

Developing “LEB” Apps For Junior High School Students

Rohmatul Fitriani¹, Yuyun Bahtiar^{2*}, Ahmad Kanzul Fikri³

^{1,2,3} English Education, Universitas KH. A. Wahab Hasbullah

*Email: yuyunbahtiar@unwaha.ac.id

ABSTRACT

Education plays a predominant role in this modern world. Today's education has become the most important aspect. Education brings awareness to people and keeps them away from superstitious beliefs. The key to education is learning. In this research, the researcher uses Research and Development (R&D) method. By using this method, the researcher aims to create a product is “Learn English Better”(LEB) Apps for beginners based on android for English Department students of the University of KH.A.Wahab Hasbullah Jombang. The researcher uses the quantitative method performed to increase activity and students' learning results at listening in MTs Bahrul Ulum. The main objective of this research is to explore the result of the use of the construct 2 app as a new tool which helps increasing student's motivation in VIII grade. The instruments used in this study were lesson plans, teacher interviews, and questionnaires of the student's responses. The result of material validation is 3.35 score, another word is a good category. The result of media validation is 4.88, another word is a good category. The result of implementation data analysis is a score and 63.77, another word is a very good category. Based on the research results, it can be concluded that the media (LEB) Apps can increase the students' listening skills and also student's motivation in 8th grade.

Keywords: *Learning Media; R&D Method; ADDIE Model; Listening Skills.*

INTRODUCTION

Education plays a predominant role in this modern world. Today's education has become the most important aspect. Education brings awareness to people and keeps them away from superstitious beliefs. The key to education is learning. Learning becomes a right and obligation for every child in Indonesia, but the existence of children who has a learning disability nowadays is almost always seen in every class.

According to (Baroroh, 2018). English as a second or foreign language has four skills; they are speaking, reading, listening, and writing skills. Reading and listening are considered receptive skills while speaking and writing skills are considered productive skills. Both those receptive and productive skills have the same degree of importance. No skill is more important than others (Rohmah & Anggraini, 2021).

The learning process until now still gives away teachers' domination and does not give an area for the students to develop by themselves. Teachers are less than creative in a content presentation so that learners are more passive to get information because English teachers do not have variation in using learning media such as using construct 2 application (Agustina et al, 2021).

The creativity of teachers teaching is the capability of teachers who keep developing materials or the subject matter and are capable of creating an interesting learning atmosphere as well as modifying the lesson. Creativity in learning is also a very important thing and, therefore teachers require to demonstrate and show its process. One of the alternatives that can be done by the schools is to create effective, efficient, and creative learning (Pentury, 2017).

The development of English teaching for the Junior High school has often abandoned the learning technology approach and used only the English education discipline approach foreign language or *teaching English as a foreign language* (TEFL) (Adi, 2017). As modern media, we often found multimedia-based media, namely media designed by using technology or computers. The purpose of learning media is to make it easier for teachers and students to understand the lesson. And the students who are learning new language support as possible. In this sense, technology has provided abundant resources for listening and reading as well as space for practicing speaking and writing. When the teacher

adds the sound of the voice to text, explains orally using video, especially when the student can access it outside the classroom can give a personalized touch to the student's learning experience. In this writing, some useful websites and apps for writing and reading will not be discussed in detail. The study was conducted in MTs Bahrul Ulum Tambakberas Jombang on March 15, 2021. Based on the background, the researcher is interested in developing the title "Developing (LEB) Apps for eighth-grade students of MTs of Bahrul Ulum Tambakberas Jombang.

METHOD

In this research, the researcher uses Research and Development (R&D) method. By using this method, the researcher aims to develop a product called "LEB" for Junior High School grade VIII. Researchers use ADDIE (*Analysis, Design, Development and Implementation, Evaluation*). The development model used in this development is the model ADDIE was one of the models a design of systematic learning. The selection of this model is based on the consideration that is systematically developed and rests on a theoretical basis of the design of learning. It is configured with systematic sequences of activity in learning problem-solving efforts that deal with learning resources that match the needs and characteristics of the study (Puspasari, 2019). Data collection techniques at this stage of the questionnaire. The purpose of doing needs analysis is to collect data on students' needs in learning English. Data from the results of the analysis of needs then used as a reference to design the product.

RESULT AND DISCUSSION

The stage the researcher did need analysis. The researcher gained the information by interview and questionnaires at MTs Bahrul Ulum Tambakberas Jombang. The researcher concluded of the interview result that the students had a problem with their listening skills, and they need media to help them to practice the listening skill. The data from the result of the need analysis obtained were then used as a reference for designing the product storyboard. "LEB" was designed o help the student problem.

Furthermore, the score obtained is converted into a value with a Linkert's scale was as shown in the table below:

Table 1. Likert's Scale

Meaning score	Score
Very good	5
Good	4
Fair	3
Low	2
Very low	1

The data collected was then analyzed by finding the average score or mean as follow:

$$X_i = \frac{\sum X}{N}$$

Description :

X_i = Average Score (Mean)

$\sum X$ = Total Score

N = Number of Assessment Criteria

Table 2. Result of Need Analysis

No	Names	Questions									Total Score
		1	2	3	4	5	6	7	8	9	
1	E.K	5	4	4	3	4	4	4	3	4	35
2	K.K	5	5	5	4	5	4	5	3	4	40
3	J.A	5	4	4	4	4	3	5	4	5	38
4	F.Az-Z	4	5	4	5	5	4	5	5	5	42
5	F.S. J	5	5	5	5	4	4	4	5	5	42
6	N.F.S	5	4	4	5	5	3	4	4	5	39
7	K.I.H	4	3	4	3	3	5	3	3	4	32
8	P.W. S	4	4	4	4	5	3	5	3	5	37
9	L.R	4	3	3	4	3	4	4	3	3	31

No	Names	Questions									Total Score
		1	2	3	4	5	6	7	8	9	
10	N.O. F	5	4	4	4	5	3	5	5	5	40
11	N.R	5	5	5	5	4	4	5	4	4	41
12	N.A.T.W	4	4	5	5	5	5	5	4	4	41
13	A.B. H	5	5	5	5	5	5	4	4	4	42
14	M.M	4	4	4	4	4	4	4	4	4	36
15	N.A. T. W	4	5	4	4	5	4	4	4	4	38
Total											574
Avarage											63,77

$$\text{Average Score} = \frac{\text{Total Score}}{\text{Number of participans}} = \frac{763}{9} = 84.15$$

The calculation shows that students need creative learning to support their English learning activity.

Result of Design

The researcher designed “LEB” by Construct 2. Construct 2 was able to design applications easily by PC, then it was converted to an android application. The user could install the application on their smartphone. Construct 2 had many features that were complete enough to design “LEB”.

Result of Development

The researcher had finished the assessment “LEB” to the Material Expert and Media Expert. The expert validator of media was Mrs. Nur Khafidoh, M. Kom as a Lecturer of Teknologi Informatika. The researcher used a validation sheet to evaluate “LEB”. And the expert validator of material was Mrs. Iin Baroroh, S.S., M.Pd as English Education Department in KH. A. Wahab Hasbullah University. Validation results in assessments and suggestions for learning media contained in the questionnaire submitted by the researcher, which would subsequently be fixed based on expert opinion. Linkert's scale approach was used to determine the score from the questionnaire, which had five answer options.

In this part, the researcher discussed material validation of “LEB” The researcher used a validation sheet for evaluation. The measurement scale used was the Likert scale as explained earlier. After testing, improvements are made according to the advice of the experts. Result assessment from the material are as follows:

Table 3. Assessment Criteria

No	Assessment Aspects	Scores
Material Quality		
1	There is no deviant aspect of the indicator	3
2	Clarity of material content (including SK, KD, and Indicators	4
3	Description of the content	4
4	Explanation of included examples	4
5	Coverage of included examples	4
Language Quality		
6	Clarity of the language used	3
7	Language compatibility with target users	4
8	Suitability of practice questions with competence	3
Quality of Practice Questions		
9	The balance of practice questions with material	2
10	The breakdown of practice questions presented	2

The suitability of the presentation with the demands of learner-centered learning		
11	Encouraging students' desire	3
12	Encouraging student interaction	3
13	Encourage students to build their own knowledge	3
14	Encouraging students to learn independently	3
Total		47

According to the assessment result by the material expert, the total score got was 47, the total score was then calculated using the formula explained earlier to know the eligibility of the learning media. The calculation was as follow:

$$X_i = \frac{\sum X}{N} = \frac{47}{14} = 3,35$$

So, the result of the due diligence from material experts was 3,35 which was included in the category fair and worth using with revision. Based on the questionnaire responses from material experts, the following suggestions for improvements were obtained:

Table 4. Result of Material Validation

No	Validator	Repair Suggestions		
1	Iin baroroh Ma'arif,S.S, M.Pd	Revision as recommended		
Conclusions		Not worth using	Worth using with revision	Worth using without revision
			√	

The part the researcher discussed media validation of "LEB" The researcher used a validation sheet for evaluation. The measurement scale used was the Likert Scale as explained earlier. After testing, improvements were made according to the advice of the experts. Result assessment from the material were as follow:

Table 5. Assessment Criteria

No	Assessment Aspects	Scores
General Quality		
1	Media compatibility with Material	4
2	Button Display Regularity and Consistency	5
Language Quality		
3	Text, image and animation layout	5
4	Font size selection compatibility	5
5	Background selection compatibility	5
Media Presentation		
6	Attractive media display	5
7	Interesting media presentation	5
8	There is a title/media description	5
9	Able to encourage students to learn independently	5
Total		44

According to the assessment result by media expert, the total 44, the total score was then calculated using the formula explained earlier to know the eligibility of the learning media. The calculation was as follow:

$$X_i = \frac{\sum X}{N} = \frac{44}{9} = 4.88$$

So, the result of the due diligence from material experts was 4.88 which was included in the category fair and worth using with revision. Based on the questionnaire responses from material experts, the following suggestions for improvements were obtained:

Table 6. Result of Media Validation

No	Validator	Repair Suggestions		
1.	Nur Khafidoh, M.Kom	Add listening examples in each material		
Conclusions		Not worth using	Worth using with revision	Worth using without revision
			√	

Referring to the results of validation assessments by experts with some suggestions and improvements was made, the following were the media details before and after revision.

- Addition of school-level text in the title
 According to the validator of media that this LEB application display was still ordinary, so the picture was not interesting. And after the validator of media gave comments to add text the level of students in the title that the researcher arrested to support the authenticity of the final result. The researcher had revised this product display of page menu media until the picture could make the students interested to use it.
- Changing the icon modeling the main menu
 According to the validator of media that this LEB application inappropriate Icon in the early menu. And researcher had revised this product display of page menu media until the icon could make the students understand.
- Changing the title of matter in the material menu
 According to the validator of media that this LEB application did not fit in the title and content of the material menu. And researcher had revised this product display under the material.
- Changing the view in the material menu
 According to the validator of media that this LEB application did not fit in the title and content of the material menu. And researcher had revised this product display under the material.
- Changing the view in the example menu
 According to the validator of media that this LEB application did not fit in the material and content of the example. And researcher had revised this product display under the material and example.
- Exercise
 According to the validator of media that this LEB application nothing revised corrections
- Score
 According to the validator of media that this application “LEB” has nothing revised corrections.

Result of Implementation

In this part, the product had been developed the implemented to 15 students to be respondents and tried out “LEB”. The researcher used a questionnaire by google form. The researcher sent the application to the student by WhatsApp, so the students could be downloaded “LEB” on their smartphones.

The result from the implementations were assessments and suggestions about learning media contained in the questionnaire provided by the researcher. The data analysis technique used to calculate the score from the questionnaire used the Likert scale technique with 6 answer choices. Furthermore, the score obtained was converted into a value with a Linkert scale as explained earlier. The data collected was then analyzed by finding the average score or mean as follow:

$$xi = \frac{\sum x}{N}$$

Description :

- Xi = Average Score (Mean)
- ∑x = Total Score
- N = Number of participants

Table 7. Implementation Data Analysis

No	Names	Questions									Total Score
		1	2	3	4	5	6	7	8	9	
1	E.K	5	4	4	3	4	4	4	3	4	35
2	K.K	5	5	5	4	5	4	5	3	4	40
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12	N.A.T.W	4	4	5	5	5	5	5	4	4	41
13	A.B. H	5	5	5	5	5	5	4	4	4	42
14	M.M	4	4	4	4	4	4	4	4	4	36
15	N.A. T. W	4	5	4	4	5	4	4	4	4	38
Total											574
Avarage											63,77

According to the assessment result by respondents, the total score got was 574, the total score was then calculated using the formula explained earlier to know the eligibility of the learning media. The calculation was as follow :

$$\text{Average Score} = \frac{\text{Total Score}}{\text{Number of participans}} = \frac{574}{9} = 63.77$$

Result of Evaluation

The evaluation stage was the last in Designing “LEB” for junior high school, the purpose of the evaluation is to see the reliability of the “LEB” App as a learning media and can be used as reference material for similar research in the future. Based on the data obtained from the implementation stage, it can be concluded that the “LEB” app can help as a learning media in the English listening at the MTs Bahrul Ulum Tambakberas Jombang.

In this part, the researcher discussed the result of the product after revision. The following is the final product:

CONCLUSION

Based on the result of the research ad discussion that has been presented in the chapter, it can be concluded: a). Design of “Learn English Better”(LEB) Application for listening in MTs Bahrul Ulum. The result researcher concluded based on the score from the experts. The result of material validation is 3.35 score, another word is a good category. The result of media validation is 4.88, another word is a good category. The result of implementation data analysis is a score and 63.77, another word is a very good category. b).“Learn English Better”(LEB) Application can help the students in MTs Bahrul Ulum especially in listening. The researcher based on the result of observation and interview. The Junior High school student played “Learn English Better”(LEB).

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