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Bersama dengan surat ini, saya bermaksud menyertakan bukti bukti korespondensi proses review artikel pada Journal of Nonformal Education dengan judul "Developing Android-based English Multimedia in Improving the Skill of Literary Criticism", dimuat pada Early Child Development and Care, edisi Vol 8, No 1 (2022) Februari Tahun 2022, p-ISSN 2442-532X e-ISSN 2528-4541
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1	17 Januari 2021	Submit manuscript pertama kali ke jurnal
2	23 Januari 2021	Pemberitahuan dari Editor, untuk Revisi
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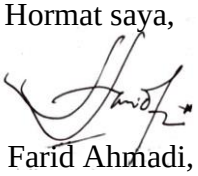

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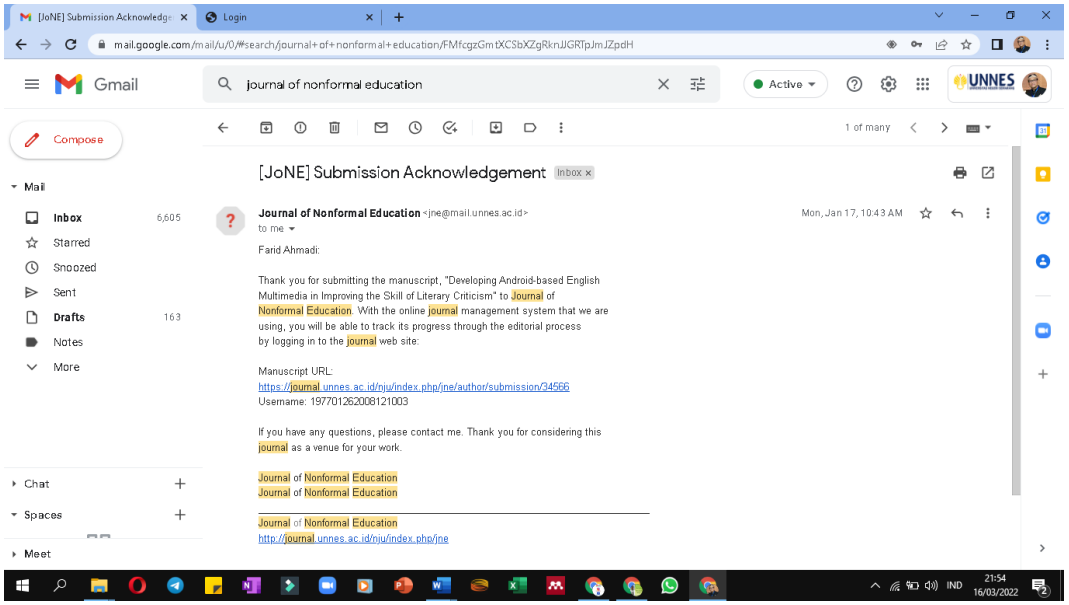

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Developing Android-based English Multimedia in Improving the Skill of Literary Criticism

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Abstract

This study aims at developing and identifying the feasibility of android-based English Multimedia in improving the skill of literary criticism. This research applies ADDIE development model that consists of five stages. The data collecting technique used involves observation, interview, questionnaire, and scale. The data analysis is carried out in the form of qualitative data analysis that is converted into several criteria. The findings present that there is a demand among English tutors and the members of English Community on the development of android-based English Multimedia. The media proposed is deemed valid by material and media experts as it earns the score of 87 and 86 with the category of very feasible. Therefore, in the attempt of improving the skill of literary criticism, android-based English Multimedia can be utilized outside the formal education. The development of technology-based media in the learning of literary criticism is the form of learning media innovation for non-formal education as adjusted to the current development in the digital literary era.

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INTRODUCTION

The data derived from *we are social* shows that Indonesia is one of the developing countries with relatively high amount of social media users, and also ranked 4th as Facebook users with the total 111 million accounts below India, US, and Brazil (Ghazali, 2017). In regard to the data, it makes Indonesia as the most suitable place for spreading information through social media. The ease in accessing information through websites and social media somehow also poses threats to the digital citizen as the validity of information is unclear and might lead them to information confusion People as the digital citizen and user of internet, and social media also face confusion in selecting the right information as their source of material in learning (Rohmiyati et al., 2020). A fallacy in selecting information may affect their knowledge and skill on something as they perceive that the information they have obtained in correct, without reading and thinking of the content critically from several different perspectives (Joynes et al., 2019).

Nia (2015) mentions that *critical literacy* has been extensively being studied throughout four decades ever since 1980's in various context at school, vocational education, higher education and by adults in many countries like Australia, New Zealand, Unites States, Canada, and Great Britain. In English practice, both for formal and non-formal education, the skill of literary criticism may enhance one's skill of English, both in written or oral skill (Wardani, 2021). Besides, Kurki (2015) dan Nishanthi (2018) adds that one most essential skill of an individual is grasping an information out of English passage in order to avoid misinformation and communication.

Individual who learns English language, or is usually called *English Language Learners* (ELL), needs to position him/herself as a competent learner by preparing and adjusting oneself to the situation and condition in the technology era these days. The advancement of technology that keeps on enhancing by day requires all the individuals to learn independently (Kopzhassarova et al., 2016; Rufaidah et al., 2021). Wiana et al. (2018) and Yusuf (2020) emphasizes that by utilizing technology, individuals could learn independently without being restricted by time and place.

However, the use of technology as the media to learn about English literary criticism in non-formal education is still hard to find and it has not been optimally taken advantage of. This possibility should have been a great opportunity to take in order to maximize the existing facilities in this digital literacy era (Dabbagh et al., 2019; Sivakumar & Singaravelu, 2017). Therefore, improving the skill of literary criticism outside formal education shall be facilitated and set through the assistance of English community as the form of non-formal education by using the current developing technology.

Smartphone is one of media with advance and modern technology with various operation system installed in it (Al Fawareh & Jusoh, 2017). Operation system that is widely used is android as it is commonly owned by every layer of society. This may become a great opportunity to develop an android-based application to help learning English literary criticism in non-formal education. One of the software that can be used in developing an android-based application for English literary criticism learning is *Adobe Flash CS6*. *Adobe Flash CS6* is effective to use in developing an android-based multimedia (Ilmi et al., 2021). Previously developed android-based multimedia shows that it is effective to use android-based learning media to improve students' learning outcome (Adesti & Nurkholimah, 2020; Darwin et al., 2021), and it is considered feasible to be used to learn independently (Bahri et al., 2020).

METHOD

This research is the research and development (RnD) type that uses the ADDIE research model. Research and Development using ADDIE has five steps that needs to be done in order too achieve the objective. The five steps are: analyzing, designing, developing, implementing, and evaluating (Muruganantham, 2015).

The analyzing step is a need analysis from the research subjects in regards to the teaching media that will be developed. The second step is designing, which is creating the flow chart from the media developed. Developing is the third step, in which the media that has been developed is then designed to be a prototype to be tested regarding the feasibility by the experts in the field. The fourth step is implementing, the media that is developed is tested in the field in a small or large skill testing. The final step is evaluation. The evaluation is an effectiveness testing on the media that is being developed and asking for feedback from users which is then followed up to product evision if necessary, before it is eventually launched. However, in this research, the steps are limited to only the third step, the development step since the research is focusing mainly on the scoring of feasibility on the media that is developed, seen from the product and material content.

The subjects of this research are tutor and members of the English Learning Community. Meanwhile, the feasibility data for the Android-Based English Multimedia is gained from the scoring of the content and media experts for the media developed.

The data research is obtained by using several data collecting technique like observation, interview, questionnaires, and scale. The observation, interview and questionnaires technique is used on the need analysis step. Meanwhile, in the development step, the data collecting technique applied is the scale using the instrument of media feasibility scoring sheet done by content and media experts.

Table 1. Criteria of Product Feasibility

Interval	Criteria
$P \leq 36$	Not Feasible
$36 < P \leq 52$	Poorly Feasible
$52 < P \leq 68$	Fairly Feasible
$68 < P \leq 84$	Feasible
$P > 84$	Very Feasible

RESULT AND DISCUSSION

This research indicates several findings that are explained further in the following.

Findings on Need Analysis

The need analysis is done to find out the issues and the needs from the subject of the research. Based on the result of the observation, interview, and the questionnaires given to the tutors and the members of the community, they indicate that there are several issues related to the skill of literary criticism on the activity of reading English texts of the members of the community. Several members of the community still finding it difficult to determine the main topic, topic sentence, and concluding the information from the English Text. Besides, the tutor still also uses the conventional media in the form of English passage papers in delivering the teaching of literary criticism, so that the members of the community lack in motivation and are not really interested in learning (Puspitarini & Hanif, 2019). The use of the media tends to be adjusted with the situation and the condition exist at that time, and the tutor experiences some difficulties as the members of the community feel lacking in understanding when they use the media. The use of the media in the form of printed teaching materials requires the members of the community to search the meaning manually. With that, it can be understood that the choice of the correct teaching media can affect the success on the teaching process (Marpanaji et al., 2018).

The result of the interview, which is then supported by the questionnaires, mention that the tutor as well as the members of the community need a teaching medium that is according to the situation and the condition recently. The teaching medium needed is the one that is practical, containing the materials with pictures, containing the audio-visual elements that will ease the members of the community in understanding the English texts. Ramdhani, M. A., & Muhammadiyah (2015) mentions that an effective media in the teaching is a media

that is according to the needs. The teaching media that is needed is the technology-based media that can also accommodate the members of the community to be able to learn independently using the media. Independence in learning is eventually going to support the success of the individuals in a long life learning without depending on others (Kobiljanovna, 2021).

Based on the need analysis, it shows that there is a need from the tutor and the members of the English learning community upon a development of technology-based media that is practical, attractive, and can facilitate the independent learning of the members of the English learning community as an effort in improving the skill of literary criticism.

The Development of the Android-Based English Multimedia

The development of the Android-Based English Multimedia is based on the result of the need analysis that has been conducted previously (Mubai et al., 2020). The design of the Android-Based English Multimedia that is developed has various parts, those are: introductory, main, and closing. This is along with the statement of Wahyuni et al. (2021) who mentions that generally the technology-based teaching media has three parts, the introductory, main, and closing. The parts and the features on the teaching media can ease the users in operating the media (Aswir et al., 2021).

In the introductory part, it consists of the front page, user instructions for the media, and the main menu page. The main part consists of the teaching materials, exercises, and quizzes. The closing part consists of the evaluation, developer's identity, and references. Here are the examples of the display of the Android-Based English Multimedia.

Figure 1. The Display of the Android-Based English Multimedia

Aside from the parts and features existing in the Android-Based English Multimedia, the other things that are also important are the elements that construct the media, such as pictures, visuals, texts, audio, and audio-visuals. Mashudi et al., (2021) mentions that the Android-Based English Multimedia is effective to be used in teachings if it has the three important aspects, the elements of visual, audio, and clear instruction.

The Feasibility of Android-Based English Multimedia in Improving the Critical Literacy

The Feasibility test for the Android-Based English Multimedia to find out the Feasibility of the media developed. The Feasibility testing process involves the experts in media and content. There are several indicators in the feasibility test of the Android-Based English Multimedia from the perspective of the media expert. The indicators are two, software engineering and visual media communication. Meanwhile, from the perspective of the content expert, there are five indicators that can be used as the base in scoring the Android-Based English Multimedia. The five indicators are validity, urgency, learnability, motivation, and usefulness (Ahmadi et al., 2021).

The Android-Based English Multimedia is announced to fulfill the feasibility test if the total for each score is in the minimum qualitative score of "feasible". After then The Android-Based English Multimedia is announced to be feasible by both media and content experts, then the media can be tested. The following is the presentation of each score by the content and media expert. The score

of the feasibility test of The Android-Based English Multimedia by the content and media expert is presented in the table 2 below.

Table 2. Result of Product Scoring from the Content Expert

No	Indicators	score	Criteria
1	Validity	22	Very Feasible
2	Urgency	17	Very Feasible
3	Learnability	26	Very Feasible
4	Attraction	13	Very Feasible
5	Usefulness	9	Very Feasible
Total Score		**87**	**Very Feasible**

The minimum limit of a product to be announced as feasible is if it gains the minimum score of 68. The comparison between the minimum feasibility score and the final score from the content expert upon The Android-Based English Multimedia can be observed in figure 2.

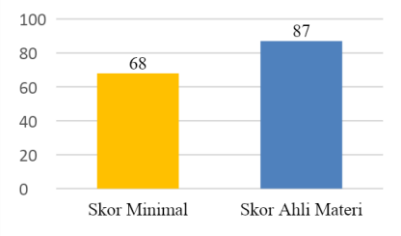
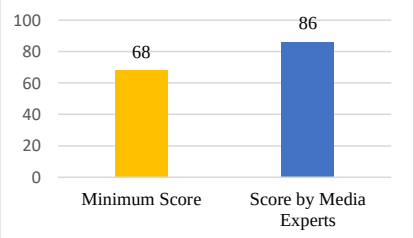


Figure 2. Score Comparison between Minimum Score and the Score from Content Expert

The scoring result of the content expert upon The Android-Based English Multimedia is announced feasible to be used as the media in improving the skill of literary criticism of the English-speaking community with several suggestions from the content expert. The suggestions are: 1)



students to work on it faster and they can gain the feedback right after. The presentation of the examples in working the exercises in the media also help the students to understand the materials taught better (Fitriani et al., 2019). Mustadi & Irvan (2021) and Shabiralyani et al. (2015) mentions that the use of pictures on the teaching media, if done properly, can help the students to understand the materials better.

The scoring by the media expert is done by paying attention to the two indicators mentioned previously, the software engineering and the visual The following is the presentation of the result of the feasibility score of The Android-Based English Multimedia by the media expert.

Table 3. The Scoring of the Media Expert on the Product

No.	Indicator	Score	Criteria
1	Software Engineering	43	Very Feasible
2	Visual Communication	43	Very Feasible
Total Score		**86**	**Very Feasible**

Based on table 3, it shows the information that the total score gained from the media expert for the Android-Based English Multimedia is 86, which falls to the category of very feasible. The minimum score for the product to be feasible is 68, which is the same with the minimum score on content. Therefore, it can be concluded that the Android-Based English Multimedia, in terms of quality, is feasible to be used. The result of the comparison between minimum feasibility score and the score from the media expert on the Android-Based English Multimedia can be observed on figure 3 below.

Figure 3. The Score Comparison between the Minimum Score and the Score from the Media Expert

Based on the diagram above, then it can be observed that the result of the scoring on the Android-Based English Multimedia has passed the minimum score set. However, there are several suggestions from the media expert to improve the Android-Based English Multimedia so that it can improve the skill of literary criticism. The suggestions are: 1) the use of pictures needs to be adjusted to the content, 2) the color of the background should match but contrasting one, 3) the 'quit' menu must be provided to ease the user. Alfiani et al. (2018) and Sasmita et al. (2021) mention that several aspects that needs some attention in developing a teaching media are the accuracy of colors used and matching pictures with the content, so that it is not only attractive, but it also eases the user in understanding the teaching materials.

CONCLUSION

Based on the findings mentioned earlier, it can be concluded that there is a need for Android-Based English Multimedia that can support the improvement of the skill of literary criticism on the members of the English learning community in the Elementary School Teacher Study Program. Besides, the development of the Android-Based English Multimedia has also passed the feasibility tests that involve the content and media experts. The result of the feasibility test indicates that the Android-Based English Multimedia gained the score of 86 with the category of very feasible from the media expert and 87 with the category of very feasible from the content expert. With that, the Android-Based English Multimedia is recommended to use for the tutors and members of the community in improving the skill of literary criticism. However, this research is limited to only the development phase, so the further research can conduct the effectiveness test on the Android-Based English Multimedia in improving the literary criticism of the members of the English learning community in the Elementary School Teacher Study Program.

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Developing Android-based English Multimedia in Improving the Skill of Literary Criticism

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INTRODUCTION

The data derived from *we are social* shows that Indonesia is one of the developing countries with relatively high amount of social media users, and also ranked 4th as Facebook users with the total 111 million accounts below India, US, and Brazil (Ghazali, 2017). In regard to the data, it makes Indonesia as the most suitable place for spreading information through social media. The ease in accessing information through websites and social media somehow also poses threats to the digital citizen as the validity of information is unclear and might lead them to information confusion People as the digital citizen and user of internet, and social media also face confusion in selecting the right information as their source of material in learning (Rohmiyati et al., 2020). A fallacy in selecting information may affect their knowledge and skill on something as they perceive that the information they have obtained in correct, without reading and thinking of the content critically from several different perspectives (Joynes et al., 2019).

Nia (2015) mentions that *critical literacy* has been extensively being studied throughout four decades ever since 1980's in various context at school, vocational education, higher education and by adults in many countries like Australia, New Zealand, Unites States, Canada, and Great Britain. In English practice, both for formal and non-formal education, the skill of literary criticism may enhance one's skill of English, both in written or oral skill (Wardani, 2021). Besides, Kurki (2015) dan Nishanthi (2018) adds that one most essential skill of an individual is grasping an information out of English passage in order to avoid misinformation and communication.

Individual who learns English language, or is usually called *English Language Learners* (ELL), needs to position him/herself as a competent learner by preparing and adjusting oneself to the situation and condition in the technology era these days. The advancement of technology that keeps on enhancing by day requires all the individuals to learn independently (Kopzhassarova et al., 2016; Rufaidah et al., 2021). Wiana et al. (2018) and Yusuf (2020) emphasizes that by utilizing technology, individuals could learn independently without being restricted by time and place.

However, the use of technology as the media to learn about English literary criticism in non-formal education is still hard to find and it has not been optimally taken advantage of. This possibility should have been a great opportunity to take in order to maximize the existing facilities in this digital literacy era (Dabbagh et al., 2019; Sivakumar & Singaravelu, 2017). Therefore, improving the skill of literary criticism outside formal education shall be facilitated and set through the assistance of English community as the form of non-formal education by using the current developing technology.

Smartphone is one of media with advance and modern technology with various operation system installed in it (Al Fawareh & Jusoh, 2017). Operation system that is widely used is android as it is commonly owned by every layer of society. This may become a great opportunity to develop an android-based application to help learning English literary criticism in non-formal education. One of the software that can be used in developing an android-based application for English literary criticism learning is *Adobe Flash CS6*. *Adobe Flash CS6* is effective to use in developing an android-based multimedia (Ilmi et al., 2021). Previously developed android-based multimedia shows that it is effective to use android-based learning media to improve students' learning outcome (Adesti & Nurkholimah, 2020; Darwin et al., 2021), and it is considered feasible to be used to learn independently (Bahri et al., 2020).

METHOD add data analysis in this study

This research is the research and development (RnD) type that uses the ADDIE research model. Research and

Development using ADDIE has five steps that needs to be done in order too achieve the objective. The five steps are: analyzing, designing, developing, implementing, and evaluating (Muruganantham, 2015).

The analyzing step is a need analysis from the research subjects in regards to the teaching media that will be developed. The second step is designing, which is creating the flow chart from the media developed. Developing is the third step, in which the media that has been developed is then designed to be a prototype to be tested regarding the feasibility by the experts in the field. The fourth step is implementing, the media that is developed is tested in the field in a small or large skill testing. The final step is evaluation. The evaluation is an effectiveness testing on the media that is being developed and asking for feedback from users which is then followed up to product evision if necessary, before it is eventually launched. However, in this research, the steps are limited to only the third step, the development step since the research is focusing mainly on the scoring of feasibility on the media that is developed, seen from the product and material content.

The subjects of this research are tutor and members of the English Learning Community. Meanwhile, the feasibility data for the Android-Based English Multimedia is gained from the scoring of the content and media experts for the media developed.

The data research is obtained by using several data collecting technique like observation, interview, questionnaires, and scale. The observation, interview and questionnaires technique is used on the need analysis step. Meanwhile, in the development step, the data collecting technique applied is the scale using the instrument of media feasibility scoring sheet done by content and media experts.

Table 1. Criteria of Product Feasibility

Interval	Criteria
$P \leq 36$	Not Feasible
$36 < P \leq 52$	Poorly Feasible
$52 < P \leq 68$	Fairly Feasible
$68 < P \leq 84$	Feasible
$P > 84$	Very Feasible

RESULT AND DISCUSSION

This research indicates several findings that are explained further in the following.

Findings on Need Analysis

The need analysis is done to find out the issues and the needs from the subject of the research. Based on the result of the observation, interview, and the questionnaires given to the tutors and the members of the community, they indicate that there are several issues related to the skill of literary criticism on the activity of reading English texts of the members of the community. Several members of the community still finding it difficult to determine the main topic, topic sentence, and concluding the information from the English Text. Besides, the tutor still also uses the conventional media in the form of English passage papers in delivering the teaching of literary criticism, so that the members of the community lack in motivation and are not really interested in learning (Puspitarini & Hanif, 2019). The use of the media tends to be adjusted with the situation and the condition exist at that time, and the tutor experiences some difficulties as the members of the community feel lacking in understanding when they use the media. The use of the media in the form of printed teaching materials requires the members of the community to search the meaning manually. With that, it can be understood that the choice of the correct teaching media can affect the success on the teaching process (Marpanaji et al., 2018).

The result of the interview, which is then supported by the questionnaires, mention that the tutor as well as the members of the community need a teaching medium that is according to the situation and the condition recently. The teaching medium needed is the one that is

practical, containing the materials with pictures, containing the audio-visual elements that will ease the members of the community in understanding the English texts. Ramdhani, M. A., & Muhammadiyah (2015) mentions that an effective media in the teaching is a media that is according to the needs. The teaching media that is needed is the technology-based media that can also accommodate the members of the community to be able to learn independently using the media. Independence in learning is eventually going to support the success of the individuals in a long life learning without depending on others (Kobiljanovna, 2021).

Based on the need analysis, it shows that there is a need from the tutor and the members of the English learning community upon a development of technology-based media that is practical, attractive, and can facilitate the independent learning of the members of the English learning community as an effort in improving the skill of literary criticism.

The Development of the Android-Based English Multimedia

The development of the Android-Based English Multimedia is based on the result of the need analysis that has been conducted previously (Mubai et al., 2020). The design of the Android-Based English Multimedia that is developed has various parts, those are: introductory, main, and closing. This is along with the statement of Wahyuni et al. (2021) who mentions that generally the technology-based teaching media has three parts, the introductory, main, and closing. The parts and the features on the teaching media can ease the users in operating the media (Aswir et al., 2021).

In the introductory part, it consists of the front page, user instructions for the media, and the main menu page. The main part consists of the teaching materials, exercises, and quizzes. The closing part consists of the evaluation, developer's identity, and references. Here are the examples of the display of the Android-Based English Multimedia.

Figure 1. The Display of the Android-Based English Multimedia

Aside from the parts and features existing in the Android-Based English Multimedia, the other things that are also important are the elements that construct the media, such as pictures, visuals, texts, audio, and audio-visuals. Mashudi et al., (2021) mentions that the Android-Based English Multimedia is effective to be used in teachings if it has the three important aspects, the elements of visual, audio, and clear instruction.

The Feasibility of Android-Based English Multimedia in Improving the Critical Literacy

The Feasibility test for the Android-Based English Multimedia to find out the Feasibility of the media developed. The Feasibility testing process involves the experts in media and content. There are several indicators in the feasibility test of the Android-Based English Multimedia from the perspective of the media expert. The indicators are two, software engineering and visual media communication. Meanwhile, from the perspective of the content expert, there are five indicators that can be used as the base in scoring the Android-Based English Multimedia. The five indicators are validity, urgency, learnability, motivation, and usefulness (Ahmadi et al., 2021).

The Android-Based English Multimedia is announced to fulfill the feasibility test if the total for each score is in the minimum qualitative score of "feasible". After then The Android-Based English Multimedia is announced to be feasible by both media and content experts, then the media can be tested. The

following is the presentation of each score by the content and media expert. The score of the feasibility test of The Android-Based English Multimedia by the content and media expert is presented in the table 2 below.

Table 2. Result of Product Scoring from the Content Expert

No	Indicators	score	Criteria
1	Validity	22	Very Feasible
2	Urgency	17	Very Feasible
3	Learnability	26	Very Feasible
4	Attraction	13	Very Feasible
5	Usefulness	9	Very Feasible
Total Score		**87**	**Very Feasible**

The minimum limit of a product to be announced as feasible is if it gains the minimum score of 68. The comparison between the minimum feasibility score and the final score from the content expert upon The Android-Based English Multimedia can be observed in figure 2.

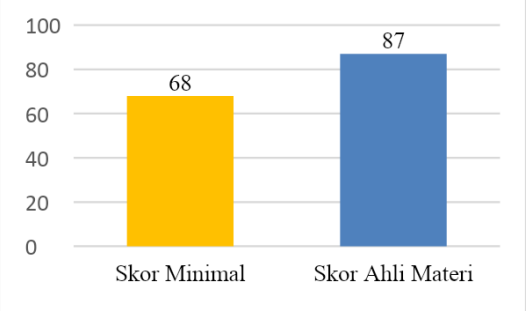

Figure 2. Score Comparison between Minimum Score and the Score from Content Expert

there is no explanation for picture 2, it should be explained

The scoring result of the content expert upon The Android-Based English Multimedia is announced feasible to be used as the media in improving the skill of literary criticism of the English-speaking community with several suggestions from the content expert. The suggestions are: 1) the evaluation can be done online, 2) to give examples on the content presented, and 3) to add pictures on The Android-Based English Multimedia. Hakim's & Safi`i (2021) mentions that online evaluation is effective to be used for the students to work on it faster and they can gain the feedback right after. The presentation of the examples in working the exercises in the media also help the students to understand the materials taught better (Fitriani et al., 2019). Mustadi & Irvan (2021) and Shabiralyani et al. (2015) mentions that the use of pictures on the teaching media, if done properly, can help the students to understand the materials better.

The scoring by the media expert is done by paying attention to the two indicators mentioned previously, the software engineering and the visual The following is the presentation of the result of the feasibility score of The Android-Based English Multimedia by the media expert.

Table 3. The Scoring of the Media Expert on the Product

No.	Indicator	Score	Criteria
1	Software Engineering	43	Very Feasible
2	Visual Communication	43	Very Feasible
Total Score		**86**	**Very Feasible**

Based on table 3, it shows the information that the total score gained from the media expert for the Android-Based English Multimedia is 86, which falls to the category of very feasible. The minimum score for the product to be feasible is 68, which is the same with the minimum score on content. Therefore, it can be concluded that the Android-Based English Multimedia, in terms of quality, is feasible to be used. The result of the comparison between minimum feasibility score and the score from the media expert on the Android-Based English Multimedia can be observed on figure 3 below.

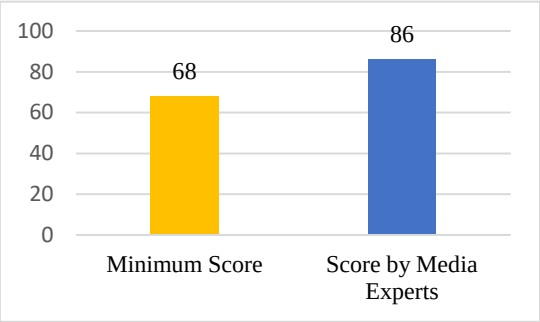

Figure 3. The Score Comparison between the Minimum Score and the Score from the Media Expert

Based on the diagram above, then it can be observed that the result of the scoring on the Android-Based English Multimedia has passed the minimum score set. However, there are several suggestions from the media expert to improve the Android-Based English Multimedia so that it can improve the skill of literary criticism. The suggestions are: 1) the use of pictures needs to be adjusted to the content, 2) the color of the background should match but contrasting one, 3) the 'quit' menu must be provided to ease the user. Alfiani et al. (2018) and Sasmita et al. (2021) mention that several aspects that needs some attention in developing a teaching media are the accuracy of colors used and matching pictures with the content, so that it is not only attractive, but it also eases the user in understanding the teaching materials.

CONCLUSION

Based on the findings mentioned earlier, it can be concluded that there is a need for Android-Based English Multimedia that can support the improvement of the skill of literary criticism on the members of the English learning community in the Elementary School Teacher Study Program. Besides, the development of the Android-Based English Multimedia has also passed the feasibility tests that involve the content and media experts. The result of the feasibility test indicates that the Android-Based English Multimedia gained the score of 86 with the category of very feasible from the media expert and 87 with the category of very feasible from the content expert. With that, the Android-Based English Multimedia is recommended to use for the tutors and members of the community in improving the skill of literary criticism. However, this research is limited to only the development phase, so the further research can conduct the effectiveness test on the Android-Based English Multimedia in improving the literary criticism of the members of the English learning community in the Elementary School Teacher Study Program.

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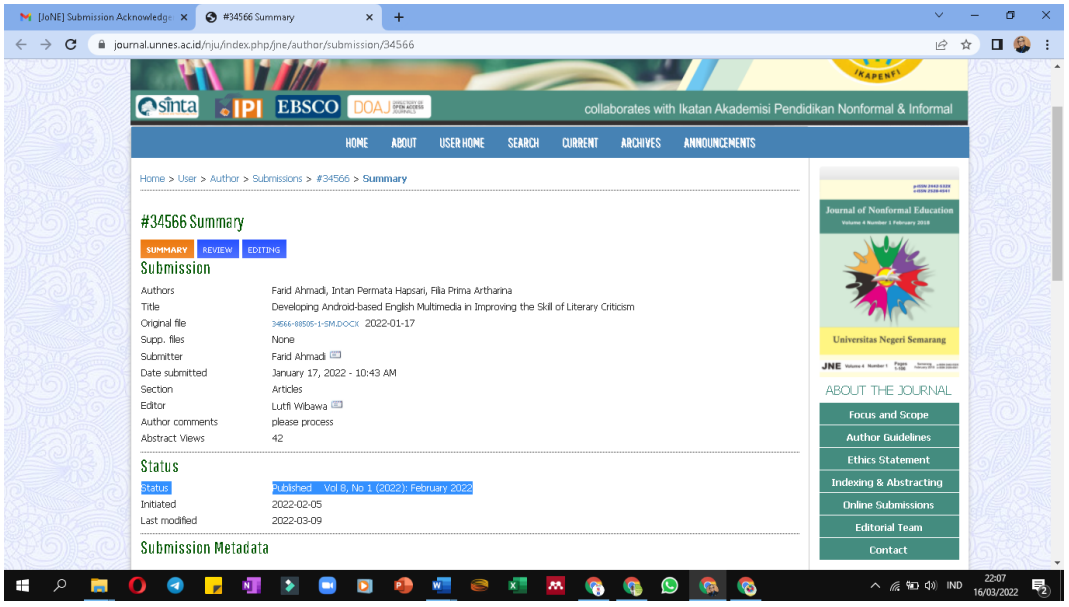

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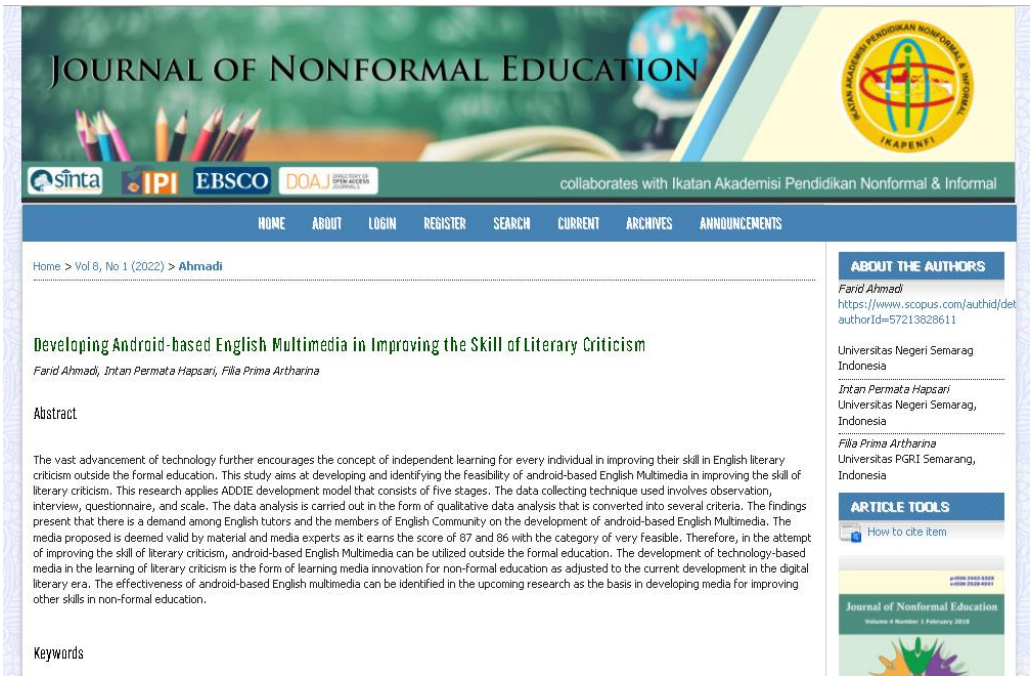

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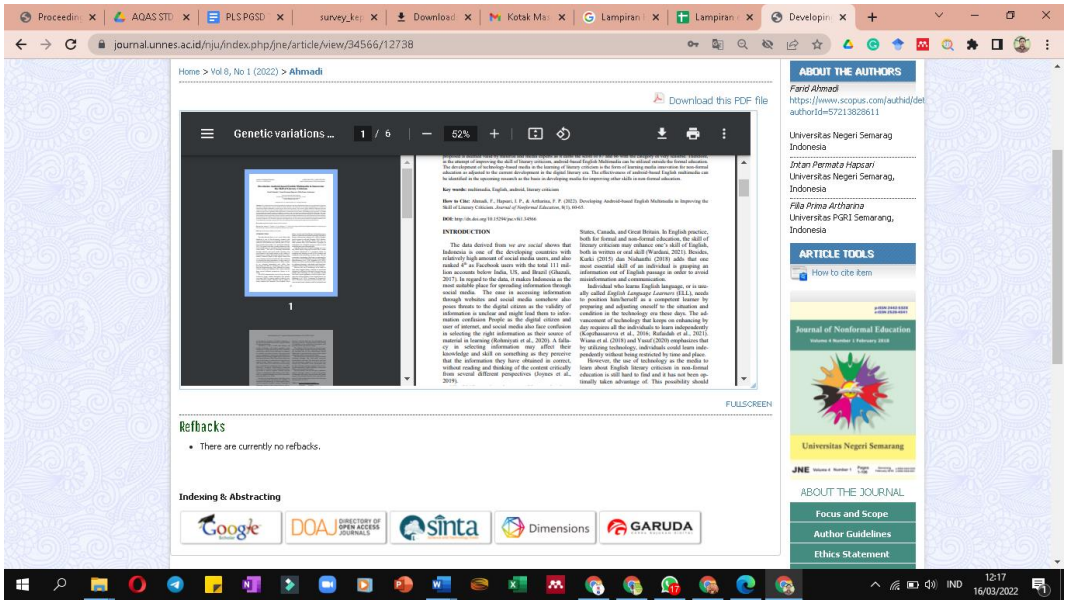
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Developing Android-based English Multimedia in Improving the Skill of Literary Criticism

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Abstract. The vast advancement of technology further encourages the concept of independent learning for every individual in improving their skill in English literary criticism outside the formal education. This study aims at developing and identifying the feasibility of android-based English Multimedia in improving the skill of literary criticism. This research applies ADDIE development model that consists of five stages. The data collecting technique used involves observation, interview, questionnaire, and scale. The data analysis is carried out in the form of qualitative data analysis that is converted into several criteria. The findings present that there is a demand among English tutors and the members of English Community on the development of android-based English Multimedia. The media proposed is deemed valid by material and media experts as it earns the score of 87 and 86 with the category of very feasible. Therefore, in the attempt of improving the skill of literary criticism, android-based English Multimedia can be utilized outside the formal education. The development of technology-based media in the learning of literary criticism is the form of learning media innovation for non-formal education as adjusted to the current development in the digital literary era. The effectiveness of android-based English multimedia can be identified in the upcoming research as the basis in developing media for improving other skills in non-formal education.

Key words: multimedia, English, android, literary criticism

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INTRODUCTION

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However, the use of technology as the media to learn about English literary criticism in non-formal education is still hard to find and it has not been optimally taken advantage of. This possibility should have been a great opportunity to take in order to maximize the existing facilities in this digital literacy era (Dabbagh et al., 2019; Sivakumar & Singaravelu, 2017). Therefore, improving the skill of literary criticism outside formal education shall be facilitated and

set through the assistance of English community as the form of non-formal education by using the current developing technology.

Smartphone is one of media with advance and modern technology with various operation system installed in it (Al Fawareh & Jusoh, 2017). Operation system that is widely used is android as it is commonly owned by every layer of society. This may become a great opportunity to develop an android-based application to help learning English literary criticism in non-formal education. One of the software that can be used in developing an android-based application for English literary criticism learning is *Adobe Flash CS6*. *Adobe Flash CS6* is effective to use in developing an android-based multimedia (Ilmi et al., 2021). Previously developed android-based multimedia shows that it is effective to use android-based learning media to improve students' learning outcome (Adesti & Nurkholimah, 2020; Darwin et al., 2021), and it is considered feasible to be used to learn independently (Bahri et al., 2020).

Based on the explanations above, this study focuses on developing and identifying the feasibility of Android-based multimedia to learn English literary criticism targeted to English Learning Community in Elementary School Teacher Study Program. The result of this study is expected to provide contribution to the tutors and the community members in obtaining information regarding the effective technology-based English learning media for non-formal education.

METHOD

This research is the research and development (RnD) type that uses the ADDIE research model. Research and Development using ADDIE has five steps that needs to be done in order too achieve the objective. The five steps are: analyzing, designing, developing, implementing, and evaluating (Muruganantham, 2015).

The analyzing step is a need analysis from the research subjects in regards to the teaching media that will be developed. The second step is designing, which is creating the flow chart from the media developed. Developing is the third step, in which the media that has been developed is then designed to be a prototype to be tested regarding the feasibility by the experts in the field. The fourth step is implementing, the media that is developed is tested in the field in a small or large skill testing. The final step is evaluation. The evaluation is an effectiveness testing on the media that is being developed and asking for feedback from users which is then followed up to product evision if necessary, before it is eventually launched. However, in this research, the steps are limited to only the third step, the development step since the research is focusing mainly on the scoring of feasibility on the media that is developed, seen from the product and material content.

The subjects of this research are tutor and members of the English Learning Community. Meanwhile, the feasibility data for the Android-Based English Multimedia is gained from the scoring of the content and media experts for the media developed.

The data research is obtained by using several data collecting technique like observation, interview, questionnaires, and scale. The observation, interview and questionnaires technique is used on the need analysis step. Meanwhile, in the development step, the data collecting technique applied is the scale using the instrument of media feasibility scoring sheet done by content and media experts.

The data analysis uses the descriptive qualitative analysis technique, which is a result of the product development and scoring from the media and content experts. The calculation result is then converted into score (P) with several criteria shown in the following (Firmansyah et al., 2021).

Table 1. Criteria of Product Feasibility

Interval	Criteria
$P \leq 36$	Not Feasible
$36 < P \leq 52$	Poorly Feasible
$52 < P \leq 68$	Fairly Feasible
$68 < P \leq 84$	Feasible
$P > 84$	Very Feasible

RESULT AND DISCUSSION

This research indicates several findings that are explained further in the following.

Findings on Need Analysis

The need analysis is done to find out the issues and the needs from the subject of the research. Based on the result of the observation, interview, and the questionnaires given to the tutors and the members of the community, they indicate that there are several issues related to the skill of literary criticism on the activity of reading English texts of the members of the community. Several members of the community still finding it difficult to determine the main topic, topic sentence, and concluding the information from the English Text. Besides, the tutor still also uses the conventional media in the form of English passage papers in delivering the teaching of literary criticism, so that the members of the community lack in motivation and are not really interested in learning (Puspitarini & Hanif, 2019). The use of the media tends to be adjusted with the situation and the condition exist at that time, and the tutor experiences some difficul-

ties as the members of the community feel lacking in understanding when they use the media. The use of the media in the form of printed teaching materials requires the members of the community to search the meaning manually. With that, it can be understood that the choice of the correct teaching media can affect the success on the teaching process (Marpanaji et al., 2018).

The result of the interview, which is then supported by the questionnaires, mention that the tutor as well as the members of the community need a teaching medium that is according to the situation and the condition recently. The teaching medium needed is the one that is practical, containing the materials with pictures, containing the audio-visual elements that will ease the members of the community in understanding the English texts. Ramdhani, M. A., & Muhammadiyah (2015) mentions that an effective media in the teaching is a media that is according to the needs. The teaching media that is needed is the technology-based media that can also accommodate the members of the community to be able to learn independently using the media. Independence in learning is eventually going to support the success of the individuals in a long life learning without depending on others (Kobiljanovna, 2021).

Based on the need analysis, it shows that there is a need from the tutor and the members of the English learning community upon a development of technology-based media that is practical, attractive, and can facilitate the independent learning of the members of the English learning community as an effort in improving the skill of literary criticism.

The Development of the Android-Based English Multimedia

The development of the Android-Based English Multimedia is based on the result of the need analysis that has been conducted previously (Mubai et al., 2020). The design of the Android-Based English Multimedia that is developed has various parts, those are: introductory, main, and closing. This is along with the statement of Wahyuni et al. (2021) who mentions that generally the technology-based teaching media has three parts, the introductory, main, and closing. The parts and the features on the teaching media can ease the users in operating the media (Aswir et al., 2021).

In the introductory part, it consists of the front page, user instructions for the media, and the main menu page. The main part consists of the teaching materials, exercises, and quizzes. The closing part consists of the evaluation, developer's identity, and references. Here are the examples of the display of the Android-Based English Multimedia.

Figure 1. The Display of the Android-Based English Multimedia

Aside from the parts and features existing in the Android-Based English Multimedia, the other things that are also important are the elements that construct the media, such as pictures, visuals, texts, audio, and audio-visuals. Mashudi et al., (2021) mentions that the Android-Based English Multimedia is effective to be used in teachings if it has the three important aspects, the elements of visual, audio, and clear instruction.

The Feasibility of Android-Based English Multimedia in Improving the Critical Literacy

The Feasibility test for the Android-Based English Multimedia to find out the Feasibility of the media developed. The Feasibility testing process involves the experts in media and content. There are several indicators in the feasibility test of the Android-Based English Multimedia from the perspective of the media expert. The indicators are two, software engineering and visual media communication. Meanwhile, from the perspective of the content expert, there are five indicators that can be used as the base in scoring the Android-Based English Multimedia. The five indicators are validity, urgency, learnability, motivation, and usefulness (Ahmadi et al., 2021).

The Android-Based English Multimedia is announced to fulfill the feasibility test if the total for each score is in the minimum qualitative score of "feasible". After then The Android-Based English Multimedia is announced to be feasible by both media and content experts, then the media can be tested. The following is the presentation of each score by the content and media expert. The score of the feasibility test of The Android-Based English Multimedia by the content and media expert is presented in the Table 2.

Based on Table 2, it can be concluded that the total score gained from the content expert The Android-Based English Multimedia is 87, which falls to the category of very feasible. The minimum limit of a product to be announced as feasible is if it gains the minimum score of 68. The comparison between the minimum feasibility score and the final score from the content expert upon The Android-Based English Multimedia can be observed in Figure 2.

Table 2. Result of Product Scoring from the Content Expert

No	Indicators	score	Criteria
1	Validity	22	Very Feasible
2	Urgency	17	Very Feasible
3	Learnability	26	Very Feasible
4	Attraction	13	Very Feasible
5	Usefulness	9	Very Feasible
Total Score		87	Very Feasible

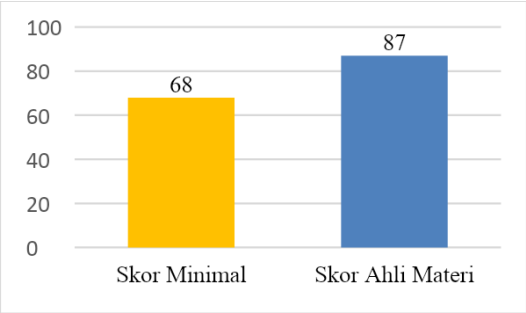

Figure 2. Score Comparison between Minimum Score and the Score from Content Expert

The scoring result of the content expert upon The Android-Based English Multimedia is announced feasible to be used as the media in improving the skill of literary criticism of the English-speaking community with several suggestions from the content expert. The suggestions are: 1) the evaluation can be done online, 2) to give examples on the content presented, and 3) to add pictures on The Android-Based English Multimedia. Hakim's & Safi`i (2021) mentions that online evaluation is effective to be used for the students to work on it faster and they can gain the feedback right after. The presentation of the examples in working the exercises in the media also help the students to understand the materials taught better (Fitriani et al., 2019). Mustadi & Irvan (2021) and Shabiralyani et al. (2015) mentions that the use of pictures on the teaching media, if done properly, can help the students to understand the materials better.

The scoring by the media expert is done by paying attention to the two indicators mentioned previously, the software engineering and the visual The following is the presentation of the result of the feasibility score of The Android-Based English Multimedia by the media expert.

Based on Table 3, it shows the information that the total score gained from the media expert for the Android-Based English Multimedia is 86, which falls to the category of very feasible. The minimum score for the product to be feasible is 68, which is the same with the minimum score on content. Therefore, it can be concluded that the Android-Based English Multimedia, in terms of quality, is feasible to be used. The result of the comparison between minimum feasibility score and the score from the media expert on the Android-Based English Multimedia can be observed on Figure 3.

Table 3. The Scoring of the Media Expert on the Product

No.	Indicator	Score	Criteria
1	Software Engineering	43	Very Feasible
2	Visual Communication	43	Very Feasible
Total Score		86	Very Feasible

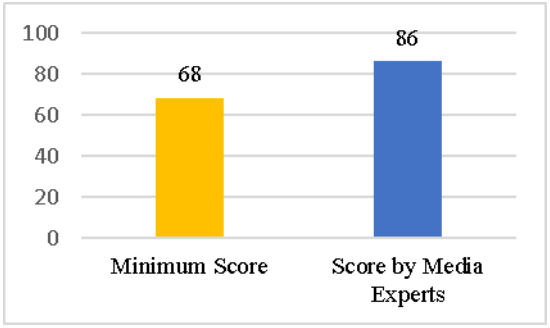

Figure 3. The Score Comparison between the Minimum Score and the Score from the Media Expert

Based on the Figure 3, then it can be observed that the result of the scoring on the Android-Based English Multimedia has passed the minimum score set. However, there are several suggestions from the media expert to improve the Android-Based English Multimedia so that it can improve the skill of literary criticism. The suggestions are: 1) the use of pictures needs to be adjusted to the content, 2) the color of the background should match but contrasting one, 3) the 'quit' menu must be provided to ease the user. Alfiani et al. (2018) and Sasmita et al. (2021) mention that several aspects that needs some attention in developing a teaching media are the accuracy of colors used and matching pictures with the content, so that it is not only attractive, but it also eases the user in understanding the teaching materials.

CONCLUSION

Based on the findings mentioned earlier, it can be concluded that there is a need for Android-Based English Multimedia that can support the improvement of the skill of literary criticism on the members of the English learning community in the Elementary School Teacher Study Program. Besides, the development of the Android-Based English Multimedia has also passed the feasibility tests that involve the content and media experts. The result of the feasibility test indicates that the Android-Based English Multimedia gained the score of 86 with the category of

very feasible from the media expert and 87 with the category of very feasible from the content expert. With that, the Android-Based English Multimedia is recommended to use for the tutors and members of the community in improving the skill of literary criticism. However, this research is limited to only the development phase, so the further research can conduct the effectiveness test on the Android-Based English Multimedia in improving the literary criticism of the members of the English learning community in the Elementary School Teacher Study Program.

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