

**THE DEVELOPMENT OF BOX MEDIA THEME *CITA-CITAKU* TO
DEVELOP FOUR SKILLS OF LANGUAGE INTERVIEW MATERIAL AT
FOURTH GRADE OF MIN MALANG 2**

Written by:
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ISLAMIC PRIMARY TEACHER EDUCATION PROGRAM
TARBIYAH AND TEACHING TRAINING FACULTY
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG

2017

**THE DEVELOPMENT OF BOX MEDIA THEME *CITA-CITAKU* TO
DEVELOP FOUR SKILLS OF LANGUAGE INTERVIEW MATERIAL AT
FOURTH GRADE OF MIN MALANG 2**

To Present *Skripsi* of Undergraduate Program (S-1) of Islamic Primary Teacher
Education Program
Tarbiyah and Teacher Training Faculty
Maulana Malik Ibrahim State Islamic University, Malang

Written by:
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Proposed to:

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TARBIYAH AND TEACHING TRAINING FACULTY
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MALANG**

2017

APPROVAL SHEET

THE DEVELOPMENT OF BOX MEDIA THEME *CITA-CITAKU* TO
DEVELOP FOUR SKILLS OF LANGUAGE INTERVIEW
MATERIAL AT FOURTH GRADE OF MIN MALANG 2

THESIS

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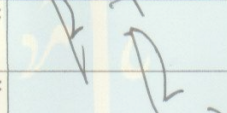
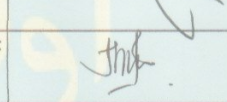
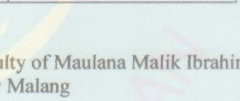
LEGITIMATION SHEET

APPROVAL SHEET

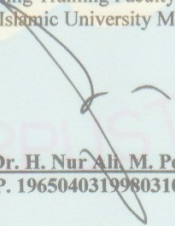
THE DEVELOPMENT OF BOX MEDIA THEME *CITA-CITAKU* TO
DEVELOP FOUR SKILLS OF LANGUAGE INTERVIEW
MATERIAL AT FOURTH GRADE OF MIN MALANG 2

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DEDICATION

I dedicate this my little work to:

- ✓ Allah and Nabi Muhammad SAW.
- ✓ My beloved mother Hj. Inda Rohyani and my father H. Amin has never stop to give me support and pray for me.
- ✓ My beloved brother and sister Kak Azis, Mbak Ul, Mbak Tutik, Bang Ucup, Fira, Alwi and beloved nephew Putra, Rizal and Fatir.
- ✓ Ustadz, Ustadzah, and all my friend in Al Falah boarding house who always give me support and motivation.
- ✓ All of beloved friends in ICP PGMI 2012, PGMI 2012.

MOTTO

Hidup adalah perjuangan, Kebahagiaan harus direngkuh, dengan perjuangan

-Darwis Tere Liye-



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ADVISOR OFFICIAL NOTE

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To,
The Dean of Faculty of Tarbiyah and Teaching Training
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Assalamu'alaikum, wrwb

Having read all the chapters carefully in terms of its contents, language and writing technique, I testify that this following thesis written by:

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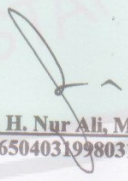
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As her main supervisor, I considered that this thesis is qualified to be proposed in the examination.

Wassalamu'alaikum, wrwb

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CERTIFICATE OF THESIS AUTHORSHIP

I certify that the thesis is originally written by Azkiya Vitakhunnisa' Afiani, student of Islamic Primary Teacher (PGMI) as the requirement for deggre of Education (SPd). This thesis does not incorporate any materials previously written or publish by another person. Except those indicated in questions and bibliography. Due the fact, I am the only person who responsible for the thesis if there is any objection or claim from others.

Malang, January 2017

Azkiya Vitakhunnisa' Afiani

PREFACE

Alhamdulillah Praise Allah SWT writer who has give a mercy, taufiq and guidance, so that writer can finish this thesis with the title “*The Development Of Box Media Theme Cita-Citaku To Develop Four Skills Of Language Interview Material At Fourth Grade Of MIN Malang 2*”.

Prayers and greetings is always devoted to lord the king of the Prophet Muhammad, the family, friends, and followers who have brought the truth of the whole human user *al-Dinnul Islam* we expect his intercession in the world and the hereafter.

The writing and preparation of this is intended to complement the overall learning activities that have been declared by the State University of Maulana Malik Ibrahim Malang as a form of accountability author was a student State University of Maulana Malik Ibrahim Malang and meet one of the requirements to obtain a Bachelor Degree of Education of Islamic Elementary Teachers in UIN Maliki Malang.

The writer are fully aware that the limited capacity and lack of experience, many obstacles and difficulties encountered in the preparation is always the author of this thesis. By finishing this thesis, the writer do not forget to say thanks to all those who provide direction, guidance and guidance in the preparation of this paper, with all humility, say thanks you to:

1. My Parents H. Amin Hadlir and Hj. Inda Rohyani as well as extended family who always give motivation and their love is always shining on my way.

2. Prof Dr. H. Mudjia Rahardjo, M.Si as Rector of State Islamic University of Maulana Malik Ibrahim Malang.
3. Dr. H. Nur Ali, M,Pd, as Dean of Tarbiyah and Teaching Training Faculty, and as a my advisor who has provided direction, and guidance of this thesis.
4. Dr. Muhammad Walid, M.A, as Chairman of Islamic Primary Teacher Program.
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7. Head Master of MIN Malang 2 along with teachers and staff who have provided the opportunity for the writer conduct research at the institute is headed.
8. The entire student class IV C who helped the course of this research program.
9. All those who helped in solving this thesis about morale or materially.

Finally the author expect this thesis may be benefit author and readers.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Malang, January 2017

Azkiya Vitakhunnisa' Afiani

GUIDELINES FOR ARABIC-LATIN transliteration

Arab-Latin transliteration writing in this thesis uses the transliteration guidelines based on a joint decision of the Minister of Education and Culture number. 158 year 1987 and number. 0543/b/U/1987 can be broadly described as follows:

A. Letter

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = h	ط = th	و = w
خ = kh	ظ = zh	ه = h
د = d	ع = ‘	ء = ,
ذ = dz	غ = gh	ي = y
ر = r	ف = f	

B. Vocal

Vocal (a) length = â

Vocal (i) length = î

Vocal (u) length = û

C. Vocal Diphthong

أَوْ = aw

أَيَّ = ay

أُو = û

إَيَّ = î

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ABSTRAK

Afiani, Azkiya Vitakhunnisa'. 2017. *Pengembangan Media Kotak Tema Cita-Citaku Kelas IV Untuk Meningkatkan Empat Keterampilan Bahasa Indonesia (MIN Malang 2)*. Skripsi. Jurusan Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Ilmu Taarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. H. Nur Ali, M.Pd.

Bahasa Indonesia merupakan materi pelajaran yang menekankan pada keterampilan membaca, menulis, menyimak dan berbicara, untuk mengembangkan kemampuan keterampilan berbahasa siswa tentu dibutuhkan maka dibutuhkan stimulus yang dapat menjadikan siswa secara maksimal mengembangkan keterampilan mereka. Salah satu stimulus yang bisa digunakan adalah penggunaan media pembelajaran. Media yang dikembangkan berupa media kotak tema cita-citaku.

Rumusan masalah dari penelitian ini adalah: (1) Bagaimana proses pengembangan media kotak tema cita-citaku kelas IV untuk meningkatkan 4 keterampilan Bahasa (2) Bagaimana efektivitas media kotak tema cita-citaku kelas IV untuk meningkatkan 4 keterampilan bahasa (3) Apakah ada perbedaan kemampuan keterampilan bahasa antara siswa yang menggunakan media kotak dengan siswa yang tidak menggunakan media kotak wawancara.

Penelitian ini menggunakan jenis penelitian *pengembangan Research and Development (R & D)*, dengan menggunakan model *Borg and Gall*. Penelitian ini dilaksanakan di MIN Malang 2 dengan mengambil sampel kelas IV C yang dibagi ke dalam dua kelompok, yakni eksperimen dan kontrol, masing-masing kelompok terdiri dari 15 siswa. Tujuan dari pengembangan media kotak selain menghasilkan produk pengembangan, dengan media ini kemampuan dalam keterampilan bahasa siswa meningkat dan memberikan pengalaman yang berbeda kepada siswa dalam pembelajaran.

Pengembangan media kotak telah melalui proses: tahap studi pendahuluan dengan menganalisis kebutuhan merupakan langkah yang paling penting untuk melakukan pengembangan yaitu mengumpulkan berbagai informasi, baik dari hasil observasi, dan wawancara. Dari analisis yang dilakukan dapat dijadikan langkah awal mengembangkan produk, perumusan masalah dan menentukan tujuan penelitian.

Dari keefektifan, menunjukkan bahwa pengembangan media ini menunjukkan keefektifan. Hal ini dapat dilihat dari proses kegiatan pembelajaran yang dilakukan pada kelompok eksperimen. Pada aspek ketepatan media dengan tujuan pembelajaran dinilai sudah sesuai. Media yang dikembangkan sudah mencakup konsep maupun generalisasi materi wawancara untuk meningkatkan 4 keterampilan bahasa.

Hasil validasi beberapa ahli, meliputi ahli materi, ahli media pembelajaran maupun guru tematik terhadap media kotak wawancara ini pada tema cita-citaku dinilai valid, terbukti dengan persentase rata-rata perolehan hasil validasi oleh ahli materi menunjukkan 80% menyatakan valid, hasil validasi oleh ahli media pembelajaran menunjukkan 90% menyatakan valid, hasil validasi oleh

guru tematik menunjukkan 88,9% menyatakan valid. Dengan perhitungan menggunakan uji t dengan tingkat kemaknaan 0,05 diperoleh hasil $t_{hitung} \geq t_{tabel}$ yaitu $3,41 \geq 2,14$ artinya H_0 ditolak dan H_1 diterima.

Selain itu, media kotak wawancara secara efektif dapat meningkatkan keterampilan berbahasa siswa kelas IV di MIN Malang 2. Hal ini dapat dilihat dari rata-rata (*mean*) kelas kontrol yang lebih kecil dibandingkan kelas eksperimen pada soal posttest yaitu $70,03 < 80,36$, maka dapat dikatakan bahwa media kotak wawancara secara signifikan terdapat perbedaan untuk meningkatkan keterampilan bahasa Indonesia pada tema cita-citaku materi wawancara kelas IV di MIN Malang 2.

Kata Kunci: Pengembangan media, Bahasa Indonesia, 4 keterampilan bahasa.

ABSTRACT

Afiani, Azkiya Vitakhunnisa'. 2017. *The Development of Box Media Theme Cita-Citaku to Develop Four Skills of Language Interview Material at Fourth Grade of MIN Malang 2*. Thesis. Islamic Elementary Teacher Education, Faculty of Tarbiyah and Teacher Training, Maulana Malik Ibrahim State Islamic University of Malang. Advisor: Dr. H. Nur Ali, M.Pd

Indonesian Language is the subjects that emphasizes the skills of reading, writing, listening and speaking, to develop the capacity of language skills students needed stimulus package that can make the maximum by the students to develop their skills language. One of the stimulus packages that can be used media. Media that developed is interview box media theme the ideals.

The formulation of this research is: (1) How the development process of box media theme *cita-citaku* of class IV to increase the four language skills (2) How the effectiveness of box media theme *cita-citaku* of class IV to increase the four language skills (3) There is a difference between the students language skills capabilities that use box media with students who do not use box media.

This research uses a type of *Research and Development (R&D)*, using the model of the *Borg and Gall*. This research conducted at MIN Malang 2 to take samples of grade IV C in an effect similar two groups, namely experiment and control, each group consisting of 15 students. The purpose of the development box media in addition to produce product development, with this media backing ability language skills students increased and provides a different experience to students in learning.

The development of box media has been through the process of: stage of study introduction to needs analyze is the most important step to do the development that is collecting information from both the result of observation and interview. From the analysis that can be an initial step to develop the formulation of product and determine formulation research.

From the effectiveness, shows that the development of this media shows the effectiveness. This can be seen from the process of learning activities conducted in the group experiment. On the aspects of the accuracy media with the appropriate learning goals judged already developed media. Already includes concepts and generalizations interview material to improve the four language skills

The result of the validation from some validator, include experts in the matter, the experts learning media and the teachers thematic on the interview box media is on the theme my ideals considered valid as shown by the percentage of the average earnings validation results by the experts in the matter shows 80% stated valid, the result of the validation by the experts learning media showed 90% stated valid, validation results by teachers thematic shows 88,9% stated valid. With the calculation using the t test with the level of significance of 0.05 obtained the results of consecutive patients t tabel t hitung namely $3.41 \geq 2.14$ means H_0 rejected and H_1 received.

In addition, box media can effectively increase the language skills of grade IV students at MIN Malang 2. This can be seen from the average (*mean*) control class that is smaller than the class of experiments on the question of posttest namely $70,03 < 80,36$, it can be said that the media interview box significantly there are differences to improve Indonesian language skills on the theme the ideals interview material class IV at MIN Malang 2.

Keywords: Media Development, Indonesian Language, Four language skill.



مستخلص البحث

أفياني، أزكياء فيتاح النساء. ٧١٠٢. تطوير وسيلة صندوق المقابلة بموضوع آملّي للفصل الرابع لترقية أربع مهارات اللغة الإندونيسية (المدرسة الابتدائية الإسلامية الثانية مالانج). البحث الجامعي. قسم تربية المعلمين للمدرسة الابتدائية. كلية علوم التربية والتعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: الدكتور نور علي الماجستير.

اللغة الإندونيسية من مادة التي تركز في مهارة القراءة والكتابة والاستماع والكلام. فمن المؤكد من حاجة الدافع لترقية مهارة التلاميذ في اللغة كي يكون ينمون مهاراتهم إلى أعلى درجة. وأحد الدافع هو استخدام الوسائل التعليمية. الوسيلة المطورة هي وسيلة صندوق المقابلة في موضوع آملّي.

أسئلة البحث: (١) كيف عملية تطوير صندوق المقابلة في موضوع آملّي للفصل الرابع لترقية أربع مهارات اللغة؟؛ (٢) كيف فعالية وسيلة صندوق المقابلة في موضوع آملّي للفصل الرابع لترقية أربع مهارات اللغة؟؛ (٣) هل هناك فرق في كفاءة مهارات اللغة بين التلاميذ الذين يستخدمون وسيلة صندوق المقابلة والتلاميذ الذين لا يستخدمون وسيلة صندوق المقابلة؟.

هذا البحث بحث تطوري باستخدام نمط بورغ وغال. يجري البحث في المدرسة الابتدائية الإسلامية الثانية مالانج بأخذ عينة الفصل الرابع-ج المقسم إلى قسمين هما فصل التجربة وفصل الضابط. كل الفرقة تتكون من خمسة عشر تلميذا. أهداف تطوير وسيلة صندوق المقابلة لتوليد الانتاج المطور. هذا الانتاج لترقية كفاءة التلاميذ في مهارات اللغة وإعطاء الخبرات المختلفة للتلاميذ في التعليم.

تطوير وسيلة صندوق المقابلة من خلال عملية البحث الابتدائي بتحليل الحاجة هي أهم عملية للتطوير. تحليل الحاجة يجمع المعلومات إما من نتيجة الملاحظة وإما من

المقابلة. نتيجة تحليل الحاجة تكون العملية الأولى لتطوير الانتاج، ورمز أسئلة البحث وأهداف البحث.

من جهة فعالية الانتاج تشير أن تطوير الوسيلة فعال. هذا بالنظر إلى عملية أنشطة التعليم في الفصل التجربة. من جهة مناسبة الوسيلة بأهداف التعليم مناسبة. الوسيلة المطورة تتضمن النظرية وإجمال مواد المقابلة لترقية أربع مهارات اللغة.

نتيجة تصحيح الخبراء، من خبير المادة وخبير وسيلة التعليم ومدرس الموضوع إلى وسيلة صندوق المقابلة في موضوع آمل صحيح. هذا بالنظر إلى درجة الوسط من خبير المادة ٨٠٪، من خبير وسيلة التعليم ٩٠٪، من مدرس الموضوع ٨٨،٩٪. بحساب باستخدام اختبار-ت بدرجة المعنى ٠،٠٥. فنتيجة ت-حساب-ت-جدول ٣،٤١ ≤ ٢،١٤ بمعنى ه-٠ مردود وه-١ مقبول.

بجانب ذلك، وسيلة صندوق المقابلة فعالة في ترقية مهارة اللغة من التلاميذ الفصل الرابع في المدرسة الابتدائية الإسلامية الحكومية الثانية مالانج. هذا بالنظر إلى درجة الوسط من فصل الضبط أصغر من فصل التجربة في الاختبار البعدي ٧٠،٠٣ > ٨٠،٣٦. فتقول الباحثة أن وسيلة صندوق المقابلة لديها الفرق لترقية مهارات اللغة الإندونيسية في موضوع آمل مادة المقابلة في الفصل الرابع في المدرسة الابتدائية الإسلامية الحكومية الثانية مالانج.

الكلمات الرئيسية: تطوير وسائل إعلام، "اللغة الإندونيسية"، المهارات اللغوية

CHAPTER I

INTRODUCTION

This Chapter will discuss: (a) Background, (b) Statement of Study, (c) Research Objectives, (d) Significance of Study, (f) Scope Limitation of Study, (g) The Limitation of The Study, (h) Definition of The Terms, (i) Originality Research, (j) Systematic Discussion,

A. Background

Indonesian language has a function as a formal language in the educational institution. Indonesian language has an important role in educational purpose. Indonesian language as a formal language is one of the important lessons in Indonesia school. Grade from elementary school, junior high school, senior high school, and college. The teacher observes the development of teaching to improve student's language skills. Muchlisoh dkk, explain that skills of language is language skills consist of two skills, oral skill (speaking and listening) and write skill (reading and writing).¹

The language is basically a skill, whether oral or in writing. All four skills are a benchmark in determining a person's language ability. The teacher has to understand that there are two language skills in oral and writing, as a benchmark in the language proficiency of people.

Indonesian language as one of the important lessons, one journal research by Muslimin, and some people have argued that an Indonesian language lesson is an easy lesson. So they think that an Indonesian language lesson is not important,

¹ Muchlisoh, dkk, *Pendidikan Bahasa Indonesia 3* (Jakarta: Universitas Terbuka, 1993), hlm. 45.

enthusiasm so low to learn and understand about Indonesian language lessons. Learning of Indonesian language lessons still student center.² So, student's and the teacher have not paid attention about Indonesian language lessons.

According to Muslims, the student's interest in Indonesian language still low, there four things caused this condition, namely:

- a. Uniformity the Curriculum already set and composed only one center of sorts. The curriculum has been that apply to the entire territory of Indonesia, including areas that are remote and left behind. Schools and teachers are not given the choice or the possibility to draw up a curriculum in accordance with the potential and richness of its territory are clearly different from other areas. In addition, considering the material very much. Teachers are required to implement the curriculum in accordance with the curriculum and should be completed by the teacher in the learning. These things cause death and sinking of creativity and innovation as well as teachers.
- b. Learning Teacher-Center process that occurs in the classroom in general model of Teacher-Center (centered on the teacher), not the Student Center (centered on the pupil). This learning model is sure to cause a low interaction. Teachers tend to only do knowledge transfer him. In this way, exhausting, boring teacher, students, low-interaction, students just listeners and remained only.

² Muslimin, *Perlunya Inovasi dalam Pembelajaran Bahasa dan Sastra Indonesia*, Jurnal Bahasa, Sastra, dan Budaya, Universitas Negeri Gorontalo. Vol.1 No.1 Mei 2011.

- c. Administrative burden for teachers, teacher preoccupied by its administrative preparations. The administrative burden should be reduced, and then replaced by the task of reading books that support the analytical study. The existence of a portion of a book that turns out to be more influential on the insights of teachers and students. Teachers who have extensive knowledge will give a huge impact for the progress of pupils. He can give referrals and accompaniment for his students to progress and develop. Teachers who do not want to add to his insights can only give small contributions to the progress of the student.
- d. A large class of the students in one class, increasingly ineffective learning activities. The smaller classes, more effective in learning activities. With small classes, teachers can give full attention to the students. Learning methods can be done in a markedly active, interactive and creative. Students can engage in learning.

The previous research by Rizka Amalia, find that the real Indonesia lessons there is problematic:³.

1. Some people decrease understand about Indonesia lesson as a skill that need to develop.
2. The student's motivation in Indonesia lesson still low.
3. The Indonesian language lesson's media were limited for development four skills Indonesia language lessons.

³Rizka Amalia, " *Pengembangan Media Stimulasi Berbasis Kebutuhan dalam Pembelajaran Bahasa Indonesia di Sekolah Dasar*. "skripsi". (Malang: Program Studi Pendidikan Bahasa Indonesia dan Daerah Universitas Negeri Malang, 2012).

With that condition, who some people have low motivation in Indonesia lesson and just some research, discuss about media in the Indonesian language lesson, especially about fourth language skill.

The problems already raised by some earlier research, the problem is the low motivation in learning Indonesian Language. The curriculum prescribed by the Government demanding teacher to deliver learning all the material with a target that is already defined, this makes the material presented by the teacher only as the giving of information to give knowledge. Likewise with the language of Indonesia who is basically that teaches a skill, then received by students are merely as a knowledge.

The purpose of Indonesian language lessons actually is student's have to understand about four skills in Indonesian language lessons. Student's have to be mastered Indonesian language lessons. Surely, the teacher has to develop or metamorphose from the teacher center of the student center. The teacher has to make model and learning media meaningful. The result, students will be master in using Indonesian language, especially in the four skills. The learning process will be meaningful for students when teacher understands and know details about the teach object.

Skills which mean capable, able, in completing tasks. Some people have skill when they have ability and performance after study. To increase their skills, a person has to learn, because skill was not immediately able to skillful. With high motivation to learn, then the skill will be increased. Actually, in Indonesian language lesson, increase with study and practice regularly. Teaching of

Indonesian language lesson also requires media that can support for teaching and learning process. The minister of education and culture Anies Baswedan said that in curriculum 2013 Indonesia lesson has four times every one week. But English lesson only two hours this condition is different with 2006 curriculum. This condition will change teacher's work⁴. With this new condition can give more material and skills to student's. Like Mujani as a teacher Indonesian language lesson in PGMI and MIN Malang 1 say:⁵

“Thematic curriculum in the 2013 curriculum, there is no individual lesson as Indonesian language, mathematics, science. But in report evaluation every lesson have reported”

In the sense the packaging subjects in the curriculum of 2013 that combine the entire lesson in one name called thematic lesson, thinks just a changing name of the lesson. But in fact, in mindset remain subjects that stands on its own. In report assessment of its own subjects. Based on field observation in MIN Malang 2 researchers find that, Language learning Indonesia that pay attention to the four language skills in at once has not been done Because Indonesia language learning curriculum in 2013 as long as it complies with the manual of 2013 from a Government that in the use of teachers and students. With limited hours for the development of language skills Indonesia certainly also is obstacles in maximizing the 4 language skills-based learning.

⁴ Yohannie Linggasari, *Menteri Anies Keluarkan Peraturan Kurikulum 2013*(www.cnnindonesia.com diakses pada tanggal 09 November 2015, pukul 06.18).

⁵ Wawancara dengan Mujani, Dosen PGMI UIN Malang dan Guru Bahasa Indonesia MIN Malang 1, tanggal 16 Oktober 2015.

The learning of Indonesian language on the theme cita-citaku, sub theme aku dan cita-citaku, interview material. In the utterance Bu Darmini lesson that, in the process, in accordance with the instructions on the manual teachers and students k13. Learning is done by observing the existing image in the book students then students create questions, after that practice in interviewing students doing practice interviews with his friend. There has been no example given directly. The teacher just gave an explanation of the steps in conducting interviews.

The expectation in increase hour's lesson of Indonesian language lesson can be utilized by teachers as well. As well as improving student's language skills, and teacher has more variety and invasive in language learning. For example, using media.

The development of science and technology in this era, media of learning has become an urgent requirement, because the complex characteristic of lessons. There are learning objectives that difficult to describe just by explaining from the teacher. The learning process can achieve maximum results with media utilization.

The media utilization in the learning process can evoke spirit and student's interest, give stimulation in learning activities, and even psychological influences brought against student's, give stimulation in learning activities, and even psychological influences brought against student's. The teacher will not be enough and the maximum when teacher's in delivering the material simply by providing information verbally without providing learning experiences directly,

for example by looking at the phenomenon in the vicinity that correspond to the learning material. Learning would be perfect if all the senses are involved in learning, particularly in enhancing the language proficiency.

From the explanation, we can understand together, that the nature of the Indonesian language lesson is not only about science as knowledge, but the Indonesian language lesson is demanding a skills use in communication.

From the problem that exists, researcher as an education student will not silence in looking this condition. A researcher here will try to develop media of learning in Indonesia lesson. This research, especially for student in elementary school, class four theme *Cita-citaku*, about interview material.

This media is box media, box media consist of letter, flashcards, and video. Letter media about job story from interview. The flash card is cleared to give stimulus student's to make a question about the interview. And the last is video, video is the result or example about good interview.

B. Statement of Study

Based on the background, then the outline of the problem about this research is:

1. How the process of developing learning box media on the theme *Cita-citaku* class four to develop language skill about interview material?
2. What the effectiveness of the box media on the theme *Cita-citaku* class four to develop language skill about interview material?

3. Does the student language increase with the use of box media on the theme *Cita-citaku* class four to develop language skill about interview material?

C. Research Objectives

On the basis of the statement of study mentioned, then this research objective is:

1. Describe the process of making a box media on the theme *Cita-citaku* class four to develop language skill about interview material.
2. Describe the effectiveness in the Indonesian language lessons in learning class fourth theme *Cita-citaku* about interview material.
3. Describe the influence of a box media in developing language skills class four theme *Cita-citaku* about interview material.

D. Significance of The Study

With the purpose of this research, the results of this research are expected to:

1. Theoretically, this research objective can give more concepts for student's, knowledge, and experience in the development of the box media on the theme *Cita-citaku* class four to develop language skills on interview material especially in MIN 2 Malang.
2. For school institutions this research objective to provide one of the reverence learning media in the framework of the development of student's language proficiency.

3. For a classroom teacher or teacher in class four, Indonesian language lessons can take advantage of this media in the learning process. In addition, teachers can provide different learning experience to students.
4. The student's motivation can more interested in the Indonesian language lessons, learning by using box media, so that can be better develop language proficiency in the interview material.

E. Development Assumption

This research will product for teacher's and student's about media. The resulting media, media can be used by students and teachers with the following specs:

1. A theme developed was the theme 7 *Cita-citaku* Subtheme *Aku dan Cita-citaku* about interview material on learning one in class IV MI/SD.
2. Design of learning media using simple materials needed, and the character of the student's in class four, so student's would be interested in developing language skills in the interview material.
3. The resulting of learning media is a box media that aims to develop and improve the skills of the student language. This box media consists of text about the result of interview, flash card, and video about interview material.
4. The physical this media is producing that output from research development.
5. Learning media products come with the creation of media instruction. In addition comes assembled lesson plan in one learning activity.

F. Scope Limitation of Study

1. Assumptions

Some assumptions underlying the researcher develop a box media theme *Cita-citaku* class four:

- a. The *box* media, material interview sub themes *aku dan cita-citaku* in the Indonesian language lessons can provide different learning experiences and improve creativity of teacher's and student's.
- b. The learning media make by simple materials needed and easy to get, that materials there are easy to be found and simple so this product has effective and efficient media.
- c. There is no media about *Aku dan cita-citaku*.
- d. This box media can be used for other subject matter.

G. Product Specification

The limitations of development are:

- a. Object Development Limited class four MINMalang 2.
- b. Assessment of the validity of the media study conducted by three experts, one validate, validate material experts, one media expert learning validate, one classroom teacher class four MIN Malang 1.
- c. This Media only limited development of making every effort to speak in Indonesia.
- d. Learning media development, validity Assessment carried out by these developers do with field trials at class IV MIN Malang 2.

H. Research Originality

Research on the instructional media development. Some related research about the research orientation of the above includes:

1. Research Development conducted by Pradini Ratih wardhani. The title is *Pengembangan Media Pembelajaran Berbicara dalam Pembelajaran Bahasa Indonesia Siswa Kelas VII SMPN 1 Kedungwaru Tulungagung*. This research resulted in the product of media-based learning for speaking skill. The product is developed and can implementation of learning in schools. This product has met the terms of eligibility. The difference that the resulting Product is different, that is interactive media. And level in the object of research is the junior level. While the similarity Method of adapting research procedures referenced from Borg and Goll.
2. Research Development conducted by Rizka Amalia, in 2012 with the title *Pengembangan Media Stimulasi Berbasis Keptuhan dalam Pembelajaran Bahasa Indonesia DI Sekolah Dasar*. This research resulted in Indonesian Language learning media about the short stories in class V. The method of this research is research and development, qualitative, descriptive methods using the guidelines of the development model of the Dick and Carey. The difference is a method of research and development, and also the level of grade levels as an object of different studies. In addition the curriculum used differently, KTSP curriculum. The comparison use of media-based learning, the

stimulation of the four language skills, to the needs of students with language proficiency (reading, writing, listening, and speaking), equally produce the learning media.

Table 1.1
Research Originality Table

Profile	Diversification	Similarity	Research Originality
Pradini Ratih wardhani. <i>Pengembangan Media Pembelajaran Berbicara dalam Pembelajaran Bahasa Indonesia Siswa kelas VII SMP N 1 Kedungwaru Tulungagung.</i> 2012. Prodi Pendidikan Bahasa, Sastra Indonesia dan Daerah. Fakultas Sastra. Universitas Negeri Malang.	The resulting product is different, namely in the form of interactive media. And level in the object of research is the junior level	Research methods the research procedures to adapt to the development of the model of development that is referred to the Borg and Goll	The products of development can be implemented for learning in all schools. This product has met the terms of eligibility. The resulting product is an interactive media based on the needs of students in speaking skills
Rizka Amaliah. <i>Pengembangan Media Stimulasi Berbasis Kebutuhan dalam Pembelajaran Bahasa Indonesia di Sekolah Dasar.</i> 2012. Prodi Pendidikan Bahasa, Sastra Indonesia dan Daerah. Fakultas Sastra. Universitas Negeri Malang.	Media form The subject matter Different class hierarchy Method of difference	Develop about skill four language	<ul style="list-style-type: none"> The material presented in the media has gone through the editing phase stimulation in advance by researchers, because it has been published by reliable sources, there is still the possibility of mistakes, both in terms of spelling or content. Presentation of the media stimulation includes binders, Picture command

			<p>cards, and voiced audio is interesting to language learning applied in Indonesia in the base class V</p> <ul style="list-style-type: none"> • Feasibility aspects in terms of the language used in the stimulation of media II are easily understood by students of class V SD/MI because the, language used is simple and has been in accordance with the level of understanding of the ability of students
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Based on previous research showed a research of learning media Indonesian language lessons by using learning media is simple, so it is very supportive and provide reference for researchers to develop.

I. Definition of Terms

- Development : Research has processed to create new things
- Media : The thing utilization to help teach in describing about the material
- Box media : Media development has function to increase four Indonesia language skills

Language skills : Reading, writing, speaking, and listening.

Indonesian language lessons : Compulsory subjects education in Indonesia starting level of primary school up to College.

J. Systematic Writing

The outline of the thesis consists of six chapters with several sub chapters. To get directions about the things that are written, the following systematic writing.

Chapter I, in this chapter will be explained out the background of the problem, the problem formulation, development goals, development benefits, assuming the development, the scope of development, product specifications, operational definitions research, originality, and systematic discussion.

Chapter II, in this chapter will be explained about the theory and the Foundation framework of thinking.

Chapter III, on this chapter will be explained in detail about the research methods, starting from this type of research, model development, procedures development, testing, and research procedures. In the latest trial phases will be explained in detail as well, ranging from the design of the trials, the subject of testing, data types, data collection instruments, and the last one is a technical data analysis.

Chapter IV, this chapter will be explained about the results of the development, which comes with a presentation of trial data, data analysis, and revision of the product.

Chapter V, which is the chapter which will give a description of the revised product review, suggestions of utilization, dissemination, and further product development.

Chapter VI, the last chapter will be described about conclusion the result of development and suggestion.



CHAPTER II

LITERATURE REVIEW

This chapter will be discussed, (a) Previous Research, (b) The Foundation of Theory 1) Indonesian Language Lesson, 2) The Meaning of media, 3) Characteristics of Grade IV SD/MI, 4) Overview Material about The Interview.

A. Previous Research

Some research on the development of media. Some previous research related to the above research is:

Research Development conducted by Rizka Amalia, in 2012 with the title *Pengembangan Media Stimulasi Berbasis Kebutuhan dalam Pembelajaran Bahasa Indonesia di Sekolah Dasar*. This research resulted in Indonesian Language learning media, material short stories in class 4. The method in this research is Research and development, qualitative, descriptive methods using the guidelines of the development model of the Dick and Carey.

The difference is research and development method, and also the level of grade levels as an object of different studies. In addition the curriculum used differently, KTSP curriculum. The similarity of this research is media-based learning, the stimulation of the four language skills, the medium used is made with attention to the needs of students with language proficiency (reading, writing, listening, and speaking), equally produce the learning media.

Development of Research conducted by Pradini Ratih wardhani. The title is *Pengembangan Media Pembelajaran Berbicara dalam Pembelajaran Bahasa*

Indonesia Siswa Kelas VII SMP N 1 Kedungwaru Tulungagung. This research resulted in the product of media-based learning for speaking skills. The products are developed and can be implemented in learning in schools. This product has met the terms of eligibility.

The difference that the resulting product is different, that is interactive media. The object of research is the junior level. While the similarity is a Method of adapting research, research and development procedures referenced from Borg and Goll.

B. Defining Manual Study

1. Characteristic of Indonesian language lesson MI/SD

The study is the communication process, the process of delivering messages from sender to message recipients through channels or certain media.⁶ That communication process must be created and embodied through the delivery of a message, Exchange messages, or information from any teaching to students.

Pembelajaran juga diartikan sebagai sebuah kegiatan yang dilakukan oleh pengajar terhadap peserta didik dalam mengajar atau membimbing peserta didik menuju pendewasaan diri, pendewasaan yang dimaksudkan adalah dalam penyampaian materi tidak hanya menyampaikan materi, akan tetapi lebih pada bagaimana menyampaikan dan mengambil nilai-nilai dari materi yang diajarkan⁷

The sense of the above show that learning is a process where there are teachers who have to teach or guide the learners in conveying a message about it and understand the material.

⁶Hujair AH Sanaky, *Op.cit.*, hlm. 9.

⁷ Muhammad Irham, Novan Ardy Wiyani, *Psikologi Pendidikan* (Yogyakarta: Ar-Ruzz Media, 2014) hlm. 131.

We need to understand together Learning is a process that is individual to get new knowledge and experience to change their behavior practice relative to permanent and interaction of individuals with their learning environment. The process of an activity, where the activity being undertaken to get knowledge, improve skills, improve the behavior, attitude, personality and confirmed.

The learning activities are expected of an individual make changes ourselves as a result of the learning process. Such changes can be demonstrated in a variety of forms, such as changes in knowledge, understanding, attitudes, behaviors, skills, skills, ability, power, reaction and other aspects.

The language learning in MI/SD, focused on the ability to understand and use language as a communication in everyday life. Languages have various functions, among others, is a tool to express one's thoughts and feelings verbally and accept someone's thoughts and feelings. Success or not, about learning, depend on learning methods and strategies used, but understand the character and the level of learning students to optimally.

Indonesian Language is the means of communication used by the people of Indonesia for the everyday needs, such as learning, work together, and interacting. Indonesian Language is the national language and official language of Indonesia. The national language is a language that became standard in the country of Indonesia. As the national language, Indonesia language does not bind the wearer to fit with the basic rules. Indonesian Language is used in a non-official, relaxed and free. On the Association between citizens is at stake is the meaning which is conveyed. User language within the context of the national

language of Indonesia can use freely using ujarannya whether oral or written.

The Value Of Indonesian Language Lessson For SD/MI Students

The Government requires that Indonesian Language lessons became one of compulsory lessons at each level of education, as well as on the level of SD/MI, not another has the following objectives:

- 1) As a tool to develop the ability to communicate with the environment.
- 2) As a tool to develop the intellectual abilities of children.
- 3) As a tool for developing a child's expression.
- 4) As the basis for studying a wide range of knowledge and level of education.⁸

The Indonesian language lesson can access a variety of information and the progress of science. Indonesia language proficiency to communicate orally and writing should really owned and upgraded in learning. Based on this condition, the position of Indonesia language needs special attention, especially for language learners Indonesia. This is mainly for language learners Indonesia early in the mastery of the language rule Indonesia. In addition, Indonesia language as a means of communication, books, papers, correspondence, advertisements, everyday conversation, radio, television, speeches and so on using the language of Indonesia.

⁸Isah Cahyani, *Pembelajaran Bahasa Indonesia* (Jakarta: Direktorat Jenderal Pendidikan Islam Departemen Agama Republik Indonesia, 2013) hlm.42.

a. Indonesian Language Lesson Objectives

Indonesian Language Lesson has the goal of keeping learners have the ability, as has been mentioned by Isah Cahyani in his book, that the Indonesian Language subjects have goals so that learners have the ability as follows:

- 1) Communicate effectively and efficiently in accordance with the applicable ethics, whether oral or written.
- 2) Appreciate and proudly use Indonesia as a language of unity and the State language.
- 3) To understand the language of Indonesia and use them appropriately and creatively for a variety of purposes.
- 4) The Indonesian language used to improve the intellectual as well as emotional and social maturity.
- 5) Enjoy and make use of literary works to expand insight, smooth manners, and to improve the knowledge and language proficiency.
- 6) Appreciate of Indonesia literature as a gift of cultural and intellectual human Indonesia⁹.

The purpose of studying the Indonesian language has been mentioned, the Indonesian language is important not only in the process or teaching and learning activities. However, the goal of language learning at each level of education Indonesia stages as learners prepare for continuing to grow the intellectual ability. Besides the goal of the Indonesian language lesson is one of

⁹Ibid, hlm.40.

the Government's efforts in maintaining Indonesia cultures, to appreciate each work.

b. The Scope of Indonesian Language Lesson Development

Language skills have four aspects listening, speaking, writing and reading. Language skills are helpful in performing communication interaction in the community. Many professions in the life of society that success depends, among others, with the skill level they have.

Four aspects of these skills in the Indonesian language lessons are categorized into two aspects. First, the oral aspect of speaking and listening, and the second aspect, writing and reading. Listening and reading is a skill that is receptive language, speaking and writing skills are productive language.

From the explanation we have a conclusion that the four skills of speaking mutually related to each other, it makes when learning one language skills, and then other language skills will be involved. Be described in the table.

Table 2.2
Indonesian Language Skills Clasification

Characteristic	Orally	Writing
Receptive	Listening	Reading
Productive	Speaking	Writing

1) Reading

Reading as one of the activities to get knowledge and information and receptive nature. Reading is very important to everyone. Reading skills are important in education, because of the learning process, especially in school could hardly be separated from the activities of the reading. The level of ability or

success of someone who successfully in the world of education can be seen from how to read skill a person.

Indonesian language lessons provide for the student's in language proficiency, in the discussion of reading. Need good understanding of reading skill; of course it is not easy to teach how to read with good comprehension. Require diligence and seriousness.

Micro skills related to the process of reading as follows:

- a) Get to know the writing system used
- b) Know your vocabulary
- c) Determine the key words that identifies the topic and main idea
- d) Determine the meanings of words from the context of the written
- e) Know the grammatical word classes, noun, adjective, and so on
- f) Determine the position of the word in a sentence
- g) Know the basic syntax
- h) Reconstruct and deduce the situation, goals, and participants
- i) Using lexical cohesive devices and grammatically in order to draw conclusions and understand the main topic
- j) Distinguish main ideas from detail served

2) Writing

Writing is an activity that almost an integral part of daily human life. Moreover, in the age of social networking and Technology Department, not seen was a child or an adult, every day they perform activities social networking wrote on each. In an article stating that "someone who wants to have fabricated skills

inevitably to be diligent in looking for a good example. In other words he must be diligent in reading ". From the speculation was clear that writing skills can get from reading.

Writing is one of the types of language skills which are productive. Writing can be said to be one of the intricate skills than other types of language skill. Because writing is not merely copied words or sentences. But also develop and poured the mind.

a) Regular writing structure.

The skill of teaching writing is not an easy matter, not enough simply by mastering the grammatical and rhetorical language, but also have to master the elements of a conceptual nature. Below are described the five skills that determine quality in writing:¹⁰

- (1) The language used in the preparation or the sentence is correct and appropriate.
- (2) Mechanical Ability in using spelling and punctuation signs.
- (3) The ability of thinking and developing a creative mindset.
- (4) The ability of putting together sentences and paragraphs and can use the language effectively.
- (5) The ability of the judge or set.

Writing skill is one of the skills that emphasized its construction, along with reading and mathematic. Writing skills in primary school are distinguished top writing skills beginning and advanced writing skills. Writing skills

¹⁰Irsyad, *Pengembangan Keterampilan Menulis* (pendidikanpgsd.blogspot.co.id) diakses pada tanggal 08 Maret 2016 pukul 07.00 PM.

emphasized at the beginning of the activity of writing with plagiarized, thicken, imitate, complete, copy, dictation, complete story poem, and copy. While in advanced writing skills directed at writing to express thoughts, feelings, and information in the form of conversations, instructions, and stories.

3) Listening

Listening skills are the language skills which are very essential for listening skills are the basis for mastering a language. Listen or is paying attention to the fine what said to others, not just listen because between listening carefully (menyimak) and listening (mendengarkan) has a different level of understanding.

Listening is a process of listening activities oral symbols with attentive, understanding, appreciation, and interpretation to obtain information, capture the content, as well as understand the meaning of communication through what has been pronounced in speech or oral.¹¹

The variety of listening, (1) Extensive, comprising; social listening, secondary listening, aesthetic listening, and passive listening. (2) Intensive, consisting of; critical listening, concentration listening, creative listening, eksplorasif listening, and selective listening.¹²

The act of listening, just listening process has been graded. The stages of this greatly affects the results of listening that goal eventually is whether the listener understands what has been delivered. The following are the stages in a listen:

¹¹ Henry Gutur Tarigan, *Menulis Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 2008) hlm. 19.

¹² Ibid, hlm. 35.

- a) The stage of the hearing, learners only hear for first time.
- b) The stage of understanding. After the process of listening to the talks presented the contents of the conversation need to understand or well understood. This stage is called the stage of understanding.
- c) Stage to interpret. The good listener, careful, and meticulous yet satisfied if only to hear and understand the content of the speech of the speaker but there is a desire to construe or interpret the contents of the speech, implied in this stage have already come to the stage of interpreting.
- d) Evaluate is the last stage in the activities of listening. In this stage, the listener respond to the content of the talks after receiving the idea, ideas, and opinions presented by the speakers.

4) Speaking

Speaking skills is a type of oral variety that is produced, as has been explained. Generally speaking can be defined as a delivery mean that good ideas, thoughts, one's heart's content to others with the use of oral language, so that the meaning can be understood by others.

The process starts speaking skills since childhood. When humans learn from hearing or listening, then talking fit what he heard, followed by learning to read and write. Speak for it is an aspect which is very supportive in the communication process like, orally with learning to speak then learn to communicate.

Then, humans can communicate with language and speak so intent that wants to be delivered in his speech. This stage will continue with the talks to

convey an idea or a notion to listeners in public. In this stage there are some people who experience barriers. The biggest reason is because of this condition lack confidence which resulted in stage fright.

2. The Means of Media

The teacher is no one source of learning, the teacher as a student facilitator, and there is another communication or interaction student's with another real source. As long as teacher bring the real media to student's. The teacher needs another source to describe about material, to give a different experience for student's.

Ahmad Rohani in his book describe about McLuhan argument, the media is channeled, because the media have extended about people skills to give experience, to listen, to see in special time. With media there is no limitation¹³. This condition tells us about use media in delivery message, it can provide more capabilities to the message recipient and all sense will be aroused, so what difficult to explain will can be received in detail.

Still in Ahmad Rohani book Brigg say that the media is all of physical tool can provide message to give stimulation for students¹⁴. That means if media will be used by adapting the learning objectives.

The teacher has attention about media utilization, the teacher must be creative to make media in the learning process. That anything around us is media to help teacher in delivering subject matter. Gagne in Arief Sadiman, dkk book

¹³ Ahmad Rohani, *Media Instruksional Edukati f* (Jakarta: PT Rineka Cipta, 1997), hlm.

2.

¹⁴ Ibid., hlm. 2.

explains that the media is component of student's stimulation in the student's environment.

Media is a mediator which can be used to deliver knowledge in the process of learning to heighten the effective, efficient and in achieving the teaching objectives. Another sense mentioned that learning media is a tool, methods and techniques used in communication.¹⁵

Meanwhile, Robert Heinich, dkk in Musfiquon book defining media is a channel linking information between source and recipient information. In this sense the media interpreted as a communication facility that can clarify the meaning between the Communicator and comunican.¹⁶

Gerlach and Ely in Arsyad book says that the media when understood generally are human, material, or events that build conditions that make students to acquire the knowledge, attitudes, or skills. In this sense, textbooks, teachers and the school environment is the media. In a more specific sense in the teaching and learning process is likely to be interpreted as graphics, photographs, or capture, process, and rearranges visual or verbal information.¹⁷

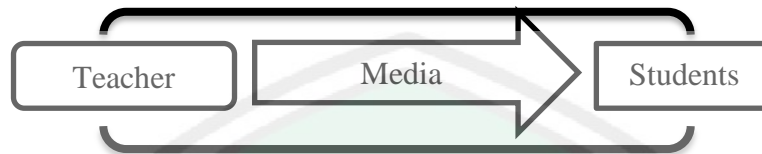
According to Daryanto, in the learning process, the media have a function as a carrier of information sources (teacher) to recipients (students). While the method is a procedure for helping students in receiving and processing

¹⁵Hujair AH. Sanaky, *Media Pembelajaran* (Yogyakarta: SafiriaInsania Press, 2009), hlm. 4.

¹⁶Musfiquon, *Pengembangan Media dan Sumber Pembelajaran*, (Jakarta: PT.Prestasi,2012),hlm.26

¹⁷ Azhar Arsyad, *Media Pembelajaran* (Jakarta: Rajawali Press, 2011), hlm. 3.

information in order to achieve learning objectives. The function of the media in the process of learning is shown in the following scheme:¹⁸



From some of the opinions that have been described can take conclusion that the media source is a component of learning, learning or physical means of containing instructional materials in environment of students who can stimulate students to learn. In terms of the learning media is a tool for conveying messages in learning materials.

b. Characteristic of Good Media

A good media is media that have criteria below:¹⁹

1) The purpose of teaching is clearly

The media has selected on the basis of predetermined objectives, contain elements of comprehension, application, and analysis.

2) There are learning materials

Material or subject matter is a facts, principles, concepts, and are generally in direct need of media in order to understand.

3) The ease of acquiring media

The required media are easily obtained, in another sense, the media needed easy to make by the teacher with the cost of a cheap, simple, practical and efficient.

¹⁸ Daryanto, *Media Pembelajaran* (Yogyakarta: Bintang Press, 2013), hlm.8.

¹⁹ Nana Sudjana, Ahmad Rivai. *Media Pengajaran*. (Bandung: SinarBaru. 1990).Hlm. 4-5.

4) Teacher Skills in using media

Teacher's should be able to use the media in the process of teaching. The learning media will not mean anything if teachers are not able to use the media in the learning process.

5) There is a time for using media

Media can be helpful in the learning process and the learning goals of the carried.

6) According to the extent of thinking students

The purpose of this media is students more understand about their material.

The teacher should be attention to choose the learning media, and having consideration in choosing media, attention about material, learning materials, purpose, the character of learners and the method is to be seen detail in order for the media being used efficiently and effectively.

c. Classifications of media

The terms of technological development by Seels and Glasgow in Mohammad Rohman and Sofan Amri book, that learning media are grouped into two categories, modern media and traditional media.²⁰

Media that belongs to the traditional media such as:

- 1) The visual silence projected (opaque projection, overhead projection, slides, and filmstrips).

²⁰ Muhammad Roman, Sofan Amri, *op.cit.*, hlm. 169.

- 2) The visual not projected (pictures, posters, photographs, charts, graphs, diagrams).
- 3) The multimedia presentation (tape, multi-image).
- 4) The Visual dynamic projected (film, TV, video).
- 5) The cast (book , text modules, hard-wired, magazines, sheet off).
- 6) Games (puzzles, simulations, board games).
- 7) Reality (map, dolls).

The traditional media is easy in making media and easy to using media, media can be used in large class, although sometimes still has many limitations.

The Modern media such as:

- a) Telecommunications-based media (teleconferences, online study).
- b) Microprocessor-based media (computer, intelligent tutor system, interaction, hypermedia, compact disk)²¹.

Modern media need more teacher's ability in utilizing technology. So, if the teacher has not able to follow the development of technology will be missed and difficult to develop media.

Some argument about media classification, Santoso S. Hamijaya in Ahmad Rohani book describes about media classification appropriate of utilization, media consist of:²²

- 1) Media and technology with common appropriate.

Like television, radio and film.

- 2) Media and technology with individual appropriate.

²¹Ibid hlm. 170.

²² Ahmad rohani, op.cit., 11-12.

Like class, laboratory, instructive tool (lesson book have primary, instructional machine), and instructions box who has text book, filmstrip, tape recorder, pictures, and practice material.

3) Conventional media and technology.

That means every teacher is an important role in learning process.

4) Modern media and technology

Automatic class, multi projection system, intercommunication system.

5) Television, film and radio

d. The purposes of media learning

The teacher in the learning process has to learning objectives, as a starting in making communication with learners. Therefore the instructional design noteworthy elements can support the communication process as well as a clear goal. The teacher has to know about the purpose of the selection components. One of the component is choosing media.

The purposes of the using media in learning are:

- 1) To clarify the learning materials when teachers deliver lessons.
- 2) The medias have stimulation and source for students to think.
- 3) Media contains materials which have to be learned either individual and groups, so teachers will be assisted in the activities of the lesson.

The media can facilitate in the learning process, so learning process became efficient and effective and can be maximized. Learning media will be able to keep the relevance between the subject matter and the aim of learning that has been desired, so the student's can more concentration, and enjoy with their studies.

e. The benefits for using media

The use of media in learning will arouse new interest and motivation. Evoke student's motivation and stimulation in a learning activity. The psychological impact on the student's. The purpose of using media in learning is to facilitate interaction between teacher and student's, and specifically bellow:

- 1) The student's can be interested in their learning process and have more motivation to study.
- 2) Teaching materials more instructive, so the student's understanding more about material, as well as the student's know about the teaching goal well.
- 3) The varied learning methods, not only verbal communication the student's do not feel bored.
- 4) The learning process can be the student center, the students look for their knowledge through experiences.

Will be discussed the benefits of the learning media as follows:

a) The benefits for teacher's:

- (1) Giving guidelines to reach learning objectives
- (2) Explain the good structure and sequence of instruction
- (3) Provide good and systematic teaching.
- (4) Facilitate the control of teacher's towards the subject matter.
- (5) The teacher's feel more confident.
- (6) The teacher's have to improve the quality of teaching.

b) The benefits for learners:

- (1) Increase the learning motivation of student's.

- (2) Provide and improve learning variation.
- (3) Provide the structure of the subject matter and make it easier for a student's learning.
- (4) Stimulate student's thinking and analysis.
- (5) To create learning conditions and learning situations without pressure.
- (6) The student's understands the subject matter systematically which presented by teacher through the media of instruction.

f. The models of learning media Development

Development of learning is a series of processes, and activities conducted to generate a learning device based on existing development theories. The development design of learning there are some model:

1) ASSURE Model

ASSURE model is one of the models that is oriented in a class for the learning process, by regarding the steps in the ASSURE model. The steps consist of:²³

a) Analyze Learners

Firstly, the teacher have to analyze about students characteristic and necessity Surely it is not easy to analyze one by one from the students, but to be aware of and to simplify our analysis based on general characteristics, the initial skills and learning style.

b) States objectives

²³Ibid. hlm. 208.

The learning objectives to determine stages of the making media is either based on a book or curriculum. In stating the objectives should be focused on the knowledge, skills, and attitudes that are new to learn.

c) Select methods, media, and materials

This means is the determination of the appropriate method with a learning task, process by selecting the appropriate media to implement the media selected, and the final step is to select and design a media that has been determined.

d) Utilize media and materials

There are five steps to use a good media: to preview material, provide material, students, learning experiences.

e) Require learner participation

Before students are assessed formally, students need to be involved in learning activities.

f) Evaluate and revise

The evaluation was conducted to look at the influence of learning after holding development, from the achievement of learning results, methods, and the quality of the media.

This planning model can be used to assist in planning, identifying, defining objectives, selecting methods, materials, and evaluation. This model can be used as a reference for teachers with a systematic and integrate technology and media, so that learning becomes more meaningful and effective.

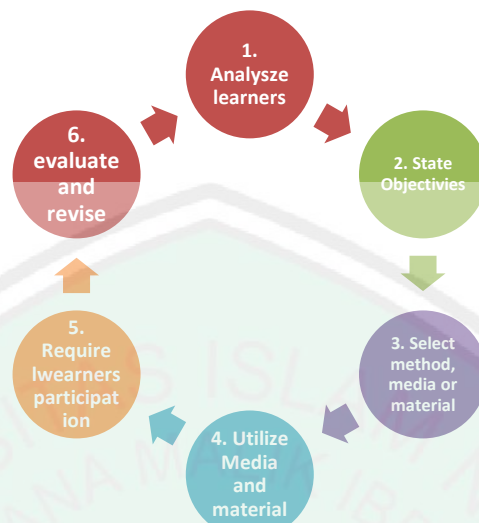


Figure 2. 1. ASSURE Model

2) ADDIE Model

ADDIE model (Analysis-Design-Develop-Implement-Evaluate), is a model developed in the 1990s by Reiser and Mollenda. The steps of this model consist of:²⁴

a) Analysis

The process to explain what will be learned by students, requirements analysis and task analysis. So the resulting characteristics or profiles of students, the identification of gaps, needs identification, and the detail of task analysis.

b) Design

Create a draft, there is a step. First, formulate learning objectives SMART (Specific, Measurable, Applicable, and Realistic). Second, make the test accordance with the purposes of learning. Third, determine the appropriate learning strategies.

c) Development

²⁴Ibid. hlm. 210.

The process of manifests design becomes a reality; it means the creation of media that is intended. In the stages of development there are important steps that should be done, testing before being implemented.

d) Implementation

This step has evolved to install or packaged in such a way in accordance with the role and purpose in order to be able to be implemented.

e) Evaluation

The process of seeing what we develop is in compliance with the objectives or not. ADDIE model is one of the development models that is effective and efficient, and in stages the interactive nature. That is, any final evaluation results at each stage of the product are the beginning of the next stage. A step that uses simple and easy to be understood, so that will make it easy for a teacher develop.



Figure 2 .2. ADDIE Model

3) Dick and Carey Model

This development model has similarities with the Kemp model, there are several components passed in the development process and planning. As for the steps as follows:

a) Identity of instructional goals

Determine what a desired based on the particular curriculum, or of need assessment, and may also be based on the existing practices.

b) Conducting a Goal analysis

Identify the purpose of the lesson, so it would seem the type of learning required.

c) Identify behaviors

Identification of skills that students already have when beginning to follow the lesson, it also identifies the characteristics of the students.

d) Write performance objectives

Formulate about after completing the student learning.

e) Developing criterion-Referenced test item

The development of the assessment done for the grains to know students' ability as predicted in the goal.

f) Develop instructional strategy

The step to reach the final destination. The strategies include activities intended preinstruksional, delivery information, practice.

g) Develop and select instructional materials

The stages that produce teaching that include instructions for students, learning materials, tests and teacher's Guide.

h) Designing and implementing formative evaluation

Collecting data for identification.

i) Writing device

Write down the required device from the stages that have already passed.

j) Revision

Repeat from every step of development for resume to be identified and analyzed the difficulties experienced by students in achieving the learning objectives. And also the input from the validate.

Dick and Carey have 10 stages in its development. Each stage can be seen with a clear purpose and goal. So for starters, developers can use this model to learn start basic model development. It should be noted that this model is very systematic, continuous between phases with phase one another.

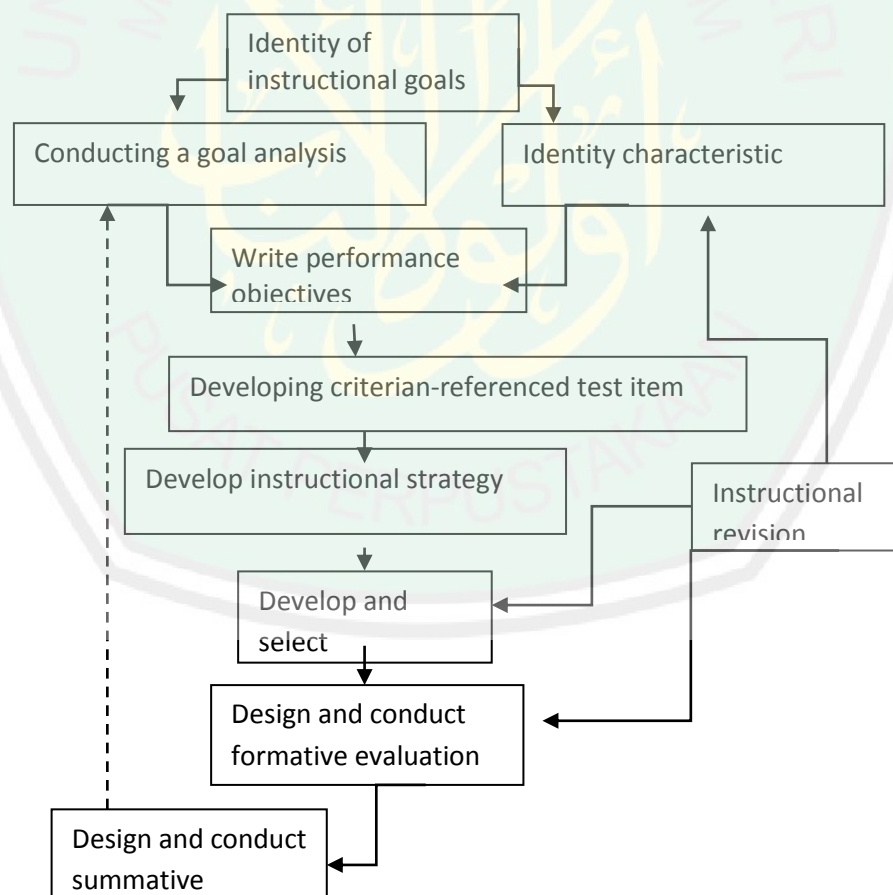


Figure 2.3 Dick and Carey Model

5) Borg and Gall Model

Educational research and development is a process used to develop and validate educational product. The steps of this process are usually referred to as the R and D cycle, Borg and Gall Model which consist of:

a) Research and information collecting

This step includes the measurement needs, study literature, research on a small scale, and considerations in terms of value.

b) Planning

A research plan includes the ability, goals, to achieve the formulation, design, research steps, and testing.

c) Develop a preliminary form of product

The development of learning materials, and evaluation instruments.

d) Preliminary field testing

The real test at 1 to 3 schools, with 6 to 12 teachers. Submarine trials surely carried out observations, interviews and circulation question.

e) Main product revision

Repairing or perfecting trial results

f) Main field testing

Perform a wider trial in 5 to 15 schools with 30 to 100 test subjects.

g) Operational product revision

Perfecting the product result field.

h) Operational field testing

Held on 10 to 30 schools with 40 to 200 subjects. Testing conducted interview, observation, and analysis of results.

i) The Final product revision

Refinement based input from test implementation field.

j) Dissemination and implementation

The steps described in the model development of Borg and Gall could be followed by a systematic, and properly so that the results are developed can be accounted for. But do not close the possibility that developers can customize the stages the steps according to your needs.

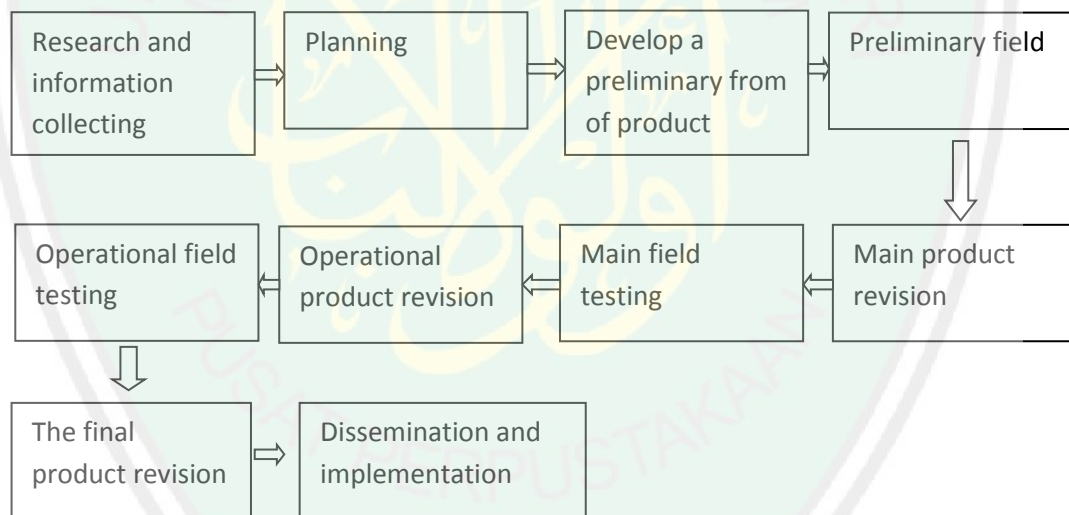


Figure 2.4 Borg and Gall Model

3. The Characteristic of Grade IV MI/SD

Characteristics of the student's are whole behavior and the ability of the student's as a result of his carriage and social environment that determines of activities in reaching his goal. There are three characteristics of the student's are:

- 1) Characteristics or condition with regard to capabilities, such as intellectual ability, the ability to think, say things that are associated with psychomotor and others.
- 2) Characteristics related to the background and social status.
- 3) Characteristics regarding personality differences such as attitudes, feelings, interests, etc.

Elementary school age children generally aged 6-12 years old, in the science of psychology of development time into childhood. When entering secondary school, children acquire new skills that make them capable of learning to read and write. This includes proficiency is talking about something that can be physically visible.

The language development primary school learners are in phase semantics, i.e., children can distinguish words as the symbols and concepts contained in the word. Based on the foregoing, the characteristics of the older SD/MI at the beginning, among others:

- a. Existence of correlative high between the State of health of physical growth of school achievement.
- b. The existence of attitudes that tend to adhere to the rules of the game.
- c. The existence of a tendency of praising yourself.
- d. Love proclaimed himself with others, if the benefit to belittle other children.
- e. If not solve a problem, then the problem that he is not important.

- f. This time especially at the age of 6 – 8 years child wants good value without considering whether it is indeed his achievements deserved rated good or not.

As for the characteristics of the children at the MI/SD advanced classes are:

- a. The existence of practical daily life interest in concrete. This led to a tendency to compare jobs that are practical.
- b. Very realistic, curious, and want to learn.
- c. Towards the end of this period there has been interest in things and specialized subjects, which by experts who follow the theory of factor is interpreted as the beginning of prominent factors – factors.
- d. Until roughly age 11 years, children need a teacher or other adults to complete its work and fulfill his wish, after passing the age 11 in general children facing his duties with free and attempted to resolve themselves.
- e. The child looks at the value or numeric ratings as the right size on the achievements of the school.
- f. Children in this period were fond of forming groups of peers, usually to be able to play together. In this game are usually the children are no longer tied to traditional rules of the game, they make their own rules.

4. Interview

The interview is happening between people looking for information (the interviewer) and people who give information (resource person) for the purpose of collecting data or obtain information.²⁵

The interview is a process that requires constant adjustment and interpretation. The interview is one of the ways to find the facts by remembering and reconstructing an event, citing the opinion and the opinion of the resource person. An interview basically aims to unearth the facts, reason, and opinions over an event, whether it's been, are being, or will be in progress. In radio journalism, every activity of the interview has a specific purpose, in accordance with the format of the program will be broadcast.

There are a variety of types of interviews, as for the types of interview are:

a. Interview free

The interview is an interview question order is not determined in advance and the speakers depends on the atmosphere of the interview.

b. Guided Interview

Guided interview is interviews using questions prepared in advance.

c. Individual Interviews

Individual interviews are interviews conducted with respondents.

d. Group Interview

The group interview is an interview conducted against a group of people at the same time.

²⁵ Joko Utoro dan Tim Guru, 245

e. Conference Interview

Conference interview is an interview between a respondent with a number of interviewers or vice versa.

f. Open Interview

Open interview is an interview that no tributes answer.

g. Interview covered

The interview covered is the interview based on the limited question answer.



CHAPTER III

METHOD

This chapter will be discussed, (a) Research Approach, (b) Data Source, (c) Instrument, (d) Analysis.

A. Research Approach

This research uses Research and Development Methods. A method of research and development is a new product or refine existing products, which can be accounted.²⁶ In other words, the methods of research and development is done deliberately, systematically aims to formulate, refine, develop, produce, test the effectiveness of products, models, methods, services, procedures, in particular that is superior, new, effective, efficient, productive and meaningful. The development model in this research is the Borg and Gall model. This study developed a media box to improve the skills of Indonesian Language necessary preparation, and planning that will be examined.

The design of the development model of design, research and development (R&D), which was adopted in Sukmadinata by the researchers in developing its there are 6 steps of development, among them: (1) research and collect information, (2) The planning, (3) The product development (4) validation product, (5) The initial field test (6) Product trials

The selection model of Borg and Gall was selected by the researcher because model of the development considerations systematically, with the

²⁶ Nana Syaodih Sukamadinata, *op.cit*, hlm. 164.

preparatory steps are thorough. So the researchers adopted measures development, such as in the following figure.

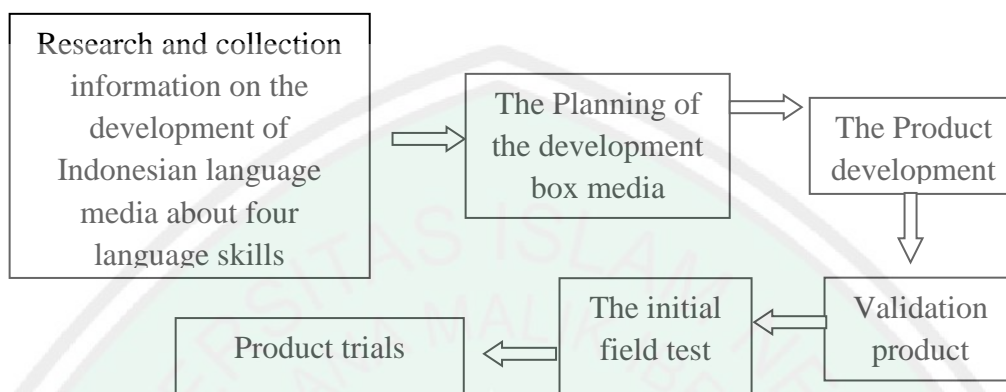


Figure 3. 1 Borg and Gall model

As for media development research is just arriving on the stage production, namely the media box to increase the 4 language skills matter interview my aspiration, in theme pack with a simple and makes learning centered on students.

Media box 4 language skills are developed using several stages of development include research and collection information, the planning, the product development, validation product, the revision of the product, test the initial field, the revision of the second product, field test, the revision of the final product, dissemination and implementation.

As for the explanation of the stages of development will be presented as follows:

1. Collection information and research.

Research and collection of information, including literature review, observation or observation class, and the preparation of the initial report.

The study of librarianship is a study to learn the concepts or theories regarding product or model will be developed. In this stage focused on reviewing the concepts and theories of learning media in Indonesia, especially in the four language skills capacity. In addition, in this stage also reviewed the development of characteristics of children age MI/SD class IV, which focuses on the ability to communicate using the four language skills. Study on the characteristics of language learning and language learning model Indonesia Indonesia. In addition, it is examining the results of earlier research relating to language learning and the development of Indonesia's four language skills.

Observation is activities to collect data with regard to planning and implementation of Indonesian language lesson MI/SD, especially with the development of the ability four skills language skills.

2. Research Planning

The Step of Planning Research

After executing the next step is a preliminary study of the planned research. The planning includes formulating the problem, research objectives, hypothesis, choosing an approach, as well as determining the data source. As for the planning phase are as follows:

1) Statement of study

After preliminary studies done on the matter investigated, then the next step is to formulate the problem. The formulation of this problem serves to direct the flow of research so that more focused and centered. As for the formulation of the problem examined in this study are:

- a) How the process of developing learning box media on the theme *Cita-citaku* class four to develop language skill about interview material?
- b) What the effectiveness of the box media on the theme *Cita-citaku* class four to develop language skill about interview material?
- c) Do the student language increases with the use of box media on the theme *Cita-citaku* class four to develop language skill about interview material?

2) Research Objectives

Research objectives one of the key components in addition to the formulation of the problem. The purpose of the research also serves to let the Groove more research focused and centered. Part in research objectives can be outlined as follows:

- a) Describe a product box medium on the theme *Cita-citaku* class four to develop language skill about interview material.
- b) Describe the effectiveness of Indonesian language lessons in learning class fourth themes *Cita-citaku* about interview material.
- c) Explain the influence of a box media in developing language skills, interview material class four theme *Cita-citaku*.

3) Data Source

The data source can be obtained by investigators determine the source of the data or the subject of the research. In the research the subject of the research data is grade 4C MIN Malang 2.

3. The Step of Product Development

As for media development steps box 4 language skills matter interview themes my aspiration class 4 MI, among them:

Determine product design, media 4 language skills would be developed. The benefits of the design can facilitate students in providing experience directly to maximize the 4 language skills. Therefore the author designed the media as attractive as possible so that students easily understand it.

4. The Validation Product

Test experts to strengthen and review its early products as well as provide input improvement of media experts, expert on the contents of the fields of study and expert instructional design.

This stage of testing is done in this development is the stage of consultation to some experts, phase response and assessment, and individual trials. Each stage is described as follows:

The validity of these products performed for testing products with the aim of encouraging and review its initial products, and input from experts, media, content, linguist, and expert instructional design, and validates practitioners. Validation experts will fish by competent professors in their fields. And validation will be performed by 2 practitioner's master classes IV MIN Malang 2. Validity of the test consists of two phases, namely the consultation stage to some experts, the phase response, assessment, and trial of individuals.

a. Expert consultation

- 1) Experts who have been appointed will provide input towards the media learning developer
- 2) Researchers conducting the data analysis of the results of consultations with experts, input given by the experts
- 3) Researchers make improvements against the media learning developed.

b. Phase response and assessment

- 1) Practitioners will give feedback and learning media assessment of developed
- 2) Researchers performing analyses response and assessment provided by practitioners
- 3) Researchers perform repairs of learning media assessment and responses developed.

Scoring guidelines in validation using a scale of 5, with regard to the scoring criteria used in this study are as follows:

Table 3. 1
Scoring Guidelines Validation

Your Score				
1	2	3	4	5
Very not right	Less right	Not exactly the	Quite right	Very good

After data questionnaires is converted into the data in the form of the value based on the table on the next step is to determine the average score of the students. The average statement score questionnaires with Likert scale, yes: ²⁷

$$\text{nilai prosentase} = \frac{\sum \text{total jawaban}}{\sum \text{skor ideal}} \times 100\%$$

The ideal score is determined by the formula as follows:

²⁷ Sugiyono, Metode Penelitian Kuantitatif, Kualitatif, dan R&D, (Bandung: Alfabeta, 2011), hlm. 137

The ideal score Σ = the highest score x number of respondents x number of items

The results presentation, then interpreted based on the scale of the category of ability as follows:²⁸

Table 3. 2
The Average Answer Score Questionnaires

Category	The value of percent
Very Less	$S \leq 20$
Less	$21 \leq S \leq 40$
Enough	$41 \leq S \leq 60$
Good	$61 \leq S \leq 80$
Very Good	$81 \leq S \leq 100$

5. The Initial Field Test

A product of the results already in the revision, then tested by the group in a small scale. In trials conducted in the development of interview box media in Indonesia to enhance language learning 4 language skills this Indonesia, trials conducted against 6 grade 4 MIN Malang 2 randomly selected. Quantitative data the results of the study were collected and analyzed in accordance with the special purpose that you want to achieve.

6. Product Trials

Design test conducted using experimental designs, descriptive. The design allows the development of descriptive data to obtain quantitative and qualitative data which is very beneficial in the refinement of product development. Furthermore the trial design can generally be described in Table as follows:

²⁸ Ibid, 137

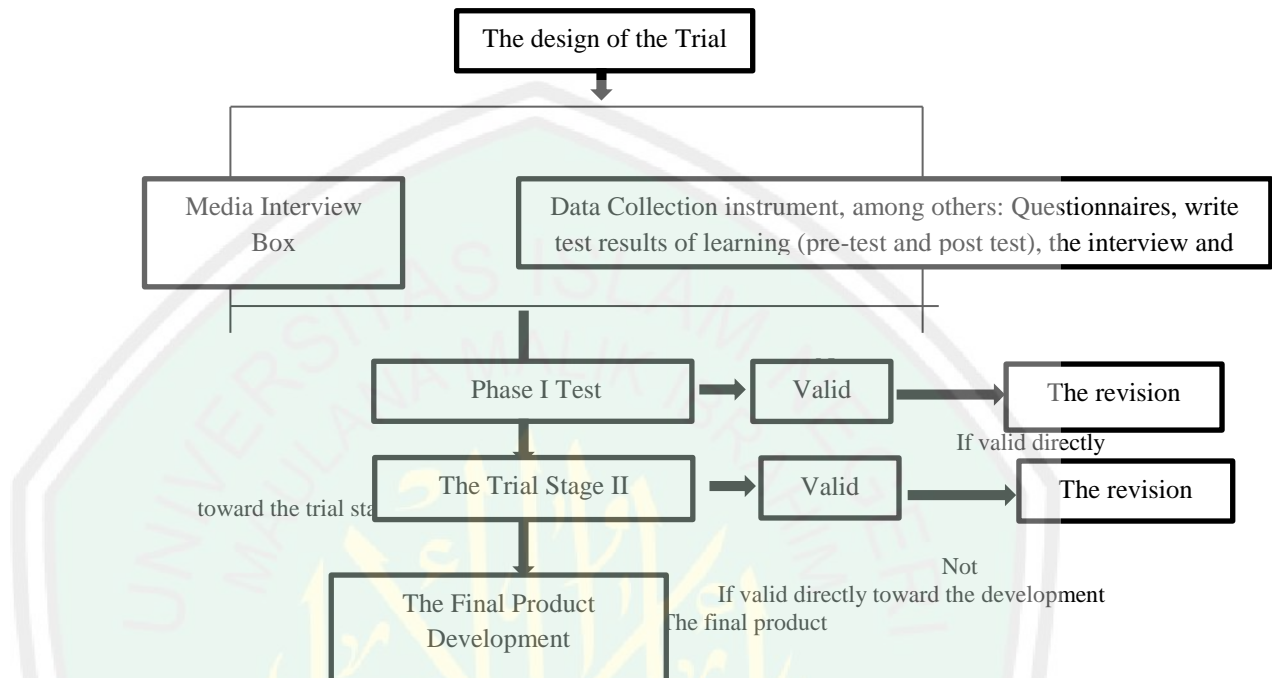


Figure 3. The Trial Design Product Development

Testing conducted by the experimental control group, i.e. the first group that will use media that was developed was called the Group of experiments, while the group still uses the old teaching methods (conventional) is called the control group. The subject in the classroom experiment used the techniques the taking of samples with a Purposive Sampling, namely the taking of a sample from a population of members is done based on certain criteria in the population.

B. Data Source

Data is defined as information or materials that can be relied upon real studies (analysis and conclusion). The type of data collected is adjusted with the required information about the product being developed and learning objectives to be accomplished. The data used as the basis to determine the effectiveness, the

attractiveness of the resulting product. The type of data in the development of these props is quantitative and qualitative data.

1. Quantitative data

Quantitative data obtained from the assessment given by the subject matter expert testing, learning and media expert teachers to study Indonesian Language against the media box for 4 language skills and the subject field trials against media developed in accordance with the judgment given.

2. Qualitative data

Qualitative data obtained at one of the test subject expert matter, media expert learning and study Indonesian Language teachers in the form of feedback, comments, and suggestions to the development of the media.

C. Instrument

a. Questioner

The data analysis techniques in this development are all feedback, comments, and suggestions of evaluators. Sure, being undertaken in the collection of data by using the new instruments, among others:

- a. Determine the indicators of the questions will be listed on the instrument now.
- b. Develop indicators in question from an instrument in the form of a question.
- c. Categorize instrument now using several criteria, including:

- 1) An instrument now used to validate product media, instruments now used to find out the opinions of the students related attractive and clarity media products on the theme of energy changes always downsize energy.
- 2) Gives the instrument the now to some experts includes expert content, media experts, teachers of subjects Indonesian Language grade IV, and students. The result of the instrument now then is analyzed via calculation of the average percentage score on each answer to each question in the question form.

b. Observation

Observations included one data collection instruments used in this training. Observation and study of the activities carried out during the research activities taking place. Observations during the research progress made as consideration in determining the effective product development. As for the stages performed on observation activities, among others:

- 1) Observable activities are done on learning activities. This is because researchers want to find out how learning activities teach Indonesian Language subjects in MIN Malang 2.
- 2) Observable activities are conducted to find out the availability of the facilities and infrastructure that supports the learning activities of the Indonesian Language subjects in MIN Malang 2.

The results of the observation were made of materials evaluation and material input from researchers to perfect the product development.

c. Interview

The interviews were conducted to obtain research data that are not recorded on either the question form data as well as on the observations.

Measures of the activities of the interview are as follows:

- 1) Made the interview guidelines
- 2) Determine the subject in interviews, such as class IV and several students from the class of experiments and related learning activity control class which takes place as well as the use of the media props change in energy frugality always on the theme of energy.

Interview with master class IV obtained related information on the use of material media interviews. In addition, the media are also developed in a simple, so that learners can provide maximum learning result.

D. Analysis

The technique of data analysis is a process of processing and interpreting data with the function to have a meaning and the meaning of which is clearly in accordance with the purpose of research.²⁹

Data analysis done by grouping and categorizing data in the aspects of the specified. Clustering results are connected with other data to get a truth.³⁰

After grouping and categorization of the data in this research in the form of the questions from the control group and the group experiment either

²⁹ Wina Sanjaya, *Penelitian Tindakan Kelas* (Jakarta: Kencana Prenada Media Group, 2009), hlm. 106

³⁰ Iskandar, *Penelitian Tindakan Kelas* (Jakarta, Musicality Persada Press, 2009), hlm. 108

as *pretest* and *posttest* analyzed through t test. Now test formula of t not pairs as follows:³¹

$$Thitung = \frac{(\bar{X}_1 - \bar{X}_2) - (\mu_1 - \mu_2)}{\sqrt{\frac{s_{gab}^2}{n_1} + \frac{s_{gab}^2}{n_2}}}$$

Description:

S² gab : various combination

\bar{X}_1 : The average value of the control class

\bar{X}_2 : The average value of the class experiment

N₁ : The number of students and the control group

N₂ : The number of students in grade experiment

μ_1 : The average value of the population control classes

μ_2 : The average value of the population class experiment

Data analysis using the Test T will get thitung and ttabel, with $\alpha = 0.05$ means equal confidence in 100 samples there are 5 error. After the analysis and known calculation results, then the next step is to compare the values between thitung with ttabel.

While to determine the level of validity media development results used analysis techniques using analysis formula is as follows:³²

$$P = \frac{\sum Xi}{\sum X} \times 100\%$$

Description:

P = Percentage

$\sum Xi$ = The Number of total score obtained from the validator

³¹ Suntoyo Yitnosumarto, *Dasar-dasar Statistika* (Jakarta: PT King Grafindo Persada, 1990), hlm. 313.

³² Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2003), hlm. 313

$\sum X$ = The Number of ideal score

But previously qualitative data that has been collected analyzed through three stages:³³

1. The Data Reduction

The data reduction, means summarizes the data obtained; choose the things that subject, focus important search for the theme and pattern. Thus the data that has been reduced will give a more clearly.

2. The Display Data

The presentation of data is done in the form of a short explanation of the chart and the relationship between the categories.

3. The drawing conclusion/verification

This is the third step is the withdrawal of the conclusion and verification of data that has been collected and reduced. While the data analysis for the quantitative data obtained through questionnaires using Likert scale in the form of multiple choice, then mingled with the way made percentage with equation analysis as follows:³⁴

$$P = \frac{\sum X_i}{\sum X} \times 100\%$$

Description:

P = Percentage

$\sum X_i$ = The Number of total score obtained from the validator

$\sum X$ = The Number of ideal score

³³ Sugiyono, *op. cit.* P. 835). 246-253

³⁴ Arikunto, *Op. Cit.*, hlm. 313

While the basis and guidelines to determine the level of validation and the basis of the basis for decision to revise the teaching aids use criteria assessment qualification as follows:³⁵

Table 3. 3
The Feasibility Qualification based on The Percentage of The Average

The percentage of (%) validity Level	The level of Kevalidan
80-100	Valid / not revised
60-79	Valid enough / not revised
40-59	Less valid / revision of some
0-39	Not valid / revised

Based on the above criteria, media stated valid/not revised if they meet the criteria for a score of all elements of the 80 there in questionnaires validation assessment include media experts, experts matter, class teachers and students in class IV. In this development, teaching aids that made must meet the criteria of valid. Therefore, need to be done when the revision is still not meet the criteria of valid and not the revision.

Assessment of the test results of the study (*pretest* and *posttest*) in the form of a question the answer with 5 multiple choice, 5 short essays, and 5 explanations. The guidelines scoring using multiple choices formula is multiplied by 1. While the short essay multiplied 2, and explanation multiplied 3. Then the combined total value of multiple choices, essay short and the explanation and divided into 30 multiplied 100.

³⁵ Sugiyono, *Op. Cit.*, hlm. 249-252

CHAPTER IV

RESULT

Chapter IV, explained some things related to the result of development. Such as, a) Description of media development, (b) Presentation of data validation results, (c) Understanding the Concept, (d) Presentation of data test results (pre-test and post-test). As follows:

A. Description of Media Development

This development process of media required several stages will be explained as follows:

1. Preliminary study phase by doing needs analysis. Need analysis is the first step and the most important in doing development. The steps consist of collecting information from both the results of observation and interview. This activity is easy because with collecting information developers can know directly conditions that occur in the field. Then from the result of observation and interview that has been done can be used as an initial step to develop the product.
2. The formulation of the problem and purpose is the activities that must be done before the design of the development of the media. Because of the formulation of the problem and purpose can be known the direction of a product that will be developed.
3. This media development stage by using the model of the design of the Borg and Gall and trial stage or validation in the form of learning media.

The product of media development learning has been through several stages of the validation by experts in the matter of the Indonesian language, media design experts, teacher's thematic class IV, and development target media, namely class IV. Through the development of trial in control group and experiments group class IV C MIN Malang 2.

The description of development results of Indonesian language learning media interview material will be presented in the product characteristic development. The study product development includes aspects of the design and instructions for using the media that is presented in the handbook.

Media design aspects consist of the design media and the required material and the creation of learning media. Now the appliance and materials that are needed and how to media creation will be explained as follows. The designs of interview box media already validated to some of the experts are as follows:

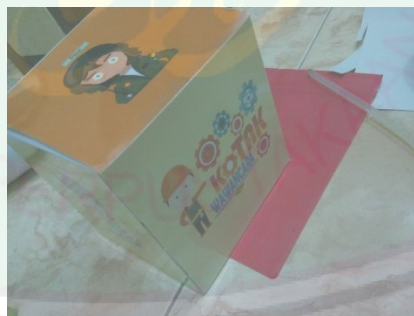


Figure 4. 1
The development result of interview box media

The Process of making the box media of interview:

1. Cover

a. Create the Design of box media

The cover design of the box this interview is adapted to the theme in learning, i.e. about my aspiration. It is in vvisual with the design of a wide range of work that can be seen from the media box cover interview.

b. Create a falshcard design

c. Create Teks design

d. Create design cover vcd

The design used by developers here to use software corel draw.



Figure 4. 2
The Cover Design of Box Media

2. Content

The media contained in the media box interview consisted of flsahcard, text, and video interviews. in this case the developer will explain how in making content:

- a. Collecting photos or pictures about the work to make it as a flashcard. In the lower part of the flashcard is given the name of the job. The size of the flashcard to make is 6 cm x 4 cm.
- b. Conducting the interview directly to some professions. The developer in this case did the interview against the 4 existing professions in the city of

Malang. Traffic police, entrepreneur, artist, and parking. Then in doing the interview directly with the tutor, developer, recorded in the form of written and video. The result of the interviews will directly in sports into a video and text interviews.

3. The guide book

This medium is equipped with a manual in learning. This guide was tailored to the learning theme on RPP 7 subtehma I my aspiration and my aspiration to learning 2 interview material.

B. Presentation of Data Validation Result

The validation of interview box media conducted by the validator expert on 04 August 2016 - 18 August 2016. Product development media research data carried out in 4 stages. The first phase was done by the lecturer in Indonesian Language as the Indonesian language material experts, namely Mr. Dwi Masdi Widada, S.S., M.Pd. on 04 August 2016 until 09 August 2016. The second phase validation media development by lecturers who are experts in learning media as a design media expert on August 11 2016 until 18 August 2016. The third phase of the validation obtained from assessment of product development done by the teachers of grade 4 as thematic learning experts on 30 August 2016 – 3 Sept 2016. The fourth stage validation obtained from the results of the assessment of the trial small groups which represented by 6 respondents. The identity of the validator experts and field trials will be described below.

The data result from qualitative data and quantitative data. Quantitative data obtained through questionnaires evaluation using linkert scale, while qualitative data is additional assessment or advice from the validator experts. The

Data validation test results will be analyzed with the average scores engineering assessment of the validators on each assessment.

1. The results of the Validation Material Experts

Product development given to Indonesian Language subject matter experts is learning box media interviews. Description of the validation results has been done by the validator against product development media box interviews to improve the four skills Indonesia language on the theme of my aspiration class IV done by using questionnaires method validation so that produce qualitative and quantitative data.

a. Quantitative Data

The result of quantitative data from validation material experts can be seen on the table 4.1:

Table 4. 1
The Result of the Indonesian Language Expert

No	Question	x	x_I	P (%)	Validity Level	Description
1	The relevance of the indicator with the basic competencies and learning objectives	4	5	80%	Valid	Not the revision
2	Formulation topic on the development of interview box media.	4	5	80%	Valid	Not the revision
3	The suitability of the pictures on flashcard with the	3	5	60%	Enough	Not the revision

	purpose of learning					
4	The use of language in the text of the story results interview	4	5	80%	Valid	Not the revision
5	Presenting materials procedures for interview in the interview video	4	5	80%	Valid	Not the revision
6	The grammar used in the video interview	4	5	80%	Valid	Not the revision
7	Interesting of interview box media	3	5	60%	Enough	Not the revision
8	The suitability of the media in accordance with the characteristics of grade 4 students at SD/MI in improving the four language skills.	4	5	80%	Valid	Not the revision
9	The effectiveness of the media uses interview box to convey the material interview	4	5	80%	Valid	Not the revision
10	The clarity of the wizard or the manual media	3	5	60%	Enough	Not the revision

	interview box					
SUM	34	50	68%	Enough	Not the revision	

Description:

x : Answer score validators experts in the matter of the Indonesian language by Dwi Masdi Widada, S.S., M.Pd.

x_i : The highest answer score

P : The validity level percentage

Questionnaires about validation and assessment of the response which has charged by the validator as experts in the matter of the Indonesian language can be calculated presentation validity level of learning media as follows:

$$\begin{aligned}
 P &= \frac{\sum x_i}{\sum x} \times 100 \% \\
 P &= 34 : 50 \times 100\% \\
 &= 0.68 \times 100\% = 68\%
 \end{aligned}$$

The results of the validator experts matter show presentation by 68% value and has been converted to the table the feasibility qualification based on the average presentation. The achievement of presentation to this assessment by 68% is valid classification so that no revision, but there are some who discussed back. Interview box media that has been validated by the validator experts materials based on the results of the assessment can be concluded that the media is already a good and worthy to be used.

b. Qualitative Data

Qualitative data obtained from the inputs and suggestions and comments by the validator experts matter Indonesian language in a statement through

questionnaires media assessment interview box will be explained in the table 4.2 as follows:

Table 4. 2
Suggestions and Comments in Yhe Indonesian Language Expert

Validator	Suggestions/Comments
Dwi Masdi Widada, S.S., M.Pd.	<ol style="list-style-type: none"> 1. Display video have to teacher given students guidance interview flow toward the profession of interviewed. 2. There must be a media usage detail guidelines interview box.

Table 4. 3
Frequency Distribution of Indonesian Language Experts

The validity level	F	%
Valid	7	70
Enough	3A	30

Table of 4.1 to 4.3 data shows the results of the first validation by the validator expert's Indonesian language material on the media interview box to increase the four Indonesian language skills in the interview material in class IV C. The conclusion frequency distribution table is shown in the early stages of the 70%, according to the validator experts matter the Indonesian language stated valid, and 30% enough.

c. The revision

Based on the analysis and revision of the box interview is the followi

Table 4. 4
The results of Revision

No	The Question	x	x_i	P (%)	Validity level	Description
1	The relevance of the indicators with basic competencies and learning goals	4	5	80%	Valid	Not the revision
2	The development of the formulation interview box media.	4	5	80	Valid	Not the revision
3	The suitability of the pictures on flashcard with learning goals	4	5	80	Valid	Not the revision
4	The use of language in the text of interview story.	4	5	80	Valid	Not the revision
5	Presenting materials procedures for interview in the video interview	4	5	80	Valid	Not the revision
6	The grammar used in the video interview	4	5	80	Valid	Not the revision
7	Interesting interview box media.	4	5	80	Valid	Not the revision
8	The suitability of the media in accordance with the characteristics of grade 4 students at SD/MI in improving the four language skills.	4	5	80	Valid	Not the revision
9	The effectiveness of the media uses interview box to convey the material interview	4	5	80	Valid	Not the revision
10	The clarity of the wizard or the manual interview box media	4	5	80	Valid	Not the revision
SUM		40	50	80	Valid	Not the revision

Description:

x : Answer score validators experts in the matter of the Indonesian language by

Dwi Masdi Widada, S.S., M.Pd.

x_i : The highest answer score

P : Validity level presentation

Questionnaires about validation and assessment of the response which has been charged by the validator as experts in the matter of the Indonesian language can be calculated validity level presentation of learning media as follows:

$$P = \frac{\sum xi}{\sum x} \times 100 \%$$

$$P = \frac{40}{50} \times 100 \%$$

$$= 0.80 \times 100\% = 80\%$$

The results of validator expert's material that has been revised by the developer, from the whole aspect get feasibility percentage 80%. The gain is converted to the table the feasibility qualification based on the percentage of the average. Percentage 80% located on the qualification is valid and is not revised. Media interview box this shows that worthy to be used and is good.

d. Qualitative Data

The qualitative data taken from the advice and comment validator's experts in the matter of Indonesian Language regarding the media interview box will be explained in the table 4.5:

Table 4. 5
Media Revision based on Material Expert

Validator	Suggestions/Comments
Dwi Masdi Widada, S.S., M.Pd.	There are already manual or usage guidelines interview box as learning media.

Assessment data, advice and comment from the experts in the matter of the Indonesian language was made the basis as enhancements to the media components and materials that are in the media interview box before field trials.

Table 4. 6
Frequency Distribution of Indonesian Language Expert

The level of validity of	F	%
Valid	10	100

Table of 4.4 to 4.6 shows the results of the assessment of the validator experts in the matter after the revision. From the results of the second assessment shows that 100% media interview box valid.

2. The results of media validation expert

Product development is given to the validator media expert's interview boxmedia. Descriptive exposure from the result of the validators to the products of the media expert's media development to improve four Indonesian language skills students theme *cita-citaku* class IV filed through the questionnaire method with instrument questionnaires, to produce qualitative data and quantitative data.

a. Quantitative Data

The validation results, quantitative data material experts more intact will be explained in the table 4.5 follows;

Table 4. 7
The Result of Media Expert

No	The Question	x	x_i	P (%)	The level of Kevalidan	Description
1	The concept of the development interview box media.	4	5	80	Valid	Not the revision
2	The suitability of the media with purpose and interview material.	4	5	80	Valid	Not the revision
3	The detail and clarity of the interview box media.	3	5	60	Enough	Not the revision

4	Color selection invoked to interview box.	3	5	60	Enough	Not the revision
5	Easy of operation system interview box media.	4	5	80	Valid	Not the revision
6	The use of the picture on the outside of the interview box media.	3	5	60	Enough	Not the revision
7	Interesting pictures that were found in the flashcard.	3	5	60	Enough	Not the revision
8	The design of the packaging of the interview text.	4	5	80	Valid	Not the revision
9	The use type of letter in interview text.	2	5	40	Less valid	The revision of some
10	The clarity of the voice and video interested.	2	5	40	Less valid	The revision of some
Total		32	50	64	Enough	Not the revision

Description:

X : Answer score validators experts in the matter of media expert by Salih Husni, M.Pd.

Xi : The highest answer score

P : Validity level presentation

Based on the assessment by the validator media experts and the response were given, can be calculated validity presentation interview box media as follows:

$$P = \frac{\sum xi}{\sum x} \times 100\%$$

$$P = \frac{32}{50} \times 100 \%$$

$$= 0.64 \times 100\% = 64\%$$

The results of the assessment media experts are 64% has been converted with table feasibility level qualifications based on the percentage of the average, with the achievement of the results overall assessment 64% located on qualification enough so that the media is not the revision. But there are two points to the attention of the media so according to media experts for assessment the first time still must be revised. The results from the revised handed back to the validator for media experts in test return.

b. Qualitative Data

Qualitative data presented from the comment, suggestions validators media experts in some explanation regarding media interview box will explain on the table 4.8 following:

Table 4. 8
Suggestions and Comment Validators Media Experts

Validator	Suggestions/Comments
Salih Husni, M.Pd	<ul style="list-style-type: none"> a. Flashcard Media equipped with its source, if allowed use source or the results of their own photos. b. The voices in the video less clearly, record your own voice and then adjust with existing images in the video. c. Usage Guide Book relative difficult used creates the book as the book Pocket. d. The text sheet still monotonous, it's rendering result. Make different colors on the key words, add border with a combination of proportional representation.

Table 4. 9
Frequency Distribution of Media Experts

The level of validity of	F	%
Valid	4	40
Enough	4	40
Less valid	2	20

The table 4.7 until table 4.9 is the result of the first assessment form validator media design experts in the interview box media. The Data produced shows that 40% interview box media stated valid, 40% stated quite valid and 20 % still revealed less valid based on the percentage of the items 1-10. So the conclusion that the media has still needed improvement.

c. The Revision

Based on the revision that has been done by the developer, then the assessment results of the revision products as follows:

Table 4. 10
The Result of Revision Media

No	The Question	x	x_t	P (%)	The level of Kevalidan	Description
1	The concept of interview box media development.	4	5	80	Valid	Not the revision
2	The suitability of the media with purpose and interview material.	4	5	80	Valid	Not the revision
3	The detail and clarity of the interview box media.	5	5	100	Very valid	Not the revision
4	Color selection invoked to interview box.	5	5	100	Very valid	Not the revision
5	Ease of operation system interview box media.	5	5	100	Valid	Not the revision
6	The use of the picture on the outside the interview box.	5	5	100	Very valid	Not the revision
7	Interesting pictures that were found in the flashcard.	5	5	100	Very valid	Not the revision

8	The design of the packaging text interview.	5	5	100	Very Valid	Not the revision
9	The use type of letter in the text interview.	4	5	80	Valid	Not the Revision
10	The clarity of the voice and video interesting interview	4	5	80	Valid	Not the Revision
SUM		45	50	90	Valid	Not the revision

Description:

x : Answer score validators experts in the matter of the design media expert by Salih Husni, M.Pd.

x_i : The highest answer score

P : Validity level percentage

Based on the assessment and the response from validator media experts after he did the revision, so it can be in the count the percentage of the entire assessment as follows:

$$P = \frac{\sum x_i}{\sum x} \times 100 \%$$

$$P = \frac{45}{50} \times 100 \%$$

$$= 0,90 \times 100 \% = 90 \%$$

The results of the assessment by the validator media experts after the revision of getting a value of 90% has been converted with table feasibility level qualifications based on the percentage of the average, the results of the percentage of 90% is located on a valid qualification so that the media is not the revision. Media that is monitored is worthy to use based on the validator media experts.

d. Qualitative Data

Qualitative data obtained from the comments and suggestions the validator media experts in the explanation regarding interviews box media explain in table 4. 8 As follows:

Table 4. 11
The Revision Suggestions and Comment

Validator	Suggestions/Comments
Salih Husni, M.Pd	To overall is good and can perform tests.

All data from the results given by the validator media made the basis to perform the enhancements to interview box media before in the trial to the students.

Table 4. 12
Frequency Distribution of the Media Expert

The validity level	F	%
Valid	10	100

Table of 4.10 until table 4.13 is the result of the assessment after the revision of validator design media experts in the interview box media. The Data produced shows that 100% interview box media stated valid, based on the percentage of the items 1-10. So the conclusion that this media is ready to test has tried.

3. The result of the validation thematic teachers grade 4 MIN Malang 2

Product development interview box given to thematic teachers of grade 4 MIN Malang 2, interview box complete with lesson plans. Data exposure the description result of the validation by the validator experts filed through the questionnaire method with instrument questionnaires to obtain quantitative data and qualitative data.

a. Quantitative Data

Quantitative data will be presented on the table as follows:

Table 4. 13
The Results of Thematic Teacher

No	The Question	x	x_i	P (%)	The level of Kevalidan	Description
1	The accuracy of information on the students.	4	5	80	Valid	Not revise
2	Systemic presently in the learning process.	5	5	100	Valid	Not the revision
3	The motivation to students in learning process.	4	5	80	Valid	Not the revision
4	The use of language in conveying the material using the interview box media.	5	5	100	Valid	Not the revision
5	The suitability of media with basic competencies, indicators, and the lesson purpose.	5	5	100	Valid	Not the revision
6	The scope of the material presented confirmed with the purpose of the lesson.	4	5	80	Valid	Not the revision
7	The clarity of the media used in conveying the interview material.	4	5	80	Valid	Not the revision
8	Interesting media used in conveying the interview material.	4	5	80	Valid	Not the revision
9	The display and the volume of the video interview.	3	5	60	Valid enough	Not the revision
SUM		38	45	84.5	Valid	Not the revision

Description:

x : Answer score validators experts in the matter of the Indonesian language by Dra. Darmini.

x_i : The highest answer score

P : Validity level percentage

Based on the assessment and the response from the validator thematic teachers in class 4 and can in the count the percentage of the entire assessment as follows:

$$P = \frac{\sum x_i}{\sum x} \times 100 \%$$

$$P = \frac{38}{45} \times 100 \%$$

$$= 0,84 \times 100 \% = 84 \%$$

The results of the assessment by the thematic teachers validator of grade 4 to get a value of 84% has been converted with table feasibility level qualifications based on the percentage of the average, obtained the results of the percentage of 84% is located on a valid qualification so that the media is not the revision. This Media is worthy used based.

e. Qualitative Data

Qualitative data obtained from the advice and comment validator's experts in thematic learning in a statement regarding the interview media box is as follows:

Table 4. 14
Suggestions and Comment Thematic Teacher

Validator	Suggestions/ Comments
Dra. Darmini	a. Video view will be better served with same informant and speakers who centralize elders from the interviewer, so the students can differentiate friendly words or add with explanations. b. The text should be written with the correct

	letter is quite large, so students more interesting.
	c. The election of the paper note color and if can be a paper that is quite thick.

Table 4. 15
Frequency Distribution of Thematic Teacher

The Validity level	F	%
Valid	8	89
Enough	1	11

Table of 4.14 until table 4.16 the result of the first assessment by validator expert thematic learning in Grade 4 on the interview box media. The data produced shows that 89% interview box media stated valid, 11% stated enough based on the percentage of the items 1-9.

b. The revision

Assessments of thematic teacher made supposedly represented by developer improvements, assessment included dissemination after the improvement is as follows

Table 4. 16
Thematic Teacher on The Media After Revision

No	The Question	x	x_t	P (%)	The Validity Level	Description
1	The accuracy of information on the students.	4	5	80	Valid	Not revision
2	Systemic presently in the learning process.	5	5	100	Valid	Not the revision
3	The motivation to students in learning process.	4	5	80	Valid	Not the revision
4	The use of language in	5	5	100	Valid	Not the

	conveying the material using the interview box media.					revision
5	The suitability of media with basic competencies, indicators, and the lesson purpose.	5	5	100	Valid	Not the revision
6	The scope of the material presented confirmed with the purpose of the lesson.	4	5	80	Valid	Not the revision
7	The clarity of the media used in conveying the interview material.	5	5	80	Valid	Not the revision
8	Interesting media used in conveying the interview material.	4	5	80	Valid	Not the revision
9	The display and the volume of the video interview.	4	5	60	Valid	Not the revision
SUM		40	45	88,89	Valid	Not the revision

Description:

X : Answer score validators experts thematic by Dra. Darmini.

x_i : The highest answer score

P : Validity level percentage

Based on the assessment and the response from the thematic teachers validator in class 4 and can in the count the percentage of the entire assessment as follows:

$$P = \frac{\sum x_i}{\sum x} \times 100 \%$$

$$P = \frac{40}{45} \times 100 \%$$

$$= 0,8889 \times 100 \% = 88,89 \%$$

The results of the assessment of the thematic teachers validator grade 4 after the improvement by the developers get a value 88% has been converted with table feasibility level qualifications based on the percentage of the average, obtained the results of the percentage 88% are located on a valid qualification so the media is not a revision. This Media is worthy used.

c. Qualitative Data

Qualitative data obtained from the advice and comment validators experts in thematic learning in a statement regarding the interview box media is as follows:

Table 4. 17
Suggestions and Comment of Thematic Teachers

Validator	Suggestions/ Comments
Dra. Darmini	Overall is good, but the video is still less in view of his voice, clarify friendly words.

Table 4. 18
Frequency Distribution of Thematic Teacher

The validity level	F	%
Valid	9	100

Table of 4.17 until table 4.19 the result of the assessment after the revision expert thematic learning validator Grade IV on interview box media. The data produced shows that 100% interview box media stated valid, based on the percentage of the items 1-9.

C. The Concept of Students Related to Use Box Media.

Product development tested on grade IV students at MIN Malang 2 on 29 August 2016 - 31 August 2016. The trial was done in class IV C, namely

divided into two groups, control groups and experimental groups. Product development on submit to test of the field that includes.

a. Small groups Test

Small groups test represented by 6 respondents with the criteria from respondents is 2 correspondents have high ability, 2 correspondents have middle ability and 2 correspondents have low ability.

Now the quantitative data exposure from the results of the small field trial is as follows:



Table 4. 19
The Results of The Trial Small Group

No	The Question	x_1	x_2	x_3	x_4	x_5	x_6	Σx		P	Validation Criteria	Description
1	The opinions about interesting interview box media.	4	4	4	4	4	4	24	24	100	Valid	Not the revision
2	The instructions given in learning using interview box media.	4	4	4	4	4	4	24	24	100	Valid	Not the revision
3	Delivery of the material by using interview box media.	4	4	4	4	4	4	24	24	100	Valid	Not the revision
4	The clarity step of learning activities.	4	4	4	3	4	3	22	24	91.6	Valid	Not the revision
5	Motivation to learn after learning using interview box media.	4	4	4	4	3	4	23	24	95.8	Valid	Not the revision
6	The letter type and size of the letters used in text interview.	4	4	3	4	4	3	22	24	91.6	Valid	Not the revision
7	Find the word -a difficulty in the	4	3	3	3	4	4	21	24	87.5	Valid	Not the revision

	media interview box.											
8	The instructions given by the teacher	4	4	4	4	4	4	24	24	100	Valid	Not the revision
SUM								182	192	94.7	Valid	Not the revision

Description:

- x_1 Respondents 1 grade IV C experiment group MIN Malang 2 named Rakryan Audwikto Firzatullah
- x_2 Respondents 2 grade IV C experiment group MIN Malang 2 named Asfa Aiza
- x_3 Respondents 3 grade IV C experiment group MIN Malang 2 named Keisya Adiba Putri Veangga
- x_4 Respondents 4 grade IV C experiment group MIN Malang 2 named Muhammad Jibril Hidayatullah
- x_5 Respondents 5 grade IV C experiment group MIN Malang 2 named Kevin Arlianto Putra
- x_6 Respondents 6 grade IV C experiment group MIN Malang 2 named Khabib Atun Nisa' Nurin Tajalla

1. Field trials

This research uses experimental method, placing the subject of the research is divided into two groups that are control group and experimental groups. Experiment group is given preferential treatment learning using interview box media, while control group using learning as usual (in accordance with the book). Researchers take 15 students from the experiment group with the criteria from the correspondent is 5 students with the high ability, 5 correspondent with the middle ability, and 5 students with low low ability. The list names of the respondents are:

Table 4. 20
The List Names of Control Group Class IV C MIN Malang 2

Respondents	The name of the respondents
1	Azizah Latifah Alzahra
2	Bayu Putra Adi Winata
3	Callysta Fredelina
4	Eka Bayu Asmara
5	Faishal Arif
6	Florian Taj Madina
7	Gilang Mahendra
8	Hafshoh Naswatun Nadiroh
9	Muhammad Arif Furqon
10	Muhammad Izzudin Dhaifullah
11	Muhammad Zidan Munif
12	Mukhammad Royyan Alfirnando
13	Naila Rahmatika
14	Romeo Nizam Abisha
15	Zaskia Cahaya Putri Nasution

Table 4. 21
The List Of Names of Experiment Group Class IV C MIN Malang 2

Respondents	The name of the respondents
1	Ahmad Syarif Hidayatullah
2	Akbar Rasyid
3	Ananda Zuhrotul this Aini
4	Asfa Aiza
5	Diffa Gladhis Bunga Putri
6	Dwi Aulia Agustina Putri
7	Ilham Wahyu Hidayat
8	Keisya Adiba Veangga Putri
9	Kevin Aprilianto Putra
10	Khabib Atun Nisa' Nurin Tajalla
11	Muhammad Jibril Hidayatullah
12	Muhammad Radtya Shafa
13	Rafif Imantya
14	Rakryan Audwikto Firzatullah
15	Rasdan Baldan Rabbani

Chapter III has described, data collected in this research using questionnaires, test learning results pretest and posttest.

1. Quantitative Data

Quantitative data is results from percentage questionnaires of students answer by experiment group and the results of the value of the pretest and posttest students in the control group and the group of the experiment. Quantitative data exposure the results of field trials are as follows:

Table 4. 22
The Results of Questionnaires Experiments Groups

No	The Question	x_1	x_2	x_3	x_4	x_5	x_6	x_7	x_8	x_9	x_{10}	x_{11}	x_{12}	x_{13}	x_{14}	x_{15}			P	Validation Criteria	Description
1	The opinions about interesting interview box media.	4	4	4	4	3	4	4	3	3	3	4	4	4	4	4	56	60	93.3	Valid	Not the revision
2	The instructions given in learning using interview box media.	3	4	4	3	3	3	4	3	4	3	3	4	4	4	3	52	60	86.7	Valid	Not the revision
3	Delivery of the material by using interview box media.	2	3	4	4	4	3	4	3	4	3	2	3	4	3	3	49	60	81.7	Valid	Not the revision
4	The clarity step of learning activities.	2	3	4	4	3	4	4	4	4	3	4	3	3	3	4	52	60	86.7	Valid	Not the revision
5	Motivation to learn after learning using interview box media.	3	4	4	4	2	3	4	3	2	3	4	4	4	3	4	51	60	85	Valid	Not the revision
6	The letter type and size of the letters used in text interview.	2	4	4	3	4	4	4	4	4	4	4	4	4	4	4	57	60	95	Valid	Not the revision
7	Find the word -a difficult in the media interview box.	4	3	3	3	2	4	2	3	3	3	3	3	4	3	3	46	60	76.7	Valid enough	Not the revision
8	The instructions	3	4	4	4	3	4	4	3	4	4	3	4	4	4	4	52	60	86.7	Valid	Not the

Description:

- x_1 : Respondents 1 grade IV C MIN Malang 2 named
Ahmad Syarif Hidayatullah
- x_2 : Respondents 2 grade IV C MIN Malang 2 named
Akbar Rasyid
- x_3 : Respondents 3 grade IV C MIN Malang 2 named
Ananda Zuhrotul Aini



- x_4 : Respondents 4 grade IV C MIN Malang 2 named
Asfa Aiza
- x_5 : Respondents 5 grade IV C MIN Malang 2 named
Diffa Gladhis Bunga Putri
- x_6 : Respondents 6 grade IV C MIN Malang 2 named
Dwi Aulia Agustina Putri
- x_7 : Respondent 7grade IV C MIN Malang 2 named
Wahyu Ilham Hidayat
- x_8 : Respondents 8 grade IV C MIN Malang 2 named
Keisya Adiba Putri Veangga
- x_9 : Respondents 9 grade IV C MIN Malang 2 named
Kevin Aprilianto Putra
- x_{10} : Respondents 10 grade IV C MIN Malang 2 named
Khabib Atun Nisa' Nurin Tajalla
- x_{11} : Respondents 11 grade IV C MIN Malang 2 named
Muhammad Jibril Hidayatullah
- x_{12} : Respondents 12 grade IV C MIN Malang 2 named
Muhammad Radtya Shafa
- x_{13} : Respondents 13 grade IV C MIN Malang 2 named
Rafif Imantya
- x_{14} : Respondents 14 a grade IV C MIN Malang 2 named

Rakryan Audwikto Firzatullah

x_{15} : Respondents 15 is a grade IV C MIN Malang 2
named Rasdan Baldan Rabbani

D. Presentation of Data Pretest and Posttest Result

Before implementation, researchers do classroom observation IV C as control groups and experimental groups. Researchers test homogenous data between the two groups is obtained from the value of the pretest. Based on the results of these observations, thematic learning, especially in sub Indonesian language in class IV C is done with the appropriate learning with thematic book, the teacher describes the matter, interview classmates, learn to make the question. In this research, researchers as teachers in the control group and experimental group. Given the same treatment on the subject of the theme 7 the ideals of my sub theme 1 about interview with 3 times meeting every meeting 2 x 35 minutes.

The first meeting, researchers give a pretest to students IV C. The purpose of pretest to know the first student's ability. Pretest results as depicted in the table. The next meeting is learning activities using the interview box media in experiment groups class IV C, and learning in accordance with thematic books in control groups class IV C. Experiment groups in learning activities accordance with lesson plan, even more of the students in groups to directly practice interview with maximizing exercises four language skills.

The control group classes IV C, learning activities accordance with thematic book begins with the teachers explain the matter; learn to make questions and doing interviews with friends. The control group without grouping the students. After all the activities lesson is complete and researchers give posttest to a control groups and experimental groups. The purpose of posttest to know the improvement of language skills students after gave treatment by using interview box media for the experimental group, and appropriate learning thematic book for the control group. Now the result is:

Table 4. 23
The Pretest Value of Control Group

No	The name of the respondents	The Value
1	Azizah Latifah Alzahra	52
2	Bayu Putra Adi	51
3	Callysta Fredelina	61
4	Eka Bayu Asmara	52
5	Faishal Arif	59
6	Florian Taj Madina	52
7	Gilang Mahendra	62
8	Hafshoh Naswatun Nadiroh	58
9	Muhammad Arif Furqon	53
10	Muhammad Izzudin Dhaifullah	58
11	Muhammad Zidan Munif	54
12	Mukhammad Royyan Alfirlando	53
13	Naila Rahmatika	63
14	Romeo Nizam Abisha	52
15	Zaskia Cahya Putri Nasution	62

Table 4. 24
The Pretest Value of Experiments Group

No	The name of respondents	The Value
1	Ahmad Syarif Hidayatullah	55
2	Akbar Rasyid	56
3	Ananda Zuhrotul Aini	54
4	Asfa Aiza	52
5	Diffa Gladhis Bunga Putri	61
6	Dwi Aulia Agustina Putri	53
7	Wahyu Ilham Hidayat	60
8	Putri Veangga Keisya Adiba	60
9	Kevin Aprilianto Putra	55
10	Khabib Atun Nisa' Nurin Tajalla	52
11	Muhammad Jibril Hidayatullah	61
12	Muhammad Radtya Shafa	53
13	Rafif Imantya	61
14	Rakryan Audwikto Firzatullah	71
15	Rasdan Baldan Rabbani	67

1. The average of control group X_1 and experiment groups X_2

$$X_1 = \frac{\sum_1}{n_1}$$

$$X_2 = \frac{\sum_2}{n_2}$$

Description:

X_1 : The average value of control group

X_2 : The average value of the experimental group

n_1 : the number of students the group control

n_2 : the number of students the group experiment

$$X_1 = \frac{842}{15}$$

$$= 56,13$$

$$X2 = \frac{871}{15}$$

$$= 58,06$$

Table 4. 25
The Posttest Value of Control Group

No	The name of the respondents	The Value
1	Azizah Latifah Alzahra	58
2	Bayu Putra Adi	72
3	Callysta Fredelina	72
4	Eka Bayu Asmara	64
5	Faishal Arif	65
6	Florian Taj Madina	53
7	Gilang Mahendra	80
8	Hafshoh Naswatun Nadiroh	70
9	Muhammad Arif Furqon	60
10	Muhammad Izzudin Dhaifullah	56
11	Muhammad Zidan Munif	65
12	Mukhammad Royyan Alfirnando	61
13	Naila Rahmatika	61
14	Romeo Nizam Abisha	68
15	Zaskia Cahya Putri Nasution	67

Table 4. 26
The Value of The Post Test Experiment Groups

No	The name of the respondents	The Value
1	Ahmad Syarif Hidayatullah	63
2	Akbar Rasyid	65
3	Ananda Zuhrotul Aini	66
4	Asfa Aiza	62
5	Diffa Gladhis Bunga Putri	80
6	Dwi Aulia Agustina Putri	72
7	Wahyu Ilham Hidayat	63
8	Putri Veangga Keisya Adiba	76
9	Kevin Aprilianto Putra	61
10	Khabib Atun Nisa' Nurin Tajalla	61

11	Muhammad Jibril Hidayatullah	61
12	Muhammad Radtya Shafa	60
13	Rafif Imantya	85
14	Rakryan Audwikto Firzatullah	87
15	Rasdan Baldan Rabbani	65

2. Data Analysis

This research is using descriptive analysis. The purpose of descriptive analysis to describe the data results of the pretest and posttest results data for the control group and the experimental group. The early data analysis tests the namely homogenates test

The homogenates test control group and experimental group using *t tests* on pretest with equal significance 0,05, *t test* done after know the diversity of both data, after the calculation of data as follows:

$$F_{hitung \text{ pretest}} = \frac{S^2_{\text{besar}}}{S^2_{\text{kecil}}} = \frac{S^2_{\text{eksperimen}}}{S^2_{\text{kontrol}}} = \frac{444.93}{273.73} = 1.62$$

$$F_{\text{tabel}} = f 0.05, nb-1, nk-1$$

$$= f (0.05, 14.14) = 2,48$$

$$F_{hitung} < F_{\text{tabel}} \rightarrow H_0 \text{ accepted}$$

The value of the significance of $\alpha (0,05) \rightarrow H_0$ received (both the same variety)

It can be concluded that the various groups of students value control and experiment both homogeneous. To view the same class or not homogeneous used average.

Known: $\bar{X}_1 = 56.13 = 15n_1$ $S_1^2 = 273.73$
 $\bar{X}_2 = 58.06 = 15n_2$ $S_2^2 = 444.93$

$$S^2_{Gab} = \frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1 + n_2}$$

$$S^2_{Gab} = \frac{(14 \times 273.73 + 14 \times 444.93)}{(15+15-2)} = 359.33$$

$$\begin{aligned} T \text{ hitung} &= \frac{(\bar{X}_1 - \bar{X}_2) - (\mu_1 - \mu_2)}{\sqrt{\frac{s_{gab}^2}{n_1} + \frac{s_{gab}^2}{n_2}}} \\ &= \frac{|(56.13 - 58.06)| - 0}{\sqrt{\frac{359.33}{15} + \frac{359.33}{15}}} = |0.19| \end{aligned}$$

Description:

\bar{X}_1 : The average value of the control class

\bar{X}_2 : The average value of the class experiment

N_1 : the number of students and the control group

N_2 : the number of students in grade experiment

μ_1 : The average value of the population control classes

μ_2 : The average value of the population class experiment

= 2,048 t tabel

t hitung < t tabel \rightarrow terima H_0

The value of the significance $(0,520) > \alpha (0.05) \rightarrow$ accepted H_0 , $\mu_1 = \mu_2$

The conclusion pretest values between groups of control and experimental group is the same and both groups said homogeny. In decision-making with calculating t tests at manually obtained the results through the steps as follows;

3. Search for the average (X), Standard deviation (S), Varians (S2)

a. The average control group (X1) and experiment groups (X2)

$$\begin{aligned}\bar{X}_1 &= \frac{\Sigma}{n1} \\ &= \frac{1055}{15} = 70,33\end{aligned}$$

$$\begin{aligned}\bar{X}_2 &= \frac{\Sigma}{n1} \\ &= \frac{1213}{15} = 80.86\end{aligned}$$

b. The Standard deviation control group (S1) and experimental group (S2)

$$\begin{aligned}S1 &= \sqrt{\frac{\Sigma(x-\bar{X}_1)^2}{n1-1}} \\ &= \sqrt{\frac{765.33}{14}} \\ &= \sqrt{54.66} \\ &= 7.39\end{aligned}$$

$$\begin{aligned}S2 &= \sqrt{\frac{\Sigma(x-\bar{X}_1)^2}{n1-1}} \\ &= \sqrt{\frac{553.73}{14}} \\ &= \sqrt{39.55} \\ &= 6.28\end{aligned}$$

c. Varians of control groups and experiment groups

$$S_1 = \frac{\sum(x - \bar{X}_1)^2}{n_1 - 1}$$

$$= \frac{765.33}{14} = 54.66$$

Description:

 S_1 : Varians control groups S_2 : Varians experimental groups

$$S_2 = \frac{\sum(x - \bar{X}_2)^2}{n_2 - 1}$$

$$= \frac{553.73}{14} = 39.55$$

X : value of respondents

 \bar{X}_1 : The average value of control

group

 \bar{X}_2 : The average value of the experimental group n_1 : Students control group n_2 : the number of the experimental group

Table 4. 27
The Value of Average Standard Deviation, Varians

The Value	Control Group	The group Experiment
The average	70.33	80.86
Varians	54.66	39.55
The Standard deviation	7.39	6.28
The Number of Students	15	15
The highest value that may be achieved = 100	82	94
The lowest value that may be achieved = 0	60	72

From the table the result of control groups value the average 70.33, while the results of the experimental group and the average value is 80.86.

The increase of value between post test and the pretest control group and the average of the experimental group increased 39%. Can be proved by the table percentage increase below:

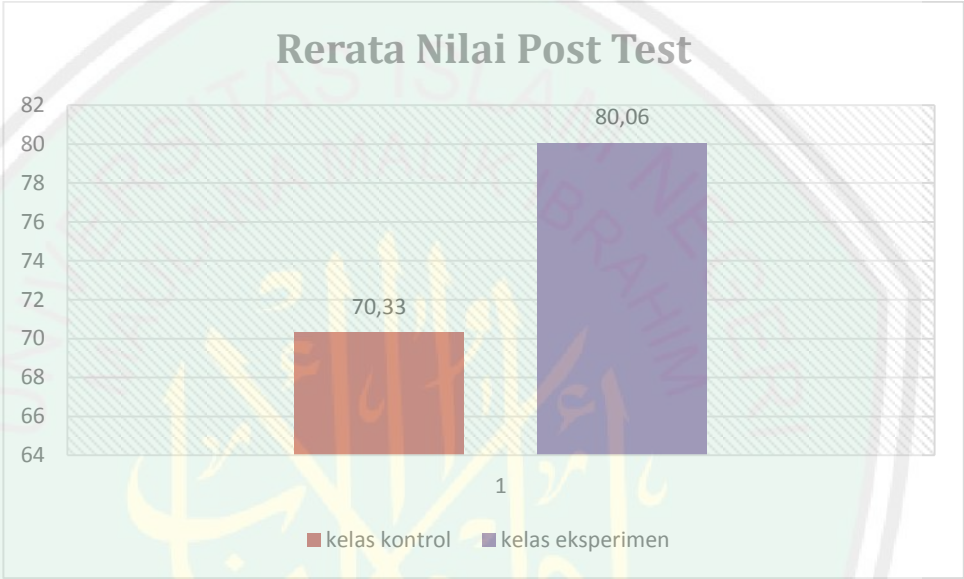


Figure 4. 3
Post test average

Table 4. 28
The Average Score of Posttest Control and Experimental Group

Percentage	Category
0-33	Less
34-67	Enough
68-100	Good

From the results of the percentage that has been mentioned that there is an increase in the value of the post test on the group control and experimental groups, but the value of the post test the group experiment is

much better compared with the value of group posttest control. For more details researchers will unmask in the form of graphs:

4. Search for T count with the formula

T tests conducted after knowing the diversity of both the data and then done the counting data as follows:

$$F_{hitung\ pretest} = \frac{S^2_{besar}}{S^2_{kecil}} = \frac{S^2_{kontrol}}{S^2_{eksperimen}} = \frac{765.33}{553.73} = 1.38$$

$$F_{tabel} = f\ 0.05, nb-1, nk-1$$

$$= f\ (0.05, 14, 14) = 2,48$$

$$F_{tabel} < F_{hitung} \rightarrow H_0\ accepted$$

The value of the significance of $\alpha\ (0,05) \rightarrow H_0$ received (both the same variety)

It can be concluded that the various groups of students value control and experimental groups both homogeneous. To view the difference between the ability to speak Indonesian student groups of experiments using a media interview box on the theme of my ideals and control groups that do not use a media interview box in class IV C MIN Malang 2 or not used average.

Known:

$$\bar{X}_1 = 70.33\ n_1 = 15\quad S^2_1 = 54.66$$

$$\bar{X}_2 = 80.86\ n_2 = 15\quad S^2_2 = 39.55$$

$$S^2_{Gab} = \frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1 + n_2 - 2}$$

$$S^2_{Gab} = \frac{(14 \times 54.66 + 14 \times 39.55)}{(15+15-2)} = 47.105$$

$$Thitung = \frac{(\bar{X}_1 - \bar{X}_2) - (\mu_1 - \mu_2)}{\sqrt{\frac{s^2_{gab}}{n_1} + \frac{s^2_{gab}}{n_2}}}$$

$$= \frac{|(80.86 - 70.33) - 0|}{\sqrt{\frac{47.105}{15} + \frac{47.105}{15}}} = |3.41|$$

5. 90

6. Determine Ttabel

Downgrading the significance ($\alpha = 0.05$)

The Security Council = $n_1 - 1 = 15 - 1 = 14$, so that the obtained data table to -14 thus Ttabel = 2.14

7. Decision Criteria

- a. If : $T \text{ count} \leq T \text{ table}$, then H_0 in accepted and H_1 rejected
- b. If : $T \text{ count} > T \text{ table}$, then H_0 in decline and H_1 accepted

8. Compare T count and T table

The results of T count and T table is $3.41 \geq 2.14$, it can be concluded H_0 rejected and H_1 received. From the above data processing can be concluded that there are increasing and different experiences and

capabilities between the students in learning using a media interview

box (group) experiments and students who are not use media.



CHAPTER V

DISCUSSION

This chapter will discuss some things include, a) development process of media interview box, b) the effectiveness of the development of the media interview box, c) increase the ability of Indonesian language skills students related to use media interview box in the learning activities on the theme of my ideals. More exposure as follows.

A. Analysis The Process of The Development of Box Media

1. Product development process

The development of the media interview box based on the condition that still little provision of media for learning Bahasa Indonesia, especially which includes 4 Indonesian language skills, i.e. reading, writing, listening to and speaking. With the development of this media can raise 4 skills students in Indonesian language.

The results of product development in the form of the media interview books on the theme of the ideals of my equipped with a media using guide book that can be used by teachers and students in learning, especially Indonesian language learning media interview material theme of the ideals of my class IV second semester intended as a support in the learning process. This is because, learning media especially media which includes 4 Indonesian language skills are still very limited. On the other hand, in learning, in the curriculum 2013 namely thematic integrative more teaches students how to communicate, perform many good activities with friends, both sites in

houses. So 4 skills in the use of the Indonesian language can facilitate them in good communication to understand learning and communicate in his daily. In addition, in the theme 7 in the interview material is a material that includes two four skills, so that in the sense of delivery and learning activities must be done at a maximum so that all students acquire four language skills evenly.

Media basically function as the tool in the learning activities in the form of the means that can provide direct experience to learners in order to promote motivation to learn, clarify and simplify the concept of a complex and abstract became more simple, concrete and easy to understand. According to Edgar Dale "classification of children learning experience started from the most concrete steps up to the things that are considered most abstract."³⁶ Classification of the experience can be followed by educators in determining what tool that should be used in learning activities at this time of learning media has the function to make it easier for learners and provide real experience of something that is abstract.

The procedures, product development, learning media are taken through several stages which include:

- d. Preliminary study phase by doing a needs analysis.
- e. Media development phase of teaching aids using the design model *Borg and Gall* and trial stage/validation in the form of learning media.

³⁶ Usman, M.Basyiruddin Asnawir, *Learning Media*, (Jakarta: Ciputat Press, 2002), p. 835).

Product development, learning media has made enhancements gradually through validation by experts in the matter of the Indonesian language, product design experts, thematic teachers of grade 4 and targets the use of learning media product development through small group test and field trials IV C MIN Malang 2.

Product development, media interview box on the theme of the ideals of this stack have advantages and disadvantages. Excess media developed including:

- a. Media that developed this presents some media can be used in one class and individuals.
- b. Media that developed in the design to improve the skills of the students in the communication understand the lesson by maximizing 4 language skills.
- c. Invite the students active and participatory learning activities.

Now the lack of media interview box on the theme of the ideals of my developed for grade 4 students at MIN Malang 2 is as follows:

- a. Only limited to one that is learning on the matter of the interview.
- b. Only until the stage field trials (two groups)
- c. Need a long time to get maximum results.

2. Validation analysis of Experts

The table 4.3, 4.9 and 4.10 shows the result of the validation some experts, include experts in the matter, the experts learning media and the teachers thematic on the box media is on the theme of theme *cita-citaku* considered valid as shown by the percentage of the average earnings validation results by the experts in the

matter shows 98% stated valid, the result of the validation by the experts learning media showed 94% stated valid, validation results by teachers thematic shows 92.5% stated valid. This shows that the media interview box on the theme always have good energy slides and worthy to be used based on the values of some of the experts.

In addition, based on the values of some of the experts in the media interview box is on the theme *cita-citaku* can be said is good and worthy due to have some advantages. Now among the advantages of teaching aids that developed the teaching aids that developed presents learning media of Indonesian Language complete includes 4 language skills. While the media that there are only limited to one or two skills. So that the skills of the students related to the interview can be enhanced with better.

B. The Effectiveness of The Development of Box Media.

The effectiveness of the Media interview box can be stated in some of the criteria of learning media. Various criteria that must be noted in the selected media as learning tools is as follows:³⁷

- a. The accuracy with the purpose of learning, means in select the media adjusted with the purpose of learning that has been assigned to support the contents of learning materials, media selected in order for the fact,

³⁷ Nana Sudjana and Ahmad Rifai, *Media Teaching*. (Bandung: New Rays Algesindo, 1991), p.30 4

principles, concepts and generalizations that very need more media understood learners.

- b. Easily to obtain the media selected media should be easily obtained or made.
- c. The skills of teachers in use.
- d. The availability of time to use it.
- e. In accordance with the stage of thinking students.

In this research, media developed to already meet the criteria of effectiveness. This can be seen from the process of learning activities conducted in the classroom experiment. On the aspects of the accuracy of the media with the purpose of the lesson was assessed was appropriate. The Media developed already includes concepts and generalizations of matter and energy and amendments thereto which requires the media in understanding it. But in media development little difficulties in the process of making. There are some problems in the process of making them are:

1. Videos taken directly through the speakers close to the highway produce sounds broken so that must be in the edit back.
2. The voice recording with the video.

The media interview box is on the theme of the cit of my very simple in operation, because the product development comes with instructions for use in the form of pocket books. In addition, the media wawaancara box does not require a lot

of time in the operation. So that the teacher can use a media interview box in the learning activities to achieve the goal of learning.

Based on the results of the observations of the group experiment, learners appears to be active and are able to apply 4 skills in learning especially on the interview material.

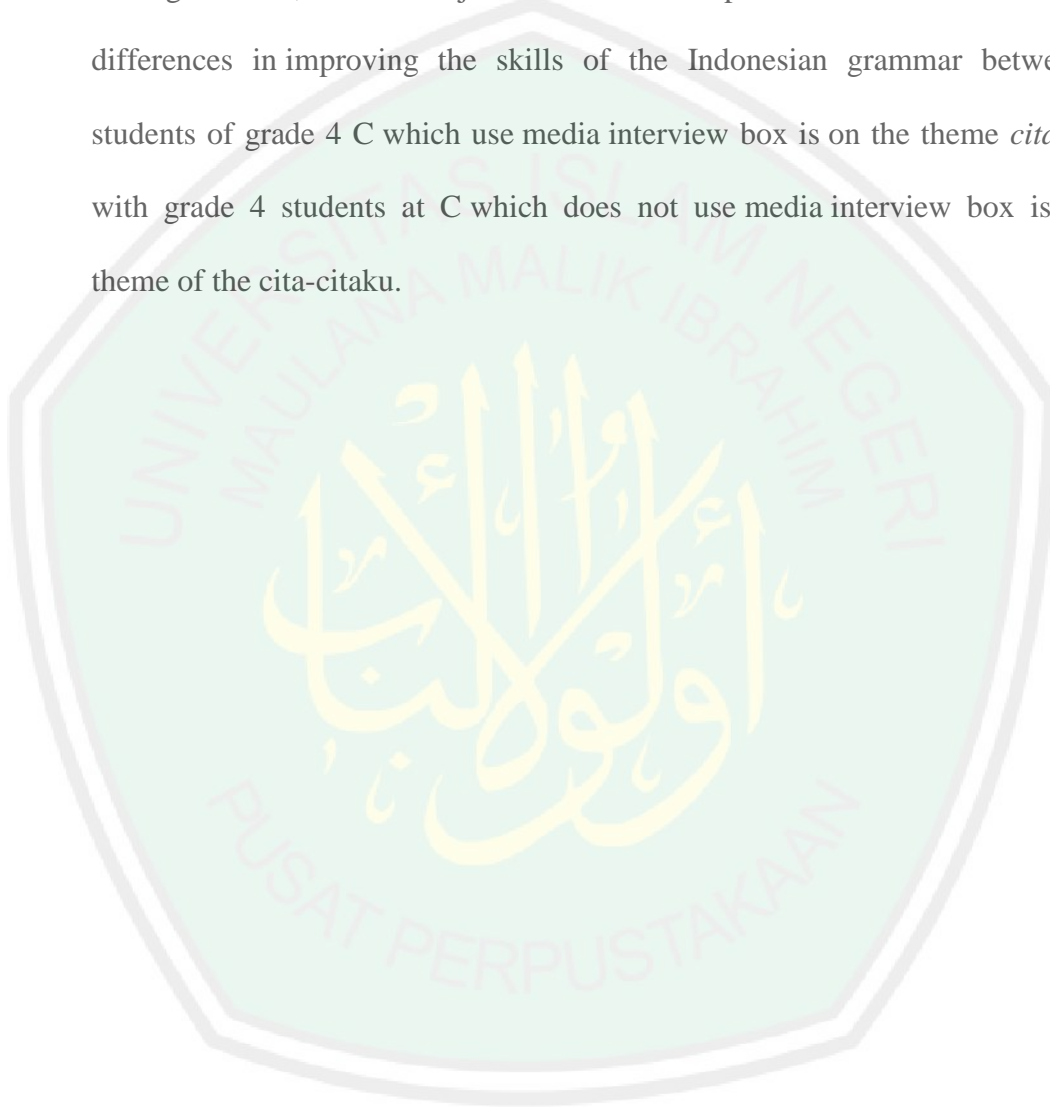
C. The Indonesian Language Skills of Students Related to Use Box Media

After doing of learning activities in the classroom experiment and control classes, researchers performing activities *pretest* and *posttest* to know the improvement of the understanding of the concept that everything the students in time 3 meeting times.

Learning activities, especially Bahasa Indonesia matter wawancara using media interview box developed to give a positive impact on the student's language skills. The achievement of keterampilan bahasa students with media teaching aids is shown by the results of the class *posttest* experiment the better if compared with *posttest* control classes.

In addition, the media interview box can effectively increase the language skills of grade 4 students at MIN Malang 2. This can be seen from the average (*mean*) control class that is smaller than the class of experiments on the question of *posttest* namely $70,03 < 80,36$, it can be said that the media interview box significantly, there are differences to improve language skills on the theme *cita-citaku* of my interview material class IV at MIN Malang 2.

Test results t-count does not match on the calculation of the manual with the level of trust 0.05 produced t-count = 2.58 while ttabel = 2.14. Because $t_{hitung} > t_{tabel}$, then H_0 rejected and H_1 accepted. This means that there are differences in improving the skills of the Indonesian grammar between the students of grade 4 C which use media interview box is on the theme *cita-citaku* with grade 4 students at C which does not use media interview box is on the theme of the *cita-citaku*.



CHAPTER VI

CLOSING

In this chapter will discuss some things include, a) Conclusion the result of development, b) suggestions. More exposure as follows:

A. Conclusion

Based on the process of the development and the results of the interview to the class IV field tests conducted at MIN Malang 2 can be concluded several things as follows:

1. The development of media has produced products such media interview box contains flashcard, video interview, the text of the results of the interview and also the handbook uses the media interview box. This product meets the component as a media with a valid criteria with how expert validation test, try small group and field trials. The results obtained are as follows.
 - a. The response and validation experts in the matter of the results of the development of media teaching aids miniature hydro power (wind) very good based on assessment of the media interview with percentage validity box reached 80%.
 - b. The response and validation product design, media experts on the outcome of the development of the media interview box very good based on assessment of the media with the percentage of kevalidan reached 90%.

- c. The response and validation experts or teacher's thematic learning in Grade 4 on the outcome of the development of the media interview box very good based on assessment of the media with the percentage of kevalidan reach 88,9%.
- d. The response of the assessment of all the grade 4 students on the outcome of the development of the interview box kicking off the good based on assessment of the media with the percentage of kevalidan reached 86.5%.

The development of an effective interview box media and can motivate students done with how to produce products such media interview box on the theme of the ideals of my class IV to improve 4 keterampilan dilengkap berahsa Indonesia students with guide books as the instructions for using the media. The product has been meet the media component as a good teaching aid. Media teaching aids developed can increase the diversity of learning media learning Bahasa Indonesia at MIN Malang 2. The results of the assessment of the development of this media have a high level of validity based on the questionnaires some expert who covers the material, learning media experts and teachers thematic class IV.

2. The development of the media interview box can be declared effective in the learning activities. In line with the results of the observations of the class

experiment, learners appears to be active and able to make the interview with the good and able to claim the good in written and oral test results from the activities of the interview. In addition, learners can also use media as a tool for them to do an interview with good. It can thus be stated that the media developed the wawanca box on the theme of me and my ideals of can be said to be effective in accordance with the criteria that has been determined, so that the media can support the learning activities.

3. The results of the analysis of Indonesian language skills learners control group and the group experiment the results obtained the value of students shows the control group is smaller than the group of the experiment. This can be seen from the average (*mean*) control groups that are smaller than the group experiment, namely $70,03 < 80,36$, it can be said that the media interview box significantly, there are differences in improving language skills 4 on the theme of the ideals of my class IV at MIN Malang 2.

Test results t-count does not match on the calculation of the manual with the level of trust 0.05 produced $t_{hitung} = 3.41$ while $t_{tabel} = 2.14$. Because $t_{hitung} > t_{tabel}$, then H_0 rejected and H_1 accepted. This means that there is a difference between language skills, improvement of grade 4 students who use media interview box on the theme of the ideals of my with grade 4 students who did not use a media interview box on the theme of my ideals.

Thus the media interview box theme of the ideals of my class IV at MIN Malang 2, is said to have good quality. This is due to the use of this teaching aids and media can help improve the 4 language skills Indonesia theme- my ideals, especially Indonesian Language materials about the interview.

B. Suggestions

Based on the conclusion above some advice that can be put forward include:

1. Product development can be made with the results of their own pictures in order to provide the experience directly to the students.
2. Product development in the form of videos will be better if in accordance with the age of them.

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APPENDIX



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
[http:// fitk.uin-malang.ac.id/](http://fitk.uin-malang.ac.id/) email : fitk@uin-malang.ac.id

BUKTI KONSULTASI SKRIPSI
JURUSAN PENDIDIKAN GURU MADRASAH IBTIDAIYAH
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Nama : Azkiya Vitakhunnisa Afiani
NIM : 12140026
Judul : The Development of Box Media Theme
Cita-Citaku to Develop Four Skills of
Language Interview Material at Fourth grade MIN Malang
Dosen Pembimbing : Dr. H. Nur Ali, M-Pd.

No.	Tgl/ Bln/ Thn	Materi Konsultasi	Tanda Tangan Pembimbing Skripsi
1.	24/05/16	Revisi setelah Proposal	
2.	02/06/16	Bab 1, 2, 3	
3.	07/06/16	Konsultasi setelah dari lokasi	
4.	21/06/16	Kisi-kisi dan angket	
5.	12/07/16	Revisi kisi-kisi dan angket	
6.	21/07/16	ACC Kisi-kisi dan angket	
7.	15/09/16	Hasil validasi	
8.	10/10/16	Bab I – IV	
9.	24/10/16	Revisi Bab I – IV dan ACC	
10.			
11.			
12.			

Malang, November 2016..
Mengetahui
Ketua Jurusan PGMI,

Dr. Muhammad Walid, MA
NIP. 197308232000031002



Certificate No. ID08/1219



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
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<http://fitk.uin-malang.ac.id>. email : fitk_uinmalang@yahoo.com

Nomor : Un.3.1/TL.00.1/38 /2017
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

17 Januari 2017

Kepada
Yth. Kepala Kementerian Agama Kota Malang
di
Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	: Azkiya Vitakhunnisa Afiani
NIM	: 12140026
Jurusan	: Pendidikan Guru Madrasah Ibtida'iyah (PGMI)
Semester - Tahun Akademik	: Genap - 2017/2018
Judul Skripsi	: <i>The Development of Box Media Theme Cita-Citaku to Develop Four Skills of Language Interview Material at Fourth Grade of MIN 2 Malang</i>

diberikan izin untuk melakukan penelitian di MIN 2 Malang mulai November sampai dengan Januari.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



an Dekan
Wakil Dekan Bid. Akademik,
Dr. Hj. Sulalah, M.Ag
NIP. 19651112 199403 2 002

Tembusan :

1. Yth. Ketua Jurusan PGMI
2. Yth. Kepala MIN 2 Malang
3. Arsip



KEMENTERIAN AGAMA
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<http://fitk.uin-malang.ac.id> email : fitk_uinmalang@yahoo.com

Nomor : Un.3.1/TL.00.1/ 31 /2017
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

17 Januari 2017

Kepada
Yth. Kepala MIN 2 Malang
di
Malang

Assalamu'alaikumWr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Azkiya Vitakhunnisa Afiani
NIM : 12140026
Jurusan : Pendidikan Guru Madrasah Ibtida'iyah (PGMI)
Semester – Tahun Akademik : Genap - 2017/2018
Judul Skripsi : *The Development of Box Media Theme Cita-Citaku to Develop Four Skills of Language Interview Material at Fourth Grade of MIN 2 Malang*

Lama Penelitian : November sampai dengan Januari (3 bulan)
diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



a.n Dekan
Wakil Dekan Bid. Akademik,
Dr. Hj. Sulalah, M.Ag
NIP. 19651112 199403 2 002

Tembusan :
1. Yth. Ketua Jurusan PGMI
2. Arsip



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA MALANG
Jl. R. Panji Suroso 2 Telp. 491605-477684 FAX 477684
<http://www.kemenagkotamalang.com> email : mapendakotamalang@gmail.com

Nomor : B- 2759 /Kk.13.25.2/TL.00/08/2016
Sifat : Biasa
Lampiran : -
Hal : Ijin Penelitian

22 Agustus 2016

Kepada
Yth. Kepala MIN Malang 2
Kota Malang

Menindaklanjuti surat Dekan Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Kota Malang Nomor : Un.3.1/TL.00.1/2036/2016 tanggal 02 Agustus 2016 perihal Permohonan Ijin Penelitian, dengan ini kami sampaikan bahwa pada dasarnya *menyetujui/tidak keberatan* memberikan ijin kepada:

Nama : AZKIYA VITAKHUNNISA AFIANI
NIM : 12140026
Jurusan : Pendidikan Guru Madrasah Ibtidaiyah (PGMI)
Judul Skripsi : *The Development of Box Media Theme Cita-citaku to Develop Four Skill of Language Interview Material at Fourth Grade MIN Malang 2*

Mengadakan Penelitian di sekolah yang Saudara pimpin dengan ketentuan sebagai berikut:

1. Selama mengadakan penelitian mentaati tata tertib yang berlaku.
2. Setelah selesai mengadakan observasi memberikan laporan secara tertulis kepada Kepala Kankemenag Kota Malang dan Kepala Madrasah

Demikian atas perhatiannya disampaikan terima kasih.

a.n. Kepala
Kasi Pendidikan Madrasah



Tembusan:

1. Kepala Kankemenag Kota Malang
2. Ketua Jurusan PGMI UIN Maliki Malang
3. Yang bersangkutan



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA MALANG
MADRASAH IBTIDAIYAH NEGERI 2**

Jl. Kemantren II / 26 Telp. / Fax (0341) 804186 – Sukun
<http://www.minmalang2.sch.com> Email: min2malang@gmail.com
KOTA MALANG (65148)



SURAT KETERANGAN PENELITIAN

NOMOR 115/Mi.13.01/PP.00.4/11/2016

Yang bertanda tangan di bawah ini :

Nama : Drs. Supandri
NIP : 196606151994031003
Jabatan : Kepala MIN 2 Malang Kota Malang

Menerangkan bahwa :

Nama : Azkiya Vitakhunnisa Afiani
NIM/DNI : 12140026
Jurusan / Program : Pendidikan Guru Madrasah Ibtidaiyah (PGMI)

Benar-benar telah melakukan Research / penelitian di Madrasah Ibtidaiyah Negeri Malang 2 Kota Malang guna menyelesaikan tugas akhir / menyusun tesis dengan judul **"The Development of Box Media Theme Cita-citaku to develop Four Skills of Language Interview Material at Fourth Grade MIN Malang 2"** Sesuai dengan surat dari Dekan Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang Nomor : Un.3.1/TL.00.1/2035/2016, tanggal 02 Agustus 2016 terhitung sejak tanggal 29 Agustus 2016 s/d 10 September 2016.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana semestinya.



Malang, 07 Nopember 2016

a.nKepala Madrasah,

Waka kurikulum

Suroto, M. Pdl

NIP. 196603171996031002

SUBJECT VALIDATOR EXPERT

1. Name : Dwi Masdi Widada, M.Pd
NIP :-
Institute : Fakultas Ilmu Tarbiyah dan Keguruan Uin Maulana Malik
Ibrahim Malang
Study Program: S2-
Address :
2. Name : Shalih Husni, M.Pd
NIP :-
Institute : Fakultas Ilmu Tarbiyah dan Keguruan Uin Maulana Malik
Ibrahim Malang
Study Program: S2-PGMI
Address :
3. Name : Dra. Darmini
NIP :-
Institute : MIN Malang 2
Study Program: S2-PGMI
Address :-

Kisi-Kisi Angket Penilaian Kualitas Materi/Isi

No	Aspek yang Dinilai	Indikator	No. Item	Jumlah
1	Kesesuaian tujuan	Kejelasan kompetensi dasar, indikator, dan tujuan pembelajaran	1	1
2	Kesesuaian materi	a. Ketepatan urutan penyajian b. Kesesuaian gambar pada flashcard dengan tujuan pembelajaran. c. Tata bahasa teks hasil wawancara d. Tata urutan wawancara dalam video. e. Tata bahasa dan kesesuaian bahasa dalam video wawancara.	2-6	5
3	Kemenarikan media	a. Daya tarik media kotak (Flashcard, teks cerita hasil wawancara ,video) b. Kesesuaian media dengan karakteristik siswa.	7-8	2
4	Ketepatan penggunaan	a. Kemudahan penyampaian materi dengan penggunaan media b. Petunjuk penggunaan	9-10	2

Kisi-Kisi Angket Penilaian Kualitas Media

No	Aspek yang Dinilai	Indikator	No. Item	Jumlah
1.	Konsep atau Ide pengembangan	a. Kesesuaian konsep pengembangan dengan materi b. Kesesuaian media dengan tujuan pembelajaran	1-2	2
2.	Kemenarikan media	a. Kejelasan media kotak b. Pemilihan warna yang kontras dan harmonis c. Kemudahan penggunaan media d. Penggunaan gambar di sisi luar kotak	3-6	4
3.	Kualitas Flashcard, Ceita Hasil Wawancara, dan Video wawancara	a. Kejelasan gambar yang terdapat dalam flashcard b. Pengemasan cerita hasil wawancara c. Penggunaan jenis huruf dalam cerita hasil wawancara d. Kejelasan dan kemenarikan video wawancara.	7-10	2

Kisi –kisi Angket Penilaian Guru Tematik Kelas IV

No	Aspek yang Dinilai	Indikator	No. item	Jumlah
1	Aspek Pembelajaran dan Kebahasaan	a. Ketepatan penyampaian informasi	1-4	4
		b. Sistematika penyajian		
		c. Pemberian motivasi belajar		
		d. Penggunaan bahasa		

2	Aspek Isi/Materi	a. Kesesuaian kompetensi dasar, indikator, dan tujuan.	5-7	3
		b. Kecukupan isi/materi untuk mencapai tujuan		
		c. Kesesuaian media untuk memperjelas isi/materi		
3	Aspek tampilan	a. Kemenarikan media	8-9	4
		b. Kejelasan suara dan tampilan video wawancara		

Kisi-kisi Angket Penilaian Siswa

No	Aspek yang dinilai	Indikator	No. Item	Jumlah
1	Kualitas tampilan alat peraga	a. Kemenarikan sajian media	1-3	3
		b. Kejelasan uraian materi		
		c. Kejelasan petunjuk penggunaan		
2	Kualitas penyajian	a. Kemudahan memahami materi	4-6	3
		b. Ketepatan urutan penyajian		
		c. Daya tarik pembelajaran dengan menggunakan Media		

INSTRUMEN VALIDASI

AHLI MATERI

"The Development of Box Media Theme Cita-citaku to Develop Four Skills of Language Interview Material at Fourth Grade of MIN Malang 1"

A. Pengantar

Berkaitan dengan pelaksanaan pengembangan media kotak untuk meningkatkan keterampilan Bahasa Indonesia kelas IV MI, maka peneliti bermaksud mengadakan validasi alat peraga yang telah dibuat sebagai salah satu media pembelajaran. Oleh sebab itu, peneliti mohon kesediaan Bapak untuk mengisi angket di bawah ini sebagai ahli materi media pembelajaran. Tujuan dari pengisian angket adalah mengetahui kesesuaian pemanfaatan media ini sebagaimana yang telah dirancang berdasarkan disiplin ilmu Bahasa Indonesia. Hasil dari pengukuran meliputi angket akan digunakan untuk penyempurnaan media agar dapat dimanfaatkan dalam pembelajaran. Sebelumnya saya sampaikan terima kasih atas kesediaan Bapak sebagai ahli materi.

B. Identitas Ahli

Nama : DWI MASDI WIPADA, S.S., M.Pd
NIP : 19820514 201503 1 003
Instansi : MIN Maliki Malang
Pendidikan : Universitas Negeri Surabaya

3. Jika diperlukan kritik dan saran Bapak dapat ditulis pada lembar yang telah ditentukan
4. Kecermatan dalam penilaian ini sangat diharapkan.

D. Keterangan

Skala penilaian/tanggapan				
1	2	3	4	5
Sangat tidak baik	Kurang baik	Cukup Baik	Baik	Sangat Baik

E. Lembar Penilaian

No	Butir Pertanyaan	1	2	3	4	5
1	Bagaimana relevansi indikator dengan kompetensi dasar dan tujuan pembelajaran?				✓	
2	Bagaimana rumusan topic pada pengembangan media kotak wawancara?				✓	
3	Bagaimana kesesuaian gambar pada flashcard dengan tujuan pembelajaran?			✓		
4	Bagaimana penggunaan bahasa dalam teks cerita hasil wawancara?				✓	
5	Bagaimana penyampaian materi tata cara wawancara dalam video wawancara yang disajikan?				✓	
6	Bagaimana tata bahasa yang dilakukan dalam video wawancara yang disajikan?			✓		
7	Bagaimana kemenarikan media kotak wawancara?				✓	

8	Bagaimana kesesuaian media tepat dengan siswa kelas IV SD/MI untuk meningkatkan empat keterampilan bahasa?				✓	
9	Bagaimana efektivitas penggunaan media kotak wawancara untuk menyampaikan materi wawancara?		✓			
10	Bagaimana kejelasan panduan penggunaan media ini?		✓			

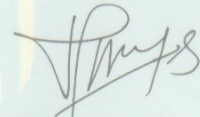
F. Komentar

1. Laugh-laugher wawancara sudah unt tetapi nomor ~~unt~~ unt terakhir sama.
2. Seharusnya dalam wawancara diawali satu profesi

G. Saran

1. * Laugh-laugher "kupon terima kasih" ditulis di akhir materi

Malang, 13 Mei 2016



Dwi MASDI WIDADHI, S.S., M.Pd.
NIP. 19820514 201503 1 003

INSTRUMEN VALIDASI

AHLI MATERI

**“The Development of Box Media Theme Cita-citaku to Develop Four Skills of Language
Interview Material at Fourth Grade of MIN Malang 1”**

A. Pengantar

Berkaitan dengan pelaksanaan pengembangan media kotak untuk meningkatkan keterampilan Bahasa Indonesia kelas IV MI, maka peneliti bermaksud mengadakan validasi alat peraga yang telah dibuat sebagai salah satu media pembelajaran. Oleh sebab itu, peneliti mohon kesediaan Bapak untuk mengisi angket di bawah ini sebagai ahli materi media pembelajaran.. Tujuan dari pengisian angket adalah mengetahui kesesuaian pemanfaatan media ini sebagaimana yang telah dirancang berdasarkan disiplin ilmu Bahasa Indonesia.. Hasil dari pengukuran meliputi angket akan digunakan untuk penyempurnaan media agar dapat dimanfaatkan dalam pembelajaran. Sebelumnya saya sampaikan terima kasih atas kesediaan Bapak sebagai ahli materi.

B. Identitas Ahli

Nama : DWI MASDI WIDADA, S.S.,M.Pd
NIP : 19820514 201503 1 003
Instansi : Universitas Islam Negeri Maliki Malang
Pendidikan : Universitas Negeri Surabaya

C. Petunjuk Penilaian

1. Sebelum mengisi angket ini, mohon terlebih dahulu Bapak membaca atau mempelajari materi yang dikembangkan.
2. Jawablah pertanyaan di bawah ini dengan memberi tanda centang (v) pada alternatif jawaban yang dianggap paling sesuai.

3. Jika diperlukan kritik dan saran Bapak dapat ditulis pada lembar yang telah ditentukan
4. Kecermatan dalam penilaian ini sangat diharapkan.

D. Keterangan

Skala penilaian/tanggapan				
1	2	3	4	5
Sangat tidak baik	Kurang baik	Cukup Baik	Baik	Sangat Baik

E. Lembar Penilaian

No	Butir Pertanyaan	1	2	3	4	5
1	Bagaimana relevansi indikator dengan kompetensi dasar dan tujuan pembelajaran?				✓	
2	Bagaimana rumusan topic pada pengembangan media kotak wawancara?				✓	
3	Bagaimana kesesuaian gambar pada flashcard dengan tujuan pembelajaran?				✓	
4	Bagaimana penggunaan bahasa dalam teks cerita hasil wawancara?				✓	
5	Bagaimana penyampaian materi tata cara wawancara dalam video wawancara yang disajikan?				✓	
6	Bagaimana tata bahasa yang dilakukan dalam video wawancara yang disajikan?				✓	
7	Bagaimana kemenarikan media kotak wawancara?				✓	

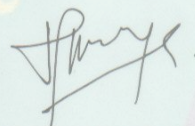
8	Bagaimana kesesuaian media tepat dengan siswa kelas IV SD/MI untuk meningkatkan empat keterampilan bahasa?				✓	
9	Bagaimana efektivitas penggunaan media kotak wawancara untuk menyampaikan materi wawancara?				✓	
10	Bagaimana kejelasan panduan penggunaan media ini?				✓	

F. Komentar

1. Sudah terdapat petunjuk / pedoman penggunaan
kembali wawancara ~~untuk~~ sebagai media
pembelajaran.

G. Saran

Malang, 9 Agustus 2016



(Dwi Masduki Wadana, SS, MT, PS)

NIP. 19820514 201503 1 003

INSTRUMEN VALIDASI

AHLI MATERI

"The Development of Box Media Theme Cita-citaku to Develop Four Skills of Language
Interview Material at Fourth Grade of MIN Malang 1"

A. Pengantar

Berkaitan dengan pelaksanaan pengembangan media kotak untuk meningkatkan keterampilan Bahasa Indonesia kelas IV MI, maka peneliti bermaksud mengadakan validasi alat peraga yang telah dibuat sebagai salah satu media pembelajaran. Oleh sebab itu, peneliti mohon kesediaan Bapak untuk mengisi angket di bawah ini sebagai ahli materi media pembelajaran. Tujuan dari pengisian angket adalah mengetahui kesesuaian pemanfaatan media ini sebagaimana yang telah dirancang berdasarkan disiplin ilmu Bahasa Indonesia. Hasil dari pengukuran meliputi angket akan digunakan untuk penyempurnaan media agar dapat dimanfaatkan dalam pembelajaran. Sebelumnya saya sampaikan terima kasih atas kesediaan Bapak sebagai ahli materi.

B. Identitas Ahli

Nama : DWI MASDI WIDADA, S.S., M.Pd.
NIP : 19820514 201503 1 003
Instansi : Universitas Islam Negeri Maliki Malang
Pendidikan : Universitas Negeri Surabaya

C. Petunjuk Penilaian

1. Sebelum mengisi angket ini, mohon terlebih dahulu Bapak membaca atau mempelajari materi yang dikembangkan.
2. Jawablah pertanyaan di bawah ini dengan memberi tanda centang (v) pada alternatif jawaban yang dianggap paling sesuai.

3. Jika diperlukan kritik dan saran Bapak dapat ditulis pada lembar yang telah ditentukan

4. Kecermatan dalam penilaian ini sangat diharapkan.

D. Keterangan

Skala penilaian/tanggapan				
1	2	3	4	5
Sangat tidak baik	Kurang baik	Cukup Baik	Baik	Sangat Baik

E. Lembar Penilaian

No	Butir Pertanyaan	1	2	3	4	5
1	Bagaimana relevansi indikator dengan kompetensi dasar dan tujuan pembelajaran?				✓	
2	Bagaimana rumusan topic pada pengembangan media kotak wawancara?				✓	
3	Bagaimana kesesuaian gambar pada flashcard dengan tujuan pembelajaran?			✓		
4	Bagaimana penggunaan bahasa dalam teks cerita hasil wawancara?				✓	
5	Bagaimana penyampaian materi tata cara wawancara dalam video wawancara yang disajikan?				✓	
6	Bagaimana tata bahasa yang dilakukan dalam video wawancara yang disajikan?				✓	
7	Bagaimana kemenarikan media kotak wawancara?			✓		

8	Bagaimana kesesuaian media tepat dengan siswa kelas IV SD/MI untuk meningkatkan empat keterampilan bahasa?				✓	
9	Bagaimana efektivitas penggunaan media kotak wawancara untuk menyampaikan materi wawancara?				✓	
10	Bagaimana kejelasan panduan penggunaan media ini?			✓		

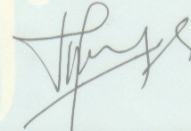
F. Komentar

1. Langkah - langkah wawancara sudah berurutan.
2. ~~for~~ penyanggaan ~~pro~~ tiap profes: ~~adalah~~
~~mengatakan~~ mudah dipahami.
- 3.

G. Saran

1. Dalam penyampaian video harus diberikan pengantar
alur ~~sa~~ wawancara terhadap profesi (Audio visual).
2. Harus ada pedoman penggunaan kata-kata wawancara.

Malang, 4 Agustus 2016



(Dwi Mawati Widadana, SS, MT, PS)

NIP. 19820514 201503 1 003

INSTRUMEN VALIDASI

AHLI MEDIA

"The Development of Box Media Theme Cita-citaku to Develop Four Skills of Language

Interview Material at Fourth Grade of MIN Malang 1"

A. Pengantar

Berkaitan dengan pelaksanaan pengembangan media kotak untuk meningkatkan keterampilan Bahasa Indonesia kelas IV MI, maka peneliti bermaksud mengadakan validasi alat peraga yang telah dibuat sebagai salah satu media pembelajaran. Oleh sebab itu, peneliti mohon kesediaan Bapak untuk mengisi angket di bawah ini sebagai ahli materi media pembelajaran.. Tujuan dari pengisian angket adalah mengetahui kesesuaian pemanfaatan media ini sebagaimana yang telah dirancang berdasarkan disiplin ilmu Bahasa Indonesia.. Hasil dari pengukuran meliputi angket akan digunakan untuk penyempurnaan media agar dapat dimanfaatkan dalam pembelajaran. Sebelumnya saya sampaikan terima kasih atas kesediaan Bapak sebagai ahli media.

B. Identitas Ahli

Nama : Shalih Husni
NIP :
Instansi : FITK UIN Malang
Pendidikan : S-2 Pemi

C. Petunjuk Penilaian

1. Sebelum mengisi angket ini, mohon terlebih dahulu Bapak membaca atau mempelajari materi yang dikembangkan.
2. Jawablah pertanyaan di bawah ini dengan memberi tanda centang (v) pada alternatif jawaban yang dianggap paling sesuai.

3. Jika diperlukan kritik dan saran Bapak dapat ditulis pada lembar yang telah ditentukan
4. Kecermatan dalam penilaian ini sangat diharapkan.

D. Keterangan

Skala penilaian/tanggapan				
1	2	3	4	5
Sangat tidak baik	Kurang baik	Cukup Baik	Baik	Sangat Baik

E. Lembar Penilaian

No	Butir Pertanyaan	1	2	3	4	5
1	Bagaimana konsep pengembangan media kotak wawancara ini?				✓	
2	Bagaimana kesesuaian media dengan tujuan dan materi wawancara?				✓	
3	Bagaimana detail atau kejelasan media kotak wawancara ini?			✓		
4	Bagaimana pemilihan warna yang digunakan untuk kotak wawancara ini?			✓		
5	Bagaimana kemudahan sistem pengoperasian media kotak wawancara ini?				✓	
6	Bagaimana dengan penggunaan gambar-gambar di sisi luar kotak wawancara ini?			✓		
7	Bagaimana kemenarikan gambar yang terdapat dalam flashcard?			✓		

8	Bagaimana pengemasan cerita hasil wawancara?				✓	
9	Bagaimana penggunaan jenis huruf dalam teks cerita hasil wawancara?		✓			
10	Bagaimana kejelasan suara, dan kemenarikan video wawancara?		✓			

F. Komentar

1. Media flash Case dilengkapi dengan sumbernya.
2. Video wawancara tidak jelas suaranya.
3. Bisa saja untuk petunjuk penggunaan media relay sulit digunakan.
4. Lembar teks monitor panjangnya.

G. Saran

1. Bisa memungkinkan menggunakan gambar/hari foto sendiri.
 2. Bicara suara sendiri kemudian di sekam dengan gambar dalam video. terutama audio dengan ucapan/gerak mulut.
 3. Buat seperti buku saku.
 4. Dibuat dengan penggunaan warna font pada kata fungsinya.
- Bingkai/Border dengan kombinasi yang proporsional.

Malang, 11/8 2016

(Shalih Husein)

NIP.

AHLI MEDIA

A. Pengantar

B. Identitas Ahli

[illegible]

Pendidikan : S.2 (K6111)

2. Jawablah pertanyaan di bawah ini dengan memberi tanda centang (v) pada alternatif jawaban yang dianggap paling sesuai.

3. Jika diperlukan kritik dan saran Bapak dapat ditulis pada lembar yang telah ditentukan

4. Kecermatan dalam penilaian ini sangat diharapkan.

D. Keterangan

Skala penilaian/tanggapan				
1	2	3	4	5
Sangat tidak baik	Kurang baik	Cukup Baik	Baik	Sangat Baik

E. Lembar Penilaian

No	Butir Pertanyaan	1	2	3	4	5
1	Bagaimana konsep pengembangan media kotak wawancara ini?				X	
2	Bagaimana kesesuaian media dengan tujuan dan materi wawancara?				X	
3	Bagaimana detail atau kejelasan media kotak wawancara ini?					X
4	Bagaimana pemilihan warna yang digunakan untuk kotak wawancara ini?					X
5	Bagaimana kemudahan sistem pengoperasian media kotak wawancara ini?					X
6	Bagaimana dengan penggunaan gambar-gambar di sisi luar kotak wawancara ini?				X	
7	Bagaimana kemenarikan gambar yang terdapat dalam flashcard?					X

8	Bagaimana pengemasan cerita hasil wawancara?					X
9	Bagaimana penggunaan jenis huruf dalam teks cerita hasil wawancara?				X	
10	Bagaimana kejelasan suara, dan kemenarikan video wawancara?				X	

F. Komentar

.....
 All ok

G. Saran

.....

Malang, 18/82016

NIP.

(*[Signature]*)

INSTRUMEN VALIDASI
GURU TEMATIK KELAS IV

“The Development of Box Media Theme Cita-citaku to Develop Four Skills of Language Interview Material at Fourth Grade of MIN Malang 2”

A. Pengantar

Dalam rangka penulisan skripsi pada Jurusan Pendidikan Guru Madrasah Ibtida'iyah (PGMI) Universitas Islam Negeri Maulana Malik Ibrahim Malang, peneliti sedang mengembangkan media kotak (Flashcard, teks hasil wawancara, video) pada tema cita-citaku kelas IV untuk meningkatkan keterampilan bahasa siswa.

Sehubungan dengan keperluan tersebut diatas, peneliti memohon kesediaan Ibu berkenan memberikan penilaian dan masukan tentang ketepatan dan keefektifan bahan ajar yang sedang peneliti kembangkan dengan mengisi angket dan isian saran yang terlampir.

Atas kerjasama dan segala bantuannya, saya ucapkan terimakasih.

B. Identitas Ahli

Nama : Dra. Darmini
Jabatan : Guru
Instansi : MIN Malang 2
Pendidikan : S-1
Bidang Keahlian : Bahasa Indonesia

C. Petunjuk Penilaian

1. Sebelum mengisi angket ini, mohon terlebih dahulu Bapak/Ibu membaca atau mempelajari materi yang dikembangkan.

2. Jawablah pertanyaan di bawah ini dengan memberi tanda centang (v) pada alternatif jawaban yang dianggap paling sesuai.
3. Jika diperlukan kritik dan saran Bapak/ Ibu dapat ditulis pada lembar yang telah ditentukan.
4. Kecermatan dalam penilaian ini sangat diharapkan.

D. Keterangan

Skala penilaian/tanggapan				
1	2	3	4	5
Sangat tidak baik	Kurang baik	Cukup Baik	Baik	Sangat Baik

E. Lembar Penilaian

No	Butir Pertanyaan	1	2	3	4	5
1	Bagaimana ketepatan penyampaian informasi pada siswa?				✓	
2	Bagaimana sistematika penyajian dalam melakukan proses pembelajaran?					✓
3	Bagaimana pemberian motivasi kepada siswa ketika dalam pembelajaran?				✓	
4	Bagaimana penggunaan bahasa dalam menyampaikan materi dengan menggunakan media kotak wawancara?					✓
5	Bagaimana kesesuaian penggunaan media dengan kompetensi dasar, indikator, dan tujuan pembelajaran?					✓
6	Bagaimana ruang lingkup materi yang				✓	

	disajikan sesuai dengan tujuan pembelajaran?					
7	Bagaimana kejelasan media untuk memberikan pengalaman kepada siswa?				✓	
8	Bagaimana kemenarikan media yang digunakan dalam menyampaikan materi wawancara?				✓	
9	Bagaimana tampilan dan volume dari tampilan video wawancara?			✓		

F. Komentar

- Buku panduan bagus, sudah jelas
- Media Flash Card bagus
- Tampilan volume contoh wawancara ada percakapan terputus
- Teks penulisan banyak yang salah

G. Saran

- Tampilan video lebih baik lagi disajikan wawancara dengan narasumber sesuai dan narasumber yang lebih tua dan berpengalaman, jadi siswa bisa membedakan kata siapa saja. Ada tambah penjelasan.
- Teks hendaknya ditulis dengan benar, huruf agak besar sehingga lebih menarik untuk dibaca siswa.
- Warna kertas perhatikan, kertas agak tebal, lebih menarik.

Malang, 30 Agustus 2016

(Dra. Darmi)
NIP. 196805062007012035

INSTRUMEN VALIDASI
GURU TEMATIK KELAS IV

"The Development of Box Media Theme Cita-citaku to Develop Four Skills of Language
Interview Material at Fourth Grade of MIN Malang 2"

A. Pengantar

Dalam rangka penulisan skripsi pada Jurusan Pendidikan Guru Madrasah Ibtida'iyah (PGMI) Universitas Islam Negeri Maulana Malik Ibrahim Malang, peneliti sedang mengembangkan media kotak wawancara (Flashcard, teks hasil wawancara, video) pada tema cita-citaku kelas IV untuk meningkatkan keterampilan bahasa siswa.

Sehubungan dengan keperluan tersebut, peneliti memohon kesediaan Ibu berkenan memberikan penilaian dan masukan tentang ketepatan dan keefektifan bahan ajar yang sedang peneliti kembangkan dengan mengisi angket dan isian saran yang terlampir.

Atas kerjasama dan segala bantuannya, saya ucapkan terima kasih.

B. Identitas Ahli

Nama : Dra. Darmini
Jabatan : Guru Kelas
Instansi : MIN Malang 2
Pendidikan : S.I. Pendidikan Bahasa dan Sastra
Bidang Keahlian : Bahasa Indonesia

C. Petunjuk Penilaian

1. Sebelum mengisi angket ini, mohon terlebih dahulu Ibu membaca atau mempelajari materi yang dikembangkan.

2. Jawablah pertanyaan di bawah ini dengan memberi tanda centang (v) pada alternatif jawaban yang dianggap paling sesuai.
3. Jika diperlukan kritik dan saran Ibu dapat ditulis pada lembar yang telah ditentukan.
4. Kecermatan dalam penilaian ini sangat diharapkan.

D. Keterangan

Skala penilaian/tanggapan				
1	2	3	4	5
Sangat tidak baik	Kurang baik	Cukup Baik	Baik	Sangat Baik

E. Lembar Penilaian

No	Butir Pertanyaan	1	2	3	4	5
1	Bagaimana ketepatan penyampaian informasi pada siswa?				✓	
2	Bagaimana sistematika penyajian dalam melakukan proses pembelajaran?				✓	
3	Bagaimana pemberian motivasi kepada siswa ketika dalam pembelajaran?				✓	
4	Bagaimana penggunaan bahasa dalam menyampaikan materi dengan menggunakan media kotak wawancara?				✓	
5	Bagaimana kesesuaian penggunaan media dengan kompetensi dasar, indikator, dan tujuan pembelajaran?				✓	
6	Bagaimana ruang lingkup materi yang			✓		

	disajikan sesuai dengan tujuan pembelajaran?							
7	Bagaimana kejelasan media untuk memberikan pengalaman kepada siswa?							✓
8	Bagaimana kemenarikan media yang digunakan dalam menyampaikan materi wawancara?					✓		
9	Bagaimana tampilan dan volume dari tampilan video wawancara?					✓		

F. Komentar

Buku panduan penggunaan media, Flash Card, dan teks sudah bagus. Tetapi Video tampilan suara kurang jelas

G. Saran

Tampilan Suara Video pada saat wawancara lebih diperjelas. Kata sapaan percakapan wawancara lebih diperhalus. Kata sapaan "Anda" lebih halus dengan sapaan "Mas ..."

Malang, 6 September 2016

[Signature]

(Dra. Darmini
196805062007012035)

NIP.

eksperiment

INSTRUMEN VALIDASI

UNTUK SISWA

"The Development of Box Media Theme Cita-citaku to Develop Four Skills of Language Interview Material at Fourth Grade of MIN Malang 2"

A. Pengantar

Anak-anak, selain media yang sudah kamu kenal sebelumnya, masih banyak media pembelajaran lain yang bisa anak-anak gunakan sebagai media pembelajaran di sekolah maupun di rumah, salah satunya adalah media kotak wawancara. Media ini merupakan media yang berbentuk konkrit yang dapat membantu anak-anak belajar secara mandiri. ✓ Maupun bersama-sama.

Hasil dari pengukuran melalui angket akan digunakan untuk menyempurnakan media, agar dapat dimanfaatkan dalam kegiatan belajar mengajar. Sebelumnya saya sampaikan terima kasih atas kesediaan kamu sebagai pemakai sumber belajar.

Nama : Ilham wahyu hidayat

Kelas : 4C / 15

Sekolah : min malang II

B. Petunjuk pengisian angket

1. Sebelum mengisi angket ini, mohon terlebih dahulu kamu membaca atau mempelajari media alat peraga yang dikembangkan.
2. Berilah tanda silang (x) pada salah satu huruf a, b, c atau d pada jawaban yang sesuai dengan penilaian yang adik anggap paling tepat.
3. Kecermatan dalam penilaian ini sangat diharapkan.

C. Pertanyaan-pertanyaan angket

1. Bagaimana pendapatmu tentang media kotak wawancara ini yang digunakan dalam pembelajaran?
☒ a. Sangat menarik
b. Menarik
c. Kurang menarik
d. Tidak menarik
2. Bagaimana petunjuk yang diberikan dalam pembelajaran dengan menggunakan media kotak wawancara?
☒ a. Sangat jelas
b. Jelas
c. Kurang jelas
d. Tidak jelas
3. Bagaimana penyampaian materi wawancara yang disampaikan dengan menggunakan media kotak wawancara?
☒ a. Sangat jelas
b. Jelas
c. Kurang jelas
d. Tidak jelas
4. Bagaimana urutan dalam setiap kegiatan pembelajaran yang kalian rasakan?
☒ a. Sangat jelas
b. Jelas
c. Kurang jelas
d. Tidak jelas
5. Bagaimana pendapatmu tentang penggunaan media kotak wawancara ini?
☒ a. Sangat termotivasi belajar
b. Termotifasi belajar
c. Cukup termotivasi
d. Tidak termotivasi
6. Bagaimana jenis huruf dan ukuran huruf yang terdapat dalam media kotak wawancara?

- ☒ a. Sangat mudah dibaca
b. Mudah
c. Cukup mudah
d. Kurang
7. Selama menggunakan media kotak wawancara, apakah kamu menemukan kata-kata yang sulit?
- a. Menemukan
b. Tidak menemukan
c. Jarang menemukan
☒ d. Sering menemukan
8. Bagaimana petunjuk guru yang diberikan di dalam kelas, dengan penggunaan media kotak wawancara ini?
- ☒ a. Sangat mudah
b. Mudah
c. Cukup mudah
d. Sulit

Terima kasih

INSTRUMEN VALIDASI

UNTUK SISWA

**"The Development of Box Media Theme Cita-citaku to Develop Four Skills of Language
Interview Material at Fourth Grade of MIN Malang 2"**

A. Pengantar

Anak-anak, selain media yang sudah kamu kenal sebelumnya, masih banyak media pembelajaran lain yang bisa anak-anak gunakan sebagai media pembelajaran di sekolah maupun di rumah, salah satunya adalah media kotak wawancara. Media ini merupakan media yang berbentuk konkret yang dapat membantu anak-anak belajar secara mandiri. Maupun bersama-sama.

Hasil dari pengukuran melalui angket akan digunakan untuk menyempurnakan media, agar dapat dimanfaatkan dalam kegiatan belajar mengajar. Sebelumnya saya sampaikan terima kasih atas kesediaan kamu sebagai pemakai sumber belajar.

Nama : AH Mad Syarif H.

Kelas : 4C

Sekolah : MIN Malang 2

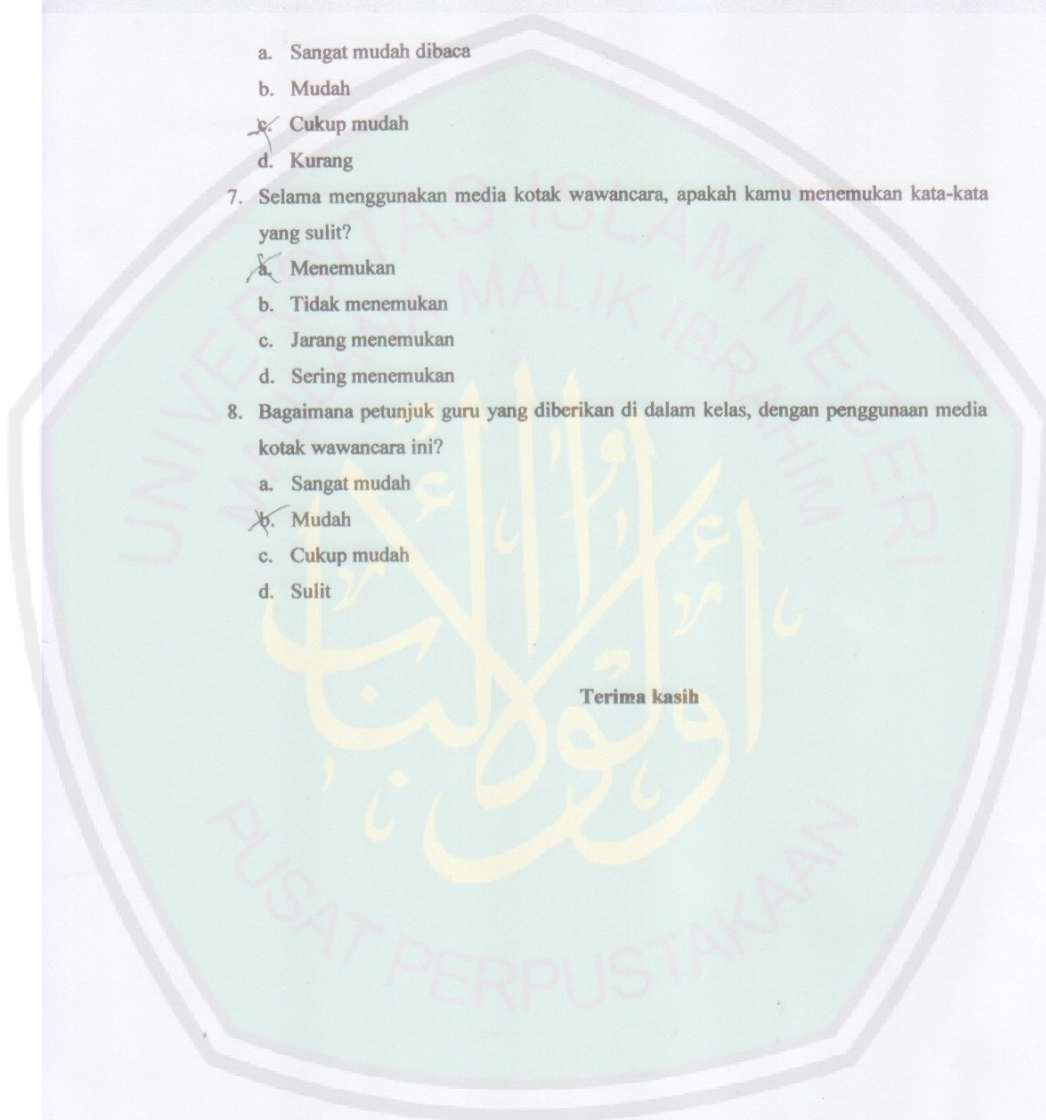
B. Petunjuk pengisian angket

1. Sebelum mengisi angket ini, mohon terlebih dahulu kamu membaca atau mempelajari media alat peraga yang dikembangkan.
2. Berilah tanda silang (x) pada salah satu huruf a, b, c atau d pada jawaban yang sesuai dengan penilaian yang adik anggap paling tepat.
3. Kecermatan dalam penilaian ini sangat diharapkan.

C. Pertanyaan-pertanyaan angket

1. Bagaimana pendapatmu tentang media kotak wawancara ini yang digunakan dalam pembelajaran?
☒ a. Sangat menarik
☐ b. Menarik
☐ c. Kurang menarik
☐ d. Tidak menarik
2. Bagaimana petunjuk yang diberikan dalam pembelajaran dengan menggunakan media kotak wawancara?
☐ a. Sangat jelas
☒ b. Jelas
☐ c. Kurang jelas
☐ d. Tidak jelas
3. Bagaimana penyampaian materi wawancara yang disampaikan dengan menggunakan media kotak wawancara?
☐ a. Sangat jelas
☐ b. Jelas
☒ c. Kurang jelas
☐ d. Tidak jelas
4. Bagaimana urutan dalam setiap kegiatan pembelajaran yang kalian rasakan?
☐ a. Sangat jelas
☐ b. Jelas
☐ c. Kurang jelas
☒ d. Tidak jelas
5. Bagaimana pendapatmu tentang penggunaan media kotak wawancara ini?
☐ a. Sangat termotivasi belajar
☒ b. Termotifasi belajar
☐ c. Cukup termotivasi
☐ d. Tidak termotivasi
6. Bagaimana jenis huruf dan ukuran huruf yang terdapat dalam media kotak wawancara?

4
3
2
1

- 
- a. Sangat mudah dibaca
b. Mudah
☒ c. Cukup mudah
d. Kurang
7. Selama menggunakan media kotak wawancara, apakah kamu menemukan kata-kata yang sulit?
☒ a. Menemukan
b. Tidak menemukan
c. Jarang menemukan
d. Sering menemukan
8. Bagaimana petunjuk guru yang diberikan di dalam kelas, dengan penggunaan media kotak wawancara ini?
a. Sangat mudah
☒ b. Mudah
c. Cukup mudah
d. Sulit

Terima kasih

SOAL PRETEST**Bahasa Indonesia Materi Wawancara****Tema 7 Cita-citaku Subtema 1 Aku dan Cita-citaku**

Nama :

No. Absen :

Petunjuk Umum

1. Bacalah soal dengan seksama dan pilihlah jawaban yang benar dan tepat dengan memberikan tanda silang (X) pada lembar soal yang sudah tersedia.
2. Tidak diperkenankan untuk bekerjasama.
3. Alokasi waktu untuk mengerjakan 30 menit.
4. Tulislah identitas kalian pada kolom yang sudah tersedia.

Kalian akan mendengarkan percakapan tentang wawancara. Kemudian, kalian akan mendengarkan lima pertanyaan. Pertanyaan akan di sampaikan satu kali. Setelah kalian mendengarkan percakapan dan pertanyaan yang disampaikan. Perhatikan pilihan jawaban yang sudah tersedia. Pilihlah jawaban yang sesuai dan benar.

I. Soal Pilihan Ganda

1. a. Penjual rempah-rempah
b. Penjual ayam potong
c. Penjual nasi goreng
d. Penjual nasi kuning
2. a. 15 tahun
b. 16 tahun
c. 17 tahun
d. 18 tahun
3. a. 25 orang
b. 35 orang
c. 45 orang

- d. 55 orang
- 4. a. Kesan-kesan menjadi seorang camat
b. Tugas seorang camat
c. Pekerjaan menjadi camat
d. Keberhasilan menjadi camat teladan
- 5. a. Pak Rama
b. Pak Rahmat
c. Pak Rudi
d. Pak Agung

6. Perhatikan Penggalan wawancara dibawah ini!.

Nurdin : “..... cara menangkap ikan di laut, Pak?”
Narasumber : “ Caranya kita pasang penangkap ikan atau jala pada sore atau malam hari, Pagi-paginya kita ambil jala tersebut”.

Kata tanya yang tepat untuk melengkapi percakapan Nurdin adalah....

- a. Bagaimana
- b. Kapan
- c. Dimana
- d. Apa
- 7. Pada wawancara yang dilakukan, Nurdin melakukan wawancara dengan narasumber yang berprofesi sebagai....
a. Petani
b. Juru masak
c. Nelayan
d. Pelayan
- 8. *Pak Maimun tinggal di daerah Wajak Kab. Malang. Ia dikenal sebagai pengrajin anyaman tikar, dalam satu bulan anyaman Pak Maimun terjual hingga 300 tikar. Hasil karya Pak Maimun juga dipasarkan hingga mancanegara.*

Berdasarkan bacaan di atas, pertanyaan yang tepat untuk mewawancarai Pak Maimun ialah . . .

- a. Di mana Bapak akan menganyam tikar ini?

- b. Apakah Bapak senang kami datang kemari?
 - c. Berapa jumlah tikar yang terjual dalam satu bulan, Pak?
 - d. Bolehkah Saya mencoba membuat tikar Pak?
9. Pak Maimun dalam bacaan diatas bertindak sebagai...
- a. Ahli
 - b. Pegawai
 - c. Narasumber
 - d. Pewawancara
10. Pertanyaan yang tepat untuk mengetahui penyebab suatu peristiwa adalah...
- a. Siapa yang terlibat dalam peristiwa itu?
 - b. Di mana peristiwa itu terjadi?
 - c. Bagaimana proses terjadinya peristiwa itu?
 - d. Mengapa peristiwa itu bisa terjadi?

Perhatikan teks wawancara berikut!

Nova : “Kapan anda mulai tertarik menjadi seorang perancang busana?.”

Diana : “Saya sejak SD kelas 2 selalu membawa pensil warna kemana-mana, dan saya gemar sekali menggambar apapun yang ada disekililing saya, saya kira berawal dari situlah saya mulai menyukai dunia menggambar.”

Nova : “Mengapa anda memilih menjadi seorang perancang busana?”

Diana : “Bagi saya, menggambar adalah kegiatan yang menyenangkan, bisa menyampaikan semua ide, rasa kedalam sebuah karya.”

II. Soal Uraian!

11. Apa alasan Diana menjadi seorang perancang busana?

.....

.....

.....

.....

.....

12. Apa tanggapanmu tentang seseorang yang mempunyai hobi menggambar?

.....

.....

.....

.....

.....

13. Buatlah tiga pertanyaan, untuk profesi yang ada dibawah ini!



- a.
- ...
- b.
- ...
- c.

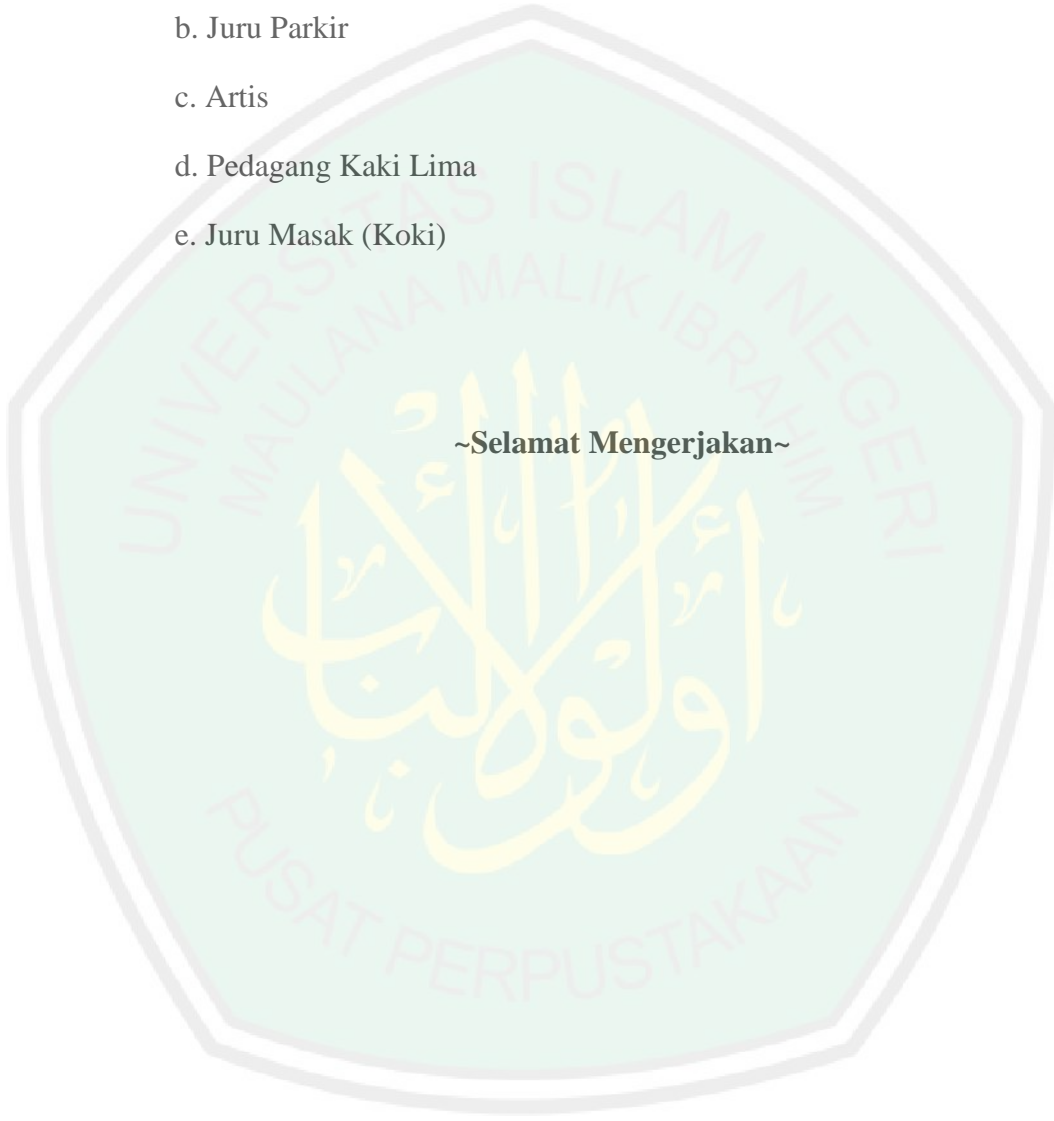
14. Ceritakan gambar dibawah ini, dengan bahasamu sendiri di depan gurumu!



15. Lakukanlah wawancara dengan teman kalian, pilihlah salah satu tema dibawah ini!

- a. Pramugari
- b. Juru Parkir
- c. Artis
- d. Pedagang Kaki Lima
- e. Juru Masak (Koki)

~Selamat Mengerjakan~



SOAL POST TEST**Bahasa Indonesia Materi Wawancara****Tema 7 Cita-citaku Subtema 1 Aku dan Cita-citaku**

Nama :

No. Absen :

Petunjuk Umum

5. Bacalah soal dengan seksama dan pilihlah jawaban yang benar dan tepat dengan memberikan tanda silang (X) pada lembar soal yang sudah tersedia.
6. Tidak diperkenankan untuk bekerjasama.
7. Alokasi waktu untuk mengerjakan 30 menit.
8. Tulislah identitas kalian pada kolom yang sudah tersedia.

Menyimak

Dengarkan percakapan wawancara berikut. Kemudian jawablah pertanyaan nomor 1-2.

1.
 - a. Tokoh pemerhati perempuan
 - b. Tokoh masyarakat
 - c. Tokoh peduli hak asasi manusia
 - d. Tokoh pemerhati anak.
2.
 - a. Masa kanak-kanan yang indah
 - b. Apabila anak-anak bahagia, maka ketika dewasa akan lebih berhasil
 - c. Agar bisa bermain dengan anak-anak dengan waktu yang lama
 - d. Membagikan kebahagiaan kepada penerus bangsa

Dengarkan percakapan wawancara berikut. Kemudian jawablah pertanyaan nomor 3-5!

3.
 - a. 2008 awal
 - b. 2008 akhir
 - c. 2009 awal
 - d. 2009 akhir
4.
 - a. Fotocopy
 - b. Warnet

- c. Jasa pengetikan
 - d. Rental computer
5. a. 40 .000.000,-
 b. 4.000.000
 c. 20.000.000
 d. 2.000.000

Membaca

Perhatikan teks wawancara berikut! Kemudian jawablah nomor 6-9.

- Pewawancara : “Selamat pagi pak! Bagaimana dagangan hari ini ?.”
- Pedagang : “ Alhamdulillah lancar.”
- Pewawancara : “.....” (6)
- Pedagang : “Saya terinspirasi dari kakak saya yang berdagang bakso di Semarang. Disana saya di ajarkan cara membuat bakso yang enak.”
- Pewawancara : “Sejak kapan Bapak berjualan bakso disini?.”
- Pedagang : “Sekitar 1990.”
- Pewawancara : “.....” (7)
- Pedagang : “Istri saya yang membuat bumbunya sedangkan anak saya yang membantu saya membuat bulatan bakso.”
- Pewawancara : “Berapa keuntungan dari berjualan bakso perharinya pak?.”
- Pedagang : “Ya, hanya cukup untuk makan sehari-hari sekitar Rp.60.000,00.”
- Pewawancara : “.....” (8)
- Pedagang : “Saya sangat nyaman karena orang-orang disini tidak usil.”
- Pewawancara : “Terimakasih pak atas informasi dari bapak. Saya permissi pulang.”
- Pedagang : “Ya, sama-sama.”

Kalimat Tanya apa yang cocok dengan teks wawancara diatas?

6. a. Bagaimana anda memulai usaha ini?

- b. Apa motivasi anda untuk berjualan bakso?
 - c. Siapa yang menginspirasi bapak berjualan bakso?
 - d. Darimana anda mendapatkan inspirasi untuk berjualan bakso?
- 7.
- a. Bagaimana anda memulai usaha ini?
 - b. Apa motivasi anda untuk berjualan bakso?
 - c. Siapa yang menginspirasi bapak berjualan bakso?
 - d. Siapa yang membuat bakso-baksonya?
- 8.
- a. Bagaimana anda memulai usaha ini?
 - b. Apa motivasi anda untuk berjualan bakso?
 - c. Apakah anda nyaman berjualan disini?
 - d. Siapa yang membuat bakso-baksonya?
9. Kapan usaha bakso itu dimulai?
- a. 1990
 - b. 1991
 - c. 1992
 - d. 1993

Perhatikan hasil wawancara dalam bentuk deskripsi ini! Kemudian jawab soal nomor 10!

Bu Marita tinggal di daerah perkotaan. Beliau dikenal sebagai penjual baju online yang sukses dikota itu. Setiap harinya beliau bisa mendapatkan tidak kurang 100 pesanan dari berbagai daerah.

10. Berdasarkan bacaan diatas, pertanyaan yang tepat untuk mewawancarai Bu Marita adalah...
- a. Bagaimana Bu Marita Berwirausaha?
 - b. Apa motivasi Bu Marita untuk berwirausaha?
 - c. Berapa jumlah pesana tiap harinya?
 - d. Siapa yang melayani penjualan online?

Menulis

11. Tulislah dua buah paragraph tentang satu pekerjaan yang ada di sekitarmu!

.....

.....

.....

.....

.....

.....

Perhatikan gambar dibawah ini!



Reporter TV

12. Buatlah enam buah pertanyaan yang terdiri dari 5W+1H!

Perhatikan Teks hasil wawancara dibawah ini!

Pak Maimun tinggal di daerah Wajak Kab. Malang. Ia dikenal sebagai pengrajin anyaman tikar, dalam satu bulan anyaman Pak Maimun terjual hingga 300 tikar. Hasil karya Pak Maimun juga dipasarkan hingga mancanegara. Kesuksesan Pak Maimun tentunya Karena beliau terus kerja

keras, sabar dan tidak putus asa. Hingga pada akhirnya tikar produksi beliau di percaya di berbagai Negara.

13. Apa pendapat kalian tentang pengrajin tikar?

.....

.....

.....

.....

Amati gambar di bawah ini!



Cleaning Service

14. Ceritakan gambar dibawah ini, dengan bahasamu sendiri di depan gurumu!
15. Lakukanlah wawancara dengan teman kalian, pilihlah salah satu tema dibawah ini!
- Pramugari
 - Guru
 - Atlet
 - Pegawai Kantor
 - Cleaning Service

~Selamat Mengerjakan~

RPP Control Class

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan : MIN MALANG 2

Kelas/Semester : IV/2

Tema : 7. Cita-citaku

Sub Tema : 7.1 Aku dan Cita-citaku

Pembelajaran Ke : 1

A Kompetensi Inti

1. Menerima, menjalankan, dan menghargai ajaran agama yang dianutnya.
2. Memiliki perilaku yang jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam interaksi dengan keluarga, teman, guru, dan tetangganya.
3. Memahami pengetahuan faktual dengan cara mengamati dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah, di sekolah dan tempat bermain.
4. Menyajikan pengetahuan faktual dalam bahasa yang jelas, sistematis, dan logis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia

B Kompetensi Dasar dan Indikator**BAHASA INDONESIA**

- 3.3 Menggali informasi dari teks wawancara tentang jenis-jenis usaha dan pekerjaan serta kegiatan ekonomi dan koperasi dengan bantuan guru dan teman dalam bahasa Indonesia lisan dan tulis dengan memilih dan memilah kosakata baku.

4.1 Mengolah dan menyajikan teks wawancara tentang jenis-jenis usaha dan pekerjaan serta kegiatan ekonomi dan koperasi secara mandiri dalam bahasa Indonesia lisan dan tulis dengan memilih dan memilah kosakata baku.

Indikator

- Membuat daftar pertanyaan sesuai dengan data yang diberikan
- Menceritakan hasil wawancara

D. Materi Ajar:

B. Indonesia

- Cara membuat daftar pertanyaan sesuai dengan data yang diberikan.
- Tahapan-tahapan dalam wawancara

D. Pendekatan dan metode

Pendekatan	: <i>Scientific</i>
Strategi	: <i>Cooperative Learning</i>
Teknik	: <i>Example Non Example</i>
Metode	: Penugasan, Tanya Jawab, Praktek, Diskusi dan Ceramah

E. Sumber Dan Media

- Buku Pedoman Guru Kelas 4 Tema 7 dan Buku Siswa Kelas 4 Tema 7 (Buku Tematik Terpadu Kurikulum 2013, Jakarta: Kementerian Pendidikan dan Kebudayaan, 2014).
- Gambar/foto berbagai jenis pekerjaan

F. Kegiatan Pembelajaran

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	<ul style="list-style-type: none"> • Peserta didik memulai kegiatan dengan berdoa • Bertanya jawab untuk menyiapkan kondisi peserta didik dalam menerima pelajaran • Guru melakukan komunikasi tentang kehadiran siswa. • Guru menyampaikan tujuan pembelajaran hari ini. • Guru menyampaikan kegiatan pembelajaran yang akan dilakukan oleh siswa. 	15 menit
Kegiatan Inti	<ol style="list-style-type: none"> 1. Siswa mengamati berbagai pekerjaan yang ada di gambar dan mencoba mencocokkan dengan deskripsi yang ada. <i>(Mengamati)</i> 2. Siswa mengomunikasikan hasil analisis gambar dan keterangan yang ada. <i>(mengomunikasikan)</i> 3. Siswa diajak untuk memberikan alasan mengapa memilih jawaban itu. <i>(menalar)</i> 4. Siswa membuat daftar pertanyaan terkait dengan wawancara. <i>(mencoba)</i> 5. Guru mengingatkan siswa bagaimana tata cara melakukan wawancara. 6. Siswa melakukan wawancara dengan teman satu bangku untuk mengetahui kemampuan diri orang lain/teman di kelas lain. <i>(mengomunikasi)</i> 7. Siswa menuliskan teks dari hasil wawancara. <i>(mengomunikasi)</i> 8. Siswa menyimpulkan hasil wawancaranya dan mengomunikasikan dengan kelompok lain. <i>(mencoba)</i> 9. Selama kegiatan mengomunikasikan dengan kelompok lain, guru berkeliling untuk melihat keaktifan siswa dalam 	105 menit

	bertanya dan memberikan tanggapan/pendapat. <i>(mengomunikasi)</i> 10. Guru menguatkan hasil diskusi siswa bahwa setiap orang memiliki kemampuan dan kegemaran yang berbeda-beda sehingga impian/cita-cita mereka pun beragam. 11. Siswa didorong untuk memberikan pertanyaan-pertanyaan lain yang ingin siswa ketahui sebelum melanjutkan kegiatan berikut. <i>(mencoba)</i>	
Kegiatan Penutup	<ul style="list-style-type: none"> Peserta didik menuliskan refleksi dari kegiatan hari itu: Contoh : Apa yang kalian pelajari dari kegiatan hari ini? Kegiatan apa yang paling kalian sukai? Mengapa? Kesulitan apa yang kalian temui? Peserta didik mendapat tugas (ada di buku siswa). 	20 menit

G. PENILAIAN :

a. Penilaian Sikap

No	Nama	Cinta Lingkungan				Menghargai				Peduli			
		B	M	M	S	B	M	M	S	B	M	M	S
		T	T	B	M	T	T	B	M	T	T	B	M
1													
2													
3													
4													

BT : Belum Terlihat

MT : Mulai Terlihat

MB : Mulai Berkembang

SM :

Sering Membudaya

a. Penilaian Pengetahuan Keterampilan

Daftar Periksa Bahasa Indonesia

Kriteria	Sudah	Belum
Membuat daftar pertanyaan sesuai dengan data yang ada		
Melakukan wawancara sesuai dengan narasumber yang dipilih		
Data hasil wawancara dapat diolah dengan benar		

Pengayaan

Pada materi sumber daya alam, siswa dapat diajak untuk keluar kelas dan mengobservasi sumber daya alam yang ada di lingkungan sekolah yang biasa digunakan dalam kegiatan sehari-hari.

Remedial

(Kegiatan remedial diberikan kepada siswa yang belum tuntas dalam menguasai konsep)

Apabila ada siswa yang belum dapat membuat pertanyaan yang sesuai dengan harapan, guru dapat mendampingi siswa untuk membuat pertanyaan yang tepat. Siswa dapat diberikan soal tambahan untuk menambah keterampilan membuat pertanyaan.

Rpp Exsperiment Group**Rencana Pelaksanaan Pembelajaran (RPP)**

Nama Madrasah : MIN Malang 2

Mata Pelajaran : Tematik (Bahasa Indonesia)

Materi Pokok : Tema 7. Cita-citaku

Subtema 1 Aku dan Cita-citaku

(Materi wawancara)

Kelas/ Semester : IV/2

Alokasi Waktu : 2 x 35 menit

Pembelajaran ke : 1 (satu)

A. Kompetensi Inti

1. Menerima, menjalankan, dan menghargai ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, santun, peduli, dan percaya diri dalam berinteraksi dengan keluarga, teman, guru, dan tetangganya.
3. Memahami pengetahuan faktual dengan cara mengamati dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan Tuhan dan kegiatannya, dan benda-benda yang dijumpainya di rumah, di sekolah, dan tempat bermain.
4. Menyajikan pengetahuan faktual dalam bahasa yang jelas, sistematis, dan logis, dalam karya yang estetis, dalam gerakan yang mencerminkan anak

sehat, dan dalam tindakan yang mencerminkan perilaku anak beriman dan berakhlak mulia.

B. Kompetensi Dasar dan Indikator

Bahasa Indonesia

- 1.1 Meresapi makna anugrah Tuhan Yang Maha Esa berupa bahasa Indonesia yang diakui sebagai bahasa pengetahuan yang kokoh dan sarana belajar untuk memperoleh ilmu pengetahuan.
- 2.2 Memiliki kedisiplinan dan tanggung jawab terhadap penggunaan teknologi modern dan traditional, proses pembuatannya melalui pemanfaatan bahasa Indonesia.
- 3.3 Menggali informasi dari teks wawancara tentang jenis-jenis usaha dan pekerjaan serta kegiatan ekonomi dan koperasi dengan bantuan guru dan teman dalam bahas Indonesia lisan dan tulis dengan memilih dan memilah kosakata baku.
- 4.3 Mengolah dan menyajikan teks wawancara tentang jenis-jenis usaha dan pekerjaan serta kegiatan ekonomi dna koperasi secara mandiri dalam bahasa Indonesia lisan dan tulis dengan memilih dan memilah kosakata baku.
 - 3.3.1 Membuat daftar pertanyaan sesuai dengan data yang diberikan.
 - 3.3.2 Menemukan informasi dari hasil menyimak percakapan wawancara.
 - 3.3.3 Memahami isi teks wawancara.
 - 4.3.1 Menceritakan hasil wawancara.
 - 4.3.2 Menulis teks wawancara.
 - 4.3.3 Menceritakan hasil wawancara menggunakan bahasa sendiri secara lisan.

C. Tujuan Pembelajaran

- Dengan pengamatan mengenai data yang diberikan, siswa mampu membuat daftar pertanyaan wawancara dengan tepat.
- Dengan menyimak kegiatan wawancara, siswa mampu menemukan informasi-informasi penting yang terdapat dalam wawancara tersebut.
- Dengan data yang diberikan berupa bacaan hasil wawancara, siswa mampu memahami isi dari bacaan tersebut dan mendapatkan informasi dari kegiatan membaca.
- Siswa mampu melaksanakan kegiatan mewawancarai sesuai topik yang diminta.
- Setelah melakukan kegiatan wawancara, siswa mampu menuliskan teks percakapan wawancara.
- Siswa mampu bercerita di depan kelas tentang hasil dari wawancara dengan menggunakan bahasa mereka sendiri.

D. Materi Ajar

- Wawancara
- Membuat daftar pertanyaan
- Hal-hal yang harus diperhatikan dalam melakukan wawancara
- Tahapan-tahapan wawancara

E. Pendekatan dan Metode Pembelajaran

Pendekatan : scientific.

Metode : grup discussion, jigsaw, tanya jawab, ceramah, praktek.

F. Media, alat, dan sumber pembelajaran

- Flashcard
- Cerita tentang profesi dari hasil wawancara
- Video wawancara

G. Kegiatan pembelajaran

Pendahuluan	<ul style="list-style-type: none"> • Mengucapkan salam dan doa. • Presensi kehadiran siswa. 	10 menit
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	<ul style="list-style-type: none"> • Apersepsi: tanya jawab tentang profesi yang siswa ketahui dan yang ada dilingkungan sekitar mereka. • Motivasi Jargon: Kelas 4 “Percaya, yakin, kelas 4, BISA” • Menyampaikan tujuan dan kegiatan yang akan dilakukan 	
Kegiatan inti	<ul style="list-style-type: none"> • Siswa mengamati pekerjaan yang ada dalam flashcard secara berpasangan dengan teman sebangku. • Setelah siswa mengamati gambar, siswa membuat pertanyaan dengan berpedoman pada 5W+1H. • Siswa membentuk kelompok yang terdiri dari 5-6 anak. • Siswa saling menyampaikan hasil pengamatan dan pertanyaan yang mereka buat dalam satu kelompok. Siswa saling berdiskusi dan memberikan tanggapan tentang pertanyaan. • Siswa diajak untuk membuka surat dalam media kotak kemudian dibaca dalam satu kelompok. Kemudian secara berkelompok membuat pertanyaan-pertanyaan yang sesuai dengan teks tersebut. Siswa berdiskusi dan saling memberi tanggapan dalam membuat pertanyaan. Pertanyaan yang dibuat dilengkapi dengan jawaban yang sesuai. • Siswa membuat teks percakapan wawancara dari pertanyaan dan jawaban yang sudah ditemukan. • Guru mengingatkan siswa bagaimana tata cara melakukan wawancara. • Siswa menyimak dan mengamati video kegiatan wawancara. • Siswa melakukan wawancara dengan tema pekerjaan secara berpasangan. • Siswa menuliskan teks dari hasil wawancara. • Siswa menyimpulkan hasil wawancaranya. 	50 menit

	<ul style="list-style-type: none"> Guru menguatkan hasil diskusi siswa bahwa setiap orang memiliki kemampuan dan kegemaran yang berbeda-beda sehingga impian/cita-cita mereka pun beragam. Siswa didorong untuk memberikan pertanyaan-pertanyaan lain yang ingin siswa ketahui sebelum melanjutkan kegiatan berikut. 	
Penutup	<ul style="list-style-type: none"> Siswa menanyakan hal yang belum difahami kepada guru. Guru menambahkan penguatan dengan memberikan pertanyaan pertanyaan yang mengarah pada pemahaman siswa terhadap materi. Siswa menyampaikan hasil belajarnya hari ini. Guru menyampaikan pesan-pesan, dan hikmah belajar pada hari ini. Berdoa bersama untuk mengakhiri pembelajaran. 	10 menit

H. Penilaian

Daftar Periksa Bahasa Indonesia secara umum

Kriteria	Sudah	Belum
Membuat daftar pertanyaan sesuai dengan data yang ada		
Melakukan wawancara sesuai dengan narasumber yang dipilih		
Data hasil wawancara dapat diolah dengan benar		

Penilaian Keterampilan Bahasa

a. Menulis

No	Aspek yang dinilai	Tingkat kefasihan				
		1	2	3	4	5
1	Kesesuaian pertanyaan dengan gambar					
2	Ketepatan logika urutan pertanyaan					
3	Penggunaan kata tanya					
4	Ketepatan makna keseluruhan					
5	Ketepatan kata					
6	Ketepatan kalimat					
7	Ejaan dan tata tulis					

b. Membaca

No	Aspek yang dinilai	Tingkat kefasihan				
		1	2	3	4	5
1	Pemahaman isi teks					
2	Pemahaman detail isi teks					
3	Ketepatan organisasi teks					
4	Ketepatan diksi					
5	Ketepatan struktur kalimat					
6	Ejaan dan tata tulis					
7	Kebermaknaan penuturan					

c. Menyimak

No	Aspek yang dinilai	Tingkat kefasihan				
		1	2	3	4	5
1	Pemahaman isi dialog wawancara					
2	Pemahaman detail					
3	Ketepatan organisasi dialog					
4	Ketepatan diksi					
5	Ketepatan struktur kalimat					
6	Ejaan dan tata tulis					
7	Kebermaknaan penuturan					

d. Berbicara

No	Aspek yang dinilai	Tingkat kefasihan				
		1	2	3	4	5
1	Kesesuaian isi pembicaraan					

2	Ketepatan logika urutan berbicara					
3	Ketepatan detil peristiwa					
4	Ketepatan makna keseluruhan bicara					
5	Ketepatan kata					
6	Ketepatan kalimat					
7	Kelancaran					

Keterangan :

- 1 : Kurang sekali, tidak ada unsur yang benar
- 2 : kurang, ada unsur yang benar
- 3 : seimbang, jumlah unsur benar dan salah seimbang
- 4 : baik, ketepatan tinggi dengan sedikit kesalahan
- 5 : baik sekali

Nilai@ Jumlah perolehan skor : Jumlah keseluruhan skor x 100 =

Documentation

1. Implementation of control group and exsperiment group pretest



2. Implementation of posttest control and experiment group



3. Learning Activity in Exsperiment Group



Teks Wawancara

PROSES



Hampir setiap hari kita dimanjakan dengan karya-karya seni yang ada di Kota Malang. Seperti lukisan, tarian, teater, sastra, dan masih banyak lagi. Jarang terfikir oleh kita bahwa dibalik karya yang luar biasa terdapat proses panjang yang dilalui oleh para seniman pencipta karya seni tersebut. Seperti salah seorang seniman yang ada di Malang ini. Nama aslinya DZ. Andika S. Beliau akrab di panggil dengan nama Bejo.

Mas Bejo bukan berasal dari Malang, melainkan dari Ambon. Sebagai seorang seniman tentunya sesuatu hal yang tidak pernah di pikirkan oleh Mas Bejo. Darah seni yang mengalir dari kedua orang tuanya merupakan salah satu factor Mas Bejo mempunyai kemampuan dan jiwa kesenian yang kuat. Ayah beliau yang gemar melukis mengalir dalam diri Mas Bejo. Kepercayaan diri yang luar biasa beliau dapatkan dari Ibu yang gemar dengan dunia prajawati atau fashion. Hal ini terbukti dengan karya-karya yang sudah banyak di nikmati Beliau menghasilkan lukisan, sablon, tas, hiasan-hiasan dinding, teater, drama, monolog, sastra, buku, music, dan masih banyak lagi.

Mas Bejo adalah sosok yang sangat menghargai dengan sebuah proses. Karena menurutnya semakin banyak pengalaman yang dilalui oleh seseorang maka akan semakin banyak pengetahuan yang di dapatkan. Bermula dari tidak sengaja bermain music ketika kelas dua SMP, hingga akhirnya beliau lanjutkan hingga jenjang kuliah sebagai mahasiswa Arsitek, hingga saat ini.

MENGABDI UNTUK BANGSA



Namanya Bapak Isrofi. Sudah 21 tahun beliau mengabdikan dirinya sebagai polisi di Kota Malang. Saat ini beliau bertugas menjadi polisi lalu lintas di Jl. Kawi. Menjadi seorang polisi awalnya bukan impiannya, karena beliau bercita-cita menjadi seorang TNI. Namun cita-cita tersebut tidak terwujud ketika beliau tidak di terima untuk seleksi TNI. Hingga akhirnya beliau kuliah di salah satu Universitas yang ada di Malang.

Beliau memulai profesinya dalam dunia kepolisian ketika beliau berada di semester IV. Ketika itu beliau mendaftar dengan sisa keinginannya yang ingin menjadi TNI dan ingin mengabdikan dirinya kepada Bangsa. Hingga akhirnya proses 21 tahun ini beliau menjadi sosok yang kuat. Sudah menjadi kewajiban menurutnya ketika ada masyarakat yang membutuhkan beliau.

Sebagai polisi lalu lintas beliau berpesan supaya masyarakat dalam hal berkendara baik motor maupun mobil diharapkan sopan santun. Agar lalu lintas bisa berjalan lancar. Sehingga ketika kita mempunyai tujuan hendak kemana tepat waktu dan tidak ada orang yang di rugikan.

SEMANGAT BERWIRAUSAHA



"Bhagya" merupakan salah satu warung kopi yang ada di Kota Malang. Warung yang buka sekitar pukul 19.00 ini berada di Jl. Panjahitan Betek Malang. Tepatnya berada didepan tempat pencucian mobil Al Kahfi. Farid Fahrudin adalah salah satu pemilik dari tiga orang pemilik warung ini. Farid melihat peluang besar usaha warung kopi. Keadaan kota malang yang dingin, di tambah dengan banyaknya mahasiswa yang suka begadang untuk sekedar diskusi, mengerjakan tugas, maupun nongkrong.

Warung ini berdiri sejak enam bulan, jalan ke tujuh bulan yang lalu. Dengan penghasilan 300.000 perharinya, cukup untuk mengembalikan modal awal dalam waktu enam bulan. Selain kopi dan minuman hangat yang dijual disini juga terdapat pecel khas Jawa Tengah. Pecel Malam Manis inilah yang selalu habis diburu pembeli.

Keinginan besar untuk mempunyai usaha sendiri tanpa bergantung kepada orang lainlah yang menjadikan usaha ini tetap ada. Meskipun terkadang, hanya 10 gelas yang terjual. Farid mempunyai keyakinan sendiri karena warung kopi ini akan mempunyai pelanggan sendiri. Dan sebagai seorang pengusaha tentu harus sabar, telaten, tetap semangat, dan tidak mudah menyerah.

KUNCINYA ADALAH IKHLAS



Hampir setiap hari pasti kita akan bertemu dengan orang yang menjalani profesi ini. Di pusat perbelanjaan, di depan sekolah, di tempat wisata, sampai di depan mesin pengambilan uang, atau yang biasa kita sebut ATM. Hal inilah yang juga dilakukan oleh Bapak Syamsul setiap harinya. Mulai pukul 08.00 pagi Bapak Syamsul segera menuju halaman parkir suatu Bank yang ada di jalan menuju arah Oro-oro dowo Kota Malang.

Lelaki yang berusia 43 tahun ini berasal dari Malang. Menjadi juru parkir adalah keputusan Bapak Syamsul, ketika dia sangat membutuhkan pekerjaan untuk menafkahi istri dan seorang anaknya. Menurutnya mencari pekerjaan tidaklah mudah, karena dia hanya lulusan STM. Selain itu, Bapak Syamsul memilih menjadi seorang juru parkir karena menurutnya dia kan bisa bertemu dengan anaknya setiap hari, memberikan uang belanja kepada istri setiap hari. Beda ketika dia harus bekerja di pabrik, karena jadwal kerja yang padat pasti akan susah ketemu anak. Dengan penghasilan rata-rata 40.000 perhari mengharuskan beliau untuk mencari pekerjaan yang lain. Pekerjaan sampingan yang dilakukan Bapak Syamsul adalah supir antar-jemput sekolah. Hasil dari Pak Syamsul selalu diberikan kepada istri dan anaknya, untuk memenuhi kebutuhan sehari hari.

Pak Syamsul tidak pernah malu dengan profesi yang dijalankannya. Beliau mempunyai keyakinan bahwa apapun pekerjaannya harus disertai dengan niat yang ikhlas dan tulus. Sehingga apa yang kita kerjakan dapat Ridho dari Allah dan menjadi rejeki yang halal dan barokah. Besar harapan Pak Syamsul untuk bisa membuka usaha sebagai pedagang. Namun hingga kini keinginan itu tidak bisa terwujud karena keterbatasan modal.

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Student Biodata

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