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Research Article

***Flipaclip* Animation Media for Improving Speaking Skills of Elementary School Students**

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ABSTRACT

This study was structured with the aim of improving the speaking skills of fourth grade students of SD Negeri 091537 Hutabayuraja by using flipaclip animation media based on local wisdom. This type of research is Classroom Action Research (CAR), where the teacher is the implementer of learning while the researcher is the observer. The design of this study uses the Kemmis and Mc. Taggart. This research was conducted in the odd semester of the 2021/2022 academic year, namely in July. The subjects of this study were fourth grade students of SD Negeri 091537 Hutabayuraja which consisted of 20 students. The object of research is students' speaking skills. Data collection techniques using tests and observations. Data were analyzed descriptively and presented in tabular form. The results showed an increase in students' speaking skills, the average value of speaking skills in the first cycle of the first meeting was 65.45 and the second meeting was 68.05. In the second cycle, the average value of speaking skills for the first meeting was 70.65 and the second meeting was 89.5. This means that improving learning outcomes by using flipaclip animation media based on local wisdom can improve the speaking skills of fourth grade elementary school students.

Keywords: *Flipaclip Animation Media, Improve Speaking Skills, Elementary School Students*

Introduction

Indonesian has been taught starting from elementary school (SD) to university learning Indonesian in Elementary School has a very important position for students in forming habits, attitudes, and basic abilities needed for further development, besides learning Indonesian language must be able to help students develop

the language skills needed, not only for communication but to absorb various values and knowledge which is studied Baba & Rostam Affendi, (2020);Holiuk et al., (2020). This is because Indonesian is a means of expressing oneself both orally and in writing, in terms of taste, intention, and creativity, as well as thought, both ethically, aesthetically, and logically

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(Barirohmah et al., 2021). Learning Indonesian language skills consists of four aspects, namely listening, speaking, reading, and writing Solikhah & Budiharso, (2020);Syakur et al., (2020). By having good and correct Indonesian language skills, students are expected to become intelligent, critical, creative, and cultured generations Praheto et al., (2020);Ivanova et al., (2020). One of the language skills that has an important role in giving birth to intelligent and creative future generations is speaking skills Akkara et al., (2020);Kaharuddin & Rahmadana, (2020). This is in line with Saldaria et al., (2019);Sidabutar & Manihuruk, (2022) opinion in his research who said that speaking skills are able to give birth to future generations who are critical because they have the ability to express ideas, thoughts, or feelings to others in a coherent and systematic manner. However, there is one thing that most of the fourth grade students of SDN 091537 do not have, namely they are not yet skilled at speaking in official situations and in public.

The results of observations made showed that only 3-5 % of students were judged to be skilled at speaking in formal situations in class. After conducting interviews with the classroom teacher, two factors were found that caused the low level of speaking skills, namely external factors, namely the influence of the use of Indonesian in the family and the environment where families and the environment use regional languages as their daily language and there are still many lack of communication between family members. This causes students to be less confident or less skilled in speaking. Internal factors, namely learning approaches, methods, media, or learning resources used by teachers have a significant influence on the level of speaking skills, especially for students. Especially during this pandemic, teachers only use *WhatsApp* as a learning medium, this is what makes it increasingly difficult for students to communicate well (Ying et al., 2021).

To overcome this problem, an interesting learning media based on local wisdom is needed. Integrating local wisdom in learning media in order to foster a sense of love for local wisdom in their environment and as a way to maintain and maintain the existence of local

wisdom in the midst of the rapid development of local wisdom. development of the times and can be said to be globalization (Daulay, n.d.) .

According to Prestiadi et al., (2020) there are several positive things that can be obtained by using learning media, namely: (1) Teaching will attract more students' attention so that it can increase learning motivation; (2) The meaning of teaching materials will be clearer so that it is easier for students to understand / understand; (3) Teaching methods will be more varied .

Flipaclip animation media as learning media is considered able to improve children's speaking skills by paying attention to local wisdom so that students are more enthusiastic in learning to speak and flipaclip media can also be accessed by parents so that parents, students and teachers can access this media easily He et al., (2020);Uğraş et al., (2022). In addition, parents will also participate in the development of children's speaking skills. This media is used to improve the speaking skills of elementary school students in Hutabayuraja village.

Methods

Research location and time

This research will be conducted in class IV at SD Negeri 091537 Hutabayu, having its address at Hutabayu Village, Hutabayuraja District, Simalungun Regency. This research was conducted in the odd semester of the 2021/2022 academic year based on the student's problem, namely difficulty in speaking.

Population and research sample

Population

The population in this study were all fourth grade students of SD Negeri 091537 Hutabayu.

Sample

If the subjects are less than 100, it is better to take all of them so that the research is a population but if the number of subjects is greater than 100, it can be taken 10-15% or 20-25% or more, (Arikunto, 2021). In this study, the population was all fourth grade students of SD Negeri 091537 with a total of 25 students.

Types of research and research design

Types of research

This type of research is a collaborative Classroom Action Research (CAR). Nurhasanah et al., (2020);Parnawi, (2020) says CAR is action research to improve the quality of learning practices in the classroom, so that it focuses on the teaching-learning process that occurs in the classroom. Agreeing with according to Made Ardani, (2021) CAR is an observation of a learning activity in the form of an action that is intentionally raised and occurs in a class simultaneously. The teacher is the executor of the learning process, and the researcher is the observer. Researchers participate directly in the research process from the beginning to the end of the study. It is expected that observations in the learning process can be observed. The research was conducted to improve the speaking skills of fourth grade students at SD Negeri 091537 Hutabayu, in this case the action taken was towards improving results.

Research design

In this study, the author uses a research model that refers to the process of implementing research proposed by (Arikunto Suharsimi, 2016), this research in planning, Kemmis uses a self-reflection spiral system that begins with: (1) Plan (planning), (2) Action (acting), (3) Observing (observing), (4) Reflecting (reflecting), and planning back which is the basis for a square off problem solving. Based on this flow, the implementation of Classroom Action Research (CAR) starts from the planning or planning stages, actions or activities, observations and reflections. The four stages are interconnected with each other because each action begins with the planning stage where the researcher prepares a lesson plan, provides activity sheets and makes research instruments used in the acting stage. After that, observations were made on teachers and students as research subjects. Then at the reflecting stage, the researcher and observer presented the activities that had been carried out in the learning process and discussed the next action plan. The research design can be seen in the image below.

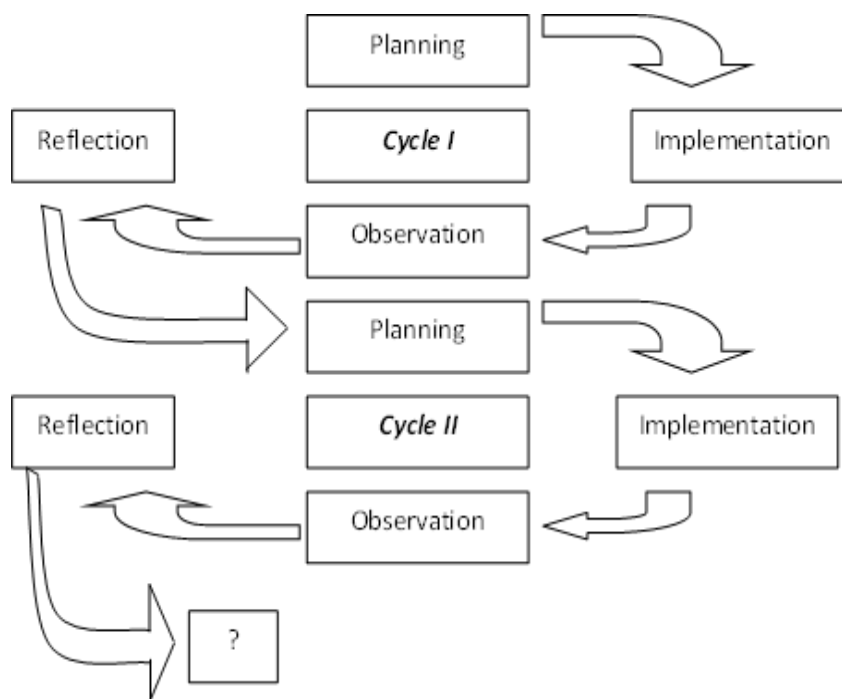


Figure 1. The Spiral of Classroom Action Research According to Kemmis & Mc Taggart

Data collection and research instruments

Data collection

The data collection used in this study is as follows.

a. Test

According to Arikunto, (2019), the test is a series of questions used to measure skills, knowledge, intelligence, abilities or talents possessed by individuals or groups. The test is used to measure the ability of research subjects in mastering certain subject matter, a written test is used about the material.

b. Observation

The method of observation in this study is to observe directly carefully the activities of writing essays on students' descriptions. Observations were made to observe all teacher and student activities during the learning process.

c. Documentation

According to Sugiyono, (2017) revealed that documentation, namely: Documentation is a record of events that have passed. Documents can be in the form of writing, pictures, or monumental works of someone. Documents in the form of writing such as diaries, life histories, stories, biographies, regulations, policies. Documents in the form of images, such as photos, live images, sketches and others. Documents in the form of works, for example works of art, which can be in the form of pictures, sculptures, films, and others.

Research Instruments

Has for the way of taking and collecting data, namely by giving an evaluation test that will be given at the end of each cycle. The instruments used in this study were the syllabus, lesson plans (RPP) and evaluation sheets.

Data analysis technique

Thus the data analysis technique can be interpreted as a way of carrying out analysis of the data, with the aim of processing the data into information, so that the characteristics or properties of the data can be understood. (De Andrade et al., 2018). Based on the data collection technique, there are 2 types of data obtained, namely quantitative and qualitative, so that the analysis technique uses two paths, namely quantitative and qualitative.

a. Quantitative Analysis

Quantitative analysis techniques were carried out to analyze the results of the research. The following formula for finding the average of single data proposed by Bloomfield & Fisher, (2019) is as follows:

1. Scoring

$$N = \frac{\text{Skor Perolehan Siswa}}{\text{Skor Maksimum}} \times 100$$

Information :

N: Value

In this study, the criteria for student graduation on the sub-theme of the benefits of healthy and nutritious food were 70. If the student's score is 70 then the student is considered complete.

2. Highest score and lowest score

To see the highest value and the lowest value by looking at what value is the highest and what value is the lowest.

3. Grade average

After obtaining the value of learning outcomes in the pretest and posttest, the next step is to find the average (mean) value of all students. To calculate the average (mean) of students, the calculation formula from Sugiyono (2007: 49) can be used

$$x = \frac{\sum x}{N}$$

Information :

X : average (mean)

x : total score

N : Number of cases (number of scores themselves)

The average score obtained from improving speaking skills at the end of the cycle was calculated. From the results of the initial conditions or pre-action to the first cycle compared with the results of the second cycle test. If the results have increased, then the implementation of *Flipaclip Animation Media* can improve students' speaking skills.

b. Qualitative Analysis

Data in the form of information in the form of sentences that provide an overview of students' expressions of understanding the new learning media and student activities following learning (Hennink et al., 2020). The data analyzed through qualitative channels are as follows:

1. Data reduction

The data were obtained through written observations in detail. Then the data is expected to support each other because the focus of observation is the activities of teachers and students during the speaking skill learning process using *Flipaclip animation media* which has been arranged in such a way that the grid is in accordance with the aspects to be assessed.

2. Data presentation Procedure

After reducing the data is the presentation of the data. In this stage, the data from observations of teacher and student activities in learning speaking skills using

Flipaclip animation media are presented in narrative form.

3. Conclusion

The data generated in the presentation of the data are then drawn conclusions that represent the actual situation that contains the impact and effectiveness of the research that has been carried out.

Results and Discussion

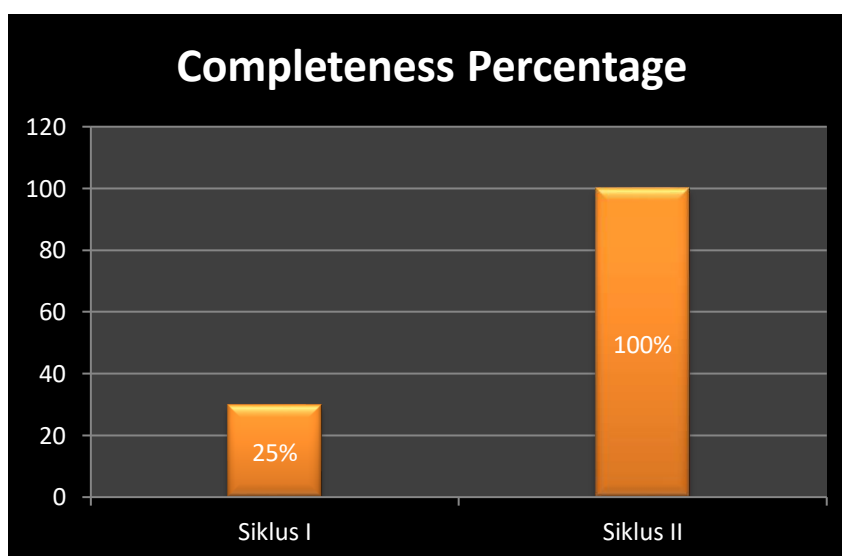
Based on the data that has been obtained from the results of the learning process as well as the learning outcomes data obtained by students in the first cycle and in the second cycle, the research results are described as follows:

Table 1. The Value of Students' Speaking Skills in Cycle I and Cycle II

Information	Cycle Value 1		Cycle II Value	
	Meeting 1	Meeting II	Meeting 1	Meeting II
Total Value	1309	1361	1413	1790
Average	65.45	68.05	70.65	89.5
Min Value	55	55	64	80
Max Value	76	80	85	96
Completed KKM	8 people		20 people	
Average Per Cycle	66.75		80.07	
Completeness Percentage	25%		100%	

From Table 1 above, the average value of speaking skills for the first meeting was 65.45 and the second meeting was 68.05. Even though classically there is an increase, this value is still not able to exceed the KKM 70 for

that it is necessary to improve learning in cycle II in order to achieve learning mastery indicators. In the second cycle, the average value of speaking skills for the first meeting was 70.65 and the second meeting was 89.5.



Graph 1. Improving Learning Outcome Completeness

In the graph above, it can be seen the increase in speaking skills from the percentage of completeness from cycle I and cycle II. The initial condition of the first cycle of 20 students 6 of them have reached KKM 70 with a percentage of 25%, and there are 14 students who are still below the KKM 70 with a percentage of 75%. Then the researcher did the second cycle of 20 students there were 20 people who had reached the KKM 70 with a percentage of 100%.

Conclusion

Based on the data obtained and data analysis in the previous chapter about learning with flipaclip animation media, it can be concluded, there are differences in the improvement of students' speaking skills in using flipaclip media. The initial conditions of the first cycle were 20 students, 6 of whom had reached the KKM 70 with a percentage of 25%, and there were 14 students who were still below the KKM 70 with a percentage of 75%. Then the researchers conducted the second cycle of 20 students there were 20 people who had reached KKM 70 with a percentage of 100%. This means that increasing learning outcomes by using flipaclip animation media based on local wisdom can improve the speaking skills of fourth grade elementary school students.

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