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Development of the *ATM Method* (Observe, Imitate, and Modify) in Audio Visual Integrated Poetry Reading Skills

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Abstract

This study aims to analyze needs, determine the design and test the validity of teaching materials using the ATM method in audio-visual integrated poetry reading skills in class IV SDN 069 Limbong. The research was developed using the Research and Development (R&D) method and refers to the ADDIE model, which consists of five stages. However, this study was only carried out in up to 3 stages: analysis, design and development. This research was conducted at SDN 069 Limbong, located in Limbong Village, Rongkong District, North Luwu Regency. The instruments used were teacher interviews and student questionnaires. The analysis using teacher interviews shows that the teacher only uses the lecture method in the learning process, so there is no student interest in learning. The results of the student questionnaire show that students prefer teaching materials and media such as videos. The ATM method is structured and designed considering basic competencies and learning objectives. Teaching materials for the integrated audio-visual ATM method were assessed by three experts, including language and material experts, who obtained a percentage of 92.5% with a very valid category, design experts obtained a rate of 95% with a very valid category, and application experts obtained 93.7% with a very valid category.

Keywords: *ATM method, poetry, audio visual*

Introduction

Four aspects of language skills must be mastered by students, namely parts of writing, reading, speaking, and listening. An aspect that is no less important is the aspect of task because this skill supports other skills (Rafida et al., 2013). There are several activities such as silently, aloud, poetry and many other reading activities. The learning process must use a method that can support learning.

The learning method is used in implementing a plan that has been designed in the form of activities that will be carried out in the learning process to achieve learning objectives. Effective and efficient learning resources can make students active and creative during the learning process. This is where the importance of a teacher must have a variety of teaching methods to obtain maximum results or learning goals. One of the learning resources that students need is interesting methods and learning media (Panje, 2015). In learning, also must have good communication between teachers and students; teachers must also pay attention to the needs of students, such as in the use of learning methods and learning resources.

Experience-based learning methods where students are required to be directly involved in learning topics or commonly known as the ATM method (Wirawan, 2019). Therefore, this study developed teaching material in the form of the ATM method in audio-visual integrated poetry learning. The ATM method is a method that many successful people have used in a relatively short period. Referring to the explanation of the learning method, we can understand that the learning method is a systematic way of working that can facilitate learning to be more effective in arriving at the learning objectives to be achieved, one of which is the positive changes that occur in students.

Based on the results of initial observations made by researchers in class IV SDN 069 Limbong, the problems that occur in learning poetry are that students have difficulty reading poetry; this is because students do not know how to read poetry properly. One of the reasons is that the teacher only focuses on textbooks; this indirectly affects the teaching and learning process, and the teacher does not explain how to read poetry correctly—Resulting in students only receiving material without knowing its application in everyday life. Therefore, one way to overcome this problem is to develop the ATM method in audio-visual integrated poetry reading skills in grade IV SD. Through the development of audio-visual integrated ATM method teaching materials, it is hoped that it can assist students in reading and understanding poetry correctly.

There are several relevant previous studies discussing the ATM method in learning poetry, including research conducted by Herlina et al. (2016) entitled "Application of the ATM method (observe, imitate, and Modify) assisted by audiovisual media to improve poetry reading skills". This research is an application of the ATM method where researchers apply the results of their study, while the research carried out only reached the development stage due to the Covid-19 outbreak. Research conducted by Wicaksono et al. (2019) entitled "Improvement of poetry writing skills by observing, imitating, modifying using media images in class IV students at SDN Purwantoro 2 Malang". This study discusses writing poetry and using media images, while the research discusses reading poetry and audiovisual media in class IV SDN 069 Limbong. The research was conducted by Sari (2014), entitled "The Effect of Imitating and Modifying Observation Strategies (ATM) with video media on the ability to read poetry in class VII students of SMP Negeri 2 Medan in the 2013/2014 academic year". This research focuses on seventh-grade students of junior high school, while the study focuses on fourth-grade students of SDN 069 Limbong.

Based on this, the research is developing the ATM method in audiovisual integrated poetry reading skills for class IV SDN 069 Limbong. The purpose of this research is to know the needs analysis and to see the form of the design's formality of the teaching materials of the ATM method in integrated audiovisual poetry learning in class IV SDN 069 Limbong.

Method

This research uses the ADDIE model, which consists of five stages (Cahyadi, 2019). However, this study only used three phases of the ADDIE model due to development limitations due to the Covid-19 outbreak. The stages used are the analysis, design, and development stages. This type of research is Research and development (R&D) using a mixed-method approach. The research and development aim to produce a valid product from several experts (Lauren et al., 2016). If the product made has reached the good criteria,

it will be distributed or given to the teacher. This is because, from the validity level, the feasibility of the teaching materials developed can be seen.

Before analyzing needs, the device to be used is validated by experts to determine whether it is valid to use or vice versa and then after that, it can only be given to teachers and students. The subjects in this study were fourth-grade students at SDN 069 Limbong, totalling 14 students. The instruments used were teacher interviews and student questionnaires. To determine the level of product validity that has been tested by several experts, namely using the percentage formula to determine the value given by several experts.

Results

Needs Analysis ATM Method in Audio Visual Integrated Poetry Reading Skills

As for the results obtained from teacher interviews in the learning process, the teacher only distributes student books and explains some of the material contained in the textbooks, and instructs students to study the poetry material in the books. Then, students are ordered to progress reading poetry in front of their friends. The teacher does not use teaching materials that can attract students' attention and only uses the lecture method during the learning process.

The books used by students are not always able to make students interested and make it easier for students to accept learning. Through student questionnaires, it can be seen that students prefer interesting teaching materials such as pictures, animations, and videos with the right colour combination so that students will enjoy learning more. Students do not like books that only contain material without colours and pictures. This is to the statement the class teacher gave that the teaching materials and methods that students like are interesting methods and teaching materials, such as videos. Learning media supports the teaching and learning process because it can make learning clearer and attract student learning interest.

Design Development of the ATM Method in Audio Visual Integrated Poetry Reading Skills

There are several things that are done in designing teaching materials, one of which is to pay attention to the content or content in teaching materials from the cover to the end. The elaboration of the ATM method book teaching materials in learning poetry (integrated audio-visual) is presented in the following flowchart.

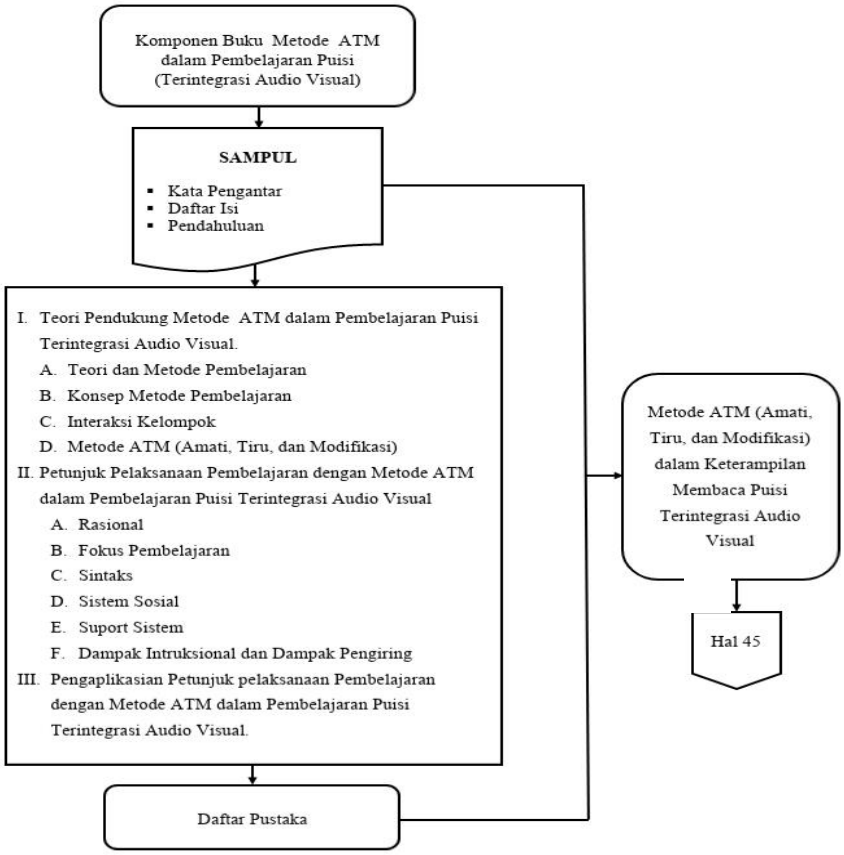


Figure 1. Explanation of Teaching Materials for the ATM Method Book in Poetry Learning (Integrated Audio Visual)

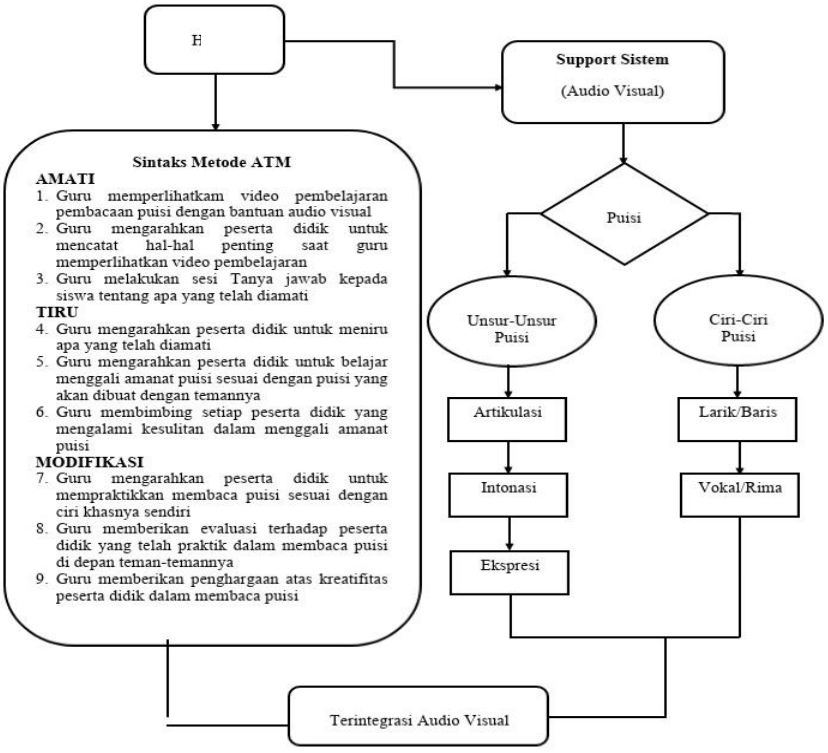


Figure 2. An overview book of the ATM method in learning poetry (Integrated Audio Visual)

The flowchart is used as a reference or steps in making a product, each step is described in the form of a chart and connected by a line or arrow. With a flowchart, it can make it easier to understand the flow of making a product, such as starting from the cover, the contents of the ATM method book, to learning videos that contain poetry material.



Figure 3. Sample Book of the ATM Method in Poetry Learning (Integrated Audio Visual)

The material discussed in the teaching materials is about the ATM method in learning poetry (audio-visual integration).

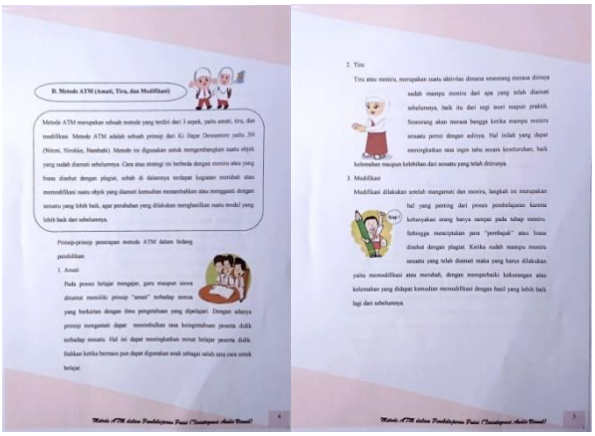


Figure 4. The ATM method in learning poetry (Integrated audio-visual)

After the researcher made a book on the ATM method in poetry reading skills (integrated audio-visual), then the researcher made a learning video that contained material about poetry.



Figure 5. Opening and closing of learning videos

The material discussed in the learning video is about poetry.

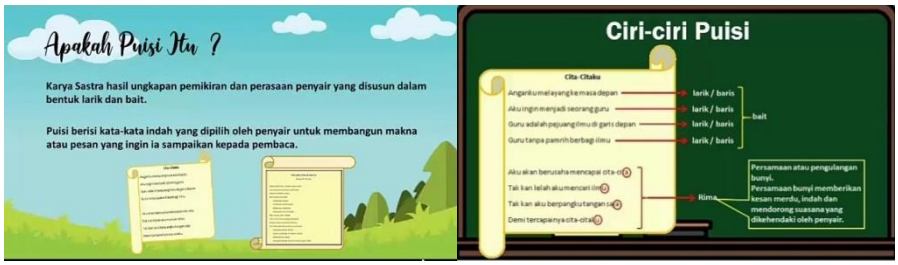


Figure 6. Poetry material

At this stage, revisions were made to several aspects of input from the validator including, (1) Pay attention to system writing and the use of punctuation; (2) the use of animation must be adjusted; (3) the cover of teaching materials should not use a logo; (4) writing the title on the back cover is not italic; (5) writing the characteristics of poetry in learning videos should use capital letters at the beginning of words.

The Validity of ATM Method Teaching Materials in Audio Visual Integrated Poetry Reading Skills

After the book and video teaching materials were validated by three experts, a validation analysis was then carried out.

Table 1. Validity Test Results

Expert	Validity
Language and Materi	92,5%
Desain	95%
Class IV teacher practitioner	93,7%

Based on the table it is known that the validity value is at 92.5-95%, therefore the validity of the teaching materials ATM method books in poetry learning (integrated audio-visual) is included in the very valid category.

Discussion

Needs Analysis ATM Method in Audio Visual Integrated Poetry Reading Skills

The needs analysis results show that in the learning process, the teacher only focuses on book packages and only uses the lecture method. The teacher only focuses on explaining the material and instructs students to study the distributed textbooks, then orders students to read poetry in front of their friends (Mahmudah, 2016). In the learning process, learning should be done for un. Still, teachers tend to use only the lecture method because students are not creative in using teaching methods and materials that can help attract students' attention. This can make students bored during the learning process.

As for teaching materials and media that students like, namely pictures, animations, and videos with the right colour combination, students will be happier learning (Asyhari., et al, 2016); students tend to be bored when they start interacting with thick books that blackhats

of pictures and colours, so their interest in understanding learning decreases. This is the opinion (Afandi, 2015) that the level of student interest affects motivation and student learning outcomes.

As a teacher, he must pay attention to the solutions that must be made that can improve student learning outcomes; this is by the opinion Sobandi (2017); student learning outcomes can be improved by teaching students to recognize better and understand how they learn. Various solutions can be used to overcome student learning problems, one of which is by applying interesting learning methods and media. According to Utami (2013), media use plays a very important role in learning. To increase student learning motivation, the development of learning media can be integrated with cultural and social elements (Rustan, 2010). and using interesting methods can improve student learning outcomes (Nazarani, 2019) argues that the technique in a lesson has a big influence on the learning process.

Forms of Design of Teaching Materials for ATM Method Books in Poetry Reading Skills (Integrated Audio Visual)

The designed teaching materials must be adapted to the previous stages, which are made in response to the needs of students so that later the resulting teaching materials can be used properly. Before designing teaching materials, it is necessary to make flowcharts (Purnama, 2012). Flowcharts serve as a reference in preparing teaching materials. At the design stage, improvements or revisions were made regarding language, material, design, and application of ATM method book materials and learning videos. Improvements and modifications are made to perfect the product, which is made based on input and suggestions from experts; this is by his creation (Purwasi & Fitriyana, 2020), that in developing a product, several revisions are needed to get a superior final product. As for modifications to the product, namely the writing system and use of punctuation marks, the animation must be adjusted. This is to his wishes Muhtadin (2019) that to produce quality teaching materials that be easily understood by students, namely in the use of language and the preparation and appearance of teaching materials must be attractive.

The Validity of ATM Method Teaching Materials in Audio Visual Integrated Poetry Reading Skills

After the three experts assessed the ATM method book and learning videos, the validity value of language and material obtained a proportion of 92.5% with a very valid category. Design validity got a proportion of 95% with a very good type. And the truth of the application received a proportion of 93.7% with a very good variety. What was produced (Tania, 2016), the validator's role is to assess the feasibility of raw materials regarding the level of success of the products that have been made; in determining the validity of teaching materials based on the assessment of three experts, namely material and language, design, and application. Based on the evaluation of the three experts, it can strengthen the quality of the teaching materials developed. The validity of the products produced strengthens this research. Purwoko et al. (2021) show that the value given by several experts to teaching materials for learning methods already meets the standard weight of validity. It is suitable for use in the learning process.

After the three experts assessed the ATM method book and learning videos, the validity value of language and material obtained a percentage of 92.5% with a very valid category.

The validity of the design received a rate of 95% with a very good category. And the fact of the application received a rate of 93.7% with a very good variety. As stated, the validator's role is to assess the feasibility of teaching materials regarding the level of success of the product that has been made in determining the validity of teaching materials based on the assessment of three experts, namely material and language, design, and application. Based on the evaluation of the three experts, it can strengthen the quality of the teaching materials developed.

Conclusion

Based on the results of observations on students, interesting learning methods and media are needed as learning resources. Teaching materials that suit the needs of students, namely the presence of pictures, animations, and videos, have the right colour combination. In the product development stage of development in the form of books and learning videos, revisions have been made regarding several aspects, such as; the writing system and use of punctuation marks, and the use of animation must be adjusted. After validation tests were carried out by material and language experts, design, and application experts, the validity was obtained at 92.5-95% with a very valid category.

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