IMPLEMENTATION OF DIGITAL CONTENT ASSISTED LANGUAGE LEARNING (DCALL) IN DEVELOPING FANS TO ENGLISH APPLICATION AS TEACHING MEDIA FOR EFL LEARNERS

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ABSTRACT

Digital Content Assisted Language Learning (DCALL) is a new form of learning in the digital era recently. DCALL is a content-based learning digital in the form of writings, images, videos, and authentic material obtained from various sources such as the internet, social media, blogs, email, vlogs, television and so on used to simplify the teaching and learning process. This research aimed to developing the mobile application named Fans to English Application through Digital Content Assisted Language Learning (DCALL). This research used the steps in the combined model of the R & D model and the ADDIE model. The result showed that 1) the application contains material that easier to understand, using audio or video using Indonesian speakers, and interactive exercise so the students can improve speaking skills, and synergizes with the existing curriculum 2) The process of developing Fans to English Application used the android studio application. In the process of making the application, all components, made using Levidio software. 3) The result of beta test was the application can improve students' speaking skills. At this stage the author also shows the practicality of the Fans to English application as digital content assisted language learning where this application can be integrated on various digital platforms.

Keywords: DCALL, Teaching Media, EFL Learners.

INTRODUCTION

Nowadays, individuals live in a period of globalization where mechanical improvements develop quickly. Individuals are contending to track down a ton of data by using innovative turns of events, one of which is utilizing the web. Individuals can peruse and help a great deal of data and news through the web. The present mechanical improvements have additionally addressed learning English. The use of innovation in the educational experience can impact how individuals work, learn, associate, and invest free energy. It can likewise help in this Coronavirus pandemic where innovation assumes a significant part while educating and learning is finished at home. Many

schools have applied innovation as a learning media in the Coronavirus pandemic to complete the growing experience despite not being eye to eye.

Innovation in the educational experience was carried out well before the Coronavirus pandemic. In the ongoing Millennium Era, the utilization of innovation assumes a significant part in supporting education and educational experiences to make it fascinating and not exhausting for understudies. The present innovation like video introductions, tapes, and power focuses, which can likewise be called computerized content, has been utilized in the educational experience. Today, innovation or advanced content in the educational experience is used as an elective method for supplanting the growing experience that is typically done traditionally. Current mechanical advances understudies or all in all millennial age can get new things in class and improve their times. Educators as teachers, particularly during the Coronavirus pandemic, are expected to continuously bring new stuff to class consistently, so understudies feel intrigued and inspired to learn. During the Covid-19 pandemic, understudies' inspiration in learning should be exceptionally low since they concentrate at home, and this is where the job of an educator is to defeat the issue.

In learning unknown dialects, particularly learning English, the utilization of computerized innovation is a need, pointed toward beating the issues that frequently happen while the educating and growing experience happen, for example, absence of illustrations to increment understudy time in rehearsing language abilities, limits of genuine learning material, and an excessive number of understudies' review. Hence, the eLearning learning model is a development that should be possible to work with understudies in working on their capacities. E-learning is an educational experience including computerized gadgets in understudy learning exercises that will want to give new learning space and culture so that learning exercises can occur whenever and anyplace.

The execution of innovations like Fans to English Application, particularly during the Covid-19 pandemic, was vital, particularly in instructing English. There are many instruments/stages and, surprisingly, advanced content that instructors and

understudies can utilize as learning assets. The utilization of innovation in the growing experience has liberated them starting from the top educating approach. As a rule, creating particularly computerized content can give top-notch English language preparation to understudies because the substance can contain recordings obtained from local speakers. Super-quick web association improvement and collective energy between the confidential area and the public authority in making stages or computerized content for language preparation can work with understudies and educators in the educational experience. Current mechanical advances also urge people to make new computerized things that are more intelligent and pertinent. During the Covid-19 pandemic, the public authority, along with all partners who assumed a part, made computerized content containing learning materials required by understudies and instructors to help the ongoing growing experience of e-learning.

Digital Content Assisted Language Learning (DCALL) is a new form of learning in the digital era recently. DCALL is a content-based learning digital in the form of writings, images, videos, and authentic material obtained from various sources such as the internet, social media, blogs, email, vlogs, television and so on used to simplify the teaching and learning process. Digital Content Assisted Language Learning (DCALL) is different with Mobile Assisted Language Learning (MALL) or Computer Assisted Language Learning. Seen from their respective characteristics, Mobile Assisted Language Learning (MALL) is more likely to take advantage of the device cellular or smartphone in the process while Computer Assisted Language Learning (CALL) is more likely take advantage of the use of a computer, laptop or PC in the process, While Digital Content Assisted Language Learning (DCALL) makes use of both media both mobile and computer devices. Or in other words Digital Content Assisted Language Learning (DCALL) has a bigger scope due to have more alternative learning media.

METHOD

This research used the steps in R & D based on ADDIE model. The first step was Information Collecting (Analyse). In this stage, the researcher conducted literature

study and needs analysis to gather the information in relation on the students' needs. The objective was to specify the product to be made and to collect the information in developing the product. The researcher studied some literatures related to the research field and also some documents related to the research target, including the curriculum and syllabus to get knowledge for the product development. The need analysis was conducted by observing the teaching and learning process in the classroom, interviewing English teacher and the students, and also distributing questionnaire to the students. The goal of the observation was to analysed problems and needs of learning, while interview and distributing questionnaires are conducted to gather the useful information about their opinions and expectations toward the English teaching and learning process of speaking. The next step was Planning (Design). After gaining the data needed from the literature study and needs analysis, the researcher then designed the learning media by determining the topics in the syllabus, defining the learners' indicators, selecting the appropriate materials, and designing the research instruments (blueprint of questionnaire and interview guideline). The researcher determined the topics as the contents of the application by analysing the syllabus from the competency standards and basic competences of English learning in Junior High School. The objectives of the lesson are important in the process of learning and it is the best basic to develop the instructional materials until it met the appropriate demand of the objectives based on the standard competency and basic competence.Then the researcher derived the learning indicators from those topics. They were used as the guidelines in determining the appropriate materials. Since the final result of this research is an educational product, the researcher developed some instruments to collect useful information from the development of the product. The instruments were questionnaires and interviews. Before the researcher developed the instruments, the researcher designed blueprints and interview guidelines to give clear description on how the theories supported the research. After that, the researcher starts to design the product/application. The third step was Development. In this stage, it consists of three stages of research design from Borg and Gall cycle, namely develop preliminary form of product, preliminary field-testing, and main product revision. In developing

preliminary form of product, the researcher began to develop the application. In develop preliminary form of product, it consists of developing materials, a flowchart and a storyboard, application using App Inventor, building the application into .apk file format, and trying it out through a mobile phone. In preliminary field-testing, it required expert verification to analyse the product, thus this phase is called as expert validation. This step provides a qualitative evaluation of the product. The researcher gathered the data from experts and users using the instruments (questionnaires and interviews). The aim is to validate the product and to get useful feedback in the form of opinions, comments, suggestions, or critics on the product as an evaluation for the improvements of the product. In the process of validation, qualitative data from experts' judgment are collected and used as the basis of revision of the product that being developed. The result of validating the product to the experts and user is used as a guideline to revise and improve the product. It is main product revision. The researcher used the feedback gained from the preliminary field-testing to evaluate the weakness and strength of the learning model. This revision can be implemented more than once, based on the evaluation result. The next step was Main Field Testing. The researcher implemented revised product to the students at junior high school. The implementation should cover the delivery of course overview, learning materials, and exercises. Preparation of the learners included training them on downloading the Android application. After implementing the product, then the researcher distributed questionnaires and conducted interview with some students to investigate the students' responses or feedback toward the product. The last step was Evaluation. This is in line with the operational product revision proposed by Borg and Gall cycle. In this stage, the researcher revised the product as suggested by main field-testing. The researcher distributed questionnaires and interview to the research participants about the response to get some feedback and responses toward the product. Furthermore, the researcher then revised the design to produce the final version of the Android application- learning model.

FINDINGS AND DISCUSSION

Findings

Developing Speaking Material for Fans to English Application

Materials are defined as anything used to help to teach language learners. Materials can be in the form of a textbook, a workbook, a cassette, a CD-Rom, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard; anything which present or informs about the language being learned (Tomlinson,1998).

However, not all principles above can be used in designing speaking material because those are used when the material researchers want to develop the material in general which include four skills (listening, speaking, reading, and writing). The principles above should be summarized again and adjusted with the need of developing speaking material.

Speaking materials designed by writer based on results of questionnaire that should be easy to understand, using video in learning materials and based on curriculum. The speaking material was adopted from English Textbook from National Education Ministry, Curriculum 2013 revision 2017 and 2018 for students Grade VII-IX.

After selecting a topic to be included in the Fans to English Application, the next step is taken by the author is compiling the material based on the textbook used. In compiling the material in each class, the author always considers the results of the questionnaire from the need analysis that is carried out so that the material is easily understood by students. The speaking material that is made is also supported by conversation examples in the form of videos. The video is made and compiled based on examples of conversations in the textbook so that it is still in accordance with the existing curriculum even though there are slight modifications in the conversation material.

According to Riyana (2007), Video is a media that presents audio and visual that contains the concepts, principles, procedures, theory of knowledge application to help the understanding of a learning material. It is an audio and visual media that can

be used to convey messages or subject material. It is said to audio and visual since the hearing elements (audio) and visual (visible) elements can be presented simultaneously to students or the viewers. The writer hopes that the video can motivate the students and be able to entertain the learners or the students so they can't bore in learning.

Developing video Animation for Fans to English Application

Animation is a computer-based learning media which aims to maximize visual effects and provide interaction sustainable so that understanding of teaching materials increases. Utami (2007) states there are three types of animation formats: first, Animation without a control system. This animation only provides a description of the actual event (behavioral realism), without any system control.

The writer makes the Levidio Animation device a medium for bridging between the concepts regarding the commentary text contained in the material class XI Curriculum 2013. Levidio Animation itself is graphic content from PowerPoint add-in which includes 7000+ graphic elements that are neatly arranged, and are ready to be used to create various kinds of graphics and video. Such as explainer videos, mascots, logos, infographics, mockups and various other kinds of graphics.

To build a learning animation video using Levidio, the storyboard concept has to go through five pre-production stages as follows delivered by Dhimas (2013: 29-30), namely, (1) the concept stage (story idea), (2) the research stage, (3) the character design stage, (4) the script, and (5) the storyboard. Animation's excellence in producing animated videos is from in terms of practicality so as to save time and production costs.

Levidio is an alternative in the graphic design field. The contents of the packages provided in Levidio consist of hundreds of niches, even thousands of unique and interesting templates. Levidio allows you to create various kinds of classy professional and elegant videos ranging from promotional videos, motion, cinematic, digital invitations, animation, and many more professional designs that can be edited very easily.

Developing Fans to English Application

Today's average college students have used mobile phones with android types. Android has some advantages over other operating systems, including a new generation of a mobile platform and is the first mobile platform that is complete, open, and free. One of the main reasons for the spread of Android in the mobile market is because mobile applications developed through android technology development are more efficient and effective than other technologies, such as Windows phones or Symbian operating systems, as well as producing fast, user-friendly, and appealing applications. As an app file that runs on Android is freely distributed on the Application Market, it is easily accessible via the internet, which is increasingly making many people interested in using this operating system for their mobile devices. In addition, android-based applications can run on almost any personal computer via an android emulator; this capability drives android growth in the global market, leaving behind many other rivals.In making an Android application there are 5 main steps that we must do, namely:

1) Creating an application using android Studio
2) Creating an Interface
3) Request Data Adapter
4) Displaying Data Using Recyler View
5) Displaying Database Collection Using Dataset
6) Making Flowchart and Display for Fans to English Application

Discussion

Developing Speaking Material for Fans to English Application

In designing materials for any aspect of language learning, whether it be a skill-based course especially in speaking, teaching, and learning will have a major impact on materials' design, since it will play a role in determining the goals the writer sets for the materials, the focus of the materials themselves and the activities they make use of. In designing materials, we should draw on knowledge of research and theory as well as beliefs and principles in planning a course.

Fans to English application is an English learning application where all the material it is based on English text books for junior high schools starting from class VII-IX and compiled based on the curriculum 2013 revised in 2017. The material in the fans to English application focuses on speaking skills so that All material from the text book is not entirely taken, only those related to speaking, which the writer includes. The material in this application is made and arranged according to the times. All material is made in the form of a simple animated video using the Levidio application in the hope that students can be more interested and more motivated to learn English, especially speaking skills.

Technology has always been an important part of teaching and learning environment. It is an essential part of the teachers' profession through which they can use it to facilitate learners' learning. When we talk about technology in teaching and learning, the word 'integration' is used. With technology being part of our everyday lives, it is time to rethink the idea of integrating technology into the curriculum and aim to embed technology into teaching to support the learning process. Technology becomes an integral part of the learning experience and a significant issue for teachers, from the beginning of preparing learning experiences through to teaching and learning process (Eady & Lockyer, 2013).

Technology has an important role in promoting activities for learners and has a significant effect on teachers' teaching methods. If teachers do not use technologies in their teaching, they will never be able to keep up with these technologies. Thus, it is very important for teachers to have a full knowledge of these technologies in teaching language skills (Pourhosein Gilakjani, 2017; Solanki & Shyamlee1, 2012).

The application of technology has considerably changed English teaching methods. It provides so many alternatives as making teaching interesting and more productive in terms of advancement (Patel, 2013). In traditional classrooms, teachers stand in front of learners and give lecture, explanation, and instruction through using blackboard or whiteboard. This method must be changed concerning the development of technology. The usage of multimedia texts in classroom assists learners in become

familiar with vocabulary and language structures. The application of multimedia also makes use of print texts, film, and internet to enhance learners' linguistic knowledge. The use of print, film, and internet gives learners the chance to collect information and offers them different materials for the analysis and interpretation of both language and contexts (Arifah, 2014).

Dealing with the material, based on the statement above, students need to have a textbook or speaking material module so that it is easy to learn to speak independently. Textbooks play a very important role in classroom. Teachers always use textbooks as the main material when teaching in class. Sheldon as cited in Kodriyah et al (2018: 2) stated that textbooks not only "represent the visible core of any ELT program" but also offer considerable advantages - for both students and teachers - when used in ESL / EFL Classrooms. However, during the Covid-19 pandemic, the use of textbooks was very ineffective, therefore teaching materials were needed that could be used anywhere and anytime. Fans to English Application made by the writer offers something different to students and teachers where they can take advantage of this android application as a substitute for a textbook because all the material in this application is arranged based on the existing material in the textbook.

Furthermore, the developed materials have already fulfilled the four elements proposed by Hutchinson and Waters (1987). The four elements are input, language, content and task. The inputs used in the materials are monologues and dialogues. These provide the students stimulus for activities, new language items, correct models of language use, a topic for communication and opportunities for the use of students 'processing skills and entry knowledge. The content and the language focus in the materials have enabled the students to use the target language. Moreover, Hutchinson and Waters (1987) states that materials should contain the element of tasks since materials are designed to lead towards communicative task. In these developed materials, tasks are built up through the unit.

Developing Video Animations for Fans to English Application

The use of technology has changed the methods from teacher-centered to learner-centered ones. Teachers should be facilitators and guide their learners' learning and this change is very useful for learners to increase their learning (Riasati, Allahyar, & Tan, 2012). Gillespie (2006) said that the use of technology increases learners' cooperation in learning tasks. It assists them in gathering information and interacting with resources such as videos.

Wikramanayake (2005) says that teachers could present explicit knowledge by using different teaching media. Text, graphics, animation, sound, and video can be used to create an engaging learning atmosphere. Animation offers an interesting presentation. The visual effect on animated pictures will improve the quality of the learning process. Some visual effects; like a moving object presented on the screen, user-controlled movement of an object, bitmap flipping, and full animation files will create students' excitement. To create animated media of teaching, teachers can use multifunctional software, like Levidio Animation. This software is usually used to create animated media of teaching.

Ramadhika (2014) explains that his research on the use of animation videos in EFL classroom show positive result. It is effective to improve the students' listening skills and the teacher's performance. Some good improvements are realized in some aspects such as students' pronunciation and vocabulary. Students are actively following all the activities by showing good motivation in classroom discussion and interaction among students. They do not hesitate to do peer correction and showing high interest because they find the animation interesting. As the result, they carefully watch the video and listen to the audio very well.

Now teachers are expected to be able to develop learning media which adopt current technology, teachers should not only prepare paper-based media in the form of pictures, charts, or graph but they need to vary and equipped with digital media. Alwi says (2016) that teachers must be creative in preparing teaching materials. They should be able to create teaching media and not just adopting.

It is important to have clear, goals or outcomes for a teacher in designing teaching media. Teaching media is also the source of learning for students. Students are now equipped with technology and it has been part of their daily life as well as their education. Students and teachers are having different backgrounds of education; however, teachers now should be technology literate and able to use technology to facilitate their students to make engaging teaching and learning process. Therefore, teachers should be familiar with some modern application which can help them to create media of teaching. Teachers should get involved in training that can help them in learning useful and creative media to support their teaching process.

The media development that the writer does was still limited to animation which has limitations in animating the movements of the characters in the animated video, so after the writer studies, this Levidio media allows the Macromedia Flash application to be combined so that the characters and objects depicted in the learning video can move dynamically closer to the original motion. Need further writing for combine add-in with animation video maker applications in order the media produced is better than the media the author has developed.

The production period of one Levidio learning media to become the animated video takes four days if the material has been prepared served. This production period is shorter than if the author made the video animation of the same quality as using a video maker application other that are more complicated in the work and the hardware that is required to have high specification. English teachers are mostly laymen with the application video maker recommended by video maker expert so Levidio integrated in PowerPoint 2016 is more familiar and easier applied to novice teachers in the world of technology and informatics.

For the curriculum 2013, the teachers use media to help them transferring the material to the students. The media used by the teacher are the power point presentation, video learning, LCD, textbook and student worksheet. The use of media has already been implemented in teaching learning process in the classroom. One media that can help the students to learn English is the use of video in the teaching

speaking process. According to Canning-Wilson (2000) video is at best defined as the selection and sequence of messages in an audio-visual context. Video contains the visual or moving object while also producing the sounds or voice. Video delivers material in context, particularly in speaking, the language is delivered livelier since students can hear the language and watch the situation of the language use at the same time. So, it helps the students can master English speaking way better. Mustikawati (2013) on her research entitled The Effectiveness of Using Video in Teaching Speaking for the Eighth Grade Students of Smp N 1 Manisrenggo. She stated that a significant effect happened when she used video in teaching the students. The video can stimulate students' interest and motivation in learning the materials especially in speaking. The next study comes from Muna (2011). His study entitled Utilizing Youtube Videos to Enchance Students' Speaking Skill. By using the video taken from Youtube the students' speaking skill is increased in the five aspects of speaking skill. He also found that the learning process was more fun and enjoyable.

According to Riyana (2007), Video is a media that presents audio and visual that contains the concepts, principles, procedures, theory of knowledge application to help the understanding of a learning material. It is an audio and visual media that can be used to convey messages or subject material. It is said to audio and visual since the hearing elements (audio) and visual (visible) elements can be presented simultaneously to students or the viewers. This theory was in line with the result of the study. The researcher found that video served voices and also the movements. It meant that the video had the element of hearing and also the visual element. There two elements contained the concepts and material that were aimed to let the students learn a new knowledge.

Moreover, the result of this study was in line with the theories from Anderson (1987, as cited in Utaminingtyas, 2012) and Daryanto (2011) about the advantages and disadvantages of using video in teaching although this study emphasizes more findings than that those two experts. Anderson (1987, as cited in Utaminingtyas, 2012) states that there are four advantages and also four disadvantages when using video on

teaching the students. One of the advantages was about the video which is able to entertain the learners or the students. It was the same as the results of this study which also found that the students feel an aspect of entertainment when watching the video.

Developing Fans to English Application

Hwang and Chen (2013) and Hwang et al. (2012) shows the use of mobile phones in collaborative English learning can reduce student stress and facilitate cooperation in learning English. Furthermore, mobile technology makes it more convenient for students to perform various activities, specially making students interact with each other and share what they have learned (Hwang, et al., 2014: 504). The teaching process of teaching English in the school will be monotonous and boring if the teacher who teaches lack of creativity, and less mastering the teaching methods of English. Teaching English subjects is not just to write vocabulary on the blackboard then the child copy it on the note pad afterwards the child imitate the teacher in saying the words or vocabulary that has been written earlier. Maybe this way is a conventional way and makes both students and teachers get bored quickly. Lack of classroom time is still a problem for students in learning and engaging in English. The most effective way to learn it is by providing a sufficient portion of practice for students. Currently schools are not the only source of knowledge. The development of technology makes the emergence of various sources of new knowledge such as internet and android applications are very popular community including in Indonesia.

The development process after media production is pretest and a beta test, this test provides the final results of a media being developed. The pre-test of media and materials was carried out by 3 IT experts and 3 junior high school teachers. The test instrument from the neglect test follows the design and development model evaluation sheet from Alessi & Trollip then separated into two alpha test sheets which are related to the material and media. Alpha test sheets relating to the material were given to the material experts and alpha test sheets related to the media were given to the media experts. There are two choices in the alpha test sheet that must be selected, if the material or media is acceptable then the comments column is left blank, but if the

material or media needs changes, the comments column is filled with input for change (Alessi, 2001, p. 432). This test is carried out as an effort to obtain information about the weaknesses contained in the media being developed by asking the opinion of experts. (Warsita, 2008, p. 242). Six experts gave 100% results so that the media and materials in the Fans to English application did not need to be revised.

Therefore, the authors developed an Android-based Fans to English application in order to support the learning process, especially during this pandemic. With this application, students can improve their learning outcomes, especially in the teaching and learning process of English. Android, which has been used by students for basic needs, is used almost all the time, even students find it difficult to separate. This means that the need for android has become fundamental in everyday life. Android prices vary, from the cheapest to the most expensive with a variety of choices the brand and sophistication offered so that students can buy it according to the money they spend also a factor that dominates why most students already own and use Android. So far, Android is only used for students to social media, games, and other entertainment applications. With the Fans to English application, it can be used by teachers in learning English.

Teaching method always used just like that, causing boredom for students. By developing this application, we hope that students will be more enthusiastic in learning because we take advantage of android media that students like. In applying this application to learning English, the teacher instructs the students to download it in the play store application. Learning that is fun on a regular basis will certainly produce results for students, there is no boredom because students have a lot of time to study it so that students' English skills will improve good

CONCLUSION

The process of making Fans to English Application begins using the android studio application. In the process of making the application, all components, both animated videos made using Levidio software and exercise videos, are prepared for upload. After the application is made, the next step is to test the application whether it

can function properly or not, then continue with the application test where, the validators conduct material and media tests on this application. Based on the results of the alpha test by validators, the Fans to English Application are intended to be suitable for use and can move to the next stage, namely the beta test. A beta test was conducted to test whether the Fans to English Application was applied to users or students in the learning process. Based on the results of data analysis, it is concluded that this application can improve students' speaking skills. At this stage the author also shows the practically of the Fans to English Application as digital content assisted language learning where this application can be integrated on various digital platforms such as social media YouTube, Instagram, Twitter or Facebook.

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