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The Utilization of Animation in the Theory of Procedure Text Writing for Vi-Grade SD Methodist-2 Medan Students

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ABSTRACT

This study was motivated by the lack of animation utilization by VI-grade teachers in teaching the theory of procedure text writing. Students are not motivated by the absence of animated media. Therefore, the animation is needed in learning the theory of procedure text writing. This study was included in research and development type and two cycle's classroom action research. This study was carried out in SD Methodist 2 Medan from July 2020 to August 2020. In small group testing, the subjects were 10 random VI-grade from VI A, VI B, VI C, VI D, and VI E. In large group testing, the subjects were 20 random VI-grade students from VI A, VI B, VI C, VI D, and VI E. In classroom action research, the subjects were 29 VI E students. Several tests on material feasibility, media feasibility, and student responses were carried out. The results showed 89.32% (very feasible) which means animated video as the learning media was very effective for the learning process. After very feasible category was obtained in large group testing, then product dissemination in classroom action research was carried out. Based on the results, in Cycle I, 13 students (44.82%) met the passing grade, while 16 students (55.18%) failed. The average grade was 70.52 while the passing grade was 76, then Cycle II was needed. In Cycle II, 25 students (86.20%) met the passing grade, while 4 students (13.80%) failed. The average grade was 85.69. This means animated video as learning media innovation had a significant influence in learning the theory of procedure text writing on Indonesian language subject. In accordance with these results, as a learning medium, the findings in this study reveal that animated videos are able to develop effective learning patterns in the classroom.

INTRODUCTION

The use of learning media can improve learning outcomes. Previous studies showed the effectiveness of the media in improving the learning outcome. Limited media in the classroom is thought to be one of the causes of low learning quality. Thus, the use of learning media in the classroom is a necessity that cannot be ignored. It can be understood that the learning process rests on various activities to increase knowledge and insight as a provision for life in the present and the future. One of the efforts that must be taken is to create a learning situation that allows a learning experience to occur by mobilizing all learning resources and learning methods that are effective and efficient. In this case, learning media is an effective supporter of the learning process. In the learning process, learning media is a channel for messages from the source of the message, in this case, the teacher, to the recipient of the message, in this case, the students. Learning media is an intermediary to convey messages or information needed in the learning process to make it easier for teachers to deliver learning material and make it easier for students to receive learning material. Asra (2007) stated that media in "learning media" means intermediary or introduction, while "learning" means a condition created to make someone learn. Learning media emphasizes the position of the media as a channel for messages or learning information to condition the learning process. The benefits of media in learning are as follows: (a) Improving the quality of education by increasing the rate of learning, (b) Providing the possibility of a more individualized education, (c) Providing a more scientific basis for teaching, (d) Teaching can be carried out steadily, (e) Providing the immediacy of learning, and (f) Providing a wider educational presentation. The role of teachers in schools is not limited to the implementation of the learning process, but in all school activities. Teachers as the dominant actor in learning have duties and functions. Teachers are in charge of educating, teaching, and training the students. Educating means continuing and developing the values of life (affective). Teaching means passing on and developing knowledge. In elementary school, the role of teachers is very important. Moreover, elementary school students still imitate what their teachers teach, especially in Indonesian language learning. Supposedly, the main emphasis of Indonesian language learning is communicative learning. This means student activities are focused on using

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language in communication. There are many factors that cause language learning to be not communicative, namely (1) Low communicative competence of Indonesian language teachers; (2) large classes cause uneven student activities; (3) class interaction does not run optimally. In addition, learning is still dominated by lectures rather than focusing on language proficiency. Thus, teachers tend to convey knowledge without using learning media.

This is in line with the results of the survey on SD Methodist 2 Medan in January 2020 that (a) teachers tend to provide explanations about language instead of training language skills in an integrative and communicative way; (b) most of the teachers do not yet have adequate mastery of the taxonomy of Indonesian language proficiency (c) in large classes, teachers follow class dynamics not create class dynamics; (d) teachers do not use any source other than textbooks; (e) many teachers have low language standards. (f) low use of learning media. (g) schools do not provide learning media, (h) low competence of teachers in understanding learning media, because media is only associated with technological advances.Based on the observation on the theory of procedure text writing on VI-grade SD Methodist 2 Medan students, 10 (34%) students met the passing grade, while 19 (66%) failed. So that it needs improvement in learning the theory of procedure text writing. Procedure text is included in the factual text genre. The purpose of the text is to help the reader carry out activities according to the steps or directions. Procedure text can be found anywhere. Its existence cannot be separated from everyday life. For example, the procedure text on the back of the instant noodle packaging. The text describes how to make instant noodles. With this text, the reader knows the steps that must be taken to make noodles. One of the problems at SD Methodist 2 Medan is the use of learning media. Almost all Indonesian language teachers had not to use learning media. In fact, teachers must be independent and creative, so teachers must use learning media according to the curriculum.

Based on the observation at SD Methodist 2 Medan in January 2020, researchers found that in learning, teachers entered the class and then prayed, then explained the material. After that, students were instructed to read the book and then worked on the questions, if not finished then the questions became homework. In this learning condition, there was no use of learning media either modern media or traditional media (such as text-based media).

Then, based on needs analysis, VI-grade students like to learn with videos, because learning by reading books is boring. In utilizing learning media, teachers face many problems. A large number of media (especially modern media) does not guarantee that teachers are motivated to use them; even teachers are increasingly burdened because they cannot use them. On the other hand, teachers do not look for solutions and are not creative in making their own teaching aids or learning media (if teachers do not want to use existing modern media). Many teachers only use the lecture method in learning without using learning media. This shows that teachers define themselves as superpowered as a source of learning as well as the only learning media. Many teachers have never thought about creating their own learning media. If 80% of teachers are creative in an educational institution in Indonesia, there will certainly be a lot of props and media available to deliver learning materials at school. Creative teachers will never give up on circumstances. The lack of funds has actually made teachers creative in utilizing other learning resources besides classrooms, such as mosques, markets, museums, fields, rivers, gardens, and the surrounding environment. There are many learning media with less than optimal conditions, such as; insufficient number and components, poor quality, and inaccessible media. The disinterest of students in media can be seen in the lack of enthusiasm for the learning process. So that if the media is forced to be used, it will result in students being overwhelmed and will not be interested because they have to be faced with problems in using and understanding the media. So that this will result in boredom, laziness, and burden on students. In the end, learning will not go well.

Umi Rochayati (2012) conducted a study to produce learning media innovation for junior high school students based on the microcontroller. The study was started from the identification of requirements, system design, system implementation, laboratory-scale product testing, and validity testing. The study used Research and Development method. Based on the identification of needs, the learning media need a temperature and light intensity detection system, an ADC to convert analog to digital, a display, and a system controller. Then, overall, the system was in accordance with the design specifications. Third, based on the validity test, microcontroller-based learning was feasible and can be used.

The above study can be used as a reference in this study. Because this study will increase interest in learning. In addition, the disinterest of students on the use of media does not only come from the state of the media but from the way teachers process learning materials to be conveyed through the media. Based on the previous explanation, one media is not necessarily suitable for all learning materials. The compatibility between the learning material and the media will not necessarily result in a good learning process if the teachers do not convey the material well either. Therefore, students will not be interested in utilizing learning media because it requires a long process to understand learning material.

Learning media innovation is needed in the world of education because innovation is a step to improve interest in learning. In this study, the interactive video for the Indonesian language subject was developed. Moreover, at the present time, learning with media is very much needed due to the online learning from home.

As for the formulation of the problem in this study are: What are the problems of class VI SD Methodist 2 Medan teachers in teaching procedural text material, what are the characteristics of the learning media needs in writing procedure text materials and how are the innovations in the use of instructional media in procedural text material in class VI Methodist SD 2 Medan. This research was conducted to determine the problems of the sixth grade teachers of SD Methodist 2 Medan in teaching the procedural text

material, the characteristics of the learning media needs in the procedural text writing material and the innovation of the use of instructional media on the procedural text material in class VI SD Methodist 2 Medan. This research is very useful for developing researchers 'insights in the use of instructional media, as a reference for similar studies. For teachers, media classes can be used to organize learning activities, for students, to increase students' interest in Indonesian so that they can improve their achievement and share the principal, the media that is implemented by teachers needs good moral support and the provision of facilities and infrastructure.

LITERATURE REVIEW

The Nature of Learning

Learning is an accumulation of individual processes, which change the stimulation that comes from one's environment into a number of information which in turn can lead to learning outcomes in the form of long-term memory. These learning outcomes give the ability to perform a variety of performances. The abilities that are the result of this learning can be categorized as practical and theoretical.

Indeed, learning is a characteristic of humans so that humans can be distinguished from animals. Learning is carried out by humans throughout their life, anytime and anywhere, whether in school, class, on the streets and in an unspecified time. Even so, human learning is always carried out by a certain intention and purpose.

Learning is an activity or a process to acquire knowledge, improve skills, improve behavior, attitudes and strengthen personality. In the context of becoming to know or the process of obtaining knowledge, acquiring knowledge. Learning seeks to change input in the form of uneducated students into educated students, students who do not have knowledge to become students who have knowledge. Likewise, students who have attitudes, habits or behavior that do not yet reflect their existence as a good or positive person, become students who have good attitudes, habits and behavior. In fact, learning can occur without learning, but learning outcomes will be obvious from a learning activity.

Learning Media

The word media comes from the Latin medius which literally means middle, intermediary or introduction. In Arabic, the media is an intermediary or messenger from the sender to the recipient of the message. According to Gerlach and Ely, quoted by Arsyad media, when it is understood in broad terms, it is humans, materials and events that build conditions that enable students to acquire knowledge, skills or attitudes. In this sense, teachers, textbooks, and the school environment are media.

Meanwhile, according to Criticos, quoted by Daryanto, the media is one of the communication components, namely as a messenger from the communicator to the communicant. Based on some of the opinions above, it can be concluded that the media are all objects or components that can be used to transmit messages from the sender to the recipient so that they can stimulate students' thoughts, feelings, attention and interests in the learning process.

Learning media is a means of delivering learning messages in relation to the direct learning model, namely by the way the teacher acts as a conveyor of information and in this case the teacher should use various appropriate media. Learning media is a tool for teaching and learning. Everything that can be used to stimulate thoughts, feelings, attention and abilities or skills of learners so as to encourage the learning process. According to Heinich, quoted by Arsyad, learning media is an intermediary that carries messages or information with instructional purposes or contains teaching intentions between the source and the recipient.

Animation

Audiovisual media is also known as video media. Video is a medium used to convey learning messages. In the video, there are two elements, namely audio and visual. The existence of an audio element allows students to be able to receive learning material through hearing, while the visual element allows the delivery of learning material through visualization. Asyhar (2011) defined audio-visual media as a type of media that involves both hearing and visuals in one activity. This media can convey verbal and nonverbal messages that rely on vision and hearing. Some examples of audio visual media are films, videos, TV programs, and others. According to the Indonesian Dictionary, video is a recording of a live image or television program to be broadcast on television, or in other words, a video is a display of moving images accompanied by sound. "Video" comes from the Latin "video-vidivisum" which means "to see".

Procedure Text

Mahsun (2014) explained the reason for text as the basis for Indonesian language subject, namely because (1) the ability to think can be developed through text, and (2) the learning material in the form of text is more relevant to The 2013 Curriculum which defines competence covering three areas of education: knowledge, skills and attitudes. Procedure text cannot be separated from human life. In everyday life, there are many text procedures found. The procedure text contains the steps or stages that must be passed to achieve a goal. The 2013 Curriculum specifies the Indonesian language subject should be based on text. Therefore, the procedural text is taught in schools as one of the texts that students must master.

METHOD

This study used the ADDIE model which consists of five stages namely analysis, design, development, implementation, and evaluation. This study is oriented towards product development with a detailed description. In this study, the product was software in the form of an animated video of

procedure text for elementary school students. The product aims to help teachers deliver learning materials and make it easier for students to receive and understand learning materials. After that, classroom action research on the animated video of procedure text was carried out simultaneously through several cycles in order to obtain the results expected by all parties. The results of classroom action research are expected to be used as a basis for the preparation of the learning process in the classroom, starting from planning, implementation, and evaluation in the following semester.

RESULTS

This study was carried out in SD Methodist 2 Medan. Researchers conducted a small group testing on 10 students regarding animated video as the developed learning media. In the learning process, it was found that students were getting more enthusiastic in carrying out learning. This means animated video as the learning media was very effective to be applied in elementary school. The student responses on animated video can be seen in the following table.

In small group testing, the product had 86% good response (See Table 1 and Table 2). Then, large group testing on 20 students was carried out.

Table 1. Student responses on animated video in small group testing

Responde	1	2	3	4	5	6	7	8	9	10	Total	P(%)
1	1	1	1	1	1	0	1	1	0	1	8	80.00
2	1	1	1	1	1	0	0	1	1	1	8	80.00
3	1	1	1	1	1	1	1	1	1	1	10	100.00
4	1	1	1	1	1	1	1	1	0	1	9	90.00
5	1	1	1	1	1	1	1	0	1	1	9	90.00
6	1	1	1	1	1	1	1	1	1	1	10	100.00
7	1	1	1	1	1	1	1	1	0	0	8	80.00
8	1	1	1	1	1	1	0	1	0	1	8	80.00
9	1	1	1	1	1	1	0	0	1	1	8	80.00
10	1	1	1	1	1	1	1	1	0	0	8	80.00
Total											86	86%

Source : Result Data (2020)

Table 2. Students' responses on animated video in small group testing

Responde	1	2	3	4	5	6	7	8	9	10	Total	P(%)
1	1	1	1	1	1	0	1	1	1	1	9	90.00
2	1	1	1	1	1	0	1	1	1	1	9	90.00
3	1	1	1	1	1	1	1	1	1	1	10	100.00
4	1	1	1	1	1	1	1	1	0	1	9	90.00
5	1	1	1	1	1	1	1	0	1	1	9	90.00
6	1	1	1	1	1	1	1	1	1	1	10	100.00
7	1	1	1	1	1	1	1	1	1	1	10	100.00
8	1	1	1	1	1	1	0	1	1	1	9	90.00
9	1	1	1	1	1	1	1	1	1	1	10	100.00
10	1	1	1	1	1	1	1	1	1	1	10	10.00
11	1	1	1	1	1	0	1	1	1	1	9	90.00
12	1	1	1	1	1	0	0	1	1	1	8	80.00
13	1	1	1	1	1	1	1	1	1	1	10	100.00
14	1	1	1	1	1	1	1	1	1	1	10	100.00
15	1	1	1	1	1	1	1	1	1	1	10	10.00
16	1	1	1	1	1	1	1	1	1	1	10	100.00
17	1	1	1	1	1	1	1	1	1	1	10	10.00
18	1	1	1	1	1	1	1	1	1	1	10	100.00
19	1	1	1	1	1	1	1	1	0	1	9	90.00
20	1	1	1	1	1	1	1	0	1	1	9	90.00
Total											190	95%

Source : Result Data (2020)

Table 3. Description of cycle I grade

Passing grade	Number of Students	Percentage	Description
> 76	13	44.82%	Pass
< 76	16	55.18%	Fail
Total	29	100%	

Source : Result Data (2020)

Table 4. Description of cycle II grade

Passing grade	Number of students	Percentage	Description
> 76	25	86.20%	Pass
< 76	4	13.80%	Fail
Total	29	100%	

Source : Result Data (2020)

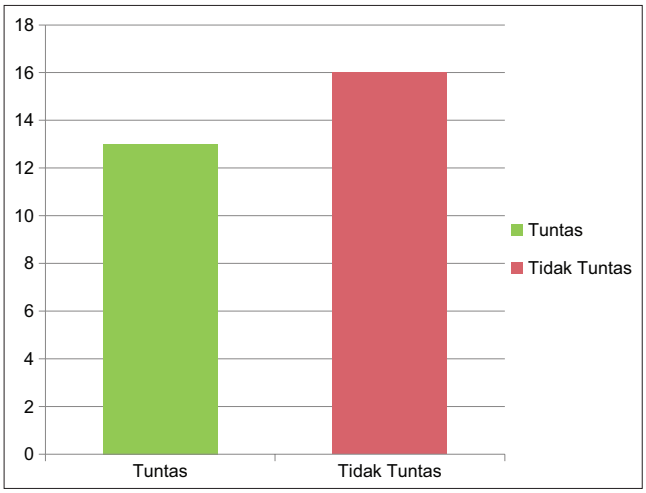

Figure 1. Cycle II Diagram

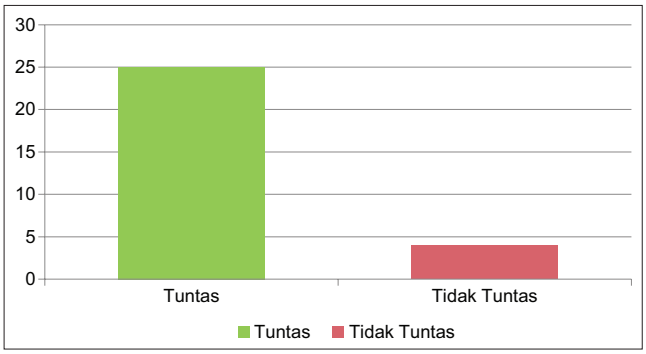

Figure 2. Cycle II Diagram

Based on large group testing, it was very valid with a 95% good response from 10 questionnaire questions. Then, classroom action research was carried out.

a) Cycle I

From 29 students as the subjects, 13 students (44.82%) met the passing grade while 16 students (55.18%) failed. The average grade was 70.52 (See Table 3 and Figure 1).

The percentage of student passing can be seen in the following diagram.

b) Cycle II

From 29 students as the subjects, 25 students (86.20%) met the passing grade, while 4 students (13.80%) failed. The average grade was 85,69 (See Table 4 and Figure 2).

The percentage of student passing can be seen in the following diagram :

Based on Cycle I and Cycle II, there was an increase in learning outcomes individually and classically. In cycle I, 44.82% of students met the passing grade. In cycle II, 86.20% of students met the passing grade which means there was an increase, so it can be concluded that the procedure text learning with animated video can improve learning outcomes both individually and classically.

CONCLUSION

Based on the results of research on innovative use of animation media in writing procedural text in class VI SD Methodist 2 Medan, it can be concluded as follows: The problems of teachers in teaching procedural text are: a) The majority of teachers do not use learning media, b) The teacher's knowledge in using animated videos is still minimal, c) Teachers have not been able to choose learning media in accordance with the demands of education in the modern era, d) Lack of provision for workshops or training for elementary teachers in utilizing learning media for the teaching and learning process. The characteristics of learning media needs on the material of writing procedural texts Students seem more enthusiastic in learning the procedural text material using animation media than before using learning media. Through animation media it can be concluded that student learning activities are increasing and it can be proven by student learning outcomes. Combined all material due diligence, media feasibility and student responses. The overall percentage calculation was obtained 89.32% (Very Feasible) which means that this animation video learning media is very effective to be implemented in the learning process. After the success was very feasible in large group trials, then continued as product dissemination, namely classroom action research. From the data obtained, it can be seen that in the first cycle obtained from 29 students who were the subjects in this study, it turned out that only 13 students (44.82%) had complete learning, while the rest were 16 students (55.18%) not yet have complete learning. The average value obtained only reaches 70.52. From the second cycle, it turns out that 25 students (86.20%) have completed learning, while the rest, 4 students (13.80%), have not had complete learning. The average value obtained reached 85.69. This means that the innovation of animated video learning media is very influential on learning procedural text material in Indonesian subjects. Innovation in the use of instructional media in the procedural text material in class VI SD Methodist 2 Medan which is used is an animated video media to conduct learning for elementary students.

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