The Use of Audiovisual Media in Writing Skills Learning During Pandemic

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Article Info	Abstract
Keywords *Audiovisual Media* *Writing* *Powtoon*	This study aims to describe the conditions of learning media needed by teachers and students. The data are in the form of an analysis of the conditions and needs of teachers and students on audiovisual media powtoon based in learning writing skills. The data were obtained through interview, observation, and documentation. Data analysis with interactive analysis model consists of three activity lines, namely data reduction, data presentation, and conclusion drawing/verification. From the results of the analysis, it is known that during the pandemic the learning was carried out boldly. Bold learning is carried out with Whatsapp group media, power point, Google Workspace. Learning that often makes students feel bored. The use of audiovisual media powtoon based in the learning process can be used as an alternative learning media that pleases students in following the learning process. **Keywords: Audiovisual Media, Writing, Powtoon**

Introduction

The pandemic period changes many activities in daily life. Almost all activities are carried out online. Currently, learning is also carried out online. Significant changes also occurred in the field of education. Learning is no longer held offline (face to face), but online. Changes that occur suddenly make teachers, students, and parents unprepared. However, teachers must quickly adapt to these changes. The learning process must continue and the learning objectives can be achieved optimally. To achieve optimal learning objectives, teachers not only provide material but also questions as a measuring tool to measure learning achievement in every aspect.

The learning of writing skills provided is also not only studying theory, but students need to be allowed to practice with continuous mentoring. Students are not only allowed to practice writing but need to be given feedback so that the suitability and incompatibilities of writing are known. With this feedback, the discrepancy can be identified and corrected by students, hopefully, the error will not be repeated. In writing skills, students need other knowledge as material for writing. If a lot of knowledge is possessed, students will have a lot of material to write so that the resulting writing is not "dry". Writing skills combine various knowledge (content/concept ideas) that have been owned and actualized in a language that is following the rules of writing. The ability to express knowledge and feelings in a variety of writing needs to be trained continuously and continuously. This is in line with Winarto (2020), that writing and reading skills need special attention to support understanding and mastery of the material in class or higher levels. In addition, this supports the government in the School Literacy Movement (GLS) in Permendikbud Number 23 of 2015 regarding the goal of GLS to improve the character of students through habituation of reading and writing activities before the teaching and learning process begins. Therefore, learning Indonesian cannot be missed so that students are skilled at writing.

The teacher provides opportunities for students to write various text genres contained in the 2013 Curriculum. At the junior high school level, it contains several text genres that students need to learn and master, including descriptive and persuasive texts. Students practice describing and inviting readers to follow or do something conveyed by the writer (student). However, the learning process during the pandemic cannot be done directly (offline) but can be done online. However, in practice, online learning has never been done by teachers and students of SMP Nurul Qur'an Magelang and SMPN 2 Panjatan. Students have difficulty understanding the material. Students have difficulty being able to apply the knowledge they have learned independently to write

descriptive and persuasive texts. To overcome this, teachers can use audiovisual media in the learning process. Audiovisual media is more interesting because it contains elements of sound and images that can be seen (Andyan, Novita, and Yant, 2016). Audiovisual media used can be based on Powtoon. Powtoon not only offers sound and images but can add animations (hands, cartoons) and is as easy to operate as playing a regular video on a laptop/computer. Learning using Powtoon-based audiovisual media is more interesting and fun for students (Syafitri, Abdul, and Sumardi, 2018).

Method

This type of research is qualitative research. Qualitative research aims to find out and understand social phenomena based on the participant's point of view (Sukmadinata, 2015: 94). The data of this study are the results of an analysis of the conditions and needs of teachers and students on audiovisual media in learning writing skills. Sources of data were obtained from the observations of teachers and students, documents, and learning events. Sources of events related to activities in the process of learning writing skills. Source documents in the form of lesson plans and other documents related to the implementation of writing skills learning.

Data collection techniques using interviews, observation, triangulation of sources, and documentation. Structured interviews were conducted with teachers and students. Observation is used to describe the learning process. Document analysis is used to determine the conditions and needs of learning media used in learning descriptive and qualitative text writing skills (RPP and learning outcomes). The data analysis technique uses an interactive analysis technique by Milles & Huberman (Sugiyono, 2015: 369), namely data reduction, data presentation, and conclusions.

Results and Discussion

At the beginning of online learning, the teacher used Whatsapp group media. The media is not only used to communicate, it is also used to send material and receive student work. Learning with Whatsapp groups is less effective so teachers learn Google Workspace including Google Classroom, Google Forms, Google Meets. The learning platform is more effective than the Whatsapp group. That's because many features can be used. To be able to deliver material directly and interact with students, Google Meets is used in the learning process. In the online learning process there are several conditions faced, namely:

1. Limitations of teachers in using learning media

    Learning has not utilized learning media optimally. SG (Class VII Teacher) in learning description text using powerpoint media. EN (Class VIII Teacher) who has been using pictures and powerpoint media in teaching persuasive texts. Writing skill material in the form of powerpoint is sent via Whatsapp group. Students study the material independently. The results of writing descriptive and persuasive texts do not get feedback from the teacher, learning outcomes on descriptive and persuasive text writing skills are less than optimal because students do not understand the material. SG (Class VII Teacher) explained that he knew about Powtoon-based audiovisual media, but had not used it in learning. This is because teachers do not understand how to make learning videos using Powtoon. However, the teacher is interested in using Powtoon media. According to the teacher, the media can make it easier for teachers to deliver learning materials. Especially amid a pandemic atmosphere like this which requires online learning to take place.

    Regarding the students' needs for audiovisual learning media, from the results of the interviews, it was known that during the brave learning the dominant teacher used the Whatsapp group media. This is as conveyed by class VIII students who say that the teacher conveys material using image media and power points sent through the Whatsapp group. Furthermore, student VIII explained that it was less interesting and difficult to understand the material presented. Class VII students added that the teacher did learning through google meet, for assignments the teacher often gave questions through the google form.

    Students VII and VIII prefer learning using audiovisual media that has animated motion pictures and sound. From the analysis of student needs above, it can be concluded that students prefer to learn if they use learning with audiovisual learning materials. During this COVID-19 pandemic, students need independent learning media, meaning media that can be accessed by anyone and anywhere to make it easier to understand the material delivered online. In other words, learning media is very important to use in the online learning process.

It is hoped that the message conveyed by the teacher through the media can be received the same as what is captured by the students. In addition, with the learning media, students can apply the knowledge they have learned to write descriptive and persuasive texts.

2. Regarding order during the online learning process

Presence and order in the online learning process are very important in the learning process so that teachers and students need to make a mutual agreement before starting learning. This aims to minimize the absence of students or students do not do the assignments given by the teacher. The agreement is in the form of rules that must be obeyed by teachers and students. Students also need to be monitored and reminded to keep following and doing assignments because some students are found to be less orderly in doing assignments. This is proven by not sending the results of his work. This needs to be the attention of the teacher because the assumption is that students do not learn the material.
The rule is that when learning with Google Meets the teacher explains the material description, the student's microphone must be turned off so that the teacher's voice volume can be heard clearly. In addition, during learning students are required to pay attention by turning on the video icon so that the teacher can monitor student activities behind the scenes. If the teacher invites questions and answers, students are asked to raise their hands first then turn on the microphone and ask questions to the teacher. The agreed rules can make the online learning atmosphere more conducive. However, when holding a meeting with Google Meets many obstacles were experienced by students during the learning process so that not all students attended the lesson.

3. Boring learning

The dominant learning method is carried out by the lecture method. During the pandemic, students study material independently because virtual meetings are rarely held. After the material is studied independently, students are asked to do assignments and send the results of their work to the teacher. The results of the work sometimes do not get feedback from the teacher. Such learning continuously makes students feel bored to take part in learning. In addition, students are not trained to improve their writing skills. So that learning is not boring, students are invited to do ice-breaking and games during virtual meetings. Ice-breaking is a simple activity that is carried out to melt a frozen or stiff atmosphere so that it brings back the spirit of student learning motivation. Usually, the teacher asks students to move their body parts such as hands, feet, body, and face. In addition, sometimes the teacher asks students to sing and clap with exciting rhythms. The second way the teacher does this is by inserting a game in the middle of learning. The teacher gives examples such as games by playing riddles or guessing.

4. There is no planting of character education in students

During online learning, the teacher does not apply character education because of difficulties in applying it. Teachers still want to implement character education during online learning but are hindered by the duration of time during learning because time has been taken up by the time the teacher prepares and conditions students before learning begins.

To overcome the above conditions, teachers can take advantage of Powtoon-based audiovisual media by opening the Powtoon web www.Powtoon.com then logging in via email or Facebook. The descriptive and persuasive text materials are prepared by the teacher. The material can contain character values in the text that students will study. The process of making Powtoon-based audiovisual media must be connected to the internet. If the internet connection is lost during the process of making an internet connection, it will be saved so that when the connection is connected, it can continue again.

Powtoon media not only provides a variety of sounds and images but also presents a variety of themes or backgrounds. Themes can be combined so that they are varied, adding to the impression and an attractive appearance. The choice of the theme must be following the material to be studied. In addition, various animations can be used. The use of Powtoon-based audiovisual media has various advantages, namely (1) having animated features such as handwriting, cartoons, and various transition effects, (2) reducing teacher verbalism, (3) being able to motivate students in learning, (4) attractive appearance (Puspitarini, Muhammad, and Djono, 2019). The finished material can be uploaded on Youtube or Facebook. Youtube links can be sent to students to open and listen to learning materials that have been prepared by the teacher.

Videos of teachers who are teaching can be inserted into Powtoon-based audiovisual media. Before uploading the video to social media, namely Youtube, first re-edit the media through the Kinema application. Through the

Kinema editor application, you can add a video of the teacher's face that explains the learning material. The final results obtained in the video, besides being able to see the teacher; images, text, and animations, students can hear and see videos of the teacher's display of the material in detail. The addition of the video is expected to increase students' interest in listening to the material presented by the teacher and make it easier for students to capture and understand the learning material.

In addition to adding a video teacher display, the application can add/extend the duration of time. In Powtoon media, the videos made are only limited to 3 minutes so that the Kinema application can add and extend the duration of the video according to the duration of the video when the teacher displays the material. Through the Kinema editor application, videos have a longer duration and the appearance of Powtoon videos can be consistent and following the sound produced by the presentation delivered by the educator. After the video is fully edited, then the video is uploaded on Youtube so that students can access it more easily and flexibly.

Students learn the skills of writing descriptive and persuasive texts independently with Powtoon-based audiovisual media. The material is opened via a Youtube link. Currently, Youtube is very close to students so that when studying material through Youtube, students feel happy and are added to the interesting material presented. This further motivates students to learn descriptive and persuasive text writing skills. This is in line with the results of research by Pais, Marcelo Humberto Rioseco, et al (2017) through the answers of students in 2 pedagogical programs of the Universidad Catolica del Maule (UCM) in Chile that the Powtoon program has uses in the field of education. It is a useful support tool, in the teaching-learning process, for the elaboration and expression of content and the creation of audiovisual materials, demonstrated through the use of animation and video to create didactic materials.

Conclusion

Teachers, students, and parents must quickly adapt during the pandemic in responding to changes in the learning process. All are ready by preparing the equipment needed for online learning, such as laptops/computers, cellphones/mobile phones, internet quota. This was not something to think about and prepare for. However, this time needs to be thought about and prepared. Teachers need to think about and prepare learning media that can attract and please students in participating in learning so that students can achieve predetermined learning goals. One of the learning media that is fun and can help students understand the material is audiovisual media based on Powtoon.

Acknowledgments

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