

Developing “Learn to Write Better” Application for X Grade in SMK Kreatif

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ABSTRACT

In English, there are four skills namely reading, writing, listening, and speaking. Speaking can be done spontaneously very different from writing which requires paying attention to grammar and others, the purpose of this study is to design an android application that can help students develop their writing skills. This study uses the research and development method with the ADDIE model to design an application called “Learn to Write Better”. This media has been validated by media validation experts and also material validation experts. Data collection instruments were carried out from the results of interviews and questioner, the results of media validation obtained a score of 96 which was categorized as very good, for material validation obtained a score of 78 with a good category and the results of the application of the media obtained a score of 89 with a very good category. Based on the above results, the researcher concludes that the “Learn to Write Better” application is feasible to use at SMK Kreatif Hasbullah Bahrul ‘Ulum Jombang.

Keywords: ADDIE model; Developing Application; Vocational School

INTRODUCTION

English is indeed a widely used language for communication around the world, and it is often referred to as the international language. English is spoken as a first language by approximately 400 million people globally, and an additional 1.5 billion people speak English as a second language. This makes English the most widely spoken language worldwide.

Despite its widespread use, it's important to recognize that English is not the only language spoken around the world. There are over 7,000 languages spoken globally, and each language has its unique cultural significance and importance (Siswanto, 2022).

Language ability consists of four abilities to master it. The four abilities are speaking, listening, writing, and reading. Of the four, all the abilities are very important to master and the researcher focused on examining the English writing skill of first-grade senior high school.

Writing skills are one of the most important language skills for students to master. Good writing skills will help students to communicate their ideas, thoughts, and views effectively through writing. In the academic world, writing skills are also very important because many assignments and jobs require clear and well-structured writing, such as essays, school assignments, and reports. Even outside the academic world, good writing skills are also important in the working world, especially in jobs that require reports, proposals, and official letters (Martha & Situmorang, 2018) Learning writing skills is challenging because students have to look at content, rhetoric, vocabulary, grammatical structure, and the mechanics of writing such as capitalization or punctuation. Writing is also so very different from speaking, which can be done without thinking about correct grammar. Speaking can happen spontaneously, but writing has to be planned and organized.

Based on needs analysis with Desta Fitri Herawati, S.Pd. as an English teacher at the SMK Kreatif Hasbullah Bahrul Ulum Jombang, the researcher accepted information from Mrs. Desta that according to her, learning in class still uses the teacher method and the only media used are blackboards and teacher handbooks and based on an analysis of student’s needs, many students get not good value in learning English at the SMK Kreatif Hasbullah Bahrul Ulum Jombang. So to overcome the problems above, the researcher tried to design an application-based T-Good application to help students acquire English, especially writing skills.

METHOD

Research Design

This research model is the research and development (R&D) method. Application media is a product that can be used for learning or educational activities, starting with need research, continuing with the development process, and ending with product revision and dissemination.

Research and Development (R&D) is a research method used to produce certain products and test the effectiveness of these methods. In the field of education R & D, is a research method used to perfect or validate products used in education and learning. From the description above, it can be concluded that Research and Development is a research method that aims to produce certain products and test the validity and effectiveness of these products in their application (Hanafi, 2017).

The purpose of this study was to design a suitable Android application-based learning media to help students develop their English writing skills. The stages of the process are often called the R&D cycle, which consists of studying research findings related to the product to be developed, developing a product based on these findings, testing it in the field where it will be used, and revising it to make it better. In more rigorous research and development programs, this cycle is repeated until field testing data indicates that the product meets the identified behavioral objectives.

Research procedures

The development model used is ADDIE. It is one of the systematic learning design models, chosen based on the fact that has been systematically developed and built on the theoretical foundation of learning design.

This structured model is programmed with a systematic series of activities to solve learning problems related to learning resources based on student needs and characteristics.

The ADDIE model consists of 5 components that are interrelated and systematically structured, which means that from the first stage to the fifth stage in its application must be systematic and cannot be sequenced randomly (Firdianingsri et al., 2018)

This research model is divided into five parts as follows:

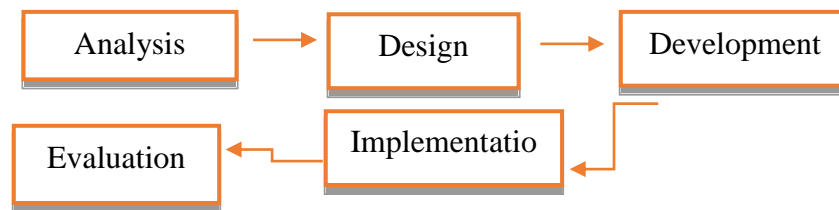


Figure 1. ADDIE`s Model

Analysis

First, in the analysis phase, the researcher conducts a needs analysis to find out the needs and difficulties of students. The needs analysis was carried out by distributing questionnaires to students and conducting interviews with the English teacher of SMK kreatif Hasbullah Bahrul ‘ulum Jombang. The research makes a needs analysis in the form of an application that objective to find out the needs and difficulties of students as well as about their learning media and materials when learning English, especially in writing skills, this is a reference for designing products or media that will be given to students.

Questionnaire

The questionnaire was used to collect data that contained questions in order to find out their response to assessing something. The questionnaire is provided using paper that is given to students or validation experts. The first questionnaire is used to obtain data about students' needs and difficulties. This questionnaire is given to analyze students.

Interview

The researcher asked the English teacher about students' problems, especially writing English when they learn English, and what lessons the teacher wants students to learn to write English more easily.

Design

The researcher designed the Android application based on interview and questionnaire data. The design of the Android application is reflected in the grade X student worksheet which contains various materials, practice questions, and assessments. Design the Android application “Learn to Write Better” using PowerPoint then rock and convert it into an Android application. This “Learn to Write Better” storyboard is the first appearance of the product to be developed.

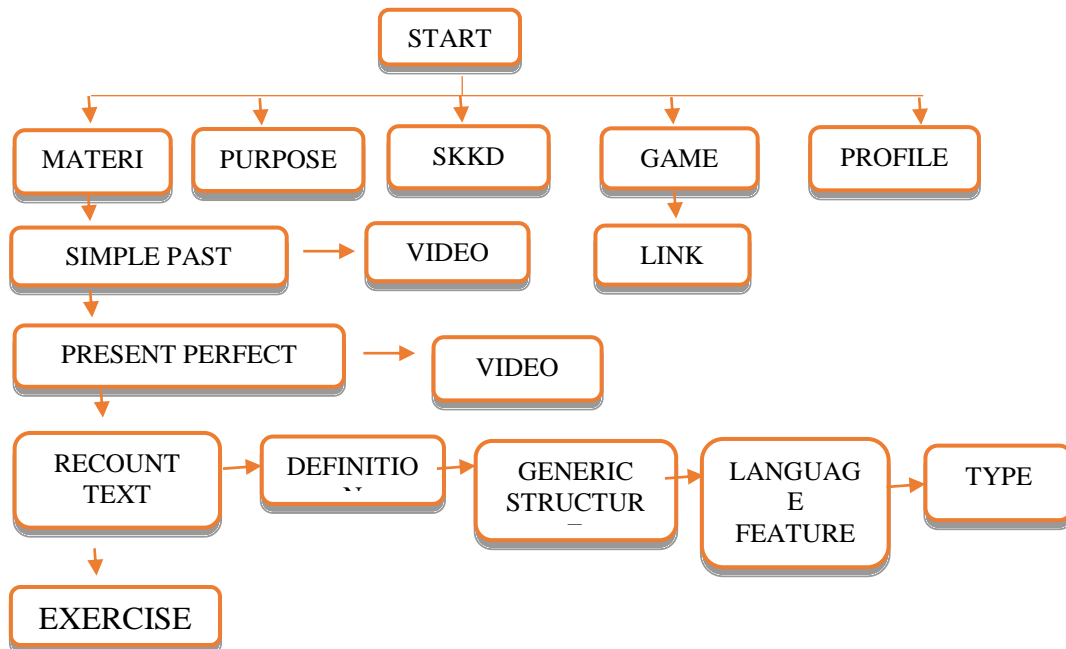


Figure 2. Design “Learn to Write Better”

Development

The researcher makes this product using PowerPoint and then in IsPring to develop the product, and can immediately be made into an application. It is important in the development stage is product development and expert assessment consisting of material experts and media experts (Sugiyono, 2017). Researchers use a scale Likert to get scores from data from material experts and media experts, as follows:

$$P = \frac{\text{score data collection}}{\text{Ideal score}} \times 100\%$$

Description:

P = percentage

Ideal score = highest score x number of respondent’s x number of Questionnaire

Table 1. Likert Scale

| Percentage Score | category |
|------------------|-----------|
| 0 - 20 | Very Low |
| 21 - 40 | Low |
| 41 - 60 | Enough |
| 61 - 80 | Good |
| 81 - 100 | Very Good |

Implementation

In the implementation stage, the researcher designed T-Good “Writing to be Good” which was applied to class X intermediate-level English students, product implementation through face-to-face learning. The researcher used a rating scale to get the score data of students who had tried the media as follows:

$$P = \frac{\text{score data collection}}{\text{Ideal score}} \times 100\%$$

P = percentage

Ideal score = highest score x number of respondent's x number of Questionnaire

Table 2. Likert Scale

| Percentage Score | category |
|------------------|-----------|
| 0 - 20 | Very Low |
| 21 - 40 | Low |
| 41 - 60 | Enough |
| 61 - 80 | Good |
| 81 - 100 | Very Good |

Evaluation

Finally, the research collects information about the use of the designed "Learn to Write Better" grammar learning media and conducts an evaluation. The purpose of this assessment is to evaluate the tools, materials, and appearance of the learning media. The result of this evaluation will be the basis for redesigning the learning media. In the future, this product will be better designed as a learning media. This stage involves several teachers, students, and lecturers.

RESULT AND DISCUSSION

The result of the Analysis

In this step, the researcher analyzed students' needs and difficulties by spreading questionnaires to students and conducting interviews with class X English teacher SMK Kreatif Hasbullah Bahrul 'Ulum Jombang. The results obtained from student questionnaires are that students have difficulty learning English because teachers present English learning monotonously and less varied manner. The results obtained from interviews with teacher SMK Kreatif Hasbullah Bhrul 'Ulum Jombang show that class X students lack the ability to write English and the strategies that teachers often use in the classroom are lecture strategies using the blackboard and teacher handbook.

Based on the results of the student questionnaire and the results of the interview with teacher SMK Kreatif Hasbullah Bhrul 'Ulum Jombang above, the researcher concluded that class X students have difficulty in learning English, especially in writing skills and they need motivation to keep learning in class, therefore they also need effective media for learning.

The result of Design

The results of the data needs analysis that have been collected are then summarized and used as a reference in the product storyboard. The design of the "Learn to Write Better" uses power point then hyperlinked and Ispring to create product assets. The storyboard design of the English writing application product T-Good "Writing to be Good" is as follows:

The storyboard began to be developed after the storyboard was designed and created by the researcher. In the development stage, the researcher uses PowerPoint which is hyperlinked, and then in Ispring like an application to build the product into an application. The product development stage and the application of the design according to the product storyboard are as follows:

Home page

The home page is the main page of the "Learn to Write Better" English writing application on the page there is a start button to go to the next page.

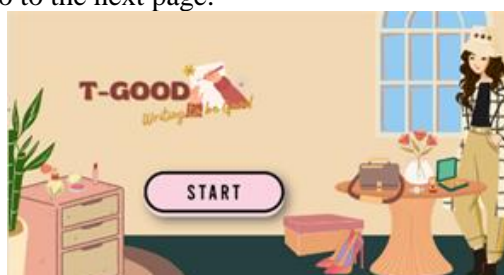


Figure 3. Home page

Start

The first start button is opened then several buttons will appear on this start page, such as the profile button, purpose, SKKD, game, material, and also the exit button users if they want to exit this application, users can click any button according to the user's wishes.

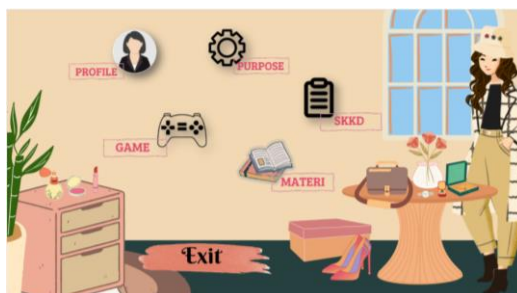


Figure 4. Start

Profile

The author's profile button is directed to a page containing the author's name and origin, this page is also equipped with a back and home button so users can click the home button if they want to return to the previous page and the home button to return to the start page.



Figure 5. Profile

Purpose

The purpose button is directed at the purpose of the author of "Learn to Write Better", this page it is also equipped with a back button and also home so users can click the home button if they want to return to the previous page and the home button to return to the start page.

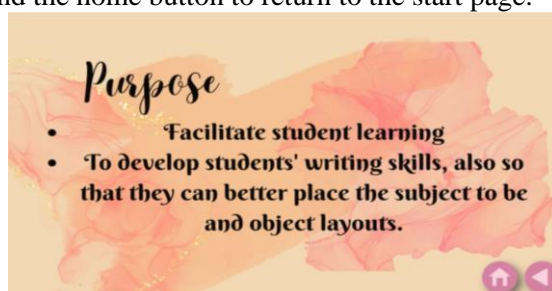


Figure 6. Purpose

SKKD

If the user clicks the SKKD button then the SKKD of the material will appear, on this page is also equipped with a back button and also home so users can click the home button if they want to return to the previous page and the home button to return to the start page.

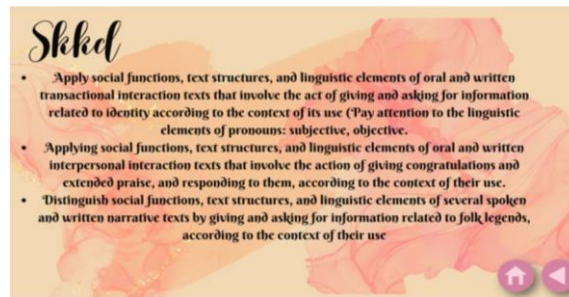


Figure 7. SKKD

Game

On this game button will be directed to a link where users can click the link in order to play in the application, this page is also equipped with a back button and also home so users can click the home button if they want to return to the previous page and the home button to return to the start page.



Figure 8. Link Game

Material

When the user clicks the material button, three materials will appear consisting of, simple past tense, present perfect tense, and also Recount text. This page is also equipped with a back button and also home so users can click the home button if they want to return to the previous page and the home button to return to the start page.



Figure 9. Material

On this material button, users can click on any material and then be directed to the meaning of the selected material. This page is also equipped with back and home buttons so that users can click the home button if they want to return to the previous page and the home button to return to the home page.

Exercise

On the exercise button, the user will be directly directed to the questions that are available in the application so that the user can work on the questions and write them in their own book. This page is also equipped with back and home buttons so that users can click the home button if they want to return to the previous page and the home button to return to the home page.

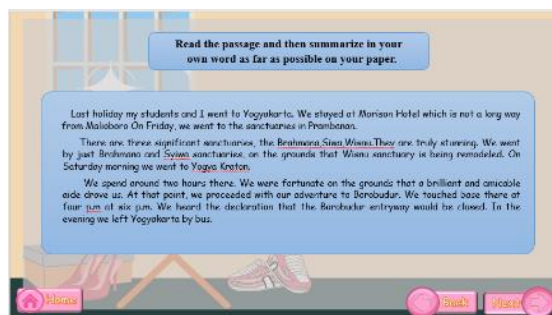


Figure 10. Exercise

The Result of Development

After designing the application, the researcher tried to develop the application and consulted with some experts. There are 4 validators, two of them are media validators and two of them are material validators.

Expert validation results

The results of learning media will be validated by four people. Which two became material validation experts by Nurul Afidah, M.Pd as lecturer in the English education study program at KH. A. Wahab Hasbullah University and Desta Fitri Herwati, S. Pd. as English teaching teacher at SMK Kreatif Hasbullah Bahrul Ulum Jombang then two more as media validator experts by Ino Angga Putra, M. Pd as lecturer in the faculty education who teaches learning media at KH. A. Wahab Hasbullah University and Siti Sufaidah, S. Kom, M.Si as lecturer in the faculty of information technology at KH. A. Wahab Hasbullah University the results of the validation are in the form of assessments and suggestions regarding learning media which have several questions that have been given by researcher and will then be corrected according to the suggestions of the expert validators.

Media Validation Results

In this section researcher discusses the validation of the “Learn to Write Better” media. The media expert validator is Ino Angga Putra, M. Pd as lecturer in the faculty education who teaches learning media courses at KH. A. Wahab Hasbullah University and Siti Sufaidah, S. Kom, M.Si as lecturer in the faculty of information technology at KH. A. Wahab Hasbullah University. The researcher used a validation sheet to evaluate “Learn to Write Better” The results of the assessment of the media are as follows:

Table 3. The Result Media Validation

| Expert | Number of Question | | | | | | | | | | | | | | | | | |
|---------|--------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|-----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | |
| 1 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 84 |
| 2 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 80 |
| Total : | | | | | | | | | | | | | | | | | | 164 |

Based on the results of the media expert assessment, the total score obtained is 164, then calculated using the formula described in the data analysis technique to determine the feasibility of learning media. The calculation is as follows:

$$P = \frac{\text{score data collection}}{\text{ideal score}} \times 100\%$$

Description:

P = percentage

Ideal score = highest score x number of respondent's x number of Questionnaire

Highest Score: 5

Number of Respondents: 2

Number of Questioners: 17

$$P = \frac{164}{5 \times 2 \times 17} \times 100\%$$

$$P = \frac{164}{170} \times 100\% = 96\%$$

Based on the table of media validation results obtained a score of 96 with the category "very good", meaning that the results of the media "Learn to Write Better" English writing based on android validation are feasible to try with revisions according to suggestions.

Material validation results

In this section researcher discusses the validation of "Learn to Write Better" material. Material expert validators are the first validator Nurul Afidah, M.Pd as lecturer in the English education study program at KH. A. Wahab Hasbullah University and Desta Fitri Herawati, S. Pd. As English teaching teacher at SMK Kreatif Hasbullah Bahrul Ulum Jombang researcher use a validation sheet to evaluate the material of the "Learn to Write Better" application the results of the material assessment are as follows:

Table 4. The Result of Validator Material

| Expert | Number of Question | | | | | | | | | | | | | | | | | | Total |
|------------|--------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | |
| 1 | 3 | 4 | 4 | 5 | 5 | 4 | 5 | 4 | 4 | 4 | 3 | 3 | 3 | 3 | 5 | 5 | 3 | 2 | 69 |
| 2 | 4 | 5 | 4 | 5 | 4 | 3 | 4 | 4 | 4 | 5 | 3 | 5 | 4 | 4 | 3 | 3 | 3 | 4 | 71 |
| Total: 140 | | | | | | | | | | | | | | | | | | | |

Based on the results of the material expert research, the total score obtained is 140 then calculated using the formula described in the data analysis technique to determine the feasibility of learning materials. The calculation is as follows:

$$p = \frac{\text{score data collection}}{\text{Ideal data}} \times 100\%$$

Description:

P = percentage

Ideal score = highest score x number of respondent's x number of Questionnaire

Highest Score: 5

Number of Respondents: 2

Number of Questioners: 18

$$P = \frac{140}{5 \times 2 \times 18} \times 100\%$$





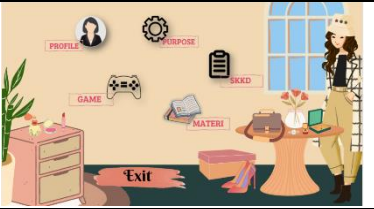



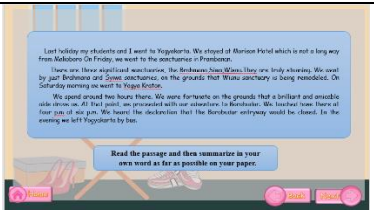
$$P = \frac{140}{180} \times 100\% = 78\%$$

Based on the table of material validation results obtained a score of 78 with the category "good" which means that the results of the validation of "Learn to Write Better" based on Android material are feasible to be tried with revisions according to suggestions.

The result of Product Revision

The researcher revised the product according to the suggestions and input that had been given by media experts and material experts conducting validation. The "Learn to Write Better" application product can be implemented for class X students of creative vocational schools with details of product revisions as follows:

Table 5. Before and After Revision

| No | Page revised | Before validation | After validation |
|----|--|---|--|
| 1 | Menu replaced the material logo |  |  |
| 2 | Opening added the words welcome writing application |  |  |
| 3 | Menu added with text next to the image |  |  |
| 4 | Closing added thankyou | |  |
| 5 | changed the word "click" to "klik" and added text to the back and home buttons |  |  |
| 6 | Rename the application |  |  |
| 7 | Question instructions are placed above the text |  |  |

The result of the Implementation

At this stage, the learning media has been developed and implemented for class X students of creative vocational schools. This implementation is carried out face-to-face at school. The researcher used several laptops for students to use the application on a computer, and then the researcher gave instructions to students to study the material in the application before the researcher conducted the data collection stage, data collection was carried out after the researcher gave instructions to students to do the exercise. Implementation data results

Implementation results in the form of research on student work and suggestions from the learning media "Learn to Write Better" in the form of paper sheets containing questionnaires that have been provided by the researcher.

Table 6. The Result of Implementation

| Student | Number of Question | | | | | | | | | | | | | | | Total |
|---------------|--------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | |
| 1 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 69 |
| 2 | 4 | 4 | 5 | 4 | 4 | 5 | 5 | 4 | 4 | 5 | 5 | 4 | 4 | 5 | 5 | 67 |
| 3 | 4 | 5 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 5 | 4 | 4 | 3 | 3 | 62 |
| 4 | 3 | 4 | 4 | 5 | 5 | 3 | 3 | 5 | 5 | 5 | 5 | 4 | 5 | 4 | 5 | 65 |
| 5 | 4 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 69 |
| 6 | 3 | 4 | 4 | 4 | 5 | 4 | 3 | 4 | 4 | 5 | 5 | 4 | 4 | 3 | 4 | 60 |
| 7 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 4 | 4 | 5 | 4 | 69 |
| 8 | 4 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 4 | 70 |
| 9 | 4 | 3 | 4 | 5 | 4 | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 68 |
| 10 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 71 |
| 11 | 4 | 4 | 4 | 5 | 4 | 4 | 5 | 4 | 5 | 4 | 5 | 4 | 5 | 4 | 5 | 66 |
| 12 | 4 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 4 | 4 | 3 | 4 | 4 | 4 | 65 |
| 13 | 4 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 71 |
| 14 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 3 | 4 | 5 | 5 | 5 | 4 | 3 | 67 |
| 15 | 4 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 3 | 4 | 5 | 5 | 5 | 4 | 3 | 67 |
| Total : 1,006 | | | | | | | | | | | | | | | | |

$$P = \frac{\text{score data collection}}{\text{Ideal score}} \times 100\%$$

Description:

P = percentage

Ideal score = highest score x number of respondent's x number of Questionnaire

Highest Score: 5

Number of Respondents: 15

Number of Questioners: 15

$$P = \frac{1,006}{5 \times 15 \times 15} \times 100\%$$
$$P = \frac{1,006}{1,125} \times 100\% = 89\%$$

Based on the table. The implementation results show that this media obtained a result of 89 in the "very good" category. This shows that the results of the student response questionnaire state that "Learn to Write Better" can help students practice writing English at school and anywhere.

The result of the Evaluation

The purpose of the evaluation is to see the results of this "Learn to Write Better" application as a learning medium 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 "Learn to Write Better" application can be said to be feasible to use as an English learning media at SMK Kreatif Hasbullah Bahrul 'Ulum Jombang.

CONCLUSIONS

The purpose of this research is to design the "Learn to Write Better" at the SMK level as a learning media for class X students of SMK Kreatif Hasbullah Bahrul 'ulum Jombang. Based on the research data and discussion that has been described, researchers obtained media validation results which were categorized 96 as "very good" quality, then the results of material validation were also categorized 78 as "good". The results of product implementation amounted to 89 and were categorized as "very good" quality. Based on the validation sheet, this product is categorized as very good quality and can be applied at the SMK level. The researcher hopes that SMK Kreatif Hasbullah Bahrul ' Ulum Jombang as the institution where this research was conducted can develop the product in a sustainable manner. Therefore, the use of the "Learn to Write Better" application as a writing learning media can be used for the following years at SMK Kreatif Hasbullah Bahrul 'Ulum Jombang and others globally. For future researchers, these results can be a reference and provide informative input to solve the same problem.

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