

CHAPTER II

THEORETICAL FOUNDATION

A. Learning Media

1. Definition of Learning Media

Learning is the development of new knowledge, skills, or attitudes as an individual interacts with information and the environment. The learning environment includes the physical facilities, the psychological atmosphere, instructional method, media and technology.¹ Thus, we can develop our skills with the learning process, because from learning we can improve our skills, get new experience, and for the students it is the way to learn to interact with that information. But in process of learn we need the media as a tool for learning process. In the verse of Al-Qur'an also explained about the obligations of learning, which is contained in the QS. An-Nahl (125) as follows:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ
أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ١٢٥

Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, your Lord is most knowing of who has strayed from His way, and He is most knowing of who is [rightly] guided.

According to the terminology, the word media come from the Latin “*medium*” which means an intermediary or introduction, while in Arabic, the word media comes from the word

¹ Robert, Michael, James and Sharon, *Instructional Media and Technologies for Learning* (America: Pearson, 2002), 6.

“*wasaaaila*” which means a message deliver from the sender to the receiver of the message. Instructional media can also be defined as follows:

1. Garlech and Ely, suggest that learning media are graphic, photographic, or electronic tools for capturing, processing and reconstructing visual or verbal information.
2. Heinich, argues that learning media are carriers of messages or information that aim at learning or contain learning purposes.
3. Martin and Briggs, suggest that learning media includes all the resources needed to communicate with learners; this can be in the form of hardware and software used in learning.
4. H. Malik, suggests that learning media are anything that can be used to transmit messages (learning materials) so that they can stimulate student’s attention, interests, feelings, and thoughts in learning activities to achieve learning objectives.²

A medium (plural, media) is a channel of communication derived from the Latin word meaning “between,” the term refers to anything that carries information between a source and a receiver. Example includes video, television, diagrams, printed materials, computers, and instructors. These are considered instructional media when they carry messages with an instructional purpose. The purpose of media is to facilitate communication.³ So in this context the media can help the students to integrate their experience and thus facilitate concepts of learning. The media is important for student

² Rudy Sumiharsono, *media pembelajaran* (Jawa Timur: CV Pustaka Abadi, 2017), 9.

³ Michael, James and Sharon, *Instructional Media*, 10.

because many students that have the several of aspect in learning process.

Media is human, material, or events that establish the conditions that enable the pupils to acquire knowledge, skills, or attitudes. More specifically, media is tools of graphic, photographic, or electronically to capture, process, and reconstruct the visual or verbal information. Media means the tools that are used by teacher do deliver teaching material to students in teaching and learning process.⁴ The explaining of learning media, Maisro says that “Learning media is anything that can be used to convey a message to stimulate students feelings, thoughts, willingness and motivation, and encourage the learning process”.⁵ In learning process the teacher need the support when they are teaching the students. The teacher should have selected the material and media to prepared they are teaching students. Selected material is aim to a teacher produced students’ assignment that explains the details of creating and adding the final reflections.

From the definition of learning media above we can conclude that, learning media is a place for messages to be conveyed to students to support teaching and learning activities in order to achieve learning objectives. Also using learning media as a learning process can stimulate learners to critical thinking, using their imagination, ability and attitude further developed, thus giving birth to the creativity and

⁴ A. Arsyad, *Instructional Media*, (Jakarta: Rajawali Grafindo Persada, 2013), 3.

⁵ Yanuari and Hanif, “Using Learning Media to Increase Learning Motivation”, *Forum: Anatolian Journal of Education*, Vol.4 No.2, (October, 2019), 54.

innovative work. Media can improve the efficiency of the learning process, because by using the media to reach learners in different places, and in the scope of the infinite at any given time media learning can solve the problem of education or teaching either in the scope of the micro as well as macro. The basis for using learning media in the teaching and learning process can also be found in Al-Qur'an surah Al-Alaq 1-5 as follows:

إِفْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ٢ إِفْرَأْ وَرَبُّكَ الْأَكْرَمُ ٣
الَّذِي عَلَّمَ بِالْقَلَمِ ٤ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ٥

1. Recite in the name of your Lord who created
2. Created man from a clinging substance.
3. Recite, and your Lord is the most Generous
4. Who taught by the pen
5. Taught man that which he knew not.⁶

Media can serve many roles in learning. The instruction may be dependent on the presence of a teacher (instructor directed). Even in this situation media may be heavily used by the teacher. On the other hand, the instruction may not require a teacher. Such student-directed instruction is often called “self-instruction” even though it is in fact guided by whoever designs the media. Design instructional media can enhance and promote learning and support teacher-based instruction. But their effectiveness depends in the instructor.⁷ And the successfully in used the media is how the teacher or the instructor can develop the media. Media as a role in learning

⁶ Department Islamic RI, “*Al-Quran dan terjemahnya*” (Jakarta: Proyek Pngadaan kitab Suci Al-Qur'an, 1992), p. 1079.

⁷ James and Sharon, *Instructional Media*, 12.

process that support the teaching process, design a tool for students learning as well as for the effective a learning process.

2. The Function of Learning Media

During the development, now the term E-learning appears. “E” means electronic. This means that learning media in the form of electronic tools, including interactive multimedia CDs as *offline* teaching materials and websites as *online* teaching materials.

However, there are six main functions of learning media in the teaching and learning process, including:

1. The use of learning media in the teaching and learning process is not an additional function, but has it is own function as a tool to create an effective teaching and learning situation.
2. The use of learning media is an integral part of the overall teaching situation.
3. Learning media in teaching it is use is integral to the objectiveness and content of the lesson.
4. Media learning in teaching is not merely a means of entertainment or not just a complement.
5. Learning media in teaching is preferred to accelerate the teaching and learning process and assist students in grasping the meaning given by the teacher.
6. And the use of learning media in teach is prioritized to enhance the quality of teach and learning.

The function of learning media can be emphasized as follows:

1. The use of instructional media is not an additional function, but has been own function as a means of helping to create a more effective learning situation.
2. Instructional media is an integral part of the entire learning process. This implies that the learning media is a component that does not stand alone but is inter-connected with other components in order to create the expected learning situation.
3. In instructional media it is use must be relevant to the competencies to be achieved. This function implies that the learning media must always look at the competence and teaching materials.
4. Accelerate the learning process. With learning media students can capture the objectives and teaching materials easier and faster.
5. Improving the quality of teaching and learning.⁸

Levie and Lentz, suggest four functions of instructional media, especially visual media, namely:

1. The function of visual media attention is the core, namely attracting and directing student's attention to concentrate on the content of the lesson which is related to the visual meaning that is displayed or accompanies the major text of the lesson.
2. Affective function, visual media can be seen from the comfort level of students when they are learning (or reading) pictorial text. Visual images can inspire students' emotions and attitudes, for example information concerning social or racial issues.

⁸ Cepy Riana, "*Media Pembelajaran*" (Jakarta:Romy Malchan 2012), p.14

3. Cognitive function, visual media can be seen from research finding which reveal that visual images make it easier to achieve goals to understand and remember the information.
4. Compensatory function, learning media can be seen from the results of research that visual media that provide context for understanding text helps students who are weak in reading to organize information in the text and remember it. Where the learning media serves to accommodate. Those, who are weak and slow to accept and understand the content of the lesson that is presented with text or presented verbally.⁹

The basis for the use of learning media in the teaching and learning process can also be found in the Qur'an in Surah An-Nahl verse 44 as follow:

بِالْبَيِّنَاتِ وَالزُّبُرِ وَأَنْزَلْنَا إِلَيْكَ الذِّكْرَ لِتُبَيِّنَ لِلنَّاسِ مَا نُزِّلَ إِلَيْهِمْ
وَلَعَلَّهُمْ يَتَفَكَّرُونَ ٤٤

44. [We sent them] with clear proofs and written ordinances. And We revealed to you the message that you may make clear to the people what was sent down to them and that they might give thought.

3. The Benefit of Learning Media

Based on explanation of the function above, learning media has a function namely visualizing something that cannot be seen or difficult to see so that it appears clear and can lead to

⁹ Rudy Sumiharsono, "Media Pembelajaran" (Jawa timur:CV Puataka Abadi, 2017),13.

someone's understanding or perception. In general, the media has uses, including:

1. Clarify the message so that it is not too verbalism.
2. Overcoming the limitations of space, time, energy and sensory power.
3. Generating passion for learning, more direct interaction between students and learning resources.
4. Allows children to learn independently according to their visual auditory and kinesthetic talents and abilities.
5. Giving the same stimulus equates the experience and creates the same perception.¹⁰

In general, the media has the following uses:

1. The used of learning media, the learning process is more interesting.
2. Can clarify learning materials, it is can make the students easier to understand with the material and enable students to master the learning objectives.
3. By using instructional media, the learning process becomes more varied. The material not only delivered orally, so students do not get bored quickly and more effectively and efficiently.
4. Students listening to the material presented by the teacher, doing more learning activities such as: Observe doing, demonstrating and others. The features of learning media can promote the experimental classroom.¹¹

¹⁰ Rudy Sumiharsono, "*Media Pembelajaran*" (Jawa timur:CV Puataka Abadi, 2017),10.

¹¹ Yanuari and Hanif, "*Using Learning Media to Increase Learning Motivation*", *Forum: Anatolian Journal of Education*, Vol.4 No.2, (October, 2019), 54.

B. Development of Interactive Digital Module (Electronic Module)

Modules that are developed must comply with the characteristics of the learners, given the rapid development of technology, and then the modules developed are electronic. And electronic modules is a tool or a means of learning material, method, limitation, and how to evaluate systematically designed and attractive the expected competencies, in accordance with the level of complexity in electronic (part of e-learning).¹² The electronic module is one of the computer-aided media inside there is pictures animation of a symbol. The electronic module is a type of computer-based learning media. The computer can accommodate the plodding learner receive lessons because it can give a more effective climate in a way that is more individual, never forgotten, and in carrying out the instructions as the desired program used.¹³

Interactive electronic module teaching materials is the teaching materials consisting of text, images or the two combined. Prastowo and Asyhar, in Zainal, States that “E-module is a module electronic which is a teaching material presented systematically so that it is use can be studied with or without a facilitator or teacher. One of the criteria for interactive e-module is self-instructional which makes the teaching material able to teach students independently”.¹⁴ The development of science and technology that has occurred recently is

¹² A. Arsyad, *Instructional Media*, (Jakarta: Rajawali Grafindo Persada, 2013), 23

¹³ Ramkumr , A and G. Rajini, “*Personality and Success Level Prediction of Individuls Using Soft Skills Measures And It S Performance*”, *Forum: International Journal Of Innovation, Creativity And Change*, Vol. 4, No. 1 , (January, 2018), 112.

¹⁴ Zainal Abidin and Sikky El Walida, *Pengembangan E-Module Interactive Berbsis Case (Creative, Active, Systematic, EFFECTIVE) Sebagai Alternative Media Pembelajaran Geometri Transformasi*, *Forum:Seminar Nasional,universitas Airlangga*, (21 Oktober 2017), 198

caused by humans who continue to make updates through research and technological development. In the Qur'an Surah Yunus verse 101 which reads:

قُلْ انظُرُوا مَاذَا فِي السَّمَاوَاتِ وَالْأَرْضِ وَمَا تُغْنِي الْآيَاتُ وَالنُّذُرُ عَنْ قَوْمٍ لَا يُؤْمِنُونَ ١٠١

Say, "Observe what is in the heavens and earth." But of no avail will be signs or warners to a people who do not believe.

According to Santyasa, the advantages using electronic modules are follows:

1. An increase in the motivation of the learners, because every time they do the lesson tasks, they are clearly defined and in accordance with the students' abilities.
2. After the evaluation, teachers and learners know accurately, about which module the learners have succeeded on and the parts of the module where they have not succeeded.
3. Learners achieve results according to their ability.
4. The lesson material is more evenly distributed in one semester.
5. The education is more efficient, because the subject matter is arranged according to the students' academic level.¹⁵

From several explanations of digital module above, interactive digital module is the teaching material includes the characteristics of teaching material that are packaged in a unified whole, systematically arranged which can be studied independently by learners without guidance from the teacher. The digital module is one of the media that we can use in learning with conditions in current pandemic era, and

¹⁵ Komang Anik Sugiani, I Nyoman Sudana Degeg, and Punaji Seyosari, "The Effect of Electronic Modules in Constructivist Blended Learning Approaches to Improve Learning Independence", Forum: International Journal of Innovation, Creativity and Change, Vol.9 No.10 (October, 2019), 84

also with an attractive appearance so that it can spur student's motivation to learn.

C. Active and Passive Voice

1. Definition of Active and Passive Voice

Active voice is a sentence whose subject is doing something or doing a job. In Indonesia, the characteristic of the active sentence is that the verb always begins with "men" and some have the prefix "ber". In the active voice, we only need to use the basic form of the verbs in the composition of the sentence.

Passive voice is the voice (the grammatical relation between subject of a verb and the action that the verb denotes) which is used to indicate that the subject of verb is the receiver (not the source) of the action denoted by the verb.

The General Formulation of Passive Voice:

Passive: *Subject + be + Past Participle (Verb 3) + by Agent*

Example:

Active: The factories **pollute** the rivers every day.

S V O C

Passive: the rivers are **polluted** by the factories every day.

S be V₃ by agent C

2. Tenses conjunction in passive voices

Passive voice is can be used in kinds of tenses. Below, there is some kind of passive sentences that used in sentences of tenses. To make understand the structure easier following:¹⁶

1. Simple Present Tense

Active: S + do/does + V1

Passive: S + to be (am, are, is) + V3 + by + O

Example:

Active: Students speak English

Passive: English is spoken by students

2. Present Continuous Tense

Active: S + to be (am, are, is) + V1-ing + O

Passive: S + to be (am, are, is) +being+V3+by + O

Example:

Active: Students is speaking English

Passive: English is being spoken by students

3. Present Perfect Tense

Active: S + have/has + V3 + O

Passive: S + have/has + been + V3 + by + O

Example:

Active: Students have spoken English

¹⁶ Kristiawan Dwi Cahyono, Eka Purnama and S uhanto Kastaredja, *The Bridge English Competence 2 (Jakarta: PT. Ghalia Indonesia, 2007), 133-134.*

Passive: English has been spoken by students

4. Present Perfect Continuous Tense

Active: S + have/has + been + V1-ing + O

Passive: S + have/has + been + being + V3 + by + O

Example:

Active: Students have been speaking English

Passive: English has been being spoken by students

5. Simple Past Tense

Active: S + V2 + O

Passive: S + to be (was, were) + V3 + by + O

Example:

Active: Students spoke English

Passive: English was spoken by students

6. Past Continuous Tense

Active: S + to be (was, were) + V1-ing + O

Passive: S + to be (was, were) + being + V3 + by + O

Example:

Active: Students were speaking English

Passive: English was being spoken by students

7. Past Perfect Tense

Active: S + had not + V3 + O

Passive: S + had + been + V3 + by + O

Example:

Active: Students had spoken English

Passive: English had been spoken by students

8. Past Perfect Continuous Tense

Active: S + had + been + V1-ing + O

Passive: S + had + been + being + V3 + by + O

Example:

Active: Students had been speaking English

Passive: English had been being spoken by students

9. Simple Future Tense

Active: S + will not + V1 + O

Passive: S + will be + V3 + by + O

Example:

Active: Students will speak English

Passive: English will be spoken by students

10. Future Continuous Tense

Active: S + will + be + V1-ing + O

Passive: S + will + be + being + V3 + by + O

Example:

Active: Students will be speaking English

Passive: English will be being spoken by students

11. Future Perfect Tense

Active: S + will + have + V3 + O

Passive: S + will + have + been + V3 + by + O

Example:

Active: Students will have spoken English

Passive: English will have been spoken by students

12. Future Perfect Continuous Tense

Active: S + will + have + been + V1-ing + O

Passive: S + will + have+been+being +V3+ by+ O

Example:

Active: Students will have been speaking English

Passive: English will have been being spoken by
students

13. Simple Future Past Tense

Active: S + would + V1 + O

Passive: S + would + be + V3 + by + O

Example:

Active: Students would speak English

Passive: English would be spoken by students

14. Future Past Continuous Tense

Active: S + would + be + V1-ing + O

Passive: S + would + be + being + V3 + by + O

Example:

Active: Students would be speaking English

Passive: English would be being spoken by students

15. Future Past Perfect Tense

Active: S + would + have + V3 + O

Passive: S + would + have + been + V3 + by + O

Example:

Active: Students would have spoken English

Passive: English would have been spoken by students¹⁷.

¹⁷ Denny R Cyssco, "Comprehensive English Grammar" (Jakarta: Kesaint Blanc, 2015), 165-172.

D. Previous Research

From the research's that have been conducted by several researchers, the following can be a relevant study of the research to be carried out. Although this research does not come from the same field of expertise, however the results of this research can be used as material and consideration.

No.	Name of Writer	Title	Results
1.	Johan Eka Wijaya and Ade Vidianti (Educational Technology University of Baturaja OKU, Sumatra Selatan)	The Effectiveness of Using Interactive Electronic Module on Student Learning Outcomes in Education Innovation Course	The use of online learning resources is more effective than traditional methods by delivering lectures in front of the class. <i>The result of the study indicates that electronic module-based teaching materials, effective to be applied to learning, especially in educational innovation course.</i>

2.	Sherley Yudistiya Utari (Educational Technology University of Sebelas Maret, Surakarta)	Development of Media E-Book for English Learning of X grade in SMAN 2 Padang Panjang	In the learning effectiveness test, it is known that the average value obtained by the experimental class is 77.94, the average value is higher than with a control class that does not use the e-book media inside learning but only using English textbooks. The average achieved by the control class was 73.94. Thus, it can conclude that the use of e-book media in field trials has been meets very good category and is suitable for use in learning English.
3.	Komang Anik Sugiani, I Nyoman Sudana Degeg and Punaji Setyosari Sulton. <i>(Internatinal Journal of Innovation, Creativity and Change)</i> . Vol.9 ISSUE 10: 2019.	The Effect of Electronic Modules in Constructivist Blended Learning Approach to Improve Learning Independence	The result of the research and development of electronic modules are very effectively used to improve learning result. This is apparent from the presence of the different in the score of the pre-test and post-test prior to and after using this electronic module in the learning process.

4.	Johnson Lim Soon Chong, Jailani Md Yunos and Ghazally Spahat. (<i>Malaysia Online Journal of Instructional Technology</i>). Vol.2, No.3: 2005.	The Development and Evaluation of an EModule for Pneumatics Technology	The results from the study have been positive. Overall, the perception of respondents towards the e-module produced was encouraging. The finding revealed that items related to contents produced good responses. Emodule produced to the requirements of students in term of contents, teaching presentation and software application.
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The findings that distinguish between this research from the previous research has using interactive digital module can help students to learn both online and offline because it is easy to be accessed by users. E-Module can also help teachers to carry out teaching as a learning medium. With learning conditions that still not effective at this time, this media can be an alternative for student learning. Besides being easy to use, this media is also very easy to make, the teacher does not need to take a lot of time to make it.

The product was design using Canva as a tool to create the products. By using Canva it can help on process creating the product simpler and more efficient. Because goals of this research are to give innovative and facilitate the teacher to create and use it. Whereas in previous studies they used software such as Adobe CS 3/5 Pro in the product manufacturing process.

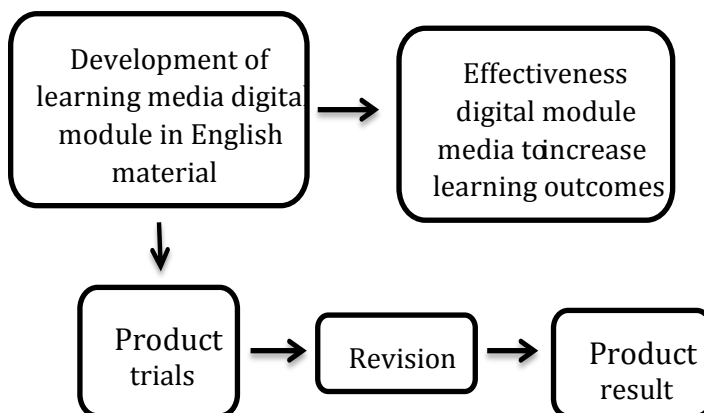
E. Conceptual Framework

The development of the times and technology is one of the factors that affect the behavior of students in learning. Without realizing it we are a generation that lives in digital era where we can easily to get information and other conveniences through digital media, including through gadgets and computer devices. But in fact, not a few students do use a smartphone. But in fact, this communication tool is more widely used for social networking than for learning purposes.

As we know, in the current learning process many students feel uncomfortable when studying because some teachers only give assignments or only sharing material in the form of PDF, Power Point files or use references book from schools. Not only students who feel confused when learning online, but the teachers are also still confused about how to carry out the learning process in order or remain effective. Therefore, the researcher wants to develop interactive instructional medium that used in learning process.

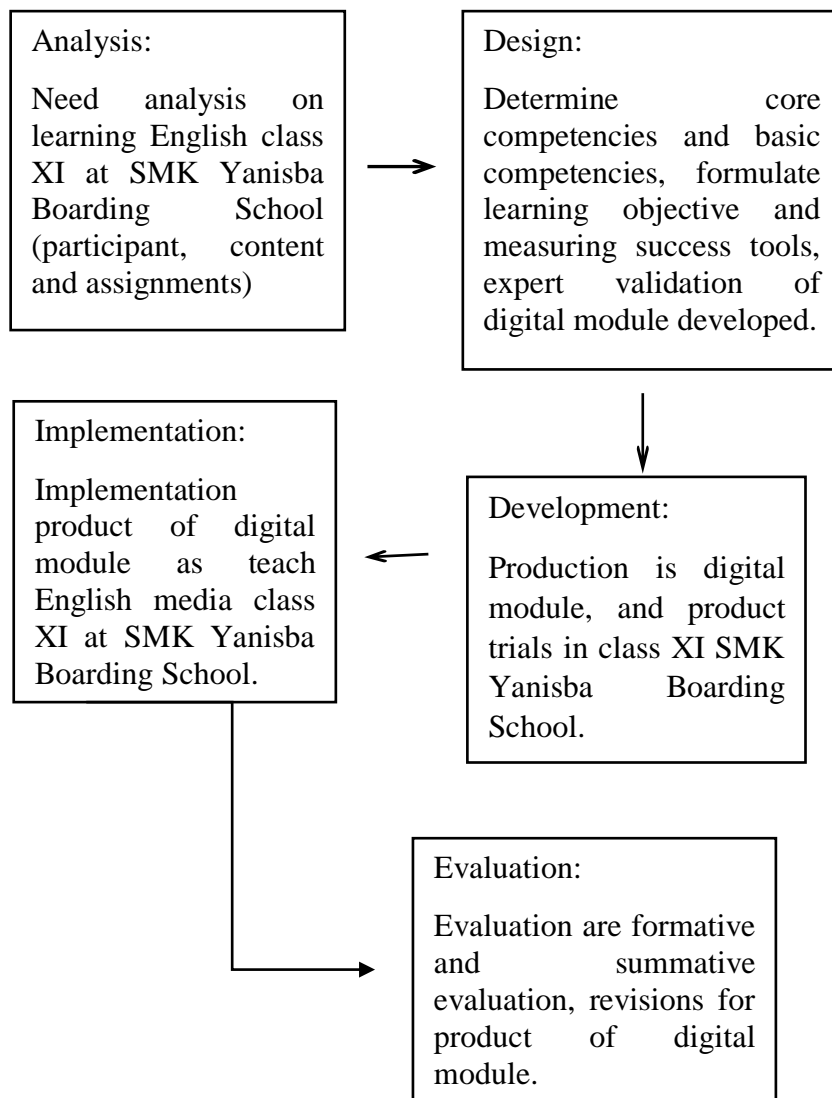
Based on these problems, it is necessary and designed a learning media that is expected able to overcome both of problem. One of media that can be designed is an interactive digital module. The interactive digital module is expected to be an alternative for students to relearn the material they have obtained through the teacher at school without having to carry books anywhere. Student material is simply stored on a smartphone or device other student digital electronics. This is expected to be able to grow motivation and learning participation and improve student learning outcomes.

Through this research, it is expected to increase the effectiveness of student learning, especially in SMK Yanisba Boarding School. Briefly describe the conceptual framework of mind as follows:



Picture 1.1. product feasibility test design

F. Product Hypothesis



Picture 1.2. Procedure of Development

The hypothetical model of digital module media research uses ADDIE development model (Adopted from Branch and Diessler in Prawiradilaga). Based on the picture above, a research and development model will be described as follows:

1. Analysis, which is to analyze the object media of the digital module that will be developed. At this stage it will test what abilities and skills the target users have as well as what required by target users related to learning English. In this case, students at SMK Yanisba Boarding School in grade XI as a target. This analysis is needed for determine what steps will be taken and what digital modules will be developed.
2. Design, it is the formulating standard competencies as well as the learning objectives of the material to be developed in English subject book for grade XI SMK Yanisba Boarding School. The selection based on discussion with expert's material that is considered to know better about the grade XI curriculum SMK and the characteristics of the English language material to be developed. Then collect and compile the material, design the digital module media and designing a questionnaire that will be used as a tool media validation data collector and user responses to digital module that was developed.
3. Development, to creating or producing an appropriate digital module with premade design and conduct trials product. Trials were carried out 3 items, namely initial field trials, main field trials and operational field trials. Put that obtained during the trial will be used as input to improve or revising the digital module that was created.
4. Implementation, where the digital module is implemented in process learning English in grade XI SMK Yanisba Boarding School, however students can also access or use media outside the classroom. Students are given a pre-test and posttest to see the

comparison of learning outcomes students before and after learning using the digital module.

5. Evaluation, namely evaluating the digital module media has been made and tested. Evaluation in the form of giving a pre-test and post-test for students to know the effectiveness of using media in learning as well filling out a questionnaire to find out the user's response to the media.