Big Book Media for the Speaking Skills of Primary Students in Welcoming the Fourth Industrial Revolution

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Improving the speaking skills of primary students can be done with reading-telling activities. Therefore, this study aims to develop the valid, practical and effective Big Book Media to improve the speaking and communication skills of primary students. Big Book Media uses the ADDIE (Analysis, Design, Development, Implementation and Evaluation) development model. The object of this research is students' speaking and communication skills. The subjects are primary school students in Padang Utara District, Padang City. The results show that the use of Big Book Media makes students more skilled in communicating messages and problems contained in the Big Book. Also, the use of pictures makes students express the content of the Big Book in their sentences. Stories related to everyday issues make students critical in expressing their opinions on the problems presented. This is important in supporting their speaking skills.

Keywords: *media literacy, communication skills, industrial revolution 4.0.*

INTRODUCTION

Nowadays, the term fourth Industrial Revolution (IR 4.0) is very widely heard. Every aspect of life related to technology must be linked to the term IR 4.0. Times have led humans to the era of a new civilisation (Roblek, Meško, & Krapež, 2016). Thus, all fields of life are expected to respond to the challenges presented by this network application-based civilisation.

The same is true for another aspect of life; the education sector must adjust all demands for the presence of the IR 4.0 (Baygin, Yetis, Karakose, & Akin, 2016). The era of education oriented and influenced by the IR 4.0 is referred to as Education 4.0. Jennifer Nichols explained there are four main principles of learning in Education 4.0: (1) Learning activities must be student-centred. In this case, students are learning subjects that can develop their potential and creativity. Students are directed to construct all the knowledge and skills they have. (2) Students must be taught to collaborate with others by getting and searching for information to establish communication and cooperation. This aims to make students adapt to the environment. (3) Learning influences students' lives, so it will not be meaningful if students cannot apply it in everyday life. Teachers must use methods that connect students with the real world. (4) Learning makes students responsible, so it requires students to take on a role and carry out certain activities in their social environment. Students are involved in various development programs in the community (Tingen, Philbeck, & Holcomb, 2011).

Education 4.0 must adapt to creating environments that enable students, academics and practitioners to solve problems, innovate, create and build communication while cooperating with others (Shahroom & Hussin, 2018). The Indonesian Minister of Education and Culture, Muhadjir Effendi, explained that there are five competencies that must be learned by students to compete in the IR 4.0 era. These are (1) critical thinking skills, (2) innovative creativity and abilities, (3) good speaking and communication skills, (4) cooperative abilities and (5) high self-confidence. This research focuses on improving students' communication skills to welcome the IR 4.0.

Communication skill are included in the study of Indonesian language. Indonesian language learning leads students to communicate in Indonesian properly and correctly, both in writing and verbally (Mabruri & Aristya, 2017). Indonesian language learning in Primary School education has four components: listening skills, speaking skills, reading skills and writing skills. The communication skills of primary students are included in the realm of speaking skills (Mabruri & Aristya, 2017).

Speaking can be interpreted as an attempt to convey ideas, thoughts and opinions verbally by sorting language to make it easier for others to understand (Baradeyah & Farrah, 2017; Farmana, 2018; Kitagaki, 2012; Mabruri & Aristya, 2017; Thohir, 2018). Speaking is a communication process between the communicator and communicant in an effort to transfer messages or information (Hmidani, 2017; Iswardati, 2016; Jarrín & Kim, 2019; Nursabrina, 2018). The inability to communicate a message is largely influenced by the inability of the speaker to

choose the correct way to deliver the message. This is true both in terms of their language and the way they deliver it.

Speaking skill needs to be taught to primary students at an early age. This skill is important in establishing an understanding of the conditions around them and building communication skills (Arjulayana, 2016; Maharani, 2016; Masbirran & Fauzi, 2018). Speaking skills enable students to express their thoughts and feelings intelligently and creatively according to the context and situation when they speak (Anggraini, 2018; Novitasari, Permanasari, & Sayekti, 2018; Siregar, 2019). A student's ability to speak is a picture of their ability to arrange various words in their vocabulary into a series of structured sentences (Puspitorini, 2018; Rohita & Nurfadilah, 2018; Saridewi, 2018; Yustina & Mukhaiyar, 2018).

For most students, speaking in public is not an easy thing. Besides not being used to it, lack of confidence and lack of knowledge are factors that lead to poor speaking skills (Mabruri & Aristya, 2017). The lack of students' speaking skills are a representation of non-optimal learning activity (Kitagaki, 2012). Therefore, speaking needs to be taught in an interesting way with creative techniques (Arbain & Nur, 2017; Irmawati, 2016; Roysmanto, 2018). Learning in primary school involves learning activities while playing. Students like fun learning with the use of interesting media.

Speaking skills consist of language and non-language aspects. Students' speaking skills can be stimulated by reading-telling stories (Hasbi, 2017; Iswardati, 2016; Lestari, 2018; Nash, Crimmins, & Oprescu, 2015; Rofi'i, 2018). This activity begins by asking students to pay attention to images that fit the story's contents. Then, students are assigned to read the material aloud using the shared reading technique. The end of this activity involves asking students to retell the story using pictures that match the content of the story.

Storytelling activities that use supporting media are designed so that students can respond appropriately to the content of the reading. The use of teaching aids will develop students' imagination in understanding the contents of a story. One kind of learning media is Big Book Media. Big Book Media has a short text and large images with full-colour display.

Big Book Media can quickly attract students' interest because the pictures inside contain interesting rhythms for students. They have repetitive writing, contain vocabulary that is easy to understand and contain predictable storylines (Murphy, 2002). In addition, learning by using Big Book provides a social experience for students in terms of sharing experiences when commenting Big Book pictures and readings. The advantage of Big Book is to make it easier for students to understand the contents and the messages of a story (Kiromi & Fauziah, 2016). Hence, this will make it easier for students to retell the story in front of the class.

METHOD
This was research and development (R&D) research. Research and development involves a research model that aims to produce a product. Products can be innovated using old products.

They can be polished in such a way as to meet current needs. In addition, products can also be new goods that respond to demands in the field (Anon., 2010). This study aims to produce reading literacy media for early grade primary school students. The type of reading literacy media was Big Book.

The development of Big Book Media uses the ADDIE development model. Overall, research was performed using qualitative and quantitative approaches (mixed method). A qualitative approach is an approach in the form of observation and a case study with results in a narrative and descriptive form (Setiowati, 2016). A qualitative approach is used to describe the results of the validity and practicality of Big Book Media. A quantitative approach is an approach in the form of numbers that aim to explain and test the relationships between variables, test theories and make generalisations (Sugiyono, 2008). A quantitative approach was used to describe the effect of Big Book Media on an experimental class in improving the speaking skills of early grade primary school students.

The subjects of the study were teachers and students of second grade in Primary School 18 in Air Tawar Selatan, Padang Utara District, Padang City. The teacher acted as a practitioner and validator. They trialled Big Book and responded to the media developed. Students were involved as media users and gave responses. The data used in the study was primary data because the data was obtained directly from the source. The types of data used was validity data, practicality data and Big Book Media effectiveness data.

All research data was obtained by using data collection instruments. Big Book validity data was collected using the following instruments: (1) validation instrument sheets and (2) Big Book validation sheets. The results of the validation were analysed to find the level of validity proposed (Suharsimi Arikunto, 2006). This can be seen in Table 1.

Table 1

Range	Category
1,00 - 1,99	Invalid
2,00 - 2,99	Quite valid
3,00 - 3,49	Valid
3,50 - 4,00	Very valid

The practicality data of Big Book was collected using (1) a teacher response questionnaire and (2) a student response questionnaire. The data analysed was then determined on a modified practicality scale (Suharsimi Arikunto, 2006). This can be seen in Table 2.

Table 2

Range	Category
1,00 - 1,99	Less Practical
2,00 - 2,99	Quite Practical
3,00 - 3,49	Practical
3,50 - 4,00	Very Practical

The Big Book effectiveness data was collected using (1) an observation sheet regarding student activity in the learning process and (2) an assessment sheet on the learning outcomes of the students' speaking skills. The Big Book effectiveness test was carried out with a true experimental design in the form of a post-test only control group design. Big Book Media was experienced by two groups randomly. The first group was an experimental class. they were students in the second grade of Primary School 18 in Air Tawar Selatan. The second group was a control class, they were students in the second grade of Primary School 18 in Air Tawar Selatan. The earlier group used Big Book Media in learning speech, while the latter group used picture media in learning speech.

The technique of analysing the effectiveness of Big Book Media was a statistical test with the t-test formula. Before the t-test was performed, it first had to meet the prerequisites of the t-test: (1) a normality test with a Lilliefors test and (2) a homogeneity test with a Bartlett test (Brown & Melamed, 1990).

RESULT AND DISCUSSION
The results of the study are based on three main points of product development. These are the validity, practicality and effectiveness of Big Book Media in teaching speaking skills to primary students.

The validity of Big Book Media
The validity is intended as the level of appropriateness of the use of Big Book Media in improving the speaking skills of primary students. The process to find out the level of validity is called validation activity. The Big Book Media validation activity is carried out by experts and practitioners by giving a score on each assessment indicator (Whittemore, Chase, & Mandle, 2001). The Big Book Media assessment indicators include several aspects, namely: (1) aspect of content eligibility, (2) aspect of language use, (3) aspect of presentation patterns and (4) aspect of the graphic. Assessment is carried out by giving a score of 1-4 on each assessment indicator, with the following criteria: (1) inappropriate, (2) less appropriate, (3) appropriate, (4) very appropriate. The results of Big Book Media validation by experts and practitioners can be seen in the following table.

Table 3

The validation results of Big Book Media

No	Assessment aspects	Big Book	
		Average	Category
1.	Content eligibility	3.63	Very valid
2.	Language use	3.60	Very valid
3.	Presentation patterns	3.48	Valid
4.	Graphic	3.76	Very valid
	Average	**3.62**	Very valid

Book media meets the validity criteria. The results of the validator's assessment show appropriateness in the aspects of content eligibility, language use and graphics. They are 'very valid'. The aspect of presentation pattern is 'valid'. The content eligibility aspect obtained a validity score of 3.60. This shows that the speaking skills material developed in Big Book is in line with (1) Core Competency (CC) and Basic Competency (BC) regarding second-grade primary school content; (2) the development of the cognitive and psychomotor skills of second-grade primary school students; (3) the need for the development of teaching materials or teaching media; (4) the truth of the substance of the Indonesian subject; (5) the complements of students' insights; and (6) the moral and social values that students can apply.

The language use aspect gets a score of 3.60. This score describes that (1) The reading material contained in Big Book Media is compliant with the characteristics of second grade primary school students. The criterion for student reading material is that the reading text consists of only a few short sentences. Each sentence consists of 3-5 words. (2) Big Book Media has clear information for use. (3) The presentation of Big Book Media is consistent with the correct Indonesian conventions. (4) Language is used effectively and efficiently in Big Book Media.

The presentation pattern aspect obtained a score of 3.48. This shows that Big Book Media: (1) Has clarity in the formulation of achievement indicators. (2) Has a systematic presentation of material. (3) Provides motivation and learning attraction for students. (4) Allows interaction between teachers and students (5) facilitates students by giving complete information.

The graphic aspect gets a score of 3.76. These results indicate that (1) Big Book uses a proportional type and size of writing/letters. (2) The layout of Big Book is balanced and very appropriate. (3) Big Book's pictures help clarify the contents of the reading material and make it easier for students to retell. (4) The design and appearance of Big Book colours are attractive and not monotonous.

Based on the results of the validity data above, it can be concluded that Big Book Media is valid. This media is suitable for use in improving the speaking skills of second grade primary school students.

The practicality of Big Book Media

Media that is practical is easy to implement, easy to check and has instructions that make it easy for teachers and students to use the learning tools (Suryaningsih, 2019). Measurement of the practicality level of Big Book Media is based on: (1) a teacher's responses to Big Book Media in teaching speaking skills and (2) students' responses after using Big Book Media to learn speaking skills.

Teachers are education practitioners. Therefore, a teacher's response is needed in assessing the quality of Big Book Media. The purpose is to find out whether Big Book Media is suitable and easy to use for the teacher when teaching speaking skills to second-grade primary school students. The practicality of using Big Book Media can be seen in the scores obtained. These include (1) the use of practicality, (2) the suitability of the materials over time, (3) the use of pictures and illustrations, (4) the use of language and sentences, and (5) the impact on learning. The following are the results of the teacher's responses to the assessment aspects above.

Table 4

The teacher's responses

No	Assessment aspects	Big Book	
		Average	Category
1	Use of practicality	3.67	Very practical
2	Suitability of material towards time	3.75	Very practical
3	Use of pictures and illustrations	3.75	Very practical
4	Use of language and sentences	3.67	Very practical
5	Impact on learning	3.83	Very practical
Average		3.73	Very practical

In general, the response given by the teacher to Big Book Media is 3.73, placing it in the very practical category. The level of practicality of Big Book's first assessment aspect is 3.67. This score shows that Big Book Media makes it easy for teachers to teach speaking skills to grade II elementary school students. The appearances of Big Book are attractive, colourful and full of

animated images that match the contents of the text. Theses condition make it easy for the teacher to attract students' interest in learning to speak.

Second-grade primary school students are in the learning phase while playing. They are not able to concentrate on learning for a long time span. Therefore, interesting learning is needed. The use of Big Book Media is actually quite effective in terms of time. This can be seen in the score obtained, which is 3.75. The story is presented with simple sentences that are easy to understand. The use of images deems it unnecessary for students to take a long time to remember stories and retell them.

The use of pictures and illustrations received a score of 3.75. This further emphasises that the use of pictures can foster student interest and is effective in improving students' speaking skills. The use of language and sentences scored 3.67. These results indicate that the use of language in the Big Book is compliant with the level of language development of second-grade primary school students. The presentation of stories with short sentences makes students quickly understand each storyline.

The use of Big Book Media has a significant impact. This can be seen in the score obtained, which is 3.83. The use of Big Book can improve students' skills when telling stories in front of the class. Students become courageous and more confident in telling stories. In addition, students also have a concept and prepare before telling a story.

Analysis of students' responses
The development of Big Book Media is intended for students in the second grade to increase their reading interest and speaking skills. Therefore, to see the level of practicality of Big Book Media, student responses are needed as the subject of research. The purpose of the analysis is to find out the real condition of Big Book Media when used by students. This analysis will show whether students enjoy Big Book Media or not. The following are the complete results of student responses.

Based on the results in table 5, the overall level of student response to Big Book Media was 3.77 (within a very practical category). These results indicate that students gave positive responses to the Big Book Media.

In general, students consider Big Book Media to have an attractive appearance when read and studied. The use of clear and interesting pictures helps students understand each plot well. The story presented also fits the characteristics of primary school students. It contains valuable lessons to be applied in everyday life.

Table 5

Students responses

No	Statements	Big Book	
		Average	Category
1	Big Book appears interesting to read.	3.78	Very practical
2	Big Book has clear pictures and is interesting to see.	3.66	Very practical
3	Big Book's pictures match the contents of the story.	3.88	Very practical
4	Big Book's pictures help me in storytelling.	3.82	Very practical
5	Big Book's writing is clear and easy to read.	3.78	Very practical
6	Big Book's sentences are short and easy to remember.	3.68	Very practical
7	Big Book's story is interesting and varied.	3.75	Very practical
8	Big Book's story is easy to understand and its contents match.	3.85	Very practical
9	Big Book's story provides valuable lessons.	3.92	Very practical
10	Big Book helps me read.	3.72	Very practical
11	Big Book makes me interested and active in learning.	3.82	Very practical
12	Big Book makes it easy for me to tell stories.	3.72	Very practical
13	Big Book makes me brave and confident.	3.63	Very practical
	Average	3.77	Very practical

In relation to speaking skills, students feel that the use of Big Book Media really helps them in retelling the content of the story. The presentation of stories through simple sentences makes it easy for students to recognise the problems told in each picture. The use of Big Book pictures in the retelling makes students rebuild their stories according to pictures and texts that have been read correctly. The existence of utilities in telling stories makes students more confident when appearing in front of the class.

Based on the results of practicality data above, it can be concluded that Big Book Media is practical. This can be seen through the ease felt by the teacher in teaching speaking skills and positive student responses. This shows that Big Book Media is very interesting for them.

The effectiveness of Big Book Media
Effectiveness comes from effective, which is a word meaning suitable. The effectiveness of the media means the extent to which the use of the media can meet the expected results. The effectiveness of Big Book Media leads students to achieve instructional goals. They can retell the contents of texts they read with confidence using their own sentences.

Retrieval of effectiveness data regarding Big Book Media is carried out by testing the media on the experimental class. To see the extent to which Big Book influences students' speaking skills,

a control class is needed for comparison. The experiment class uses Big Book Media to teach speech, while the control class only uses picture media.

Based on the results of data analysis using statistical tests (namely, the T-Test), the value of the t-count is 5,473. This turns out to be greater than t-table, which is 2,541. Thus, there is a significant difference between the speaking skills of the experimental class group and the control class group. Based on these results, the hypothesis can be accepted. This means Big Book Media has an influence of on the speaking skills of second-grade students at primary school 18 in Air Tawar Selatan.

The results of the research conducted on second-grade primary school students in Padang Utara District, Padang City show that the average speaking skills of the experimental class are better than the control class. This is indicated by the experimental class average of 84.27 (good) and the control class average of 73.93 (sufficient). In the experimental class group, using Big Book Media, the average value in the language aspect is 81.84 (good), while the average value in the non-language aspect is 86.71 (very good). In the control class group, not using Big Book Media, the average value in the language aspect is 73.62 (enough), while the average value of the non-language aspect is 74.25 (enough).

The use of Big Book Media during learning makes students more active in speaking. Students can express themselves and integrate more ideas regarding stories or pictures. Students communicate with others more because they understand the stories and see the pictures directly. In addition, students get new experiences. They also generate courage and enthusiasm when speaking in front of the class. Thus, many students can express ideas well. The students' speaking ability develops more optimally after experimenting with Big Book Media while learning.

CONCLUSION AND SUGGESTIONS

Based on the results of the research and the discussion above, the conclusion is that a Big Book media that has been produced is valid, practical and effective, when used for the learning process of speaking skills for grade 2 elementary school students. Based on these conclusions, it is recommended that elementary school teachers and education practitioners use the Big Book media developed in achieving the Indonesian language learning goals set out in the curriculum.

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