

Developing of Audio Visual Text Module on Congratulation and Compliment Expressions

Febrika Meylani Irwanda Putri¹, Erwin Ashari², Albert Efendi Pohan⁴, Warno Edi⁴
^{1,2,3,4}University of Riau Kepulauan Batam, Indonesia
erwinashariharianja83@gmail.com,

Abstract

Learning media is an important component in learning. One of the media that can be used is audio visual media. The aim of this study was to develop a feasible Audio Visual Text Module on Congratulation and Compliment Expressions as learning media. This research was conducted at Karang Taruna RW 17 English Course Sei Langkai, Batam, and research and development (R&D) Hannafin and Peck model was used. The instrument used to collect data in this research was questionnaires which validated by material and media experts, then shared to tutors and students using a Likert scale. Product trial obtained 77.02% for students response and it was categorized as 'agree' category. Meanwhile it obtained 76.67% for tutor response and it was categorized as 'agree' category. Usage trial obtained 87.07% for students response and it was categorized as 'strongly agree' category. Meanwhile it obtained 88.66 for tutor response and it was categorized as 'strongly agree' category. The products of this research are module and audio visual (MP4) about Congratulating and Compliment Expressions, and both are necessary to be used as learning media.

Keywords: *Learning Media, Audio, Visual Text.*

Introduction

Science and Technology is growing very rapidly. This requires new innovations in the education. The role of education is very influential in shaping the characteristics of human resources (HR) in the future. In this case a teacher is required to be able to innovate, produce new things in the education. In developing learning material teachers must be careful in choosing learning devices that will be applied to students, one of which is the use of learning media. Learning media is a tool that used by teachers to deliver learning material to students in the teaching and learning process in the classroom. According to Sanjaya (2013) the types of learning media can be in the form of auditive, visual and audiovisual media. Based on observation of researcher at the Karang Taruna RW 17 English Course Sei Langkai, Sagulung, Batam, in the learning process the tutor did not have a fixed guidebook in giving material to students, so that the learning process was undirected and ineffective. The impact of the ineffectiveness of the learning process, the students had low speaking skill. This makes the learning goals need to be developed not achieved well.

Learning is a behavioral change process as a result of environment interaction (Moreira., Pereira., Araujo., Goncalves., 2017). One sign that someone has learned is that there is a change in behavior in a person that may be caused by a change in the level of knowledge, skills, and attitudes. Learning is divided into 2 contexts, they are; formal education and nonformal education. (Winataputra, Pannen, Mustafa., 2014). According to Putri (2017) someone's learning styles are not the same; one might have visual, audio, or kinaesthetic learning style. This depends on each other's habit. This statement is integrated with this research which researcher combined two audio and visual elements in developing learning media.

Learning media is a tool or material used to help the learning process, so that messages from educators can be channeled to students and improve effectiveness and efficiency in achieving learning goals. Learning media is a tool to implement processes that enable educators and learners to carry out learning activities (Pasetyo et al in Widodo and Wahyudin, 2018). Meanwhile, Kutandi in Soejoto., Suratman., Diansari (2017) states that learning media is a tool that can help the learning process and it serves to clarify the meaning of the message conveyed so it can achieve the goal of learning with better and more perfect. The media are no longer considered and utilized as mere teaching-learning tools for educators, but as a means of message conveyance from teacher to learners. (Sadiman in Musahrain, 2016). Harmer in Aini (2013) states that there are several types of instructional media that can be used by teachers; the students themselves, realia, pictures, course book, boards, overhead projector, flipcharts, computer-based presentation technology.

Wingkel in Wardani (2018) suggested that audio-visual media is a combination of audio and visual media created by themselves such as slides combined with audio cassettes. Messages and information that can be channeled through this media can be verbal and nonverbal messages that rely on both vision and hearing. It can be concluded that audio visual media is a medium that can be used in learning activities by involving hearing and sighting in one process or activity. Audio visual are very important and useful in education because, the normal learner in so far as the functions of his preceptor mechanisms are concerned, gains understanding in terms of multiple

impression recorded through the eye, ear, touch and other series (Samuel and Isaac in Ashaver and Igyuve, 2013).

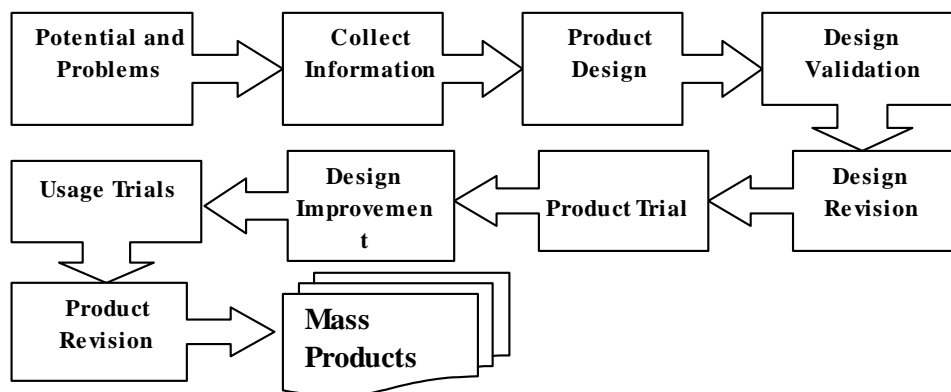
Modules are printed teaching materials designed to be studied independently by learning participants. Modules are teaching materials that can be used by students to study independently with minimal help from others (Rosa in Zulherman, 2018). According to Padmapriya (2015) module is a short unit of instruction dealing with a single conceptual unit of subject matter. According to Prastowo (2011) in, Tjiptiany, As'ari, Muksar (2016) learning using modules aims; (a) students are able to study independently or with the help of a teacher to a minimum, (b) the role of the teacher does not dominate and is not authoritarian in learning, (c) train student honesty, (d) accommodate various levels and speeds of student learning, (e) students can measure themselves the level of mastery of the material being studied. In this study, the researcher developed a module which the material is in line with the material at school, so the students who study at Karang Taruna RW 17 English Course Sei Langkai would be helped to understand the material. Therefore, the researcher was adopted existing textbooks at school. According to Prastowo in Su'udiah, Degeng and Kuswandi (2016) textbook is a book that contain science, developed based on basic competencies in the curriculum, and used by students to study. In developing this module, the researcher used a standard assessment from the National Education Standards Agency or BSNP (*Badan Standar Nasional Pendidikan*). BSNP is an independent, professional and independent institution to develop, monitor implementation, and evaluate the implementation of national education standards.

Research and development methods are research methods used to produce certain products, and test the effectiveness of these products (Sugiyono, 2015). To be able to produce a particular product, it is used research 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 effectiveness of these products. In education, research and development methods aim to develop effective products in the form of teaching materials or other devices to support the learning process, whether in school or in other educational units.

Method

This research was conducted in August 2019 at Karang Taruna English Course RW 17 Sei Langkai, Batam. The procedure of research carried out in potential and problem, collect information, product design, design validation, design revision, product trial, design improvement, usage trials, product revision and mass products by using R&D Hannafin and Peck model.

Figure 1. R&D Hannafin and Peck Model



This research involved two validators, they were material and media experts. Then questionnaires were delivered to material and media experts, tutors and students of Karang Taruna RW 17 English Course Sei Langkai, Batam. The questionnaire used was a closed questionnaire using a Likert scale with rating scale of 1-5. Material validation contains; contents, language, presentation with 30 valid questions, meanwhile media validation contains; contents, language, graphic with 30 valid questions. Tutor validation contains; interest, contents, language, presentation with 30 valid questions, so does students. To test the feasibility of the Audio Visual Text Module media, the researcher conducted a simulation to tutor and students. In this research development, qualitative and

quantitative descriptive analysis were used in analyzing data. Data obtained from material and media experts, and respondents based on responses, suggestions and input from the validator using descriptive qualitative analysis techniques. The data in the form of questionnaires were analyzed using descriptive analysis techniques percentage (Tege, Jampel,& Pudjawan., 2014), meanwhile conversion of achievement level validation using Likert scale.

Findings and Discussion

Potential and Problem

In the process of analyzing potential and problems, researcher found the potential at Karang Taruna RW 17 English Course Sei Langkai who wanted their citizens to be able to speak English, so the community established an English Course. In the process of learning the tutor give the material randomly because there is no guidance book, so the learning process becomes undirected. The potential of this study is the people want to be able to speak English so an English Course was established. The problem of this research is the inavailability of modules in teaching and learning process.

Collect Information

Researcher in gathering information by conducting interview and observation. Based on the result of interview with a several groups of parents in RW 17 Sei langkai, they wanted their children able to speak english, so english course was established. Then, based on the result of observation by researcher in the learning process at Karang Taruna RW 17 English Course Sei Langkai, tutor in giving material to students are still random. So, the learning process is not directed and ineffective.

Product Design

In this stage, researcher designed the Audio Visual Text Module media. The researcher designed the module which contained congratulation and compliment material that was adjusted to the school books. In the development of this module, the contents of the module is learning objectives, key of pronunciation, theories about congratulation expressions and compliment, questions and summaries. The contents of the module would be related to a DVD that was also developed by researcher. This module is designed using Adobe Photoshop and Adobe InDesign, while for videos on DVD using Movavi Video Editor.

Design Validation

Material experts and media experts validated Audio Visual Text Module media at this stage to measure the succes of the media that has been developed. The instrument was a questionnaire. Audio Visual Text Module Media instruments were validated by competent validators in their fields.

Material expert

The validation of Audio Visual Text Module media learning materials was carried out by validator. To get good results, the material experts fill out the questionnaire and provide suggestions and input so that learning material is feasible to be applied. Average validator ratings of the media can be seen in table 1. While the average percentage of material indicators by material experts is presented in table 2.

Table 1. Average Validation of Material Expert

Validator	Assessment Aspects	Total Score	Max Score	Percentage (%)
Material Expert	30	129	150	86

Table 2. Average Expert Validation for Indicator Materials

No	Indicators	Percentage(%)
1	Content	85
2	Language	83,33
3	Presentation	90
Percentage Average		86,11 (Good)

Based on data obtained from the results of the feasibility of material experts obtained an average value of a percentage of 86%, categorized as good category. Whereas the average percentage of indicators of 86,11%, categorized as good category and can be used with needed revision.

Media Expert

The validation of Audio Visual Text

Module media for media expert was carried out by validator. To obtain appropriate results, media experts fill out questionnaires and provide suggestions and input. The average value of media by media experts is presented in table 3 and the average percentage of media rating indicators experts can be seen in table 4.

Table 3. Average Validation of Media Expert

Validator	Assessment Aspects	Total Score	Max Score	Percentage (%)
Media Expert	30	131	150	87.33
Average of all indicators				87.33(Good)

Table 4. Average Expert Validation for Indicator Materials

No	Indicators	Percentage(%)
1	Content	87.50
2	Language	83,33
3	Presentation	90
Percentage Average		86.94 (Good)

Based on the data obtained from the results of the feasibility test of media experts, the average value of the validator percentage of 87.33% categorized as good category. While the average percentage of indicators of 86.94% categorized as good category with the conclusion can be used with revisions as needed.

Design Revision

After the media validated by the material and media experts obtained suggestions and input from the validator. The researcher make improvements to the material and media developed so that later the learning media of Audio Visual Text Module can be useful for tutor and students in Karang Taruna RW 17 English Course Sei Langkai well, so that learning

objectives can be achieved. According to the material experts provide advice and input including; (a) Presentation of unit titles must be provocative, (b) subtitles definitions of congratulation and compliment are omitted, (c) Some grammar on the conversation improved, (d) add some scientific information around the world to make modules more interesting, (e) change the name of the role in the conversation text, (f) change the position of the conversation exercise. Meanwhile, media experts giving advice and input including the font text of module and correction of typo writing.

Product Trial

At this stage, the researcher conducted a simulation of the Audio Visual Text Module media to tutor and students at Karang Taruna RW 17 English Course, Sei Langkai. To measure the feasibility of the Audio Visual Text Module media that has been simulated, tutor and students are asked to fill in questionnaires for tutor and students responses to the Audio Visual Text Module media.

Table 6. Average Validation of Students

Respondents	Assessment Aspects	Total Score	Max Score	Percentage (%)
15 Students	30	1733	2250	77.02
Average of all indicators				77.02 (Agree)

Table 7. Average Validation of Tutor

Respondent	Assessment Aspects	Total Score	Max Score	Percentage (%)
Tutor	30	115	150	76.67
Average of all indicators				76.67 (Agree)

Based on the results of the trial of Audio Visual Text media module Karang Taruna RW 17 English Course Sei Langkai, tutor responded “agree” with a percentage 76.67% and students responded “agree” with a percentage of 77.02% with some revisions as needed based on the results of suggestions from tutor and students.

Design Improvement

At this stage the researcher improvised the Audio Visual Text Module media which was simulated in the trial product stage. The improvisation of researchers is guided by the results of the questionnaire that has been distributed to

tutor and students. Tutor giving advice and input including; (a) Images and sub-titles in Unit 1 and Unit 2 must be related, (b) changed the title “Summary” to be more interactive, (c) add pictures and questions to the compliment material after the Unit 2 page so it is aligned with the congratulation material on Unit, meanwhile students giving suggestion including adding more an exercise.

Usage Trials

At this stage the researcher re-simulated the Audio Visual Text Module module that has been improved based on the results of the tutor's and students response at product trial stage. The researcher used the same questionnaire as in the product trial stage to measure the success of the product that had been improved. The results of the tutor and students responses after using the Audio Visual Text Module media are;

Table 8. Average Validation of Students

Respondents	Assessment Aspects	Total Score	Score Max	Value (%)
Students	30	1959	2250	87.07
Average of all indicators				87.07 (Strongly)

Table 9. Average Validation of Tutor

Respondent	Assessment Aspects	Total Score	Score Max	Value (%)
Tutor	30	133	150	88.66
Average of all indicators				88.66 (Strongly)

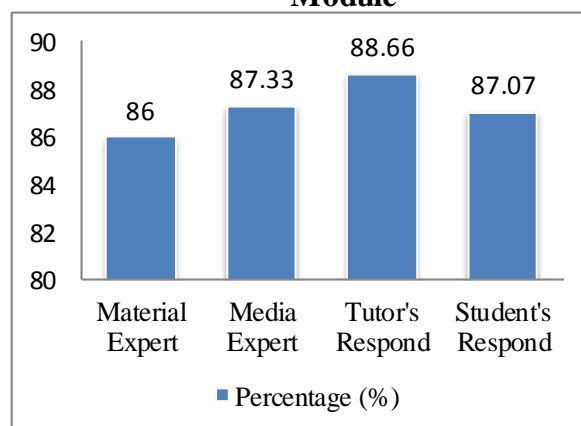
Based on the results of the trial of Audio Visual Text media module Karang Taruna RW 17 English Course Sei Langkai, students responded agree with a percentage 87.07% and tutor responded agree with a percentage of 88.66%.

Product Revision

Based on the results of the data obtained from the tutor and students' responses to the Audio Visual Text Module media at the usage trial stage it can be concluded that the tutor and students strongly agree that the Audio Visual Text Module media is suitable for use as a learning medium.

For a clearer comparison of the results of the assessment of the feasibility of the Audio Visual Text Module media based on the validation of material experts, media experts, tutor responses and student responses can be seen in figure 2.

Figure 2. Comparison of Feasibility Test Results for Audio Visual Text Module



CONCLUSION

The result of this research is Audio Visual Text Module for English subjects on Congratulation and Compliment Expression material which will be used as an English learning media in Karang Taruna RW 17 English Course Sei Langkai, Batam. This Audio Visual Text Module product is a module that contains Congratulation and Compliment Expression material that is in line with the

DVD that contains a video explanation of the material in the module. Based on the value of material expert validation, expert media validation, tutor responses and student responses obtained an overall average score of 85.22% with a very good category. These results indicate that the Audio Visual Text Module learning media is feasible to be used as a medium for learning English at the high school level on Congratulation and Compliment Expression material.

REFERENCES

- Aini, W., N. 2013. Instructional Media In Teaching English To Young Learners: A Case Study In Elementary Schools In Kuningan. *Journal of English and Education*, 1 (1), 196-205.
- Ashaver, D. & Igyuve, S, M., 2013. The Use of Audio-Visual Materials In The Teaching and Learning Processes In Colleges of Education In Benue State-Nigeria. *IOSR Journal of Research & Method in Education(IOSR-JRME)*, 1(6), 44-55.
- Moreira, I., Pereira, S., Araujo., & Goncalves., 2017. Utilizing AudioVisual Media and Learning Motivation On Student Achievement of Social Department Grade VIII Student Fatumeta Dili. *International Research-Based Education Journal*, 1(1), 5-14.
- Musahrain., 2016. Developing Android-Based Mobile Learning as a Media in Teaching English. *Journal of Education*, 2(1), 307-313.
- Padmapriya., 2015. Effectiveness of Self Learning Modules on Achievement in Biology Among Secondary School Students. *International Journal of Education and Psychological Research (IJEPR)*, 4(2), 44-46.
- Putri, A., 2017. The Correlation between Students' Language Awareness and Learning Styles toward Their TOEFL Listening Skill. *ANGLO-SAXON*, 8(2), 142-151
- Sanjaya, W., 2013. *Penelitian Pendidikan Jenis, Metode dan Prosedur*. Jakarta. Kencana Jakarta
- Soejoto, A., Suratman, B., & Diansari, A., 2017. The Effect of Problem-Based Learning Audio Visual Media and Internship on Student's Soft Skill. *International Journal of Academic Research in Business and Social Sciences*, 7(9), 333-341.
- Sugiyono, 2015. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung. Alfabeta.

- Su'udiah, F., Degeng., Kuswandi, & Dedi., 2016. Pengembangan Buku Teks Tematik Berbasis Kontekstual. *Jurnal Pendidikan: Teori, Penelitian dan Pengembangan*, 1(9), 1744-1748.
- Tjiptiany, N, E., As'ari, R., Muksar, M., 2016. Pengembangan Modul Pembelajaran Matematika Dengan Pendekatan Inkuiri untuk Membantu Siswa SMA Kelas X Dalam Memahami Materi Peluang. *Jurnal Pendidikan: Teori, Penelitian dan Pengembangan*, 1(10), 1938-1942.
- Tegeh, I. M., Jampel, I. N. & Pudjawan, K., 2014. *Model Penelitian Pengembangan*. Singaraja. Graha Ilmu.
- Widodo, A, S & Wahyudin., 2018. Selection of Learning Media Mathematics for Junior High Students. *TOJET: The Turkish Online Journal of Education Technology*, 17(1), 154-160.
- Wardani, P., 2018. *Pengaruh Penggunaan Media Audio Visual Terhadap Kecerdasan Linguistik Anak Usia Dini*. (Published Thesis). Universitas Lampung. Lampung.
- Winataputra, S, U., Pannen, P., Mustafa, D., 2014. *Teori Belajar dan Pembelajaran*. Tangerang. Universitas Terbuka.
- Zulherman, Z. 2018. Physics Module Design of Wave Subject for Secondary School. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 8(2), 143-148.