# DEVELOPMENT OF EFFOST (*ENGLISH FUN FOR STUDY*) MEDIA IN ENGLISH SUBJECTS AT MA AL IHSAN KALIKEJAMBON

**Tri Zanis Briliansah**[1] ***(Corresponding Author)***
trizanis9@gmail.com
*Universitas KH. A. Wahab Hasbullah*

**Hidayatur Rohmah**[2]
hidayaturrohmah@unwaha.ac.id
*Universitas KH. A. Wahab Hasbullah*

***Abstract***

*This study aims to determine how students respond to application-based learning media in English subjects. This study uses questionnaires and observations as data collection techniques. The sample used in this study is students at MA Al Ihsan Kalikejambon, with a total of 20 people. The method used is development research by referring to the ADDIE development model, which consists of five stages: analysis, design, development, implementation, and evaluation. The assessment instrument consists of three, (1) validity assessment instrument, (2) practicality instruments in the form of questionnaire response, and (3) effectivity assessment instrument in the form of questionnaire response. Based on data analysis, the first subject matter expert validation result was 88% (very feasible), the second subject matter expert was 94% (very feasible), and the media expert validation result was 86% (very feasible). The learning media has met the criteria of being very feasible, with 84.6% of student responses. Based on the study results, it can be concluded that the learning media developed based on PowerPoint Ispring Suite 11 in English subjects is very feasible.*

***Keywords:*** *development; learning media; English*

## INTRODUCTION

The Indonesian government has made English the first foreign language in Indonesia. In elementary, junior high, and high school English is one of the most important subjects, and English is even included in the curriculum. English has been included in the curriculum. Therefore, it has a very good chance of being used as the language of instruction in most schools in Indonesia. English is especially described as the most important language in cross-cultural communication across cultures around the world. According to the definition of "linguistic imperialism", there are British and Western cultures, especially American and British cultures. The use of English in the era of globalization will automatically affect the development of a country's culture.

If one wants to grow and not stagnate, one must be ready to face the globalized world. Mastering English allows people to communicate better, giving them a broader insight into science and technology. The ability to communicate in English is also an important means of entering a wider world and facing the advancement of technology that is moving forward.

The era of Society 5.0 has significantly impacted the education administration for students in Indonesia. The increasing use of information technology due to civilization in the era of Society 5.0 presents opportunities and challenges for educators in every educational unit. (Kurniawan and Malang 2020). Educators have a very important role in dealing with education in the era of Society 5.0, where educators are required to think critically and creatively and bring up various interesting ideas or innovations amid a society facing the era of digital technology. The emergence of the era of Society 5.0 has had a huge impact on the world of education. Therefore, the challenges faced are not very easy. (Damayanti, Arsanti, and Hasanudin 2023)

Education is a conscious and planned effort to provide guidance or direction in developing the physical and spiritual potential provided by educators to students to achieve knowledge and objectives with the aim that students can carry out their duties independently. The state must fulfill education for every citizen because every citizen has the right to get a proper education. In paragraph IV of the Preamble of the 1945 Constitution of the Republic of Indonesia, one of the state's goals is to educate the nation's life. (Mardiansyah et al. 2023)

Improving the quality of human resources through education is necessary to achieve the state goals stated in paragraph IV of the Preamble of the 1945 Constitution of the Republic of Indonesia. In education, a learning process distributes learning materials to students. In this digital era, students tend to be interested in appealing things rather than boring things. For the learning process to run well, it is necessary to have an innovative and fun learning medium.

Language is a tool for communication used by humans. Language and humans are two things that cannot be separated because they are interrelated. Language for humans is a tool to convey their thoughts and feelings to other

people or interlocutors. These thoughts arise due to adaptations or reactions from outside oneself, such as stimulation from the surrounding environment. (Romadhan et al. 2023). As an international language, English measures linguistic knowledge and a global communication medium. To master English well, the teaching and learning process emphasizes aspects of practice and habituation so that students are actively involved in the learning process. Since language is a tool of communication and interaction between individuals daily, the process of learning English requires innovative delivery methods in such a way that students do not get bored. In addition, English is not an everyday language in Indonesia. As a result, not many Indonesians can master English. (Dauyah and Yulinar 2018)

For some students, English is not easy to learn because there are some difficulties that the students always face, such as a lack of confidence in learning or even speaking English. This results in the low ability of students to master English as a communication tool. For English skills to improve and develop, they must be applied more often in everyday life. (Kurnia 2022)

The low level of English subject mastery among students is also caused by the ineffective methods used to deliver learning materials. As a result of technological developments in this digital era, students use gadgets/cellphones and other electronic media more often, resulting in students feeling bored easily and tend to be lazy. (Ardian 2016). During the teaching and learning process, learning media plays a role in delivering materials so that students can understand and remember them well. Therefore, choosing learning media that suits current needs is very important for educators.

Learning media is one of the important factors in improving the quality of learning. This is due to technological developments in education, which demand efficiency and effectiveness in the learning process. To achieve optimal levels of efficiency and effectiveness, one of the efforts that need to be made is to reduce or even, if necessary, eliminate the dominance of the verbalistic learning delivery systems by using learning media or tools that can help the learning process. (Kristanto 2016). Learning is the process of acquiring knowledge. The learning process requires hard work and sometimes makes students frustrated, depressed,

and bored, thus losing their attention and enthusiasm for a learning activity. In this context, the use of media in the learning process is needed to attract the attention and enthusiasm of students and make learning activities more interesting and effective. (Hasan et al. 2021)

English is one of the subjects that students generally consider difficult. This is because English is not the students' daily language at and outside school. This can be seen from the lower value of learning English compared to other subjects considered equally difficult. This problem occurs because the learning method delivered by the teacher still uses the old method, with minimal and monotonous facilities or media. (Kartika Rini, Suryaman, and Yoso 2019). In the teaching and learning process, learning media plays a role in delivering material so students can understand and remember easily. Therefore, choosing learning media that suits current needs is very important for educators.

## RESEARCH METHOD

This research used the Research and Development (RnD) research method. Sugiono explained that Research and Development of a product is a research method that can be used to produce a particular product and can test the effectiveness of the product. Before conducting research and development, an analysis of product needs and user needs is carried out. The development model used by researchers in this research is the ADDIE model. There are several processes in the ADDIE development model, namely analysis, design, development, implementation, and evaluation. This research is conducted with the hope that after the study, the product being developed can be utilized by users or subjects of the product. The following is a chart of the ten development steps proposed by Sugiyono. (Sugiyono 2013)

### Research Design

This research was conducted to develop an application as a learning medium for English subjects at MA Al Ihsan Kalikejambon. This research aims to determine the development of EFFOST (English Fun for Study) media and students' responses to this media. Based on the ADDIE development model, the several stages carried out by researchers to complete the research were:

1. Analysis Stage
2. Design Stage
3. Development Stage
4. Implementation Stage
5. Evaluation Stage

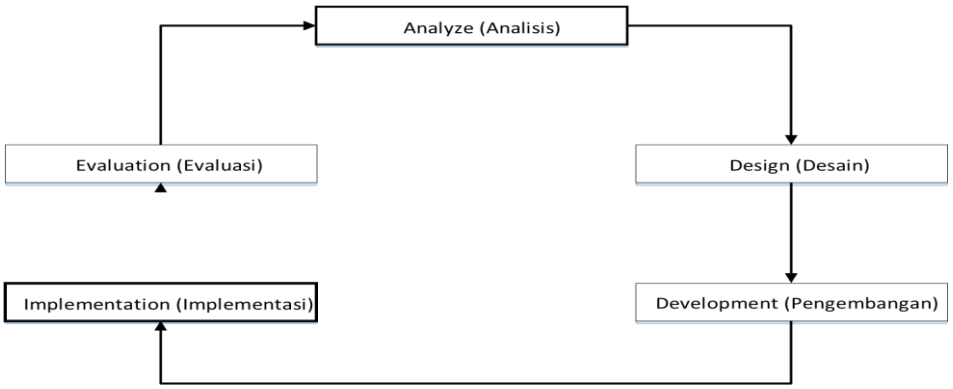



*Figure. 1 ADDIE Development Model*

**Population and Sample OR Subject***

The population of this study consisted of 20 students of class 10 at MA Al Ihsan Kalikejambon. MA Al Ihsan is a general basic education institution, the only high school characterized by the Islamic religion, organized by the Al Ihsan Kalikejambon Tembelang Jombang Social Education Foundation. MA Al Ihsan Kalikejambon is taken for 3 academic years, from class 10 to class 12, the same as high schools in Indonesia. Class 10 students at MA Al Ihsan Kalikejambon were sampled at one grade level because it suited the researchers' needs.

**Instruments**

The type of data instrument used in this research is quantitative data. A questionnaire addresses material expert, media experts, and students to obtain this data. The questionnaire is a more practical data collection technique than conducting an interview. The use of samples can be larger in the questionnaire technique, which is usually used in educational research. A questionnaire is a data collection technique that is carried out by giving questions for respondents to answer (Sugiyono 2013). The questionnaire method is used to collect data to determine product feasibility. The questionnaires or validation sheets were given

to validators, namely media experts, material experts, and class 10 students at MA Al Ihsan Kalikejambon as research subjects.

**Data Analysis**

The research procedure for developing learning media for Android-based applications EFFOST (English Fun For Study) uses the ADDIE model, which has several stages, namely:

1. Analysis Stage

At this stage, researchers conduct competency analysis and analysis of student characteristics, including cognitive, affective, psychomotor development, academic background, and social and economic life background. This analysis stage aims to determine the needs for making and developing applications. The analysis stage is carried out through several steps, namely:

a. Analyzing materials. At this stage, researchers examine the Competency Standards (SK) and Basic Competencies (KD) implemented at schools.
b. Collecting relevant references in the development of learning media products.

2. Design Stage

At this stage, researchers compile the structure of learning media, determine the material, and design the evaluation that will be applied in the EFFOST (English Fun For Study) teaching media. The planning stage involves several steps:

a. Media selection.
b. Creation of learning media design.
c. Collection of references that support the creation of EFFOST (English Fun for Study) learning media that will be applied in Android-based applications.
d. Creation of text materials, questions, and discussion buttons.
e. Selection of appropriate images.

3. Development Stage

At this stage, researchers create learning media designs, compile materials, create questions, and revise. The development stage is carried out through several steps as follows:

a. Create learning media designs
b. Prepare the material according to reference sources
c. Make questions that are adjusted to the material that has been analyzed
d. Review of EFFOST (English Fun For Study) learning media by the supervisor regarding the suitability of the product development process.
e. The review results are used for the first stage of revision
f. Product reviews by media experts, material experts, and students.
g. The review results are used for the second stage of revision.

4. Implementation Stage

This stage aims to test the product through assessment. The assessment of EFFOST (English Fun For Study) learning media was carried out by lecturers and class 10 students of MA Al Ihsan Kalikejambon.

a. Assessment of EFFOST (English Fun For Study) learning media products by lecturers as reviewers and filling out assessment instruments containing descriptions of several aspects of learning media quality criteria.
b. Test the resulting products to students.
c. Analyse the assessment results of EFFOST (English Fun For Study) learning media.

5. Evaluation Stage

This stage needs to be carried out because the product produced is of high quality, appropriate for use, and on target. Researchers must also conduct product trials when conducting development model research.

## RESEARCH FINDINGS AND DISCUSSION

### Findings

The data that the researchers collected before designing the application was in the form of material from the basic competency and main competency of the

English language material for the folklore chapter at MA. The data was obtained from the MA/MAN class 10 textbook, which was developed with the 2013 curriculum according to the policy set by the minister of education. The data obtained is then transformed into an explanation of the materials and question form. The materials and questions are made in PowerPoint form, then connected to I Spring Suite 11, and then converted into an Android-based learning media application using the Web 2 APK builder.

*Figure 2. Material in the form of YouTube video links*

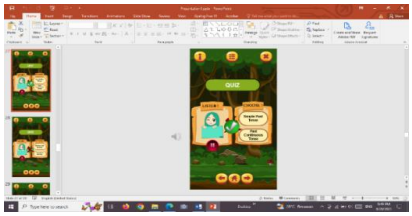


*Figure 3. Text material*



*Figure 4. Question/quiz on PowerPoint*

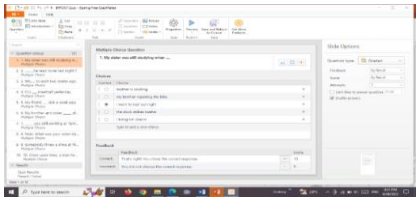


*Figure 5. Multiple choice questions/quizzes on PowerPoint*

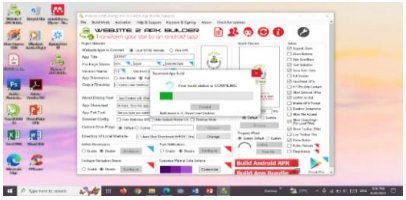


*Figure 6. Question/quiz on Ispring Suite 11*

*Figure 7. Turn PowerPoint into an app*

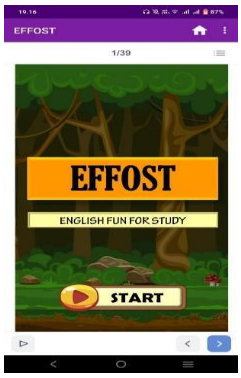



*Figure 8. Android-based application results*

*Table 1. Material expert validation results*

| No | Validator's Name | Assessed Aspects | | | | Total | Presentation | Category View |
|---|---|---|---|---|---|---|---|---|
| | | View | Media Feasibility | Audio | Evaluation | | | |
| 1 | IB | 13 | 14 | 13 | 4 | 44 | 88% | Very Feasible |
| 2 | LCN | 14 | 15 | 15 | 3 | 47 | 94% | Very Feasible |

Based on Table 1, the total assessment scores obtained from material expert 1 are 13 for the format aspect, 14 for the material content aspect, 13 for the language aspect, and 4 for the evaluation aspect, totaling 44, which equals 88% and falls in the very feasible criteria. The total test assessment scores obtained from material expert 2 are 14 for the format aspect, 15 for the material content aspect, 15 for the language aspect, and 3 for the evaluation aspect, totaling 47, which equals 94% and falls in the very feasible criteria. This shows that, in general, the EFFOST (English Fun for Study) learning media is very feasible to test according to suggestions from material experts.

*Table 2. Media expert validation results*

| No | Validator's Name | Assessed Aspects | | | Total | Presents | Category |
|---|---|---|---|---|---|---|---|
| | | View | Media Feasibility | Audio | | | |
| 1. | AS | 27 | 8 | 8 | 43 | 86% | **Very Feasible** |

Based on the table above, the total score for the media expert validator test assessment is 27 for the display aspect, 8 for the media feasibility aspect, and 8 for the audio aspect, totaling 43, which equals 86% and falls in the very feasible criteria. This concludes that in general, the EFFOST (English Fun for Study) learning media is very feasible to be tested according to suggestions by media experts.

Product trials are obtained from student assessment scores on the instrument sheets containing ten questions. These ten items consist of several aspects, namely learning objectives, accessibility, feedback and motivation, application

appearance/design, and quality of material content. The trial was applied to 20 students with 10 questions from all aspects, with a maximum score of 5 for the very good category and a minimum score of 1 for the very poor category. The results of student assessment scores for all aspects tested can be seen in the following table.

*Table 3. Student questionnaire results*

| No | Respondent | Question Items | | | | | | | | | | Maximum Score | Total Score |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | |
| 1 | Amelya | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 50 | 39 |
| 2 | Linda | 4 | 5 | 4 | 4 | 5 | 4 | 4 | 5 | 4 | 4 | 50 | 43 |
| 3 | Niken | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 3 | 3 | 4 | 50 | 44 |
| 4 | Ade Filyal | 4 | 5 | 4 | 3 | 4 | 4 | 5 | 3 | 3 | 5 | 50 | 40 |
| 5 | Yanuar Akbar | 5 | 5 | 4 | 5 | 4 | 5 | 4 | 5 | 4 | 3 | 50 | 44 |
| 6 | M. Rafid | 4 | 4 | 4 | 3 | 4 | 4 | 3 | 3 | 4 | 4 | 50 | 37 |
| 7 | Syifa | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 50 | 40 |
| 8 | Stefarel | 3 | 4 | 5 | 4 | 4 | 4 | 4 | 4 | 4 | 5 | 50 | 41 |
| 9 | Ziadatul | 4 | 5 | 5 | 5 | 4 | 5 | 4 | 4 | 5 | 4 | 50 | 45 |
| 10 | Nina | 4 | 5 | 5 | 5 | 4 | 5 | 4 | 4 | 5 | 4 | 50 | 45 |
| 11 | Maufullatul | 5 | 4 | 5 | 3 | 4 | 4 | 4 | 4 | 4 | 5 | 50 | 42 |
| 12 | Siti Hidayatul | 5 | 5 | 4 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 50 | 48 |
| 13 | Adistin | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 50 | 40 |
| 14 | Bayu | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 50 | 39 |
| 15 | Lailatul | 5 | 4 | 5 | 4 | 4 | 5 | 5 | 4 | 5 | 4 | 50 | 45 |
| 16 | M. Fikri | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 4 | 4 | 50 | 46 |
| 17 | M. Yaulhaq | 4 | 5 | 5 | 5 | 4 | 4 | 4 | 5 | 4 | 5 | 50 | 45 |
| 18 | M. Dian | 3 | 3 | 4 | 4 | 4 | 4 | 5 | 4 | 5 | 4 | 50 | 40 |
| 19 | Novanda | 4 | 4 | 4 | 4 | 5 | 4 | 5 | 5 | 4 | 4 | 50 | 43 |
| 20 | Rehan | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 50 | 40 |
| **Total** | | | | | | | | | | | | **1000** | **846** |

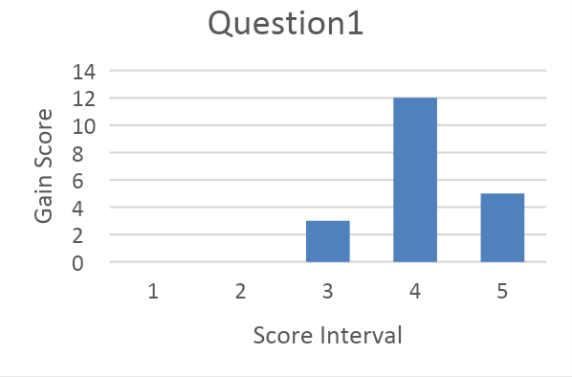



*Figure 9. The result of The Score Obtained from Question Number One*

The first question item is “I find it easy to understand English subjects by using EFFOST learning media”. The number of samples is 20 students taken from a total population of 20 students in class 10. Researchers received several responses with the following: 3 people gave a score of 3, 12 people gave a score of 4, and 5 people gave a score of 5.

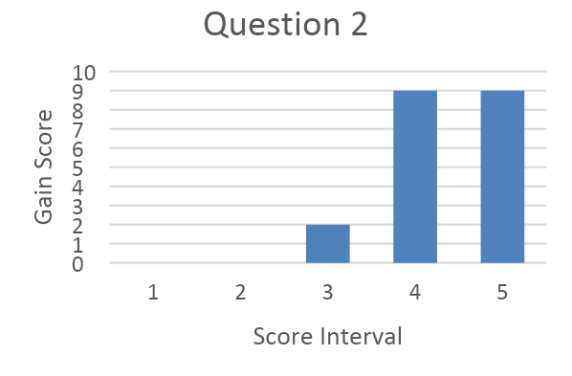



*Figure 10. The result of The Score Obtained from Question Number Two*

The second question item is “I like using EFFOST learning media because it is interesting”. The number of samples is 20 students taken from a total population of 20 students in grade X. Researchers received several responses as the following: 2 people gave a score of 3, 9 people gave a score of 4, and 9 people gave a score of 5.

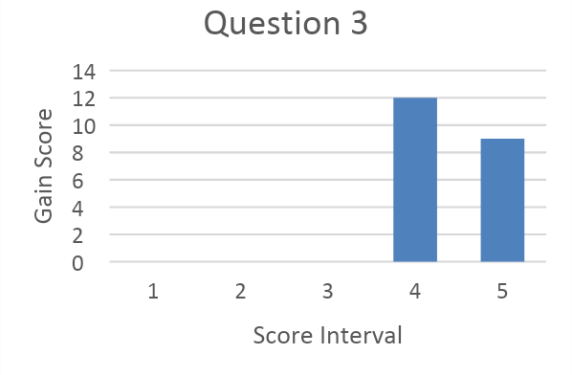



*Figure 11. The result of The Score Obtained from Question Number Three*

The third question item is “EFFOST learning media can be used easily”. The number of samples is 20 students taken from a total population of 20 students

in class 10. Researchers received several responses as the following: 12 people gave a score of 4 and 8 people gave a score of 5.

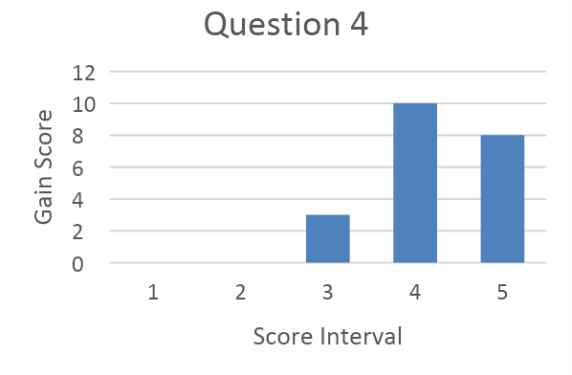



*Figure 12. The result of The Score Obtained from Question Number Four*

The fourth question item is "With the EFFOST learning media it can increase learning motivation". The number of samples is 20 students taken from a total population of 20 students in class 10. Researchers received several responses as the following: 3 people gave a score of 3, 10 people gave a score of 4, and 7 people gave a score of 5.

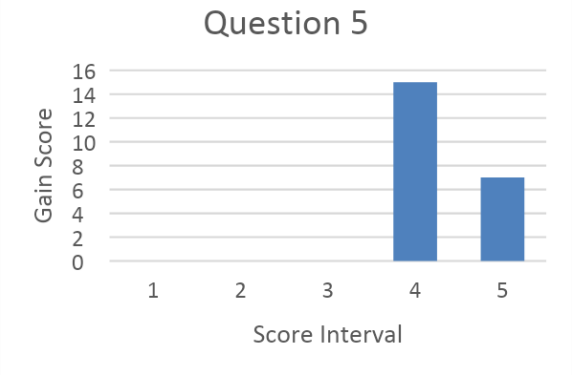



*Figure 13. The result of The Score Obtained from Question Number Five*

The fifth question item is "The design of the EFFOST learning media used is attractive". The number of samples is 20 students taken from a total population of 20 students in grade X. Researchers received several responses or inputs as many as 15 people gave a score of 4 and 5 people gave a score of 5.

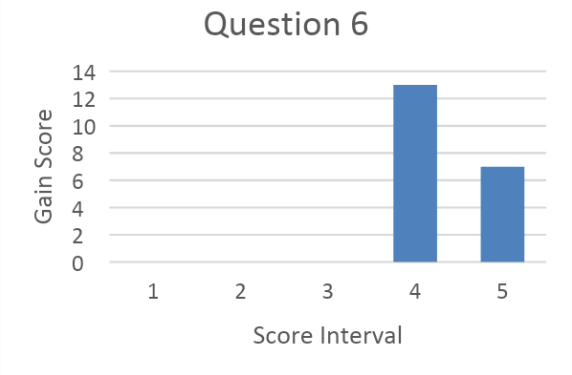



*Figure 14. The result of The Score Obtained from Question Number Six*

The sixth question item is "EFFOST learning media is effectively used as an English learning media at the MA level". The number of samples is 20 students taken from a total population of 20 students in class 10. Researchers received several responses as the following: 13 people gave a score of 4 and 7 people gave a score of 5.

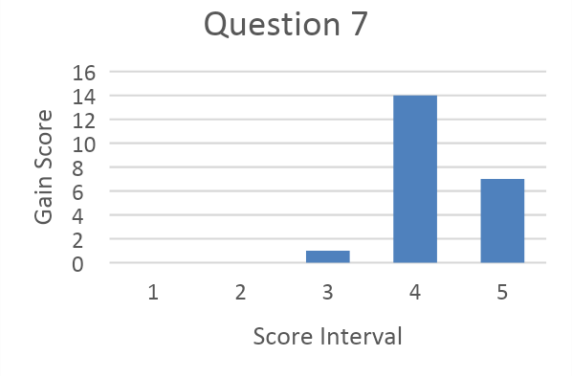



*Figure 15. The result of The Score Obtained from Question Number Seven*

The seventh question item is "The delivery of material in EFFOST learning media is easy to understand". The number of samples is 20 students taken from a total population of 20 students in class 10. Researchers received several responses as the following: 1 person gave a score of 3, 14 people gave a score of 4, and 5 people gave a score of 5.

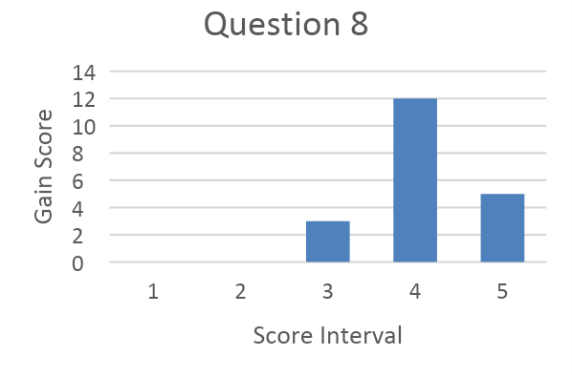



*Figure 16. The result of The Score Obtained from Question Number Eight*

The eighth question item is "EFFOST learning media creates exercise questions presented in the form of quizzes that can test understanding regarding English subjects". The number of samples is 20 students taken from a total population of 20 students in class 10. Researchers received several responses as the following: 3 people gave a score of 3, 12 people gave a score of 4, and 5 people gave a score of 5.

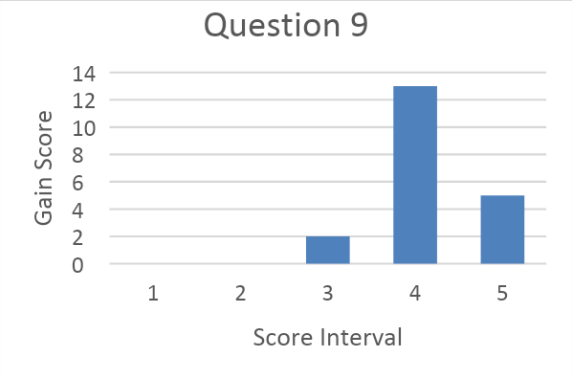



*Figure 17. The result of The Score Obtained from Question Number Nine*

The ninth question item is "The materials in EFFOST learning media help to answer questions presented in the form of quizzes". The number of samples is 20 students taken from a total population of 20 students in class 10. Researchers received several responses as the following: 2 people gave a score of 3, 13 people gave a score of 4, and 5 people gave a score of 5.

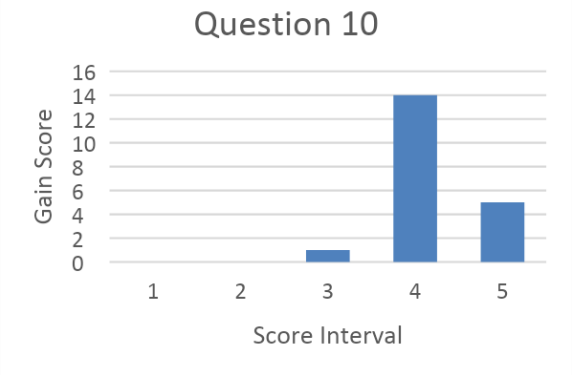



*Figure 18. The result of The Score Obtained from Question Number Ten*

The tenth question item is "The shape and size of the letters used are simple and easy to read". The number of samples is 20 students taken from a total population of 20 students in class 10. Researchers received several responses as the following: 1 person gave a score of 3, 14 people gave a score of 4, and 5 people gave a score of 5.

From the tables above, it can be seen that the total score of the responses for 20 students is 846 with 10 as the maximum score per item and 1000 as the maximum score of all respondents. The results of the student response questionnaire can be determined by the formula below:

$$P = \frac{\sum X}{\sum X_i} \text{ x } 100\%$$

$$P = \frac{846}{1000} x\ 100\%$$

$$= 84{,}6\ \%$$

The formula above concludes that the percentage of student responses is 84.6%, with very feasible criteria.

**Discussion**

EFFOST (English Fun For Study) media is an application-based learning media for English subjects developed by researchers using PowerPoint, which has a hyperlink feature and is an attractive learning media designed like an application. After designing the media display, it can be connected to the I Spring

Suite to create quizzes or questions and upload files to convert them into applications via the Web 2 APK builder.

Students need the development of EFFOST (English Fun For Study) to improve students' English skills and talents in the era of the Industrial Revolution 5.0. Researchers used observation techniques, interviews, and document data in the pre-study to obtain information about learning, especially English subjects in class X MA Al Ihsan Kalikejambon. After conducting pre-research, researchers found potential problems, namely that in learning, the use of media is less than optimal, and they have not used IT-based learning, so learning is less attractive to students. The next stage is for researchers to collect data and analyze the needs of students and teachers in learning using a questionnaire instrument, followed by an analysis of KI, KD, and English learning materials.

The next stage is for researchers to create a media design that will be developed. Media design is the concept of media presentation, which includes PowerPoint. The PowerPoint that has been designed is then developed into a product made using the iSpring application by combining media components in the form of text, images, animation, video, and audio. After the iSpring-based interactive learning media product is ready, the researcher must conduct validation to assess the feasibility of the product design. Validation was carried out by a team of expert validators, material experts, media, and practitioners. Furthermore, design revisions were carried out according to expert suggestions so that the press became better. Products were developed and validated by a team of expert validators, then tested in small groups to assess the effectiveness of using Interactive learning media based on iSpring.

The next stage is product revision to correct deficiencies based on trials and feedback. After revising the product, the product usage trial is carried out in English language learning for large groups. Large group product usage trials were applied to research subjects to determine the effectiveness of using learning using interactive learning media. This effectiveness can be seen through pretest and posttest learning outcomes and supported by teacher and student response questionnaire data. These steps are carried out in stages so that the media that has

been developed is suitable for use in learning, especially Simple Past Tense and Past Continuous Tense material in class X English subjects at MA Al Ihsan Kalikejambon.

## CONCLUSION AND SUGGESTIONS

The results of developing learning media based on Android applications developed with the R&D (Research and Development) method by researchers fall into the very feasible category, with the results of two material experts at 88% and media experts at 94% and 86%. This shows that EFFOST learning media can be very feasible to use in the study "Development of EFFOST (English Fun For Study) Learning Media in class 10 English Subjects at MA Al Ihsan Kalikejambon".

## REFERENCES


Ardian, Reza. 2016. "Pengembangan Aplikasi Mobile Learning Let'S Learn Menggunakan Android Terhadap Kecakapan Berbahasa Inggris Materi Descriptive Text Pada Siswa Kelas X Di Sma Negeri 1 Bawang." : 63.

Damayanti, Ervina Maulida, Meilan Arsanti, and Cahyo Hasanudin. 2023. "Ervina Maulida Damayanti, Dkk. Prosiding Seminar Nasional Peran Mahasiswa Dalam Menghadapi Pendidikan Di Era Society 5.0." *Prosiding Seminar Nasional*: 113–20.

Dauyah, Ema, and Yulinar Yulinar. 2018. "Faktor-Faktor Yang Mempengaruhi Motivasi Belajar Bahasa Inggris Mahasiswanon-Pendidikan Bahasa Inggris." *Jurnal Serambi Ilmu* 30(2): 196. doi:10.32672/si.v30i2.761.

Hasan, Muhammad, Milawati, Darodjat, HarahapTuti Khairani, and Tasdin Tahrim. 2021. Tahta Media Group *Media Pembelajaran*.

Kartika Rini, Dessy, Suryaman, and Wiyarno Yoso. 2019. "Pengembangan Media Pembelajaran Interaktif Bahasa Inggris Melalui Aplikasi Kahoot Siswa Kelas VII SMP Negeri 1 Rembang Kab. Pasuruan." *Jurnal Education and Development* 7(2): 261–67.

Kristanto, Andi. 2016. "Media Pembelajaran." *Bintang Sutabaya*: 1–129.

Kurnia, Yazid. 2022. "Aplikasi Pembelajaran Bahasa Inggris Interaktif Berbasis Android."

Kurniawan, Nanda Alfan, and Universitas Negeri Malang. 2020. "Paradigma Pendidikan Inklusi Era Society 5.0." *JPD: Jurnal Pendidikan Dasar, Prosiding Seminar dan Diskusi Nasional Pendidikan Dasar 2020*: 1–6.

Mardiansyah, Mardiansyah, Zelhendri Zen, Alwen Bentri, and Dedi Supendra. 2023. "Pengembangan Media Pembelajaran Menggunakan Ispring Suite

Pada Mata Pelajaran IPA Kelas VIII SMP." *Jurnal Family Education* 3(1): 37–42. doi:10.24036/jfe.v3i1.82.

Romadhan, Achmad Dicky, Lukmanul Hakim, Alien Kurnia Warya Selia, Kadek Ayu Ekasani, Mouren Wuarlela, Chrissanty Hiariej, Wendelinus Oscar Janggo, et al. 2023. *Pengantar Linguistik Umum*. CV. Intelektual Manifes Media.

Sugiyono, Dr. 2013. "Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D."