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THE DEVELOPMENT OF WRITING LEARNING MEDIA IN AUDIO VISUAL BASED ON EXPLANATORY TEXT AT THE STUDENTS OF CLASS XI MAN 2 MODEL MEDAN, INDONESIA

Rina Moga Sari[1,2], M. Oky Fardian Gafari[3], Sumarsih[3]

[1]Master Student at Indonesia Language Department, State University of Medan (UNIMED)
[2]Teacher at MAN 2 Model Medan, Indonesia
[3]Lecturer at State University of Medan (UNIMED)

ABSTRACT: *This research and development aims to produce Indonesian language learning media on the explanatory text writing material for the students of class XI MAN 2 Model Medan. With the reference to the quality criteria according to Nieven, a material is said to be good if it meets the aspects of quality, among others: (1) Validity, (2) Practicality, and (3) Effectiveness that help to improve the students' learning outcomes. The method in this study is adapted from Hannafin and Peck (1987), a model that consists of three main processes. The first phase of this model is the needs assessment phase, followed by the design phase and the third phase is development and implementation. The result of the validity analysis showed that the learning media was valid (83.75%), the validator of the learning design stated that the learning media was valid (87.5%) and the validator of the learning media stated very valid (83.75%). The results of practicality analysis showed that the result of the students' questionnaire response to the developed audio-visual based learning media was a very positive response so that this learning media is practical to use. In addition, the media is said to be effective because the evaluation results indicate that there was a greater or equal to 80% of the subject complete test and the students' and the teachers' positive response through a questionnaire given.*

KEYWORDS: Learning Media, Writing Explanatory Text, Audio Visual.

INTRODUCTION

The explanatory text is a text that explains the process of the occurrence or creation of natural phenomena, social or cultural. Usually this explanatory text is used to explain the process or natural phenomena. For examples are the process of rain, the occurrence of floods, the process of landslides and others. Knapp & Watkins (2005: 126) summed up the explanatory text as follows: Explanation has two main orientations to explain why and to explain how, both of them often appear in an explanatory text "Thus it can be inferred that an explanatory text is a text which describes the process of occurrence or the formation of natural or social phenomena. The purpose of an explanation is to tell each step of the process (the how) and to suggest reasons (the why). "The purpose of the explanatory text is to explain the steps, phases, or processes (how) and give reasons (why)". The explanatory text contains the processes of 'why' and 'how' natural, social, scientific, cultural, and other events can occur.

An incident both natural events and social events that occur around us always have a causal relationship and a process so that the use of designed audio visual-based media by using the powtoon (video player) is very appropriate used in the learning process. In choosing a learning media there is certainly a reason, the basic reason why the researcher chose audio visual media

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is as the expert's opinion that the ability of audio visual media is better, because in addition to the process of listening also occurs the process of seeing directly of an event, so that the students have their own experience directly. Miarso (2004: 456) suggests the understanding of learning media as follows: Learning media is everything that is used to channel the message and can stimulate the mind, feeling, attention, and willingness of the learners so that it encourages the deliberate, purposive, and controlled learning process. In general, learning media is an instrument in teaching and learning process. Anything can be used to stimulate the mind, attention, feeling, and ability or skills of the learners so that it encourages the learning process or the learning activities that can improve the students' learning outcomes.

METHODOLOGY

The development of learning media in this research uses a developmental model that is considered appropriate with the product to be produced. The developmental model that will be planned in this research is using Hannafin and Peck (1987) model that consists of three main processes. The first phase of this model is the needs assessment phase, followed by the design phase and the third phase is development and implementation. The study of learning media development is only up to the field trials. Thus, the measurement of the quality of learning media refers to the criteria of mastery according to Nieven by fulfilling the valid, practical and effective aspects.

The Phase of Learning Media Development

In the phase of learning media development, there are three steps:

Media Validation: The validators who validate the learning media made by the researcher consists of 5 expert lecturers and 1 teacher. In the validation process the validators also provide suggestions and comments on the learning media by writing directly on the validation sheet. The validation is assessing the quality aspects of learning materials, and feasibility of presentation.

Small group trial: Small group trials are used as initial experience before the product is piloted into the field. By observing, displaying the learning media and giving a questionnaire, it will find out the validity of the learning media. A small group trial was conducted on 10 students. The steps to determine the 10 students of class XI as the target of small group trials are the 3 students are taken from science majors, 3 students are from social major, 2 students are from IA, and 2 students are from Language.

Field trials: The field trials in this research were conducted on the class XI students that consists of 40 students in one class. This trial is conducted to determine the practicality and effectiveness of the learning media.

Quality Level of Learning Media: The quality of learning media audio visual-based explanatory text writing refers to the quality criteria according to Nieven. According to nieven (in khabbah, 2006: 43), a material is said to be good if it meets the aspects of quality: validity, practicality and effectiveness. Learning media is made based on indicators that have been determined and tailored to the task of students. The development of learning media of audio visual-based explanatory text writing is said to be qualified if it meets the indicators:

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1) Valid according to the experts

Experts are competent validators for assessing the learning media and providing input or suggestions to refine instructional media that have been developed. The expert assessment includes:

a. Learning material expert

The aspects of the assessment are the quality of learning materials and the quality of presentation.

b. Learning design expert

The aspects of the assessment are the quality of the content of learning materials, the quality of the content of the learning presentation interaction, and the quality of presentation and design information.

c. Learning media expert

The aspect of the assessment is the design of display and programming.

2) Practicality

a. The validator states that learning media of audio visual-based explanatory text writing is used with little or no revision.

b. Positive student responses are shown through a given questionnaire.

3) Effective

Learning media of audio visual-based explanatory text writing is said to be effective if:

a. The average score of the students' learning achievement test results obtained by the test subjects are completed if it is greater than or equal to 80% of all test subjects.

Validity Analysis of Learning Media of Audio Visual-Based Explanatory Text Writing

The assessment of 6 validators consisting of 4 Unimed lecturers, 1 lecturer out of Unimed and 1 teacher of Bahasa Indonesia against the validity of learning media of audio visual-based explanatory text writing covering the quality aspects of learning materials, and the presentation feasibility. The data used to assess the validity of the learning media is the questionnaire data from the validator. The technique used is the average technique for each criterion using the percentage analysis technique for final media assessment analysis with the following formula:

Percentage for validation of each criterion

$$P_{hn} = \frac{K_{hn}}{MK_{hn}} X\ 100\ \%$$

Note:

p_{hn} : Percentage for validation of the nth criterion

K_{hn} : Number of scores for the nth criterion by Validator

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h : Maximum number of scores for the nth criterion by the validator

i : Validation by learning material experts

j : Validation by media experts

n : Criteria in the validation questionnaire

Final Presentation of Learning Media Validation

$$PA_h \frac{\sum Kh}{\sum(MKh)} X\ 100\%$$

Note:

PA_h : the final percentage of learning media validation

$\sum K_h$: total number of validation media validation by validator

$\sum(MK_h)$: the maximum number of valid media validation scores by Validator

100 % : index

The percentage data obtained is subsequently converted into qualitative descriptive data by using the following validation criteria:

84 – 100 : Very valid, no revisions needed

71 – 83 : Valid, no revision needed

61 – 70 : Quite valid, needs a little revision

41 – 60 : Less valid, needs many revisions

0 -40 : Invalid, it needs a total revision

The results of this analysis can already be used to determine the validity and validity of 6 validators who are competent in the fields of materials, design and learning media. The revision of learning media of audio visual-based explanatory text writing has been conducted so that a valid learning media can be obtained.

Practicality Analysis of Learning Media of Audio Visual-Based Explanatory Text Writing

Based on the modification of Yamasari (2011: 4), audio visual-based learning media is said to be practical if it meets the indicator of the students' positive response as indicated by the student's response questionnaire.

Average for each criterion

$$R_n = \frac{\sum_n k = 1\ S_{hn}}{k}$$

Note:

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Rn : criteria average to nth

S_{hn} : score of the students' response result for the nth criterion

h : students

k : number of students

n : criteria

Percentage for Practicality Final Assessment of Learning Media

1. $RS = \frac{\sum Rn}{\sum MRn} X\ 100\%$

Note:

Rs : percentage of students against criteria

$\sum Rn$: Number of average total for each criterion

$\sum MRn$: maximum number of average total for each criterion

The percentage data obtained is subsequently converted into qualitative descriptive data using the following effectiveness criteria:

85 % ≤ RS = very positive

70 % ≤ RS < 85 % = positive

50 % ≤ RS < 70 % = less positive

RS < 50 % = not positive

Effectiveness Analysis of Learning Media of Audio Visual-Based Explanatory Text Writing

Learning media is said to be effective if the average score of the test results of the students' learning outcomes obtained is completed if it is greater or equal to 80% of all the test subjects. The following is to see the effectiveness of the audio-visual learning media.

Effectiveness $\frac{number\ of\ score\ obtained}{number\ of\ idea;score\ of\ all\ items}$ x 100 %

(Sugiyono, 2008:305)

The percentage data obtained is subsequently converted into qualitative descriptive data by using the following validation criteria:

a. Very good = 81% ≤ X ≤ 100%

b. Good = 61% ≤ X ≤ 80%

c. Medium = 41 % ≤ X ≤ 60 %

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d. Less Good = 21 % ≤ X ≤ 40 %

e. Much Less Good = 0 % ≤ X ≤ 20 %

DISCUSSION

3.1 Development Results of Learning Media of Audio Visual -Based Explanatory Text Writing

The development of learning media for Bahasa Indonesia produces products like the following figure:

Figure 1

Main Display of Learning Media of Explanatory Text

Figure 2

Learning Media Display of Slide 2, The Understanding of Explanatory Text

Figure 3

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Learning Media Display of Slide 3 of Explanatory Text According to Experts

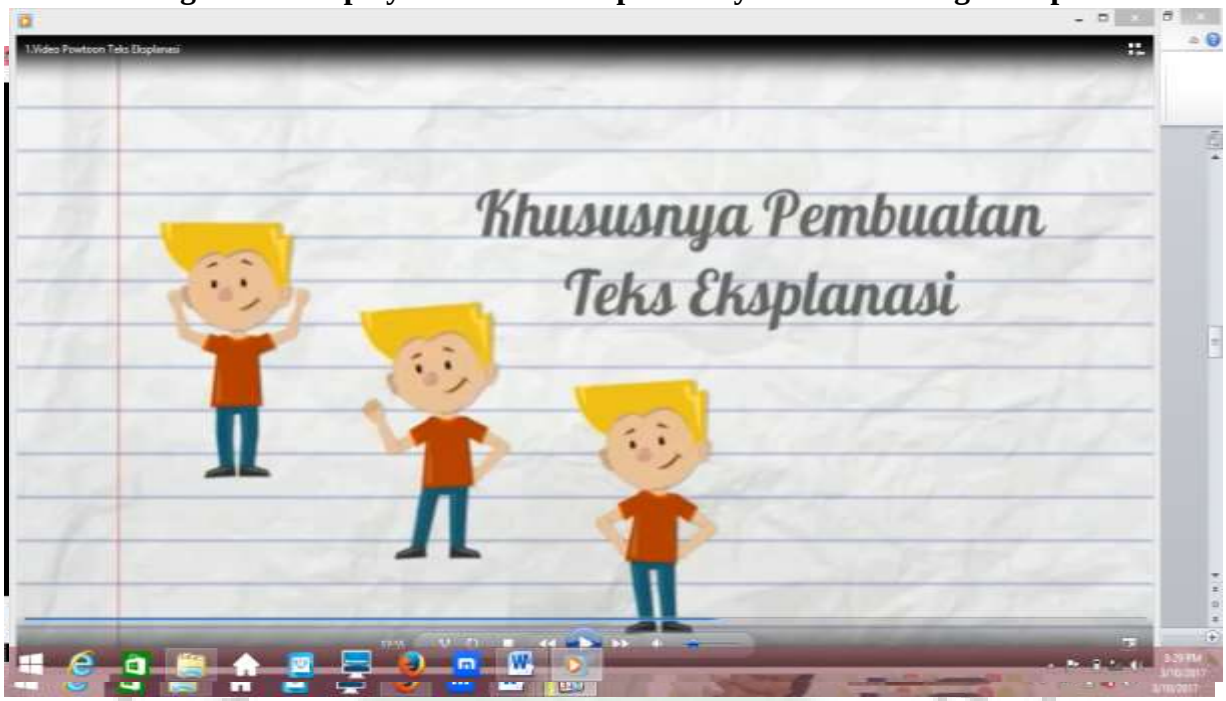

Figure 4

Learning Media Display of Understanding the Meaning of Explanatory Text

Figure 5

Learning Media Display Producing Explanatory Text

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Quality level of Learning Media of Audio Visual Based Explanatory Text Writing

a. Validity Analysis of Learning Media of Audio Visual Based Explanatory Text Writing

The validity analysis of learning media of audio visual based explanatory text writing consists of 3 validity data of learning media, they are the validity data of learning materials, validity data of learning design and validity data of learning media.

Validity Data of Learning Material from material experts

Table 1: Assessment Score of Learning Media of Audio Visual by Material Experts on Learning Material Contents (Scale 1-4)

No	Aspect	Indicator	Validator	
			1	2
1	Quality of Learning Materials	The compatibility of materials with main competence and basic competence	4	4
2		The compatible of purpose with materials, material presentation, exercises and questions	3	4
3		The accuracy of material selection that will be presented	3	4
4		The clarity of guidance of teaching and learning activities	4	3
5		Containing the complete reference source	3	3
Total			17	18
Number of Score			3,5	
Percentage			87,5%	
Category			Very Valid	

The results of expert validation toward the learning media of audio visual-based explanation text in the form of assessment scores on the components and indicators of assessment can be seen in table 2 the assessment of design experts on the quality of the learning materials is considered *very valid*.

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Table 2: Assessment Score of Learning Media of Audio Visual by Material Experts on Quality of Learning Material Presentation (Scale 1-4)

No	Aspect	Indicator	Validator	
			1	2
1	Quality of Learning Material Presentation	Materials in learning explanatory text are directed to activities, appreciation, expression and creation.	3	3
2		The accuracy of language selection in describing the materials.	3	4
3		The accuracy of video to lead the students in understanding the explanatory text	3	3
4		The ease of guidance in doing the exercises and evaluation.	3	3
5		The compatibility of exercises and evaluation based on KI and KD	4	3
Total			16	16
Average			3,2	
Percentage			80%	
Category			Valid	

The results of expert validation toward the quality of learning material presentation in the validity of questionare that consists of 5 indicator items are in the *valid* category.

2. Validity Data of Leanirng Design from Design Expert

Table 3: Assessment Score of Learning Design Experts on Design Quality of Learning Materials Contents

No	Aspect	Indicator	Validator	
			1	2
1	Design Quality of Learning Materials Contents	The accuracy of topic selection	4	3
2		The compatibility of materials with learning indicator	3	4
3		Giving exercises	3	3
4		Test Consistency with learnign indicator	4	4
Total			14	14
Average			3,5	
Percentage			87,5%	
Category			Very Valid	

The validation result of learning design experts on learning media of audio visual based explanatory text writing is in the form of assessment score toward the component and the assessment indicator that can be seen in the Table 2 the assessment of learning design expert on the learning design quality is considered *very valid*.

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Table 4: Assessment Score of Learning Design expert on the Design Quality and Interaction of Learning Presentation

No	Aspect	Indicator	Validator	
			1	2
1	Design Quality and Interaction of Learning Presentation	The clarity of material description	4	4
2		The clarity of samples given	3	3
3		Maximizing learning process	3	4
4		Using the learning Instruction	3	4
5		Feedback to student responses	4	3
Total			17	18
Average			3,5	
Percentage			87,5%	
Category			Very Valid	

The validation results of the learning design experts on the learning media of audio visual audio-based explanatory text writing in the form of assessment scores on the components and indicators of assessment The assessment of design experts on the design quality and interaction of learning presentation which is considered *very valid.*

Table 5: Assessment Score of Learning Design Experts on the Quality of Presentation and Information Design

No	Aspect	Indicator	Validator	
			1	2
1	Quality of Presentation and Information Design	Color composition	2	4
2		Type and font size selection	4	4
3		Using navigation button	3	3
4		Image quality	3	3
5		Using animation	4	4
6		The ease of usage	4	4
Total			20	22
Average			3,5	
Percentage			87,5%	
Category			Very Valid	

The validation results of the learning design expert on the the learning media of audio visual - based explanatory text writing in the form of assessment scores on the components and indicators of the assessment can be seen in table 4.9 Assessment of the design expert on the quality of the presentation of information learning design which is considered *very valid.*

3. Validation Data of Learning Media obtained from Media Experts

The validators provide an assessment of the learning media for the students through valid assessment, the display design, usage instructions and the benefits of using learning media.

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There is a recommendation of no revision and minor revision. These results indicate that all the assessment criteria have been met.

Table 6: Assessment Scores of Audio-Visual Based Learning Media by Expert Media on Display Design of Learning Media (Scale 1-4)

No	Aspect	Indicator	Validator	
			1	2
1	Display Design	Selection of font size and type	2	4
2		The accuracy of back sound	4	4
3		The accuracy of choosing sound effects	3	3
4		The accuracy of color composition	3	3
5		The order of systematic presentation	4	4
Total			16	17
Average			3,3	
Percentage			82,5%	
Category			Valid	

Table 7: Assessment Scores of Audio-Visual Based Learning Media by Expert Media on Programming (Scale 1-4)

No	Aspect	Indicator	Validator	
			1	2
1	Programming	The clarity of Instructional Usage	2	4
2		The Consistency with program flow	4	4
3		The Sustainability program	3	3
4		The Consistency between lesson sections	3	3
5		The easy modification	4	4
Total			16	18
Average			3,4	
Percentage			85%	
Category			Very Valid	

The expert assessment of the media consists of two aspects, the display design and operation. The expert media validation data were obtained by using a Likert scale questionnaire on a scale of 1 to 4. In practice, the media experts tried to use and scrutinize the products, provide ratings, comments, and suggestions on product revisions. The following is data validation results by media experts for each indicator. Based on the validation results on the aspect of display design and programming, the learning media of audio visual based explanatory text writing is in the category of *valid* and *very valid*.

Practicality analysis of learning media of audio visual based explanatory text writing

a. The Students' Response on using the learning media of audio visual-based on explanatory text material

The students' responses to instructional media used in learning include the advantages, display design, language use, content quality, pleasure and evaluation. The positive response is characterized by positive statements such as ease, new, and the word interested in learning

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media developed based on audio visual. The students' response data for field trials is presented in table 8 below.

Table 8: Scores of Students' Response Assessment on the Use of Audio Visual-Based Learning Media on Explanatory Text Writing

No	Aspect	Indicator	Score			
			1	2	3	4
1	Advantages	Learning Media of 'Explanatory Text' eases you in understanding the explanatory text learning			13	27
2		Learning media of 'Explanatory Text' creates the more fun learning activities			5	35
Total					54	248
Average			3,77			
Percentage			94,37%			
Category			Very Positive			

Table 9: Scores of Students' Response Assessment on the Design Quality and the Use of Language in the Use of Audio Visual-Based Learning Media on Explanatory Text Writing

No	aspect	Indicator	Score			
			1	2	3	4
1	Display design and the language use	Learning media of explanatory text is easy to use			13	27
2		Type and Size of font used in the media is appropriate			15	25
3		Text, video, rhythm/music used in media is appropriate and interesting			19	21
4		Students can understand the language used in learning media			14	26
Total					183	396
Average			3,6			
Percentage			90,46%			
Category			Very positive			

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Table 10: Scores of Students' Response Assessment on the content quality, pleasure, and evaluation in the Learning Media of Audio Visual based Explanatory Text writing (Scale 1-4)

No	Aspect	Indicator	Score			
			1	2	3	4
1	Content quality, pleasure, and evaluation	The text and video displayed in the learning media of explanatory text is appropriate to the materials and interesting in the presentation			15	25
2		The text and video make the students interested in following the next lessons			18	22
3		The question exercise in the learning media of explanatory text is easy to understand			16	24
Total					147	
Average			3,59			
Percentage			89,79%			
Category			Very Positive			

Based on the data in the tables 8.9 and 10, it can be seen that the percentage result from the first aspect of the students' percentage is stated very positive to the benefits of learning media which is 94.37%, the second aspect of the students who are happy about the display design and language use is 90.46%, while the third aspect students who feel easy to understand the contents of learning materials and evaluation is 89.79%.

b. The Teacher's Response on the Use of Learning Media of Audio visual based Explanatory Text Material

One of the criteria of the practical learning media is seen from the advantage on the use of the developed learning media. The criteria are met if the teacher gives a positive response.

Table 11: Teacher's Response on the Practicality of Learning Media (Scale 1-4)

No	Aspect	Indicator	Validator	
			1	2
1	The Advantage of Learning Media	Learning Media of explanatory text eases you in the teaching learning process in understanding the learning for the students either classical or self dependent	4	4
2		Learning Media of explanatory text creates a more fun learning activity	4	4
3		The materials in the learning media of explanatory text is directed to the activity, appreciation, expression and creation	3	3
4		The accuracy of materials, video and the language use to direct the students in understanding the explanatory text	3	3
5		Media can give the whole experience from the concrete untuikl the abstract things	4	3
Total			18	17
Average			3,6	
Percentage			90%	
Category			Very Positive	

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Based on the data in table 11, it can be seen that the percentage from the usage aspect of the learning media , the percentage of the teachers stated very positive to the benefits of using the learning media 90%.

c. Analysis of the Effectiveness of the Learning Media of Audio Visual -Based Explanatory Text Writing

To see the effectiveness of audio visual based learning media, it is calculated by using the following formula. The audio-visual based learning media is said to be effective if it has met the minimum completeness criteria which is determined by the *madrasah* as seen from the result value of the students' learning tests using the learning media of audio visual based explanatory text writing which shows =80% students are completely classical. To see the effectiveness of audio visual based learning media, it is calculated by using the following formula.

$$\text{Effectiveness} = \frac{number\ of\ score\ obtained}{number\ of\ ideal\ score\ of\ all\ items} \text{ x } 100\ \%$$

$$\text{Effectiveness} = \frac{3302}{4000} X\ 100\%$$

$$\text{Effectiveness} = 82\ \%$$

The audio-visual based learning media on the explanatory text material is effective to use because it has fulfilled the learning mastery criteria which is seen from the result value of the student's learning test using the learning media of audio visual based explanatory text writing which shows 82% that includes in the category of very good.

CONCLUSION

The developed learning media meet the criteria of validity, practicality and effectiveness, (Nieeven 1999). The indicators can be seen as follows:

1. The learning media of visual-based explanatory text writing in improving the developed students' learning outcomes already meet the criteria of validity that is for the assessment of material experts include the aspects of quality learning materials, and feasibility of presentation with the percentage of the total score is 87.5% and 80% respectively in a valid category. The assessment of learning design expert with the aspect of design quality of instructional content, design quality and interaction of learning presentation with total average percentage 87,5% with very valid category. And also the assessment of learning expert on the aspects of display design on the percentage of the average value is 82.5% and the programming aspects with the percentage of the average value is 85% which is in the category of valid.

2. The learning media of audio visual-based explanatory text writing in improving the developed students' learning outcomes has been practical to use because it can be used well as shown through the students' and the teachers' response questionnaire. The total value of the students' responses to the learning media usage is 89.79% and the total teachers' response rate is 90% or in very positive category.

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3. The learning media of audio visual-based explanatory text writing in improving the developed students' learning outcomes has been effective to use because it meets the criteria of learning completeness as seen from the value of the students' learning outcomes using the learning media of audio visual-based explanatory text writing which shows 82% of the students are in classical complete who fulfill the minimum completeness criteria which is determined by the *madrasah*.

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