Learning English Listening Using Media Busuu Application

Lina Rahmawati [1], **Hendi Hidayat[2.]**

[123] English Language Teaching Department IAIN Cirebon

linarahmawati9992@gmail.com[1], hendihidayat@syekhnurjati.ac.id[2].

Article Info	Abstract

Changes to the kurikulum 2013 into a kurikulum merdeka, a form of a new approach to the curriculum in Indonesia. The independent curriculum frees schools to develop curricula according to the context and needs of students in each region. But in reality, pedagogy in Indonesia still focuses on traditional methods. This research develops digital learning resources for writing report text referring to the CEFR national standard for junior high school students. The method used is the research and development model of R&D by Borg & Gall. The stages of this research began with needs analysis, design and development of writing learning resource websites. This study develops an innovative prototype for learning to write an English report text. It is hoped that this research can be used in the current curriculum as a reference for the development of digital writing resources with reference to CEFR international standards that suit the needs of students in each region.

INTRODUCTION

The existence of a new curriculum is unclear and inappropriate, where what is contained in the curriculum is different from the practice. In practice, it isn't easy to know whether something is an improvement over an existing situation (B.Setiawan, 2020). While curriculum changes may not necessarily change the learning system. As is the case now, the

"Kurikulum Merdeka" is CEFR oriented, but in reality, learning in Indonesia still adheres to the traditional learning system. As stated by Sudimantara, (2022) in the first podcast with Ania Lian, he emphasized dismantling existing educational institutions in Indonesia by abandoning the traditional approach to teaching English. In addition, many Indonesian children have lost their enthusiasm for learning due to online learning during the pandemic or learning crisis.

In the Program of International Student Assessment (PISA), Indonesia has a reasonably low score, especially in reading ability, with 371 points. Many factors affect the competence of these students, one of which is internal factors or factors originating from private students such as lack of motivation to learn and read, competitive attitude in students, etc. besides that, there are also external factors, namely the student learning environment, the competence of teachers who teach and many other factors that cause Indonesia to be lacking in ability. Learning English in the Asian region is not easy because English is a second language in the Asian region (Lian & Sussex,2018). According to Sumara (2015), there are various problems in

education, one of which is regarding formal education with social institutions designed to gather and disseminate insights through enrolling and teaching a body of students.

Literature Review

Digital Learning is one of the new ways of learning in the current modern era. Technology is an inseparable part of life and classroom learning (Woodrich & Fan, 2017). The critical role of technology in life today makes technology an exciting thing. The combination of language learning technology is also one of the most done things today, especially in learning English in Indonesia. Writing is one of the language skills, listening, speaking, reading, and writing. Language Learning, especially Foreign Languages, is a Complex Process with Various Problems (Kharis & Ebner, 2020).

Technology is one thing that cannot be separated from life in the modern era, one of which is education, a technology-driven revolution that is changing the world (Lian, 2016). New learning associated with digital technology will not be successful if it is not accompanied by new thoughts(Lian, A,-B,2014). The number of available digital learning resources is growing quickly. Many educational goods are developed within

the framework of online education, including instructional websites and multimedia digital learning materials (e-learning) (Mhouti, Nasseh, & Erradi, 2014). Due to the pandemic that has occurred, it has almost turned education into technology-based. Some things in education can be done quickly because of technology, including digital learning resources.

Online learning resources and online applications can be a new face in traditional learning in a classroom (Lian, 2014). Digital learning resources are also a new way for teachers to provide material. Besides being easily accessible, digital learning resources can also be an exciting thing for students who are already familiar with technology. According to Phuong (2020), who cited Nicolic and Dabic (2016), the use of digital applications may assist students in "activating higher level thinking, learning to navigate the digital world, and applying theoretical knowledge both individually and collaboratively in practice and the digital world." Modern learning differs from traditional learning in many ways since it is continuous, available whenever needed, conducted in quick bursts while on the go, and integrated into work processes. Additionally, it is sociable,

serendipitous, autonomous, and performance-oriented on a personal level (Tvenge & Martinsen, 2018). Utilizing technology makes the learning experience simple and flexible. Resources for learning are available to students at all times and from anywhere.

In the English language, 4 skills are mastered by students, one of which is writing speaking, reading, and listening. In fact, many junior high school students have difficulties writing (Mushtoza, 2013). In writing, of course, several things must be understood beforehand, namely grammar, exploring ideas, writing mechanisms, text organization, and coherence. Writing cannot be said to be easy, because in making an article, of course, several things need to be mastered. According to Alwasilah (2014), writing is defined as a creative act of making meaning. We need to understand that writing leads to critical thinking.

In learning a foreign language, especially for students who study foreign, namely English, it is necessary to know the limits of ability in the language being studied. To determine students' English skills the CEFR (Common European Farmwork of Reference) is one way to determine their English proficiency level. According to (the Council of Europe, 2001:

p.1) in the journal (Zorba & Arikan, 2012), The CEFR can be used as a benchmark to know what knowledge and skills must be developed to act effectively. In addition, CEFR can define the skills possessed by students. It can be said that by developing the CEFR, the teacher can determine the students' ability to learn English, especially in writing skills.

In this study, the researcher found previous studies that have in similarity that is the research conducted (Tiasari, 2019) that has similarities with this study. The research being conducted this time is to develop digital media as a learning resource for junior high school students, as in research conducted by (Tiasari, 2019), who developed a learning media called J-SLATE (Jostle to Write on the SLATE), which is "J-SLATE has five main ways. The sail is the first activity for students to select topics and technical language through given mixed songs. The lamp is the second way to identify and write facts and opinions. The acceleration consists of some texts to help the students to distinguish descriptive texts and report texts. The tool is a "save and edit" style to create creative report texts. The last way, the Eyot, is used for teachers to give students feedback according to the template provided." This research is research that develops digital media as one of the learning media for writing report text for ninth graders, in contrast to the research that I will be doing, namely developing digital media based on CEFR or using CEFR as a reference for student's ability to write report texts. CEFR is used as a tool to measure students' abilities before writing report texts.

In conclusion, from many studies there are some similarities regarding the topics discussed in this study, namely regarding digital learning in learning. Several previous studies discussed digital learning in the form of learning media and teaching materials used. However, the researcher's research is regarding digital learning resources, which are still rarely used in language learning in Indonesia. While the second topic deals with CEFR, several previous studies used CEFR in their research but were not used as a reference in language learning. While the next topic is writing report text for grade 9 students, several studies carry themes related to the research theme that researchers are doing, namely writing report text. The last topic is developing digital learning in the report text. There is one research related to the topic, in which the research develops digital learning media as a media for writing report texts, but there are differences with the research that researchers do. Namely, researchers use CEFR as a tool to measure students' abilities.

In this case, the researcher wants to develop a CEFR- based digital writing resources of report text for midle school in Cirebon

Based on the aforementioned explanation, this study aims to 1) Analyze student's need for digital writing resources for developing CEFR in junior high school. 2). To identify the design of digital writing resources for developing CEFR in junior high school in Cirebon. 3) To describe the prototype digital writing resources for developing CEFR in junior high school in Cirebon.

METHOD

This study took data from several middle school in Cirebon. By taking data from students and the teachers. The data used in this study is qualitative data, with primary data sources. Primary data sources are data sources that directly provide data to data collectors (Sugiyono, 2013:225) as cited in (Singestecia et al., 2018). Primary data were obtained from several middle school in Cirebon. This study uses data collection techniques in the form of interviews, researchers conduct interviews with three students and two teachers.

In this study, researcher used used the ADDIE model as a data analysis technique, the ADDIE model is a traditional instructional design used in systematic instructional design. in the ADDIE model there are five phases for analysis, design, development, implementation, and evaluation where after completing one phase, one can proceed to the next phase (Martin, F., & Betrus, A. K, 2019). According to Brog and Gall (2003) states that it is possible to limit small-scale research, including limiting research steps. Application of steps can be adjusted according to needs. Then these steps can be simplified into 3 steps, there are analysis, design and development.

RESULTS AND DISCUSSIONS

From the results of interviews with two English teachers and three students at a junior high school in Cirebon, it was found that there are aspects that students need in the learning process. There are eight student's needs from four aspects.

The needs of digital learning resources

The first aspect, namely technology for the learning process. From the results of interviews with teachers and students, it was concluded that the use of technology in classroom learning can increase student motivation in learning because of students' interest in using technology. Line with the statement that digital technology is believed to be beneficial for student learning

engagement and motivation because, according to several educators and researchers it is stated that digital contexts can motivate students to apply positive emotions in attention, memory, and learning skills (Chang et al. al. al., 2016). Other studies show that using digital technology can also create a comfortable learning environment and help students practice and think for the better (Silviyanti & Yusuf, 2014).

The use of technology in education has changed the way students learn and teachers teach. Educational technology includes a variety of tools and platforms such as computers, tablets, learning software, and internet access that enable distance learning, access to digital learning resources, and learning tailored to individual needs. According to Means, B., Toyama, Y., Murphy, R., & Baki, M. (2013) said that the use of technology in education has been proven to increase student engagement, facilitate collaborative learning, and provide access to a variety of learning materials, by potential to improve overall educational outcomes.

In the feature aspect of digital learning media, there are three student needs, including having clear material, using easily accessible features, and having an attractive appearance. Clear material means that the material presented on the website is clear and by the existing material. Features that are easily accessible will make students feel comfortable learning. The latter is to have an attractive appearance. Visual design is the first thing students see, so the design of an attractive website will attract students' interest in accessing the website.

The features on a learning resource website have an important role in maintaining student interest and involvement in the online learning process. Revere, L., & Kovach, J. V. (2011) stated that the use of multimedia elements such as videos, images, and animations in online learning resources can enrich students' learning experiences, help them understand concepts better, and increase their motivation. . whereas according to Alley, M., Schneckenberg, D., & Helbig, R. (2005) clear navigation allows students to quickly find the content they need without confusion. In addition, features that allow students to store and organize learning materials, such as bookmarks, personal notes, or playlists, can also be very useful.

The next aspect is using digital learning media that is easily accessible anywhere and anytime/accessibility.

Students will find it easier to learn learning material more efficiently and comfortably. The use of technology as a student learning resource has become an increasingly important phenomenon in modern education. Students today can access a variety of digital learning resources, such as online learning platforms, learning videos, and interactive educational resources. Hew, K. F., & Brush, T. (2007) show that the use of technology as a learning resource can increase student motivation, facilitate independent learning, and enable students to access learning materials anytime and anywhere. Technology also allows for personalization of learning, where students can adjust their own level of difficulty and learning rhythm. Thus, the use of technology in learning can provide a more effective and relevant learning experience for students.

Next is learning to write text, with two needs. The first is the material for writing texts by the curriculum used. With the suitability between the content of the material and the curriculum, it will be more directed and clear the goals and learning achievements of students. The second is using the dancing method. In addition to direct learning, digital learning can, of course, also have methods or features that can attract students' interest in learning.

Learning methods to write texts that are interesting to students can motivate them to develop better writing skills. in line with T (1) and T (2) One effective approach is the project-based method, where students are asked to write texts that have a practical purpose or are relevant to their interests. According to Boscolo, P., Arfé, B., & Quarisa, M. (2007), a project-based approach allows students to feel the meaning and relevance of what they write, because their texts have an impact in real situations. For example, they can write articles for the school newspaper or class blog about topics they are interested in.

The design of digital writing resources

The third stage in the ADDIE method is designed before development. The development was carried out by determining the material from the independent curriculum. Then the researchers collected report texts and analyzed them to determine CEFR levels using a virtual writing tutor, after which they compiled training materials. In addition to preparing the material, the researcher also prepared a design for the website. Several things that needed to be

prepared were organizing the website and preparing a visual design.

Before creating a learning website, the first thing to do is prepare material according to the independent curriculum. Material adapted to the curriculum will ensure students get a relevant and appropriate understanding of established learning standards. Adjusting the material to the curriculum used can achieve the goals of the curriculum used. According to Fullan (2001), compatibility between learning materials and the applicable curriculum is essential. Material adapted to the curriculum will ensure students get relevant and appropriate understanding by established learning standards. In this case, teachers need to review the applicable curriculum, understand the desired learning objectives, and select and develop materials for the curriculum.

The second thing that must be prepared is collecting the report text. In collecting report texts, researchers collect report texts that are by the understanding at the middle school level. Which report text for middle school is complex and not easy. After this, analyze the report text using a virtual writing tutor. By analyzing the texts that had been collected, the researchers grouped the texts based on the CEFR text level. The purpose of grouping

the text levels is so that students can learn to report text according to the level that students have.

After determining the material, the next step is compiling training materials. Preparing training materials is one of the essential things in learning. When compiling training materials, some things need to be considered, namely analyzing applicable curriculum and learning standards. Determining student training materials in a learning website is essential in ensuring relevant, helpful content supports the learning process. In determining the exercise, several things need to be considered, namely analyzing applicable curriculum and learning standards. It can determine appropriate and relevant training materials by understanding the learning objectives and competencies that students must achieve (Marzo & Kendall, 2006). Adapting practice questions to the current independent curriculum needs to be done to achieve the learning objectives. Organizing the website that will be developed. Organizing can clarify the direction and purpose of the website. Classifying the menu according to the order in which it is eaten will make it easier for students to access the menu. Apart from that, things to consider before

creating a website are determining the menus that will be made on the website. Design navigation that is simple and easy for students to understand. Use clear and accessible menus so students can easily find the materials and resources they need (Calisir & Gurel, 2004). In making a menu, determine the appropriate icon and explain the function of the menu adequately and provide a description of

the menu according to the function.

The step that needs to be considered when developing a website is to determine the visual design of the website. It is essential to ensure the website has an attractive appearance and suits the needs of students, primarily 9th-grade junior high school students.

The development of digital writing resources

In this section, the researcher will explain the details of the product that has been made. This product is created through the Google Site, which students can use for free. In addition, researchers also used Canva, Google Forms, Wordwall, and Youtube in developing this product. The results discussed in

developing digital learning resources will be divided into several main menus: Home, Diagnostic Test, Materials, and Exercise, each of which has a different function. Therefore, in this section, the researcher will explain the details of each existing menu. The home menu is the initial appearance of this digital learning resources website, so there is no material on the home menu. The "Home" menu

researchers have developed on this website contains the prologue of the website's development goals. Then there is also a section that contains the steps that must be followed by students in accessing the website, where students do not feel confused about how to use the website, as shown in the picture below.

Figure 1.1 Home page

The Diagnostics test is one of the steps that students must pass when using this website to determine the level of CEFR students have. After entering this menu, students are directed to access the website to carry out the diagnostic test by clicking on the provided menu, as shown in the image below.

Figure 1.2 Diagnostic tets view

The "Materials" menu which contains learning materials/student learning resources. Material is very important for a learning resource website, one of which is the purpose of this website, namely to make it easier for students to learn about writing report texts. In this menu, there are two sub-menus, namely the CEFR menu and the Report Text menu.

Figure 1.3 Materials menu

Most of the students may feel unfamiliar with CEFR. Therefore the researcher provides material about CEFR. In addition, researchers also provide other learning resources from Youtube, so students are expected to learn about CEFR not only from one source, and can help students understand CEFR even further.

The following is a display on the "CEFR" sub-menu. The report text material includes the definition, function, purpose, characteristics, language features, the structure of the report text. With so expected, students can learn about report text more efficiently and quickly understand it. In addition to the material presented in this sub-menu, the researcher also linked other material sourced from YouTube.

Exercise is one of the crucial stages in the learning process, where exercise can be used as a benchmark for the learning results. By doing exercises, the teacher can find out the students' abilities after carrying out the learning process. On the "Exercise" menu, students can access three types of exercises, namely multiple choice, writing exercises, and finally, students can play games containing the material they have learned. In multiple choice and writing exercises, the researcher uses the Google form as a training tool to facilitate the assessment results. While in games, researchers use Wordwall as game-based learning media.

Figure 1.4 Exercise menu

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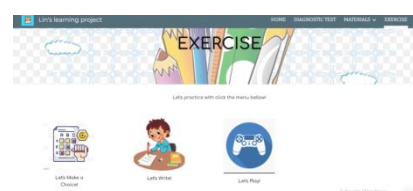
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