Developing SOI (Suggestion, Offer and Invitation) as Instructional Media in Writing Skill for XI grade of MA' Maarif 1 Jombang

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ABSTRACT
In this global era, many people use English as a media of communication and make it people who come from different countries to be easier in interacting and communicating. As the one of international language in the world English in education that covers four language skills: listening, speaking, reading and writing. Writing is skill is one of language skill that is important so that it must be mastered by English learners. The purpose of this research is to develop product SOI as instructional media in writing skill for XI grade. This research was conducted at MA' Maarif 1 Jombang in XI grade. There are nine students who participated in this research. The method used in this study is research and development by adapting ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model. Based on the validation result of the experts by getting score of 88% and 83% that was good respectively with feasible and usable and the result of data analysis got score 85% respectively which proper criteria.

Keywords: Writing Skill; ICT; Ispring.

INTRODUCTION

English is important to learn because English is used in many countries and become languages to be learned around the world so that everyone can communicate with other people in our countries. Considered the first foreign language in Indonesia is English. Many people learn English because it is useful for them in some ways English is become international communication. English as one of compulsory subjects is taught especially in junior and senior high schools even now English is taught in elementary school as local content subject. Teaching English covers four language skills: listening, speaking, reading and writing, from that four skills have the important influence in teaching language that must be done equally. Writing is one of language skills that important so that must be mastered in learning English.

Generally, writing is very important so that communication can be widely transmitted through writing than other types of media, so the student need to effective their writing skills to meet academic needs and workplace requirements. According to Graham (2006) as cited in (Sarifah & Apsari, 2020), the student have significantly to struggle with writing and if someone does not written well they will find difficulty in the process of learning, education and work. After all writing is important skill because this skill is the way to share and present many ideas in our brain into writing media form also writing is a tool of communication indirectly to expressing the thought and felt.

The researcher had done need analysis in the XI grade student of MA Ma'arif 1 Jombang by conducting interview given to students and teacher of MA Ma'arif 1 Jombang. In class student and teacher use the book for understanding the materials for student, also they use projector for learning activities. Alternatively, from using projector they can listen and watch video and recordings in English language. However, projector is limited availability.

Based on those problem, the researcher intended to develop media learning focused on learning writing skills include material in XI grade that high school student learning such as suggestions, opinion, and invitation. The present research focuses on the media that is made based on PowerPoint, Ispring and 2 APK Builder.

As we know that power point is one of learning media that commonly be implemented during instructional process. Oemar Hamalik (2003) as cited in (Muhson, 2010) defined media as a tool that used in order to make communication is more effective between teacher and student while learning at school. In addition, Integrating ICT into English instruction gives benefit because it meets students' need who grew up with technology in studying English (Chapelle, 2010). In this case the researcher combined powerpoint with Ispring.

Ispring is one of evaluation tools for the student. It is a multi-authoring e-learning to create media learning content types by load a several aspects of media such as audio and visual. According to (Kent & Facer, 2004) ICT in education point of view refers to Information and Communication Technology such as computer, communication facilities and features that variously support teaching learning and a range of activities in education. According to Hafifah as cited in Bhattarai (2021) along with the changed of methods, also the tools used in teaching learning activities are changed. Through the time when teachers in their based of teaching only on traditional methods and materials like using paper for media learning it has many limitations and ineffectiveness. Therefore, there is need evaluation tools who can developed not only covers text but also videos, figures and sounds. Beside that ICT devices can support with abundant facilities in learning nowadays.

Moreover, Towndrow and Vallance (2004) describes several characteristics of IT that add value to language learning: a) IT makes some activities that could not be done as easily, b) IT allows the integration of digital media, c) IT allows greater flexibility as to the place and time when learning takes place. d) IT allows us to access to a wide range of information, e) IT allows for a focus on both the products and processes of learning, f) IT allows instructional material to be stored and recycled, g) IT encourages discussion and consultation, h) IT provides a channel for feedback and assessment, i) IT decreases the need to duplicate previously produced materials, j) IT allows time to be saved.

On previous studies, there were several researchers that developed product in another material. The first study has been conducted by (Ruhama & Purwaningsih, 2019) who examined students writing skills through the application by using audio visual of class IX in MTsN 2 Pontianak. The researcher used Classroom Action Research models. The purpose of those research to find out students' improvement in writing descriptive texts. The similarity between researcher who had develop application to improving student in writing skills by using media audio visual.

The second, (Stevani & Sucahyo, 2022) studied on class X to develop of Android Based learning media in work and energy material. The software use to create this media is Microsoft PowerPoint and Ispring Suite. Those researches and this research have similarities to developing media learning by using Microsoft PowerPoint and Ispring Suite basic Android. Those researches the subject was student in class X also those materials of the research above was in science, and this researcher was student for class XI in English materials.

Based on the explanation above, the researcher aim to develop SOI (Suggestion, offer and invitation) application as instructional media in writing skills for XI grade students of MA MA'ARIF 1 Jombang.

METHOD

In this research the researcher used research and development and adapted the ADDIE learning model which consists of five steps, Analyze, Design, Development, Implementation, and Evaluation.

Figure 1. ADDIE model stage.

At analysis stage, the main activity is need to analyze teacher and students' need related to the learning media. The researcher has analyzed by interviewing the teacher and some student in class XI. For the teacher. The researcher asked the problems usually faced when practice English.

After conducting needs analysis, the researcher plans to design learning media to help student learn English especially in writing skill. The researcher makes learning media English material in class XI. There are three materials. Those are Suggestion, offer, and invitation. Each material contains of explanation, example and exercise question. Researcher designs the media in *Powerpoint* after that delivers to Ispring suite 10 to add exercises. The exercises consist of two variants, multiple choice and essay.

Then on development stage, the product is consulted to the experts. There are two experts that are involved to review the product that is material expert and media expert. Then the product is revised based on the suggestions and feedback from the experts. The obtained data are calculated by the following an assessment guideline with the likert scale which was described in four criteria: 4 (Very good), 3 (good), 2 (poor), and 1 (Very poor).

After being validated by two experts, at implementation stage, the researcher conducts a media trial in class XI. After trying out, students are given questionnaire that aims to find out the level of appropriateness of this media based on students' point of view when it is used by students.

The Evaluation stage is final step to obtain feedback on the usage the module, also evaluation step is important for determining students learning progress as well as understand the knowledge, task and quality of the project.

FINDING AND DISCUSSION
Finding
Result of Analysis

In this step, the researcher conducted observation and need analysis. Data analysis was obtained by interview to teacher and student. The researcher found out how learning English in class using media textbook and they rarely used projector because of limited access. Therefore, they used media printout to replace it. From the result that means the teacher needed media so that students enjoyed learning English. Therefore, researcher developed SOI (Suggestion, offer, and invitation) media for alternative support learning English.

Result of Design

The design of media learning was done by designing an application. The application used was a PowerPoint and Ispring 10. The product was designed for XI class of Senior High School and consisted material that covered Suggestion, offer, and invitation. For exercise the researcher made two parts. They were multiple choice and essay.
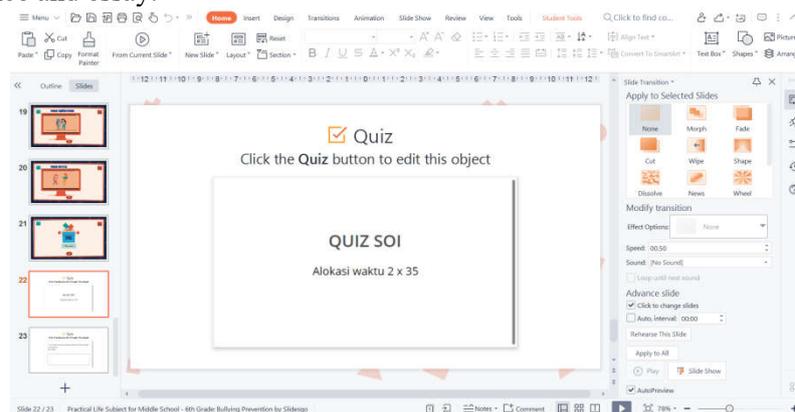
Figure 2 Process of design

Result of Development

In this stage, the researcher discussed about the important parts of the research. These expert validation and revision based on expert judgment. The obtained data are calculated by the following an assessment guideline with the likert scale which was described in four criteria: 4 (Very good), 3 (good), 2 (poor), and 1 (Very poor). There are two experts involved in this study. Media and material expert. The media expert of this research was Mrs. Mauidhotul Hasanah,S.Pd, the ICT teacher at MAN 4 Jombang. The researcher used validation sheet in the form of questionnaire to evaluate SOI. The result of media validation was as follows:

Table 1 Result of media Validation

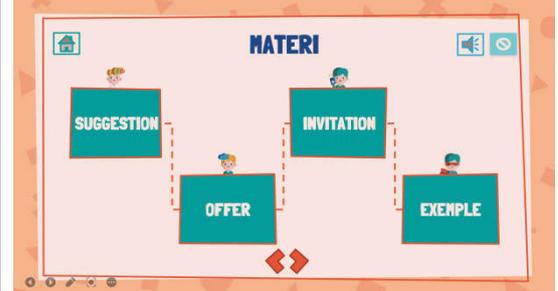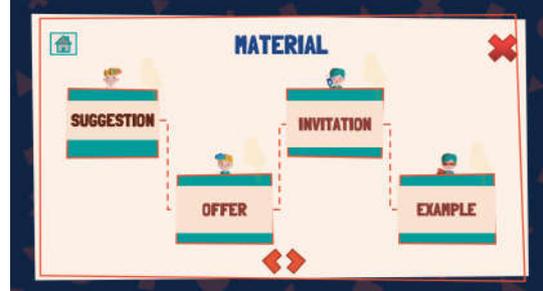| No.	Aspect	Score
1.	Background selection accuracy with material	3
2.	Screen proportion accuracy	4
3.	Font selection accuracy	3
4.	Font size accuracy	4
5.	Text color accuracy	3
6.	The suitability of the image with material	4
7.	Image size	4
8.	The suitability of the video with material	4
9.	The suitability of the placement of the video	4
10.	Video quality	4
11.	Audio precision with video	4
12.	Compatibility of sound effects with button	4
13.	The front cover is packaged attractively	3
14.	Conformity of appearance with content	3
15.	User suitability	3
16.	Flexibility	3
17.	Navigation key accuracy	4
18.	Interactive link performance accuracy	3

The ideal score was maximum score on the likert scale multiplied by number of the items, 4x18 = 72. and the total score obtained (4x10) +(3x8) +(2x0) +(1x0) = 64. The calculation of the percentage of feasibility of media expert was as follow:

$$\frac{64}{72} \times 100\% = 88\%$$

From result the researcher got 88 score, it was "Good" category based on media expert which means that SOI (Suggestion, offer, and invitation) is deserve to be tried out.

Based on the result of media validation, this application was needed to revised before trying out on the real class. The expert suggested that a) the Design composition of learning media template should be contrast., b) Slide lock to fits key function, and. c) it will be better to add exit button, sound, and animation.

The expert material in this research was Mrs. Nurul Widyawati ,S.Pd , an English teacher at MA MA'ARIF 1 Jombang. The researcher used validation sheet to evaluate based on material aspect. The result of material validation was follows:

Table 2. Result of material Validation

No	Aspect	Score
1	Relevance with the basic competencies of learning	3
2	Relevance with material	4
3	Suitability of delivery material	3
4	Give student the opportunity to learn on their own	4
5	Demanding student activity	3
6	Title interest	4
7	Suitability of apperception with learning media	3
8	The sequence of presentation of the material	3
9	Material truth	4
10	Material clarity	4
11	The attractiveness of presenting the material	3
12	Suitability of sample presentation	3
13	Conformity to the target user	3
14	Compatibility of language with grammatical	3
15	Systematic practice questions	4
16	The proportion of practice questions	3

17	The suitability of practice questions with the materials	3
18	Feedback quality	3

The ideal score was maximum score on Likert scale multiplied by number of the items, 4x18= 72 and the total score obtained (4x6) +(3x12) +(2x0) +(1x0) = 60. The calculation of the percentage of the feasibility of media experts is as follows:

$$\frac{60}{72} \text{ x } 100\% = 83\%$$

From result the researcher got 83 score; it was "Good" category. But before this application needed to revised. The validator suggested to give additional material that is invitation and add allocation time in each exercise.

After gathered and analyzed the suggestions, critics, and feedback, the researcher made some revisions about the product. The following table showed the layout before and after revisions:

Table 3. Result of Media Validation Based on Table
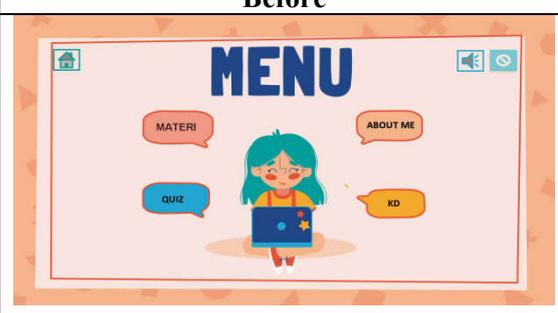
Before	After
The expert suggested to change the color. It should be contrast	The researcher changed the template of menu become more elegant and suitable to the XI grade students.
Before revised, there is no animation in this part	The researcher added some animation based on expert's suggestion

Result of Implementation

The researcher applied SOI (Suggestion, offer, and invitation) at MA MA'ARIF 1 Jombang. There were nine students enrolled in this activity. The researcher used a laptop, gadget, or Projector to support the implementation. Then researcher shared a questionnaire after student used the media SOI (Suggestion, offer, and invitation). The data obtained was analyzed by using the percentage formula by Wardhani (2006).

$$P = \frac{f}{N} \times 100\%$$

Description:
P = Percentage of the item
f = Collected scores/observed frequency
N = Maximum score

The following is the result of data obtained on implementation stage.

Table 4. Result of Data in implementation

No	Maximal	Total	Percentage	Description

	score	score		
1	36	31	86,1%	The media of learning SOI is interesting for me to learn.
2	36	34	94,4%	The use of media SOI (suggestion, offer and invitation) is very easy to learn.
3	36	30	83,3%	With the existence of SOI (Learning Speaking) can provide motivation in learning Skills Writing
4	36	28	77,7%	The material presented in SOI (suggestion, offer and invitation) is easy to understand.
5	36	30	83,3%	material presented according to the lesson that must be in the classroom.
6	36	28	77,7%	The use of video and audio media in SOI (suggestion, offer and invitation) supports mastery of the material
7	36	30	83,3%	The media learning SOI (Suggestion, offer and invitation) have model, shape and font size that used is easily to read
8	36	35	97,2%	The media learning SOI (suggestion, offer and invitation) is provide additional understanding of the material in the classroom.
9	36	32	88,8%	From media SOI (suggestion, offer and invitation) I know that technology can help in learning
10	36	31	86,1%	Media SOI (Suggestion, offers and invitation) can help in using sentence especially suggestion, offer and invitation in conversation.
Sum			309	
Average			85,8%	

The calculation of percentage of feasibility were as follows:

$$\frac{309}{36} \text{ x } 100\% = 85\%$$

From students' responses, the researcher got an average score "of 85", it was a "Good" classification. It means that the product of SOI (Suggestion, offer and invitation) is deserve to help students in learning English, especially in writing skills.

The Result of Evaluation

In this stage of evaluation discussed how media learning SOI (Suggestion, offer, and invitation) can help students in XI grade at MA MA'ARIF 1 Jombang. The advantages of using media SOI are the media is easy to use through smartphone so the student have opportunity to learn different way. Also, this media used audio and video as a teaching medium. Then for disadvantages because student must use smartphone to access this media learning so the possibility offers distraction in class learning for them.

Discussion

In this part of final product, the researcher showed the figure of the layout after revisions and the specification of product that can be described as follow:

First, The product is built by PowerPoint , Ispring suite 10, and web 2 apk builder. Next, the product of media learning SOI is easy to access, and the student can install through the smartphone or personal computer. As Towndrow and Vallance (2004) staes IT makes some activities that could not be done as easily. Third, the product of media learning SOI consists of materials, example and exercise from suggestion, opinion, and invitation. Then based on the data on analyze phase, it meets students' need related to instructional media. As Chapelle (2010) revealed that integrating ICT into English instruction gives benefit because it meets students' need who grew up with technology in studying English Last, the product is completed by audio and videos to support media learning, so student can also learn independently.

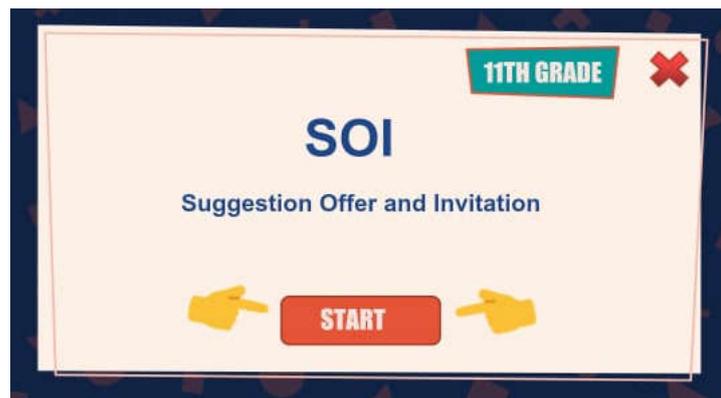The following are the lay out of the product SOI (Suggestion, offer and invitation):
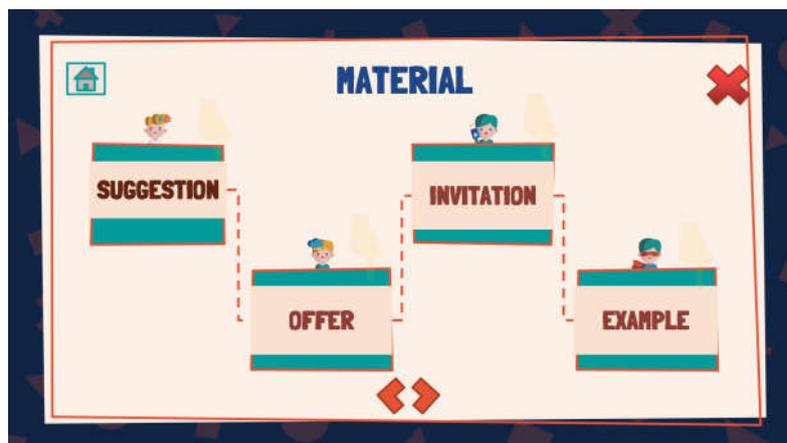
Figure 3 Cover of SOI (Suggestion, offer and invitation)
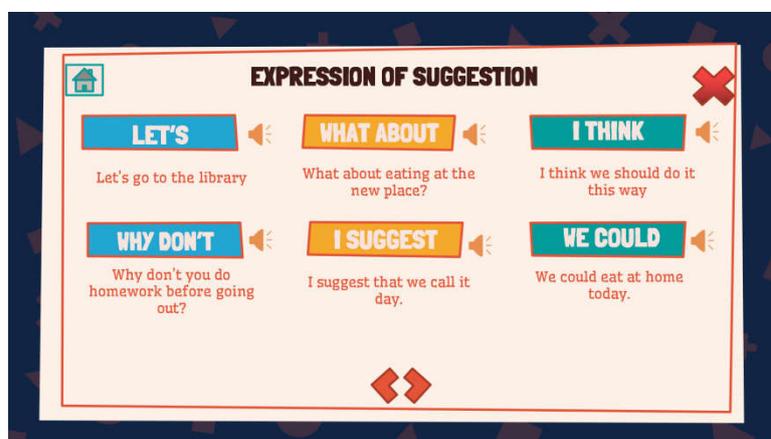

Figure 4. Kinds of material learning Media

Figure 5. Material of Suggestion

CONCLUSION

Based on the result of research and discussion, the researcher concludes that SOI (Suggestion, offer, and invitation) media can support the beginner student in learning English, especially in writing skills. The feasibility is based on : a) The result of media validation is 88 score is good category it means feasible to use, b) The result of material validation is 83 score is good category it means proper criteria and usable, and c) The result of the questionnaire for students respond is 85 is very good classification.

The product developed is far for being perfect. Another researcher may conduct in different topic, skills, and levels of student. And for the teacher, this product can be implemented by combined with another media or strategy so that the learning process could be maximal.

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