

**DEVELOPING SEESAW AS MEDIA BASED ON SCIENTIFIC  
APPROACH FOR TEACHING SPEAKING OF RECOUNT TEXT  
FOR GRADE TEN STUDENTS AT SMA SWASTA TRITUNGGAL  
TANJUNGBALAI**

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**ABSTRACT**

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This study was aimed to develop Seesaw as media based on Scientific Approach for teaching speaking of recount text for grade ten at SMA Swasta Tritunggal Tanjungbalai. This study was conducted by Research and Development (R&D) design through six stages; gathering data and information, conducting needs analysis, designing Seesaw as media based on Scientific Approach, validating the product to the experts, revising the product, and releasing Seesaw as media as the final product. The subjects of the study were the English teacher and grade ten students of SMA Swasta Tritunggal Tanjungbalai. The data were gathered by document study, interviewing the English teacher, and distributing questionnaires to grade ten students of science class that consisted of 26 students to get the students' needs. The product (Seesaw) had validated by two experts, namely; an English lecturer and an English teacher. The overall assessment showed that the developed Seesaw was valid to be used for teaching spoken recount text by obtaining an average score of 4.46 or 89.2% and it was categorized as "very good".

***Key words: Seesaw, Speaking, Recount Text, Research and Development.***

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## **I. INTRODUCTION**

There are four English language skills that should be mastered by the students, such as: listening, speaking, reading, and writing. One of the important skills is speaking. The skill seems intuitively the most important one. Speaking is the most important elements of a communication (Richards & Renandya, 2002). The function of speaking is to express ideas to be communicated. Speaking is a productive skill that consists of producing systematic verbal utterances in conveying the meaning (Nunan & Linse, 2005).

In speaking activities, students should be given interesting topics so that they find it easier to practice speaking skills. There are several genre that are needed to be learned by the grade ten students. Recount text is one of the interesting topics that can be given to senior high school students to practice speaking skills on recount topics. In accordance with the syllabus of Curriculum 2013, senior high school students are required to provide and request information related to historical events.

In recount text learning, most activities only focus on writing skills. Meanwhile, they also need to provide information about past events orally. To make the teaching and learning process of spoken recount text become more interesting, teachers can use media. By using media, teachers can attract student's attention. As states by Agustiningsih (2015) teachers must use attractive and interesting media to improve students' competence.

But, the media used by the English teacher of SMA Swasta Tritunggal Tanjungbalai was not able to stimulate students' speaking ability. It was supported by the preliminary data that has been obtained by the researcher

through interviewing the English teacher and students of grade ten. During online learning due to the Covid-19 Pandemics, the teacher only used WhatsApp as media for teaching speaking. However, the teacher said that the students were not interested in speaking activity by using that media. The teacher added, students became more passive in online learning. Furthermore, for the speaking practice, the students said that the teacher only asked them to record their voices without providing supporting activity. They also said that they were embarrassed when they spoke incorrectly, that is why they became passive in the learning process. As the result, the media used cannot reach the goals of speaking skill. It can be seen by the speaking score obtained by each student. Most of them were not reached the Minimal Criteria of Achievement (KKM) of English subject.

The resume of the preliminary data above showed that the teacher was not used attractive media for teaching speaking because the media used by the teacher was not able to attract students to practice speaking. While in fact, the teacher needs a new teaching media that can be involved by the students in the teaching and learning process of spoken recount text. Based on the condition, the researcher saw that the teacher needs another teaching media which is designed appropriately for the students.

Responding to the development of education in the 21st century and linking the goals of the Curriculum 2013, classrooms are now designed to be in touch with technology-based learning. Related to the use of technology, the researcher intends to use an online learning platform as media for teaching speaking, namely Seesaw. Seesaw is an online learning platform integrated with a set of interactive online services that provides teachers, students, even parents involved

in education with information and resources to support the teaching and learning process.

In this study, Seesaw will be developed into an interactive and attractive media for teaching spoken recount text. Seesaw contains a template that needs to be developed to make it suitable as a media for teaching spoken recount text. Therefore, the researcher interest to develop the content on the template in order to make Seesaw attractive for the students. The content will be developed into interactive slides which the steps planning consist of preparing the materials, editing the background, adding videos, texts, and voice instructions. Scientific approach is important to be applied because it emphasizes students as learning subjects who must be actively involved. There are 5 steps of the Scientific Approach that will be applied to seesaw, namely; observing, questioning, experimenting, associating and communicating.

Although there are several similar studies regarding Seesaw, this study has some aspects which make it different from the other. First, this media developed based on Scientific Approach. Second, this study teach one genre, namely recount text. The last, this media intended to teach the tenth-grade students of senior high school. Hopefully, developing Seesaw as media based on scientific approach to teach spoken recount text can be a solution for the teacher's problem.

## **II. REVIEW OF LITERATURE**

### **1) Speaking as a Language Skills**

Speaking is one of the four language skills that have an important role in communication because of its function as a conveyor of language. Speaking is an interactive process which learners can communicate with others to express their opinions, intentions, etc.

There are some definitions of speaking according to the experts. According to Siahaan (2008: 95) speaking is a productive language skill. It means that speaking is a skill to produce sound that exist a meaning and can be understood by other people.

Based on the definition above, speaking is one of four language skills which aims to express opinion, idea, thought, feeling to one another. By speaking, people share a meaning through the use of verbal symbols which can project their identity through communication.

### **2) Scientific Approach**

The government believes that Scientific Approach is suitable to be applied in the teaching and learning process (Mulyoto, 2013). According to Alferd (1989), scientific approach is a natural thinking learning model that is able to develop inquiry thinking skills for students. The Ministry of Education and Culture (2013) explains that Scientific Approach elaborates the steps to develop language teaching and learning activities, as follows; observing, questioning, experimenting, associating, and communicating.

Based on the quotation above, scientific approach is generally related to the observations required for the formulation of hypotheses or scientific collection methods. This is generally based on the exposure of observational or experimental data, and experimental activities in the form of activities to obtain information from various sources which is designed to develop students' participation in teaching and learning process.

### **3) Teaching Media**

Teaching media is a tool provided and brought into the classroom to facilitates the teaching and learning process. Thus, teaching media are expected to help teachers to deliver the material more clear and interesting, so it can be followed easily by the students.

In addition, according to Briggs in Aniqotunnisa (2013: 10) teaching media is a physical and nonphysical form that can convey a message so that it can stimulate and motivate students in learning. According to Kemp and Dayton (2005: 128), there are eight advantages of teaching media, as follow:

1. Teacher can deliver the materials appropriately.
2. The process of teaching and learning becomes more interesting.
3. The process of teaching and learning becomes more interactive.
4. Teaching and learning time can be reduced.
5. Students' learning quality increased.
6. The process of teaching and learning can be apply wherever and whenever.
7. The positive attitude of students in learning process increased.

8. The teacher's role becomes more positive and productive.

#### **4) Seesaw as Media**

Seesaw is an online learning platform integrated with a set of interactive online services that provides teachers, students, even parents involved in education with information and resources to support the teaching and learning process. Seesaw application founded in 2012 by Adrian Graham, Charles Lin, and Carl Sjogreen. The teacher can directly share text, images, videos, pictures, and links. Students can have this media on their smartphones, iPhone, iPad, and other digital devices.

Seesaw empowers students to be creative, reflect, collaborate, and share their learning with others, including peers, teachers, and parents. Seesaw application provides a wide variety of strategies which can be used to complement rather than other application (Nur & Riadil, 2019). This media can be very helpful for student's learning process. Then, this media can help them become independent students (Nur & Riadil, 2019).

Thus, it can be summarized that Seesaw is an online learning platform designed as a teaching and learning media for teachers and students. Seesaw can freely be obtained at website: <https://web.seesaw.me/>

### **III. RESEARCH METHODOLOGY**

This research was conducted by Research and Development (R&D) method, which aimed to develop Seesaw as media based on Scientific Approach for teaching spoken recount text to grade ten students. The six steps were; gathering

data and information, analyzing the data, designing the first form of product, validating by experts, revising, and the final product.

This research was conducted in SMA Swasta Tritunggal Tanjungbalai which is located in Jl. Abadi, No. 25 Tanjungbalai. The subjects of the study were the English teacher and grade ten students of X Science class at SMA Swasta Tritunggal Tanjungbalai. The total number of the students were 26 in the academic year of 2020/2021.

In this study, there were three kinds of instruments used to collect the data, as follows: documents, interview, and questionnaires. The data needed in developing Seesaw as media based on scientific approach for teaching spoken recount texts was obtained from documents. The interview was used to collect the information from the teacher about the problems faced in the teaching and learning process, as well as to obtain the data for the process of developing Seesaw as media for teaching speaking of recount text. The questionnaire was used to collect information from students about their problems in learning English, as well as to develop Seesaw as media to teach spoken recount text according to their needs.

In this study, the techniques used to collect the data were document study, interviewing the teacher, and distributing questionnaires. Firstly, the documents were studied to find out the information needed in developing Seesaw as media based on scientific approach for teaching spoken recount text. Secondly, the teacher was interviewed about the problems faced in the teaching and learning process, as well as to obtain data for the process of developing Seesaw as media for teaching speaking of recount text. The last, questionnaires were distributed to 26 students of



grade ten at SMA Swasta Tritunggal Tanjungbalai which aims to develop Seesaw as media to teach spoken recount text according to their needs.

In this study, the techniques of data analysis were done by qualitative and quantitative data analysis. The qualitative data was obtained by providing conclusions from the results of interviews and questionnaires. Meanwhile, the quantitative data was obtained from the questionnaire in form of percentages. In addition, the steps of this media development refer to as R&D cycle, which consists of gathering data and information, needs analysis, first product design, validating to the experts, revising, and releasing the final product.

#### **IV. Result and Discussion**

##### **A. Research Findings**

###### **1) Gathering Data and Information**

Based on document study (Curriculum, Syllabus, and English Textbook), SMA Swasta Tritunggal Tanjungbalai used 2013 Curriculum as the educational system of the school, as well as to measure students' abilities. Based on the syllabus, the basic competence stated that the grade ten students have to be able to compose short and simple spoken and written recount text related to historical events which paying attention to social functions, generic structure, and linguistics features according to the context. The English textbook used by the teacher was Airlangga Book entitled Pathway to English for Grade Ten (2016).

###### **2) Needs Analysis**

###### **a. Students' Necessities Analysis of Media Speaking Recount Text**

From Table 4.1 - 4.4, it can be identified the necessities of grade ten students of SMA Swasta Tritunggal Tj.Balai. It can be concluded that the students need media to explain the material, they need an online learning platform during online learning, they want the media is authentic, accordance, and presented clearly, they need a simple text presented in the media.

**b. Students' Lacks Analysis of Media Speaking Recount Text**

From table 4.5 - 4.8, it can be identified the lacks of grade ten students of SMA Swasta Tritunggal Tj.Balai. It can be concluded that most of the students did not understand Recount Text, they were difficult at expressing words in past events, the media used by the teacher was not in accordance with spoken recount text topic.

**c. Students' Wants Analysis of Media Speaking Recount Text**

From table 4.9 - 4.13, it can be identified the wants of grade ten students of SMA Swasta Tritunggal Tj.Balai. It can be concluded that most of the students want media of spoken recount text displays learning videos, voice instructions, text instructions, interesting layout which can motivate them in learning process.

**3) Designing Seesaw as Media Based on Scientific Approach**

The students were directed to follow the steps of the scientific approach which was explained below.

a. Observing

In this step, students were invited to observe the material given from a conversation video of “Proclamation of Indonesian Independence”. Students were invited to watch a conversation video to stimulate their views on what material to be taught.

b. Questioning

This step was aimed to raise students’ skills in speaking by using proper and correct grammar.

c. Experimenting

In this activity, students were invited to distinguish each of language features contained in the text and determine the examples of phrases and keywords in the text.

d. Associating

Through the explanation of linguistics features contained in the text “Proclamation of Indonesian Independence” students were invited to mention the phrases and keywords according to the teacher’s pronunciation.

a. Communicating

In this step, the teacher and students were concluded all the knowledge that had been learned.

#### **4) Experts’ Validation**

The experts’ questionnaires were filled by an English lecturer and an English teacher, as follows:

a. Lecturer

The first expert was Dr. Isli Iriani Indiah Br. Pane, S.Pd., M.Hum. She is a lecturer in English and Literature Department in State University of Medan.

b. Teacher

The second expert was Lasta Simalango S.Pd. She is an English teacher in SMA Swasta Tritunggal Tanjungbalai.

**Table 4.1 Validation Result**

No.	Experts	Score		Criteria
		Average	Percentage	
1.	Lecturer	4.24	84.8%	Very Good
2.	Teacher	4.68	93.6%	Very Good
<b>An Overall Assessment</b>		<b>4.46</b>	<b>89.2%</b>	<b>Very Good</b>

The table above showed an overall assessment by the two experts. The experts had validated the media based on four main aspects, where the average score was 4.46 and the percentage was 89.2%. Therefore, the media was categorized as “very good”.

### 5) Revision

Based on the experts' validation, there were some suggestions offered to the researcher, as follows:

1. Lecturer's Suggestion

Was to add a slide where students can put their sound or video recording to encourage them in speaking activities.

2. Teacher's Suggestion

The voice recording was not clear. She suggested improving the voice recording to make it sound clearer.

## **6) Final Product**

After revising the media based on the experts' suggestions, Seesaw was finalized as a complete product. Seesaw was developed based on students' needs and had considered valid by the experts to be used by the teacher. Seesaw was compatible to be used in smartphones, laptop, and the other types of gadget. The final product can be downloaded at App Store or Google Play Store by searching "Seesaw Class" and also can freely be obtained at websites:

1. <https://app.seesaw.me/#/activities/class/class.8d7fd2d4-d7d4-4b93-9aed-60a9ec6bc23b> for the 1st meeting, and
2. <https://app.seesaw.me/#/activities/class/class.8d7fd2d4-d7d4-4b93-9aed-60a9ec6bc23b> for the 2nd meeting.

## **B. Discussion**

The existence of media is very useful in building effective communication in which the information can be clearly delivered without any misunderstanding in the communication itself. According to Miarso (2004: 456), media is something that is used to convey messages and can stimulate the thoughts, feelings, attention, and willingness of students, so that it can encourage a deliberate, purposeful, and controlled learning process.

Responding to the development of education in the 21st century and linking the goals of the Curriculum 2013, classrooms are now designed to be in touch with technology-based learning. Related to the use of technology, the researcher was used an online learning platform as media for teaching speaking, namely Seesaw.

In this study, Seesaw was developed into an interactive and attractive media for teaching spoken recount text. Seesaw was developed into interactive slides in which the steps of planning consisted of preparing the materials, editing the background, adding videos, texts, and voice instructions. In addition, the researcher was developed Seesaw based on scientific approach in which the researcher assumed that media developed with a scientific approach can improve students' speaking achievement.

## **V. CONCLUSION AND SUGGESTION**

### **A. Conclusion**

Seesaw was developed into an interactive and attractive media for teaching spoken recount text. Seesaw was developed into interactive slides in which the steps planning consisted of preparing the materials, editing the background, adding videos, texts, and voice instructions. In addition, the researcher was designed Seesaw for two-time meetings. Every meeting used stages of scientific approach (observing, questioning, exploring, associating, and communicating). The developed Seesaw can be freely accessed by the teacher and students on <https://web.seesaw.me>

### **B. Suggestion**

In line with the conclusion above, some suggestions are recommended as follows. Firstly, it is suggested that the developed Seesaw should be used by the English teacher to encourage students in SMA Swasta Tritunggal Tanjungbalai in practicing spoken recount text. Secondly, it is suggested that the English

teacher should be more responsive to the need of the students, especially their needs of media in the learning process. The teacher should be able to provide attractive and interactive media which can hone students vocabulary and pronunciation. Last but not least, this research only develops Seesaw as teaching speaking media for recount text genre.

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