

DEVELOPMENT OF TEACHING MATERIALS FOR SERIALIZED IMAGES OF LISTENING TO STORIES USING POWERPOINTS TO IMPROVE ARABIC LANGUAGE SKILLS IN JUNIOR HIGH SCHOOL STUDENTS OF BAITUL ARQAM SUMEDANG ISLAMIC BOARDING SCHOOL

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Abstract

Currently, learning media in various schools has become a very important element in the teaching process, because it can contain messages that will be conveyed to students / students during learning using illustrated teaching materials, one of which is at Baitul Arqam Junior High School which will try to apply learning by using PowerPoint-based serial image media in improving students' storytelling skills. This research uses a descriptive method of qualitative research type analysis. The descriptive method is a method in a study to solve, obtain information about a situation, assess, and determine the symptoms found, see or analyze the relationship between existing variables. The results of ni research showed that learning Arabic storytelling method by obtaining a skor bbased on the Hasil table by students of Baitul Arqam Sumedang Junior High School obtained a score of 80% representation, which is very good. So, it can be concluded that the use of PowerPoint-based serialized image media is effectively applied to improve students' ability to tell Arabic stories.

Keywords: Teaching Materials; Radiant Mages; PowerPoint

INTRODUCTION

Nowadays, the rapid development of technology is very influential in the world of education. With the development of technology, it can result in the development of science that has a positive and negative impact. The development of science and technology is increasingly encouraging renewal efforts in the use of technological results in the learning process. The use of ICT (Information and Communication Technology) in the learning process is a must in today's technological era so that it allows a teacher to provide space for students to further develop in acquiring learning skills (Rusman, et al, 2011).

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Teachers are required to be able to use the tools that can be provided by schools and do not rule out the possibility that these tools are in accordance with the developments and demands of the times. Thus, teachers can at least use effective and efficient tools even though they are simple and unpretentious but are a must in an effort to achieve the expected teaching goals. Besides being able to use the available tools, teachers are also required to be able to develop skills by creating teaching media that they will use if the media is not yet available. For this reason, teachers must have sufficient knowledge and understanding of learning media, including the ability to tell stories.

Storytelling as one of the means of communication can be information about facts, events, expressing ideas, opinions, feelings, desires, and so on. It can be expressed in linguistic aspects in the form of words, sentences, paragraphs (written communication) or paratons (oral communication), spelling, and punctuation in written language, as well as prosodi elements (intonation, tone, rhythm, pressure, tempo) in spoken language (Yun, 2018). There are four Language skills namely listening, speaking, reading, and writing skills. All these skills are interrelated with one another, for example there is a relationship between writing and reading, the relationship between writing and speaking. Budianto (2015) added that the four language skills in learning should be carried out in an integrated manner with a process approach and a results approach. Currently, not a few teachers apply these skills, especially to storytelling skills by using illustrations of pictures or serial images during the process of presenting material at school (Mahfoodh & Al-Hashmi, 2019). According to Brown et al (Sudjana, 2020), image illustrations are teaching tools that can attract students' interest in learning effectively. By applying images to essay writing activities, students' interest in learning will be attracted to the image messages displayed so that they can indirectly help students to better understand the material provided by the teacher. Currently, learning media in various schools has become a very important element in the teaching process, because it can contain messages that will be conveyed to students / students during learning using illustrated teaching materials, one of which is at Junior High School Students of Baitul Arqam Sumedang Islamic Boarding School which will try to apply learning using powerpoint-based serial image media in improving students' storytelling skills.

Based on the results of observations in the field and interviews conducted by researchers with teachers, it can be seen that the storytelling ability of students of Baitul Arqam Sumedang Islamic Boarding School is not optimal or has not been in accordance

with what is expected, including that there is no media that supports learning that makes students active and enthusiastic in learning. In addition, the learning carried out by the teacher is very monotonous because it only sticks to the package book which is not attractive to students so that students have difficulty expressing a story or stringing a story according to the material provided. In developing these storytelling skills, of course, there are difficulties. So interesting teaching materials are needed so that they can motivate and facilitate students' ability to participate in the learning presented by the teacher, one of which is by using serial drawing teaching materials with powerpoint media. Although there are not a few educators who do not take advantage of product development in the form of media or teaching materials that can improve effective learning outcomes. Currently, there are not a few teachers who are guided by teaching or evaluation only holding on to package books from schools. Of course, this will be an obstacle in efforts to improve the quality of the nation's generation of children, especially in improving student skills, especially in crafting a story (Yun, 2018).

Based on the researcher's observations that the students at Junior High School Students of Baitul Arqam Sumedang Islamic Boarding School still have difficulty in compiling a story, this is due to students being less active in the learning process so that they are not effective, students' interest in learning is low and there is a lack of motivation to learn students in telling stories. This lack of student learning motivation is caused by the teacher's lack of variety in providing material so that students are less able to express ideas or ideas of thoughts and knowledge about the ability to speak, because students only know the extent given by the teacher without being trained to speak according to their own ideas. To improve students' ability to speak, they can use series image media to help the learning process activities so that this research is expected to improve students' speaking skills. Students are expected to understand the concept of images based on observations of images, by describing the image logically and coherently and being able to arrange it into a sentence and being able to retell the image based on the concept of the image given (Yulifar & Agustina, 2020).

The observations above show that the learning and teaching process has not been effective in improving storytelling skills because teachers are less innovative and monotonous in making teaching materials and delivering material nor is there a medium that supports learning that makes students active and enthusiastic in learning.

METHOD

This research uses a descriptive method of qualitative research type analysis. This is because the research aims to understand and explore information about the development of teaching materials serialized material listening to stories using powerpoint to improve Arabic language skills in Baitul Arqam Sumedang students. The descriptive method is a method in a study to solve, obtain information about a situation, assess and determine the symptoms found, see or analyze the relationship between existing variables. It contains efforts to describe, record, analyze and interpret conditions that now occur or exist. The descriptive method has two main characteristics, namely the concentration of attention on the problems that existed at the time the research was carried out (at the present time) or problems that are actual; and describing the facts of the problem being investigated as it is, accompanied by a strong rational interpretation (Lambert & Lambert, 2013).

RESULTS AND DISCUSSION

Result

There Are Steps to Develop Powerpoint-Based Serial Image Media in Students of Baitul Arqam Sumedang Islamic Boarding School:

In the steps of developing learning media, the material listens to the researcher's story and then compiles steps based on the design results of observations and interviews. The steps are as follows:

- a. Conducting learning with an interesting and effective method, where the researcher takes a picture *and picture* learning method that requires students to be able to take responsibility for everything that is done in their group. In that learning, students must also equalize the perception of the images presented, so that each group has the same goal.
- b. Making children active and thinking logically in the material listening to the story, this means that students can try to be able to convey or answer the questions that the teacher gives in the material.
- c. Media is easy to use, easy to get and does not require a long time in making it by teachers, thus producing interesting and effective learning media for students

- d. Through the medium, students quickly understand, and can retell about serial image material that can improve the ambiticity of telling stories well in front of their other peers
- e. Media expert validation and ICT expert validation to measure media stability in use at the time of learning
- f. Product creation in the form of powerpoint learning media in the material listening to Indonesian stories

The following is a media validation sheet shown to the supervisor, who has carried out media validation. This validation is done to obtain data on the feasibility of a PowerPoint-assisted serial image media.

1) Media validation results

The eligibility criteria are as follows:

Table 1. Eligibility criteria

No	Score in percent (%)	Eligibility category criteria
6	< 21 %	Very unworthy
7	21-40 %	Not worth it
8	41-60	Decent enough
9	61-80 %	Proper
10	81-100 %	Very worthy

Source: (Dragoo, 2020)

Then the validation test results that have been calculated are as follows:

Table 2. Media validation results

No	Observed aspects	Valuation				
		5	4	3	2	1
1	The appearance of the image attracts the attention of students		√			
2	Sentences used in images do not complicate	√				
3	The words used are easy to understand		√			
4	The language for explanations used in images is easy to understand	√				
5	Color selection and attractive background	√				
6	Suitability of the content to the material		√			
7	KD's Compatibility with the Materials		√			
8	The sentences used are easy to understand and fit the discussion	√				
9	The material presented in a story is very clear	√				
10	The theme taken in the picture attracts the attention of students	√				
11	In the change of background according to the		√			

	background of the story					
12	Image storage on every slide is great	√				
Number of Scores			55			
Presented			92%			
Represent			Excellent			

Based on the results that have been processed above, it can be concluded that the validation results of the media expert get a percentage value of 92%, so the media is declared very suitable for use and has been biased to be developed by researchers into the field.

2) ICT validation results

ICT validation is used after the manufacture of the product which is shown to the ICT expert to see its feasibility or ease of use. The results are as follows:

Table 3. ICT Validation

No	Question	Valuation				
		5	4	3	2	1
1	Easy to apply to students	√				
2	Easy-to-use app for learners	√				
3	Suitability with the material		√			
4	Conformity of the material to KD	√				
5	Conformity of the material to the learning objectives	√				
6	Improve lesson comprehension		√			
7	Student interaction with learning media		√			
8	Grants that have been received to the evaluation	√				
9	Material listening to stories according to learning objectives	√				
10	Does not use letters that are different		√			
11	Spaces between normally used letters		√			
12	Attractive appearance of radiant images	√				
13	The sentences used do not complicate the		√			
14	The word used is easy to understand		√			
15	Easy-to-understand language		√			
16	His sentences used in serialized images do not complicate	√				
Total		80				
Value		90%				

Based on the results that have been processed above, it can be concluded that the ICT validation results get a value of 90% so they are declared very feasible and can be used in research to be developed.

The results in the table can be used as a graph, namely as follows:

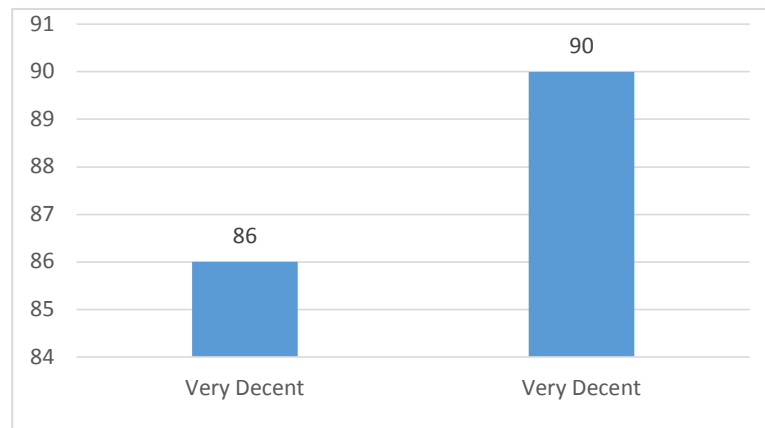


Chart 1. Product feasibility

3). Product trials

The trial of this product is carried out at the time when the product has passed validation, so that it has reached where the product has been declared suitable for use. Therefore, researchers immediately went down to conduct trials and test the attractiveness of the product so that students were interested in learning, which was carried out to small groups.

4). Student response to the development of serialized image media using power points to improve storytelling skills in junior high school students of Baitul Arqam Sumedang Islamic boarding school.

After the learning process was carried out using powerpoint-based serial image learning media for students of Baitul Arqam Sumedang Islamic boarding school, students were given a student response questionnaire regarding the use of *powerpoint* learning media assisted by a *serial image* learning model.

The results of the students' first observation were noisy and asked the teacher because they did not understand the task to be done, the teacher again explained the questions from the students. Apparently, the students were crowded and asked about the difficulties experienced. When appointed and told to tell stories individually students feel objections marked by the silence of activities during learning. Then the teacher motivates the students to dare to tell stories. There was one student who asked that the story be written first and then read it out. in front of his friends. Some students don't care, they just talk about pictures instead of compiling stories. The teacher assigns grades on the

assessment sheet and directly comments on the results of the student's presentation. Students are given the opportunity to ask questions about unclear material, teachers give awards to students in the form of applause to students who are brave and able to tell pictures well. In the closing activity, students and teachers concluded the material that had been studied, then reflected on the learning process that had been carried out (Amelia, 2021).

The observations on both students were noisy but they seemed happy because the students already understood what to do. When the teacher asks a student who is willing to tell a story in front of his friends in unison the student replies "me". It turned out that they were so excited. As the students began to tell stories, their friends listened carefully, and they applauded when the story was over even though the story was only a few sentences that it expressed. Students continue their storytelling activities in turn. The teacher observes the students and gives an assessment on the assessment sheet and directly comments on the results of the student's presentation. Students are given the opportunity to ask questions about unclear material, teachers give awards to students in the form of applause to students who are brave and able to tell pictures well. In the closing activity, students and teachers concluded the material that had been studied, providing reinforcement and enrichment about the stories told by all students in outline (Makhroja, 2016).

Table 4. Recapitulation of Responses of Grade II Students of Junior High School Students of Baitul Arqam Sumedang Islamic Boarding School

No	Indicator	Number of scores	Presented	Criterion
1.	Students' interest in learning media	82	80%	Very positive
2.	Students' enthusiasm in participating in learning	129	85%	Positive
3.	Understanding the material using learning media	85	83%	Very positive
4.	Interest in the display of learning media	99	95%	Very positive
5.	Media clarity	94	89%	Positive
6.	Accuracy of the use of components in learning media	101	88%	Very positif
7.	Language compatibility with EYD	143	87%	Very positive

8.	Language compatibility with the age of the child SMP	78	86%	Very positive
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Based on the table above, student responses to the use of *powerpoint-based* serial image media obtained the number of score data on the student response questionnaire which amounted to 811, and if the percentage was 89% which was included in the very positive criteria. This shows a very positive student response to learning by using interactive powerpoint-based learning media. The following is a bar chart of the results of the recapitulation of the responses of students of SMP Pesatren Baitul Arqam Sumedang regarding the use of interactive powerpoint-based serial image media. With an average percentage of 86%, which means that the use of powerpoint-based serial image media has received a very positive response from students.

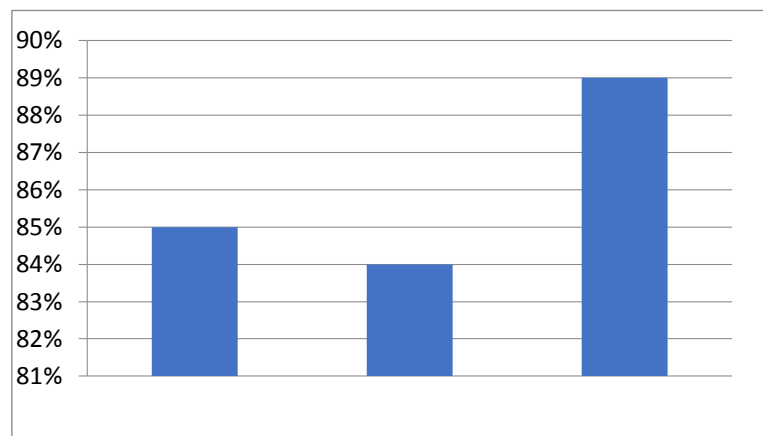


Chart 2. Recapitulation of Student Responses to the Use of PowerPoint-based Serialized Image Media

The results of this study obtained scores from student response questionnaires. And for the formula used in this study using the Likert Scale. This questionnaire is also shown so that the bias knows how students respond to the feasibility of the media provided. The awabn is written by putting a checkmark (✓) on the column provided. And the formulation uses a likert scale, namely:

1 = Strongly Agree, Score = 4

2 = Agree, Score = 3

3 = Disagree, Score = 2

4 = Disagree, Score = 1

This research was conducted at Junior High School Students of Baitul Arqam Sumedang Islamic Boarding School as below:

Table 5. Results of Student Questionnaires at Baitul Arqam Sumedang Sumedang Islamic Boarding School

N O	NAM E	STATEMENT										SUM
		1	2	3	4	5	6	7	8	9	10	
1	A1	4	4	3	4	4	4	2	4	4	3	32
2	A2	3	4	4	2	3	4	4	2	3	4	33
3	A3	4	3	4	4	4	4	3	4	4	4	38
4	A4	4	4	3	3	3	4	4	3	4	4	36
5	A5	4	3	4	4	4	3	4	4	4	4	38
6	A6	4	4	3	3	4	4	4	3	3	3	35
7	A7	3	4	4	4	3	4	3	4	3	4	36
8	A8	4	4	4	4	4	4	3	4	4	4	39
9	A9	4	4	3	3	4	4	4	3	4	4	37
10	A10	4	3	4	4	3	4	4	4	4	4	38
11	A11	3	4	4	4	4	3	4	3	4	4	37
12	A12	4	4	3	4	4	4	4	4	3	4	38
13	A13	4	4	4	4	4	4	3	4	4	4	39
14	A14	4	4	3	4	4	4	4	4	4	4	39
15	A15	3	4	4	3	4	3	4	3	4	4	36
16	A16	4	4	3	4	4	4	4	4	3	3	37
17	A17	4	4	4	3	3	4	4	3	4	4	37
18	A18	3	4	4	4	4	3	4	2	4	4	36
19	A19	4	4	4	3	4	3	4	4	2	4	36
20	A20	4	3	4	4	4	2	3	4	4	4	36
21	A21	4	4	3	4	3	4	4	4	3	4	37
22	A22	4	4	4	4	4	4	4	3	4	3	38
23	A23	3	4	4	3	3	3	4	4	4	4	36
24	A24	4	4	3	4	2	4	4	3	4	4	36
25	A25	3	4	4	4	3	4	4	2	4	3	35
NUMBER OF SCORES												945
PRESENTED												80%
REPRESENTATION												Excellen

NO	NAME	STATEMENT										SUM
		1	2	3	4	5	6	7	8	9	10	
											t	

'Based on the table above, Junior High School Students of Baitul Arqam Sumedang Islamic Boarding School obtained a percentage of 80% representation, which is very good.

Discussion

A. Definition of Teaching Materials

Teaching materials are a set of materials that are systematically arranged both written and not to create an environment or atmosphere that allows students to learn. Teaching materials are a set of learning tools or tools, methods, boundaries, and ways of evaluating that are systematically and attractively designed to achieve their expected goals, namely achieving competencies or sub competencies with all complexes. According to Andi Prastowo, teaching materials in general are all materials (texts, tools, information) that are collected 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 learning implementation (Suparjo et al., 2021).

1) Functions of teaching materials for students:

- a) Helping students to learn on their own without having to have educators or other students.
- b) Helping the student to wear whenever he wants.
- c) Help students learn at their own pace.
- d) Help students learn based on their own chosen arrangement.
- e) Helping potential students to become independent students.
- f) Helps students control all activities in the learning process. and is the substance of the competence that should be learned or mastered.

2) Functions of teaching materials for educators:

- a) It saves educators in teaching.
- b) Changing the role of the educator from a teacher to a facilitator.
- c) Improve the learning process to be more effective and interactive.

- d) Guidelines for educators who will direct all their activities in the learning process and are the substance of competencies that should be taught to students.
- e) Tools for evaluating achievement or mastery of learning outcomes

3) Purpose of Teaching Materials

The purpose of making teaching materials itself is:

- a) Providing teaching materials that are in accordance with the demands of the curriculum by considering the needs of students, namely teaching materials that are in accordance with the characteristics and settings or environment according to students.
- b) Assist students in obtaining alternative teaching materials in addition to textbooks that are sometimes difficult to obtain.
- c) Make it easier for teachers to carry out learning.

4) Types of Teaching Materials

According to Daryanto, the types of teaching materials are:

- a) Teaching materials (*visual*) are student worksheets, modules, books, brochures, drawings, wallcharts, mockups.
- b) Listening teaching materials (audio) namely compact disc audio, cassettes, and radios
- c) Listening (audio-visual) teaching materials such as, movies, and videos of compact disks *Interactive teaching materials* such as *compact disks* (CDs) multimedia interactive, *web-based learning materials*, and CAI (*Computer Assisted Instruction*).
- d)

B. Radiant Picture

1. Serialized Image Definition

Series images are included in visual learning media in the form of image media. Visuals also foster student interest and can grow between the subject matter and the real world. A series of images is a series of interconnected image stories within each picture. In a series of images, the series of stories that make up an image are presented systematically, that is, in order between one illustrated story and another interconnected illustrated story (Aprilia, Susanti., 2017).

2. Characteristics of Serialized Images

A story is a series of events that are arranged in sequence and continuously. Creating a story series means loading some shows and continuing others in the next series. (Widodo et al., 2020)

3. Benefits of Serial Image Media

The use of serialized image media in learning can help students learn, make learning fun, and help them develop their thinking and imagination. Media can be used in all subjects Indonesian and can help students hear a story, pay attention to its details, write down what they hear, and then repeat the story. (Idrus Hamid B, 2014)

4. Steps to Use Serial Image Media

The use of continuous image media is very helpful for teachers to improve students' Indonesian abilities. The steps for using serialized image media are (Aprilia, Susanti., 2017):

- a. The teacher prepares drawings according to the learning objectives
- b. The teacher shows a series of pictures on the blackboard
- c. The teacher gives directions and gives the opportunity to students to pay attention or analyze images
- d. The teacher asks the students about the displayed image
- e. Teachers always provide guidance and reinforcement in learning activities
- f. Students draw up an outline of a series of images in order.
- g. Individual students frame essays using proper writing rules
- h. Teachers reflect on learning

5. Advantages and Disadvantages of Serial Image Media

Advantages of Serial Images

- 1) It can improve the child's abilities, including: the integrity of the characters, plots, and events
- 2) Images can solve the problem of time and space boundaries. Images can also improve a child's ability to understand the content of the image. Questions can be clarified in any field and for all age groups. The image will be more interesting and diverse because it uses image media in various colors.
- 3) Images are easier to present because by using sequential images there is a sequential relationship between events from one image to another.

Disadvantages of Picture Media

- 1) The picture emphasizes only the perception of the eyes.
- 2) Images of objects that are less effective for learning activities.
- 3) If one of the circuit images is missing, the circuit cannot be used because it is incomplete.

C. Powerpoint

The development of information and communication technology (ICT) affects the development of learning media. Computer media is an interesting and even attractive and interactive medium (Munir, 2008: 144). Learning using computer media makes learners familiar with the ikomik symbols and signs that prevail in the audio and visual world. At its core an important aspect of media use is that it helps clarify the learner's message. For the learner to capture the message in a computer program, the teacher first provides information about the idea behind the program and creates a discussion situation regarding the learner's experience. Education through computers has been widely used in educational institutions in Indonesia, one of which is PowerPoint media. PowerPoint as a teaching aid is part of the learning system. This means that the existence of PowerPoint does not shift the role of the teacher as a teacher. This is because the existence of teachers as facilitators in learning is very important (Muthoharoh, 2019).

1. Understanding Microsoft PowerPoint

Microsoft PowerPoint software is one of the results of media and technology advancements that are most widely used by teachers for learning. Microsoft PowerPoint is a software developed by Microsoft that aims to make presentations using a computer. There are many reasons teachers use PowerPoint in learning. The following will explain some of the advantages of PowerPoint (Murdiono et al., 2020; Schnettler, n.d.) .

2. Pros of PowerPoint

PowerPoint as a presentation application program displays objects as slides. The slides can be printed and or displayed to the presenter's liking. PowerPoint also provides three types of animated movements, namely (1) entrance, (2) emphasis, and (3) exit for each element of the slide controlled by custom animations. Meanwhile, the movement or movement of each slide is governed by a transition. In addition, PowerPoint provides other conveniences such as templates, AutoWizard Content, bullets, and all the features for word

processing from other Microsoft software, namely Word. With the presence of templates and bullets, users feel the ease and tend to compile presentations in a standard form. That convenience is also supported by the availability of "AutoWizard Content". This program causes teachers to take advantage of this facility in compiling learning materials. The biggest advantage of PowerPoint is that users do not need to buy software because it is already in Microsoft Office (Pros et al., 2013).

3. PowerPoint's weaknesses

PowerPoint media has limitations, namely data and information that is displayed only as wide as a computer screen. By using PowerPoint, teachers are stuck in four conditions, namely the entertain-method condition, the decrease in content, the decrease in interaction between teacher-learner, and as a handout. In line with Klemm, Edward Tufte argues that the information presented in PowerPoint is very low resolution, which is 40 words per slide and requires a reading time of 8 seconds. Because of this, PowerPoint has the potential to cause the wearer to perform data mutilation. In addition to tu, PowerPoint as a medium uses a technology-centered learning approach so that cognitive aspects are neglected. In the "technology centered design approach" the user's attention is centered on the sophistication of technology.

4. The Use of PowerPoint in Learning

Some research on the use of PowerPoint in learning shows that PowerPoint can improve self-efficacy and attitude but does not improve learning outcomes. However, the results of research from 1990 to 1994 showed that PowerPoint is still considered by users as a fun learning medium, which can increase self-efficacy, motivation, and attitude for students. However, in terms of appearance and attitude of using PowerPoint does not cause a positive effect. To create a learner-centered PowerPoint, teachers should design the medium with an eye on human learning. Human cognitive processes are divided into three elements, namely dual channel, limited capacity, and active processing.

B. Storytelling Ability

The ability to tell good stories requires adequate knowledge, experience and thinking skills. In addition, in telling stories, it is also necessary to master several abilities, namely grammatical accuracy so that the relationship between words and sentences becomes clear. The accuracy of words and sentences really needs to be mastered in telling stories, because using the right words and sentences in telling stories will make it easier for listeners to understand the content of the story put forward by the speaker. The content of the story that is easy to understand will support the delivery of the same intention between the speaker and the listener, so that the purpose of conveying the meaning of the story can also be achieved. In addition, in telling stories, fluency is needed in conveying sentences per sentence. Fluency in conveying the content of the story will support the speaker in conveying the content of the story in sequence and smoothly so that listeners / listeners who listen can be enthusiastic and interested in listening to the story (Hutagalung & Halimatussakdiah, 2019).

Storytelling is one of the productive language skills which means producing ideas, ideas, and thoughts. The ideas, ideas, and thoughts of a speaker have wisdom or can be used by listeners/ listeners, for example, a teacher speaks in transferring knowledge to students, so that the knowledge can be practiced and utilized by students in everyday life. Based on the description above, it can be concluded that to develop storytelling skills a person must be able to pay attention to the grammar used including the accuracy of words and sentences. In addition, it is necessary to pay attention to the smoothness in the delivery of sentences in the story (Masrifah et al., 2019; Oktavera, 2018).

CONCLUSION

Based on the results of research and discussion entitled "development of serial teaching materials for listening to stories using poworpoint to improve Arabic language skills in Baitul Arqam Sumedang students" it can be concluded that learning Indonesian storytelling methods by obtaining sekor Based on the table resulting from students of Baitul Arqam Sumedang Islamic Boarding School obtained a score of 80% representation, which is very good. it can be concluded that the use of powerpoint-based serialized image media is effectively applied to improve students' ability to tell Arabic stories.

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