The Influence of Using the Student Facilitator and Explaining Model in Learning Speaking Skills at Madrasah Ibtidaiyah

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ARTICLE INFO	ABSTRACT
	This research aims to determine whether there is an influence of the Student Facilitator and Explaining (SFAE) model on students' speaking skills at Madrasah Ibtidaiyah. This research method uses Quasi Experimental Design, a form of Nonequivalent Control Group Design. The data for this research are the results of learning speaking skills using the Student Facilitator and Explaining (SFAE) model. The sample for this research was 40 Madrasah Ibtidaiyah students. Data collection techniques include interviews and questionnaires. Before analysis, the data was tested using expert validity, normality and homogeneity tests. Next, a hypothesis test was carried out using T test analysis (T-Test), namely the Independent Simple T-Test. Output results of the normality test using the Shapiro Wilk test with the help of SPSS version 20. 0 for windows by looking at the Pretest data, the experimental class value is $0.379 > 0.05$ and the control class value is $0.491 > 0.05$, indicating that the data variance for the experimental class and control class is normally distributed. After knowing that the samples are normally distributed, the next step is to carry out a normality test to find out whether the two samples have the same variance. The statistical analysis used to test homogeneity is the homogeneity of variance test (F Test) with the help of SPSS version 20.0 for Windows. Significance level >0.05. Data is declared homogeneous if the significant value is greater than 5% or 0.05. The results of the research showed that the control class got an average pretest to posttest score which increased. In the experimental class, the average student pretest to posttest scores also increased. In the analysis of hypothesis testing using the t test (independent sample t test) by comparing the experimental class posttest data with the control class posttest, it shows that the application of the Student Facilitator and Explaining (SFAE) learning model has no effect on the speaking skills of students at Madrasah Ibtidaiyah.

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1. INTRODUCTION

Law No. 20 of 2003 concerning the National Education System in Article 3, which states that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to make the nation's life more intelligent. National education aims to develop the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. The learning process in the independent curriculum requires active participation from all students. So, activities are centered on students, the teacher as a motivator and facilitator in it so that the class atmosphere is more lively. Therefore, contextual learning is considered suitable for application in the world of education in Indonesia.

(Tarigan dkk. 2021) states that language skills (listening, speaking, reading and writing) are very important for every human being to have because a person's language reflects their thoughts. However, this research will only discuss speaking skills. Speaking skills occupy an important position because they are a student's communicative characteristic. It is said that because in every lesson students are expected to have good communication skills so that the learning process can take place in a multi-directional manner and at the same time students can provide information to the teacher if there is lesson material that they do not understand, but this still rarely happens when learning is taking place.

(Ulfiyani 2016) There are four objectives of learning speaking that students should achieve at school, namely (1) Forming students' sensitivity to the source of ideas, (2) Building students' ability to generate ideas, (3) Practicing speaking skills for various purposes, (4) And fostering students' speaking creativity, including; finding, organizing, packaging, and conveying ideas. One of the problems facing our world of education is the low quality of the results and learning processes achieved by students. The low quality of learning outcomes is indicated by learning achievements that do not meet competency standards, such as not having mastered linguistic factors, such as accuracy of language sounds, intonation and word choice. This can be seen when speaking in front of their classmates, many students do this when pronouncing language sounds. This error occurs because students are used to pronouncing language sounds incorrectly and there is no one to correct them. Likewise with wrong intonation and word choice because students are not used to using the right intonation and word choice when speaking formally in front of other people. In addition, the low learning outcomes achieved by students are not solely caused by students' abilities, but can also be caused by teachers' lack of success in teaching. Because one of the teacher's duties is as an instructor who places more emphasis on the task of planning and implementing teaching. In this case teachers are required to have a set of knowledge and skills in teaching techniques, in addition to mastering the knowledge or material to be taught. In learning there are three main components that influence each other in the learning process. These three components are learning conditions, learning methods, and learning outcomes. Regarding these three components, teachers must be able to combine and develop them, so that learning activities reap maximum results. Therefore, with the abilities and skills possessed by teachers, it is hoped that they will be able to make learning more interesting and enjoyable, so as to obtain optimal learning results. Regarding these three components, teachers must be able to combine and develop them, so that learning activities reap maximum results. Therefore, with the abilities and skills possessed by teachers, it is hoped that they will be able to make learning more interesting and enjoyable, so as to obtain optimal learning results. Regarding these three components, teachers must be able to combine and develop them, so that learning activities reap maximum results. Therefore, with the abilities and skills possessed by teachers, it is hoped that they will be able to make learning more interesting and enjoyable, so as to obtain optimal learning results.

A teacher must be able to determine the most suitable strategy to use in learning, although it cannot be denied that there are shortcomings in using this strategy. For this purpose, teachers must have the courage to share trials of a teaching method, create media or apply a particular teaching strategy that can theoretically be responsible for solving problems in learning.

Based on the description above, it is clear that competence is not just the accumulation and amount of knowledge but also the development of attitudes and skills which are reflected in life behavior. Thus, Indonesian language lessons, as one of the subjects given and required to be studied by every Madrasah Ibtidaiyah student, should refer to achieving competency. This means that Indonesian language lessons are not just lessons that must be memorized, but how the memorized lesson material can develop certain attitudes and abilities so that it can improve the quality of students' lives.

The Indonesian language education subject is a subject that must be taught from elementary school to tertiary level. For this reason, at the basic education level, it is very important to strengthen character education. It is important to implement character education, both through formal and non-formal education channels. From the lowest level at the school level, namely elementary school to university level (Imron dan Nugrahani 2019). The use of learning models that are appropriate and relevant to the characteristics of students in elementary schools is very important for teachers to pay attention to so that the Indonesian language education learning process can be more effective.

Based on improving education, teachers play an important role in implementing the learning process, as well as students who also play an important role in achieving educational goals, especially in terms of subject acceptance. So far, Indonesian language learning has been carried out using a teacher-centered approach (Darmuki dkk. 2020). In order for learning to be more effective, teachers are required to master classroom management. In the classroom, the teacher is not only tasked with delivering lesson material, but also must be able to create a pleasant learning atmosphere. Therefore, the burden carried by schools, in this case the burden on teachers, is very heavy. It is the teacher who is at the forefront in forming the student's personality. Therefore,

(Hasanah dan Indrawati 2019) state that learning is said to be enjoyable if there is a relaxed atmosphere, free from pressure, safe, interesting, aroused interest in learning, full involvement, students' attention is paid, the learning environment is interesting, enthusiastic, feeling of joy, high concentration. Meanwhile, on the other hand, learning becomes unpleasant if the atmosphere is depressed, feeling threatened, feeling scary, feeling helpless, not enthusiastic, lazy/not interested, bored/bored, the learning atmosphere is monotonous, learning does not attract students.The teacher's main task is to create a conducive atmosphere in learning so that teaching and learning interactions occur which can motivate students to learn better and seriously. In motivating students, teachers can do many things. For example, the teacher chooses a fun learning model so that students become interested in learning. Seeing the important role of learning in creating quality human resources, various things have been done in order to improve learning outcomes, including adding learning facilities, upgrading teachers (quality programs), learning training, providing media and many other efforts that have been carried out. by the government and other agencies that care about education.

Based on the results of initial observations carried out on Monday, December 12 2022 at MI Muhammadiyah Gayam, the Minimum Completeness Criteria (KKM) in the Indonesian language subject at MI Muhammadiyah Gayam is 70. The results obtained from the number of students who got a score ≤ 70 were 14 students with a percentage of 70% (incomplete category) and only 6 students got a score ≥ 70 with a percentage of 30% (complete category). The average score obtained by students in the initial test was still relatively low because they only got an average score of 70 classically. This is because teachers still use classical learning models, such as lectures, so they do not give students the opportunity to express their ideas, thoughts or feelings. Learning is also monotonous which results in students being passive, teachers rarely apply varied learning models and rarely form students in small groups, the role of learning is mostly held by the teacher so that students feel bored and this results in a decline in student learning achievement because students find it difficult to receive Indonesian language lessons, learning Indonesian becomes a scourge for students because there is so much

teaching material and the delivery of material from the teacher. Achieving learning objectives and learning to shape students' abilities requires an effective teaching model. This teaching model must not only be mastered by the teacher but also must be mastered by the students themselves. So various supporting efforts are needed.

Based on the reality of the lack of student activity so that learning in the classroom takes place without direct involvement of students in learning so that students are less responsive to the teacher's explanations for class IV students, it is deemed necessary to conduct research on the learning outcomes of class IV students at MI Muhammadiyah Gayam Sukoharjo using a learning model that more effective. One learning model that can further activate students in learning while also overcoming student learning difficulties is the use of the Student Facilitator and Explaining (SFAE) model. According to (Suyatno 2009) The cooperative learning model of the student facilitator and explaining type is a model that gives students the opportunity to present ideas or opinions to other students. Meanwhile, according to(Supriyono 2009). The student facilitator and explaining model means a method that enables students to create concept maps or charts to increase student creativity and student learning achievement. This model is a model that is able to train students to be able to present their ideas to their friends.

By using the Student Facilitator and Explaining (SFAE) model for Indonesian Speaking Skills learning outcomes, teachers can use learning strategies which of course must pay attention to the conditions of the learning elements themselves. When learning is delivered in an interesting way, students are more enthusiastic and active in participating in class learning. This makes it easier for students to achieve the desired learning outcomes.

2. METHOD

This research uses quantitative research methods using Quasi Experimental Design, in the form of Nonequivalent Control Group Design. According to (Sugiyono 2011) states that the experimental research method is a quantitative method used to determine the effect of the independent model (treatment) on the dependent variable (outcome) under controlled conditions. Conditions are controlled so that no other variables (apart from the treatment variable) influence the dependent variable. So that conditions can be controlled, experimental research uses a control group. In this design, the experimental group and control group are not selected randomly. In this research, researchers used two variables, namely the independent variable and the dependent variable.

3. FINDING AND DISCUSSION

The data obtained in this research was taken from the results of the pre-test and post-test of students who would be tested in class. The first step taken was to give a pre-test to students in the experimental class and control class. After getting the results from the pre-test, the researcher then provided treatment in the form of teaching which was carried out using the SFAE learning model in the experimental class, while in the control class used the conventional model. Then at the end of the lesson, give a post-test to find out the extent of the students' speaking skills.

Data collection was carried out using an observation sheet with a scale of four. Before conducting the research, the researcher had tested the validity of the research instrument in the form of an observation sheet which would be used to examine students' speaking skills. After that, a validity test was carried out, then continued with prerequisite tests (normality and homogeneity tests), then hypothesis testing.

The results obtained from the validity test are 12 statements in the observation sheet, each statement has the highest value, namely 4 and the lowest value, namely 1. This observation sheet has been tested on one expert (Lecturer) to validate it. The calculation of the observation sheet assessment is as follows: So from the results of the above calculations, it can be concluded that the value of the student speaking skills observation sheet, which was validated by experts, received a score of 83.33%

in the very valid category (can be used without revision). Normality tests for the experimental class and control class were carried out to determine whether the data obtained was normally distributed or not. The statistical analysis used to test normality is the Shapiro Wilk test with the help of SPSS version 22.0 for Windows, using a significance level of >0.05. Data is declared to be normally distributed if the significant value is greater than 5% or 0.05.

Table 1. of Normality Test Results for Experimental Class and Control Class

Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pretest	Kelas Eksperimen	.221	16	.036	.942	16	.379
	Kelas Kontrol	.191	13	.200[*]	.943	13	.491

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the output results of the normality test using the Shapiro Wilk test with the help of SPSS version 20.0 for Windows by looking at the pretest data, the experimental class value is 0.379 > 0.05 and the control class value is 0.491 > 0.05. So it can be concluded that the variance of the experimental class and control class data is normally distributed

After knowing that the samples are normally distributed, the next step is to carry out a normality test to find out whether the two samples have the same variance. The statistical analysis used to test homogeneity is the homogeneity of variance test (F Test) with the help of SPSS version 20.0 for Windows. Significance level >0.05. Data is declared homogeneous if the significant value is greater than 5% or 0.05.

Table 2. of Homogeneity Test Results for Two Variants of Experimental Class and Control Class
Test of Homogeneity of Variances
Pretest

Levene Statistics	df1	df2	Sig.
,828	1	27	,371

Discussion

From the output results in the table using the F test form, the significance value is 0.371. The significance value is 0.371>0.05, so it can be concluded that the experimental class and control class students come from populations that have the same variance, so the two classes have a homogeneous distribution.

To test the hypothesis, use T test analysis (T-Test), namely the Independent Simple T-Test. The analysis used to analyze hypothesis testing is with the help of SPSS version 22.0 for Windows. Basis for decision making. According to (Ramadhani dan Bina 2021). *First,* If the significance value is <0.05/tcount>ttable, then there is an influence of the application of the SFAE learning model on speaking skills in Madrasah Ibtidaiyah students. *Second,* If the significance value is >0.05/tcount<ttable, then there is no effect of implementing the SFAE learning model on speaking skills in Madrasah Ibtidaiyah students. The results of hypothesis testing are as follows:

Table 3. Hypothesis Test Results

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
							Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)			Lower	Upper
Posttest	Equal variances assumed	4.773	.038	.984	27	.334	1.817	1.847	-1.972	5.607
	Equal variances not assumed			.924	17.066	.368	1.817	1.966	-2.330	5.965

Based on the table it can be seen that the significance value ($2tailed$) is 0.334. Means 0.334>0.05. So it can be concluded that there is no effect of implementing the SFAE learning model on students' speaking skills.

4. CONCLUSION

Based on the research results, it was concluded that in the control class the average score from pretest to posttest had increased, in the experimental class the average score from pretest to posttest had also increased and in the analysis of hypothesis testing, the t test (independent sample t test) was used. By comparing the experimental class posttest data with the control class posttest, it was concluded that the application of the Student Facilitator and Explaining (SFAE) learning model had no effect on speaking skills at Madrasah Ibtidaiyah.

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