

Teaching Media in Composing Simple Affirmative Sentence: Magic Round

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Keywords: Research and Development, Magic Round, Simple Affirmative Sentence.

Abstract: This is a research-based media using Magic Round to help students compose affirmative sentence conducted in MAN Cipasung, SMAN 1 Singaparna, and SMK Al-Falah Tanjungjaya, Tasikmalaya, West Java Province, grade XI. It combines the kind of research and development model of Borg and Gall (1983) and Dick et al. (2005) consisting of 6 stages, starting from stage (1) preliminary study; (2) research planning; (3) product design; (4) product validation; (5) product trials carried out at three stages of the individual, small, and limited-scale and; (6) the final product. Each instrument will be based on product trials. The media validation result by the technological learning expert obtained 86.31% and by the material expert resulted 90.48%. The developed media was valid and did not need any revision. The level of implementation of learning, utilization, and its effectiveness were evaluated in order through individual, small, and limited scale. It reached 82.95%, 75.54%, and 76.85% (Individual scale), 90.15%, 83.58%, and 81.57% (small scale), and 96.21%, 90.65%, 88.42% (limited scale). It was concluded that media is able to use for wide scale without revision. The average pre-test score was 23.84 and the post-test average was 83.84. It showed that all of the students passed the minimum learning mastery standard 70.67.

1 INTRODUCTION

Most of English learners, especially in senior high school, are facing the obstacles in arranging good sentences. They usually create them incorrectly. They are supposed to make, for example, simple present tense but they actually wrote it in another form of tense even it was not expressed grammatically. For example: '*saya selalu belajar Bahasa Inggris*', then they translate it into 'I am often study English', instead of 'I often study English'. Using Smartwheel as English teaching media in arranging simple sentences, it had shown its effectiveness by increasing of students' learning outcome with the average comparison of 54.12 over 80.39 (Solihati et al., 2016). However, in reality, there are still many weaknesses in the media. It cannot be used independently since there are many verbs written incorrectly and it has many materials discussed in media. It will make the users confused without being followed by the teacher. Thus, the Magic Round is

developed to be born as a better media of learning English tense, especially in affirmative form.

English has officially become an international language as a language of instruction in various fields, including in the field of education. One of the most important things in learning English is knowing and mastering various types of English tenses, which is 16 tenses related to oral communication and daily writing. However, sometimes English learners found difficulty to learn it because of the function and use of each different tenses.

Tense states events based on time and sentence based on the use of verbs or no verbs. In English there are two types of verbs, they are Regular Verb and Irregular Verbs (Niece and Ulin, 2016). Word changes depending on the tenses used. Regular verbs are formed in the second verb and the three end with -ed. Whereas Irregular verbs are verbs of the second form and third form are changed or not all of them are changed. Tense is a verb form in English to show the time (present, future or past) the occurrence of an act

or event. There are 16 kinds of tenses in English as shown below:

Table 1: English Tense Forms.

	Present	Past	Future	Past Future
Simple	S + Verb1	S + Verb2	S + Will + Verb1	S + Would + Verb1
Perfect	S + Has/have + Verb3	S + Had + Verb3	S + Will + Have + Verb3	Would + Have + V3
Continuous	S + Am, Are, Is + V-ing	S + Was, Were + Ving	S + Will be + Ving	S + Would Be + Ving
Perfect Continuous	S + Have, Has + been + Ving	S + Had + been + Ving	S + Will + Have + Been + Ving	S + Would + Have + Been + Ving

While being observed, the students cannot write the sentence appropriately to the tenses they mean. They also cannot distinguish their functions. As beginner, they are supposed to master the simple sentences in any kind of tenses. Because most of them are not really interested in discussing about them, they need to have a good teaching media to attract their attention.

Using media in teaching learning process is anything that can be used to stimulate the mind, feeling, attention and ability or skills of learners so it can encourage the learning process. In particular, media can trigger the mind and the willingness of the audience (students) so it can encourage the learning process to be more meaningful. There are various types of instructional media and nine media groups, among others: visual silent, film, television, three-dimensional objects, recordings, programmed lessons, demonstrations, printed textbooks and oral presentation (Daryanto, 2016).

Learning media has a function in helping students in learning process. Three advantages of media capabilities are as follows (Rohani, 1994):

- Fixative capability, it means it can capture, store, and re-display an object or event. With this ability, objects or events can be drawn, photographed, recorded, filmed, then can be stored and when needed can be shown and re-observed as the original event.
- Manipulative capability, it means that the media can re-display objects or events with various changes (manipulation) as needed, such as resized, speed, color, and can also be repeated presentation.
- Distributive capability, it means that the media is capable of reaching a large audience in one simultaneous presentation, such as a TV or radio broadcast.

Based on the function of learning media above, it can be concluded that the function of instructional media is very helpful for teachers or teachers in conveying various materials to the learners so that it

can serve as a bridge between teachers or teachers with the learners.

Based on the series of ideas above, this research focuses on applying Magic Round as media to help students compose affirmative sentences. It is easily identified by noticing the sentence pattern, provided irregular verbs, and the meaning in Bahasa Indonesia to facilitate the students in understanding the words.

2 METHODS

This research uses the type of research and development (R & D). Research (R & D) is a process or steps to develop a new product or refine an existing product, where the use of the product can be accounted for (Sukmadinata, 2013). Research development is a process for developing and validating products of education. The steps of this process are usually called cycles (R & D), consisting of studying research finding related to the product will be developed, developing products based on these findings, the areas of testing and setting which it will be used, and revising them to correct deficiencies which was found in the stage of filing the test. In a more rigorous program of R & D, this cycle is repeated until the test data field indicates that the product meets the behavioural objectives defined (Borg and Gall, 1983).

The subjects used in this study are the students of grade XI in MAN Cipasung, SMAN 1 Singaparna, and SMK Al-Falah. Each school is amounted to 40 students with the details of 10 students for the initial product test and 30 students for field trials. The research object is Magic Round.

The research to be conducted refers to the research and development model developed by Borg and Gall (1983). The selection of this development model is considered appropriate because the development of the model is not only to test the feasibility of developing the media, but also to develop the learning media that the students need, so that learning process becomes effective and it has high benefit. The steps taken are (1) research and information collecting, (2) planning, (3) developing preliminary form of the product, (4) preliminary field testing (initial field trial), (5) main product revision, (6) main field testing, (7) operational product revision, (8) operational field testing, (9) final product revision, and (10) dissemination and distribution (dissemination and distribution).

The modification model used in research development consisting of 6 steps are:

2.1 Introduction

- a. Literature review
It was carried out by reading and finding the related references toward the study.
- b. Field survey
It was done by visiting the students in pointed schools and making simple interview to both students and teacher.
- c. Identification of problem
Problems were taken from the previous step. Data showed that teacher had no many choices for using English teaching media, especially for teaching English tense. Students were mostly hard and not interested in learning English tense. It was caused by the complex and exact pattern to use, furthermore it was related to the teaching method and teaching aids used by the teacher.
- d. Identification of needs
It was clearly identified that they need an enjoyable learning atmosphere and the attendance of teaching aid to attract their interest.

2.2 Planning

This step had several activities. Those are identifying common goals in the learning process, learning analysis for product development, formulating learning goals, developing learning strategies, selecting suitable materials, composing test items, determining learning outcomes, and arranging product validation test instrument

2.3 Product Design

It was carried by creating the prototype of media, compiling the hand book to use the media, and arranging the lesson plan.

2.4 Product Validation

It was evaluated by the result of technology and material expert, observer, and media users (teacher and students). Technology expert evaluated the development of media in accordance to the use of technology. The material expert assessed the content within the media. How good the material is to be packaged in a media. While the observer and media user had measured the implementation, utilization, and effectiveness of the media.

2.5 Product Trial Test

- a. Individual Trial
Media, hand book, and lesson plan which had been evaluated and revised by the experts was used in this phase. It is used to teach three students chosen from each school to check its effectiveness. Teacher and observer carried an assessment on implementation and utility.
- b. Product Revision Phase 1
Based on the previous phase, media was revised. It was done to have it better. The suggestion and recommendation got from individual trial phase were applied in revision.
- c. Small Scale Trial
The revised media used to teach another six students from each school. They had the same responsibility as the students in trial phase. Either the teacher or the observer was.
- d. Product Revision Phase 2
The result of small scale trial was taken for the revision. Media was getting better and better. It was much closer to gain the objective of producing the media.
- e. Limited-Scale Trial
The revised media was used to teach the rest number of students in the class from each school. The teacher and the observer had the same role as the previous trial session.
- f. Product Revision Phase 3
This was the last phase of product revision. This produced the best media based on the evaluation of experts, teacher, observer, and students.

2.6 The Final Product

This phase produced the fixed media and its handbook of the use magic round and lesson Plan. After being validated, here is the criterion to interpret research instrument.

Table 2: Qualification to grade the validity and implementation of magic round.

No.	Percentage	Validity level
1.	86% - 100%	Quiet valid, can be used without any revision
2.	71% - 85%	Valid enough, can be used with a little revision.
3.	56% - 70 %	Less valid, need an essential revision.

4.	41% - 55%	Not valid, cannot be used
5.	26% - 40%	Not valid at all, cannot be used

Table 3: Qualification to grade the utility and effectiveness of magic round.

No.	Percentage	Validity level
1.	86% - 100%	Quiet practical, can be used without any revision
2.	71% - 85%	Practical enough can be used with a little revision.
3.	56% - 70 %	Less practical, need an essential revision.
4.	41% - 55%	Not practical, cannot be used
5.	26% - 40%	Not practical at all, cannot be used

3 RESULTS AND DISCUSSION

Magic Round shapes round. It has two sides, which are the front and the back. In the front, it has 3 tables consisting of sentence patterns. The first tells the pattern of simple present, simple past, simple future, and simple past continuous. The second tells the pattern of present continuous, past continuous, future continuous, past future continuous, present perfect continuous, past perfect continuous, future perfect continuous, and past future perfect continuous. The third tells the pattern of present perfect, past perfect, future perfect, and past future perfect.

It can be moved 360° to find the correct irregular verbs. It has 98 irregular verbs, separated in 6 layers. The first provides -ing form, the second provides -s/-es form, the third provides participle form, the fourth provides past form, the fifth provides infinitive/simple form, and the last provides the meaning in Bahasa Indonesia.

In the back side, it provides 4 tables about the explanation of each tense. It delivers in Bahasa Indonesia to facilitate the users in understanding it.

Based on the result of the analysis, the researchers carried out some validity tests. One of them is media product as done by technologist of learning and material expert before the individual scale test is 126 and 132, and shows the percentage of the product's categorize and 75% and 78.57%. From the percentage obtained, the results that quantitatively the level of validity and Magic Round learning media that has been developed are quite valid. It can be used with a small revision. The next is the result of validation

done after a trial of individual scale and validation of experts who have been done before. At this step, the total score obtained is 131 and 139 with a percentage of validity of 77.98% and 82.74%. Thus, from the percentage, it is obtained the level of validity and Magic Round learning media that has been developed is quite valid, it can be used with a small revision. In the next stage, the revisions made and prior to the trial of a limited-scale product, the results of expert validation showed total scores of 145 and 152 with a percentage of 86.31% and 90.48% of the prevalence. With the percentage obtained, the magic round media has been developed with very valid criteria, and it can be used without revision.

Student learning outcomes are obtained from learning activities that result in value of the learning process. The test of learning outcomes is obtained from the evaluation and assessment of student learning activities. Below is the data of learning outcomes on a limited-scale trial of each school. Eighteen students who took part on a limited-scale trial all got a complete predicate with a value of more than the written KKM (minimum learning mastery standard) that is 70.67. Based on the results of individual learning test of three schools with the selection of students based on the criteria of high, medium, and low ability, the results are obtained with a complete predicate with a value of more than KKM written around 70.67

The next is a product trial conducted after expert validation activities. Trials are conducted through three different stages with the number of samples from each stage. Implementation of the first trial conducted with individuals, then small scale, and limited scale (class). In doing this research, it cannot be separated from schools consisting of SMA N I Singaparna, MAN Cipasung, and SMK Al-Falah. Implementation of individual trials was conducted in three schools with the number of students in each designated school as many as three students. Three students are selected based on students with good ability, medium ability, and low ability. Presented individual test results from each questionnaire data and observation sheet in each school. Based on the questionnaire of the usefulness of the Magic Round and the teacher's handbook developed in the individual trial, it shows that the total score obtained from the teacher response is 107, with a percentage of 81.06%. From the percentage obtained, it got the result that the usefulness of Magic Round learning media that has been developed with the criteria is quite valid, and it can be used with small revision.

In addition, based on the results obtained from the observer response in individual trials, it showed that

the total score obtained from the observer response that is equal to 72, with a percentage of 81.82%. From the percentage obtained, it got the result that the level of implementation from Magic Round learning media that has been developed with the criterion is quite valid, and it can be used with a small revision.

Then, it is known that the questionnaire of the usefulness of the learning media (Magic Round) and teacher's handbook developed in the individual test, shows that the total score obtained from the teacher response is 103, with the percentage of 78.03%. From the percentage obtained the result that the usefulness of magic round learning media that has been developed criteria is quite valid and it can be used in small revision

In addition, based on the results obtained from the observer response in individual trials, it showed that the total score obtained from the observer response that is 73, with a percentage of 82.95%. From the percentage obtained, it got the result that the level of Magic Round learning media implementation that has been developed was categorized into quite valid criteria, and it can be used with a small revision.

The product test results consist of individual test that the percentage of implementation is 82.95%, benefit is 75.54%, and the effectiveness is 76.85%. Small-scale trial is 90.15%, the benefit is 83.58% benefit, and the effectiveness is 81.57%, in addition to limited-scale trials of percentage in implementation is 96.21%, benefit is 90.65%, and the effectiveness is 88.42%. From these results, it can be concluded that the developed product is ready to use for large-scale testing without improvement

Based on the results of research that has been done by researchers in developing Magic Round learning media in the arrangement of affirmative sentences of 16 tenses which students from three schools became the subject of research and through the validation of experts and observers (subject teachers) as assessors have passed through various revisions and trials, then obtained the result that the use of Magic Round media is valid and it can be used as a tool/media for students in arranging affirmative sentences of 16 tenses.

4 CONCLUSIONS

From the series of ideas above, it can be concluded that Magic Round media is a tool that can help students in learning 16 tenses, especially in making affirmative verbal sentence. Learning media can help students so that the learning process becomes easier, the media is a message that is able to stimulate the mind and willingness of the audience (students) so as

to encourage the learning process on him/her (Usman and Asnawir, 2002).

The result of the use of Magic Round media can be known from the data of the presentation result of the implementation of media developed from the results of individual testing which the result of the percentage of the implementation is 82.95%, benefit 75.54%, and the effectiveness is 76.85%, small scale that the percentage of implementation is 90.15%, benefit 83.58%, and the effectiveness is 81.57%. and limited the percentage of implementation is 96.21%, benefit is 90.65%, and the effectiveness is 88.42%. This finding is similar to the opinion of Daryanto (2016) who said that in general the use of the media, which enables the child to learn independently in accordance with his/her talent and visual, auditory, and kinesthetic ability, gives the same stimulation, equates experience and creates the same perception, the learning process contains five communication components; teachers (communicators), learning materials, learning media, students (communicant), and learning objectives.

Based on the results of trials in terms of validity, effectiveness, usefulness, and effectiveness obtained, the suggestions are:

Suggestion of Utilization that using the magic round learning media which is expected to help implement effective and efficient learning activities for students.

Next is dissemination advice which the product developed in the form of Magic Round in Learning Tenses of Affirmative sentences arrangement In Class XII can be disseminated to other schools when the time is available. It is based on the level of validity and effectiveness achieved by this product, so that the book developed is feasible to be used on a wider scale.

The result obtained can be followed up with further product development suggestions. It consists of seeking and determining the material other than affirmative sentences to support the student's learning process to enrich the insights about the material being studied. Increasing the variety of learning activities tailored to the needs of students listed in the activities of the lesson plan and packaging developed products can be more easily with the form of soft files with e-learning to be more effective and efficient.

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