
Developing Autoplay-Based Media for Learning Asking and Giving Suggestions at Senior High School

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Abstract

The educational field has shifted from traditional classroom settings primarily using printed learning resources to a technological-based learning system. This study was intended to develop AutoPlay-based media for learning Asking and Giving Suggestions at Senior High School. The purpose of this study is to find out the characteristics of AutoPlay-based media and develop the AutoPlay-based media for learning speaking. This study employed a qualitative approach using the R&D method with ADDIE model. The primary data source for this study comes from journals, articles, books, and others while the secondary data comes from English teachers. The researcher gathered data through a literature review and interviews. The English teacher is a participant in this study. The result shows that there are 12 characteristics of AutoPlay-based media for learning speaking. They are: (1) learning media should combine audio and visual elements, (2) Learning objectives should be clearly stated in the media, (3) Media has a well-defined learning flow, (4) Media provides conclusions, examples, and evaluations for students, (5) Media can motivate students to learn, (6) Use language that students can easy to understand, (7) Materials contents should be consistent with the standard and fundamental competencies and relevant to the Curriculum 2013, (8) The content of the materials should be constantly updated, (9) The content of the materials should be applicable in a variety of contexts, (10) Learning media should be used to present materials in a timely manner while also stimulating students speaking skills, (11) Learning media should focus on the suitability of the speaking materials for students, and (12) Pay attention to aspects of speaking when assessing students' speaking skills. The AutoPlay-based media developed based on 12 characteristics have been found in the need analysis.

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INTRODUCTION

The educational field has shifted from traditional classroom settings primarily using

printed learning resources to a technological-based learning system. In this technological era, learning medium is no longer restricted to books and whiteboards because technological

advances make everything more accessible and exciting (Sari & Margana, 2019). Both teachers and students both require a significant amount of teaching and learning media/materials in the teaching and learning process. Teachers should not only provide monotonous language learning material but also language learning media that fosters autonomy and creativity, as well as create a learning environment where the students become more productive in learning the target language to the demands of 21st-century skills, in which students are required to have high creativity and innovation, as well as the ability to express, think critically, analyze, solve problems, interact and work well with other people (Sari & Margana, 2019). This can be accomplished by developing learning media by technological advancements.

Speaking is an important skill to acquire when learning a language. According to Burns (2012), speaking is a highly complex skill that requires simultaneous cognitive, physical, and sociocultural processes, and a speaker's knowledge and skill must be activated quickly and in real time. Speaking English is challenging for EFL students, particularly Indonesian students (Lestari, 2019, p. 916). In order to have a specific way of improving speaking skills, teachers significantly have strategies for it. One strategy that may be discussed in this study is the use of AutoPlay-based media in the teaching and learning speaking. AutoPlay media is one program that can be used to accommodate various types of learning material. AutoPlay is a program or application that creates multimedia by incorporating various types of media such as images, sound, video, text, and flash into presentations (Anantyarta & Sari, 2017). The use of the AutoPlay media is expected to assist teachers or lecturers in teaching speaking and help students more enthusiastic and less bored in their learning (Anantyarta & Sholihah, 2020, p. 47). This is because students can hear, watch, or see audio, video, text, animation, and graphics simultaneously.

The findings of previous research showed that using AutoPlay media could improve students' speaking abilities (Firman & Hanan, 2019). Creating interactive learning

media based on AutoPlay have increased their teacher knowledge and skills then the teachers can use AutoPlay media in the classroom, and the students are more motivated to learn when they use AutoPlay media (Hasan & Hermanto, 2019). In this research, the researcher attempted to find out the characteristics of AutoPlay-based media and develop the AutoPlay-based media for learning speaking in Asking and Giving Suggestions materials. The reason why the researcher conducted this research was because the researcher believed that by utilizing the AutoPlay-based media, students would enhance their speaking skills and motivation since the AutoPlay-based media provides authentic input and encourages students to speak frequently.

METHOD

In this research, the researcher uses a qualitative approach. As proposed by Denzin & Lincoln (1994), the focus of qualitative research is multi-method, with an interpretative, naturalistic approach to its subject matter (p. 2). Qualitative research aims to comprehend a human social problem by constructing a complex holistic picture with words, reporting detailed views of informants, and conducting the research in a natural setting (Creswell, 2012).

This study implies the Research and Development (R&D) methods with the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model. Research and Development (R&D) is used to create products and test their effectiveness (Sugiyono, 2017). Based on Aldoobie (2015), the ADDIE model has five stages of development: *Analysis, Design, Development, Implementation, and Evaluation*. However, this study only used a few steps because the research conducted in a limited period of time. As stated in Hasyim (2016), R&D steps can be simplified and adapted to the researcher's needs because research using large-scale R&D is expensive, time-consuming, and unique (p.88). In this research, the researcher only adapted three steps from ADDIE model development (*Analysis, Design, and*

Development which include expert judgement).

Participants / Subject / Population and Sample

To collect the data, the researcher used literature review from the journal, articles, books, and documents as the primary data. The participants of this research were English teachers in one of Islamic Senior High School in Cirebon as secondary data.

Instruments

The instrument of this study was interview guideline. The researcher interviews English teachers in one of Islamic Senior High School in Cirebon.

Data Analysis

The data analysis of this research was data reduction, data display, and drawing conclusion. In *data reduction*, the researcher collected the data about the characteristics of AutoPlay-based media in speaking through an interview with English teachers in one of Islamic Senior High School in Cirebon and literature review from journal, articles, and books and then transcribed the data. The collected data were transcribed using a technique based on Edmonds & Kennedy (2017, p. 323), known as "semi-transcription", in which the transcription does not describe the entirety of the interviewee's words but only the main points of the respondent's responses to the transcribed question (Nashruddin, 2020, p. 84). Irrelevant data that appeared to be unrelated to the research question was removed. In *data display*, the researcher presented the data in the form of brief descriptions or tables, and descriptive explanations. After describing and interpreting the data drawn continuously in the study as a result of the representation above, the researcher *drew conclusions* based on the data already taken.

RESULTS AND DISCUSSIONS

The Characteristics of AutoPlay-based Media for learning Asking and Giving Suggestions materials

Each article was carefully examined in order to adapt the characteristics of AutoPlay-based media for learning Asking and Giving Suggestions materials. Several characteristics were collected from six different references (Brinton, 2001; Husna, 2020; Munir, 2012; Ulfah, 2016; Wati, 2016; Yulfi & Syaprizal, 2020). From some of these references, 12 characteristics were found as material and consideration for the development of AutoPlay media. They are: (1) learning media should combine audio and visual elements, (2) Learning objectives should be clearly stated in the media, (3) Media has a well-defined learning flow, (4) Media provides conclusions, examples, and evaluations for students, (5) Media can motivate students to learn, (6) Use language that students can easy to understand, (7) Materials contents should be consistent with the standard and fundamental competencies and relevant to the Curriculum 2013, (8) The content of the materials should be constantly updated, (9) The content of the materials should be applicable in a variety of contexts, (10) Learning media should be used to present materials in a timely manner while also stimulating students speaking skills, (11) Learning media should focus on the suitability of the speaking materials for students, and (12) Pay attention to aspects of speaking when assessing students' speaking skills.

The Design of AutoPlay-Based Media

After conducting a theoretical and need analysis, the researcher designed the AutoPlay-based learning media. Several things are done at this stage, namely: 1) Determining the software used, 2) Adjusting core competencies and basic competencies based on the 2013 curriculum, 3) Designing learning objectives, 4) Preparing materials in the form of PowerPoint slides, 5) Designing speaking assessment, and 6) Publishing materials using iSpring application.

The first step is determining software used. The researcher chooses iSpring as the software to develop AutoPlay-based media. ISpring is a tool that provides several features in PowerPoint in which there is a real dialogue simulation character with additional

assessment evaluation features. ISpring converts Powerpoint presentation files into flash format. ISpring has a wide range of features, including material slides, the ability to design interactive assessments with rich media, videos, drag-and-drop, branching, and variable scoring and testing procedures (Hidayat, Tohidin, & Sumadi, 2021, p.93). With iSpring, teachers can easily convert presentations made with Ms. PowerPoint into e-learning content in Flash and HTML5 formats with excellent quality without changing all aspects of Ms. PowerPoint presentations, including animations, transitions, images, and videos.

The second step is adjusting core competencies and basic competencies based on the 2013 curriculum. The researcher analyzed the syllabus related to the basic competencies and the indicators specified in Asking and Giving Suggestions for eleventh graders.

The third step is designing learning objectives. The researcher designed the learning objectives in accordance with the basic competencies that students must achieve. The learning objectives are as follows: 1) Students are able to understand the expressions of asking and giving suggestions and responding correctly and appropriately by paying attention to each material explanation; 2) Through observing video conversations about asking and giving suggestions, students are able to identify the expression asking and giving suggestions and the responses verbally; 3) Through analyzing pictures, students are able to create dialogues conversation with determined themes about asking and giving suggestions and responses in writing; and 4) Students are able to demonstrate the dialogue conversation in front of the class correctly and appropriately through activities with partners.

The fourth step is preparing materials in the form of PowerPoint materials. At this stage, the researcher compiles the material according to the basic competencies presented in table 1 in the form of PowerPoint slides. The material for Asking and Giving Suggestions was adapted by the researcher from the 2014 Ministry of Education and Culture book "English for

SMA/MA/SMK/MAK Class XI Semester 1 (1st ed.)" and other sources such as the internet.

The fifth step is designing speaking assessment. The researcher designed a performance-based test in the form of a paired dialogue between students to measure students' speaking ability. Sukiman (2012: 149) stated that performance appraisal is an assessment carried out by observing student activities while doing something. This assessment is appropriate for evaluating students' achievement of competencies that require them to perform specific tasks. The researchers considered several components in assessing students' speaking skills: pronunciation, vocabulary, grammatical accuracy, fluency, and voice quality. The researcher used rubrics for scoring students' performance assessments.

The last step in design of AutoPlay-based media is publishing materials using iSpring application. At this stage, the material that has been created will be published using the *iSpring Free* application to get a programming language which will then be continued in the next step, namely changing the published PowerPoint material file into WebM format.

The Development of AutoPlay-based Media

In this stage, the researcher developed AutoPlay which was designed in the previous stage. The researcher also rendered an expert judgement on the AutoPlay-based media that had been created. The researchers describe the form of AutoPlay-based learning media for asking and giving suggestions in the following section.

Description of AutoPlay-based media

The description of the development results in the form of AutoPlay-based English learning media is analyzed and presented based on the characteristics of the development product. This learning media contains various materials packaged attractively, animated videos to assist students in better understanding the material presented, and audio/voice that explains the materials directly to the students. The forms of AutoPlay-based

media created by researchers are visualized in the following figures.



Figure 1. Opening page

Based on figure 1, the title of the learning material is displayed on the first page, along with a picture of two senior high school students holding a book. There is a "start" button to begin operating the AutoPlay media by proceeding to the next page.



Figure 2. Home page

The home page is designed to be as appealing as possible in order to pique students' interest in learning media content. Menu options on the main menu include basic competencies, learning objectives, materials, evaluation, and conclusion



Figure 3. Basic competencies and indicators

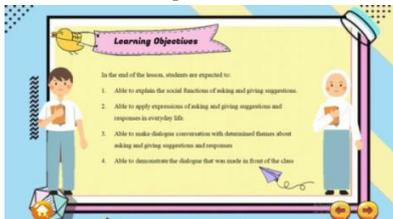


Figure 4. Learning objectives

Based on figure 3, the slide contains the basic competencies and indicators that eleventh graders must achieve in the material asking and giving suggestions. While in figure 4, the slide contains the learning objectives that students must achieve by the end of the lesson.



Figure 5. Materials menu

Based on Figure 5, it consists of several sub-materials about asking for and giving suggestions, which will be discussed in this AutoPlay media. This slide contains sub-materials such as definitions of suggestions, social functions of suggestions, expressions of asking and giving suggestions, expressions of responding to suggestions, and conversations about asking and giving suggestions.

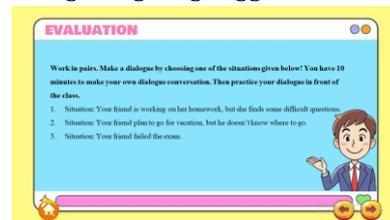


Figure 6. Evaluation

In the evaluation section, students are asked to select a predetermined situation and then create a dialogue based on that situation. After creating a dialogue, students are asked to perform it in front of the class. The evaluation given to students in Figure 6 is a type of performance-based test evaluation. Researchers chose this type of performance-based test evaluation not only to measure students' speaking ability, but also to assess students' performance when speaking in front of their classmates.



Figure 7. Conclusion

Based on figure 7, this page contains a summary of all the material covered. This conclusion aims to convey key points about the material we studied together for asking and giving suggestions.

Expert judgement of AutoPlay-based media

In this stage, the AutoPlay learning media that has been created will be validated first. Validation of the AutoPlay learning media is carried out by an expert validator. Validation data was obtained from the evaluation of learning media conducted by material experts and media experts. The validator evaluates two aspects: learning materials and media.

Based on expert validation, several things in AutoPlay-based media need to be revised, both in terms of learning materials and media aspects. Among them are the following: the use of themes must be made more universal in order to avoid gender bias, the learning objective must meet the ABCD criteria, materials and evaluation must be adjusted to the context of students' lives, and the evaluation section needs to be added by visual aid to help students understand the instructions better. As a result, researchers are obligated to keep improving and adjusting AutoPlay based on expert suggestions and input.

The comparison of AutoPlay-based media before and after revision

Following expert validation, the researchers improved the AutoPlay-based media based on their suggestions and input. Below is a comparison of the original learning media and after it was revised:

- (1) The theme becomes more universal so there is no gender bias.

Before revision:



After revision:

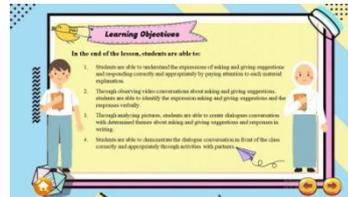


- (2) Improve the learning objectives using the ABCD criteria.

Before revision:

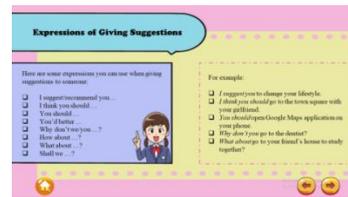


After revision:

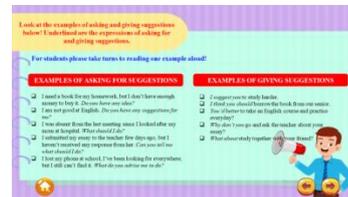
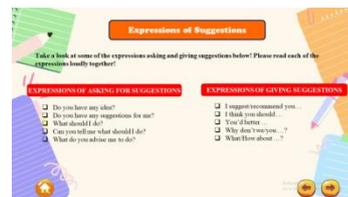


- (3) Learning materials are adapted to the context related to the students' life and school environment.

Before revision:

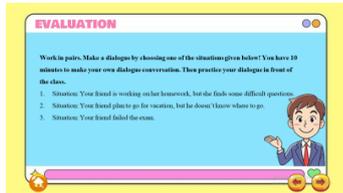


After revision:



- (4) Example and evaluation are adapted to the context related to the students' life and school environment.

Before revision:



After revision:



- (5) Adding a visual aid to the evaluation section to help students understand the instruction better.

Before revision:



After revision:



Based on the comparison of AutoPlay-based media before and after revision above, the developed AutoPlay has been validated by experts repaired by the researchers in accordance with expert suggestions and input in terms of learning materials and media aspects. Among them are the following: the use

of themes must be made more universal in order to avoid gender bias, the learning objective must meet the ABCD criteria, materials and evaluation must be adjusted to the context of students' lives, and the evaluation section needs to be added by visual aid to help students understand the instructions better.

CONCLUSION

Based on the results of the need analysis, it is known that the English teacher involved in the interview wants an AutoPlay-based media should combine audio and visual elements, learning objectives should be clearly stated in the media, media has a well-defined learning flow, provides conclusions, examples, and evaluations for students, the media can motivate students to learn, use language that students can easy understand, materials content should be consistent with the standard and basic competencies and relevant to the Curriculum 2013, the content of the materials should be constantly updated, the content of the materials should be applicable in a variety of context, learning media should be used to present materials in a timely manner, learning media should focus on the suitability of the speaking materials for students, and pay attention to aspects of speaking when assessing students' speaking skills.

For AutoPlay product development, researchers divide into two stages, namely design and development. In the design stage, the researcher determines the software used, adjusting core competencies and basic competencies based on the 2013 curriculum, designing learning objectives, preparing materials in the form of PowerPoint slides, designing, speaking assessment, publishing materials with iSpring application. While at the development stage, the researcher presented a description of the AutoPlay-based media product, expert judgment, then revised the product according to the validation results from the experts. The developed AutoPlay-based media has been validated by experts and refined by researchers in accordance with suggestions and input from expert.

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