

Factors in Using Speech Method in Social Subject

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Abstract—This research was motivated by some of elementary school students in the sub-district V of Tanah Datar who experienced boredom in understanding social studies subject matter. This problem is the impact of many teachers who use the lecture method during social studies learning activities. The purpose of this study is to find out what dominant factors influence elementary school teachers in sub-district V Kaum using the lecture method in social studies learning activities. Data and research information are collected with instruments in the form of questionnaires distributed to 5 elementary schools. The result of the research find 2 main factors that the teacher prefers to use the lecture method compared to other methods, are they: teacher competency factors, and self student factors.

Keywords—Factor Analysis, Lecture Method, Social Studies, Elementary School

I. INTRODUCTION

Learning activities is a part of students, and teaching is generally carried out by teachers [1]. Learning is interpreted as a process of interaction between students, educators and learning resources in a learning environment. The principle of learning is built on the concept of psychology. It will improve the quality of learning by providing theoretical foundations for building high-quality instructional systems. Learning objectives relates to learning outcomes. It is how to achieve new knowledge, skills and attitudes, which are expected to be achieved by students and also behavior changed. Actually, in learning objectives, there are three components: Terminal behavior, test conditions, and standards of behavior.

Primary school age is from six to eleven or twelve. The characteristics of primary school-age children are like to play, have great curiosity, easily influenced by the environment, and tend in groups [1]. Therefore, learning in elementary schools is endeavored to create a conducive and pleasant atmosphere. Teacher needs to pay attention to some of the principles of learning needed to create it, such as motivation, background, focus, integration, problem solving, finding, learning while working, learning while playing, individual differences, and social relationships.

Aim of education in primary schools to provide basic literacy skills, computation, knowledge, and basic skills based on their level and then, prepare them for junior high school. Related to the objective, primary school also has the role of education that is to provide basic literacy skills at the gradual level (in the early grades) and to the achievement of proficiency (in high classes). The most

prominent mental development in elementary school children includes intellectual, language, social, emotional development, moral, and religious [2].

Social is a study that discusses how a person will interact with their environment. Teaching about social life is important since it is a foundation for a child to live. Meanwhile, social sciences is an integrated study material which is a simplification, adaptation, selection and modification that is organized from concepts and skills of history, geography, sociology, anthropology, and economics [3]. In another definition IPS is a science that combines a number of selected concepts from other branches of social sciences and other.

Social Sciences (IPS) is one of the subjects given in elementary schools that examines a set of events, facts, concepts, and generalizations related to social issues [4]. It discusses material geography, history, sociology, and economics. It is prepared to create students with the knowledge, attitudes, values, and basic skills needed for life in society. The quality and success of learning is strongly influenced by the ability and accuracy of teachers in choosing and using learning methods.

Therefore, teacher must design a learning that directed and focused on the conditions and potential students. It means that the learning is useful and beneficial for students in order they are able to make what they learn as a provision in understanding and participating in community life in the environment. Social studies learning are expected to be able to develop aspects of knowledge and understanding, attitudes and values, and a skill [5].

Social studies learning aims to form citizens who are socially capable and confident of their own lives in the midst of physical and social strength, which in turn will become good and responsible citizens [6]. Social Sciences (IPS) teacher has an important role in directing students to become democratic, responsible Indonesian citizens and peaceful citizens of the world.

Learning places at the stage of child development from an early age; directs how children can behave and live socially in the community. To answer the needs, the social studies subjects is designed in elementary school. The scope of social studies material is not only related to social life in the community, but also related to the national histories that can be reviewed in social aspects and economic studies. In principle, IPS learning is dominated by theoretical. Therefore, social studies

learning is still dominated by applied lecture methods in enriching students material and students understanding.

The application of learning methods by the teacher will affect the process and results of student learning. The appropriate methods will give a good learning process and outcomes [7].

In the learning process, the selection of method is important because it will affect the smooth learning process as well as the learning outcomes in the classroom. Selection of the appropriate method will produce a good learning and learning outcomes [8]. Conversely, the selection of an inappropriate method will have an impact on the weakness of the teaching and learning process.

In lecture method, the teacher's explanation is as the main medium of learning. In this context, the teacher is actively speaking; and students are listener who must pay attention to the teacher, for example, the teacher explains the subject matter and the students pay attention to the teacher's explanation, the teacher tells about the subject matter and the students listen to the teacher's story (maybe also while making notes). Next, after the lesson is over, students do assignments that have been presented. The lecture method is the earliest method used in the teaching and learning process. This method can be used, either with or without aids (props or learning media) [9].

The lecture method is very appropriate to be used to explain important concepts, especially teaching with less facilities and large classes [10]. The facts showed that 92% of the teachers who as use the lecture method. The observation conducted at SDN 02 Labuah.

Actually, lecture method in learning is debating by many researchers since some of them argued it has a negative impact on learning. Learning that is dominated by the teacher make students get bored quickly because it is one-way communication. The use of the lecture method can also make students passive. It is undeniable that the using of the lecture method helps the teachers in l design of learning. Teacher's view also showed that lecture methods can facilitate teachers in recognizing problems in students, improving student responses.

Most of teachers use of the lecture method in learning. For that reason, in developing the lecture learning method, it is necessary to recognize what dominant factors are considered by the teacher in using the lecture method in learning activities, especially social studies.

Based on the description above, the researcher is interested in studying the "Background Factor of Using the Lecture Method on Social Studies Learning in Elementary Schools V in Tanah Datar.

II. METHODS

The research was a quantitative descriptive. The research's instrument was questionnaire containing ten factors. It related to reasons for effectiveness, differences in learning outcomes, lack of mastery of teacher technology, ease of implementation, student control, student understanding, teacher insight, time efficiency,

student learning and quickly recognize student problems. The research data obtained were analyzed using factor analysis in the SPSS version 16. The sample of the study was the teachers who served in 5 elementary schools located in District V of Tanah Datar District: SDN 14 Limo Kaum, SDN 12 Parambah, SDN 06 Cubadak, SDN 02 Labuah, SDN 01 Limo Kaum. The number of respondents in this study was 25 people.

III. RESULTS AND DISCUSSION

The results showed several factors were found that influencing a teacher in using the lecture method in learning. Some of the factors referred to effectiveness, significance of learning outcomes, ability to master technology mastery, ease of implementation, control of students, understanding of students, teacher insight, time efficiency, ease for students, and problems faced by students.

In the next stage, the results of the literature study in the form of a study of the factors underlying the teacher in using the lecture method are arranged in a questionnaire form. Questionnaire respondents were 25 teachers who served in 6 elementary schools in sub-district V *Kaum* of *Tanah Datar* Regency.

1. The first step, to test KMO and Anti Image using factor analysis on SPSS application. Results obtained as follows:

TABLE 1. CALCULATION RESULTS OF KMO AND ANTI IMAGE

No	Steos	KMO	Sig.	Conclude
1	One	0.255	0.000	Delete 1 factor
2	Two	0.303	0.000	Delete 1 factor
3	Three	0.428	0.000	Delete 1 factor
4	Four	0.589	0.000	Accept

Factor analysis test can be continued if the KMO is greater than 0.500 and the Sig. Small from 0.05. If the criteria are not met, the test is repeated by removing one of the factors with the value of A.I. Lowest.

2. Second Stage, Entering the second stage of explanation continued to analysis Table communalities.

TABLE 2. RESULTS OF COMMUNALITIES

	Initial	Extraction
Effective	1.000	.096
Learning outcomes	1.000	.537
Knowledge of technology	1.000	.874
Students understanding	1.000	.466
Teacher's insight	1.000	.889
Easy for student	1.000	.653
Students problem	1.000	.708

Communalities are basically the number of variants (can be in percentage) of a variable that can be explained by existing factors. From the communalities table, the teacher's insight into the extraction value seen is 0.889. It means that around 88.9% of variants of the teacher's insight variable can be explained by the factors formed and for other variables with the provision that the greater the communalities of a variable, the more closely the relationship with the formed factor

3. Third Stage, interpreting Scree Plot analysis. Scree Results Plot factor analysis is presented in Figure 1.

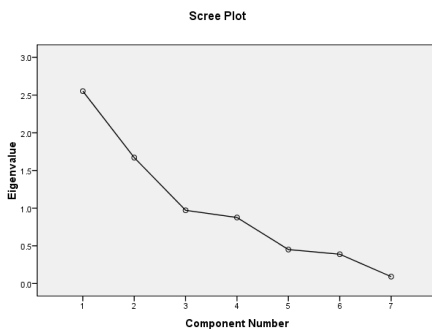


Fig. 1. Scree Plot Analysis

This shows that two factors are best for summarizing the seven variables.

TABLE 3. ROTATED COMPONENT MATRICES.

	Component	
	1	2
Effective	.925	-.183
Learning outcomes	.921	-.161
Knowledge of technology	-.655	-.192
Students understanding	.063	.839
Teacher's insight	.097	.802
Easy for student	-.470	.563
Students problem	.093	-.296

Based on the results above, it can be concluded

- a. Factor 1: teacher's insight, teacher's knowledge of technology, and effectiveness. This factor is named teacher rivalry.
- b. Factor 2: student problems, student ease, student understanding, and significance of student learning outcomes. This factor is named self students.

By analyzing the results, others factors that also be teacher 'reason are a factor of teacher competence and demands from within students. Teachers often use lecture methods in IPS lessons because most teachers have not mastered the technology and still limited the teacher's insight into the understanding of the variety of learning methods. In addition, the effectiveness of which is feared by the teacher influences in choosing of the learning

method. Teachers in the field have a concern if learning is not dominated by lecture methods will make students difficult to understand the subject matter. It will also have an impact on learning outcomes and the level of mastery of student material.

The use of teaching methods of lectures in primary schools has essentially helped and facilitated teachers, especially in social studies. In the future, it is expected that this research can be used as a reference for other researchers to develop learning model of lecture on IPS subject so as to improve students' understanding and learning outcomes. For that it is possible that learning by this lecture method can be combined with other methods that can help teachers in achieving learning objectives.

IV. CONCLUSION

The main result of this research is that there are 7 factors that have been analyzed as the main factor influencing the teacher in using the lecture method in the learning activity. For the next research, especially in IPS can be developed of the method .

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