

# The Development of Learning Models of Speaking Skills Based on Integrative-Constructive Approach on Elementary Students

Akhmad Sakti<sup>1</sup>, Jufri<sup>2</sup>, Sulastriningsih Djumingin<sup>3</sup>, Hamsu Abdul Gani<sup>4</sup>

Bahasa Department<sup>1,2,3</sup>, Engineering Department<sup>4</sup>

Universitas Negeri Makassar<sup>1,2,3,4</sup>

South Sulawesi, INDONESIA<sup>1,2,3,4</sup>

ahmadsakti1966@gmail.com<sup>1</sup>, jufri@unm.ac.id<sup>2</sup>, sulastriningsihdj@unm.ac.id<sup>3</sup>, hamsugani.io@gmail.com<sup>4</sup>

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**Abstract**—This research is development research which aims to produce a valid learning model of speaking skills based on the Integrative-Constructivist Approach on third-grade students of elementary schools in Gowa Regency, South Sulawesi. This study adapted the Borg and Gall model, with the stages that passed including; (1) initial activities, namely problem identification, information gathering, and needs analysis, (2) planning, namely the preparation of learning model designs, preparation of learning material models, preparation of teacher guideline models, preparation of lesson plan models, preparation of assessment models, and preparation of research instrument models, (3) expert and practitioner validation tests. The results showed: (1) syllabus model based on integrative-constructivist oriented to the development of speaking skills, lesson plans model with integrative-constructivist-based, model manuals, students' books, and teachers' books, (2) integrative approach model used in this study is a spider web model (webbed), (3) The mean score of expert validation results on the syllabus is 3.59 and 3.79 > 3.4-4.42, the category is valid. The mean score of the model book is 3.51 and 3.52 > 3.4-4.42 with a valid category. The mean score of the lesson plan is 3.91 and 3.94 > 3.4-4.42 with a valid category. The practicality test for Student's Book and Teacher's Book, the mean score above included into a scale of 1 on a five scale table, namely 3.40 < X. The mean score of students' books is 3.40 < 3.80 and 3.91 with Very Good category. The mean score of Teachers' books is 3.40 < 3.79 and 3.87 with Very Good category. Thus, the speaking learning model that has been developed can be tested in the field, both limited trials and expanded trials

**Keywords**- *Development of Speaking Learning Model, Integrative-constructive Approach, and Students*

## I. INTRODUCTION

In the regulation of Ministry of culture and education Number 20 in 2016 concerning Graduate Competency Standards, in the dimensions of skills for all levels of education, students are required to have creative, productive, critical, independent, collaborative, and communicative thinking and acting skills. It confirms the regulation of the Ministry of culture and education Number 21 in 2016 concerning Content Standards. At the Main Competency of Skills (KI-4), all levels of education have the same skill elements, namely creative, productive, critical, independent, collaborative, and communicative. The difference is in the development, each of which adjusted to the characteristics and maturity level of the student.

Since the enactment of K-13, Indonesian language subjects are used as facilitators of other subjects (Attachment to the Indonesian Ministry of Culture and Education No. 67/2013), especially in grade I, II, and III of elementary school. Strengthening the role of Indonesian subjects is carried out in the form of



combining the basic competencies of Social and Natural Sciences subjects into Indonesian subjects (Prastowo, 2015: 21).

This suggests that learning Indonesian must be able to develop the four language skills of the students. Thus they do not have difficulty learning other subjects. In various places, there are still students who have left elementary school, unable to write, read and speak properly according to the required basic competencies. They lack mastery and cannot apply productive language skills; speak and write.

This condition is the result of a series of processes, which creates the problem of students' lack of skills in speaking Indonesian. Pranowo (2014: 19-24) explains that learning Indonesian has problems due to five things, namely the problem of approaches, models, methods, materials, and Indonesian learning media. Until now, these five things seem inseparable from serious problems and will always be in the spotlight. Therefore, to fix it must be in these things.

From the preliminary observations, it was found that the students had lack speaking skills. It was caused by the lack of time spent on learning to speak, and the teachers did not understand the integrated thematic model. Thus, its implementation was far from the expectation. In this case, the integrated thematic learning model that has been implemented in elementary schools is actually very suitable for developing speaking skills. Unfortunately, this model is not applied properly.

This study conducted to overcome the problem by developing a speaking learning model based on an integrative-constructivist approach. The components needed in developing this model are a syllabus, a model book that includes manuals, teacher's books, and student books, as well as lesson plans models, and the necessary research instruments.

Based on the description above, the problem that must be answered in this study is how to analyze the needs and validity of the speaking skills learning model based on the integrative-constructivist approach?

Similar research has been done before, Sukatmi conducted research with the title "Efforts to Improve Speaking Skills with Picture Media (Classroom Action Research on Class V Students of SD Negeri II Nambangan, Selogiri, Wonogiri)". Syamsiah Bundu in 2010, with the title "Development of Cooperative Learning Model (MPK) to Improve the Social Interactions Ability of PAUD Aisyiyah Jatia Students, Gowa Regency."

The independent variable of this study is the development of a teaching-learning model based on an integrative-constructivist approach. While the dependent variable is the speaking skills of grade III elementary school students in Gowa Regency. This research is important because: (1) developing a speaking learning model to overcome the problem of students' speaking deficiency, which has never been done so far. (2) Speaking skills are one of the determinants of student success in learning other subject matter.

The objectives of this study were (1) Designing an integrative-constructivist learning model to improve the speaking skills of elementary school students in Gowa Regency. (2) Finding out the validity of the integrative-constructivist learning model which can improve the speaking skills of elementary school students in Gowa Regency. (3) Finding out the practicality of the integrative-constructivist learning model which can improve the speaking skills of elementary school students in Gowa Regency. (4) Finding out the effectiveness of the integrative-constructivist learning model which can improve the speaking skills of elementary school students in Gowa Regency.

## **Learning Language Skills**

### *Teaching and Learning*

The core of teaching and learning activities is student learning. Learning that occurs in teaching activities is learning from not having the knowledge to having. Whereas in learning, the learning activity that occurs is to build a new format as a result of the interpretation of the newly acquired knowledge based on the



previously owned knowledge. The results can be seen from the change in individual behaviour from not knowing to know, from unskilled to skilled, and relatively permanent. Therefore, teaching and learning needed in developing and improving language abilities/skills.

Language teaching means the teacher's efforts to teach students to speak the language. Teachers set an example and train students to use the language. In this case, students become objects that are taught by the teacher. Meanwhile, language learning means the process of involving students in learning activities using language/language skills. Language skills learning activities should be directed towards mastering the four language skills. "Language learning must be developed into multifunctional learning through the creation of harmonious, quality, and dignified learning (Abidin, 2013: 6). In learning Indonesian, educators must change their position from teacher to learner, invitee, and guide. Educators must be able to invite their students to want to learn. Likewise, educators must be able to direct their students so that they can learn correctly, as planned.

### *Language Skills of Early Grade Elementary School Students*

Elementary early grade students certainly already have a basic knowledge of the language they carry from their family environment and from their preschool education environment. They even already have some basic skills in speaking languages. Otto (2015: 18-21) explains that children have mastered five aspects of language (phonetics, semantics, syntax, morphemic, and pragmatics). The five aspects are divided into three levels, namely linguistic, metalinguistic, and metalinguistic verbalization.

Linguistic knowledge regarding the use of language for communication. This knowledge is acquired by children under three years of age (toddlers) and preschoolers. During this time, children begin to use language effectively to communicate what they want and what they need. The indicators of acquisition are the mastery of; (1) phonetic knowledge which is indicated by the ability to articulate and to distinguish sounds and words when communicating, (2) semantic knowledge characterized by meaningful utterances and being able to understand other people's utterances, (3) syntactic knowledge characterized by the ability to express ideas in a grammatically correct form for the dialect and native language, (4) morphemic knowledge is characterized by the use of plural nouns, use of prefixes and suffixes appropriately, and (5) pragmatic knowledge is characterized by the ability to use the words "please" and "thank you" in social situations.

Metalinguistic knowledge is a conscious understanding of certain features of the language. This knowledge is acquired by children at preschool age. At this time, children begin to focus and use certain sounds in rhyme games or pay attention to how the sounds are represented by letters. The indicators of the acquisition of this knowledge are (1) the child can respond to questions about words and other concepts such as speech sounds, consonants, vowels, and word parts, (2) the child can play words in rhyme games, and (3) the ability to read and write has begun to appear.

Metalinguistic verbalization knowledge is the ability to respond verbally to questions about certain features of the language. Children acquire this knowledge at the end of kindergarten and early elementary school. In this phase, children begin to be able to speak their metalinguistic knowledge. The indicator, in addition to having mastered the entire development of linguistic and metalinguistic knowledge, it is also seen that the child's ability to explain how the sounds "read" and "glass" sound similar and children can express their thoughts in spoken language (Otto, 2015: 21)

At the elementary level, children are already in a more formal language environment and situation. As a result, children's language development continues to be stimulated. Otto (2015: 343) explains "During the elementary school period (grades 1-3), children's language continues to develop in the five aspects of



language knowledge: phonetic, semantic, syntactic, morphemic, and pragmatic." Phonetic knowledge can be seen in word pronunciation. Morphemic knowledge can be seen from the use of words; similarly, the semantic knowledge can be seen from the variations in the vocabulary used, and their syntactic and pragmatic knowledge can be seen from the composition of sentences and the stories they reveal.

Tarigan (2011: 19) reviews the results of Brown's research to measure the ability of children in speaking; he explains that the length of their sentences can measure children's language skills. The number of words uttered in one sentence, and the complexity of the words spoken are indicators of a child's language development.

### *Speaking Skills*

Speaking as one of the productive skills is the second skill that someone gets after listening (Nurgiyantoro, 2012: 399). A baby will be able to produce language sounds only because he has the potential/ability to listen. Edja Sadjah (2013: 20) says that the ability to hear precedes other sensory abilities. Tarigan (2015: 3) states that speaking is a language skill that develops in a child's life, preceded by listening skills. It was during this time that the skill of speaking or speaking was learned.

Frequent listening to speech sounds stimulates children to repeat these sounds. Starting from the repetition of the sounds that are not intentional and meaningless, then controlled repetitions are meaningful (Sadjah, 2013: 20). When doing controlled repetition and the utterance is meaningful, this is when the child begins to learn to speak. This phase is called the initial phase of speaking.

It is in this phase that actually learning to speak must begin. The adults around the child should make the correct speech sounds with the correct intonation and expression. Even the correct attitude and ethics of speaking must be shown and heard. What is often heard during these times is stored in the child's Language Acquisition Device (LAD) and becomes something that is true according to him.

When children begin to be able to express their thoughts, the second phase begins, namely the advanced speaking phase. In this phase, all vocabulary, attitudes, ethics, and speech patterns stored in the child's LAD have the potential to be revealed in language activities. Therefore, when there are deviations in its use, it should be corrected carefully and wisely, so as not to damage the child's learning to speak. The disruption in the learning process to speak increases the likelihood that the child will become a person who does not like or cannot speak well.

Proper, continuous, and planned training must be done early. This is intended to familiarize children with responding and utilizing sources of ideas, both from within themselves and those from their environment to be processed into information or messages that will be communicated. Abidin (2013: 127-128) explains that there are five factors that influence a person's ability to speak: (a) sensitivity to phenomena as a source of ideas, (b) cognitive and imaginative abilities, (c) ability to package ideas, (d) psychological abilities, and (e) performance abilities.

### *Indicators for Assessment of Speaking Skills*

In order to speak properly, one must master pronunciation, structure and vocabulary. In addition, he must also master the ideas to be conveyed and have the ability to understand the language of the interlocutor (Norgiyantoro, 2012: 399 and Otto, 2015: 343). Therefore, learning activities and measuring their success is endeavoured in such a way as to create conditions that allow students to master pronunciation, structure, and vocabulary. Furthermore, these aspects are translated into indicators of speaking skills in children.

Indicators of phonetic aspects (pronunciation/quality of speech) are that students can pronounce utterances correctly. Morphemic indicators (diction) are that children can choose and place words in



sentences appropriately and straightforwardly. Indicators of semantic aspects (responding to speech) are that children can understand and respond to the speech of their opponent's speech appropriately. Meanwhile, there are two indicators of pragmatic aspects (speech and speech complexity), namely (1) children can express their ideas in the form of sentences or stories, and (2) can express their ideas from simple to complex or vice versa.

## **Indonesian Language Learning Strategies**

### *Approach*

#### **a. Integrative Approach**

The integrative theory holds that language teaching and learning must be whole as one language, not partially and separately. Students are guided and required to be skilled in using language, not just knowing what language is. This is in line with Jufri's (2017: 1) explanation that the integrative approach is an assumption that language learning is seen as one unit. The development of learning materials is not carried out separately but is developed in a holistic manner.

Goodman (Jufri, 2017: 2) explains the four pillars of integrative language learning, namely learning theory, language theory, basic views of learning, and basic views of the language curriculum. The learning theory by Goodman, he states four things: (1) Learning a language is easy if the language is intact, real, relevant, meaningful, functional, contextual, and chosen by the learners themselves. (2) The language is studied simultaneously in the context of authentic speech, without a sequence of skills in language development. (3) Language development depends on the learner, namely in accordance with the process that is happening to him, when to use it, for what purposes, and with what he can succeed. (4) Learning a language is learning how to interpret the world in context.

In addition to the integration of Indonesian material internally, this integration can also be carried out across subjects. To further examine this approach, the explanation departs from three, namely: (1) Organizing the Curriculum, (2) the form of an integrative approach, (3) an integrative approach model.

#### **b. The Whole Language Approach**

Menururt Santoso (2014: 5.4) states that the whole language approach is a language teaching approach that presents language teaching as a whole, not in isolation. Whole language experts believe that language is a whole that cannot be separated. Therefore, the teaching of language skills and language components, such as grammar and vocabulary, is taught and presented in a full, meaningful, real or authentic situation.

#### **c. Cooperative Approach**

According to Lie (2009: 5), the philosophy that underlies the cooperative approach in education is the philosophy of homo homini socius. This philosophy emphasizes the fact that humans are social creatures. Cooperation is a very important need for survival. Thus, a new human will become human after he has lived with other humans. The achievement of cooperative learning goals can occur when, in a group, each individual contributes to the achievement of that goal (Ibrahim et al., 2010: 8).

#### **d. Constructivist Approach**

Constructivism learning is nothing but a learning approach developed from Piaget and Vygotsky's cognitive psychology (Pranowo, 2014: 42). Constructivists are of the view that in language learning, students must be brought into actual interaction situations and are free to make their own constructs of language knowledge based on the development of their thoughts. In language learning, this approach is seen



as the latest approach and is most suitable for the basic characteristics of children's learning (Pranowo, 2014: 47).

Constructivist learning is learning that gives students the freedom to build new knowledge constructs based on prior knowledge. Firstly, the new construction is built individually, then it is emphasized in the form of social interactions with other individuals or groups. This can be understood because social interaction can only be built if each individual has knowledge of what is to be communicated.

#### e. Communicative Approach

A communicative approach is an approach in language teaching directed at the use of language in real situations (Parera, 2016: 127). The real situation is determined by various factors such as (1) the participant speaking, (2) the place and time of the language interaction, (3) the topic of conversation, (4) the means of conversation, (5) the purpose of the conversation, and (6) the feelings that take place in the conversation. Language teaching must be context-oriented based on the factors mentioned above.

#### *Indonesian Language Learning Model*

The Indonesian learning model is a conceptual framework that describes the form of learning Indonesian in a systematic and systemic manner. The learning model serves as a guide for teachers in designing language learning planning. Kardi and Nur (Rusman, 2013: 23) and Ismail (Asih, 2016: 138) say that a learning model is said to be good if it shows four special characteristics, namely (a) logical theoretical rational compiled by its developers; (b) the rationale for what and how students learn; (c) Teaching behaviour needed for the model to succeed (syntax); (d) The learning environment needed to achieve learning objectives.

#### *Indonesian Language Learning Methods*

The method is a comprehensive plan for the presentation of language learning material in an orderly and neat way. Depdikbud, (2013: 740) explains that the method is an orderly method used to carry out a job in order to achieve the desired or systemic way of working to facilitate the implementation of an activity in order to achieve the goal. Another opinion suggests that the method is essentially a procedure to achieve a predetermined goal (Solchan, 2014: 3.10). A good method is a method that is in accordance with the teaching/learning material, is mastered, and can be applied properly by the teacher.

#### *Indonesian Language Learning Techniques*

Learning techniques can be interpreted as a way for an educator to carry out learning inside or outside the classroom. Pringgawidagda (2012: 58) states that "Technique refers to the notion of implementing teaching and learning activities. Techniques are implementational, individual, and situational ". Iskandarwassid (2016: 66) explains that Technique is a trick, futile, or discovery that is used to complete and perfect a goal. Techniques and methods must be consistent. A technique must also be aligned and compatible with the teaching approach that has been determined.

#### **Learning Model Development**

Model development is a systematic and planned effort to develop a product in the form of a model or prototype. Model development is a type of research called Research and Development or R&D. Sugiyono (2012: 407) says that R&D is a research method used to produce and test the effectiveness of certain products. This research method can be applied to exact and social research. Borg and Gall (Arifin, 2012:



127) say that: "R&D is a strong strategy to improve practice. It is a process used to develop and certify educational products."

There are ten steps in the development procedure proposed by Borg & Gall (Putra, 2012: 120-121), namely: (a) preliminary research, (b) planning and expert testing or limited trials, (c) developing types/forms of initial products, (d) conducting a limited trial. (e) information/data collection, followed by data analysis, (f) revision of the main product, (g) main trial, (h) revision of operational products, (i) operational field testing, (j) revision of a final product, based on suggestions in field trials, and (k) disseminate and implement products.

### Integrative-Constructivist Learning

The Integrative-Constructivist learning model combines two theories, namely the integrative theory and constructivism. Integrative theory becomes the basis for the preparation of learning materials. In a constructivist view, learning places more emphasis on processes, not results. In this case, "good thinking" is more important than just "getting it right." By thinking well, children can find new phenomena that can be used to solve other problems.

The steps for implementing an integrative-constructivist based learning model are Phase-1 Preparation (outside the classroom), Phase-2 Delivering / Presenting Information, Phase-3 Organizing Students in Groups, Phase-4 Guiding groups in learning, Phase-5 Evaluation, and Phase-6 Provide reinforcement.

## II. METHODOLOGY

This research is a research and development (R & D), which was adapted from Borg and Gall (Arifin, 2012: 127). The learning model developed here is called as Integrative-Constructivist (IK). In order to determine the effectiveness of the application of the model, this study was combined with experimental research. At each step, the trials were carried out at two elementary schools. One elementary school was the subject treated with the model or experimental elementary school, and the other elementary school was the subject that was not treated by the model or control group.

In this research, only eight steps will be carried out, namely: (1) Initial activities, including information gathering, problem identification, needs analysis, and literature review, (2) Planning, including the preparation of model designs, preparation of student books, teacher guidelines, lesson plan models, assessment models, and research instruments, (3) Expert validation and practitioner validation, (4) Limited trial at two elementary schools, (5) Revision of prototype model, (6) Main trial, (7) Revision of the main model, (8) The final activity, including the preparation of research reports (dissertations), a publication of reputable international articles.

The instruments used to collect the research data were expert and practitioner validation sheets, student activity observation sheets, teacher activity observation sheets, learning outcomes tests, teacher response questionnaires, and interview lists. First, the analysis of the validity of student books and lesson plans is based on data from expert validation. Expert validated data then tabulated and calculated the average score of each aspect, namely the feasibility of content, language feasibility, presentation feasibility, graphic feasibility, and lesson plan feasibility. Furthermore, the average score obtained in each aspect is converted into a scale conversion table of 5 to become a qualitative value, as shown in Table 2.1 below:

Table 2.1 Criteria for Assessing the Validity of Students Books

N o.	Formula	Mean Score	Category
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N o.	Formula	Mean Score	Category
1	$X > \bar{X} + 1,8 \times sb1$	> 4,2	Very Valid
2	$\bar{X} + 0,6 \times sb1 < X \leq \bar{X} + 1,8 \times sb1$	> 3,4 - 4,2	Valid
3	$\bar{X} - 0,6 \times sb1 < X \leq \bar{X} + 0,6 \times sb1$	> 2,6 - 3,4	Quite Valid
4	$\bar{X} - 1,8 \times sb1 < X \leq \bar{X} - 0,6 \times sb1$	> 1,8 - 2,6	Less Valid
5	$X \leq \bar{X} - 1,8 \times sb1$	$\leq 1,8$	Very Less

Source: Adapted from Widoyoko, (2017:238)

Note:

$$\bar{X}_i (\text{ideal mean}) = \frac{1}{2} (\text{ideal maximum score} + \text{ideal minimum score}).$$

$$Sb1 (\text{ideal standard deviation}) = \frac{1}{6} (\text{ideal maximum score} - \text{ideal minimum score}).$$

X = empirical score.

Second, analysis of the practicality of students' books and teachers' books. Analysis of student's book practicality is based on observation sheets of learning implementation or teacher activities in learning. The processed data is then tabulated, and the average score for each aspect is calculated. Furthermore, the average score data that has been obtained is converted into the conversion table of scale 5; thus, it becomes a qualitative value. Changes in the average questionnaire score for each aspect into qualitative data on the practicality of teaching materials can be seen in table 2.2:

Table 2.2 Guidelines for Change in Average Score of Student Book Practicality

N o	Score Interval	Category
1	$3,40 < X$	Very Good
2	$2,80 < X \leq 3,40$	Good
3	$2,20 < X \leq 2,80$	Sufficient
4	$1,60 < X \leq 2,20$	Less
5	$X \leq 1,60$	Very Less

Source: Adapted from Jannah, 2017.

The learning model developed can actually be applied to the learning of all language skills; it can even be applied to learning other subjects. However, this study is specifically limited to the development of speaking skills.

### III. RESULT

In this section, the researcher describes the results of the research in the form of a description of the results of the analysis of the needs for model development, instrument validity, and discussion.



## Results of Model Development Needs Analysis

### Syllabus

The developed syllabus model was adapted from the syllabus that has been standardized by the Ministry of Culture and Education. This integrative-constructivist syllabus illustrates that learning to speak is carried out in all subjects. This model syllabus still contains three components, namely basic competencies, learning materials, and learning activities.

The learning activities depicted in the syllabus show that there is integration across subjects with the webbed model. One learning activity integrates three subjects that are designed in such a way as to be varied. There are five subjects that are integrated alternately, namely Indonesian Language, Mathematics, Pancasila and Citizenship Education (PPKn), Physical Education and Health Sports (PJOK), and Cultural Arts and Crafts (SBdP).

### Lesson Plan (RPP)

The main content of the lesson plans developed are four main components, namely Basic Competencies and Indicators of Achievement, Learning Objectives, Learning Activities, and Assessment.

### Model Book

The model book includes three interrelated components, namely the manual models, students' books, and teachers' books. The model manual contains a rationale, supporting theory, model implementation instructions, and instructions for the preparation of learning devices.

### Student's Book

Student's book contains subject matter arranged based on the syllabus. The learning material is arranged in such a way according to the steps and syntax of the model. Thus it can be seen how students learn. Each sub-activity is described in full according to the steps from start to finish.

### Teacher's Book

The teacher's book contains descriptions of how teachers carry out learning activities. The content of the teacher's book is actually the same as the student's book; the difference is, the teacher's book details the activities that the teacher can do in teaching students.

## Instrument Validity

Experts and practitioners validated this research instrument. For this purpose, two experts were appointed, namely Prof. Dr. Muhammad Rapi Tang, M.S. and Dr. Sultan, M.Pd. From practitioners, there are ten elementary school teachers, namely: Hj. Hasiarah, S.Pd., M.Si., Hj. Subaedah, S.Pd., Nurhayati, S.Pd., Ernawati, S.Pd., Hadriani, S.Pd., Hj. Rabiah, S.Pd., M.Si., Hj. Patimasang, S.Pd., Halijah, S.Pd., Rahmah, S.Pd., and Bakri pata, S.Pd. The Validation Results are summarized in the Table of Mean Score of Validation, as follows:

*Mean Score of Instrument Validation Results*

No.	Validated Instruments	Mean Score of Validation	
		Experts	Practitioners
1	Syllabus	3.59	3.79
2	Model Manual Book	3.51	3.52
3	Student's Book	3.80	3.91



4	Teacher's Book	3.79	3.87
5	Lesson Plan	3.91	3.94

#### IV. DISCUSSION

In testing the validity of the syllabus, model book and lesson plans, the mean value above is applied to the second scale of the five scale table ( $X > 1 + 1.8 \times sb1$ ), then it is obtained  $X > 3,4-4,2$ , which is for syllabus 3,59 and 3,79 > 3,4-4,2, valid category. Model book 3,51 and 3,52 > 3,4-4,2, valid category. Lesson Plan, 3,91 and 3,94 > 3,4-4,2, valid category.

In testing the practicality of Student's Book and Teacher's Book, the mean score above was entered into a scale of 1 5 scale table, namely  $3.40 < X$ . Student's books, 3.40 < 3.80 and 3.91, were in the Very Good category. Teacher's books, 3.40 < 3.79 and 3.87, were in the Very Good category.

These data indicate that the syllabus, Model Book, and lesson plans that have been prepared as model prototypes are declared valid by all validators. Likewise, with the Student book and teacher's book, the validator gave Very Good. This means that the prototype of this research model is suitable for use in expanded trials.

#### V. CONCLUSION

Based on the explanation of the research results and their discussion, several things can be concluded. First, a prototype model has been developed that is needed to improve the speaking skills of third-grade elementary school students in Gowa district. Second, the prototype has been validated with the results: the syllabus has a mean of 3.59 and 3.79, the Model Guidebook for 3.51 and 3.52, and the RPP 3.91 and 3.94. Everything is at a valid level. Third, the prototype has also been tested by practitioners with the results: Student's Books 3,80 and 3,91 and Teacher's Books 3,79 and 3,87, are in the very good category. Fourth, because the results of expert and practitioner validation are at the valid and very good level, the syllabus, model manuals, teacher books, student books, and lesson plans are appropriate for use in expanded trials.

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