Designing Learning Media for The Effectiveness of Vocabulary Junior High School

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ABSTRACT
English is an international language that is indispensable in addition to knowledge of English as well as a means of communication. Learning requires the media to convey it to students. The researcher uses the Research and Development (R&D) method with the ADDIE development process. The purpose of this study was to determine the results of the development of instructional media in the form of PowerPoint hyperlinks as a tool that helps increase students' learning motivation and the effectiveness of learning media in grade 8th. The sample of students in this study were grade 8th students of MTs Bahrul Ulum Tambak Beras Jombang with 12 students' responses. Data collection instruments used in this study were interviews and questionnaires. The feasibility of the product was tested for media validation and material validation, each of which has a value of 96% for media and 76% for the material. The results showed that students' vocabulary comprehension skills increased after learning with the PowerPoint application. Learning media hyperlinks that have been validated and revised are appropriate as a tool to increase students' learning motivation.

Keywords: *Learning Media; R&D Method; ADDIE Model; PowerPoint Hyperlink.*

INTRODUCTION

Vocabulary teaching is aimed at enabling learners to understand the concepts of unfamiliar words, gain a greater number of words, and use words successfully for communicative purposes (Widyastuti & Kusumadewi, 2018). Therefore, vocabulary is very important in learning a foreign language to form a sentence that can be understood, it is necessary to learn to memorize and know new words. Based on the results of observations at MTs Bahrul Ulum Tambakberas Jombang, it is known that there are several obstacles to learning English. The obstacle faced by teachers, among others, are limitations in developing media creative and interesting learning. In addition, it is known that there are still many students experiencing difficulties when learning English, the teacher is still a teacher learning center and students are less active in learning. Researchers found several factors that may be behind students' difficulties in learning English. These factors include 1). Lack of use of technology media by students in learning, and 2). Students' vocabulary is still low (Asyiah, 2017).

Media is one of the tools to facilitate learning and teaching activities. The media is proven effective to help teachers and students to understand the material and to make it fun (Muhith et al., 2020). The various media that are applied by the teachers can motivate the students to learn and give comfortable feeling during teaching learning process in the classroom (Afidah et al, 2021). The purpose of learning media is to facilitate communication and learning. Educational media has the meaning as a learning program tool in the classroom or outside which is used in the framework of communication, teacher and student interaction in the learning process. Learning media can be used in large numbers, large groups, small groups or individuals (Nur & Afidah. 2019).

Based on the description above, in this study, researchers will develop learning media for the Effectiveness of Vocabulary in MTs Bahrul Ulum Tambakberas Jombang that can be used by teachers is a learning media for learning vocabulary so that English learning becomes more interesting and fun, not boring and close to students.

METHOD

The purpose of this research design appropriate media learning (hyperlink) for helping the students learn vocabulary to 8th-grade students for the Effectiveness of Vocabulary in MTs Bahrul Ulum Tambakberas Jombang. Therefore, this research is classified into the Research and Development category (R&D) (Rosiana, 2021). In general, development research is a process for developing and validating educational products (Borg & Gall, 1984). The step of this process is usually referred to as the R&D cycle, which consists of studying research findings pertinent to the product to be developed. Developing the products based on these findings, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field-testing stage. In a more rigorous program of R&D, this cycle is repeated until the field test data indicate that the product meets its behaviorally defined objectives.

RESULT AND DISCUSSION

At this stage, the researcher analyzed what students needed. Researchers used data collection techniques by using interviews with English teachers and distributing questionnaires to students. From the questionnaires that have been conducted, the researchers got 12 student respondents from MTs Bahrul Ulum. and from these data, the researchers found that students prefer to learn using interactive media and have difficulty in catching new vocabulary in English. Therefore, the researchers developed interactive PowerPoint media for learning media to achieve effectiveness in the delivery of English vocabulary (Sugiyono, 2017).

And the results at this stage show that the average percentage of assessment is 86.5%. So, based on the results of this study, it can be concluded that the application of English vocabulary learning media is suitable for helping class 8th students. Needs analysis aims to obtain data about students. The data from the results of the needs analysis obtained are then used as a reference for designing product storyboards. This observation shows that students need creative learning so that students are interested in participating in learning activities.

- **The Result of Design**

The results of the need analysis carried out at the beginning of the data obtained were used as a reference for making product storyboards. The storyboard was an initial description of the product to be developed. The detail of the storyboard was as follows:
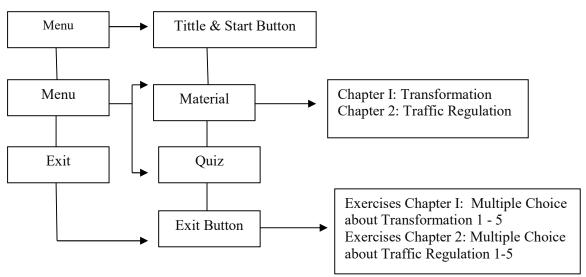

Figure 1. Storyboard

From the storyboard made by the researcher, then the storyboard began to develop. At the product development stage, researchers used interactive power points.

- **The Result of Development**

Tabel 1. Suggestion of Materials Expert

Items	Suggestions	Actions
Materials	1). On the first slide (home) the material validator comments on the writing in the title, each sentence must begin with a capital letter, or	Having done changing the title.

	all letters must be capitalized because it is a title	
	2). In the next slide, the material validator comments on the writing of the material sentences and quizzes and the writing of letters	changing the material sentences and quizzes should be capital letters at the beginning of the word.
	3). Furthermore, the material validator suggests that the understanding of vocabulary is simply explained briefly for a complete explanation that can be delivered directly by the teacher.	changing vocabulary is simply explained briefly for a complete explanation that can be delivered directly by the teacher.
	4). In the content of the material the validator suggested a lot from the suitability of the material with the syllabus and the accuracy of the material presented to the adjustment of the display with the material, therefore the researcher changed the appearance and content of the material appropriately according to the syllabus of MTs Bahrul Ulum Tambakberas Jombang.	changed the appearance and content of the material appropriately according to the syllabus
	5). Furthermore, the validator suggests clarifying the title in the material such as being more specific about the material.	changing being more specific about the material.
	6). Next in the Quiz validator comments about writing, it should be if the beginning of the sentence is capitalized	the sentence is capitalized and begins with a capital letter.
Media	1). The media validator only suggests changing the menu for a customizable background.	changing the menu for a customizable background.
	2). The validator suggests not having too many backgrounds, just use one or two backgrounds	use one or two backgrounds
	3). Furthermore, the material validator suggests that the understanding of vocabulary is simply explained briefly for a complete explanation that can be delivered directly by the teacher.	Use a complete explanation that can be delivered directly by the teacher.
	4). The validator suggests that the wrong mark in the quiz is displayed on one page and does not have to be a cross and suggests adding a home or back button.	adding a home or back button.

After the researcher finished design interactive learning media, the researcher carried out the validity process by involving two experts, was material experts and media experts. Then the researcher asked the suggestions from media experts and material experts to make this product to be better.

- **Material Validation**

In this research, the researcher made interactive learning media focused on term English material for 8th-grade Students of Junior High School. The expert in this part was Rohmat Hidayat, S. S M. Pd as a lecturer of English Education Department at KH. A. Wahab Hasbullah University. The instrument of material validation was used by researchers to evaluate interactive learning media in the form of a validation sheet. The results of material validation were as follow:

From the calculation above, it can be concluded that the material in the media is quite good. Even so, experts still provide suggestions for revising some parts. Experts suggest paying more attention to writing systematics which includes: 1). writing capital letters, 2). writing periods and commas. In addition, the expert also suggested paying attention to the clarification of each chapter, namely: 1). the clarity in giving instructions on each topic of discussion, 2). completeness of material according to the title, 3). correlation of material with the adjusted title. Below are the products before and after the revision.

- **Media Validation**

This media expert is Mrs. Nur Hafidhoh, M. Kom as an IT lecturer. for media validation researchers to evaluate interactive learning media in the form of a questionnaire. Media results validations are:

$$Percentage = \frac{Total\ Score}{Max\ Score}\ x\ 100\% = \frac{43}{45}\ x\ 100\% = 95,55\%$$

From the calculation above, it can be concluded that the media is quite good. Even so, experts still provide suggestions for revising some parts. Experts suggest using a background or two as well as adding a home or back button. Here are the products before and after the revision

Result of Implementation

After interactive learning media are designed, validated, and revised, the next step is implementation. Researchers conducted product trials on 12 students of class 8th MTs Bahrul Ulum Tambakberas Jombang.

Implementation of Data Analysis

The researcher implemented the product by explaining how to use the product and explaining the ingredients contained in the product. Then, the researcher tested the students by using the mini quiz provided in the product (Klimova & Polakova, 2020). After that, the researcher gave a questionnaire to find out how feasible the product was for the learning process. The results of the questionnaire were used as a reference for product improvement so that the product could be better. Responses were calculated using Likert Scale. From the results of the student response questionnaire, the researcher obtained the following data:

Table 2. The Result of The Students Responses

Students	Questions										Scores
	1	2	3	4	5	6	7	8	9	10	
R.Z.M	4	4	3	5	3	3	4	4	4	4	38
S.N.S	4	5	5	5	4	5	4	5	5	5	47
S.M.V	4	5	4	5	5	5	4	3	3	5	43
T.A	3	4	4	3	3	4	4	4	4	4	37
W.H	4	5	5	5	4	5	5	4	5	4	46
I.M	4	5	5	4	5	5	5	5	5	5	48
A.A.M.F	4	5	4	4	5	5	5	4	4	5	42
C.M.Z	5	5	4	3	4	5	5	3	4	5	43
S.Y.N.N.R	5	5	4	5	5	5	5	5	5	5	44

B.A.J	4	5	4	5	4	4	5	5	5	4	45
Y.N	4	4	5	5	5	5	5	4	4	5	46
X.A.S.R	5	5	4	5	4	5	5	4	5	3	40
Total Score											**519**

$$Percentage = \frac{Total\ Score}{Max\ Score} \times 100\% = \frac{519}{60} \times 100\% = 86,5\%$$

Based on the table above, the result of the test interactive learning media obtained a total score of 519 and a percentage of 86,6%, which meant that the product is very **good** category. So, the researcher concluded that the students enjoyed and interest in interactive learning media.

- **Evaluation**

In this section, the researcher discusses the explanation of how the product can help the grade of eight students of MTs, in learning English. The data obtained through students' response questionnaires shows that the product is suitable for use as a supporting medium for learning English for class 8th MTs students. Whereas according to the results of data analysis that has been submitted by researchers, the development of interactive learning media has advantages and disadvantages. The following is an explanation of the advantages and disadvantages of interactive learning media.

CONCLUSION

This research produces a product, namely interactive learning media for class 8th MTs students. Interactive Learning Media is a hyperlinked PowerPoint learning media. The product of this research went through two validations, namely material validation and media validation. For material validation, it is assessed by a material expert, namely an English lecturer majoring in English education. Meanwhile, media validation is assessed by information and technology experts.

This product research was tested on 12 students of MTs Bahrul Ulum Tambkberas Jombang. This product has a feasibility level, namely getting a total score of 75.71% for material validation and getting a total value of 95.55% for media validation. From the scores obtained, it can be concluded that the product is included in the good enough category and can be declared worthy to be used as a learning medium, especially for class 8th students.

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