



Designing CHILLGO Media Based on ICT for Supporting Students' Speaking Skill at Vocational High School

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ABSTRACT

This research aims to design a learning media named CHILLGO to support the speaking skill of the 10th-grade students BDPM (Bisnis Daring Pemasaran) 2 at SMK PGRI 1 Jombang. This research used Research and Development (R&D) as the method with the ADDIE model (Analysis, Design, Development, Implementation, and Evaluation). The result obtained from the material validation score was 80% which was in the "Good" category and the result of the media validation score was 80% which was in the "Good" category. The result of the students' responses score was 95% which was in the "Very Good" category. It can be concluded that CHILLGO media deserves to be tasted and to be applied as a supporting media in a class activity.

Keywords: CHILLGO Media; ICT; Speaking Skills

INTRODUCTION

Language is a daily communication tool used to convey information. Through language, listeners will more easily understand the expressions, ideas, opinions, and feelings conveyed by the speaker. In social life, there are various kinds of languages used by speakers, and the languages that are often encountered are regional languages, national languages, or foreign languages. Setyabudi (2017) stated that regional languages, national languages, and foreign languages are also allowed to develop in Indonesia.

A foreign language is a language that does not originate in its original country. Foreign languages, especially English, are very important languages and also include international languages used by people from various countries in communicating and conveying information.

In Indonesia, English is a foreign language that is studied starting from the kindergarten (TK) or Elementary School (SD) level and even in Higher Education level where English is used as one of the basic course.

In learning English, there are 4 skills: speaking, listening, reading, and writing. To master these four skills, we need vocabulary. Vocabulary itself is the basic thing used to learn English. Sari Baso (2014) stated words that are taught in a foreign language may be regarded as vocabulary. To sum up, words were a combination of letters that became phrases learned in a foreign language. As a result, vocabulary is a major component of learning English. Students will know English words and their meanings in English if they understand the use of vocabulary correctly. Unfortunately, there are a large number of people having difficulties in this term. The cause is a lack of vocabulary.

This situation created the researcher's curiosity leading her to do observation at SMK PGRI 1 Jombang. During the observation, students from X BPDM (Bisnis Daring Pemasaran) 2 grades were given an English learning video about tense material. Some students immediately understood the material contained in the video and some students did not understand it.

Based on the result of the need analysis, the researcher observed the students of X BDPM (Bisnis Daring Pemasaran) 2 grades SMK PGRI 1 JOMBANG who were holding teaching and learning activities on March 14th, 2023. During the learning process, students are given several media that can support these learning activities. Like students are given videos or pictures and also in the form of games and songs. However, there are a large number of students still experience difficulties during the learning process. The obstacle experienced by students during the learning process is the lack of availability of vocabulary in English. Students also have different abilities.

Based on the description above, it is necessary to develop ICT-based learning media for students. Information and Communication Technologies (ICT) include all the related infrastructure that allows people to record and send information, connecting the word Hu et al., (2022).

The researcher eventually designed CHILLGO media. The researcher's reason to this media is to make it easier for students to learn, especially when learning vocabulary. CHILLGO media can be accessed on Android and desktop-based computers. The subjects of this study were thirty-three students of grade X BDPM (Bisnis Daring Pemasaran) 2 SMK PGRI 1 Jombang. This research design is research and development where the researcher collects data using questionnaires and interviews.

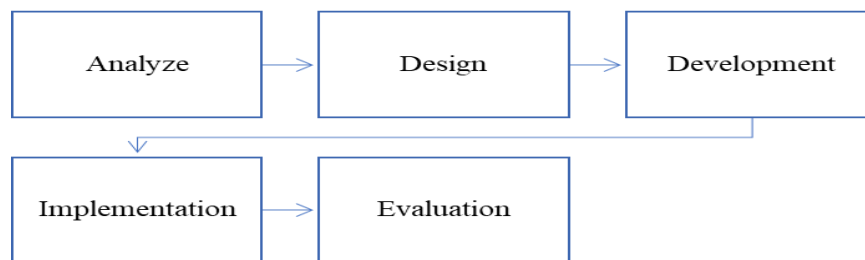
METHOD

Research Method

In this research, the researcher used Research and Development (R&D) as a research design. According to Widyastuti and Susiana (2019) Research and Development (R&D) is a systematic process for the development and validation of educational products in this area of education and learning. Moreover, Syarifah et al., (2022) told that development research is a process of developing and validating educational product. It can be concluded that Research and Development is a method for developing an educational product for the learning process

Research Procedure

The model used in this research is the ADDIE model, where it is a model that is often used in learning design to produce effective design. Widyastuti & Susiana (2019) stated that the ADDIE model consists of five steps: (1) Analysis, (2) Design, (3) Development, (4) Implementation, and (5) Evaluation.



Analyze

The need analysis phase was conducted on March 12, 2023 aimed to determine students' views on English language learning. The researcher collected the data by distributing questionnaires to students as well as interview with the subject teacher.

Design

At the analysis stage, the researcher designed an ICT-based learning media that can be used by the 10th-grade students. The researcher used PowerPoint hyperlinks.

Development

At this stage of development, the researcher will need some validation from the experts. The skilled individuals will give some advice to the researcher about the products designed and materials listed and discussed in the product by the researcher. The instrument used by the researcher for validation is in the form of a questionnaire in which there were several questions to collect data.

Implementation

After finishing all the previous steps, the next step is implementation. The researcher conducted a learning process using CHILLGO media. Students began to carry out the learning and exercises provided in CHILLGO media to help students learn English vocabulary more easily. After the trial, the researcher distributed questionnaires containing questions about students' response when using CHILLGO media.

Evaluation

The final step is evaluation after the implementation stage is complete. At this stage, researcher revised the product based on the result of the questionnaire provided in the form material validation, media validation, and students response when using CHILLGO media. The purpose of the evaluation is to determine the feasibility of CHILGO media before being used in generals.

RESULT AND DISCUSSION

Result of Analysis

At this stage, the researcher conducted a need analysis of teachers using a questionnaire and analyzed the tenth-grade BDPM (Bisnis Daring Pemasaran) 2 students at SMK PGRI 1 Jombang using the questionnaire, too. The interview was conducted to the English teacher on March 30, 2023, while on March 14, 2023, the researcher conducted the needs analysis for the students.

From the answers gotten, it is found that English teachers said that the use of learning media was very important for students and teachers in the learning process. Furthermore, the existence of learning media can attract students' attention at the time of learning. Then, the tenth-grade BDPM (Bisnis Daring Pemasaran) 2 students of SMK PGRI 1 Jombang stated that they preferred to do learning activities when using learning media and also there were a small number of students who have difficulties when learning English.

Based on the result of the need analysis, the researcher made a media that can be used for supporting their learning process. In addition, this media was designed to help the students' problems.

Result of Design

The researcher began to design the CHILLGO media concept. CHILLGO media provided 10th-grade speaking materials listed in the second term. The media consists of six basic parts, there are KI&KD, materials, exercises, objectives, and chill. Here are the results of the CHILLGO media design.



Figure 1. Opening Screen of CHILLGO

The opening screen consists of the application name, and the start navigation to enter the home screen of the application.



Figure 2. Menu Screen

The menu screen consists of the content of that media, in which six buttons will be displayed on the menu screen. There is a sound button to play the back sound of the application to make the students enjoy studying.

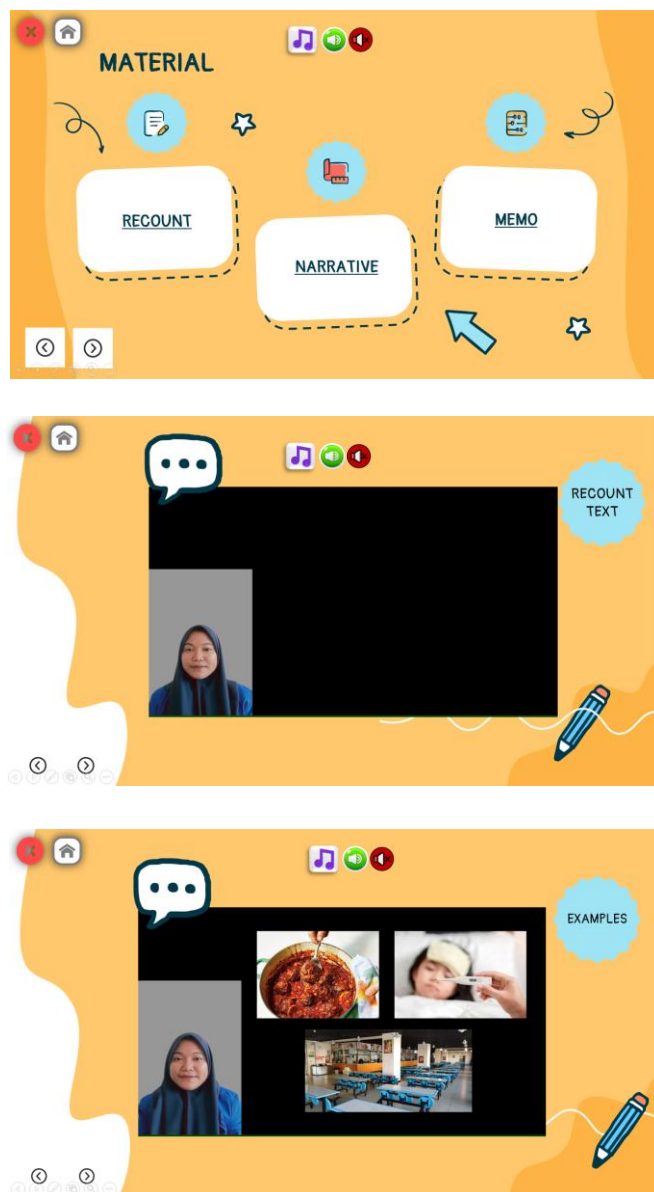
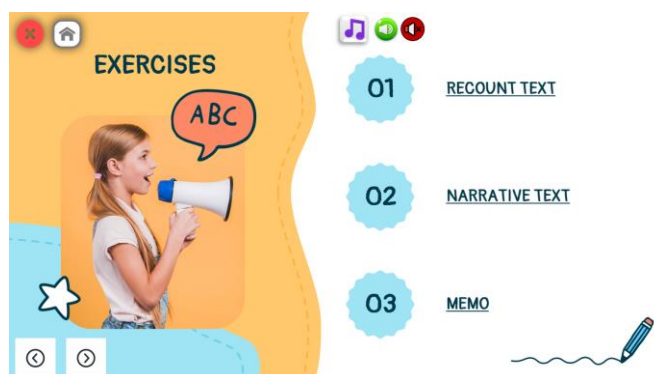


Figure 3. Material Screen

There are three materials on the material screen, which are: Recount, Narrative, and Memo. The user will be brought to the content section as soon as the user clicks on one of the buttons supplied. Inside the material screen, users will be presented with a learning video from the researcher about the material they have previously selected. Also, there were examples related to the material.



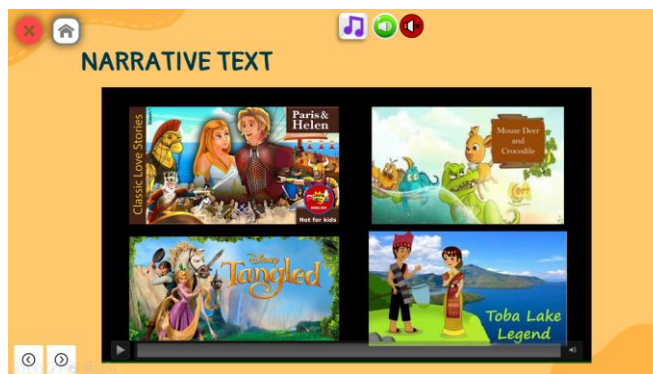


Figure 4. Exercises Screen

The exercise screen consists of three contents, which are: Recount, Narrative, and Memo. The user will be brought to the content section as soon as the user clicks on one of the buttons supplied. The users will be shown several pictures that can be chosen.



Figure 5. About Screen

The About screen consists of information about CHILLGO media and also about the author

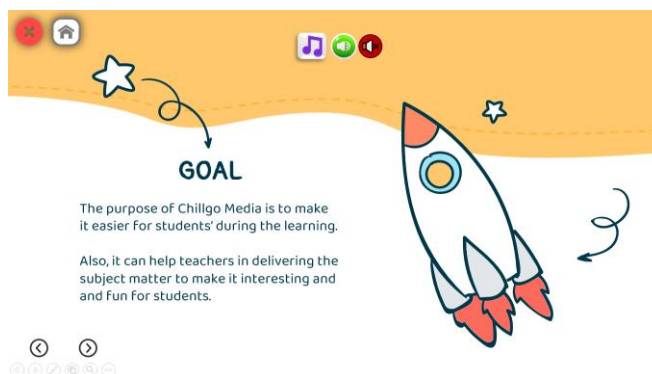


Figure 6. Goal Screen

The goal screen consists of the purpose of the CHILLGO media.



Figure 7. Quiz Screen

The quiz home screen shows that students must fill in their name, class, and major to take the quiz. The purpose of this quiz is to evaluate the results of their learning.

Result of Development

The CHILLGO media was developed in four stages of validation. Four experts have already verified it before the implementation of CHILLGO media to the users. Two of these were from material experts' validation, and the remaining two came from media experts' validation. The product revision was from the suggestions of the expert. The product revision was also done in quarte, and the revision was done under the suggestion of the English lecturer and English teacher as the material expert and the Informatic Engineering lectures as the media expert.

The researcher has applied a Sugiyono (2013) Likert scale formula to the total questionnaire score. The development formula shall be as follows:

$$P = \frac{N}{Y} \times 100$$

Description:

- P** : Percentage of Index
- N** : Total Score
- Y** : Maximum Score/Total Items

Meaning Score	Score
Very Good	81-100%
Good	61-80%
Fair	41-60%
Poor	21-40%
Very Poor	<20%

Table 1. Likert Scale

No.	Aspect	Item	Total Score
1.	Curriculum Accuracy	1	4
2.	User Accuracy	4	17
3.	Opening	2	9
4.	Core	9	33
5.	Closing	3	13
SUM		19	76
Total Score		80%	

Table 2. The Result of First Material Validation

The formula described before was then used to calculate the total score. The calculation was as follows:

$$P = \frac{\text{Total Score}}{\text{Maximal Score}} \times 100$$

$$P = \frac{76}{95} \times 100 = 80\%$$

Based on the table of the first material validation, the researcher got an 80% score which is considered the “Good” category. It means that the result of the CHILLGO media based on the material was deserved to be tested.

No.	Aspect	Item	Total Score
1.	Curriculum Accuracy	1	4
2.	User Accuracy	4	16
3.	Opening	2	8
4.	Core	9	36
5.	Closing	3	12
SUM		19	76
Total Score		80%	

Table 3. The Result of Second Material Validation

The formula, described before, was then used to calculate the total score. The calculation was as follows:

$$P = \frac{\text{Total Score}}{\text{Maximal Score}} \times 100$$

$$P = \frac{76}{95} \times 100 = 80\%$$

Based on the table of the second material validation, the researcher got an 80% score this way was the “Good” category. It means that the result of the CHILLGO media based on the material was deserved to be tested.

The conclusion of the first material validation was 80% scores and the second material validation was 80% scores. These two kinds of average material ratings got 80%. It was the "Good" category. It means the result of a validation sheet of CHILLGO media was based on the material was deserved to be tested.

No.	Aspect	Item	Total Score
1.	Layout Accuracy	2	8
2.	Typography Accuracy	3	15
3.	Image Quality	5	23
4.	Audio Quality	2	10
5.	Product Package	2	8
6.	User Accuracy	2	9
7.	Navigation Accuracy	2	10
SUM		18	83
Total Score		92%	

Table 4. The Result of First Media Validation

The formula described before was then used to calculate the total score. The calculation was as follows:

$$P = \frac{\text{Total Score}}{\text{Maximal Score}} \times 100$$

$$P = \frac{83}{90} \times 100 = 92\%$$

Based on the table of the first media validation, the researcher got a 92% score which was the "Very Good" category. It means that the result of the CHILLGO media deserved to be tested.

No.	Aspect	Item	Total Score
1.	Layout Accuracy	2	8
2.	Typography Accuracy	3	15
3.	Image Quality	5	21
4.	Audio Quality	2	7
5.	Product Package	2	0
6.	User Accuracy	2	8
7.	Navigation Accuracy	2	5
SUM		18	64
Total Score		71%	

Table 5. The Result of Second Media Validation

The formula described before was then used to calculate the total score. The calculation was as follows:

$$P = \frac{\text{Total Score}}{\text{Maximal Score}} \times 100$$

$$P = \frac{64}{90} \times 100 = 71\%$$

Based on the table of the second media validation, the researcher got a 71% score which was the "Good" category. It means that the result of the CHILLGO media deserved to be tested.

The conclusion of the first media validation was 92% scores and the second media validation was 71% scores. These two kinds of average media ratings got 81%, It was the "Good" category. It means the result of a validation sheet of CHILLGO media deserved to be tested.

Result of Implementation

The researcher carried out a trial product on 28 students of tenth-grade BDPM (Bisnis Daring Pemasaran) 2 at SMK PGRI 1 Jombang. The researcher used a computer to apply the product when it was implemented. The researcher explained how to use the product before it was implemented. To improve the product, the researcher used the results of questionnaires. The researchers obtained the data as follows based on a student response questionnaire:

No.	Description	Questionnaires Score
1.	Do you think CHILLGO Media is attractive?	101
2.	Is CHILLGO Media easy to understand?	92
3.	Can the materials in CHILLGO Media make it easier for you to learn English?	98
4.	Is the material in CHILLGO Media appropriate to the classroom lessons?	107
5.	Is English learning effective when using the CHILLGO Media app?	99
6.	Can CHILLGO Media make it easier for you to master the ability to speak English?	90
7.	Do the learning videos contained in CHILLGO Media make it easier for you when learning English material?	93
8.	Can the existence of CHILLGO Media increase enthusiasm in your English learning?	95

9.	Do you think the presenter's voice when explaining the material in the learning videos in CHILLGO Media is easy to understand and understand?	90
10.	Is the presentation of examples of some of the material in CHILLGO Media easy for you to understand and understand?	89
SUM		954
Average		95

Table 6. The Result of Implementation

$$P = \frac{\text{Total Score}}{\text{Maximal Score}} \times 100$$

$$P = \frac{954}{10} \times 100 = 95\%$$

According to Table 6, the media test results achieved an average score of 95%, indicating that this media was in a "Very Good" category. The researcher concluded, based on the student's responses to questionnaires, that students had an interest in learning English through technology media and were very fond of using CHILLGO media as a support for their studies.

Result of Evaluation

The last part is an evaluation that discusses how CHILLGO media can help the learning of grade 10 students at SMK PGRI 1 Jombang. Evaluation is obtained from the results of questionnaires for student responses.

Based on the explanation above, CHILLGO media was very interesting to be applied as a medium for tenth-grade students in Vocational High School. This CHILLGO Media development result has advantages and weaknesses, as follows:

- Advantages of CHILLGO Media, (a) There were several exercises to answer the exercises, so the students could improve their speaking and confidence skills, (b) The explanation of the material is very detailed, making it easy for students to understand, and (c) After taking the quiz, students will know the value of their work.
- Weakness of CHILLGO Media, (a) The sound cannot be changed, and (b) CHILLGO media is not yet available on the Play Store or App Store.

CONCLUSIONS

This research was finished by having CHILLGO media as learning media for 10th-grade BDPM (Bisnis Daring Pemasaran) 2 students of SMK PGRI 1 Jombang. This media used PowerPoint which was extracted to become an application. The research method used Research and Development (R&D) with the ADDIE model. The purpose of this research is to help teacher and students become more interested in learning especially in speaking skill.

The result of the development and implementation of CHILLGO media can be concluded as follows: (1) The result of material validation is 80% (good category), (2) The result of media validation is 81% (good category), and (3) The result of the implementation is 95% (very good category). Based on the results, the researcher concluded that CHILLGO media deserved to be tasted and the students were interested in learning using CHILLGO media as the learning media.

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