

DEVELOPING LEARNING MEDIA USING AUDIO VISUAL FOR STUDENTS GRADE VII AT MTS. MIFTAHUL IHSAN

Yuliarsih

Madura University

Email: sdmprenduan@gmail.com

Abstract: The English teaching and learning at MTS.Miftahul Ihsan, Sumenep for students grade VII was considered unable to achieve its learning purpose. The main problem was that there was not an appropriate learning media used in the learning activity. So that objective of the development is to produce the appropriate learning media using Audio Visual. The procedures being implied were collecting information using kinesthetic, audio and visual learning style, developing learning media, validation from expert of design and expert of learning content, trying out the learning media through individual experiment, small group experiment and field experiment, revising the learning media, and finally packing the learning media. From the try out, the data showed the applicability of the learning media could motivate the students in learning English. It was reflected in the data collected from the questionnaires and class room observation. The data collected from observation showed that the learning media of using audio visual are appropriate for the students. The final product of the development is learning media using audio visual. The learning media was packed in the form of compact disc. It contains the materials studied for grade VII.

Keywords: development, learning media, audio visual

INTRODUCTION

The audio visual is the learning media that can be seen and listened and it is used for sending the message for the students. The audio visual is shown in form of display of movement picture. This research is to develop the learning media using the audio visual to encourage the students' motivations in learning English. Because as far as the researcher and also as the English teacher has been teaching in this school, most of the student's motivation in learning English is low. They have involved in learning activity in low spirit, low effort and low responding. Their low motivations also influence their English achievement.

According to Yanada (2001) teacher has important role in teaching process, they are, expression, motivation and developing in student's thought. Most of the students' achievements are low and they often need remedy, so that why the researcher must change this situation and condition by creating a spectacular learning media.

According to Azhar (2002:15) instructional media is media that is used to make communication between teacher

and students in teaching learning process at school more effective. Moreover, It was what we as teachers do to promote a friendly environment in the classroom to create and organize material, to overcome shortcoming in the textbooks, to stimulate and maintain interest through varied practice activities, to emphasize enjoyable aspect of the learning and to give students necessary feeling of success which will determine their growth towards communication (Finochiaro in Sri 1998:6).

Before creating the learning media the researcher distributes the survey to know the students learning style. By knowing the student's learning style, researcher is able to create the appropriate learning media. From the survey, the researcher found the result at the field that most of the students of MTS. Miftahul Ihsan have learning style of audio visual rather than editorial and kinesthetic. The data from observation states that 10% of the students have learning style of editorial, 70% of the students have learning style of visual, and 20% of the students have learning style of kinesthetic. It means that most of the

students of MTS. Miftahul Ihsan Grade VII will prefer to study or will be easy to study if they use visual learning media.

The research and experience have shown that teaching and learning using the audio visual media really increase and strengthen the learning. The media not only add the students' interest with the presenting but also participate their five senses and it trains the students' listening competence and memorizes competence. It is because the audio visual media consists of both audible and visual learning material which can fulfill the students' need in learning. In teaching, the abstract understandings or subject that is unknown by imagination can be an essential to understand the meaning.

According to Sadiman and his friends (1984:49) Audio media concerns with sense of hearing. They also mention kind of audio media, such as: radio magnetic tape recording/tape recorder, and language laboratory. Visual media concerns with sense sight (Sadiman and his friends, 1989:28). Finochiaro in Kasihani K (1992:57) mention the example of visual media, namely, blackboard, textbook, real object, picture file, chart, pocket chart, flash chart, word cart, number cart, flannel or felt board, magnetic board, opaque projector, overhead projector and transparency, kodachrome slide, filmstrip, and miscellaneous material. While Nana Sudjana and Ahmad Rivai (2003:58) state that Audio visual aids (media) is amount of means used by teaching in delivering concept, idea, and experience that can be reached by sense of hearing and sight. Audio visual media includes slide, film strip, video disc and television, etc.

According to Cennamo.K.S & Kalk.D.(2005) in article Systematic and Sytemic design in Instructional Design has weakness so an Iterative Process is very needed as functional model for practise in the real world. In this case, the model from the development by Dick and Carey can be an alternative . Dick and

Carey (2001) think that the learning design is a system and he considered that learning is a systematic process. At fact, the systematic work way is stated as model of approach system. It was clarified by Dick and Carey (2001) that the approach system always refers to general stage of the Instructional Systems Development /ISD). Explaining about design is also explaining about process. If we use the words of instructional design (ID), it refers to instructional system development (ISD), and the stages are analysis, design, development, implementation, and evaluation.

This instructional design is under area of (DickandCarey,2001). The component of Dick and Carey model including : learning, learner, material, and environment. The all components interact one and another to achieve the goal. If the component works well or it doesn't work well, it still needs to develop format of evaluation (Dick, and Carey, 2001). If the result of evaluation shows the students' performance is not satisfying, the components must be revised to achieve the effective criteria in achieving the learning purpose.

METHOD

The Research Design that the writer applied was research and development (R&D). Gagne (1990) The Research Design is process to create an effective product that can be used in school. The research and development (R&D) is a process used to develop and validate educational products. The steps of this process are usually referred to as R&D cycle, which consists of studying research finding pertinent to the products based on these findings, field testing it the setting where it will be used eventually, revising it to correct the deficiencies found in the field-testing stage. In more rigorous program of R&D, this cycle is repeated until the field-test data indicate that the product meets its

behaviorally defined objectives, (Borg and Gall, 1983:772).

In developing the learning media, the researcher conducted the study based on a certain model of development. The model was necessary to help direct the researcher in the process of developing the learning media. The researcher decided to apply the model of development which was inspired from the development model of instructional by Dick & Carey which has steps, those are: 1) Analyze the need to determine the purpose. 2) Analyze the learning. 3) Analyze the learners and their environment. 4) Determine the specific purpose. 5) Develop the assessment instrument. 6) Develop the learning media. 7) Plan and Develop Formative Evaluation. 8) Revising the learning media.

Procedures of Development

Inspired by Dick & Carey Model, in developing the learning media of audio visual, the researcher takes 10 steps of development, those are:

1. Identify the competence standard of the learning.
2. Analyze the base competence of the learning.
3. Determine the base competence and the learning content
4. Formulate the indicator success.
5. Develop the test item.
6. Design the form or structure of the material learning.
7. Compose the text or the learning source.
8. Produce the learning media in draft.
9. Ask validation by expert of media and try out or do field experiment and also revise to perfect it.
10. Pack the product, it is learning media of audio visual in the form of *compact disc* (CD).

Try Out of the Development Product

The tryout of the learning media using the audio visual consists of three kinds of the evaluations, those are *one to one evaluation*, *small-group evaluation* and *big-group evaluation*. The one to one evaluation is for a student individually to give his opinion, critic, or advice about the mistakes of print out, like the wrong letter, lost letter, unclear letter. The small-group evaluation is for the group of students consists of 12 students, to give their opinion, critic, or advice the level of difficulty of the development product, the attractiveness of the product of this learning media. While the big-group evaluation or field evaluation is for the whole students in the class who are learning using this product of development that is packed in the form of the audio visual. Before doing the tryout, the development begins with to get judgment from the experts.

There are two experts who gives judgments, responds, or views for this learning media. The first one is expert of design who has duty to give the judgment about propriety, charity, accuracy and attraction of the leaning media. The second one is expert of learning content who has duty to give the Judgment about the content and propriety of the material with the fact, principle, concept, and procedure and about the propriety of the content with the example of contextual approach presented in the material

Technique of Analyzing Data

To analyze the obtained data uses the analysis of description. Analysis of descriptive qualitative is done to present the data obtained from the comments and survey. The result of this development then is used as revision of the development product of learning media, examining the product and giving an advice of application and developing the product of development.

The experiment of the data development that is obtained by likert

scale is simple statistic, the data is processed for every component of indicator and compared with the minimum standard that must be achieved by every component in analyzed aspect. The raw data that is obtained using the survey is still in the form of qualitative data and is not analyzed yet and it should be changed to be quantitative data.

Table 1. Likert scale

$\text{Score} = \frac{p}{q} \times 100$
<p><i>p</i> is accumulation of the answer that is hoped and <i>q</i> is the accumulation of maximum.</p>

RESULT AND DISCUSSION

Presenting Data and Data Analysis

There are 4 kinds of information that the researcher got in collecting data. The information is very useful in designing and revising the learning media. The first data is from expert of design, the second data is from expert of learning content, the third data is from the tryout of individual experiment and small group experiment and the fourth data is from field experiment.

Data of Expert of Design.

Data from expert design is in the form of descriptive data and qualitative data from comments, critics, or suggestion gotten from consultation, discussion, and survey. The result of development is in the form of elaboration and comment to perfect the development product which consists of components of the learning media.

1. Component of the learning media which consists of guidance for the students, exercises, indicator of the students' achievement, content elaboration, contextual approach, and the other cases in general is interpreted that all component of the learning media is stated written completely, so it is appropriate and able to be used in developing the product of learning media.

2. Component quality of the learning media is interpreted as below:

- 1) Component of the position of guidance for the students is stated that it is very clear, attractive enough, and accurate enough, so it is appropriate and able to be used in developing the product of learning media.
- 2) Component of indicator of achievement is stated that it is appropriate enough, and attractive enough, so it is appropriate and able to be used in developing the product of learning media.
- 3) Component of content elaboration is stated that it is appropriate with the indicator of students' achievement and the learning content, able to be understood by the students, the appearance is also attractive enough, the example of implementation is appropriate with the reality in the society.
- 4) Component of learning content is stated that it is appropriate with the indicator of students' achievement, easily understandable, and the appearance is also attractive enough, clearly understandable and the example of implementation is appropriate with the reality in the society.
- 5) Component of exercises is stated that it is appropriate with the indicator of the students' achievement, clearly understood, its letter and font size are also appropriate, so it is appropriate and able to be used in developing the product of learning media.
- 6) Component of contextual approach is stated that it is appropriate with the indicator of the students' achievement, clearly understood, its letter, font size, and appearance are also appropriate and attractive, so it is

appropriate and able to be used in developing the product of learning media.

- 7) Component of the other cases in the learning media is stated that the learning appropriate enough used for students of MTS. Miftahul Ihsan and the duration in the learning media is appropriate too, so it is able to be used in developing of the product of learning media.

3. Component quality in the guidance for the teacher are interpreted as below:

- 1) Component of short summary of the learning content in the guidance for the teacher is stated that it is clear, so it can be used in developing the product of learning media.
- 2) Component of indicator of the students' achievement is stated that it is clear,so it is appropriate and can be used in developing the product of learning media.
- 3) Component of learning strategy used in the learning activity using contextual approach is stated that it is clear, so it is appropriate and can be used in developing the learning media.

- 4) Component of learning content elaboration in each meeting is stated that it is clear,so it is appropriate and can be used in developing the product of learning media.

- 5) Component of accuracy the schedule in each meeting is stated that it is accurate,so it is appropriate and can be used in developing the product of learning media.

- 6) Component of the unique and the excellence of the guidance for the teacher is stated that it is clear,so it is appropriate and can be used in developing the product of learning media.

- 7) Component of the attraction of the appearance in the guidance for the teacher is stated that it is attractive,so it is appropriate and can be used in developing the product of learning media.

Data of Expert of Learning Content

The assessment, respond or judgment of the expert of the learning content can be seen at the table 2 below:

Table 2 Judgment of the learning content

No	Media which are evaluated	Respond	Note
1	Judgment about the content and propriety of the material with the fact, principle, concept, and procedure	appropriate	
2	Viwes about the content and propriety with the example of contextual approach presented in the material	appropriate enough	

Data of the Individual Experiment and Small Group Experiment

Data of the individual experiment is in a purpose to know the vital mistakes in the learning media for example wrong type, lost appearance, inappropriate illustration or description and the other cases which need to be corrected. And from the data interpretation shows that there are not mistakes with them all.

Data of small group experiment gotten from survey can be interpreted as below:

- 1) At component of instruction or guidance related with learning content and appearance, the researcher got data of 83.3%. Based on the determined understanding, the component of guidance is stated that it is clear enough for the students so it

- can be used in the developing the product of learning media.
- 2) At the component of indicator of students' achievement
 - a. Component related with the charity of the indicator of students' achievement in each topic, the researcher got data of 83.3%. Based on the determined understanding, the component of indicator of students' achievement is stated that it is clear enough for the students.
 - b. Component related with the propriety of the indicator of students' achievement with the learning content, the researcher got data of 83.3%. Based on the determined understanding, the component of indicator of students' achievement is stated that it is clear enough for the students.
 - 3) At the component of content elaboration
 - a. Component related with the propriety of the content elaboration with the indicator of achievement, the researcher got data of 75.0%. Based on the determined understanding, the component of content elaboration is stated that it is appropriate enough for the students.
 - b. Component related with the propriety of the content elaboration with the base competence, the researcher got data of 75.0%. Based on the determined understanding, the component of content elaboration is stated that it is clear enough for the students.
 - 4) At the component of the exercises
 - a. Component related with the instruction of the exercises, the researcher got data of 75.5%. Based on the determined understanding, the component of instruction of the exercises is stated that it is clear enough for the students.
 - b. Component related with the propriety of the exercises with the learning content, the researcher got data of 83.3%. Based on the determined understanding, so the component of exercises is appropriate with the learning content.
 - 5) At the component of contextual approach
 - a. Component related with the understanding of the learning media with the contextual approach, the researcher got data of 75.0%. Based on the determined understanding, so the learning media which uses contextual approach is understandable for the students.
 - b. Component related with the easiness in studying English using contextual approach, the researcher got data of 75.0%. Based on the determined understanding, so the learning media using contextual approach makes the student easy in studying English
 - c. Component related with the attraction of the learning media using contextual approach, the researcher got data of 83.3%. Based on the determined understanding, so the learning media which uses contextual approach is attractive for the students.
 - d. Component related with the charity of the sentence in the learning media, the researcher got data of 83.3%. Based on the determined understanding, so the charity of the sentence in the learning media is clear for the students.
 - e. Component related with the charity of the words in the learning media, the researcher got data of 83.3%. Based on the determined understanding, so the charity of the words in the learning media is clear for the students.

Data of the Field Experiment

Based on input, critic, and suggestion from the Judgment' of the

expert of design, expert of learning content, individual experiment, and small group experiment, so the next step of this research is doing the field experiment toward 36 students in a purpose to know the product quality of this research development product.

Data of the field experiment consists of 25 item, each item has 4 questions. Respond from 36 students are presented in the form of percentage. The number of percentage can be interpreted as the result of the field experiment. It indicates that the component of learning media is appropriate or not. It can be seen at table 3 below:

No	Components	Percentage
1	Position of the instruction	80.6%
2	Position of indicator.	83.3%
3	Position of exercises	80.6%
4	Letter size	83.3%
5	Letter font	88.9%
6	Space width	80.6%
7	Right margin	83.3%
8	Left margin	83.3%
9	Propriety of the color	94.4%
10	Charity of the learning content	80.6%
11	Propriety of indicator	83.3%
12	Achievement	86.1%
13	Charity of the language	83.3%
14	Propriety of content elaboration	80.6%
15	Charity of the learning content	80.6%
16	The content elaboration	80.6%
17	Propriety of the material	83.3%
18	Propriety of the exercises	83.3%
19	Implementation of discussion	80.6%
20	Propriety of the exercises	86.1%
21	Amount of the exercises	80.6%
22	Attraction of the appearance	83.3%
23	Understanding to the material	80.6%
24	Implementation discussion	80.6
25	Understanding to the material	83.3%

CONCLUSION AND SUGGESTION

Conclusions

The main problem in learning English in MTS. Miftahul Ihsan is

unavailability of the appropriate learning media. So the audio visual learning media was produced to make the learning purpose achieved better and more effectively. It is very useful and it can increase not only the students' motivations in learning English but also their achievement.

This research involves research and development. It was started by obtaining information by using kinesthetic, audio and visual learning style survey, need analysis, developing the audio visual learning media, expert judgment, revision, try out, revision and until final product. The final product of the research is a learning media in the form of audio visual.

The result showed that the students' motivation and achievement in learning English increase well. They become enthusiast in involving the learning activity. The attractive slide and specific material used in the learning media not only could lead them into mastery of English competence but also enrich their knowledge about their environment where they live, it is Sumenep, the attractive and nice town in East Java.

The final version of the learning media is made based on both the results of expert design and expert of learning content's judgments and the results of three kinds of try out, those are individual experiment, small group experiment and field experiment.

The strength of the learning media is that it is designed using technology in the form of audio visual. Audio visual can overcome the limitation of the students' experience, students can enjoy the learning process well so the learning process can be more interesting. It also exceed the limitation of space and time, the students can not realize everything directly because it can help the teacher to show the material in the learning media so the learning activity can be more effective. From explanation above we can

conclude that by using the audio visual learning media the learning process can be more interesting, effective, productive, and efficient.

Related to the weaknesses of the product, it is still tried out five times. The try out would be more beneficial, if it was conducted to more than five times. For gaining more inputs so that the learning media would be much better.

Suggestions

After doing and completing this research and development, the researcher wants to give some suggestions, those are for the teacher, the school, the students and the next researcher.

Suggestion for the teacher is that he/she can use the product of development in the form of audio visual learning media for English lesson in the teaching and learning process. The product of development which uses contextual approach can be used for learning material for increasing the students' motivation. Product of development of learning media for English lesson using contextual approach also can be used for guiding the students in understanding the concept and learning content to increase the students' achievement.

Suggestion for the next developer is that It still needs the next development especially for the material or learning content and deepening the learning strategy for more the effective learning media. The product of the development in the form of audio visual still needs perfection in creating or choosing appropriate music and more perfect special video to make more suitable slide in presenting the material in the learning media. The product of development can be as the first reflection for doing the next development.

Suggestion for the school is that the product of development in the form of audio visual learning media can be used as a facility or media in supporting the

teaching learning process. The product can be copied then given to every student as learning material or students' home work because it is completed by exercises and evaluation.

Suggestion for the student is that the product of development in the form of audio visual learning material is very attractive learning media and it can be used individually in home.

REFERENCE

- Arsyad, Azhar. 2002. *Media Pembelajaran*. Jakarta: PT. Raja Grafindo Persada.
- Borg, W.R and Gall, M.D. 1983. *Educational Research: An Introduction*. London: Longman, Inc.
- Cennamo.K.S & Kalk. D. 2005. *Systematic and Sytemic design in Instructional Design as an Iterative Process. A Functional Model for Practise in the Real Worl*. Educatioal Technology.
- Dick, W. And Carey, L. 2001. *The Systematic Design of Instruction*. New York: Harper Collin Publishers.
- Gagne, R. M., Briggs, L. J. & Wager, W. W. 1992. *Principles of Instructional Design*. Orlando: Harcout Brace Jovanovich.
- Kasbolah, Kasihani. 1992. *Teaching – Learning Strategy*. Malang: IKIP Malang.
- Sadiman, Arief S, dkk. 1984. *Media Pendidikan*. Jakarta: PT Raja Grafindo Persada.
- Sudjana, Nana, and Rivai, Ahmad. 2003. *Teknologi Pengajaran*. Bandung: Sinar Baru Algensindo.
- Wahyuni, Sri. 1998. *The Use of Visual Aids in English Teaching Learning Process in SD Taruna Dr. Zulaeha Probolinggo*. Unpublished S-1 Thesis. MALang: IKIP Malang

Yanada. 2001. Two Pattern of Progress of Problem Solving Process: from Representational Perspective in T. Nakahara &M. Koyana. *Proceedings of 24th of Conference of the International for the Psychology of Math Edu (pp 289-296)* Hiroshima, Hiroshima University