

Development of Powtoon-Based Audiovisual Media in English Language Subjects for Class VIII SMP

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Abstract

This research was motivated by the lack of variation in the use of learning media in the form of technology at SMPN 5 Panyabungan. This media development aims to develop audiovisual media in English class VIII SMP subjects in order to produce a media that is valid and practical to use. The type of research and model used in this research is Research and Development (R&D) with the ADDIE model which consists of 5 stages, namely Analysis, Design, Development, Implementation and Evaluation. . The validity test of the product developed was carried out by 2 (two) lecturers from the Department of Curriculum and Educational Technology and 1 (one) class VIII teacher at SMPN 5 Panyabungan. Product trials or practicalities were carried out on 28 class VIII SMP students. The data collection instruments used are documentation, assessment formats and questionnaire sheets. The validation results from the validator assessment of media expert I and media expert II were categorized as "very valid" with an average score of 4.94, so the media was categorized as suitable for testing. And the results of the adli validation of the material were categorized as "very valid" with an average score of 4.81 obtained, so the material was declared suitable for use. The results of the practicality questionnaire obtained an average of 4.58 so it was categorized as "very practical". Based on this experiment, it was concluded that Powtoon-based audiovisual media in English subjects was in the "very suitable" category for use in learning.

Keywords: *Development, Audiovisual media, ADDIE, English.*

Abstrak

Penelitian ini dilatar belakangi karena minimnya variasi penggunaan media pembelajaran berupa teknologi di SMPN 5 Panyabungan. Pengembangan media ini bertujuan untuk mengembangkan media audiovisual pada mata pelajaran bahasa Inggris kelas VIII SMP agar dapat menghasilkan suatu media yang valid dan praktis untuk digunakan. Jenis penelitian dan model yang digunakan dalam penelitian ini adalah *Research and Development* (R&D) dengan model ADDIE yang terdiri dari 5 tahapan yaitu Analisis (*Analysis*), Desain (*Design*), Pengembangan (*Development*), Implementasi (*Implementation*), dan Evaluasi (*Evaluation*). Uji validitas produk yang dikembangkan dilakukan oleh 2 (dua) orang dosen dari jurusan Kurikulum dan Teknologi Pendidikan dan 1 (satu) orang guru kelas VIII SMPN 5 Panyabungan. Uji coba atau praktikalitas produk dilakukan kepada siswa kelas VIII SMP dengan jumlah 28 orang. Instrumen pengumpulan data yang digunakan ialah berupa dokumentasi, format penilaian dan lembaran angket. Adapun hasil validasi dari penilaian validator ahli media I dan ahli media II dikategorikan "*sangat valid*" dengan diperoleh skor rata-rata 4,94, sehingga media dikategorikan layak untuk diuji cobakan. Dan hasil validasi ahli materi dikategorikan "*sangat valid*" dengan diperoleh skor rata-rata 4,81, sehingga materi dinyatakan layak untuk digunakan. Hasil angket praktikalitas memperoleh rata-rata 4,58 sehingga dikategorikan "*sangat praktis*". Berdasarkan percobaan tersebut disimpulkan bahwa media Audiovisual berbasis Powtoon pada mata pelajaran bahasa Inggris memiliki kategori "*sangat layak*" digunakan dalam pembelajaran.

Kata kunci: Pengembangan, media Audiovisual, ADDIE, bahasa Inggris.

INTRODUCTION

Along with technological developments in the current digital era, knowledge and technology are developing very rapidly. With these developments, it is becoming easier for technology to be used as a supporting medium in the world of education. Success in a learning process is something that educators want. The results and quality of learning depend on the process of implementing the learning activities themselves. The clarity of the delivery of

material of course depends on the extent to which the teacher is able to manage learning activities to create an effective and interesting learning atmosphere.

The use of media in the form of technology in learning is one effort to create an interesting learning atmosphere. Winanda (2022) stated that the use of learning media based on information and communication technology cannot be separated from the role of teachers who are able to determine media according to learning needs and achievements.

Learning media is a form of intermediary in conveying messages by teachers to students. Media in the form of technology is one of the supporting solutions in overcoming students' levels of boredom in learning.

The use of media in learning can be interpreted as a tool used to channel message content or learning materials so that it can encourage the learning process. Daryanto (2010:7) suggests that in the learning process media has a function as a carrier of information from the source (teacher) to the recipient (students). By using media in learning, messages or material can be conveyed more clearly.

One type of media that can be used in the learning process is audiovisual media. According to M. Ramli (2012) Audio Visual Media is a set of media that can simultaneously display images and sound at the same time, which contain learning messages. Audiovisual media is media that contains sound elements that can be heard and visual elements that can be seen. With these two elements, students will more easily receive messages or information and the distribution of messages will be easier to understand.

Supporting media in the form of technology has been widely used in the learning process. However, there are still some schools that do not implement it, despite a lack of resources and ignorance in its use. One of them is SMPN Negeri 5 Panyabungan. Based on the results of the author's observations, it shows that SMP Negeri 5 Panyabungan has quite good facilities for developing media in the form of technology with computers, wifi and projectors. However, there is a problem encountered by the author, namely the lack of use of media in the form of technology in learning activities. Especially in subjects that require technological support as teaching materials for teachers. Such as in practical subjects, speaking skills, and others. This causes students to feel bored and bored while participating in the learning process activities.

Based on this description, the author is interested in developing audiovisual media in English subjects at SMP Negeri 5 Panyabungan. This research aims to determine

students' responses to learning using learning media.

RESEARCH METHOD

This research uses research and development methods known as Research and Development (R&D). R&D research is a type of research that aims to obtain information on user needs, then carry out development activities to produce a product. The R&D method is used in this research because this research will produce products in the form of audiovisual learning media for English subjects. Sugiyono (2013: 407) believes that Research and Development (R&D) is a research method used to produce certain products and test the effectiveness of these products.

Meanwhile, the development model used in this research is the ADDIE model which consists of 5 stages, namely Analysis, Design, Development, Implementation and Evaluation. Kustandi & Darmawan (2020: 104) stated that the ADDIE model is a learning system design model that shows the basic stages of learning system design that are simple and easy to learn. The following is a detailed description of the development stages in this research:

1. Analysis Stage

A needs analysis is carried out to determine the condition of students in learning activities. This analysis was carried out with the English subject teacher. Through the data obtained, the media to be developed is then designed.

2. Design Stage

The design stage is the stage for researchers to design products in the form of learning videos. This design stage was carried out to make it easier for researchers to create manuscripts, sketches (storyboards) and product assessment instruments.

3. Development Stage

The development stage is the stage of product development so that it is suitable for use and the final result of this stage is a product that will be tested. At this stage,

developers will create and produce products

4. Implementation Stage

The Implementation Stage is carried out after media experts and material experts assess the feasibility of the product that has been produced. This stage is carried out to test the feasibility of the product. The use of media involved 28 class VIII students at SMP Negeri 5 Panyabungan. In the implementation stage, a practicality test is carried out to determine the extent to which students appreciate the audiovisual media that has been created.

Data was obtained by filling out questionnaires assessing student responses, and trials were carried out using audiovisual media in learning activities via an LCD projector in the classroom and directing students to understand and study the material in the learning videos displayed. After that, students were asked to fill out a media assessment questionnaire.

5. Evaluation Stage

At the evaluation stage, it is carried out if there are weaknesses in the resulting media. In the evaluation stage, products that have been tested are improved through the results of implementation by students, media and material validators.

This research was carried out at SMP Negeri 5 Panyabungan which is located on Jalan Bukit Barisan No. 34, Panyabungan, Mandailing Natal, North Sumatra. The

research was carried out in September 2023. The subjects in this research consisted of 2 media experts, 1 material expert and 28 students of SMPN 5 Panyabungan during product trials. The data collection techniques used in this research are observation, documentation, interviews and assessment questionnaires.

RESULTS AND DISCUSSION

The product produced in the research is audiovisual media for English subjects. The feasibility of learning media based on validation from media experts I can be concluded, namely that the Presentation variable gets an average of 5 in the "very valid" category, while the Graphics variable also gets an average of 4.92 in the "very valid" category. Through the findings, it can be concluded that media validation in the second stage by media expert I was categorized as "very valid" with a total of 89 assessments and an overall average of 4.94. Meanwhile, the assessment data by media expert II in the second stage, namely the Presentation variable, obtained the same average as media expert I, namely 5 with a very valid category and the Graphics variable obtained an average of 4.92 with a very valid category.

Based on these results, the author can conclude that stage II media validation by Media Expert II is categorized as "Very Valid" with a total of 89 assessments and an overall average of 4.94. The results of media expert validation I and II can be seen in table form as follows:

Table 1. Validation Assessment Results by Media Experts

Aspect	Variable Learning Media Criteria	Indicator	Media Expert Assessment I	Media Expert Assessment II
Media	Presentation	1	5	5
			2	5
			3	5
			4	5
			5	5

Aspect	Variable Learning Media Criteria	Indicator	Media Expert Assessment I	Media Expert Assessment II	Expert
			6	5	5
			7	5	5
			8	5	5
			9	5	5
			10	4	5
			11	5	5
		Graphics	12	5	5
			13	5	5
			14	5	5
			15	5	4
			16	5	5
			17	5	5
			18	5	5
		Amount		89	89
		Average		4.94	4.94

Meanwhile, in the material expert validation assessment, the content feasibility aspect variable obtained an average of 4.85 in the very valid category, and for the linguistic variable, the average was 4.75 in the very valid category. So it can be concluded that the material validation is categorized as "Very Valid" with an average of 4.82. These results can be seen in the following table:

Table 2. Assessment Results by Material Experts

Aspect	Learning Media Criteria Variables	Indicator	Material Expert Assessment
		1	5
		2	5
Material	Content Feasibility Aspect	3	5
		4	4
		5	5

Aspect	Learning Media Criteria Variables	Indicator	Material Expert Assessment
		6	5
		7	5
		8	5
		9	4
		10	5
		11	5
		12	5
		13	5
		14	5
	Language	15	4
		16	4
		17	5
		18	5
		19	5
		20	5
		21	5
		22	5
	Amount		106
	Average		4.81

Furthermore, in the trial activities carried out on students, the average practicality score was 4.58 in the very practical category and overall the practicality aspect of the product could be categorized as very good. The Usage variable obtained an average of 4.5 in the very practical category and the usefulness variable obtained an average of 4.67 in the very practical category. The following is a table of practicality assessment results by class VIII SMP students:

Table 3. Results of Practicality Assessment by Students

No	Variable Criteria	Variable Average	Category
1	Use	4.5	Very Practical
2	Expediency	4.67	Very Practical

Overall Average of Variables **4.58** **Very Practical**

Based on the criteria that have been obtained through practicality tests on students, the audiovisual media produced is included in the "Very Practical" criteria, namely 4.58 and is suitable for use both in terms of appearance, presentation and usefulness for LEARNING.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of research and development that has been carried out, it can be concluded that:

1. Audiovisual media is developed in accordance with the development model flow, namely the ADDIE model. By going through several stages, namely Analysis, Design, Development, Implementation and Evaluation. The resulting audiovisual media can be used by teachers and students as a tool that will help students understand the lesson material.
2. The results of the validity test by media experts and material experts have a very valid category with an average score of 4.94 and material experts get a category of 4.81.
3. The results of the practicality test show that the audiovisual media tested for practicality with class VIII students at SMP 5 Panyabungan received the "Very Practical" category with an average score of 4.58.

Based on the conclusions above, there are several suggestions that can be considered, namely:

1. Educators are expected to be able to use audiovisual learning media products developed by researchers as one of the learning media in English subjects.
2. It is hoped that developers or educators can increase their insight into the use of technology-based media so that in the future they can develop learning models.
3. Students in class VIII of junior high schools are expected to be able to use audiovisual media which has been developed as a learning resource.

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