

The Effectiveness of Teaching Materials for Procedure Text Assisted by Powtoon Media for Students Class VII SMP Negeri 1 Sibolga

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Abstract. The purpose of this study was to describe the effectiveness of using procedural text learning materials assisted by Powtoon media in improving student learning outcomes. This research is included in the type of research and development (R&D) using data analysis on the assessment of learning outcomes in writing procedure text with qualitative analysis techniques. The effectiveness of procedural text teaching materials assisted by powtoon media showed an increase of 10,37% from 73,53% pretest results to 83,90% posttest results. The overall results of this study indicate that the teaching materials of procedural text materials assisted by powtoon media are declared to be feasible and effective to be used in the learning process.

Keywords: Teaching materials, procedure texts, powtoon media

1 Introduction

Indonesian language learning in junior high schools presents various types of texts, one of which is procedure text. The description of the Basic Competencies taught in procedure texts are (1) 3.5 making procedure texts on how to do things and ways (how to play musical instruments/regional dances, how to make regional specialties, etc.) from various sources that are read and listened to, (2) 4.5 Summarizing the contents of procedural texts about how to do something and how to make (how to play musical instruments/regional dances, how to make regional specialties, etc.) from various sources that are read and heard, (3) 3.6 Reviewing and linguistic aspects procedure text on how to do something and how to make (how to play a musical instrument/regional dance, how to make souvenirs, etc.) from various sources that are read and heard, and (4) 4.6 Presenting the data of a series of activities in the form of procedural text (about how to play regional musical instruments, regional dances, how to make souvenirs, etc.) by paying attention to the structure, linguistic elements, and oral and written content.

These Basic Competencies will later be developed in the form of interesting and motivating teaching materials so that students are expected to be able to present data on a series of activities in the form of procedural texts by paying attention to structure, linguistic elements, and content independently. Indonesian subjects are one of the compulsory subjects for students. There are four skills in language that must be mastered by every student. These four skills include: listening skills, speaking skills, reading skills, and writing skills. The learning process is related

to a series of activities that involves various components which include, learning objectives of learning materials, learning media and evaluation [1]. The habit of increasing knowledge is getting less due to the impact of technological developments. Most of the students prefer to play games with laptops or gadgets [2]. Currently, students also tend to be less interested in reading if the teaching material is thick and less interesting. So there needs to be an effort to make teaching materials something interesting, so that it will give pleasure to participants students to be interested in seeing books and reading them [3].

Appart to teaching materials, media can be used as a tool in the teaching and learning process so that children do not feel bored and bored during the learning process in the classroom. The teacher realizes that without the help of the media, the learning materials are difficult for every student to understand, especially complex or complex learning materials. The use of learning media that attracts the attention of students is expected to help students improve students' understanding in studying procedural texts. Learning media is a component of a delivery strategy that can contain messages that will be conveyed to students in the form of people, tools, and materials [4]. Learning media can be understood as everything that can convey and distribute messages from sources in a planned manner so as to create a conducive learning environment where the recipient can carry out the learning process efficiently and effectively [5].

Based on the results of initial observations made by researchers on March 22, 2021 at SMP Negeri 1 Sibolga, students still experience obstacles that often arise in teaching and learning activities, especially in procedural text material. Students are still less active, look bored, and less enthusiastic about paying attention to the teacher when the teacher explains the procedural text material. At the school, teachers only use powerpoint as a medium in the procedure of learning texts. But powerpoint is used if you have time. If you don't have time, the teacher only uses the whiteboard to explain the text procedure. According to the teacher, when learning is interspersed with several pictures or videos, students become more active and enthusiastic in the learning process.

In this case it can be said that the teacher does not optimally utilize the use of learning media in delivering learning materials to students. Delivery of messages using the lecture method and the use of the blackboard makes learning uninteresting and monotonous. This results in a lack of student interest in learning and results in a lack of student understanding. Students' interest in studying procedural texts is evidenced by obtaining student assignments on average getting a score of 70 and still not passing the Minimum Completeness Criteria (KKM) in the Indonesian language study field, which is 78. Teachers only use media so that students do not expect to learn because the learning process is slow. continuously using only the same learning module.

Solutions to solve existing problems, teachers to be more creative in the development of learning media, as an effort to improve the quality of learning in schools. One of the teacher's creativity in question is being able to design various learning media that are suitable for learning.

The relevant study related to this research is the thesis written by Bastiar Ismail Adkhar in 2016 entitled Development of Powtoon-Based Learning Animation Video Media in Grade 2 Natural Science Subjects at SD Labschool UNNES [6]. The research resulted in a product in the form of an animated Powtoon video for natural science learning at SD Labschool UNNES. The research method used is using qualitative methods combined with classroom action research. The differences and similarities contained in the topic of research conducted by Bastiar Ismail Adkhar with research conducted by researchers. The difference between this research and

Bastiar Ismail Adkhar's research is that it is a preliminary researcher as a means for learning natural sciences for grade 2 students of SD Labschool UNNES. The similarity is that the research conducted by Bastiar Ismail Adkhar and the researcher is both using powtoon media for the development of teaching materials.

2 Literature Review

A. Teaching Materials

Teaching materials can also be interpreted as all forms of materials that are systematically arranged that allow students to learn independently and are designed according to the applicable curriculum. Teaching materials that are selected properly will provide many benefits, including students will be interested and grow their interest in mastering and mastering the material that has been given.

Teaching materials are a set of learning tools or tools, methods, limitations, and ways of evaluating that are designed systematically and interestingly in order to achieve the expected goals, namely achieving complex potential [7]. Teaching materials in general are all materials (text, tools, information) that are summarized regularly by presenting a complete figure of competence that will be understood by students and used in the learning process with the aim of planning and observing the implementation of learning [8]. In principle, all books can be used for study material learning, as long as it is relevant to the subject matter of the lesson [9].

It can be conclude that teaching materials used to facilitate the learning process. Teaching materials are arranged with reference to the curriculum used so that the learning process can run smoothly and learning objectives can be achieved in accordance with learning competencies.

B. Procedure Text

Procedure text is a text that contains steps that must be followed so that a job can run properly rule. Procedure text describes how something can be done through a series of steps or actions. Procedure text is the type of text that can be found around us [10].

Procedure text is a text that provides instructions on how to do something through a series of actions or steps/shows several stages in accordance with predetermined step [11].

So, the procedure text is a text that explains the stages in a systematic activity with the aim of providing information to the reader so that they can carry out these activities in everyday life.

C. Powtoon Media

Powtoon is a company engaged in the field of information and communication technology. The company was founded by Ilya Spitalnik and Daniel Zaturansky on 24 October 2011 located in London, United Kingdom. This Powtoon company operates online and is service providers in the form of web apps to create presentations or animated cartoon videos in an easy way. Powtoon has very interesting animation features, including handwritten animation, cartoon animation, and more vivid transition effects and easier timeline settings. By using Powtoon we will find it easier to create animations for videos or presentations.

3 Method

This research is a research development (R&D) This method is used to develop teaching materials for procedural texts assisted by Powtoon media. The research development model used is Borg & Gall. R&D Method using data analysis on the assessment of learning outcomes in writing procedure texts using qualitative analysis techniques. The analysis is useful to see if there is a significant difference in student learning outcomes using teaching materials in the form of a procedure text module assisted by powtoon media.

This research was conducted on seventh grade students of SMP Negeri 1 Sibolga. The population of this study were students of class VII-1 of SMP Negeri 1 Sibolga. The effectiveness of procedural text teaching materials assisted by Powtoon media that has been developed is known by conducting an effectiveness test. The effectiveness test on the module is done by giving a written test in the form of a description to class VII-1 students, totaling 30 people. The test is given before and after using the module with the aim of seeing an increase in student learning outcomes. The analysis is useful to see if there is a significant difference in student learning outcomes by using the module, so the formula used is the formula for calculating the effectiveness as follows.

$$\bar{x} = \frac{\text{Total score obtained}}{\text{The total number of ideal scores for all times}} \times 100 \quad (1)$$

4 Results And Discussion

4.1 Analysis of Improved Learning Outcomes

This is to determine the increase in student learning outcomes in the procedural text. Between before and before using the module that developed in learning.

Table 1. Criteria for Student Learning Outcomes of the Ministry of National

Mastery Level	Criteria
$85 \leq \text{Score} < 100$	Very good
$71 \leq \text{Score} < 85$	Good
$56 \leq \text{Score} < 71$	Enough
$41 \leq \text{Score} < 56$	Less
$0 \leq \text{Score} < 41$	Very Less

Education (2007: 32)

To find out whether there is a difference between the pretest and posttest scores of one sample before and after the learning process is carried out. The results of data analysis on student learning outcomes in procedural text material before using the procedure text learning module assisted by Powtoon media obtained an average score of 75.87 with "good" criteria. The results of the pretest scores carried out on 30 students can be seen in the following frequency distribution table.

Table 2. Frequency Distribution of Student Pretest Results on Procedure Text Materials Before Using Procedure Text Teaching Materials Assisted by Powtoon Media

Interval	Frequency	%
70 – 72	16	53
73 – 75	8	27
76 – 78	1	3
79 - 81	2	7
82 - 84	3	10
85 - 87	0	0
Σ	30	100

Based on the data contained in the table above, it can be seen that students who scored 70-72 were 16 people with a percentage of 53%, students who scored 73-75 were 8 people with a percentage of 27%, students who scored 76-78 were 1 person with a percentage of 3%, students who scored 79 – 81 were 2 people with a percentage of 7%, students who scored 82 – 84 were 3 people with a percentage of 10%, and students who scored 85 – 87 were 0 people with a percentage 0%. For more details, the frequency distribution table on the pretest can be described in the form of the histogram below.

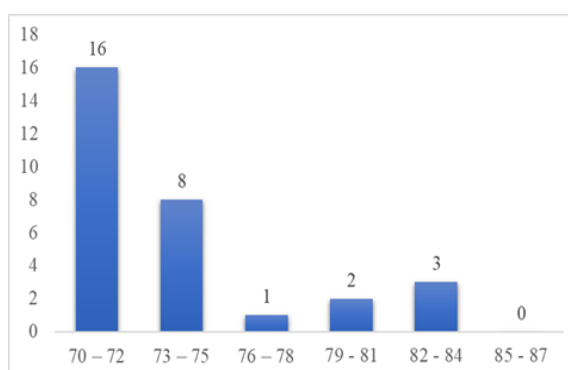


Fig 1. Frequency of Pretest Score Results Before Using Procedure Text Teaching Materials Assisted by Powtoon Media

The results of data analysis on student learning outcomes in procedural text material after using the procedure text learning module assisted by Powtoon media obtained an average score of 83.90 with the criteria of "very good".

The results of posttest scores on 30 students can be seen in the following frequency distribution table.

Table 3. Frequency Distribution of Student Posttest Results on Procedure Text Materials After Using Procedure Text Teaching Materials Assisted by Powtoon Media

Inteval	Frequency	%
76 - 79	6	20
80 - 83	12	40
84 - 87	4	13
88 - 91	5	17
92 - 95	3	10
96 - 99	0	0
Σ	30	100

Based on the data contained in the table above, it can be seen that students who scored 76 – 79 were 6 people with a percentage of 20%, students who scored 80 – 83 were 12 people with a percentage of 40%, students who scored 84 – 87 were 4 people with a percentage of 13%, students who scored 88 – 91 were 5 people with a percentage of 17%, students who scored 92 – 95 were 3 people with a percentage of 10%, and students who scored 96 – 99 were 0 people with a percentage 0%. The results of the frequency distribution above can be seen in the following histogram form.

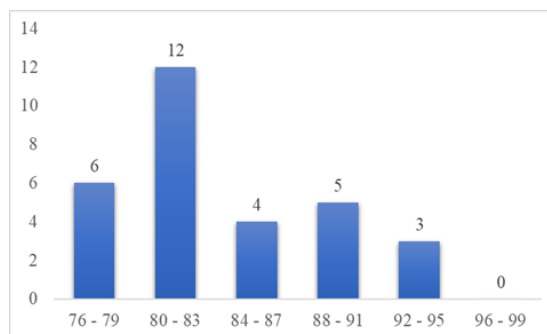


Fig 2. Frequency of Posttest Score Results After Using Procedure Text Teaching Materials Assisted by Powtoon Media

Based on the results of the pretest and posttest on procedural text material carried out by class VII-1 students of SMP Negeri 1 Sibolga, there was an increase in learning outcomes in the learning process using the procedure text learning module using powtoon media so that the effectiveness of teaching materials developed on student learning outcomes in class.

5 Conclusion

After doing the research it is found that the use of procedural text teaching materials assisted by powtoon media is declared effective in improving student learning outcomes in procedural text materials. This is supported by student learning outcomes which have increased after using the developed module. Based on the results of data analysis before using the module (pretest) an average score of 73,53 was obtained, then for the results of data analysis after using the module (post-test) an average score of 83,90 was obtained. Thus, there is an increase in student learning outcomes before and after using the procedure text learning module with an increase of 10,37.

The score obtained before using the procedure text learning module in this aspect of procedure text writing was 258 with an average of 8,6. However, after using the procedure text learning module, the score obtained was 321 with an average of 10,7. The improvement in writing procedure text after using the procedure text learning module is that as many as 7 students get a score of 13 with the criteria of "very good" and 23 students get a score of 10 with the criteria of "good". Meanwhile, before using the procedure text learning module, 9 students scored 10 with "good" criteria and 21 students scored 8 with "enough" criteria in writing procedure text.

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