



Developing Audio Visual Media in Teaching Recount Texts for the Tenth Grade Students of Madrasah Aliyah

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Abstrak

Penelitian ini bertujuan untuk mengembangkan media audio visual dalam pembelajaran teks recount untuk kelas 10 MAN dan untuk mengetahui level validitas dari media yang telah dikembangkan. Minimnya media yang tersedia dan ketidaktertarikan siswa dalam proses pembelajaran, yang membuat mereka kurang terlibat di dalam kelas, menjadi pendorong pengembangan media pembelajaran audio visual. Penelitian ini menggunakan penelitian pengembangan dengan menggunakan model 4D. Penelitian ini dilakukan dengan tiga tahap yaitu 1) definisi yang terdiri dari analisis awal akhir, analisis peserta didik, analisis materi, dan analisis konsep. 2) desain yang terdiri dari pembuatan draft storyboard dan melakukan pengeditan media. 3) pengembangan yaitu tahap untuk mendapatkan validasi dari ahli. Berdasarkan temuan penelitian ini, media pembelajaran yang dikembangkan pada materi recount teks mendapatkan skor rata-rata 86,5 % dengan kriteria sangat valid. Artinya produk ini layak untuk diuji cobakan untuk menjadi video pembelajaran di dalam pelajaran recount texts.

Kata Kunci: pengembangan, media audiovisual, teks recount

Abstract

This study aims to develop audio-visual media in learning recount text for grade 10 MAN and to find out the level of validity of the media that has been developed. The lack of available media and students' disinterest in the learning process, which makes them less engaged in class, are the driving forces behind the development of learning media audio-visual. This research uses development research using 4D models. This research was conducted in three stages, namely 1) definition which consists of front-end analysis, student analysis, material analysis, and concept analysis, 2) design which consists of making draft storyboards and editing media, 3) development, namely the stage to get validation from experts. The results of this study indicate that the learning media developed in the recount text material got an average score of 86.5% with very valid criteria. This means that this product is worthy of being tested to become a learning video in recount text material.

Keywords: developing, audio visual media, recount text

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INTRODUCTION

Information technology and science are always developing and progressing very rapidly. Without any limitations, all information is readily accessible. The impact of technological advances in education, namely the utilization of science and technology as a means of supporting the learning process. Every teacher has a role in the field of education in schools, including the ability to create lesson plans, comprehend the curriculum thoroughly, teach in a class environment, serve as a model for students, offer advice, be skilled at offering assistance and services, and be able to create and conduct evaluations (Lauermann, 2014).

Based on the 2013 curriculum (Nuh, n.d.), students are expected to have insight into science, culture, and technology. Implementation of the 2013 curriculum is the embodiment of the curriculum in shaping student character. Teachers are encouraged to be active in creating innovations in learning as solutions to increase student attractiveness in learning so that student learning achievement increases. Among these innovations namely by the development of learning media. It is essential that students' interest in and aptitude for learning are piqued by the media in order to accomplish the curriculum's goals for the teaching and learning process.

There are thirteen types of text to be taught in senior high schools, namely narrative, procedure, recount, report, analytical exposition, descriptive, discussion, news item, review, anecdote, and spoof. According to the 2013 curriculum, one of the materials studied at the high school level at KD 3.9 is the Recount text. A recount text is one that tells the reader about past occurrences in chronological order. (Anderson, Mark & K Anderson, 2003)

According to the findings of an interview with English teachers at MAN 1 Kepulauan Meranti, Numerous students pay less attention to lessons, according to research, because there aren't enough different learning resources available. The English teacher said that they are still using the whiteboard as the learning media. Meanwhile, the facility of school such projector not maximal used. For this reason, learning media are needed to utilize technological developments to attract students' attention and contain learning material according to the topics to be taught. However, the teacher as a facilitator cannot make appropriate learning media because of limited abilities and time.

Based on the difficulties stated above, researchers believe there is a need to construct learning media in learning recount text, namely audio-visual media. The advantages of this media are very suitable for the characteristics of students, is easy to operate, and is in accordance with school infrastructure. This audio-visual learning media is expected to attract students' enthusiasm for learning. Furthermore, audio-visual media can present certain objects, objects, and movements that are challenging to present directly in the classroom. This research is entitled developing audiovisual media in teaching recount text for tenth-grade students of MAN.

According to previous research (Anyan, n.d.), PowerPoint is a versatile learning tool that can be used in the classroom and contains text, graphics, sound, and video. Studies have shown that students who use animated media get better results and are more motivated to learn than those who use PowerPoint (Sukiyasa & Sukoco, 2013). (Husain, 2017) developed audio-visual-based learning media to get a decent value for use but there are drawbacks, namely the learning videos look monotonous and the animations are considered less interactive as contained in the development research by researchers.

The selection of recount text material is based on video media since it can exhibit images, sound, videos, and animations that correspond to the story shown. Additionally, animated learning videos for recount text materials are still hard to obtain. In order for the developed media to serve as a guide for learning media that instruct the relevant topics, audio-visual learning media based on recount texts are essential.

RESEARCH METHOD

The design of this research is Research and Development study. A research technique called "research and development" is used to create products and evaluate their efficacy (Sugioyono, 2017). In this research, The 4D model for research and development was created by Thiagarajan. This model consists of 4 stages, including define, design, development, and dissemination.

Define stage was performed to set and define development requirements. The five stages of defining activities, according to Thiagarajan (Thiagarajan, Sivasam, 1974) were: front-end analysis, learner analysis, task analysis, concept analysis, and specifying instructional objectives. The draft of the learning media was planned and organized into the format through design work. The expert appraisal was used to carry out the development activity. Validated learning media that have been modified before testing. The processes in this research were completed up until the development stage since the goal was to determine whether the developed learning media could be tested and used in a classroom by teachers. The step of dissemination might be carried out in subsequent studies.

In this study, both quantitative and qualitative data were utilized. Quantitative data are scores provided by the validator to assess English learning media in the form of audio-visual media that was developed. Qualitative data comes from feedback and suggestions for improving the learning resources.

The data collecting instrument in this study was the validation sheet. The validation sheet contains statements related to the product (audiovisual media). The validation sheet will be arranged to assess the suitability of the components on the learning media audio-visual. This validation sheet will be assessed by a media expert lecturer. The instrument will be given to expert lecturers in educational media and multimedia learning.

In this study, the data has been analyzed from the results of learning media by two media experts. To analyze the validation result, the researcher used the percentage of the average score provided by validators in the validation sheet. The formula used to calculate the scores is

$$Va = \frac{Tsa}{Tsh} \times 100 \%$$

Description:

Va = validation score

Tsa = expert score

Tsh = score maximum (Source: Akbar, 2013)

The formula is used to determine the validators' final score:

$$Va = \frac{\sum_{i=1}^n v_{ai}}{n}$$

Description:

n = number of validators

Vai = validity score of each validator

(Va)⁻ = average validation score of experts (Source: Akbar, 2013)

Learning media can be used if the percentage of validation is more than 70% (Akbar, Sa'dun, 2013). The table below shows, the validation criteria based on the validation outcome:

Table 1
Validation Criteria

No	Level of achievement	Validation criteria
1	85,01% - 100,00%	Very valid
2	70,01% - 85,00%	Valid
3	50,01% - 70,00%	Less valid
4	01,00% - 50,00%	Invalid

(Source: Akbar, 2013)

RESULT AND DISCUSSION

This study was conducted using a 4-D model, which has four stages: define, design, develop, and disseminate. In this study, there were only three stages that have been done to get the data as we can see in the following.

1. Define

There were some steps that have been done in the define stage, namely (1) Front-end analysis At this stage, the researcher analyzed problems that focus on learning media. (2) Students' characteristic analysis. The target of this research is the tenth-grade students of senior high school. These students, who are between the ages of 14 and 15, have a variety of skills and life experiences. Students who are in grade 1 MAN are the age where students are able to explore and develop the knowledge they already have. The characters that appear at this level are very diverse, those who don't want to be pressured in learning, are always curious and like new things, and ways of thinking that are very closely related to the world and always exploring what they want. (3) Task analysis, Based on Minister of Education and Culture Regulation No. 24 of 2016 on core competency and basic competence, the researcher examined competencies. In response, the researcher created learning media for basic competency 4.7.1 and 4.7.2, as set forth in the government's syllabus for senior high school pupils. (4) The language qualities of recount texts, generic organization, and social functions are the focus of competency.

2. Design

The researcher designed the initial version of the product at this point. Following the collection of data, the outcome of these processes is the creation of learning media namely, (1) Storyboard video, The researcher creates a plot, which is a basic description of the contents of the audio-visual learning media product. This involves designing templates and other materials, preparing the content for presentation, and gathering the components that were utilized in the development of learning media. (2) Editing, the video creation data that has been sorted, is then processed using Filmora with MP4 format. The type of writing chosen for this media is variative while the size of the text used is adjusted to the needs. The appearance of this media design is made as attractive as possible.

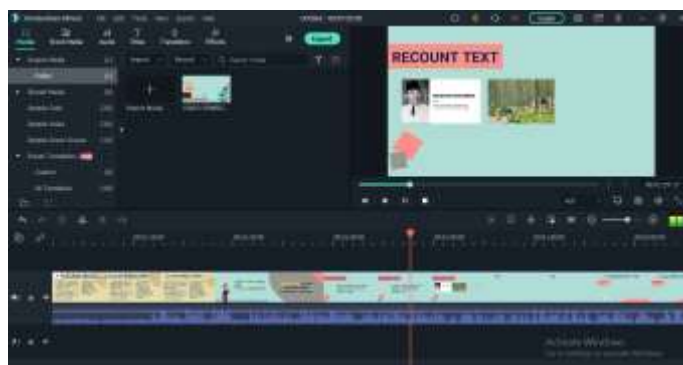


Figure 1. Editing



Figure 2. Display of the media

3. Develop

Validators validated the items the researcher had created up to this stage. The validators in this study were lecturers. The criteria of the validators are, first, have expertise in education technology and also have experience teaching using media in a classroom. The criteria of learning media validation are related to the completion of learning media components and video format. At this stage, validators assessed the learning media through the validation sheet. Validators gave comments and feedback in order to revise the learning media. The learning media were amended by the researcher after the validation based on the suggestions or comments from the validators after the researcher had evaluated the results. The table below shows the audiovisual media validation results.

Table 2
Validation result

Validators	Score	Criteria
Validator I	87 %	Very valid
Validator II	86 %	Very valid
Total	86,5 %	Very valid

The results of audiovisual learning materials that have been validated by two media specialists are shown in the table. The first media expert received an 87 %, while the second received an 86 %. Based on the findings of the two validators, it can be said that the category of audiovisual media has a very valid average value of 86.5 %.

There are some aspects of audiovisual media that need to be revised. Validators' comments are, first, For the learning media, need to synchronize the objectives with the material that has been explained. Second, The color combination and the attractiveness of the animation need special attention. Third, Give students time to read or analyze the material. Fourth, Some aspects of language need to be revised. Fifth, the Backsound in some parts of the video needs to be reduced in volume. Sixth, In the example text section, it's good to show the generic structure section of the sample text.

Learning media are anything that is used as a means of conveying messages from teachers to students in the learning process so that the delivery of material can be easily accepted by students (Sudrajat, A, 2008). A tool or piece of equipment called learning media is used to carry out procedures that let teachers and students engage in learning activities (Widodo, 2018). Learning media are available to help students become more enthusiastic about their studies. The learning process, message delivery, and learning material are all made more successful when media is used in the classroom (Mellisa & Fitri, 2022).

Learning is created through the process of direct interaction between teachers and students, which is aided by supportive components such as learning resources (Fisabilillah & Sakti, 2021). The more advanced technological developments encourage teachers to seek renewal of learning outcomes using technology. Teachers are required to think creatively in attracting student interest in learning. So that learning can be conveyed optimally, it is necessary to use the media. One of them is audio-visual media.

Audio-visual media is media that contains sound and image elements that can be seen and heard, such as video recordings, movie clips, sound slides, and others (Sanjaya, W., 2008). Audiovisual media can also be described as a combination of audio signals and moving images sequentially (Daryanto, 2013). In addition to encouraging and increasing student motivation and learning, audio-visual learning media can also shape student behavior and attitudes in processing the values contained in media so as to invite thoughts and discussion in student groups (Ashar Arsyad, 2002)

The results of the learning media that had been developed achieved valid categories from a variety of aspects, according to earlier research (Desiyanti & Ramadan, 2021). Additionally, a study by Annisa & Ramadan (2021) shows very valid outcomes on the animated video learning resources she created. This is in line with Nieveen's opinion, which contends that a developed product must meet valid criteria and be founded on knowledge or substance (Rosady, Ahmad Ivan, 2018). It can be said that the product is valid if it has been fulfilled. This is in reference to earlier studies (Wisada, n.d.) showing that audio-visual learning materials were successful in enhancing students' learning capacities.

Based on the findings of this development, further testing is required to achieve better development results. As development was only completed up to the developing stage in this study, more research is required, particularly to determine the impact of this learning audio-visual media on students' ability to learn recount texts.

CONCLUSION

Based on the findings of the research that has been conducted, it can be concluded that the learning media generated is video-based learning on recount text for senior high school's tenth grade. The results of the validation of the learning video media reached an average score of 86.5% with a very valid category. It is possible to do more studies to evaluate the practicality of using this learning media in the learning process and to enhance the effectiveness of the developed audiovisual media.

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