

CHAPTER II

LITERATURE REVIEW

This second chapter provides a general overview of the relevant literature used in this research. This chapter aims to discuss relevant theories to the aim of this research, namely designing English language learning materials with Islamic themes according to the school background. This chapter consists of a Theoretical review, relevant studies, and a conceptual framework.

A. Theoretical reviews

This section describes four theories about the Development design model, android-based media, the advantages and disadvantages of android-based media, and learning materials. These theories support research because to develop learning materials must be based on scientific approaches and related theoretical theories.

1. Development design model

The development of this English learning material will be effective material and of their background as madrasah students. besides that, it will be important because it can be used as a medium to facilitate students by the statement (Hasan et al., 2021) To improve communication between the giver and receiver of information to create good communication, an effective communication tool or media is needed. many learning models are used in designing learning, while the right model for this learning is a model based on Borg and Gall to conduct this type of research in developing materials.

This training model, developed by Florida State University in the 1970s, provides a systematic and iterative process for specifying training, developing the need for instructional methods and materials, implementing the program, and evaluating its effectiveness (Gagne et al., 2005). The name of the model is an acronym for the five steps of the model which include analysis, design, development, implementation, and evaluation. It was created as a guide to create training and teaching materials effectively.

2. Analysis

This stage is the most important in this research. before making a product, a needs analysis is needed to determine what is needed by students. This process is a needs analysis associated with monitoring and the management plan involves decisions about all the questions that arise. Hüseyin Uzunboylu said Needs during the analysis stage, instructional designers, and learning environments determine the problem and decide whether the solution to the problem. At this stage, the researcher needs to know the student's background, characteristics, and expertise. furthermore, we should also know the environments and constraints of the student. This process is a needs analysis associated with monitoring and the management plan involves decisions about all the questions that arise. To identify that we can do surveys, questionnaires, and interviews to collect the data.

3. Design

This stage is also called creating a design (blueprint). By identifying the needs analysis, the researcher must identify clear objectives for material-specific instruction to create the most appropriate instructional syllabus. In

this step, we need to go back and forth after determining the goals and objectives because this is the editing step of the analysis to make the objectives meet the needs. The researcher must also determine the observable measurements that show that students are achieving the learning objectives. According to (Uzunboylu & Koşucu, 2017) The content to be used in the design process can accurately meet the identified needs and the methods to be used in the preparation of quality, environment, tools, and in developing evaluation criteria, and will provide convenience for choosing. The product at this stage is the module. With these guidelines, appropriate teaching materials are then prepared to design the product.

4. Development

Development is the process of turning a blueprint or color design into a reality in learning activities. At this stage, e-learning can be developed and utilized special platforms for learning. The first thing that must be done in product development is to analyze the user's system and what things the user can do in the system. System users are teachers, administrators, and students.

5. Implementation

Implementation is an important stage in implementing a learning system. This shows that everything that has been developed to date has been installed and configured according to the purpose and role to be implemented. At this implementation stage, the media is directly tested through learning. The experiment was carried out in two parts, namely the first stage of content validity assessment by topic content experts, learning

media experts, and learning design experts. second round of practice testing by individuals, small groups, and large groups, as well as a team of subject matter experts. The findings of the trial became the basis for carrying out the evaluation.

6. Evaluation

This learning evaluation stage is carried out until the formative evaluation target is achieved and revisions need to be made. Based on the results of the expert review and field trials that had been carried out at the execution stage, two stages of data were carried out. The processing carried out is analysis of qualitative data and quantitative data. To be further modified in stages to make it better, this qualitative media approach is used to process data in the form of input, suggestions and criticism from experts as well as field tests. When analyzing quantitative information obtained from respondents' numerical responses to a list of questions. The purpose of evaluation at each stage is to determine whether the finished product is suitable or not.

7. Android-based Media

Android base means a technology, device, system, or application that uses the Android operating system as its base or operating platform. Android is an operating system developed by Google and widely used on mobile devices such as smartphones and tablets.

a. Android-based definition

Android is an open-source operating system that is quite famous because of its better level of effectiveness and efficiency compared to

other similar programs (Budiman & Nurbani, 2019). Apart from that, the Android platform can make it easier for developers to create applications because it is open source. Because of its convenience, the Android system has been widely used by most smartphones circulating in Indonesia (Astuti, Sumarni, & Saraswati, 2017).

b. Definition of Media

In the learning process, communication occurs between the teacher and student. The teacher acts as a sender of information while the student's role as recipient of information. This process will be successful well if the two run smoothly, where the teacher is able to convey information well to students and students have the ability to receive this information well too. To improve communication between giver and recipient of information to create good communication, effective communication tools or media are needed (Hasan et al., 2021).

The main role of media in learning English is to stimulate students' minds and make it easier for students to capture/understand the material presented by the teacher so as to help achieve the learning objectives that have been set.

1) Basic Considerations of Learning Media

Basic considerations regarding learning media. To achieve the desired learning objectives, it is necessary to select effective media. Some of the reasons people choose media are because the media provides a more specific picture or explanation and also the media can do more than what it can do, for example involving student learning

and increasing insight for teachers or students. Media can also fulfill needs or achieve desired goals (Arif S. Sadiman, et al., 2011). Educational media will be appropriate if it pays attention to the principles of media selection and also pays attention to several factors, as described below: (a) Objectivity is a key factor. Teacher opinions in choosing educational media should be avoided. This means that teachers cannot choose teaching media based on personal preferences. (b) Curriculum, the curriculum that will be given to students must be consistent with the current curriculum, both in content, structure, and depth. (c) Program Objectives, the aim of the program in question is for students to obtain educational information through educational facilities. (d) The current situation and conditions must also be taken into consideration in determining the choice of learning media to be used.

2) Benefits of Android-Based Media

The benefit of Android-based media is to simplify complex and abstract concepts into simple, concrete and easy to understand. In learning, interactive multimedia is an important component. Multimedia can be used as a tool to improve the quality of learning. Teaching and learning activities can be explored through the use of learning media (Leow & Neo, 2014). The 21st century learning style is implemented through the use of Android-based media. Researchers who are starting to use multimedia as a medium in learning environments to gain the benefits of cognitive excellence are paying

great attention to multimedia (Indarta et al., 2022). All students' senses can be activated, weaknesses in one of the senses can be activated, balanced with other sensory advantages so that it attracts a lot of attention and interest. learning and also the theoretical world can be expressed through reality. Thus, the media really helps teachers in learning to convey learning to achieve the desired goals optimally.

8. Advantages and Disadvantages of Android-Based Media

There are several advantages of Android-based media. Android-based media makes it easier for students to study independently or in class with a teacher. because nowadays many students already have mobile phones. Students can use it according to their convenience in learning. Students can use the Android application at any time without time limits. This can make it easier for students to return to the material for further study. Because they are not required to be in one place at a certain time, students have the freedom to choose when and where to study. Several studies show that technology has many positive influences on language learning such as reading, and using videos. The internet has been integrated as a complementary tool for language learning activities. One of the technological media that is often used today is applications on mobile phones. The research results show that students who interact a lot with applications on their cellphones can more easily understand the content of the reading text. Learning is a communication process between students, educators and teaching materials. Communication will not work without the help of messaging tools or media. Moreover, the application does not

require internet, so students have no reason not to be able to learn using applications on cellphones. Today's students have different learning styles from previous generations. Many people think that the current generation gets bored quickly and is lazy about learning. Various studies show that the generation known as the internet generation actually has a high orientation and enthusiasm for learning, but the way they obtain information is different (Barnes et al.,2007) . This generation's way of learning tends to be independent and independent. However, they are persistent information seekers and consciously choose the learning model that suits them. They also actively want varied learning models and tend to quickly get bored with conventional learning models which have limited resources and models (Barnes dkk., 2007)

With the development of this product, teachers get references or contributions to valuable learning material in English language learning, especially descriptive text material in seventh grade. Makes it easier for teachers to deliver material and strengthens teachers' knowledge of English learning materials based on Android applications.

Android-based media also has shortcomings in its use. The disadvantage of using Android-based media is that students' social interactions with other people are reduced. Interaction between teachers and students will be reduced. The reduced interaction is due to the application media not having communication features between teachers and students.

The weakness also lies in the lack of students. Students' interest and enthusiasm for learning is lacking because students consider learning

English to be difficult and complicated, as well as less interesting and monotonous. This problem affects student learning outcomes at the end of learning. If we discuss, students' enthusiasm or interest in learning can certainly be caused by many factors. For example, factors from within the student (intrinsic) and factors from outside (extrinsic). Therefore, there needs to be motivation from teachers to increase students' enthusiasm and interest when learning English using Android-based applications.

9. Learning Material

According to Tomlinson, learning materials are anything that can be used to facilitate language learning, including textbooks, videos, flashcards, games, websites, mobile phones, worksheets, pictures, and so on. They can help students experience the language used or they can make students discover the language themselves. It is also said that materials can be informative (giving students information about the target language), instructional (guiding students in practicing the language), experiential (giving students the experience of the language used), eliciting (encouraging students to use the language), and exploratory. (helping learners make discoveries about the language). Each student has their ideal way of learning the material comfortably with this media.

In general, the descriptive text describes a particular person, animal, place, or thing. Descriptive text is divided into two text structures: identification and description. Identification is the topic of the object to be discussed. While the description contains a description of an object regarding the details of the object such as the physical state of the object, its

origin, and other unique facts. Therefore, the material emphasized in descriptive text learning in grade 7 is to identify and recognize the characteristics of an object. In addition to schematic organization, descriptive writing also has its linguistic characteristics. Descriptive text is a type of English text that seeks to describe, represent, or express a person, animal, or thing, whether abstract or realistic. Through descriptive text material about Islam, students can increase understanding of Islamic material in English by using descriptive text structures.

Writing and presenting descriptive texts by giving and asking for information related to the description of people and places is one of the learning objectives (TP) of Descriptive Text material. Starting from one of the phases of learning achievement (CP) found in English subjects at madrasah Tsanawiyah, especially class VII.

In the CP (Learning Outcomes) in the standalone curriculum at the end of Stage D, students use spoken, written, and visual texts in English to interact and communicate in more diverse contexts and in formal and informal situations. Students can use various types of texts such as narratives, descriptions, procedures, special texts (short messages, advertisements), and authentic texts to be the main reference in learning English in this phase. Android-based media development on English subjects for students with descriptive text material. The content of the material based on the teaching module is made in accordance with English learning outcomes. To achieve learning objectives, it is necessary to have learning support media so that students can understand the context of

descriptive text. Learning media is a tool that helps in teaching and learning activities in the classroom. This is as stated by Van Els (2004), stating that learning media is any tool that can be used by teachers and students to achieve certain learning objectives. This means that the existence of learning media has a very important role in achieving learning goals. Meanwhile, according to (Hasan et al., 2021), in general the media has the following uses: The first is to clarify the message so that it is not too verbal. Second, overcome the limitations of space, time, and sensory power. The third is to create a spirit of student learning, namely interaction.

More direct connection between students and learning resources, allowing students to learn independently according to their visual, auditory, and kinesthetic talents and abilities and provide the same attention so that they can produce the same perception. One of the innovations in making descriptive text media is by using Android applications.

B. Relevant studies

To determine the originality of research, rely on several previous studies that have the same research concept as the research topic, even though the subject matter, variables or analysis methods are different. There is previous research related to this research. Research originality presents similarities and differences between previous research and this research. The function of this description is to avoid repetition of research on the same problem so that we can find out what differentiates this research from previous research. Previous research related to this research is explained as follows:

The first is Dian Fathurrohmah's (2023) research entitled "Developing Additional Interpretive Materials for Junior High Schools Based on Three Student Profiles Pancasila in the Independent Curriculum" that additional reading material is suitable for use as a tool to support student reading material, especially class 7E junior high school students at SMPN 3 Kediri City. The results of this study indicate that this rangeThe interest is 50% - 74%, meaning that the reading material is categorized as "Good. Meanwhile, the average student score is 72.25. The conclusion from the research results shows that the reading material is suitable for use as a supporting tool for grade 7 junior high school literacy programs. In addition, the data shows that that they like to read reading materials written in English with clear letters and colorful pictures. The profiles of three Pancasila students inspire other students to become enthusiastic about Pancasila in learning. In this research there are similarities in the research method, namely the researcher used the Research and Development (R&D) method. with the ADDIE development stages (analysis, design, development, implementation, evaluation), namely analysis, design, development, implementation and evaluation stages) in research. Previous research focused on descriptive reading material, the same as this research generally discusses reading descriptive texts, however with Islamic material.

The Second is Nur Hidayatul Fatihah's (2022) research entitled "Development of Android-Based Learning Media on Descriptive Texts About Animals" shows that Android application-based learning media is suitable for use as a medium for learning descriptive texts. Implementation of product trials in class 7 of one of the Islamic Middle Schools in Malang, totaling 28 students,

obtained an average score of 4.10 in the Decent category. The results of the material expert assessment obtained an average score of 4.77 in the "Very Suitable" category. The results of the media expert assessment obtained an average score of 4.73 in the "Very Decent" category. The results of the trial assessment carried out by students obtained an average score of 4.10 in the "Decent" category. So this Android application-based learning media is suitable for use as a learning medium for descriptive text material about animals. Students think that the questionnaire media is packaged attractively, the material contained in the media is clear, and the questions in the media can be used as practice in understanding the material. In this research, there are similarities in research methods, namely researchers use the Research and Development (R&D) method with the ADDIE development stages (analysis, design, development, implementation, evaluation), namely analysis, design, development, implementation and evaluation. stages) in research. The development of Android application-based learning media also uses the same material, namely descriptive text material and the difference in previous research lies in the material in the application. Previous research focused on animal descriptions, while this research is generally about descriptive text with an Islamic theme.

Another research conducted by (Hasan et al., 2021) entitled "Development of Android-based Mathematics Learning Media for Middle School Students" resulted that the design of middle school level mathematics learning using Android-based Construct 2 software received an assessment from material experts in the field. in the form of a percentage of 85.3%, media

expert 80%, and development design expert 93% so it can be categorized as very good and has met valid qualifications. In other words, the media developed in this research is considered appropriate and very good for use in mathematics learning. The difference in this research lies in grades 7-9 of junior high school, while this research is only in grade 7, there are other differences. Previous research was on mathematics subjects, while this research is on English subjects.

The next article was researched by (Muhfiyanti et al., 2021) with the title "Android-Based Mobile Learning Media in Teaching Reading Report Texts". The aim of this research is to describe the validity, effectiveness, and practice of using Android application-based learning media in teaching reading report texts. This research uses a research and development design carried out at SMA Muhammadiyah 02 Purbalingga. The research results show that the learning media developed can be applied to small and large learning groups. What this research has in common is the topic, namely the development of Android-based learning media in teaching English material. The difference is, that the material taught in this research is about report texts for tenth grade.

After studying and combining ideas and theories from previously written research above, researchers have theoretical justification for creating this Android-based application. Based on a literature review, Android-based additional learning media with Islamic material not yet developed. Therefore, this project aims to create additional Android-based learning media specifically for seventh grade students, especially MTS Negeri 1 Blitar City.

C. Conceptual Framework

Learning English in context is an important part of achieving students' proficiency. It allows students to get to know and be able to improve their skills because learning in context helps them to be exposed to English more often both in formal learning and daily life. Therefore, students need appropriate additional materials in a practical form. So far students only get standardized materials from government or private material developers that do not cover the background of madrasah students. This will make students lose motivation in learning English because they consider English less important. Madrasah Tsanawiyah students are known to have a strong background in religious values. However, they have to face globalisation which is unavoidable and has an uncontrollable influence on their lives in the current era. As a result, it will have an impact, and start to lose their identity. Therefore, descriptive texts with Islamic themes are very important for them to understand.

Therefore, providing contextualized English learning materials will motivate students. The materials are adapted through their background as madrasah students. Therefore, this research will answer the research question mentioned in chapter 1 which is to develop "Let's Describe Apk" learning media as a complementary media in descriptive text learning for Islamic junior high school students.