The Use of Learning Media on the Speaking Subject of Islamic Higher Educations in The Entire Central Java and Yogyakarta

Umi Faizah¹,²*, Sarwiji Suwandi³, Andayani³ and A Rahmawati³

¹Doctoral Student of Universitas Sebelas Maret, Surakarta, Indonesia
²Faculty of Teacher Training and Education, Universitas Muhammadiyah Purworejo, Indonesia
³Indonesian Language Education Department, Faculty of Teacher Training and Education, Universitas Sebelas Maret, Surakarta, Indonesia

*umifaizah84@gmail.com

Abstract: This research aims at describing (1) the use of learning media on the speaking subject; (2) the opportunity of Islamic mission rhetoric learning media based on scientific approach on the speaking subject. The settings of this research are at Purworejo Muhammadiyah University, Purwokerto Muhammadiyah University, Surakarta Muhammadiyah University, and Yogyakarta Ahmad Dahlan University. Method of this research is a descriptive-qualitative one, namely by describing the findings found in the field obtaining through observation, interview, and questionnaire. Sample of the research consists of 247 students and 4 lecturers. The results of this research are (1) the media used on the speaking subject, among others, are rainbow kicir, doraemon pocket, telling earth, puzzle, doll, puppet, youTube, hand phone, and lap top to support the students speaking competency; (2) there is an opportunity to use Islamic mission rhetoric learning media based on scientific approach because the use of audio-visual media has not been utilized optimally, i.e. the approach and media have not been integrated

1. Introduction

Communication in the education world has a vital role. Such a role related to its importance as medium of instruction in the education world. Communication competency becomes the stake in achieving the success of transferring the material given. As long as the history of humans life, human beings already used the public speaking as a vital means of communication [1]. Speaking skill cannot be separated from other language skills [2]. The way to build a good argument can be done by speaking activity [3].

Speaking competency in higher education is known by the term of speaking skill. Learning speaking skill is labelled as interesting learning besides learning reading, writing, and listening skills [4]. Besides, there are some students whose self-confidence are still inadequate when performing public speaking due to many excuses. Such a classical phenomena can be recognized in the form of fear, tense, cold sweat, relying on the text, shyness, even stammering when speaking in front of their classmates [5].
Incompetence of speaking can be overcome by learning media support. Learning media can be used to accommodate information and message. Media as an integral part of learning system will facilitate in achieving the learning goal. The message which can be understood easily will be comprehended easily by the memory of each individual so that information presented can be conveyed again. In such a case, the role of media in order to develop the speaking competency can be seen.

By using learning media, the message delivered by lecturer will be easy to comprehend by students. Media can be used to be the teaching aid[4]. The effectiveness of media, among others, are in the form of the more concrete observation, the more interesting learning, being optimal in utilizing senses, and the integration between theory and reality. The use of learning media can hopefully enliven the class atmosphere. It means that the class atmosphere becomes more enthusiastic and meaningful. Learning experience is easier to apply by the use of learning media. The use of learning media is supposed to be difficult and bothering for a part of lecturers; that is why delivering a lecture is supposed to be a practical solution in teaching [6].

Learning media used by Islamic universities in the entire Central Java and special region of Yogyakarta vary, but the audio-visual learning media which is combined with learning approach has not been used. Based on the survey and interview to the lecturers and students, the information that audio-visual learning media is still rarely used is obtained. Students and lecturers inform that they prefer using audio-visual learning media because it can support the interesting learning atmosphere.

The competency found in the research settings are telling a story, master of ceremony, political speech, and procedural speech. Meanwhile, the competency which has not been found is Islamic mission. Furthermore, such a competency can be called the competency of Islamic mission rhetoric. Audio-visual learning media of Islamic mission rhetoric based on scientific approach has an opportunity to be made.

Starting from the problem of the use of learning media in the setting above, so this article will discuss: (1) How to use learning media on the speaking subject? (2) How is the opportunity of learning media of Islamic mission rhetoric based on scientific approach on the speaking subject in the Islamic universities in the entire Central Java and Special Region of Yogyakarta?

2. Method
This research belongs to qualitative one. The methods used in this research are survey, interview, and questionnaire. There are four Islamic universities chosen as the research setting, namely Purworejo Muhammadiyah University, Purwokerto Muhammadiyah University, Surakarta Muhammadiyah University, and Yogyakarta Muhammadiyah University. The time for conducting this research is ranging from January to June, 2018. The research sample consists of 4 lecturers and 247 students. The technique of data analysis is in the form of data interpretation, and then the interpretation is described in the informal form.

3. Result and Discussion
3.1 The Frequency of Learning Media Use
The frequency of learning media use in the speaking subject can be noticed in table 1.

| Setting | Media |
|---------|-------|
| I       | rainbow kicir, bucar, doraemon pocket, doll and puzzle |
| II      | YouTube |
| III     | hp and lap top |
| IV      | puppet, YouTube, and doll |
Based on table 1, learning media of rainbow kicir, bucar, doraemon pocket, and puzzle are only used in setting 1. Learning media of doll is used in setting 1 and 4. Learning media of puppet is also used by setting 1 and 4. Furthermore, learning media of YouTube is used in setting 2 and 4. Learning media of hand phone and lap top are used in setting 1. Learning media of puppet, YouTube and doll are used in setting 3.

Learning media above are used to support the competency of students’ speaking. The shortcoming of learning media used are that the inavailability of integrated media supported by learning approach and that inavailability of producing learning media by making use of the collaboration between lecturers and students.

3.2 The Use of Audio-Visual Learning Media in the Speaking Subject Learning

That learning media constitutes the information medium from lecturer to his students. Video (visual and audio) as learning media is effective to bridge the students speaking competency. Starting from listening, and then the activity is continued by retelling the content of video or film by using Islamic mission message.

3.2.1 Students Perception

Audio-visual learning media for developing speaking competency has not been made by the lecturers themselves, but they still download such a media from the internet. The integration between learning media and learning approach will facilitate the students. The scientific approach employing learning steps consisting of observing, asking, exploring, associating, and communicating can be integrated with learning media. Based on observation, interview, and questionnaire the information that about 97% students need the interactive audio-visual learning media based on scientific approach is obtained.

Figure 1. The analysis of students need to learning media

Students say that the availability of learning media facilitate students very much in comprehending the material taught. In speaking skill, learning media is placed as a valuable learning resource. Performing learning based on needed learning media becomes a vital thing in holding learning-teaching activity. Other importance in providing students with learning media is that they are capable of encouraging students in arranging learning media. Not only the lecturers but also the students who arrange the learning media because both of them need to collaborate in order that students need can be fulfilled. Technology is hopefully added in arranging learning media. The integration of learning approach will enrich the variation of learning media, namely integrating learning media of Islamic mission rhetoric based on scientific approach. The steps in the integrated learning media whose approach is scientific will facilitate students for learning better. Speaking competency which is still inadequate is Islamic mission competency. In Islamic higher education, the implementation of Islamic mission speaking skill is very important. Islamic mission speech can also be called as Islamic mission rhetoric.

The data related to the relationship between learning media and students’ performance is described as follows.
Table 2. The relationship between learning media and students’ performance

| Learning media needed to facilitate students performance: | STP | TP | KP | P | SP |
|----------------------------------------------------------|-----|----|----|---|----|
| to place learning media as a valuable learning resource   |     |    |    | 86.2 |    |
| to hold learning based on learning media needed           |     |    |    | 85%  |    |
| to encourage students in arranging learning media         |     |    |    | 82.6 |    |
| to advise students in doing learning media arrangement    |     |    |    | 83.6%|    |
| to ask students to think, to learn, to perform, and to   |     |    |    | 85%  |    |
| evaluate an activity using learning media                 |     |    |    |    |    |
| to create conducive learning situation between lecturer   |     |    |    | 82%  |    |
| and students during using learning media                  |     |    |    |    |    |
| to develop learning media using technology                |     |    |    | 88%  |    |
| to involve students actively in learning-teaching activity|     |    |    |    |    |
| based on technology                                       |     |    |    |    |    |
| to use learning media based on scientific approach        |     |    |    | 87.2%|    |
| starting by observing, asking, exploring, associating, and|     |    |    |    |    |
| communicating                                             |     |    |    |    |    |

Notes: STP = Not Needed Very Much, TP=Not Needed, KP= Less Needed, P=Needed, SP=Needed Very Much

3.2.2 Lecturers’ Perception

The total of information of lecturers who become the survey subjects of preliminary condition and the need of learning media of Islamic mission rhetoric learning media based on scientific approach consists of 4 lecturers. The result of preliminary survey of lecturers need to develop learning media analysis which consists of five aspects is described as follows.

Table 3. survey of lecturers need to develop learning media analysis

| Lecturer needs to learning media                                      | Percentase |
|----------------------------------------------------------------------|------------|
| The learning accomplishment before using learning media of Islamic   | 75%        |
| mission rhetoric based on scientific approach (A)                    |            |
| The experience in utilizing learning media in learning (B)            | 62.5%      |
| The facilities which support learning media (C)                       | 75%        |
| The readiness for arranging an equipment of learning media based on   | 62.5%      |
| scientific approach (D)                                              |            |
| The motivation to use learning media of Islamic mission rhetoric      | 71.09%     |
| based on scientific approach (E)                                     |            |

The accomplishment of learning before the use of learning media of educational Islamic mission rhetoric based on scientific approach (A) is obtained 75% (good). It means that the learning media which have been used so far to support the speaking competency have been used optimally, but the Islamic mission competency has not been performed. The experience of utilizing learning media in learning (B) is obtained 62.50% (fair). The learning media used have not been utilized in every learning. It is used in a certain learning and in a certain activity. The learning equipment which support the learning media (C) has the average percentage of 75% (good). It means that to support the learning, the equipment has fulfilled the requirement. It means that all settings have owned learning media equipment. The readiness for arranging the equipment of learning based on scientific approach (D) is obtained 61.25% (fair). This survey is based on the lecturers’ need to learning media of Islamic mission rhetoric based on scientific
approach. The motivation to use learning media of educational Islamic mission based on scientific approach (E) is obtained the average percentage of 71.09% (good). It means that the lecturers are interested in using learning media of educational Islamic mission rhetoric based on scientific approach.

Based on the above analysis, there is the opportunity to use learning media of educational Islamic mission rhetoric based on scientific approach in Islamic higher educations in the entire of Central Java and Special Region of Yogyakarta.

4. Conclusion
Based on the description above, it can be concluded that:

(1) the learning media used in the speaking subject are, among others, rainbow kicir, doraemon pocket, telling earth, puzzle, doll, puppet, youTube, hand phone, and lap top for supporting the students speaking competency;

(2) The use of audio-visual learning media has not been optimal. It means that there is the inavailability of integration between learning approach and learning media, so there is the opportunity to use learning media of educational Islamic mission rhetoric based on scientific approach.

5. References
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