Development of Audio Visual Media for Learning Writing Poetry and Poetry for Class X High School Students

Revalinda
Universitas Jambi, Jambi, Indonesia
Corresponding author email: revalindaax15@gmail.com

Info Article	Abstract
	This research aims to develop learning media in the form of audio visuals that are effective in improving the ability to write poetry and rhymes in class X high school students. The research method used is the ADDIE model development method (Analysis, Design, Development, Implementation, and Evaluation). The evaluation instruments used include writing ability tests, observations, and questionnaires. The results of this research show that the learning media is suitable for use in learning based on qualitative assessments by the validation team. Apart from that, the product being developed can also make learning easier for students in accordance with student responses that have been carried out in small group trials and field (class) trials. It is hoped that the research results can contribute to the development of innovative and technology-oriented learning methods, and can increase students' interest and ability in writing poetry and rhymes. Keywords: audio visual learning materials mediated; writing rhymes advice.

INTRODUCTION

One of the main subjects taught from basic education to upper education and even tertiary (college) is the Indonesian language subject. Indonesian is a dynamic language that continues to produce new words, both through creation and absorption from regional and foreign languages. Indonesian is the standard dialect of Malay, which is basically Riau Malay. Language is a tool of human communication, in the form of symbols or signs and always contains thoughts and feelings. In communication, humans convey their thoughts or feelings to other parties (Rosadi & Saragih, 2022). Communication skills consisting of listening, speaking, reading and writing are important abilities in social interaction and the learning process (Gumilar et al, 2021). Listening skills enable a person to understand well the information conveyed by others, while speaking skills enable a person to communicate ideas and ideas clearly and effectively (Herianingtyas & Mukhlis, 2021). On the other hand, reading skills enable a person to understand and interpret information conveyed in writing, while writing skills enable a person to convey ideas and information in writing clearly and persuasively. These skills are interrelated and play an important role in building effective communication in various life contexts (Isnaini & Ariyanti, 2022).

Writing is one of the activities carried out to produce writing that is created from a person's thoughts/dreams/feelings. In learning Indonesian at Senior High School, there are writing skills which are productive activities (Kemit et al, 2024). This means that learning is carried out so that students can

or are able to produce written works, which in this research are written works of old poetry or pantun.

Realizing how important writing skills are for students listed in Indonesian Language and Literature subjects at every level of education, what needs to be implemented now is to make it easier for students to write (Khulasoh, 2017). The results of observations made in the classroom learning process show that the majority of students are unable to differentiate between pantun and poetry, as well as determining and expressing ideas or ideas for writing pantun (Latief & Novalia, 2023). Most students always raise questions such as: what rhyme to write, how to write it, and whether the sentences used in each line are appropriate, what will be conveyed.

Apart from the problems faced by these students, in the learning process teachers always use the lecture method in delivering learning material, teachers do not provide enough training or practice in writing rhymes so that many students experience difficulty in understanding the material for writing rhymes and putting them into writing (Malahayati, 2023). Teachers have not used learning media optimally and effectively. The learning media that has been used in learning to write rhymes in high school is media in the form of audio or sound that displays songs and the song lyrics contain written rhymes without using visual media which can help students understand the lesson material presented, if reviewed (Mardalae et al, 2019). From the opinion of experts, through the use of appropriate learning media, it can improve student learning processes and outcomes. So, this is one of the problems that needs to be considered in the learning process.

Ideally, in learning to write pantun, the teacher delivers learning material using learning methods and media that are acceptable to students. The students together with the teacher carry out training or practical activities to learn to express their knowledge and experience to make writing in the form of pantun. Students are given the freedom to play with words and discuss with their friends or teachers (Masruroh & Rofiq, 2024). In this way, teachers can guide students to write rhymes well and correctly in accordance with the requirements for writing rhymes. The presence of learning media as a tool can provide benefits and presence so that it can be used effectively in learning (Rinjani & Romadona, 2023). Another fact that the author found at the school is that the number of students in each class is very large, namely around 38-48 students to fill a classroom that is 8m x 8m wide. So the learning conditions are less comfortable and seem cramped (Perdana et al, 2023). This also makes it difficult for teachers to control learning activities, sometimes teachers have to make a loud voice so that all students can listen to the information or learning material presented by the teacher.

This research is in line with research conducted by Erditha et al (2022), which states that the use of audiovisual media has a significant effect on the ability to understand the meaning of poetry. Although this research shows progress in the development of learning media for poetry, there are still gaps in terms of inclusivity and accessibility (Rosada, 2023). The development of audio-visual media needs further consideration to ensure that all students, including those with special needs or different backgrounds, can make optimal use of it (Medina, 2023). Apart from that, the novelty of this research lies in the interactive approach which allows students to be actively involved in the learning process, utilizing technology to support creativity and deep understanding of poetry and literature in general (Prutanti et al, 2022).

Research on the development of audio-visual media for learning to write poetry and poetry appreciation for class X SMA students has significant implications in improving students' creative literacy skills and literary understanding. With this media, it is hoped that students will be more involved and interested in learning poetry, so that they can develop their own poetry writing skills more creatively and in depth (Rahmawati et al, 2023). Apart from that, through the use of audio-visual media, students can also better understand various aspects of literature, such as meaning, language style and themes, so that they can increase their appreciation of literary works as a whole.

This problem in learning to write pantun in high school needs to be overcome. Based on the information above, the author will carry out research and development in the form of developing effective and interesting media learning materials so as to create a conducive, effective and enjoyable learning atmosphere (Mardianis, 2022). This media learning material will be an example for teachers to design effective and interesting learning media. Therefore, the author's consideration in carrying out

this is what kind of material is packaged in media that is effective and interesting for use in learning but in the process of making it can be done practically, efficiently and easily understood. The learning media that the author plans to develop is audio-visual media.

RESEARCH METHODS

Research Design

The development research method used is the Research and Development (R&D) method. According to Borg and Gall, (1983) it is "a process Used to Develop and Validate Educational Products", namely a process used to develop and validate educational products. The development research method is a research method used to produce certain products and test the effectiveness of these products (Zebua & Waruwu, 2023). To be able to produce certain products, research is used that is needs analysis and to test the effectiveness of the product so that it can function in the wider community, research is needed to test the suitability of the product. The Development Model is the basis for developing the product that will be produced. Development models can be procedural models, conceptual models, and theoretical models (Refliana & Pertiwi, 2023). A procedural model is a model that is descriptive, showing the steps that must be followed to produce a product. A conceptual model is an analytical model, which states the product components, analyzes the components in detail and shows the relationships between the components to be developed. Theoretical models are models that draw a framework of thinking that is based on relevant theories and supported by empirical data.

Research Target/Subject

The subjects of this research were class they were chosen as research subjects because at this level, students are developing creative thinking skills and are able to appreciate art more deeply. Through the use of audio-visual media specifically designed to facilitate the process of learning to write poetry and understanding the aesthetic aspects of poetry, it is hoped that they can strengthen their skills in creative expression and understanding of literary works.

Research Procedure

Based on the development model, the procedures in this research are divided into 10 stages. These stages are as follows:
1) Analysis of potential and problems. This research starts from potential and problems. In the field, the author found learning tools that can be used to overcome learning problems faced by teachers and students, such as computers and focus. So the author will take this potential into account as one way to overcome problems, namely overcoming learning problems using media.
2) Data collection. After the potential and problems can be demonstrated factually and up to data, it is then necessary to collect various data and information that can be used as material for planning products that are expected to overcome the problems. The data taken in the field is data related to student learning outcomes, student learning difficulties or problems, problems faced by teachers in learning, which parts of the learning material are considered difficult for students, what causes learning difficulties, then read some literature to looking for solutions to problems that occur by utilizing existing potential so that the products developed can really be utilized optimally in schools.
3) Design the product. After collecting data, the next step is to design the product to be developed. The products that will be used are quality or effective products. Product design is usually carried out several times to obtain a quality product, until the end of this activity the new product is complete with its specifications. The media design that will be developed is in the form of audio visual media. Audio visual media was chosen and developed with the hope of being able to provide more stimulation to students by provoking students' senses of sight and senses. Meanwhile, the material developed is material for writing poetry and rhymes for class X high school advice. Apart from this,

the author also formulates learning objectives, basic competencies achieved, examples given, form of material, media appearance, color composition, practice or test questions, and so on.

4) Design validation. Design validation is an activity process to assess whether a product design can be said to be rational because validation here is still an assessment based on rational thinking and not field facts. Product validation is carried out by bringing in 2 experts or experienced experts to assess the new product being designed. Technological expert validation of the development of audio-visual media learning materials for writing poetry and rhymes for class X SMA students was carried out by Dr. Hary Soedarto Harjono, M. Pd, lecturer in the Postgraduate Program, Jambi University. Material expert validation was carried out by Dr. Herman Budiyono, M. Pd. lecturer in Postgraduate Program, Jambi University. Each expert is asked to assess the design so that its weaknesses and strengths can be identified. The aspects assessed in this development are material aspects and media display aspects.

5) Design revision. After the product design is validated with experts or other experts, its weaknesses will be known. These weaknesses are then tried to be reduced by improving the design based on suggestions given by experts.

6) Product trial. After validation and revision, the next step is an initial trial carried out by simulating the use of the product. After being simulated, it can be tested on a small or limited group of 5 class X high school students. Testing is carried out to obtain information whether the product produced is more feasible than the previous product. Testing can be done experimentally, namely comparing the feasibility between new products and previous products. The instrument used is a test question to find out whether there are differences in student learning outcomes before and after using the product in learning.

7) Carry out product revisions. Further product revisions are carried out to minimize product weaknesses so that they become suitable for use. This second product revision is carried out if there are still many weaknesses in the product produced. After these revisions have been made, the next step is to test the product again on a larger group.

8) Test use. As explained above, after revisions have been made to the product, use trials are carried out again. After product testing is successful, and perhaps there are revisions that are not too important, then the product is then applied to real conditions or a wide scope. In its operations, it must continue to look at the strengths and weaknesses of its products for further revision. The use trial will be carried out on 40 class X high school students.

9) Revise the product. The ninth step is product revision. Revisions of this product are carried out, if in real use conditions there are still deficiencies. In use testing, on the other hand, product designers always evaluate how the product performs.

10) Mass production. The final step in this development research is the manufacture of mass products. This mass product production is carried out if the product has been tested on students as users which can be seen from the students' learning results and is then declared suitable for mass production or to be duplicated (multiplied) for learning needs.

Instruments, and Data Collection Techniques

In this research, the instruments used include a questionnaire to identify students' needs regarding learning to write poetry and poetry appreciation, a written test to measure students' ability to write poetry, as well as an observation sheet to observe students' interactions with the audio-visual media being developed. Data collection was carried out through distributing questionnaires to students as an initial stage to understand their needs, then continued with giving written tests to measure student learning outcomes after using audio-visual media. Apart from that, direct observations of students' interactions with audio-visual media were also carried out to obtain information about the effectiveness of this media in supporting learning to write poetry and poetry appreciation.

Data analysis technique

In this research, the data analysis techniques used include descriptive and inferential statistical techniques. Descriptive techniques are used to analyze data from questionnaires and observation sheets to provide an overview of student needs and the effectiveness of audio-visual media in learning. Meanwhile, inferential techniques are used to analyze written test data using statistical tests such as the t-test or ANOVA test to compare learning outcomes between the control and experimental groups. Apart from that, qualitative analysis was also carried out on the results of observations and student responses to gain a deeper understanding of the influence of audio-visual media on learning to write poetry and poetry appreciation. The results of this analysis are then used to evaluate the success of audio-visual media development and provide recommendations for further improvements.

RESULTS AND DISCUSSION

R&D development is carried out in 10 steps. The fourth step is design validation by media experts and material experts to test the feasibility of the product. Based on the results of media and material validation, the general comments given by media and material experts were: the product developed is good but there are several things that still need to be improved, only field trials can be carried out after making revisions (Perangin-angin, 2021). Based on this, it can be seen that the product being developed is well based on the material or context of the media being developed so that it is suitable for testing in the field.

Small group trials were carried out to determine user responses to the learning media being developed in order to obtain effective and usable results in accordance with learning rules (Latief & Novalia, 2023). From the results of the trial, it can be seen the suitability of the learning product being developed, whether it is really good or whether it still requires improvements. Based on data from small group trials, it can be seen that overall the user response to the media developed was good. Apart from that, this media has been packaged attractively with narratives with clear material that can make it easier for users to learn (Nahar, 2023). Then there are also navigation buttons that are easy to use and evaluation questions to hone or test the user's abilities regarding the material contained in the media.

Field (class) trials were carried out to determine user responses to the learning media being developed in order to obtain results that are effective and suitable for use in accordance with learning principles based on the number of respondents, namely 40 people. Through this field trial, it is hoped that more user responses will be obtained because the number of respondents is more than a small group (Saputro et al, 2023). From the results of these trials, we can determine the feasibility of the learning product being developed, whether it is really good or whether it still requires improvements.

Based on data from this large group trial, it can be seen that overall the user response to the media developed was very good. Apart from that, the general comments given by students as users are: this media has been packaged attractively and well, the narrative in the media developed makes this product more interesting to use in the learning process, the narrative explains the material which can make it easier for users to learn because apart from being able to read, it can also be listened to (Sari et al, 2021). Apart from that, there are also evaluation questions to sharpen or test the user's abilities regarding the material contained in the media, but it is still fun because it is interactive, the color of the screen or slides on the media is also attractive so that students do not feel bored or bored in following the slide show sheet after sheet during the lesson furthermore (Sihombing et al, 2023).

This research is in line with research conducted by Elfahmi (2020), who said that learning using audio-visual media will certainly make students more active in writing and enjoying poetry. This is because audiovisual media, apart from being able to involve the sense of hearing, also involves the sense of sight and involves students directly in learning so as to provide students with a concrete picture (Wibowo, 2023). Research on the development of audio-visual media for learning to write poetry and poetry appreciation in class Apart from that, it is also necessary to consider developing more diverse and inclusive content so that it can accommodate the various needs and interests of students in learning literature (Utami & Hermawan, 2021). However, the novelty of this research lies in the innovative integration of technology in poetry teaching, enabling a more engaging, interactive, and immersive

learning experience for students, as well as providing opportunities to enhance their creativity and appreciation of literary works.

This research has significant implications in the context of curriculum development and learning methods in secondary schools. With the development of audio visual media for learning to write poetry and appreciate literature, it is hoped that it can increase students' interest and abilities in the field of literature (Tejaningtyas et al, 2024).This can also open up opportunities for more effective use of technology in education, thereby facilitating more interesting, interactive and inclusive learning for various types of students (Sitorus et al, 2023). Apart from that, this research also contributes to the development of a more holistic evaluation method, which is able to measure students' understanding and skills in writing poetry as well as appreciation of literary works as a whole.

One of the main limitations of this research is that its focus is limited to class X high school students, so generalization of the results to higher or lower levels of education needs to be done with caution. In addition, this research may also be limited in considering variations in individual learning needs of students, such as different learning styles or varying levels of difficulty in understanding poetry. Apart from that, long-term evaluation of the effectiveness of this audio-visual media in improving poetry writing skills and literary understanding is also an aspect that needs further attention.

CONCLUSION

Based on the results above, it can be seen that the product developed has achieved the research and development objectives. After paying attention to these aspects, it can be seen that the learning media is suitable for use in learning based on qualitative assessments by the validation team. Apart from that, the product being developed can also make learning easier for students in accordance with student responses that have been carried out in small group trials and field trials. This product can be used even for a limited audience, namely high school students.

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