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Learning Media Development of Writing Procedure Texts for Junior High SchoolStudents

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ABSTRACT : This research aims to determine the development steps, feasibility and effectivenessof learning media for writing procedural texts for junior high school students. This research uses the Research and Development (R&D) type of research which refers to the ADDIEmodel. The data collection instruments for this research used questionnaires and test sheets.From the media experts' assessment results, an average of 96.6% was obtained in the verygood category, material experts' results were obtained on average 80% in the Good category,and language experts obtained an average of 94% in the Very Good category. This means that it can be linked as a learning media based on the Pixellab application and is suitable for use inlearning. Judging from the results of the trial in the small group, namely 10 students at thepre-test stage obtained a score of 588 and post-test 802 with a score of 0.51 in the quitedecent category, while in the large group, namely 27 students at the pre-test stage obtained ascore of 1,561 and pretest 2,220 with a score of 0.57 in the quite decent category. So based onthe results of this comparison, the learning media based on the Pixellab application forlessons on writing procedural texts is quite suitable for use as learning media in SMP.
KEYWORDS: *Writing Procedure Texts, Pixellab Application, Learning Media.*

I. INTRODUCTION

Media as a tool and material in the process of obtaining something. In accordancewith the opinion of Sukiman (2012:29) learning media is anything that can be used to channel messages from the sender to the recipient so as to stimulate students' thoughts, feelings, attention and interests as well as their will. Learning is a communication process between learners, teachers, and teaching materials. Media is also an intermediary in the learning process, in line with Criticos' opinion in Daryanto (2015:4) Learning media is currently an intermediary tool in the learning process. Azhar (2011:15) states that the use of media in learning can generate new desires and interests, generate motivation and stimulate learning activities, and even bring about psychological influences on students.

The existence of learning media is very important because it can help students' learning process Kuswanto and Radiansah (2018). Using media can increase student achievement and learning motivation. Having learning media will make the learning process more interesting, for example in terms of appearance combined with several images oranimations. The attractiveness of physical appearance greatly influences the learning process, the more attractive the media appearance, the more motivated students are to learn, thus influencing student learning outcomes. Resiani, Agung, and Jampel (2015).

Learning media is divided into three forms, namely visual media or graphic models, audio or sound recordings, and audio-visual or video. Media is not only a teaching tool but also a carrier of messages or information that students need Miftah (2013). The use of learning media must be adjusted to the needs of educators and students. Therefore, educators must sort and choose the types of learning media.

Talking about learning media, followed by developments in science and technology (IPTEK) in Indonesia, encourages educators to be creative using various media. The existence of application-based learning media is a response to technological developments, especially devices which are becoming more sophisticated and smarter every day. Apart fromthat, creating application-based learning media is an effort to develop learning media that willbe familiar to students' lives, including Android application-based learning media.
Applications in the Android system in general are a part of the design regarding operations related to Linux-based mobile devices, where Android applications include the operating system, applications and middleware. These three elements are closely related to smartphone use.

Application is the use or application of a concept that becomes a product of discussion. Applications can also be interpreted as computer programs created to help humans carry out certain tasks Wicaksana and Rachman (2018). Meanwhile, Lauren (2013) argues that Android applications provide an open platform for users and developers to create various forms of applications that they want. This application can be in the form of knowledge, games, education, religion, and so on. The development of Android applications in Indonesia makes it easier for educators to create various application-based learning media, for example Ruang Guru, Canva, Quipper, Pixellab in the research that the author will carry out, namely the development of learning media based on the Pixellab application.

The PixelLab application is a photo editing, image editing and logo creation application that has quite complete features and is easy to use for those of you who like to be creative in editing photos, editing images or creating logos. This application is very easy to use with simple menu buttons, easy to understand. This PixelLab application offers many benefits and image and photo editing features. And you can add some text, stickers, shapes in this application, you can also experiment with images by adding effects, gradations, shadows,strokes to the edges of the image.

The advantage of the Pixellab application is that it can be used to edit photos and images easily and change the size of photos or images and create logos and other thingswhich are quite good. This pixellab application will be a medium for learning Indonesian for junior high school students, where the author has carried out and used this application in class VII, the results of which make students interested and like the learning media used as well asa medium for writing in an effort to attract students' interest in writing.

Therefore, in order to achieve good learning outcomes, the author applies theProject Based Learning model, which is a learning model that uses projects or activities as media. Considering that each student has a different learning style, project-based learning provides students with the opportunity to explore material using various methods that are meaningful to them, and carry out experiments collaboratively. Project-based learning is an in-depth investigation of a real-world topic, this will be valuable for students' attention and effort as well as in Indonesian language learning activities.

Talking about Indonesian language lessons, this lesson is no less important than other subjects, this is because it is through lessons. Indonesian language students can improve their ability to communicate effectively, both verbally and in writing. One of the materials that is quite important in Indonesian language lessons is the material for writing procedural texts. A procedure text is a text that presents activity steps or various stages to do or produce something, so that through this material students are expected to be able to explain and write something sequentially and systematically with the correct steps.

Based on initial observations made by the author on students in grade VII junior high school, it was revealed that the lecture learning method in writing procedural texts still did not satisfy students in understanding the material presented by the teacher. The use of this lecture method makes educators more active in class to explain, while students become passive. Therefore, it is necessary to use learning media that are interesting and interest students in following fun lessons. The author uses learning media based on the Pixellab application in writing procedure texts as an effort to develop learning media that is interesting and of interest to students and increases students' interest in writing.

II. RESEARCH METHODS

The type of development that the author uses in this research is Research and Development development. Research and Development is research used to produce a particular product and test the effectiveness of the product to be researched. The development method or Research and Development is a development that is used to produce a certain product and can perfect a product that is made with the conditions and criteria that are neededto produce quality products through various stages of testing Ernawati, (2017:33).
This development uses the analysis, design, development, implementation and evaluation (ADDIE) framework. ADDIE is a coherent and systematic framework for organizing a series of design and development research activities Rusdi (2019).
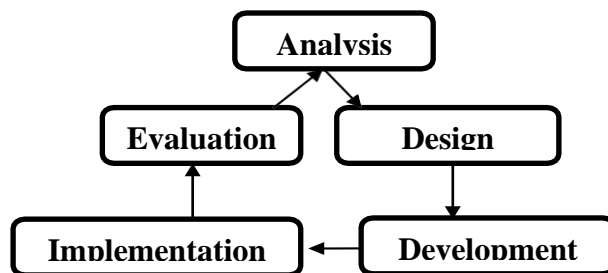The steps for developing this research can be seen from the ADDIE framework illustration.

Figure 3.2 ADDIE Rusdi Framework (2019:119)

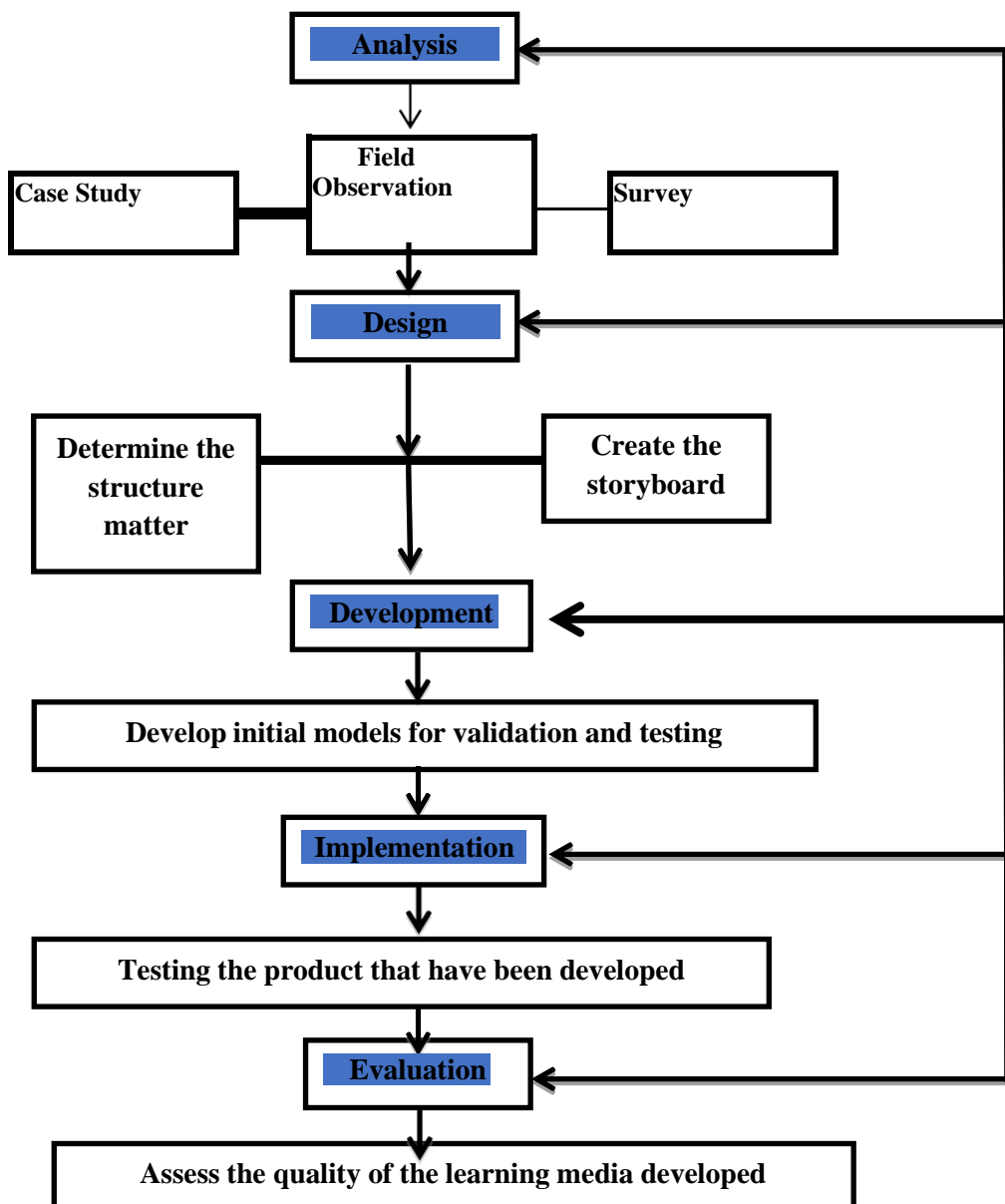These steps or procedures will be described below:

Figure 3.3 Product Development Procedure Model Rusdi (2019:121)

The subjects of this research were class VII junior high school students, namely a small group of 10 students and a large group of 27 students. This research data is qualitative data consisting of descriptive data obtained through written tests displaying learning media based on the Pixellab application and assignments. Quantitative data was obtained from material experts, media experts, language experts and students. Quantitative data was obtained from validation results and evaluation trial results, pre-test and post-test panel assessments, and assessments. Data is a source of information to support the success or failure of research. The data will be selected and selected which will be used to support a study by Siswantoro (2008).

The instruments in this research were questionnaires and test sheets. The data collection technique is a stage carried out by the author to research the object to be studied. Data collection techniques are the most strategic method or step in research with the aim of obtaining data Sugiyono, (2016). Data collection techniques in this research were questionnaires and test sheets. The questionnaire in this research was used to obtain information to assess the product being developed, and the test sheet was used to see the effectiveness of the Pixellab application-based learning media for writing procedural texts. This data analysis technique uses qualitative and quantitative methods. Qualitative data was analyzed based on input from media experts, material experts and language experts. Inaddition, quantitative data comes from calculations and evaluations validated by media,materials and language experts.

III.   RESULTS AND DISCUSSION

a.   Results

The results of the research and discussion in this development research are described based on three things according to the problem formulation, namely the steps for developing learning media for writing procedural texts, the feasibility of learning media based on the Pixellab application and the effectiveness of learning media based on the Pixellab application. The process of developing learning media based on the Pixellab application is based on the ADDIE model which includes analysis, design, development, implementation and evaluation (ADDIE). The initial stage carried out in this research is analyzing initial needs before development is carried out. This is done to obtain information related to the learning media that will be developed according to what is needed by students. After carrying out the analysis stage, at this stage the author creates a design for the learning media that will be developed. At this stage the author designs the development team, development schedule and story board.

The next stage of development is this stage, the author creates learning media using the Pixellab application, then the author validates it with media experts, material experts and language experts to see whether the learning media developed is appropriate or not tested on students. The following are the validation results from media experts, material experts and language experts.

Table 1. Media Expert Validation Results

No	Aspect	TotalScore	ksimumScore	Percent	Information
1	Aplication	14	15	93,6 %	Very good
2	Graphic Feasibility	15	15	100 %	Very good
	Total	**29**	**30**	**96,6 %**	**Very good**

Table 2. Material Expert Validation Results

No	Aspect	Total Score	ksimumScore	Percent	Information
1	Material Suitability	12	15	80 %	Good
2	Feasibility of Presentation	16	20	80 %	Good
3	Encourage Curiosity	8	10	80 %	Good
Total		**36**	**45**	**80 %**	**Good**

Table 3. Linguist Validation Results

No	Aspect	Total Score	MaximumScore	Percent	Information
1	Straightforward	12	15	80 %	Good
2	Communicative	5	5	100 %	Very Good
3	Dialogic and Interative	8	10	80 %	Good
4	Conformity to Language Rules	8	10	80 %	Good
5	Use of the TermsSymbol and Icons	10	10	100 %	Very Good
	Total	47	50	94 %	Very Good

        At this stage, media expert validation obtained an average of 96.6% in the Very Good category, material expert results obtained an average of 80% in the Good category, and language experts obtained an average of 94% in the Very Good category. In the next stage,the author tested it in the form of small group and large group evaluations. Implementation is carried out in class VII for junior high school students.

Table 4. Small Group Evaluation Results

No	Name	Pretest	Posttest
1	AS	56	75
2	DK	63	75
3	KN	63	75
4	NSP	56	88
5	RCD	56	75
6	RF	56	75
7	TAR	63	88
8	TA	56	88
9	VF	63	88
10	VRR	56	75
Total		588	802
Average		0,51	
Category		Quite Decent	

Table 5. Large Group Evaluation Results

No	Name	Pretest	Posttest
1	AS	56	88
2	AK	56	75
3	AA	56	88
4	A	63	88
5	CF	63	88
6	EP	56	75
7	FA	63	88
8	H	63	88
9	IRS	63	88
10	IAS	63	75
11	KPA	56	75
12	LR	56	75
13	MBS	56	88
14	MI	56	75
15	MP	56	75
16	PAO	56	88
17	RA	56	88
18	RCP	56	75
19	RGS	56	75
20	RA	56	75
21	RH	56	75
22	RAR	56	75
23	S	56	88
24	SS	56	88
25	SZW	56	88
26	TS	56	88
27	ZLC	63	88
Average		1.561	2.220
Precentage		0,57	
Category		Quite Decent	

Then the implementation stage, at this stage the author tests it on students using student response questionnaires, pre-test sheets and posts. At this stage the author gave questionnaires to students to be evaluated in small groups, namely 10 students at the pre-test stage who obtained a score of 588 and post-test 802 with a score of 0.51 in the quite decent category, while in the large group there were 27 students at the pretest stage obtained a score of 1,561 and the pretest 2,220 with a score of 0.57 in the quite adequate category. So based on the comparison results, the learning media based on the Pixellab application for learning to write procedural texts is quite suitable for use as learning media in junior high schools.

3.4 Discussion

The steps for developing learning media based on the Pixellab application are by analyzing, designing, developing, implementing and evaluating. In the analysis process the author analyzes the initial needs, characteristics of students and the learning environment, at the design stage the author designs the development team, development schedule and determines the structure of the material to be developed in the story board.

The next stage of development, the author develops the learning media that the author has created, then the author validates it with media experts, materials and language experts to see whether the learning media developed is appropriate or not tested on students. At this stage, from media expert validation, the average is obtained. an average of 96.6% in the Very Good category, material experts obtained an average of 80% in the Good category, and language experts obtained an average of 94% in the Very Good category.

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IV. CONCLUSION

Based on the objectives of this research, the results of developing learning media based on the Pixellab application for learning to write procedure texts for junior high school students using the Pixellab application are: First, first analyze the characteristics of thelearning media that will be developed, second, design a development team, development schedule and determine the structure. material to be developed in the form of a story board; third, develop learning media and then validate it with media experts, material experts and language experts; fourth, testing learning products/media that have been developed with students; fifth, assessing the quality of the learning media being developed. The level of feasibility of learning media based on the Pixellab application can be seen from the assessment of the validation results of media experts, material experts and language experts. From the assessment of media expert validation, an average of 96.6% was obtained in the Very Good category, material experts' results were obtained on average 80% in the Good category, and language experts obtained an average of 94% in the Very Good category.

Next, the author gave questionnaires to students to be evaluated in small groups, namely 10 students at the pre-test stage, who got a score of 588 and post-test 802 with a score of 0.51 in the quite decent category, while in the large group, namely 27 students at the pre-test stage. obtained a score of 1,561 and a pretest of 2,220 with a score of 0.57 in the quite decent category. So based on the results of this comparison, the learning media based on the Pixellab application for lessons on writing procedural texts is quite suitable for use as learning media in junior high schools.

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