

Development of the Descriptive Writing Learning Model using the Audio Visual Media



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Abstract: *This development research aims to develop a learning model that has been used by teachers to become a new learning model that is able to create a learning process that is fun, no burden, and not boring. The research procedure follows the 4-D development phase (four D) Thiagarajan namely: (1) defining; (2) design; (3) development; (4) distribution. The product trial was carried out on two high school and city school category categories (high level) established Padangpanjang SMPN 1 and low-level and peripheral group schools (low level) determined by Padangpanjang SMPN 3. The instruments used were interviews, observations, questionnaires, questionnaires, and tests. Development of descriptive writing learning models using audio visual media produces the main syntax of the side, namely: (1) orientation, (2) observing audio-visual media, (3) descriptive writing, (4) presenting descriptive content reports, and (5) reflecting the process learning that has been done. Learning tools developed consisted of 1) Learning Implementation Plans (RPP), 2) descriptive writing learning models, and 3) audio-visual media. The quality of learning devices is tested from three aspects, namely: validity, practicality, and effectiveness. The validity of the learning model is based on the results of the descriptive writing test of the students.*

Index Terms: *Model of Learning, Descriptive Writing, Audio Visual Media*

I. INTRODUCTION

In today's global era, technology is developing very rapidly. Similarly, the development of technology media is used in the world of education or learning [44] [3] [30]. According to [1] the use of modern technology devices do not only help boost country's manpower but also invigorate the country's economy to compete well in this challenging world of the globalization. Furthermore [8] added that technology in learning as a supplementary instructional strategy in effective teaching. Various hardware and software in the world of technology were included as learning aids for all subjects with no exception to Indonesian subjects. [4] revealed that lately computers or technology are learning aids has come to the forefront of language learning and teaching. Also [18] states computer assisted instruction was considered relevance to teachers and the educational policy in Indonesia. This research implies needs to be consideration not just of how to bolt and weld computer science into the curriculum, but also how to ensure that teachers remain equipped to teach pupils fundamental ICT skills.

Based on the results of preliminary observations conducted at Padangpanjang State Middle School, it was found that the learning activities of the Indonesian language which had been going on for the most part were still monotonous or konvensional and only use teacher books and student books as learning media.

Teachers rarely use media (other than books) in learning activities, let alone using computer, so learning situations are created that can increase the activity and enthusiasm of students. The teacher has not yet made a learning innovation that is not yet using a variety of sources or media that are more varied to make students motivated to follow the learning process in the classroom. Likewise with the limited ability of Indonesian language teachers to use learning media other than books.

The following is the classification of the value data of students in learning Indonesian in class VII.G. Padangpanjang SMPN 3 totaling 28 people. The value of assignments or exercises obtained are: 60 as many as 1 person, 65 as many as 3 people, 70 as many as 11 people, 75 as many as 3 people, 78 as many as 3 people, 80 as many as 3 people, 85 as many as 2 people, while those who did not make assignments or training as many as 2 people. For daily tests, those who get 60 scores as many as 1 person, 65 as many as 3 people, 70 as many as 5 people, 75 as many as 11 people, 78 as many as 1 person, 80 as many as 3 people, 82 as many as 1 person, 90 as many as 1 person, and 95 as many as 2 persons.

Starting from these problems, we need a new innovation in classroom learning. Indonesian language teachers must be able to create a learning atmosphere in order to motivate students who are in the middle phase of moving into middle teens (12-15 years). The teacher can try it by using interesting and diverse learning media. The use of media is very important for students to help in casting ideas or ideas. The research conducted by [9] revealed teachers are key agents of change within this process and, therefore, need to receive training in these matters during their teaching professional development and in line with [49] also said that the effectiveness of learning is often measured by achieving learning objectives or it can also be interpreted as being accurate in managing a situation. This is reinforced by what was stated by Ellis [7] that effectiveness does not only refer to the process or activity of students, but also refers to the results, namely the ranking of achievements achieved by students through tests.

In addition to choosing the right learning model, learning media is needed to increase the effectiveness of the quality of learning, in a study conducted by [22] stated that In the modern context, language teachers, along with knowledge of the theory of language, methods of planning and conducting lessons of different types and forms,

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should be able to work with electronic meaning in the context of modern learning a teacher must use electronic learning media. Along with the rapid development of the times, the media used should also be varied. One of them uses audio visual media, namely media that involves various senses in a learning process. This media provides hands-on experience, can be via computer and internet and all sources for communication. Media intended are those that use hardware, such as computers, televisions, projectors, LCDs, and software such as microsoft power point, macro media flash, visual basic, audio visual, and others used in the hardware. According to the findings of [39] that computers are in learning was more effective in enhancing the students' achievement in Physical Science than traditional instruction. Then [29] presents the findings that computers are in learning providing learners with conducive environment at school and home by motivating them to involve in studies and making learning interesting. In addition, [16] also concluded that trainee teachers who integrate problem based learning with ICT in solving a problem may develop more professional content knowledge and teaching skill.

Looking at current developments, it is no longer the time for teachers to provide conventional teaching (teacher centered). The paradigm shift in the learning process that was centered on the teacher becomes learner-centered learning (child centered). At present the teacher is not the only learning resource available, even the teacher must continue to learn if he does not want to miss the information from his students. Learning approaches that are student-centered produce students who are personality, smart, intelligent, active, independent, and not dependent on the teacher but to themselves. Students are subjects not objects that only receive information from teachers, students have a greater role and activity. Progress in the field of technology makes it possible for anyone to be able to access various information faster without time limits.

In descriptive writing learning (which is one of the topics in Indonesian language subjects in junior high school), most teachers do not understand the purpose of the learning itself. Descriptive writing learning requires teachers to sharpen and sharpen students' skills in describing things clearly. So that students feel directly what is being described, namely by describing an object, place, or event using audio visual media that it observes.

In other words, the development of descriptive writing models using audio visual media is expected to better interpret students' knowledge, skills and attitudes positively in daily life, both within the school and society. Therefore, teachers should use media or electronic tools in the form of learning video tapes (non-printed media) in the process of achieving good skills. If the teacher only provides material conventionally, it will certainly make learning Indonesian become boring and uninteresting for students.

If studied more deeply, using information technology tools, the messages delivered will be more easily captured and digested by students so that the learning process is more effective and efficient. Some research results show that the effectiveness of learning to use ICT is far better than traditional or conventional learning. From the various conditions and potential that exist, efforts that can be made regarding the improvement of quality in schools are developing learning systems that are oriented towards students, and facilitating the needs of learners for learning needs that are challenging, active, creative, innovative,

effective, and fun with develop and implement ICT-based learning media. The findings of [27] reveal that integrating technology into classroom practices is one of the challenges the 21st century teachers face. Professional development, accessibility of ICT resources influence teachers' adoption and integration of technologies into their classrooms. [2] also mentioned that the use of media and ICT helped students to achieve new things such as finishing assignments, solving problems, learning history of other countries, improving typing skills, and chatting with friends. Furthermore [50] mentioned in his research that performance of students exposed to CAI either individually or cooperatively were better than their counterparts exposed to the conventional classroom instruction.

Learning media is very useful for facilitating learners in learning and making the learning process more interactive, effective, efficient, and attractive. [11] argues that the media that is in accordance with the latest learning is text editing, digital photography, video, animation, social gaming, social networking, all sorts of useful software and hardware. For that reason, it takes an effort to use media learning that leads to the development of skills and knowledge in order to grow the motivation of students. [21] revealed the benefits of media and internet based learning, namely students can use with ease, explore real-life problems, display multiple sources of information, conduct open-ended inquiry learning activities, and elaborate the nature of knowledge. By utilizing the right learning media, students are more free to develop thinking power. One of the media that can be developed is audio visual media.

The use of audio visual media in learning is very possible to improve students' thinking skills as expected. The advantages possessed by the media can prepare human resources through quality education [14] [47] [20] [34]. The use of audio-visual media is expected to increase students' learning motivation.

Descriptive writing was chosen using audio visual media in Indonesian language learning at junior high school level, because at this age, what develops in students is the ability to think objectively in a concrete manner. The implication in learning Indonesian is that learning will be meaningful if the subject matter is in accordance with the interests and talents of the students.

Seeing the importance of the role of audio visual media in learning, it should get serious attention from the implementers of education, especially teachers. The use of audio-visual media is deemed appropriate to provide concrete understanding, making it easier for students to absorb the material presented. The material absorbed will then be conveyed again by students through speaking or presentation techniques. This audio visual media is in the form of video media that is displayed in front of the class through the projector.

For this reason, in this study, a descriptive writing learning model was developed using audio visual media on Indonesian language subjects at the junior high school level. This can increase the motivation and learning activities of students while increasing the learning achievement of students in order to be active, creative, and independent and make learning more enjoyable by utilizing the ICT facilities in the school.

In addition, the teacher can evaluate the objectives given, identify strengths and weaknesses, and plan new strategies to improve the learning process and descriptive writing skills. Furthermore, the findings indicate that the teacher must be aware of the skills needed by students in teaching descriptive writing [46]. This is in line with previous research that shows the importance of increasing teacher writing competencies, because it has an impact on student writing learning [37] [45].

Then the findings of [42] from Malaysia that teachers need to apply a process approach in teaching descriptive writing because one of the advantages of applying this approach is that students know what they want to write. If the teacher applies the process approach regularly, students' abilities in descriptive writing will increase. Besides the process approach there is also an approach Think Pair Share (TPS). [38] were based on his observations during the Teaching Practice Program (PPL) that 75% of grade VII students at Rantau Parapat Middle School in North Sumatra could not write descriptive paragraphs. The teacher has taught the material to students well but the students' understanding in learning description texts is still very low. Likewise with the research conducted by [28] in class VII students of SMPN I Sumber Jaya, West Lampung, that based on the results of pre-research (observation) in writing description text, there are still many students who need to improve their understanding of the description text.

The research of [36] found that students did not have the basic ability to write in German well, this bad condition would positively inhibit the achievement of learning outcomes in student writing skills, especially in writing description texts. This is in line with the research conducted by [48] that first, the problem of students is the lack of vocabulary. It is difficult for students to build and develop their ideas. Second, they do not master the construction of grammatical sentences properly. Therefore, they always produce meaningless sentences. So, the teacher must find the right technique in order to reduce and solve the problem. Starting from these problems, we need a new innovation in classroom learning for Indonesian teachers. The results of the [13] study from China and the United Kingdom stated that teachers should be able to implement the latest writing program designed to increase students' motivation and involvement taking into account their own social and cultural context. The findings suggest that new writing programs can increase student involvement and writing motivation. Then the findings of [19] from Taiwan also revealed that teachers must take advantage of opportunities for collaboration with other teachers to share their individual knowledge and learn from each other.

Much of the research that has been done in connection with the use of audio visual media in learning such as, [5] from USA suggests that the learning outcomes of students using computer-assisted instruction when developing their knowledge of words concrete sense that can be seen. Also [17] from Korea argue that the use of multimedia components such as visual texts, oral texts, and graphics in web-based independent teaching programs improved student vocabulary learning at Myungin Middle School in Seoul, South Korea. Furthermore [24] from Saudi Arabia revealed that it has become a common phenomenon to integrate language textbooks with audio and video as additional resources for language learning activities in the classroom. Then, [6] from Nigeria found that there was a significant

relationship between audio visual media and environmental factors in the academic performance of students in high school at Borno State. [37] from Pakistan stated that the results of his research explored the opinions of teachers about the use of visual aids (for example, images, video animations, projectors and films) as a tool to motivate students to increase attention in reading literary texts. Overall, the studies that have been carried out, it can be concluded that the use of audio media visually increases the attention of students in learning.

Technological developments have also changed the community paradigm in finding and obtaining information that is no longer limited to print, radio, and television, but also makes global network technology and the internet, one of the main sources of information. The teacher can obtain various information needed to meet the needs of teaching materials, such as text, photos, audio-visual, video, animation, and simulation. Internet technology also makes it easy for students to get additional information in order to meet the demands of competence and enrichment. The use of technology in learning is expected to encourage communication, creativity, and be able to solve problems faced by students.

The role of the teacher in learning has shifted into a learning designer so that active students seek new knowledge. According to [10] that language learning innovation contributes to the learning process becomes more oriented towards students, for example allowing the implementation of learning activities in accordance with the requirements of modern education standards. Using this approach, one can get interactive training, which makes it possible to change the role of a teacher in the classroom to act as an organizer, expert, teacher, and facilitator. Creative teachers must be skilled in designing diverse activities so that students are fully involved in the learning process at all times.

The impact of the development of descriptive writing learning models using audio visual media for teachers is to facilitate the work of the teacher in managing the learning process time. This means that the availability of descriptive writing models and learning devices using audio visual media is one of the factors that can support the learning process to run well and can improve the quality of education. This is in accordance with the opinion of [32] that the device or learning model provides convenience and can assist teachers in preparing and implementing the learning process in the classroom. This opinion is in line with the research conducted by [25] that teachers who are able to utilize ICT effectively will enrich teaching and learning.

Thus, in this study a descriptive writing learning model was developed using audio visual media on Indonesian language subjects at the junior high school level. This can increase the motivation and learning activities of students while increasing the learning achievement of students in order to be active, creative, and independent and make learning more enjoyable by utilizing the facilities information and communication technology (ICT) who is in school.

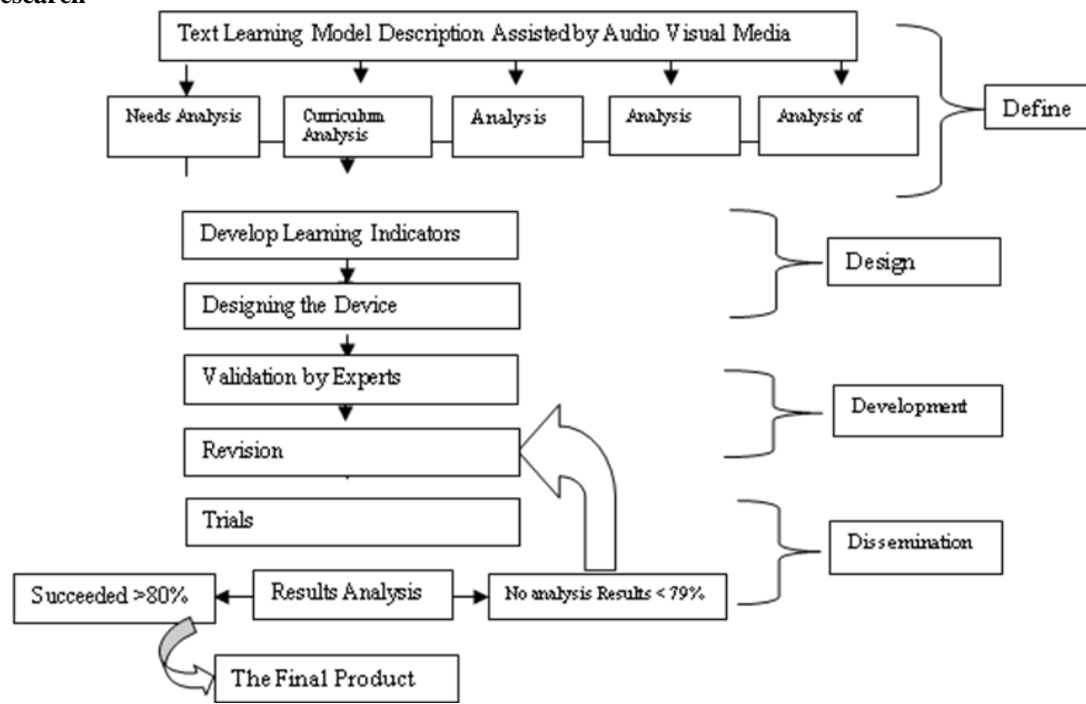
From this description, many problems can be used as the focus of research with regard to the importance of using media in learning Indonesian in junior high school, namely:

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first, teachers teach using monotonous methods, so students tend to get bored in learning. Second, teachers rarely use the media in learning, so they don't motivate students to participate in the learning process. Third, teachers have never used technology/multimedia in the class. This makes learning take place not in accordance with what it should be.

II. RESEARCH METHODS

Types of research



This type of research is development research. Research and Development or R & D used to produce products, and at the same time to test the effectiveness of these products [40]. The development model used in this study is the 4-D development model (*four D*). This model was developed by [43] which consists of four main stages (1) define (definition), (2) design, (3) development, and (4) dissemination. These stages can be described in a framework model described in Figure 1 below.

III. RESULTS AND DISCUSSION

Preliminary Research Results

At this stage the results of the needs analysis are carried out, the results of curriculum analysis, the results of student analysis, the results of concept analysis, and the results of analysis of factual models. The steps taken for the five results of the analysis are as follows.

Results of Need Analysis

The results of the needs analysis are focused on the results of the analysis of the problems found in the learning tools that already exist in the school where the research is conducted: Lesson Plan (RPP), student books, and worksheets used by the teacher in the learning process. The results of the analysis show that the learning tools used by educators have not made students feel at home in the classroom. Students are still difficult to understand the text description material because not all students have a handbook. The student handbook only contains material theories and the lack of pictorial media to support his understanding of the material contained in the theory and is difficult to understand.

The interview was conducted with the SA mother of the Indonesian language study teacher from Payakumbuh Middle School, Ms. Y the teacher of the Indonesian language study from Bukittinggi Middle School, and Ms. SE the teacher of the Indonesian language study from Padangpanjang Middle School. The three teachers were active in the West Sumatra Province MGMP activities.

From the results of this interview that the learning in junior high school where they are assigned is still conventional, the media used is still limited, and the teacher is less creative in developing learning models especially in learning the subject of descriptive writing.

Curriculum Analysis Results

Table 1. Descriptive Writing of 2013 Curriculum

Core Competence (KI)	Basic Competence (KD)
1. Living the teachings of the religion he adheres to	1.1 Appreciate and be grateful for the existence of Indonesian as a gift of God Almighty as a means of presenting oral and written information
2. Respect and appreciate honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), courtesy, confidence, in interacting effectively with the social and natural environment within the range of relationships and whereabouts.	2.1 Have honest, responsible and disciplined behavior in re-expressing the goals and methods and results of activities

<p>3 Understanding and applying knowledge (factual, conceptual, and procedural) based on the curiosity about science, technology, art, culture related to phenomena and events that appear to the eye</p>	<p>3.1 Examine the structure and elements of language description text about objects (schools, tourist attractions, historical places, and the atmosphere of regional art performances) that are heard and read</p>
<p>4. Processing, presenting, and reasoning in concrete realms (using, parsing, stringing, modifying, and making) in the abstract domain (writing, reading, counting, drawing, and making) in accordance with what is learned in school and other sources in the same perspective /theory.</p>	<p>4.1 Explain the contents of object description text (tourist attractions, historical sites, regional art performances, traditional fabrics, etc.) that are heard and read orally, in writing, and visually.</p>

Based on the results of curriculum analysis in the table above it can be concluded several things as follows: first KI-1 and KI-2 are attitude competencies that must be mastered by students. Both KI-3 are core knowledge competencies that must be mastered by students. In accordance with the development of the designed descriptive writing learning model, the specific KD that will be used in the descriptive writing learning model is KD-4.1. The formulation of KI and KD related to descriptive writing is good and clear. The 2013 curriculum has sought a balance between aspects of attitude and knowledge. This aims to produce students who are intelligent in terms of science and have good behavior.

Student Analysis Results

The results of the student analysis serve as an illustration to develop a descriptive writing learning model using audio visual media at the junior secondary level. In this study, the subject is class VII Padangpanjang junior high school students whose average age between 12-14 years is students who are in the middle teens stage. In this student analysis, the instrument used was in the form of a questionnaire to find out the model used by the teacher in learning Indonesian so far, especially learning descriptive writing. And also an analysis of learning outcomes to determine the level of student learning outcomes before using the audio visual media of this research product.

The results of the interviews that have been conducted on students that the learning given by the teacher in the classroom is not relevant to the national exam questions faced during class VI elementary school. In the classroom, we accept theories but when the National Examination in general the questions that must be solved are in the form of analysis. So that the UN score in the field of Indonesian language studies is low, because what is learned in class is not significant with the National Examination (UN) questions.

Results of Concept Analysis

Analysis of this concept uses the observation format and interview guide to analyze the learning material used by the teacher so far. Concept analysis is the basis for determining the main concepts of the description text learning material. Important concepts that students must understand in learning the description text learning material are: KD 4.1. Explain the contents of object description text (tourist attractions, historical sites, regional art performances, traditional fabrics, etc.) that are heard and read verbally, written, and visually while competency achievement indicators (1) report information contained in the contents of the description text which he reads and hears in writing in accordance with the characteristics and structure of the description text.

Results of Analysis of Factual Models

This section explains the findings related to the learning model used by Indonesian language educators (teacher models). The findings are based on the results of interviews with educators in the field of Indonesian language studies at Padangpanjang State Middle School and observations conducted at the school where the research was conducted. The interview was conducted with two Indonesian language teachers at Padangpanjang Public Middle School on Monday September 5, 2017.

Furthermore, in connection with the teacher's views and responses to students, the teacher's explanation is that some students do not have the motivation to learn, students are afraid and ashamed to speak in Indonesian. Then the teacher always answers if students ask about learning material, and guides and corrects when students make mistakes in speaking. The factual model that was found after conducting several studies and analyzes can be seen in the figure 2 below [15]



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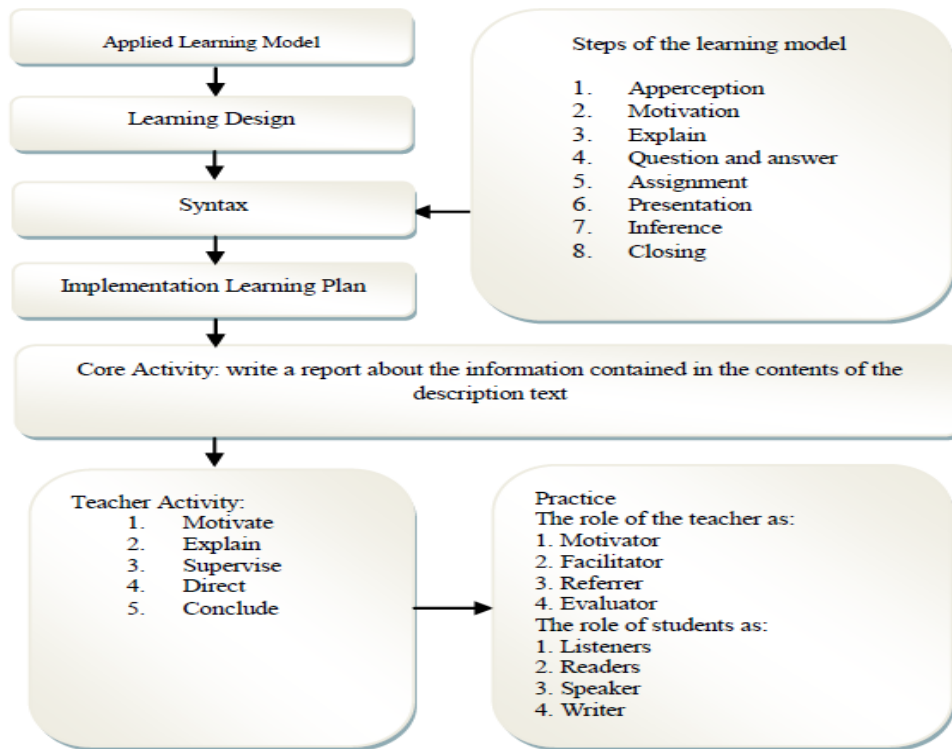


Figure 2. Indonesian Factual Learning Model

Based on the results of observations and interviews, the factual model used by teachers so far in learning Indonesian in general and learning descriptive writing in particular is a mixed model that is a mixture of direct instruction models with group work models. This mixed model is still teacher centered (*teacher centered*). The factual model syntax is conventional, meaning that the model used requires a lot of teachers who are more active than students, while the 2013 curriculum demands a more student-centered learning process. Specifically the weaknesses or weaknesses of the factual model are (1) students do not get a concrete example, (2) the teacher does not use media, (3) learning takes place monotonously, (4) low student motivation in the learning process, and (5) material presentation is less systematic. Therefore, it is necessary to design a new descriptive writing learning model so that learning is more interesting, fun, and innovative.

Research Results Design Phase (*Design Phase*)

At this stage a descriptive writing learning model was designed using audio visual media. The device designed includes RPP, descriptive writing learning model, and audio visual media. Below is described the process of designing each learning device.

Results of the Draft Learning Implementation Plan (RPP)

The Learning Implementation Plan (RPP) is systematically designed which contains the components of RPP writing and follows the preparation steps which consist of; identity, SK, KD, indicators, objectives, material, methods, learning steps, learning resources, and assessment. The learning scenario for each meeting consisted of descriptive writing learning activities using audio visual media.

Based on the SK and KD analysis, competency achievement indicators were born for one meeting with an allocation of 3 X 40 minutes. Every beginning of the meeting begins with

prayer and attendance activities. Furthermore, students are first given activities that are able to attract attention, generate confidence, and create readiness to receive information, namely observing videos (audio-visual media) to open up students' insight.

Meetings in learning activities are carried out by inviting students to report back information contained in the description text that they read and hear in written form according to the characteristics and structure of the description text. After that, students present the reports they have made to the front of the class, while other students respond and actively participate. Finally, students and teachers reflect on the learning that has been done.

Learning resources refer to the formulas in the syllabus and are developed by educational units. Learning resources used include (1) audio visual media designed by researchers, (2) learning material developed by researchers, and (3) learning outcomes assessment in the form of essay tests given at the end of the meeting.

Results of the Descriptive Writing Learning Model Design Using Audio Visual Media

In accordance with the results of the needs analysis, a descriptive writing learning model is needed using audio visual media to improve student learning outcomes. The model is built based on the syntax of the complete learning model (*mastery learning*) which refers to theory John B. Carroll and Benjamin Bloom [15]: (a) orientation, (b) presentation, (c) structured training, (d) guided practice, and (e) independent training.

The design of the description text learning model assisted by audio visual media that fits the needs of students is as follows: (a) orientation, the teacher reviews the previous learning, determines the current learning objectives, and explains the learning procedures to be carried out to students; (b) students observe audio-visual media videos that are aired on their own designs while recording things related to learning material; (c) students write reports about the description text according to the characteristics and structure of the description text in a guided manner; (d) students present or present the results of their reports independently;

and (e) teachers and students reflect on the day's learning (automatic side). In reflection of learning, there is a complete process in learning. Students will remember, choose, determine, analyze, then evaluate. This combination will make learning more meaningful for students. The five syntax of learning is done with interesting, fun, and oriented to students. For more details the process of the model hypothetical learning of description texts assisted by audio visual media can be seen in the figure 3 below [15].

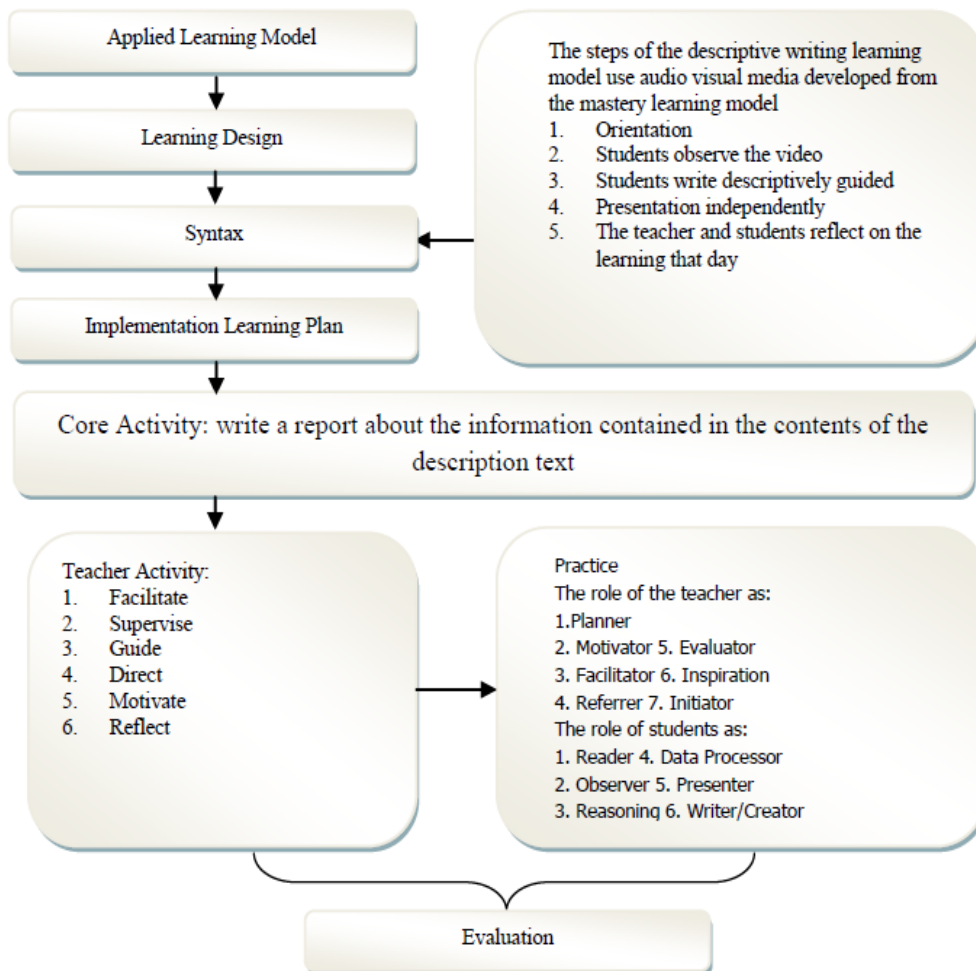


Figure 3. Design of Descriptive Writing Hypothetical Model Using Audio Visual Media

Results of Audio Visual Media Design

The resulting audio visual media was designed by themselves and assisted by a team of informatics/IT engineers. Audio visual media is specifically designed for descriptive writing learning material, which is arranged in accordance with the elaboration in the lesson plan. Media is presented in the form of animation of stories, so that students can understand more easily the material taught by educators. Media specifications use macromedia flash 8 is a program that can make learning tutorials, games, cartoon animations, and interactive multimedia applications such as product demos and interactive CD design. File generated from macromedia flash 8 has file extension .swf and can be played on the site blog or web. Installation of files.swf on the site blog or web, need programming assistance HTML. Macromedia flash using a named programming language Action Script, and on the program macromedia flash 8 there are 2 types Action Script that is Action Script 1 and Action

Script 2, so that this programming can help the application that is designed to run as expected.

Research Results Development Phase (Develop Phase)

The purpose of this stage is to produce a revised learning model based on input from experts and data obtained from interviews, observations, questionnaires, questionnaires, and tests. The activities carried out were the assessment of experts, simulations, and tests in class VII of SMP. Each activity at this stage is explained as follows:

1. Expert Valuation

After all the analysis each stage is completed and the assessment is validated by several experts. The experts referred to in this study are competent validators to assess the learning model.

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Suggestions from the validator are used as a basis for revising in the development phase. In general, the experts validated consisted of:

- a. Aspects of research content, learning material, clarity, and display of audio-visual media that are suitable with the learning objectives to be measured (validation material).
- b. Language aspects: (1) does the sentence in the descriptive writing learning model use audio-visual media according to Indonesian language rules? (2) Does the sentence in the descriptive writing learning model using audio visual media not cause multiple interpretations?

2. Simulation of the learning model

The purpose of this activity is to get input from all those involved in the learning process and student responses so that the descriptive writing learning model using audio visual media can be implemented in the field. This activity is carried out as follows:

- a. The simulation subjects in this study were VII grade students of junior high school. The reason for choosing class VII students, because the subject or description text learning material is only studied in semester 1 of class VII. In class VIII and IX there is no learning material.
- b. All students must follow the descriptive writing learning process using audio visual media. After that they were asked to submit if there were words or sentences that they could not understand.
- c. The Observer was asked to read RPP, test sheets, and observe the teacher's ability to manage learning, student activities, and implementation of descriptive writing learning using audio-visual media (as many as two people). After that, they were asked to convey things that were not understood.
- d. The researcher conducted a simulation of one local class VII student, namely local A (superior class) who was studying in Padangpanjang 1 State Middle School, amounting to 32 people and one local class VII student namely local G (ordinary class) who was studying at Public Middle School 3 Padangpanjang which numbered 28 people, while two observers acted as observers.
- e. The researcher revised the learning model; RPP, audio visual media, observation sheets, and questionnaire forms based on input from previous activities.

3. Testing the Learning Model

Testing the learning model in the field aims to obtain data or input from teachers, students and observers on all learning that has been prepared as the basis for the revision of the development of the learning model.

4. Final Model of Descriptive Writing Learning Using Audio Visual Media

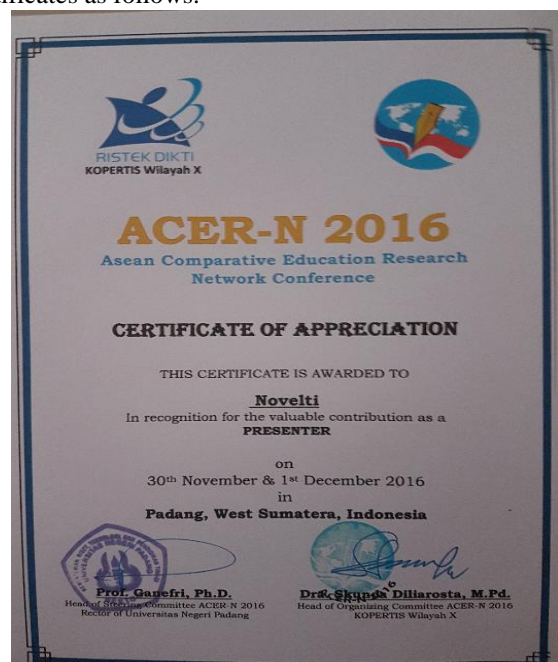
Learning is said to be effective if students can achieve the learning objectives that have been determined. The effectiveness of descriptive writing learning models using audio visual media can be seen from the achievement of the expected goals, namely the increase in knowledge, skills, and attitudes or behavior of students.

Based on several predetermined criteria, overall it can be concluded that the descriptive text learning model assisted by audio visual media produces five (5) syntaxes of the OMATIS SISI model, namely (a) orientation, (b) observing videos, (c) writing, (d) presentation, and (e) reflection, which can improve student learning outcomes. The novelty of the descriptive writing learning model using audio visual media (OMISI SISI) is (1) the syntax is different from the

mastery learning model and the factual model, (2) the video of the design itself, and (3) centralized learning to students.

Dissemination

This stage is related to the dissemination of descriptive writing learning models using audio visual media that have been carried out since 2016, namely on Asean Comparatif Education Research Network Conference (ACER-2016) as a presenter with the title. Media Animation Development Based on Literary Text in Learning Indonesian at Public Junior High School 5 Padangpanjang, then in 2017 at IAIN Salatiga as a presenter on International Conference on Indonesian Islam, Education, and Science (ICIIES) by title Developing a Model of Instruction on Text-Based Literature assisted Text-Based Descriptions and 2018 on International Conference on Language, Literature, and Education (ICLLE) di Padang State University with the title Developing a Model of Instructional on Text-Based Literature Assisted Text-Based Descriptions. Physical evidence in the form of certificates as follows.





IV. DISCUSSION

The descriptive writing learning model uses audio visual media designed to be used by Indonesian language teachers and students at the junior high level on Indonesian subjects. The learning model serves as a guide in the implementation of learning. Learning models that are used as guidelines are expected to improve the quality of student learning outcomes. This agrees with [51] theory that the purpose of Indonesian language learning is to include the cognitive (knowledge), psychomotor (skills), and affective domains (attitudes and values), as well as the interconnected domain (the combination of these three domains) which creates creativity to be able to explore the moral values contained by each learning model.

Descriptive writing learning models using audio visual media can be used on all subjects, junior high school students here are only an example for teachers and prospective teachers in making development of learning materials. In addition teachers and prospective teachers are expected to understand how to develop good and correct learning material so that students are active in learning, because the learning material developed by the teacher greatly determines the success of students. This is in accordance with the demands of the 2013 curriculum that A conducive learning climate will encourage the realization of an active, creative, effective and meaningful learning process [26]. If this can be realized by the teacher, of course good learning outcomes will be very easily achieved.

In addition, descriptive writing learning models using audio-visual media are also able to solve teacher problems to overcome difficulties in packaging teaching materials and the difficulty of teachers motivating and activating students in learning Indonesian. The material used in descriptive writing learning uses audio visual media is also very close to the real life of students (*Anai Valley*) so that the meaningful learning material is very beneficial for students. The descriptive writing learning material developed was able to equip and foster life skills namely communicating, socializing, arguing, both written and oral. This descriptive writing learning material is practical because it uses audio visual media. Students can look at the media according to the real life they have experienced.

The material developed can provide enthusiasm and motivation to students in learning, (1) provide fun, excitement, and enjoyment to students, (2) develop

imagination and help them consider and think about nature, life, experiences or ideas in various ways , (3) providing new experiences that are felt and experienced, (4) developing students' life insights related to culture and tradition in their environment, and (5) developing and introducing students to universal experiences.

The development of descriptive writing learning models using audio visual media, is very suitable with the characteristics of students, so the development of this learning model is said to be practical, as [15] says that the model must be able to act as a guide for teachers in planning learning activities . Because the descriptive writing learning model using audio visual media can help active and fun students in learning Indonesian.

V. CONCLUSION

Based on the findings and discussion of the research starting from (1) design, (2) development, and (3) the final model of descriptive writing learning using audio visual media, it can be concluded the design of the descriptive writing learning model uses audio visual media based on the conditions of implementing descriptive writing learning at the junior high school level; the development of descriptive writing learning models refers to the behavioristic theory, because it belongs to the type of behavior model group. One type of behavior model group that was referenced in constructing the model in this study is the complete learning model (mastery learning). Complete learning model (mastery learning) this was developed by John B. Carroll and Benjamin Bloom. In Indonesia the learning model is complete, and mastery learning was popularized by the Education and Culture Research Development Agency; and based on the referenced model, the final model on the development of descriptive writing learning models using audio visual media produces five (5) OMATIS SISI model syntaxes.

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