

LS MEDIA (LEARNING SPEAKING)-APPLICATION FOR SENIOR HIGH SCHOOL

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Abstract

The background for the development of LS (Learning Speaking)-Application is to assist and facilitate the teaching and learning of English. In Senior High School or SMA Diponegoro Ploso teaching and learning English still uses the usual method without proper media. Media learning needs to facilitate or motivate the teacher to teach and make the student easier to understand English materials. The purpose of the research is to develop the media LS (Learning Speaking)-Application for tenth-grade of Senior High School. The research method used R & D (Research and Development), this development used ADDIE model which consists of five steps, that: analysis, design, development, implementation, and evaluation. The result of this assessment is indicated that the LS (Learning Speaking)-Application has "very good" feasibility, according to media experts getting an average of 85% and materials experts 90%. Therefore, the subject of the study was a student in Tenth Grade at SMA Diponegoro Ploso. The student's response to the tryout result is 80%, which means the media is a "good category". It can be concluded that LS (Learning Speaking)-Application is feasible to use.

Keywords: LS Application; Teaching Speaking; SHS Students

Abstrak

Latar belakang dikembangkannya LS (Learning Speaking)-Application adalah untuk memfasilitasi dan membantu pembelajaran bahasa Inggris. Di SMA Diponegoro Ploso pembelajaran Bahasa Inggris masih menggunakan metode biasa tanpa media lain. Media pembelajaran diperlukan untuk memfasilitasi atau memotivasi guru dalam mengajar dan membuat siswa lebih mudah memahami materi Bahasa Inggris. Tujuan dari penelitian ini adalah untuk mengembangkan media LS (Learning Speaking)-Application untuk Kelas X. Metode penelitian menggunakan R&D (*Research and Development*), pengembangan ini menggunakan model ADDIE yang terdiri dari lima langkah, yaitu: analisis, perancangan, pengembangan, implementasi, dan evaluasi. Hasil penilaian menunjukkan bahwa LS (Learning Speaking)-Application memiliki kelayakan "sangat baik", menurut ahli media mendapatkan rata-rata 85% dan ahli materi 90%. Oleh karena itu, subjek penelitian ini adalah siswa kelas X SMA Diponegoro Ploso. Respon siswa terhadap hasil *try out* 80%, artinya media berkategori "Baik". Dapat disimpulkan bahwa LS (Learning Speaking)-Application layak untuk digunakan.

Kata kunci: Aplikasi LS; Pembelajaran Berbicara; Kelas X

INTRODUCTION

In today's era, English is taught in many countries around the world, including Indonesia. This proves that English has become one of the important languages in global communication (see Luthfiana et al, 2020; Fransiska & Arifin, 2021; and Wulandari & Harida, 2021). As an example, many manual instructions for installing and operating various software applications for phone cellular are written in English. Therefore, it plays a significant role in day-to-day interaction among people from different countries (see Sari et al, 2021; Kartika et al, 2020; and Arifin, 2019).

Observing the need of mastering English in global communication, Indonesian government has been involving English as one of the compulsory subjects in secondary education, including in junior and senior high school (see Putra et al, 2020; Herdiawan, 2018; Agustina & Muslimah, 2021). Referring to the current curriculum, Indonesian students have to learn English at the secondary level. As the goal, they are expected to be able for using English in active communication, especially speaking. As claimed by Chandran (in Natsir, 2016), one of the ways of communication is speaking. Speaking is an important skill to improve language learning. By speaking, the learners could be able to interact or communicate with other people from different countries.

Houwer et al (2013) argued that learning has been defined functionally as changes in behavior that result from experience or mechanistically as changes in the organism that result from experience. Similar to Houwer et al, Lachman (2010) suggested that learning is the process by which a relatively stable modification in stimulus-response relations is developed as a consequence of

functional environmental interaction via the senses. Another popular definition of behaviorism conceptualized learning as a relatively permanent change in behavior because of experience. It refers to a non-public experience of the world. Language learners must also apply grammar, precision, and word fillers while learning to speak. Natsir (2016) states that speaking is the flexibility that needs the tactic of communicative competence, pronunciation, intonation, grammar, and, vocabulary.

Learning any languages is basically cover four language skill which further categorized into receptive and productive skill. As a causative result, productive skills are well mastered if the receptive skills are well exposed to the learners. Speaking as the productive skill, needs really intensive exposure for the learners. According to Chaney & Burk (1998), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. The learning of speaking will be successful if the learners are equipped with adequate comprehension, vocabulary, grammar, pronunciation, and fluency (Harris, 1974). Besides, the use of teaching aids, such as learning media, digital applications, teaching strategies, and teaching models, is importantly needed.

Studies have proved that teaching speaking by utilizing tool aids helped learners much in improving their English speaking skills (see Annamalai et al, 2022; Hanh, & Huong, 2021; Nampaktai & Suksiripakonchai, 2018; Yun et al, 2015). Annamalai et al (2022) investigated the use of smartphone apps as a motivating tool in English language learning. Hanh, & Huong (2021) highlighted the use of a Flipgrid-based portfolio to improve students' speaking skills. Nampaktai & Suksiripakonchai (2018) focused on the

use of digital storytelling to foster speaking skills. While Yun et al (2015) studied the development of a mobile English-speaking app for middle school students.

Considering the importance of teaching aids as indicated by the previous studies above, this study is intended to develop an effective and appropriate application for teaching speaking. The application is named LS Media in the form of a learning speaking application.

METHOD

The subject in this study were 25 students of grade X SMA Diponegoro Ploso. The method used was Research and Development (R&D). The development model used is ADDIE. This model consists of five stages, namely: (1) analysis, (2) design, (3) development, (4) implementation, and (5) evaluation. A needs analysis was conducted by providing a questionnaire for students of class X which given the students to find out their needs and difficulties of the students. The design of the application reflected in X class which include some materials, explaining video material, and exercise with some levels. The researcher was designed the application based on data from questionnaires. The design of application used PPT hyperlink, iSpring suite, and Web 2 APK builder. The research implemented the product for class X students by give the questionnaires. The researcher used Likert scale to get the score from the product data that has been tried out by the the students. The results of the evaluation were redesigned to be a better learning media. The criteria were as follows:

PERCENTAGE SCORE	CATEGORY
81% - 100%	Very good
61% - 80%	Good

41% - 60%	Fair
21% - 40%	Poor
≤ 20%	Very poor

The calculation of the questionnaire result used the following formula:

$$P = \frac{\text{score}}{\text{Maximum Score}} \times 100\%$$

P = Percentage of the item

f = Collected Scores/observed frequency

N = Number of Cases/expected frequency

FINDINGS AND DISCUSSION

Findings

The result of the assessment from the media was as follows:

Table 1. The result of media validation

No.	Aspect	Total Score
1	Design layout	10
2	Main view	7
3	Media Presentation	13
4	Teks	4
	Sum	34
	Total	85

From the result of the media expert's assessment, the result of material validation got 85 for "very good". That means the results of the validation of the application media validation deserved to be tried out with revisions according to suggestions. The result of the material assessment was as follows:

Table 2: Result of Material Validation

No.	Aspect	Total Score
1.	Relevance	16
2	Accuracy	11
3.	Basic concept of Material	4

4. The suitability of the presentation materials	9
Sum	40
Total	90

From the result of the material expert’s assessment, the result of material validation got 90 for “very good“. That means the results of the validation of application validation deserved to be tried out with revisions according to suggestions. The result of the implementation was in the form of questionnaires that have been provided by the researcher.

The result of the implementation showed that the media got a score of 80 in the “good“ category. That meant the results of the student response questionnaires stated that LS (Learning Speaking)-Application could help the students speaking learning in class X of senior high school.

Discussion

From the result of the questionnaires form students, the researchers got the findings that learning media made the learning speaking easier than before. Based on the benefits of the learning media, Arsyad (in Yulia, 2019)

Table 3: Result of Data Analysis

No	Description	Questionnaire Score
1	The design of LS (Learning Speaking)-Application media is interesting.	72
2	The use of media LS (Learning Speaking)-The application is very easy to learn.	72
3	The Video in LS (Learning Speaking)-The application supports of material about greetings, congratulating, and complementing.	80
4	With the existence of LS (Learning Speaking)-The application can provide motivation in learning skills in speaking, reading, and listening.	79
5	The material presented in LS (Learning Speaking)-Application is easy to understand.	77
6	LS Learning (Learning Speaking)-The application contains questions that can test understanding of greetings, congratulating, and complimenting.	70
7	The material presented can answer questions that are questions.	72
8	The model, shape, and size of the letters used in the LS (Learning Speaking)-Application are simple and easy to read.	83
9	The material is presented according to the lesson that must be in the classroom.	82
10	In the LS (Learning Speaking)-The application can give you the opportunity to communicate with other friends.	81
	Sum	768
	Average	80

states that media is a tool for delivering a message or learning information. Media is a communication tool used to store and communicate information. The term refers to components of the media communications industry, print media, publishing, news media, photography, cinema, broadcasting (radio and television), and advertising.

Media learning is defined as the physical and non-physical instruments used by the teacher in communicating with students to be more effective and efficient. In order that the training materials more quickly accepted students intact similarly as attract students to find out more. Musfiqon (in Puspitarini, 2019) further states that learning media will increase the motivation for students in learning. Even, learning media features may promote class experience to encourage student involvement. In line with previous statement, Sanaky (in Puspitarini & Hanif, 2019) explains one of the advantages of using learning media is the educational process is going to be more interesting. So, it can result in motivating student to learn. Besides, it also assists students to clarify learning materials so that students can easily understand the material as well as enable students to master the training objectives.

The previous study on designing the King Al PoST as a learning media has been done by Anisa (2018). The design of King Al PoST is due to the need in English learning at the junior high school level. Relevant researches have shown that the king AL post is deserving of use as an English learning medium. Thus, it's going to be concluded that this medium deserved speaking skills in English in junior high school.

Regarding to the media (Rizkia, 2021) developed an E-KING (English speaKING) media mastery for X class student in high school. The results of the assessment indicate

that the E-KING (English speaKING) mastery media is excellent. Therefore, it can be concluded that E-KING (English speaKING) mastery was deserving use in student class x Senior High School.

The research result conducted by Anisa suggests that there has been a big increase in the student's ability to speak. Additionally, the result of interviews indicates that almost all students enjoy the interactive learning media in English. Moreover, it also supports the importance of English interactive and multimedia for learning. The researchers believe that the use of interactive English language multimedia facilitates student speaking skills.

Research results suggest that the acceptance criteria for well-designed media quality are an application that may be employed by students at college or at home. Previous research only images, audio, and quizzes targeting junior high school and focusing on only one high school literacy skill. Therefore the second research by Rizkia was simply quizzes targeted at X grade senior high school and only 1 of the main focus of high school teaching skills, while researchers used interactive media quizzes to focus on speaking and reading skills within the tenth-grade high school. Both of the research used Research and Development method.

Based on the results of media validation, material validation, and implementation showed that this media LS (Learning Speaking)-Applications could help students learn English, especially in speaking skills. Besides, the media is also feasible to use at SMA Diponegoro Ploso. The students like and enjoy learning using LS (Learning Speaking)-Application.

CONCLUSION

From the results of this research and development, it can be concluded that the first these Research and Development was designed LS (Learning Speaking)-Application to help the students at X grade of MA Diponegoro Ploso. The research method used is the ADDIE model. After the researcher collected information by giving the students a questionnaire. The second was LS (Learning Speaking)-The application was designed by the researcher using PPT hyperlink, iSpring suite, and Web 2 APK Builder. There are some main features in LS (Learning Speaking)-Application menu, namely: materials, exercise, and profile.

Finally, from the results of media validation, a score got 85 was obtained “very good” category, and the results of material validation obtained a score got 90 in very good” category. The researcher conducted to tried out on 25 students, and the results of the student’s response by giving the questionnaires got a score 80 with “good” category. Therefore, it could be called that the LS (Learning Media)-Application was worth using.

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