DEVELOPING WEB BASED MEDIA ON INDONESIA LANGUAGE

FOR THE STUDENT OF GUNADARMA UNIVERSITY

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Abstract

The aim of the study in this research is to develop web based media Indonesia language by giving questionnaire to the respondents, in this case the students of Gunadarma University who have learnt the material of Indonesia language before in order to make them easy to answer the questions because they are familiar with the material. Besides, the aim of the research is to describe the result of the evaluation to measure the effectiveness of e-learning video Bahasa Indonesia.

The research method that is used in this research is descriptive qualitative method because there is an evaluation that has to be done in this research. The result of the evaluation describes in the form of table to help in presenting the description of data. Besides, the writer also uses the R & D Model of Walter Dick and Lou Carey that consists of ten steps.

There are some stages in developing web based media Indonesia language. The stages are: assess need to identify goal, analyzing the result of the assessment, collecting the content of web based Indonesia language, the process in making web based media Indonesia language, the first evaluation, the second evaluation, and the weaknesses and the advantages in web based media Indonesia language. In the evaluation point, there are three aspects that are discussed; they are the aspect of the web site, appearance, and the aspect of the presentation of video on demand Indonesia language. The acquisition of each aspect is follow: the aspect of website is 2,93, the aspect of the appearance is 2,83, and the aspect of the presentation of video on demand Indonesia

language is 2,84. Because of the they are above 2,50, they are calculated into 3. It means that those three aspects have good quality.

Keywords : Developing Web Based media

1. **Introduction**

Nowadays, people live in a globalization era where the electronic things are mushrooming everywhere so that they can get any kinds of information easily. The information itself can be got from magazine, television, radio, internet, etc. It usually consists of information that contains various kinds of news like lifestyle, politic, language, economic and even education.

One of the media that are mention above is internet. Internet is a worldwide, publicly accessible series of interconnected computer networks that transmit data by packet switching using the standard Internet Protocol (IP). It is a "network of networks" that consists of millions of smaller domestic, academic, business, and government networks, which together carry various information and services, such as electronic mail, online chat, file transfer, and the interlinked web pages and other resources of the World Wide Web or www (http://en.wikipedia.org/wiki/Internet). So, it is no longer surprising anymore that internet can give such good information that we are needed.

In education, internet gives positive effects for the students who want to access the information so that they get more knowledge that they cannot find from the book because it usually gives them the update information. Recently, in education (in this case, the learning-teaching interaction) emerges the new media called e-learning. E-learning or electronic learning is a general term used to refer to a form of learning in which the instructor and student are separated by space or time where the gap between the two is bridged through the use of online technologies. Lately in most Universities, e-learning is used to define a specific mode to attend a course or programmes of study where the students rarely, if ever, attend face-to-face or for on-campus access to educational facilities, because they study on-line (http://en.wikipedia.org/wiki/Electronic_learning).

There are many kinds of media e-learning that are attached in the internet, like video, instructional program, quizzes, etc. In this research, the writer would like to take one of e-

learning by using media of video. The reason is because the video is more interesting than any other media because it contains motion pictures and animation.

2. Theoretical Review

Teaching activity is facing 2 obstacles at the moment.The first comes from the change of perception about the term study itself and secom from the presence of information technology which has showed a great improvement. Construcsivisme has solved the first obstacle by redifiniting the term study as a constructive process where an information is changed into a knnowledge through interpretation, correspondence, representation, and elaboration.

Meanwhile, the fast growung of information technology and communication offer many eases – the new one which enable the shift of studying orientation from outside-guided to self-guided and from knowledge-as-possesion to knowledge-as-construction.Furthermore, this technology also plays a significant role in renewing the studying conception that at first only focusses on the learning merely as a knowledge performance to a guidance in order to undergo a cultural social exploration which fulled with education.

The using of information technology and communnication has improved greatly so far. The learning materials are the important element in the using of information technology and communication. Therefore, teacher's capability to develop web-based learning materials is highly required.Learning materials are all contents (text, audio, photo, video, animation, etc) used in learning process. Concerning on its subject, learning material can be categorized into two; material purposed and not-purposed to study. There are lot of material that are not designed to study, but can be used for it, for instances; an article from newspaper,movie, television drama, commercials, news, etc. Because they are not purposed, the using of these materials should be selected to suit the learning's goal.

The materials which are designed to study used for studying process. Considering on its function, they can be classified into three ; presenation, reference, and independent learning materials. As from media, they can be grouped into : written, audio, television, multimedia, and web.

Video Learning Media

Video disc media or VCD is one of the software used together with televison monitor. According to Salomon, the strength of materials providing through television can be seen from *"filmis"* perspective – how the pictures are showed into a sole message.He says that there are three methods of providing the materials ; (1) Literaly, (2) Using symbolic system, (3) Using complex symbols. Below are the explanations:
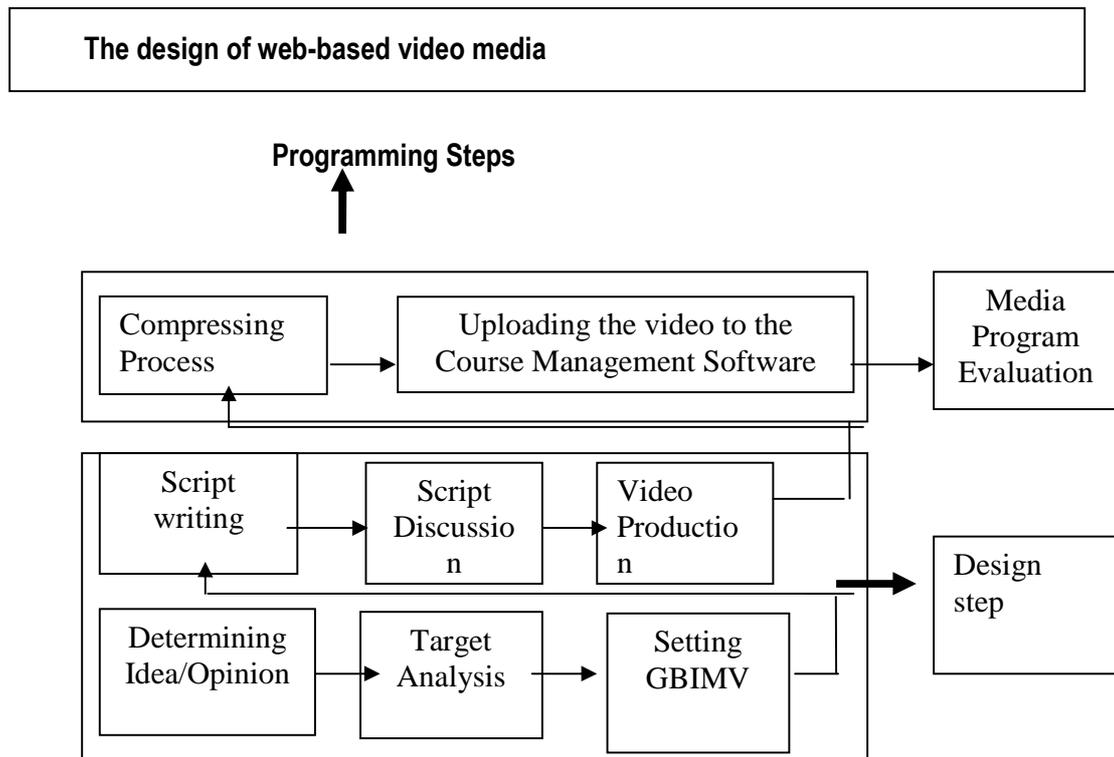
(a).Literaly means providing pictures in reality way or pictures are covered as a whole without any manipulation on it so that the message can be sent to represent the true situation..

(b).Using symbolic system is a reprentative method ehich through the space and time limit, widen and smallen the object, slow motion, cutting, and another representative examples.

(c). Using complex symbol is the combination from both methods, which mainly foccuses in color, music, sound, mimic, acting, and so on. The performance of those three is called *"filmis"* which means concerning on the film elements and the actors.

The broadcasting of Indonesia learning programs used on this reseach is the third method. By that form, the actions in Indowsian can be performed in the classroom, the abstracts on Indonesia can be impllied on daily, hence it can stimulate a bigger motivation for the students to learn.This circumstance is suit with Bates' theory about the using of television media in learning activity, that : is ability to beat the time and space limit, present the concrete examples to the class, solve the observing limit, and motivate the audiences

(a).The ability to beat the place limit means television can reach any place that can not be through by the students. Meanwhile, beat the time limit means television can bring any moment either from past or present.

(b).The ability to solve the obseving limi means media can show many thing which can not be seen by naked eyes.

(c). The ability to motivate the audiences means the ability to attract the audience with its strenght such as color, picture, and sound.

There are four purposed materials, which are specific goals. Matetials providing, learning guide, and learning evaluation.

The design of web-based video media is described in the following steps:

The design of web-based video media

Programming Steps

Compressing Process	Uploading the video to the Course Management Software	Media Program Evaluation

Script writing	Script Discussion	Video Production
Determining Idea/Opinion	Target Analysis	Setting GBIMV

Design step

3. Research Method

The focus of this research is know the utilization of web-based video by Gunadarma University students. The instrument of this research is in the forms of questionnaires that have been distributed to the students. The data gained then were analyzed through scoring system.

This is a research and development learning model, created for learning Graph.

The dimensions in developing this research refers to the model developed by Gephart, as quoted by Miarso (2003):

1. The aim of the study: undertanding, creating, and finding new solutions related to web-based video media to learn Graph.

2. The result of the study is an applicable material, not only procedural and conceptual model but also in he fiscal model.

3. The value that will be gained in this research is hoped to fulfill the recent development in learning technology, that is in the web-based learning media.

4. The spirit to make a new innovation,

5. The criteria of success using performance standard, including: effectiveness, efficiency, and interest

6. Conceptual theory and operational learning media.

7. Paradigm used as a reference is effectiveness and relevance approach.

8. The process of study is as the following:

   a. Situational identification

   b. Alternative description

   c. Problem formulation and

   Design evaluation

This *Research and Development* consists of three seteps as described by Borg dan Gall (1983), and it is modified and adjusted to the aims and conditions of the research as described in table 1.

Tabel .1

Steps in Model Development

Stage	Step	Activity
Preliminary model development	1	Research and collecting preliminary data Preliminary Research Making report based on preliminary research – Need Analysis

Model Development	2	Web-Based Design
		Formative Evaluation, Hannafin & Peck (1988)
	3	**Preliminary Try out**
		Consulting with the expertise in the subject, media, and ICT
		Revision
Model Implementation	5	**Try out**
		Try out to the 50 students of Gunadarma University
	6	**Operational Revision**
		web-based video revision

4. Result and Discussion

A. The Aspect of Web Site

In this aspect, the writer tries to analyze the web site aspects, started from the naming of the website itself until the presence of the website's information. The question of this aspect consists of:

1. The naming of web site;
2. The accessibility of web site;
3. The using of logo in the web site;

4. The presentation of text in the web site;

5. The using of type and size of letters in the web site;

6. The appropriateness of color and background in the web site;

7. The access of web site in Internet Explorer;

8. The access of web site in Mozilla Firefox;

9. The accuracy of link in the web site;

10. The presence of web site information.

We can see the table 5 below that shows the respondents' answer related to the aspect of web site:

No	Statement	0	1	2	3	4	X of Each Answer
1	It is easy to remember the name of web site.			15	26	9	3
2	It is easy to access the web site.	2		12	34	2	2,68
3	The using of logo in the web site.			10	35	5	2,9
4	The presentation of texts is easy to be read and understood.			2	44	4	3,04
5	The using of the type and the size of letters.	4		10	29	7	2,7
6	The colour of the text with contrast background.	4		7	31	8	2,78
7	The web site features can be a better function using Internet Explorer.	2		3	36	9	3
8	The web site can be a better function using Mozilla Firefox.		1		31	18	3,32
9	The clarity of the 'link' in the web site.	1		7	33	9	2,98
10	The presentation of information in the web site.	2		9	28	11	2,92
∑ of the whole answers							29,32
X of the whole answers							2,93

Table 5. The aspect of web site

From the table 1 above, we can see that the average score of the aspect of website is 2,93. This 2,93 can be rounded into 3 and it means that the web site aspect in this e-learning Bahasa Indonesia is good. It has been discussed in the explanation above about the value of every aspect in the e-learning.

B. The Aspect of the Appearance

In this aspect, the writer tries to analyze the appearance aspect of e-learning Bahasa Indonesia. This aspect consists of seven questions, and the questions are as you see below:

1. The instruction to use the application;
2. The simplicity in reading the text;
3. The quality of the appearance;
4. The appearance of the animation;
5. The composition of color;
6. The clarity of sound and naration;
7. The support of music.

No	Statement	0	1	2	3	4	X of Each Answer
11	The instruction to use the application.	4		11	27	8	2,7
12	The simplicity in reading the text/the writing.	5		7	25	13	2,82
13	The quality of the presentation of picture.	3		3	32	12	3
14	The presentation of the animation.	3		13	28	6	2,68
15	The colour composition.	4		13	23	10	2,7
16	The clarity of sound and narration.	3		8	28	11	2,88
17	The music support.			13	29	8	2,9
∑ of the whole answers							19,68
X of the whole answers							2,81

Table 6. The aspect of the appearance

From the table 2 above, we can see that the average of the whole answer in the aspect of appearance is 2,81. It is got from the sum of the whole answer is divided to the amount of the answer. In this case, the amount of the answer is 7 so that 19,68 is divided to 7 and the result is 2,81. Like the previous one, 2,81 can be rounded into 3. It

means that the value aspect of the appearance is 3 which is good. The appearance aspect in e-learning Bahasa Indonesia has a positive response to the respondents. From the table 6 above, every question has value above 2,5. It indicates that the appearance aspect of e-learning Bahasa Indonesia has a validation to be utilized by the users in learning the subject of Bahasa Indonesia.

C. **The Aspect of the Presentation of Video on Demand Bahasa Indonesia**

In this aspect, the writer tries to analyze the aspect of the presentation of video on demand Bahasa Indonesia. From the third aspect, it is divided into seven parts which every part has nine questions. The reason why it is divided into seven parts because video on demand that is attached in e-learning consists of seven different titles, they are *Kesantunan Berbicara dalam Presentasi, Berbicara tentang Fungsi Bahasa, Kesantunan Bahasa dalam Bagian Akhir Karya Tulis Ilmiah, Kesantunan Ejaan, Preliminaries dalam Karya Tulis Ilmiah, Kesantunan Kalimat,* and *Penyusunan Karya Ilmiah.* And here are the questions that are asked:

1. The clarity in learning purpose;
2. The relevancy between the learning purpose and syllabus of the material Bahasa Indonesia;
3. The appropriateness between the material and the learning purpose;
4. The understanding point of the material;
5. The simplicity in comprehending the material;
6. The clarity of the material that is presented in the form of video;
7. The support of exercise;
8. The simplicity in reading the text in the video;
9. The accuracy in organizing the video.

NO	Statement	Politeness in Presentation (1)					Talking about Language Functions (2)					Language Politeness in the Last Part of Final Research (3)					Spelling Politeness (4)					Preliminaries in the Scientific Research (5)					Sentence Politeness (6)					Writing a Scientific Reserach (7)				
		0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4	0	1	2	3	4
18	The clarity of the learning purpose.			6	26	18		2	4	31	13	2		7	29	12	4		4	30	12	5		7	26	12	3		7	30	10			4	31	15
19	The relevancy between the learning purpose and the syllabus of Bahasa Indonesia material.	7		4	26	13	3	4	5	24	14	3		6	28	13	6		6	29	9	7	3	2	30	8	3		4	28	15	3			29	18
20	The appropriateness between the material and the learning purpose.	5		6	28	11	4		7	27	12	2	3	6	26	13	4		7	27	12	5		3	27	15	4		4	33	9	6		8	21	15
21	The understanding	4		7	24	15	3		7	29	11	6		5	20	19	5		6	26	13	6		4	29	11	7		8	27	8	3		6	21	20

#	Aspect																																			
	point of the material.																																			
22	The simplicity in comprehending the material.	1	4	7	22	16	3	5	4	24	14	6	4	3	23	14	6		2	28	14	7		6	24	13	3		6	28	13	3		4	25	18
23	The clarity of the material that is presented in the form of video.	6		4	19	21	4		7	26	13	3	3	3	27	14	3	1	6	24	16	6		7	27	10	4		6	27	13	3		3	28	16
24	The support of exercises.	4		8	24	14	8		7	23	12	3		8	25	14	3	5	8	22	12	6	2	6	27	9	7	4	5	24	10	4	3	6	23	14
25	The simplicity in reading the text in the video.	4	2	3	26	15	1	5	7	22	15	2	6	6	21	15	3	3	6	28	10	4	1	5	27	13	1	1	7	28	13	2	7	6	25	10
26	The accuracy in organizing the video	6		4	27	13	7		7	27	9	6		6	25	13	3	4	6	24	13	7	2	4	27	10	8		6	23	13	3	6	3	21	17

Table 2. The aspect of presentation of video on demand Bahasa Indonesia (The amount of each respondents' answer)

No	Statement	(1)	(2)	(3)	(4)	(5)	(6)	(7)	X of Each Answer
18	The clarity of the learning purpose.	3,24	3,1	2,98	2,92	2,8	2,88	3,22	**3,02**
19	The relevancy between the learning purpose and the syllabus of Bahasa Indonesia material.	2,76	2,84	2,7	2,7	2,58	3,04	3,18	**2,82**
20	The appropriateness between the material and the learning purpose	2,8	2,86	2,9	2,86	2,94	2,86	2,78	**2,85**
21	The understanding point of the material.	2,92	2,9	2,92	2,84	2,78	2,58	3,1	**2,86**
22	The simplicity in comprehending the material.	2,96	2,82	2,7	2,88	2,72	2,96	3,1	**2,87**
23	The clarity of the material that is presented in the form of video.	2,98	2,88	2,92	2.98	2,7	2,9	3,08	**2,92**
24	The support of exercises.	2,88	2,62	2,94	2,7	2,62	2,52	2,8	**2,72**
25	The simplicity in reading the text in the video.	2,92	2,9	2,82	2,78	2,88	3	2,66	**2,85**
26	The accuracy in organizing the video	2,82	2,62	2,78	2,8	2,62	2,66	2.86	**2,73**
∑ of the whole answers									25,64
X of the whole answers									2,84

Table 3. The aspect of presentation of video on demand Bahasa Indonesia (The average score)

From the table 3 above, we can see the average score of the presentation aspect is 2,84. In getting the average score for the whole answer, it is rather complicated than getting the average score in the two previous aspects because each question is divided into seven parts that has been told before. However, the formula that is used is not different.

The average score in this aspect is 2,84. 2,84 can be rounded into 3, it means that the aspect have the value of 3 which is good. It is indicated that the appearance aspect of the

presentation of video on demand Bahasa Indonesia deserves to be consumed by the students who want to learn the material of Bahasa Indonesia. The students can utilize e-learning Bahasa Indonesia to be one of the media in learning the material of Bahasa Indonesia

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