Application Based Android As A Development Of English Learning Media

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Abstract. This study aimed to 1) describe the conditions and potential of English language learning media development based android, 2) Describe English learning media based android, 3) analyze the effectiveness of English learning applications based android; 4) analyze efficiency; 5) analyze the attractiveness of English instructional media through an android application. This research used the design of Research and Development by Borg and Gall consisting of 10 steps, but in this research only consists of 7 steps, that were: research and information collecting, planning, develop preliminary form of product, preliminary field testing, main product revision, operational field testing, and final product revision. The data were collected using observations, questionnaires and tests. The collected data were analyzed using descriptive and t-test. The conclusions of this research were: 1) The condition and potential of students for self-learning was high, so it had potential to develop android-based learning applications for English subjects. 2) Produced an android-based English learning application. 3) The effectiveness of this media increased with the average post test score of 77.56 with 87% of students reaching minimum completeness criteria. 4) English learning using android-based application was 45 minutes more efficient than traditional learning using books or student worksheets. 5) The attractiveness of android-based English learning app was 3.40 with a predicate very attractiveness so it allowed students to improve their learning motivation and creativity.

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I. Preliminary

According to Sanni Merdeakwati and Himawati Puji Lestari the teacher must prepare students to face global competition by developing science and technology (2011). The importance of integrating technology into the learning process has been praised by many people around the world (Nyangorme, P., Enoch, SB, & Arkorful, V. 2017: (4 25) 26-37). Along with the rapid development of Information and Communication Technology (ICT), the need for a concept and mechanism based information and technology of teaching and learning (education) becomes inevitable. The concept which was known as e-learning has the effect of the transformation of conventional education into digital form, both in content and system. According to Waleed Mugahed-Al-Rahmi, et al (2018, Vol.6) E-learning refers to online learning, which depends on technical education and training. This type of learning provides students with a virtual environment where students participate in various activities. The concept of e-learning is certainly inseparable from telephone / mobile phones and even more sophisticated ones in the form of smartphones. According to Nan Zhao, Minghu Wu and Jingjing Chen (2017, Vol. 54 (1) 3-16) a learning that uses Smartphone having the advantages in providing a comprehensive learning environment, promoting the understanding of content, and facilitating the interaction between teachers and students.

Currently Smartphone technology has grown rapidly with a variety of operating systems, one of which is in great demand today is Android can be operated on various types of Smartphone and tablets (Widyaniingsih, M., & Zunfikar, MIY (2017 )) Android is an open source operating system, released under Apache’s open source license owned by Google. Android is preferred because it is more efficient and effective. Applications that develop through android technology are more efficient and effective than other technologies such as Window or Symbian (Pahriah, P., & Khery, Y. (2018). 5 (1), 24-34). The Android operating system is a new generation mobile platform that gives developers the opportunity to develop as expected. The mobile learning system can be applied easily and cheaply but only as a complement in the learning process. Android-based Smartphone can be used not only to communicate but also to learn, one example is implementation of interesting learning media. If Android can be used as a tool to convey interesting stories in the form of fotovovela, of course it can be used also to convey learning material (Setiawan, H., Alimi, MSF, Alimah, S.,
Kurniawan, FH, & Zahro, RN (2017). This certainly can be used as an opportunity for teachers to use it as a learning media.

One of hardware that can be developed like Learning media with criteria that can provide a broad learning environment are smartphones or mobile phones ( Saefi, M., Luk iati, B., & Suarsini, E. (2017) . Learning media using mobile technology can be an alternative in learning because they are flexible, capable of being carried anywhere and can be used at any time.Learning media using mobile is often referred to as mobile learning / M-Learning ( Anam, C., & Hakim, L. (2017) 5 (3)). According to Wijayanti, A. , & Sukamto, S. (2017) using media in the learning process is one of the efforts to create a more meaningful learning quality, using instructional media like mobile learning can make learning more meaningful because students learn on their own volition or motivation that arises within them.

Smartphone users are not only adults, but also students or children. The use of smartphones, ipad, playbooks, tablet PC are more widely used today for various reasons and choices than on a PC (Personal Computer) at home. 10 reasons presented by Masterweb Corporation, on its website (World of Technology and Lifestyle: 2011) has been stated that because it is light, fast, easier to use, and carried while traveling (practical) are the 4 reasons with the highest rating. Smartphone is considered effective as a media of education for children because it is more practice and attractive, especially in the smartphone based android.

English has become a world language that dominates the communication era to connect and transfer knowledge throughout the world. Requirement that to be able to speak English both actively and passively have been anticipated by the State of Indonesia to include English as a local subject in kindergarten and elementary school, and become compulsory subjects in junior and senior high school. Teaching and learning English is not an easy process. This is because not all students understand English. Many students especially junior high school level in Indonesia, think that English is a difficult subject to understand because of different between pronunciation and written and difficult grammatical rules. In addition, the use of learning resources has not been used optimally, teachers also only use classical methods, learning is still centered on teachers as a message source ( teacher centered ), conventional media, classroom-based learning media so that English learning is not interesting . Students feel bored when studying English subject. In addition, the availability of internet networks that owned by the school has not been utilized optimally. Fun learning media will attract students to learn English so students will not be afraid to learn English. The use of learning media will be very helpful in teaching and learning languages to improve student achievement (Rahayu, WA, & Riska, SY2018, IJ 3 (3), 63-68).

Learning innovation using Android and the internet network will provide a different atmosphere that can change students' perceptions of learning English . Sugeng Purwantoro, Heni Rahmawati and Achmad Tarmizi (2013: 177) said " Android is a software used on mobile devices (running devices) including operating systems, middleware and core applications". Android by Satyaputra and Arita (2014: 2) is an operating system for smartphones and tablet. System operation can be illustrated as a bridge between the device and the user, so the user can interact with his device- and run applications that are available on the device. While Arif Akbarul Huda (2013: 1-5) argues that Android is a Linux operating system that is specific to mobile devices such as Smartphone or tablets. The operating system of android is open source so that many programmers create or modify this system. Programmers have a huge opportunity to engage developing android applications for the open source reasons. In addition, the application on Android can be used anywhere and anytime. The mobile application allows many users to access data from applications without limited to space and time ( Indrayana, INE, DP, NW, & Sudiartha, IK (2018 )).

Using Android -based learning media will shift monoton learning into varied learning. Using android will make it easier for users to learn something, this is because users can access the material, test the ability through applications on Android wherever and whenever. This study discusses how to design and build an English learning application. The applications can be run on the Android platform. With this application users or students can be helped in understanding and motivating in learning English. By using this application students can also study anywhere and anytime because it uses the Android platform and based on e-learning. E-learning allows students to operate their own learning in accordance with their self-directed abilities with the authority to choose their own place, time, content and direction of learning ( Rosli, MS, Saleh, NS, Aris, B., Ahmad, MH, Sejiz, AA, & Shamsudin , NA (2016) ).

II. Method

In this study the implementation Of the ten steps developed by Borg and Gall, only reached the seventh stage due to time and cost factors. The steps of the development procedure from the seven steps of the Borg and Gall development model can be described as follows:
The experimental design in this study compares the pretest with the posttest value. The experimental design can be seen in the following:

\[ O_1 \times O_2 \]

Figure 2. Experimental Design One-group pretest-posttest design
Source: Setiadi (2006: 143)

notes:
- \( O_1 \) : pretest value
- \( X \) : treatment
- \( O_2 \) : posttest value

A. The level of product effectiveness

Effectiveness is obtained from the average gain of normalized pretest and posttest values. The level of effectiveness based on the average normalized gain can be seen in the following table:

<table>
<thead>
<tr>
<th>Average value Gain Normalized</th>
<th>Classification</th>
<th>Effectiveness level</th>
</tr>
</thead>
<tbody>
<tr>
<td>(&lt;g&gt; \geq 0.70)</td>
<td>High</td>
<td>Effective</td>
</tr>
<tr>
<td>(0.30 \leq &lt;g &lt;0.70)</td>
<td>Medium</td>
<td>Effective enough</td>
</tr>
<tr>
<td>(&lt;g&gt; &lt;0.30)</td>
<td>Low</td>
<td>Less effective</td>
</tr>
</tbody>
</table>

The average of normalized gain is calculated by the following equation:

\[ <g> = \frac{S_f - S_i}{S_m - S_i} \]
Notes:
<\text{g}> = \text{normalized gain}
S_f = \text{Value Post test}
S_i = \text{Pre test value}
S_m = \text{maximum value}

B. Efficiency
Efficiency of learning is measured from several resources needed, how much costs are incurred and how long it takes to achieve the learning objectives that have been set.

C. Attractiveness
The total instrument assessment does from the number of scores obtained then divided by the total number of scores then the results are multiplied by the number of answer choices. To test the attractiveness of the product, a questionnaire arranged with a Likert scale.

<table>
<thead>
<tr>
<th>NO</th>
<th>Choice answer 1</th>
<th>Choice Answer 2</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very attractive</td>
<td>Very good</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>attractive</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Less attractive</td>
<td>Not good</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Not attractive</td>
<td>Not good</td>
<td>1</td>
</tr>
</tbody>
</table>

The assessment score can be searched using the following formula:

\[
\text{Assessment Score} = \frac{\text{Number of scores on the instrument}}{\text{The highest number of scores}}
\]

Classification interval according to Agustina (2012) is obtained by using the following formula:

\[
\text{Interval Value} = \frac{\text{Highest score} - \text{lowest score}}{\text{Number of answer choices}}
\]

if the highest score according to the answer choice is 4, the lowest score is 1, and the number of answer choices is 4, then the interval value is as follows:

\[
\text{Interval Value} = \frac{4 - 1}{4} = 0.75
\]

So, the classification of attractiveness, convenience and usefulness of the media is obtained as in Table 2. Classification is done by calculating the average score of an appraisal score, and then generalizing. Grouping based on the average score also applies to the components of easiness and usefulness. If for convenience, the classification consists of "very easy", "easy", "less easy" and "not easy". Likewise, benefit, consisting of "very benefit", "benefit", "less benefit", "no benefit".

<table>
<thead>
<tr>
<th>Average score</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.26-4.00</td>
<td>Very attractive</td>
</tr>
<tr>
<td>2.51-3.25</td>
<td>attractive</td>
</tr>
<tr>
<td>1.76-2.50</td>
<td>Less attractive</td>
</tr>
<tr>
<td>1.01-1.75</td>
<td>Not attractive</td>
</tr>
</tbody>
</table>
III. Results and Discussion

Based on the results of a preliminary, especially in schools that are used as the subject of study, those schools have had a school internet network and almost all students have had a smartphone or an android. Sudirman Siahaan (2009.7-8) states with using technology (in this case is an interactive audio cassette media), there was efficiency, means teachers still have time left available. The remaining time is the added value generated through utilization of technology.

The potential of information, communication and technology (ICT) when used integrated and optimized in education / learning, then the impact is among others to expand access to education, improve management efficiency of learning activities, improve the quality of education, encourage students to learn independently, allows teachers to presents various types of difficult subject matter, and helps students to learn the subject matter easier.

The product of this study is an English learning application called Mubeling application. Mubeling application is an application designed through the Appypie program which consists of material, English dictionary, video learning, E-Reader, evaluation questions, and so on.

![Diagram of Application Processing Flow]

**Figure 3.** Application processing flow

![Main Menu on the Application]

**Figure 4.** Main menu on the application
The main indicator is the teaching of English by using application based android is very easy and practice to use. Easily and practicality of the application for android that can be taken anywhere and materials can be accessed and studied even with Internet access.

### IV. Conclusion

The conclusions of this study were: 1) The condition and potential of Junior high school’s students to learn independently, so the potential for developing English learning application based android. 2) Produce English learning application based on Android. 3) The effectiveness of this media increases with the average post test score of 77.56 with 87% of students achieving Minimum Completeness Criteria, 4) Learning English using this android based application 45 minutes more efficiently than traditional learning using books or student worksheets, 5) the attractiveness of English learning application based android is 3, 40 with a very attractive predicate so this allows students to increase their learning motivation and creativity.

### References


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