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Improved Speaking Skills through The Use of Models of Example Non Example in Students of Grade III Students Elementary School

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Abstract. Speaking skills is a skill that students must master in the 21st century today. This class action study was conducted for 2 cycles with the aim to improve the speech skills of grade III students in elementary school. The subject in this study was a grade III student at SDN 4 Sirnajaya district of Tarogong Kaler Garut Regency, amounting to 19 students consisting of 10 men and 9 women. Data collection methods are conducted by means of tests, interviews, and observations. Listen to data analysis using qualitative and quantitative data analysis techniques. The results showed that there was an increase in the speaking skills of the initial condition or pre-cycle, cycle I through cycle II. At the initial condition or pre-cycle the average value of the students ' speaking ability of 59.21 with a new tunity reaches 22.82%. On the I cycle with the use of model example non example averaging the average speaking ability of students rose to 75.39 with new tunity reaching 47.37%, while on the cycle II the average value of the students ' speaking ability to be 79.51 with a complete determination of 84.22%. Based on the results then the problem formulation in this research can be answered that the use of model example non example can improve the skill of speaking grade III students Elementary School.

Keywords: Model Example non Example, Speaking skills

INTRODUCTION ~ In Education, Bahasa Indonesia serves as the language of instruction, this shows the Indonesian language plays an important role in the education process in Indonesia. In the elementary school curriculum, Bahasa Indonesia learns four aspects that cover aspects of listening, speaking, reading, and writing skills (Rahman, Widya RN, & Yugatiati R, 2019).

According to Marocco in Rahman (2017b) mentions that literacy skills are in four important ways, namely high comprehension skills, critical thinking skills, collaboration and communication skills, and critical thinking skills. Communicating and collaborating will of course not be established without language as an introduction.

Language is not only language, customs and culture as the language grows in a traditional and to communicate. Language learning can increase students ' self-awareness of the values of existence and diversity inherent in local life, as a potential factor in establishing the perspectives of the young, nationalist-minded generation in the Globalization (Rustan, 2010).

In line with Michelson's opinion & Dupuy in Rahman (2018a) explained that the skills to be mastered in order to create multilitaration learning are high comprehension reading skills, good writing skills, and skills Talk.

The speaking aspects of elementary school consist of self-introducing, storytelling, oration, giving feedback,

discussion, interviews, or drama (Nurjamal, 2014).

In this study an improved aspect of speaking is storytelling. The story is about the stimulus that is given in the form of pictures that fit the purpose of learning and close to the student environment. With the stimulus images close to the students are expected the skills of students in speaking will increase and more meaningful.

According to Muhibbin Syah (2013:121) skills are activities related to the nerve veins and muscles (neuromuscular) that usually appear in physical activities such as writing, typing, sports and so on.

Speaking is a person's skill in conveying messages through spoken language. The process of speaking addressed to others resulted in a gap in information (Sunarti & Subana, 2004:217). Speaking skills also support one's skills in language activities even play an important role for other learning so that learning can run smoothly and conducive (Septri Wahyuningrum, & Retno Winarni, Matsuri, 2015 : 1) In line with the above opinion, according to Rahman, Sopandi, W., Widya, R. N., & Yugafiati, R. (2018b) said that accountable speaking skills are the key to the effectiveness of a communication.

According to Saddhono (2014:54) The basic concept speaks as Communication facilities include Nine things, namely: 1) Speaking and listening are two resiprocal activities; 2) Speaking is the process Individuals communicate; 3) Speaking is expression Creative; 4) Speaking is behavior; 5) Speaking is behavior The lessons learned; 6) Speaking influenced Wealth of experience; 7) Speaking is a means Smooth the horizon; 8) Linguistic ability and Environment is closely related; 9) Speaking is an radiance Private.

According to Saddhono, K. DKK (2014:56) Speaking skills are mechanistic skills. Submitted also by Iskandarwassid & Dadang Sunendar (2011:241), Speaking skills is a skill Reproduce sound system flows Articulation to convey Will, the need for feelings, and desire to others. This skill is also based on Confidence to speak Fair, honest, correct and Responsible for Eliminating psychological problems such as shyness, inferiority, Tension, severe tongue¸etc.

According to Iskandarwassid, DKK (2013:242) Skill Objectives The talk will include achieving The following things:

1) Easy talking Students should get a chance to practice talking Until they develop This skill reasonably, smoothly, and fun both in Small group or before Larger public listeners Number.

2) Clarity In this case students speak With precise and clear, good articulation and Kalimat-kalimatnya diction. The said idea must be Arranged well. With exercises Discussions governing how to Logical and clear thinking, Clarity of speech can be Reached.

3) responsible Good talking Practice Emphasizing talks to Responsible for speaking Appropriately, and thought Sincere about what The topic of conversation, the purpose Talks. Who is invited Talk and how the situation Conversation and momentum. Such exercises will To avoid students from speaking The irresponsible or The tongue-martial Truth.

4) Shaping the hearing Critical Good speaking Practice As well as developing

Precise Listening skills And critical is also the main goal The program. Here students need to Learn to be able to evaluate Words, intent and purpose of the speaker Who emplisit propose Questions:

a) who said

b) why he said So?

c) What is the purpose

d) What is his authority Say so?

5) Forming Habits Speaking habits cannot be achieved without the habit of interacting In a language learned or Even in the native language. This factor Such importance in shaping Habits of speaking in behavior Someone.

Wishes, necessities, feelings, and desires to others. These skills are also based on the confidence to speak reasonably, honestly, properly and responsibly by eliminating

psychological problems such as shame, inferiority, tension, weight of tongue¸etc.

Unlike the conditions that occurred in class III SDN 4 Sirnajaya, the average value and the ability of the students in the talk is still below the specified KKM value. Based on the results of the assessment of the speaking skills that have been done, the average value of new students reaches 59.21 with a new rate of 22.82%. The value is still far from the specified KKM which is 75 and the submission of 80%.

According to Zainal Aqib (2013:17-18) The Learning Model For example Non example is based on example. Examples can be taken from cases/images relevant to basic competencies.

In line with the above statement, the stage or 7 steps of a learning model example non example according to Rahman (2017a: 7) consist of:

1. Teachers prepare pictures that are suitable for learning purposes;

2. The teacher shows the picture to the disciples;

3. The teacher instructs and gives students the opportunity to observe/analyse the displayed images;

4. Students discuss the group to analyse the images, the results of the discussion are recorded by the groups;

5. Each group by rotating the results of the discussion;

6. From the student discussion results, the teacher explained the learning

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materials according to the learning objectives;

7. The teacher makes a sympulsion.

Model Example non example also according to Imas Kurniasih, DKK (2015 has advantages and disadvantages are as follows:

Table 1. Advantages and disadvantages of model example non example

Advantages	disadvantages
1. Students have an understanding of a definition and are subsequently used to broaden understanding of the concept more deeply and fuller. 2. This Model delivers students to engage in an invention and encourages them to build a concept progressively through the experience of an image image. 3. When this model is given, then the student will get two concepts at once, because there are two pictures given, where one of the pictures according to the material is discussed and the other image is not. 4. This Model will make students more critical in analyzing images. 5. Students gain knowledge of application materials in the form of sample images. 6. And more importantly of all, students are given the opportunity to express their opinions personally.	1. The weakness of this learning model is the limitation of images for all learning materials. Because not all materials can be presented in the form of images. 2. This Model Tenrtu alone will spend a long time, especially if the students are enthusiastic about the material.

Based on the explanation above, the problem formulation in this research is "does the use of model example non example can improve the skills of speaking in grade III students elementary school?"

Based on the formulation of the above problems, the purpose of the research in this is to improve students ' speaking skills through the use of models of examples of non example grade III students of elementary school.

METHODS

This research was conducted at SDN 4 Sirnajaya Tarogong Kaler District Garut. This study was conducted for one month which is September 2018.

As for the subject of research are students of Grade III SDN 4 Sirnajaya Tarogong Kaler

District Garut. With a total of 19 students consisting of 10 men and 9 women.

This type of study is the study of class actions in collaboration with the teacher of the class.

According to Suharsimi Arikunto, DKK, (2009:3) Class action research is an upheaval of learning activities in the form of action, which is deliberately raised and happening in a class together.

The procedures in this study are as follows:

1. Planning stage

   a. To develop a learning implementation plan (RPP) Bahasa Indonesia with model Example Non Example.

   b. Prepare materials and media to be used in learning.

c. Prepare the observation sheet for cycle 1.

2. Implementation stage

   a. Preliminary activities

      1) Teachers say greetings

      2) master conditioned the class before starting the learning.

      3) The teacher gives the student an aperconception.

      4) Teachers convey the learning objectives.

   b. Core activities

      5) The teacher provides an explanation of the material to be studied.

      6) Teachers prepare pictures according to learning objectives. The image is used according to the material and not of the material being discussed.

      7) The teacher shows the drawing image via LCD.

      8) Students form groups, in one group of 4-5 students.

      9) Each group discusses the image. After completion, each group forwards to read the results of the discussion. But students must convey the results of discussion without record. The goal is that students dare to speak in front of class.

   c. Closing

      10) The teacher with students concludes the lesson learned.

      11) Teachers motivate students

      12) Teachers conclude learning by praying together.

3. Observation Stage The observation stage is done during the learning process. Observation focuses on students ' speaking skills and teacher assessments through the observation sheet.

Stage Reflection, Reflection is done to analyze the results of the test or evaluation obtained by students. Researchers and teachers discuss the advantages and disadvantages of the learning process, so the results of this reflection are used as improvements in the next cycle. As shown in Figure 1.
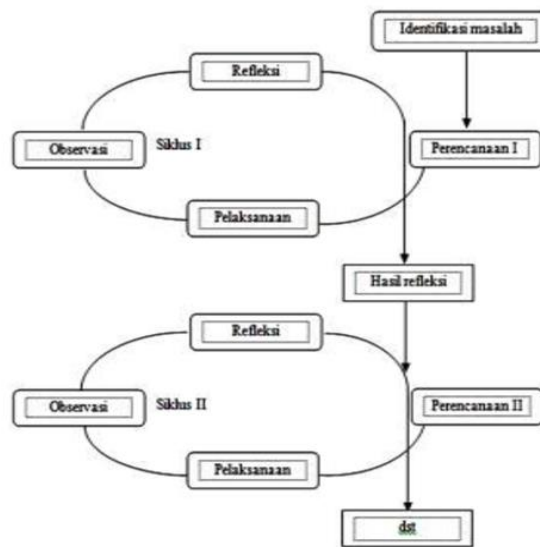
Figure 1. Research cycle of acts of Kemmis class and Mc. Taggart ((Akib, 2009)(Suwandi S, 2009)(Noeng M, 2002)(Sugiyono,2015))

The Data gathered in the form of students ' speaking skills when students practice. This data source is sourced from Nforman, which is teacher and class III students, the event is all learning activities that use model example non example, and documents that support in research.

As for the data feeds in the study using observations, tests, and documentation.

For the validity of data on research in using triangulalsi. Meordinal Vienna Sanjaya (2011:112) Triangulation technique, which is a way of obtaining accurate information using various methods so that the information can be trusted in its truthfulness so that researchers do not misdecide to Data already obtained. The data analysis that will be used in this research is qualitative data analysis and quantitative data analysis. Qualitative analysis is applied to the data on the observation of the learning activities using model example non example. Quantitative analysis is applied to the test result data of the speaking skills at each cycle.

RESULTS

In the implementation, this research is more meaningful with the use of images known and close to the students in his life.

Implementation of model example non example in improving the skills of speaking to students is by preparing the image media where the picture is taken based on the activities that are always experienced by students so will not hesitate to speak because Media is an activity that is always done and in everyday environment such as gotong royong, market etc. So that through the image students will follow along, create stories and tell directly by speaking, in this way students will be required to speak because the images that have been provided will impose students to speak with Use their own language with the help

of teacher guidance so that the model example non example can improve the speaking skills of class III students.

The criteria or indicators of the speaking skills used are as follows:

Table 2. Criteria for speaking skills assessment (adapted from teacher book Class III curriculum 2013)

No	Kriteria criteria	once good 4	good 3	enough 2	need guidance 1
1	Confident when performing	lead to the entire listener.	The sound is less obvious sounding, the view leads to the entire listener.	The sound less obvious sounds, the occasional view leads to the entire listener.	The sound is unclear and hasn't been able to direct views to the entire listener.
2	Suitability of the contents of the story submitted	all text content written according to the content of the requested story.	he content of the requested story is based on a picture displayed half or more of the text content written according to the content of the requested story.	Less than half the text content is written according to the content of the requested story.	All text contents are not yet appropriate.
3	Fluency in storytelling	the whole story is delivered smoothly.	Half or more parts of the story are delivered smoothly.	Less than half of the story is delivered smoothly.	Not able to tell stories.

The initial Data used in this study is the value of students speaking skills that are performed while learning without using the example non example model there is a table 3 shown below:

Table 3. Classification ability to speak class III students pre-cycle

Value	Category	Confident When Performing	The Suitability Of The Story Conveyed	Fluency In Storytelling	Frequency	Percentage
86-100	Excellent	-	-	-	-	-
71-85	Good	6	3	4	13	22,81
56-70	Enough	7	6	5	18	31,58
41-55	Less	6	10	10	26	45,61
< 40	Need Guidance	-	-	-	-	
	Average value	61,58	57,63	58,42		
	The classical average/Learning		59,21		57	100
	Total	19	19	19		

Based on the table above the average value for the student skills of the three aspects is 59.21 with a new tunity reaching 22.81% views of the category included either.

After the treatment using the model of example non example in learning, then in cycle I classification of the speaking ability of class III students can be seen in table 4 below:

Table 4. Classification Ability Berbicarar Students class III cycle I

Value	Category	Confident When Performing	The Suitability Of The Story Conveyed	Fluency In Storytelling	Frequency	Percentage
86-100	Excellent	-	-	-	-	-
71-85	Good	12	7	8	27	47,37
56-70	Enough	7	12	11	30	52,63
41-55	Less	-	-	-	-	
< 40	Need Guidance	-	-	-	-	
	Average value	75	74,21	76,95		
	The classical average/Learning		75,39		19	100
	Total	19	19	19		

The results of the observation of the skills of the talking cycle I known the average value of the overall assessment aspect reaches 75.39 with a determination of 47.37%, of course this Pokemon felt less because despite the average value

Overall has reached KKM but the student's submission is still far from the prescribed standard of 80%.

After the repair of the cycle II, the observation results of the students cycle II speaking skills can be seen in table 5 below:

Table 5 Classification ability to speak students cycle II

value	category	confident when performing	the suitability of the story conveyed	fluency in storytelling	frequency	percentage
86-100	Excellent	3	2	3	8	14,04
71-85	Good	14	13	13	40	70,18
56-70	Enough	2	4	3	9	15,78
41-55	Less	-	-	-	-	-
< 40	Need Guidance	-	-	-	-	-
	Average value	80,53	78,58	79,42		
	The classical average/Learning		79,51		57	100
	Total	19	19	19		

Based on the table above, the students ' speaking ability increased the average value to 79.51 and with the percentage of the compensation of 84.22% seen from the category both once and well.

If the classical average value of all aspects of assessment in the ability to speak students between pre-cycle data with Sikus I and cycle II using model example non example compared, it will look like in Figure 2 below:
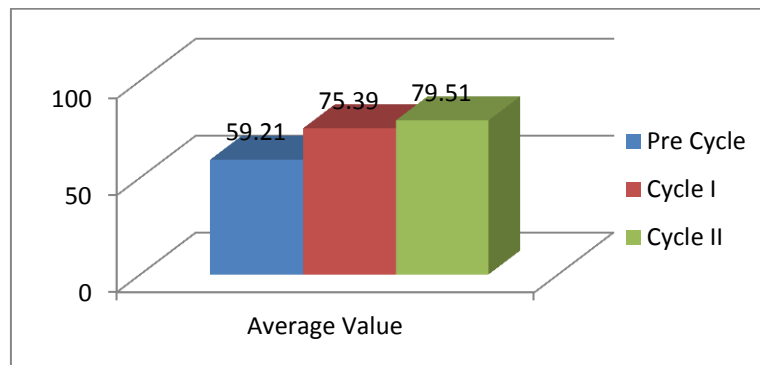
Picture 2. Comparison of the average-ratate ability test results speak on cycle I cycle I and cycle II

Based on the image above, shows the presence of an average increase in the students ' speaking ability ranging from the pre-cycle, cycle I to cycle II. The pre-cycle average value of 59.21 was then increased in cycle I to 75, 39 and increased back in cycle II to 79.51.

Thus the use of model example non example in learning can improve the ability to speak Grade III elementary school students.

As for a comparison of the classical learning, it starts from the pre-cycle until cycle I and cycle II can be crossed in Figure 3.
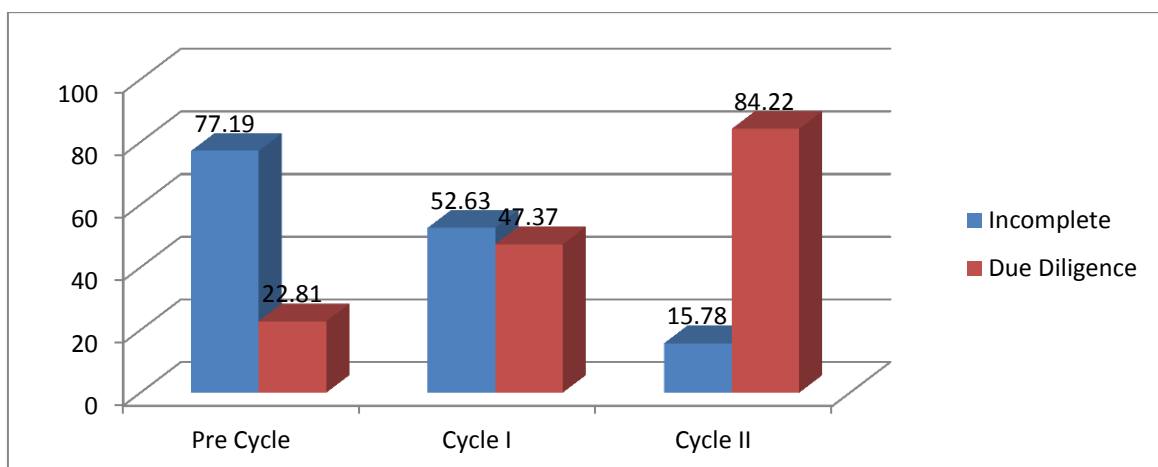

Figure 3. Comparison of the classifications of studying in the pre-cycle of cycles I and cycle II

Based on the image above, it demonstrates an increase in the learning tunity of a pre-cycle that had previously reached 22.81% to 47.37% on the I cycle and significantly increased in cycle II to 84.22%. Thus, the use of model example non example can improve students ' learning guidance in improving the ability to speak class III students of elementary school.

CONCLUSION

Based on the results of the class action research using Model Example Non Example in class III SDN 4 Sirnajaya, Tarogongg Kaler District, Garut years lesson 2018/2019 can improve students ' speaking skills on language subjects Indonesian. It is seen from the average value of the observation skills of the speaking skill seen from every aspect of the assessment on the I cycle of students reaching 75.39 and cycle II reaches an average value of 79.51.

As for the submission of learning cycle I reached 47.37% increase significantly in cycle II to 84.22%.

ADVICE

Based on the conclusion of the research results that have been submitted, there are some suggestions for teachers, students, schools and other researchers. The following suggestions can be addressed:

1. For teachers

   Teachers should be able to apply the learning model of Example Non Example and other learning models in learning, so that students do not feel bored by the presence of more learning models Innovative and to improve student learning outcomes.

2. For students

   Students should more often practice speaking in-class, to be better trained and fluent in the practice of speaking.

   Students are expected to further improve their speaking skills with the use of model Example Non Example

3. For schools

   The school should provide socialization to the teachers about a more innovative learning model in order to improve learning outcomes.

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