



Designing PIVI (Picture and Video) for Senior High School

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ABSTRACT

This research aims to help the students and teachers in learning English material especially for listening and speaking skills. The students can utilize information technology in learning process based upon their needs. The research is about instructional media for listening and speaking skill based power point hyperlink as learning media. The subject of this research are the tenth grade students in MA Unggulan Wahab Hasbullah Tambakberas Jombang. This research design is research and development. This research adapted ADDIE model which consists of five stages such as analysis, design, development, implementation, and evaluation. The the researchers used questionnaire and interview as data collection of the technique to get respons from the product. PIVI Apps was validated by media expert and material expert before tried out to the students. Based on the result, the score of this product by media expert is 3,71 score aand score by material expert is 4,33 , the score categorized is "agree/relevant". The the researchers concluded that the students were agreed in learning English using PIVI Apps as learning media.

Keywords: *Listening, Speaking, PIVI Apps, Senior High School.*

INTRODUCTION

English is the most important foreign language studied in Indonesia, but it is not used for communication in daily activities. English in Indonesia is generally taught as a subject in schools with the aim of basic communication and mastering 4 language skills (listening, reading, writing, speaking). By teaching English in schools, students can easily follow developments in the world. In the learning process at school, of course, the delivery of material is given and packaged properly and attractively so that it can attract students' interest in learning English, for that it is necessary to have a learning media to help the learning process. Rusman (2013) in journal (Candra, 2018) defines media as a tool that can facilitate a job. PIVI (Picture and Video) is a programmable learning media that uses Hyperlink power point application as the main means or tool for delivering material to students (Afidah, 2021).

The function of learning media according to Noor (2010) in journal (Candra, 2018) includes learning media which functions to overcome the limitations of experience that students have, learning media functions to penetrate class room boundaries, learning media functions to establish direct interactions between students and their environment, media produce uniformity of observation, media can instill basic concepts that are true, concrete and realistic, media generate new desires and interests, media generate motivation and stimulate children to learn, media provide an integral or comprehensive experience from concrete to abstract (Agustina & Amala, 2021).

During the Covid-19 pandemic the world is currently experiencing greatly affects the learning process, especially when doing face-to-face meetings with students. One of the implementers of this rule is the DKI Jakarta area, not only that area, this has also affected learning activities in schools in all regions of Indonesia since last March 2020 until now. This policy makes learning that was previously gradual face-to-face done online so the subject matter was delivered using a laptop or smartphone as a means of learning (Bahtiar, 2019).

Facing the current situation of the pandemic that makes the researchers conduct research by making a learning media product that can be used by students to help them in the learning process especially English, where this product can be used anytime and anywhere, for example during non-face-to-face learning, or distance learning. The purpose of this research is to help students in learning English in

understanding listening and speaking skills that listening and speaking have many correlations. Speaking and listening skills have been studied by many the researchers over the years from various aspects and whether there is a relationship between speaking skills and listening skills or not has been of concern to many the researchers (Brown, 2004) in the journal (Pinem, 2020).

This affirmation once again confirms the strong influence of listening to one's speaking skills. To emphasize this aspect is to understand that listening is often defined as a part of speaking, because one cannot speak the language without listening. Before students express a thought or respond to the other person's words, it is necessary to have a good listening process first before finally responding to what the speaker is talking about. Listening to English vocabulary certainly requires focus in every word because English is a foreign language. By using Microsoft Power Point Hyperlink media that is in accordance with media products made to help students in learning English according what are students needed by the title Designing PIVI (Picture and Videos) For High School which is present as a means of learning media that is more practical, and interesting.

METHOD

This research method is used ADDIE models. There are five steps in ADDIE models. The first step is analysis. Analysis in this research focuses on the first grade of MA Unggulan Wahab Hasbullah Senior High School, the researchers choose the first grade students because they are in the transtition from Junior High School to Senior High School, so they need an interesting and creative learning, especially in understanding English Material. Based on the analysis above, the researchers wants to give and innovative learning media in the English Teaching. Then the the researchers do the interview with the teacher of English lesson and the tenth grade students of Senior High School especially in listening and speaking skill.

The second step in the ADDIE model is design. The design determines the study objectives and the creation of the PIVI application. In this research, the researchers designed special products for listening and speaking skills related to English lessons for first grade at Madrasah Aliyah Unggulan Wahab Hasbullah. This product is made using Ms. Power Point Hyperlink. In the first slide was the display of the media PIVI there was a *Let's Go* menu to the button, then there were some menu : Profile, Videos, Material, and Exercise. The material menu consists of Narrative, Recount, and Descriptive material.

The third step in the ADDIE model is product development. After the product is designed, the product and material is consulted for validation. The validation experts chosen by the researchers are English lecturer as the validator of the product media and English teacher as the validator of the material. As they mentioned as guidelines in justifying the content of the material on the product, and information technology experts as guidelines in making applications.

The fourth step in ADDIE models is Implementations. After the product had been completed through the validation, then the product is tested to the objective study that is selected by the reseracher. The implementation of the product with trials in this product research. In this section, the researchers applies the product to the research objective by providing treatment in the form of material explanation so that in this research the researchers explains the material, then provides the existing training on the product to students. After that, the researchers gave several questions or questionnaire form to students which aimed to find out how effective the learning media made by the researchers.

The final step of the ADDIE model is evaluation. The evaluation of this research is that the researchers evaluate each stage to make a final and revise product development complement the deficiencies needed in the repair. Evaluation is carried out to perfect the product based on expert advice, material and media validators, then interviews or questionnaire information that has been given by the the researchers.

RESULT AND DISCUSSION

The research conducted is a Research and Development (R&D) that produces learning media in the form of PIVI (Picture and Video) in English subjects with the results of the feasibility of learning media in terms of validity, practicality, and effectiveness of learning media. The researchers designed learning media that was made by Microsoft Power Point Hyperlink especially in listening and speaking skills to help learning activities become more interesting.

The design stage was carried out by determining the materials and elements needed in the application such as animated picture, videos, and sound recordings so that the application becomes attractive. The researchers collected references that could be used in developing material in the

application. There are 91 slides in this media which contain several options. The material used in this learning media contains of English lesson material in tenth grade on second semester about text which includes: Narrative Text, Descriptive Text, and Recount Text.

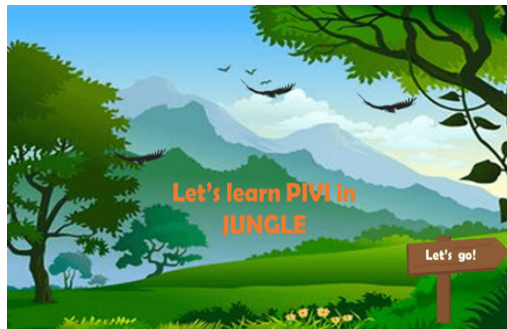


Figure 1. The Main Menu Display of PIVI

The main menu page display has options user selectable icon, the icon choice is *Let's Go* button to go to the next menu slide.



Figure 2. The Display of Menu Options

In this slide there are 4 menus, namely: Profile, Videos, Material and Exercise. In the fourth main menus consist of:

- The profile menu consists of the biography of the researchers
- The videos menu consist of some sample videos examples of Narrative Text, Recount Text, and Descriptive Text.
- The material menu consists of some material of Narrative Text, Recount Text, and Descriptive Text.
- The exercise menu consists of some exercise of Narrative Text, Recount Text, and Descriptive Text.

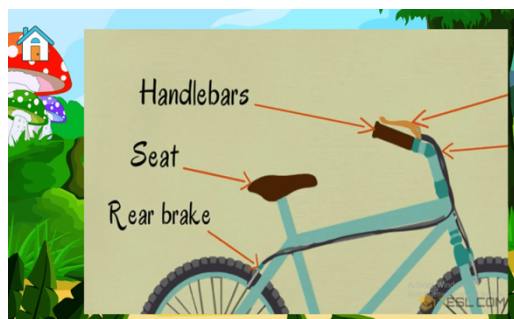


Figure 3. The Display of Video Options

This is the part of video that showed about the descriptive material options



Figure 4. The Display of Choose The Picture Exercise Options
 This is the exercise of the descriptive material that should describe the picture

Result

The researchers made observations through interviews to find out what students needed in learning activities, especially in terms of listening and speaking skills. Students were advised to be more active or interactive in learning activities. The researchers conducted a needs analysis. The data analysis was used to test all of the instruments questionnaire using a Likert scale. According to (Sugiyono, 2014), what is meant by data analysis is: data analysis is an activity after data from all respondents is collected. Activities in data analysis are grouping data based on variables and types of respondents, tabulating data based on variables from all respondents, presenting data from each variable studied, performing calculations to answer the problem formulation and performing calculations to test hypotheses that have been proposed. The students is given five possible answers with each different score.

Table 1 Likert Scale

Criteria	Score
Disagree/ irrelevant	1
Less agree/ less relevant	2
Quite agree/ quite relevant	3
Agree/ relevant	4
Strongly agree/very relevant	5

The data calculate with the formula :

$$xi = \frac{\sum x}{N}$$

Description :

X_i = Average score (mean)

$\sum x$ = Value score

N = Number of assessment criteria

The following is the score obtained from the questionnaire divided by the total score divided by the number of students:

$$Average\ Score = \frac{Total\ Score}{Number\ of\ questionnaires} = \frac{732}{10} = 73.2$$

The average result of the number of students' score and the students' respond is **73,2**. The result is calculated to find the average divided by the number of questionnaires:

$$Average\ Score = \frac{Total\ Score}{Student\ Respond} = \frac{73,2}{20} = 3,66$$

From the above average which is calculated to get a result of **3,66** rounded to **4** which is included in the **“Agree/ Relevant”** category, it can be said that students need alternative, interest, and creative media to help the students' learning process.

This product research was carried out by two experts; those were material expert and media expert. The result validation of this product as follows:

- **Material Validation**

The data analysis was used to test all the instruments questionnaire using a Likert scale. The researchers made PIVI Apps focused in the second semester English material on the Text for 10th grade students of senior high school. The result of material validation as follows:

Table 2 The Result of Material Validation

NO	ASPECTS	QUESTIONS	SCORE
1.	Relevance	1-6	24
2.	Accuracy	7-8	10
3.	Serving Equipment	9	4
4.	Basic Concepts of Materials	10-11	9
5.	Sutability of the presentation with the sequence of student centered learning	12-15	18
SUM			65
Total score			4,33

The data calculated with the formula:

$$xi = \frac{\sum x}{N}$$

Description:

Xi = Average

$\sum x$ = Value Score

N = Number of assessment criteria

The following are the results of validation of material by experts:

$$xi = \frac{\sum x}{N} = \frac{65}{15} = 4,33$$

The researchers got a score **4,33**. It means that the material validation for this product was **“Agree/ Relevant”**.

- **Media Validation**

The researchers made PIVI Apps focused in the second semester English in Text lesson used Microsoft Power Point Hyperlink. This media was focused on listening and speaking skill. The media assessment or validation that used by the researchers to evaluate PIVI Apps is in the form of questionnaire and using Likert scale. The result of media validation as follows:

Table 3 The Result of Media Validation

NO	ASPECT	QUESTIONS	SCORE
1.	General view	1-6	24
2.	Specific view	7-10	14
3.	Media presentation	11-14	14
SUM			52
Total Score			3,71

The data calculated with the formula:

$$xi = \frac{\sum x}{N}$$

Description:

Xi = Average

$\sum x$ = Value Score

N = Number of assessment criteria

The following are the results of validation of media by experts:

$$xi = \frac{\sum x}{N} = \frac{52}{14} = 3,71$$

The researchers got a score **3,71** rounded to **4**. It means that the material validation for this product was “**Agree/ Relevant**” to be used in learning English to help students in listening and speaking skills.

After the PIVI Apps was designed, validated, and revised, then the next step is implementation of the product. The researchers carried out trial the product into 20 students of 10th grade at MA Unggulan Wahab Hasbullah Tambakberas Jombang. The students were given a questionnaire that provided by the researchers. The data analysis was used to test all the instruments questionnaire using a Likert scale, the student is given five possible answers with each different score. Scale research and development of measurement instruments administered using a Likert scale on the table as follows:

Table 4. Likert Scale

Criteria	Score
Disagree/irrelevant	1
Less agree/less relevant	2
Quite agree/quite relevant	3
Agree/relevant	4
Strongly agree/very relevant	5

The data calculate with the formula :

$$xi = \frac{\sum x}{N}$$

Description :

Xi = Average score (mean)

$\sum x$ = Value score

N = Number of assessment criteria

The following is the score obtained from the questionnaire divided by the total score divided by the number of students:

$$Average\ Score = \frac{Total\ Score}{Number\ of\ questionnaires} = \frac{757}{10} = 75,7$$

The average result of the number of students' score and the students' respond is **75,7**. The result is calculated to find the average divided by the number of questionnaires:

$$Average\ Score = \frac{Total\ Score}{Student\ Respond} = \frac{75,7}{20} = 3,78$$

From the above average which is calculated to get a result of **3,78** rounded to **4** which is included in the “**Agree/ relevant**” category, it can be said that student's need alternative, ineterest, and creative media to help the students' learning process.

Discussion

PIVI Apps was learning media based Microsoft Power Point Hyperlink. This research used research and development method with ADDIE models. The purpose of this research is to help the teachers and students to make interesting learning especially English material in listening and speaking skill. The subject of this research was the tenth grade students of Senior High School. This product research has the advisability level, that gotten total score 4,3 for material validation and got total score 4 for media validation. The score categorized is “agree/relevant”. The researchers concluded that the students were agreed in learning English using PIVI Apps as learning media. This research has matched by two journals.

Nugraha, 2010 in journal (Candra, 2018) Computer Based Instruction (CBI) is a programmed learning that uses computers as the main means or aids that communicate material to students. Computer Based Instruction (CBI) learning media uses articulate storyline software. In this learning media, there are several menus including the menu instructions, profiles, materials, evaluation, and animation. The material in this learning media is the law of magnetism, magnetic circuits, electromagnetic induction, and inductor circuits. This media is used to analyze the effectiveness of computer based instruction (CBI) learning media in terms of student learning outcomes measured by taking scores in the form of cognitive tests and psychomotor tests.

The student response questionnaire instrument was used to determine student responses to the product developed, namely Computer Based Instruction (CBI) learning media. In the research conducted by the researchers on PIVI media, it turns out that there are several similarities and differences between the two, namely these studies both use the R&D method, validate the media, and provide questionnaires to students to calculate the effectiveness of the media in the learning process, using animated images. The difference between CBI media and PIVI media is that CBI media uses six stages and is added one stage, namely the stages of data analysis and reporting.

Saputro & Saputra, 2014 in journal (Putra et al., 2020) AR (Augmented Reality) is a technology that can project real-time 2D or 3D virtual objects into a real environment. AR applications are designed to provide users with more detailed information from a real object. In this research, the researchers design an AR-based learning media that is focused on the aim of supporting students' English learning process with the theme "Indonesian Endemic Animals". PRIARMIKA (Primakara Augmented Reality Endemic Application) is the name of the application that the researchers use to help learning media with the aim of increasing students' interest in the teaching and learning process of English, especially in the discussion of the description section.

In this study, PRIARMIKA media was used to help students in the teaching and learning process of English, especially in the discussion of the description sub-chapter which focused on reading and speaking skills. PRIARMIKA has similarities with PIVI media, namely the explanation of the material is explained in English audio form, but PRIARMIKA media has a 3D image feature that can be enlarged and reduced. As for the difference in the method used in making PRIARMIKA and PIVI applications, PRIARMIKA uses the Luther - Sutopo version of the MDLC (Multimedia Development Life Cycle) which consists of six stages including: 1) Concept, 2) Design, 3) Material Collecting, 4) Assembly, 5) Testing, 6) Distribution. PRIARMIKA's media validity was validated by 3 validator experts, namely media experts, material experts and linguists. While the PIVI media validity was validated by 2 validator expert namely media experts, material experts.

The researchers has analysed research on designing "PIVI" (pictures and videos) in speaking and listening skills for senior high school matched or compared to two journals. It turns out that there are many similarities in the media products of the two journals.

CONCLUSION

This research was produced a product that was PIVI Apps for Senior High School. PIVI Apps was learning media based Microsoft Power Point Hyperlink. This research used research and development method with ADDIE models. The purpose of this research to help the teachers and students to make interesting learning especially English material in listening and speaking skill. The subject of this research were the tenth grade students of Senior High School.

This product research has the advisability level, that gotten total score 4,3 for material validation and got total score 4 for media validation. The score categorized is "agree/relevant". The researchers concluded that the students were agreed in learning English using PIVI Apps as learning media.

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