

DESIGNING INCARY LEARNING MEDIA IN LISTENING SKILL FOR 10TH GRADE

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Abstrak

Dalam dunia pendidikan, bahasa berperan penting sebagai alat komunikasi. Banyak bahasa yang digunakan dalam proses pembelajaran, salah satunya adalah bahasa Inggris. Bahasa Inggris terdiri dari empat keterampilan yaitu keterampilan berbicara, keterampilan membaca, keterampilan menulis, dan keterampilan mendengarkan. Dari keempat kemampuan tersebut, kemampuan menyimak sering dianggap sulit oleh siswa. Peneliti melakukan penelitian di Madrasah Aliyah At-Taufiq, Diwek, Jombang. Subyek penelitian adalah siswa kelas X yang terdiri dari 12 siswa. Dari hasil observasi, peneliti menemukan masalah pada siswa yaitu banyak siswa yang merasa bosan dengan pelajaran Bahasa Inggris, terutama pada bagian listening. Dari permasalahan tersebut, peneliti mengambil penelitian dengan judul Merancang Media Pembelajaran INCARY dalam Keterampilan Mendengarkan untuk kelas X. Tujuan dari penelitian ini adalah untuk membuat media pembelajaran bahasa Inggris untuk kelas X. Peneliti menggunakan penelitian Research and Development (R&D) dengan menggunakan model ADDIE. Dari hasil validasi materi diperoleh skor sebesar 86,3%, sedangkan untuk media pembelajaran sebesar 88,6%, sedangkan untuk implementasi produk peneliti mendapatkan skor sebesar 85,8%. Dari hasil tersebut termasuk dalam kategori "Sangat Baik" yang berarti media pembelajaran layak untuk digunakan.

Kata Kunci: Media pembelajaran INCARY; keterampilan menyimak; madrasah aliyah

Abstract

In the world of education, language is important as a means of communication. Many languages are used in the learning process, one of which is English. English consists of four skills include speaking skill, reading skill, writing skill, and listening skill. Of the four abilities, the listening ability is often considered difficult by students. The researcher conducted research at the Islamic Senior High School At-Taufiq, Diwek, Jombang. The research subjects were students in 10th grade, which consisted of 12 students. From the observations, the researcher found problems with students, namely many students felt bored with English lessons, especially during the listening section. From this problem, the researcher took a study entitled Designing INCARY Learning Media in Listening Skill for 10th grade. The purpose of this research is to create English learning media for 10th grade. The researcher uses Research and Development (R&D) research using the ADDIE model. From the results of material validation, the researcher got a score of 86.3%, while for learning media it was 88.6%, while for product implementation it got a score of 85.8%. From these results, it is included in the "Very Good" category, which means that the learning media is feasible to use.

Keywords: INCARY learning media; listening skill; islamic senior high school

A. Introduction

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and the skill needed by themselves, society, nation, and state (Ali et al., 2021; Fajarwati et al., 2016).

Education is one form of embodiment of human culture which is dynamic and full of development (Dahliani et al., 2015; Linda Ratna Nirmala et al., 2022). Therefore, changes or developments in Education are something that should happen in line with the change in the culture of life. Change in terms of improving education for all levels needs to be continuously carried out in anticipation of future interests (Malik, 2018). In the world of education, language is very important as a communication tool. Many languages are used for communication in the educational process. One of them is English. English is divided into four skills, there are Speaking, Reading, Writing, and Listening. Listening is an attempt to listen to something to pay attention to spoken language (Mirsa Umuyati et al., 2022). In learning English, listening activities can be done with various interesting learning methods.

On research data at Islamic Senior High School at Taufiq Diwek, Bogem. English lessons are often considered difficult by students, especially in listening skill.

Some things that cause this to happen such as the delivery of material given by the teacher is often through the lecture method and is monotonous so that students get bored quickly, the text is presented more so that students become lazy to read and are less interesting. In English subjects,

teachers often use learning classical and mostly use printed books so that they do not attract the attention of students in the learning process the delivery method is still done conventionally and, in the class, does not use supporting learning media such as video and audio.

B. Research Method

1. Research Design

The model of this research is Research and Development. Research and Development is a basic research activity to obtain information on user needs, then proceed with development activities to produce products and assess the effectiveness of these products" (Gustiani, 2019; Kusumarasdyati, 2019) "Research and Development (R&D) is a process or steps to develop a new product or improve existing products, which can be accounted for" (Hanafi, 2017).

In research and development research, there are several research models including the Assure model, the Dick, and Carey model, the ADDIE model, Borg and Gall model, and the 4D model. In this development, the researcher will design INCARY Learning Media in Listening Skill for students of 10th grade using the ADDIE development model because the ADDIE development model is one of the learning system design models that shows the stages of learning system design that are simple and easy to learn.

2. Research Procedure

In this study, the researcher designed the INCARY learning media product using the ADDIE model. There are 5 stages of development in the ADDIE model, namely: Analysis, Design, Development, Implementation, and Evaluation.



Figure 1. Research and Development Based on ADDIE Model

1. Analysis Stage

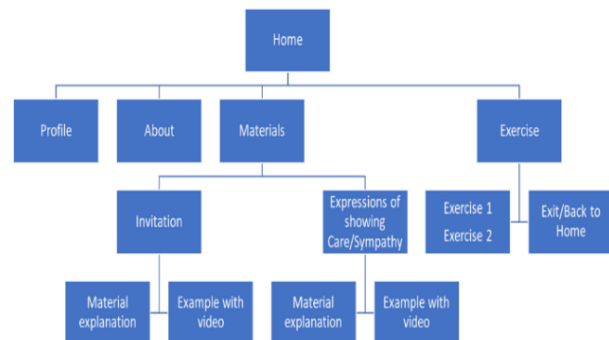
This analysis stage is the stage used by researcher to determine the needs of students in learning. The analysis stage is carried out before researching to collect information by conducting field studies. In this study, the researcher analyzed with an interview instrument in 10th grade Islamic Senior High School At-Taufiq Diwek. Interviews were conducted to obtain data from teachers and students to know the needs of students. Interviews were conducted using the interview:

The researcher conducted interviews in 10th grade, which consisted of 12 students, focusing on listening skill and the media used by the teacher in the learning process. The results of the analysis show that there are still many students who have difficulty and are bored because the media used is only books from school. From the data that has been collected, it is used by the researcher to develop a product, namely learning media for listening skill.

2. Design Stage

At this stage, the researcher designs a product for learning media. The researcher designed the media using PowerPoint, iSpring, and Web 2 APK Builder. The following is a description of the learning

media storyboard:



3. Development Stage

At this stage, the researcher develops the media according to the design. After the product was developed, the researcher needs to go to an expert for validation. Here the researcher chose two experts, namely material experts and media experts. Validation was done directly. First, the researcher chooses Mrs. UzlifatunNadhifah, S. Pd as a teacher from a school to become a material expert, and several aspects are assessed by media experts in the second validation sheet:

The researcher chose Mr. Syaifuddin, S. Ag., S. Kom as a media experts. Several aspects are assessed by media experts in the validation sheet:

Media were analyzed by the researcher. The researcher used a Likert scale with 4 answer assessment options to calculate the value of the questionnaire. The following is a Likert scale table:

Score	Meaning Score
4	Very Good
3	Good
2	Low
1	Very Low

Table 3. Likert Scale

4. Implementation Stage

At this stage, the researcher implements the product that has been developed in 10th grade with a total of 12 students. The researcher asked the subject to use INCARY learning media in the learning process. Product trials are conducted offline. After the product was tested, the researcher gave a questionnaire to find out the student's responses and whether the product design was suitable for the student or needed to be revised. After giving the questionnaire to the students, the researcher calculated the results of the questionnaire to find out the average score using a Likert scale. This is the Likert scale table:

Score	Meaning Score
4	Very Good
3	Good
2	Low
1	Very Low

Table 4. Likert Scale

After the data is collected then the data is analyzed by looking for the average score as follows:

$$\text{Percentage} = \frac{\text{Total score}}{\text{Max score}} \times 100\%$$

5. Evaluation

Evaluation is done by looking at student responses so that the researcher can see whether or not students are interested in using the media. In addition, evaluation is carried out by processing data from the results of the questionnaire distributed to students to find out what percentage of the media feasibility level.

C. Research Finding and Discussions

1. Result of Analysis

In this stage, the researcher conducts research in school. The researcher chose the Islamic Senior High School At-Taufiq, <https://jurnal.uniraya.ac.id/index.php/NDRUMI>

Diwek, Jombang as the research site. The research was conducted on February 19, 2022., which aims to obtain data so that students know what students need in learning English. The researcher used questionnaires and observations as research instruments. From the data obtained, the researcher found problems during English learning activities in class. The problem encountered by the researcher is that many students are not interested in English learning, especially in listening skill because the learning media used are less attractive to students. The media used is still not able to attract the attention of students so students are less active and feel bored in learning activities.

Based on the result of the analysis, the researcher concluded that students needed learning media that can make students more interested and can make students not feel bored during learning English. Therefore, the researcher designed the INCARY learning media to help students learn English so that students are more interested and do not feel bored.

2. Result of Design

At the design stage, the first step taken by the researcher is to create a storyboard for the learning media. At this stage requires several applications. As for the applications used to create INCARY learning media are PowerPoint, iSpring Suite 10, and Website 2 APK Builder. To make PowerPoint interactive, the researcher added hyperlinks to PowerPoint and added a little gif animation to make it look interesting, while iSpring Suite 10 was used to create questions and then convert PowerPoint to HTML. The last one is Website 2 APK Builder to make learning

media into an application that can be downloaded on android.

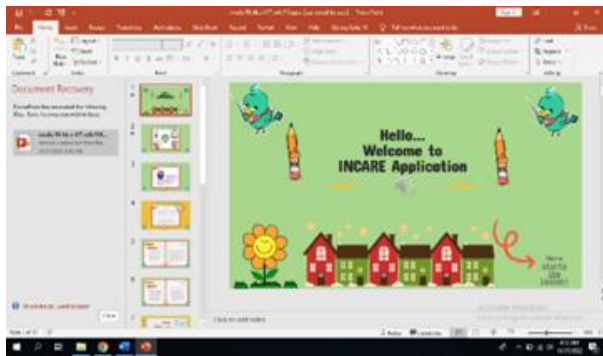


Figure 3. PowerPoint of INCARY Materials

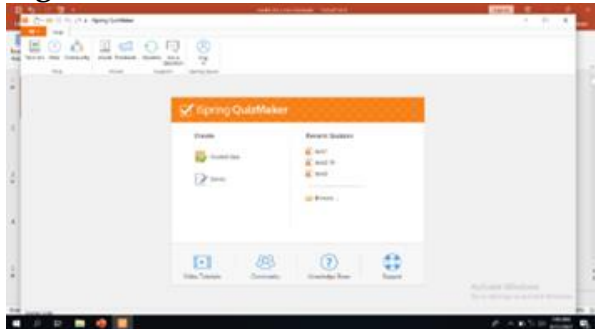


Figure 4. iSpring Suite 10



Figure 5. Web 2 APK Builder

3. Result of Development

In the development, the researcher completed the validation of materials and learning media INCARY to material and media experts to teachers directly at Islamic Senior High School At-Taufiq, Diwek, Jombang on June 14, 2022.

The result of the questionnaire obtained by a researcher from material experts and media experts were analyzed using a Likert scale and percentages to see the feasibility of the product and to find out whether the media needed to be revised or not. The criteria are as follows:

Table 5. Index Category of Skala Likert

Percentage score	Category
76% - 100%	Very Good
51% - 75%	Good
26% - 50%	Low
≤25%	Very Low

Then, for the calculation of the result of the questionnaire according to (Riduwan, 2014), *Dasar-Dasar Statistika*, use the formula below:

$$\text{Percentage} = \frac{\text{Total score}}{\text{Max score}} \times 100\%$$

A. The result of Expert Validation and Revision

1. Validation from Material Expert

Material validation is focused on several aspects of the material contained in learning media INCARY. The material expert in this study was Mrs. Uzlifatun Nadhifah, S. Pd as an English teacher at Islamic Senior High School At-Taufiq, Diwek, Jombang. The result of material validation is as follows:

Table 6. Result of Material Validation

No	Aspect	Score
1.	Material relevant to the competencies that students must be master	4
2.	Material accuracy and completeness	3
3.	Material according to the curriculum	3
4.	Explanation of the material is easy to understand	4
5.	Systematic presentation of material	3
6.	Material concept	3
7.	Availability of easy-to-understand examples	4
8.	Availability of practice	3

	questions	
9.	Easy-to-understand vocabulary	4
10.	Grammatical accuracy	3
11.	Can create student learning motivation	4
Sum		38
Average		86,3%

The calculation of the maximum score is the maximum score on the Likert scale then multiplied by the number of question items, so that $4 \times 11 = 44$. For the observation score, the researcher gets a score, of $(5 \times 4) + (6 \times 3) + (0 \times 2) + (0 \times 1) = 38$. Then, the approximate estimate materials are as follows:

$$P = \frac{\text{Total score}}{\text{Max score}} \times 100\%$$

$$P = \frac{38}{44} \times 100\% = 0,863 \times 100\% = 86,3\%$$

Based on the result of the validation, the researcher got a score of 86,3% which was included in the "Very Good" category. According to the material expert, the material in INCARY Application was feasible to be tested on students at the Islamic Senior High School At-Taufiq, Diwek, Jombang.

2. Validation from Media Expert

Media validation is focused on several aspects that exist in INCARY Application. This media expert is Mr. Saifuddin, S.Ag., S. Kom as a teacher at the Islamic Senior High School at-Taufiq, Diwek, Jombang. The result of media validation are as follows:

Table 7. Result of Media Validation

No	Aspects	Skor
1.	Layout design	4
2.	Text/typography	12
3.	Audio & Video	9
4.	Packing	3
5.	Usability	4
6.	Navigation	7
Sum		39
Average		88,6%

The calculation of the maximum score is the maximum score on the Likert scale then multiplied by the number of question items, so that $4 \times 11 = 44$. For the observation score, the researcher gets a score, $(9 \times 4) + (2 \times 3) + (0 \times 2) + (0 \times 1) = 42$. Then, the approximate estimate materials are as follows:

$$P = \frac{\text{Totalscore}}{\text{Maxscore}} \times 100\%$$

$$P = \frac{39}{44} \times 100\% = 0,886 \times 100\% = 88,6\%$$

Based on the result of the validation, the researcher got a score of 88,6% included in the "Very Good" category. According to media experts, Mr. Saifuddin, S. Ag., S. Kom, this media needs revision, the revision is that researcher needs to change the position of the video so that it becomes a portrait form so that it is neater.

B. Revision from Material and Media Validation

1. Based on the suggestions from the materials expert, the researcher changed the minimum score in practice questions.

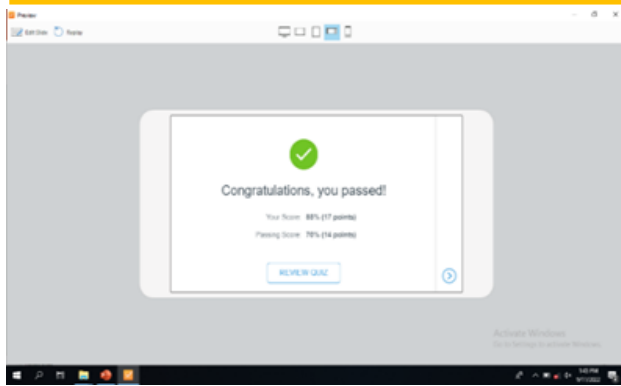


Figure 6. Before revision

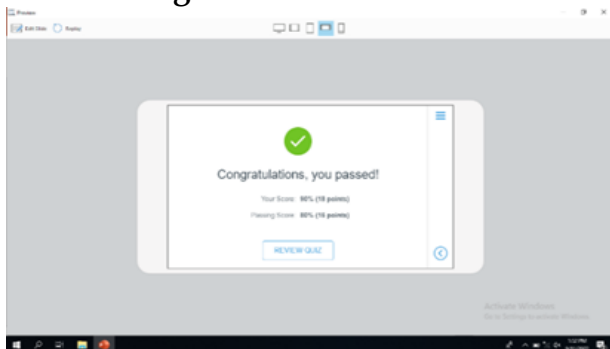


Figure 7. After revision

- Based on the suggestions from media experts, the researcher changed the form of the video into portraits to make it more presentable.

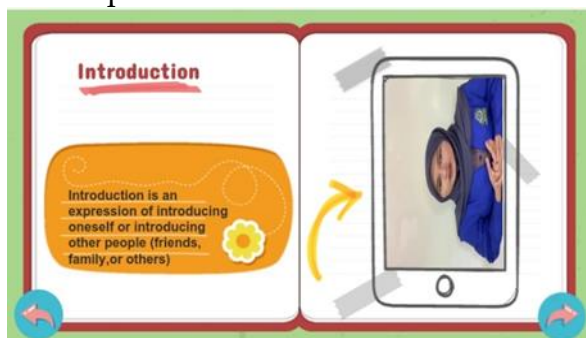


Figure 8. Before the revision

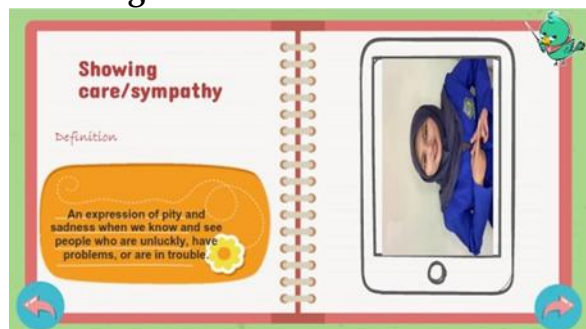


Figure 9. Before the revision



Figure 10. Before the revision



Figure 11. After revision



Figure 12. After revision



Figure 13. After revision

D. Result of Implementation

Trial of INCARY Application tested on 12 students of class 10th at Islamic Senior High School at-Taufiq, Diwek, Jombang on September 12, 2022. Product testing was done directly. The researcher enters the class that is used for testing and then gives instructions to the students:

1. The researcher presented the application in front of the class and show how to use the Application.
2. The researcher gave the application file to be installed by the students, then the researcher told the students to try INCARY application
3. After students operate INCARY Application, the researcher gave a response questionnaire to students to give opinions about INCARY application.

After students operate INCARY Application, the researcher sends a link to the student's response questionnaire and fills out the questionnaire. Based on the implementation, the researcher got the data as follows:

Table 8. Result in INCARY Application Tested

No	Statement	Score
1.	INCARY learning media is interesting	43
2.	The use of INCARY learning media is very easy to learn	44
3.	Explanatory videos in the media are very helpful in understanding the material	39
4.	With the INCARY learning media, it can motivate me to improve my English skill, especially in listening skill	39
6.	The material and language presented in the learning media are easy to understand	42
7.	INCARY learning media contains questions that test listening skill	41
8.	The material presented helps to answer questions	42
9.	The font presented is simple	43

	and easy-to-read	
10.	Clear and understandable audio and video explanation of the material	37
11.	Learning to use INCARY learning media is a new experience for me and I really like it	42
Sum		412
Average		85,8%

The calculation of the maximum score is the maximum score on the Likert scale then multiplied by the number of students, so that $4 \times 12 = 48$. Then, the calculation of the feasibility of media is as follows:

$$P = \frac{\text{Total score}}{\text{Max score}} \times 100\%$$

$$P = \frac{412}{48} \times 100\% = 0,858 \times 100\%$$

$$= 85,8\%$$

Based on the result of the questionnaire, the researcher got a score of 85,8% which was included in the "Very Good" category. This means that INCARY learning media is "Eligible" to be used by students.

E. Result of Evaluation

In the evaluation, the stage is the last stage in the development of INCARY learning media in listening skill for 10th grade. The purpose of this evaluation is to see whether INCARY learning media is feasible or not to be used after seeing the results of the validation sheet, questionnaire sheet, and revisions made by the researcher.

Based on the results of the data obtained, the researcher can conclude that INCARY learning media is suitable for use as a learning media in 10th-grade English lessons. This INCARY learning media has several advantages and disadvantages. The

advantages are that INCARY learning media can be accessed offline without requiring an internet connection, there is music in the explanation of the material so that students do not feel bored in listening to the explanation of the material, and the INCARY learning media is easy to operate. The disadvantages of INCARY learning media are in the practice section, the audio cannot be paused by the user. So that if the user wants to re-listen to a certain part, then the user must listen to the audio from the beginning again.

F. Final Product

The final product shows the result of the product after being revised. The image of INCARY learning media is shown as follows:



Figure 14. Menu options



Figure 15. Creator profile



Figure 16. INCARY Learning Media

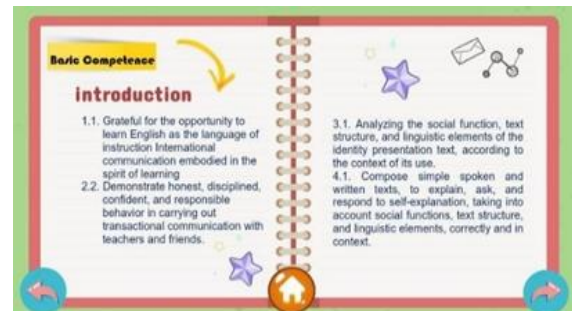


Figure17. Basic Competence of The Introduction Material



Figure 18. Basic Competence in Showing



Figure 19. Menu of The Material Care Material



Figure 20. Video Explanation of Introduction Material



Figure 24. Video Explanation of Showing Care



Figure 21. Audio Explanation of Expressions Used to Introduction



Figure 25. Audio Explanation of Showing Material Care Material



Figure 22. Audio explanation of general information of Introduction



Figure 26. Video Example of Showing Care



Figure 23. Video example of introduction



Figure 27. Welcome Page of The Material Exercise

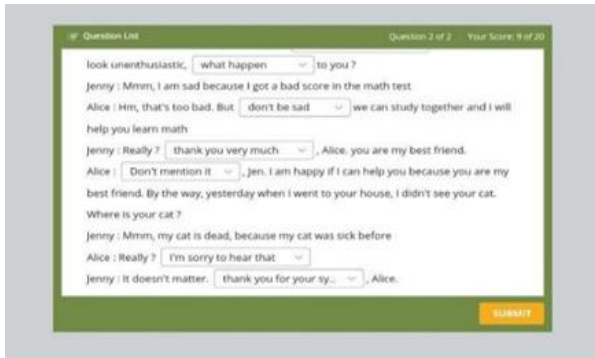


Figure 28. The Exercise of Introduction

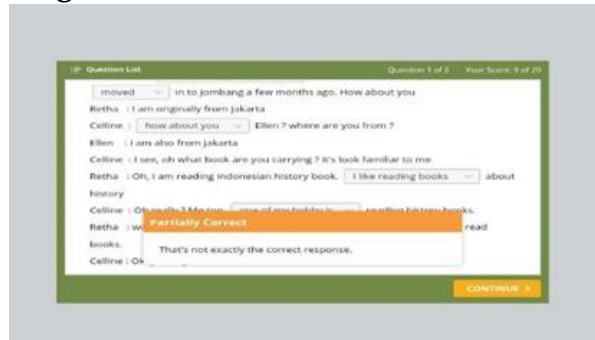


Figure 29. The Exercise of Showing Care Material



Figure 30. The result of The Score

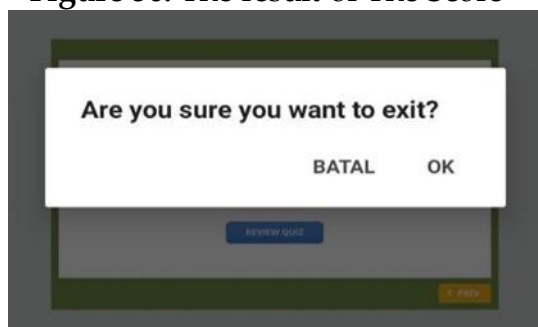


Figure 31. INCARY Final Slideshow After Doing the Exercise

H. Closing

1. Conclusion

This study aims to develop INCARY learning media in listening to 10th-grade students. Based on the result of the

discussions that have been described along with the data obtained by the researcher, the researcher got the result of material validation with a score of 86,3% in the "Very Good" category. While on the media validation, the researcher got a score of 95,4% with the category "Very Good". And on the result of implementation to students, the researcher gets a score of 85,8% which is included in the "Very Good" category. The researcher can conclude that INCARY learning media is feasible as a learning media in learning English in 10th grade.

2. Suggestion

Based on the conclusion, the researcher gives some suggestions for teachers and another researcher: 1). For teachers so that INCARY learning media can be an alternative learning media in learning English in 10th grade. 2). For other researchers, this research can be a reference in their research.

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