DEVELOPING AN ENGLISH WRITING MATERIALS MODELS BASED ON SMART APPLICATION CREATOR FOR JUNIOR HIGH SCHOOL STUDENTS

PENGEMBANGAN MODEL BAHAN AJAR BAHASA INGGRIS DENGAN MENGGUNAKAN APLIKASI SMART APPS CREATOR UNTUK SISWA SMP

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ABSTRACT

The student's need for English writing materials that can improve the student's writing skills to make the learning process more interesting, challenging, an interactive. This study aims to develop English writing materials models based on SAC for junior high school. The objectives of this study were:(1) To know the students needs for English writing materials in junior high school,(2) To know how to design the English writing materials based on SAC for junior high school, (3) To know the development of English writing materials based on SAC for junior high school,(4) To know the implementation of English writing materials based on SAC grade I,(5) To know the effectiveness of English writing materials models based on SAC for teaching the students. This research uses the ADDIE model approach which has five steps. It determine the efficacy of English writing materials based on SAC in the learning. This research uses research & development (R&D) study. The subjects of the study were the students in the ninth grade of SMP Negeri 2 Tanjung Pura. The instruments for collecting data were questionnaires, interview, and English test. This writing materials uses a contextual teaching materials (CTL) approach to improve the student's writing skills. The final result show that the average result of content expert's score is 89%. The average result of media expert score is 87%. The average result of student;s response score is 85,9%. The average result of teacher response score is 88,3%. There are differences in test result before and after the developing English writing materials based on SAC. The average post test is higher. There is a significant improvement in student's writing skills after they were taught using writing materials based on SAC. It can be concluded that developing English writing materials based on SAC is effective in increasing student's writing skills in learning

Keywords : *English Writing Material, CTL, and Smart Application Creator*

1. INTRODUCTION

English writing materials have an important role in teaching English because it is one important aspect of teaching and learning. English writing material is very important as a tool for teachers to deliver knowledge to the students. Good teaching material is informative (inform the learner about the target language), instructional (guides the learner in practising the language), experiential (provides the learner with experience of the language use), eliciting (encourages the learner to use the language), and exploratory (helps the learner to make discoveries about language). The importance of instructional media cannot be underestimated, as it plays a crucial role in achieving effective and enjoyable learning, experiences Kumala Devi et al[1] In teaching and learning process, teacher should considered the learning materials which are used in the class.

Based on the researcher's observation, English writing material was not suitable for the student's characteristics at school. The description of the material is sometimes too wide and not clear. It was sometimes very difficult to understand. The systematic of material rendered it irrelevance. The materials were not suitable with the learning objectives. The materials were too monotonous and makes students hesitate. The available material was not interesting and not challenging for students. Students need the

English material which can increase the student's motivation and challenging to learn. The needed materials, which can create interactive learning.

The student's English skills were still low in all skills especially in writing. The students were lacking in understanding in learning. The students were less in mastering vocabularies. They did not know how to arrange the sentences well and using the English structure correctly. The students did not have a high spirit or motivation in English learning. Students were difficult in improving of their English writing's skill. As a result, the students get bored and find it challenging to understand the material. One possible solution to solve this problem is to apply innovative technology-based learning media.

In the COVID pandemic, students cannot learn in a short time, so the researcher has an idea to design the English material by using applications. Based on student's questionnaires, almost all students have Android smart phones, and the English material can be developed by application using Android. It is easy to download and operate. It is interesting and interactive. It was suitable for the student's needs in the observation and survey before.

Learning media are the tools used to help the learning process that the teachers goes through[2] providing a means to present information and learning content in a more engaging and comprehensible manner.. The role of the media in the growing experience is significant; learning media can help understudies digest and comprehend the topic as a result of the capability of the media as a merchant of learning messages and data.[3] Learning messages can be stored in the long-term memory of people who study them because Android based learning media can be designed with a maximum visual approach.[4] That way, the study is not bound by place and time, meaning that learning can done anywhere and any time.

Smart Apps Creator (SAC) expresses a new application for making effective learning environment. The researcher chose to develop this SAC in Junior High School because the learning process is interactive, full of challenges, and motivates students to be independent and care about subjects. This SAC product development research hopes that learning process using SAC media encourages student's creativity to increase mastery of knowledge, understanding, and skills. The SAC-based learning which contains presentation slides, supporting videos, and relevant materials and assignments.

The researcher uses Contextual Teaching Learning (CTL). The first step to develop English writing material based on SAC are syllabus design, story board the learning activities based on SAC, and learner assessment. CTL is one of the strategies to overcome the student's difficulties in writing. The learning activities are expected to be more meaningful to solve the student's need, critical thinking, challenging, interesting, and interactive.

Based on the background, focus, and sub-focus above, the problem in this research is: How are the results of developing English writing materials model based on smart application creator for Junior High School Students?. The formulation of the question is described as follows,

1. What English teaching materials are needed by the students in Junior High School?
2. How are the design of English teaching materials model based on smart application creator for Junior High School ?
3. How are the English teaching materials developed based on the students' needs?
4. How are the English teaching materials implemented for Junior High School ?
5. How effective are the English teaching materials based on smart application creator for Junior High School

2.   LITERATURE REVIEW

Learning materials are materials that are needed and used in managing the teaching and learning process or a very important tool for teachers to conduct learning efficiently and to improve student learning achievement.[5][6] Kurniasih and Rahmawati[7] in the process of developing writing materials, the teachers should be familiar with the learning objectives, organizing, the structure of book, writing, selecting, essays model, creating tasks, designing, grammatical focus, vocabulary exercises and completing appendix.Writing is one of the most important skills in studying English. Writing is not easy ability to do. In writing, students should have basic ability that is ability in developing the ideas, words, and arranging them into good sentences. It is become difficult things for students where they get difficult in start a written. The important aspect when done writing is an idea then supported by rich vocabularies. Based on Harmer[8] states that writing encourages students to focus on accurate language use and because they think as they write .

Crawford[9] argued that effective teaching materials reflect the following statement; Language should have function and context, the development of language should be realistic and authentic, classroom materials will usually seek to include an audiovisual component, effective teaching materials foster learner autonomy, learning need to be flexible, enough to cater to individual and contextual differences, and learning needs to engage learners both effectively and cognitively. It also can be defined as the process of creating, choosing, or adapting, and organizing materials and activities until the students can achieve the learning objectives to help them in improving the writing skills. Tomlinson[10] states material development refers to anything to provide sources of language input and to exploit those sources in maximize the like hood of intake.

Crawford[9] argued that the instructional materials must be effective, this is an essential point in instructional material. The use of material should consider suitability in this case students, teachers, and situation. Crawford[9] that instructional material must be realistic and contextual. Crawford[9] argued that effective teaching materials reflect the following statement; Language should have function and context, the development of language requires learner engagement in the purposeful use of language, the use of language should realistic and authentic, classroom materials will usually seek to include an audiovisual; component, effective teaching materials foster learner autonomy, materials need to be flexible enough to cater to individual and contextual differences, and learning needs to engage learners both affectively and cognitively.

Researcher must select the writing material is suitable for the students at Junior High School level. The instructional material is used by the teacher to fulfil the good criteria of quality of instructional materials in the Curriculum of 2013 such as it can help students to achieve success in English learning, the instructional material are suitable for the student's needs and the conditions teaching and learning, it covers all of four skills and language components, and it is interesting so that can be motivated inn the learning process. The appropriate approach used in this study is Contextual Teaching and learning (CTL). Johson[11] defines CTL as an educational process that aims to help students see meaning in the academic material. The students are studying by connecting academic subject with context of their daily lives.

In the CTL approach, there are seven principles : constructivism, questioning, inquiry, and modelling learning community, authentic assessment, reflection.[12] First, constructivism is a learning theory that claims that people construct or build their own sense and meaning from new experiences based on their prior knowledge and belief. Second, questioning is a strategy that is used by teacher to guide student's thinking to assess students' understanding. Students learnn how to pose questions about phenomena, how to formulate a questions that can be tested and learn how to ask each other about evidence, interpretation, and explanation. Third, an inquiry is a process moving from observation to understanding. Fourth, learning community is a concept based upon an idea that learning occurred by

working together is greater than individual. Fifth, modelling is a process of providing an example of how you want others to be, to think, to act and to learn. Sixth, authentic assessment is a variety strategy used to evaluate student's knowledge and skills. Finally, reflection is away of thinking about what we have learned and helps us figure out our own personal meanings.

CTL learning strategy is an educational process that aims to help students see meaning in the academic material they learn by connecting academic subjects with the contents daily life that is with the context of personal, social and cultural life. Contextual learning as a model of learning that provides facilities for student learning activities to find, process and find learning experiences that are more concrete (related to real life) through the involvement of student activities in trying, doing, and experiencing themselves. Contextual teaching and learning represent a concept that involves connecting the content, student's learning with the context in which the content will be used.[13]

Media is a learning tool for delivering the message to the students. Through media, the learning process will be more effective and efficient as well as learning will be more attractive and interactive. The effects of using learning media in teaching can increase student's motivation in learning and claa can also improve student's learning objectives.Teachers should prepare the learning media which is appropriate with writing material based on student's characteristics. According to Rusman et al[14] learning media is one of the tools to enhance the process interaction between teacher and students with environment and as a teaching aid to support the teaching methods used by teachers in the learning process.

There are general benefits of learning media according to Aqib[15] (1) Uniformity of delivery of material;(2) Learning is clearer and more interesting;(3) The process of learning is more interaction;(4) Efficiency of time and energy;(5) Improving the quality of learning outcomes;(6) learning can be done any time and anywhere;(7) Grow positive learning attitudes toward learning processes and materials;(8) Increasing the role teachers in more positive and productive direction

One of the devices for creating mobile learning media is Smart Apps Creator. Smart Apps Creator can create multimedia features for mobile devices, desktop computers, and websites. Smart application creator 3 was a digital interactive media that built the multimedia content for Smart phone. Prokoso claimed that SAC is an application that allows users to create mobile learning and iOS applications without any programming code, generating HTML5 and exe formats, and supporting offline access. It was a desktop application which was used for making applications and iOS without programming code. This application can save the file with formatting HTML5, exe and apk. Based on Abidin & Arifin[17] Smart Application Creator (SAC) expresses a new application for making effective learning environments.

SAC was a powerful interactive multimedia content application tool. Operated as off-line PC software, its strong functionality and creativity helped all level users design and publish application easily without programming skill. Smart Application Creator 3 converts, pdf file, story board and creativity into Android, iOS app, exe file and Html5. Smart Application Creator 3 builds wide range of interactivity and animation which doesn't require frustrating technology and knowledge. Smart App Creator is also well-known for its ability to create excellent animation designs. Animation functions in "Advanced Animation"[18]

The using of learning media in teaching is very helpful for teachers and students in the learning activities. The researcher develop English writing materials through the utilization of smart application creator. It can able to create an effective and efficient learning atmosphere. It can also expected to increase student's learning motivation in writing's skill. The advantage of the smart application creator as a multimedia tool is that its use is uncomplicated because it can create high-quality and visually appealing mobile applications. Various features and tools are available to make media creation easier, such as the insert menu for inserting images, music, videos, and text. The integration of multimedia

elements in Android based learning media allows for a multi sensory learning experiences, audio, video, and interactive visual enrich the learning process by providing students with multi avenue to comprehend and retain information.[19] The various advantages of SAC media can encourage students to become more enthusiastic active, and eager to learn.[20]

The first previous study is from Ida Romatul Fitriah and Edi Irawan[21] which is entitled " The use of electronic teaching materials using a smart application creator to improve contextual thinking ability of VIII Junior High School Students on Vibration Wave materials". It focusses on Contextual Thinking ability. It used the 4 stages. However, in this research aims to improve the student's writing skills which are developed by CTL in the learning process. It can also improve the student's high order thinking skills in the learning process. It uses the ADDIE to know the efficacy of developing English writing materials based on smart application creator.

The second previous study is from Risnawaty, Yulia Arfianti, Milisi Sembiring, Roswani Siregar, and Heni Subagiharti[33] which is entitled "Development of Teaching Materials in the skill of writing descriptive text is very effective when it is implemented at SMK, especially at SMK Bisnis, UMN AL Washliyah. Based on the result of the pre-test, the researcher would like to find out the effectiveness of scientific approach in developing teaching materials in the skills descriptive texts. It uses a scientific approach.

Based on the study above, the researcher develop English writing material based on SAC for Junior High School students. It uses the ADDIE model to know the efficacy of materials. The English material uses the Contextual Teaching Learning (CTL) in learning activities.

3.   RESEARCH METHODOLOGY

This research was aimed to create the product of English writing materials based on smart application creator. It employs Research and Development (R&D) to create a product.[22] In development of English writing materials, the researcher refers to five steps of ADDIE development model. ADDIE phases include analysis, design, development, implementation, and evaluation.[23]

The development steps to design a digital teaching materials based on the ADDIE model : (1) Analysis: the stages of analysis carried out by researcher include three main things, namely need analysis, curriculum analysis, student's character analysis.First, the need analysis will be carried out first to analyze the digital or application English writing materials as the main information in learning availability of English writing materials that support the implementation of learning. The goal is to determine the digital or application English writing materials that is needed by students.Second, Curriculum analysis used in school is carried out as a reference to determine KD and describe indicators of learning achievement according to class level.Third, Student's character analysis is carried out to see the attitude of students towards the learning that to do so that the development of teaching materials suitable with the character of students;(2) Design; English writing materials will be developed based on the result of need analysis, curriculum analysis, student analysis that has been done previously;(3) Development; The develop phase is made up of both the analyze and design the writing material based on SAC;(4) Implement: Implement the product of English writing material to the students. It is used to test or review if the materials are appropriate for the students;(5) Evaluate; To know the materials are effective to improve the student's writing skill. The English writing material based SAC can use or not to Junior High School students.

The research conducted on the first semester in IX grade of SMP Negeri 2 Tanjungpura. The sample 32 students in grade IX. The sample 32 students in grade IX. The subject of this study consisted of Junior High School students during the evaluation of the product of English materials, 1 lectures of content expert of English Education Department, 1 lecturer of media expert of Information Communication Technology Department, and 2 English teachers.

The data were obtained from interviews, questionnaires, test, and documentation. The data collected in the model development stage is qualitative and quantitative research. The researcher used the quantitative research to evaluate the pre-test and post-test of the students before and after using the developing English writing materials model based on SAC. Interviews are conducted before and after developing English writing material. It is done for respondents (students and English teachers). Questionnaires are done by students, English teachers, and judgements (experts). It is conducted by giving a set of questions or written statements to find the learning needs, lacks, and want in the learning process. The judgements are done the questionnaires as validators and evaluators of developing English writing materials model based on SAC, which has designed and done by researcher. To create the questionnaires, the researcher used target and learning need analysis as a guiding questions Test is done by students to know the efficacy of the product which is developed. Documentations are conducted as a real evidence or facts in this research.

Writing material feasibility data were analyze quantitatively and qualitatively. Quantitative data results in the form of scores obtained from assessment questionnaires from experts lecturers, English teachers, and students. The data is then converted into qualitative data using descriptive analysis. The data shown as follow :

Data from need analysis

$$Persentage\ (\%) = \frac{f\ x\ 100}{N} \tag{1}$$

P   = Percentage of answer.
f   = Frequency of subjects that choose alternative answers.
N   = The maximum value is obtained from the highest number of scores, namely the maximum number of answers multiplied by the number of respondents.
100%   = fix numbers

Data from the expert judgement

The result of data will be converted to descriptive analysis in terms of its goodness as proposed by Suharto.[24] The indicator to measure is Mean (X). The means were calculated by using the formula of data conversion below:

$$Mn = \frac{\sum fX}{N} \tag{2}$$

Mn   = mean
$\sum f X$ = number of score
N   = number of cases

**Table 1.** The Data Conversion of Rensis Likert

Scale	Interval	Categories
1	1.00 - 1.80	Very Poor
2	1.81 - 2,60	Poor
3	2.61 - 3.40	Acceptable
4	3.41 - 4.20	Good
5	4.21 - 5.00	Very Good

Data of the effectiveness of English writing materials.

It is obtained from students during product trials. The data obtained in the form of numbers are described by formula :

$$Persentage\ of\ answers\ (\%) = \frac{\sum fX}{N}\ x\ 100\%\ \hspace{3cm} (3)$$

This development research has some learning objectives. The Contextual Teaching Learning is used in developing English writing materials model based on smart application creator for Junior High School students. According to the results of the analysis of student's need, lacks, and wants that can be created the designing of English writing materials model based on smart application creator for Junior High School students. The validation and evaluation are done by judgements, group trials, student's and teacher's questionnaires. The developing English writing materials model based on smart application creator for Junior High School is done to improve the student's writing skills. This is the steps of model development:
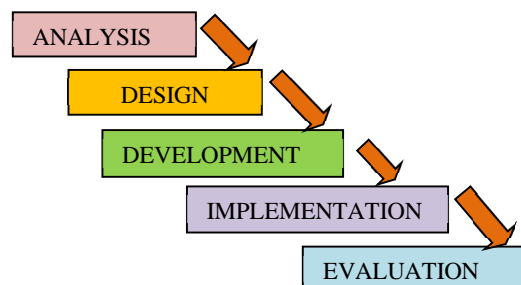
1. **Analysis**

   An interview was held before the researcher conducting needs analysis. Researcher interviewed the teacher and students about the condition of teaching learning process in the English.(1) Analysing the student's needs. Need analysis questionnaires was distributed to analyze students target and learnings. The needs analysis was conducted on December, 5th 2022. (2) Analysing the materials. Materials that were developed into interactive learning multimedia based on Smart Application Creator (SAC).The materials were analysed based on which part should be taken and what adoption should be made.

2. **Design**

   In this stage, the course grid was designed based on the student's needs as the guideline to develop and design the tasks of the learning media based on Smart Application Creator (SAC). Core competencies and standard competencies also became consideration which underlay English teaching in SMP. English writing materials were also added to complete the activities. After the course grid has been designed, a flowchart was designed to draw the flow and the sequence of the English writing materials based on Smart Application Creator (SAC).

3. **Development**

   In the development stage, the first draft of the English writing materials based on SAC which is used CTL. The researcher develop based on purposes, characteristics of students, insert the design of English writing materials, animation, sound, etc.

4. **Implementation**

   The Expert judgements were validated the product of English writing materials based on SAC through interviews and questionnaires. The revision of the English writing materials product were

done by content expert and media expert. The revision is used to evaluate the product. After the expert judgement, the revision is evaluated by students in one to one group, and teacher's respond.

5. Evaluation

After the first draft has been designed, the researcher conducted expert judgement to evaluate the product of English writing materials based on SAC. The first evaluate the product in the one to one group. According Dick & Carey,[25] the purpose of one to one trial to identify the weakness of product to get the first indication usage and observing the students' reaction about the product. Evaluate trial formative of one to one the students. It consists of three students.The trial is done through written tests (pretest and post-test). The questionnaires are given to the students after that. Then, the second revise evaluated into the small group. It consists of nine students. It is conducted to identify the weakness of the product and also given the pre-test and post test. The questionnaires are given to the students after the test. The third revise of the product, it is done in the big group (field trial). It consists of 25 students to identify the effectiveness of the product. This is done through pre-test and post-test. The questionnaires is also given to the students. This is a final step in the revising the product of English writing materials based on SAC for Junior High School Students.

4. RESEARCH FINDINGS AND DISCUSSIONS

The procedure used in the development of this writing materials uses the ADDIE model, with the following research:

1. Analysis (Analysis)

The observation is conducted at SMP Negeri 2 Tanjung Pura. The analysis is carried out to find out and classify the problems faced in school related to the English writing materials used in school. After conducting the preliminary research analysis, it is known that teacher seldom uses writing material that are not varied and appropriate in the learning process. The writing materials are not being designed by teachers and still use the conventional method in the learning process.

The need analysis based on the student's need, the writing materials provided at school are not interesting, monotonous, challenging, and bored to learn. The students are also difficult to understand the English learning because they do not master the English vocabularies, grammar, and compose the sentences correctly. Because of that, the students are difficult and not understand in the English writing skill.The writing materials should innovative, interest, and motivation for students in the learning. The learning is still passive and teacher centred. It is s boring situation in the learning activities.

Based on the questionnaires, the students are able to use the Android or smart phone. Almost of them have smart phones. They need the modern writing materials that is easier to understand and increasing the student's writing skills. The students need the innovative learning to get their motivation in learning English.

2. Design

The researcher determined the basic competencies and learning indicators based on the English Syllabus for Junior High School students. It must suitable with the student's need, lack, and wants based on the first analysis. The students are still a lack of writing's skill in the English learning such as lack in the English vocabularies, grammar, and arranging or creating the sentences into a simple paragraph or text. The writing materials using the smart application creator which can convey the knowledge or information of materials are more interesting in the learning process. The writing material based on SAC is done by making story boards or flowchart. The writing materials based on SAC is stored in a AHL

file with the format; APK the resulting product can be accessed via Android and this media is made in non-printed form.

The researcher design the model of English writing materials uses Contextual Teaching Learning (CTL) in the learning activities.. The designing of writing materials as follows :
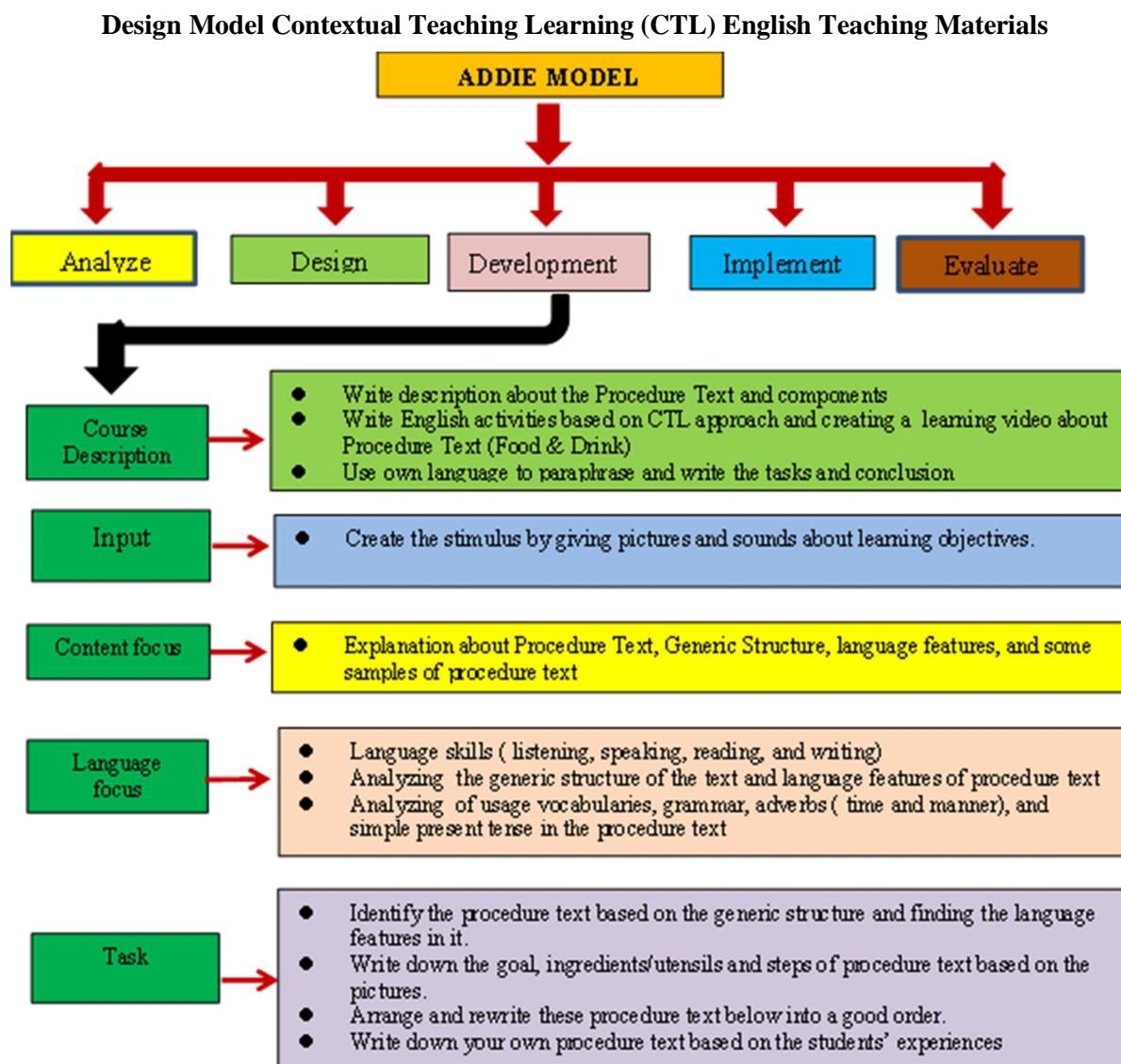
Design Model Contextual Teaching Learning (CTL) English Teaching Materials

Figure 1. The design of English writing material

3. Development

This stage is validated the product of English writing materials model based on SAC. The writing materials are created to determine the content of the material and validation. The material content based on SAC is about "Procedure Text". The topic is for junior high school students in grade IX. The course grid was developed as the writing materials model based on smart application creator that is included the student's needs and interests. Below is the model of developing writing materials :
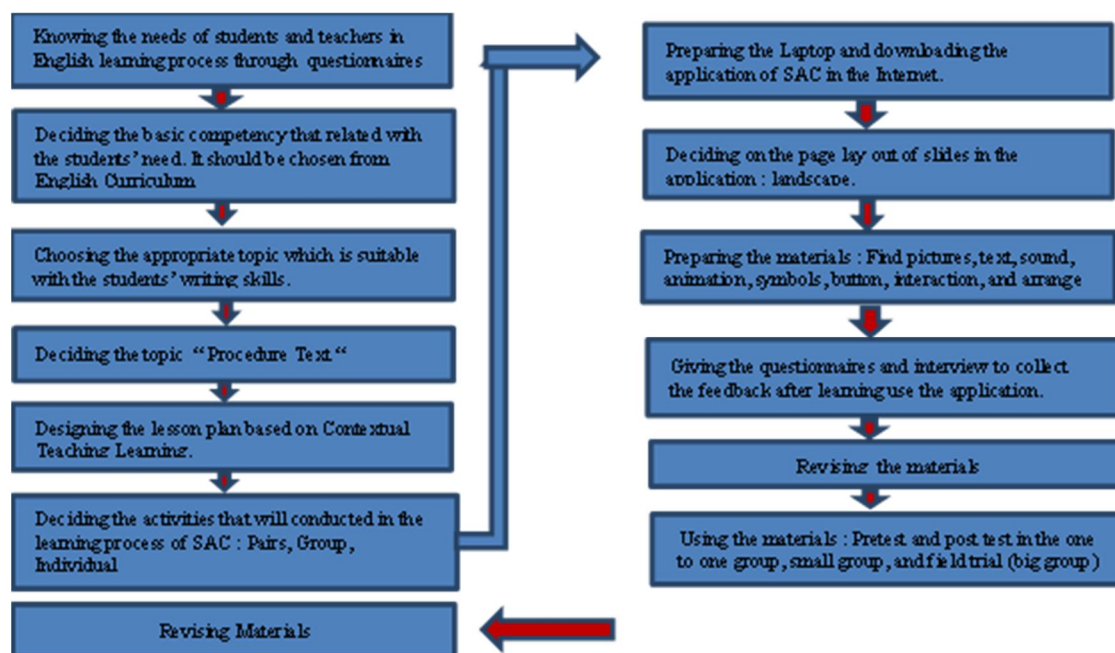
Figure 2. The developing model of English materials (Tomlinson, 2014)[26]

4. Implementation

The fourth stage is implementing of writing materials with product trials. After revising, There are some evaluation which can be done by some groups. The data obtained in this study were divided into two types, namely qualitative and quantitative data. The qualitative data is in the form of comments and suggestions provided by material and media experts, while the qualitative data is in the form of questionnaires assessed by each validator. Material experts assess the learning aspects and content of material in SAC.

The material expert evaluated the appropriateness of content which score is 4,33. It is included into "Very good / Excellent" category. The appropriateness of language has mean value is 4,66. It is included into " Very good / Excellent" category. The appropriateness of presentation has mean value was 4,40. It is included in " Very good / Excellent" category. All the result of material expert has the highest score. It means that the content of English writing materials based on the SAC was able to use and being easy to understand in the learning process. It is suitable to use for junior high school students. There were minor revision and suggestion of content expert (validator).

The media expert evaluated the media validation are general aspects. There are screen appearance, multimedia elements, navigation button, and feed back. The appropriateness of screen appearance shows that mean score is 4,75. It is included in " Very good" category. The proportionally of the screen appearance, and the compatibility, visual development, animation, illustration, and creativity innovation. The appropriateness of the multimedia elements shows the mean score is 4,8. It is included in the average of " Very good" category. It can be seen that the animation, letter size, and types that were suitable with the usage in the writing materials.

The appropriateness of the navigation button shows the mean score is 4,75. It is included in the "Very good" category. It means accuracy, clarity, and usage of application can easier to operate. The appropriateness of the feedback shows the mean score is 5,00. It is included in the highest score. It means all the statement items are appropriate in the interactive learning (SAC). The result of all media validations were included in the average range 4,21 - 5,00 which falls into the " Very good "category.

It means all the media validations have the highest score. The result of validation mean that were very suitable to use. There was only little revision and suggestion from media expert (validator).

Based on the teacher's response, the average result of teacher assessment is 4,42. According the likert scale,It was included in the category " Very good " category. The result of the students response in one -to-one group get the average assessments were 4,25. All the aspects questionnaire's items were included in the " Very good" category.

Based on all the result of the evaluation by the validators, The average mean values are mostly very good for all the aspects. There were only some mistakes and need to revisions. It means that the product of English writing materials model based on smart application creator is practical and can be applied, and can be used to support the English writing materials. The developing English writing materials based on smart application for junior high school students can helping to achieve the learning objectives and improving the student's writing skills.

There are some mistakes of writing materials that need to revised as follows :

a) The usage direction of application.
b) Clarity between basic competency and learning objectives in the learning.
c) Clarity of language features, steps procedures, sentence's question.
d) The learning videos must create and do not take from you tube.
e) The inaccuracy in the references.
f) The pictures are not suitable with the learning objectives.
g) The usage of listening sound in the learning.

The some slide appearances of developing writing materials based on smart application creator fo junior high school students that had revised by researcher as follows :

Figure 1. Opening slide

Figure 2.   User's Guide
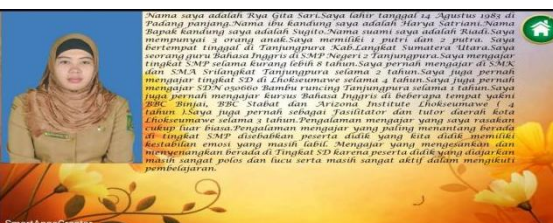

Figure 3. Menu Page

Figure 4. Author Profile

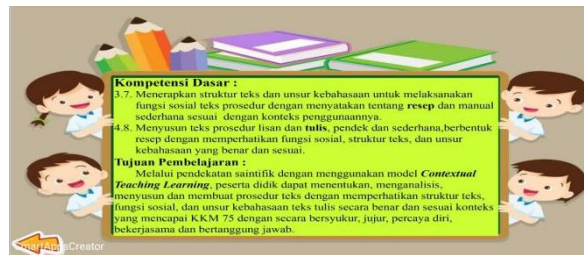Figure 5. The Menu of Procedure Text

Figure 6. Learning Objectives
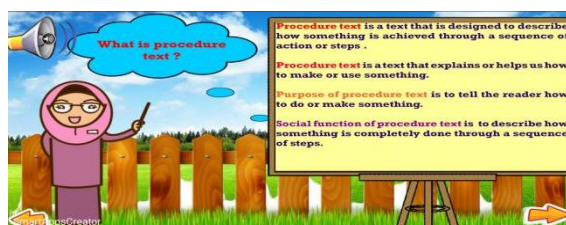

Figure 7. Observing the pictures

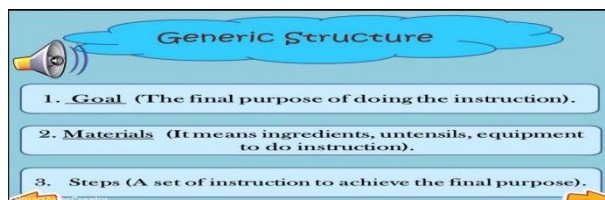Figure 8. Definition of Procedure Text
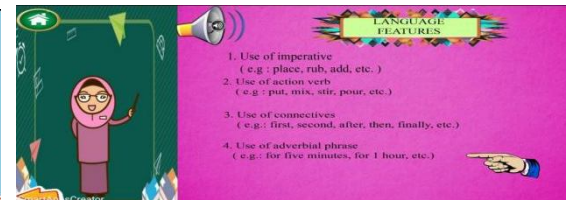

Figure 9. Generic Structure

Figure 10. Language Features
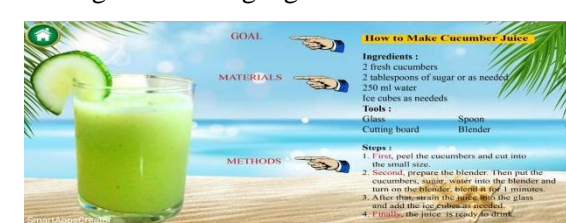

Figure 11. Sample 1

Figure 12. Sample 2

Figure 13. Learning Videos

Figure 14. Menu Tasks

5. Evaluation

The revising to the results of product trials based on the results of student responses, obtained suggestion for English writing materials model based on SAC, namely SAC that is applied using a smart phone so that interactive learning can be on/off and button in the applications that are easy to use or operate. There was improvement in student's learning outcomes before and after implementation of interactive multimedia SAC.[27]

The first evaluation is done by evaluating trial formative in one-to-one group. It consists of three students. The trial is done with using the essays (written test). It is given in the pre-test and post-test. The questionnaires is also given to students for collecting data. The result of students in this trials are increasing from pre-test to post-test. It is 56,7 to 86,7. It can be seen that significance value is 30. Based on the average of normalized Gain category, The score N-Gain is 0,71. It is included in the high category. It means There is enhancement of using application smart application creator in improving the student;s writing skill for junior high school students. In the percentage of N-gain, The score is 71, 3%. Based on interpretation category is also effective to use the application of English writing materials.

The second evaluation is done in the small group. It consists of nine students. The trial is also given the written test in the pre-test and post-test. The analysis can get from the score of pre-test and post-test. The average result of student's score of pre-test and post-test are 48.9 to 90,6. It can be seen that significance value is 41,7. Based on the normalized category, The score N-gain get 0,82. It is a high category. It means that there is also enhancement after using the product. It gets the percentage of N-Gain score is 81,6 %. The interpretation means that is effective to use English writing material through smart application creator for junior high school students in learning process.

The third evaluation is done in the field trial. It consists of twenty five students. The trial is done in the large group to examine the effectiveness of the product of English writing materials based on SAC. It is done by given the written test in the pre-test and post-test. There is a significance score between pre-test and post. It is 48.8 to 93. The score's different is 44,4. The researcher got N-Gain score is 0,87. It can shown $G > 0,7$. It included in the high category. There is enhancement before and after using the product of English writing material based on SAC in the learning process for increasing the student's writing skills. Then, the percentage value of N-gain score is 87,2 %. It can shown in the interpretation that percentage is > 76. It means that the product of English writing materials based on SAC for junior high school is effective to use, and apply in the learning process. The result of product validation is suitable for junior high school students and increasing the student's English writing skill.

In the discussion, The researcher conducted preliminary research at SMP Negeri 2 Tanjung pura to observe the real situation in the field. The population sample of this research was thirty two students of grade IX. class. In designing the English writing material based on smart application creator related to the students' preferences, need analysis should be conducted. All most of the students spend time using Android or smart phone as devices to play games and social media. So that, researcher utilize application to develop English writing media based on SAC. According Kurniawan[35] that one way to attract student's attention or stimulate students to study the material presented by the teacher is to utilize the use of smart application creator interactive learning media. The other theory, Nazmi[27] states that the use of interactive media is far more effective in attracting the attention and concentration of students in achieving the desired learning goals.

Conducting need analysis is needed to collect specific information related to students' target needs and learning needs. The need analysis questionnaires were developed according to the principle of needs analysis proposed by Hutchinson and Waters.[29] Target needs, according to Hutchinson and Waters[28] It is what learner needs to do in the target situation. It covers three components which are necessities, lacks, and wants. To develop the English writing material was taken from units of textbook " Buku Bahasa Inggris Think Globally Act Locally" as materials and the results of the target needs as the consideration.

Learning needs, according to Hutchinson and Waters[29] is what the learner needs to do in order to learn.There are five components of learning needs used in this research which are input, design, procedure, teacher's role and setting as proposed by Nunan.[30] The result of the analysis were also used to develop the English writing materials based on smart application creator. The first component is input. Nunan[29] describes input as the spoken, written, and visual data that learners work with in the course of

completing a task.. Contextual Teaching Learning (CTL) as concept that helps teachers and students relate the meaning and the real world situation with the subject matter in the right way.[11] It means CTL motivate the learners to take charge of their own learning and to relate between knowledge and its application to the various contexts of their lives.

Based on the analysis of Expert Judgements, the content expert that the result of the appropriateness of content shows the mean value is 4,33 which falls into " Very Good " categorized. The suitability of contents were complete in the interactive multimedia based on smart application creator. The appropriateness of language shows the mean value is 4,66 which falls into " Very Good "categorized. The appropriateness of presentation shows the mean value is 4,66 which falls into " Very Good " categorized. The result of the content expert were " Very Good " in all items of indicators.

The result of analysis of the media expert that the appropriateness of the screen appearance shows the mean value is 4,75 which falls into " Very Good " categorized. The appropriateness of multimedia elements show that the mean value is 4,80 which falls into " Very Good "categorized. The appropriateness of navigation shows that the mean value is 4,75 which falls into " Very Good " categorized. The appropriateness of feedback shows that the mean value is 5.00 which falls into " Very Good" categorized. The result of validation from the media expert shows the maximal scores and got the " Very Good "categorized.The value of N-gain score from the table 4.20 is 0,87. It can shown G > 0,7. It included in the high category. It shown that there was significance of differences of writing skills before and after using learning media based on smart application creator.

Based on the result of student's response in one-to-one group, it got an average score 4,25. It means that it refers " Very good" category. From the result of student's response in the small group, it got an average score 4,30. It shows in the "Very good " category. The result of teacher's responses, it got the average score 4,42. It refers to " Very Good " category. The questionnaires items show that teacher can understand and using the materials based on SAC for learning activity at school.

From the result of all validations show that the English writing materials can accepted and used for the learning activity. It can also increase the writing skills for students in English. From the result, researcher found some weakness and the strength of the product in developing English writing materials based on Smart Application Creator (SAC), as following :

1) The weakness of the developing English writing materials are :
   a) There are some mobile phone can down load the application of materials.
   b) Some students struggle to understand English learning because of their vocabulary.
   c) There are some instructions that makes students confused because they do not know the meaning well and find it difficult to do tasks.
2) The strength of the developing English writing materials based on SAC are :
   a) Students get high spirit for learning the English materials by using SAC with their mobile phones.
   b) English writing material based on SAC is interesting and interactive to learn, and it helps the learner to understand independently.
   c) The material can be learned any time and everywhere because it is easy to bring with Android.
   d) The English material was complete about "Procedure Text", it is easy to understand, and increased the learner's writing skills.
   e) English learning is more fun and active because the learners get to know the real environment of learning. It makes the learner more creative in their writing skills.

The value of N-gain score from percentage is 87,2 %. It shown that interpretation is > 76. It means N -gain score is effective as writing material based on smart application creator. The application is suitable for Junior High School.

In previous study from Silphia Rizki, Pahmi, Prih Febtiningsih[30] which is entitled " Development of Learning Media Using Smart Application Creator on " Introducing One self and others". It was found that learners develop the SAC media encourages students creativity to increase mastery of knowledge, understanding, and skills for Junior High School in grade 7. It helps students the material on introducing themselves and others. The research did not use the learning model in the learning process of using SAC. However, this research aims to develop English writing material based on SAC. It increases the writing skills of junior high school students IX. It focuses on learning about procedure texts, which can develop the students writing skills. It used contextual learning model of English writing material. The subject matter is related to the real-life environment of students. It is more interesting, interactive, and fun because the pictures, animation, samples, and tasks that are served in the SAC are familiar to them.

The second previous study is from Istikharoh[31] which is entitled " Developing Interactive Multimedia For Reading And Writing Learning Materials For Grade X Students of SMAN 2 Yogyakarta. The researcher used application for Interactive Multimedia. The interactive multimedia is used for Senior High School grade X. It aims to improve students in English reading and writing skills. Materials presented in the interactive multimedia were adapted based on the students' learning needs. It used a scientific approach in the learning activities which developed based on text and filling the blanks. It is based on context. While, in this research focussed on developing English writing material based on SAC for Junior High School students. It aims to improve students in writing skills. It used a Contextual Teaching Learning (CTL) in learning activities. It has many advantages in learning. It is more meaningful, more real, productive activities, and challenging. It can increase high order thinking skill (HOTS) in learning process. Students can build and develop their own knowledge as well as learner not only memorize the materials but they also have real experience that related to the topic.

The novelties is very useful in improving process and learning process. It used for developing the English writing material based on SAC.The writing material was designed by the learning needs and student's wants. The writing material was very interesting and combining with learning videos. The tasks are given in the different models of writing activities. The mean scores were higher than the previous studies. The writing material about the " Procedure Text ". It expected to develop and improving for other researcher by using Smart application Creator.

5. CONCLUSION

Based on the results of the research, It can be concluded that the developing English writing material model based on smart application creator for junior high school students. This research uses the ADDIE development model which of 5 stages, namely, analysis, design, design, development, implementation, evaluation. Each stage has different procedure to determine and find out the answer of the research questions.Validation of developing English writing material based on smart application creator is carried out by material experts and media experts. The validation results obtained from The average result of material expert's score is 89 %. The average result of media expert's score is 87 %. The average result of student's response is 85,9 %. The average result of teacher response is 88,3 %.

To know the effectiveness of the product, the researcher is conducted by three stages. There were one-to-one group, small group, and field trial (large group). In the one-to-one group, the result of the evaluation got N-gain score is 0,71. It means the value N-gain is high. From the interpretation, the using of writing material based on SAC got the percentage N-Gain score is 71,3 %. In the small group, The

N-gain score is 0,82. It is shown G>0,7 that category is high. It means that percentage N-gain score is 81,6. The interpretation shown is effective as English writing material based on SAC in English learning. In the field trial, Based on the result, the value of N-gain score is 0,87. it shown that the category is high. The value of percentage is 87,2. The interpretation means N-gain score is effective as English writing material based on SAC .

The researcher concludes that there is progress in students writing skills after developing English writing materials based on SAC.The result of evaluation from the expert judgements have the highest score in all categories. The result of the interview and questionnaires from students and teacher show the good result. The result of the students' tasks show the progress and the good result in grammarly, mastering vocabulary, comprehension, organization in writing, and active in the learning activity.It means that the English writing materials that was developed is effective in teaching and improving the student's writing skills in English learning for Junior High School (grade IX).

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