

DESIGNING APV IN JUNGLE (AUDIO, PICTURE AND VIDEO) TO LEARN ENGLISH SPEAKING SKILLS

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Abstrak: Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan bahasa Inggris siswa dalam penguasaan kosakata melalui media aplikasi yang berisi gambar audio dan video. Penelitian ini menggunakan desain R&D. Penelitian ini dilakukan pada siswa kelas VIII MTS Ma'arif 4 Mantup Lamongan yang berjumlah 25 siswa. Pengumpulan data dalam penelitian ini diperoleh dengan berbagi kuisisioner, untuk mengetahui kebutuhan dan kendala yang dialami siswa dalam mempelajari kosakata bahasa Inggris. Untuk memenuhi validitas dan reliabilitas, peneliti menggunakan dua validator yang bertugas menguji kelayakan media pembelajaran untuk digunakan siswa. Penguji terdiri dari ahli materi dan ahli desain media. Hasil penelitian ini menunjukkan bahwa media pembelajaran berbasis aplikasi layak digunakan. Peningkatan tersebut terlihat dari penggunaan teknik analisis data untuk menghitung skor dari kuisisioner menggunakan teknik skala Linkert dengan 5 pilihan jawaban. Berdasarkan penilaian 25 siswa, total skor yang diperoleh adalah 1066, total skor tersebut kemudian dihitung dengan menggunakan rumus yang telah dijelaskan sebelumnya untuk menentukan kelayakan media pembelajaran. Rata-rata skor yang diperoleh dari responden adalah 42, data tersebut kemudian dihitung kembali. Sehingga hasil penilaian responden sebesar 4,2 yang termasuk dalam kategori baik dan layak pakai. Manfaat penelitian yang dilakukan untuk memudahkan siswa dalam mempelajari kosakata bahasa Inggris dengan menggunakan media berbasis aplikasi. Berdasarkan hasil penelitian, siswa dapat menyimpulkan bahwa belajar kosakata bahasa Inggris lebih mudah dengan menggunakan media.

Kata kunci: Berbicara; Kosakata; Pemula

Abstract: The purpose of this research is to improve students' English skills in vocabulary mastery through the application media containing audio and video images. This study uses R&D design. This research was conducted on grade VIII students of MTS Ma'arif 4 Mantup, Lamongan, with a total of 25 students. Data collection in this study was obtained by sharing quisioner, to know the needs and obstacles experienced by students in learning vocabulary in English. To meet validity and reliability, the researchers used two validators tasked with testing the feasibility of learning media for students to use. Testers consist of material experts and media design experts. The results of this study show that application-based learning media is feasible to use. Improvements can be seen from the use of data analysis techniques to calculate scores from questionnaires using Linkert scale techniques with 5 answer options. According to the assessment by 25 students, the total score obtained is 1066, the total score is then calculated using the formula described earlier to determine the feasibility of learning media. The average score obtained from the respondece is 42, the data then again calculates. So, the results of assessment by respondents are 4.2 which fall into the category of good and worth to use. The benefits of research conducted to make it easier for students to learn English vocabulary using application-based media. Based on the results of the study, students can conclude that it is easier to learn English vocabulary using a media.

Keywords: Speaking; Vocabulary; Beginner

INTRODUCTION

In learning English, students are expected to master all the subject matter in learning English; reading, listening, speaking, and writing. Of the four subject matter, one of the most important materials that must be mastered by students is speaking skills (Bedir & Kosar, 2014), state that speaking is the core of language learning. There is an assumption that successfulness in language learning is discovered by accomplishing acquisition in speaking.

Based on the observation in 8th grade students of SMP Ma'arif 4 Mantup, Lamongan, many of them have difficulty in speaking English, especially in Vocabularies. This problem is caused by ineffective learning media. Vocabularies mastery plays an important role in English learning. When first learning English, the pronunciation and meaning of words became the main activity in the teaching and learning process. In English vocabulary learning, media is used to bridge students' understanding so that vocabulary learning activities become more interesting and students become more active in classroom activities. Ismail *et al* (2019) highlighted that the use of appropriate learning media is intended to improve the students' understanding and experience on language learning, including in learning English vocabulary.

Media is a way for students to make it easier to learn and master English vocabulary. Besides, Agustina and Jabar (2020) emphasized that educational media as a means of improving the quality of education is needed in the learning process. In 8th grade student of SMP 4 Ma'arif Mantup, Lamongan Submission of English vocabulary topics has been using the media of books and whiteboards. The teacher writes the English vocabulary on the board, then recites it together. This kind of activity is very monotonous, the activeness of the students in the classroom is very limited. So the results of learning English vocabularies are still not satisfactory yet. One way

to make it easier for students to master English vocabularies is to use audio visual-based media, by using audio visual-based media that allows them to facilitate students in mastering English vocabulary, making it easier for students to speak English.

Based on the above information, researchers want to Design APV (Audio, picture, and video) for Beginners as a learning media application to improve students' vocabulary in order to master English speaking skill. The application will contain all learning media (Visual, Audio, Audio-Visual) and all aspects of English vocabulary. Anisa *et al* (2018) strongly suggested that teaching English vocabulary for beginner is better utilizing learning media in practice.

Vocabulary is the name for words that one must know in order to listen, speak, read and write. The word vocabulary entered the English lexicon in the 1530s and is derived from the Latin word 'vocabularium, meaning 'a list of words'. Vocabulary, in addition to grammar and pronunciation, is one of language elements considered necessary for language mastery. Vocabulary is defined as all the words in a particular language (Suryadi, 2018). Vocabularies is the stock of words used language (Suryadi, 2018). From the above definition, vocabularies is one of the components that must be mastered by someone who learns the language. The more vocabularies one has, the easier it is for a person to learn and use a language. Arifin (2015), emphasized that vocabularies as a part of language input contributes significantly to the language acquisition and learning process. He simply claims that if there is no language input, there will be no language output.

In language learning, one of the language usage forms is speaking. It refers to the ability of producing words in language practice orally. Speaking is an important skill that students must master it well. Because, in speaking we can know the ability of students to produce the target language or English. Speaking also use to express

a loud thought using voice or speech. Arifin (2018) explained that the form of language use can be various, such as speaking in informal conversation, dialogue, spoken/written text, presentation, speech, and even academic text.

Byrne (1976:8) states that speaking is a means of oral communication in giving ideas or information to others. Further, Brown (in Oktaviana *et al*, 2018) argued that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. The act of speaking involves not only the production of the sound but also the use of gesture, the movement of the muscles of face, and indeed of the whole body (Paturusi, 2014).

Considering the importance of vocabulary in speaking, the objective of this research is to design and develop English vocabulary learning media for beginner students. The objective of the study is to design APV in Jungle (Audio, Picture, and Video) to Learn English in Speaking English Skills in 8th grade students of SMP 4 Ma'arif Mantup, Lamongan.

METHOD

This research uses research and development design (research development). Research and Development is a research method that used to produce specific products and test the effectiveness of the product such information. Produce a specific product used research that is analytical needs and to test the effectiveness of the product, research is needed to test the effectiveness of the product. Therefore the methods used in research using Research and Development (R&D) which is a methods that are interrelated between one stage and another.

The research used Research and Development or research and development, this method is used to produce products and test the effectiveness of the product. This research model refers to ADDIE (Analysis, Design, Development and

Implementation, Evaluation). This model includes; analysis, design, development, implementation and evaluation.

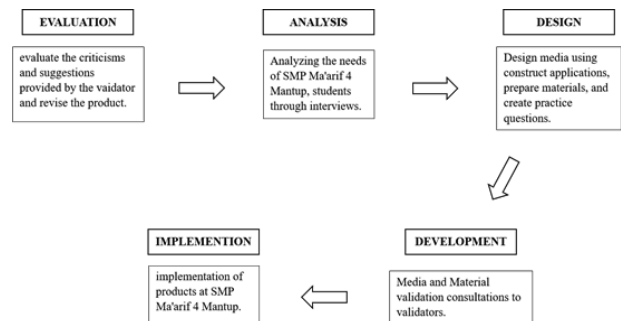


Figure 1: Development of APV based on ADDIE Theory

Before developing this learning medium, the the initial stage is the observation of needs analysis. This observation at SMP Ma'arif 4 Mantup, Lamongan. This observation was conducted by disseminating questionnaires to students and conducting interviews to teachers of English subjects.

Based on the results in the field, teacher only use the media of books to teach materials to students. But the media used inadequate in learning and seemed monotonous, so students still feel bored less interested to pay attention to the lessons. Therefore, English subject teachers are interested in using learning media which is based on android, which contains images, audio, and video to support students in learning vocabularies.

After getting a clear and complete needs analysis, then the next stage is to design the product. from the results of the analysis data conducted then the researchers designed the product using the application microsoft power point and ispring suite. Determine the topic or learning materials that will be developed according to the needs of students. then design and compile learning media based on android.

FINDINGS AND DISCUSSION

Result of Need Analysis

At this stage the researchers conducted a needs analysis on students. Data collection techniques at this stage of the 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.

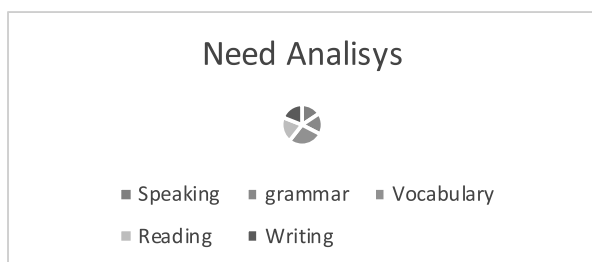


Figure 2: Result of Need Analysis

Based on result of need analysis the majority of students are having difficulties on vocabulary aspect of English. Following the data collected the media developer will have more focus on vocabulary aspect without ignoring the other aspect.

Result Development

From storyboards created by researchers, then researchers began to develop storyboards into a medium. At the product development stage, researchers use power point program and ispring suite, product development stage and design implementation in accordance with storyboard are as follows:

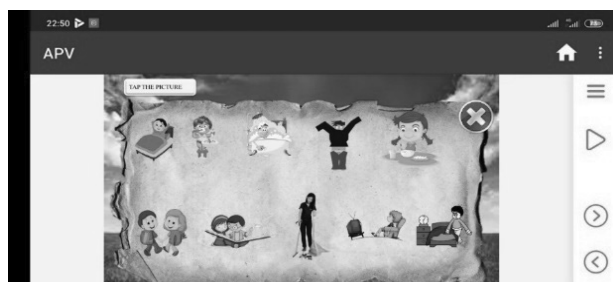


Figure 3: APV Intro Page



Figure 4: Picture Daily Activity Page

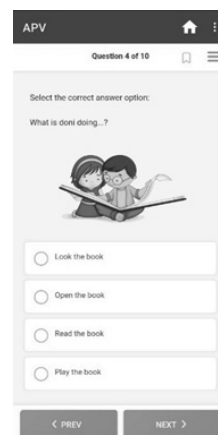
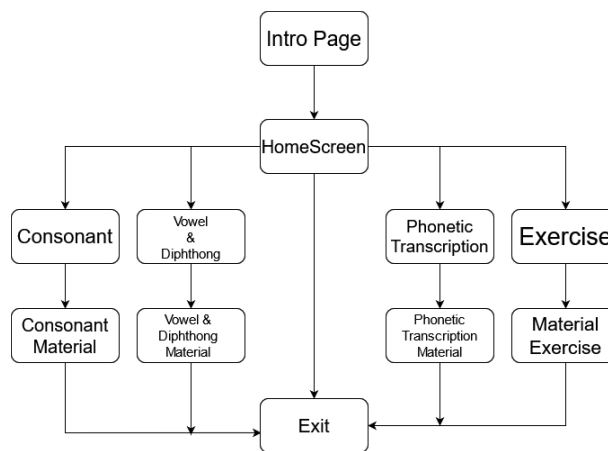


Figure 5: Exercise Page



Result of Material Validation

The provision of material presented in the learning media will be tested for feasibility by a material expert consisting of 1 examiner who is a teacher who teaches English subjects. This analysis is used to determine the feasibility of the content or material in the learning media developed based on 4 aspects which include: 1) the quality of the material, 2) the quality of the language, 3) the quality of the evaluation task, 4) the suitability

of the content. The measurement scale used is the Likert Scale as described previously. After testing, repairs are made according to the advice of experts. The results of the assessment of the material are as follows

Table 1: Assessment Result by Material Expert

No	Aspek Penilaian	Skor
<i>Kualitas materi</i>		
1	Tidak ada aspek indikator yang menyimpang	4
2	Kejelasan isi materi (termasuk SK,KD, dan Indikator	3
3	Uraian isi materi	4
4	Kejelasan contoh yang disertakan	3
5	Kecakupan contoh yang disertakan	3
<i>Kualitas bahasa</i>		
6	Kejelasan bahasa yang digunakan	4
7	Kesesuaian bahasa dengan sasaran pengguna	4
<i>Kualitas soal latihan</i>		
8	Kesesuaian soal latihan dengan kompetensi	4
9	Keseimbangan soal latihan dengan materi	4
10	Runtutan soal latihan yang disajikan	3
<i>Kesesuaian sajian dengan tuntutan pembelajaran berpusat di peserta didik</i>		
11	Mendorong rasa keinginan peserta didik	3
12	Mendorong terjadinya interaksi peserta didik	3
13	Mendorong peserta didik membangun pengetahuannya sendiri	3
14	Mendorong peserta didik belajar secara mandiri	4
Total		49

Based on the assessment result by material expert, the total score get are 49, the total score then calculate using the formula explained earlier to know the eligibility of the learning media. The calculation are as follows:

$$\text{Average Score} = \frac{\text{Total Score}}{\text{Number of Question}} = \frac{49}{14} = 3.5$$

So, the result of the due diligence from material experts is 3.5 which is included in the category fair and worth to use with revision.

Result of Media Validation

The learning media that has been made will be tested for feasibility by a material expert consisting of 1 examiner who is a lecturer in the Department of English Education. This analysis is used to determine the feasibility of learning media developed based on 3 aspects which include: 1) general quality, 2) language quality, 3) media presentation. The measurement scale used is the Likert Scale as described previously. After testing, repairs are made according to the advice of experts. The results of the assessment of the material are as follows:

Table 2: Assessment Result by Media Expert

No	Aspek Penilaian	Skor
<i>Kualitas Umum</i>		
1	Kesesuaian media dengan Materi	4
2	Keteraturan dan Konsistensi Tampilan Tombol	4
<i>Kualitas bahasa</i>		
3	Tata letak teks, gambar, dan animasi	4
4	Kesesuaian pemilihan ukuran font	4
5	Kesesuaian pemilihan background	4
<i>Penyajian Media</i>		
6	Tampilan media yang menarik	4
7	Sajian media yang menarik	4
8	Terdapat judul/keterangan media	4
9	Mampu Mendorong peserta didik belajar secara mandiri	4
Total		36

According to assessment result by media expert, the total score get are 36, the total score then calculate using the formula explained earlier

to know the eligibility of the learning media. The calculation is as follows:

$$\text{Average Score} = \frac{\text{Total Score}}{\text{Number of Question}} = \frac{36}{9} = 4$$

So, the result of the due diligence from material experts is 3.88 which is included in the category fair and worth to use with revision.

Result of Implementation

The learning media that has been developed then implemented in the 8th grade students of the MTS Ma'arif 4 Mantup. The implementation of this learning media is carried out in the classroom, so the students can run the media individually. Before starting, the researchers shared a link to download the APV app which was uploaded on the Google Drive site, then students installed the app on each student's smartphone. Researchers demonstrate the use of learning media before students begin to try the learning media. After that students are asked to start using learning media and try to do the evaluation provided. Students are then asked to fill out a respondent questionnaire to provide responses to the learning media.

Implementation Data Analisis

Results from implementation are the assessments and suggestions about learning media contained in the questionnaire provided by the researcher. The data analysis technique used to calculate the score from the questionnaire used the Likert's scale technique with 5 answer choices. Furthermore, the score obtained is converted into a value with a linkert's scale as explained earlier.

Detail of the collected data are as follows:

Table 3: Implementation Collected Data

Quest.	Score Obtain by Students										Total
	1	2	3	4	5	6	7	8	9	10	
1	5	3	4	5	3	5	4	5	4	5	43
2	5	4	4	5	3	4	5	4	4	5	43
3	5	5	4	5	3	4	5	5	5	3	44

4	5	5	4	5	4	5	4	3	4	3	42
5	5	4	4	5	3	4	5	4	3	4	41
6	4	4	5	4	5	5	4	4	5	5	45
7	4	5	4	5	4	5	4	4	5	4	44
8	5	3	5	4	4	5	5	4	5	4	44
9	5	4	5	4	3	3	4	4	4	4	40
10	5	4	5	4	3	5	4	5	4	4	43
11	4	5	4	5	4	4	3	4	5	3	41
12	5	4	3	3	5	4	5	3	5	4	41
13	4	5	4	5	4	5	5	5	4	4	45
14	4	5	4	4	5	3	4	4	5	5	43
15	5	5	4	4	5	3	5	4	4	4	43
16	5	4	5	3	5	4	5	5	4	5	45
17	4	3	5	4	4	5	4	5	4	3	41
18	3	5	5	4	3	5	4	5	4	5	43
19	5	4	3	4	5	5	4	4	4	5	43
20	3	5	4	5	3	4	4	5	4	5	42
21	5	5	4	5	4	4	5	4	3	5	44
22	4	5	5	4	4	3	5	4	5	3	42
23	3	4	3	5	4	4	5	3	5	4	40
24	4	5	4	5	4	5	4	3	5	4	43
25	5	3	4	5	3	4	5	3	5	4	41
1066											

Based on the assessment result by respondents, the total score get are 1066, the total score then calculate using the formula explained earlier to know the eligibility of the learning media. The calculation is as follows:

$$\text{Average Score} = \frac{\text{Total Score}}{\text{Number of participans}} = \frac{1066}{25} = 42$$

The average score get from the response are 42, the data then again calculate with the following formula:

$$\text{Average Score} = \frac{\text{Total Score}}{\text{Number of Question}} = \frac{42}{10} = 4.2$$

So, the assessment result by responses is 4.2 which is included in the category good and worth to use.

Result of Evaluation

At this stage is the last stage in Developing APV (Audio, Picture, and Video) for Beginners, the purpose of evaluation is to see the usefulness of APV applications as learning media 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 APV application can be considered worthy of use as a learning medium in English subjects in MTS Ma'arif 4 Mantup.

CONCLUSION

Based on the research conducted by the researchers above, almost all students have difficulty in speaking English, due to the lack of vocabulary mastery owned by students. The problem is caused by the limitations of learning media used. This research was conducted to make it easier for students to master English vocabulary, therefore the purpose of this research is to design APV (Audio, Picture, and Video) for Beginners as a learning medium for students 8th of MTS Ma'arif 4 Mantup, Lamongan. Based on the research data that has been explained, the researchers can conclude that APV application is worthy to be used as a learning medium to make it easier for students to master English vocabulary.

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