivalent control group design with population of all students grade V MI Nasyrul Ulum Bocek Malang and the number of students in the sample of each class (control and experiment class) is 30. The research instrument used questionnaire and observation sheet. The data obtained were analyzed by Independent Sample t-test. From the results responses showed there were 76% good and correct speaking skills. From the t-test results of speaking skills with the Equeval variance not assumed is 3.980 with a probability of 0.00 and the probability value $0.00 < 0.05$ then H_0 is rejected and H_1 is accepted. Based on the results of the calculation, there is a significant increase in the experimental class from pre-test value 26.66% increased to 76.66% in the post-test value. For the control class, pre-test value 20% becomes 30% in the post-test value. In conclusion, Scrapbook media has a significant effect on student speaking skills.

Keywords: *Learning Media, Scrapbook, Speech Skills*

Abstrak

Keterampilan berbicara merupakan kemampuan atau kecakapan seseorang dalam mengucapkan bunyi-bunyi artikulasi atau kata-kata yang memiliki makna untuk menyampaikan ide, pikiran dan gagasan. Tujuan penelitian adalah (1) mengetahui respons siswa terhadap media *Scrapbook* dalam pembelajaran tematik; (2) mengetahui pengaruh media *Scrapbook* terhadap keterampilan berbicara siswa. Pendekatan penelitiannya yaitu kuantitatif dan jenis penelitiannya adalah eksperimen. Desain penelitian ini adalah *non-equivalen control group design* dengan populasi seluruh siswa kelas V MI Nasyrul Ulum Bocek Malang dan sampel sejumlah 30 siswa pada masing-masing kelas kontrol dan kelas eksperimen. Instrumen penelitian yang digunakan yaitu angket dan lembar

observasi. Data yang diperoleh dianalisis dengan *Independent Sample t-test*. Dari hasil respon siswa menunjukkan terdapat sebesar 76% menguasai keterampilan berbicara yang baik dan benar. Dari hasil t-hitung untuk hasil keterampilan berbicara dengan *Equal variance not assumed* (diasumsi kedua varians tidak sama) adalah 3,980 dengan probabilitas 0,00 dan nilai probabilitas $0,00 < 0,05$ maka H_0 ditolak dan H_1 diterima. Berdasarkan dari hasil hitung, terdapat peningkatan yang signifikan dari kelas eksperimen yaitu nilai pre-test 26,66% meningkat menjadi 76,66% pada nilai post-test. Untuk kelas kontrol yaitu nilai pre-test 20% menjadi 30% pada tahap post-test. Kesimpulannya, media *Scrapbook* memiliki pengaruh yang signifikan terhadap keterampilan berbicara siswa.

Kata Kunci: Media Pembelajaran, *Scrapbook*, Keterampilan Berbicara

INTRODUCTION

In the implementation of education, it has two main missions, fostering intellectual power and fostering moral power (Berkowitz & Grych, 1998; Lavy, 2020). The quote is very general indeed to understand the meaning contained in the sentence. There are important points contained in the quote, regarding the role of education for the nation's children in educating intellectuals of the future generations so that they can compete in front of the world and be recognized for their knowledge by other nations.

The development of education in the current era has adopted a lot of humanistic theory. This flow has the view that learning is not just a process of developing cognitive qualities, but also a process that occurs within the individual which involves all existing parts or domains. These domains include cognitive, affective and psychomotor domains. The humanistic approach to learning emphasizes the importance of emotions or feelings, open communication, and the values possessed by each student (Arifi, 2017; Men & Yue, 2019).

Special attention is needed in education, especially from the psychomotor aspect. The skills referred to in this case are the speaking skills of elementary level students. Speaking are the core of all learning activities (Amiryousefi, 2019; Hwang et al., 2016; Namaziandost & Nasri, 2019). Therefore, learning that involves speaking skills must be started early, because speaking skills do not come suddenly. Speaking skills are mechanistic skills, the more practiced, the more mastered and skilled a person is in speaking. No one was immediately skilled at speaking (Kurnia, 2020).

There are several indicators that become a reference for someone. In this case students can be said to have good and correct speaking skills. The indicators are sounds pronounced correctly, satisfying intonation patterns, and accuracy of speech, correct word order and fluency in speech (Tarigan, 2008).

Based on the preliminary study in MI Nasyrul Ulum Bocek Malang, the researchers found that the students speaking skills were still low. This indicated by the results of the pre-test or preliminary test of speaking skills in students, and

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the results of 30 students in class VB were only 26.66 % that were declared complete and there were still 73.33% that were declared incomplete. Therefore, researchers regard this problem as something that needs to be investigated.

Speaking skills is a language skill that needs to be mastered well, because this skill is the most important indicator for student success in learning languages. By mastering good speaking skills, students can communicate their ideas, both in school and with foreign speakers and also maintain good relationships with others. It is well, if these speaking skills are accompanied by good language politeness (Wangia & Otonde, 2020).

One alternative to helping teachers improve students' speaking skills is to use media (Bustari et al., 2019; Ilyas & Putri, 2020; Muna et al., 2019). The question is, what kind of media can improve students' speaking skills? Creative and innovative media that are deemed appropriate to help and train to improve the psychomotor aspects of students, in this case speaking skills, one of which is the scrapbook media.

The development of science and technology requires teachers to be able to develop skills in making learning media. Besides being able to use the tools available in schools, teachers are also required to be able to develop skills in making learning media that will be used if the media is not yet available (Azhar, 2014).

Media is one of the ways to improve the learning process (Batubara, 2018). This is in accordance with the opinion of Kustandi and Sutjipto (2011) which states that the learning process will be more interesting. In addition, the learning objectives will be easily achieved because the material taught by the teacher will be clearer and easier for students to understand. Due to the diversity of these media, the media have different characteristics. Hence, it is necessary to choose media carefully and precisely so that it can be used appropriately (Rosihah & Pamungkas, 2018).

An example of media is Scrapbook. Scrapbook media is a medium in the form of picture attachments or other decorations that are applied on paper (Heryaneu, 2014). The meaning of statement is the word scrapbooking comes from English, which means pieces and pieces of paper that are collected and pasted to tell something. The origin of the word scrap means leftover goods. However, making a scrapbook is not just an activity of sticking from scraps. There is another opinion expressing the definition of scrapbook are the art of pasting photos on paper media and decorating them into creative works. Scrapbook is not only the art of decorating photos just for eye satisfaction, but also it must have a story in it. Scrapbook activities became a way of life in America about 20 years ago. Meanwhile, in Asia it has only been developing for six years (Heryaneu, 2014).

There are several advantages of scrapbook media (Damayanti, 2017), namely, 1) Interesting, scrapbooks are composed of various photos, pictures, important notes, and so on with some decorations so that the appearance will look beautiful and attractive. 2) Being realistic in showing the subject matter, with scrapbooks, we can present an object that looks real through pictures or photos.

Because an image or photo can provide details in the form of an image as is, it is easier for us to know and remember it better. 3) Can overcome the limitations of time and space, scrapbook media can be a solution to the many events or objects that are difficult to present directly and are difficult to repeat. 4) Easy to make, how to make scrapbooks is not difficult. We just need to arrange and mix and match the pictures, notes, and decorations in such a way. So that both children and adults will be able to make their own scrapbook. 5) The materials used for making scrapbooks are easy to find. The materials needed in making scrapbooks are easy to find. Someone can use items that are not used or used items. Even now there are special materials available for making scrapbooks. 6) Can be made or designed as you wish, scrapbook can be made or designed according to the wishes of the maker. For example, pictures, photos, notes, colors, and writing.

Along with the times, scrapbooks are not only a medium to beautify photo albums or pictures. However, nowadays scrapbook is used as a wedding dowry, because scrapbook is a creative and innovative work to make an impression on special day. Scrapbook can be made handmade so that it is possible to adjust to the desired theme. The use of scrapbook media is a type of concrete media that is packaged in the form of an attractive book. With an attractive presentation, it hope can increase student learning activity (Wardhani, 2018).

The result of previous research of researchers on the application of scrapbook media in social studies subjects showed that there was an increase in student understanding results (Wachidah, 2017). Scrapbook is deemed suitable for education today which uses thematic learning in the form of linking and integrating subjects with one another into a theme to the lives of children at the MI/SD (Veronica et al., 2019). For MI/SD level, apart from being interesting and creative, scrapbook will help students in mastering speaking skills in fifth grade.

Based on the descriptions, this research wants to know how is students respond to scrapbook media in thematic learning in class V Madrasah Ibtidaiyah Nasyrul Ulum Bocek Malang? How is the effect of the scrapbook media on the speaking skills in class V students of Madrasah Ibtidaiyah Nasyrul Ulum Bocek Malang?

RESEARCH METHOD

This study uses a quantitative paradigm and the type of research is an experiment to find the influence between the independent variable and the dependent variable. From this concept, this study looks for the influence of the independent variables namely scrapbook media and with the dependent variable namely effective speaking skills. The experimental design is a quasi-experiment. Quasi experiment is widely used in educational research, especially where there are variables that cannot be observed, such as maturity, statistical regression, and others. It involves social issues, such as delinquency and anxiety (Purwanto, 2010).

In this study quasi experimental used a non-equivalent control group design pattern (pretest-posttest which is not equivalent). The implementation of

this experimental research used two classes, the experimental group was represented by class V-B and the control group represented by class V-A. Therefore, what will distinguish between the experimental group and the control group are the existence of certain treatments, namely undergoing the learning process using the scrapbook media for the experimental group, namely class V-B. Meanwhile, class V-A was not given treatment and carried out the learning process in a conventional way. With the difficulty of controlling all the variables that affect the variables being studied, the researchers chose a quasi-experiment.

The data collection method in this study used questionnaire techniques, documentation, and observation (Suharsimi, 2006). Questionnaires in the form of questions or statements (Sukmadinata, 2016) that will be given to the sample (students) and the teacher regarding personal opinions regarding the process of applying the Scrapbook media. The documentation in this study was used to obtain existing data at MI Nasyrul Ulum Bocek Malang related to the learning process, school activities, and relevant books. The observation sheet is used to observe things to be observed in the learning process before and when using the Scrapbook media. Observation is also used in obtaining speaking skills scores using a scale or an assessment rubric. This assessment rubric is applied during the pretest and posttest in the process of collecting student data in the form of speaking skills during presentation.

The analysis technique of this research uses quantitative analysis. Analysis uses some models, such as mathematical models, statistical models and econometrics. The results of the analysis are presented in the form of numbers which are then explained and interpreted in one description (Iqbal, 2002).

This research is a quasi-experimental research with a quantitative approach, so the data analysis uses a hypothesis test in the form of t-test. The t-test used in this study was to determine whether or not there were differences between the two sample groups from the same population, then the Independent Sample t-test was used.

RESULTS AND DISCUSSION

1. Student Responses to Scrapbook Media in Thematic Learning

Media is used to help create good learning. This has rarely been noticed or even done by teachers so far, as if the learning objective implementation orientation is limited by the relatively limited learning time. To adjust to these conditions the teacher prefers to apply simple media as long as it can help convey the material optimally (Islamy, 2019). However, from the student's point of view it is very monotonous, unpleasant and even more boring. That learning is deemed incomplete if students have limited knowledge of the pictures on the blackboard which are not necessarily the same as their original form.

Therefore, the selection of scrapbook media is deemed suitable for students. Appropriate learning media can increase student acceptance or acceptance of certain stimuli. The greeting or acceptance is in the form of willingness. With the existence of learning media, it can be seen in students'

willingness to accept the lesson load, and for that their attention will be focused on the lessons they are taking. Another thing about acceptance is the emergence of responses, namely in the form of student participation in the whole learning process voluntarily, this is a student's reaction to the stimuli they receive (Rosyada, 2013). So, the learning that takes place is fun and the material presented by the teacher can be well received by students. Likewise, students' speaking skills can improve when using Scrapbook media that contains material, design pictures and clear and interesting instructions in it.

Scrapbook media is an innovative media, because it is still new to be applied in several schools (Sholichah & Hariani, 2020). With a view that is in accordance with the characters of grade V SD / MI children with animated cartoon pictures, interesting features or decorations on the side of the material, and is well packed. This media is equipped with material that can be easily spoken by students, thus helping students to explain the material more easily to their friends. Moreover, in this study, the variable of speaking skills was taken, so this media is equipped with instructions, which can train and help students' speaking skills, so that when practicing students can be skilled in speaking or presentations.

The implementation of the Scrapbook media in class V-B MI Nasyrul Ulum Bocek Malang, the researchers themselves were actively involved. In practice, all students in class V-B have their respective pairs, from 30 students divided into 15 pairs, each pair there are two students who have the task of being the audience and the presenter. Each pair takes turns using the Scrapbook media with other partners. After understanding the material and instructions in the media, then the student who is in charge of being the presenter will explain the material by speaking or presenting and being heard by the audience or listener as well as correcting if the presenter is not in accordance with the speaking skills aspect contained in the Scrapbook media.

Five aspects that have been simplified from the initial theory in Tarigan's book are clarity of articulation, use of intonation, effectiveness of sentence structure, accuracy of pronunciation and fluency in speaking. Then, the activity was continued in turns, namely the one who served as the presenter changed to the opposite audience, the audience changed to the presenter and so on. Furthermore, if the activity is completed within the time determined by the researcher, each student then presents in front of his classmates one by one after being randomly summoned by the researcher. This activity runs until the learning time is over.

To find out the student's response to learning using scrapbook media that has been implemented in the experimental class, it is packaged in Table A.1.

Table A.1 Recapitulation of Questionnaire Results

No	Indicator	Item	X _i	Σ X _i	P
1.	Happy and active students	1	92	182	75%
		2	90		
2.	Understand the material well	3	106	197	82%
		4	91		
3.	Mastering the use of intonation in speaking	5	88	179	74%
		6	93		
4.	Able to pronounce and structure words correctly and well	7	93	180	75%
		8	87		
5.	Able to speak/present clearly and accurately	9	94	188	78%
		10	94		
Average					76%

Based on the calculation of the questionnaire results in the table with five indicators as a reference and assessment, the success or failure of the scrapbook media in helping students master good and correct speaking skills, and 76% of student response data to learning using the scrapbook media were obtained, so it can be said that the student's response very good or effective.

2. The Effect of Scrapbook Media on the Speaking Skills

Speaking is a skill that is needed by all human beings, so this skill must be mastered properly. This is in line with the word of Allah SWT in Surah Ar-Rahman: 1-4,

الرَّحْمَنُ (١) عَلَّمَ الْقُرْآنَ (٢) خَلَقَ الْإِنْسَانَ (٣) عَلَّمَهُ الْبَيَانَ (٤)

"(God) the Most Gracious. Who has taught the Qur'an. He created man. Teaching him to be good at speaking". (*Mushaf Al-Qur'an Terjemah*, 2005)

Another view of the 4 verses in Surah Al-Rahman explains that humans are cultured creatures, cannot live except by socializing or in congregation, so there must be a means of communication that can connect them with their siblings, relatives and even other humans. In agreement with the word of Allah SWT in Surah Ar-Rahman: 1-4, language experts, especially in the State of Indonesia, state that speaking is a means of communication for humans through the senses that Allah has given us, namely the mouth. Like the following opinion, Sulastri states that speaking is an oral communication activity that involves two or more people and the participants act as speakers as well as those who react to what they hear and contribute immediately (Utami, 2018).

This is justified or supported by other theories from similar research on speaking skills. Speaking is a language skill that develops in a child's life which is preceded by listening skills (Utami, 2018). At that time ability to speak or speak is learned. Talking, of course, is closely related to the development of vocabulary that children acquire through listening and reading activities. Before maturing in language development is also a delay in language activities (Siska, 2011).

Speaking skills are mechanistic skills, the more you practice, the more mastered and skilled someone is in speaking. No one was immediately skilled at speaking. There are several things that need to be considered in practicing speaking, namely pronunciation, pronunciation, voice control, self-control, controlling body movements, choosing words, sentences, intonation, using good and correct language and organizing or organizing ideas. With everyone having good and correct language skills, the communication process to convey the aims and objectives can be conveyed smoothly (Saddhono & Slamet, 2014).

Skills are not obtained in an instant way. There is tenacity, namely practicing consistently to get maximum results. The things or aspects that need to be considered in speaking skills to be precise and correct. Speaking skill is the ability or ability of a person to pronounce articulated sounds or words that have meaning to convey ideas, thoughts and ideas (Utami, 2018).

According to Tarigan (2008), there are five aspects or indicators that a person is said to be skilled at speaking, and needs to be mastered in speaking skills, namely; sounds pronounced correctly, intonation patterns or syllable stress, consistency or consistency and accuracy of words, proper word order, and reasonableness, fluency in speaking. However, in this study the five indicators have been simplified by the researchers into clarity of articulation, use of intonation, effectiveness of sentence structure, accuracy of pronunciation, and fluency in speaking. If the five indicators are mastered perfectly by the student, it can be considered that the student is skilled in speaking.

Examined the use of scrapbook in improving writing skills and included in Indonesian subjects. From the results of data analysis, it was obtained from the pretest-experimental average score of 51.61, while the control class was 49.88 and the post-test average score of the experimental class increased to 76.50, while the control class had an increase but not significant, namely 65.77. Based on the explanation of research examples of scrapbook media, there was a significant increase and the research was successful.

In this study also the scrapbook media had an influence on the speaking skills in class V students at MI Nasyrul Ulum Bocek Malang as evidenced by starting from the beginning of the research process, the results of the pretest scores of students in both the experimental and control classes of 30 experimental class students before being given treatment, the figure was 73.33% incomplete and only 26.66% complete. After using the Scrapbook media, the figures were 23.33% incomplete and 76.66% complete. This can be more clearly seen in Table A.2 which in detail shows the description of the pretest and posttest scores of the experimental class.

Table A.2 Description of the pre-test and post-test values of the experimental class

No	Description	Pre-test	Post-test
1.	The highest score	75	100

2.	The lowest score	25	35
3.	Range	50	65
4.	Average	47.6	70.8
5.	Completed	26.66%	76.66%
6.	Incomplete	73.33%	23.33%

It can be seen that there is a significant increase in students who complete and not after being treated. Thus we can conclude that there is an influence in the use of Scrapbook media during the learning process, on the speaking skills of fifth grade students at MI Nasyrul Ulum Bocek Malang.

For the control class of 30 students, it was found that 80% had not been completed and only 20% had completed at the time of the pretest. At the time of the posttest, the 30 students found that 70% had not been completed and only 30% had completed. The description of the pretest and posttest values of the control class can be seen in Table A.3.

Table A.3 Description of Control Class Pre-test and Post-test Values

No	Description	Pre-test	Post-test
1.	The highest score	75	80
2.	The lowest score	30	30
3.	Range	45	50
4.	Average	50.6	55.1
5.	Complete	20%	30%
6.	Incomplete	80%	70%

Based Table A.3, there is no significant increase in students' speaking skills using conventional methods during the learning process. For complete and incomplete student results also did not experience a significant increase.

So it can be concluded from the explanation in the previous paragraph about the results of the analysis between the control class and the experimental class there is differences. The experimental class was treated with scrapbook media in learning experienced a significant increase in value compared to the untreated control class.

This study used a quantitative approach in which the data obtained during the research process uses a hypothesis test in the form of a t-test (Sugiyono, 2017). The t-test used in this study uses SPSS 14 as a counting tool, in order to see whether or not there are differences between the two sample groups from the same population, two independent samples (t-test) are used. Sample T-test). The results of the analysis can be seen in Figure A-1.

Figure A-1 Calculation Results of the Independent Sample Test t-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Result	Equal variances assumed	5,932	,018	3,980	58	,000	15,66667	3,93603	7,78785	23,54549
	Equal variances not assumed			3,980	53,874	,000	15,66667	3,93603	7,77498	23,55836

Hypothesis submission:

Ho: There is no influence on the speaking skills in class V students of MI Nasyrul Ulum Bocek Malang using the scrapbook media in the learning process.

H1: There is an influence of the speaking skills in class V students of MI Nasyrul Ulum Bocek Malang using the scrapbook media in the learning process

Decision Rule:

- If the probability is > 0.05 , then H_0 is accepted
- If the probability is < 0.05 , then H_0 is rejected

It can be seen that the t count for the results of speaking skills with the Equeval variance assumed (assuming the two variances are the same) is 3.980 with a probability of 0.00 and a probability value of $0.00 < 0.05$ then H_0 is rejected and H_1 is accepted. So the conclusion is that H_1 is accepted. Thus, there is a difference between the experimental class using scrapbook media and the control class which still uses conventional media.

CONCLUSION

First, from the results of data collection using a questionnaire instrument, students' responses to thematic learning using the Scrapbook media at MI Nasyrul Ulum Bocek Malang, especially in class V, were good and effective. From 30 students in the experimental class, 76% of the students' response data to learning using the Scrapbook media were obtained.

Second, of the 30 students there were 26.66% of students who completed the pre-test stage, while at the post-test stage it increased to 76.66% of students who completed. For the control class itself, out of 30 students, 20% of the students completed the pre-test stage and 30% of the students completed the post-test stage. This is evident from the increasing value of speaking skills in the experimental class significantly and for the control class using conventional media does not show a significant increase in speaking skills.

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