Development of Student Language Attitudes Based on Metaphor Teaching Materials

Budi Susanto[1], Surya Aji Bangun Siregar[2]

[1](Postgraduate, Muslim University of Nusantara, Medan, Indonesia)
2(Postgraduate, Muslim University of Nusantara, Medan, Indonesia)
Corresponding Author: Budi Susanto

Abstract: *This thesis is a research development of instructional media guideline for metaphor teaching materials and interactive multimedia metaphor teaching materials using Adobe Flash CS7 Software to develop language attitudes of students of class X IPA.2 Sultan Agung Pematangsiantar Private High School. The products produced are Guidelines for metaphor teaching materials and interactive multimedia metaphor teaching materials using Adobe Flash CS7 Software. The problems discussed in this study are: 1. How is the design of the guideline for metaphor teaching materials and interactive multimedia metaphor teaching material to develop the language attitude of the tenth grade students of IP.2 Sultan Agung Pematangsiantar High School? 2. How is the validation made expertly on the design guidelines of metaphor teaching materials and interactive multimedia metaphor teaching material to develop the language attitude of X IPS class students of Sultan Agung Pematangsiantar High School? 3. How is the effectiveness of the guideline for metaphor teaching materials and interactive multimedia metaphor teaching material to develop the language attitude of the tenth graders of IPA.2 Sultan Agung Pematangsiantar High School?*
The development of Indonesian language learning media was adapted from the Research and Development / R & D research and development model which refers to Borg and Gall theory. These steps are: (1) needs analysis, (2) data collection, (3) initial product design, (4) expert validation, (5) product revision, (6) field trial, (7) product revision, and (8) the final product. The research subjects were students of class X IPA.2 Sultan Agung Pematangsiantar High School. The types of data in the development research are qualitative and quantitative data.
To find out the quality and results of media development, researchers conducted product trials and expert validation. The results of the trial and validation assessment stated that the teaching material contained in the learning media developed had good and good use in the learning process in Sultan Agung Pematangsiantar High School for Class X IPA.2 with an average score of 3.85. Furthermore, interactive multimedia teaching material using metaphor using Adobe Flash CS7 Software developed is very feasible and good to use in the learning process at Sultan Agung Pematangsiantar High School with an average score of 4.68.
Keywords : *Student Language Attitudes, Metaphor Teaching Material, Development Instructional Media.*

Date of Submission: 04-11-2018   Date of acceptance: 18-11-2018
--- --------

I.   Introduction

Language is a communication tool used by someone in their lives every day. Good for communication between friends, students and teachers, and vice versa. Communication in the form of talks can be done directly, by telephone, text, or by mail. Direct discussion can also occur in learning, one of them is Indonesian language learning.

Pujiastuti (through Efendi, 2008: 37) says that language learning is directed to form communicative competencies. Communication is a process that requires a code to establish conversations with other people. The use of a code depends on the participant, situation, topic, and purpose of the conversation. For participants with different positions, of course a different code is needed, for official and unofficial situations different codes are needed (Chaer and Agustina, 2004: 149). However, if examined in depth, in addition to these factors there are also a number of other factors that help determine the choice of language code, one of which is the attitude factor.

Walgito (1987: 54) reveals that attitude is something that is obtained by a person through interaction with a social object or social event. Attitudes are not taken from birth, but are formed through a learning process within a particular social context. Therefore, attitudes can be learned and shaped through interactions with social objects or social events. Factors that change attitudes include feelings, knowledge, experience, and motives. The four things above are interaction products that are also determined by environmental conditions at that time (Wingkel, 1984: 31).

According to Chaer and Agustina citing the opinion of Anderson (2004: 357) suggests that the attitude of language is a belief system that has a long enough period of time, whether it is about language or object language, which gives a person the freedom to react in certain ways he likes.

Based on observations made, the phenomenon of Indonesian language teaching in class X IPS SMA Sultan Agung Pematangsiantar is not optimal. The Indonesian learning process does not develop students' language attitudes, students are more silent and do not respond to ongoing learning. This can be seen from the students' passivity in the Indonesian learning process which tends to only act as listeners, when the teacher explains they actually tend to be quiet without anyone asking questions, even when the teacher asks a question they just keep quiet, even though the students do not understand the material delivered by the teacher, if there are students who are actively involved in the learning process, even then only a small part or about two people.

The response or language attitude of students in the process of learning Indonesian language is needed to achieve a good learning process, because students' language attitude greatly influences language knowledge and language skills. Therefore students must be actively involved in the learning process in school, the learning process can be interpreted as the stages of changes in cognitive, affective and psychomotor behavior that occur in students. These changes are positive in the sense that they are oriented towards more advanced than before.

In addition, the teacher in Indonesian language learning in the classroom dominates learning activities by presenting teaching materials that have been prepared and designed in a mediocre manner, both in terms of material, giving examples, submitting questions to students, as well as providing feedback on students. So that learning activities become less attractive and students' language attitudes become less developed.

The development of technology can be used as a learning medium in various education and various fields of study. An increasingly diverse and varied learning media such as Microsoft Power Point, Movie Maker, Adobe Flash, Adobe Director, and Adobe Captivate. The development of students' language attitudes can be done in class, among others by utilizing the media. The use of technology as a learning medium is capable of developing students' language attitudes in the Indonesian learning process, but here it depends on how the instructor develops and processes the media as an attractive learning medium in accordance with its level. Innovative progress in technology helps teachers to better meet the needs of students in learning (Smaldino, 2011: 439). The existence of a variety of learning media is a challenge for teachers to develop it, with learning using such learning media is expected to be part of the effort to improve learning outcomes.

Adobe Flash CS7 media is one computer application that can be used to develop interactive learning media. Adobe Flash CS7 provides convenience in development and production processes compared to other media, the nature of this media in addition to interactive, also multimedia. Allows users to create interactive presentations in SWT (Flash Lite File) format, with this format the program can be run without having an Adobe Flash program. Adobe Flash has a variety of new features for creating text animations, flash animations, images, graphics, hyperlinks, and increasingly interesting presentations. This program is also able to process text and objects, add and modify text, incorporate audio-video, and provide audio (sound effect).

The development of information technology, especially interactive multimedia, is increasingly rapid in the world, the use of learning media that utilizes technology for students of class X IPA.2 Sultan Agung Pematangsiantar High School is an absolute thing, to be able to produce innovative teaching materials. This will facilitate the process of learning Indonesian. The existence of media, students feel easy to learn Indonesian when compared to conventional media.

Based on the description above, researchers try to develop guidelines for teaching materials and creative and interesting learning media using Adobe Flash CS6 learning media. In this case, by developing and producing interactive and innovative learning media using Adobe Flash for teaching materials, metaphors are expected to develop the language attitude of the tenth grade students of IPA.2 SMA Sultan Agung Pematangsiantar. This research is expected to create guidelines for metaphor teaching materials and interactive media metaphor teaching materials for students of class X IPA.2 Sultan Agung Pematangsiantar High School and help improve innovative learning media that are able to develop language attitudes of students of class X IPA.2 Sultan Agung Pematangsiantar High School.

II.   Method

This research includes Research and Development (R & D) research. R & D is a research and development method. This study develops guidelines for metaphor teaching materials and interactive multimedia learning of metaphor teaching materials using Adobe Flash software to develop language attitudes of X IPS class students of Sultan Agung Pematangsiantar High School. Products produced in the form of guidelines for metaphor teaching materials and interactive learning media metaphor teaching materials for X IPS class students of Sultan Agung Pematangsiantar High School with Adobe Flash.

III.   Result

a. The development of guideline learning media for metaphor teaching materials and interactive multimedia metaphor teaching materials is carried out based on the stages as contained in the development procedure. The results of the development in the form of learning media products are then carried out due diligence or validation by the experts that have been determined.

b. Based on the results of the validation of the learning media by experts, it is known that the guideline products for metaphor teaching materials and interactive multimedia metaphor teaching materials are declared feasible to be forwarded to, group testing, to field tests. Guidance learning media for metaphor teaching materials and interactive multimedia metaphor teaching materials developed have met the standards based on design standards for learning media development and learning material standards.

c. The results of the validation questionnaire given to the learning material experts gave a response that the material contained in the guidelines of metaphor teaching materials and interactive multimedia metaphor teaching materials was appropriate to use because it contained the material and criteria for the delivery of teaching materials that met the standards for delivering messages to students. In addition, instructional media experts describe the response that interactive multimedia-based learning media metaphor teaching material is appropriate to use because it has been able to meet the principles and criteria for the development of instructional media.

d. This product development research is intended to produce a learning product in the form of guidelines for metaphor teaching materials and interactive multimedia metaphor teaching materials to develop the language attitude of the tenth graders of the IPA.2 Sultan Agung Pematangsiantar Private High School.

e. The revised and refined aspect based on data analysis and trial and input from validators, namely material experts, and instructional media experts aims to explore some aspects that are less common in the product development process. The variables of learning media evaluation have an average value in the very good category. The variables of learning media products that are assessed include the feasibility of content, presentation, language, programming, appearance, and graphics.

f. Some uses and benefits in the use of interactive multimedia-based learning media on the biography retelling text material, namely:

1) The material is easy to understand because the concepts presented are planned carefully to make it easier for students and the media is systematic so as to facilitate students in understanding the learning material.

2) Learning activities are more interesting so they do not cause students to be bored in learning activities.

3) Interactive multimedia-based learning media provides opportunities for students to actively and independently learn.

g. From the results of data processing research conducted, there is an increase in language attitudes of Sultan Agung Pematangsiantar Private High School students using the instructional media of metaphor teaching materials and interactive multimedia metaphor teaching materials, namely for students' speaking attitude categories at the first meeting of students 4 people, meeting II increased to 6 people, meeting III remained 6 people, and meeting IV increased to 7 people. For the language attitude category (asking) students at the first meeting of students who asked 3 people, at the second meeting increased to 6 people, the third meeting also increased to 7 people, while the IV meeting of students who asked also 7 people. In the language attitude category (explaining) students at the first meeting were 4 people, at the second meeting increased to 6 people, the third meeting increased again to 7 people, while at the fourth meeting students who gave fixed explanations were 7 people. After testing the effectiveness of the product, it is known that the instructional media product metaphor teaching materials and interactive multimedia metaphor teaching materials are suitable for use and can be used to develop the language attitude of the tenth grade students of the Sultan Agung Pematangsiantar private high school.

h. From the results of the above study it was concluded that the use of metaphor teaching materials and interactive multimedia guideline metaphor teaching materials can develop students' language attitudes and become a very interesting learning media used in learning Indonesian language material. So that the use of instructional learning media metaphor teaching materials and interactive multimedia metaphor teaching materials allows students to more actively learn anecdotal text material because this learning media allows students to interact directly, have pictures, motivational videos, video examples of anecdotal texts, practice questions and evaluation. This makes students not feel bored in learning the material because in the media loaded material in detail and interactive.

IV. Conclusion

a. The results of the validation of the material experts on the guideline learning media of metaphor teaching materials and interactive multimedia metaphor teaching material developed showed that the feasibility of the content of the learning material was considered very good with an average value of 3.85. Thus the material contained in the guideline learning media metaphor teaching material and interactive multimedia developed teaching material was declared to be feasible by the expert learning material.

b. The results of the validation of media experts on the instructional media of metaphor teaching materials and interactive multimedia metaphor teaching material developed showed that the quality of learning display, the feasibility of learning programming, the feasibility of graphics learning was considered very good with an average value of 4.68. Thus the guideline learning media for metaphor teaching materials and interactive multimedia metaphor teaching materials developed are said to be feasible by instructional media experts.

c. Based on the results of testing the students 'language attitude evaluation, there was an increase in language attitudes of Sultan Agung Pematangsiantar private high school students using guideline learning media metaphor teaching materials and interactive multimedia metaphor teaching materials, namely for students' speaking attitude categories response was 4 people, meeting II increased to 6 people, meeting III remained 6 people, and meeting IV increased to 7 people. For the language attitude category (asking) students at the first meeting of students who asked 3 people, at the second meeting increased to 6 people, the third meeting also increased to 7 people, while the IV meeting of students who asked also 7 people. In the language attitude category (explaining) students at the first meeting were 4 people, at the second meeting increased to 6 people, the third meeting increased again to 7 people, while at the fourth meeting students who gave fixed explanations were 7 people.

d. Based on the test of the effectiveness of the product based on the students' responses to the guidelines for metaphor teaching materials and interactive multimedia, metaphor teaching material is known that the learning media is effectively used in the learning process because it has 82.8% effectiveness with very good categories.

References

[1]. Adul, A.M. 1986. Language attitude: Indonesian human behavior in language. Jakarta: Tunas Bangsa.
[2]. Atik, Wulandari. 2012. Language Attitudes of Class VII Students of SMP 9 Yogyakarta towards Indonesian Language. Yogyakarta: Yogyakarta State University.
[3]. Curriculum Center Research and Development Agency. 2010. Guide to the Development of Active Learning Approaches. Jakarta: Balitbang Diknas.
[4]. Ministry of National Education of the Republic of Indonesia. 2005. Guide to the Development of Competency-Based Learning. Jakarta: Director General of Higher Education.
[5]. Ministry of National Education of the Republic of Indonesia. 2006. Guidelines for the Development of Teaching Materials. Jakarta: Ministry of National Education.
[6]. Hartati, Sri. 2009. Use of Metaphors in Learning towards Mathematics Learning Achievement Judging from the Learning Motivation of Surakarta State Senior High School Students. Thesis: 2009
[7]. Kridalaksana, Harimurti. 2001. Language and Attitude Function Language. Flores: Nusa Indah.
[8]. Mardapi, D. 2008. Techniques for preparing test and non-test instruments. Yogyakarta: Scholar Partners.
[9]. Nirmala, Deli. 2012. Pragmatic Functions of Metaphors in the Discourse of Indonesian Reader Letters. Volume 11, Number 1, April 2012.
[10]. Rahayu, Ratih. 2014. Indonesian Language Attitudes of Class X Students of SMA Negeri 1 Metro City Lampung Province. Volume 5, Number 2, October 2014 Edition.
[11]. Rusman. 2012. Computer Based Learning and Learning: Developing 21st Century Professionalism. Bandung: Alfabeta.
[12]. Sari, Puspa. 2015. Use of Metaphors in William Wordsworth's Poetry. Vol. 1, No. 2, December 2015.
[13]. Sanaky, A.H. Hujair. 2013. Interactive-Innovative Learning Media. Yogyakarta: Kaudaba Dipantara.
[14]. Sugiyono. 2011. The attitude of the Indonesian people towards their language. Yogjakarta: Elmatera Publishing.
[15]. Sutirman. 2013. Media & Innovative Learning Models. Yogyakarta: Graha Ilmu.
[16]. Sutopo, Ariesto Hadi. 2003. Interactive Multimedia with Flash. Yogyakarta: PT. Graha Ilmu.
[17]. Solehah, Rizki Amalia. 2015. Indonesian Language Attitudes and Defenses Students of Class X Budi Mulia Dua International High School Yogyakarta. Volume 2 - Number 2, October 201
[18]. Thamrin, Moh. 2014. Development of Vocational Based Scientific Writing Materials for Writing Work. LITERA, Volume 13, Number 1, April 2014
[19]. Wiradharma, Gunawan. 2006. Metaphor in Dangdut Song Lyrics: Cognitive Semantic Study. Vol. 07 No. January 1-June 2016.
[20]. Winarno, et al. 2009. Learning Multimedia Evaluation Technique: Practical Guide for Educational Educators and Practitioners. Jakarta: Genius Prima Media.
[21]. Zulhafizh, Atmazaki, Syahrul R. 2013. Contribution of Students' Attitudes and Learning Motivations to Indonesian Language Learning Outcomes. Volume 1 Number 2, June 2013.