
**DESIGNING SPBU (SPEAKING BUSINESS) BASED ON
ANDROID APPLICATION FOR SHARIA ECONOMIC STUDENTS**

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ABSTRACT

The aim of this research was to develop a learning media based on an Android application, which is believed to enable students to learn independently and enhance their communication skills for Sharia Economic students. The researcher employed the Research and Development (R&D) methodology to create the product. To complete the development of this product, the researcher adopted steps introduced by Maribe Branch known as the ADDIE model, which includes analysis, design, development, implementation, and evaluation. The target population for this research comprised third-semester students majoring in Sharia Economics at Universitas KH. A. Wahab Hasbullah Jombang, with a total of 12 students. Data collection for this research involved interviews and questionnaires. The results showed that the media expert data indicated 89%, demonstrating that the application was suitable to be used as an interesting and interactive English learning tool. The data from the material expert indicated 96%, confirming that the application was suitable for use in the learning process. During the implementation process, a score of 75% was achieved, indicating that the application helped students become more active and interested in class, enabling them to speak English more fluently during their learning process. In the final evaluation, it was found that this media was proven to be suitable for improving students' speaking skills in the specific subject of English for Sharia Economics.

Keyword: English for Economics, Learning media, Speaking skill

INTRODUCTION

Teaching English in Indonesia, especially in non-English departments, is quite challenging due to the importance of English as a global communication language. English proficiency is essential for individuals to compete globally in terms of human resources, education, and the economy, as English is a standard requirement in the professional world. Various research findings have indicated that Indonesian students have low English proficiency (Hamra, 1993, 1996; Kweldju, 2001). The English Proficiency Index (EPI)

research in 2021 ranked Indonesia 80th out of 112 countries worldwide, with a lower proficiency level compared to Singapore and the Philippines in Asia.

The English course implemented in Economy Faculty of Universitas KH.A. Wahab Hasbullah falls under the category of English for Specific Purpose (ESP). ESP contains English material for some purposes based on the students' needs. Dudley Evans and St. John (1998) states that ESP is an approach to provide appropriate materials and assignment to students in a particular context. It means students at the vocational or department level will be provided with some materials that are suitable for their department and will only centre on the purpose of their department. For instance, students from the Sharia Economic major should learn English for Economics and students from the Communication Sciences major should learn English for Communication. It does not mean students learn English because they want to know English as not only a language, but also specific goals in academia and professional fields (Robinson, 1991). Since ESP material is determined according to the needs of the students, it is hoped that what students have learned at universities in English class can be implemented in their fieldwork later.

The English course in the Faculty of Economics at Unwaha is generally adequate. However, there are some issues related to the improvement of speaking skills. This arises because the supporting materials or media are not maximally effective in helping students communicate fluently. The students are provided only with textbooks or e-books that primarily focus on developing reading and writing skills. Additionally, some vocabulary from Cambridge University, included in the existing media, is too advanced for students with a low English proficiency level. Therefore, there is a high demand for learning media that can support students' needs. As Sadiman et al. (2006) stated, media is anything that conveys a message from sender to receiver and stimulates the mind, emotions, interests, hobbies, and students' attention during the learning process. In summary, media acts as a mediator or tool for conveying messages or information from sender to receiver, with the goal of enabling students to develop critical thinking, analysis, and reflection using various communication tools (Parmawati & Inayah, 2019).

Several researchers have investigated this phenomenon. Firstly, Hasan et al. (2020) developed a pocketbook learning media based on mind mapping for the introductory economics course. Secondly, Una (2017) examined the perspectives of economics lecturers and students on teaching economic English through a Shariah approach. Thirdly, Afidah & Hanifah (2018) focused on developing a textbook using the Reading Strategic Based Instruction method for the Shariah Economy Department, aiming to enhance students' reading

skills. Fourthly, Carolinaliwati, Usadiati, and Misrita (2022) explored the use of YouTube videos by non-English major students to improve their speaking skills.

Previous studies have predominantly focused on developing learning products based on textbooks, primarily targeting reading and writing skills. However, there remains a research gap that needs to be addressed, particularly regarding the development of learning products that specifically target speaking skills using Android-based applications. This research aims to fill that gap by creating supplementary materials for the English for Sharia Economics class. The research is expected to benefit both lecturers and learners. For lecturers, it will assist in creating more engaging and interactive classes through the Android application, providing guidance on program implementation. For learners, it will help them actively participate in class and improve their spoken English fluency during the learning process.

The existing research has shown the need for additional learning media to meet the objectives of the class. Tomlinson (2011) suggests that material development is a field of study that involves designing, implementing, and evaluating language teaching materials. It also encompasses the practical aspects undertaken by teachers, writers, or learners to provide sources of language input. Therefore, this research will contribute to the field of material development by providing an android-based application that focuses on enhancing speaking skills.

METHOD

Research Design

This research utilized the Research and Development (R&D) method, which is a systematic process for developing and validating educational products in the field of education and learning (Widyastuti & Susiana, 2019). As cited by Latief (2019), Borg and Gall describe Education Research and Development as a type of research that focuses on developing and validating educational products. The main objective of this research was to develop a supplementary learning material for the English for Sharia Economics class, with a specific emphasis on improving speaking skills. The development of this product followed the ADDIE model, which stands for analysis, design, development, implementation, and evaluation. The ADDIE model is an iterative development model where the creator may revisit previous stages based on evaluations conducted at each stage (Drljača, D., Latinović, B., Stanković, Ž., & Cvetković, 2017).

This research had two specific aims. Firstly, it aimed to create a more interesting and interactive class environment for the lecturer through the use of an Android application.

Secondly, it aimed to guide students in becoming more active and proficient in speaking English during their learning process.

Population and Sample

The sampling technique employed in this research was a non-probabilistic technique known as a saturated sample or total sample. According to Sugiyono (2012), saturated sampling involves using all members of a population as respondents or samples. In this research, the population consisted of all third-semester students majoring in Sharia Economics at Universitas KH. A. Wahab Hasbullah, with a total of 12 students. Since the research focused on students studying English for Economics courses within the Sharia Economics major, the entire population was included in the study.

Instrumentation

In this research, the researcher utilized two instruments: interviews and questionnaires. The interviews were conducted using a semi-structured approach, which is a qualitative research technique aimed at gaining a deeper understanding of the respondents' feelings and beliefs regarding a specific issue. Semi-structured interviews involve preparing questions in advance, allowing for flexibility in adjusting the order, skipping redundant questions, or creating new ones based on the interviewee's responses (Clifford et al., 2016). Moreover, the interviewer should be open to asking follow-up questions and seeking additional details. The semi-structured interviews in this study focused on several aspects, including the process of learning English for Economics in the classroom, challenges and difficulties encountered in delivering or understanding English for Economics materials, and the importance of providing materials that align with students' needs.

Technique of Data Collection

This research employed two types of instruments for data collection: semi-structured interviews and questionnaires. Semi-structured interviews were conducted with both the lecturer and the students. The first set of interviews was conducted with the lecturer teaching the English for Economics course. These interviews aimed to gather information about the process of delivering English for Economics materials in the classroom and identify any obstacles encountered. Additionally, semi-structured interviews were conducted with the students to gather insights into the difficulties they face when learning English for Economics and to assess the importance of learning media in supporting their learning objectives.

The second instrument used was a questionnaire. The questionnaire was utilized in two stages. Initially, it was employed during the product validation process to determine whether the developed product aligned with the research objectives, both in terms of media and material development. The questionnaire was designed to gather feedback and assess the suitability of the product. The specific questionnaire outline is presented in the table below.

Table 1: Indicator of Media Validation

No	Indicators	Items	Number of Statements
1	Layout Accuracy	2	1,2
2	Typography Accuracy	3	3,4,5
3	Video Quality	5	6,7,8,9,10
4	Audio Quality	2	11,12
5	Product Package	2	13,14
6	Flexibility	2	15,16
7	Navigation Accuracy	2	17,18

Table 2: Indicator of Material Validation

No	Indicators	Items	Number of Statements
1	Curriculum Accuracy	2	1,2
2	Learning Purpose Accuracy	4	3,4,5,6
3	Simulation Accuracy	2	7,8
4	Content Accuracy	8	9,10,11,12,13,14,15,16
5	Exercise Accuracy	3	17,18,19

The second questionnaire was administered during the implementation process to assess the suitability of the developed media based on the criteria desired by the students. This questionnaire aimed to gather feedback on various aspects, including the materials covered, language used, effectiveness, and visual display of the media. The goal was to evaluate how well the developed media aligned with the students' preferences and expectations.

Table 3: Indicator of Implementation Questionnaire

No	Indicators	Items	Number of Statements
1	Material	5	1,2,3,4,5
2	Use of the Language	4	6,7,8,9
3	Influence	5	10,11,12,13,14
4	Visual Display	7	15,16,17,18,19,20,21

Technique of Data Analysis

The Likert scale is applied to assess the importance of these factors in influencing the feasibility of product developed. The scale used is modified from Riduwan (2020) between 1 and 5: (1) very poor, (2) poor, (3) fair, (4) good, and (5) very good. To calculate the total

score from the questionnaire, the researcher used the Likert formula from Sugiyono (2012) as cited in Alim Irhamna (Alim Irhamna, 2018), the formula can be seen as follows:

$$N = T \times Pn$$

Description:

N : Total Score

T : Total Number of Respondent who voted

Pn : Likert Score

In analyzing the qualification of the product developed, the researcher used 5 index interpretation criteria from Riduwan (2020). The interpretation score is shown in the following table:

Table 4: Index Interpretation Criteria

Percentage Score	Category
81% - 100%	Very Good
61% - 80%	Good
41% - 60%	Fair
21% - 40%	Poor
< 20%	Very Poor

To consider the percentage of index interpretation criteria of the questionnaires data, the researcher used formula from Sugiyono (2012) as cited in Alim Irhamna (Alim Irhamna, 2018), the formula can be seen as follows:

$$P = \frac{N}{Y} \times 100$$

Descriptions:

P : Percentage of Index

N : Total Score

Y : Maximum Score/Total Items

This percentage is applied to determine the final results of the validation process and implementation process, so the final result can find out the feasibility and suitability of the product developed with the objective of the research.

FINDINGS AND DISCUSSION

Findings

Analysis

Based on the interviews conducted with both the lecturer and the students, the researcher developed an interactive English learning media. Prior to the interviews, the

researcher prepared three initial questions to ensure a smooth interview process. These questions covered topics such as the opinions on the English for Economics course over time, obstacles experienced during the learning process, the effectiveness of previous learning media, and the importance of providing learning media that aligns with the students' interests. Throughout the interview process, additional questions were added based on the interviewees' responses, allowing for a comprehensive exploration of the topics.

The findings from the interviews indicated that the overall learning process was satisfactory. However, challenges were identified regarding the improvement of speaking skills. Students were primarily provided with textbooks and e-books that focused heavily on literacy skills, lacking effective supplementary materials and media for developing their communication abilities in English. Additionally, some vocabulary used in the existing media, sourced from Cambridge University, was too advanced for students with lower English proficiency levels. As a result, students' progress in learning English for Economics was not optimal, and the lecturer had not yet discovered the most suitable interactive and innovative learning media to enhance students' engagement. Furthermore, a significant learning method that aligned with students' interests had not been identified. Consequently, there was a pressing need for learning media that could support students' requirements.

The desired standards for interactive and innovative learning media, as expressed by both the lecturer and the students, were flexibility, allowing for independent study anytime and anywhere. The learning media should employ easily understandable language and vocabulary to facilitate effective delivery of the materials. It should also incorporate conversation videos relevant to the course content, enabling students to complete assignments provided by the lecturer. Ultimately, the learning media should encourage active participation in class and facilitate the development of smooth English-speaking skills for students.

Design

In this phase, the researcher developed a concept for the learning media based on the need analysis. The concept involved an interactive learning media utilizing Information and Communication Technology (ICT) in the form of an Android application. The first step was to gather relevant content related to speaking skills, based on the provided course outline. The researcher then created a storyboard, collected supporting illustrations and background sounds, designed the necessary navigation elements, recorded audio, and filmed learning videos.

To design the storyboard, the researcher utilized the SmartArt feature in Microsoft Word. The storyboard design was as follows:

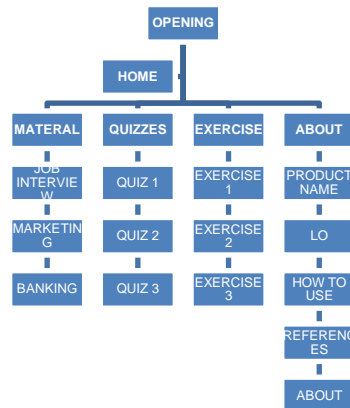


Figure 1: Storyboard of the Application

The storyboard depicted the outline of the application, particularly the main layout. It consisted of the opening screen of the application, followed by the home screen/main menu. The main menu featured four navigation options: materials, exercises, about, and quizzes. The application provided three materials specifically focused on speaking skills. Each material included quizzes and exercises to assess students' understanding of the content.

Next, the media design process involved using PowerPoint Hyperlink functionality. The collected materials were inserted into PowerPoint slides, and navigation buttons were added to connect the slides. Transitions were also applied to enhance the visual appearance, simulating an Android application. The PowerPoint presentation with Hyperlink functionality was then converted into an Android application using the iSpring Suite 10 application. Finally, the application was compiled into an Android version using Website 2 APK Builder. The layout of the product can be observed below:



Figure 2: Opening Screen

The opening screen emblazoned the logo of application, consists of start navigation to enter the home screen of the application, also there is sound button to play the back sound of the application, this can help students to be more focus and enjoy to study.



Figure 3: Home Screen

Home screen displays a main menu of SPBU application. It serves four navigation buttons to explore the contents. Those are Material button to enter the material menu provided in the application, Quiz button to enter the quiz section, Exercise button to enter the exercise section, and About button contains some information about SPBU application.



Figure 4: Material Menu

Material menu shows three materials about English for Economics, that is: Job Interview, Marketing, and Banking. When the user clicks one of the button materials provided, user will come into material section in the form of video learning.

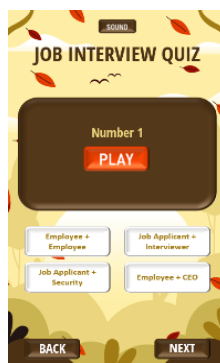


Figure 5: Quizzes Screen

Quiz section provides some questions for reviewing the materials that have been studied. There are 5 questions in every material, that is 15 questions in total. The type of quiz is multiple choice, and also the questions are delivered through audio. This quiz just for

reviewing the material, so there is no score. When the user chooses the right answer, a yellow splash screen will appear and move to the next question, but when the user chooses the false answer, a red splash screen will appear and directly back to the same question

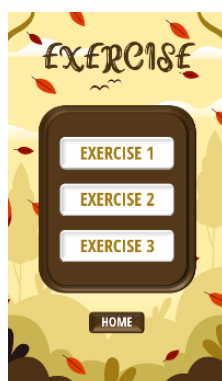


Figure 6: Exercises Screen

Exercise page features some kind of dubbing video that used to know the students' skill in mastering the materials studied and also to take the score for evaluation. The type of exercise is role play. There are 3 exercises, exercise 1 for Job Interview material, exercise 2 for Marketing material, and exercise 3 for Banking material.



Figure 7: About Screen

This page contains five navigation buttons, all of which are *SPBU* button to enter the description of this application, *LO* (Learning Outcome) button to enter the outcome page of this application, *How to Use* button to enter the tutorials how to use this application, *References* button to enter references page, and *Profile* navigation button to enter the profile creator. This application provides back button, home button, and close button in every single page. So, the user can easily close the application.

Development

During this phase, the product underwent validation by two experts: a media expert and a material expert. The purpose of this validation was to assess the product's validity in relation to the identified needs. The results of the validation are presented in the table below:

Table 5: Result of Media Validation

No	Aspect	Item	Obtained Score
1	Layout Accuracy	2	8
2	Typography Accuracy	3	13
3	Video Quality	5	22
4	Audio Quality	3	14
5	Product Package	2	10
6	Flexibility	2	10
7	Navigation	2	8
SUM		19	85
TOTAL		89%	

Based on the table above, the result from media expert was 89%, which was categorized in the "Very Good" category based on the index criteria. So, it can be concluded that this application was eligible to be tested in terms of media feasibility.

Table 6: Result of Material Validation

No	Aspect	Item	Obtained Score
1	Curriculum Accuracy	2	10
2	Learning Purposes	4	20
3	Stimulation Accuracy	2	10
4	Content Accuracy	9	41
5	Exercises Accuracy	3	15
SUM		20	96
TOTAL		96%	

Based on the data provided, the evaluation conducted by the material expert resulted in a score of 96%, which falls within the "Very Good" category according to the interpretation criteria. This indicates that the application is deemed suitable for further testing in terms of its material feasibility.

The validation phase involved assessing the feasibility of the application based on expert judgment before proceeding to student testing. The results indicate that this application has the potential to enhance the interest of third-semester students in the Sharia Economics program when it comes to learning English.

Implementation

The researcher tried out the application to the students on 9th January, 2023. This application be tested to 12 students of Sharia Economics third-semester at Universitas KH. A. Wahab Hasbullah. First step was distributing the final application to Android users, then the students copied the link and start to download the application. All the android user can install this application at least has a minimal RAM 500 MB. The students tried the application at the same time, while the researcher spread the questionnaire to earn the data from the students. The result of implementation discovered in the table below:

Table 7: Result of Implementation

No	Component	Item	Score Obtained
1	Material	5	381
2	Use of the Language	4	285
3	Influence	5	404
4	Visual Display	7	499
SUM		21	1569
AVERAGE			75

Based on the table above, the average scored got 75%, which means the application in a “Good” category according to index interpretation criteria. This result explained that, the use of language item represents the used of easy-to-understand language in this application, even the score got 285, this calculated as a higher score because that items consists only four statements. While visual display, influence, and material represents their interested to use this application for learning media. From the result above can be concluded that, this application will help them active and interested in class and be able to speak English more smoothly in their learning process.

Evaluation

After going through the need analysis, design the product, validation the application to the experts, then tested to the students. Based on the data collection, this application can help them in learning English, this application will make them more interested, active in class and slowly they will be able to speak English more smoothly in their learning process. However, no matter how good the result is, it must have several strengthens and weaknesses.

The strengthens of SPBU application were: first, the materials and examples was delivered through learning videos, this include the third of learning styles, that is auditory, visual, and kinesthetic, it will be easily accepted by the students. Second, the Vocabularies section was completed with the pronunciation also the meaning, so the user can easily practice

how to pronounce the word and remember the word. Third, the SPBU application was flexible to use because all of the learning videos can be accessed offline wherever and whenever it is needed.

The weaknesses of SPBU application were: The material on the SPBU application was not explained in detail because this application just focused on helping their speaking skill. To cover this disadvantage, the user can use other books for additional references alongside the application. This application has a large size, more than 500MB since all of the learning video can be accessed offline. To handle this disadvantage, the researcher suggests to check the available ram first

Discussion

Based on the research findings presented above, it can be concluded that the developed product in this research is considered to be a good product. The product was created following the steps of the Research and Development method and was proven to be effective in helping students better comprehend the materials.

In support of the benefits of ICT-based learning, other researchers have also conducted studies in this field. Agustina Permata Wardani et al. (2019) analyzed the impact of ICT-based learning media on university students and found a significant difference in learning achievement between groups taught using ICT-based learning and those using conventional methods. This indicates that ICT-based learning has a positive effect on students' learning outcomes. Additionally, Muzayyanna Zatulifa et al. (2018) demonstrated that an android-based learning media improved students' performance in post-tests and was more efficient compared to traditional learning methods using books or worksheets. However, it is important to note that the focus of this research was on the development of a specific learning product, rather than the improvement of students' skills.

In light of these findings, lecturers can utilize this developed product as an additional or supplementary resource to enhance their teaching process, leading to a more enjoyable learning experience for students. As a result, the intended learning targets can be achieved more easily and effectively.

CONCLUSION AND SUGGESTION

The research findings highlight the significant impact of utilizing interesting and interactive learning media in English classes. The use of such media not only encourages students to become more actively engaged in speaking English during their lessons but also assists teachers in creating dynamic and engaging lessons through the use of Android

applications. Providing appropriate learning media is crucial for both students and teachers to achieve their learning goals. While this research primarily focused on the production of the learning media, future researchers could expand their focus to include not only the process of creating the media but also the extent to which the product effectively assists students in reaching their learning objectives. Additionally, further research could explore the development of media for other language skills, such as reading, listening, and writing. By providing comprehensive media that covers all language skills, lecturers can receive maximum support in their teaching endeavours.

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