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DEVELOPMENT OF MALAY CULTURE-BASED SPEAKING LEARNING VIDEO

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Abstract--This study aims to This study aims to develop learning videos in the form of learning videos based on local Malay culture. The product of this research is a local culture-based learning video with a typical Malay wedding theme. The research method used is Research and Development (R&D), namely development based on ADDIE theory, which has five stages. However, only three stages are used, namely analysis, design, and development. The stages in this research begin with collecting information and analyzing needs, designing and making learning materials, and validating them to material experts and media experts. The instrument for collecting data in this study was in the form of an assessment sheet for the validator. The data analysis technique of this research used percentage analysis. The results of the validation test by material experts were 92.9% while media experts were 90.2%. Material validation results are included in the category "very feasible" and the results of media validation are included in the "very feasible" category. It can be concluded that the learning media developed in the form of learning media is declared valid for use in the production orale advance.

Keywords: learning video, production orale avancée, Malay culture.

INTRODUCTION

Technology in the 4.0 era has become the basis of human life, teachers and students must be prepared for changes and technological sophistication. In our time, 4.0 is made so that students can solve a problem and improve their performance and quality of learning. One of them is learning about the media, which today have a great variety and which we can adapt to our needs.

The learning medium which is most often used in the world of education, and in particular in the field of foreign languages, is video. In this media are displayed illustrations / images, sound and text. In addition, video is a medium that sensitizes sight and hearing. According to Mekheimer (2011: 64), video allows learners to get an idea of the social contexts and cultural practices of the target language. Using the video, students can imitate the pronunciation of vocabulary or phrases. Video also plays an effective role in developing students' oral skills.

At Level A2, Intermediate (intermediate, survey), namely language skills to solve basic communication problems. The abilities that must be possessed are: 1) To be able to understand certain phrases and expressions often used in relation to the nearest main field (eg simple personal and family information, shopping, immediate environment, work). 2) Can communicate on simple and mundane tasks. 3) Can explain in a simple way his education, the immediate environment, and evoke themes related to simple needs.

Indonesia is very different. Malay culture is a hallmark of the city of Medan, known as Melayu Deli, which exhibits cultural characteristics, such as the customs of marriage. as stated by (Mufti: 2018) The customs of Malaysian wedding culture consist of three processes, the first is pre-wedding procession, wedding preparation and post-wedding procession. Therefore, students must have the ability to interpret culture (culture of skills).

Student Needs Analysis Questionnaires were observed and distributed to the 2019 French students. Based on the results of the observations and the distribution of the student needs analysis questionnaires from the google form to the students.

RESEARCH METHOD

Based on the title of this research, the method used is research and development with steps called ADDIE by Molenda (2008: 81):

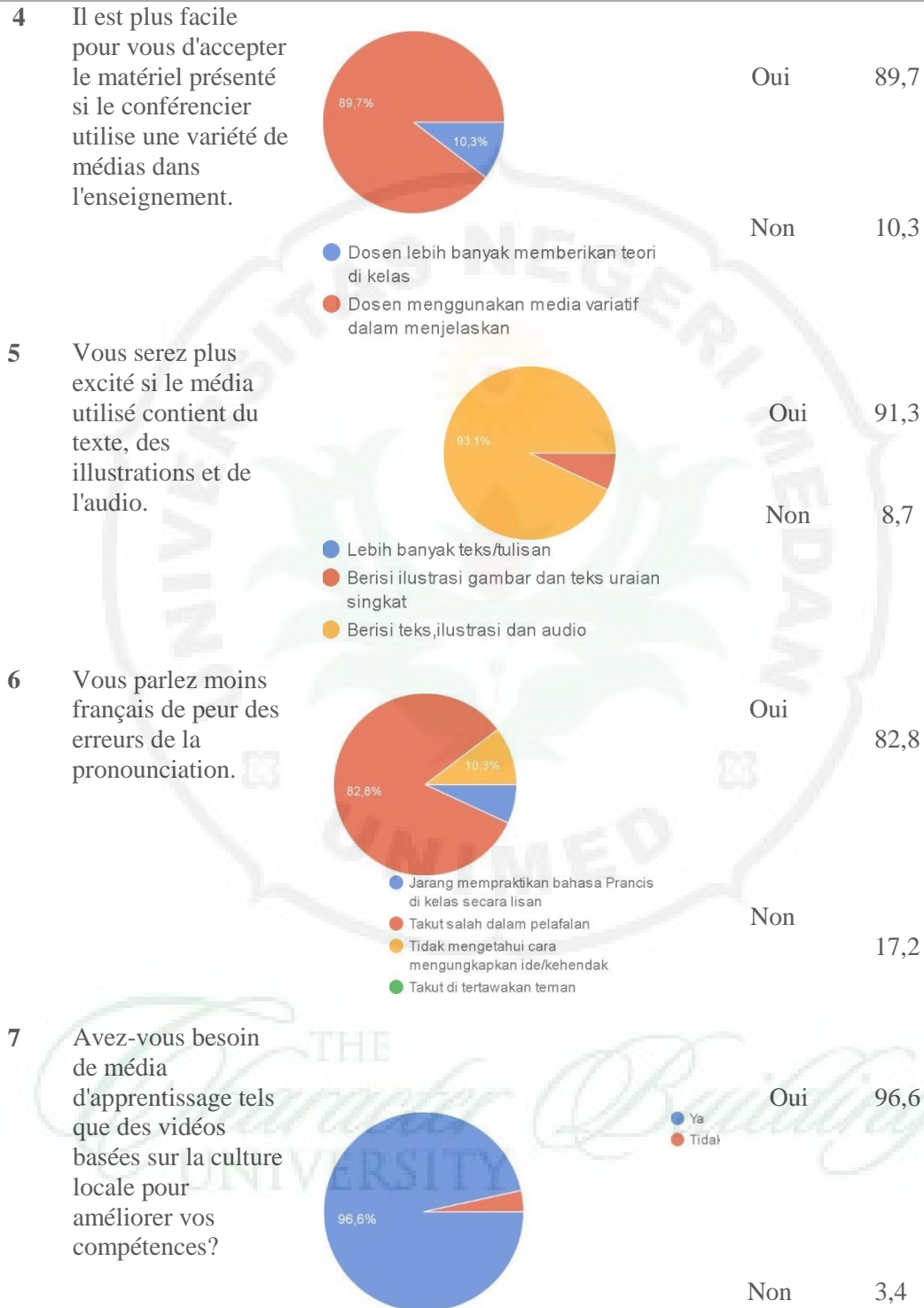Analyse → Design → Development → Production → Evaluation

FINDINGS AND DISCUSSION

The first activity carried out before developing the medium is to find the needs analysis on which this research is based. To obtain it, we carried out a needs analysis by distributing questionnaires to students in the French section 2019 totaling 60 people via Googleform. The result of the questionnaire can be seen in the table below:

Table 4.1 The student needs analysis questionnaire

No	Question	Diagram	Réponse	%
1.	Avez-vous déjà suivi le cours de la Production Orale Intermédiaire?		Oui	100
			Non	0
2.	**Vous rencontrez des difficultés pour suivre le cours Production Orale Avancée?**		**Oui**	**96,6**
			Non	3,4
3.	Avez-vous besoin le média d'apprentissage?		Oui	96,6
			Non	3,4

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4	Il est plus facile pour vous d'accepter le matériel présenté si le conférencier utilise une variété de médias dans l'enseignement.		Oui	89,7
			Non	10,3

● Dosen lebih banyak memberikan teori di kelas
● Dosen menggunakan media variatif dalam menjelaskan

5	Vous serez plus excité si le média utilisé contient du texte, des illustrations et de l'audio.		Oui	91,3
			Non	8,7

● Lebih banyak teks/tulisan
● Berisi ilustrasi gambar dan teks uraian singkat
● Berisi teks,ilustrasi dan audio

6	Vous parlez moins français de peur des erreurs de la pronounciation.		Oui	82,8
			Non	17,2

● Jarang mempraktikan bahasa Prancis di kelas secara lisan
● Takut salah dalam pelafalan
● Tidak mengetahui cara mengungkapkan ide/kehendak
● Takut di tertawakan teman

7	Avez-vous besoin de média d'apprentissage tels que des vidéos basées sur la culture locale pour améliorer vos compétences?		Oui	96,6
			Non	3,4

● Ya
● Tidak

The results of the questionnaire distributed to the students made it possible to draw the following conclusions:

1. Of 60 students, 100% say they have already taken the
Advanced Oral Production. This is the compulsory course in the French Unimed section.
2. There are 96.6% of students who say that they have difficulty in taking the Elementary Oral Production course.
3. 96.6% of students say they need the learning medium.

4. All the students say that the use of the learning medium is important in the implementation of the Elementary Oral Production course.
5. 89.7% of students report that they readily accept the material presented if the lecturer uses a variety of media in teaching.
6. There are 91.3% of students who will be more excited if the media used contains text, illustrations and audio.
7. 82.8% of students less speak French for fear of pronounciation errors.
8. 96.6% of students need learning media such as videos based on local culture to improve their skills.

Based on the results of the needs analysis, it can be concluded that the students face difficulties that need to be overcome. The learning medium is indeed very necessary for the students in the learning process in particular in the course of Elementary Oral Production. Based on the display of the questionnaire result, it is necessary to make a medium in the form of the learning video which can be used in the classroom.

1. Design

Based on the result of the needs analysis taken as the material to make the product. The next step is to design the medium to be created as an initial concept of the content. The design step is carried out to develop a framework for the content of the learning material to be developed, with the framework that has been prepared easily for the stages of developing its content because it has been designed consistently. In the product design stage, this stage consists of two processes which include the preparation of the dialogue as the material for the making of learning video. Then, the material in the form of dialogue is produced in the video using the Vn app and Youcut applications.

The design of the video which is developed using Vn app and Youcut:

image 1. Video introduction

image 2. The scene of a meeting of two people

developed includes the "very reliable" criteria with the score 92.9%. The result of the validation by the validator above shows that the learning medium that is developed includes the criteria "very reliable" with the score 90.2%.

2. Development

After designing the learning video at the design stage, the next step is development. At this stage, we will look for the feasibility of the media using validation by the hardware expert and the media expert.

1. **Material validation**

The validation of the material is done by Mrs. Dr. Jubliana Sitompul, M.Hum., A French professor at Universitas Negeri Medan. The assessment was carried out in order to obtain information on the quality of materials that are developed to improve the quality of learning advanced speaking. The results of the material evaluation by the validator can be considered as follows:

Content eligibility
Content eligibility consists of four sub-component eligibility which includes: a) suitability of material with curriculum,
b) correctness of concept, c) updating of material, and d) encouraging curiosity. The result on the validation of material validator on the eligibility aspect of the content can be viewed in the table

Language eligibility
Language eligibility is the eligibility to use a language used to express ideas. The eligibility criteria for the language aspects are a) simple, b) communicative, c) dialogical and interactive, d) conformity with student development, and e) conformity with linguistic rules. The results of the validation by the material validator on aspects of language eligibility can be seen in the table.

The validation results obtained from aspects of media egibility, content design, digital typography module cover and content illustrations are examined. The evaluation shows that the indicators evaluated in these aspects is very good.

In the content feasibility aspect, we get 93.1%, the language feasibility aspect is 95.8%, and the presentation feasibility aspect is 90%. Thus, the average score obtained is 92.9% with the

criterion "Very Reliable" where this medium is easy to use by the students because there is the information and use guide to help the students.

Validation by the media validator

Media validation was performed by Mrs. Dr. Junita Friska, M.Pd. She is professor of French at Universitas Negeri Medan with criteria of validator of reliable in the field of media applications. The online learning media assessment was carried out to improve the display quality of the developed learning materials.

Media legibility are 1.) The original design: the layout element display on the front and back is crisp and consistent; the element color is interesting; display the correct point of view; video composition is proportional; the letters used are easy to read; don't use too many letter combinations. 2.) Content design: placement of consistent layout elements based on templates; Placement of video elements; Placement of illustrations and image descriptions is correct; The slides are side by side proportionally; Spacing between text and illustration is appropriate; Placement of artwork as a do not disturb background; and the trasision used is interesting 3.) Digital typography cover module: Do not use a lot of letters, The use of variant letters (bold, italics, all caps, comic sun) is not excessive. 4.) Illustration of the content: Creative and dynamic; Able to express the meaning / significance of the object; The shape is exact and proportional to reality.

The result of the validation by the validator above shows that the learning medium that is developed includes the criteria "very reliable" with the score 90.2%. This can be seen from the scores that were obtained. Based on this result, it is concluded that this medium can be used in classroom learning of advanced speaking.

CONCLUSION
Based on the formulation, purpose, outcome and discussion of the research and development of the learning video in the advanced speaking course, we can conclude as follows:
1. Development of the Advanced Oral Production learning video based on Malay culture using the ADDIE research method. We only use three steps, Analysis, Design, and Development. At the analysis stage, we took the data from the analysis of student needs. The Design step is done using the Kinemaster and Youcut applications. Then, at the Development stage, we took the validation data of the material and media.
2. The media expert and material expert validation results of the Advanced Oral Production training video declare that the media rating category is valid to use. The total material expert score reaches 92.9% and the total media expert score reaches 90.2% with the criterion being "very low". Based on the research results of the discussion, the conclusion presented as follows:

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