

DEVELOPING ANDROID BASED JOURNALISM DICTIONARY FOR ESP STUDENTS

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Abstract: *This study aims to develop an electronic dictionary. This research is categorized as Research and Development (R&D) research. There are several processes carried out to develop this Journalistic Dictionary application. The first process begins with database design. Second, coding is done on the API as a link between the database and the electronic dictionary mobile application. Third, the process of working on the front-end of the application. Fourth, deploy the API into the hostin service. Fifth, configuring the back-end API application. The next step is to classify the words, then after that insert the words that have been classified. This application is an android-based electronic dictionary with the name "Journalistic Dictionary" which has been validated by experts and has been implemented to users. It has a word grouping feature, and a search feature. There are nearly 200 vocabularies along with examples of word usage in sentences. The implementation results received a positive response from users and the product is of good quality and effective enough to be applied in the learning process and used by novice journalists.*

Keywords: *E-Dictionary, Application, Journalistic Dictionary, Process*

INTRODUCTION

ESP (English for Specific Purposes) is crucial in the field of journalism for English students. Journalism has its own set of vocabulary and expressions that are not always covered in general English courses. According to Belcher (2009) “Commitment to the goal of providing language instruction that addresses students’ own specific language learning purposes is what those who take an English for Specific Purposes (ESP) approach see as distinguishing it from other approaches to English Language Teaching”.

Through ESP, students can learn these terms, enabling them to communicate effectively in the media world. Moreover, in journalism, students need to master specific writing styles, such as news writing, feature articles, and reporting. ESP provides practice and techniques relevant to the journalism field. ESP also offers insights into how news is developed and presented within specific cultural and media contexts, which is essential for understanding how the journalism industry operates. By studying ESP, students can better

prepare themselves for entering the journalism job market, as they will acquire the language skills necessary to perform effectively in a media environment.

Based on the results of the needs analysis questionnaire filled by 23 students of the sixth semester of the D4 English for Business and Professional Communication study program, Bengkalis State Polytechnic Language Department, as respondents to fill out the needs analysis questionnaire. Researchers gave questionnaires to students to find out their needs in learning English. There were several aspects involved in requirements analysis questionnaire to obtain data about student learning needs such as student weaknesses, student needs and student desires regarding the learning process for the English for Journalism course, and the result shows that the students need this development research.

English Journalism is all of the journalism activities based in English. According to Hicks (2006) “English for Journalists is an invaluable guide not only to the basics of English, but to those aspects of writing, such as

reporting speech, house style and jargon, which are specific to the language of journalism". English Journalism has specialized words in its writing.

Beginners journalist often has difficulty understanding English journalism words in journalistic because the word used are different from English for daily communication. Apart from beginner journalists, students who study English for Journalism courses also often experience difficulties in the learning process such as not understanding the meaning of words or sentences in a news text due to the lack of books that specifically study the use of journalistic English and also there is no innovative and interactive learning media to help students during the learning process. That requires as effective and innovative learning medium to support the effectiveness of novice journalist activities.

The aim of this research was to find common English for Journalism words and make an innovative E-Dictionary for ESP students and beginners' journalist.

In the rapidly evolving field of journalism, language proficiency is of utmost importance for effective communication. Aspiring journalists, especially those at the beginner level, often face challenges in understanding and using specialized terminology specific to the profession. To address this issue, the "Journalism Dictionary Based on Android System for Beginners Journalist" has been developed. This background of the study provides an overview of the rationale, objectives, and significance of creating such a dictionary.

The primary purpose of this e-dictionary was to assist the ESP student and the beginner journalists in developing their language skills and enhancing their understanding of journalistic terminology. Many journalism students or entry-level professionals struggle to grasp the nuances of English used in journalism.

This dictionary aims to bridge that gap by providing clear definitions, contextual usage, and examples of common journalistic terms, phrases, and idiomatic expressions. By providing an accessible and comprehensive resource, beginner

journalists can improve their writing, reporting, and overall communication skills.

In this case, it is really needed to increase the proficiency in English especially for the novice journalist to start their carrier. Therefore, this study tries to develop e-dictionary that could be the one of the solution to helping the beginner's journalist to find out the vocabulary about journalism. This e-dictionary provides specific term and vocabularies used in the field of journalism and examples of good headlines, which was be helpful for them. The e-dictionary (electronic dictionary) designed based on android system to make it easily access.

Based on the background explanation above, this study is formulated into how are the processes of developing android based journalism dictionary? How are the appropriate designs of android based journalism dictionary? How are the user's responses toward the design of android based journalism dictionary?

This research concerns about the English for journalism course. To make this research more focused and directed this research was only

develop media or products in the form of an English e-dictionary for journalism which was be made in General English to Journalism English and was also support example sentences used in journal writing and was contain a maximum of 200 vocabulary words in it. The purposes of this study describe as follows to know how effective the design of android based journalism dictionary is, to describe the processes of developing android based journalism dictionary, to identify and to obtain the information about the user's response toward the design of android based journalism dictionary.

The e-dictionary acts as a valuable learning tool, helping novice journalists familiarize themselves with the specialized language of journalism, thereby enhancing their writing and reporting skills. This research was aid students pursuing journalism courses in comprehending and using the terminology effectively, enabling them to excel in their studies. The dictionary can serve as a supplemental resource for instructors to support their teaching efforts and provide students with a reliable

reference tool. By improving language proficiency among beginner journalists, this e-dictionary contributes to the overall quality of journalism produced, benefiting media organizations and their audiences.

THEORETICAL FRAMEWORK

Android Based Journalism Dictionary for ESP Student is a learning media development plan for students who studying the English for Journalism course and also to help beginner journalists in choosing the right words and sentences in creating good news and headlines. In this process the author chose the Research and Development (R&D) method. In designing this Android-based E-dictionary system, there are four main steps that were implemented. The first is observation. In this step, the author made observations as participatory observation and discovered difficulties in the learning process for the English for Journalism course. The second is a questionnaire in this step the author creates a needs analysis questionnaire with the subject of fifth semester D4 English for Business and Professional students. Then the third step is

Collecting Data, in this step the author collects data through a needs analysis questionnaire that has been created and then given to research subjects. Then the final step is to develop and design an E-Dictionary based on the results of the needs analysis questionnaire that has been obtained.

RESEARCH METHOD

Research Design

This research was classified into Research and Development (R&D) methodology in Developing Journalism Dictionary Base on Android System for Beginners Journalist. ” Research and Development (R&D) is often defined as a process or steps to develop a new product or improve an existing product” Afriani (2020). OECD (Organization for Economic Cooperation and Development) defines R&D as "creative and systematic activities undertaken to improve human knowledge, skills, and understanding, as well as the use of new knowledge to create and improve products, services, processes, methods, or systems." Research and Development (R&D) refers to

systematic activities undertaken to increase knowledge and gain a better understanding of a phenomenon or to create new products, processes or innovations. This research also adapts the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) development model.

Setting of the Research

This study was conducted at State Polytechnic of Bengkalis. It was begun in a period of approximately 9 months. The time needed by the authors to complete this study is started from October to July.

Subjects of the research

The subjects of this study were students from the language department of the diploma 4 English for business and professional Communication study programs State Polytechnic of Bengkalis totaling 23 people.

Procedure of the Study

This product development was used the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) development method. "The ADDIE model is an interactive learning activity with several basic steps that are effective and dynamic. This ADDIE model can be used as a

reference when building a learning strategy facility that allows improving learning performance. In addition, the ADDIE model uses a systems approach to divide the learning planning process into several steps in a logical sequence, and then uses the output of each step as input for the next step. The idea of this model is to build an effective learning system that can receive continuous feedback." Mongi, N. S., & Hendry, H. (2021).

According to Sugiyono (2015), "the ADDIE model consists of 5 stages, namely Analyze, Design, Development, Implementation and Evaluation. In accordance with the model chosen, The first, in the analysis stage, what is done is analyzing needs and problems in the form of relevant material, textbooks, and learning conditions. The second at the design stage, several activities are carried out, including formulating learning objectives, determining the material or subject matter to be studied, then preparing teaching materials in a systematic manner that has been adapted to students' needs. The third the development stage, preparing and writing material in

textbooks that is adapted to students' needs in carrying out learning activities. The fourth, the implementation stage is the use of development products in the form of teaching materials in learning activities. And the last and the evaluation stage, carried out formatively at the implementation stage product development according to the model used.

The following is an explanation of several stages of the model above:

The first was Analysis, at this stage the researcher was explore the problems that arise in the learning process of the English for Journalism course by means of participatory observation and also through questionnaires distributed to students studying this course. This analysis stage aims to find out what students' weaknesses, desires and needs are in the learning process for the English for journalism course. The second was Design, this stage includes several product development plans, such as determining media that suits students' desires and needs based on the results of the previous analysis process,

determining the features that were be added to the product. The third was Development, in this stage, the design that was created in the previous design stage was be produced and revised into a product to achieve the learning objectives that were previously formulated. Then after the product is developed, the researcher was distributing a second questionnaire aimed at experts to find out whether this product can be implemented in the classroom learning process. The fourth was Implementation, at this stage, after getting opinions from experts regarding product design, the product that has been developed was been implemented into real learning situations in the classroom.

The last was Evaluation, after the product was used in the implementation process, the product was been evaluated to find out what shortcomings and weaknesses exist in the product that has been developed. This evaluation process was been carried out by distributing questionnaires to subjects who have tried using this product in the learning process.

Techniques and Data Collection Instruments

Data collection techniques in this research and development used observation and need analysis questionnaire. The observation process was been carried out using participatory observation techniques, which means that the researcher was directly involved as an observer in the classroom and saw the learning process directly. The data that has been collected through the observation process was been developed into a questionnaire.

Techniques of Data Analysis

The data analysis techniques that was been used in this thesis proposal were, the first was observation analysis technique, the data obtained from the author's observation process was been developed and analyzed as a basis for creating a research questionnaire. The second was questionnaire analysis technique, the data that was been obtained from distributing the questionnaire was been processed into a description from the results of the problems faced and seeing how the subjects responded to the research and

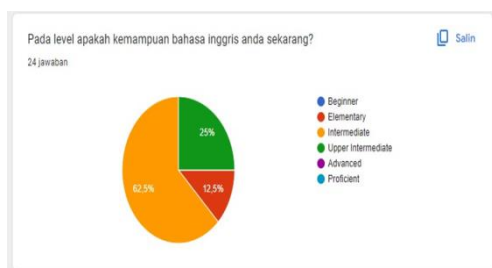
of course to help develop the creation of this e-dictionary.

RESEARCH FINDING AND DISCUSSION

Based on the results of the needs analysis questionnaire filled out by the subjects, the results obtained were that this research took 23 semester 6 students of the D4 English for Business and Professional Communication study program, Bengkalis State Polytechnic Language Department, as respondents to fill out the needs analysis questionnaire.

The questionnaires were given to students in order to find out their needs in learning English. There were several aspects involved in requirements analysis questionnaire to obtain data about student learning needs such as student weaknesses, student needs and student desires regarding the learning process for the English for Journalism course. The results of these aspects are described and analyzed as follows. Aspects of weakness refer to areas where students experience difficulties or have deficiencies that hinder their academic performance and personal

development. To get data about students' weaknesses, the researcher started with some questions related to student weaknesses. The first question on this topic was the level of students' English skills.



Picture 1. The level of Student English Skill

Based on the results of student analysis on question number 1 shows that 62.5% of students were at intermediate level, 25% are at upper intermediate level, and 12.5% are at elementary level. The results of the data above show that the majority of subjects were at the intermediate level, where at this level students' English language skills can communicate and apply English well. The second question on this topic was Do students still need translation during the learning process.

In the second question diagram, the results show that 100% of the answers are "Yes", which means that all respondents need translation assistance during the learning process.

Next, the third item on this topic was about whether students often have difficulty understanding certain words? And the results of the third question shows that students always find difficulty in understanding the meaning of words during the learning process. Then, the final question at this point is whether students have ever had difficulty getting the latest information in conventional dictionaries and the results of the diagram in this question show that students often have difficulty when searching for or getting information through conventional dictionaries, some of the difficulties encountered include not being able to find the words they want quickly, takes a long time reading word sequences when looking for word translations, and several other difficulties.

The needs aspect refers to the things students need to support their learning and development effectively. This could be in the form of additional support, tools, or special strategies. To find out what students need in the process of learning English for Journalism in this research, the researcher developed several questions

about what students need in the learning process.

The first question on this topic was about the importance of fast and easy access to dictionary information anywhere and at any time and the results of the answers to this question show that 79.2% of students agree that easy and fast access to information is very important and another 20.8% agree that the points in this question are important. The second question that researchers developed to determine students' needs in the process of learning English for Journalism was on this question the result was that 91.7% of students found it very difficult to find the right words or sentences to use as headlines for news or articles. The next question that researchers developed to answer students' needs was about what difficulties they encountered when studying the English for Journalism course.

Several different answers were obtained from this question, 50% of students had difficulty finding the right words in English journalistic terms, 25% of students have difficulty making sentences/ news headlines,

20.8% of students had difficulty understanding the meaning of words journalism, and less than 5% of students said they had difficulty finding learning resources precise and innovative. The next question about student need's point is what kind of learning media was needed.

There were 70.8% of students want an Android-based electronic dictionary, another 20.8% want a web-based dictionary and only 8.3% of students want a text book. The last question in this student need's point was the types of difficulties most often encountered when using printed dictionaries or similar sources of information. From the results of the answers received, researchers can conclude that there are various difficulties faced when using conventional dictionaries. Of the 100% of respondents, 45.8% said they needed a lot of time to search for words, 33.3% required precision in searching for words because the distance between sentences/words were very close together, and there were 20.8% who experienced difficulty find the desired word.

Student desires refer to things that students want or hope for in the learning process, which was often related to their motivation and interest in the learning process. In this study, researchers developed several questions to find out what students want in the English for Journalism learning process. The first question point was about students' interest in e-dictionaries that provide translations along with examples of usage in sentences. In this first question, this desire was clearly visible. The answer obtained was 100% of students were very interested in e-dictionaries which provide translations along with examples of usage in sentences.

The second question in this desire's point was additional features in e-dictionaries. In the second question, it was also very clear that 100% of the results show that additional features such as example sentences in the e-dictionary were very popular with respondents. The next question about this point is features that must be added to the Android-based dictionary, the results from the answers to the third question shows that only 4.2% of respondents

wanted the English-Indonesian translation feature only and the remaining 95.8% of respondents wanted bilingual translation along with the method use of words in sentences. And the last question about this point was these additional features will be useful or not for students in understanding the use of words.

The results diagram for this question shows that as many as 95.8% of respondents thought that additional features would be very useful to facilitate the learning process if added to the E-dictionar. What was explained in this sub-section was that this research will explain the process of making a dictionary, the evaluation results was the form of suggestions or feedback from expert judgment regarding the development of this e-dictionary product, the third was the results of implementation during the learning process obtained from user response questionnaires.

The following are the steps in the application development processes, the first step in this process was to design a database to store the data that was been used in the E-Dictionary application. There were 2

tables used in this project, namely the admin table and the dictionary, here MySQL was used as the storage database. The second step do coding for the Application Programming Interface (API) as a link between the database and the Journalism Dictionary mobile application that was been built, here the PHP programming language was used for the back-end of this application, third, the process of working on the front-end of this application was carried out using the Dart programming language with the Flutter Framework to build mobile applications.

Here, configuration and testing of the Application Programming Interface (API) which has been built previously on the back-end of the application is also carried out, the fourth step was carried out the process of deploying the API into the hosting service so that the API can be consumed by mobile applications and move dynamically, then, the fifth step was configure the back-end API of the application that has been deployed and the front-end mobile application so that it can display and store data, the E-dictionary application can be built

with data used from the API that has been deployed, and the application can now be used and after that the next stage was to fill in the vocabulary into the dictionary.

There were two evaluators who had evaluated the product. There were the Lecture of Language department and Lecture of Informatics Engineering Department. The first evaluation was given by Mr. Rionaldi as a lecturer of English Study Program, Language Department, according to him this product is good enough, and he also said that it would be better if every vocabulary in this journalistic dictionary involved the description about the class of word (Noun, Verb, Adjective, and Adverb). He also suggests adding information about class of word for each word along with examples of their use in sentences according to the types of words in this journalistic dictionary.

The second evaluation was given by Mr. Niky Hardinata as a lecturer in the Department of Informatics Engineering. According to him this product was good enough. He further said that in order to make the layout of this journalistic dictionary

even better, add a "search" feature in the "example" section so that the desired word was easy to find. The following is the figures of the product design before being revised and after revision was done.

After the product has been evaluated by experts, the next step was to implement the product in the classroom while giving a user response questionnaire to students to find out their opinions about this Journalism Dictionary product. In this user response questionnaire there are several questions about how users think about the journalism dictionary application that has been built. Based on the results of the Journalism dictionary application implementation in the classroom, the data shows that the product was of good quality and effective enough to be applied in the teaching and learning process. In addition, users are also satisfied with the level of speed or response presented by the Journalism dictionary application when used. The Journalism Dictionary application was also easy to use according to the data shown 57% of users said that the application was easy to use.

Furthermore, almost 67% of users said that the layout of the Journalism dictionary application was also good and appropriate.

CONCLUSION AND SUGGESTION

Conclusion

Conclusions are drawn based on the results of the needs analysis questionnaire, the development of learning applications in the form of an electronic dictionary Journalism Dictionary, and the results of product implementation during the learning process of English for Journalism courses in class. There were several processes that are carried out to develop this Journalism Dictionary application. The first process begins with designing a database to store data that would be used in the Journalism Dictionary application. Second, coding was done for the API as a link between the database and the electronic dictionary mobile application to be built. Third, the process of working on the front-end of this application using the Dart programming language with the Flutter Framework to build mobile

applications. Fourth, deploy the API into the hosting service so that the API can be consumed by the mobile application and move dynamically. Fifth, configure the back-end API application that has been deployed and the front-end mobile application so that it can display and store data. The next step was to classify the words that will be entered into the application, then after that enters the words that have been classified earlier. This application was designed to be an android-based electronic dictionary with the name “Journalism Dictionary” which is effective for use or implementation because it has been validated by experts and has been implemented in the classroom during the English for Journalism learning process.

This product has a word group feature, and a search feature that can facilitate users in the process of use, there are also nearly 200 vocabulary words along with examples of using words in sentences. Based on the results of the Journalism dictionary application implementation in the classroom, the data shows that the product was of good quality and

effective enough to be applied in the teaching and learning process. In addition, users are also satisfied with the level of speed or response presented by the Journalism dictionary application when used. The Journalism Dictionary application was also easy to use according to the data shown 57% of users said that the application was easy to use. Furthermore, almost 67% of users said that the layout of the Journalism dictionary application was also good and appropriate.

Suggestions

For the Future Researchers

Future researchers should consider expanding the scope of the dictionary to include more advanced and specialized journalism terms, potentially in collaboration with industry professionals. Conducting detailed user experience research can enhance the app's intuitiveness and user-friendliness. Additionally, measuring the impact of the dictionary on students' performance through pre- and post-implementation assessments would provide valuable insights. Investigating the development of cross-platform versions and

integrating artificial intelligence for personalized learning and real-time feedback could further enhance the tool's effectiveness.

For the Readers

Thesis readers should consider the practical implications of this research in real-world educational settings and how similar tools could be applied to other specialized fields. Exploring the intersection of technology and education in different disciplines can provide valuable insights into digital resources for specific language learning needs. Critical evaluation of the methodologies and findings can also help identify ways to refine or adapt the approach for different contexts or populations.

For the Users

Application users are encouraged to actively engage with the app by regularly using it, providing feedback, and exploring all its features. Viewing the dictionary as part of a broader learning strategy that includes reading journalism articles, writing practice pieces, and participating in discussions can enhance learning. Users should also

take advantage of multimedia resources, quizzes, and contextual examples within the app. Engaging with other users through forums or social media can provide additional learning opportunities and practical perspectives.

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