

Developing English Learning Media Based ICT for Seventh Grade Junior High School

Iin Baroroh Ma'arif^{1*}, Fathih Bagus Aslamuddin²

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

*Email: iinmaarif@unwaha.ac.id

ABSTRACT

The objective of this research is developing a learning media based ICT which named "Let's Learn Fun English" as English learning media for seventh grade students of Junior High School. This learning consists of some materials and exercises which is appropriate to be studied for junior high students. All materials in this learning media are based on 13 curriculum revision. The research method used in this research is Research and Development. This development used ADDIE model which have five steps, those are; 1) Analysis, 2) Design, 3) Development, 4) Implementation, and 5) Evaluation. There are two expert vadiators in this research; those are material validator and media validator. The result of this research shows that from the media validation result got 77% score it was in "good" category, whether from the material validation got 92% score it was in "very good" category. The students' responses of field trial result 68% was in "good" category. By having those result, this learning media "Let's Learn Fun English" is feasible to be used as a learning media for seventh grade students of junior high school. Furthermore this research can be used as reference to other researcher in developing English learning media in different level of students.

Keywords: Learning Media; Let's Learn Fun English; Junior High School Students.

INTRODUCTION

Language is one of the most important thing to communicate because by using language we are human able to know the purpose of people's utterance. According to Mircea(as cited in Fauziah, 2019)"Language is essentially a means of communication among the member of a society." Therefore, the language is a tool for communication in daily life. English is widely available throughout the world and is the most commonly spoken language worldwide, including in Indonesia. English is one of international language that most used at the world. (Ma'arif & Ashlihah, 2017) states that the current international language is English. In today's world, English is absolutely important. People use English not just as a language of science and technology, but also as communication medium to others in economics, social, politics, commercial and cultural, multilateral relations, and for professional advancement. Because of its importance in today's globalized world, the Indonesian government focuses on increasing students' abilities in all English language skills, including reading, writing, listening, and speaking, through its national curriculum. Therefore English is taught at the early level of education up to the highest level, from the elementary level to the university level.

In fact, learning English is not as difficult as we imagine. The main point in learning English is always practice and practice. Students need confidence to learn and speak English, based on their need to improve their English skills. English has 4 skills those are speaking, reading, writing and listening skills. Brindley (1994) as cited (Rahmawati, 2017) defines Speaking as an oral talent that allows a person to express their understanding, convey intended meaning effectively with sufficient vocabulary, use language in appropriate circumstances, and converse successfully with other people. From the foregoing, it is clear that speaking is an oral skill that is utilized to explain a person's understanding using simple words in order to converse easily. Furthermore, (Pourhosein Gilakjani & Sabouri, 2016) defines Reading is an interactive activity in which readers use successful reading strategies to create a meaningful representation of a text. Effective reading techniques are important skills that have garnered a lot of

attention in terms of improving students' reading comprehension abilities. Next, (Purdy Michael & Borisoff Deborah, 1997) defines in their book "Listening in Everyday Life: A Personal and Professional Approach", Listening is the active and dynamic process of paying attention to, perceiving, interpreting, remembering, and responding to other people's expressed (verbal and nonverbal) wants, worries, and facts. (Ghonivita et al., 2021) says in human life, listening is a crucial activity. This is owing to the fact that most people learn by listening, and it is intended to assist students in gaining access to a wide range of knowledge, information, and ideas. Then the last skill is writing. Linblom in Aco (2010:6) as cited in (Ghonivita et al., 2021) explained writing as a method of learning to concentrate our minds on key issues and learning about them A person can solve a challenging problem by engaging in writing activities. In this situation, a writer makes an effort to explore as many concepts as possible while also attempting to convey.

In terms of learning English at the school, English teachers must discover the correct ways to improve students' enthusiasm in learning English and make them love their learning. As we know that many schools in Indonesia use English as an introduction to learning in the classroom, especially in major cities of Indonesia and even English has become an additional second language after the mother tongue. Many Indonesians, especially students, have difficulty in learning English, including the learning methods used inappropriately, limited learning time and mental or lack of confidence (Nur, 2017).

English teachers must find out the right strategies to increase students' motivation in learning English and make them enjoy their learning both in terms of how we teach or how the students learn. This research was aimed at developing English learning media based android for seventh grade junior high school. The observations and interviews have done of 20 students of MTsN 4 Jombang at grade 7 for need analysis in learning English and it can be concluded that more than half students have difficulties in learning English. Most of them have difficulties in almost all aspects, as for the difficulty of students in learning English because the learning media used by teachers is less interesting, this causes students to feel bored when taking English lessons. The researchers tried to develop this media to support English learning at the school and this media named *Let's Learn Fun English*.

Media development is a process or step taken to create or perfecting a learning media that meets the reference criteria learning media made for learning media. In designing the learning media, the researchers use powerPoint Hyperlink and Animaker software. PowerPoint is a slide-show presentation program that is part of the Microsoft Office suite of applications. A Hyperlink, on the other hand, is a reference to another file on the document processor that is represented by a word, image, or other document element. Hyperlink PowerPoint program is utilized by researchers since it is simple to create and may be used by all students. Then to make it more interesting, the researchers also use animaker. Animaker is software to create animated cartoon videos. Animaker have a huge selection of cartoons, which we can choose and change to our liking. Researchers use Animaker because this software is very suitable for making interactive and interesting learning media.

METHOD

The methodology used in this research is research and development method or R&D. According to (Latif, 2012) as cited in (Mubar, 2015) stated that R&D is the name of one research design involving the classroom problems, studying recent theories of educational learning media development, developing the educational learning medias, validating the learning media to experts, and field testing the learning media. While (Borg and Gall, 1983:772) as cited in (Nur Pratiwi, 2013) defines Educational Research and development (R&D) is a process used to develop and validate the educational learning media. The ADDIE model is designed in such a way that students achieve learning goals while also evaluating student needs by designing and developing material through an application.

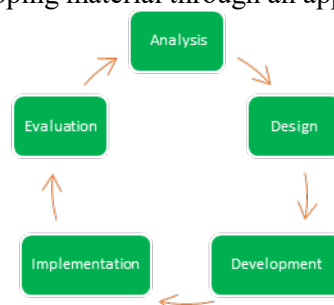


Figure 1. The ADDIE Learning Model Stage.

RESULT AND DISCUSSION

The Result of Analyze

The researchers conducted need analysis to the students at this stage. Interviews and distributing questionnaires were used to collect data. The goal of the need analysis is to gather information about students' needs when learning English. The information gathered from the need analysis is then used to create a learning media storyboard. The result of need analysis showed that most students feel bored in learning English at the classroom; it was because the teachers always use the conventional method in teaching or teacher centered. The media used in teaching is English textbook. Most students want to have another atmosphere in learning English.

The results of interviewed to the teacher that teacher found it difficult when training students to learn English. Teacher also need other media so that students keep up the spirit, foster self-confidence and motivate students while learning. And then the result of interview that have been conducted to the students, the researchers concluded that some students experience difficulty in learning English. Then some of the other students said that English is easy to learn. The reason some students say that learning English is difficult, because of lack of self-confidence when learning English and a lack of English vocabulary that they master, which causes them to have difficulty understanding English lesson. It makes them feel bored. Then the reason some students say that learning English is easy because learning English do not have to learn from class, but it can learn from social media. For example reading status/caption of foreign people, listening to songs. Paying attention to the result, then the researchers make the conclusion that it needed to create learning media that can make the students more interested and enthusiast in learning. Then the researchers begin to the next step in designing storyboard of the media.

The Result of Design

The data gathered from the result of the need analysis carried out at the start as a reference for creating learning media storyboards. The storyboard is a rough outline of the learning media that will be developed. The storyboard's details are as follows:

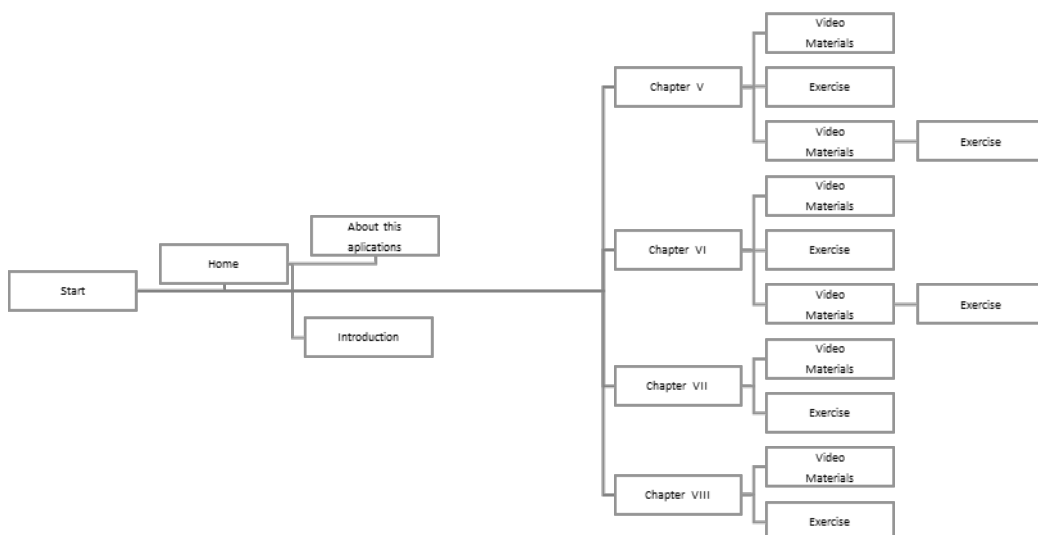


Figure 1. Storyboard Design

The Result of Development

The researchers began compiling the materials, activities, and features that would be utilized to support the learning media throughout the early stages of development. After finishing the learning media, the researchers verify the expert to check if the learning media is feasible. The learning media that produced by the researchers named “Let’s Learn Fun English” learning media. It is an application that

contains four materials in one semester. This application provides material and exercises that can help users (students) to understand the materials. In one material there are learning videos to develop speaking, writing, reading, and listening skill.

The software used for this learning media is PowerPoint Hyperlink and Animaker because it is based on surveys and research trials; it is suitable for learning media and consists of many features that support the app. The features provided are:

- Home: it contains introductory videos, 4 chapters of material, basic competencies, core competencies and learning.
- Material: in each material contains a cartoon learning video.
Chapter four and five contains a video conversation about how to ask for and give information related to the qualities of people, animals and things, in order to identify, to criticize or to praise them.
In chapter six contains a learning video about Indonesia's natural wealth by having the hope that students can be proud of Indonesia country.
Then in chapter seven there is a video that contains learning about taking messages from a friendship-themed song.
- Exercise: There are several exercises that users can do. In each chapter, there are two up to three exercises. At one slide there are three up to five questions.
- About: it explains about the application that named "Let's Learn Fun English".

The Result of Media Validation and Revision

For media validation, researchers conducted media validation to Ms. Ulfa Wulan Agustina, M.Pd as a lecturer in English Education at KH. A.Wahab Hasbullah university. She is an expert on ICT. The validation results of this media are presented in the form of validation sheet below.

Table 1. Result of media validation

NO	Media Validation Aspect	Number of Question	Score
1.	General Quality	1-2	8
2.	Language Quality	3-5	11
3.	Media Presentation	6-9	16
<i>Total Score</i>			35

Based on the assessment result by media expert, the total score got was 35; the total score then calculated using the formula explained earlier to know the eligibility of the learning media. The calculation was as follows:

Total Score = 35

Ideal Score = 5×9 (items) = 45

Percentage = $35/45 \times 100\% = 77\%$

So, the result of the due diligence from media experts is 77% which is included in the category "good" and worth using with revision.

After doing validation, there were some suggestions must be revised to the learning media: the background should be replaced with a somewhat contrast color with writing, and the exercise section should have music that can be turned on and off as needed.

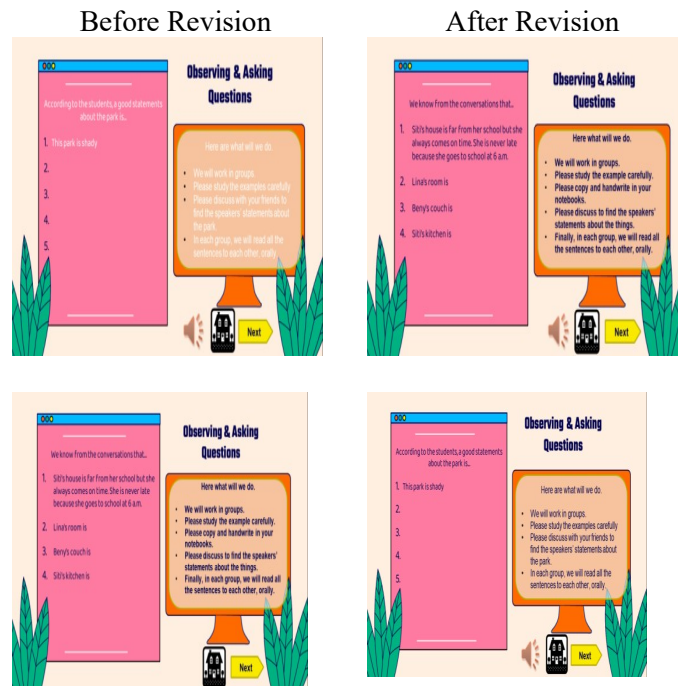


Figure 2. Learning Media Before And After Revision

The Result of Material Validation and Revision

At the stage of material validation, researchers conducted material discussion with Mr. Rohmat Hidayat, S.S. M.Pd. He is an English lecturer at KH. A. Wahab Hasbullah university Jombang. The validation results of this material are presented in the form of validation sheet below.

Table 2. Result of material validation

No	Material Validation Aspect	Number of Question	Score
1.	Material Quality	1-5	23
2.	Language Quality	6-7	9
3.	Exercise Quality	8-9	15
4.	Learning Quality	11-14	18
Total Score			65

Based on the results of the material expert's assessment, the total score got was 65. The total score then calculated using the methodology given before to determine the learning media's eligibility. The following is the formula:

Total Score = 65
 Ideal Score = 5 × 14 (items) = 70
 Percentage = 65/70 × 100% = 92%

So, the result of the due diligence from material experts is 92% which were included in the “very good” category. After doing validation, there were some suggestions from the expert about what should be revised; those are punctuation and sentence coherence.

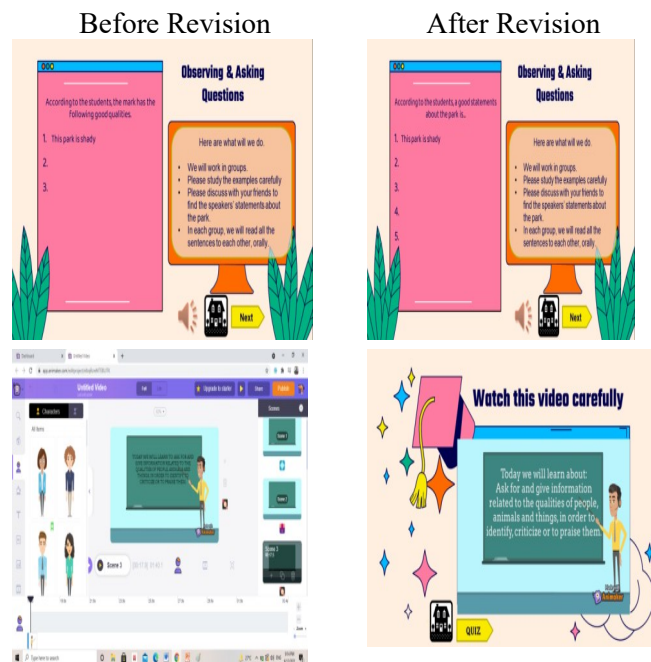


Figure 3. Learning media before and after revision

The Result of Implementation

Researchers conducted a field trial to 22 students from MTsn 4 Jombang to assess the appeal of the learning media "Let's Learn Fun English" during the implementation phase. After viewing and using learning media, students will complete surveys to provide feedback. There were 19 questions and five assessment alternatives in this survey. The following conclusions were drawn from the questionnaire's results:

Table 3. The Questionnaire's Results

Aspect	Indicator	Score
Materials	The materials in the learning media are in accordance with KD.	77
	The material in this learning medium is easy to understand.	64
	Videos in this learning media can help students understand the material.	68
	Images in this learning medium can help students understand the material.	73
	The audio in this learning medium can help students understand the material.	69
Visual Communication	Clarity of font type	75
	Clarity of font size	76
	Easy of navigation	78
	Navigation function compatibility	77
	Consistency of button placement	73
	Color blend on display	80
	Text color conformity on background	76
	Clarity of image	76
	Benefits of animation that support the content	73
	Consistency of display layout	76
Media display	79	
Software	Media accessibility	79
	Menu placement helps students access the page they want	75
	Attractiveness of evaluation question model in software	73
Total		1416

Based on the result got from the students' responses, the overall score got was 1416. The total score then calculated using the technique given before to determine the learning media's eligibility. The formula was as follows:

Total Score: 1416

Ideal Score: 5×22 (students) $\times 19$ (items) = 2090

Percentage: $1416/2090 \times 100\% = 68\%$

Based on the results of the implementation with 22 students as respondents, the results were 68%. This result is included in the "good" category and worth to use.

The Result of Evaluation

The evaluation stage is the final step in creating "Let's Learn Fun English" learning media. Its goal is to determine the application's reliability as a learning media and whether it can be utilized as a reference material for future research. Based on the data obtained during the implementation phase, it can be concluded that the application of this learning media is appropriate for use to the 7th grade students of junior high school, especially on English material of the second semester.

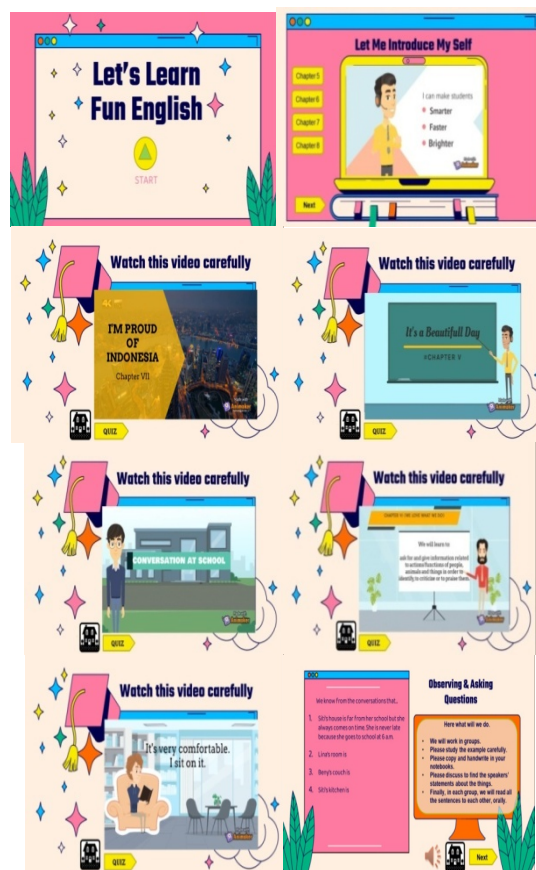


Figure 4. Final Product Of Learning Media "Let's Learn Fun English"

CONCLUSION

Based on the findings of research and development, the following conclusions can be drawn:

- The media validation result for the learning media "Let's Learn Fun English" was 77%, which is considered "good and worth using with revision." As a result, this learning media is worthwhile to use.
- The material validation result for the learning media "Let's Learn Fun English" was 92%, which is considered "very good." As a result, this learning media is worthwhile to use.
- Researchers conducted field trial to 22 students of seventh grade of junior high school throughout the learning media's implementation phase, and received 68% student reaction responses, placing the

learning media in the "good" category. This indicates that this learning media is appropriate for use in the English language learning process.

REFERENCES

- Apriyanti, H. (2018). The Effectiveness of "FIND SOMEONE WHO" Game Toward Students' speaking Skill (An Experimental Research of Seventh Grade Students Junior High School at SMP Negeri 1 Kelapa Dua Tangerang). [Thesis]. UIN Sultan Maulana Hasanuddin Banten. <http://repository.uinbanten.ac.id/view/divisions/sch=5Flaw/2018.html>
- Ghonivita, Y., John, P., & Wijayanti. M. A., (2021). Improving Students' Listening Skills and Vocabulary Mastery through Contextual Teaching and Learning by Using Online Learning. *Journal of English Language Teaching and Cultural Studies* 4(1), 10-21.
- Hoover, W. A., & Philip B. G. (1990) *The simple view of reading. Reading and writing* 2.2: 127-160.
- Ma'arif, I. B., & Ashlihah., (2017). Students Positive Response through Think Pair Share Strategy on English Speaking Skills. *ELTIN JOURNAL, Journal of English Language Teaching in Indonesia* 5(2), 85-89.
- Mafrudin, M. B., (2021). The Use Of Plotagon Enhances The Students' english Writing Skill At The Smk Tamalatea Makassar. *Journal English Education* 1(1), 35-49.
- Mubar, M. K. N. A., (2015). Developing English learning materials for young learners based on needs analysis at MTSN model Makassar. *ETERNAL (English, Teaching, Learning, and Research Journal)*, 1(2), 313-330.
- Negari, G. M., (2011). A study on strategy instruction and EFL learners' writing skill." *International journal of English linguistics* 1(2), 299-309.
- Nur, L. C. N. (2017). The Correlation Between Students' motivation And English Achievement Of The Fourth Semester Students Of English Department At Islamic University Of Malang. *Eduscope: Jurnal Pendidikan, Pembelajaran, Dan Teknologi*, 3(1), 160-169.
- Pourhosein, G., Abbas., & Narjes, B. S., (2016). How can students improve their reading comprehension skill. *Journal of Studies in Education* 6(2), 229-240.
- Pratiwi, G. N., (2013). Designing English Learning Materials for English Conversation Club in SMA N 1 KROYA. [Thesis]. Yogyakarta State University.
- Purdy, M., & Deborah, B., (1997). *Listening In Everyday Life: A Personal And Professional Approach*. [Theses]. University Press of America.
- Rahmawati., (2017). Improving English speaking ability using the Team-Games-Tournament technique. *English Education Journal* 8(1), 1-13.