



Learning Media Development “HÖREN A1” Website Based

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3 Abstract

The purpose of this research is to produce a website-e-learning media product using the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation). The method used in this research is a quasi-experimental method with a quantitative approach. The research design used was Pre-Test and Post-Test Control with a single treatment. In this study, there are two kinds of variables, namely the independent variable which is denoted as (X) and the dependent variable which is denoted as (Y). Independent variables are also known as influencing variables or causal variables. In this study, the variable is the use of website learning media (X). The data collection technique used in this study were tests, i.e. the pre-test and post-test learning achievement of Hören A1. The initial test was conducted to determine the learning achievement of students before receiving treatment, and the final test was to determine the learning achievement of students after receiving treatment. The research findings show that web-based learning is in accordance with basic needs in learning and can improve student achievement. This study is within the scope of teaching German and this research is new.

Keywords: Development, Instructional Media, ADDIE.

Introduction

Based on observations in the class on Hören A1 (novice hearing skills) of semester 1, there remain many learners who struggle with the learning process that impacts upon their performance. The key difficulty that students face relates to words and their intonation that make it difficult for the learner to understand the lesson. The challenge of learners learning German is seen as the teaching process that takes place using the studio book a express. (I do not understand '... a Express') When learning, students only listen to audio from the CD found in the book without reading the associated text display to facilitate understanding. This poses a challenge for learners to follow the teaching only by using the book. It also results in the learner becoming bored, which reduces learning achievement over time. German language studies are best conveyed by various media, such as e-learning, USES electronic services as AIDS. Elearning is used to complement learning, which is considered to be effective for learning German.

Based on the foregoing problem identification, the research problem is (1) How does the development of the website Hören A1 progress? and (2) How are the qualities of the websites made according to media experts, materials experts and students?. Developmental research attempts to improve an effective range of learning materials, learning media and learning strategies to be used in schools, and is not designed to test theories. Developmental research is an analysis of needs and can test the effectiveness of the output produced in order to function in large communities (Sugiyono, 2016). One of the models used in such research is the addie development model which is based on an effective and efficient system approach, and the interactive process by which individual phase assessments can lead learning development to the next phase. This results in the outcome of a stage being the first product for the next stage. It consists of 5 major phases or stages of critical (analysis), design, development (implementation), where is number and

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implementation (Yanti et al, 2021). The media understanding of media learning comes from the Latin word meaning medium which means medium or introduction (try to avoid repeating words '... media ...' and '... medium ...' to simplify this sentence) and the website is an internet facility that connects documents in local and remote areas. The website provided many benefits, including the provision of access to social media. A website can be created by the use of WordPress, which is a high-quality platform that can be used without requiring any knowledge of coding.

Literature Review

Hören A1

The observations in the Hören A1 course (Novice Listening Skills) in semester 1, there are a number of students who experienced difficulties during the learning process, and this impacted upon student learning. The main difficulty faced by students has been the form of unfamiliar words and intonations, which makes it difficult for students to fully understand lessons about these subjects. The difficulties of students in learning German are apparent when the teaching and learning process involves use of the Studio A express book. When studying, students only hear the audio from the CD contained in the book without text being displayed to facilitate understanding (Yuvayapan, 2019 and Al-Shibel, 2021). This is an obstacle for students if they only follow learning with the book, and may also make students feel bored, which ultimately lowers learning achievement. It is a method for listening is a skill that is used in everyday life. Listening is the foundation for speaking, writing, and reading skills. To improve active listening skills, you can use audiobooks, podcasts, news, songs and watch videos and films in foreign languages. Different types of Listening i.e. listening to understand the main idea of the text (Er and Ozata, 2020), Listening to specific information i.e. knowing specific details, for example keywords. Listening for detailed understanding i.e. understanding all the information given by the text (Shorasul, 2021). Before listening to a text must decide on the purpose and facts to focus on the important points in achieving the goal.

Methods

The research method is aimed at developing media studies that are created with websites on *horverstehen fur anfanger* tuition in one semester of a German language education study program. Selection of the addie model (Tegeh, 2010) is based on the premise that it is easy to understand, and is also systematically developed, resting on the theoretical foundations of the learning design.

It is configured with a logical sequence to solve learning problems related to the study media that meet children's needs and characteristics. Tegeh (2010) sets out the stage for development research in ADDIE models:

1. Analysts (Analysis)
2. Design
3. Development
4. Implementation (execution) and
5. Evaluation/feedback (input).

The data and data source drawn from this research are all derived from *thema* in studio express book. (I am not familiar with 'thema' and ask if it should be preceded by a definite article) Research site conducted at prodi German. (I am unable to understand this, which is also not a sentence as it contains no verb).

Result and Discussion

1) Result

The research stages were consistent with the selected model, and the analysis covered all the material in the studio express book. Designs include: goals, methods, and evaluation, and development has been achieved by producing the outcomes of the learning video media. (I do not understand the use of 'producing' in this context, could it be 'studying'). Implementation has been achieved by both expert validation and learning media testing using websites on the German language prodi. Formative assessments of the product development stages match the models used. The research design used in this study was the experimental quasi method with a quantitative approach. This design used pre-test and post-test control with one type of treatment. Arikunto (2018) describes the following methods of research in Table 1.

Table 1.

Research Model

Group	Pretest	Treatment	Posttest
E	Q1	X	Q2
K	Q1	-	Q2

Information:

- E : experiment group
- K : control group
- X : test experiment group
- Q1 : pre-test experiment group
- Q2 : post-test experiment group

Furthermore, bound variables called dependability variables that are referred to in this study are *horverstehen fur anfanger* (y) learning:



Information:

X: website media use is notation x

Y: Hörverstehen A1's notation Y

1 The data collection technique used in this study related to "The test is a tool or procedure used to find out or measure something in an atmosphere, with predetermined methods and rules (Marini et al., 2019). The data collection techniques used in this study were the pre-test and post-test learning achievement of Hören A1. The type of research instrument used in this study was the Hören A1 test in the form of multiple choice questions consisting of options a, b, c, and d. Furthermore, the form of questions required the answer ja oder nein (yes or no). This question is in the form of an oral discourse and is heard through active laptop speakers. The test instrument was constructed by the researcher based on the syllabus used as a learning guide for Hören A1 in the Unimed German Language Education Study Program. The test assessment is carried out by means of a number i.e. one (1) for a correct answer and zero (0) for an incorrect answer (Nurgiyantoro: 2013).

The procedures carried out in the study were as follows:

Pre Experiment Stage

At this initial stage the researcher prepares the material to be used for the experimental class and the RPS (semester learning plan). The researcher then prepares the questions to be used as an instrument and conducts instrument trials.

Pre-test Stage

This stage is carried out before the experimental stage with the aim of gaining an understanding of the initial abilities of students in both classes, and is later compared with the results achieved by students after being given treatment. (I am not sure what '... after being given treatment' means in this context, could it be '... after being assessed' **19**) This allows an understanding of any significant difference in learning achievement between the experimental class and the control class.

Experiment Stage

In this treatment stage, the lecturer undertakes teaching and learning activities by providing lessons using the website in the experimental class. In the control class, learning activities of Hören A1 are carried out using conventional media.

Post-test Stage

After the treatment **4** experiment stage, a post-test was given to the two groups whose instruments were the same as the pre-test. The post test aimed to measure the learning achievement of students' Hören A1 after being given treatment. (Again, could 'given treatment' be 'assessed')

After the data in the study proved to be normally distributed and the variants were homogeneous, the T-test analysis technique was carried out (Arikunto: 2018). This test is used to test differences in learning achievement between classes taught using the website and classes taught using conventional media, using the following formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S^2}{n^1} + \frac{S^2}{n^2}}}$$

Information :

T : The coefficient being sought **16**
 \bar{x}_1 : The mean value of the experimental group
 \bar{x}_2 : The mean value of the control group
 n : Number of subjects
 S^2 : estimate of variance **22**

If the results of the T-test show a significant **1** difference between the learning achievement of the experimental class and the control class, the effectiveness of the use of this me**12** can be calculated by comparing the results of the pre-test and post-test.

2) Discussion

The results of the research data analysis showed that the data obtained were normally distributed and the samples came from a homogeneous population. The data from the calculation of the hypothesis test showed a data count = 4.795 while t **3** ble = 1.6723 i.e. the count > t table. Therefore, it can be conclu**7**d that H_a is accepted and H_0 is rejected. Thus the learning outcomes of students wh**7** are provided with learning through the use of media are better than the learning outcomes with**9**ut the use of media. This can be seen from the difference in the average final score of students in the experimental class and those in the control class. The experimental class achieved an average value of 80.00 with a standard deviation of 6.90, while the control class achieved an average value of 70.33 with a standard deviation of 5.24. From the calculation, it is established that learning through the use of media can improve student

learning outcomes by 71.20%. This can be seen from various aspects, namely:

- a. The use of video media in the experimental class is functional, challenges memory, concentration, and most importantly, students can understand and capture the material presented. The use of video media in learning attracts the attention of students because it describes a section of the incident or event chronologically and directly so that students do not merely imagine or guess. It follows that the use of video media can attract students' responses. The various benefits of video media encourages students to overcome boredom, and avoids monotony. This is in line with the benefits of video media proposed by DeWitt et al (2013), namely that it can focus attention and maintain attention, follow directions, train analytical power, determine the meaning of context, sort out relevant information or ideas and irrelevant information, and can summarize, restate, or recall information.
- b. Video media that simultaneously involves the senses of hearing and sight are very helpful for students to digest, process information, and imagination. In addition, the use of video media can make students feel challenged, respond more positively, and be more passionate. Unlike the case of students using conventional media, they tend to do other things, are not excited, and do not respond to the material and even complain because they do not understand what is being said (Heinich et al., 2016). Therefore, video media can help lecturers in the learning process to convey information through the senses of sight and hearing which helps learning to avoid monotony.
- c. Learning requires repeated practice as learning is related to the process of listening, thinking, concentrating on obtaining information, becoming used to hearing foreign sounds or terms, and then it is digested and becomes new information for students.

The assumptions and suggestions which state that German is difficult and unattractive is also due to the need for high concentration and full attention as well as the limitations of the vocabulary that students possess should the evidence for these possibilities be included.

Conclusions

Based on the results of the research data analysis, the following conclusions can be drawn:

1. There is a significant difference in student achievement in the German Language Education Study Program between those taught using conventional media and those taught without its use. This is evidenced by the t count of 4.795 which is greater than the t table of 1.6723. So the value of t is greater than t table ($t_{count} = 4.796 > t_{table} = 1.6723$) which means that there is a significant difference in learning Hörverstehen für Anfänger using media.
2. The use of media in student Hörverstehen für Anfänger learning in German Language Education Study Program is more effective than using conventional media. This is evidenced by the effect of increasing student learning outcomes in German, which is 71.20%.

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