

VALIDITY AND EFFECTIVENESS OF DEVELOPING PROCEDURE TEXT ITEMS USING WORDWALL LEARNING MEDIA FOR GRADE VII STUDENTS OF 12TH STATE JUNIOR HIGH SCHOOL IN MAKASSAR

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ABSTRACT

The validity and effectiveness of the development of procedural text questions using Wordwall learning media in grade VII students at SMP Negeri 12 Makassar is a research aimed at determining the validity and effectiveness of the use of Wordwall media as an evaluation media in the form of questions in procedural text learning for grade VII students of SMP Negeri 12 Makassar, specifically referring to the independent curriculum. The research is a research and development (R&D) using quantitative descriptive analysis method. The 4D model is used, which includes the stages of define, design, development, and disseminate. The subjects of the study are Indonesian language material experts, media experts, students, and educators using questionnaires and evaluation sheets. The data collection techniques used in this study are observation, interviews, and questionnaires. The sample determination in this study uses the Slovin model. The results of this study indicate that the implementation of procedural text questions on Wordwall learning media is considered valid by validators selected by the researcher and has met the qualifications to assess learning media, stating that 96% of the questions in this media are very feasible, while the media assessment is also very feasible with a percentage of 100%, so it is recommended to be used in the evaluation process of Indonesian language learning, especially in the procedural text sub-material for grade VII students of SMP Negeri 12 Makassar from various aspects. The effectiveness of the media is assessed based on the scores obtained by students on the questions provided in Wordwall media, which can be answered with an average score of 17 out of 19 questions or 89% of students get a satisfactory score, so it is considered very effective. In addition, the Wordwall learning media is considered very interesting with a percentage of 92.7% so it can be used as an alternative learning media. The 4D model used has been carried out and fulfilled as a whole.

Keywords: Validity, Effectiveness, Procedure Text Questions, Wordwall Media.

INTRODUCTION

In essence, the learning process involves the communication of information or messages that constitute the content or teaching materials prescribed in the curriculum. The sources of information are teachers, book authors, designers, and other learning media creators, while the receivers of information are students or learners. Indonesian language is one of the subjects taught, and it includes sub-material on procedural texts. Procedural texts are essential for students to master because learning procedural texts is a form of text that contains steps or stages that must be taken to make something easy and correct when doing it. There are many activities that need to follow procedures so that they can run smoothly and without obstacles. Procedural texts present steps or various stages for doing or producing something. Its hallmark is instructions in the form of imperative sentences that must be followed.

Procedural texts have linguistic characteristics that differentiate them from other texts. The linguistic characteristics of procedural texts are determined using marking techniques. Suherli et al. (2017:20) stated that procedural texts generally have linguistic characteristics as follows:

1. Using imperative verbs, which are verbs formed with the suffix *-kan*, *-i*, and particle *-lah*. Examples of imperative verbs in this research data are "prepare the tools and materials," "let it stand until the oil settles," and "dissolve brown sugar with hot water."
2. Using many technical words related to the topic. Examples of technical words in procedural texts are "making melinjo chips (peeled melinjo seeds, fried, flattened, variant flavors)," "brown sugar damper (peeled bananas, dried, turned brown, hardened, cut)," and so on.
3. Using many conjunctions of additive particles. Examples of conjunctions in this research data are found in the sentence: "Place the melinjo seeds on the board, then pound the seeds until flat until it becomes chips. Then, let it cool first."
4. Using many persuasive statements. Examples of persuasive statements in this research data are: "Select Shut down and wait a few moments until your computer."

The term "educational media" is often used interchangeably with the terms "tools" or "communication media," as stated by (Hamalik, 1994), who stated that communication relationships will run smoothly with maximum results if using communication media called tools. Meanwhile, (Arsyad, 2009) implicitly states that learning media include physical tools used to convey teaching materials, which consist of books, blackboards, graphic media, and so on.

Effectiveness is a measure of the achievement of goals or targets (utility results). Effectiveness is the relationship between output and the intended goals or objectives to be achieved (Mardiasmo, 2009). The effectiveness of learning media is based on whether students are assisted and able to achieve the competencies they must possess. The indicator used to determine the effectiveness of teaching materials is the learning outcomes test of students. The COVID-19 pandemic has had a significant impact on various aspects, including education, which was initially conducted face-to-face in classrooms but has now shifted to online or distance learning (PJJ). This is a challenge for teachers as they are required to adapt quickly to changes and are expected to innovate in creating learning media so that students remain active and interactive even though learning is conducted online.

The definition of media in the learning process varies. Some media experts make definitions that refer to hardware, while others emphasize software. An example of a definition that refers to hardware is the definition proposed by Schramm and Briggs (Sudjana, 2002). Schramm defined learning media as information-carrying technology that can be utilized for the teaching and learning process, while Briggs defined it as a physical means to convey teaching materials such as recorders, tapes, video cameras, video recorders, films, slides (frames), photos, pictures, graphics, television, and computers. In other words, media is a component of learning resources or physical tools that contain instructional material that can stimulate students to learn. The National Education Association defines media as a form of communication that can be printed or audio-visual and its equipment; therefore, media can be manipulated, viewed, heard, or read.

One digital platform that can help teachers create engaging questions using interactive learning media is Wordwall. Wordwall is one application that can be used to create questions on any subtopic with interactive learning. This web-based application can be used to create learning questions such as quizzes. Wordwall for education is a digital platform based on a website that plays an important role in helping teachers or other educational personnel. Wordwall is an application that can be used as a learning medium, learning source, and assessment tool for teachers and students (Suherianto, 2020). Wordwall also provides several examples of teacher

creations that can help new users in creating their own materials. This learning media can also be defined as a web application used to create fun quiz-based games (Hanafi, 2021).

RESEARCH METHOD

The research method used is Research and Development (R&D) with a descriptive quantitative analysis method.

RESULTS AND DISCUSSION

Media Validity

Table 4.

Tabulation of Validity of Text Procedure Solas Material in Wordwall Learning Media.

Indicator	Aspect	Mean	%/ Aspect	%/ Indicator
Matching of Questions with Material	Question Completeness	2,5	83	
	Breadth of Questions	3	100	94
Accuracy of questions	Question Interests	3	100	
	Problem confusion	2,8	92	
	Cohesiveness between paragraphs in the problem	3	100	96
	Question clarity	3	100	
Up-to-dateness of Questions	The accuracy of language rules	3	100	
	Appropriateness of students' intellectual development	3	100	100
	Encourage critical thinking	3	100	
The use of terms, symbols or icons, and sentences	Ability to remember material	3	100	
	Consistency in use of terms	3	100	
	Consistent use of symbols	3	100	92
Attractiveness	Sentence ambiguity	2,3	75	
	Media fascination	3	100	100
Rata-Rata		2,9	96	

Based on table 4, which is the validator's assessment of the presentation media of procedural text-based educational game wordwall on 7th-grade students of SMP Negeri 12 Makassar, it is known that the completeness indicator of the suitability of the questions with the material obtained a rating percentage of 94%. The accuracy indicator of the questions obtained a rating average of 96% which is highly suitable for use. On the indicator of question validity, the validator assessed that 100% is highly suitable for use. Meanwhile, on the indicator of the use of terms, symbols, or icons, and sentences, it obtained a rating of 92%, although the rating percentage is very low compared to other indicators, the indicator is still in the highly suitable category for use.

Furthermore, on the indicator of attractiveness, it obtained a rating percentage of 100% which is suitable for use from the four validators. Therefore, from all the indicators assessed on the validation of the procedural text material contained in the wordwall learning media, it obtained a rating of 96% with an average score of 2.9 out of the maximum score of 3, which is highly suitable for implementation on 7th-grade students of SMP Negeri 12 Makassar. In addition to the validation of the material, the validation of the wordwall media used was also carried out, and the following is the table of media validation.

Table 5.
 Wordwall Media Validation on Procedural Text Problems

Indicator	Rated aspect	Points
Display quality and design	Ease of use/operability	3
	Lasts a long time because it is a web	3
	Image quality	3
Material	In accordance with the subject matter of the procedure text	3
	In accordance with basic competence	3
	In accordance with the learning objectives	3
Illustration	Help students recall the material	3
	Build a fun learning atmosphere for students	3
	Media visualization	3
attractiveness	Media fascination	3
Amount		30
Average		3
%		100

Based on table 5, the expert's assessment of the media used with indicators of display and design quality, material, illustration, and attractiveness obtained an average score of 3 out of a maximum of 3 points, resulting in a 100% rating. Based on the established category that the wordwall media is very feasible to be applied to procedural text questions in the Indonesian language subject for grade VII students of SMP Negeri 12 Makassar.

Table 6.
 Evaluation Effectiveness Using Wordwall Learning Media

Respondents	Average Score	Question Items	%	Category
Student	17	19	89	Highly Effective

Based on Table 6, it can be seen that after implementing the media to intentionally and randomly selected students, varied answers were found. Out of 19 questions included in the media, the students had an average score of 17 correct or 89% were able to solve the questions very well, indicating that the Wordwall learning media on the sub-material of procedural texts is very effective to use. In addition to the analysis of the validity and effectiveness of the Wordwall procedural text learning media, an assessment of its attractiveness was also conducted on student respondents and educators. The results of the analysis can be seen in Table 7.

Table 7.
 Table of Interesting Wordwall Learning Evaluation Media

No.	Status of Respondents	Average Assessment	%
1.	Teacher	3,71	92,9
2.	Student	3,69	92,4
	Average	3,70	92,7

Based on table 7, it was found that there were varying assessments from both student and teacher respondents regarding the attractiveness of the Wordwall learning media. However, based on the analysis results in table 7, it was found that the teacher respondents rated the Wordwall learning media for procedural text material as very attractive with an average score of 3.71 (92.9%) rating it as very attractive, while student respondents rated it the same with an average score of 3.69 (92.9%) rating it as very attractive. This means that the Wordwall learning media can be recommended for use in other subjects as a very attractive learning media for both students and teachers. Based on both groups of respondents, a value of 3.70 and a percentage of 92.7% were obtained, indicating that the Wordwall learning media was highly attractive to both groups.

The discussion is based on the research model used, namely the 4D model (define, design, development, and disseminate). In this study, the defining process was carried out by analyzing the problem and it was found that the implementation of the independent curriculum in the research location tended to view the curriculum as very specific, requiring media as further elaboration so that young students could better understand the learning material. Next is the design stage, which involved compiling a list of questions and designing a template for the Wordwall learning media based on the learning achievement indicators, in the form of scores obtained after playing and applying the Wordwall learning media. The development stage involved the application and evaluation of the learning media by looking at the expert validity assessment, the scores obtained by the students, and the assessment by the teacher who taught the Indonesian language subject for procedural text sub-material. After the improvement or revision process of the learning media, it can be applied to other sub-materials in the Indonesian language subject or to other subjects. The last stage is disseminate or dissemination, which was not done widely to other schools by the researchers, but only at SMP Negeri 12 Makassar to grade VII students. This is because by promoting the Wordwall product that has been properly improved, this learning media will become an example for other teachers when it is considered effective and efficient. This means that even though the researchers did not play an active role in the disseminate stage, the Wordwall learning media can still develop through the role of teachers, especially Indonesian language teachers, and teachers in general.

CONCLUSION

Based on the validity analysis, the validators, who are experts selected by the researcher and qualified to assess the questions on the applied learning media, stated that the media was highly feasible with a percentage of 96%. As for the media used, namely Wordwall, it obtained a rating of 100% or a score of 3. Based on these two types of validation, it can be recommended as a learning media to evaluate students' understanding. The effectiveness of the media was evaluated based on the scores obtained by the students for the questions provided in the media, and they were able to answer on average 17 out of 19 questions or 89% of the students got satisfactory scores. The application of Wordwall learning media was also considered very interesting with a rating of 92.7% rated as attractive. Overall, the questions in the Wordwall learning media are valid and effective in the process of evaluating Indonesian language teaching and learning on procedural text material at SMP Negeri 12 Makassar. The applied 4D model, which consists of define, design, development, and disseminate, has been carried out and applied properly.

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