

DESIGNING “LISTEN TO ME GAME” AS LISTENING MATERIAL TO SUPPORT THE LEARNING OF DESCRIBING PEOPLE SUBJECT

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Abstract: The focus of this research is to design Android application game as a tool to support the students in listening comprehension. This research was conducted on the class A seventh grade students of MTsN 1 Pontianak. The method of this research is development research which consist of five phases; analysis, design, develop, implement and evaluation or called ADDIE. This material was designed as supplementary material to support listening comprehension in describing people. In this research found that listen to me game can support listening comprehension in describing people for seventh grade students of MTs N 1 Pontianak. This research uses design phase to determine the learner role, teacher role, instructional media role and prepare some material such as picture, audio, and game maker studio program to create the application. In the development phase, the researcher creates the application from the material that already gathered from design phase. To try out and see the usability of the product the researcher uses implementation phase. The result of evaluation phase is 4.64, it showed that the game is feasible to be used by students as supplementary material to support listening comprehension in describing people.

Key words: Development Research, Listening Material, Designing Material

Abstrak: Penelitian ini fokus untuk mendesign aplikasi game di Android sebagai materi listening untuk membantu siswa pada materi pembelajaran describing people. Penelitian ini diadakan di kelas 7A MTs N 1 Pontianak. Metode penelitian ini adalah development research yang terdiri dari 5 fase yaitu: Analisis, desain, pengembangan, implement dan evaluasi atau disebut ADDIE. Dalam penelitian ini ditemukan bahwa listen to me game dapat digunaka untuk materi describing people untuk siswa kelas 7 MTs N 1 Pontianak. Penelitian ini menggunakan tahap design untuk menentukan peran siswa, peran guru dan peran media pembelajaran dan menyiapkan beberapa bahan ajar seperti gambar, audio dan aplikasi game maker studio untuk membuat game di Android. Pada tahap development, peneliti membuat aplikasi dari bahan yang sudah dikumpulkan dari tahap design. Untuk mencoba dan melihat kegunaan produk peneiti menggunakan tahap implementasi. Hasil dari tahap evaluasi adalah 4,6; yang menunjukkan bahwa aplikasi game yang dibuat layak digunakan oleh siswa sebagai materi tambahan untuk listening dalam topik describing people.

Kata Kunci: Penelitian Pengembangan, Materi Listening, Mendisain materi

The trend of using technology is already common in Indonesian society even the young people able to operate it. Moreover Smartphone will give students chance to learn whenever and wherever they want. A study by the US survey shows that Indonesia is the number one smart phone users in the world with an average usage time of 181 minutes per day. It shows that Indonesian people already common in operate smart phone. In the smart phone there is a mobile system such as android. In this system we can get many application to use, whether it is for fun or for learning. The other advantages from android system is prepared “open source” for people to develop or to create many kind application by themselves that able to access and download for the other people in the world. In this research, the researcher is going to design android game application for listening by using game maker studio application.

By using game application for teaching listening will help students in listening comprehension. Moreover, using android application in describing people for teaching listening comprehension is never used in this school. This material will be designed based on contextual approach, because the describing people material will be taken from students real-life environment. As Junior high school students they need the material which easy to understand and using contextual approach will appropriate in their age. Contextual approach will help them to start thinking realistic and critical because the material will be connected to their real word situation. The researcher will apply a method which called development research in order to develop listening materials for the Junior high school students.

Based on the observation at MTsN 1 Pontianak, listening is the hardest skill to mastery. It might be happened because the students lack of audio material or tool to facilitate them. The existing material is also difficult to help them mastery the listening skill because sometimes it is can't used directly for the students outside the classroom.

Considering the important of listening skill, the researcher has attempted to design samples of listening material by utilizing the multimedia to facilitate the students. The material was designed based on aspect in learning media, it was chosen to make the material has good quality. There are four aspects need to be considered in designing the material which are: (1) Ease of use (2) User satisfactory (3) Attractiveness and (4) usability. To fulfill the students need, the researcher design the material by pay attention to the quality of learning media (Ali, 2013), the guideline for the teacher in designing the materials (Howard & Major, 2004), guideline in development research (Branch, R. M. 2009) and multimedia in mobile learning principle (Mayer R. E., 2009).

METHOD

The researcher was using ADDIE (Analyze, Design, Develop, Implement and Evaluation), the researcher conducted the research at MTs Negeri 1 Pontianak, where the participants were seventh grade students and an English teacher. In conducting

this research, The researcher used observation, interview technique and measurement technique to fulfill the evaluation phase. The researcher used observation to start the research with observes the teaching learning process in the school. Interview technique was used to see the teacher difficulties in teaching listening. Direct assessment was needed to complete the evaluation phase. The research need the expert to giving feedback to check whether the material that design by the researcher is need to revise or already acceptable to use as learning material for the students.

The tools of data collecting in this research were observation table, teacher's interview sheet, peer review sheet, and assessment rubric. Observation table used to see the learning process, learner activities ad condition of the material used by the teacher. Teacher's interview was needed to make sure the problem in the classroom and to know the use of multimedia in teaching listening. Peer review sheet was used to see the feedback about the application before implement phase. Assessment rubric also needed to evaluate the listening material designed by the researcher.

The expert validation data was analyzed by rating scale. Adapted from Likert scale, the formula to score the rubric: the scores of each aspect observed in the qualitative sentence by transforming into the scale (1-5): (a.) Determine the ideal score (maximum score) = 5 (b). Determine the lowest score (minimum score) = 1 (c). Determine the range = $5-1 = 4$ (d). Determine the desired interval = 3 (Divided into 3 categories feasible, quite decent, and not feasible) (e). Specifies the width of the interval = $4/3 = 1.33$

There are five categories in assessing the product, they are very good, good, enough, less and very less. If there is less or very less in evaluation, it means the product is not feasible and should be revise. Based on the calculations, the range of scores and expert assessment of qualitative criteria towards multimedia is as follows.

Table 1
Categories in Assessing the Product

| Score | Category |
|-------------------------|--------------|
| $3.76 \leq n \leq 5.00$ | Feasible |
| $2.33 \leq n < 3.76$ | Quite decent |
| $1.00 \leq n < 2.33$ | Not feasible |

The result of assessment rubric became consideration in revising the material. The expert assessment also help the researcher to know whether the material feasible or not.

FINDING AND DISCUSSION

Finding

Analyzing Phase

In analysis phase, the researcher analyzes the students and teacher condition in order to find problem and way to solve it. The analysis of the learning condition is needed related to the product that will be design to solve the student's problem.

Analysis of Students Condition

This research is conducted for seventh grade students on the second semester at MTsN 1 Pontianak. The grade seven consists of six classes. One class consists of 37 until 40 students. The Learning process starts at 6.45 am and end at 1.30 pm. The student's average age is around 10-12 years old. According to (Ersoz, 2007), he classifies the range of this age as older or late young learners. Their language focuses are all the base of English, which are, listening, speaking, writing, reading, and grammar. Sometime they learn using particular facts and examples to make them understand. Based on that reason the students need fun activity or new material to make them interested and attracted in learning process to make effective teaching learning process.

Analysis of Teacher Condition

From another observation, the researcher also observed that some students lack of interaction. The students that active in the classroom only half of amount the students. In this observation it was found that teacher used several ways in teaching listening. Some teacher taught listening by giving words orally from books and asking the students to write it. Sometimes the other teacher taught listening by using tool such a speaker, but its rarely happen because the tools doesn't prepared from the school. However, these were obviously not optimal for students in listening class. Many students seemed not interested and then distracted their focus in the learning process.

Analysis of the Students and Teacher toward Multimedia Learning

During the process of observation in the classroom, the teacher already realizes the use and the benefit of multimedia learning. It can be seen from the teacher using LCD projector and laptop in teaching learning process. The teacher uses power point presentation to show the picture that related to the topic for students. It appropriates with the goal of multimedia learning. According to (Mayer, 2009) one of the goal multimedia learning is ability to reproduce or recognize and presented material. The use of multimedia will be very helpful and appropriate in this new era. It makes a challenge for the teacher to provide new material that will be easy to access or use whenever they need such as it able to access from smartphone.

Analysis of Syllabus and Textbook

The researcher has interviewed the teacher about the difficulties in teaching listening, about the syllabus and book which used in teaching. Based on School based curriculum or called KTSP, the researcher found the standard competence from syllabus in listening. The standard competence in listening for seven grade students in second semester is understanding the very simple meaning of transactional and

interpersonal conversation to interact with the nearest environment. Based on the interview the researcher also found that the teacher used three kinds of books in teaching. The books are English on sky 1, the students exercise book from Intan Pariwara, and Bright an English course for Junior high school students or MTs grade VII publisher Erlangga.

Design phase

In design phase, the researcher design concept of the material that will be developed. The researcher has to decide what topic and what kind of activities that would be apply in the application. After decide the topic and activities the researcher collected some material from some website in the internet. The materials must collected are the software for making a game, the pictures of the person and the audio.

The researcher decided to use describing people topic in this game because it is appropriate with the syllabus and curriculum for seventh grade students in the second semester of MTs Negeri 1 Pontianak. The activity of the application is designed as game activities. There will be three kind activities of games such as true false games, choosing games and fill in the blank pages games.

The role of the learner in this game is as an individual player, they have to follow the instruction in every step of game activities. They can choose which game activities they want to play. They have to use their listening ability to listen the recording carefully in order to finish the game. Teacher role are similarly relted ultimately both to assumption about language and language learning at the level of approach. In this game the role of the techer is as the facilitator. The teacher should distribute and giving explanation about the material related to the game. The teacher should motivate and monitor the students when they are playing this game. The role of instructional material within a method or instructional system will reflect concerning the primary goal of the material such as to present content, to practice content, to facilitate communication between learners or to enable the learner to practice the content without the teacher's help. The role of instructional material here is as supplementary material to support students in listening comprehension by games activities in listening.

Development Phase

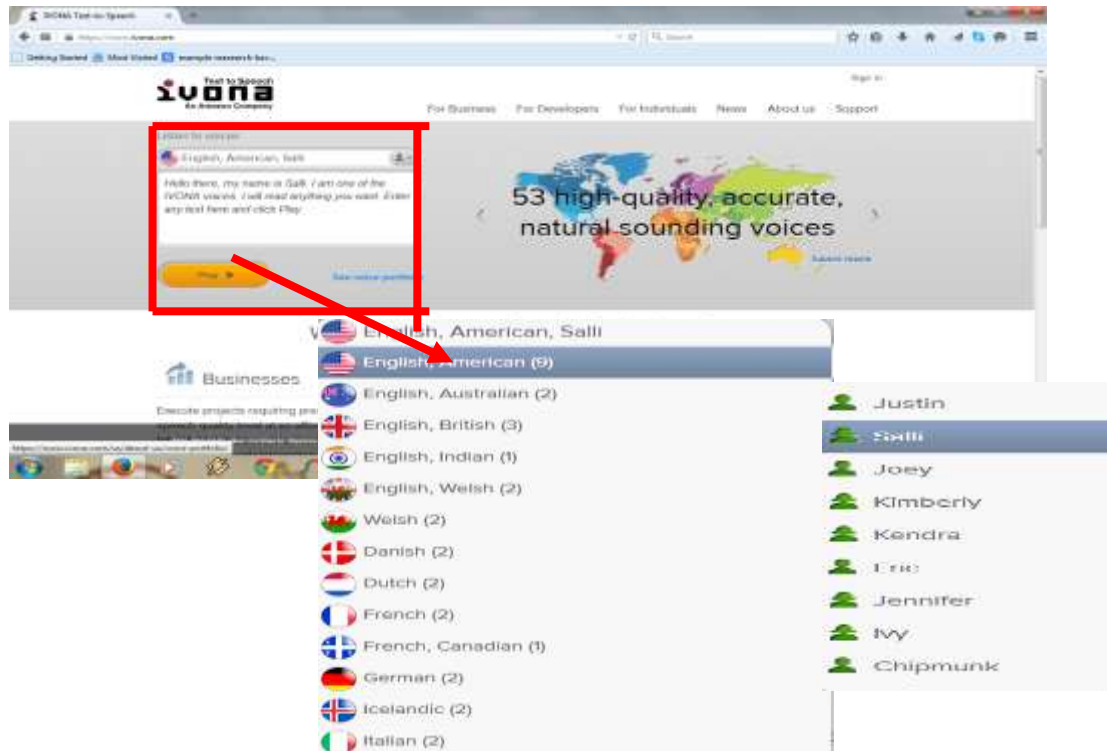
In this phase, the researcher developed the material that has been gathered into the real section of game application. The student's characteristic as young learner and the level of students was being the consideration in developing the application. The development of material based on the appropriate syllabus, curriculum and it will be develop based on contextual learning approach. The contextual approach was also being the consideration because the material will be presented the general characteristic of people around the students environment.

In developing the game the researcher developed the colorful appearance of background, put some ranged animation, the sound of the menu appearance in order to attractive the students in using the application and the young learner characteristic. The researcher edited some animation and picture using Adobe photoshop CS3

program and the other using Photoscape program and the audio from ivona text to speech.

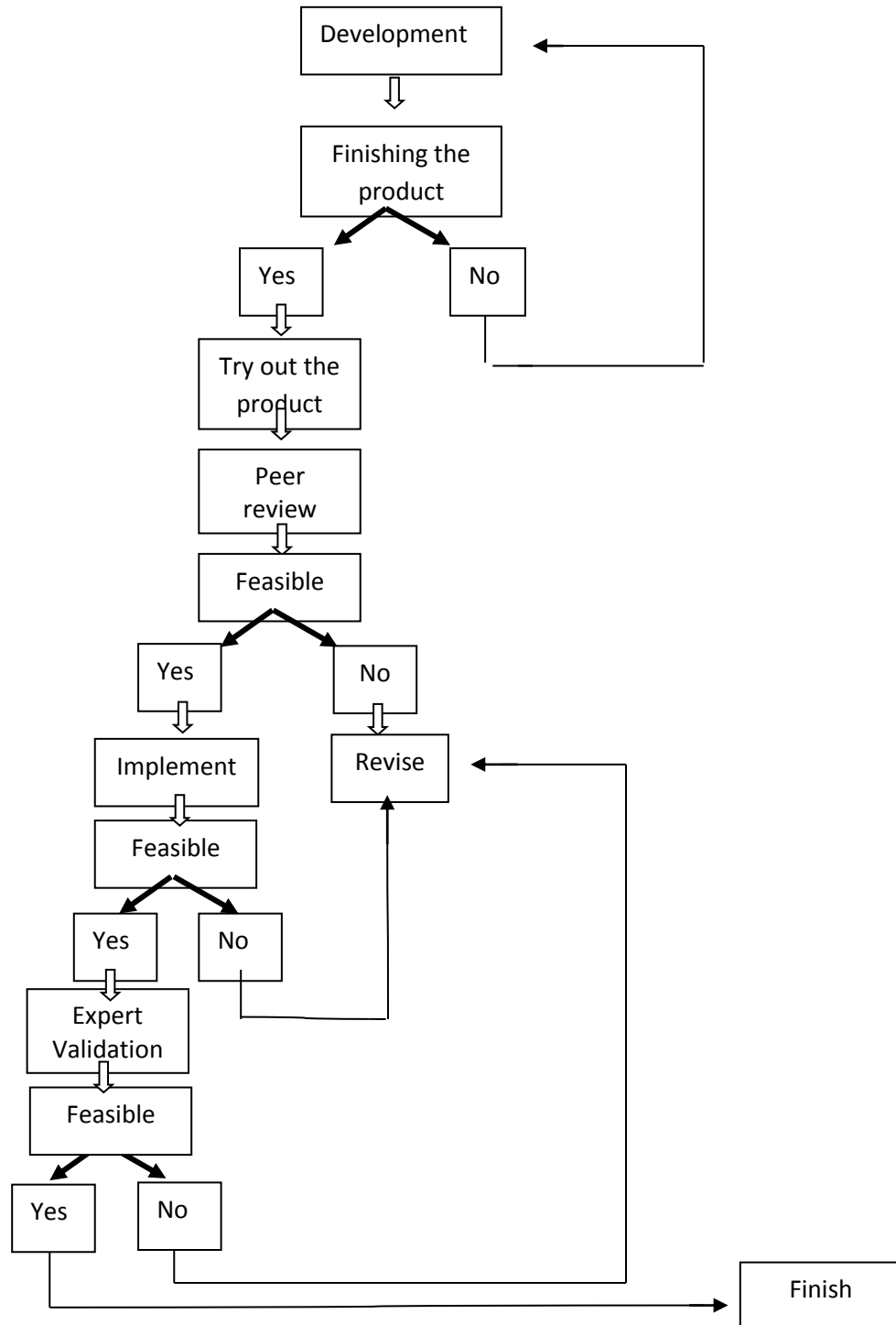


Picture 1 game maker studio program



Picture 2 ivona text to speech program

This below is the process of developing the product



The scheme in developing the product

In the picture 1, it describes the game maker studio program setting to create the application. There are sprite, sound, background, path, scripts, shaders, fonts, time lines, object, rooms, included files, extensions and constant. Firstly the researcher has to input the all of pictures will used in sprite, and after that the pictures in sprite should be input to the object menu and then drag the object into the room to setting the placement of object. Game maker studio program also allows the user to convert the product into android system by downloading JDK and SDK from the other resources.

Picture 2 is described about ivona text to speech software program. The researcher used it online and choose American English accent to provide the audio in this game and edit the speed of audio in the audacity program. The reason researcher uses ivona text to speech software program rather than the other text to speech software is because ivona can pronounce the word more natural. Moreover, ivona text to speech software program easy to use by access it online.

Implementation Phase

In the first implementation the researcher used peer review, the researcher invited two students from eight semester students of English study program Tanjungpura University. The purpose of this implementation was to make sure the product is ready to use before implement it to the students. The researcher asked some suggestion from the respondents whether there is something wrong or error from the application by using peer review sheet after the respondents try out the product. It can be seen in appendix III. The researcher accepted some correction and suggestion for the game application.

In second implementation, the researcher wanted to describe the situation in try out the product to the students directly in the classroom. The number of students in this classroom is 37 students. The researcher took class A in this research because in previous observation the students in this class bit difficult to interest in learning topic. In this implementation the researcher used observation table to see the shortcoming from the application and the student's condition while they use the application. The researcher also interviewed some students to know students perception about the application whether the application is appropriate for their level or not. The researcher also wanted to know about the utility of application in motivating their learning in listening comprehension. This implementation also aimed to see is there any something errors that need to revise from this application.

Before giving instruction in playing the game and distribute the game to the students, firstly the researcher explained the material by slideshow which already provide in this application. The researcher explained the material about describing people for the students in order to make sure they already understand. The researcher hold the second implementation phase directly by try out the product to the students in class A at MTs Negeri 1 Pontianak in academic year 2014/2015 in curriculum KTSP. In this implementation the researcher also observed the students attractiveness about the application in learning because as the research purpose in this game is to see whether the students motivated or not by this new material.

The researcher observed the condition of implementation by using observation sheet. From the observation the researcher found several shortcomings from the application. Some students said that the speaker is speak too fast they cannot catch the meaning from the audio, but some students said that it is not a problem they can hear the speaker clearly. It should be more than two times to hear the audio to answer the question in every activity of game. There are many students already able to operate the game well and finish the game but there are some students that need long time to finish the game. It became considerations for the researcher to revise some shortcomings from the application with add the time to run the audio. The researcher also found some instruction that students doesn't understand.

Evaluation phase

In evaluation phase, the researcher wanted to describe about the usability of the application according to the expert perception and teacher perception. The design of the application assessed by the expert and the content of the application will be design by the teacher. According to (Ghirardini, 2011) evaluation can be done to accomplish specific evaluation purposes. First, the researcher should decide if they want to evaluate the course during the development stage to improve it before it is finalized, or do an evaluation at the end of the course to measure its effectiveness, or examine a past course to see if it is still valid and can be reused in a new context. In other words, the researcher may want to evaluate a course.

In media expert evaluation the category from ease of use, user satisfactory, attractiveness, learnability/usability, and material content from the application are evaluated. The complete assessment rubric is provided in appendix.

Table 2
Result of Media Expert Assessment

| Aspect | Score | Item | Average Score (Score/ Items) | Max Score | Category |
|-------------------|-----------|-----------|----------------------------------|-----------|-----------------|
| Ease of use | 12 | 3 | 5 | 5 | Feasible |
| User satisfactory | 18 | 4 | 4.75 | 5 | Feasible |
| Attractiveness | 11 | 3 | 4.67 | 5 | Quite decent |
| Usability | 11 | 3 | 4.3 | 5 | Quite decent |
| Material Content | 28 | 7 | 4.8 | 5 | Feasible |
| Total | 80 | 20 | 4.64 | 5 | Feasible |

Discussion

The researcher developed listening game in this research because the learning problem in seventh grade students of MTs Negeri 1 Pontianak. The learning problem are the limited time of learning, the monotone leaning process that cause students uninterested in learning and lack of facility in support their listening skill. As the result, researcher provided a solution for that problem that is the use of android game as a tool to support listening comprehension for students. The method of this research is development research. The process of development of this research consists of several phases; they are analysis phase, design phase, development phase, implementation phase, and evaluation phase.

In analysis phase some of learning problem was gathered by observation and interview with English teacher. The result of the analysis phase is the analysis of the learning problem as the basis to design a solution of the learning. The design phase determined the elements of the material in the learning that are objective of the game, the material with curriculum connection, (Richard & Rodgers, 2001) said the roles of the learner, the role of the teacher, and the role of the material was considering in design the material.

In development phase, researcher developed the model of the game. Game Maker Studio was the application that is used to make the game. Researcher used Game maker studio software program to made the application because it has simple language to understand. The researcher developed the application based on Clark and Mayer Principles, there are some principles should be follow in order to design M-Learning; using audio or text to support visual content, using the correct media to support learning, keeping supporting text close to graphics, avoid redundancy in audio and on screen text, avoid including information that is distracting (i.e. background sounds, disruptive graphics), and add conversational language in text and audio.

According to (Ersoz, 2007) young learner learn by concreting with the daily life and some factors. Their characteristics are longer attention, learning seriously, developed social and more cooperation. Furthermore Sukarno on his research said that learning resources are not additional materials for pleasure but main materials which are ordered and learned as interesting activities which children usually do in their daily lives. This point explained that the attractive material also able to become a solution in maintaining the student's attention. It is appropriate with (Howard & Major, 2004) guideline in designing material, it should be authentic, flexible and attractive. Based on those experts, it is certainly true that a good learning media is not only communicating the information but also able to catch students attention in learning. In developing the game, this idea was also become the main consideration.

In implementation phase the researcher found that the students are attractive with the material and they can use it independently. In this implementation, researcher used observation sheet in collecting the data. The specific goal of this implementation is to test whether the application is usable or not by the students. The

result from implementation II to the students, there are some aspect need to revise such as the instruction should be clearer and some technical error in the game activity.

Those aspect become consideration in revising the game application in order to gain user satisfactory and the usability of the product. Because based on Abdalha A. Ali some technical quality aspect of mobile learning are ease of use, user satisfaction, attractiveness and non technical quality such material content should be fulfilled. Besides that, researcher also observed the effect of the implementation of the product to the student. The results students were motivated and interested in play the game, students can generally operate all parts of the game and follow the instructions.

Based on experts judgments in evaluation phase, can be concluded that listen to me game was usable to support students listening comprehension in describing people. The English materials designed by the researcher had fulfilled the aspect and criteria in multimedia learning.

In ease of use aspect there are two aspects assessed, they are navigation and prototype icon. The score for navigation and prototype icon is feasible. The score of navigation was 5 which categorized as feasible. The score of icon in aspects 2 and 3 was 5 which categorized as feasible. The aspect was used to determine whether the icon represent their purpose ad how quick the user differentiate the icon that they want from the other icons. The average score from ease of use which consist of the navigation and prototype icon is 5 which category as feasible. This aspect was used to assess the accuracy of the navigation.

In user satisfaction there are four aspects assessed, they are font size, features, clarity of topic and organization with the average score is 4 which category as feasible. In user satisfactory the font size was scored 4 which is very good in category feasible. This aspect was used to assess whether the font is readable and clear or not. The prototype aspect was scored 5, it means very good in category feasible. This aspect was used to assess the featured that required for the user. The clarity of topic was scored 5, it means very good which category as feasible. The organization of the prototype was scored 5, it means very good which category as feasible. This aspect was used to determine the level of the organization of the application.

The average in attractiveness section was scored 4,67 includes Attractive level of prototype, flexibility, color, graphic and icon. The attractive aspect was scored 5, it means very good in category feasible. This aspect was used to determine the attractive level of the application in general for the user in terms of the text size, color and graphics that have been used. The flexibility of the prototype was scored 4, it means good in category feasible. The score of color and graphic of the background is 5, it means very good which is category in feasible. This aspect was used to determine whether the color and graphic of background that have been used in the application are attractive or no.

The average of usability section is 4,3 includes three aspect, they are operating system, functions and structure of the program. The operating system was

scored 5, it means very good which category as feasible. This aspect was used to determine the level of the usability to operate the application. In the function of the application the score was 4, it means good in category feasible. This aspect was used to determine whether it is easy to remember how to use the application again and finding. The structure of the program was score 4, it means very good in category feasible. This aspect was used to determine how easy to understand to move from function to another function and how easy to the structure of the program as well.

The average of material content was 4,8 in category feasible, the aspects are audio, instruction and explanation, curriculum connection, Variety of Listening activities, motivation, independently learning and feedback. The audio score was 5, it means very good in the category feasible. This aspect was used to determine whether the audio is clear or not. The instruction and explanation score was 5, it means very good in the category feasible. This aspect was used to determine the clarity of the instruction to play the game and explanation about the material from the application.

The curriculum connection was score 5, it means very good in category feasible. The purpose of this aspect was used to determine the connection of the curriculum with material served. The variety of listening skill was scored 5, it means very good in category feasible. This aspect was used to determine the variety of the game activity in support students listening comprehension. In motivation aspect, it was scoring 5 in category feasible. This aspect was used to determine whether this kind of media able to improve students motivation in learning or not. Independently learning aspect was score 5, it means very good in category feasible. This aspect was used to determine the use of the application to support the students in their learning style. The aspect feedback for students was score 5, it means very good in category feasible. This aspect was used to know the level of feedback from the application when the students getting the right answer or wrong answer.

In summary, the assessment which based on the criterion from the frame of theory showed that listen to me game is feasible to be used by seventh grade students. The overall score for media assessment is 4.64, It means the game is usable as supplementary material to support students in listening comprehension.

CONCLUSION AND SUGGESTION

Conclusion

The game application was designed in various types of listening activities. They are choosing game activity that consists of ten questions, true false activity that consist of five questions, fill in the blank pages with ten questions and guessing job that consist of five questions. This game was design as supplementary material, so the students can used it independently by them wherever they want. It automatically helps the teacher solve the limit of time in teaching learning process to make the students mastery describing people topic. Through the game application the students learn and playing at the same time. They have to use their listening skill to understand the question from the game in order to finish the game. The result of the media expert evaluation is 4 that is classified as feasible to be used as instructional media.

Suggestion

After the entire step in this research has done, the researcher would like to give suggestion for the students, teacher and next researcher regarding this research. In the learning process the students should have enough motivation to follow learning process in the classroom. The teacher should be creative and able to exploit the multimedia tools which already prepared in this era, because there is a big chance that multimedia gave without expense to improve the learning process. Hopefully the teacher also will be distributing the game application for other students in another class.

Suggestions for the next researcher regarding development research of multimedia learning product are firstly they have to draw the complete design for the product. Draw the complete design of the product is very helpful because it will retrench the time. If the researcher would like to design game application in learning, the researcher suggests to using game maker studio software program. It is because game maker studio is the easiest software program in making a game with drag in drop technique. The tutorial in using this software program also able to see in the internet or you can read the book about game maker studio because it's already provided with complete book tutorial with picture. The researcher hopes there will be the next researcher who can implement and develop the game in order to create fun way and discard monotonous teaching learning process that able to use in the classroom or outside the classroom.

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