

**DEVELOPING ANDROID-BASED LEARNING MEDIA IN  
DESCRIPTIVE TEXT ABOUT ANIMAL**

THESIS



By:

Nur Hidayatul Fatihah

NIM. 18180035

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY  
MALANG  
2022**

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**THESIS**

Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment  
of the Requirement for the Degree of English Language Teaching (S.Pd.) in the  
English Education Department



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Nur Hidayatul Fatihah

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## APPROVAL SHEET

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Nur Hidayatul Fatihah  
NIM. 18180035

Has been approved by the advisor for further approval by the board of examiners

Advisor,



**Dr. H. Langgeng Budianto, M. Pd**  
NIP. 19711014 200312 1 001

Acknowledged by  
Head of English Education Department,



**Dr. H. Langgeng Budianto, M. Pd**  
NIP. 19711014 200312 1 001

# LEGITIMATION SHEET

## LEGITIMATION SHEET DEVELOPING ANDROID-BASED LEARNING MEDIA IN DESCRIPTIVE TEXT ABOUT ANIMAL

THESIS

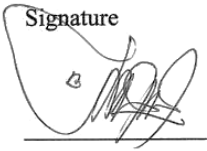


by:

Nur Hidayatul Fatihah (18180035)

Has been defended in front of the board of examiners at the date of December 19th, 2022 and declared PASSED

Accepted as the requirement of the Degree of English Language Teaching (S.Pd) in the English Education Department, Faculty of Education and Teacher Training.

The Board of Examiners,

- |   |                    |   |
|---|--------------------|---|
| 1. Basori, M. S. Ed<br>NIP. 19860411 201903 1 008                           | Chairman           |   |
| 2. Dr. H. Langgeng Budiarto, M.Pd<br>NIP. 19711014 200312 1 001             | Advisor/ Secretary |  |
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Approved by

Dean of Education and Teacher Training Faculty

Universitas Islam Negeri Maulana Malik Ibrahim Malang



  
Nur Ali, M.Pd  
NIP. 196504031998031002



## **APPROVAL**

This is to certify that the thesis of Nur Hidayatul Fatihah has been approved by the advisor for further approval by the board of examiners.

Malang, January 2nd, 2022

Advisor,



**Dr. H. Langgeng Budianto, M.Pd**

NIP. 19711014 200312 1 001

## DECLARATION OF AUTHORSHIP

### DECLARATION OF AUTHORSHIP

*Bismillahirrahmanirrahim,*

Herewith, I:

Name : Nur Hidayatul Fatihah

NIM : 18180035

Department : English Education

Address : Raya Dokosari St. RT 024 RW 008 Dokosari, Sumberejo,  
Gedangan, Kabupaten Malang

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The Researcher,



**Nur Hidayatul Fatihah**  
NIM. 18180035

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Malang, December 8th 2022

Nur Hidayatul Fatihah

## **THESIS DEDICATION**

This thesis is dedicated to **my cherished parents** and my entire extended family, who have continuously encouraged, prayed for, and supported my career up until the completion of my thesis. My teachers and lecturers also gave me advice, as well as my friends who were a big help.

## **MOTTO**

“Always strive to better yourself, learn new things, and never give up on your goals since life will always offer lessons and positive experiences.”

*(Kehidupan akan selalu memberikan pelajaran dan hal baik, maka dari itu jangan pernah berhenti untuk memperbaiki diri setiap harinya, belajar, dan jangan pernah menyerah terhadap tujuan dan cita-cita baik.)*

## ABSTRACT

Fatihah, Nur Hidayatul. 2022. Developing Android-based Learning Media in Descriptive Text about Animal. Thesis. English Education Department. Faculty of Education and Teacher Training. Maulana Malik Ibrahim State Islamic University of Malang. Advisor: Dr. H. Langgeng Budianto, M. Pd.

**Keywords:** Learning media, descriptive text, android application

In this era of rapid technology advancement, application-based learning media play a significant role in assisting the learning process. Because of the needs for technology literacy around the world, Indonesia's education system must quickly transition to digitalization in all aspects of the educational process. This adds technical literacy to the list of 21st century skills that students should master as part of their education. In this instance, the teacher's prepared learning materials for supporting classroom learning can now be distributed via mobile phones in addition to the more conventional methods of displaying them on whiteboards.

This study was conducted with the following objectives in mind: (1) Developing Android application-based English learning media on the basic competencies of descriptive texts about animals; (2) Understanding the viability of Android application-based English learning media on the basic competencies of descriptive texts about animals; and (3) Learning student evaluations of language learning media English based Android application on the basic competency of descriptive text about animals.

Researcher employed the Research and Development (R&D) approach with the ADDIE development stages (analysis, design, development, implementation, and evaluation) in this study, particularly the analysis, design, development, implementation, and evaluation phases, but research was only conducted until the implementation step. Media validation was carried out by material experts and media experts. The developed media was tested by 28 grade 7 students at a junior high school in Malang.

The Articulate Storyline 3 application was used to create android application-based learning media based on descriptive text material about animals. The results of the validation of the material expert received an average rating of 4.77 in the category of "Very Feasible." The media expert's evaluation yielded an average rating of 4.73 in the "Very Feasible" category. The evaluation of the student-run trials yielded an average rating of 4.10 in the "Feasible" category. So that this learning media based on an Android application can be used to teach students about descriptive text about animals.



## ABSTRAK

Fatihah, Nur Hidayatul. 2022. Pengembangan Media Pembelajaran berbasis Aplikasi Android pada materi Deskriptif Text mengenai Binatang. Skripsi. Tadris Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing: Dr. H. Langgeng Budianto, M. Pd.

**Kata kunci:** Media pembelajaran, teks deskriptif, aplikasi berbasis android

Media pembelajaran berbasis aplikasi memiliki peranan penting dalam menunjang proses pembelajaran di era perkembangan teknologi yang sedang masif saat ini. Tuntutan dunia akan literasi teknologi membuat sektor pendidikan di Indonesia harus segera bertransformasi menuju digitalisasi di setiap proses pembelajarannya. Hal ini membuat literasi teknologi yang masuk ke dalam 21st century skill harus dapat dikuasai oleh siswa dalam proses belajar. Dalam hal ini, media pembelajaran yang disiapkan oleh guru dalam menunjang pembelajaran di kelas tak lagi hanya bisa dilakukan secara tradisional menggunakan papan namun juga dapat disampaikan melalui mobile phone.

Penelitian ini dilakukan dengan tujuan; (1) Mengembangkan media pembelajaran bahasa Inggris berbasis aplikasi Android pada kompetensi dasar teks deskriptif tentang binatang, (2) Mengetahui kelayakan media pembelajaran bahasa Inggris berbasis aplikasi Android pada kompetensi dasar teks deskriptif tentang hewan, dan (3) Mengetahui penilaian siswa pada media pembelajaran bahasa Inggris berbasis aplikasi Android pada kompetensi dasar teks deskriptif tentang binatang.

Dalam penelitian ini peneliti menggunakan metode Research and Development (R&D) dengan tahapan pengembangan ADDIE (analysis, design, development, implementation, evaluation) yaitu tahap analisis, desain, pengembangan, implementasi, dan evaluasi, namun penelitian hanya dilaksanakan hingga tahap implementasi. Validasi media dilakukan oleh ahli materi dan ahli media. Media yang dikembangkan di uji coba oleh 28 siswa kelas 7 di salah satu SMP di daerah Malang.

Pengembangan media pembelajaran berbasis aplikasi android pada materi deskriptif text mengenai binatang menggunakan aplikasi Articulate Storyline 3. Hasil penilaian ahli materi mendapat nilai rata-rata 4,77 dengan kategori “Sangat Layak”. Hasil penilaian ahli media mendapat nilai rata-rata 4,73 dengan kategori “Sangat Layak”. Hasil penilaian pada uji coba yang dilakukan oleh siswa mendapat nilai rata-rata 4,10 dengan kategori “Layak”. Sehingga media pembelajaran berbasis aplikasi android ini layak digunakan sebagai media pembelajaran materi Deskriptif Teks mengenai binatang.

## مستخلص البحث

نور هداية الفاتحة. 2022. تطوير وسائط تعليمية بتطبيقات اندرويد في مادة النصوص الوصفية عن الحيوانات. بحث جامعي. قسم تعليم اللغة الانجليزية. كلية علوم التربية والتعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشريف: الدكتور الحاج لانعينغ بودانتو الماجستير.

الكلمة الأساسية : وسائط تعليمية، النصوص الوصفية، تطبيقات أندرويد.

إنّ وسائط التعليم له دورًا مهمًا في دعم عملية التعليم في هذا العصر الحالي لتطورات التكنولوجيا الهائلة. ومطالب العالم لمحو الأمية التكنولوجية تجعل قطاع التعليم في إندونيسيا يتحول على الفور نحو الرقمنة في كل عملية التعليمية. هذا يجعل محو الأمية التكنولوجية المدرجة في القرن الحادي والعشرين يجب إتقانها من قبل الطلبة في عملية التعليم. في هذه الحالة، لم يعد من الممكن أنّ استخدام وسائط التعليم التي أعدها المعلمون لدعم التعليم في الفصل الدراسي باستخدام اللوحات التقليدية فحسب بل يمكن توصيلها أيضًا عبر الهواتف المحمولة.

أهداف هذا البحث هي (1) تطوير وسائط تعليم اللغة الإنجليزية بتطبيقات أندرويد على الكفاءات الأساسية للنصوص الوصفية حول الحيوانات، (2) معرفة جدوبة وسائط تعليم اللغة الإنجليزية بتطبيقات أندرويد على الكفاءات الأساسية للنصوص الوصفية حول الحيوانات، و (3) معرفة تقييمات الطلبة على وسائط تعليم اللغة الإنجليزية بتطبيق أندرويد على الكفاءة الأساسية للنصوص الوصفية حول الحيوانات.

استخدمت الباحثة أسلوب البحث والتطوير (R&D) في هذه الدراسة مع مراحل تطوير *ADDIE* (*analysis, design, development, implementation, evaluation*) هي مراحل التحليل والتصميم والتطوير والتنفيذ والتقييم، ولكن البحث كان فقط نفذت الى مرحلة التنفيذ. وتم التحقق من صحة وسائل الإعلام من قبل خبراء المواد وخبراء الإعلام. أما اختبار الوسائط المتقدمة من قبل 28 طالبًا في الصف السابع في مدرسة إعدادية في مالانج.

تطوير وسائط تعليمية بتطبيقات اندرويد في مادة النصوص الوصفية عن الحيوانات باستخدام تطبيق *Articulate Storyline 3*. حصلت نتائج تقييم خبراء المواد على متوسط درجات 4.77 في فئة "مؤهل جدًا". حصلت نتائج تقييم الخبير الإعلامي على متوسط قيمة 4.73 في فئة "لائق جدًا". حصلت نتائج تقييم التجارب التي أجراها الطلاب على معدل 4.10 في فئة "لائق". بحيث تكون وسائط التعليم القائمة على تطبيق اندرويد بمناسبة الاستخدام كوسيط تعليمي في مادة النصوص الوصفية حول الحيوانات.

# **CHAPTER I**

## **INTRODUCTION**

This chapter contains the background of the study, identification of problems, problem limitation, research problem, objectives of the study, product specification, significance of the study, assumptions of development, the scope of development, and systematics discussion.

### **1.1 Background of the Study**

The 4.0 industrial revolution has increased information and communication technologies in all aspects of human life. The field of education itself has also faced massive technological developments. As stated by Musahrain (2016), the advancement of technology from year to year has caused a lifestyle change and a shift in human perspectives in various areas, including politics, business, health, and education. Besides that, we all know that the COVID-19 pandemic has also driven the development of technology and digitalization. In the education field, Siahaan (2020) stated that online learning during the the COVID-19 pandemic appears to be forcing all parts of society to be prepared with current technological advances. The sudden COVID-19 outbreak involves instructional aspects to preserve online learning (Herliandry, et al., 2020). The COVID-19 situations require rapid innovation and adaptability in using provided technologies to encourage the learning process. It means that the development of technology in education is a challenge that must be paid attention to.

The rapid advancement of information technology in this globalization era cannot be ignored in terms of its impact in the field of education. Global demands urge the educational world to adopt technological developments in order to improve educational quality, particularly in the learning activities (Budiman, 2017). In addition, Aslamiah, et al (2021) stated that to compete in the face of these advancements, students must be equipped with 21st-century skills, which are learning skills (critical thinking, creativity, collaboration, and communication or called The Four C's), literacy skills (information literacy, media literacy, and technology literacy, called IMT), and life skills (flexibility, leadership, initiative, productivity, and social skills, or FLIPS). The technology's involvement in the educational field has a significant benefit on enhancing educational quality. Creep (2012) also emphasized that using technology in learning and teaching activities has benefits for the learning process. Some advantages of using technology in education include making it easier for teachers to design and deliver information, allowing for many variations and changes in how the material is delivered and helping students develop a cooperative attitude (Bidarian & Mohammad, 2011).

One of the technological devices that can benefit education is the mobile phones. Mobile phones can provide many variations and changes in how students learn something. Attractive features that can provide a connectivity experience to the virtual world and the increasing number of mobile phones sold at low prices in the market can trigger high mobile phones ownership in Indonesia. 90% of students already have a mobile phone, and

some may have more than one (Yudiati & Rizqi, 2021). This change is because the development of mobile technology is very fast and everyone knows the benefit of the mobile phones itself. Budiman (2017) said that mobile phone has the potential to be used in the learning process. One of the advantages that can be taken from mobile phone in the rapid development of technology in the world of education is its function as an interesting learning medium. According to I Made (2011), mobile phone technology has been used as a medium of entertainment or communication and as a learning medium. Besides, the use of mobile phone in educational field can also increase the technology literacy skills that one of an important skill in the 21st century skills.

A tool for teaching and learning is learning media itself. According to Ekayani (2017), learning media includes anything that can be used to arouse a learner's thoughts, feelings, attention, abilities, or skills in order to enhance the learning process. Learning materials come in three different formats: audio, visual, and audiovisual (Suprihatiningrum, 2014). Because the material presented by the teacher needs to be visualized in a more real/concrete manner, learning media plays a significant part in boosting students' enthusiasm in learning. Using learning media, teachers can create a wide range of classroom settings. These educational resources can be used by teachers to introduce outside knowledge into the classroom. The use of learning media is carried out with the aim that students are happy and give attention to learning process and provide a stimulus and feeling of pleasure in a learning activity (Kustiawan, 2013). Learning media supported by information technology can make the

learning process more enjoyable while also having a favorable impact on students' academic performance in terms of learning motivation and learning outcomes (Chuang, 2014).

Mobile learning is an alternative to traditional learning media development. The existence of mobile learning is meant to be a compliment in learning activities. Along with the rapid development of technology, the type of mobile phones that is widely used in the learning activities is smartphone, where the advantages and benefits are far more than just a mobile phone that is not as popular as it is now. Mobile learning is allowing students to acquire topics that they have not learned well, anywhere and at any time (Yudiati & Rizqi, 2021). Musahrain (2016) also emphasized that using a mobile learning device will make the learning process more flexible. Besides that, media utilization is one endeavor to establish a consequential learning process and better-quality output. Mobile learning is one of the many alternative learning methods that can make learning more convenient and practical. Since their introduction in 2010, smartphones have had many potentials to be utilized as learning media. Smartphone devices that are easily accessible make their use as a learning media needed for learning outside the classroom (Borba et al., 2016). They come in various sizes and operating systems, but Android is the most popular (Cahyana et al., 2018).

Android is an unlimited and open-source operating system for mobile devices. The Android operating system itself is the latest type of operating system on mobile devices that is easily accessible so that developers can create

applications on these devices (Martono & Nurhayati, 2014). As software that employs a computer code base that may be shared publicly (open source) so that the user can create a new application in it, Android has various advantages. This advantage is an opportunity to develop innovative, creative, and interactive Android-based learning media (Wafiyah & Wintarti, 2019). It is in line with Rohman (2018) said that android-based learning media effectively improves student learning outcomes. Also stated by Indrastyawati (2016) that android is a good learning media based on technology. While according to (Karim & Savitri, 2020), android-based learning material has been considered feasible to be implemented in student learning.

The majority of the English-learning activities at the school continue to use traditional methods, according to the findings of preliminary observations made during an internship at an Islamic junior high school in Malang Regency in August 2021. The lecture technique, as described by Djamarah (1996), is the standard learning approach since spoken communication between teachers and students has always been a key component of the learning process. In fact, the school has the goal of delivering education in accordance with national and international standards, and these requirements already meet the demand for a digitalization of education. In addition, due to online instruction implemented since the COVID-19 pandemic, about 95% of students at the school currently own cellphones. It is terrible if teachers fail to make use of each student's abilities and potential during teaching and learning activities. Previous studies have proved that android-based learning media can facilitate students in

learning. The first study by Syah, et al (2021) showed that android-based learning media is very feasible to use and can be used as a source of independent student learning. The second study by Destiniar, et al (2021) proved that Android application-based learning media on material derived from algebraic functions is declared valid, practical and effective. The third study by Yudiati & Rizqi (2020) confirmed that learning media games based on android applications are very feasible to use to improve Basic English Learning Activities. Then, the fourth study by Sari, et al (2019) concluded that the developed media is feasible for production and tested in the next stage. The fifth study by Muhfiyanti, et al (2021) showed that the learning media developed was applicable for the small and large learning groups.

As a result, in accordance to the previous study researcher created an android-based application to support learning media in English-learning activities that students can utilize both individually and in a classroom setting. This android-based learning application is called English Desc. This android-based learning media “English Desc” has never been utilized by the aforementioned previous studies nor implemented in the school where the research was conducted. Therefore the researcher interest to develop this android-based learning media.

English Desc is an English learning application focusing on Descriptive Text about animals. Students can learn the material through their hands anywhere and anytime, even without an internet connection. The material contained in the application is packaged digitally and equipped with auto-



scoring practice questions. The purpose of this application is as a complement to conventional learning so that it is packaged more attractively in digital form and as a learning medium that can be used in class or independently by students.

In conventionally delivering material, descriptive text in English is often considered boring because of the complexity of the material to be learned. In comparison, descriptive text material is an opportunity for students to learn basic English, starting from correctly describing animals or things around them. Therefore, the researcher tried to provide a solution by developing an android-based learning application using Articulate Storyline 3 software and web2apk. Based on the description above, the researcher is interested in conducting research under the title "Developing Android-based Learning Media in Descriptive Text about Animal".

## **1.2 Identification of Problems**

Based on the background of the problem above, the following problems can be identified:

- 1.2.1 Lack of variety in the use of English learning media.
- 1.2.2 Educators still use conventional methods in learning.
- 1.2.3 Learning media is needed that can be used for independent and flexible learning.
- 1.2.4 The development of Articulate Storyline 3 software has not been utilized as an alternative to technology-based learning media in schools.

### **1.3 Problem Limitation**

Based on the identification of the problems above, the researcher limits the problems to be studied, namely the lack of variation in the use of learning media, especially in the use of technology. The material presented is limited to Basic Competencies of Descriptive Text material with material explaining the meaning, structure of the text, and linguistic feature of writing Descriptive Text about animals. The development of learning media based on this android application is focused on 7th grade Islamic Senior High School students in the Malang Regency area. This study does not go to the extent of discussing its effect on student achievement. This learning media research focuses on developing a valid Android-based application for learning English.

### **1.4 Research Problem**

Based on the limitation of the problem above, the research problem can be stated as follows:

- 1.4.1 How to develop android application-based learning media on the basic competencies of descriptive text about animals?
- 1.4.2 What is the validation result of material experts and media experts regarding the feasibility of android application-based learning media on the basic competencies of descriptive text about animals?
- 1.4.3 How are students' try out result regarding the practicality of learning media based on android applications on the basic competencies of descriptive text about animals?

## **1.5 Objectives of the Study**

Based on the research problems above, it can be formulated the development objectives to be achieved are as follows:

- 1.5.1 Developing English learning media based on Android applications on the basic competencies of descriptive text about animals.
- 1.5.2 Knowing the feasibility of English learning media based on Android applications on the basic competencies of descriptive text about animals.
- 1.5.3 Knowing the application practicality from students' try out of English learning media based on Android applications on the basic competencies of descriptive text about animals.

## **1.6 Product Specification**

The outcome construct in this research is the electronic learning media based on Android software application on English descriptive text material about animal. The following are the specifications of the products developed:

- 1.6.1 Learning media in the form of android-based application which can be accessible through a smartphone (without an internet connection).
- 1.6.2 Learning media in the form of an android-based application was developed through the articulate storyline 3 and web2apk application.
- 1.6.3 This Android-based learning media contains Basic Competencies of Descriptive Text material with material explaining the meaning, structure of the text, and linguistic elements of writing Descriptive Text about animals and includes practice questions.

## **1.7 Significance of the Study**

The significance of the study on the development of android-based learning media on descriptive text material that researcher expect are:

### **1.7.1 Theoretical Significance**

This research is expected to provide a wealth of knowledge regarding the development of learning media for teaching and learning English, especially in descriptive text material for the seventh grade.

### **1.7.2 Practical Significance**

#### **1.7.2.1 For Teachers**

This study is expected to provide references or contribute valid learning media in learning English, particularly Descriptive Text material in seventh grade, facilitating the delivery of material by teachers and increasing teacher knowledge about English learning media based on Android applications.

#### **1.7.2.2 For Students**

Students gain new experiences in English learning activities, as well as a reference for students' learning resources in helping to learn, understand, and be able to solve problems related to the descriptive text material so that students are more engaging and motivated in studying English both inside and outside the classroom.

#### **1.7.2.3 For Institution and Further Research**

This study is designed to contribute to the assets of English learning media that can be used in any institution. Furthermore, this research is expected to represent an additional library for research on the development of android-based learning media.

### **1.8 Assumptions of Development**

In this research development, several assumptions as the basis of the research are as follows:

- 1.8.1 The English learning media based on the android application that was developed is an alternative learning media that can be used in the classroom or independently by students.
- 1.8.2 The development of learning media based on this android application is aimed as attractive as possible so that students are inspired to be enthusiastic about learning English in descriptive text material.
- 1.8.3 Validators have the same view regarding the criteria for the quality and feasibility of a good learning media. The validators in this study are material experts and media experts.

### **1.9 Scope of Development**

The scope of this research development is as follows:

- 1.9.1 This research media is feasible to use after being validated by material experts and media experts as validators and readability validity questionnaires to 28 seventh-grade students.

1.9.2 This development media was tested for legibility to seventh-grade students in the even semester 2021/2022 academic year, totaling 28 students.

1.9.3 The subjects covered in this media are limited to English lessons, particularly descriptive text material about animal for seventh graders.

1.9.4 This learning media is new in the school where the research is conducted.

## **1.10 Systematics Discussions**

The purpose of a systematics discussion in research is to help readers understand the structure of writing. The systematics discussion in this study is allocated into five parts.

Chapter I is the introduction. This chapter includes the background of the study, identification of problems, problem limitation, research problem, objectives of the study, product specification, significance of the study, assumptions of development, the scope of development, and systematics discussion.

Chapter II is the literature review. This chapter contains theoretical basis, research originality, and conceptual framework, and research question.

Chapter III explain the method of development. This chapter delves into the development model, the procedure of development, research subject, and data collection.

Chapter IV is the result of the development. This chapter explains and describes the data experiment presentation, analysis, and discussion.

Chapter V is the conclusion and suggestion, which contains conclusions, and suggestions about the learning media that has been developed.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter contains theoretical basis, research originality, and conceptual framework.

#### **2.1 Theoretical Basis**

##### **2.1.1 Learning Descriptive Text about Animals**

###### **2.1.1.1 The Nature Meaning of Learning**

Learning is a business process carried out by a person to obtain a new behavior change as a result of his own experience in interaction with his environment (Slameto, 2010: 2). Wina Sanjaya (2011) defines learning as changing behavior resulting from experience and practice. According to Haji & Wahyuni (2007), learning can bring changes to actors, both changes in knowledge, attitudes, and skills. Learning is a process of human change towards a better and worthwhile goal for themselves and others.

There are three characteristics contained in the learning system, namely:

- a) Plan, is the arrangement of manpower, materials, and procedures which are elements of the learning system, in a special plan.



b) Interdependence, between elements of a harmonious learning system in one whole.

c) Objectives, the learning system has certain goals to be achieved, namely so that students learn.

Learning according to Sugihartono, et al (2007) is anything that is done intentionally by educators that can cause students to carry out learning activities.

According to the definitions provided by the experts, it can be said that learning is a deliberate action or process that results in improvements in knowledge, attitudes, and skills towards better goals and benefits for oneself and others as a result of experience, practice, interaction with the environment, and a combination used by educators that can motivate students to engage in activities to meet learning objectives.

#### **2.1.1.2 The Meaning of Descriptive Text about Animal**

A descriptive text in general is one that is written to describe a certain person, animal, place, or item. Descriptive text is divided into two text structures: identification and description. Identification contains the topic of what object will be discussed. While the description contains a description of an object regarding the details of the object such as the physical state of the object, its origin

to other unique facts. Therefore, the material that is emphasized in learning descriptive text in grade 7 is in identifying and recognizing the characteristics of an object. Aside from schematic organization, descriptive writing has its own linguistic characteristics. Linguistic characteristics of descriptive text include: the use of individual participants, writing in the present tense, the use of linking verbs, the use of adjectives, and the use of relational and material processes (Asrifan, et al, 2018).

Students learn the descriptive text in the first and second years of Junior High School (MTs/ SMP). In general, descriptive means describing specific details about a person, animal, place, or item. Action (verbs) should prioritise sensation in the descriptive paragraph (adverbs and adjectives). The descriptive text uses broad language and structure (Jayanti, 2019). The purpose of Descriptive Text is to describe a special object. The characteristics possessed by descriptive text are that the text contains descriptions that focus on only one object. Usually, the description is detailed—for example, Descriptive Text about animals.

Descriptive text about animal can be an easy way to introduce descriptive text to students. The text can contain

various information about physical descriptions, food, habitat, origins, to unique facts related to these animals. Students can take examples from animals that are around them to be described. Based on the 2013 curriculum, descriptive text learning in seventh grade is in simple form.

### **2.1.1.3 Objective and Scope of Learning Descriptive Text about Animal in Junior High School**

Descriptive text is a sort of English text that tries to describe, represent, or reveal a person, animal, or object, both abstract and tangible. In the English lesson in junior high school, descriptive text about animals explains and describes animal objects specifically. Through descriptive text material about animals students are expected to be able to express the expressions and characteristics of an animal into English using a descriptive text structure.

Oral and written descriptive text by giving and asking for information related to the description of people, animals, is one of the Basic Competencies (KD) of the Descriptive Text material. Starting from one of the Core Competencies (KI) contained in English subjects in junior high schools, especially seventh grade.

### **2.1.1.4 Core Competencies and Basic Competencies of English Lesson in Seventh Grade Junior High School**

Table 1. Core Competencies and Basic Competencies for the seventh grade of SMP/MTs in one of the schools in Malang Regency for the 2021/2022 academic year

| Core Competencies  | Basic Competencies   |
|--|--|
| <p>4.6 Apply what is learnt in school and from other sources in the same perspective or theory to try, process, and present in the physical (using, parsing, assembling, changing, and producing) and abstract (writing, reading, counting, drawing, and composing) realms..</p> | <p>4.1 Write a very brief and straightforward paragraph about an orally and in writing interpersonal communication that includes a welcome, a good-bye, a thank you, and an apology.</p>   |
|  | <p>4.2 Write very brief and straightforward oral and written transactional interaction texts that involve the giving and receiving of identity-related information..</p>   |
|  | <p>4.3 Write very brief, straightforward transactional interaction texts that ask and answer questions about the name of the day, the month, the time of day, the time expressed in numbers, the date, and the year.</p>   |
|  | <p>4.4 The creation of incredibly brief and basic oral and written transactional interaction texts that involve the giving and receiving of information about names and numbers of nearby objects, animals, and public places that students use on a daily basis.,</p> |
|  | <p>4.5 Write very brief and straightforward spoken and written transactional interaction texts that involve the act of providing and soliciting information about the characteristics of people, animals, and objects.</p>   |
|  | <p>4.6 Write very brief and straightforward oral and written</p>   |

|  |   |
|--|---|
|  | <p>transactional interaction texts that involve the giving and receiving of information on the activities, behaviors, and purposes of people, animals, and things.</p>  |
|  | <p>4.7 Descriptive text</p> <p>4.7.1 Capture the context-specific meaning of extremely brief and straightforward descriptive texts about people, animals, and objects that are spoken and written. These texts should also include information about text structure and linguistic components.</p> <p>4.7.2 Write very brief and straightforward descriptive texts about people, animals, and objects in both oral and written form while accurately and contextually including social functions, text structures, and linguistic features.</p> |
|  | <p>4.8 Capture the contextual meaning of song lyrics that are relevant to the social interactions and linguistic components of junior high school/MTs teenagers' life.</p>  |

Based on the Core Competencies and Basic Competencies applicable to the seventh grade of one of the junior high schools in Malang Regency 2021/2022 academic year where the research was conducted, the researcher selected to establish Basic Competencies 4.7 relating

descriptive text about animals on developing Android-based English learning media.

## **2.1.2 Android-based Learning Media**

### **2.1.3.1 The Definition of Learning Media**

The word medium is derived from the Latin word *medius*, which meaning ‘middle,’ ‘intermediary,’ or ‘introduction’. In the learning process, media can be elucidated as anything that could be used to excite students’ thoughts, emotions, attentiveness, and eagerness to study so that the learning process can be accelerated (Rusmiyati, 2022). Arief Sadirman et al (1996) state that media is an intermediary or delivery of messages from the sender to the message recipient. Also stated by Pelangi (2020) that media, in a broad sense, can be defined as the most effective use of all components of learning resources and systems to fulfill specific learning goals.

While learning means a communication process involving students, educators, and teaching materials. Without ways of sending messages or media, communication will not work (Rasman, 2021). Also stated by Sudjana (2012), studying is a conscious effort on the part of teachers to persuade students to engage in learning activities.. The other definition of learning is according to

Hernawan (2013), Hernawan (2013) asserts that learning is fundamentally a transactional, reciprocal communication process that takes place between professors and students as well as amongst students themselves in order to accomplish the objectives that have been stated. Therefore, learning media can be interpreted as a tool that can aid the teaching and learning activities by making the message more clear and allowing the educational or learning goals to be met more effectively and efficiently (Nurrita, 2018). In Sanjaya (2010) states that learning media is a tool that can stimulate students in learning. Purwanti (2015) also writes that learning media is a tool that can contain information or material from the teacher to be given to students in learning.

Based on the definitions from several experts above, learning media can be interpreted as a tool/intermediary to convey messages or learning materials to students so that students can more easily understand the learning materials in different ways and also interest to learn.

### **2.1.3.2 Functions and Benefits of Learning Media**

Learning media as a tool to support student learning have many benefits. One of the benefits of learning media is that it can increase student learning motivation, save time in teaching preparation, and reduce misconceptions about the

explanations given by the teacher (Ghofur, 2020). Beside that, the function of the media in the teaching and learning process is to improve the engagement of students in study. In the technology field, another benefits according to Ali (2005), the use of computer-assisted learning media has a notable prestige on the desirability of students in learning certain competencies. As an effective tool in helping teachers deliver learning materials to students. Rohana (2019) stated the benefits of learning media as follows:

- a. Make it more convenient for students to understand the subject matter being taught because students can directly interact with the object being studied.
- b. Can represent something that the teacher cannot convey through verbal communication.
- c. As a tool for teaching abstract concepts (themes) that can be realized in a concrete form.
- d. Teaching and learning activities are not boring and not monotonous.
- e. The learning process becomes more interactive, clear, and interesting.

But Levi & Lentz (1982) suggests four functions of teaching media, especially visual media, namely:



- a. Attention function, specifically drawing and focusing students' attention on the lesson's content in relation to the visual meaning presented or accompanying the subject matter's language..
- b. Affective function, You can tell how much students enjoy visual media by how much they enjoy learning from or reading illustrated texts. Students' attitudes and feelings might be stimulated by visual images or symbols.
- c. Cognitive function, visual media can be considered as a result of research findings that show that symbols or images aid in the understanding and remembering of material or messages contained in visuals.
- d. Compensatory function, visual media that provide perspective for interpreting texts can benefit children who are inadequate in reading, organizing, and recalling information in the text, according to research findings.

The functions and benefits of learning media for researcher are media that can facilitate the teaching and learning process that is used as a complement to the material so that it becomes more concise in order to increase student engagement in learning.

### **2.1.3.3 Types of Learning Media**

The development of the times and technology has a great impact on the world of education, especially in the development of various learning media. So there are many types of learning media that can be used to help teachers and students in the learning process. According to Sudjana & Ahmad (2011), several types of learning media can be used in the learning process, namely:

- a. Graphic media.
- b. Three-dimensional media.
- c. Projection media
- d. The use of the environment as a teaching medium.

Meanwhile, according to Miarso (2011), the classification of media based on specific characteristics is known as media taxonomy, namely:

- a. Presenting media consists of; Graphics, Printed Materials, Images, Projection Media, Audio Media, Audio plus Visual Media, Live Images (film), Television, and Multimedia.
- b. Media Objects. Media objects are three-dimensional things that store information not through presentation but through physical qualities such as size, weight, shape, arrangement, color, and function..

- c. Interactive Media. With this media, students not only pay attention to the presentation or object but interact during the lesson.

It can be concluded that the types of learning media based on Nurrita (2018) in general, media can be grouped into:

- a. Auditive media, namely media that only depend on voice potential, such as tape recorders.
- b. Audio Media, which relies on sound capabilities such as radio cassettes.
- c. Visual media, media that displays images such as e-mail, photos, paintings, etc.
- d. Audiovisual media, namely media that displays sound and images such as films and videos.

The type of learning media used by the researcher is the media resulting from audio-visual technology which aims to increase student interest in learning and can be used without being limited by time and place.

#### **2.1.3.4 Principles of Developing Learning Media**

According to Nurseto (2011), The VISUALS concept must be considered when developing learning medium, which can be described as an abbreviation of the words Visible, Interesting, Simple, Useful, Accurate, Legitimate, and Structured. While according to Mita (2022)

several media principles must be under the considerations of development and teachers in applying the media used for the better process of teaching and learning activities that need to be considered as follows:

- a. The selection of learning media is used to deliver learning materials following the analysis of needs, environmental conditions, and the determination of learning media.
- b. Choosing a media object must be considered because it is not just a distraction and will be used to increase the effectiveness of student learning.
- c. Understanding the advantages and disadvantages of media and its use in the learning process.
- d. Understanding the characteristics of learning media, educators should recognize the characteristics of each existing media because it determines the effectiveness of teaching and learning activities.

Mita (2022) also stated the conditions for choosing learning media include:

- a. Media must be under learning objectives and indicators
- b. Choose media that is adjusted to the availability of resources
- c. Media must be adapted to the quality, or technique used

- d. Learning media adapted to indicators, objectives, materials, students' level of knowledge, the language of students, and the number of students studying.
- e. To choose the right media, researcher and educators must know the characteristics of each learning media.
- f. Media must be directed at students, meaning that the selection of media must be good and be functional to increase the effectiveness of student learning.
- g. The media must consider the funds, materials, quality, physical environment in which students learn.

With the principles that several experts and the research above have described, learning media development must meet two main aspects, namely educative and aesthetic. The educational aspect means that the development of learning media must be appropriate and targeted at students in helping the teaching and learning process that students and teachers can utilize. Then the beauty aspect means that the learning media must be attractive and increase student interest in learning.

#### **2.1.3.5 Android as a Learning Media Development**

One of the media that is often used today is a mobile phone (Rasman, 2021). In technology development, many operating systems can be run on mobile phones. One of the

most widely used in Indonesia is the Android operating system. The Android operating system itself is the latest type of operating system on mobile devices that is easily accessible so that developers can create applications on these devices (Martono & Nurhayati, 2014). According to Satyaputra & Aritonang (2016), Android is a smartphone and tablet operating system. The operating system can be thought of as a 'bridge' between the gadget (device) and its users, allowing them to communicate with their gadgets and run programs. (Kuswanto & Radiansah, 2018). In addition, Android is an operating system that is most in demand by the public because it has benefits such as the nature of open source which gives freedom to developers to create applications (Anggraeni & Kustijono, 2013). Simply said, Android refers to a set of Google-developed middleware, an operating system, and other software used on mobile devices (EMS Team, 2015). There are many types of versions that Android itself has developed, Android versions include: 1.0 (Apple Pie), 1.1 (Banana Bread), 1.5 (Cupcake), 1.6 (Donut), 2.0 (Eclair), 2.2 9 (Froyo), 2.3 (Gingerbread), 3.0 - 3.2 6 (Honeycomb), 4.0 (Ice Cream Sandwich), 4.1.2 (Jelly Bean), 4.4 (Kitkat), 5.0 (Lollipop), 6.0 (Marshmallow), 7.0 (Nougat), and 8.0 (Oreo).

A variety of different parts make up Android applications. Applications may include one or more of the four main types of components. A dynamic instance of a feature equates to a portion of a program that can be executed independently of other instances of the component (Barry & Crowley, 2012). As a result, an Android application may be seen in many different ways as a collection of connected components. There are four different categories of Android application components: 1) Activities, which are the user-visible display and input capture elements. 2) Services, which are invisible to the user and operate in the background. 3) A component that listens for system-wide broadcast announcements and reacts to them is known as a broadcast receiver. 4) Content producers, components that enable third-party apps to access application data, and system components. Android is utilized not only as a tool, a communication medium, or a source of entertainment, but also as a media and educational resource. Android-based educational content is anticipated to act as a single resource or teaching aid that makes it simpler for students to understand the subject.

#### **2.1.3.6 Integration of Development in the Qur'an**

Al-Qur'an and Sunnah are sources of Islamic sciences in which found elements that can be developed to form diversity, concepts, and even theories that can be used to solve various problems faced by the people. Given that it is an essential element in the Qur'an and sunnah, some social and natural sciences only find basic elements in the form of a grand concept or grand theory. Positioning the Qur'an and Sunnah as a grand concept or grand theory implies that they are both located as sources of teaching, both as theological and ethical sources. As a source, the Qur'an and Sunnah contain basic concepts that go through a process that has great potential for development (Mufid, 2013).

Learning media has several benefits and functions, such as what has been described. The basis for using learning media in the teaching and learning process can also be found in the Qur'an, the Word of Allah swt. in surah al-Nahl verse 44, namely:

يَتَفَكَّرُونَ هُمْ وَلَعَلَّ إِلَيْهِمْ نُزِّلَ آمَ لِلنَّاسِ لِيُنذِرَ لَكَ إِلَيْكَ وَأَنْزَلْنَا ۖ وَالرُّبْرِ بِالْبَيِّنَاتِ  
(16:44)

Translation: “We raised the Messengers earlier with Clear Signs and Divine Books, and We have now sent down this Reminder upon you that you may elucidate to people the



teaching that has been sent down for them, and that the people may themselves reflect.”

Likewise in the development of learning media, the Qur'an has also mentioned that its development must be accompanied by looking at the development of students' spiritual mental so that they can be useful and provide valuable knowledge for students, explained in the Quran Surah An-Nahl verse 125:

أَحْسَنُ هِيَ بِالَّتِي وَجَدَلْتَهُمْ ۗ الْحَسَنَةَ وَالْمَوْعِظَةَ بِالْحِكْمَةِ رَبِّكَ سَبِيلٌ إِلَىٰ أَدْعُ  
بِالْمُهْتَدِينَ أَعْلَمُ وَهُوَ ۗ سَبِيلَهُ عَنِ ضَلَّ بِمَنْ لَمْ أَعْ هُوَ رَبِّكَ إِنَّ

Translation: “[Prophet], call [people] to the way of your Lord with wisdom and good teaching. Argue with them in the most courteous way, for your Lord knows best who has strayed from His way and who is rightly guided.”

Thus, development is one of God's commands to humans to think and observe God's creation in this universe, especially media development is a tool that must be done in learning. As well, creating or developing a good learning media is one that is easy to understand and useful for scientific and religious students.

### **2.1.3 Articulate Storyline 3**

#### **2.1.3.1 The Definition of Articulate Storyline 3**

Articulate Storyline is a software that can be used to make presentations similar to Microsoft Power Points. Articulate Storyline can be said with software that combines text, images, videos, animation, and sound to provide an interesting visual presentation form. The difference is in the features in the software, such as timeline, movie, Figure, character, and others easy to use. Articulate Storyline is called a Multimedia Authoring Tool that creates interactive multimedia applications with content in the form of text, images, graphics, sounds, videos, and even animations and simulations.

The results of articulate storyline publications in the form of web-based media (HTML5) or Application Files (.exe) that can be run on various devices such as laptops, tablets, and smartphones. This application allows educators to realize their creativity to a higher level. Educators can also easily visualize the story they bring into storylines. The following is a Figure of the Articulate Storyline application.

### **2.1.3.2 Advantages of Articulate Storyline**

This application has a function that is almost similar to Microsoft PowerPoint. However, some differences and features include timeline, movie, Figure, character, and others. The advantages of features make this application

more interesting and make it easier for students to interact directly and demonstrate the material being studied. The following are the advantages of the articulate storyline quoted by amiroh.web.id:

- Having the Articulate Storyline feature is very similar to the features in Microsoft PowerPoint.
- Easy to learn for beginners who already have the basics of creating media using Microsoft PowerPoint.
- Supports Game-based learning because it is interactive
- Content can be a combination of text, images, graphics, sound, animation, and video
- The publication results can be run through the:
  - Desktop, in the form of application files (.exe)
  - Web browser, in the form of HTML5 files
  - Android smartphone, by converting it to APK
  - LMS (Learning Management System) like Moodle, in the form of SCORM. files
- It has a relatively small published file size and APK conversion, so it's easy to install on a smartphone
- Has a lot of documentation from the Articulate Storyline user community, making it easier for us to solve the problems we face when creating media/applications.

#### **2.1.4 Research Development Model**

There are several models of learning media development. In the researcher's writings, only two types are mentioned, namely:

#### **2.1.4.1 Development Procedure developed by Borg & Gall (Iqbal, 2020):**

The steps in the research and development cycle used in development by Borg & Gall are as follows:

##### 1) Research and Information Collecting

This first step includes a needs analysis, a literature review, a small-scale investigation, and mandatory reporting requirements.

##### 2) Planning

After finishing the initial examination, the developer can go on to the second step, which comprises planning the research. Planning for R & D research involves: 1) defining research objectives; 2) estimating resources (financial, human, and time); and 3) determining the qualifications of researcher and ways to participate in research.

##### 3) Develop Preliminary of Product

This step entails the following activities: deciding on the hypothetical design of the product to be developed; deciding on the infrastructure and research facilities needed for the research and development

process; deciding on the stages of field testing the design; and deciding on the job descriptions of the parties involved in the research.

#### 4) Preliminary Field Testing

This test is only for certain products. This step involves: 1) conducting an initial field test of the product development; 2) placing restrictions on the design's content and the parties involved; and 3) repeating the initial field test in order to obtain a design that is workable in terms of content and methodology.

#### 5) Main Product Revision

Given the limited field test, this step improves the model or design. Following the completion of limited field trials, modifications to the initial product will be made. At this early stage of product refinement, a qualitative approach is used more.

#### 6) Main Field Test

The next step is a more comprehensive product test. This step entails 1) conducting a design process effectiveness test; 2) testing the overall effectiveness of the design using the experimental procedure of model repetition; and 3) the field test results in an effective design, both in terms of substance and methodology.

#### 7) Operational Product Revision

This stage is the 2nd improvement after undergoing a wider test than the first field test. Because the previous field trial stage was conducted with a control group, the product improvement from the results of this larger field test will further strengthen the product that we develop.

#### 8) Operational Field Testing

This process includes, preferably on a large scale:

1) testing the efficiency and adaptability of product designs; 2) testing the efficacy and adaptability of the design with possible product users; and 3) the outcome of the field test is that a developed model is ready to be used, both in terms of substance and methodology.

#### 9) Final Product Revision

This process will improve the product that is currently being created. For more accurate items to be generated, improvement of the end product is considered required. At this stage, a product has been obtained whose effectiveness level can be accounted for.

#### 10) Dissemination and Implementation

Reports on the findings of scientific study and development in journals or in the media. Distribution of the product must occur after quality control.

#### **2.1.4.2 ADDIE Model Development Procedure**

This training model, developed by Florida State University in the 1970s, provides a systematic, iterative process for determining training needs, developing instructional methods and materials, implementing these programs, and evaluating their effectiveness (Gagne et al., 2005). The name of the model is an acronym for its five steps, which are analysis, design, development, implementation, and evaluation. It was created as a manual for creating training and instructional materials that are effective.

##### **1. Analysis**

Defining what students will learn during this step entails identifying difficulties, conducting a need assessment (needs analysis), and analyzing tasks (task analysis). Therefore, the outputs that will be created are in the form of features or profiles of prospective research participants, recognition of gaps, identifying of needs, and detailed task analysis based on needs. At this level, it can be separated into 3 sections, namely

student analysis, learning analysis (including instructional goals) and online delivery analysis.

## 2. Design

This stage is also known as making a design (blue print). The steps that need to be carried out in this design process are as follows.

1. Formulating SMAR learning objectives (Specific, Measurable, Applicable and Realistic)
2. Determining the right learning strategy to achieve the goal (combination of appropriate media and methods)
3. Determine other supporting sources (learning resources, learning environment and others)

The product at this stage is the syllabus and lesson plan (RPP). With this guide, appropriate teaching materials are then prepared.

## 3. Development

Development is the process of realizing blue prints or designs into reality in learning activities. At this stage e-learning can be developed, the use of certain platforms for learning. The first thing to do in product development is to analyze the users of the



system and what things users can do in the system.

System users are teachers, administrators, students.

#### 4. Implementation

Implementation is a crucial stage in putting the created learning system into practice. This indicates that everything that has been developed at this point has been installed and configured in accordance with its purpose and role in order to be implemented. During this deployment phase, the media are directly tested through learning. The experiment was carried out in two parts, namely the first step of content validity assessment by topic content experts, learning media experts, and learning design experts. the second round of practicality testing by individuals, little groups, big groups, and teams of subject-matter experts. The trial's findings serve as the foundation for evaluation operations.

#### 5. Evaluation

The evaluation phase of this learning is conducted out till the formative evaluation targets at the necessity for revision. Based on the outcomes of expert reviews and field trials that have been carried out during the execution stage, then two stages of data

processing are carried out, namely qualitative analysis of data and quantitative data. For further modification in phases for the creation of better media, qualitative approach is used to process data in the form of input, suggestions, and criticism from experts and field tests. While analyzing the quantitative information gleaned from the respondents' numerical responses to the questionnaire. This evaluation's goal at every stage is to determine whether the finished product is feasible.

## **2.2 Research Originality**

To find out the originality of the research, it is based on several previous studies which have similarities in research concepts such as the theme of the study, although they differ in subjects, variables, or methods of analysis. There are previous studies that are relevant to this research. Research originality presents the similarities and differences between previous studies and this research. The function of this description is to avoid repeating the study on the same things so that it will be known what distinguishes this research from previous research. The previous studies that have relevance to this research are described below:

First, a journal article by Syah, et al (2021) with the title “Development of Learning Media for Android-Based Budget Accounting”. The aim of this study is to create learning media for Android-based budget accounting, as well as to test the feasibility of learning media created with the help of media experts

and students. The Android-based application result is Thinkable application that can be used to help students learn on their own in accounting courses. The similarity of this research is to develop an android-based learning media using the ADDIE Model. While the difference in this study is that this research is aimed at accounting subjects, the objects of this research are undergraduate accounting students, this research uses an open-source online builder. Thinkable is a cyberspace and cloud-based service..

Second, a journal article by Destiniar, et al (2021). The title is “Pengembangan Media Pembelajaran Berbasis Aplikasi Android Pada Materi Turunan Fungsi Aljabar” or Developing Android Based Learning Media in Derivatives of Algebraic Functions. The aim of this research is to create educational media that is authentic, practical, and efficient using Android applications for the eleventh graders. This research proved that Android application-based learning media on material derived from algebraic functions is declared valid, practical and effective. The similarity of this research is also to develop an android-based learning media using the ADDIE Model. While the differences are this learning media is developed for mathematics subjects, the targets are the eleventh graders' senior high school students, and the application is built using I Spring.

Third, an article written by Yudiati & Rizqi (2020) with the title “The Development Of Learning Media Based On Android Using Crossword Puzzles To Improve Student’s Vocabulary Skill”. The goal of this study is to develop learning media for Android that uses crossword puzzles to increase vocabulary

abilities, as well as to control the feasibility of creating learning media for Android that uses English crossword puzzles. This research confirmed that learning media games based on android applications are very feasible to use to improve Basic English Learning Activities. The similarity in this research is developing an android-based learning media in English subject. The differences of this research are this research was implemented on vocational high school students, the media design used Crossword Puzzle, and the subject is focused on vocabulary materials.

Fourth, an article by Sari, et al (2019) with the title “The development of Android-based smartphone learning application on teaching reading comprehension”. This study intends to determine the design of an Android-based smartphone learning application for teaching reading comprehension to students in the 10th grade at Senior High Schools in Solo, Central Java, Indonesia. This research concluded that the developed media is feasible for production and tested in the next stage. The similarity of this research is developing an android-based learning application in English subject. The differences are the research is aimed at EFL students, the subject is reading comprehension at any level of expertise, and the scope is general.

Fifth, an article by Muhfiyanti, et al (2021) with the title “Android-Based Mobile Learning Media In Teaching Reading Of Report Texts”. The purpose of this study is to describe the validity, effectiveness, and practicality of utilizing android application-based learning media in teaching reading report text. The research employed research and development design that held on

SMA Muhammadiyah 02 Purbalingga. This research showed that the learning media developed was applicable for the small and large learning groups. The similarity of this research is the topic namely developing android based learning media in teaching english material. The difference is the materials conducted in this research is about the report text for tenth grade.

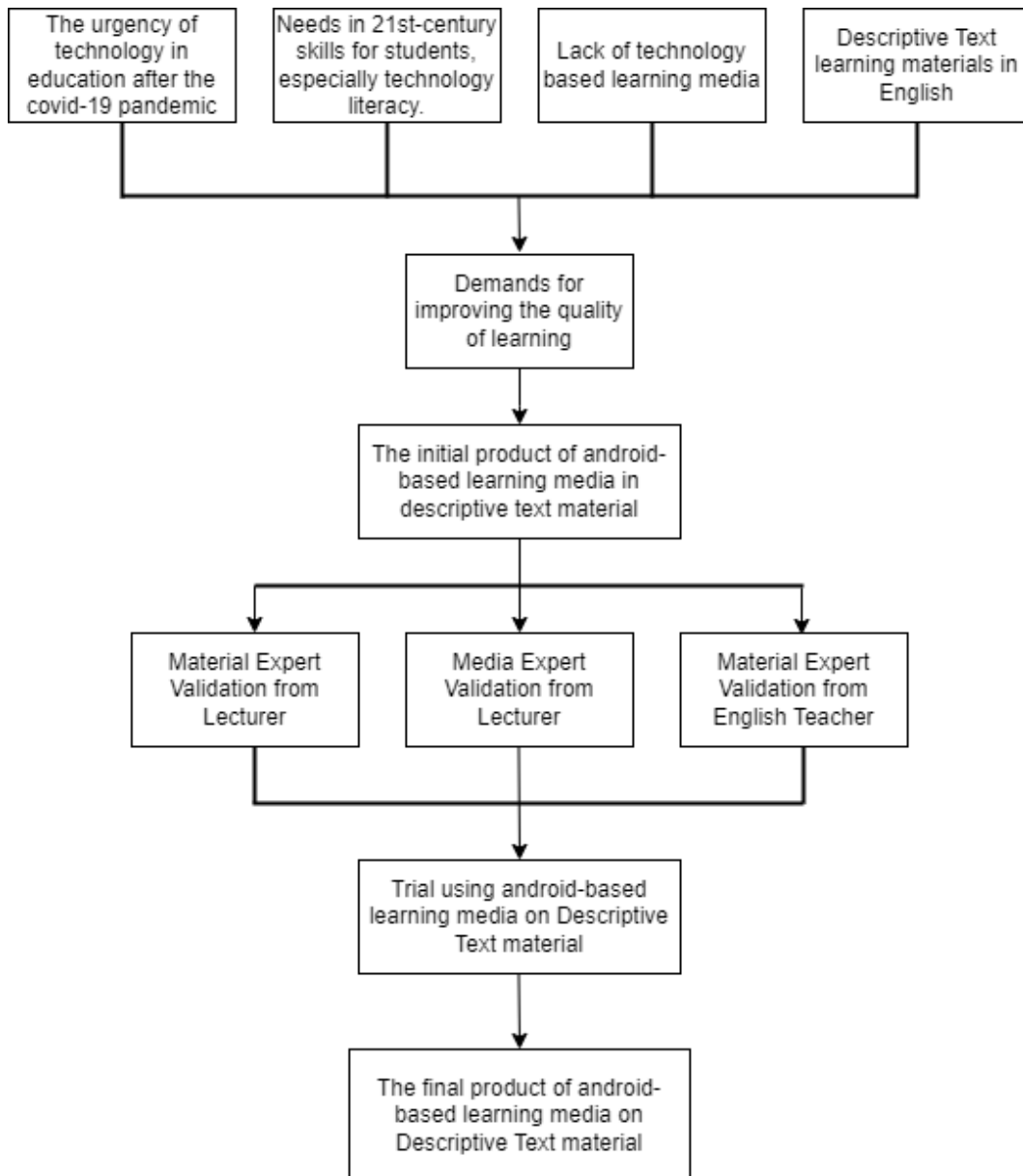
### **2.3 Conceptual Framework**

In the era of technology as it is today, there is a need for technology-based or electronic development for the advancement of life. Likewise, education, education needs media or technology-based or electronic learning strategies to keep up with the times. Learning media is one solution that can be used for a better learning process. One of the learning media is Android-based learning media. Android application-based learning media is a learning media that can be accessed using a mobile phone in the form of applications that can be used at any time and anywhere with internet connections or without an internet connection. Android-based learning media applications contain learning materials to support students and teachers in teaching and learning activities and increase student interest in learning in this technology era. In the technology era, researcher are expected to develop Android-based learning media in descriptive text material.

This study focused on developing Android-based learning media in English language subject matter. The development of Android-based learning media on Descriptive Text material uses the ADDIE development model with five stages: Analysis, Design, Development, Implementation, and Evaluation.

The final goal of this development research is to produce Android application-based learning media on the descriptive text material. Below is the conceptual framework of this research:

Figure 1. Conceptual Framework of Developing the Learning Media



## 2.4 Research Question

Based on the background and theoretical basis that has been mentioned, the research questions that are proposed and are expected to be answered through this research are:

1. How to develop android application-based learning media on Basic Descriptive Text Competencies?
2. How is the material expert's validation result of learning media products based on android applications on the Basic Competence of descriptive text?
3. How is the validation's result of media experts on learning media products based on android applications on the Basic Competence of descriptive text?
4. How is the validation result of middle school English teachers on learning media products based on android applications on the Basic Competence of descriptive text?
5. How are the result of students' try out of learning media based on android applications on the Basic Competence of descriptive text?



## **CHAPTER III**

### **METHOD OF DEVELOPMENT**

This chapter explain the method of development used in the study as a methodical approach to answering the research questions, which is divided into four sections; the development model, the procedure of development, research subject, and data collection.

#### **3.1 Development Model**

The development of android-based learning media on descriptive text material uses the type of research and development. The type of research used is research and development (R & D) adopts the ADDIE Model which come from analysis development model, design, development, implementation, and evaluation. The ADDIE model is an instructional design framework that is often used to create courses and expedite training material development. The Center for Educational Technology at Florida State University developed the idea in 1975 for the American Army. The U.S. Armed Forces adopted the ADDIE training methodology soon after it was created (Branson et al., 1975). The original ADDIE model, according to Molenda et al. (1996), played great for the military as well as in corporate and industrial sectors. Allen (2006), for example, observes that in many recent iterations of the ADDIE process, evaluation becomes a core role that occurs at every stage. Dick et al. (2005) go on to explain that the revised ADDIE models are made to be straightforward and adaptable. These new procedures enable instructional

design professionals of all levels of competence to comprehend and apply the ADDIE model in the creation of efficient instructional systems for a broad range of learning objectives and contexts. ADDIE model is also one of the instructional design models that has been used including curriculum in various development areas such as library instruction and online continuing education (Piskurich, 2015).

In this research and development, learning media developed is Android-based learning media designed using Articulate Storyline 3 and Web 2 APK Application. This development product is expected to be used to reference students' learning resources while in school and outside of school. Therefore, researcher use research and development to produce learning media products in the form of Android-based learning media in descriptive text material with the stages of the ADDIE model.

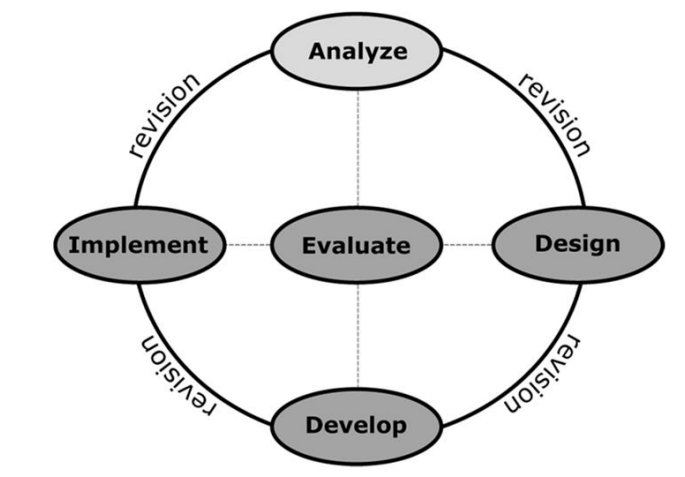
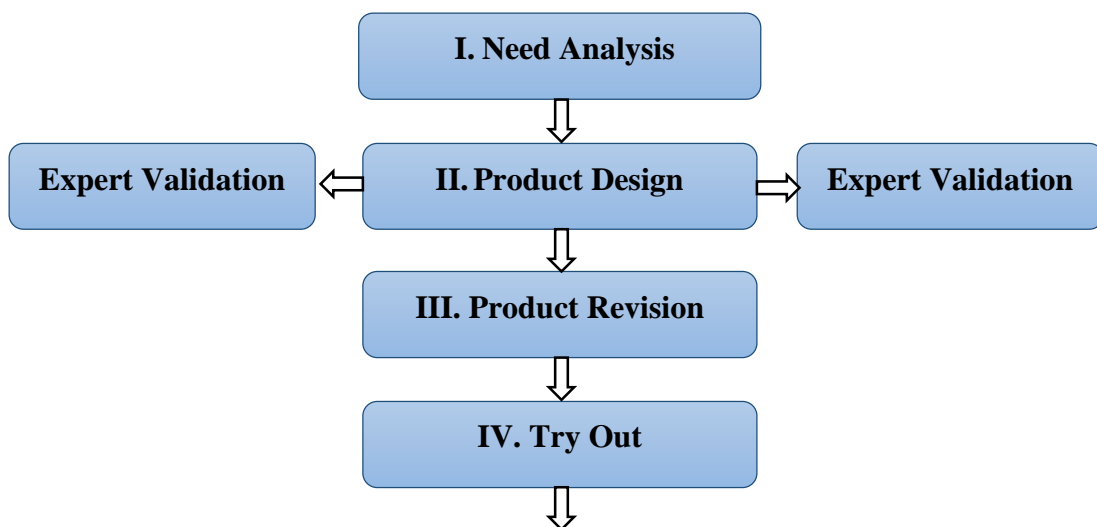


Figure 2. ADDIE Model

### 3.2 The Procedure of Development

Researcher choose to use the ADDIE development model in this research development study. The selection of the ADDIE development model refers to several reasons; after reviewing the previous studies that also conducting researchs in developing a learning media, the researcher conclude that the ADDIE development model is more superficial, systematic, and suitable for Android application-based learning media development, so it will help the researcher to develop a learning media with the systematic process. Researcher modify the development model according to needs. In this study, the researcher limited it only to the implementation stage. The researcher limited this research only to the implementation stage because of the limitation of time in conducting further process of research in the school where the school must have a semester break when the research was conducted. Besides, the aims of this research is only to find out the process of developing learning media and knowing the validation results of material experts, media experts, and the level of practicality based on try out of android-application to students.



## V. Final Product

*Figure 3. Procedure of Development*

The procedure for developing learning media based on android applications on descriptive text material consists of four stages, namely:

### 3.2.1 Analysis

The initial stage is a needs analysis to determine the right problem and solution for students. New learning media require analysis to determine the feasibility of applied learning media. Things that are done at the analysis stage are:

#### a. Students' Needs Analysis

After making observations in class, the researcher found out that students need a variety of learning media, from traditional to modern learning media that based on technology.

#### b. Curriculum Analysis

The curriculum that applied in one of an Islamic Junior High School where the research was conducted is the 2013 curriculum. The media is developed according to the learning context that directs students to be active in technology literacy.

### 3.2.2 Design

Based on the results of the analysis, the next stage is the design or product design which includes:

#### a. Product Design

Researcher designed the design of learning products in the form of storyboards. Determination of material and collection of reference materials for making questions and answers.

b. Device

Researcher collect information on devices used for making educational learning media.

### **3.2.3 Development**

a. Product Manufacture

The manufacture of the product uses Articulate Storyline 3, combining all the materials that have been made starting from the design, materials, and practice questions.

b. Expert Validation

The finished product is validated by media experts (lecturers), material experts (lecturers and teachers of the subject in question). The teacher enters the material expert because the teacher knows the material is appropriate or not to be applied.

c. Revision

After the validation process, the product is revised based on comments, suggestions and input from media experts to make it more interesting, and correcting material errors from material experts.

### **3.2.4 Implementation**

a. Try Out

At this stage the product was tested on 28 students from one of the Islamic Junior High Schools in Malang. At this stage, a questionnaire was also distributed to measure and find out the opinions/responses of students regarding the products that have been developed.

b. Revision

If necessary, a second phase of revision will be carried out based on input and suggestions from students. However, this revision will consider input and suggestions from previous validators so that they do not conflict with previous improvements.

### **3.3 Research Subject**

The test subjects involved were one learning media expert (lecturer majoring in education at UIN Malang), two material experts (lecturer in the English education department at UIN Malang and English teacher at the school the research was conducted), and 28 grade seventh students in one of the Islamic Junior High School in Malang. The researcher chose this school as a research location because, at that school, there had never been any research on the development of learning media, and technology-based learning media were still less varied.

### **3.4 Data Collection**

#### **3.4.1 Data Type**

In this study, both qualitative and quantitative data are used. The critique and recommendations of material specialists, media

experts, English language teachers, and students were used to collect qualitative data. The majority of the information in the study is quantitative and comes in the form of readability questionnaire results from students as well as feasibility assessment data on learning media from material experts, media experts, and English learning practitioners. The following are some examples of learning media validators:

a. Learning Material Validator

The learning material validators are carried out by material expert and field practitioner. The criteria for learning material expert are as follows.

1. At least have a background in English education S2
2. Mastering the characteristics of junior high school English material, especially descriptive text.

The criteria for field practitioners are as follows:

1. At least have an educational background of S1
2. Become an English teacher at the school the research was conducted
3. Has experience in learning, especially at the SMP/MTs level

b. Learning Media Validator

The criteria for learning media experts are as follows.

1. People who are experts in the field of instructional media design
2. Have a master's education background
3. Have experience in designing learning media

### **3.4.2 Data Instruments**

A questionnaire is the method of data collection. A questionnaire "is a data collection method in which respondents are provided with a list of questions or written statements to respond to" (Sugiyono, 2011). With regard to material relevance, material arrangement, assessment questions, language, software, and visual appearance, questionnaires are used to assess the viability of developed media. In order to gather information from media professionals, material experts, and students for the evaluation of the created learning products/media, a questionnaire was used in this development research.

The assessment on the questionnaire uses a Likert scale (scale 5). Alternative answers used in the questionnaire are: SS (Strongly Agree) = 5, S (Agree) = 4, N (Neutral) = 3, TS (Disagree) = 2, and STS (Strongly Disagree) = 1. In the questionnaire negative questions were not used, because this questionnaire was used to assess the feasibility of learning media. The questionnaire grid is as follows:

- 1) Instrumental Grid for Media Expert



Table 2. Instrumental Grid for Media Expert

| No. | Aspect               | Indicator                                   | Question Number |
|-----|----------------------|---|-----------------|
| 1.  | Software             | a. Effective and efficient use of resources | 1, 2            |
|     |                      | b. Media reliability                        | 3               |
|     |                      | c. Media compatibility                      | 4               |
|     |                      | d. Completeness of documentation            | 5               |
|     |                      | e. Media use                                | 6,7             |
| 2.  | Visual Communication | f. Communicative                            | 8               |
|     |                      | g. Creative                                 | 9               |
|     |                      | h. Visual                                   | 10, 11, 12, 15  |
|     |                      | i. Button                                   | 13, 14          |

Adopted from Romi Satria Wahono (2006)

2) Instrumental Grid for Material Expert and Field Practitioner

Table 3. Instrumental Grid for Material Expert and Field Practitioner

| No. | Aspect   | Indicator  | Question Number |
|-----|----------|--|-----------------|
| 1.  | Material | a. Clarity of learning objectives                                      | 1               |
|     |          | b. Relevance of objectives to Core Competencies and Basic Competencies | 2               |
|     |          | c. Suitability of the material with the objectives                     | 3               |
|     |          | d. Systematic, coherent, clear logic flow                              | 4, 5, 6         |

|    |          |   |            |
|----|----------|---|------------|
| 2. | Exercise | e. Clarity of the formulation of question         | 7          |
|    |          | f. The truth of the question's concept            | 8, 9       |
|    |          | g. Providing feedback on the evaluation results   | 10         |
|    |          | h. Evaluation Consistency with learning objective | 11         |
| 3. | Language | i. Communicative language                         | 12, 13     |
|    |          | j. Accuracy in the use of terms                   | 14, 15, 16 |

Adopted from Romi Satria Wahono (2006)

### 3) Instrumental Grid for Students

*Table 4. Instrumental Grid for Students*

| No. | Aspect               | Indicator                              | Question Number |
|-----|----------------------|--|-----------------|
| 1   | Software             | a. Media Realibility                   | 1, 4,           |
|     |                      | b. Completeness of documentation       | 2, 3            |
| 2   | Learning Design      | c. Material Clarity                    | 5, 6            |
|     |                      | d. Sequential presentation of material | 6, 9            |
|     |                      | e. Language use                        | 7               |
|     |                      | f. Giving motivation to learn          | 8               |
|     |                      | g. Accuracy of the evaluation tool     | 10, 11          |
|     |                      | h. feedback on evaluation              | 12              |
| 3   | Visual Communication | i. Visual                              | 13, 14          |
|     |                      | j. Navigation icon                     | 15, 16          |
|     |                      | k. Animation                           | 17              |
|     |                      | l. Creative                            | 18              |

Adopted from Romi Satria Wahono (2006)

The questionnaire also contains a suggestion column. It is located under the questionnaire. The purpose of giving is to get suggestions to improve the quality of the Descriptive Text about Animal Learning Application based on Android.

### 3.4.3 Data Analysis Technique

From the data and information obtained, the data analysis that needs to be carried out in media development research is as follows:

#### 1. Qualitative Data

Qualitative data in the form of suggestions/inputs provided by media experts, material experts, English learning practitioners (teachers) and students were analyzed descriptively.

#### 2. Quantitative Data

Quantitative data were obtained from a product quality assessment questionnaire given to media experts, material experts, English learning practitioners (teachers) and students. The application quality data is in the form of qualitative data. To obtain an assessment of game quality, the qualitative data is converted into quantitative data with the following scoring conditions using Likert Scale:

*Table 5. Scoring Terms*

| <b>Criteria</b> | <b>Score</b> |
|-----------------|--------------|
| Strongly Agree  | 5            |
| Agree           | 4            |
| Neutral         | 3            |
| Disagree        | 2            |

|                   |   |
|-------------------|---|
| Strongly Disagree | 1 |
|-------------------|---|

Source: Eko Putro Widoyoko (2009)

Then the collected data is analyzed by calculating the average score obtained by the formula:

$$\bar{X} = \frac{\sum x}{n}$$

Description:

$\bar{X}$  = Average Score

$\sum x$  = Total Score

$n$  = Total Respondents

The average rating obtained is converted back into the application feasibility category so that conclusions can be drawn regarding the quality of the application based on the ideal conversion guidelines described in table 6.

*Table 6. Score Conversion Guideline*

| No. | Formula                                | Categories    |
|-----|--|---------------|
| 1.  | $X > \bar{X}_i + 1,8SB_i$              | Very Feasible |
| 2.  | $X_i + 0,6SB_i < X \leq X_i + 1,8SB_i$ | Feasible      |
| 3.  | $X_i - 0,6SB_i < X \leq X_i + 0,6SB_i$ | Enough        |
| 4.  | $X_i - 1,8SB_i < X \leq X_i - 0,6SB_i$ | Less Feasible |
| 5.  | $X \leq X_i - 1,8SB_i$                 | Not Feasible  |

Source: Sukardjo (2005)

Description:

$\bar{X}_i$  = Ideal Average  
= ½ (ideal maximum score + ideal minimum score)

$SB_i$  = Simpangan Baku Ideal  
= 1/6 (ideal maximum score – ideal minimum score)

$X$  = Actual Score

Based on the formula contained in Table 6, it can be obtained guidelines for converting quantitative values 1 to 5 into qualitative categories to conclude how the feasibility of the media being developed is. If  $X_i$  and  $SB_i$  values are substituted in the formula in Table 6, the conversion guidelines will be obtained as follows.

*Table 7. Convert Actual Scores Into Qualitative Categories*

| No. | Formula                                | Categories    |
|-----|--|---------------|
| 1.  | $X > \bar{X}_i + 1,8SB_i$              | Very Feasible |
| 2.  | $X_i + 0,6SB_i < X \leq X_i + 1,8SB_i$ | Feasible      |
| 3.  | $X_i - 0,6SB_i < X \leq X_i + 0,6SB_i$ | Enough        |
| 4.  | $X_i - 1,8SB_i < X \leq X_i - 0,6SB_i$ | Less Feasible |
| 5.  | $X \leq X_i - 1,8SB_i$                 | Not Feasible  |

Source: Sukardjo (2005)

Description:

$X$  = Actual Score

$\bar{X}_i$  = Ideal Average  
 =  $\frac{1}{2}$  (ideal maximum score + ideal minimum score)  
 =  $\frac{1}{2}(5 + 1)$   
 = 3

$SB_i$  = Simpangan Baku Ideal  
 =  $\frac{1}{6}$  (ideal maximum score – ideal minimum score)  
 =  $\frac{1}{6}(5 - 1)$   
 = 0,67

## **CHAPTER IV**

### **RESULT OF THE DEVELOPMENT**

This chapter presents data analysis which deals with the data that have been investigated in the research. The data are about the practicality of the android-based learning media in descriptive text about animal from media expert, material expert, field practitioner, and students try out.

#### **4.1 Result of the Need Analysis**

##### **4.1.1 Students' Computer Literacy**

In the early stages, researcher analyzed needs by observing needs at an Islamic Junior High School in the Malang district. The school has an excellent vision and mission to develop its students to become an advanced generation and thinks scientifically. Observation activities were carried out while the researcher was doing an internship at the school from August to October 2021. The researcher made observations in two stages.

The first stage was carried out by observing English teachers and students interaction who taught Descriptive Text subjects, and the second stage was carried out to observe the school environment, including the availability of facilities. The first observation stage was carried out in grade 7 during the Descriptive Text lesson. In teaching and learning activities in class, the teacher has yet to use learning media. Teachers use textbooks as a source to explain back to students. Students

themselves do not have textbooks. There are textbooks, but the material contained is minimal and incomplete. The textbooks limit independent student learning only to what they see in textbooks where the material is very limited. Moreover, teachers do not utilize the facilities to be used as learning media in teaching and learning activities. Teachers often use the lecture method so that students are less active and are often seen chatting with their classmates.

From the observation, the researcher prepared a few questions about their aptitude for using digitally based learning resources based on the observations that have been made. Students acknowledge that since the pandemic, they have been required to use mobile phones as a constant learning tool. As a result, even though they are still not fully accustomed to it at school, where they still use textbooks and traditional learning materials, they are gradually learning the advantages of mobile phones for the learning process.

#### 4.1.2 Previous Android-based Application Experiences

Researcher also conducted observations and interviews with teachers and students regarding learning media based on android applications at the school. the researcher found that previously there had never been a special learning media to support certain material in each student's learning. But on the other hand, seeing the post-pandemic situation and the need for higher and massive technology in the world of education, schools are providing access to Microsoft 365 which can

make them little by little accustomed to using Android. In addition, the researcher also found that in the class where the application try out was carried out, 95% of students used the Android operating system on their mobile phone.

#### 4.1.3 Problem with the current Learning Media

The second observation was conducted to observe the availability of facilities in the school environment. From observation, it is known that there is no projector in the class if the teacher want to use it you have to borrow it from the Administrative Room where sometimes when you are going to borrow you have to book in advance because you have to queue or you might collide with other classes.

From these observations, it is necessary to develop learning media to support learning activities to facilitate learning and help achieve learning objectives. The learning media developed makes students active and not feel bored in the learning process. Android application-based learning media was developed so that students are more interested in paying attention and making students active in the teaching and learning process. In addition, the selection of this media development is to utilize each student's mobile phone devices to be more helpful. After observing at school, an outline can be taken in the analysis stage, namely:

- 1) Analysis of student needs



After the observations, the researcher concluded that students needed varied learning activities, not only using lectures continuously. Interesting and exciting learning media is needed.

## 2) Curriculum Analysis

It is known that the curriculum used is the 2013 curriculum, namely student-centered learning activities. Adjustment of the content of the material in the media is adjusted to the textbooks owned by the teacher and other sources and directs students to be active in learning.

### **4.2 The Development of Android-based Learning Media in Descriptive Text**

The procedure used in this development research is an adaptation and modification of the ADDIE Model research and development steps. The concept was created in 1975 for the American Army by Florida State University's Center for Educational Technology. The ADDIE training system was adopted by the U.S. Armed Forces shortly after it was developed (Branson et al., 1975). According to Molenda et al. (1996), the original ADDIE model performed admirably for the military as well as in the corporate and industrial sectors. For instance, Allen (2006) notes that evaluation now plays a central role in several current incarnations of the ADDIE process and takes place at every stage. The updated ADDIE models are designed to be simple and flexible, according to Dick et al. (2005). With the help of these new techniques, instructional design experts of all skill levels can now understand and use the ADDIE model to develop effective

instructional systems for a variety of learning objectives and settings. 5 steps of developing the ADDIE model namely 1) Analysis, 2) Design, 3) Development, 4) Implementation, and 5) Evaluation. Researcher only limit it to the implementation step. The development steps are described as follows.

#### **4.2.1 Product Design**

Looking at the problems and facilities in the school, the researcher then collected information that supports learning media based on Android applications on Descriptive Text about Animals. This information includes:

##### 1) Design Product Plan

Researcher designed learning media designs based on android applications in the form of storyboards. The storyboard design can be seen in Appendix 1.1. Material information presented in the Android application-based learning media was obtained from the syllabus used in the school this research was carried out. The material is determined according to the competencies taught when the application is piloted. The primary material delivered in learning media based on the Android application is Descriptive Text Material about Animals and Descriptive Text Structure. The complete syllabus can be seen in Appendix 2.1. Researcher are looking for books for reference in making questions included in educational games. Materials and questions can be seen in Appendix 2.2.

## 2) Device

The following is hardware and software information used by the researcher to identify making Android application-based learning media. Hardware is a device or equipment in physical form that is used to create applications. The hardware for making the Android application-based Learning Media is the Acer Z1401-C5PX Laptop with Intel® Celeron® processor N2840 specifications, 2GB RAM, and Windows 10 Operating System. The minimum hardware needed to run Articulate Storyline 360 is stated in articulate.com as:

- a) 2 GHz processor or higher (32-bit or 64-bit)
- b) Windows 11, Windows 10 (32-bit or 64-bit mainstream supported versions), Mac OS X (latest version on Intel processors) with Parallels Desktop (latest version) or VMware Fusion (latest version)
- c) Memory 2GB minimum
- d) 1 GB of free space available for installation.
- e) 1,280 x 800 screen resolution or higher

Making Android application-based learning media also requires software in the form of applications/programs. Software used in making Android application-based learning media, namely:

- a.** Articulate Storyline 360

The articulate storyline 360 application is a multimedia authoring tool that can be used to create interactive learning media with content in the form of a combination of text, images, graphics, sound, animation, and video in the form of web-based media (html5) or in the form of application files that can be run on various devices.

**b. Web2apk**

Web2apk is a PC(Personal Computer) application that can convert a website automatically into an Android Application(APK).

Of all the information that has been obtained, researcher then designing learning media design based on android applications starting from preparing material to determining the map/display design in the form of storyboards from learning media based on android applications on the descriptive text about animals. The display design as a storyboard can be seen in Appendix 1.1.

The material presented in the android application-based learning media is Descriptive Text about Animals. Researcher collected material related to Descriptive Text from several book references, teacher teaching materials, and internet sources. The researcher also compiled questions that had to be done by students when studying on the android application. The material

and questions presented in the android application-based learning media on the descriptive text about animals in full can be seen in Appendix 2.2

#### **4.2.2 Development**

##### **a. The development of Android-based Learning on Descriptive text About Animals**

Learning media is made using the Articulate Storyline 3 application. Before compiling the design and implementation of the button functions in Articulate Storyline 3, a framework or storyboard has been created which contains the stages of the material and the learning phases that students will go through as outlined in the form of menus in the application.

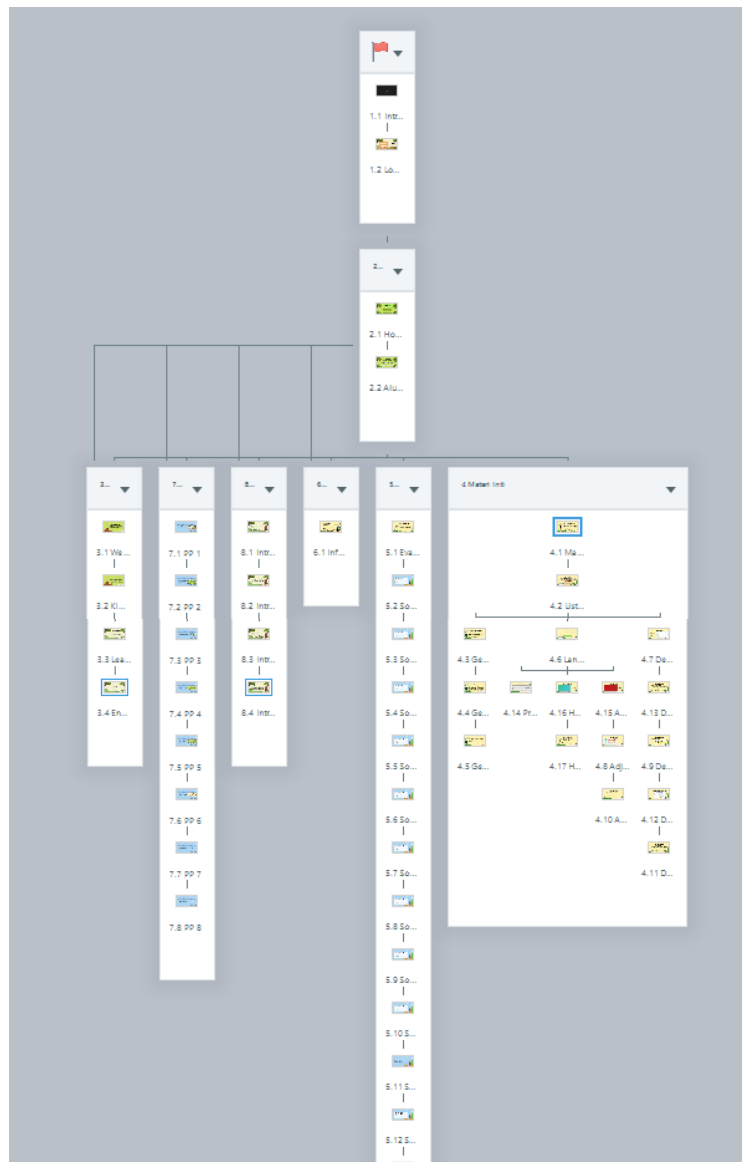


Figure 4. Storyboard/ Framework of Learning Media Design

The first step is to create an intro page in the form of a video that contains the text call to action "Let's Learn English," and then the title of the learning material is "Descriptive Text for Animals."

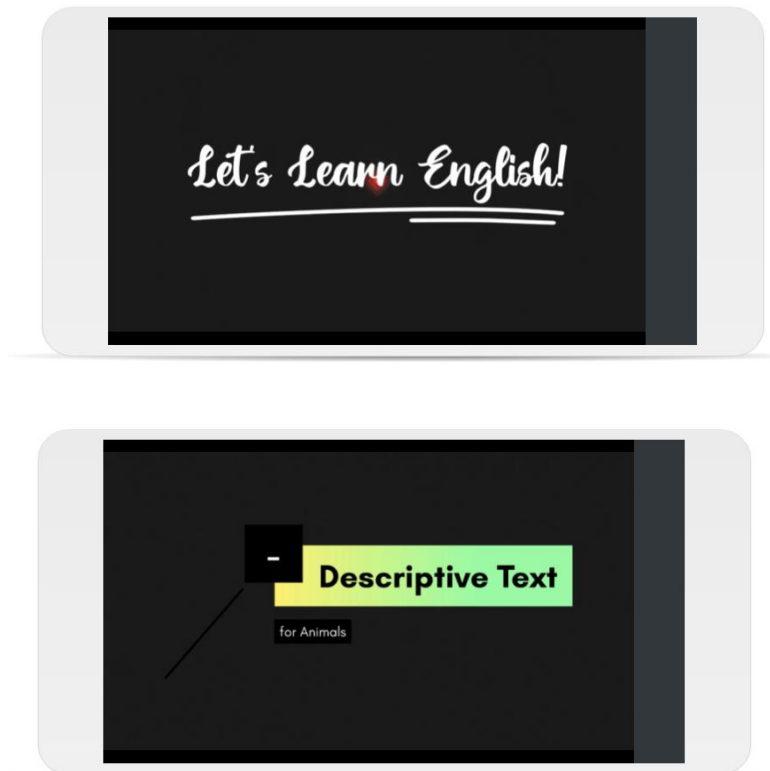


Figure 5. Video Intro

After making an interesting intro video to enter the learning application, the next step is to create a login page where students are asked to enter their full name and class. This is useful when students enter the application, their name will be auto mentioned on the Home page. Below is the Figure of the Login Page.

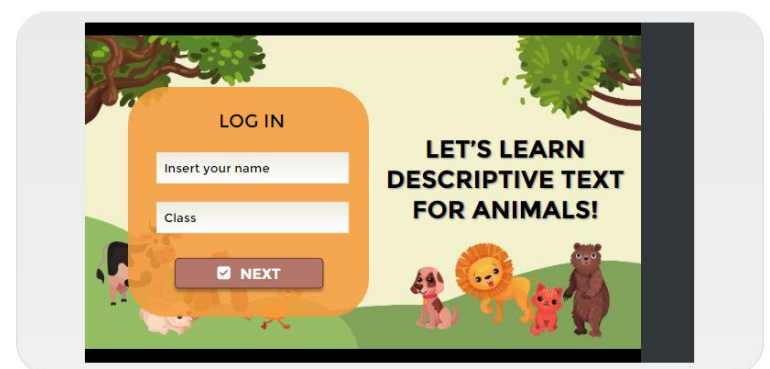


Figure 6. Login Page

After the student enters the name and class, and presses the "Next" button, the student will enter the Home page. On the home page there are 3 menus that have different functions. The 3 menus are 1) Petunjuk Penggunaan, 2) Introduction, and 3) Alur Belajar.



*Figure 7. Home Page*

Students are directed to click the number 1 button first, namely to read the instructions for use before using the application so they can understand the overall use of learning media along with the instructions in it. The following is a user guide page to provide information on the contents of the application to students.



### PETUNJUK PENGGUNAAN APLIKASI

| No. | Petunjuk   | Tampilan |
|-----|--|----------|
| 1.  | <p><b>Halaman Login/ Masuk</b></p> <p>Pada halaman ini kamu akan mulai memasuki aplikasi dengan menuliskan "Nama" dan "Kelas".</p> |          |

← KEMBALI → LANJUT

### PETUNJUK PENGGUNAAN APLIKASI

| No. | Petunjuk   | Tampilan |
|-----|--|----------|
| 2.  | <p><b>Halaman Home</b></p> <p>Pada halaman home disediakan beberapa menu yaitu Petunjuk Penggunaan, Introduction (Perkenalan), dan Alur Belajar.</p> <p>Buka menu sesuai urutan nomor dengan meng-klik pada menu tersebut.</p> |          |

← KEMBALI → LANJUT

### PETUNJUK PENGGUNAAN APLIKASI

| No. | Petunjuk  | Tampilan |
|-----|---|----------|
| 3.  | <p><b>Menu Petunjuk Penggunaan</b></p> <p>Pada menu ini terdapat petunjuk penggunaan aplikasi, jadi baca hingga akhir ya supaya kamu paham cara belajar melalui aplikasi ini.</p> |          |

← KEMBALI → LANJUT

### PETUNJUK PENGGUNAAN APLIKASI

| No. | Petunjuk  | Tampilan |
|-----|---|----------|
| 4.  | <p><b>Menu Introduction/ Perkenalan</b></p> <p>Pada menu ini terdapat pengenalan materi agar kamu dapat memahami tujuan belajarmu ya. Ikuti petunjuk dan tekan "lanjut"</p> |          |

← KEMBALI → LANJUT

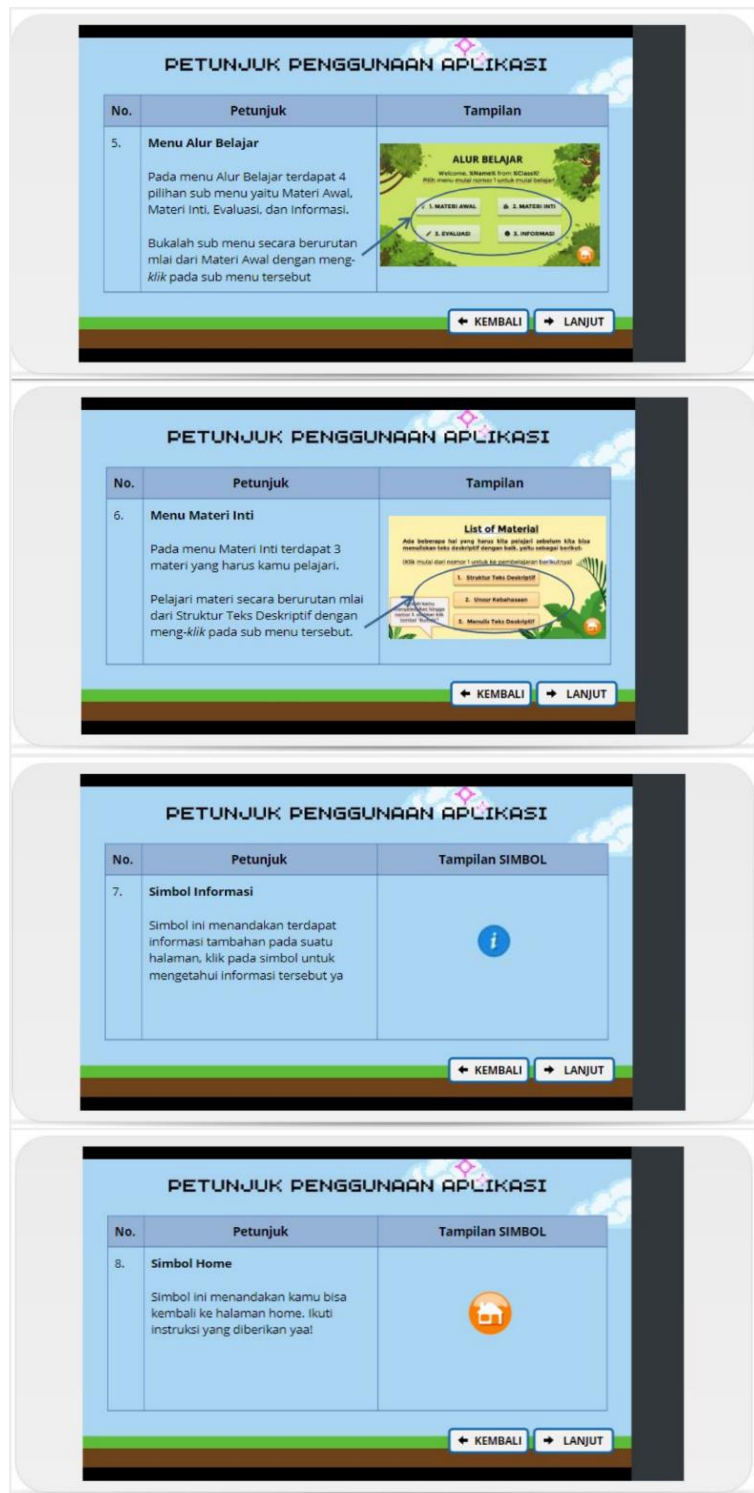


Figure 8. Instructions for Use Page

After students choose menu number 1, namely the Instructions for Use (Petunjuk Penggunaan) on the Home page

as the Figure above, students are directed to select button number 2 regarding Introduction. The Introduction page contains an introduction to the material contained in the application, then the core competencies and basic competencies that students will learn, namely Basic Competencies 3.7 and 4.7 Descriptive Text, as well as the learning objectives of the learning media that students have studied.

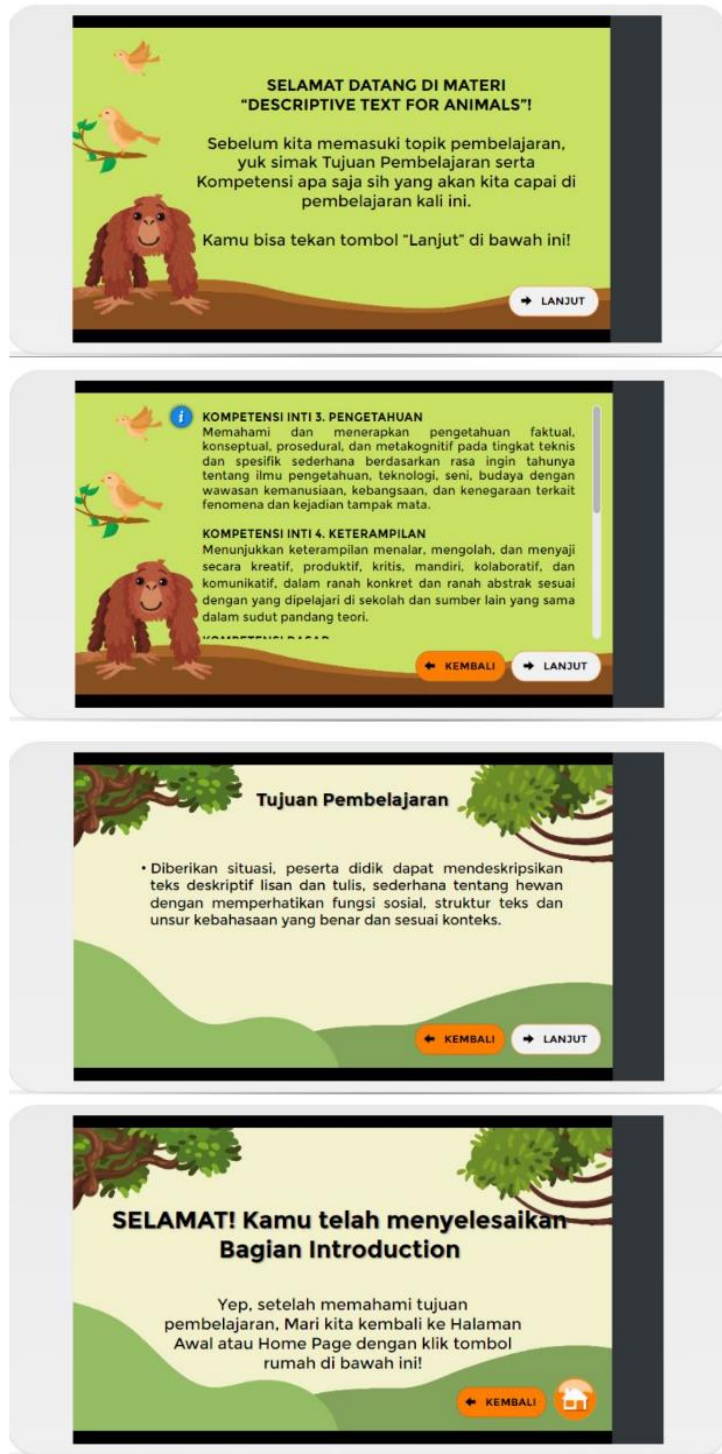


Figure 9. Introduction Page

After students have studied the Introduction page as shown in Figure 8 above, students are directed to return to the Home

Page and enter menu number 3, namely Alur Belajar (Learning Flow). In the Alur Belajae (learning flow) menu, there are 4 menus, namely 1) Initial Material, 2) Core Material, 3) Evaluation, 4) Information.

On the Alur Belajar (Learning Flow) Menu number 1) Materi Awal (Initial Material), there is an introduction to the material so that students understand the learning flow before entering the core material regarding Descriptive Text. The function of the materi awal (initial material) is as a bridge to provide an overview of the material that students will learn. This menu is also a suggestion for additional features during the revision of application development from the English teacher where the research was carried out. In this menu, also provided the “Kembali” and “Lanjut” button which the students can select the previous scene or the next scene. The following is the contents of the Materi Awal (Initial Material) menu.

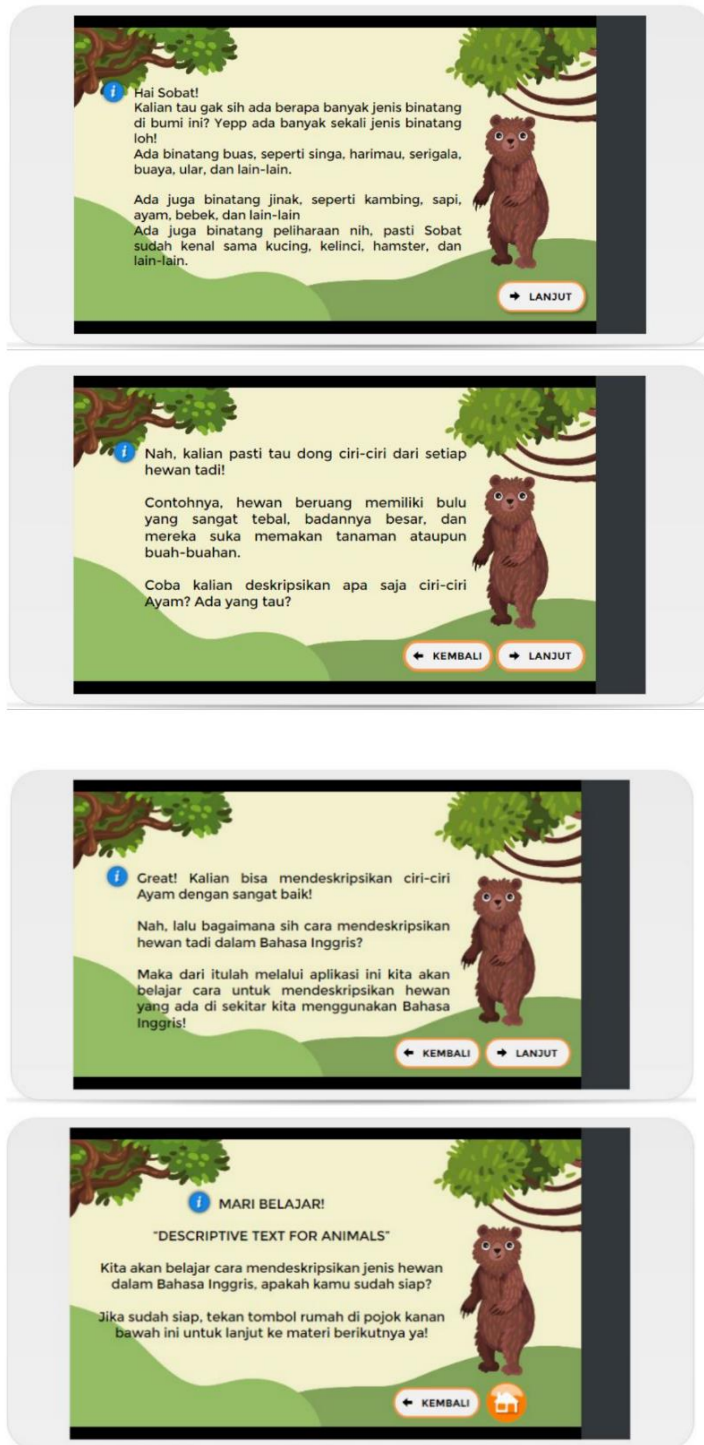


Figure 10. Initial Material Page

After students complete menu 1) Initial Material as shown in the Figure 9. above, students are directed to enter the 2nd

menu, namely Materi Inti (Core Material). After students press the Materi Inti (Core material button), there will be an initial explanation regarding the meaning of Descriptive Text. This material is given so that students understand what Descriptive Text is in general. In this page also given the Information Symbol. In the Information symbol itself, there is an English Translation of the text. The function is to give an additional vocabulary that the students can learn. The following is a Figure of the Core Material regarding the general explanation of the meaning of Descriptive Text.



*Figure 11. First Core Material Page*

Furthermore, after students understand the meaning of the Descriptive Text from the page above, students will enter the second page of the Core Material, namely the Material List page that students need to learn so they can write Descriptive Text about animals properly and correctly. The Material List page contains 3 main material menus so that students can write

Descriptive Text properly, namely 1) Descriptive Text Structure, 2) Linguistic Elements, 3) and Writing Descriptive Text.



*Figure 12. Second Core Material Page*

In each material list there is a detailed explanation of the subtopic of discussion before students can write Descriptive Texts about animals. In the detailed explanation of the material list, there is also a video explanation for each material. After students complete each learning material contained in the list of materials menu, by pressing the continue button students will be directed back to the Learning Flow page and can choose menu number 3, namely Evaluation. Although this study did not see the results of the final evaluation as a benchmark for evaluating applications, evaluation features in learning media were used as features that could provide direct feedback to students. Below is the Evaluation page to give a direct feedback to students about what they have learnt from the application.



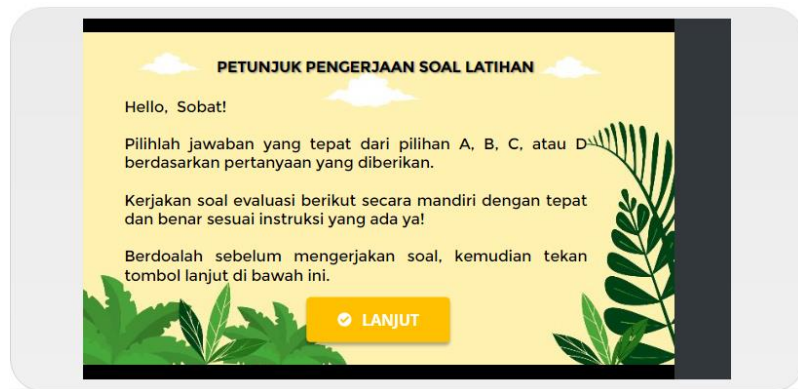


Figure 13. Evaluation Page

There are 12 practice questions on the evaluation page which have score in the range of 8 - 10, at the end when students have completed the practice questions, there is a “send answer” button to immediately give students the value of the practice questions that have been worked on. The following is a page of practice questions in the Evaluation section of this Android-based learning media. The following is a Figure of the practice questions found on the Evaluation page along with the result/score page.



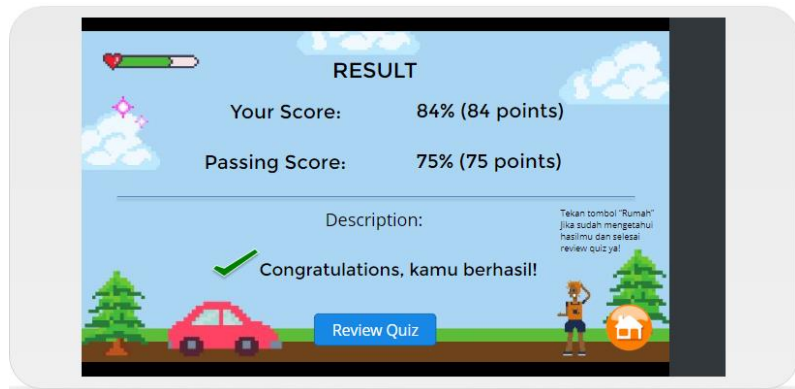


Figure 14. Question and Result Page

After students complete the exercise, students are directed to return to the Learning Flow page and enter the last menu, namely Information. The information menu contains profiles of media developers, as well as references or material references contained in learning media.



Figure 15. Information Page

The next stage is testing. This stage is very important, because it needs to be tested before the final results. This check is to find out whether the functions that have been included in the Android application-based Learning Media - English Desc can work properly or not. If there are problems in testing, then

improvements are made to objects and functions until the results expected by the researcher are obtained. Then, the project is saved in the .story file format, with the .story file format the file can still be edited and aims for ease of revision. To make it ready for use, the .story format is exported to .html format via Articulate Storyline 3. The .html format itself is not final, because it can only be used if the computer has the Articulate Storyline 3 application or web browser installed. To get to the final result in the form of an android application, the .html format is converted to the .app format via the web2apk application. In this .app format the Android application-based Learning Media - English Desc can be installed on the user's Android.

#### **4.2.3 The Result of Validation**

The product of android-based learning media developed based on the results of need analysis, investigated, then was validated through 1) Material Expert Validation, 2) Expert of Media Validation, and 3) Product Try Out.

##### **(a) The Result of Validation by Material Expert**

Material that has been compiled in android-based learning media on Descriptive Text about Animals is evaluated using material expert validation. The applicability, completeness, breadth, and depth of the material, as well as the language and

terminology used in the application, are all taken into consideration while assessing the material.

There are two subject matter experts: Mrs. NP, S. Pd., an English Subject Teacher where the research was conducted and Mr. HM, M.Pd, a Lecturer in English Education Department. The selection of teacher and lecture as subject matter experts is based on their comprehension of English-language content, namely descriptive text and suggestions from the supervisor.

A Likert scale with five possible responses—strongly agree, agree, neutral, disagree, disagree, and strongly disagree—was employed in the survey. The results of the recapitulation and validation analysis from subject matter experts can be seen in full in Appendix 4.1, for the average results of the validation of material experts in Table 8.

*Table 8. Material Expert Validation Result*

| No.   | Aspect   | Total ( $\sum x$ ) | Average ( $\bar{X}$ ) | Category             |
|---|----------|--------------------|-----------------------|----------------------|
| 1.  | Material | 58                 | 4.83                  | Very Feasible        |
| 2.  | Exercise | 47                 | 4.70                  | Very Feasible        |
| 3.  | Language | 48                 | 4.80                  | Very Feasible        |
| <b>Overall Average (<math>\bar{X}</math>)</b> |          | <b>153</b>         | <b>4.77</b>           | <b>Very Feasible</b> |

Source: Processed primary data

Based on the above table, it was discovered that the results of the assessment for the material aspect averaged 4.77 and fell into the "very feasible" category, the results for the exercise aspect averaged 4.83 and fell into the "very feasible" category, and the results for the language aspect were 4.70 and fell into the

"very feasible" category. Overall, the rating given by subject matter experts came out to be 4.77. The range of values  $X > 4.20$  with the Very Feasible category includes the assessment's findings. So that the level of viability of Android-based learning media based on the validation of subject-matter experts is categorized as Very Feasible.

**(b) The Result of Validation by Expert in Media**

To determine the viability of the android-based learning media product in descriptive text about animals, media experts' validation work was used. Software and visual communication characteristics are two of these aspects. Mr. GPM, M. Pd., a lecturer in education, was one of the media experts used in the media validation process. The lecturer's expertise and experience in the field of learning media are taken into account while choosing the validator.

A Likert scale with five possible responses—strongly agree, agree, neutral, disagree, and strongly disagree—was employed in the survey. In Appendix 4.1, the outcomes of the recapitulation and validation analysis from media experts are fully detailed. The typical outcomes of the validation of media experts are as follows.

*Table 9. Media Expert Validation Result*

| No. | Aspect   | Total<br>( $\sum x$ ) | Average<br>( $\bar{X}$ ) | Category      |
|-----|----------|-----------------------|--------------------------|---------------|
| 1.  | Software | 33                    | 4.71                     | Very Feasible |

|                            |                         |           |             |                      |
|----------------------------|-------------------------|-----------|-------------|----------------------|
| 2.                         | Visual<br>Communication | 38        | 4.75        | Very Feasible        |
| <b>Overall Average (X)</b> |                         | <b>71</b> | <b>4.73</b> | <b>Very Feasible</b> |

Source: Processed primary data

According to the data presented in the table above, the software of the evaluation yielded findings with an average score of 4.71, placing it in the Very Feasible category. The evaluation of the visual communication aspect then yielded a score of 4.75, placing it in the Very Feasible category. Both the software and the visual communication assessment results fall within the  $X > 4.2$  range, qualifying them as Very Eligible. The media expert received a 4.73 average score overall. The results of the evaluation of the two elements fall within the range of values  $X > 4.2$ , and as a result, the level of feasibility of this android-based learning media in descriptive text about animal is rated as Very Feasible. So, it can be concluded that the medium is the appropriate choice that can ease learner to learn about descriptive text.

#### **4.2.4 Product Revision**

Based on the input provided at the validation stage, revisions were made based on input from material experts and media experts.

##### **a. The Result of Product Revision by Material Expert**

- (i) The addition of the initial material is an introduction to animals (animal names) in English and the types of animals

whether they are tame animals, wild animals, or farm animals.

- (ii) The addition of an auto-correction feature at the end of the exercise questions so that students can find out the score directly.

**b. The Result of Product Revision by Expert in Media**

- (a) Added features containing instructions for use on the home page.



Figure 16. Home Page before Revision



Figure 17. Home Page after Revision

- (b) Using the 'next' and 'previous' buttons in the form of buttons along with text, not just arrow symbols to make it clearer and easier to understand.

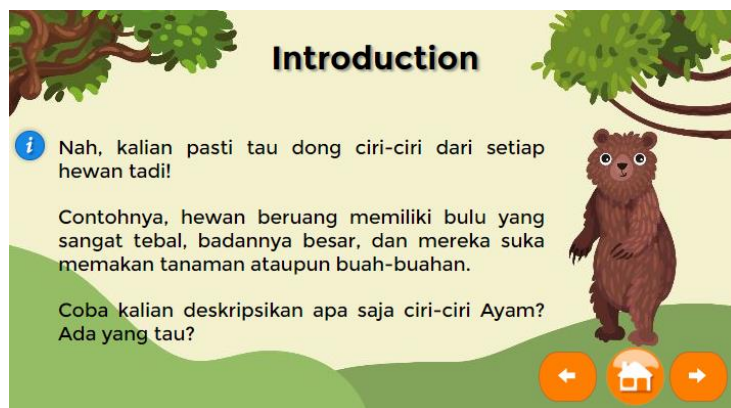


Figure 18. Next and Previous Button before Revision



Figure 19. Next and Previous Button after Revision

#### 4.2.5 The Result of Product Try Out Implementation

On May 5, 2022, the try out phase for grade 7 at the school was carried out for 28 students. Students are instructed to install the program by following the URL <https://bit.ly/InstalasiEnglishDesc> on their own Android phones before using the material. The teacher instructs the students on how



to use android-based learning media in descriptive text about animal. Students were requested to offer their comments and evaluations on the media utilized in the questionnaire that had been supplied after the lecture. The viability of using learning media based on Android in schools is evaluated using the try out method. The results of student try out can be seen in Appendix 4.2. The following recapitulates the average results of student try out as follows.

*Table 10. Students' Try Out Result*

| No.   | Aspect               | Total<br>( $\sum x$ ) | Average<br>( $\bar{X}$ ) | Category        |
|---|----------------------|-----------------------|--------------------------|-----------------|
| 1.  | Software             | 442                   | 3.95                     | Feasible        |
| 2.  | Learning Design      | 931                   | 4.16                     | Feasible        |
| 3.  | Visual Communication | 703                   | 4.18                     | Feasible        |
| <b>Overall Average (<math>\bar{X}</math>)</b> |                      | <b>2.076</b>          | <b>4.10</b>              | <b>Feasible</b> |

Source: Processed primary data

#### 4.2.5.1 Practicality

Based on the table of student try out results, the results for the software aspect were obtained with an average of 3.95, which were included in the Feasible category; and the results for the visual communication aspects were obtained with an average of 4.18, which are included in the Feasible category.

From the aspect of software and visual communication in learning media, it shows an overall average with a result of 4.06 so that it can be included that

this android application-based learning media has fulfilled the practicality feasibility category in terms of students' use of android application-based learning media in descriptive text about animal.

#### **4.2.5.2 Student's Appropriateness**

Based on the table of student try out results, the results for the Learning Design aspect were obtained with an average of 4.16, which were included in the Feasible category. In addition, from the comments column regarding the application in the questionnaire students said that this application was very interesting and not boring.

The average rating for the three factors came out to be 4.10 in the results. The results of the student try out fell within the range of  $3.40 < X < 4.20$  with the Feasible category, allowing the classification of the viability level of android-based learning media in descriptive text. Based on the average results of the try outs that have been carried out, the android application-based learning media has fulfilled the appropriate and feasible category in students appropriateness.

### **4.3 Final Media Studies**

The final product in this study is learning media in the form of an android application on Descriptive Text about Animals. Making learning

media "English Desc" has gone through stages of 1) analysis, 2) design, 3) development, and 4) implementation. The media of this research is in the form of an android application with the subject matter of Descriptive Text about Animals. This learning media is a learning media containing material and practice questions in digital form that can be accessed through an android application without using an internet connection. The material taken is adjusted to the 7th grade Middle School English Syllabus on the subject matter of Descriptive Text.

The developed Android-based learning media has met the eligibility criteria for both material, media and student assessment. In material assessment, the aspects that are assessed and stated as very feasible include material, exercise, and linguistic aspects. In the media assessment, the aspects that have been assessed and declared very feasible include aspects of software and visual communication. Aspects of student assessment that have been assessed and declared feasible are aspects of software, learning design, and visual communication.

Android-based Learning Media in Descriptive Text about Animals which is the final product can be used by anyone using an Android-based mobile phone without using an internet connection. The use of Android-based Learning Media is very easy to operate. Android-based Learning Media presents Descriptive Text material about Animals and is equipped with evaluation tools in the form of digital media.

The feasibility of learning media products is calculated based on the assessment of material experts, media experts, and students. Material experts, media experts, and students gave a positive response to the media that was developed. Based on the findings from the assessment of material experts, media experts and students as a product trial in the form of android application-based learning media, it has the following advantages, the first is android application-based learning media can make it easier for students to learn English material, especially about descriptive text about animals independently, wherever and whenever. The second is this learning media is attractive to students so they have an interest in learning and improving technology literacy skills.

In this study, it was not entirely capable of running properly, and the constraints in research on the development of Android-based learning media included; first, students' mobile phones have varied specifications, so they require different treatment when managing them. primarily in terms of RAM and storage capacity. Secondly, the final Android application-based learning media product is still in the early stages of development, with only one subject matter and a very basic design and display. The third, this development research's assessment of product viability is restricted to the areas of content, exercise, language, software, learning design, and visual communication. Two subject matter experts—English Education lecturer and English teacher—and one media specialist examined the viability of android application-based learning media (Education department lecturer). Fourth, the android product

based learning media in descriptive text about animals only at one Islamic junior high school in the Malang district. The last, media implementation try out were only carried out in one school where the research was conducted.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter contains conclusions and suggestions about the learning media that has been developed.

#### **5.1 Conclusion**

Based on the results of the research and discussion in CHAPTER IV, it can be concluded that, firstly, the development of Android Application-based Learning Media on Descriptive Text material using the development model (ADDIE), namely analysis, design, development, implementation, and evaluation, research is limited to the stage implementation, and produce the final product. Secondly, the feasibility of Android Application-based Learning Media on Descriptive Text material based on the assessment of material experts gets an average score of 4.77 in the Very Feasible category. The feasibility of Android Application-based Learning Media on Descriptive Text material based on the assessment of media experts got an average value of 4.73 in the Very Feasible category. Based on this assessment, the media is Very Feasible to be used as a medium for learning English in Descriptive Text material. The third, implementation of the product try out in grade 7 of one of the Islamic junior high schools in Malang with a total of 28 students obtained an average score of 4.10 in the Feasible category. The students' opinions on the media questionnaire are packaged attractively, the material contained in the media is clear, questions on the media can be used as an exercise in understanding the material.

## **5.2 Suggestion**

Based on the quality of the product, the weaknesses and limitations of the research discussed previously, the authors can provide some suggestions for further product development. The advice for teachers, it is better if the teacher uses this Android Application-based Learning Media in the teaching and learning process of Descriptive Text about Animal material for grade 7. Next, the suggestions for Students, it is better for students to have and use Android Application-based Learning Media in this Descriptive Text about animal for studying at home in order to increase motivation and understanding in learning and making descriptive text. Then, the suggestions for future research are first, the material used should be broader, not just one main subject. Secondly, it is recommended that Learning Media products based on the Android Application are tested not only in one particular school so that they can be used more widely and produce better products.

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## **APPENDICES**

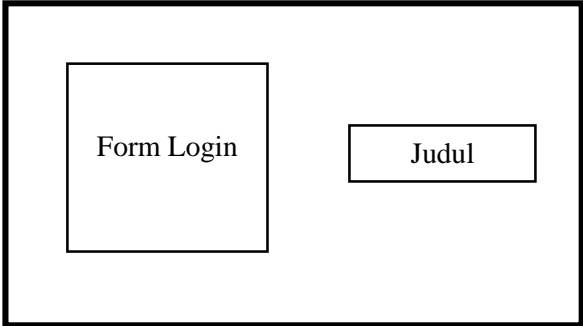
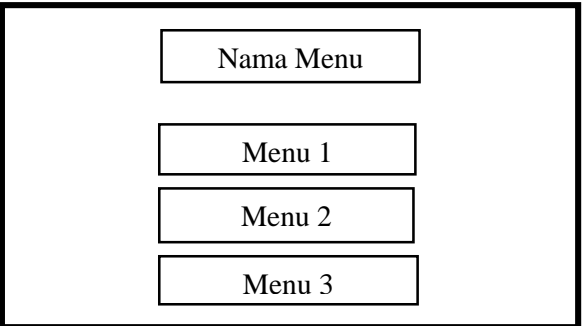
### **Appendix 1**

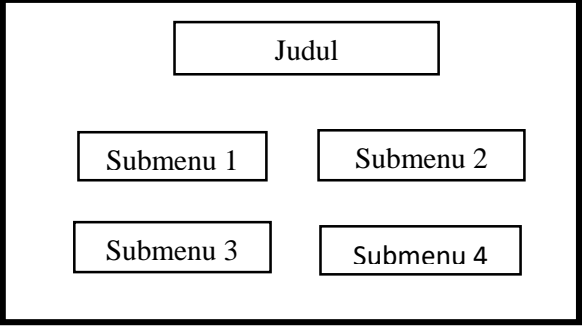
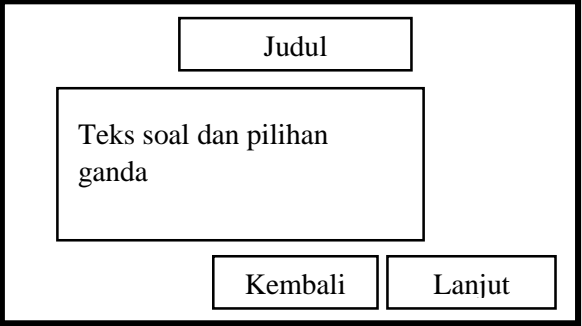
1.1 Learning Media Storyboard

1.2 Media Installation Instructions

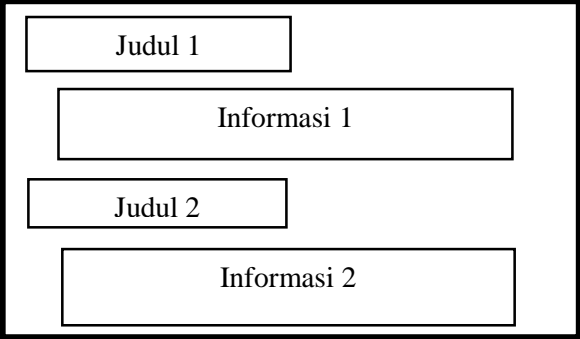
**Appendix 1. 1 Learning Media Storyboard**

**STORYBOARD OF ANDROID-BASED LEARNING MEDIA IN DESCRIPTIVE TEXT ABOUT ANIMALS**

| No | Map Name   | Design  | Description  |
|----|------------|---|--|
| 1  | Login Page |   | <ul style="list-style-type: none"> <li>• Bagian judul memuat Call to Action belajar Descriptive Text about Animal</li> <li>• Form login berisi inputan nama siswa dan kelas</li> </ul>   |
| 2  | Home Page  |  | <ul style="list-style-type: none"> <li>• Menu 1 berisi petunjuk penggunaan aplikasi (sebagai awal penggunaan media pembelajaran)</li> <li>• Menu 2 berisi Introduction yang memuat KI, KD, dan Tujuan Pembelajaran</li> <li>• Menu 3 berisi Alur Belajar menggunakan aplikasi</li> </ul> |

|   |                              |   |  |
|---|------------------------------|---|--|
| 3 | Material Page (Alur Belajar) |   | <ul style="list-style-type: none"> <li>• Submenu 1 berisi materi awal sebagai pengenalan materi kepada siswa</li> <li>• Submenu 2 berisi materi inti yang akan dipelajari oleh siswa yaitu pengertian Descriptive Text, struktur paragraf, unsur kebahasaan, dan cara menulis teks deskriptif</li> <li>• Submenu 3 berisi latihan soal dari apa yang telah dipelajari di materi inti</li> <li>• Submenu 4 berisi informasi sumber materi dan pengembang media</li> </ul> |
| 4 | Evaluation Page              |  | <ul style="list-style-type: none"> <li>• Diberikan 12 soal beserta pilihan ganda</li> <li>• Tombol Kembali dan Lanjut untuk kembali ke soal sebelumnya ataupun lanjut ke soal berikutnya</li> </ul>  |



|   |                  |  |  |
|---|------------------|--|--|
| 5 | Information Page |  | <ul style="list-style-type: none"> <li>• Judul 1 berisi Pengembang Media</li> <li>• Informasi 1 berisi informasi pengembang media</li> <li>• Judul 2 berisi Daftar Pustaka atau referensi</li> <li>• Informasi 2 berisi referensi materi dan soal dalam pengembangan media.</li> </ul> |
|---|------------------|--|--|

## Appendix 1. 2. Media Installation Instructions (Petunjuk Instalasi Media)

### PETUNJUK INSTALASI APLIKASI PEMBELAJARAN BAHASA INGGRIS DESKRIPTIF TEKS MENGENAI BINATANG “English Desc”

*Aplikasi ini merupakan media pembelajaran Mata Pelajaran Bahasa Inggris bagi kelas 7 SMP/ MTs/ sederajat yang membahas mengenai Descriptive Text for Animals.*

#### **Langkah-langkah Instalasi:**

- 1 Bukalah link berikut untuk mendownload aplikasi pembelajaran <https://bit.ly/InstalasiEnglishDesc>
- 2 Setelah membuka link tersebut Anda akan diarahkan menuju google drive dimana terdapat 2 file di dalamnya yaitu, installer aplikasi dan petunjuk instalasi aplikasi
- 3 Untuk menginstall aplikasi, kita akan download terlebih dahulu installer aplikasi yang memiliki nama file **English Desc\_1\_1.0.apk**
- 4 Cara download adalah sebagai berikut:
  - Klik tombol titik tiga pada installer aplikasi, kemudian pilih opsi “Download”
  - Tunggu hingga download selesai
  - Bukalah file manager di android Anda dan carilah folder “Download” atau folder “APK” dimana file aplikasi pembelajaran yang telah kita download dapat ditemukan.
- 5 Untuk menginstall aplikasi, klik file tersebut kemudian tekan install dan klik “setuju” hingga proses instalasi selesai.
- 6 Aplikasi dapat digunakan dan dapat Anda temukan di Home Screen Android Anda.

## **Appendix 2**

2.1 7th Grade Syllabus

2.2 Material and Exercises

## Appendix 2. 1 7th Grade Syllabus (2013 Revision)

### SILABUS MATA PELAJARAN BAHASA INGGRIS

Satuan Pendidikan : -  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : VII / 1-2 (Ganjil & Genap)  
 Alokasi Waktu :  
 Tahun Pelajaran : 2021/2022

#### Standar Kompetensi (KI)

- KI-1 dan KI-2** : Menghargai dan menghayati ajaran agama yang dianutnya serta Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI-3** : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata
- KI-4** : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori

| Kompetensi Dasar  | Materi Pembelajaran  | Indikator  | Nilai Karakter  | Kegiatan Pembelajaran   | Alokasi Waktu | Sumber Belajar   | Penilaian   |
|---|--|--|---|---|---------------|--|---|
| 3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan | <b>Fungsi Sosial</b> <ul style="list-style-type: none"> <li>Menyapa, berpamitan, berterima kasih, meminta maaf, dan menanggapi,</li> </ul> | <ul style="list-style-type: none"> <li>Mengidentifikasi ungkapan yang digunakan untuk ungkapan sapaan dalam bahasa Inggris</li> <li>Mengidentifikasi ungkapan yang digunakan untuk berpamitan</li> </ul> | <ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong</li> </ul> | - Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan | <b>12 JP</b>  | <ul style="list-style-type: none"> <li>Buku Penunjang Kurikulum 2013 Mata Pelajaran</li> </ul> | <ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> <li>Penugasan</li> <li>Unjuk kerja</li> </ul> |

| Kompetensi Dasar  | Materi Pembelajaran  | Indikator   | Nilai Karakter   | Kegiatan Pembelajaran  | Alokasi Waktu | Sumber Belajar  | Penilaian  |
|---|--|---|--|--|---------------|---|--|
| menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapi, sesuai dengan konteks penggunaannya   | <p>untuk menjaga hubungan interpersonal dengan guru dan teman.</p> <p><b>Struktur Teks</b></p> <ul style="list-style-type: none"> <li>• Memulai</li> <li>• Menanggapi (diharapkan/di luar dugaan)</li> </ul> <p><b>Unsur Kebahasaan</b></p> <ul style="list-style-type: none"> <li>• Ungkapan-ungkapan yang lazim digunakan.</li> <li>• Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</li> </ul> <p><b>Topik</b></p> <ul style="list-style-type: none"> <li>• Interaksi antara peserta didik di dalam dan di luar kelas yang melibatkan tindakan menyapa, berpamitan, berterima kasih, meminta maaf yang dapat</li> </ul> | <ul style="list-style-type: none"> <li>• Mengidentifikasi ungkapan yang digunakan untuk melakukan sapaan dalam bahasa Inggris</li> </ul>  | <p>royong</p> <ul style="list-style-type: none"> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul> | <p>tekanan kata yang benar.</p> <ul style="list-style-type: none"> <li>- Mengidentifikasi ungkapan yang sedang dipelajari</li> <li>- Belajar menanyakan hal-hal yang tidak diketahui atau yang berbeda.</li> <li>- Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa.</li> <li>- Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.</li> <li>- Melakukan refleksi tentang proses dan hasil belajar.</li> </ul> |               | <p>Bahasa Inggris</p> <p>When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2013</p> <ul style="list-style-type: none"> <li>• Kamus Bahasa Inggris</li> <li>• Pengalaman peserta didik dan guru</li> </ul> | <ul style="list-style-type: none"> <li>• Portofolio</li> </ul> |
| 4.1 Menyusun teks interaksi interpersonal lisan dan tulis yang pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks |  | <ul style="list-style-type: none"> <li>• Melakukan tindak tutur berpamitan dalam bahasa Inggris dengan percaya diri</li> <li>• Melakukan tindak tutur ungkapan sapaan dalam bahasa Inggris dengan percaya diri</li> <li>• Melakukan percakapan interpersonal dengan menggunakan ungkapan sapaan melalui kegiatan terintegrasi menyimak, membaca, berbicara dan menulis dengan percaya diri</li> </ul> |  |  |               |   |  |

| Kompetensi Dasar   | Materi Pembelajaran  | Indikator  | Nilai Karakter  | Kegiatan Pembelajaran  | Alokasi Waktu | Sumber Belajar   | Penilaian   |
|--|--|--|---|--|---------------|--|---|
|  | menumbuhkan perilaku yang termuat di KI.   |  |   |  |               |  |   |
| 3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. {Perhatikan unsur kebahasaan dan kosa kata terkait hubungan Keluarga; pronoun (subjective, objective, possessive)} | <p><b>Fungsi Sosial</b></p> <ul style="list-style-type: none"> <li>Berkenalan, memperkenalkan diri sendiri/orang lain.</li> </ul> <p><b>Struktur Teks</b></p> <ul style="list-style-type: none"> <li>Memulai</li> <li>Menanggapi (diharapkan/di luar dugaan)</li> </ul> <p><b>Unsur Kebahasaan</b></p> <ul style="list-style-type: none"> <li>Sebutan anggota keluarga inti dan yang lebih luas, serta orang-orang dekat lainnya.</li> <li>Verba: be, have, go, work, live (dalam simple present tense).</li> <li>Subjek pronoun: I, You, We, They, He, She, It.</li> <li>Kata ganti possessive my,</li> </ul> | <ul style="list-style-type: none"> <li>Menentukan tujuan komunikatif teks memaparkan jati diri</li> <li>Mengidentifikasi struktur teks memaparkan jati diri</li> <li>Mengidentifikasi unsur kebahasaan dalam teks</li> <li>Mengidentifikasi ungkapan memaparkan jati diri orang disekitarnya dengan baik sesuai dengan struktur teks dan unsur kebahasaan</li> </ul> | <ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> <li>Kerja keras</li> <li>Percaya diri</li> <li>Kerjasama</li> </ul> | <ul style="list-style-type: none"> <li>Menyimak dan menirukan beberapa contoh pemaparan jati diri, dengan ucapan dan tekanan kata yang benar</li> <li>Mengidentifikasi ungkapan-ungkapan penting</li> <li>Menanyakan hal-hal yang tidak diketahui atau yang berbeda.</li> <li>Mempelajari contoh teks pemaparan jati diri oleh figur-figur terkenal</li> <li>Memaparkan jati dirinya yang sebenarnya.</li> <li>Saling menyimak dan bertanya jawab tentang jati diri</li> </ul> | <b>16 JP</b>  | <ul style="list-style-type: none"> <li>Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2013</li> <li>Kamus Bahasa Inggris</li> <li>Pengalaman peserta</li> </ul> | <ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> <li>Penugasan</li> <li>Unjuk kerja</li> <li>Portofolio</li> </ul> |
| 4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat   |  | <ul style="list-style-type: none"> <li>Menggunakan ungkapan yang tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang</li> </ul>   |   |  |               |  |   |

| Kompetensi Dasar  | Materi Pembelajaran   | Indikator   | Nilai Karakter   | Kegiatan Pembelajaran  | Alokasi Waktu | Sumber Belajar   | Penilaian   |
|---|---|---|--|--|---------------|--|---|
| pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks                      | <p>your, his, dan sebagainya.</p> <ul style="list-style-type: none"> <li>• Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</li> </ul> <p><b>Topik</b></p> <ul style="list-style-type: none"> <li>• Deskripsi diri sendiri sebagai bagian dari keluarga: ayah, ibu, kakak, adik, yang dapat menumbuhkan perilaku yang termuat di KI.</li> </ul> | <p>benar sesuai konteks memaparkan jati diri dalam bentuk tulisan</p> <ul style="list-style-type: none"> <li>• Menggunakan ungkapan memaparkan jati diri orang disekitarnya dengan tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks dalam bentuk tulisan maupun lisan.</li> </ul>        |  | <p>masing-masing dengan teman-temannya</p> <ul style="list-style-type: none"> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>  |               | didik dan guru   |   |
| 3.3 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk | <p><b>Fungsi Sosial</b></p> <ul style="list-style-type: none"> <li>• Menyebutkan/menanyakan waktu dari keadaan/peristiwa/kegiatan.</li> </ul> <p><b>Struktur Teks</b></p> <ul style="list-style-type: none"> <li>• Memulai</li> <li>• Menanggapi (diharapkan/di luar dugaan)</li> </ul> <p><b>Unsur Kebahasaan</b></p>  | <ul style="list-style-type: none"> <li>• Menyebutkan angka cardinal 1 – 100</li> <li>• Menyebutkan nama waktu dalam hari dengan percaya diri</li> <li>• Menyebutkan nama waktu dalam angka dengan percaya diri</li> <li>• Mengidentifikasi ungkapan yang digunakan untuk menyebutkan nama tahun dalam bahasa Inggris</li> </ul> | <ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> </ul> | <ul style="list-style-type: none"> <li>- Menyimak dan menirukan pemaparan tentang waktu terjadinya keadaan/kejadian/peristiwa, mencakup nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun</li> </ul> | <b>20</b>     | <ul style="list-style-type: none"> <li>• Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell,</li> </ul> | <ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjuk kerja</li> <li>• Portofolio</li> </ul> |

| Kompetensi Dasar  | Materi Pembelajaran   | Indikator   | Nilai Karakter   | Kegiatan Pembelajaran  | Alokasi Waktu | Sumber Belajar  | Penilaian |
|---|---|---|--|--|---------------|---|-----------|
| angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)   | <ul style="list-style-type: none"> <li>Pernyataan dan pertanyaan terkait hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun.</li> </ul>   |   | <ul style="list-style-type: none"> <li>Percaya diri</li> <li>Kerja sama</li> </ul> | <ul style="list-style-type: none"> <li>Menyebutkan semua nama hari, bulan, tanggal 1-31, waktu, bagian hari, tahun dengan ucapan dan tekanan kata yang benar, satu per satu.</li> <li>Menyatakan secara lisan waktu terjadinya berbagai keadaan/peristiwa/kegiatan</li> <li>Menanyakan hari, tanggal, bulan, dan waktu terjadinya keadaan/peristiwa/kegiatan dengan unsur kebahasaan yang benar</li> <li>Membuat tulisan tentang waktu-waktu terjadinya peristiwa penting yang diketahui umum. Hasilnya dipublikasikan di kelas atau di</li> </ul> |               | Kelas VII, Kemendikbud, Revisi Tahun 2013 <ul style="list-style-type: none"> <li>Kamus Bahasa Inggris</li> <li>Pengalaman peserta didik dan guru</li> </ul> |           |
| 4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks | <ul style="list-style-type: none"> <li>Angka ordinal dengan <i>the</i> untuk menyebut tanggal (lisan): antara lain. <i>the first, the second, the twenty third, the thirty first of May</i>)</li> <li>Angka ordinal tanpa <i>the</i> untuk menyebut tanggal (tulisan): antara lain. <i>1st, 2nd, 23rd, 31st of May.</i></li> <li>Waktu (lisan): <i>at one, at two fifteen, at ten to seven, at a quarter past eight.</i></li> <li>Waktu (tulisan): 01:00; 02:15; 06:50; 08:15.</li> </ul> | <ul style="list-style-type: none"> <li>Melakukan tindak tutur menyebutkan nama tahun dengan percaya diri</li> <li>Peserta didik dapat menyusun agenda harian berdasarkan waktu</li> </ul> |  |  |               |   |           |



| Kompetensi Dasar | Materi Pembelajaran   | Indikator | Nilai Karakter | Kegiatan Pembelajaran   | Alokasi Waktu | Sumber Belajar | Penilaian |
|------------------|---|-----------|----------------|---|---------------|----------------|-----------|
|                  | <ul style="list-style-type: none"> <li>• Artikel <i>the</i> untuk menyebut waktu dalam hari, <i>in the morning</i>, <i>in the afternoon</i>, <i>in the evening</i>.</li> <li>• Preposisi untuk <i>in</i> (bulan, tahun, waktu dalam hari), <i>on</i> (hari dan tanggal), <i>at</i> (jam, <i>at noon</i>, <i>at night</i>).</li> <li>• Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</li> </ul> <p><b>Topik</b></p> <ul style="list-style-type: none"> <li>• Waktu kejadian/peristiwa / kegiatan terkait kehidupan di sekolah, rumah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI.</li> </ul> |           |                | majalah dinding sekolah<br>- Melakukan refleksi tentang proses dan hasil belajarnya |               |                |           |

| Kompetensi Dasar  | Materi Pembelajaran   | Indikator   | Nilai Karakter  | Kegiatan Pembelajaran   | Alokasi Waktu | Sumber Belajar  | Penilaian   |
|---|---|---|---|---|---------------|---|---|
| 3.4 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait <i>article a</i> dan <i>the</i> , plural dan singular) | <p><b>Fungsi Sosial</b></p> <ul style="list-style-type: none"> <li>Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar.</li> </ul> <p><b>Struktur Teks</b></p> <ul style="list-style-type: none"> <li>Memulai</li> <li>Menanggapi (diharapkan/di luar dugaan)</li> </ul> <p><b>Unsur Kebahasaan</b></p> <ul style="list-style-type: none"> <li>Pernyataan dan pertanyaan terkait benda, binatang, bangunan publik.</li> <li>Penyebutan benda dengan <i>a, the</i>, bentuk jamak (-s)</li> <li>Penggunaan kata penunjuk <i>this, that, these, those</i> ...</li> <li>Preposisi untuk <i>in, on, under</i> untuk menyatakan tempat.</li> </ul> | <ul style="list-style-type: none"> <li>Mengidentifikasi benda-benda yang ada didalam ruangan kelas</li> <li>Mengidentifikasi ruangan atau gedung yang ada di sekolah</li> <li>Mengidentifikasi benda-benda yang ada didalam tas</li> <li>Mengidentifikasi bagian-bagian rumah</li> <li>Mengidentifikasi benda-benda yang ada di dalam bagian-bagian rumah</li> <li>Mengidentifikasi binatang dan tumbuhan yang ada di rumah dan di sekolah</li> </ul> | <ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> <li>Kerja keras</li> <li>Percaya diri</li> <li>Kerjasama</li> </ul> | <ul style="list-style-type: none"> <li>Mencermati beberapa teks pendek berisi penyebutan benda-benda di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar</li> <li>Menyimak dan menirukan guru menanyakan dan menyebutkan benda-benda yang terdapat di dalam kelas dan di sekolah, dengan tata bahasa, ucapan dan tekanan kata yang benar</li> <li>Bertanya jawab tentang beberapa benda di dalam dan sekitar rumah</li> <li>Membaca beberapa teks pendek tentang rumah dan sekitarnya,</li> </ul> | 24 JP         | <ul style="list-style-type: none"> <li>Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2013</li> <li>Kamus Bahasa Inggris</li> <li>Pengalaman peserta didik dan guru</li> </ul> | <ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> <li>Penugasan</li> <li>Unjuk kerja</li> <li>Portofolio</li> </ul> |
| 4.4 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang  |   | <ul style="list-style-type: none"> <li>Menyebutkan jumlah benda yang ada didalam ruangan kelas</li> <li>Menyebutkan jumlah benda yang ada di dalam tas</li> </ul>   |   |   |               |   |   |

| Kompetensi Dasar  | Materi Pembelajaran  | Indikator   | Nilai Karakter  | Kegiatan Pembelajaran  | Alokasi Waktu | Sumber Belajar   | Penilaian   |
|---|--|---|---|--|---------------|--|---|
| melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks | <ul style="list-style-type: none"> <li>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</li> </ul> <p><b>Topik</b></p> <ul style="list-style-type: none"> <li>Benda, binatang, dan bangunan yang biasa dijumpai dalam kehidupan nyata di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI.</li> </ul> | <ul style="list-style-type: none"> <li>Menyebutkan benda-benda yang ada didalam bagian-bagian rumah</li> <li>Menggambar dan menceritakan benda-benda yang ditemui di taman</li> </ul>   |   | <p>terutama keberadaan benda dan binatang</p> <ul style="list-style-type: none"> <li>Bertanya jawab tentang beberapa bangunan dan benda-benda dan binatang-binatang di dalam dan sekitarnya</li> <li>Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul> |               |  |   |
| 3.5 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan                               | <p><b>Fungsi Sosial</b></p> <ul style="list-style-type: none"> <li>Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.</li> </ul> <p><b>Struktur Teks</b></p> <ul style="list-style-type: none"> <li>Memulai</li> </ul>  | <ul style="list-style-type: none"> <li>Mengidentifikasi sifat seseorang (kind, nice, friendly, etc)</li> <li>Memahami teks deksriptive tentang seorang tokoh idola.</li> <li>Memahami penggunaan simple Tense (verb 1 s/es),</li> <li>Memahami penggunaan to be (is, am, are), dalam</li> </ul> | <ul style="list-style-type: none"> <li>Religi us</li> <li>Mandi ri</li> <li>Goton g royon g</li> <li>Kejuju ran</li> <li>Kerja keras</li> </ul> | <ul style="list-style-type: none"> <li>Menyimak dan menirukan guru menanyakan dan menyebutkan sifat orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar</li> </ul>                              | <b>20 JP</b>  | <ul style="list-style-type: none"> <li>Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The</li> </ul> | <ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> <li>Penugasan</li> <li>Unjuk kerja</li> <li>Portofolio</li> </ul> |

| Kompetensi Dasar  | Materi Pembelajaran  | Indikator  | Nilai Karakter   | Kegiatan Pembelajaran   | Alokasi Waktu | Sumber Belajar   | Penilaian |
|---|--|--|--|---|---------------|--|-----------|
| konteks penggunaannya. (Perhatikan unsur kebahasaan be, adjective)  | Menanggapi (diharapkan/di luar dugaan)<br><b>Unsur Kebahasaan</b><br><ul style="list-style-type: none"> <li>Pernyataan dan pertanyaan terkait sifat orang, benda, binatang.</li> <li>Kosakata, terkait dengan ciri fisik (antara lain. red, big, dark, loud), selera (antara lain. nice, beautiful, cute), mental (antara lain. clever, smart), psikologis (antara lain. happy, sad, disappointed, angry, wild), budi (antara lain. kind, good, polite).</li> <li>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</li> </ul> <b>Topik</b><br><ul style="list-style-type: none"> <li>Sifat dan keadaan orang, binatang,</li> </ul> | menggambarkan seseorang.<br><ul style="list-style-type: none"> <li>Memahami kata sifat yang tepat sesuai dengan konteksnya dalam menggambarkan seseorang</li> <li>Memahami penggunaan ucapan yang benar</li> <li>Memahami perbedaan intonasi yang tepat</li> </ul>   | <ul style="list-style-type: none"> <li>Percaya diri</li> <li>Kerja sama</li> </ul> | <ul style="list-style-type: none"> <li>Mencermati beberapa teks pendek yang mendeskripsikan sifat orang, benda, dan binatang di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar</li> <li>Bertanya jawab tentang sifat beberapa benda di dalam dan sekitar rumah</li> <li>Membaca beberapa teks pendek tentang sifat orang, benda, binatang di dalam dan di sekitar rumah dan sekolah sekitarnya</li> <li>Bertanya jawab tentang sifat orang, benda, binatang terkenal</li> </ul> |               | Bell, Kelas VII, Kemendikbud, Revisi Tahun 2013<br><ul style="list-style-type: none"> <li>Kamus Bahasa Inggris</li> <li>Pengalaman peserta didik dan guru</li> </ul> |           |
| 4.5 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks |  | <ul style="list-style-type: none"> <li>Membuat kalimat dalam bentuk Present Tense (with/without s/es), kata tanya dan pernyataan negatif, preposisi: in, on, at untuk tempat dan waktu yang tepat sesuai fungsinya.</li> <li>Menyebutkan sifat seseorang (kind, nice, friendly, etc)</li> <li>Memahami teks deksriptive tentang seorang tokoh idola.</li> <li>Menggunakan simple Tense (verb 1 s/es)</li> <li>Menggunakan to be (is, am, are) dalam</li> </ul> |  |   |               |  |           |

| Kompetensi Dasar  | Materi Pembelajaran  | Indikator   | Nilai Karakter  | Kegiatan Pembelajaran   | Alokasi Waktu | Sumber Belajar  | Penilaian   |
|---|--|---|---|---|---------------|---|---|
|   | benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI.   | <p>menggambarkan seorang tokoh idola.</p> <ul style="list-style-type: none"> <li>Memahami kata sifat yang tepat sesuai dengan konteksnya dalam menggambarkan seorang tokoh idola</li> <li>Menggunakan ucapan yang benar</li> <li>Mengucapkan perbedaan intonasi yang tepat</li> </ul>   |   | - Melakukan refleksi tentang proses dan hasil belajarnya  |               |   |   |
| 3.6 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan kalimat | <p><b>Fungsi Sosial</b></p> <ul style="list-style-type: none"> <li>Mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda tingkah laku/tindakan/fungsinya.</li> </ul> <p><b>Struktur Teks</b></p> <ul style="list-style-type: none"> <li>Memulai</li> <li>Menanggapi (diharapkan/di luar dugaan)</li> </ul> <p><b>Unsur Kebahasaan</b></p> <ul style="list-style-type: none"> <li>Pernyataan dan pertanyaan terkait tingkah laku/tindakan/</li> </ul> | <ul style="list-style-type: none"> <li>Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari percakapan terkait pekerjaan dan tindakan terkait</li> <li>Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari percakapan terkait kebiasaan melakukan kegiatan</li> <li>Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari percakapan terkait tingkah laku dan kebiasaan binatang</li> </ul> | <ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> <li>Kerja keras</li> <li>Percaya diri</li> <li>Kerjasama</li> </ul> | <ul style="list-style-type: none"> <li>Menyimak guru membacakan beberapa teks pendek kebiasaan yang dilakukan orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dan kemudian menirukannya kalimat-kalimat dengan tata bahasa, ucapan dan tekanan kata yang benar</li> <li>Didiktekan guru, peserta didik</li> </ul> | <b>20 JP</b>  | <ul style="list-style-type: none"> <li>Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi</li> </ul> | <ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> <li>Penugasan</li> <li>Unjuk kerja</li> <li>Portofolio</li> </ul> |

| Kompetensi Dasar  | Materi Pembelajaran   | Indikator  | Nilai Karakter | Kegiatan Pembelajaran   | Alokasi Waktu | Sumber Belajar  | Penilaian |
|---|---|--|----------------|---|---------------|---|-----------|
| declarative, interrogative, simple present tense)   | fungsi orang, binatang, benda.<br><ul style="list-style-type: none"> <li>Kalimat deklaratif (positif dan negatif) dalam simple present tense.</li> <li>Kalimat interrogative: Yes/No question; Why-question.</li> <li>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</li> </ul> <b>Topik</b> <ul style="list-style-type: none"> <li>Tingkah laku/tindakan/fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI.</li> </ul> | <ul style="list-style-type: none"> <li>Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari percakapan terkait fungsi beberapa benda</li> <li>Melakukan percakapan tentang pekerjaan dan tindakan terkait</li> <li>Menyebutkan kembali pertanyaan dan pernyataan para tokoh tentang pekerjaan dan tindakan terkait</li> <li>Menyebutkan pekerjaan orang tua (bapak dan ibu) 5 orang teman sekelas</li> <li>Mempresentasikan informasi tentang pekerjaan orang tua (bapak dan ibu) lima orang teman sekelas</li> <li>Melakukan percakapan tentang kebiasaan melakukan kegiatan</li> <li>Menyebutkan kembali pernyataan para tokoh tentang kebiasaan melakukan kegiatan</li> </ul> |                | <p>menulis teks-teks tersebut dengan tulis tangan, dengan ejaan dan tanda baca yang benar</p> <ul style="list-style-type: none"> <li>Membuat teks-teks pendek tentang kebiasaan yang dilakukan beberapa orang dan binatang yang sangat dikenal</li> <li>Bertanya jawab tentang isi teks yang telah ditulis dengan kelompok lain.</li> <li>Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul> |               | <p>Tahun 2013</p> <ul style="list-style-type: none"> <li>Kamus Bahasa Inggris</li> <li>Pengalaman peserta didik dan guru</li> </ul> |           |
| 4.6 Menyusun teks interaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks |   |  |                |   |               |   |           |

| Kompetensi Dasar | Materi Pembelajaran | Indikator   | Nilai Karakter | Kegiatan Pembelajaran | Alokasi Waktu | Sumber Belajar | Penilaian |
|------------------|---------------------|---|----------------|-----------------------|---------------|----------------|-----------|
|                  |                     | <ul style="list-style-type: none"> <li>• Mempresentasikan kegiatan yang senyatanya menjadi kebiasaan dari lima orang temannya</li> <li>• Melakukan percakapan mengenai tingkah laku dan kebiasaan binatang</li> <li>• Menyebutkan kembali pernyataan para tokoh tentang tingkah laku dan kebiasaan binatang</li> <li>• Menyebutkan kebiasaan/tingkah laku binatang peliharaan/yang senyatanya ada di sekitar/yang pernah dilihat</li> <li>• Melakukan percakapan tentang fungsi beberapa benda</li> <li>• Menyebutkan fungsi benda-benda yang senyatanya ada di dalam kelas masing-masing</li> <li>• Menyebutkan fungsi benda-benda yang senyatanya ada di rumah masing-masing</li> </ul> |                |                       |               |                |           |

| Kompetensi Dasar   | Materi Pembelajaran  | Indikator  | Nilai Karakter  | Kegiatan Pembelajaran   | Alokasi Waktu | Sumber Belajar   | Penilaian   |
|--|--|--|---|---|---------------|--|---|
|  |  | <ul style="list-style-type: none"> <li>Melakukan percakapan mengenai fungsi benda dan kebiasaan binatang</li> <li>Menyebutkan kembali pernyataan para tokoh mengenai fungsi benda dan kebiasaan binatang</li> </ul>  |   |   |               |  |   |
| 3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya | <p><b>Fungsi Sosial</b></p> <ul style="list-style-type: none"> <li>Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik.</li> </ul> <p><b>Struktur Teks</b></p> <ul style="list-style-type: none"> <li>Identifikasi (nama keseluruhan dan bagian)</li> <li>Sifat yang menjadi pencirinya.</li> <li>Fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan.</li> </ul> <p><b>Unsur Kebahasaan</b></p> | <ul style="list-style-type: none"> <li>Mengidentifikasi fungsi sosial dan unsur kebahasaan dari ungkapan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai konteks</li> <li>Menyebutkan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai konteks</li> <li>Merespon ungkapan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai konteks</li> </ul> | <ul style="list-style-type: none"> <li>Religi us</li> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> <li>Kerja keras</li> <li>Percaya diri</li> <li>Kerja sama</li> </ul> | <ul style="list-style-type: none"> <li>Membaca beberapa teks deskriptif tentang sekolah termasuk benda-benda dan binatang-binatang yang ada yang disertai foto atau gambar yang menarik</li> <li>Bertanya tentang informasi yang terkait di dalam teks tersebut.</li> <li>Menggunakan alat analisis (tabel atau bagan <i>mind-map</i>) untuk mempelajari sistematika deskripsi yang diterapkan</li> </ul> | <b>24 JP</b>  | <ul style="list-style-type: none"> <li>Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2013</li> <li>Kamus Bahasa Inggris</li> </ul> | <ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> <li>Penugasan</li> <li>Unjuk kerja</li> <li>Portofolio</li> </ul> |



| Kompetensi Dasar   | Materi Pembelajaran   | Indikator  | Nilai Karakter | Kegiatan Pembelajaran   | Alokasi Waktu | Sumber Belajar  | Penilaian |
|--|---|--|----------------|---|---------------|---|-----------|
| 4.7 Teks deskriptif<br>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda<br>4.7.2 Menyusun teks | <ul style="list-style-type: none"> <li>Kalimat deklaratif (positif dan negatif), dan interrogative (Yes/No question; Whquestion), dalam simple present tense.</li> <li>Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.</li> <li>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan.</li> </ul> <p><b>Topik</b></p> <ul style="list-style-type: none"> <li>Tingkah laku/tindakan/ fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI.</li> </ul> | <ul style="list-style-type: none"> <li>Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda</li> <li>Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</li> <li>Menulis teks tulis sederhana tentang deskripsi orang, binatang, dan benda, pendek dan sederhana sesuai konteks</li> <li>Menulis teks tulis sederhana tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur</li> </ul> |                | <ul style="list-style-type: none"> <li>Mengamati suatu benda/binatang/orang yang sangat dikenal, untuk mengumpulkan data tentang jumlah, sifat, perilaku, dll. Untuk mengkritik/ menyatakan kekaguman/ mempromosikan</li> <li>Dalam kelompok membuat proyek kecil: dengan bantuan <i>mind-map</i>, membuat teks deskripsi tentang kota atau desanya untuk mempromosikan</li> <li>Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</li> </ul> |               | <ul style="list-style-type: none"> <li>Pengalaman peserta didik dan guru</li> </ul> |           |

| Kompetensi Dasar  | Materi Pembelajaran   | Indikator   | Nilai Karakter   | Kegiatan Pembelajaran   | Alokasi Waktu | Sumber Belajar   | Penilaian   |
|---|---|---|--|---|---------------|--|---|
| deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks |   | teks, dan unsur kebahasaan yang benar dan sesuai konteks.   |  | - Melakukan refleksi tentang proses dan hasil belajarnya  |               |  |   |
| 3.8 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs  | <b>Fungsi Sosial</b> <ul style="list-style-type: none"> <li>Mengembangkan nilai-nilai kehidupan dan karakter yang positif.</li> </ul> <b>Unsur Kebahasaan</b> <ul style="list-style-type: none"> <li>Kosakata dan tata bahasa dalam lirik lagu</li> </ul> | <ul style="list-style-type: none"> <li>Mengidentifikasi fungsi sosial dan memahami pesan moral lagu dan menghargai lagu sebagai karya Seni sesuai konteks.</li> <li>Merespon teks pesan dan memahami pesan moral lagu dan menghargai lagu sebagai karya Seni sesuai konteks.</li> </ul> | <ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> <li>Kerja keras</li> </ul> | <ul style="list-style-type: none"> <li>Membaca, menyimak, dan menirukan lirik lagu secara lisan.</li> <li>Menanyakan hal-hal yang tidak diketahui atau berbeda</li> <li>Menyebutkan pesan yang terkait dengan bagian-bagian tertentu</li> </ul> | <b>4 JP</b>   | <ul style="list-style-type: none"> <li>Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The</li> </ul> | <ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> <li>Penugasan</li> <li>Unjuk kerja</li> <li>Portofolio</li> </ul> |
| 4.8 Menangkap makna secara kontekstual  | <ul style="list-style-type: none"> <li>Ucapan, tekanan kata, intonasi,</li> </ul>   | <ul style="list-style-type: none"> <li>Menyebutkan teks pesan dan memahami pesan</li> </ul>   |  |   |               |  |   |

| Kompetensi Dasar  | Materi Pembelajaran  | Indikator   | Nilai Karakter  | Kegiatan Pembelajaran                                     | Alokasi Waktu | Sumber Belajar  | Penilaian |
|---|--|---|---|---|---------------|---|-----------|
| terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs | ejaan, tanda baca, dan tulisan tangan<br><b>Topik</b> <ul style="list-style-type: none"> <li>Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI.</li> </ul> | moral lagu dan menghargai lagu sebagai karya Seni sesuai konteks. <ul style="list-style-type: none"> <li>Menulis makna teks lagu dan Menangkap makna lagu.</li> </ul> | <ul style="list-style-type: none"> <li>Percaya diri</li> <li>Kerjasama</li> </ul> | - Melakukan refleksi tentang proses dan hasil belajarnya. |               | Bell, Kelas VII, Kemendikbud, Revisi Tahun 2013 <ul style="list-style-type: none"> <li>Kamus Bahasa Inggris</li> <li>Pengalaman peserta didik dan guru</li> </ul> |           |

## MATERI DESCRIPTIVE TEXT-DESCRIBING ANIMAL

### A. DEFINITION OF DESCRIPTIVE TEXT

Descriptive text is a text that describes a particular object in detail. Dalam bahasa Indonesianya, descriptive text atau teks deskripsi adalah sebuah teks yang mendeskripsikan objek tertentu secara rinci. Jadi, pada teks ini, kamu akan menggambarkan objek secara jelas. Bisa ukurannya, warna, bentuk, bau, dan lain sebagainya. Sedangkan Descriptive Text about Animal adalah teks yang mendeskripsikan hewan tertentu secara jelas.

### B. PURPOSE OF DESCRIPTIVE TEXT

The purpose of descriptive text is to describe an object in detail. Tujuan dari descriptive text adalah mendeskripsikan atau menggambarkan suatu objek secara detail (rinci). Objek-objek ini bisa berupa orang, hewan, benda, atau tempat.

Misalnya descriptive text tentang seekor hewan. Teks tersebut dapat memuat berbagai informasi tentang deskripsi fisik, makanan, habitat, asal usul, perkembangbiakkan, hingga fakta-fakta unik yang terkait.

Ingat, descriptive text hanya menjelaskan satu objek tertentu secara detail. Jadi, kalau kamu mau membuat sebuah descriptive text, kamu bisa menjelaskan ciri-ciri salah satu kucing peliharaanmu, bukan menjelaskan ciri-ciri kucing secara umum yang ada di dunia.

### C. STRUCTURE OF DESCRIPTIVE TEXT

Struktur descriptive text terdiri dari dua bagian, yaitu identification (identifikasi) dan description (deskripsi).

Bagian identification berisi pengenalan objek yang akan dideskripsikan. Contohnya seperti, ‘objek itu apa?’ atau ‘dari mana objek itu berasal?’. Sedangkan bagian description berisi penjelasan yang lebih spesifik dari objek yang sedang dideskripsikan. Di bagian ini, kamu bisa menjelaskan tentang penampilan maupun kepribadian objek tersebut.

### D. LANGUAGE FEATURES OF DESCRIPTIVE TEXT

Dalam menulis descriptive text, ada kaidah kebahasaan yang harus kamu gunakan. Language features of descriptive text terdiri dari tiga, yaitu Pronoun, Simple Present Tense (have/ has), dan Adjective.

### 1) Pronoun

| Kata Ganti            | Pronoun | To be (pasangan) | Contoh Kalimat    |
|-----------------------|---------|------------------|-------------------|
| Saya                  | I       | am               | I am a student    |
| Kamu                  | You     | are              | You are a student |
| Kita                  | We      | are              | We are students   |
| Mereka                | They    | are              | They are students |
| Dia (Laki-laki)       | He      | is               | He is a student   |
| Dia (Perempuan)       | She     | is               | She is a student  |
| Dia (benda/hewan/dll) | It      | is               | It is a cat       |

### 2) Have/ Has

| Subject | Have / Has |
|---------|------------|
| I       | Have       |
| You     | Have       |
| We      | Have       |
| They    | Have       |
| He      | Has        |
| She     | Has        |
| It      | Has        |

### 3) Adjective

DESCRIBING ANIMAL - MATERI KELAS VII CHAPTER 5

### ANIMAL CHARACTER

| Character | Meaning      | Character   | Meaning             |
|-----------|--------------|-------------|---------------------|
| Adorable  | Menggemaskan | Short       | Pendek              |
| Cute      | Lucu         | Carnivorous | Karnivora           |
| Tame      | Jinak        | Herbivorous | Herbivora           |
| Wild      | Liar         | Poisonous   | Beracun             |
| Big       | Besar        | Domestic    | ditemakan           |
| Small     | Kecil        | Nocturnal   | Aktif di malam hari |
| Long      | Panjang      | Scaly       | Bersisik            |

0:51 / 5:00

## E. DESCRIBING ANIMALS (MENGGA MBARKAN BINATANG)

DESCRIBING ANIMAL - MATERI KELAS VII CHAPTER 5

### How to describe

Has + noun/NP

Is + adjective/NP

It

Key words

1:14 / 5:00

### How to describe (Bagaimana Cara Menggambarkan):

Dengan menggunakan rumus:

a. It + is + adjective / Noun Phrase

Cth: It is big (Binatang ini badannya besar)

It is carnivorous (Binatang ini jenisnya karnivora)

It is wild (Binatang ini buas)

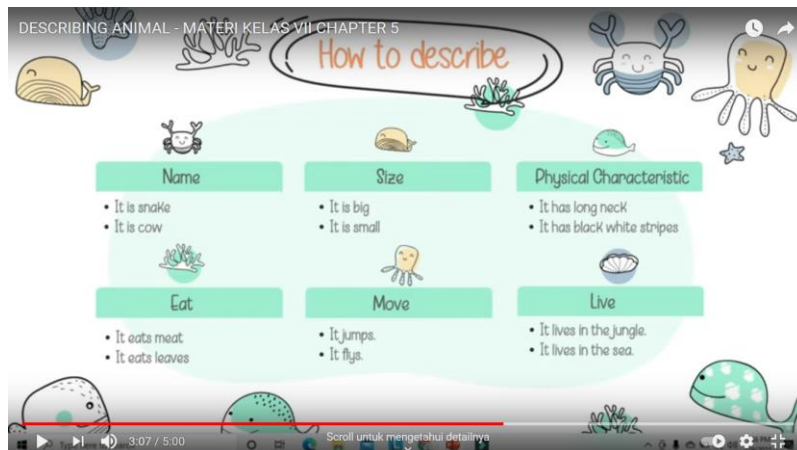
b. It + has + noun / Noun Phrase

Cth: It has long body (Binatang ini mempunyai badan yang panjang)

It has long neck (Binatang ini lehernya panjang)

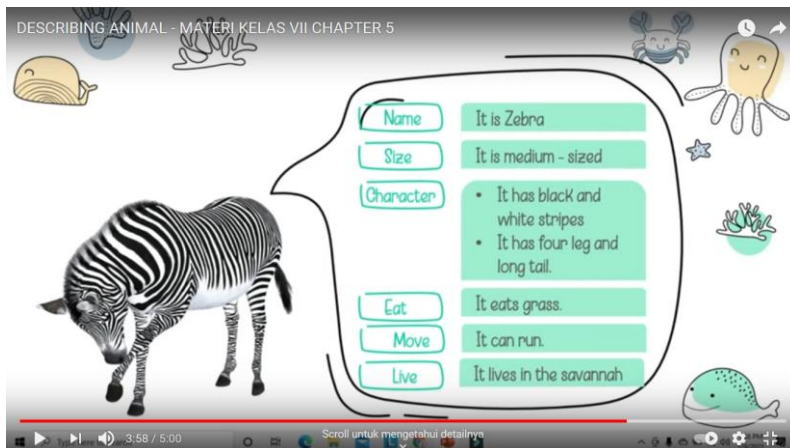
It has four leg (Binatang ini mempunyai empat kaki)

It has trunk (Binatang ini mempunyai belalai)



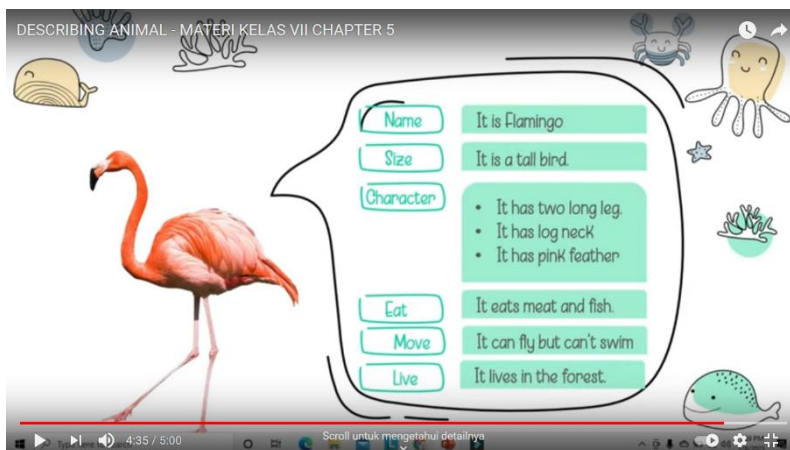
Jika kita ingin menggambarkan binatang maka yang kita ceritakan adalah:

1. Name (Nama)
  - Cth: It is a snake (Ini adalah seekor ular)
  - It is a cow (Ini adalah seekor sapi)
2. Size (Ukuran)
  - Cth: It is big (Ukuran binatang ini besar)
  - It is small (Ukuran binatang ini kecil)
3. Physical Characteristic (Ciri-ciri Fisik)
  - Cth: It has long neck (Lehernya panjang)
  - It has black and white stripes  
(Binatang ini memiliki corak yang berwarna hitam dan putih)
4. Eat (Pemakan)
  - Cth: It eats meat (Binatang ini pemakan daging)
  - It eats leaves (Binatang ini pemakan daun)
5. Move (Gerakan)
  - Cth: It jumps (Binatang ini melompat)
  - It flies (Binatang ini terbang)
6. Live (Tinggal)
  - Cth: It lives in the jungle (Binatang ini hidup di hutan)
  - It lives in the sea (Binatang ini hidup dilaut)



### How to Describe a Zebra

- Name (Nama) : It is a zebra (ini adalah seekor Zebra)
- Size (Ukuran) : It is medium sized (Ukurannya sedang)
- Character (Sifat) :
  - It has black and white stripes (Binatang ini memiliki corak hitam dan putih)
  - It has four leg and long tail (Binatang ini memiliki 4 kaki dan ekor) yang panjang
- Eat (Konsumsi) : It eats grass (Binatang ini pemakan rumput)
- Move (Gerakan) : It can run (Binatang ini bisa berlari)
- Live (Tempat tinggal) : It lives in the savannah (Binatang ini tinggal di padang savannah)



### How to Describe a Flamingo

- Name (Nama) : It is a flamingo (Ini adalah seekor burung bangau)
- Size (Ukuran) : It is a tall bird (Burung ini tinggi)
- Character (Sifat) :
  - It has two long leg (Kedua kakinya panjang)
  - It has long neck (Lehernya panjang)



- It has pink feather (Bulunya berwarna pink)
- d. Eat (Konsumsi) : It eats meat and fish (Binatang ini pemakan daging dan ikan)
- e. Move (Gerakan) : It can fly but can't swim (Burung ini bisa terbang tetapi tidak bisa berenang)
- f. Live (Tempat tinggal) : It lives in the forest (Binatang ini tinggal di hutan)

Sumber:

- Bahan ajar kelas 7 materi Descriptive Text di sekolah penelitian dilaksanakan (disusun oleh Ibu Ninik Puji, S. Pd)
- Silabus Bahasa Inggris kelas VII (Kemendikbud)
- Modul pembelajaran Descriptive Text oleh guru MTsN 1 Kab. Malang
- LKS Pembelajaran Bhs. Inggris Siswa Kelas VII
- <https://www.ruangguru.com/blog/bahasa-inggris-kelas-7-pengertian-tujuan-ciri-ciri-dan-struktur-descriptive-text>
- <https://www.zenius.net/blog/descriptive-text>
- Youtube: VK's Project, Miss Nita, Kartika Adha, QQ Chasanah, Desti Manik, ALKAPRO TV, Top Free Intro

## EXERCISES

1. He ..... a handsome boy.
  - a. are
  - b. am
  - c. she
  - d. is
2. They ..... teachers.
  - a. she
  - b. am
  - c. are
  - d. is
3. .... is so beautiful.
  - a. are
  - b. is
  - c. am
  - d. she
4. My father ..... a new car.
  - a. have
  - b. has
  - c. had
  - d. is
5. They don't ..... 3 pillows.
  - a. had
  - b. is
  - c. have
  - d. has
6. It ..... soft fur.
  - a. has
  - b. is
  - c. had

- d. have
- 7. Elephant is a ..... animal
  - a. big
  - b. wild
  - c. slow
  - d. small
- 8. Crocodile is an.....
  - a. mammals
  - b. tame
  - c. amphibi
  - d. fast
- 9. Tiger is a ..... animal
  - a. slow
  - b. herbivore
  - c. small
  - d. fast

**Text for number 10-12.**

**Read the Descriptive Text below and then answer the questions!**

My favorite animal is rabbit. I like rabbits because they look cute and they are cuddly. So last week, I finally bought a rabbit for my pet.

I call her Bunny. She has long ears and big round eyes. Its tail looks like a fluffy ball which is stuck to its bum. Its fur feels so soft and clean.

My rabbit likes to eat carrots, lettuce and fruits like apples.

- 10. From the descriptive text above, which one is called Identification?
  - a. Paragraph 1
  - b. Paragraph 2
  - c. Paragraph 3

11. Why is the writer love the rabbits? She likes rabbits because ....

- a. Rabbits eat carrots
- b. Rabbits has round eyes
- c. Rabbits are cute and cuddly
- d. The rabbit is Bunny

12. What does the rabbits eat?

- a. Rabbits eat meat
- b. Rabbits eat egg
- c. Rabbits eat fish
- d. Rabbits eat carrot

### **Appendix 3**

3.1 Research Instrument

3.2 Validation Result

### LEMBAR EVALUASI UNTUK AHLI MATERI

Judul Penelitian : Developing Android-based Learning Media in Descriptive Text about Animal

Sasaran Program : Siswa SMP/ MTs kelas 7

Mata Pelajaran : Bahasa Inggris

Peneliti : Nur Hidayatul Fatihah

Ahli Materi : Harir Mubarak, M. Pd

Petunjuk :

1. Lembar evaluasi ini dimaksudkan untuk mendapatkan informasi dari Ibu/ Bapak sebagai Ahli Materi mengenai kualitas materi pembelajaran yang dikembangkan pada Media Pembelajaran Bahasa Inggris berbasis Aplikasi Android.
2. Pendapat, Penilaian, saran dan kritik Ibu/ Bapak akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas media pembelajaran ini.
3. Sehubungan dengan hal tersebut, dimohon Ibu/ Bapak memberikan penilaian pada setiap pertanyaan dalam lembar evaluasi dengan memberikan tanda check (√) pada kolom yang tersedia.

Keterangan :

5 = Sangat Setuju

4 = Setuju

3 = Netral

2 = Tidak Setuju

1 = Sangat Tidak Setuju

4. Komentar dan Saran Ibu/ Bapak mohon dituliskan pada kolom yang telah disediakan.
5. Atas bantuan kesediaan Ibu/ Bapak untuk mengisi lembar evaluasi ini, saya ucapkan terima kasih.

## A. PENILAIAN MEDIA

| No.                 | Indikator  | Penilaian |   |   |   |   |
|---------------------|--|-----------|---|---|---|---|
|                     |  | 1         | 2 | 3 | 4 | 5 |
| <b>ASPEK MATERI</b> |  |           |   |   |   |   |
| 1                   | Tujuan pembelajaran dirumuskan dengan jelas                            |           |   |   |   |   |
| 2                   | Materi yang disampaikan sesuai dengan KI dan KD                        |           |   |   |   |   |
| 3                   | Materi yang disampaikan sesuai dengan tujuan pembelajaran              |           |   |   |   |   |
| 4                   | Materi disampaikan secara sistematis                                   |           |   |   |   |   |
| 5                   | Materi yang disampaikan dikemas secara menarik                         |           |   |   |   |   |
| 6                   | Materi yang disajikan mudah dipahami                                   |           |   |   |   |   |
| <b>ASPEK SOAL</b>   |  |           |   |   |   |   |
| 7                   | Soal dirumuskan dengan jelas   |           |   |   |   |   |
| 8                   | Soal sesuai dengan teori dan konsep                                    |           |   |   |   |   |
| 9                   | Kunci jawaban sesuai dengan soal                                       |           |   |   |   |   |
| 10                  | Terdapat umpan balik terhadap hasil evaluasi                           |           |   |   |   |   |
| 11                  | Evaluasi konsisten dengan tujuan pembelajaran                          |           |   |   |   |   |
| <b>ASPEK BAHASA</b> |  |           |   |   |   |   |
| 12                  | Bahasa yang digunakan dalam media komunikatif                          |           |   |   |   |   |
| 13                  | Bahasa yang digunakan dalam media mudah dipahami                       |           |   |   |   |   |
| 14                  | Bahasa yang digunakan dalam media memiliki struktur kalimat yang jelas |           |   |   |   |   |
| 15                  | Struktur bahasa sesuai dengan grammar                                  |           |   |   |   |   |
| 16                  | Istilah dan pertanyaan yang digunakan tepat dan sesuai                 |           |   |   |   |   |

## B. KEBENARAN MEDIA

Petunjuk:

1. Apabila ada kesalahan atau kekurangan pada media dan materi, mohon untuk dituliskan jenis kesalahan atau kekurangan pada kolom (a)

2. Kemudian mohon diberikan saran perbaikan pada kolom (b)

| No. | Jenis Kesalahan (a) | Saran Perbaikan (b) |
|-----|---------------------|---------------------|
|     |                     |                     |

**C. KOMENTAR DAN SARAN**

.....  
.....  
.....  
.....  
.....

**KESIMPULAN**

Media ini dinyatakan \*):

- 1. Layak digunakan untuk penelitian tanpa uji coba
- 2. Layak digunakan untuk penelitian dengan revisi
- 3. Tidak layak digunakan untuk penelitian

\*) Pilih salah satu dengan melingkari kesimpulan yang sesuai

Malang, .....  
Ahli Materi,

Harir Mubarok, M. Pd  
NIP. 19870708201802011152



## LEMBAR EVALUASI UNTUK AHLI MEDIA

Judul Penelitian : Developing Android-based Learning Media in Descriptive Text about Animal

Sasaran Program : Siswa SMP/ MTs kelas 7

Mata Pelajaran : Bahasa Inggris

Peneliti : Nur Hidayatul Fatihah

Ahli Media : Galih Puji Mulyoto, M. Pd

Petunjuk :

1. Lembar evaluasi ini dimaksudkan untuk mendapatkan informasi dari Ibu/ Bapak sebagai Ahli Media mengenai kualitas media pembelajaran yang dikembangkan pada Media Pembelajaran Bahasa Inggris berbasis Aplikasi Android.
2. Pendapat, Penilaian, saran dan kritik Ibu/ Bapak akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas media pembelajaran ini.
3. Sehubungan dengan hal tersebut, dimohon Ibu/ Bapak memberikan penilaian pada setiap pertanyaan dalam lembar evaluasi dengan memberikan tanda check (√) pada kolom yang tersedia.

Keterangan :

5 = Sangat Setuju

4 = Setuju

3 = Netral

2 = Tidak Setuju

1 = Sangat Tidak Setuju

4. Komentar dan Saran Ibu/ Bapak mohon dituliskan pada kolom yang telah disediakan.
5. Atas bantuan kesediaan Ibu/ Bapak untuk mengisi lembar evaluasi ini, saya ucapkan terima kasih.

## A. PENILAIAN MEDIA

| No.                            | Indikator   | Penilaian |   |   |   |   |
|--------------------------------|---|-----------|---|---|---|---|
|                                |   | 1         | 2 | 3 | 4 | 5 |
| <b>ASPEK PERANGKAT LUNAK</b>   |   |           |   |   |   |   |
| 1                              | File aplikasi tidak besar   |           |   |   |   |   |
| 2                              | Aplikasi tidak berjalan lambat                                    |           |   |   |   |   |
| 3                              | Aplikasi tidak berhenti saat pengoperasian                        |           |   |   |   |   |
| 4                              | Aplikasi dapat dijalankan di android operating system dengan baik |           |   |   |   |   |
| 5                              | Dilengkapi petunjuk menjalankan aplikasi                          |           |   |   |   |   |
| 6                              | Memiliki alur penggunaan aplikasi yang jelas                      |           |   |   |   |   |
| 7                              | Pengoperasian sederhana   |           |   |   |   |   |
| <b>ASPEK KOMUNIKASI VISUAL</b> |   |           |   |   |   |   |
| 8                              | Pengguna dapat berinteraksi dengan aplikasi                       |           |   |   |   |   |
| 9                              | Kreatif dalam menuangkan ide gagasan                              |           |   |   |   |   |
| 10                             | Tampilan yang digunakan dalam aplikasi menarik                    |           |   |   |   |   |
| 11                             | Penggunaan font tulisan dapat dibaca dengan baik                  |           |   |   |   |   |
| 12                             | Warna yang disajikan dalam aplikasi sudah tepat                   |           |   |   |   |   |
| 13                             | Tombol sederhana  |           |   |   |   |   |
| 14                             | Tombol berfungsi dengan baik                                      |           |   |   |   |   |
| 15                             | Gambar yang digunakan dapat membantu pembelajaran                 |           |   |   |   |   |

## B. KEBENARAN MEDIA

Petunjuk:

1. Apabila ada kesalahan atau kekurangan pada media dan materi, mohon untuk dituliskan jenis kesalahan atau kekurangan pada kolom (a)
2. Kemudian mohon diberikan saran perbaikan pada kolom (b)

| No. | Jenis Kesalahan (a) | Saran Perbaikan (b) |
|-----|---------------------|---------------------|
|     |                     |                     |

**C. KOMENTAR DAN SARAN**

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**KESIMPULAN**

Media ini dinyatakan \*):

1. Layak digunakan untuk penelitian tanpa uji coba
2. Layak digunakan untuk penelitian dengan revisi
3. Tidak layak digunakan untuk penelitian

\*) Pilih salah satu dengan melingkari kesimpulan yang sesuai

Malang, .....

Ahli Media,

Galih Puji Mulyoto, M. Pd

NIP. 19880322201802011146

## LEMBAR EVALUASI UNTUK GURU

Judul Penelitian : Developing Android-based Learning Media in Descriptive Text about Animal

Sasaran Program : Siswa SMP/ MTs kelas 7

Mata Pelajaran : Bahasa Inggris

Peneliti : Nur Hidayatul Fatihah

Guru Mata Pelajaran : Ninik Puji, S. Pd

Petunjuk :

1. Lembar evaluasi ini dimaksudkan untuk mendapatkan informasi dari Ibu sebagai Guru Mata Pelajaran Bahasa Inggris mengenai kualitas materi pembelajaran yang dikembangkan pada Media Pembelajaran Bahasa Inggris berbasis Aplikasi Android.
2. Pendapat, Penilaian, saran dan kritik Ibu akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas media pembelajaran ini.
3. Sehubungan dengan hal tersebut, dimohon Ibu memberikan penilaian pada setiap pertanyaan dalam lembar evaluasi dengan memberikan tanda check (√) pada kolom yang tersedia.

Keterangan :

5 = Sangat Setuju

4 = Setuju

3 = Netral

2 = Tidak Setuju

1 = Sangat Tidak Setuju

4. Komentar dan Saran Ibu mohon dituliskan pada kolom yang telah disediakan.
5. Atas bantuan kesediaan Ibu untuk mengisi lembar evaluasi ini, saya ucapkan terima kasih.

### A. PENILAIAN MEDIA

| No.                 | Indikator  | Penilaian |   |   |   |   |
|---------------------|--|-----------|---|---|---|---|
|                     |  | 1         | 2 | 3 | 4 | 5 |
| <b>ASPEK MATERI</b> |  |           |   |   |   |   |
| 1                   | Tujuan pembelajaran dirumuskan dengan jelas                            |           |   |   |   |   |
| 2                   | Materi yang disampaikan sesuai dengan KI dan KD                        |           |   |   |   |   |
| 3                   | Materi yang disampaikan sesuai dengan tujuan pembelajaran              |           |   |   |   |   |
| 4                   | Materi disampaikan secara sistematis                                   |           |   |   |   |   |
| 5                   | Materi yang disampaikan dikemas secara menarik                         |           |   |   |   |   |
| 6                   | Materi yang disajikan mudah dipahami                                   |           |   |   |   |   |
| <b>ASPEK SOAL</b>   |  |           |   |   |   |   |
| 7                   | Soal dirumuskan dengan jelas   |           |   |   |   |   |
| 8                   | Soal sesuai dengan teori dan konsep                                    |           |   |   |   |   |
| 9                   | Kunci jawaban sesuai dengan soal                                       |           |   |   |   |   |
| 10                  | Terdapat umpan balik terhadap hasil evaluasi                           |           |   |   |   |   |
| 11                  | Evaluasi konsisten dengan tujuan pembelajaran                          |           |   |   |   |   |
| <b>ASPEK BAHASA</b> |  |           |   |   |   |   |
| 12                  | Bahasa yang digunakan dalam media komunikatif                          |           |   |   |   |   |
| 13                  | Bahasa yang digunakan dalam media mudah dipahami                       |           |   |   |   |   |
| 14                  | Bahasa yang digunakan dalam media memiliki struktur kalimat yang jelas |           |   |   |   |   |
| 15                  | Struktur bahasa sesuai dengan grammar                                  |           |   |   |   |   |
| 16                  | Istilah dan pertanyaan yang digunakan tepat dan sesuai                 |           |   |   |   |   |

B. KOMENTAR DAN SARAN

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Malang, .....  
Guru Bahasa Inggris,

.....  
NIP.

## LEMBAR EVALUASI UNTUK SISWA

Judul Penelitian : Developing Android-based Learning Media in Descriptive Text about Animal

Sasaran Program : Siswa SMP/ MTs kelas 7

Mata Pelajaran : Bahasa Inggris

Peneliti : Nur Hidayatul Fatimah

Siswa :

Petunjuk :

1. Lembar evaluasi ini dimaksudkan untuk mendapatkan informasi dari siswa sebagai pengguna aplikasi pembelajaran yang dikembangkan pada Media Pembelajaran Bahasa Inggris berbasis Aplikasi Android.
2. Pendapat, Penilaian, saran dan kritik akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas media pembelajaran ini.
3. Sehubungan dengan hal tersebut, dimohon memberikan penilaian pada setiap pertanyaan dalam lembar evaluasi dengan memberikan tanda check (√) pada kolom yang tersedia.

Keterangan :

SS = Sangat Setuju

S = Setuju

N = Netral

TS = Tidak Setuju

STS = Sangat Tidak Setuju

4. Pengisian ini tidak berpengaruh pada nilai, jadi diharapkan tidak ada rekayasa dan diisi sejujur jujurnya.
5. Atas bantuan kesediaan untuk mengisi lembar evaluasi ini, saya ucapkan terima kasih.

### A. PENILAIAN MEDIA

| No.                              | Indikator   | Penilaian |    |   |   |    |
|----------------------------------|---|-----------|----|---|---|----|
|                                  |   | STS       | TS | N | S | SS |
| <b>ASPEK PERANGKAT LUNAK</b>     |   |           |    |   |   |    |
| 1                                | Aplikasi pembelajaran dapat diinstall dengan mudah            |           |    |   |   |    |
| 2                                | Aplikasi memiliki petunjuk install yang jelas                 |           |    |   |   |    |
| 3                                | Aplikasi pembelajaran memiliki petunjuk penggunaan yang jelas |           |    |   |   |    |
| 4                                | Aplikasi tidak hang (berhenti) saat digunakan                 |           |    |   |   |    |
| 5                                | Pengoperasian sederhana                                       |           |    |   |   |    |
| <b>ASPEK DESAIN PEMBELAJARAN</b> |   |           |    |   |   |    |
| 6                                | Materi yang disajikan dalam aplikasi mudah dipahami           |           |    |   |   |    |
| 7                                | Pembahasan contoh soal dalam game jelas                       |           |    |   |   |    |
| 8                                | Bahasa yang digunakan mudah dipahami dan komunikatif          |           |    |   |   |    |
| 9                                | Aplikasi ini dapat menumbuhkan motivasi belajar               |           |    |   |   |    |
| 10                               | Alur penyampaian materi dalam aplikasi runtut dan jelas       |           |    |   |   |    |
| 11                               | Perumusan soal mudah dipahami                                 |           |    |   |   |    |
| 12                               | Soal dalam aplikasi mudah dipahami                            |           |    |   |   |    |
| 13                               | Adanya umpan balik ketika menjawab soal                       |           |    |   |   |    |
| <b>ASPEK KOMUNIKASI VISUAL</b>   |   |           |    |   |   |    |
| 14                               | Tulisan dapat dibaca dengan jelas                             |           |    |   |   |    |
| 15                               | Tampilan aplikasi atraktif dan menarik                        |           |    |   |   |    |
| 16                               | Petunjuk arah/ tombol dalam aplikasi sederhana                |           |    |   |   |    |
| 17                               | Petunjuk arah/ tombol berfungsi dengan baik                   |           |    |   |   |    |
| 18                               | Gambar yang diberikan menarik dan sesuai dengan materi        |           |    |   |   |    |



B. KOMENTAR DAN SARAN

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Malang, .....

Siswa,

.....

NIS.

## Appendix 3. 2 Validation Result

### LEMBAR EVALUASI UNTUK AHLI MATERI

Judul Penelitian : Developing Android-based Learning Media in Descriptive Text Material for Seventh Grade  
Sasaran Program : Siswa SMP/ MTs kelas 7  
Mata Pelajaran : Bahasa Inggris  
Peneliti : Nur Hidayatul Fatimah  
Ahli Materi : Harir Mubarok, M. Pd  
Petunjuk :

1. Lembar evaluasi ini dimaksudkan untuk mendapatkan informasi dari Ibu/ Bapak sebagai Ahli Materi mengenai kualitas materi pembelajaran yang dikembangkan pada Media Pembelajaran Bahasa Inggris berbasis Aplikasi Android.
2. Pendapat, Penilaian, saran dan kritik Ibu/ Bapak akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas media pembelajaran ini.
3. Sehubungan dengan hal tersebut, dimohon Ibu/ Bapak memberikan penilaian pada setiap pertanyaan dalam lembar evaluasi dengan memberikan tanda check (√) pada kolom yang tersedia.

Keterangan :

5 = Sangat Setuju

4 = Setuju

3 = Netral

2 = Tidak Setuju

1 = Sangat Tidak Setuju

4. Komentar dan Saran Ibu/ Bapak mohon dituliskan pada kolom yang telah disediakan.
5. Atas bantuan kesediaan Ibu/ Bapak untuk mengisi lembar evaluasi ini, saya ucapkan terima kasih.

**A. PENILAIAN MEDIA**

| No.                 | Indikator  | Penilaian |   |   |   |   |
|---------------------|--|-----------|---|---|---|---|
|                     |  | 1         | 2 | 3 | 4 | 5 |
| <b>ASPEK MATERI</b> |  |           |   |   |   |   |
| 1                   | Tujuan pembelajaran dirumuskan dengan jelas                            |           |   |   |   | ✓ |
| 2                   | Materi yang disampaikan sesuai dengan KI dan KD                        |           |   |   |   | ✓ |
| 3                   | Materi yang disampaikan sesuai dengan tujuan pembelajaran              |           |   |   |   | ✓ |
| 4                   | Materi disampaikan secara sistematis                                   |           |   |   |   | ✓ |
| 5                   | Materi yang disampaikan dikemas secara menarik                         |           |   |   |   | ✓ |
| 6                   | Materi yang disajikan mudah dipahami                                   |           |   |   |   | ✓ |
| <b>ASPEK SOAL</b>   |  |           |   |   |   |   |
| 7                   | Soal dirumuskan dengan jelas   |           |   |   |   | ✓ |
| 8                   | Soal sesuai dengan teori dan konsep                                    |           |   |   |   | ✓ |
| 9                   | Kunci jawaban sesuai dengan soal                                       |           |   |   |   | ✓ |
| 10                  | Terdapat umpan balik terhadap hasil evaluasi                           |           |   |   |   | ✓ |
| 11                  | Evaluasi konsisten dengan tujuan pembelajaran                          |           |   |   |   | ✓ |
| <b>ASPEK BAHASA</b> |  |           |   |   |   |   |
| 12                  | Bahasa yang digunakan dalam media komunikatif                          |           |   |   |   | ✓ |
| 13                  | Bahasa yang digunakan dalam media mudah dipahami                       |           |   |   |   | ✓ |
| 14                  | Bahasa yang digunakan dalam media memiliki struktur kalimat yang jelas |           |   |   |   | ✓ |
| 15                  | Struktur bahasa sesuai dengan grammar                                  |           |   |   | ✓ |   |
| 16                  | Istilah dan pertanyaan yang digunakan tepat dan sesuai                 |           |   |   | ✓ |   |

**B. KEBENARAN MEDIA**

Petunjuk:

1. Apabila ada kesalahan atau kekurangan pada media dan materi, mohon untuk dituliskan jenis kesalahan atau kekurangan pada kolom (a)
2. Kemudian mohon diberikan saran perbaikan pada kolom (b)

| No. | Jenis Kesalahan (a) | Saran Perbaikan (b) |
|-----|---------------------|---------------------|
|-----|---------------------|---------------------|

|          |  |
|----------|--|
| Evaluasi | Perlu ditambahkan fitur auto koreksi, sehingga siswa dapat mengetahui nilai secara langsung. |
|----------|--|

**C. KOMENTAR DAN SARAN**

Saya sangat senang dengan aplikasi ini, karena membantu siswa dalam memahami materi deskriptif. Adapun saran yakni perlu adanya kelanjutan pengembangan aplikasi, seperti materi yang bervariasi, sistem auto koreksi, dan level kesulitan di kemudian hari.

**D. KESIMPULAN**

Media ini dinyatakan \*):

1. Layak digunakan untuk penelitian tanpa uji coba
2. Layak digunakan untuk penelitian dengan revisi
3. Tidak layak digunakan untuk penelitian

\*) Pilih salah satu dengan melingkari kesimpulan yang sesuai

Malang, 7 Juni 2022

Ahli Materi,

Harir Mubarok, M. Pd

NIP. 19870708201802011152

## LEMBAR EVALUASI UNTUK GURU

Judul Penelitian : Developing Android-based Learning Media in Descriptive Text about Animal  
Sasaran Program : Siswa SMP/ MTs kelas 7  
Mata Pelajaran : Bahasa Inggris  
Peneliti : Nur Hidayatul Fatihah  
Guru Mata Pelajaran : Ninik Puji, S. Pd  
Petunjuk :

1. Lembar evaluasi ini dimaksudkan untuk mendapatkan informasi dari Ibu sebagai Guru Mata Pelajaran Bahasa Inggris mengenai kualitas materi pembelajaran yang dikembangkan pada Media Pembelajaran Bahasa Inggris berbasis Aplikasi Android.
2. Pendapat, Penilaian, saran dan kritik Ibu akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas media pembelajaran ini.
3. Sehubungan dengan hal tersebut, dimohon Ibu memberikan penilaian pada setiap pertanyaan dalam lembar evaluasi dengan memberikan tanda check (✓) pada kolom yang tersedia.

Keterangan :

5 = Sangat Setuju

4 = Setuju

3 = Netral

2 = Tidak Setuju

1 = Sangat Tidak Setuju

4. Komentar dan Saran Ibu mohon dituliskan pada kolom yang telah disediakan.
5. Atas bantuan kesediaan Ibu untuk mengisi lembar evaluasi ini, saya ucapkan terima kasih.

### A. PENILAIAN MEDIA

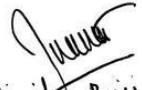
| No.                 | Indikator  | Penilaian |   |   |   |   |
|---------------------|--|-----------|---|---|---|---|
|                     |  | 1         | 2 | 3 | 4 | 5 |
| <b>ASPEK MATERI</b> |  |           |   |   |   |   |
| 1                   | Tujuan pembelajaran dirumuskan dengan jelas                            |           |   |   | ✓ |   |
| 2                   | Materi yang disampaikan sesuai dengan KI dan KD                        |           |   |   | ✓ |   |
| 3                   | Materi yang disampaikan sesuai dengan tujuan pembelajaran              |           |   |   |   | ✓ |
| 4                   | Materi disampaikan secara sistematis                                   |           |   |   |   | ✓ |
| 5                   | Materi yang disampaikan dikemas secara menarik                         |           |   |   |   | ✓ |
| 6                   | Materi yang disajikan mudah dipahami                                   |           |   |   |   | ✓ |
| <b>ASPEK SOAL</b>   |  |           |   |   |   |   |
| 7                   | Soal dirumuskan dengan jelas   |           |   |   | ✓ |   |
| 8                   | Soal sesuai dengan teori dan konsep                                    |           |   |   | ✓ |   |
| 9                   | Kunci jawaban sesuai dengan soal                                       |           |   |   |   | ✓ |
| 10                  | Terdapat umpan balik terhadap hasil evaluasi                           |           |   |   |   | ✓ |
| 11                  | Evaluasi konsisten dengan tujuan pembelajaran                          |           |   |   | ✓ |   |
| <b>ASPEK BAHASA</b> |  |           |   |   |   |   |
| 12                  | Bahasa yang digunakan dalam media komunikatif                          |           |   |   |   | ✓ |
| 13                  | Bahasa yang digunakan dalam media mudah dipahami                       |           |   |   |   | ✓ |
| 14                  | Bahasa yang digunakan dalam media memiliki struktur kalimat yang jelas |           |   |   |   | ✓ |
| 15                  | Struktur bahasa sesuai dengan grammar                                  |           |   |   |   | ✓ |
| 16                  | Istilah dan pertanyaan yang digunakan tepat dan sesuai                 |           |   |   |   | ✓ |

B. KOMENTAR DAN SARAN

Diberikan untuk menambah materi pengetahuan  
binatang (Nama? binatang) dalam bahasa  
Inggris dan jenis binatangnya apakah termasuk  
binatang jinak, binatang buas / liar kemudian  
apakah termasuk binatang peliharaan / binatang  
jinak / binatang buas

Malang, 25 Mei 2022

Guru Bahasa Inggris,



Ninik Pujiati Dewi, S.Pd.

NIP. 197910162005012006

## LEMBAR EVALUASI UNTUK AHLI MEDIA

Judul Penelitian : Developing Android-based Learning Media in Descriptive Text Material about Animal  
Sasaran Program : Siswa SMP/ MTs kelas 7  
Mata Pelajaran : Bahasa Inggris  
Peneliti : Nur Hidayatul Fatimah  
Ahli Media : Galih Puji Mulyoto, M. Pd  
Petunjuk :

1. Lembar evaluasi ini dimaksudkan untuk mendapatkan informasi dari Bapak sebagai Ahli Media mengenai kualitas media pembelajaran yang dikembangkan pada Media Pembelajaran Bahasa Inggris berbasis Aplikasi Android.
2. Pendapat, Penilaian, saran dan kritik Bapak akan sangat bermanfaat untuk memperbaiki dan meningkatkan kualitas media pembelajaran ini.
3. Sehubungan dengan hal tersebut, dimohon Ibu/ Bapak memberikan penilaian pada setiap pertanyaan dalam lembar evaluasi dengan memberikan tanda check (✓) pada kolom yang tersedia.

Keterangan :

5 = Sangat Setuju

4 = Setuju

3 = Netral

2 = Tidak Setuju

1 = Sangat Tidak Setuju

4. Komentar dan Saran Bapak mohon dituliskan pada kolom yang telah disediakan.
5. Atas bantuan kesediaan Bapak untuk mengisi lembar evaluasi ini, saya ucapkan terima kasih.



**A. PENILAIAN MEDIA**

| No.                            | Indikator   | Penilaian |   |   |   |   |
|--------------------------------|---|-----------|---|---|---|---|
|                                |   | 1         | 2 | 3 | 4 | 5 |
| <b>ASPEK PERANGKAT LUNAK</b>   |   |           |   |   |   |   |
| 1                              | File aplikasi tidak besar   |           |   |   |   | ✓ |
| 2                              | Aplikasi tidak berjalan lambat                                    |           |   |   | ✓ | ✓ |
| 3                              | Aplikasi tidak berhenti saat pengoperasian                        |           |   |   |   | ✓ |
| 4                              | Aplikasi dapat dijalankan di android operating system dengan baik |           |   |   |   | ✓ |
| 5                              | Dilengkapi petunjuk menjalankan aplikasi                          |           |   |   |   | ✓ |
| 6                              | Memiliki alur penggunaan aplikasi yang jelas                      |           |   |   | ✓ | ✓ |
| 7                              | Pengoperasian sederhana   |           |   |   |   | ✓ |
| <b>ASPEK KOMUNIKASI VISUAL</b> |   |           |   |   |   |   |
| 8                              | Pengguna dapat berinteraksi dengan aplikasi                       |           |   |   |   | ✓ |
| 9                              | Kreatif dalam menuangkan ide gagasan                              |           |   |   |   | ✓ |
| 10                             | Tampilan yang digunakan dalam aplikasi menarik                    |           |   |   |   | ✓ |
| 11                             | Penggunaan font tulisan dapat dibaca dengan baik                  |           |   |   |   | ✓ |
| 12                             | Warna yang disajikan dalam aplikasi sudah tepat                   |           |   |   |   | ✓ |
| 13                             | Tombol sederhana  |           |   |   |   | ✓ |
| 14                             | Tombol berfungsi dengan baik                                      |           |   |   | ✓ | ✓ |
| 15                             | Gambar yang digunakan dapat membantu pembelajaran                 |           |   |   | ✓ | ✓ |

**B. KEBENARAN MEDIA**

Petunjuk:

1. Apabila ada kesalahan atau kekurangan pada media dan materi, mohon untuk dituliskan jenis kesalahan atau kekurangan pada kolom (a)
2. Kemudian mohon diberikan saran perbaikan pada kolom (b)

| No. | Jenis Kesalahan (a) | Saran Perbaikan (b) |
|-----|---------------------|---------------------|
|     |                     |                     |

### C. KOMENTAR DAN SARAN

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### D. KESIMPULAN

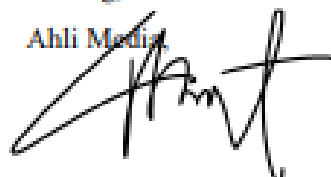
Media ini dinyatakan \*):

1. Layak digunakan untuk penelitian tanpa uji coba
2. Layak digunakan untuk penelitian dengan revisi
3. Tidak layak digunakan untuk penelitian

\*) Pilih salah satu dengan melingkari kesimpulan yang sesuai

Malang, 9 Desember 2022

Ahli Media



Galih Puji Mulyoto, M. Pd

NIP. 19880322201802011146

## **Appendix 4**

4.1 Expert Validation Questionnaire Scoring Recapitulation

4.2 Recapitulation of Student Assessment Questionnaire Scoring

**Appendix 4. 1 Expert Validation Questionnaire Scoring Recapitulation**

**VALIDATION RESULTS FROM MATERIAL EXPERT**

| No.                                     | Expert Name          | Material Aspect   |   |   |   |   |   | Exercise Aspect |   |   |    |    | Language Aspect |    |    |    |    |
|---|----------------------|---|---|---|---|---|---|-----------------|---|---|----|----|-----------------|----|----|----|----|
|   |                      | 1   | 2 | 3 | 4 | 5 | 6 | 7               | 8 | 9 | 10 | 11 | 12              | 13 | 14 | 15 | 16 |
| 1.                                      | Harir Mubarok, M. Pd | 5   | 5 | 5 | 5 | 5 | 5 | 5               | 5 | 5 | 5  | 5  | 5               | 5  | 5  | 4  | 4  |
| 2.                                      | Ninik Puji, S. Pd    | 4   | 4 | 5 | 5 | 5 | 5 | 4               | 4 | 5 | 5  | 4  | 5               | 5  | 5  | 5  | 5  |
| <b>Total (<math>\sum x</math>)</b>      |                      | 58  |   |   |   |   |   | 47              |   |   |    |    | 48              |    |    |    |    |
| <b>Average (<math>\bar{X}</math>)</b>   |                      | 4.83  |   |   |   |   |   | 4.70            |   |   |    |    | 4.80            |    |    |    |    |
| <b>Overall Average (<math>X</math>)</b> |                      | <b>4.77</b>   |   |   |   |   |   |                 |   |   |    |    |                 |    |    |    |    |
| <b>Category</b>                         |                      | <b>Very Feasible</b> <ul style="list-style-type: none"> <li>• <math>(X &gt; \bar{X}_i + 1,8SB_i) \Rightarrow X &gt; 3 + 1,8 \times 0.67</math></li> <li>• <math>X &gt; 3 + 1,206 \Rightarrow X &gt; 4,206</math></li> </ul> |   |   |   |   |   |                 |   |   |    |    |                 |    |    |    |    |

### VALIDATION RESULTS FROM MEDIA EXPERT

| No.                                     | Expert Name               | Software Aspect  |   |   |   |   |   |   | Visual Communication Aspect |   |    |    |    |    |    |    |
|---|---------------------------|--|---|---|---|---|---|---|-----------------------------|---|----|----|----|----|----|----|
|   |                           | 1  | 2 | 3 | 4 | 5 | 6 | 7 | 8                           | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 1.                                      | Galih Puji Mulyoto, M. Pd | 5  | 4 | 5 | 5 | 5 | 4 | 5 | 5                           | 5 | 5  | 5  | 5  | 5  | 4  | 4  |
| <b>Total (<math>\sum x</math>)</b>      |                           | 33   |   |   |   |   |   |   | 38                          |   |    |    |    |    |    |    |
| <b>Average (<math>\bar{X}</math>)</b>   |                           | 4.71   |   |   |   |   |   |   | 4.75                        |   |    |    |    |    |    |    |
| <b>Overall Average (<math>X</math>)</b> |                           | <b>4.73</b>  |   |   |   |   |   |   |                             |   |    |    |    |    |    |    |
| <b>Category</b>                         |                           | <b>Very Feasible</b> <ul style="list-style-type: none"> <li>• <math>(X &gt; \bar{X}_i + 1,8SB_i) \Rightarrow X &gt; 3 + 1,8 \times 0.67</math></li> <li>• <math>X &gt; 3 + 1,206 \Rightarrow X &gt; \mathbf{4,206}</math></li> </ul> |   |   |   |   |   |   |                             |   |    |    |    |    |    |    |

**Appendix 4. 2 Recapitulation of Student Assessment Questionnaire Scoring**

**SCORING STUDENT ASSESSMENT QUESTIONNAIRE**

| No | Student's Name             | Software Aspect |   |   |   | Learning Design Aspect |   |   |   |   |    |    |    | Visual Communication Aspect |    |    |    |    |    |
|----|----------------------------|-----------------|---|---|---|------------------------|---|---|---|---|----|----|----|-----------------------------|----|----|----|----|----|
|    |                            | 1               | 2 | 3 | 4 | 5                      | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13                          | 14 | 15 | 16 | 17 | 18 |
| 1  | Silvi Auliya Rahmadaniya   | 4               | 5 | 4 | 5 | 5                      | 5 | 5 | 5 | 5 | 5  | 5  | 4  | 5                           | 5  | 5  | 4  | 5  | 5  |
| 2  | Muhammad Sultan Shalahudin | 3               | 5 | 3 | 4 | 4                      | 4 | 4 | 3 | 3 | 3  | 3  | 5  | 3                           | 4  | 4  | 3  | 4  | 4  |
| 3  | Ahmad Azwar Baihaqi        | 4               | 4 | 3 | 3 | 4                      | 4 | 3 | 5 | 3 | 3  | 3  | 4  | 5                           | 4  | 3  | 4  | 5  | 4  |
| 4  | Bagas Budi Prasetya        | 4               | 4 | 3 | 3 | 4                      | 4 | 4 | 3 | 4 | 4  | 4  | 3  | 4                           | 4  | 4  | 4  | 3  | 4  |
| 5  | Qiara Allecy Sabila        | 5               | 5 | 5 | 5 | 5                      | 5 | 5 | 5 | 5 | 5  | 5  | 5  | 5                           | 5  | 5  | 5  | 5  | 5  |
| 6  | Shelina Vita Puspita Sari  | 3               | 4 | 3 | 4 | 5                      | 5 | 5 | 5 | 5 | 5  | 5  | 5  | 4                           | 5  | 4  | 3  | 5  | 5  |
| 7  | Zafirah Putri Elvina       | 4               | 5 | 3 | 3 | 4                      | 4 | 5 | 5 | 4 | 3  | 4  | 3  | 4                           | 5  | 4  | 4  | 3  | 3  |
| 8  | Naswa Vadzilla Ramadhan    | 4               | 5 | 3 | 3 | 4                      | 4 | 5 | 5 | 4 | 3  | 4  | 3  | 4                           | 5  | 4  | 4  | 3  | 3  |
| 9  | Faiq Rotal Maulidiyah      | 5               | 5 | 5 | 4 | 3                      | 4 | 4 | 4 | 4 | 3  | 3  | 5  | 4                           | 4  | 4  | 4  | 5  | 4  |
| 10 | Ahmat Fachrul A.P          | 3               | 5 | 3 | 3 | 5                      | 4 | 5 | 4 | 5 | 3  | 3  | 3  | 3                           | 5  | 4  | 5  | 5  | 5  |
| 11 | Reni Mayalla               | 5               | 5 | 5 | 5 | 4                      | 5 | 4 | 4 | 4 | 5  | 4  | 4  | 5                           | 5  | 5  | 5  | 5  | 4  |
| 12 | M. Rofiqy Hasanuddin       | 4               | 4 | 4 | 4 | 3                      | 4 | 3 | 4 | 4 | 3  | 3  | 3  | 4                           | 4  | 4  | 4  | 4  | 4  |
| 13 | Achmad Wildan Alief        | 4               | 4 | 4 | 3 | 3                      | 4 | 4 | 4 | 4 | 4  | 4  | 5  | 5                           | 4  | 3  | 4  | 4  | 4  |
| 14 | Hisyam Nizar Santoso       | 5               | 5 | 5 | 5 | 5                      | 5 | 5 | 5 | 5 | 4  | 4  | 5  | 4                           | 3  | 3  | 3  | 4  | 4  |
| 15 | Khirani Arantika           | 3               | 5 | 3 | 3 | 4                      | 4 | 4 | 4 | 5 | 4  | 4  | 5  | 4                           | 4  | 4  | 3  | 5  | 5  |
| 16 | Sherra Aulia Ningtyas      | 3               | 5 | 3 | 3 | 5                      | 4 | 4 | 4 | 5 | 3  | 3  | 5  | 4                           | 4  | 4  | 3  | 4  | 4  |
| 17 | Atsasabila Vivelia Putri   | 3               | 5 | 3 | 3 | 5                      | 4 | 4 | 4 | 5 | 4  | 4  | 4  | 4                           | 5  | 3  | 4  | 5  | 5  |

|   |                               |   |   |   |   |   |      |   |   |   |   |      |   |   |   |   |   |   |   |
|---|-------------------------------|---|---|---|---|---|------|---|---|---|---|------|---|---|---|---|---|---|---|
| 18                                      | Dheachyta Vivin A.            | 3   | 5 | 3 | 4 | 4 | 4    | 4 | 4 | 5 | 4 | 4    | 5 | 4 | 4 | 4 | 3 | 4 | 4 |
| 19                                      | Renata Aprilia                | 5   | 5 | 4 | 4 | 4 | 4    | 5 | 5 | 5 | 4 | 3    | 3 | 4 | 5 | 5 | 4 | 5 | 5 |
| 20                                      | Dewi Novita                   | 4   | 5 | 5 | 5 | 5 | 5    | 5 | 5 | 5 | 3 | 5    | 4 | 4 | 5 | 3 | 4 | 5 | 4 |
| 21                                      | Eiyaa Efrielo Ikhtiar Pratama | 3   | 4 | 4 | 4 | 4 | 3    | 4 | 4 | 4 | 4 | 4    | 4 | 4 | 3 | 4 | 4 | 3 | 4 |
| 22                                      | Isaura Fausta Feodara         | 4   | 4 | 4 | 4 | 4 | 4    | 5 | 5 | 5 | 5 | 5    | 4 | 4 | 4 | 4 | 5 | 5 | 5 |
| 23                                      | Nastitit Maulia Sari          | 3   | 3 | 3 | 3 | 4 | 3    | 4 | 4 | 4 | 4 | 4    | 3 | 4 | 4 | 3 | 3 | 4 | 4 |
| 24                                      | Andrian Dwi Sunu F            | 5   | 4 | 3 | 3 | 5 | 4    | 4 | 4 | 4 | 5 | 5    | 3 | 5 | 5 | 4 | 4 | 5 | 4 |
| 25                                      | Yubhie Habiebi Affarezy       | 5   | 4 | 3 | 3 | 5 | 4    | 4 | 4 | 4 | 5 | 5    | 4 | 5 | 5 | 4 | 4 | 5 | 4 |
| 26                                      | Reza Akbar                    | 4   | 5 | 3 | 4 | 4 | 4    | 4 | 4 | 4 | 4 | 4    | 4 | 4 | 5 | 5 | 3 | 4 | 4 |
| 27                                      | Anlya Rifdah Syafa Aqillah    | 3   | 4 | 5 | 3 | 4 | 4    | 4 | 3 | 4 | 4 | 4    | 3 | 3 | 5 | 4 | 4 | 4 | 5 |
| 28                                      | Najmi Aulia A.                | 3   | 4 | 4 | 4 | 4 | 4    | 5 | 4 | 3 | 4 | 4    | 5 | 4 | 5 | 5 | 5 | 4 | 4 |
| <b>Total (<math>\sum x</math>)</b>      |                               | 442   |   |   |   |   | 931  |   |   |   |   | 703  |   |   |   |   |   |   |   |
| <b>Average (<math>\bar{X}</math>)</b>   |                               | 3.95  |   |   |   |   | 4.16 |   |   |   |   | 4.18 |   |   |   |   |   |   |   |
| <b>Overall Average (<math>X</math>)</b> |                               | <b>4.10</b>   |   |   |   |   |      |   |   |   |   |      |   |   |   |   |   |   |   |
| <b>Category</b>                         |                               | <b>Feasible</b> <ul style="list-style-type: none"> <li>• <math>X_i + 0,6SB_i &lt; X \leq X_i + 1,8SB_i \Rightarrow 3 + (0,6 \times 0,67) &lt; X \leq 3 + (1,8 \times 0,67)</math></li> <li>• <math>3 + 0,402 &lt; X \leq 3 + 1,206 \Rightarrow \mathbf{3,40 &lt; X \leq 4,20}</math></li> </ul> |   |   |   |   |      |   |   |   |   |      |   |   |   |   |   |   |   |

| No.                        | Indikator   | Penilaian |            |
|----------------------------|---|-----------|------------|
|                            |   | Jumlah    | Presentase |
| <b>PERANGKAT LUNAK</b>     |   |           |            |
| 1                          | Aplikasi pembelajaran dapat diinstall dengan mudah            | 108       | 77%        |
| 2                          | Aplikasi memiliki petunjuk install yang jelas                 | 127       | 90%        |
| 3                          | Aplikasi pembelajaran memiliki petunjuk penggunaan yang jelas | 103       | 73%        |
| 4                          | Aplikasi tidak hang (berhenti) saat digunakan                 | 104       | 74%        |
| <b>DESAIN PEMBELAJARAN</b> |   |           |            |
| 5                          | Pengoperasian sederhana                                       | 119       | 85%        |
| 6                          | Materi yang disajikan dalam aplikasi mudah dipahami           | 116       | 82%        |
| 7                          | Pembahasan contoh soal dalam game jelas                       | 121       | 86%        |
| 8                          | Bahasa yang digunakan mudah dipahami dan komunikatif          | 119       | 85%        |
| 9                          | Aplikasi ini dapat menumbuhkan motivasi belajar               | 121       | 86%        |
| 10                         | Alur penyampaian materi dalam aplikasi runtut dan jelas       | 110       | 78%        |
| 11                         | Perumusan soal mudah dipahami                                 | 112       | 80%        |
| 12                         | Soal dalam aplikasi mudah dipahami                            | 113       | 80%        |
| <b>KOMUNIKASI VISUAL</b>   |   |           |            |
| 13                         | Adanya umpan balik ketika menjawab soal                       | 116       | 82%        |
| 14                         | Tulisan dapat dibaca dengan jelas                             | 125       | 89%        |
| 15                         | Tampilan aplikasi atraktif dan menarik                        | 112       | 80%        |
| 16                         | Petunjuk arah/ tombol dalam aplikasi sederhana                | 109       | 77%        |
| 17                         | Petunjuk arah/ tombol berfungsi dengan baik                   | 122       | 87%        |
| 18                         | Gambar yang diberikan menarik dan sesuai dengan materi        | 119       | 85%        |
| <b>JUMLAH</b>              |   | 2076      | 82%        |



## **Appendix 5**

5.1 Documentation of Research

5.2 Administration of Research

## Appendix 5. 1 Documentation of Research



Guru melakukan percobaan terhadap media pembelajaran



Guru menjelaskan tata cara pembelajaran menggunakan aplikasi



Siswa mempelajari materi menggunakan aplikasi

## Appendix 5. 2 Administration of Research



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KABUPATEN MALANG**  
**MADRASAH TSANAWIYAH NEGERI 1**  
Jalan Basuki Rahmat 194 Sepanjang Gondanglegi Malang  
Telepon (0341) 879381 Malang, Faximile (0341) 879381  
<http://www.mtsn1kabmalang.sch.id>, E-mail ://mtsn1kabmalang@gmail.com

### SURAT KETERANGAN

Nomor: B- 731 /Mts.13.35.01/TL.00/11/2022

Yang bertanda tangan di bawah ini :

Nama : **Drs. H. Nasrulloh, M.Pd.I**  
NIP. : 196806181998031004  
Pangkat/ Golongan : Pembina (IV/a)  
Jabatan : Kepala MTs Negeri 1 Malang  
Alamat : Jalan Basuki Rahmat 194 Sepanjang Gondanglegi  
Telp. (0341) 879381 Malang

Menerangkan bahwa:

Nama : **Nur Hidayatul Fatimah**  
NIM : 18180035  
Jurusan : Tadris Bahasa Inggris

Yang bersangkutan benar telah melaksanakan penelitian di MTs Negeri 1 Malang dengan judul  
"Developing Android-based Learning Media in Descriptive Text about Animals".

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.



## Appendix 6. Student Identity



Name : Nur Hidayatul Fatihah  
Student ID Number : 18180035  
Place/date of birth : Malang, 19 November 1999  
Faculty/Department : FITK/ English Education  
Department Entry Year : 2018  
Address : Sumberejo, Gedangan, Kab. Malang (65178)  
Phone Number : 081320674356  
Email : nurhidayatulfatihah19@gmail.com