

Development of Lectora Inspire Learning Media Writing Environment Based Description Texts for Students of Class VII SMP Negeri 5 Medan

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ABSTRACT

This study aims to produce learning media products Lectora Inspire writing descriptive text based on the environment of class VII SMP Negeri 5 Medan, knowing the feasibility of learning media Lectora Inspire writing descriptive text based on the environment for class VII students of SMP Negeri 5 Medan, and the effectiveness of the product developed in the form of learning media. Lectora Inspire wrote an environment-based descriptive text for class VII students of SMP Negeri 5 Medan. The research method used is a research and development method that refers to the DDD-E model (Decide, Design, Develop, Evaluate). The results showed that: (1) the results of the validation of the material included the feasibility of content getting an average of 97.72% with very good criteria, the feasibility of presenting an average of 95.83% with very good criteria, and language eligibility getting an average of 93, 75% with very good criteria. The results of the validation of design experts obtained an average of 85.15% with very good criteria. (2) The results of individual trials obtained an average of 86.80% with good criteria, small group trials obtained an average of 90.04% with very good criteria, and class trials obtained an average of 92.13% with criteria very good. (3) The results of the effectiveness of learning media are obtained through student learning outcomes in the pretest and posttest. The average value at the pretest is 65.58 and at the post-test is 81.66

Keywords: instructional media, lectora inspire, descriptive text, environment.

1. INTRODUCTION

The use of technology in the learning process has not been fully used by teachers. This is due to the lack of knowledge and skills of teachers about the use of technology to design learning media. This makes teachers only uses learning media such as powerpoint.

The media is less effective because powerpoint cannot present all learning materials ^[1]. In addition, powerpoint also cannot present learning materials accompanied by animations. Even though the addition of animation can increase student interest in the material being studied. Some of these weaknesses make powerpoint media unable to accommodate students' abilities in writing short stories.

One of the weaknesses of PowerPoint media is that not all learning materials can be presented using PowerPoint media. Powerpoint is also one part of the

learning media, but it has not been able to fully represent the learning of descriptive text.

Descriptive text learning is one type of text that is studied at the SMP/MTs grade VII curriculum 2013 ^[4]. It is contained in basic competence 3.2 to examine the structure and linguistic rules of descriptive texts about objects (schools, tourist attractions, historical places, and or the atmosphere of regional art performances), are heard and read. As well as basic competence 4.2, namely presenting data, ideas, impressions in the form of descriptive text about objects (schools, tourist attractions, historical places, and or the atmosphere of regional art performances) in writing and orally by paying attention to structure, language both orally and in writing. In this statement, it can be stated that in writing descriptive texts, the environment is very much needed.

The specialty of using the environment is that the nuances depicted in the learning process will be as natural as they are in the environment. Through the

environment, students' various obstacles in writing descriptive texts can be overcome, especially in determining topics and starting to express ideas or ideas for writing descriptive texts. It means that students still have difficulty in writing descriptions. The problem faced by students in writing descriptive paragraphs is the inability of students to find what to write, what the topic is and how to start it. In addition, students are less able to express ideas regularly and logically systematically.

Descriptive text utilizes the environment because the presentation of the form of the text prioritizes objects. Writing descriptions starts from simple things to complex so that students have an understanding in describing an object in detail and detail. But in reality these environmental objects are not used as inspiration in developing students' knowledge. Utilization of the environment in writing descriptive texts must pay attention to the physical environment. Utilization of the physical environment that can be used is the rice field area. The rice fields are close to the student's environment, or the use of the environment is adjusted to local conditions. Based on this, it can be stated that the environment can inspire students to write descriptive texts.

Lectora inspire is a learning media whose use is simple, so teachers who have less understanding in learning media can use it. Lectora inspire is an electronic learning development software (e-learning) that is relatively easy to apply or implement because it does not require an understanding of sophisticated programming languages.

Learning to write descriptive text based on the environment can be packaged in Lectora inspire learning media which is able to contain environmental problems as inspiration in writing and emphasizes student learning independence.

2. RESEARCH METHODS

The type of research in this research is research and development (R&D). The development procedure in this study uses the DDD-E (Decide, Design, Develop, Evaluate) multimedia development model ^[6]. The data

collection technique in this development research used a questionnaire (questionnaire), namely an expert validation questionnaire and a teacher response questionnaire.

The data analysis technique used is descriptive analysis, which describes the data that has been collected as it is. The data were obtained through expert validation, teacher responses, and student trials. The data is presented in the form of a Likert scale that has been given a score. Then the data were analyzed descriptively quantitatively, namely calculating the percentage of indicators for each category in the developed learning media, with the formula:

$$\text{score percentage} = \frac{\text{Number of indicators per category}}{\text{Number of category total indicators}} \times 100\%$$

3. RESULTS AND DISCUSSION

3.1 Learning Media Development Process Lectora Inspire descriptive text Contains the environment

The process of developing the learning media Lectora inspire writing environmental-based descriptive text is carried out in four stages, namely decide, design, develop, and evaluate. At the decide stage, a needs analysis for teachers and students is carried out. Then set the instructional objectives, namely basic competencies, indicators of competency achievement, learning objectives, and the scope of the material in the developed learning media. At the design stage, the outline of the material in the learning media is designed. The develop stage is the stage of developing the outline of the material that has been made in the previous stage into a more complete display of learning media. Furthermore, the evaluate stage is the assessment stage of the learning media that has been developed. The validation assessment was carried out by 2 material experts and 2 design experts, 2 Indonesian language teachers and testing on students.

3.2 The Validity of Lectora Inspire Learning Media Writing Environmental-Based Descriptive Text

Table 1. The Validity of Material Expert

Component	Material Expert Validation Result
Content eligibility	97,72%
Serving eligibility	95,83%
Language eligibility	93,75%
Average	95,76%

Table 2. The Validity of Design Expert

Component	Design Expert Validation Result
Writing display	85,15%
attractiveness	90,62%
Cohesiveness	85,93%
Average	87,23%

3.3 Effectiveness of Lectora Inspire Learning Media Writing Environmental-Based Descriptive Text

The effectiveness of the learning media Lectora inspire on Environmental-Based Descriptive Text is obtained from the results of learning to write Environmental-Based Descriptive Text. Learning outcomes after using Lectora inspire learning media are in the "very good" category with an average score of 81.66 and the average value before using Lectora inspire learning media is 65.58 which is in the "good" category. This proves that the effectiveness of the learning media lectora inspire in Environmental-Based Descriptive Text content is higher with a difference of 16.08 in value. The content environment in the text will make it easier for students to develop their ideas. This is in line with the opinion of Erviana in her research which reveals that the environment content in the text allows students to more easily learn and enjoy the learning process because they are dealing with topics or problems that come from their environment^[7].

4. CONCLUSION

The process of developing the learning media Lectora inspire Writing Environmental-Based Descriptive Text is carried out in four stages, namely decide, design, develop, and evaluate.

The validity of the learning media Lectora inspire in the was writing environmental-based descriptive text obtained based on the validation results of material experts and design experts. Based on the results of expert validation of the learning media material lectora inspire, the writing environmental-based descriptive text is in the very good category with an average of 87.23% and based on the results of the design expert validation obtained an average of 95.76% which is in the very good category.

The effectiveness of Lectora inspire learning media Writing Environmental-Based Descriptive Text after using lectora inspire learning media is in the "very good" category with an average value of 81.66.

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