

The Implementation of UFLESCON Application To Increase Students Vocabulary In Mega Islamic Boarding School (MIBS) Gunungpati Using Visual Audio Kinesthetic (VAK) Learning Method

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Abstract

This research aims to determine students' perceptions of the UFLESCON application. Lack of student motivation, uninteresting learning resources and lack of practice make students lazy can affect student learning. Besides that in this millennial era, students don't know about folktales because they more interested into mobile digital like games and applications in Google PlayStore full of text which is not interesting, monotonous, and not fun. From all of that problem the researcher made an application called UFLESCON application. UFLESCON application is an application that can increase student learning motivation because of the folktales that contain moral value and introduce folktales to millennial children so that folktales will not lost by time. This application is interesting because there are quizzes part which is contain 10 questions in every folktales and include the result. Time to break in this application contain games that students can play in offline class. From this research, students' agreed that UFLESCON application is a great application that can be used in listening, reading, can increase students' vocabulary, motivation and this application is interesting. The results from this research will help the researcher to develop this application in the future and this application can be easy to get and to install in students and teachers device.

Keywords: English Vocabulary, folktales in Indonesia, problems in learning, VAK learning method.

Introduction

When learning English, there are many things to know and understand, such as reading, listening, pronunciation, speaking, etc. In addition, when learning English, when we don't know or don't understand about all of or some of words that we encounter, we unable to understand about what we hear and read (How Vocabulary is Learned, a book by Stuart Webb and Paul Nation). Vocabulary is the basic knowledge when we learn English. In an interview at SMPN 8 Surakarta with an English teacher in the school, some obstacles when teaching English such as lack of students' motivation. It makes students pay less attention to their learning. Students' assume that English is a difficult subject because of this, they become lazy and do not practice because they lack resources. Monotonous teaching material and media make the class feel boring and dull. A monotonous and similar learning will affect student

interest in learning as it does not help students to increase their motivation. In Mega Islamic Boarding School, students are not able to speak English due to their lack of vocabulary and pronunciation even though their school is a bilingual school that requires students to use English every day and in all lessons. This can make it difficult for students during learning because they cannot understand the material.

Based on this background, the author designed an application that can add students' vocabulary and increase student learning motivation. This UFLESCON application contains folktales videos with English subtitles that can increase student motivation because of moral values and can improve student pronunciation with English audio. Not only that, this application also has quizzes and time to break that are fun for students so that learning is not boring.

Literature Review

There are some theories that can support this research.

1. Language Skill. Skill is important when we learn English. Skills in learning English consist of listening, speaking, reading, and writing stated by Morrow in Demirbaş (2013:108). Listening, speaking, reading and writing.
2. Increase Vocabulary
Vocabulary is an important aspect of language because they appear in every language skill, including listening, speaking, reading, and writing skills, and are the main factor in a language because they are needed in speaking, reading, and writing (Wardani: 2015). Students can increase vocabulary by reading, using dictionary, conversation, and using application.
3. UFLESCON Application



Figure 1 Uflescon Apps Logo



Figure 2 Uflescon apps first appearance

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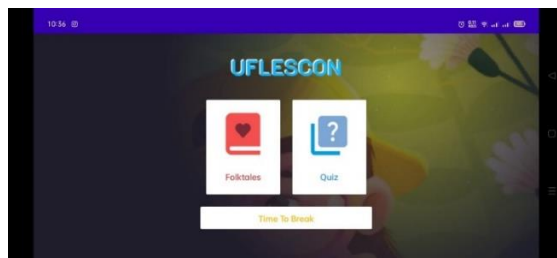


Figure 3 Uflescon apps features

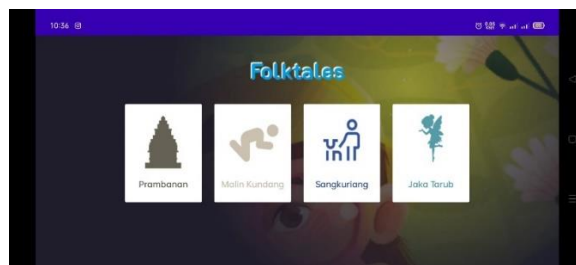


Figure 4 Folktales section or part

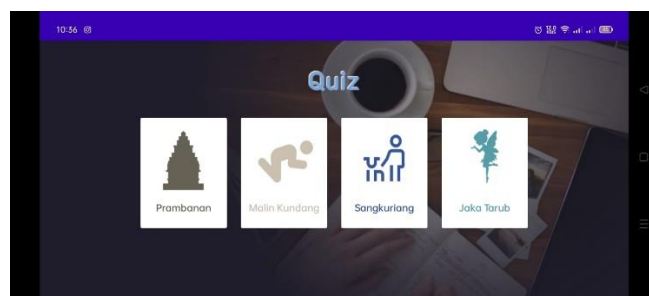


Figure 5 Quiz section or part

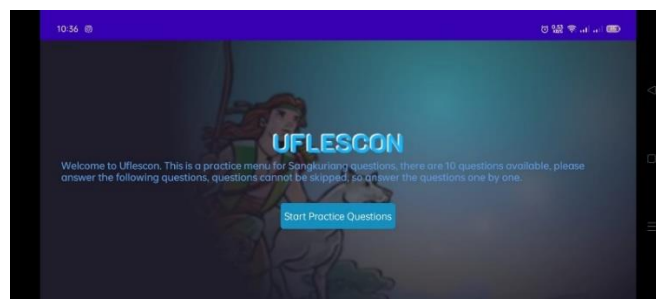


Figure 6 Quiz section or part

UFLESCON application is an application made by the researcher. Contain 3 parts, such as:

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a) Folktales Section

In this section, there is an audio-visual in the form of videos about folktales in Indonesia, such as Joko Tarub, Prambanan, and others. In this folktales section, there are videos in the form of interesting animations and audio in English that are easy to understand. In addition, with the existence of audio-visual, students' become more interested in using this application because it is not boring, fun, and interesting with the existence of folktales in English that is easy to understand for students'. In this section, there is also an English subtitle that can help students' to understand the contents of the story or help students' if they do not understand in listening to audio in the story. The selection of audio-visual is aimed at making it more attractive and not boring when used by students'. In addition, videos with audio visuals are fun to relieve student boredom and increase student interest in learning and increase student activity. The selection of folktales in this application aims to introduce folktales to students', where in this millennial era, students' are more interested in gadgets and things that smell of technology, such as games and so on. The selection of folktales aims to preserve folktales so that they are not lost in time and that they are maintained for future generations. In addition, the moral value contained in Folktales can provide motivation and guidelines for students' in living daily life and increasing students' interest in learning.

b) Quiz Section

In this section, there are questions related to existing stories. This section helps students' understand more about the contents of the story as students' practice. There are 10 questions in each story with 4 answer choices, students' can get 10 points on each question and will get 100 points if they are able to answer all the mains correctly. Because of this quiz this application is interesting because it provides direct exercises for students'.

c) Kinesthetic Section or Time to Break Section

Contains game games that can be played by students' and teachers in the classroom, the games in this application require a minimum of 4 people and are very suitable for relieving boredom in class. There are several game options in this application, accompanied by an explanation of the game name, how to play, and so on. The game section in this application is to train all students' to participate in it so that no one becomes the center of attention in the classroom. In addition, this game is also to get to know more about friends between classes, add vocabulary and increase togetherness and warmth between classes. The purpose of making this application is to provide learning resources and teaching materials that are fun and interesting so that it is not boring for students' and can increase student motivation. This application is made simple as possible so that it can be used by anyone from elementary, medium, upper, or general user students'. With this research, researchers can gain new knowledge about the strengths and weaknesses of this application and are used it to research whether this application can add to student vocabulary. This UFLESCON application has 2 copyright certificates, an application copyright, and an application guidebook copyright.

4. Behavioristic Theory

This theory was put forward by Edward Thorndike, who states that learning is a process of the relationship between stimulus and response that leads to behavior change. Theory Behaviorists explain that learning is a process of changing behavior through response stimulation. Behavioristic theory is an intelligent controlling behavior and

interpreting individual perceptions related to certain behaviors (Ismail and Zain: 2008). In this theory it is explained that when a person learns, there is a stimulus or stimulus that is received by the response or the person who is learning, and in this case, is the student. The stimuli received by the response can have an effect on their behavior. In addition, when there is a relationship between a stimulus or stimulus and this response the response undergoes the stimulation of a response that then becomes a process of changing the behavior. They also state that this theory is related to behavior control, and related to the perception of each individual but also related to the individual's particular behavior such as personal experiences, people, or other things that can influence or motivate individual outcomes and behavior (Ismail and Zain: 2008). In this theory, the stimuli received by the response or student are related to the direct response by the recipient of the stimulus and how the person receives it. This theory is also directly related to the control of behavior that a person can carry out by accepting stimuli that have something to do with the individual or person, such as personal experiences that have been experienced, close people, or other things that can stimulate or motivate the person. Behavioristic theory is a theory that studies human behavior. In this theory, people carry out certain behaviors because they have learned through stimuli that are none other than the learning environment, both internal and external, which are the causes of learning. This behavioristic theory studies the behavior of human beings who are or have learned and get encouragement or stimulation from something that is then accepted and influences their learning. The stimuli received can come from the occupied environment, such as around the house, house, neighbors, school, and so on. Besides that, it can also come from motivation or other things. Different stimuli can give different responses, and the same stimuli can generate different responses. Not only that, behavior is completely determined by rules, can be predicted, and can be determined (Rahyubi, 2012), while responses are consequences or impacts in the form of physical reactions to stimulants (Muhibbinsyah, 2013). After obtaining a push or stimulation, there will be a reaction to the stimulation received. The stimulation received can give rise to different reactions. UFLESCON Application to Develop English Vocabulary for Junior High School Students' to be Audio Stimulus, Visual Stimulus, and Kinesthetic Stimulus. The relationship between these response stimuli can be strengthened by their readiness to accept behavior change (Law of readiness), given repetition (Law of Exercise), and given (Law of effect). In learning, educators must ensure that students' are ready to accept learning so that the stimulus provided can be understood well by students'. One like that students' increasingly understand the learning material, it is necessary to repeat the given stimulus and provide training to students'. Changes in behavior are expected from students' who are not able to use English to be able to, of students' who do not know English.

5. The Importance of Visual Content in Media

The fact that the human brain is capable of processing images 60,000 times faster than writing is no longer in doubt (Thermopylae Sciences). Humans will be easily attracted to something through their eyes, so visuals are very important in many ways. For example, in teaching, business, and entertainment. Besides, just by looking at a picture using their eyes, humans can know the meaning of the image. For example, when visiting a museum that displays various kinds of image creations and sculptures, our brain will immediately process the object that is being observed by the eye which is then found the meaning of the image or statue. Other examples can be murals, brochures, pamphlets, billboards, advertisements, etc. Humans are also capable of processing a single image in just 13

milliseconds (Massachusetts Institute of Technology). According to Dwiyoogo (2014), visual media provides convenience for students' to improve their memory of what they learn. When using learning media that can be seen by students' such as pictures, or other things can attract students' attention. When using visual media students' feel more comfortable and unsaturated during the learning process. Not only that, but visual media also helps students' improve their memory of what they have learned. Memories from learning using visual media can be embedded longer because they are interesting and not boring for students'. Visual media is also a learning tool that can attract students' interest in learning activities, and the learning media used include posters, graphics, comics, and photos (Lackovic & Olteanu: 2020). There are various visual media, such as posters, images containing information, or other visual media that can be observed using the eyes like images. The selection of appropriate visual media is also needed. In choosing visual media, it also needs to be considered so that the media is attractive to students' because the main purpose of visual media is to attract students' learning. Media use has several purposes; according to Astini (2020) such as; visual media is used to obtain information as well as knowledge, provide support in learning activities, and make persuasion and learning motivation a means for students'. In addition to attracting students' interest in learning and making it easier for students' to understand learning, visual media can also provide motivation and support to students' learning. For example, providing visual media that has morals or good exemplary examples that can encourage students' and motivate students'. The use of audio-visual media also aims to develop cognitive abilities by providing stimulation in the form of moving images and sound, as well as conveying messages to influence attitudes and emotions that are useful for attracting students' attention in conveying teaching material, fostering learning motivation and providing learning experiences by concluding learning from the videos presented and many more purposes and benefits of using audio visual (Anderson (1994). By providing visual media in learning, it can help students' get new experiences in learning that are interesting and increase student interest and be able to motivate students'. The UFLESCON application is made in such a way and utilizes audio-visual media in it so that it is more interesting, not boring and monotonous, and can motivate students' with the moral value contained in the audio-visual media used.

6. A New Innovation in Teaching

In learning, repeated use of the same learning media without new variations can make students' bored in the learning process. It is because of this that new innovations are needed that can be used in learning and open students' views on learning. If previously learning only focused on thick books, then making new innovations such as games or interesting learning media can be a solution to reduce the boredom of students' in class. Innovation is something new or renewal or can be interpreted as a discovery because new things are discoveries, according to S. Wojowasito and Santoso S. Hamijoyo, quoted by Udin Syaefudin Sa'ud in the book of Inovasi Pendidikan. Innovation can be something new by introducing or doing new practices or processes that can be in the form of goods or services and can also adopt new patterns originating from other organizations state by Nurdin (2016). Innovation is very helpful to solve problems, create unique quality, and can increase productivity with new characteristics, planning, distinctive, and having a clear goal later. A study shows that by using visuals when teaching, you can help improve student memory from 14% to 38% and shows an improvement of up to 200 when teaching vocabulary using audio-visuals (Mell Silberman, 2011). Learning new things requires new

and exciting innovations. Innovations that have uniqueness and characteristics with a clear purpose can be an attraction for students'. UFLESCON application is a new innovation that has a uniqueness where using folktales that are rarely found in other learning media can give students' a new impression when learning to increase vocabulary. Not only because of its uniqueness, but UFLESCON Application will also help educators in teaching because it is more fun and not boring and will affect the interest and motivation of students' to participate in learning.

7. Preserving Folktales

According to the Cambridge Dictionary, a legend or "Legend" is a story about events or famous people who are told by others and are not always true, are very old, or consist of a collection of stories from ancient times. Legends become part of folklore which is thought to have happened, whose story is still ancient and half based on history, and the other half is wishful thinking (Emeis, 1990). According to Nurgiyantoro (2010), folklore is a story that comes from the community and develops for generations in the past and becomes a means to give a moral message. Folklore becomes part of oral literature or folklore genre told hereditary from mouth to mouth. Folklore comes from the words folk and lore. Folk has the meaning of the characteristics of the physical, social, and cultural identity of a group, while lore means some cultures that are passed down from generation to generation (mnemonic devices) (Sulistyorini & Andalas, 2017). In this millennial era, it is rare to find that students' know the folk tales around them. This matter causes the oblivion of folk tales or legends that tell about something that happened or something else. For example, the story of Tugu Muda and the 5-Day Battle in Semarang. If stories like this are not told to the younger generation, they will be lost in time and will be forgotten. In addition, there are many moral messages that can be taken from the legendary stories that can be an example in social life. With UFLESCON Application, it will help introduce legendary stories to students' Junior High School so that they can continue and preserve them. With the UFLESCON application, students' can also be motivated by the moral values that exist in the UFLESCON application and can be used as a guide in daily social life.

8. Implementation of Media

In applying a new way to classify something, it can be expressed in interaction with other agents, other processes, and context. The implementation can involve changes in many things, and implementation needs to be understood from the beginning as a process - that is, as a sustainable and interactive achievement - not as a final result. The implementation enables researchers and practitioners to identify, describe and explain important elements of implementation processes and their outcomes. Theory, according to Jones, implementation is known as those activities directed toward putting a program into effect (Mulyadi: 2015). The implementation is also a plan that has been or has been carefully and meticulously and in detail or a form of concrete action in carrying out an already planned and carefully designed. Besides that also an actions performed by an individual or authorized office for achieve the goal of a program in 3 stages, development, implementation and evaluation stated by Siska Sulistyorini 2019.

9. The Implementation of UFLESCON Application to Increase Students' Vocabulary in Mega Islamic Boarding School (MIBS) Gunungpati Using Audio Visual Kinesthetic (VAK) Learning Method.

In this research, the researcher will design the implementation of the UFLESCON application, which will be carried out at the Mega Islamic Boarding School Gunungpati.

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In this implementation, researchers will do several things. First, make a plan for the implementation of the UFLESCON application. Second, Implementing UFLESCON application in Mega Islamic Boarding School Gunungpati according to the plan made. Third, conduct questionnaires, and conduct documentation. Next, find out the success of the UFLESCON application in increasing student's vocabulary. The last is find out the perception of students', teachers, users, and experts about the UFLESCON application.

Method

In this research the data collection is from field and library research. Data analysis is a process of searching for data, systematically compiling data obtained from interviews, field notes, and documentation by organizing data into categories, breaking them into units, synthesizing, arranging into patterns, and choosing which ones are important and what will be studied. , and draw conclusions so that they are easily accessible by yourself and others in research it is called data analysis, according to Sugiyono (2010). Data analyzed is all the data that the researcher gets during the research, such as the results of the interview conducted, the answers from the questionnaire that have been divided, field notes during the research, and documentation that has been obtained. In data analysis, the researcher is required to choose which data is important in accordance with the research they are doing and enter data into certain categories and determine the conclusions of the results of research and analysis. In this research, the researcher presented data that had been reduced and analyzed into reports systematically in the form of narratives and data in the form of tables. Presentation of data in the form of narratives or texts containing the results of interviews and opinions of students', teachers, users, and experts regarding the UFLESCON application, while data in the form of tables is devoted to presenting data from questionnaires that have been shared with students', teachers, users and experts. Method of checking data in this research by checking the validity of data in research is very necessary as a comparison of data or examination of data that has been obtained. Checking the validity with other sources can come from books, journals, or interviews conducted. In this study, the examination was carried out by researchers by gave questionnaire from expert, which were then compared with the results of the questionnaire with students', teachers, and users. In this research the researcher used expert triangulation, comparison between the results of experts and the results of students', teachers, and users is carried out to compare whether the opinions of students', teachers, and users regarding the UFLESCON application are the same as the opinions of media experts.

Finding and Discussion

The implementation stage is going well even though there are some problems that arise but can be faced by researchers. Such as the difficulty of determining the implementation time, damage to the mobile phone containing applications that will be used for implementation. During the implementation process students, teachers, users and experts can understand well what the UFLESCON application is, how the content of the application features, the purpose of making the application, and understand well all parts of the UFLESCON application. In the implementation phase the students, teachers, users and experts give a good response and are open to give their perceptions by filling in open and closed questioners.

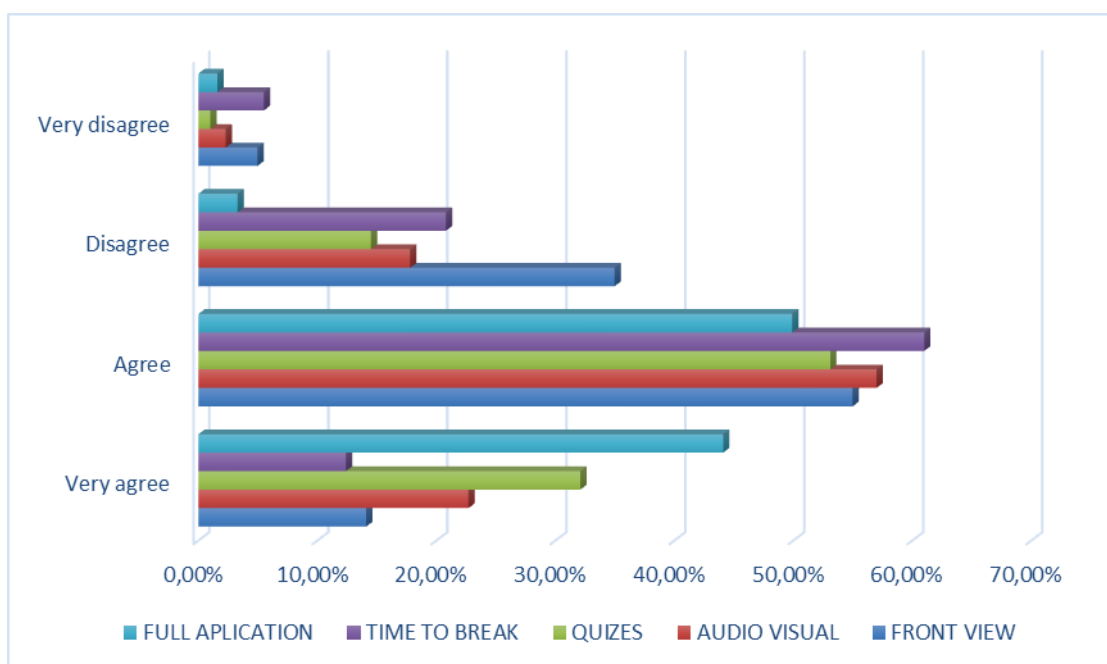
This application is different from other applications because the features in this application are different from applications - applications in the Google PlayStore. In the application on

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Google PlayStore contains more writing while UFLESCON application has videos containing folktales stories with audio and English subtitles. Besides that, in this application there are quizzes containing questions that can be a student practice with a total of 10 questions. In this application, there is also a list of games in the Time to Break section that can be used as a game reference during class.



The front view of the UFLESCON application is attractive, the result was that 4,1% students strongly agreed, 50% students agreed, 33,3% students disagreed and 8,3% students strongly disagreed that the front view of the UFLESCON application was attractive. UFLESCON application colors display is attractive, 8,3% students strongly agreed, 50% students agreed, 33,3% students disagreed and 8,3% students strongly disagreed that the colors on the UFLESCON app display were attractive. The appearance of the features on the UFLESCON application interesting, 8,3% students strongly agreed, 50% students agreed, 37,5% students disagreed and 4,1% student strongly disagreed. The content of the features in the UFLESCON application interesting 8,2% students strongly agreed, 66,6% students agreed, 20,8% students disagreed and 4,1% student strongly disagrees. The features of the UFLESCON app easy to understand 41,6% students strongly agreed and 58,3% students agreed. Next, the audio-visual part of the UFLESCON app is interesting, 25% students strongly agree, 50% students agree, 16,6% students disagree, and 4,1% student strongly disagrees. Audio-visual part of the UFLESCON app easy to understand with 33,3% students strongly agreed, 62,5% students agreed, and 4,1% student disagreed. The audio-visual part of the UFLESCON app fun with 16,6% students strongly agree, 70,8% students agree, 8,2% students disagree, and 4,1% student strongly disagrees. Next is the audio-visual part of the UFLESCON app is boring, 37,5% students agreed, 54,1% students disagreed, and 8,2% students strongly disagreed. The audio-visual part of the UFLESCON app reduce boredom, 4,1% student strongly agreed, 75% students agreed and 20,8% students disagreed. The audio-

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visual part of the UFLESCON app easy to use, 25% students strongly agreed, 66,6% students agreed and 8,3% students disagreed. The audio part of the UFLESCON app be heard properly, 25% students strongly agreed, 45,8% students agreed and 29,1% students disagreed. The audio part of the UFLESCON app easy to understand, 29,1% students strongly agreed, 66,6% students agreed and 4,1% student disagreed. The visual part of the UFLESCON app interesting, 20,8% students strongly agree, 29,1% students agree, 45,8% students disagree, and 14,1% student strongly disagrees. The visual part of the UFLESCON application clearly visible with 20,8% students strongly agree, 58,3% students agree and 16,6% students disagree. The audio-visual part of the UFLESCON app increase vocabulary, 54,1% students strongly agreed and 45,8% students agreed.

Students can understand the content of the audio-visual part of the UFLESCON application well got 25% students strongly agreed, 66,6% students agreed and 8,3% students disagreed. Question students can understand the moral values in the audio-visual section of the UFLESCON application, 16,6% students strongly agreed, 66,6% students agreed and 16,6% students disagreed. question UFLESCON app quizzes interesting, 16,6% students strongly agree, 37,5% students agree, 41,6% students disagree and 4,1% student strongly disagrees. The quiz section on the UFLESCON app easy to understand with 33,3% students strongly agreed, 58,3% students agreed and 8,3% students disagreed. The quiz section of the UFLESCON app easy to use. 41,6% students strongly agreed, 50% students agreed and 8,3% students disagreed.

Can students answer UFLESCON app quiz easily, 33,3% students strongly agreed and 66,6% students agreed. The time to break part of the UFLESCON application understandable with 8,3% students strongly agree, 1770,8% students agree, 16,6% students disagree and 4,1% student strongly disagrees. The game in the time to break section of the UFLESCON application be played, 8,3% students strongly agree, 58,3% students agree, 25% students disagree and 8,3% students strongly disagree. The break time part of the UFLESCON application reduce boredom with 20,8% students strongly agree, 54,1% students agree, 20,8% students disagree and 4,1% student strongly disagree. The UFLESCON application easy to use, 45,8% students strongly agree, 50% students agree and 4,1% student disagrees. Question can UFLESCON application reduce boredom, 20,8% students strongly agree, 66,6% students agree, 8,3% students disagree and 4,1% student strongly disagree. Question can the UFLESCON application increase vocabulary got 70,8% students strongly agree and 29,1% students agree. Question can the UFLESCON application increase motivation due to moral values got 25% students strongly agree, 70,8 students agree and 4,1% student disagrees. And last question can the UFLESCON application be a means of learning English to increase vocabulary with 58,3% students strongly agree, 33,3% students agree and 4,1% student strongly disagrees.

Conclusion

This research went smoothly, starting from implementation which included the stages of development, implementation and evaluation. Then the results of the study are presented into 3. The first is the student's perception of the UFLESCON Application, the second is the perception of teachers and users and finally the expert's perception of the UFLESCON Application. After this research, it can be concluded that the UFLESCON application is an interesting application and can be a teaching material in learning that can increase student motivation, increase student vocabulary, and reintroduce folktales to students. This

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application can also be used in various learning, such as reading, listening and speaking as well as adding vocabulary.

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