Designing English Learning Website Based on Digital Literacy by Using Addie Model for English Club Extracurricular at SDN 045 Binalatung Tarakan

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Abstract

This research aims to design learning media for the English Club extracurricular at SDN 045 Binalatung Tarakan using website WordPress. The research design was Research and Development (R&D) using EDDIE model. It consists of five stages (1) Analysis; (2) Design; (3) Development; (4) Implementation; and (5) Evaluation. The research instruments were questionnaires, interview, material expert validation questionnaire, media expert questionnaire (design), linguist validation questionnaire, media practicality test questionnaire, and student response questionnaire. The result of the study indicated that: 1) Expert validation obtained a total score of 34.00 which if presented as a percentage gets a score of 85% with the qualification "Eligible"; 2) Media experts obtained a total score of 57.00 with a percentage of 89.06% qualified as "Very Eligible"; 3) Linguist obtained a total score if 34.00 which if presented as a percentage, received a score of 85% with the qualification "Eligible"; and 4) Practitioner of learning English obtained a total score of 50.00 which if presented as a percentage, got a score of 83.33% with the qualification "Very Practical". The student's responses to this media after the trial was carried out on average showed a positive response with a percentage of 80% for each indicator. Thus, this Digital Literacy-based English Learning Website is appropriate to be used as medium for learning English in English Club extracurricular activities in Elementary Schools.
Keywords: *learning website, digital literacy, English Club, ADDIE model*

Abstrak

Penelitian ini bertujuan untuk merancang media pembelajaran ekstrakurikuler *English Club* di SDN 045 Binalatung Tarakan dengan menggunakan website WordPress. Desain penelitian adalah Research and Development (R&D) dengan model ADDIE. Ini terdiri dari lima tahap (1) Analisis; (2) Desain; (3) Pengembangan; (4) Pelaksanaan; dan (5) Evaluasi. Instrumen penelitian adalah angket, wawancara, angket validasi ahli materi, angket ahli media (desain), angket validasi ahli bahasa, angket uji kepraktisan media, dan angket respon siswa. Hasil penelitian menunjukkan bahwa: 1) Validasi ahli memperoleh skor total 34,00 yang jika disajikan secara persentase mendapatkan skor 85% dengan kualifikasi "Memenuhi Syarat"; 2) Ahli media memperoleh skor total 57,00 dengan persentase 89,06% memenuhi syarat "Sangat Layak"; 3) Ahli bahasa memperoleh skor total jika 34,00 yang jika disajikan sebagai persentase, mendapat skor 85% dengan kualifikasi "Memenuhi"; dan 4) Praktisi pembelajaran bahasa Inggris memperoleh skor total 50,00 yang jika disajikan secara persentase, mendapat skor 83,33% dengan kualifikasi "Sangat Praktis". Respon siswa terhadap media ini setelah dilakukan uji coba rata-rata menunjukkan respon positif dengan persentase 80% untuk setiap indikator. Dengan demikian, Website Pembelajaran Bahasa Inggris Berbasis Literasi Digital ini layak digunakan sebagai media pembelajaran Bahasa Inggris dalam kegiatan ekstrakurikuler English Club di Sekolah Dasar.
Kata kunci: *website pembelajaran, literasi digital, English club, ADDIE model*

INTRODUCTION

Nowadays, the ability to speak English is a necessity as a rapid flow result of globalization. English is one of the oral and written communication tools and has a vital role in all aspects of life, particularly for developing countries such as Indonesia. According to Abdalgane (2020: 7) proficiency in English enables one to understand the basic skills needed in modern life. The ability to communicate is defined as the person's ability with discourse or the capability to comprehend and produce spoken or written texts. Listening, speaking, reading, and writing are expressed as four language skills. All of these skills are utilized to respond or produce discourse in everyday life.

Unluckly, the education curriculum in Indonesia does not require English as a compulsory subject in elementary schools, even though the more familiar with English, the easier it is for young children to continue foreign languages at a higher level. The abolition of English as compulsory subjects resulted until finally when students first faced English in junior high school, it emerged problems from students and teachers. According to Triana (2017: 21) since English at elementary school was regarded as a subject of local-content curriculum, some schools would assign homeroom teachers who did not have educational background in teaching English to manage the class. Some elementary schools even eliminate English subject, even as local content, for example *SDN 045 Binalatung Tarakan*.

Whereas English should be treated as one of the important components of basic education, so that when children leave primary school, children already have a strong foundation in English which is one of the global competencies needed in future career development (Chalkiadaki, 2018: 12). Based on the researcher's interview that has been conducted on May 2021, the teachers at *SDN 045 Binalatung* admitted that they really regretted the absence of English learning as local content at *SDN 045 Binalatung Tarakan*. They agreed if this would have an impact on students and teachers. Students will have adversity and can even experience learning shock when facing require English subject at the next school level.

The English Club activity is the only place for students to learn English at *SDN 045 Binalatung Tarakan*. However, in this extracurricular English club activity still need learning media that help the teaching and learning process, especially during the current pandemic. Additionally, based on the interview, it was found that the condition of students' literacy level at *SDN 045 Binalatung Tarakan* is still very low. Meanwhile, in the Digital Literacy Module in Elementary Schools issued by the Ministry of Education and Culture, the Directorate of Elementary Schools 2021 stated that digital literacy is one of six basic literacy levels that students must master nowadays.

Based on the preliminary research was conducted on September 2021, from 35 students as English Club Members at *SDN 045 Binalatung Tarakan*, 74.3% have a personal smartphone while the remaining 25.7% still use their parents' smartphones. In addition, most of them are quite understanding and proficient in operating smartphones. This shows that for almost 2 years during the covid-19 pandemic, students of *SDN 045 Binalatung Tarakan* are quite familiar with technology due to online learning. Moreover, 20 out of 35 responses stated that they often access a website to learn, 48.6% said they quite like websites with English content and 25.7% said they really like English learning website.

Related to the previous explanation of problems and conditions in the field, the researcher offer a designing and development of English learning website based on digital literacy for English Club Extracurricular at *SDN 045 Binalatung*. Website is a aggregation of web pages published on the internet network and has a domain/URL (Uniform Resource Locator) that is accessible for all internet users by typing the address (Nofyat et al., 2018: 12). Based on the students' need analysis results, the WordPress is considered suitable for researcher to design and develop English Learning website for

English Club Extracurricular. The product of this research consists of the following specifications: (1) Software, which the English learning is designing on website and using tools or electronic gadgets; (2) The English learning website is accessible anywhere; (3) Using students' picture and animation to make the product interesting for students; (4) The material is designed with the contextual learning and based on an analysis of students' needs.

From the explanation above, the researcher suggests for designing and development of introduction to English learning based on digital literacy specifically for elementary school students. This English learning is juxtaposed with platform in the form of a website for English Club Extracurricular Elementary School level which will help students in recognizing English through literacy activity. The researcher formulated this research with title "Designing English Learning Website Based on Digital Literacy by using ADDIE Model for English Club Extracurricular at *SDN 045 Binalatung Tarakan*".

METHODOLOGY

The researcher used a Research and Development (R&D) design. Research and development is a research method used to produce certain products (Sugiyono, 2013: 297). The researcher adopted the Analysis, Design, Development, Implementation and Evaluation (ADDIE) model in designing and developing the English learning website based on digital literacy for English Club Extracurricular at *SDN 045 Binalatung Tarakan*.

The research was conducted at *SDN 045 Binalatung Tarakan*. It is located at JL. Binalatung Amal Baru RT 12, Tarakan Timur, Kota Tarakan. The research subject is the English Club members of students *SDN 045 Binalatung Tarakan*.

The types of data obtained in this research are qualitative and quantitative data. Types of qualitative data was obtained from the interview results, while the type of quantitative data was obtained from the students' need analysis, the expert validation sheets result, the product practicality assessment sheets, and the students' questionnaire responses. The researcher analysed qualitative interview data by describing the results through interview transcripts by typing every word spoken on the recording and noting who said the words. Then the researcher did coding to achieve the goals of data management and data reduction (Palys & Atchison, 2014: 304). Moreover, the data analysis techniques used for quantitative data are by using several different formulas for each of the quantitative data instruments results used. The formula used to analyse the Students' Needs Questionnaire result is $\frac{F}{n} \times 100\%$ (F = Total score indicator, n = Total number of respondents). The formula used to analyse the expert validation sheets result is $v = \frac{\sum x}{n} \times 100\%$ (v = Validation, $\sum x$ = Total score indicator, n = Total maximum score). The score of the validation sheet used the Likert Scale with 100% as the highest score and 1% as the lowest score (Sugiyono, 2008 : 417-421). The formula used to analyse the product practicality assessment sheets result is $P = \frac{\sum x}{n} \times 100\%$ (P = Practicality, $\sum x$ = Total score indicator, n = Total maximum score) and scoring for each indicator uses a Likert scale (Riduwan, 2010 : 51). The formula used to analyse the students' questionnaire responses is $S = \frac{\sum x}{n} \times 100\%$ (S = Students evaluation score, $\sum x$ = Total score indicator, n = Total maximum score). The score of the students' questionnaire responses used the Likert Scale with 100% as the highest score and 1% as the lowest score (Riduwan, 2010 : 54).

The researcher used interview, questionnaires and validation sheet as the research instruments. There are three types of questionnaires in this research. The first is a questionnaire was used to identify the student's needs, the second is the practical test questionnaire, and the third is the students' questionnaire responses. Moreover, the validation sheet was divided into three, the first is validation for layout design (media),

the second is validation for content, and the third is validation for language. The quality of media, material, and information elements could be known after calculating the percentage.

FINDINGS AND DISCUSSION

The development of learning media in the form of a digital literacy-based English Learning Website follows the ADDIE development model with the stages of Analysis, Design, Development, Implementation, and Evaluation. The implementation of the entire procedure for this research and development in detail can be seen in the following description:

Analysis
Students' Needs Analysis

The data of need analysis questionnaire obtained were used as the standard in developing the interactive learning media.

The result of the questionnaire can be concluded as follows: (1) The students' condition on facilities in conducting online learning is supportive because the students have their own smartphone (74.3%); (2) The students' condition on abilities in conducting online learning is supportive because the students have internet network access (91.4%); (3) The students like to learn by using website (48.6%); (4) The students frequently access a website (45.7%); (5) The students like access a learning website; (6) The students quite like English learning website (45.6%); (7) The students quite like English (48.6%); (8) The students consider English is very important for them (62.9%); (9) Problems in learning English is difficult to learn (74.3%); (10) The students like to learn English with some exercises or games (40%); (11) Games in the website is Puzzle (65.7%); (12) Activity in learning is reading (57.1%); (13) Most of the students live in Binalatung Amal Baru area; (14) The students enjoy to learn English with the theme of the area where they live (62.9%); (15) The students' favourite artist or star is Indonesian Youtuber (62.9%); (16) Contains in learning website is Animations (42.9%); (17) The English learning website appearance is bright colour (51.4%).

The result above became the input for the researcher in developing interactive learning website for the students of English Club Extracurricular at *SDN 045 Binalatung Tarakan*. Most of the highest percentage selected option considered as the most important matter to be included in the website. It was intended that the English learning website can meet the students' need and be useful to introduce English and strengthen their English knowledge and skill.

Interview Result Analysis

Based on the interview, the teachers consider learning English very important in elementary schools because it is easier for students to receive English learning at the junior high school level later. The abolition of English subject as a compulsory subject is very unfortunate by the teachers in elementary schools, especially in elementary schools that do not carry out English learning as local content such as *SDN 045 Binalatung Tarakan*. The teachers are aware of the impact that will be faced by students and teachers in junior high school later if there is no English basic knowledge and skills that students have. Therefore, the English Club extracurricular activity is the only place for students to learn English at *SDN 045 Binalatung Tarakan*. However, in this extracurricular English club activity still need learning media that help the teaching and learning process, especially during the current pandemic. The teachers said that during online learning, they used WhatsApp, Zoom and learning websites as the learning media. For the teachers, learning websites are very helpful for them in online teaching and learning.

Moreover, based on the fact in the field, it was found that the condition of students' literacy level at *SDN 045 Binalatung Tarakan* is still very low. This is one of the obstacles faced by the teachers during online learning. Therefore, the teachers, especially English Club extracurricular teacher at *SDN 045 Binalatung Tarakan* strongly support the researcher to develop a digital literacy-based English learning website that can later help students learn and recognize English through literacy activities.

Design

The design phase includes making the overall website design (storyboard), compiling materials, and collecting images.

1. Making the website design (storyboard), Storyboard describes the overall website that will had been created. The storyboard serves as a guide like a map to facilitate the website creation process.
2. Preparation of learning materials, at this stage the researcher began to compile material according to the basic competencies that students must achieve in extracurricular English Club activities. The material is arranged as basic as possible to help students get to know English learning.
3. Image collection, the images presented on the website are mostly designed and taken by the researcher herself. Most of the pictures were taken within the school environment of SDN 045 Binalatung Tarakan with the students at SDN 045 Binalatung Tarakan being the models. Other images are combined with several images downloaded from various sources. Making and combining images is done to make the website more attractive and change the appearance of the website.

Development

Creating the English learning website

The website application that the researcher used is WordPress. The making of this website lasted for approximately 3 months using a computer device. As for the application to program this media's development, the researcher used Google Chrome then created a WordPress account in order to create a learning website so that the website would be filled with appropriate materials, links, images, and modules. Through WordPress, the researcher can display learning materials so that students can use this media to learn, practice, play and can also download basic English learning modules to support their English Club Extracurricular activities.

The design carried out on the development of this learning media used a web page that contains basic English learning materials equipped with pictures, YouTube video links, online quiz, games, and learning modules. In the website development stage, of course, the researcher experienced several obstacles such as the limited non-premium WordPress features used by the researcher. In non-premium WordPress, the researcher not being able to include video or audio on the website. However, the researcher can solve these obstacles by customizing the available WordPress features. The researcher added a Youtube video link that students could click on so that students could still watch videos or listen to audio through the learning website. The English learning website has to meet several requirements in order to make it eligible for students.

The Experts' Validation

The initial website then goes through the validation stage. At this stage the website was validated by a material expert, a media expert, and linguist. Inputs and suggestions from the experts will have been used as the basis for media revision so that the media developed is even better.

Based on the results of experts, validation of the English learning website, it was obtained a summary of experts' validation as presented in Table 1

Table 1. Experts Validation Summary

Aspect	Mean	Criteria
Design	3.56	Very Feasible
Content	3.40	Feasible
Language	3.40	Feasible

Based on Table 1, it can be deduced that the mean score of validation results from the experts on the English learning website fell into "feasible" category. It means that the English learning website had met the valid criteria and prepared to use as learning media in English Club extracurricular. In other words, the English learning website were well made. Nevertheless, according to the experts, the results of the website were still required to have minor revisions. The revision that had been made are as follows:

1. "*The website can be used by paying attention to writing that is adapted to EYD.*" The revision was done according to the suggestion.
2. "*The English learning website had been designed well, but it is necessary to pay attention to the size of the font used to make it look neater and make it easier for children to read and understand the material content.*" The revision was done according to the suggestion.

Implementation

The learning website that had been developed is declared feasible in the Likert scale measurement which was revised based on data from media expert, material expert and linguist. Furthermore, the link of the English learning website was given to the English Club extracurricular teacher at *SDN 045 Binalatung Tarakan* to implement the website for the students who are members of the English Club extracurricular.

The wesbite trial was carried out in the computer lab of *SDN 045 Binalatung Tarakan* as many as thirty students, then the teacher gave digital literacy-based English learning using a website that had been developed by the researcher. The researcher saw how students entered the website and before the learning ended the researcher gave a questionnaire to students about the students' responses or opinions on the website that had been used in learning.

Evaluation

The practicality of English learning website

The media practicality test was carried out by English learning practitioners for the English Club extracurricular. This evaluation aims to get comments and suggestions from practitioner. Based on the overall assessment by English learning practitioner at the English Club extracurricular, the media obtained a total score of 50.00 on fifteen indicators. If it is calculated by percentage, the media gets a score of 83,33% so it is included "highly practical" category to be used as a digital literacy-based English learning media for English Club extracurricular activities.

The students' responses toward the English learning website

The evaluation from students was used to evaluate the English learning website that had been validated by validators and revised. The students' evaluation was conducted by thirty students at *SDN 045 Binalatung Tarakan* who are the members of the English Club Extracurricular. The result of students' responses of the digital literacy-based English learning website for English Club extracurricular activities with ten questions obtained a score of 1048 out of 1200 with a percentage of 87.33% and with the qualification of very good without any suggestion to revised. According to the result,

the English learning website based on digital literacy for English Club extracurricular is finished.

Web-based learning is a learning accessed via the internet. Web-based learning which is popularly known as web-based training (WBT) or web-based education (WBE) can be defined as the application of web technology in learning for an educational process (Rusman in Alam, 2020: 13). Website is one of learning media that can be used during Covid-19 pandemic in online learning activities. One of the advantages of the website as a learning media is contained interactive multimedia which can be used in learning process so as to encourage students' learning motivation to study independently (Danaswari & Gafur, 2018: 207).

CONCLUSION

The results show that the English learning website based on digital literacy which developed was good for students of English Club extracurricular *at SDN 045 Binalatung Tarakan*. The aspect of design, content, and language as the eligibility criteria of the English learning website were good. Then, based on the students' evaluation questionnaire which given to students after the implementation, the students give positive responses. Certain the English learning website was very suitable for the students' needs and characteristics.

The development of English learning website based on digital literacy for English Club extracurricular at SDN 045 Binalatung Tarakan was done with five steps of ADDIE's model namely (1) Analysis; (2) Design; (3) Development; (4) Implementation, and (5) Evaluation. Analysis phase began with analysing the students' needs and interview result to determine what products need to be developed, after that the researcher designed the English learning website according to the analysis result.

After designed the English learning website, the researcher continued to the development phase. In this phase, the English learning website was validated by the validators. After the English learning website was validated by the validators, the researcher continued to the next phase namely the Implementation phase. The researcher conducted the English learning website trial in the computer lab of SDN 045 Binalatung Tarakan as many as thirty English club students. After the implementation phase is done, the researcher gave a questionnaire to the students and the teacher to get responses for the evaluation phase.

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