Speaking ability media implementation in learning teaching on public high school

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Abstract. Javanese language is one of the local wisdom in Javanese society. It has uniqueness where varied language in the communication process. It is included the utterance level which has its own function and role. It will influence the student in building character, self-motivation and so on. If the teaching-learning material can be combined with digital media, it will give the student acceleration to comprehend the lesson. The study is for finding out the students' response to how intensive the implementation of media usage in speaking of a high school student in Purworejo. There are two points-in focus: response and feedback. The points have four indicators; relevancy 86.3%, attention 83%, satisfaction 82.4%, and self-confidence 83.6%. The questioner shows that the students gave positive feedback to the media usage in speaking.

1. Introduction

In European Charter has been explained about local languages in international law; they are languages traditionally used in the region, by their citizens. It is numerically forming some smaller groups in a country. The ex-director of UNESCO, S. Shaeffer, stated in an international seminar on the part of SEAMEO QITEP in Jakarta that conservation of the local languages must be urgent to do [1]. This is supported by the fact that 6000 languages in the world or 40 per cent of the world are critically endangered and only 10 per cent is safe. Furthermore, UNESCO mentioned that 3,000 of 6,000 languages in the world is in extinction, most of them belong to minority ethnic.

An effort to stimulate thought of how to utilize Javanese language lessons in case of supporting the achievement of national education goals, which focuses on students’ comprehensive intelligence development, kinesthetic intelligence, emotional, spiritual, intellectual quotients so that education can perform the function to build the character and nation civilization [2]. Furthermore, there is an obligatory to develop, build, and protect language and Javanese literature so the next generation can fulfil their position and function in social life according to with the time and it will be integrated of Indonesian cultural wealth [3].

The role and function of languages are integrated into the subject of study [4]. H. D. A language is used for communication devices, the language used speaking community [5]. The Javanese was used as a communication tool by Javanese people on both located inside and outside Java island; Suriname[6]. Based on the result of a survey in ethnology, Javanese is in 12th having speakers of 75.5 million. Based on data, the position of the Javanese in communications needs to maintain G. F. and C. D. F.[7]. Philosophically, unggah – unggah Javanese is a customary manner, ethics, morals, and manners in Javanese [8], [9]. However, the conditions are not followed by the development and...
utilization use of Javanese in communication in schools and the community. It is public concern over the Javanese is proven with the decline in the quality use of Javanese. Javanese people in recent years, especially those at first layer (ring one) namely the layer of communities associated with the ruler (of the kingdom) good rulers in Yogyakarta and those in Surakarta, started to worry toward the existence of unggah-unngguh basa [10].

By this condition, it is a needed solution for such problems, especially on the existence of unggah-unngguh in learning and teaching. One of them is media usage by the utilization of information technology because it is important for nowadays education development. Mentioned some benefits of using a computer is able to increase the learners’ motivation. Teaching media as tools to create, store, and present instructional content [11]. Media are vital to promoting academic performance [12]. A media can also become a facilitator in the teaching-learning process[13]. The teaching media can engage students in the learning process [14].

There are two kinds of teaching media namely technical and non-technical [15]. Technical media are technological innovations in language teaching which involve the use of mechanical paraphernalia. The instances are video players, Android games, self-access center, etc. Meanwhile, non-technical media are teacher-made, non-mechanical aids, drawings, maps, etc.

Technology-based teaching media are popular. Information and technology (IT) are created to enable, help, and process information. Media usage in learning unggah-unngguh is expected to enhance the learning process accurately and cultivate their interest in learning the Javanese [16]. Next, it will offer a new perspective of learning unggah-unngguh by technology usage in a communicative approach. The communicative approach is as an approach to language learning which emphasizes authenticity, interaction, learning-centred on learners, activity-based-experience, and communication for real life, useful purpose [5]. One of the ways is to facilitate the holistic development of potential learners, character, and intelligence. This study aims to conversations from the implementation of the media in the discussion at public high schools.

2. Methods
Descriptive research was conducted in class XI in Senior High School Purworejo with some samples of 32 students. It is used as a sampling technique by saturation with very negative, negative, possitive, and very possitive. They are closed, and already equipped with the key- [17]. The questionnaire contained response and reaction. The response consists of two indicators include relevance. The analysis of the data using descriptive statistics by presenting data analysis results in the form of percentage and graphs of research results.

3. Result and Discussion
The result of the study describes how the student’s respond and react after participating in speaking class with media usage; a video that contains the competence to communicate in good accuracy. The results of student-grade-XI in Senior High School Purworejo are shown in table 1 below.

| Table 1. Students respon questionnaire analysis result |
|------------------------------------------------------|
| Criterion    | Indicator | Σ      | Response  |
| Response     | Relevance | 86,3%  | Very Positive |
|              | Attention | 83%    | Positive   |
| Reaction     | Satisfaction | 82,4%  | Positive   |
|              | Self Confidence | 83,5%  | Very Positive |
|              | Mean       | 83,8%  | Positive   |

This research is focused on the implementation of learning Javanese speaking skills using video media containing communication skill with the appropriate level. Feedback is students’ response after participating in teaching-learning, feedback is a reaction giving acceptance or rejection, as well as an indifferent attitude to what is conveyed by the communicator in his message. Students’ response is
based on the questionnaire after students followed the learning using video media with a communicative approach. Students’ response measured consisted of two criteria; response and reaction. Based on the results of a questionnaire analysis of student responses to learning with a communicative approach with video media based on the communicative approach the speaking of students' response related to relevance was 86.3%, attention 83%, satisfaction 82.4% and self-confidence 83.5%. Overall, the average student response obtained in this study was 83.8% with a positive category and can be seen in figure 1.

![Figure 1](image)

**Figure 1.** Percentage of questionnaire response from grade XI students of Senior High School 7 Purworejo

Students’ response related to relevance, attention, satisfaction and self-confidence. Relevance in question is the consistency of learning material to the student learning goal, conformity to student learning, and benefit in student life. The result showed that the average student response to relevance in participating in learning to a communicative approach was 86.3 % with a very positive category. This statement of relevance indicator relates to student learning on material talking to live in their immediate surrounding and the benefit of the material presented in accordance with students' need related to the level of speech in communication. This means that the film media is in accordance with the needs of students and is useful for daily life such as the use of speech levels according to their position and function. The suitability of the material learned by students with their lives will lead to motivation in learning because students can find out how the benefits of the knowledge in their daily lives [18]. According to good learning, media is to have a level of relevance to the objectives, material, and characteristics of students. This indicates that learning is taught in accordance with learning objectives, teaching styles expected by students.

Attention is a form of directing energy in the face of an object, in this case, events occur teaching, learning in class. Based on the results of the questionnaire analysis, the average value of students' attention in participating in learning to speak using video media based on the communicative approach was 83% with a positive category. This indicates that learning taught makes students enjoy and interested in learning because the teacher invites students to make observations so that students see directly and feel the learning process; explore curiosity because learning has a problem found in the process of communication between speakers and makes students more active in learning because it can discuss with other friends.

Satisfaction is a happy feeling of students in participating in learning, a feeling that can arise if students get an appreciation in themselves. The average percentage of student satisfaction in communicative based learning on speaking material with video media in this study was 82.4 % and classified as very positive. This statement on indicators of satisfaction with learning media relates to students' satisfaction with video media and student learning experiences by watching videos on speaking material. Students feel the learning atmosphere becomes more enjoyable so that the desire arises to find out more about the material they receive. The desire of students to continue learning...
there needs to be a sense of satisfaction, satisfaction can be felt when students successfully achieve learning goals or meet their needs [18]. This indicates that learning taught raises positive feelings for students in their learning experiences. Students feel the learning atmosphere becomes more fun because they can discuss and exchange ideas with other friends so that it can improve the communication process in learning.

Self-confidence is a mental condition that gives strong confidence to him to take action. The average percentage of students' confidence after participating in learning to speak with communicative-based video media in this study was 83.5 % with a very positive category. This indicates that learning taught makes students have confidence. This communicative-based learning, students' confidence is built through the ability to communicate real problems because after students observe the communication process played by the model in the video with the existing level of speech can connect it with everyday experiences, can explore themselves and practice expressing opinions in discussion activities with other friends by communicating with the correct level of speech. Students who believe in themselves will feel confident about their abilities so they can solve problems.

4. Conclusion
Based on the results of the research conducted it can be concluded that the communicative approach in learning to speak with the help of video media is implemented in both categories. The average response of students to learning to speak with communicative video-based media of 87.8% or categorized as very positive.

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