The Use of "Seven" as an English Learning Medium for 7th Grade Junior High School Students

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Abstract: This article focuses on the development of mobile learning media using Android-based applications to enhance the teaching and learning process, specifically for English language education in seventh-grade classrooms. The study follows the research and development (R&D) model proposed by Lee and Owens (2004) and was conducted in two private schools in the Malang district. The development process consists of five phases: assessment/analysis, design, development, implementation, and evaluation. The "Seven" application, developed using the Andromo platform, aims to improve the four basic skills of English language learning: reading, speaking, writing, and listening. The effectiveness of the application was evaluated through material verification and media verification, using qualitative and quantitative data analysis methods. The findings indicate that the "Seven" application was well-received by students, with positive feedback regarding its user-friendly interface and the engaging learning experience it provided. The study demonstrates the potential of Android-based mobile learning as an effective and practical tool for enhancing English language education in seventh-grade classrooms.

Abstrak: Artikel ini berfokus pada pengembangan media pembelajaran mobile menggunakan aplikasi berbasis Android untuk meningkatkan proses pengajaran dan pembelajaran, khususnya untuk pendidikan bahasa Inggris di kelas tujuh. Penelitian ini mengikuti model penelitian dan pengembangan (R&D) yang diusulkan oleh Lee dan Owens (2004) dan dilakukan di dua sekolah swasta di Kabupaten Malang. Proses pengembangan terdiri dari lima fase: penilaian/analisis, desain, pengembangan, implementasi, dan evaluasi. Aplikasi "Seven", yang dikembangkan menggunakan platform Andromo, bertujuan untuk meningkatkan keempat keterampilan dasar pembelajaran bahasa Inggris: membaca, berbicara, menulis, dan mendengarkan. Efektivitas aplikasi dievaluasi melalui verifikasi materi dan verifikasi media, menggunakan metode analisis data kualitatif dan kuantitatif. Temuan menunjukkan bahwa aplikasi "Seven" diterima dengan baik oleh siswa, dengan umpan balik positif terkait antarmuka yang ramah pengguna dan pengalaman belajar yang menarik yang disediakannya. Studi ini menunjukkan potensi pembelajaran mobile berbasis Android sebagai alat yang efektif dan praktis untuk meningkatkan pendidikan bahasa Inggris di kelas tujuh.

INTRODUCTION

Language significantly shapes the everyday experiences of people from all walks of life. In Indonesia, English has become an integral part of the educational system, with most individuals learning it as a second language to facilitate global communication. As noted by Schleppegrell and Oteíza (2023), and Silaban et al. (2023), English's status as the international language has made it a crucial tool for intercultural exchange. Language impacts the daily lives of members of any race, creed, and region of the world. Especially in Indonesia, beside Bahasa Indonesia, most the people using English as a part of their education (Agung Purnama,Imam Wahyudi Karimullah, 2024) .

The world of education is inseparable from a learning process that involves and influences teachers, students, and the learning environment. Media is one of the supporting elements for achieving learning goals (Agustina, Astuti, & Bhakti, 2018). Learning media constitutes a crucial component in the pedagogical process, alongside teaching methodology. These two elements are intrinsically linked. The selection of a specific teaching method will inevitably influence the choice of learning media. The integration of learning media into the learning process can serve as a catalyst for motivation, stimulate learning activities, and even exert psychological impacts on students (Bhakti & Astuti, 2018) (Sari, 2016). Learning media can be understood as all forms of educational materials (information, tools, texts) that teachers and instructors use to carry out teaching and learning activities in the classroom. Many studies suggested a preparation class as an ideal solution to deal with the problems (Akmal & Sari, 2020; Farkhan et al., 2019; Manan, 2020; *Masfufah*, 2017) The material in question may be in the form of written or unwritten material. Materials are any form of content that can be used for learning, such as text, audio, pictures, videos, and animations (Wijayanti, 2018).

Learning media is an important part of education. Media plays an important and strategic role in facilitating the achievement of learning outcomes (Husniyah, 2022) . Our growing learning media includes: a) Learning Materials; b) Boundaries; c) Method; d) A method of assessing which mainly focuses on interesting and systematic learning competencies/sub-competence goals that should be achieved in complex ways, called materials/learning materials (Lestari, 2013.). This definition is specifically intended to provide students with information about the theoretical foundations, concepts, and insights that are learned in the learning process (Schunk, 2015). Learning media, including teaching materials, are a collective term that refers to learning resources that teachers use to deliver learning. Materials can support the learning process and increase the success rate of learning. Ideally, materials should be adapted to what teachers use so that students of different body types and types have the same learning goals in the classroom (Farhana et al., 2021.)

Educational media should be packaged as attractively as possible so that students can easily understand the subject matter. One learning medium that can overcome the problem of low student interest in bringing books into school is the development of media in the form of paperbacks. However, paperbacks have their weaknesses. They are inconvenient to carry around everywhere, productive and fun learning environment to overcome students' limitations such as lack of effort and limited time to study (Tiara et al., 2023). Therefore, Android-based mobile learning is a suitable medium that can support students' timely learning. The lack of diversity in disseminated media is not solely the responsibility of teachers, but also due to teachers not optimizing technology development (Agustina, Astuti, & Sumarni, 2018).

The rapid development of technology has made the needs of a concept and mechanism of ITbased teaching and learning (in education) unavoidable (Taufiq et al., 2017). The development of information and communication technologies (ICT) has been changing ever process in human life, include in education. ICT in education not only as subject in school but all subjects in school implementation ict in teaching and learning process in a class (Irnin Agustina Dwi Astuti, 2018). Incorporating ICT into learning facilitates learning comprehension. It not only provides educational materials but also teaches software skills and thinking skills. Learning media act as mediators of information transfer in the learning process. Learning media are anything that can

be used to convey a message (learning material) in a way that stimulates the attention, interest, thoughts, and emotions of students in a learning activity to achieve a specific learning goal (Widodo, 2018).

Learning media using mobile phone technology is called mobile learning. Mobile learning is an alternative for developing learning media. Mobile learning can be viewed as a system that attempts to improve the quality of learning by breaking through the constraints of space and time (Darmawan, 2016). The existence of mobile learning is intended as an adjunct to learning, providing students with the opportunity to learn what they cannot learn anytime, anywhere.

Based on the previous study from (Agustina, Astuti, & Sumarni, 2018) , there are still few learning media using mobile phones. Many students still use laptops or even manuals to support their learning at school. Using a laptop as a learning medium makes it difficult for students to carry the device around because it looks heavy and bulky. Also, teachers still use traditional teaching methods, so students get bored during their learning activities. With this possibility in mind, Developing Learning Media with Mobile Phones aims to create mobile learning for all Android-based mobile phones.

Android is a Linux-based operating system for mobile devices. Android is the most popular operating system in society due to advantages such as its open-source nature that allows developers to freely create applications (Anggraeni & Kustijono, 2013). Use Andromo to create Android-based learning media that is easy to use and adaptable. Andromo is a website that provides free and paid templates for building Android applications. Andromo can support the process of creating educational applications based on Android, Mac OS, Windows Phone, Blackberry, and HTML5. This application does not require any coding (programming language) when creating applications, provides free templates for creating Android applications, and the file size is not too large. It is very easy to use with a smartphone.

Based on the above background explained through research and development. There is a need to develop applications or learning media for teaching English to 7th graders. The purpose of this research is to develop effective and practical learning media proven to create effective learning media that students can use on mobile.

METHOD

There are some steps to do this research. They are design, development, implementation, and evaluation. 1) **Design**; in this steps there are five stage. They are a) Create a media development schedule: Plan to test practitioners in May 2023 and initiate observational activities in March 2023; b) Project team: Coordinate media preparation needs by sharing responsibilities between designers and material organizers; c) Media specifications: Define the output media as mobile applications uploaded to the PlayStore platform; d) Learning structure: Adapt Grade VII lessons from odd to even semesters to the subject matter contained in the study modules. Aim to improve the four basic skills of English: listening, reading, writing, and speaking; e) Control configuration and design: Describe how to control the design of the media and each element during media preparation. This includes storyboard and user interface. Conduct media analysis.

2) **Development**; in the development stage, there are five stages. They are a) Design a media user interface: Create a storyboard to visualize the media and set up the media UI to define media flow and appearance. Use Corel Draw and Canva Pro for 2D design; b) Develop a mobile application as a media platform: Use the "Andromo" application builder to develop mobile applications. The output is an application that can be uploaded to the PlayStore or downloaded to smartphones; c) "Seven" app development: Develop seven Android applications using the Andromo Builder. These applications serve as Android application-based production releases uploaded to the PlayStore. Describe how to control the design of the media and each element during media preparation, including storyboard, user interface, and media analysis; d) Validation: Conduct media validation tests with media professionals, sports, health and leisure instructors who have 9 years of professional experience in course media development. The material verifier

is an English teacher from two private secondary schools in the Malang district; e) The article suggests employing targeted sampling methods to select Class VII students from the even semester who exhibit high, intermediate, and low cognitive abilities. The research approach utilized should be quantitative, incorporating both quantitative and qualitative data types. Quantitative data can be obtained through calculations using numbers from mock exams, focusing on a small sample of students. On the other hand, qualitative data can be gathered from written comments and suggestions in student questionnaires, as well as validation sheets completed by English teachers. 4) **Implementation**; This development study was not conducted, but small and large-scale practical tests were performed with students from two secondary schools in the Malang district. 5) **Evaluation**; The purpose of the evaluation phase is to assess the media and processes implemented. The evaluation phase follows the evaluation phase of Branch (2009) and includes the following steps: Setting Evaluation Criteria: Define the criteria for evaluation.

a. Effectiveness Test

Effectiveness Test: Evaluate the validity of the "Seven" mobile application through material verification and media verification. The criteria are explained as follows:

Effectiveness testing of media and materials: Provide validation results in the form of qualitative data (critiques and suggestions) and quantitative data measured using Likert scales:

TS (Disagree): Represents disagreement with a weight value of 1.

KS (Fairly): Represents slight disagreement with a weight value of 2.

S (Agree): Represents agreement with a weight value of 3.

SS (Srongly Agree): Represents strong agreement with a weight value of 4.

Display and analyze collected data using appropriate formulas and conditions

$$P = \frac{\Sigma X}{\Sigma Xi} \textbf{ X 100}$$

Information

P   : Presentation

∑X   : Total score of question items

∑XI   : Maximum points for question elements

b. Selection of Evaluation Tools

After determining the percentage using the available formula, that percentage will be used to determine the effectiveness level of the vehicle. The size of the media validation percentage is determined based on Table 1, which contains the validation results criteria:

Table 1. Criteria of Validation Results (Akbar, 2013)

No	Percentage	Validity Result
1	76% - 100%	Very valid, usable and needs to be reviewed
2	51% - 75%	Valid, usable but needs to be revised
3	26% - 50%	Invalid, it is recommended not to use it because it requires revision
4	1% - 25%	Invalid, should not be used, needs lots of revisions

RESULT AND DISCUSSION

The word "media" is derived from Latin and is the plural form of the word "medium." Literally, it means mediation or message delivery from the sender to the recipient. In the context of learning, media serves as intermediaries or means of delivering messages from senders to receivers. Its purpose is to facilitate message delivery (Astri Meilani H, 2022). The "Seven" media application is an Android-based learning platform that can be easily installed on both teacher and student devices. It represents an adaptation of technology to embrace education in the digital age, specifically designed for Junior High School students. The goal of the "Seven" application is to facilitate the teaching and learning process for English teachers, focusing on four basic skills: reading, speaking, writing, and listening. The "Seven" application, developed using the Lee and Owens model, has the following details:

Assessment/Analysis

The evaluation and analysis phase include needs/requirements analysis and front-end analysis. The needs analysis in this study identified specific problems in this area. Front-end analysis involves analyzing the technologies implemented in schools. In the case of this study, the two private secondary schools in Malang district, which are the subjects of the research, do not have computer labs with LCD screens and sound systems. The analysis includes necessary task analysis, critical incident analysis, situation analysis, assessment of technical skills (ranging from low to medium), and the ability to use technologies such as smartphones and laptops. It also includes object analysis and media analysis.

Design

During the design stage, the research was scheduled to start in March 2023. The outcome of this research is an Android-based application that focuses on English language learning using the content from printed books. The study materials consist of Chapters 1, 2, and 3, covering topics such as "Me," "Cooking and Me," and "Home Sweet Home." Each chapter addresses four basic competencies in English: writing, reading, speaking, and listening, aimed at enriching the students' language skills.

Development

The development phase begins with the creation of media assets based on the user interface. The Andromo Web Builder application is used for the actual development process. The media results are illustrated in Figures 2:
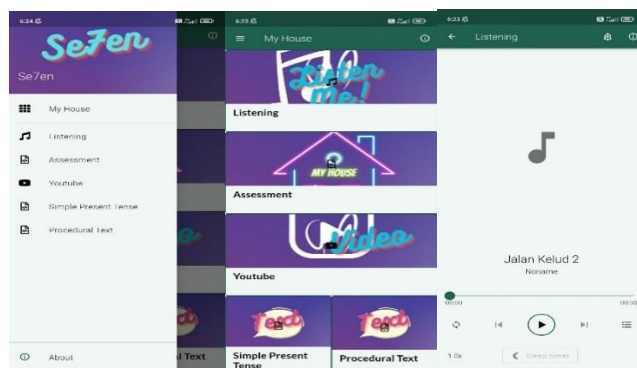

Figure 2: User interface aplication "Seven"

Implementation

In this stage, the "Seven" application was implemented for the students, and it was conducted as a small-scale practical test. Data collection was carried out through a student performance test, and an 80% score was achieved. This test aimed to assess student reactions after using the "Seven" application. Utility tests were conducted to gather quantitative data using a questionnaire-based method for assessing the effectiveness of the learning media (Sistyarini & Nurtjahyani, 2017). The utility test was conducted in small groups consisting of 15 individuals with varying levels of cognitive skills (low, medium, and high), ensuring balanced representation across the groups (Gumilang & Indarini, 2019). Data were collected from all study participants, and the final score was calculated by aggregating the data from all students in the class, resulting in an average score of 77%. In addition to the quantitative data, qualitative data in the form of comments were collected, indicating that students felt supported in their English learning. The visually appealing interface of the application stimulated their motivation to learn. Students also expressed that instructional media was rarely provided by teachers, making English learning appear monotonous. The integration of technology in each lesson using different media platforms was enthusiastically received by students as it provided a unique and engaging learning

experience, as mentioned by Subakti (2021). This test is referred to as a one-to-one test, which involved students with low, medium, and high cognitive skills levels.

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Evaluation

The evaluation stage the following outcomes: Determination of evaluation criteria: Evaluation criteria are chosen to gauge the success of the developed product, encompassing feasibility and practicality. Feasibility evaluation criteria for the learning device employ the criteria outlined by Akbar (2013), comprising invalid, less valid, sufficiently valid, and highly valid. Practicality criteria utilize Akbar's (2013) criteria, consisting of impractical, less practical, sufficiently practical, and highly practical. Selection of evaluation tools: The selected tools for evaluating the development product include validation questionnaire sheets, needs analysis questionnaire sheets, and practicality test questionnaires to assess the practicality of the learning device. Additionally, interview sheets are employed with English teacher at junior high school in Malang regency and lecture at one of university in Malang city, focused media defelopment. Conducting evaluations: Evaluations are conducted at each stage of the Lee and Owens model development to ensure that the development product attains both validity and practicality for effective utilization.

Based on the evaluation results conducted with educators and considering qualitative data from the practicality questionnaire, it is evident that the "seven" application is capable of aiding students in their learning process and enhancing their understanding of the lessons delivered by the teachers. The application is user-friendly, allowing students to grasp its functionality easily. These findings align with the assertions made by Retnasari & Sintawati (Dahlan, 2022), who emphasized the role of technology in education during this digital era. They argued that technological integration can serve as a motivation for students to explore and expand their knowledge by connecting their existing skills with new concepts.

"Seven" can be utilized as a support for laboratory practices, specifically in the subjects of plant and animal cells, thereby enhancing critical thinking skills and improving learning productivity (Sugianto et al., 2020) . Another notable advantage of the "seven" application is its practicality and flexibility, which effectively facilitate the learning process, thereby reinforcing the notion that information technology promotes enhanced effectiveness and efficiency in education (Hariyadi et al., 2020.) .

Furthermore, the incorporation of the "seven" application exemplifies the utilization of the Fourth Industrial Revolution era. The transformation of education provides educators with diverse methodologies for delivering educational content. Indirectly, the implementation of the "seven" application also contributes to the enhancement of technological and digital literacy (Andriani et al., 2021).

CONCLUSION

The "seven" application, developed for Android, has undergone validation with a material validation score of 77%, media validation score of 78%, and practicality test score of 86%, indicating its usability with the need for revisions. This application aids students in learning and comprehending English materials for seventh grade, facilitating their understanding of the content delivered by the teacher during the teaching and learning process. Furthermore, the development

of the "seven" application serves as a motivation for students to enhance their English language skills. Based on qualitative data obtained from student response questionnaires, it is evident that students enjoy using the "seven" application, fostering a heightened curiosity in learning English. Utilizing the "seven". The presence of the "seven" application as an interactive, effective, efficient, and cost-effective learning medium revitalizes online, offline, and hybrid learning approaches.

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