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A Call for Quality Judgment by Experts on Android-Based Learning Application in Teaching English in Indonesia

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Abstract

The aim of this paper is to reveal the actual condition of Android-based learning application developed at the beginning of 2018 in teaching English. It is a really fundamental to know the condition of the media of learning especially from the experts' perspective. In the process of collecting data, several experts from the different field of study were invited to give their perspectives, suggestions, and critics based on their expertise and point of view toward the Android-based learning application. Several criteria of indicators had been arranged by the researcher to carry out which aspect should be considered as the weaknesses and the advantages. This research stands to conclude whether the media is acceptable in the classroom or in the real situation of learning or not. This study comprised a quantitative and qualitative method. Not only Likert-scale applied in this collecting data, but also detail comment provided in the instruments delivered to the experts to gain the qualitative data. To gain the data, interview and questionnaire were intended to provide the result with rich information toward the actual condition of the Android-based learning application in teaching English. After the analysis of the data, it is concluded that the application was in very good criteria with 83% from the overall score to be applied in the real situation or in the classroom. From the user interface indicator, there is still no optimal development in the layout. To the further study, the researcher deeply expected to apply this Android-based application in the experimental research in the real learning situation so there will be a direct feedback from conducting a research to find out the effectiveness of the use of this media of learning.

Keywords: Android application, experts validation, media of learning, teaching English

Introduction

In this 21st century of learning and teaching condition, English is viewed by any student not just a need but an obligation to face the global communication network and as the part of international citizen. Having a good skill in English will not just enhance the students' understanding about global issue but also provide a huge chance to possess a good carrier in the future. Learning or teaching foreign language in developing country such as Indonesia in which English is not the first language might seem difficult to start from early generation but by optimizing the material and media of learning it will gain different result.

The use of technology in teaching and learning practice is not a new issue. In every school around the world in advanced countries, there has been implemented any kind of technology even the type of the technology is not actually the same. In Indonesia itself, every classroom in every city in each city provides a LCD projector for instance as media to deliver material from a device such as computer, notebook or hand phone in the process of learning in the school but the optimum use of the device is still under the expectation.

With the low number of development in educational field especially in providing a better media in teaching English, there should be a support from any party including the local government. Abundant resources will not always guarantee the effective use of technology in a school or in a country. A creativity and commitment will play a huge role in providing such kind of expected condition in case of helping teacher in delivering material in creative and interesting way which automatically will increase the students motivation and critical thinking in order to boost their skills of mastering foreign language.

Nowadays, the number of smartphone use is increasing and keep growing, not only in Indonesia but also around the globe. This situation is viewed as a condition that could provide a positive and negative impact. If the user can maintain the positive function of technology, automatically it will create a better life in doing daily activity or work. In reverse, if the smartphone user cannot maintain the positive and tend to use the smartphone in negative way, automatically it will be problems for the user and the people around the users.

Smartphone as a mobile device could be implemented as a mobile learning or media in teaching. Before implementing the mobile device as a media of learning, the expert validation is standing for judging whether the media is eligible to apply in the real situation or in the classroom. In order to create or develop an eligible product including educational product such as media of learning, it should be tested or assessed first through several steps including experts' judgment to go to the next step before it is implemented in the real condition or in the classroom. All of these procedures will

try to overcome any single media that might bring no or less positive impact in the real condition and in other consideration it will reduce wasting time in order to produce and develop a media which has totally eligible component or aspect.

Research Question

To underline the focus of the study, the researchers formulated the following question: What lies beyond the actual condition of Android-based application as media of learning English from experts' perspective?

Literature Review

Teaching English

English as foreign language in many countries such as Indonesia is viewed as the bridge to provide a better future generation of the country. In teaching English, there are many aspects or dimensions considered to gain successful learning. There are two important dimensions for successful second language learning: what goes on inside the classroom and what goes on outside of the classroom (Richards, 2015). If the English teachers and schools consider those two dimensions into the real policy and implementation then the students' comprehension of any skills in English will increase.

To implement those dimensions, there is a need of developing supportive tools in the process of learning foreign language including English. In social and education field, the role of research and development is still on the low scale, and less than 1% of education expenditure (Sugiyono, 2009). With the low number of development in education, this is a new challenge for any researcher to provide a new innovation to improve the students' skill (Muslaini, 2018).

Media of Learning

The various media of learning applied by English teacher will influence the students' interest in learning. Software and hardware are a part of instructional media as a vital component in using mobile-based technology (Harmer, 2007). With the optimum use of technology will provide a creative way in delivering material of English. Meanwhile, the internet, technology, media, and the use of English in face-to-face, as well as virtual social networks, provide greater opportunities for meaningful and authentic language use those are available in the classroom (Richards, 2015). Computer or any device could be a teacher or assistance to provide materials, evaluate the students' response, and give feedback to students including assessment (Newby et al, 2011).

The learning opportunities with technological support are more likely to be interactive, social, and multimodal (Lankshear & Knobel, 1997). Considering several

aspects in teaching English, an advanced media should be implemented to boost the learner skills. Therefore, the application of mobile-based technology or so-called multimedia of learning will enable the teacher to convey much of information to the students (Blythe-Lord, 1991). Furthermore, any technological devices possess an ability to stimulate the students' intention to learn and do the assignment because the animation, graphic, colour, and music will provide realism (Arsyad, 2011).

Android-Based Application

Android as an operating system has gained the top position in quantity of the product of mobile device owned by Indonesian citizen especially students in senior and junior high school. Therefore, this situation shows that mobile learning is an alternative to provide an educational situation that can be experienced anywhere and everywhere (Arsyad, 2011). The use of an Android application in mobile learning or instructional media in a learning process is capable to increase the students' intention, interest, and motivation of learning (Darmawan, 2014). Meanwhile, mobile learning or M-Learning is a type of e-learning that provides an educational content and supporting learning material toward a wireless communication device (Christianne, 2013).

Android as a mobile learning media could provide several advantages to the learning process. The functions of using technological device such as mobile learning are: (1) consistency in delivering; (2) accommodating personal time; (3) reaching multisensory ability; (4) the operating could be controlled; (5) providing huge and large students' interaction; (6) adjusting the students' ability; (7) recording and consistency of test; (8) unlimited repetition; and (9) more concept of delivering material (Lee & Owens, 2004).

There are various kinds of Android application in teaching and learning English, but according to the fitness condition of educational situation in Indonesian school, E-learning (developed by Fadel Muslaini) as Android based application with online feature is considered as the media that needs to judge by the experts because the application was developed by considering the latest weaknesses of the existing media in Indonesian school and by considering the latest students' and teacher's need. E-Learning itself has several advantages applied in teaching and learning English for instance the feature to control from different place, the feature of the content that can be edited and added by the teacher or administrator simply, and it is also a free of charge in the use of the application.

Below are the layouts of the E-Learning Android application that was judged or validated by experts.

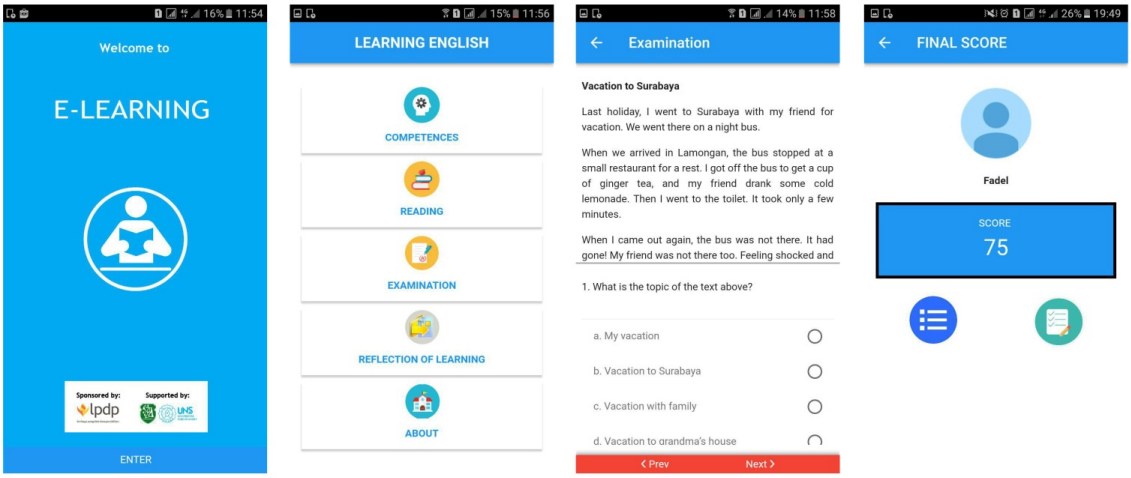

Figure 1. E-Learning Android Application Layouts

Experts Validation

To validate any kind of prototype including media of learning in education field, experts judgment possesses a huge role evaluate the product whether the product can be eligible and brought to the next step which is trying out step. If the product has fulfilled all the criteria of the purposes why the media should be created there should be positive judgment or no problems in the experts' judgment but if there are so many lack of the function of the prototype so the media should be revised before rejoining in experts' judgment.

The criteria of inviting the experts are based on the consideration of their role in term of giving an appropriate suggestion and critics related to the media of leaning. There are three experts in giving information toward the media of learning. The first one is an expert of design visual media who has a doctoral education qualification. The second expert is an expert of technological education who has a doctoral education qualification. The third expert is an English teacher who will judge the media based on the real condition from the teacher experience in teaching English who has magister education qualification.

Methodology

By using qualitative and quantitative methodology, the data was taken from questionnaire and interview. In the questionnaire sheet, there is a quantitative and qualitative statement to deepen the information expressed by the experts. This study involves the contribution from two experts and an English teacher to carry out as much as possible information from different source of data or perspective. The researchers join as the interviewer and questionnaire provider to the experts as the subject of the research.

The analysis of developing media is conducted with descriptive percentage with the formula as follows (Sudjana, 1990):

$$P = \frac{\sum Xi}{\sum X} \times 100\%$$

Explanation:

P = Assessment percentage

∑ Xi = total answer of the subject

∑ X = the sum of the highest answer

The final percentage obtained will be transformed into the table below to recognize the meaning of each percentage easily. The range of the percentage and qualitative criteria can be concluded based on the table below:

Table 1

Judgment Criteria

Experts' Judgment	Qualification	Information
81-100%	Excellent	No revision
61-80%	Good	No revision
41-60%	Fair	Revision
21-40%	Poor	Revision
0-20%	Very Poor	Revision

Findings

In the options section in the table below, the information can be interpreted with SA for Strongly Agree, A for Agree, D for Disagree, and SD for Strongly Disagree.

Aspects	Indicators	Options			
		SA	A	D	SD
Eligibility of content	1. Material clarity	67%	33%	0%	0%
	2. Material suitability with core competence & basic competence	67%	33%	0%	0%
	3. Accuracy of material concepts	67%	33%	0%	0%
	4. Accuracy of facts and data	67%	33%	0%	0%
	5. The accuracy of the principle of the media	67%	33%	0%	0%
	6. Grammatical accuracy	67%	33%	0%	0%
	7. Various selection of the vocabulary	67%	33%	0%	0%
	8. The accuracy of the used questions	33%	67%	0%	0%
	9. Practical use	67%	33%	0%	0%
	10. Communication	33%	67%	0%	0%
	11. Interesting content	33%	67%	0%	0%

	12. Material compatibility with the development of science	33%	67%	0%	0%
	13. Systematic serving in learning activities	67%	33%	0%	0%
	14. Presentation sequence	67%	33%	0%	0%
Feasibility presentment	15. Practice questions used	33%	67%	0%	0%
	16. The evaluation question used	0%	100%	0%	0%
	17. Quality of the questions	33%	67%	0%	0%
	18. Key answer in every question	33%	67%	0%	0%
	19. Feedback questions	67%	33%	0%	0%
	20. Involvement of learners	67%	33%	0%	0%
Assessment	21. Learning experiences conducted with student activities in learning activities using Android-based learning media.	100%	0%	0%	0%
	22. Student interaction in learning with Android app.	67%	33%	0%	0%
	23. Students center learning	67%	33%	0%	0%
Learning approach	24. Learners are actively involved in learning	100%	0%	0%	0%
	25. Teachers act as facilitators and motivators	100%	0%	0%	0%
	26. Timeliness of evaluation implementation	67%	33%	0%	0%
Evaluation	27. Suitability of evaluation implementation	33%	67%	0%	0%
	28. The number of question items is sufficient for the evaluation	33%	67%	0%	0%

Figure 2. List of Indicators and The Percentage on Experts Judgment

From the total calculation of the alternative option in each indicator based on the P formula, the total percentage is 83% (excellent – no revision) in which it stands for very good criteria based on the judgment criteria (Sugiyono, 2009). It can also be concluded that the media is eligible enough to go forward into the try out and experiment step in the real condition in which small and large scale of learning condition should be provided to measure whether the media is feasible or effective.

Discussion

By considering the function of the prototype, there were no serious problem based on the experts' judgment including their comments but in the perspective of content of the media, there were several suggestions to provide a total students' centre approach for each explanation, exercise and examination as the features in the media of learning developed by the researcher.

Conclusion

The main objectives in this research paper were to explore the experts judgments towards the Android based application in teaching English especially in reading skill. This study has shown that the Android based application was validated by several experts from different field of study was in a very good criteria (no revision). The need of a new effective and efficient media in teaching English with technological touch has a correlation with the result of the experts' judgment towards the Android based application as a media of learning. This research has filled the gap related to the actual condition in schools in Indonesia in which the students and the teacher need a new media based on their needs and the appropriate criteria to be applied in the classroom.

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