

Development of learning media for understanding procedure text based on powtoon application for class VII students of SMP Srijaya Negara

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Abstract

The reasons for using learning media are important in learning, namely improving the quality of learning, the demands of a new paradigm, market needs, and the vision of global education. This study aims to describe the results of the analysis of the needs of seventh grade students and teachers of SMP Srijaya Negara Palembang for the instructional media for understanding the powtoon application-based procedural text, describe the design of understanding the powtoon application-based procedural text, and describe the results of the validation. expert on powtoon application-based learning media. This study uses a research method that refers to the modified Alessi & Trollip research and development model, namely (1) the planning stage, (2) the design stage, and (3) the development stage. The instructional media for understanding the text of this procedure was developed based on the results of the analysis of the needs of students and teachers. The results show that the overall learning media for understanding procedure text based on the powtoon application is declared valid.

Keywords: Research and Development, Powtoon, Procedure Texts.



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Introduction

The use of learning media in the teaching and learning process in order to improve the quality, process, and learning outcomes of students is very important. The reason why it is important to use learning media is that it can foster students' motivation and interest in learning, improve reasoning, and improve the quality of learning (Supriyono, 2018). The use of learning media can also grow, stimulate, increase the response of students to be more positive in the teaching and learning process (Lestari, Herdiantina, & Sudrajat 2018) dan (Nurdiansyah, Faisal, & Sulkipani 2018). In addition, learning media can help students digest learning material more (Wahid, 2018).

One type of learning media that can be used by teachers is a learning media based on the application powtoon. Powtoon is a technology-based software that has the ability to create animated cartoon videos in a nutshell (Ernalida, dkk., 2018). The advantages of powtoon in general can display text, video, images, and sound at once (Fitriyani, 2019). The application powtoon itself is easily accessible online via the page www.powtoon.com and the results can be saved offline. Application-based learning powtoon media is an interesting media which can be used as an effort to foster student interest in learning and become a driving force in order to achieve an effective and efficient learning process. In the 2013 Curriculum, one of the materials in Indonesian SMP/MTs class VII semester 1 subjects is procedural text. Procedure text is text that contains goals and steps to perform an activity (Siti, Sutarna, & Nurjaya, 2016).

Based on the results of interviews with teachers of Indonesian class VII SMP Srijaya Negara, teachers use power point as a medium in learning procedure text. Teachers use power point if they have time. If they do not have time, the teacher only uses the whiteboard to explain the procedure text. It can be concluded that teachers do not optimally utilize the use of learning media in delivering learning materials to students. Delivering messages using the lecture method and using the blackboard makes learning uninteresting and monotonous. This results in a lack of student interest in learning and it is feared that it will result in a lack of student understanding. With regard to Indonesian language subjects at school, one aspect of the skills

that must be mastered by students is the ability to read and understand (Hardiyanti, Nurhayati, & Alwi, 2017).

Based on the problems above, the researcher will provide an effort to solve the problem, namely developing a procedural text learning media based application powtoonon the for class VII students of SMP Srijaya Negara. which was developed into the title of the thesis "Development of Learning Media for Understanding Procedure Texts Based Applications Powtoonon for Class VII Students of Srijaya Negara Junior High School".

Method

Qualitative research is the research design that the researcher uses. The study method is an action research that focuses on teachers teaching English and involved on lesson study implementation in school. In the afternoon session, a total of seven ML teachers participated in the study.

Participants

The research subjects were 31 students of class VII A SMP Srijaya Negara Palembang and 1 teacher of Indonesian language subject class VII A SMP Srijaya Negara Palembang.

Measurement

Data collection techniques used were interviews, questionnaires, and validation assessment sheets. Data analysis of student needs will be presented using the formula.

Data Analysis

The planning stage includes analyzing the needs of students and teachers, determining the scope of the material to be used, and collecting materials needed during the research and development process. The design stage includes activities to develop initial ideas, namely designing things to be included in the media, preparing prototypes, and making flowcharts and storyboards. The development stage includes the activities of implementing the previous stages, preparing the text of teaching materials, making products, doing the skip test, and revising.

Results and Discussion

Results

a. Planning

In the planning stage, the researchers analyzed the needs through the questionnaire distributed for the learners. Then, they interviewed one of the the Indonesian language teachers.

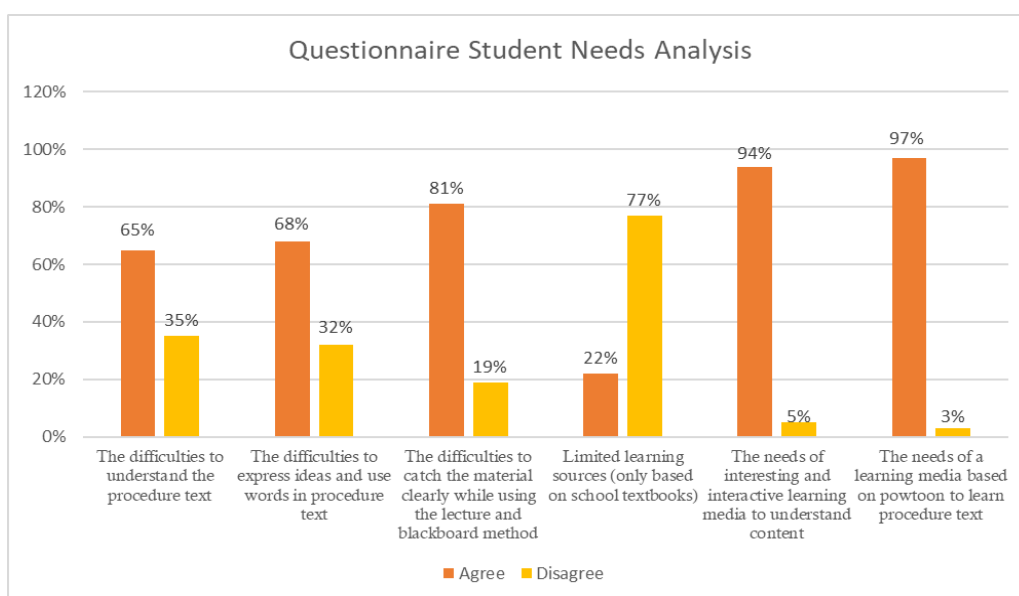


Figure Results of Student Needs Analysis

Based on the analysis of the needs of students using a questionnaire, the researchers obtained the following results. Regarding the text, as many as 65% (20 students) of students agreed that students still find it difficult to understand the procedure text. A total of 68% (21 students) agreed that students still had problems expressing ideas and using words in procedure texts.

Regarding the methods, use of media, and learning resources used by teachers. As many as 81% (25 students) agreed that students had difficulty clearly capturing the material presented by the teacher using only the lecture method and blackboard media. As many as 77% (24 students) stated that they disagree if the learning resources were only based on school guidebooks.

Regarding the media to be developed, 94% (29 students) agreed that interesting and interactive learning media would help to understand content of procedure text. A total of 97% (30 students) agreed if developed learning media based on powtoon to learn procedure text.

Teacher Needs Analysis

Based on the analysis of teacher needs conducted through interviews by Indonesian teachers of class VII A SMP Srijaya Negara Palembang, the teacher stated that in the learning process in the classroom, some students have less interest in learning so that their ability to understand the material decreases. Moreover, the obstacles faced by students in understanding the text because there are too many writings that make students bored to read it. According to the teacher, students are more interested in learning that displays pictures or videos. To improve understanding in learning, teachers change the way of teaching to make it more interesting, such as playing games.

Regarding the use of media used by teachers, the teacher stated that teachers use learning media such as powerpoint if they have time to make them. But more often just use the blackboard. This is because teachers have difficulty in developing learning media. The teacher agrees with the development of-based learning media powtoon in learning procedure text understanding. The teacher's expectations of the media that will be developed by researchers are learning media in the form of images and sounds that make students interested and not easily bored so that it will help students understand the text.

Based on the results of the needs analysis, the lack of attractiveness of simple learning materials and media is one of the obstacles in understanding learning. Next, the researcher determines the scope and materials of the material.

b. Design

The researchers designed the learning media development with the assistance of other application. It was after effect CC 2017 and Adobe Photoshop 2020. In the designing stage, the researchers prepared the initial design on the flowchart and the storyboard. Based on the analysis results, the researchers were then creating the media design. The design consisted of 1) the homepage to display the title, 2) the pages of the basic competence, indicators, and learning objectives, 3) the materials consisting of the definition, the objective, the feature, the structure, the linguistic principle, and the procedure text examples, 4) the exercise, and 5) the bibliography.

c. Development

After creating the product, the researchers conducted the alpha test. It was important to find out the media validation result. The test included three assessment aspects. They were media, material, and language aspects. The alpha test was done with the expert, the lecturer of Indonesian language of Sriwijaya University.

Based on the results of media validation, the media is categorized as 'valid' with an average score of 3.66. The comments and the suggestions of the expert were 1) to focus the initial display on the picture, 2) to enlarge the title, 3) to provide the class and level remarks, 4) to take the examples from the local wisdom that were more educative, such as taking the ablution, 5) to put the examples in the forms of figures instead of texts, 6) to revise the spaces so the letters would not seem to be capitalized, 7) to attach the source of the material, The expert considered the material could be tested after being revised.

Table 2 Media Validation Results

Indicator	Score
General	
The applied media is creative, innovative, communicative	3
The media is appropriate with the target	4
The media is modern	4
The media is applied in guided and autonomous manners (flexible).	3
The Display	
Background and layout selection	4
Type, size, and color selection	4
The composition of image	3
The figure size	3
The figure quality	4
The animation appropriateness and attractive	4
The produced quality of the video	4
The background selection	3
The sound effect	4
The cover (interesting and relevant with the content)	4
The obtained score	55
The average	3.66
The conversion	B
Category	Valid

National Education Standards Agency (Urip, 2008)

Based on the results of language validation, the language in the learning media is categorized as 'very valid' with an average score of 4.3. The comments and the revising suggestions of the experts were such as: revising the inaccurate punctuation, inappropriate diction, and parallel structure.

Table 3 Material Validation Results

Indicators	Score
Content	
The consistency of the basic competence, indicators, and the learning objectives	5
The relevances of the media and the learners' characteristics	4
The clarity of the presented materials	4
The Learning	
Interesting Titles	5
The material scope	3
The quality of the presented materials	5
The attractiveness of the presented materials	5
The learners' participations in learning activities	4
The relevance of the exercise questions	4
The obtained score	39
The average	4.33
The conversion	A
Category	Very valid

National Education Standards Agency (Urip, 2008)

Based on the results of language validation, the language in the learning media is categorized as 'very valid' with an average score of 4.3. The comments and the revising suggestions of the experts were such as: revising the inaccurate punctuation, inappropriate diction, and parallel structure.

Table 4. Language Validation Results

Indicators	Score
Understandable and communicative language	4
The Language is appropriate with the target	4
The applied language is appropriate based on the Indonesian Language Spelling Guidance.	5
Appropriate punctuation	5
The obtained score	18
The average	4.3
The conversion	A
Category	Very valid

The results of media validation scored a total of 75 with an average score of 3.66, material validation scored 39 out of a total of 45 with an average score of 4.33, and language validation scored 18 out of a total of 20 with an average score of 4.3. Based on the results of the assessment, the media overall got an average score of 4 with a conversion value of B which was categorized as "valid".

Discussion

The development of learning media for understanding procedure text, this research is based on the gap with the expectations of Indonesian language teachers who teach in class VII A SMP Srijaya Negara Palembang. Related to the understanding of students who still have difficulty understanding the procedure text. Therefore, the researchers conducted a needs analysis related to the existing problems. The development of learning media for understanding procedure text based on the application powtoon is made based on an analysis of the needs of students and teachers. Needs analysis is an initial process that determines the behavioral goals to be achieved (Nurhayati, 2012). This needs analysis aims to obtain the needs of students in learning, the strengths and weaknesses of the students themselves in learning activities (Cunningsworth quoted by Nurhayati, 2009).

Based on the results of the analysis of the needs of students and teachers, the researchers concluded that students and teachers need interesting learning media to improve understanding of the material. It can be seen through student questionnaires as much as 65% (20 people) of students agreed that students still find it difficult to understand the procedure text. This is also corroborated by the opinion of the Indonesian class VII A teacher, Mrs. Meindanda who stated that in the learning process in the classroom, some students have less interest in learning so that their ability to understand the material decreases. Moreover, the obstacles faced by students in understanding the text because there are too many writings that make students bored to read it. Therefore, researchers want to develop learning media for understanding procedure text based on the application powtoon with the help of software other such as after effects and photoshop so that the material delivered through the learning media is more interesting.

As for the stage of the negligent test covering the validation assessment of media, material, and language experts, the researchers obtained the following results. The media validation result obtained a score of 55, out of 75, with the average of 3.66. The media validation result obtained a score of 39, out of 45, with the average score of 4.33. The language validation obtained a score of 18, out of 20, with the average score of 4.3. Based on the judgment, all media obtained the average score of 4, with the converted score of B, categorized 'valid'.

Conclusion

The researchers concluded that: firstly, the learners required learning media to facilitate their procedure text understanding. Secondly, based on the analysis of the learners' and teacher's need, the product was learning media based on powtoon application. Based on the validation of the experts, the media obtained the average score of 4, with converted score B, categorized "valid."

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