Development of Local Characteristics Learning Text Learning Media in Indonesian Language Learning in Kartika I-2 SMA Private Vocational School

Herza Alwanny
Postgraduate Program
Universitas Negeri Medan
Medan, Indonesia
herza.awe12@gmail.com

M. Oky Fardian Gafari
Postgraduate Program
Universitas Negeri Medan
Medan, Indonesia

Abdurrahman Adisahputera
Postgraduate Program
Universitas Negeri Medan
Medan, Indonesia

Abstract— This research aims: (1) Describe the feasibility of developing learning media for retelling texts containing local figures in class X SMA private Kartika I-2 Medan. (2) Describe the results of the development of learning media for retelling texts containing local characters for class X students of SMA Private Kartika I-2 M crazy in the form of media combined in form website. This research method is research and development Research and Development (R&D) with a 4-D model (Define, Design, Develop, and disseminate). The results showed that: (1) validation of material experts with an average of 85.25% on very good criteria; (2) expert validation of instructional media design with an average of 91.25% on very good criteria, (3) teacher response with an average of 89.17% with very good criteria, (4) individual trials with an average of 75% with good criteria, (5) small group trials with an average of 82.5% with very good criteria, and (6) limited field trials with an average of 93% with very good criteria.

The final activity of developing instructional media is continued by observing student learning outcomes in rewriting the text retelling containing local figures. The research was conducted on class X students of SMA Private Kartika I-2 Medan. The learning outcomes of the retelling text writing test before using learning media were 73.85, while using learning media increased by 86.05. The difference is 12.2 from before to after using the media. This proves that the learning media for retelling texts containing local figures that are developed can improve student learning outcomes.

This research has implications for students, namely that it is easier to develop ideas or ideasa of information sources that are integrated directly with the surrounding environment and promote independent learning guided by Indonesian language teachers. Indonesian language teachers also respond well to learning media in the form of adobe flash which is integrated into a website and developed so that learning media can be used as a companion to the main teaching materials in schools. Learning media that have been developed can be input and comparison in implementing learning oriented towards curriculum development while supporting the 4.0 revolution era which prioritizes IT-based learning so that it can contribute to educational institutions to improve the quality of learning.

Keywords— media, text, storytelling, multimedia, interactive

I. INTRODUCTION

Writing biographical retelling texts is closely related to national figures or figures influencing the development of the world. The text of a biographical retelling does not only look at the life story of a character, but things that are very influential in life also do not escape the writing of the biographical retelling text. For example; problems or conflicts faced by a character in his life journey.

According to Falasifah in her research entitled "Development of Teaching Materials in the Form of Local Contents Leaflet with Five-Day Battle in Semarang for Class XI IPS Students of SMA Negeri 2 Pemalang Academic Year 2013-2014" said the development of national history often lacks meaning for people, especially those concerning the history of the region itself. Therefore, the history of our own area sometimes escapes our knowledge. In addition, local figures can also be used to correct generalizations from national history.

Computer assisted learning is a learning program used in the learning process by using computer software (learning CD) in the form of a computer program containing learning content including; title, objectives, alignment material, and learning evaluation.

According to Robert Heinich, et al in Rusmad (153: 2013) states that: "Computer systems can convey learning individually and directly to students by interacting with subjects programmed into a computer system."

Through the computer system learning activities are carried out completely (mastery learning), the teacher can train students continuously until they reach completeness in learning. Software in computer assisted learning can be used as a function of computer assisted instruction (CAI) and can also be used with a function as an individual learning system. Because it functions as an individual learning system, the PBK or CBI software can facilitate learning for individuals who use it. Therefore, the development of the PfP software must consider the principles of learning and the role of the teacher who is able to instill in students learning habits that are routine, disciplined and independent.

In connection with the use of media in the form of interactive multimedia, here are the results of research conducted by Dewi, et al. (2014) in the title "Development of Interactive Multimedia-Based Learning Media in Indonesian Language Subjects for Class VIII Junior High Schools". The result of evaluation by design experts is 92% in very good classification. 78% of design experts' evaluation results are in good qualifications. the results of the small group test of 83.6% are in good qualifications. Field test results of 82.74% are in good classification. the average value before using the media (62.09) and (86.77) after using the media so as to improve learning outcomes.

The background to choosing the problem in this thesis is seeing the diversity of examples of recount texts (biographies) that still depend on national figures and ignore local figures or those of a local history. Local figures in this case are very influential in the development of national history. However, the discussion about local figures seeks to instill character values and recognition with local figures and to maintain local excellence which is very important for the development of students' knowledge intelligence.

The formulation of the problems contained in this study, namely: (a) How is the process of developing learning media containing local figures developed in the retelling text material for class XI SMA Swasta Kartika I-2 Medan? (b) What are the results of the development of instructional media containing local figures developed in the retelling text material for class XI students of SMA Swasta Kartika I-2 Medan? (c) How is the feasibility of learning media containing local figures to be developed on retelling text material for class XI students of SMA Private Kartika I-2 Medan?

Based on the problem formulation that has been described, the objectives of this study are: (a) Describe the process of developing learning media containing local figures developed in retelling text material for class XI students of SMA Private Kartika I-2 Medan, (b) Describing the results of learning media filled with local figures in the text material for retelling for class XI students of SMA Swasta Kartika I-2 Medan, (c) Describing the feasibility of learning media containing local figures on retelling text material for class XI Private Kartika I-2 Medan students.

The problems that arise in learning Indonesian are the availability of learning media and innovation in learning media. Students will be interested in creative media and featuring local figures to add insight into local figures who come from an area.

II. THEORETICAL BASIS

A. Learning Media

Begi, et al in Utilization Of Instructional Media For Quality Training In Pre-Primary School Teacher Training College In Nairobi Country, Kenya interpreting learning media as unication including films, television, diagrams, printed materials, computers and instructors.

Wildan 2013: 4 in instructional media instructional English young leaners volume 1 no. 1 LearningMedia is a tool that teachers use with a customized design to improve the quality of learning.

Based on the description above, it can be concluded that learning media is a tool that allows students to understand and understand something easily to remember it for a long time and provides stimulation for students in the learning process.

B. Functions and Benefits of Learning Media

The function of learning media according to Rudi, et al (2009: 10) reveals:
1. Learning media serves as a means of helping to make learning situations more effective;
2. Learning media as a component that is interconnected with other components in order to create the expected learning situation;
3. Learning media serves to accelerate the learning process. This function implies that with learning media students can capture the objectives and teaching materials more easily and quickly;
4. Learning media serves to improve the quality of the learning process;
5. Learning media lay concrete foundations for thinking because it can reduce the occurrence of verbalism.

Different opinions expressed by Rudi, et al (2009: 9) in general the media have the following benefits:
1. Clarify the message so that it is not too verbalistic;
2. Overcoming the limitations of space, time, energy, and sensory power;
3. Generating passion for learning, more direct interaction between students and learning resources;
4. Enabling children to learn independently according to their visual, auditory, and kinesthetic skills and abilities;
5. Giving the same stimulation, equalizing experiences and causing the same perception.

C. Types of Learning Media

Bretz in Musfiqon (2012: 70) divides media into three types, namely sound (audio), visual media, and motion (kinesthetic) media. Visual media can be divided into three categories, namely visual images, lines (graphics), and verbal symbols.

Media when viewed in terms of appearance.
1. Visual media: pictures / photos, sketches, charts / charts, diagrams, graphs, cartoons, maps / globe, flannel boards, bulletin boards,
2. Audio media: radio, genetic tape recorder, language laboratory.
3. Kinesthetic media: dramatizations, demonstrations, games and simulations, field trips, school camps / camps, community surveys,

Media in terms of its use.
1. Projection media: transparent projectors (OHP), film, frame film, chain film, invisibility projectors,

computers (interactive learning applications / learning media and Microsoft office)
2. Non-projection media: wallsheets, printed books, whiteboards.

D. Birthday Story Text

Kosasih (2016: 153) argues that the recount text is a text that recounts past events or experiences. Live stories can be conveyed based on the experience of the direct speaker or the author. Recount text is a type of text created with the aim of providing information about past activities (Pardiyono, 2007: 62).

Based on some of the above opinions, it can be concluded that recount text is a type of text that retells events / incidents either imaginatively, experiences, or factually that have occurred in the past.

E. Types of Birthday Text

Kosasih (2016: 154) classifies the retelling text into four parts, namely as follows:

Personal experience (personal recount), namely a text that recounts the events experienced by the author directly.

Factual recount, which is a text that recounts past events that have been witnessed by themselves or experienced by others. For example, accidents, natural events, life stories of a character (biography)

Imaginative recount (imgjinative recount), which is a text that tells about events that are imaginary but are often thought to have existed or actually happened. Texts of this type are fairy tales, legends, and other folk tales.

Procedural recount, which is a text that tells the background or origin of an event in the past. Text like this is usually used in trial in order to clarify cases or evidence of a case.

F. Local Figures

According to Wiyatmi (2009: 30), "characters are the actors in a story." Meanwhile, Aminudin 2009: 79 argues, "a character is an actor who describes events in the story so that the event is able to form a story.

The term local has the meaning of a place or space so that it concerns the locality agreed upon by the authors for scientific reasons. This space can cover sub-districts, regencies, or provinces. The domain from the local area is usually identical to the culture or things that come from the area itself.

Wartoyo (2012: 7) argues that local history is merely the history of a particular area, so that such an area has long developed. Local history is broad in nature, its horizons are expanding towards broadening comparisons.

Learning local history-based retelling texts presents students to review local figures in a particular area and to bring out the character of students to love their homeland through learning biographical retelling texts and making learning more innovative and meaningful.

G. Benefits of Local History

Local history is very important to collaborate with learning to write biographical retelling texts, with the following benefits:
1. We can find out events / incidents that occurred in the past.
2. The events that occurred in the past can be used as guidelines and references in the life of society and nation in the present and in the future.
3. With history, we don't just remember facts that existed in the past, but we can also give more meaning to them by knowing the causes and effects of an event.

III. METHOD

The research and development method carried out to produce interactive multimedia learning media products is carried out based on the development mechanism in this study divided into two stages, namely the development stage of learning media which includes validation of learning media. The development model in this research is using 4-D (four D models) consisting of 4 stages, namely: (1) the defining stage, (2) the planning stage (design), (3) the development stage (develop), and (4) the dissemination stage, Thiagarajan and Semmel (in Trianto, 2011: 189)
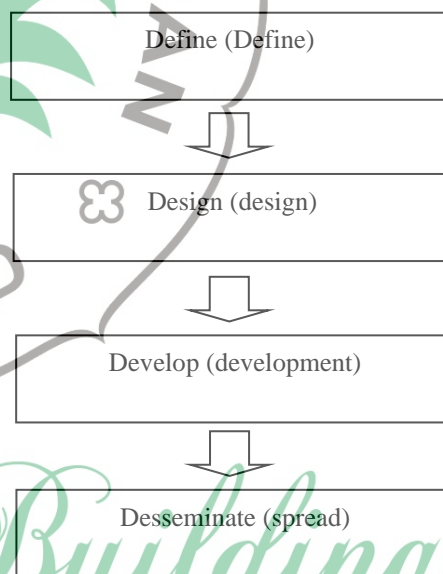

Figure 1. The development model

The instrument to be used for research will depend on the number of variables studied. The research instrument will be used to take measurements with the aim of producing accurate data, so each instrument must have a measurement scale.

The questionnaire is used to measure the feasibility of the media being developed in terms of material suitability, material organization, questions / evaluation / language, software engineering, and visual appearance.

The feasibility questionnaire of learning media uses a Likert scale. The Likert scale is used to measure a person's

attitudes, opinions and perceptions about a phenomenon. The Likert scale in measuring the feasibility of this media uses five alternative answers, namely; strongly agree, agree, doubt, disagree and strongly disagree. (Sugiyono, 2008: 135)

The form of instruments in this study used non-test instruments. Non-test instruments used in this study were:
1. Interview guidelines are used to obtain data or information about the use of media in teaching retelling texts by the teacher.
2. The needs questionnaire is used to find out things related to the needs of learning media for retelling texts in schools.
3. Validation test sheets are used to obtain validation test data aimed at Indonesian language teachers and experts in the field of instructional media.

TABLE I. To get an overview of the instruments used in this study

No.	Data	Data source	Instrument
1.	The need for learning media for retelling texts containing local figures for grade XI SMA students	- Indonesian language teacher in class XI SMA - Class XI high school students	- interview guidelines - Needs questionnaire
2.	Assessment of retelling text learning design for students of class XI SMA	Expert in the development of learning media and in the field of Indonesian language learning	Validation test sheet

Data analysis techniques are directed to answer the problem formulation or test the hypotheses that have been formulated in the proposal. The data obtained in this study are qualitative and quantitative data. Qualitative data were obtained from criticism and suggestions obtained from material expert test questionnaires, media expert test questionnaires, and user trial questionnaires. This data is used in the process of refining and refining the media. Quantutative data were obtained from the scores obtained in the questionnaire. The quantitative data analysis technique used in this research is quantitative descriptive. The data analyzed included the feasibility of the media from material experts, media experts and responses given by students as test objects.

TABLE II. The steps taken in quantitative data analysis

No.	Answer	Score
1	Very good	4
2	Well	3
3	Pretty good	2
4	Not good	1

(Sugiyono, 2016: 93)

Based on the results of the calculation of the formula above, a percentage is generated. The score classification is then changed to a classification in the form of a percentage (Sugiyono, 2011: 118), then interpreted with a qualitative sentence listed in the following table:

TABLE III. Interpreted with a qualitative sentence

No.	Answer	Score	
1.	Very good	81%	X <100%
2.	Well	61%	X <80%
3.	Enough	41%	X <60%
4.	Not good	21%	X <40%
5.	Not very good	0%	X <20%

After presentation in percentage form, the next step is to determine the feasibility level of the media based on the results of the tests that have been carried out. To determine the feasibility category of this learning media, a Likert scale measurement is used. With this scale, the variables to be measured are translated into variable indicators, then the variable indicators are used as points to arrange instrument items which can be statements or questions. The answer for each instrument item that uses the Likert scale has a gradient from very positive to very negative (Sugiono, 2012: 138).

IV. RESULT AND DISCUSSION

A. Research result

The first stage in compiling the research results is to see how the process of developing learning media for retelling texts containing local figures. These stages include:

a) Define (definition). The first stage is conducting a preliminary study in order to come up with ideas or ideas so that it becomes the initial basis for developing learning media. Then, the results of the preliminary study were followed up by distributing questionnaires to 2 Indonesian language teachers and 32 students so that they could see the role of the teaching materials developed towards the needs and characteristics of students in the regions. Note the data analysis table below:

TABLE IV. Needs Analysis Data

No.	Statement	Answer	Frequency			
			Teacher	%	Students	%
1	Get to know interactive learning media using local figures	Yes	0	0%	0	0%
		Not	2	100%	32	100%
2	Using local figure-based media in the learning process	Yes	0	0%	0	0%
		Not	2	100%	32	100%
3	It requires media based on local figures to learn retelling texts whose contents are as in the meaning described above in the learning process	Yes	2	100%	32	100%
		Not	0	0%	0	0%

The results of the needs analysis described above can be concluded that the development of teaching materials is needed by local leaders in Medan city by teachers and students to improve the quality of learning. Indonesian language learning. The learning media that have been prepared are then validated to material experts and learning designs. After being declared valid, the resulting product can be tested in small groups and limited groups. Furthermore, revisions are made if improvements are needed.

b) Design (design). The preparation of learning materials for writing retelling texts developed is compiled in accordance with the references and considerations of the results of the student and teacher needs analysis. Although in the preparation of learning materials for writing retelling texts that were developed there were many adjustments with several considerations, the results of the needs questionnaire analysis were still used as a reference in the preparation of learning materials for writing retelling texts that were developed and adapted to the needs of students and teachers of Kartika I-2 Private High School. Field.

c) Develop (Development). Some of the results of improvements or revisions from the appearance of learning media development for retelling texts containing local figures are as follows.

1) First Revsi. Based on the results of data analysis, the assessment of material experts and instructional media design experts, there are several comments and suggestions given regarding learning media containing local figures in learning retelling texts. A summary of comments and suggestions on the learning media provided can be seen in the following table.

Table V. Summary of Comments and Advice from Media Experts on Learning Media

Aspect	Comment	Suggestion	Result
Graphics	There is a Ristekdikti logo on the background of the application opening and assume that the palikasi collaborates with Ristekdikti.	You should remove the Ristekdikti logo so as not to cause misunderstanding in the use of the application.	The ristekdikti logo has been removed and improved with the logo of the Medan state university.
Presentation			
Programming	Adding KD on the material menu	KD in the material has not been added because it is not in accordance with the established syllabus, so the addition of KD is in accordance with the syllabus.	The material has been added according to the needs contained in the syllabus.
	There is no button to stop	A button that provides music / sound deactivation should be made so that application users can decide	The button or icon to stop

	music for and an option for application users to activate or deactivate music.	whether to use the application with music or not.	the music has been provided according to user needs.

2) Second revision. Based on the results of data analysis, the assessment of material experts and instructional media design experts, there are several comments and suggestions given regarding learning media containing local figures in learning retelling texts. A summary of comments and suggestions on the learning media provided can be seen in the following table.

Table VI. An overview of comments and suggestions for marketing media by design experts

Aspect	Comment	Suggestion	Result
Programming	The absence of supporting media in learning media such as instructional videos to support student activity in understanding the retelling text.	Include learning videos to support students' understanding of the retelling text material.	The video has been included with 2 options relating to an understanding of the text of the retelling.
	Add a scroll to anchor options if students want to see further explanations of the material.	Add a scroll to make it easier to use the application in understanding the material contained in the media.	A scroll has been added to the media to make it easier for users to use the application.
	The absence of animation adds a stiff impression to the learning media application and does not look interactive.	Better to add animation to bring up the interactive learning media	The animation is included in the media in the material section and a visualization of the material to be delivered is provided.

3) Third revision. Based on the analysis of the results of student responses to individual trials conducted by 3 class X students at SMA Kartika I-2 Medan, there are suggestions for improvements in the retelling text learning media that have been developed. The revision made was to fix the hyperlinks on the question page along with the evaluation results and correct the wrong typing.

4) Fourth Revision. Based on the analysis of the results of student responses to the small group trial conducted on 9 class X students at SMA Kartika I-2 Medan, it is necessary to make improvements, namely changing the type of font that is

still not clearly read by students so that it can be continued in limited field trials.

5)   The fifth revision. Based on the analysis of the results of student responses to the limited field trial conducted on 35 class X students at SMA Kartika I-2 Medan, there are no suggestions for improvement in the learning media for retelling texts containing local figures that have been developed.

d) Disseminate (Spread). The results of the development of instructional media in this study are in the form of CD instructional media containing local figures containing retelling text material, in relation to Indonesian language learning media in schools as well as independent learning resources for class X SMA Kartika I-2 Medan students. The results of the development of learning media were obtained based on product validation through a series of trials and revisions that had been carried out. So it was found that the results of the development of instructional media containing local figures in learning retelling texts were "very good". The results of developing learning media were validated based on four aspects, namely; content feasibility, presentation feasibility, design feasibility, and programming feasibility.

B. Development Results Based on Validation

a) Result of Feasibility / Material Expert Validation. Validation of material experts on the development of learning media containing local figures in learning retelling texts was carried out by Prof. Amrin Saragih, Ph.D, is a lecturer at the Postgraduate Program of English Language Education, Medan State University and Dr. Surya Masniari Hutagalung, M. Pd is a lecturer in the German Language Study Program at the State University of Medan. Assessment is carried out to obtain information that will be used to improve the quality of learning retelling texts for class X students in odd semesters. The results of the validation in the form of an assessment score on the learning components of the retelling text can be seen in the following tables.

Table VII. Tendency of Material Expert Assessment of Content Feasibility

No.	Criteria	Score range	percentage
1.	Very good	81% ≤X <100%	87%
2.	Well	61% ≤X <80%	-
3.	Moderate	41% ≤X <60%	-
4.	Not good	21% ≤X <40%	-
5.	Not very good	0% ≤X <20%	-
	amount		87%

Based on the table, it can be seen that the results of the feasibility of the content of the instructional media content of the text of the recount text containing local figures are in the "very good" category with a percentage of 87%.

Table VIII. Tendency of Material Expert Assessment of Presentation Feasibility

No.	Criteria	Score range	Percentage
1.	Very good	81% ≤X <100%	88%
2.	Well	61% ≤X <80%	-
3.	Moderate	41% ≤X <60%	-
4.	Not good	21% ≤X <40%	-
5.	Not very good	0% ≤X <20%	-
	amount		88%

Based on the table, it can be seen that the results of the feasibility of presenting learning media for retelling texts containing local figures are in the "very good" category with a percentage of 88%.

Table IX. Tendency Table of Material Expert Assessment of Language Feasibility

No.	Criteria	Score range	percentage
1.	Very good	81% ≤X <100%	85%
2.	Well	61% ≤X <80%	-
3.	Moderate	41% ≤X <60%	-
4.	Not good	21% ≤X <40%	-
5.	Not very good	0% ≤X <20%	-
	amount		85%

Based on the table, it can be seen that the results of the feasibility of learning media for retelling texts containing local figures are in the "very good" category with a percentage of 85%.

Table X. Tendency Table of Material Expert Assessment of Graphic

No.	Criteria	Score range	percentage
1.	Very good	81% ≤X <100%	81%
2.	Well	61% ≤X <80%	-
3.	Moderate	41% ≤X <60%	-
4.	Not good	21% ≤X <40%	-
5.	Not very good	0% ≤X <20%	-
	amount		81%

Based on the table, it can be seen that the results of the feasibility of learning media for re-story text containing local figures are in the "very good" category with a percentage of 81%.

The results of the validation from material experts regarding the learning media for retelling texts from these four aspects indicate that the learning media is suitable for use in learning retelling text. This can be seen from the results of the validation on the four aspects of the assessment with an average of 85.25% which is in the "very good" category.

C. Result of Feasibility / Validation of Learning Media Design Experts

The assessment was carried out by the two media design experts which included aspects of the assessment of the feasibility of the content, the feasibility of presenting, programming, and the graphics of the learning media that were loaded on the learning of the retelling text. Overall, the

results of the assessment of the quality of the feasibility of learning materials can be seen in the following table.

Table XI. Tendency of Assessment of Media Design Results on Presentation Feasibility

No.	Criteria	Score range	percentage
1.	Very good	81% ≤X <100%	88%
2.	Well	61% ≤X <80%	-
3.	Moderate	41% ≤X <60%	-
4.	Not good	21% ≤X <40%	-
5.	Not very good	0% ≤X <20%	-
	amount		88%

Based on the table, it can be seen that the appropriateness of the content of learning media for retelling texts containing local figures is in the "very good" category with a percentage of 88%.

No.	Criteria	Score range	Percentage
1.	Very good	81% ≤X	94%
2.	Well	<100%	-
3.	Moderate	61% ≤X <80%	-
4.	Not good	41% ≤X <60%	-
5.	Not very good	21% ≤X <40%	-
		0% ≤X <20%	
	amount		94%

Based on the table, it can be seen that the feasibility of the content of the learning media for retelling texts containing local figures is in the "very good" category with a percentage of 94%.

Table XII. Tendency of Media Design Expert's Assessment of Programming Feasibility

No.	Criteria	Score range	Percentage
1.	Very good	81% ≤X	92%
2.	Well	<100%	-
3.	Moderate	61% ≤X <80%	-
4.	Not good	41% ≤X <60%	-
5.	Not very good	21% ≤X <40%	-
		0% ≤X <20%	
	amount		92%

Based on the table, it can be seen that the results of the feasibility of programming learning media for retelling texts containing local figures are in the "very good" category with a percentage of 92%.

Table XIII. Tendency of Media Design Expert's Assessment of Graphic Feasibility

No.	Criteria	Score range	percentage
1.	Very good	81% ≤X <100%	91%
2.	Well	61% ≤X <80%	-
3.	Moderate	41% ≤X <60%	-
4.	Not good	21% ≤X <40%	-
5.	Not very good	0% ≤X <20%	-
	amount		91%

Based on the table, it can be seen that the results of the feasibility of learning media for retelling texts containing local figures are in the "very good" category with a percentage of 91%.

The results of the media design expert's validation regarding the instructional media of storytelling texts containing local figures from the four aspects indicate that the learning media containing local figures is feasible to be used in learning textual stories. This can be seen from the results of the validation on the four aspects of the assessment with an average of 91.25% which is in the "very good" category.
Results of Eligibility / Validation of Indonesian Language Teachers.

The validation of Indonesian language teachers on the development of instructional media containing local figures in the learning of retelling techniques was carried out by Nurhasibah Nasution, S.Pd and Yusniarti, S.Pd, the research was conducted to obtain information that would be used to improve the quality of retelling text learning for class X students. in odd semester.

The results of the validation from the Indonesian language teacher regarding the learning media for retelling texts containing local figures from the three aspects indicate that the learning media containing local figures is suitable for use in learning retelling texts. This can be seen from the results of the validation on these three aspects with an average of 85% being in the "very good" category.

D. Eligibility Results for Phase I Trial (Individual Trial)

Table XIV. Percentage of Individual Coa Test Scores on Learning Media

No.	Statement	Average score (%)	Criteria
1.	Theory	76.33%	Very good
2.	Language	71%	well
3.	Interest	71%	well
	Average	74.77%	Well

Based on the results of the average percentage shown above, it is found that the assessment of the material has an average percentage of 76.33%, language with an average of 71% and an average of 77% interest. The result of the average percentage of all individual trials was 74.77% with "good" criteria. This means that the learning media for retelling texts containing local figures that have been developed are in accordance with the needs of students.

E. Eligibility Results for Phase II Trials (Small Group Trials)

Table XV. Percentage of Small Group Trial Scores on Learning Media

No.	Statement	Average score (%)	criteria
1.	Theory	81.83%	Very good
2.	Language	83%	Very good
3.	Interest	83.25%	Very good
	amount	**82.70%**	**Very good**

Based on the results of the average percentage shown above, it is found that the assessment of the material has an average percentage of 81.83%, and an average of 83.25% interest. The average percentage result of the overall small group trial was 82.70% with the criteria "very good", so it is necessary to make a little revision of the questions given to encourage students to think so that limited field trials can be carried out.

F. Field Trial Response Data on Learning Media

Table XVI. Percentage of Limited Field Trial Scores on Learning Media

No.	Statement	Average score (%)	criteria
1.	Theory	91.5%	Very good
2.	Language	93.5%	Very good
3.	Interest	95%	Very good
	amount	**93.3%**	**Very good**

Based on the results of the average percentage shown above, it is found that the assessment of the material has an average percentage of 91.5% language with an average of 93.5% and an average of 95%. The average percentage result of all limited field tests was 93.3% with "very good" criteria. The results of the responses of the students of SMA Kartika I-2 Medan concluded that the learning media for retelling texts that had been developed were deemed feasible and met the needs with the overall criteria of "very good". This result means that the learning media developed has an increase in development and can meet the demands of learning needs.

G. Student learning outcomes

After receiving learning using the learning media to write retelling texts, the student learning outcomes before and after using the learning media increased significantly, namely 12.2%. It is known that the average score of students before (pretest) was 73.85 and the average score after (posttest) was 86.05. The following are the pretest and posttest mean scores.

Table XVII. The pretest and posttest mean scores

No.	Group	Average value	Difference
1.	Before (pretest)	73.85	12.2
2.	After (posttest)	86.05	

Based on the table above, it can be concluded that learning using retelling text learning media containing local figures can improve student learning outcomes in the material of rewriting text text.

H. Research Discussion

The results of the development of instructional media were validated based on the values of assessment, namely the feasibility of content, the feasibility of presenting, the feasibility of programming, and the feasibility of the design. This local figure is very well used in learning the retelling text. This can be seen from the results of the validation on the four aspects of the assessment with an average of 91.25% which is in the "very good" category.

The results of the development of the teacher's responses regarding the re-learning media text containing local figures from the four aspects show that the learning media containing local figures is very good used in the retelling text material. This can be seen from the results of the validation on the four aspects of writing with an average of 91.5% which is in the "very good" category.

The results of the development of students' responses regarding the learning media for retelling texts containing local figures, from these aspects indicate that the learning media containing local figures is very good for use in telling retelling texts. This can be seen from the validation results on the four aspects of the assessment with an average of 93.75% which is in the "very good" category.

Based on the results of the validation of the media expert, the teacher's responses, and the students' responses regarding the learning media for retelling texts containing local figures, these four aspects indicate that the learning media which means local characters are very well used in learning retelling texts. This can be seen from the results of the validation of media experts, teachers, and students with an average of 92.16% who are in the "very good" category.

Revised and enhanced aspects are carried out based on data analysis and trials and input from material experts, design experts, and students as users of this learning media. Learning media variables have a very good average value. As for the learning media variables assessed include feasibility content, presentation, language, and graphics. As for the results of the validation of the media produl for re-story text containing local figures, it can be detailed as follows:

1. The results of the feasibility of validating learning media by material experts are stated to be "very good". The validation results include 3 aspects of assessment, namely content feasibility, language feasibility, presentation feasibility, and graphics. The results of the assessment of the content feasibility aspect were declared "very good" with an average total percentage of 87%. The presentation feasibility assessment was declared "very good" with a total average percentage of 88%, the language assessment aspect was declared "very good" with a total average percentage of 85% and the graphic assessment aspect

was declared "very good" with a total percentage average by 81%.

2. The results of the feasibility of validation of instructional media by the media design expert pemebalajran said "very good". the results of the assessment of the content feasibility aspect were declared "very good" with an average percentage of 88%. The presentation feasibility assessment was stated as "very good" with a total percentage of 94%. The programming assessment aspect was declared "very good" with a total percentage of 92% and the assessment aspect of the graphic was stated "very good" with a total average percentage of 91%.

3. The results of the assessment of student trials were carried out in 3 processes, namely limited field trials (3 students), small group trials (9 students), limited field trials (35 students). The results of individual trials were stated as "good: with a total average percentage of 75%, the results of small groups were declared" very good "with an average total percentage of 82.5%, and the results of limited field trials were said to be" very good " with a total percentage average score of 93%.

In addition to the feasibility results found by researchers in this study, the findings of eligibility results against Interactive multimedia was also found in research conducted by Dsk.Kt. Marta Sari Dewi, et al (2014) with the title "Development of Interactive Multimedia-Based Learning Media in Indonesian Language Subjects for Class VIII Junior High Schools" (2014). The evaluation results of media experts are 92% in very good qualifications. The results of evaluation of design experts are 78% are in good qualification. individual test results of 92.30% are in very good qualifications. the results of the small group test of 83.6% are in the good category. the results of field tests of 82.74% are in good qualifications. the average value before using the media (62.09) and (86.77) after using the media so that there is an increase in learning outcomes.

Based on the discussion of the research results that have been described above, it can be concluded that the findings of the development of learning media for retelling texts for the feasibility of learning media are stated to be very good because the validation of the material experts and learning media design experts is in the category "very good.

V. CONCLUSION

Conclusions were obtained based on the formulation, objectives, results, and discussion in the research on the development of Learning Media with Local Characters in Class X Students of Kartika I-2 Medan Private High School, described earlier, is described as follows:

1. The product developed is in the form of learning media containing figures The locale developed for class X students of SMA Private Kartika I-2 Medan meets the requirements and is suitable for use as individual Learning Media based on the assessment of material experts and

learning material experts. The results of the material expert validation include content feasibility with an average of 89% on very good criteria, presentation feasibility with an average of 79% on very good criteria, feasibility on the language aspect with an average of 94% on very good criteria, and the feasibility of learning design with an average of 93% on very good criteria.

2. The results of the development of Learning Media in the form of an interactive retelling application containing local figures are stated to be very in accordance with the needs of teachers and students of Kartika I-2 Private High School because information about historical values that live around student learning environments can improve student learning outcomes in understanding cheerful text repeated. As for the average acquisition of students before using the Media in the text material for retelling containing local figures developed was 73.94, while the average acquisition of students after using Learning Media was 85.57. This proves that there has been an increase in student learning outcomes on the writing test of retelling texts containing local characters with a difference of 12 points.

REFERENCES

[1] Aminuddin. 2009. Introduction to Appreciation Literature work. Bandung: Sinar Baru Algensindo.

[2] Dewi, Dsk.Kt. Sari Marta, et al. 2014. Media Development Multimedia Based Learning Interactive Subjects Indonesian Language Class VIII Students Junior High. University Edutech Journal Ganesha Education Department Educational Technology (Volume: 2 No. 1 Year: 2014): Department Educational Technology Faculty University Education Science Ganesha Singaraja Education, Indonesia

[3] Falasifah. 2014.Material development Leaflet-based Teaching Local History With Material Five Day Battle On Semarang in Class Xi Students Ipsdi SMA Negeri 2 Pemalang Academic Year 2013-201. Semarang. State University Semarang.

[4] Kosasih, E. 2016. Types of Text: Analysis Function, Structure, and Rules The steps of the writing. Bandung:Yramawidya

[5] Misbachudin, Wildan. 2012. Multimedia Development Reading Interactive Learning Intensive Integrated Approach RPG Maker Xp Based Process For Class VII Junior High School Students " Thesis, not published. Yogyakarta: State University Yogyakarta

[6] Musfiqon, HM. 2012. DevelopmentMedia and Learning Resources. Jakarta: Achievement Publisher Libraries.

[7] Pardiyono. 2007. Sure Can. Teaching Genre-Based Writing. Yogyakarta: CV. AndiOffset.

[8] Rudi Susilana et al. (2009). Media Learning: Natur Development, User an, and Assessment. Bandung: CV Discourse Prima

[9] Rusmad. 2013. Learning and Learning Computer based. Bandung: Alfabeta.

[10] Siregar, N. H. O., Adisaputera, A., & Saragih, A. (2019, December) Development of interactive multimedia in learning to read genre text with local wisdom for students Junior High School Silangkitang. In 4th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2019). Atlantis Press.

[11] Siregar, U. A., Hadi, W., & Daulay, S. (2017). The Development of Procedure Text Learning Media in the Form of Animation for Students of Class VII in SMP/MTS. Development, 8(35).

[12] Sugiyono. 2008. Educational Methods: Quantitative Approaches, Qualitative, and R&D. Bandung: Alfabeta.

[13] _____. 2008. Educational Methods: Quantitative Approaches, Qualitative, and R&D. Bandung: Alfabeta.

[14] _____. 2008. Educational Methods: Quantitative Approaches, Qualitative, and R&D. Bandung: Alfabeta.

[15] Trianto, 2011, Learning Model Integrated Concepts, Strategies And Implementation In Unit Level Curriculum Education (KTSP), Jakarta: Earth Script.

[16] Wartoyo, FX. 2012. Introduction to History Local. Surakarta: The Media Horizon

[17] Wiyatmi. 2009. Introduction to Literary Studies.Yogyakarta: Library

[18] Ramadhani, M., Gafari, M. O. F., & Marice, M. (2019). Development of Interactive Learning Media on Material Writing Short Story Texts Based on Experience. Budapest International Research and Critics in Linguistics and Education (BirLE) Journal, 2(1), 91-102.