**DEVELOPING S.M.I.L.E (SMART MOBILE INDEPENDENT LEARNING OF ENGLISH) AS ENGLISH LEARNING MEDIA BY IMPLEMENTING EPIGNOSIS LLC’S PRINCIPLES FOR VOCATIONAL HIGH SCHOOL**

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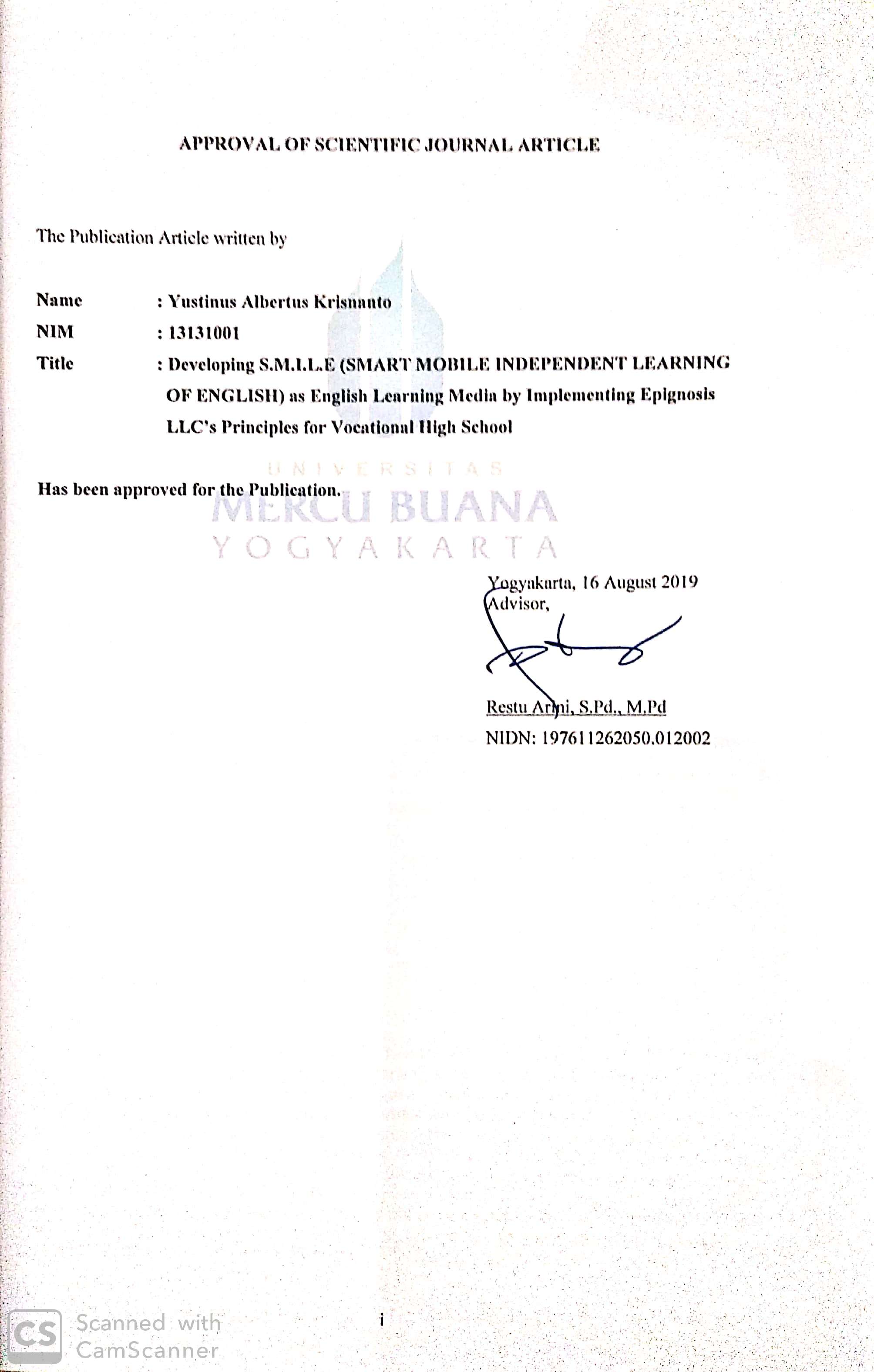


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Developing S.M.I.L.E. (Smart Mobile Independent Learning of English) as English learning media by implementing Epignosis LLC’s principles for Vocational High School

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This development research aims to produce E-Learning as a media of learning by applying the principles of Epignosis LLC in order to enhance learning motivation of the students.

The research and development procedures consist of research and information gathering, planning, program development, validation and

media expert content that covers three stages which are repeated three times from trial, product revision and product implementation. The subject of this research is grade X student of Electronics Industry Leonardo Vocational High School. The data are collected through questionnaire, interview, and observation which then are analyzed in quantitative descriptive.

The results show that the media known as S.M.I.L.E (Smart Mobile Independent Learning of English ) is considered eligible to use both in English content (score 4 from English expert) and media platform (score 3.6 from media expert). The field trials also present satisfying result that is very good) for the early field trial (score 4.3) and for the second field trials (score 4.5). Further, for the implementation of the media in the real teaching learning process, the media obtains score

4.3 included in the category of "very good".



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**1. Introduction**

**1.1 Background of the Study**

According to the Seels & Carey (1994) ideal learning will be implemented properly in the role of optimally system components learning. The learning system components include humans, media technology, learning strategies, learning environment, learning resources, and learning. Today, the development of information technology is extreamely rapid, demand for higher technology, consumerist culture that make technology increasingly searching for and utilized either positively or negatively. The world of education, the existence of information technology is very helpful in terms of delivering the message of learning and can easily get needed information from anyone, anywhere and anytime, in this case, the information technology is electronic learning (E-Learning) namely network and computer-based learning, a concept that is very good for helping improve the flexibility of learning. The development of E-Learning in this period has been designed to support and facilitate the process of teaching and learning. This product is commonly referred to with a Learning Management System (LMS). Some examples of the LMS is Moodle, ATutor, Dokeos, Sakai,

WebCT, LAMS, and many more that can be found in the era of technology. The variety of functions that can be utilized from the LMS is to support the learning process such as facilitating the formation of material in the form of text, audio, video, discussion, quiz, forum, teleconference, and assignment In addition, the utilization of LMS could be complementary in the world of education.

Referring to the Seels & Carey (1994) definition of theory and practice in design, development, utilization, management, and evaluation of processes and resources for learning. In the definition, there is a development area in the process of translating design specifications into physical includes: printing technology, audio-visual technology, computer-based technology, and integrated technology. In the definition of the development, there is a computer-based technology which includes multimedia learning and electronic learning (E-Learning). The learning process was not optimal in the classroom becomes one of the most vital issues and needs a solution as soon as possible. Therefore, the needs of development for E-Learning as an effort to improve the quality and help education process in the digital era.

Based at the preliminary study in Leonardo Vocational High School it showed that the limitations of learning time and space in the class become an obstacle for educators to give knowledge to the learners. This makes problems for educators in delivering the material in details. This limitations have a lot of complainant from educators and learners. In addition, the utilization of E-Learning at the moment still to be maximized and still not using the tools to clarify the message because educators only used E-Learning and asked the learners to download and study the material.

E-Learning development that takes into principles of the effectiveness of E- Learning was initiated by Epignosis LLC., using such tools are expected to assist in clarifying the content of the material. The tool is the voice, musical instruments, pictures, video, text or use of language that is appropriate to the material being taught. There are principles expressed by Epignosis LLC., known as principle 1), multimedia is the effort to use text tools and images for clarify the message, 2). Contiguity when words and images are presented more closely in one screen, will make the presentation of text and images are merged closely in one screen, 3). Coherence is remove the tools that are not in accordance with the material, 4). Modality use tool help animation and narration as efforts to clarify the material, 5). Redundancy is use of audio and text excessively will damage the explanation of the graph, 6). Personalization by using everyday language will improve the understanding of learners.

**1.2 Research Questions**

This research proposes two questions to be answered, they are as follows.

1. How is the process of the development E-Learning media by using principles of

Epignosis LLC. E-Learning effectiveness?

2. How is the quality of E-Learning media by applying the principles of E-Learning effectiveness Epignosis LLC.?

3. How far English learning media with the use of E-Learning media by applying the principles of E-Learning effectiveness Epignosis LLC. is considered good?

**1.3 Research Objectives**

Based on the research problems above, the aim of the research is as follows:

1. To describe the process of developing produce E-Learning media by applying the principles of E-Learning effectiveness Epignosis LLC.

2. To find out the quality of English learning media with the use of E-Learning.

3. To find out the feasibility of E-Learning as a media of learning by applying the principles of E-Learning effectiveness Epignosis LLC.

**1.4 Research Benefit**

This research was expected to give benefits both theoretically and practically. Theoretically, the result of this research might help other researchers as their references in conducting the similar

research and the E-Learning could be used as the example for develope another apps. Then, for practically, it would be useful for teacher to teach with technology, she or he can improve their competence in teaching English especially in using technology in teaching English. Moreover, this online media and research gave beneficial for students to comprehend the materials easily and made them be more excited and have high motivation in study.

**2. Method**

**2.1 Research Instruments**

In this research, there are two types of data obtained, they are quantitative data and qualitative data. Quantitative data obtained from the validation test of material experts, media experts, initial field trials, field trials, and field operational trials. In addition, there are qualitative data obtained from the needs analysis of learners and educators, input from media experts and material experts and inputs from learners who already use the E-Learning products. The data already obtained would be a description of the quantity and quality both in terms of product display E-Learning and in terms of material products that researchers develop.

**2.2 Research Participants**

The subject test in the research of the development of E-Learning students of class

X Electronics Industry in Leonardo Vocational High School subject with details at the table

**Table 1 The subject Test in the research of the development of E-Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** |  | **Objective** | **Student Qty.** |
| 1 | Initial field test |  | 3 |
| 2 | Field test |  | 8 |
| 3 | Implementation test |  | 29 |

The researcher began the experiment from 3 to 29 students because it was adjusted to the Borg and Gall RnD method.

**2.3 Data Collecting Technique**

This phase was discussed about the technique used to gain the data analysis. There were four techniques used in this research as follows:

**2.3.1 Observation method**

Observation used to analyze the teaching and learning process, the teacher’s teaching method used in teaching, and students’ characteristics and learning styles. The researcher observed the situation of the class when the teacher teaches English subject. Then, the data of the observation results were in the form notes. All of data from observation reported in form of observation sheet and documentation.

**2.3.2 Interview method**

Interviews conducted in a structured or unstructured. The researcher interviewed the English teachers to ask about their teaching experience, media lectora used by them, their teaching method and another media, students’ absorption, learning styles, ability in learning English, and parents’ background. The main point of this interview was to get information about characteristics of the students and their problem in learning English actually when she/he asks them to study trough E- Learning.

**2.3.3 Questionnaire**

The questionnaire is technique collection data that implemented by asking written questions to respondents to answer. There was survey named questionnaire made by researcher. Researcher used 5 questionnaires namely (1) questionnaire for teachers in the form of need analysis, (2) questionnaire for students in the form of analysis of student needs, (3) questionnaires for media expertise in the form of media validation, (4) questionnaires for material expertise in the form of material validation, (5) assessment questionnaire in the form of application assessment by students. Those questionnaire was given to the students contained about English learning activity that the students want to learn, learning media, and their difficulties in learning English. There were five options in every statements such as: Agree (YES), Disagree (NO), Strongly Disagree (SD), and also with the reasons.

**3. Findings and discussion**

**3.1 Preliminary Stage Trial Results**

Preliminary Stage Test of E-Learning program as a learning media by applying Epignosis LLC. principles involves as many as 3 students of X class of Electronics Industry, Leonardo Vocational High School. In the selection of the initial test, subject conducted by randomly assigning 3 learners by educators, the following table 4.3 is a field test results:

**Table 2 Trial Results of the Early Stage of the E-Learning Program**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Aspects Observed** | **Total Score of each aspect** | **Average** | **Criteria** |
| 1 | Interesting media view | 13 | 4.3 | Very Good |
| 2 | Ease of media usage | 13 | 4.3 | Very Good |
| 3 | Ease of use of the keys / navigation | 12 | 4 | Good |
| 4 | Clear instruction | 12 | 4 | Good |
| 5 | Material conformity | 15 | 5 | Very Good |
| 6 | Ease of understanding material | 13 | 4.3 | Very Good |
| 7 | The material varies | 13 | 4.3 | Very Good |
| 8 | Ease in understanding the language | 13 | 4.3 | Very Good |
| 9 | Image suitability | 13 | 4.3 | Very Good |
| 10 | Readability of text / writing | 13 | 4.3 | Very Good |
| 11 | The existence of learning motivation | 13 | 4.3 | Very Good |
| 12 | Ease of learning | 13 | 4.6 | Very Good |
| **Total** | | | **51.7** |  |
| **Average** | | | **4.3** | **Very Good** |

After the calculation on the questionnaire distributed to 3 students of class X Electronics Industry as the subject of research, obtained preliminary test data with the average score of 4.3 with the criteria of "Very Good".

**3.2 Field Trial Results**

Field trials of E-Learning program as a learning media by applying Epignosis LLC. principles involve as many as 8 students of Class X Electronics Industry of Leonardo Vocational High School. In the selection of the subject, field trials were conducted by randomly assigning 8 students to the participant's educator, here is a table 4.4 is the results of field trials:

**Table 3 Field Test Results of E-Learning Program**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Aspects Observed** | **Total Score of each aspect** | **Average** | **Criteria** |
| 1 | Interesting media view | 13 | 4.6 | Very Good |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 2 | Ease of media usage | 13 | 4.6 | Very Good |
| 3 | Ease of use of the keys / navigation | 12 | 4.2 | Good |
| 4 | Clear instruction | 12 | 4.6 | Very Good |
| 5 | Material conformity | 15 | 4.7 | Very Good |
| 6 | Ease of understanding material | 13 | 4.5 | Very Good |
| 7 | The material varies | 13 | 4.5 | Very Good |
| 8 | Ease in understanding the language | 13 | 4.4 | Very Good |
| 9 | Image suitability | 13 | 4.5 | Very Good |
| 10 | Readability of text / writing | 13 | 4.5 | Very Good |
| 11 | The existence of learning motivation | 13 | 4.5 | Very Good |
| 12 | Ease of learning | 13 | 4.9 | Very Good |
| **Total** | | | **54.5** |  |
| **Average** | | | **4.5** | **Very Good** |

After the calculation on the questionnaire distributed to 3 students of class X Electronics Industry as the subject of research, obtained preliminary test data with the average score of 4.3 with the criteria of "Very Good".

**3.3 Results of Field Test Execution**

A field test on E-Learning program as a learning media by applying Epignosis LLC. principles involves as many as 29 students of class X Electronics Industry of Leonardo Vocational High School, following is a table 4.5 is the field test results:

**Table 3 Field Test Results of E-Learning Program**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Aspects Observed** | **Total Score of each aspect** | **Average** | **Criteria** |
| 1 | Interesting media view | 13 | 4.2 | Good |
| 2 | Ease of media usage | 13 | 4.2 | Good |
| 3 | Ease of use of the keys / navigation | 12 | 4 | Good |
| 4 | Clear instruction | 12 | 4.2 | Good |
| 5 | Material conformity | 15 | 4.5 | Very Good |
| 6 | Ease of understanding material | 13 | 4.3 | Very Good |
| 7 | The material varies | 13 | 4 | Good |
| 8 | Ease in understanding the language | 13 | 4.4 | Very Good |
| 9 | Image suitability | 13 | 4.3 | Very Good |
| 10 | Readability of text / writing | 13 | 4.4 | Very Good |
| 11 | The existence of learning motivation | 13 | 4.2 | Good |
| 12 | Ease of learning | 13 | 4.5 | Very Good |
| **Total** | | | **51.2** |  |
| **Average** | | | **4.3** | **Very Good** |

After the calculation on the questionnaire distributed to 29 students of class X Electronics Industry as the subject of research, obtained preliminary test data with average results score 4.3 with criteria "Very Good". From the results of direct observation, learners as a whole can use E-Learning and from direct observation in the field, learners are very enthusiastic in accessing E-Learning.

**4. Conclusion**

The development of E-Learning as a media of learning by applying principles of Epignosis LLC. in Leonardo Vocational High School have 9 steps of research development based on the model proposed by Borg and Gall (1989) and declared to be " ELIGIBLE" as well as is in compliance with the principles expressed by Epignosis LLC. (2014).

Judging from some of the results of the study i.e. the result of the validation, validation media expert content, initial field trials, field trials and test the implementation field. As for the validation phase I obtained a score of 53 with a 3.5 average and categorized "good", on the media validation phase II obtained a score of 61 with average 4 and categorized "good". On the validation of material phase, I gained 45 with average score of 3.2 and categorized "good", on the validation of material phase II obtained a score of 50 average 3.6 and categorized with "good". The initial field test was carried out with the subject as much as 3 people learners by acquiring a score of 51.7 average 4.3 and categorized with "very good". Furthermore, carried out field trials with the subject 8 learners gain score average 4.5 with 54.5 and categorized "very good". As for the field test was carried out by the subject of the entire X-grade learners of Electronics Industry with a total of 29 get score 51.2 average 4.3 and categorized with "very good".

In addition, the above data is supported with enthusiasm the learners in accessing E-Learning developed. Similar with it, on a column suggestion questionnaire assessment there are comments that the overall positive learners greatly helped by the existence of learning E-Learning.

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