

Development of Persuasive Speech Text Materials Assisted by Podcast Media for Class IX Students of Nurcahaya Medan Private Junior High School

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Abstract. This study aims to produce a persuasive speech text material product with the help of podcast media for class IX students of SMP Swasta Nurcahaya Medan, to determine the feasibility of persuasive speech text material assisted by podcast media for class IX students of SMP Swasta Nurcahaya Medan, and the effectiveness of persuasive speech text material assisted by podcast media. for grade IX students of SMP Private Nurcahaya Medan. In research and development methods there are several types of models. The model used in this research is the Research and Development (R&D) Borg & Gall. The results of the study show that: (1) validation from material experts includes, content eligibility 96.87% in the very good category, the feasibility of presenting 91.6% in the very good category and the feasibility of language 90.62% in the very good category. (2) The results of the validation of the media design experts were stated to be very good with the percentage of skill feasibility assessment aspects on average 93.18%. The aspect of assessing the feasibility of the program with a presentation of 92.5 with a very good category, and (3) the effectiveness of learning materials through student learning outcomes in the pretest and posttest. The average score at the pretest is 58.90 and at the posttest 88.90. The difference obtained is 30. It can be concluded that learning using persuasive speech text materials assisted by podcast media can improve student learning outcomes.

Keywords: Teaching materials, persuasive speech text, podcast

1 Introduction

Persuasive speech skills are part of speaking skills. Persuasive speech is an aspect that must be mastered by students in the era of globalization, because the ability to speak persuasively promises students to be able to be competitive in all aspects, namely accuracy of speech, pronunciation, fluency of intonation, attitude / expression and mastery of language. The fact that occurs in the teaching and learning process of students in the ability to make speeches needs to

be improved.

Students who have persuasive speech skills will easily convey their ideas and will successfully put forward the idea so that it can be accepted by others. On the other hand, if students lack the skills of persuasive speech, they will certainly have difficulty conveying their ideas to others, and it is suspected that they will experience failure because of their usual speech. Persuasive speech is considered one of the difficult skills for students to master. Because this skill involves many aspects in mastery such as accuracy of speech and pronunciation, fluency and intonation, diction, attitude and facial expression, and language mastery. The main things found in students when measuring the ability to make persuasive speeches are errors in processing speech, organizational errors, errors in appearance and attitude, errors in speaking and errors in relationships with listeners.

Starting from the above, interviews were conducted to prove the low ability of persuasive speeches in Indonesian subjects. Interviews were conducted by students who were selected as a whole from one existing group. Based on the initial interviews conducted on speech learning, it was found that the students' low ability to speak was because learning was not interesting because the focus of learning was only on textbooks and teachers. The textbooks used are books published by the government.

Based on direct observation, it was found that students' understanding of persuasive speech was quite low, with the elaboration of the aspect of understanding persuasive speech found 8 people who were able to answer correctly from 18 respondents, it can be concluded that the level of students' understanding of the operational definition of speech was sufficient. In the aspect of the structure of persuasive speech texts, it was found that 5 people were able to answer correctly from 18 respondents, so it can be concluded that the level of students' ability to identify the structure of speech is sufficient. In the aspect of determining speech ideas, 5 people were found who were able to answer correctly, it can be concluded that the students' ability to identify persuasive speech ideas was sufficient.

After conducting a direct assessment of teaching and learning activities in the online classroom and observing the learning media used by the teacher, the researcher found that the learning media used by the teacher was very simple, namely only through text in the learning book and the learning model used by the teacher was a learning model using a model. lectures, This is one of the factors that cause students to feel less interested in studying this topic.

Starting from these conditions, the researchers have the idea that learning media in the world of education, especially in speech learning needs to be adapted to the development of science and technology. Persuasive speech learning in schools using conventional media is considered less attractive to students and will affect learning outcomes. Persuasive speech with product media is one of the interesting learning media innovations. Because the media is not only a tool, it also has an important role to create an effective and efficient teaching and learning process. One way to improve students' persuasive speech skills is to use Podcast Media. Podcast is one of the learning media that can overcome weaknesses in teaching persuasive speech, because this media is mobile and can be used by students anywhere, be it at school or at home. This podcast is a very practical online media because students can easily download it via a shortcut phone device with an internet

connection.

Based on the explanation above, this problem is very interesting to be studied and researched further. Therefore, the researchers chose and set the title "Development of Persuasive Speech Text Materials Assisted by Podcast Media for Class IX Students of Private Junior High School Nurcahaya Medan"

2 Research Methods

This type of research is research and development (R&D). The location of the research was carried out on grade IX students of Nucahaya Private Junior High School Medan. The data collection instrument in this study was in the form of questionnaires given to material experts and media design experts as validators for the development of persuasive speech text materials assisted by podcast media and to students as objects in this study. The instruments given to learning materials experts and media design experts are intended to validate the resulting development products. This is meant as the fulfillment of learning requirements developed with postcast media.

3 Results And Discussion

3.1 The Process of Developing Persuasive Speech Text Materials Aided by Podcast Media

The process of developing persuasive speech text materials assisted by podcast media is carried out in three stages, namely needs analysis and literature survey, planning, initial product development. At the stage of needs analysis and literature survey, an analysis of the needs of teachers and students was carried out. Then set learning objectives, namely basic competencies, indicators of competency achievement, learning objectives, and the scope of the material in the developed learning media. At the planning stage, the outline of the material in the learning media is designed. The initial product development stage is the stage of developing an outline of the material that has been made in the previous stage into a more complete display of learning media. Furthermore, the last stage is the assessment stage of the learning media that has been developed. The validation assessment was carried out by 2 material experts and 2 design experts, 2 Indonesian language teachers and testing on students.

Table 1. Feasibility of the Process of Developing Persuasive Speech Text Materials Aided by Podcast Media

Component	Material Expert Validation Results
Content Eligibility	96,87%
Serving Eligibility	91,65%
Language Eligibility	90,62%
Average	93,04%

Component	Media Expert Validation Results
Aspects of skill feasibility assessment	93,18%
Aspects of programming feasibility assessment	92,52%
Average	92,85%

3.2 The Effectiveness of Developing Persuasive Speech Text Materials Aided by Podcast Media

After conducting a wider trial, further testing the effectiveness of the product on student learning outcomes is carried out. The results of these students' learning can be known after the pre-test and post-test were held on 32 students of class IX of SMP Swasta Nurcahaya. The pretest is given before using the developed product and the posttest is given after using the developed product (material). The average value (mean) of student learning outcomes through the pretest was 58.90% and posttest 88.90%. Based on these results, it can be seen that the average value of student learning outcomes after using the media increased by a difference of 30. The table above also shows that student learning outcomes in folk story text material through the pretest have the lowest 55 and the highest score 75, while student learning outcomes the folklore text material through the posttest has the lowest score of 70 and the highest score of 95.

The calculation obtained from the product effectiveness test shows that the results of developing persuasive speech text materials with the help of podcasts are more effective than learning speech texts that do not use media. This is evidenced by the learning outcomes of students using podcasts with an effectiveness of 88.90%, while the effectiveness of learning that does not use developed products (materials) is 58.90%. Based on this explanation, it can be concluded that persuasive speech text materials assisted by podcasts are effectively used and can improve student learning outcomes, especially in persuasive speech text materials.

4 Conclusion

Based on the formulation, objectives, results and discussion of the research on the development of persuasive speech text materials with the aid of podcast media for class IX students of SMP Swasta Nurcahaya Medan, it can be concluded as follows. 1) The material for persuasive speeches developed with the help of podcast media is divided into three stages, namely stage I analysis, which is a preliminary study in order to generate ideas or ideas so that they become the initial basis for learning media knowledge, stage II is developing learning media products in Indonesian language learning by persuasive speech text material, stage III of development, is the core stage of the product development process. At this stage the activities carried out are to realize the product specifications that have been determined at the design stage into an initial product form (media). The initial product developed is then assessed for product quality by material experts and design experts. Product quality assessment by experts is carried out to assess the level of product feasibility when implemented in persuasive speech text learning.

The results of validation research from material experts, learning media design experts, individual test responses, small group trials, and limited group trials on persuasive speech text learning that were developed show that all aspects of podcast media assessment using the anchor platform as a whole include in the "Very Good" category with a percentage of 90.9% so that it is suitable for use in the learning process.

The effectiveness of the media shows better results when compared to the effectiveness of not using the media. The students' persuasive speech texts through the posttest were 88.90%, while the effectiveness of the students' persuasive speeches without using the media through the pretest was 58.90%. The difference in these results indicates that the average value of student learning outcomes increased with a difference of 30% increase. The value obtained by students also shows that student learning outcomes of persuasive speech texts through the pretest have the lowest score of 50 and the highest score of 70, while student learning outcomes on persuasive speech texts through posttest have the lowest score of 80 and the highest score of 95.

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