The Use of Android-Based Mobile Learning Application to Comprehend Local-Based Descriptive Text

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Abstract

The rapid development of technology today has greatly helped facilitate human affairs in all aspects of life, including the activities of reading. Reading is important to penetrate the world window. Through reading, knowledge and information needed can be obtained. In this era of technological advances, a shift in students' reading interest can be made through the world of the internet. This research aims to obtain a detailed description of the use of Android-based mobile learning applications in teaching reading local-based descriptive texts for SMP students. This research used descriptive-qualitative method with online interviews, observation and documentation as the research instruments. Data analysis was done based on the theory of Miles and Hubberman (1992). The result shows that in this crucial situation of pandemic Covid 19 the Android-based mobile learning applications support the online teaching and learning process of reading. The local-based descriptive text teaching materials are provided in the form of an android application of Descriptive Text. In addition, the teacher also explains the learning objectives and the steps for learning local-based descriptive texts using the Android-based mobile learning application.

Keywords: android-based mobile learning application; learning descriptive texts.

INTRODUCTION

The current rapid development of technology has greatly helped facilitate human affairs in all aspects of life. Modern humans today are greatly helped by existing technology. With technology, distance and space are no longer obstacles to communicating with each other. Technology also makes it easier for everyone to make transactions through their gadgets without having to meet face to face. It can be concluded that our life today cannot be separated from the technology that exists today.

In world conditions and also Indonesia is facing the Corona 19 virus pandemic, this requires that the world of education be transformed to keep up with changes because the learning system used so far is face-to-face in class into an online system (in a network) by utilizing internet technology. The information system as a system is a collection of elements that interact with each other to achieve certain goals, has several components

that are interrelated and form a compact working fabric to achieve goals (Adisel, 2019). Therefore, in the current era of globalization, the development of digital technology has an impact on those who like to read only through the internet which is easily accessible.

One of the current reading behaviors that are of interest to many researchers is the habit of reading short texts and the ability to multitask while reading. Multitask on Android is if the reader is running more than one application. It's just that, it can display one running application, while other applications will be hidden in the background. And the application in the background is still running, not displayed on the screen.

Readers in the digital age rarely focus on a single reading for long periods. They shift their attention from reading one reading to another, to email, surfing in cyberspace, or communicating on social media. This type of text and reading method attests to a reduced range of concentration and reading resistance in one reading. The purpose of reading is becoming increasingly pragmatic; people read-only in search of certain specific information.

Ziming Liu (2005) states that when reading digital information, readers tend to look for certain information by scanning techniques, using certain keywords, reading in a non-linear stream, and reading information selectively. When doing this, readers ignore a lot of detailed information. This is of course different from reading a printed book which is usually done attentively, more focused, to obtain more systematic information. The practice of writing comments on the margins of a book and underlining sentences (annotation techniques) that readers often do when reading printed books is not done by digital content readers, even though this feature is available on digital devices.

The advantages of using video media according to Daryanto (2010: 90) include: the size of the video display is very flexible and can be adjusted as needed, video is non-printed teaching material that is rich in information and straightforward because it can reach students directly, and video adds a new dimension against learning.

Descriptive text is one of the genres taught by an English teacher at SMPN 5 Murung class VIII so that students know how to describe people, places, or objects. In studying descriptive texts, students are expected to understand the general structure and characteristics of descriptive text language that help them distinguish this type of text from other texts. The generic structure of descriptive text consists of identification and description. In this study, the authors focused on reading descriptive texts based on local content. When teaching reading, the teacher should emphasize understanding the reading text, after which go to text components such as text type, grammar, or vocabulary (Ling, 2012, p.152). Therefore, when teaching to read descriptive texts, the teacher must ensure that students understand the information in the text.

In accordance with the government's recommendation in the era of the COVID 19 pandemic, the learning process is carried out using Online, Offline and Combined methods. This means that teachers cannot teach all students in the class directly or face-

to-face that teachers must try their best in building students' reading skills. Therefore, it is suggested for teachers to find appropriate ways to support the process of developing students' reading skills, and through the media application based on android mobile application is one of the alternatives to increase student interest and skill in reading.

In this precarious situation the researcher was interested in observing SMPN 5 Murung to find the media used by the teacher in building students' reading skills. According to the English teacher at SMPN 5 Murung, the process of building students' reading skills was applied by using several media. The media has been developed later as an activity in the learning process in order to increase student interest in learning. The researcher saw that the media was good enough to support the English teachers in building students' reading skills. Therefore, the researchers were interested in applying the media of an Android-based mobile learning application to facilitate teachers and increase students 'reading interest using local based reading materials. This research was conducted to find out the learning objectives and the steps of learning local-based descriptive text using an Android-based mobile learning application that teachers use in class VIII SMPN 5 Murung in Puruk Cahu of Murung Raya Regency. The research also wanted to find out the advantages and disadvantages of the use of this media in building students' reading skills.

METHOD

This research was conducted with a descriptive qualitative design because the researcher wanted to get a clear picture of the android application of descriptive text used by the teacher to build students' reading skills, especially in class VIII SMPN 5 Murung. In addition, the researcher also wanted to know the objectives and learning steps of the media, as well as the advantages and disadvantages of the media. Observation, interview and documentation were used as data collection techniques. The observation was used a tool needed to obtain information about the android application of descriptive text used by English teachers, the whole process of learning English, especially the English material related to reading, and an overview of the objectives and steps applied in the teaching and learning process in class VIII SMPN 5 Murung. The field observations were conducted four times of 1.5 hours per meeting using an observation sheet format adapted from other sources to see the related things happened in the classroom. A semi-structured interview was done for the teacher to complement the observation data. Data analysis was done after the data were collected based on three main stages following the qualitative analysis framework developed by Miles and Huberman 1992: data reduction, data presentation, and verification for conclusion drawing as follows:
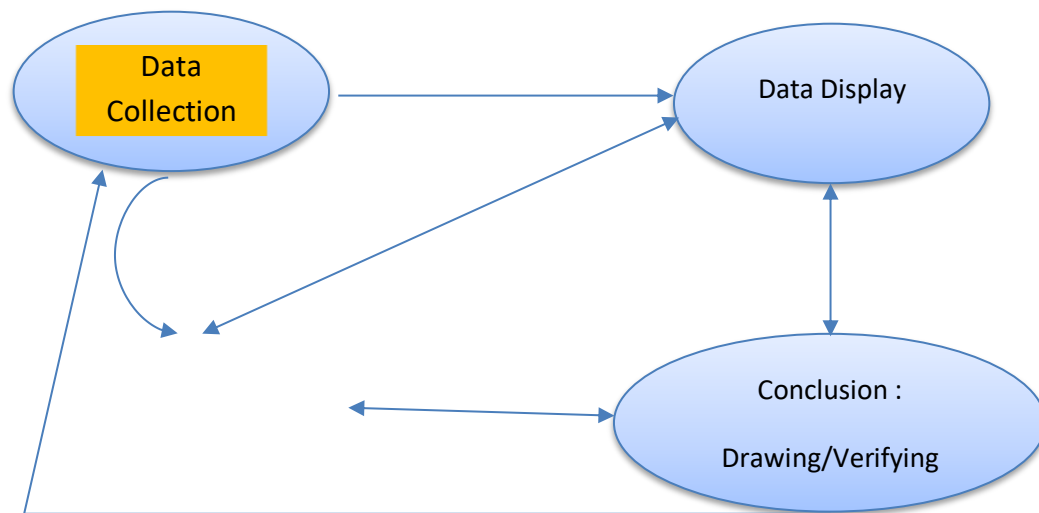
Figure 1: Components of Data Analysis Based on Miles & Huberman 1992

Data collection

In this study, the data were collected from the results of observation, interviews and documentation processes. The data which have been collected were reduced, then displayed on the data display, and finally the data were verified during the verification process.

Data Reduction

Following Miles and Huberman 1992, data reduction in this research referred to the process of selecting, focusing, simplifying, abstracting, and transforming data. Data reduction was done by reducing irrelevant data obtained from the results of observations and interviews about the teacher's techniques for building students' reading comprehension skills. The results of the reduction process were then displayed on the data display.

Data Display

The next stage in this research was data display. This stage provided an organized and compressed collection of information to withdraw the conclusion. The results of the reduction process were displayed to facilitate data interpretation of the teacher's techniques in building student reading skills.

Conclusion Drawing / Verification

Conclusion drawing requires a researcher to begin to decide what things mean. This process involves stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand. In this phase, The researcher drew meaning from the data display itself.

FINDINGS

Here, all the data collection

1. Observations

Observations were made twice, out of 1 hour per meeting to obtain the required data. In the observation stage, researchers see and write down everything that happens during online learning. In this case, the researcher found that teachers used WhatsApp Group, Youtube, and Android applications in building students' reading skills.

2. Interview
a) Researchers arrange several structured questions
b) After that, the researcher asked permission from the English teacher, Ms. Andrine Della Elsa before conducting the interview
c) Finally, the researcher interviewed Ms. Andrine Della Elsa by sending questions.

3. Observation Results
a) The first observation shows that the teacher uses the WhatsApp Group application to greet, provide learning motivation to students, convey material and learning objectives. The material to be delivered is descriptive text material. The teacher also uses the YouTube application regarding descriptive text material explanations. After observing the video, the teacher presents the descriptive text to measure the extent to which students' ability to understand the explanation of the material that has been given. Students are asked to determine main ideas and supporting details in the reading text to improve students' reading skills.
b) In the last observation, it was found that the teacher implemented an Android-based mobile learning application for students' reading activities, namely an android application in the form of descriptive text that was equipped with reading text in it.

To complement and strengthen the observational data above, the researcher interviewed the English teacher using semi-structured interviews

4. Results of the interview
Based on interviews with English teachers, researchers found that according to the teacher:

In my opinion, the descriptive text application for Android is the one that is presented electronically and can be accessed via the internet on the play store. This helped me in teaching reading texts in improving students' reading skills related to descriptive text material based on local content. Here I give instructions to students to download the application after this application has been downloaded successfully, students can use it in the offline mode process.

The steps for using the Android descriptive text application are:
a) Make sure the cellphone has sufficient memory space
b) Download via play store / share it
c) Login

All data collection obtained from observations and interviews is analyzed based on the following steps:
1. Data reduction
   At this stage, the researcher filtered the observation and interview data. This data can be in the form of questions that are not important, answers that are not important, or things that are not important in data collection.

2. Display data
   The results of data reduction will be displayed at this stage, meaning that the researcher displays all the important points obtained from data reduction as a reference for taking the next step. The key points of data reduction will be presented in this phase.

3. Draw conclusions and verification
   All data from the two phases above are taken or verified in this phase. It is verified to get the most accurate data.

DISCUSSION

WhatsApp was the most popular messaging application. Through this application that could send photos, messages, audio, and video, currently the WhatsApp group could support efforts to accelerate the flow of communication of a group of students. In fact, the WhatsApps application functions as a forum for discussion or exchange of information to make the development of information in students' group run more effectively.

As also stated by the teacher in the interview, there were some advantages of WhatsApp Group which have been created by the teachers. They are as follows:
1. Connecting the lost connection of the teachers and the students because the existence of the WhatsApp Group can reconnect the broken ties among them;
2. Through the WhatsApp Group the students as the member of the group could send and receive funny emoticons and interesting pictures from the other students.

However, the results of interview also showed the disadvantage of WhatsApp Group, such as:
1. In sending descriptive text which included photos, videos or audio for the students, the teachers needed to be connected to the internet properly, which automatically drain the battery power which means extra power was required,
2. The teachers did not update the application that they were out-of-date with the new requirements in order to make use of it longer;
3. The teachers' cellphones were not the latest version that the great volume of data could not be stored due to their low memory capacity and the performance was slower;

According to the teachers' statements, the purpose of learning through the WhatsApp group application did not require pulses like SMS, but only required an internet data package (EDGE / 3G / 4G) or wifi. Through the WhatsApp Group as a medium for learning English, students could see, for example, photos about simple short descriptive text based on local content.

Meanwhile, YouTube was also used by the teachers in which there were a lot of contents in the material to be taught and discussed. In the use of YouTube, the students were asked to determine the main idea and supporting details related to the descriptive text. To be able to enjoy this service, the students, of course, must have a good internet network connection.

The advantages of YouTube in Learning
1. Provide a lot of information
   Youtube is a platform that provides a lot of information. Students can get a lot of information from Youtube in the field of education. One example is the discussion of descriptive text learning.
2. Video Learning Tools
   Through Youtube videos, students who do not understand the material can take advantage of this facility, regarding the descriptive text material taught by the teacher.
3. Sharing Videos with Friends
   Students can share videos related to descriptive text material to friends who are constrained by internet networks. By sharing the video lesson, it will help a friend even more if he finds it difficult with a subject matter.
4. Train Student Creativity
   Another benefit of YouTube for students is that YouTube can be a place for students to express or train their creativity. If a student can make and upload his video to YouTube, then that student is considered technology literate. That way, students can manage their own YouTube channel, of course, with positive content and can provide benefits for others too.
5. Become Student Motivation
   YouTube can be a site that can motivate students to move forward. For example, creating descriptive text based on Murung Raya's local content

The disadvantages of YouTube in Learning
1. The YouTube video emphasizes the importance of the material over the material development process
2. The use of this media seems to be costly because students must be connected to an adequate network and sufficient internet quota in the application of the learning material.

According to the teachers, the purpose of learning through the YouTube application was that the students could understand the material faster than learning through textbooks, because usually learning media such as YouTube is made interesting to avoid student's boredom. It was also stated by the teachers that the use of YouTube as an English learning application was very helpful in learning students' listening and reading skills regarding descriptive text material. However, a problem also occurred during the learning process in which that not all students could be in a good internet connecting network. This of course required a long duration of time and a fairly large internet quota as well.

Furthermore, the results of the interview also stated that Android application of descriptive text was an application compiled and created using a programming language which could be accessed anywhere and anytime by the students. In this application there were features about reading comprehension of descriptive text materials ranging from definition, aim, generic structure, character features, linguistic elements and even examples designed based on local content. These were advantageous, because it could also be easier for the students to use both offline and online, could be shared via 'Share it', and did not use pulses in its application. The final goal of the reading text in this application was to make it easier and to make students have more flexible time to effectively achieve the learning goals. Unfortunately, the disadvantages also occurred in the use of application since it also consumed much battery life when it was used much time by the teacher and the students.

CONCLUSION

Based on the observations and interviews conducted, it was found that the students' reading comprehension processes in class VIII of SMPN 5 Murung were run in several steps, starting from distributing descriptive text material based on local content through the WhatsApp group, watching YouTube, and introducing Android application containing descriptive text. The teacher created WhatsApp group and used Android application of descriptive text with the same learning application. It was found that the application of the media was the same but the applications were different depending on the teacher's own way of teaching adjusted to the material, student criteria, and grade level. In WhatsApp Group, the steps of teaching and learning process included giving greetings and repeating past lessons, conveying the learning objectives, providing a stimulus to students to foster their self-confidence to emphasize reading activities. Meanwhile, in using YouTube the teachers implemented the application by asking the

students to think critically, make them creative, and emphasize student involvement in learning. In this application, the students might repeat and slow down the parts that they thought difficult. This application might be very well applied in the 2013 curriculum which applied scientific approach, which means that learning must be student-centered while the teacher only acted as a facilitator. The Android application which contained descriptive text provided benefits in the world of education in which innovative learning methods can improve students' abilities. This was due to the fact that the application could reduce the level of boredom of students because of the beautiful pictures and features in the application that attracted the students' reading interest. With attractive and not tedious learning methods, learning activities and the students' thinking and emotions might be stimulated, so that the concept of the material would effectively remain long in the students' brains memory.

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