

Development of Writing Skill Learning based Android Model

Dr. Nia Rohayati, M.Pd and Dr. Iis Marwan, M.Pd
Indonesia

Abstract:- More users of mobile devices such as smartphones and tablets in Indonesia, open opportunities for developing mobile applications. In this research, learning applications will be used using mobile devices with writing literary material for students. Equipped with animation and multimedia components such as interesting sounds and images. Applications are built for devices that use the Android operating system. Applications have been tested on 20 Unigal FKIP students, of which 90% of students stated that the animation in this application was interesting and material content helped students understand about writing literature. This research uses research and development methods or called research and development (R & D). Research and Development is a process or steps to develop a new product or perfect an existing product. Products in this context are meant to make and design test, measurement and evaluation instruments in an android base for writing literary works.

Keywords:- *Android, Learning, Model, Character, and Short Story.*

I. INTRODUCTION

The reality is that the longer, more students are not interested in learning how to write literature. Therefore the lesson needs to be packaged so that it is interesting to learn. Thus an attempt to establish a good and correct way of writing.

The use of technology, especially mobile devices technology to help students learn is not new. Learning problems vary from difficult lessons such as mathematics and physics, to learning certain subjects. The range of device users is also very broad, ranging from play groups to students. Therefore proper analysis is needed so that the application runs effectively.

The penchant for reading literary works is widely found in newspapers, magazines and books. We recognize and enjoy the storyline, then we imagine again. We recognize, enjoy and appreciate diction in poetry, then we think about it. After feeling quite familiar with the form of stories and poetry, can we make a short story with the same theme? Can we have a different storyline and have other words to choose from?

We can start by writing stories and short stories, about our experiences, feelings and opinions about something. For example, we are fascinated by the sunset, the stillness of the night and the beauty of someone. After that, we have a dialogue with ourselves, what's interesting about what we see? What do we feel when watching and remembering it? What do we think about that? Then we make a poem by choosing a language that is fresh, unique, not cliched (rarely used), solid and reflective. Or we make stories with simple, simple grooves about our daily experiences.

This study has a specific purpose as follows making the development of learning models to write literature (short stories) using android-based information technology as lecture supplements. Creating an E-learning program for writing literature for the Indonesian Language and Literature Education Department FKIP Galuh University, so the lecture process runs effectively and efficiently. Provide recommendations to lecturers, students, and stakeholders of language lecturers in order to be able to use android applications with the contents of writing literary material (short stories).

This research is part of the development of learning models E-Learning theory and practice of writing android-based literary works, so the results of the study have benefits for lecturers and students. In addition, the operational results of this study are expected to provide the following benefits:

- For lecturers it is easy to provide the stages of learning / lecture material, so that the material to be taught can be studied before the lecture time.
- For students it is easy to learn lecture material because it can learn the teaching material sent by the Lecturer through its android application, so that when applying to face-to-face, just apply it.
- This program can be studied on a mobile system, meaning that lecturers and students can interact pre-lectures or post-lectures, so that time limitations can be overcome.

II. THEORETICAL BASIS

Writing is one way to express ideas and ideas that are in someone's mind. But nowadays there are many people who still think that writing is something that is considered trivial and boring. In fact, there are still many people experiencing difficulties in writing a sastra work. Both in terms of writing, word selection, and placement of punctuation.

Efforts that can be made to increase one's love for a literary writing are to get used to reading and writing, after that it changes the mindset in the heart and mind that writing a sarta work is something beautiful, easy, mengasikan, and certainly beneficial for life.

Then the thing that is not less important to instill a sense of love for writing literary works is to publish it. For students and students wa can publish it through madding (wall magazine) or school magazines or can also send the results of literary works to print media for publication. Of course there is a sense of pride in the heart when writing literary works is read by many people. The poster writes a literary work that is something that is challenging and mengasikan. By diligently writing any literary work, of course the writer will be a person with extensive experience and instant expert.

Technological developments make it easy to access learning media. Learning media can now be accessed using computers or other devices that can be used to display the media. Making learning media is also easier. Various software is available to create learning media. This software support can make learning media more attractive and can be easily produced.

Learning media must be able to be used massively, easily multiplied and used in various places (Arsyad, 2016). Learning media in the form of multimedia are easily made copies. To use multimedia, a device is needed to support the media. Computer is a tool that can be used to multiply and to use media. Students have difficulty using learning media. Limitations of the tool become an obstacle in accessing learning media. Personal computers like laptops are still considered expensive for the lower middle class. The facilities provided by the school also cannot be used at any time because of the limited number.

The availability of inexpensive devices can make it easier for students to access learning media. With this inexpensive device students from the lower middle class can buy the device. Mobile phones have tremendous potential to help the learning process. In the future, smartphones can solve the problem of access to learning resources. Smartphones are cheaper devices compared to PCsmart, which are cheaper devices than PCs (personal computers). The price of smartphones on the market is only about one third of the price of a PC like a laptop. Smartphones today also have comparative capabilities comparable to PCs. Making learning media based on mobile devices has several advantages. Mobile learning has advantages over cheaper costs, supports multimedia content, can be used in various places, reduces training costs. Mobile devices are also more standard than books or laptops. But mobile learning also has several challenges such as battery life, screen size, limited format support and memory limitations.

The advantages of mobile learning can be used to overcome the limitations of a PC. The advantages of mobile devices include easy to carry, can be connected to the network anytime and anywhere, more flexible in accessing learning resources, closeness of communication, students can be involved and active (Woodill, 2015) Ease and low prices become the main advantages. Educational applications have also received support from several parties. Some application stores have provided a special space for educative application developers to offer their applications. The use of mobile learning in schools is still small. The annual report of UNESCO stated that mobile phone use in schools is still considered gray. In schools the use of mobile phones is still prohibited so if there are students who use cellphones it will be confiscated (Chimbelu, 2014).

Bringing new technology into the classroom can create more innovative learners. Developing car-based learning media can increase students' interest in the learning process. Ease of accessing the media can also make students more often reopen the material delivered outside of class hours. Mobile technology is growing rapidly marked by the emergence of several mobile operating systems such as BB OS, Windows, iOS and Android. The development of android applications is supported by Google. Google itself provides software to develop applications such as the Android SDK (Software Development Kit). This Android SDK supports the development of Android using Eclipse and ADT software. Google also provides a complete tutorial for creating android applications.

One of the most popular mobile OS is Android. Android market is 76.3%, iOS 13.2%, Windows Home 3.7%, BB OS 2.9%, Linux 0.8, Symbian 0.2% and other 0.0%, the survey was taken in the third quarter of 2013 (IDC, 2014). From these data it can be seen that the Android operating system has the largest number of users. Android is also an open source operating system so it is relatively easier to develop applications.

III. DISCUSSION

The ease of software development using Android is an advantage of the Android operating system. Learning media that will be created is an android application that will display learning material. It is expected that using Android will be easier in developing applications. Media learning in the form of an android application can increase students' interest in learning. ease of use and can be used in various places to make students more often access the material. The more students repeat the material presented, the more students will understand the material that has been delivered.

Ally (2015) explains that mobile learning is learning through mobile wireless technology that allows everyone to access information and learning material from anywhere and anytime. Students can set themselves when he wants to learn

and from where he wants the learning resources. So that humans have the right to access teaching material and information to improve their quality of life regardless of where they live, their status and their culture.

Darmawan (2016) explains that mobile learning is an alternative that learning services can be carried out anywhere and anytime. Mobile learning is based on the reason that learning can be done anywhere and anytime. Has a broad coverage because it uses a commercial cellular network. Can be integrated with various e-learning, system academic and instant messaging service systems. Mobile learning is the opposite of learning that occurs in traditional settings where students just sit, move, pay attention to the lecturer who stands in front of the class (Woodill, 2015).

Darmawan (2016) explains the development of mobile learning against the background of the very fast penetration of mobile devices. More mobile devices than PCs. Mobile devices are easier to operate than PCs. Mobile devices can be used as learning media. Whereas Attewell et al (2015) explained that the technology used for mobile learning is handheld technology such as personal digital assistants (PDAs), mobile phones, smartphones, MP3 and MP4 players, other multimedia suppliers, game consoles, ultramobile PCs, mini-notebooks or netbooks, GPS and others. Woodill (2010: 36) explains that smartphones develop when cellular phones are getting smaller and have more features and uses.

Other equipment such as tablets, net-books, even car set-top boxes also adopt the Android operating system (Steele & To, 2014). Safaat (2014) explains that Android is an operating system for Linux-based mobile devices that includes operating systems, middleware and applications. Pressman (2015) explains that computer software is a product made by professional software makers, where software is built and then gets support for a long time. In software development must meet the usability goal. Preece, Rogers & Sharp (2015) suggested that making software must meet the 6 criteria of usability, namely effectiveness, efficiency, safety, utility, learnability and humor ability.

Sadiman (2014) explains that media is an intermediary or delivery agent from sender to recipient. Whereas Rohani (2017) explains that in essence teaching and learning activities are a process of communication. Communication processes must be realized through delivery activities and exchange of messages or information by each lecturer and student. Through this communication process the message or information can be absorbed and internalized by others. In the process of communication there can be different perceptions so that the means needed to help the communication process are called media.

To produce science and technology innovation in the field of sports, especially the learning of theory and the practice of writing literary works, real work is needed from

the results of research in universities. The limitations of lecture time can be overcome by the learning process before the lecture begins. Designing a material model based on android applications is a design that requires real work from all parties involved.

The material presented consists of theory and practice that require a long time, or equivalent to 4 to 6 credits. Looking for a student model that is considered capable of practicing writing literature to be used as a demonstration model. The researcher designs and makes a learning system model of theory and practice of writing literature to be recorded in the form of a master of visuals. The researcher entered the master viewer in the form of soft files and recorded on the android program. The researcher conducted a series of trials with the stages of the method of developing learning to write literature using an android program on students. The researcher conducted a wider scale trial of students taking courses in writing literature.

Making E-Learning books "Learning Models Writing literary works based on Android. Socialization to lecturers. Delivery of the basic tutorial system usage and writing literary works through the android application. The study of the learning process of writing literature by lecturers to students. The research conducted is an initial study of making learning models writing literary works that can be used by Unigal FKIP Lecturers and Students.

IV. CONCLUSION

This study was designed to hone the ability of students to make literature in the form of short stories. The use of information technology is increasingly rapid at this time, must be used for things that are educational. The findings of the results of this study produce a learning model for writing android-based literary works. With the growth and development of devices communication devices at affordable prices can be an opportunity to increase the ability of users of these communication tools can be utilized in learning programs so that e-learning can be achieved. The learning process of writing literary works can be done by utilizing information technology using android on smartphones, so that it is effective and efficient.

REFERENCES

- [1]. Alwasilah, et al. (2015). *Glossary of educational Assessment Term*. Jakarta: Ministry of Education and Culture.
- [2]. Arikunto, Suharsimi dan Jabar. 2015. *Evaluasi Program Pendidikan*. Jakarta: Bumi Aksara
- [3]. Bembunty, H. (2009, Spring). "The last word: An interview with Herbert W. Marsh: A leading voice on self-concept, teaching effectiveness, and a force in quantitative analysis (Part 1)". *Journal of Advanced Academics*, Vol. 20, No. 3, pp. 536-544.

- [4]. Borg, W.R. & Gall, M.D. Gall. (1989). *Educational Research: An Introduction, Fifth Edition*. New York: Longman.
- [5]. Calongesi, J.S. 2015. *Merancang Tes untuk Menilai Prestasi Siswa*. Bandung : ITB.
- [6]. Dai, D., & Rinn, A. (2008, September): “*The Big-Fish-Little-Pond effect: What do we know and where do we go from here?*” *Educational Psychology Review*, Vol. 20, No. 3, pp. 283-317.
- [7]. David Elkind & Freddy Sweet Ph.D. (2004). Pendidikan Karakter. Dikases pada tanggal 15 April 2016. Tersedia di http://eprints.unsri.ac.id/26/1/Makalah_Seminar_Kearifan_Lokal.doc.
- [8]. Djaali, 2014. *Psikologi Pendidikan*, Jakarta: Bumi Aksara.
- [9]. Ghufron, A. (2011). *Pendekatan Penelitian dan Pengembangan (R&D) di Bidang Pendidikan dan Pembelajaran*. Handout. Fakultas Ilmu Pendidikan UNY.
- [10]. Egan, L. A., & Todorov, N. (2009, February): “*Forgiveness as a coping strategy to allow school students to deal with the effects of being bullied: Theoretical and empirical discussion*”. *Journal of Social & Clinical Psychology*, Vol. 28, No. 2, pp. 198-222.
- [11]. Herfanda, A.Y. 2008. ”Sastra sebagai Agen Perubahan Budaya” dalam *Bahasa dan Budaya dalam Berbagai Perspektif*, Aanwar Effendi, ed. Yogyakarta: FBS UNY dan Tiara Wacana.
- [12]. Kumano, Y. 2013. *Authentic Assessment and Portfolio Assessment-Its Theory and Practice*. Japan: Shizuoka University.
- [13]. Latif, Yudi. 2014. *Mata Air Keteladanan: Pancasila dalam Perbuatan*. Bandung: Penerbit Mizan.
- [14]. Lehmann, H. (2010). *The Systems Approach to Education. Special Presentation Conveyed in The International Seminar on Educational Innovation and Technology Manila*. Innotech Publications-Vol 20 No. 05.
- [15]. Lickona, T. 2004. *Character Matters*. New York: Touchstone. Meinbach, A.M., Rothlein, L., & Frederick.
- [16]. Liem, A. D., & Nie, Y. (2008, Oktober): “*Values, achievement goals, and individual-oriented and social-oriented achievement motivations among Chinese and Indonesian secondary school students*”. *International Journal of Psychology*, Vol. 43, No. 5, pp. 898-903.
- [17]. Little, T., & Williams, A. G. (2005). Specificity of acceleration, maximum speed, and agility in professional soccer players. *Journal of Strength and Conditioning Research*, 19(1), 76-78.
- [18]. Makmun, Abin Syamsuddin. 2007. *Psikologi Kependidikan*. Bandung: PT. Remaja Rosdakarya.
- [19]. Murdock, T. B., Beauchamp, A. S., Hinton, A. M. (2008, December): “*Predictors of cheating and cheating attributions: Does classroom context influence cheating and blame for cheating?*” *European Journal of Psychology of Education*, Vol. 23, No. 4, pp. 477-492.
- [20]. Nurkencana, Wayan dan Sumartana, 2012. *Evaluasi Pendidikan*, Surabaya: Usaha Nasional.
- [21]. Nuryatin, Agus. (2010). *Sastra sebagai Mata Pelajaran Vokasi dan Media Pendidikan Watak*. Pidato Pengukuhan Guru Besar Tetap dalam Bidang Ilmu Sastra Fakultas Bahasa dan Seni Universitas Negeri Semarang, Semarang, 6 Mei.
- [22]. Sanjaya, Wina. 2013. *Strategi Pembelajaran Berorientasi Standar Proses*. Jakarta, Remaja Rosdakarya.
- [23]. Sofan Amri. 2014. *Pengembangan Pembelajaran*. Jakarta: Prestasi Pustaka.
- [24]. Stiggins, R.J. (2014). *Student-Centered Classroom Assessment*. New York : Macmillan College Publishing Company.
- [25]. Sugiyono. (2009). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D*. Bandung : Alfabeta.
- [26]. Sukmadinata, Nana Syaodih. (2008). *Metode Penelitian Pendidikan*. Bandung: Remaja Rosdakarya.
- [27]. Suryabrata Sumadi, 2011. *Psikologi Pendidikan*, Jakarta : Rajawali.
- [28]. Tarigan, Henri Guntur. 1985. *Prinsip-Prinsip Dasar Sastra*. Bandung: Angkasa.
- [29]. T.Ramli (2003). *Panduan & Aplikasi Pendidikan Karakter*. Jakarta: Rineka Cipta.
- [30]. Tayibnapis, F.Y. (2010). *Evaluasi Program*. Jakarta: Rineka Cipta
- [31]. UNESCO (2000) *Peringkat Indeks Pengembangan Manusia (Human Development Index)*.
- [32]. Wellek, Rene dan Austin Warren. 1990. *Teori Kesusastraan*. Jakarta: Gramedia Pustaka Utama.
- [33]. Zainul & Nasution. (2011). *Penilaian Hasil Belajar*. Jakarta: Dirjen Dikti.
- [34]. Zulkifli Matondang, 2015, *Validitas dan Reliabilitas Suatu Instrumen Penelitian*, *Jurnal Tabularasa PPS Unimed*. Vol. 6 Nomor 1 Juni 2015.