

DEVELOP CHILDREN'S SPEAKING SKILL WITH THE HELP OF THE ANDROID APPLICATION "LEARN ENGLISH BETTER" FOR JUNIOR HIGH SCHOOL

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ABSTRACT

Being able to communicate in English fluently is the concern of every individual in this world because it gives some advantages in this life. As mobile technology has grown rapidly in educational sector, it creates new opportunities for improving learning experience of students in every level. The purpose of this research is to improve students speaking skill through LEB (Learning English Better) app. This study was conducted to fix the concern by concertating on how android application as learning media are used in speaking class of the eight grade of junior high school. This research combined the steps of R&D with the ADDIE model. The data were obtained from questioners and observation. The research was conducted in SMP Darul Ulum Kepuhdoko. The findings shows that LEB app get 3.1 point which categorized fair and worth to use in media validation and get 4 point which categorized fair and worth to use in material validation and also get 4.2 point in the assessment result by respondecence wich is category good and worth to use. The result of this study shows that LEB app was appropriate to eight grade of SMP Darul Ulum students to learn speaking skill. Based on principle of m-learning, LEB app is flexible and practical. The product is easy to operate simple and helpful to learn English speaking skill.

Keywords: *Android; LEB; Learning Media.*

ABSTRAK

Mampu berkomunikasi dalam bahasa Inggris dengan lancar menjadi perhatian setiap individu di dunia ini dikarenakan hal ini memberikan beberapa keuntungan dalam hidup. Teknologi seluler telah berkembang pesat di sektor pendidikan, hal ini menciptakan peluang baru untuk meningkatkan pengalaman belajar siswa di setiap tingkatan. Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan berbicara siswa melalui aplikasi LEB (Learning English Better). Penelitian ini dilakukan untuk mengatasi permasalahan tersebut dengan membahas bagaimana aplikasi android sebagai media pembelajaran digunakan pada kelas berbicara di kelas VIII sekolah menengah pertama. Penelitian ini menggabungkan langkah-langkah R&D dengan model ADDIE. Data diperoleh dari kuesioner dan observasi. Penelitian dilakukan di SMP Darul Ulum Kepuhdoko. Hasil penelitian menunjukkan bahwa aplikasi LEB mendapatkan nilai 3,1 yang dikategorikan baik dan layak digunakan dalam validasi media dan mendapatkan 4 poin yang dikategorikan baik dan layak digunakan dalam validasi materi serta mendapatkan nilai 4,2 dalam hasil penilaian responden yang berkategori baik dan layak digunakan. Hasil penelitian ini menunjukkan bahwa aplikasi LEB sesuai untuk siswa kelas VIII SMP Darul Ulum sebagai sarana belajar keterampilan berbicara. Berdasarkan prinsip m-learning, aplikasi LEB merupakan aplikasi yang fleksibel dan praktis. Produk ini mudah dioperasikan sederhana dan membantu untuk belajar keterampilan berbicara bahasa Inggris

Kata Kunci: *Android, LEB, Media Pembelajaran.*

INTRODUCTION

Speaking is one of the English abilities that plays an significant part in language studies since it relates to the growth of communication skills. Speaking is defined by the use verbal and oral forms as a process of constucting and sharing meaning. The development of students' speaking skills appears to be the hardest part in teaching and learning process. The teachers should be able to have a relaxed situation and always have a different style of teaching English. Sometimes, the teacher was nice enough to teach English, but staying quiet and paying attention to the teacher was very hard for the students. It was noticed from the observations found that the resources were taken from the LKS. It made the students not interested in paying close attention and make them easily bored. Technology should be used as a method that can help teachers to teach English quickly and practically. Mobile learning allows students to provide a mobile learning process that can be accessed everywhere and anywhere. Android is a portable device built on a tweaked version of (LI, 2012). By using Android, teachers can engage in fun speaking activities that can inspire students to practice their English.

The objectives of this study are to design an English learning media in speaking skill for junior high school and design android application media for the eight grade of junior high school Darul Ulum Kepuhdoko. The product expected to provide some alternative media as an innovative teaching and learning activities, which can improve students speaking skill

METHODOLOGY

This research uses the Research and Development cycle to create an instructional design that is appropriate for the students. The process involves identifying problems, studying the principles of writing instructional media, developing media based on the principles, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field-testing stage. This cycle is repeated in a more rigorous R&D program until field-test data indicate that the products meet their behaviorally defined objectives. (Bennett et al., 2003). The researcher combined the model of R&D with the ADDIE model. This research divided into five stages; analysis, design, development, implementation and, evaluation.



Figure1. ADDIE model

1. Analysis

During this step, the researcher gathered information about the difficulties associated with teaching and learning English, particularly speaking. According to the results of need analysis found that the materials were taken from the LKS. It made the students not interested in paying attention, got bored easily, and kept talking with their friends. The media provided can also influence the development of the students' speaking skills. The Android application will provide students with accessible English exposures that will allow them to practice their English at any time and from any location.

2. Design

At this stage researcher planned the product's features using the PowerPoint application and planned the animation using Plotagon during this stage.

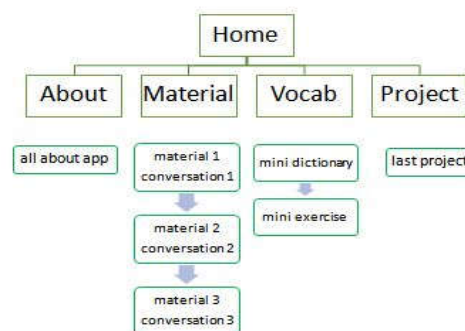


Figure 2. Storyboard

3. Development

After the initial product is finished, then the next stage is the validity test to a team of experts consisting of material experts and media design experts aimed at to produce learning media products that are worth using.

4. Implementation

After revising the application, the researcher implemented it at the eight grade of SMP Darul

Ulum Kepuhdoko. The need analysis determined that the classroom contained 13 students. After the students received the application, the writer provided a brief explanation of how to use it. Following a brief explanation, students attempted the application.

5. Evaluation

In the evaluation, the researcher revises and changes the product according to the feedback on validating and implementation process. Then the final draft of the product was developed.\

6. Research Subject

The learning media that has been developed then implemented in the 8th grade students of the SMP Darul Ulum Kepuhdoko Tembelang Jombang. The data analysis technique used to calculate the score from the Observation used the Linkert scale technique with 5 answer choices. In addition, the obtained score is converted into a value with a linkert scale as shown in the table below

Table1. Linkert's Scale

Meaning Score	Score
Very Good	5
Good	4
Fair	3

2. Result of Development

After created the storyboard, the researcher began to develop. The researcher used Microsoft Powerpoint and Plotagon to create the application. product development stage and design implementation in accordance with storyboard are as follows:



Figure 3. LEB Intro page

Low	2
Very Low	1

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

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

Description :

X_i = Average Score (Mean)

$\sum x$ = Total Score

N = Number of participants

RESULT AND DISCUSSION

1. Result of Need Analysis

At this stage the researcher conducted the analysis on students. Data collection technique of this stage is questionnaire. The purpose of doing a needs analysis is to collect data on the needs of students in learning English. Data from the results of the needs analysis that has been done is then used as a reference to design a product storyboard.

Table 2. Result of Analysis

Question	1	2	3	4	5	6	7	8	9	10	Result
S	7	6	6	5	5	8	6	4	7	6	6
RG	3	3	3	3	3	2	4	6	2	4	3,3
TS	0	1	1	2	2	0	0	0	1	0	0,7

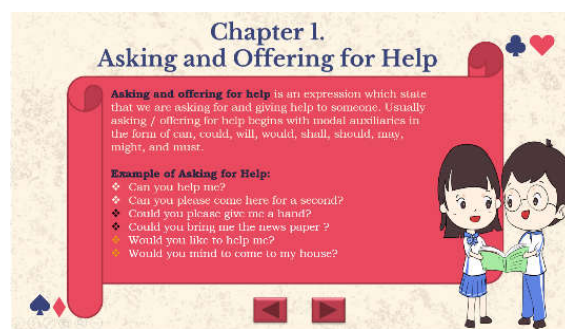


Figure 4. LEB materials

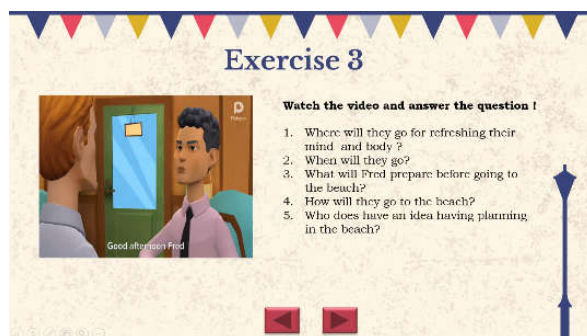


Figure 5. LEB exercise

3. Result of Material Validation

The material from learning media is tested for its feasibility by material expert which consist of 1 examiner who is the lecture of Islamic Education Department. This analysis is use determine the feasibility of the content on learning media based on 4 aspects, its includes: 1). Quality of the material, 2). Quality of the language, 3). Quality of the evaluation, 4). Compatibility of the content. The result of assessment from material as follows :

Table 3. Assesment Result by Material Expert

No	Aspek Penilaian	Skor
Kualitas Materi		
1	Tidak ada aspek indikator yang menyimpang	5
2	Kejelasan isi materi (termasuk SK,KD, dan Indikator)	4
3	Uraian isi materi	4
4	Kejelasan contoh yang disertakan	4
5	Kecakupan contoh yang disertakan	4
Kualitas Bahasa		
6	Kejelasan bahasa yang digunakan	5
7	Kesesuaian bahasa dengan sasaran pengguna	4
Kualitas Soal Latihan		
8	Kesesuaian soal latihan dengan kompetensi	2
9	Keseimbangan soal latihan dengan materi	2
10	Runtutan soal latihan yang disajikan	2
Kesesuaian Sajian dengan Tuntutan Pembelajaran Berpusat di Peserta Didik		
11	Mendorong rasa keinginan peserta didik	5
12	Mendorong terjadinya interaksi peserta didik	5
13	Mendorong peserta didik membangun pengetahuanya sendiri	5
14	Mendorong peserta didik belajar secara mandiri	5
Total		56

According to the assessment result by media expert, total score are 56. Then the total score calculated using the formula explained before to know the eligibility of the learning media. The calculation are as follow:

$$Average\ Score = \frac{Total\ Score}{Number\ of\ Question} = \frac{56}{14} = 4$$

4. Result of Media Validation

Table 4. Result of Media Validation

No	Aspek Penilaian	Skor
Kualitas Umum		
1	Kesesuaian media dengan Materi	3
2	Keteraturan dan Konsistensi Tampilan Tombol	3
Kualitas Bahasa		
3	Tata letak teks, gambar, dan animasi	4
4	Kesesuaian pemilihan ukuran font	2
5	Kesesuaian pemilihan background	3
Penyajian Media		
6	Tampilan media yang menarik	4
7	Sajian media yang menarik	4
8	Terdapat judul/keterangan media	2
9	Mampu Mendorong peserta didik belajar secara mandiri	3
Total		28

According to the assessment result by media expert, total score are 56. Then the total score calculated using the formula explained before to know the eligibility of the learning media. The calculation are as follow:

$$\text{Average Score} = \frac{\text{Total Score}}{\text{Number of Question}} = \frac{28}{9} = 3,1$$

5. Result of Implementation

Table5. Implementation Collected Data

Students Questions																Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	5	4	4	4	4	3	4	4	4	4	4	4	5	4	3	60
2	5	5	4	4	4	4	4	3	4	3	4	5	5	4	4	62
3	5	4	4	4	4	5	4	5	4	4	4	5	5	4	3	64
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	60
5	5	4	4	4	4	5	5	3	4	5	4	4	5	4	3	63
6	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
7	4	4	4	4	4	4	4	4	4	4	4	4	5	5	4	62
8	4	4	4	4	4	4	4	4	4	3	4	5	5	4	4	61
9	5	5	5	5	4	3	5	5	4	5	4	4	4	5	5	68
10	4	5	5	4	4	5	5	3	4	4	4	5	5	4	3	64
Total																629

At this stage the product implemented in some students. According to assessment result by respondences, the total score get are 629, the total score then calculate using the formula explained earlier to know the eligibility of the learning media. The calculation are as follows :

$$\text{Average Score} = \frac{\text{Total Score}}{\text{Number of participans}} = \frac{629}{10} = 62,9$$

The average score get from the resonance are 62,9, the data then again calculate with the following formula

$$\text{Average Score} = \frac{\text{Total Score}}{\text{Number of Question}} = \frac{62,9}{15} = \mathbf{4.2}$$

6. Result of Evaluation

This the last stage in developing LEB (Learn English Better) app, the purpose of the evaluation is to see the reliability of the LEB app as a learning media and can be use as a 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 be considered worthy of being used as a learning media.

According to the explanation before, the result of the due diligence from material expert is 4. This include in category fair and worth to use with revision. The result of the due diligence from media expert is 3,1. This include in category fair and worth to use with revision. So, the assessment result by responses is 4.2 which is included in the category good and worth to use. Based on the data obtained, it can be concluded that the LEB app can be considered worthy of being used as a learning media.

CONCLUSIONS

Based on the research, most of students in 8th of SMP Darul Ulum Kepuhdoko Tembelang Jombang have difficulty in learning English speaking. The problem caused by limitations of learning media used and lack of practice. Based on the research data and discussion that has described before, the researcher can conclude that LEB (Learn English Better) app are worth to use as learning media in English subject at SMP Darul Ulum Kepuhdoko.

This research is still far from perfect, criticism and suggestion are needed for improvement.

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