

## **Developing of Singular and Plural Noun (SIPU) English Learning Media with Android-Based Applications at the Senior High School level**

**Amanda Rizky Amalia<sup>1</sup>**

**Dodi Mulyadi<sup>2</sup>**

**Muhimatul Ifadah<sup>3</sup>**

Universitas Muhammadiyah Semarang, Indonesia,  
Kedungmundu street no. 18, Semarang  
[amandarrzky@gmail.com](mailto:amandarrzky@gmail.com)

### **ABSTRACT**

In this digital era, learning English has become easier because of the media that can be used such as learning applications, websites, content that contains English learning and one that is still often used is interactive learning media. Therefore, the innovation of the Singular and Plural Noun application where this application is a learning media that aims to facilitate student understanding in grammar material and increase student interest and creativity to measure their abilities. The method used in this research is research and development using ADDIE (Analyzing, Design, Development, Implementation, Evaluation). The subject of this current study was class XI superior to as many as 35 students at Senior High School 15 Semarang. The results showed that the media is valid and eligible to be implemented in teaching grammar, especially singular and plural nouns to eleventh grade students. The impact of this implementation is to increase students' interest in learning and make it easier for students to absorb material about singular and plural nouns. Based on the results of the implementation of learning media, this SIPU application is highly recommended for English learning media to provide an overview of digital media and make it easier for teachers in interactive learning.

**Keywords:** English learning media, Android Based Application, Singular and Plural Nouns.

### **INTRODUCTION**

The development of cell phones and computers can help students in learning independently (Liliana, et al., 2020). This is one of the factors that make it easier for students to learn easily. This includes incorporating a variety of acceptable media into the teaching and learning process to boost

student engagement and decrease inactivity. Teachers also frequently use technology-based learning materials, even though schools have sufficient infrastructure and equipment, like *Wi-Fi*, LCD projectors, and laptops/computers. The importance of interesting learning is an attraction for students to better understand in absorbing the material, but this is also one of the things that needs to be evaluated by a teacher to remain effective, efficient, and make it easier for students to access the application to be used. Therefore, the right teaching material to support student learning in accordance with current development trends is android-based mobile learning.

There are several problems in learning English, such as non-social factors, for example, the tools or media used in learning are less complete or less innovative, and time in the teaching process is less disciplined. As for social factors that become obstacles in learning English, that is, the emergence of student problems in their environment. Some alternative solutions suggested to overcome these problems include instilling awareness of the importance of learning English, using appropriate learning strategies, and improving the quality of English learning. The solution to improve English learning is to use applications such as Duolingo, Ruang guru, or other interactive learning media. However, this still makes it difficult for students to learn, because some of these applications still require a data network to access them. Therefore, the interactive learning media SIPU (Singular and Plural nouns) can help students and teachers learn and teach more effectively with the various features provided. Some of the features provided in this application include lesson features that focus on learning grammar, more precisely learning singular and plural nouns, which contains types, characteristics, language features, examples and quiz, quiz which consists of several multiple choices and contains a review and score that can be input when you have finished working on the questions.

In this 5.0 era, digital technology is very crucial in various aspects, especially the world of education. This development is made with several references such as high school textbooks, English modules, singular and plural nouns and the internet. I created this application with the aim of exploring and honing students' abilities to think actively and innovatively in learning to recognize Singular and Plural nouns. Based on the results of the implementation that I have carried out at SMAN 15 Semarang, students are very enthusiastic about trying to learn using interactive learning media, students also like learning methods using this media compared to conventional methods.

Based on the background of the problem above, the identification of problems in this study are:

1. Limited learning that uses interactive animation.

2. Children feel bored with monotonous learning media such as reading textbooks.

## **METHOD**

This study used a RnD (Research and Development) method. The research methods used in this study include:

### **1. Data collection techniques**

#### **a. Observation**

To help the researcher get the feel for how things are organized and prioritized, how people interrelate, and what are the cultural parameters (Kawulich, 2005). This observation was conducted to observe English learning at SMAN 15 Semarang in class XI A1 and XI A2, so that with this method we can see the needs of students and teachers during the learning process.

#### **b. Questionnaire**

At this stage, researchers distributed questionnaires to media experts, material experts and students to find out the effectiveness of running the application that had been made. Media experts, who understand the media industry thoroughly, will provide valuable insights into content sustainability, user interface, and communication strategies. The media expert's responses can help determine what elements need to be improved to ensure that the app remains engaging for users. Data collection techniques with open ended questions through google forms. The number of questions totalled 12.

### **2. Software development method**

The ADDIE research model has 5 steps including Analyze, Design, Development, Implementation, Evaluation. In this method I used a questionnaire and implemented it with 35 students in class XI A1 and A2 at SMAN 15 Semarang to collect data. An approach using this model can help design learning systems, develop learning content or teachers to make efficient and effective teaching designs by applying the ADDIE model process to various learning products (Aldoobie, 2015).

**Picture 1.** ADDIE Model (Search on driem.com)



- 1.) First step in ADDIE is Analysis. The Analysis is the step to find out problem identification, identify stakeholder needs and identify target audience.
- 2.) Second step in ADDIE is Design. The Design is the step to find out learning objectives or create a learning intervention outline.
- 3.) Third step in ADDIE is Development. The Development is the step to find out determine the instructional strategies, media and methods
- 4.) Four steps in ADDIE are Implementation. The Implementation is the step training delivery, participant and evaluation. In this step, we trial this project learning media interactive in student class XI A1 and XI A2 at SMAN 15 Semarang with as much as 35 students.
- 5.) Five steps in ADDIE are Evaluation. The Evaluation is the last step to find proposed points of improvements. Points proposed based on media experts, material experts and participants.

## **FINDINGS AND DISCUSSION**

### **FINDINGS**

This research reveals that students are more interested in learning by using interactive learning media. This is evidenced in some of the answers from the questionnaires that I have distributed. In this study I used the main variable of 11th grade high school students with a total of 35 participants, 20 students from class XI A1 and 15 from class XI A2. there are changes that I realized before learning to use the SIPU application and after using the SIPU application.

The research results can be described as follows:

### 1.) Analysis

This stage aims to find out problem identification, identify stakeholder needs, and identify target audiences. The analysis uses independent curriculum learning with learning indicators, namely distinguishing singular, singular pronouns, plural, and singular pronouns. The analysis uses independent curriculum learning with learning indicators that distinguish singular, singular pronoun, plural. from each indicator we describe that learning on Singular and Plural Nouns can be processed into media to be used as effective learning materials that can be used in everyday life. This needs analysis has a problem in SMA N 15 Semarang children that the learning they use is still partly using textbooks for teaching materials, while in the development of technology, the education sector also needs to keep up with the times.

### 2.) Design

The results at the design stage are taken from the Singular and Plural Nouns material. This media is designed to facilitate students and teachers in the teaching and learning process in distinguishing the types or characteristics of words that use plural (-s) and singular.

**Tabel 1.** Application components

Menu	Lesson
	

### 3.) Development

Development is the step to find out determine the instructional strategies, media and methods. In this development section I use the articulate storyline application to develop a SIPU (Singular and Plural Nouns) application that contains assets that I look for on various safe and non-copyrighted platforms such as Freepik and Canva, besides that I also use additional backsound platforms that are not exposed to copyright as well.

### 4.) Implementation

The Implementation is the step training delivery, participant and evaluation. In this step, we trial this project learning media interactive in student class XI A1 and XI A2 at SMAN 15 Semarang with as much as 35 students. Implementing this application in class 11 SMA N 15 Semarang by filling out a questionnaire can help me in developing the application, whether this application is feasible to use or not, here are the results of the questionnaire answers.

**Picture 2.** Implementation Application at Senior High School 15 Semarang



**Criteria Likert Scale**

	KETERANGAN	Sangat Setuju	Setuju	Netral	Tidak Setuju	Sangat Tidak Setuju	
	KODE	SS	S	N	TS	STS	■ Series1
SKOR SKALA LIKERT	SKOR	5	4	3	2	1	

**Tabel 2.** Criteria Likert Scale

INTERVAL	CRITERIA
0% - 19,99%	Very Low
20% - 39,99%	Low
40% - 59,99%	Enough
60% - 79,99%	High
80% - 100%	Very high

**Tabel 3.** Criteria Interval

Q	STS	TS	N	S	SS	TOTAL	
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	F	%	F	%	F	%	F	%	F	%	F	%	RATA-RATA
3	10	28,57143	18	51,42857	6	17,14286	1	2,857143	0	0	3	10	4,06
4	11	31,43	17	48,57	7	20,00	0	0,00	0	0,00	3	10	4,11
7	11	31,43	17	48,57	5	14,29	1	2,86	1	2,86	3	10	4,03
2	16	45,71	13	37,14	5	14,29	1	2,86	0	0,00	3	10	4,26
1	10	28,57	17	48,57	8	22,86	0	0,00	0	0,00	3	10	4,06
6	7	20,00	22	62,86	5	14,29	1	2,86	0	0,00	3	10	4,00
1	11	31,43	20	57,14	4	11,43	0	0,00	0	0,00	3	10	4,20
5	9	25,71	18	51,43	7	20,00	1	2,86	0	0,00	3	10	4,00
8	10	28,57	21	60,00	4	11,43	0	0,00	0	0,00	3	10	4,17
9	11	31,43	19	54,29	5	14,29	0	0,00	0	0,00	3	10	4,17
1	9	25,71	22	62,86	4	11,43	0	0,00	0	0,00	3	10	4,14

**Tabel 4.** Frequency distribution

### **Feeling of interest**

35 students stated that this media provides a fun atmosphere and makes it easier to answer questions about the difference between singular and plural nouns.

### **The feasibility of media for learning**

The participants very agreed that as many as 57.1% of participants agreed that this media was in accordance with the characteristics of the subject, and as many as 31.4% of participants said they strongly agreed with this question, the remaining 11.4% of participants said they were neutral on the results of this question.

### **Connect between media and material**

In this criterion, 35 students 57% answered that this media is in accordance with the characteristics of English subjects, 51% of students agreed with the question that this media makes it easier for them to obtain information about singular and plural nouns.

### **Increasing student ability**



On this criterion, 62% of students agreed that the instructions and exposure to information helped them, including ease of response, access the media independently.

## **DISCUSSION**

Apps for classroom learning have a role to play in influencing the quality of learning. From the analysis, the participants considered that apps offer many advantages that can improve the quality of learning in the classroom. There are several obstacles in learning English at the high school level, including lack of motivation, limited time, limited resources and materials, and students' difficulties in understanding and mastering English. Some alternative solutions suggested to overcome these problems include instilling awareness of the importance of learning English, using appropriate learning strategies, and improving the quality of the learning process. English, using appropriate learning strategies, and improving the quality of English learning. In addition, there are also obstacles in processing learning materials, achievement ability, and the dominance of teachers in providing theory rather than prioritizing language skills. In addition, the lack of time allocation provided for learning English at school is also one of the obstacles. Thus, there is a digital media innovation in the form of an interactive learning application that helps students to directly try to play while learning material with various features that have been provided. In the results of the answers to the questions asked, students can learn while playing, students are also easier to receive material about singular and plural nouns, and the teacher's role becomes more effective in teaching because this application does not need to use internet quota to access it, easier to learn and flexible. By using SIPU learning media, students can be more engaged in the lessons through interactive exercises and online exams. This not only makes lessons more enjoyable, but also improves students' ability to remember and apply the material.

## **CONCLUSION**

Based on the results of users, namely SMA 15 N Semarang students, it can be concluded that the impact of using learning media has a significant influence on how they learn.

1. The use of SIPU application attracts students' attention
2. The SIPU app has the ability to present the material in an interactive and visual way, which helps students understand the concept of singular and plural nouns and improves their understanding of the material.
3. The android-based learning media allows students to learn independently and personalize their learning experience according



- to their learning pace and style. This can increase students' independence during the learning process.
4. By using SIPU learning media, students can be more engaged in the lessons through interactive exercises and online exams. This not only makes lessons more enjoyable, but also improves students' ability to remember and apply the material.
  5. Students can gain greater access to educational resources using the SIPU app. They have the ability to learn anytime and anywhere, which enables more flexible and adaptive learning.
  6. Teachers can enable more interactive teaching, track student progress and improve the efficiency of material delivery. In addition, teachers can use the SIPU app to provide more personalized feedback to their students.

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