



iSpring Suite 9: Its Effect on EFL Learners in Comprehending Narrative Text


Fita Fitriati¹, Fika Megawati²

University Muhammadiyah Sidoarjo, Indonesia
Email Correspondence: fitafitriati29@gmail.com

Abstract

The research is to find out the effect of using interactive learning multimedia with iSpring Suite 9 to improve motivation and civics education learning outcome in one of state vocational schools. The population is all of the students in tenth grade. The sample is Multimedia 1 as the experimental Class and Multimedia 2 as the control class. Both of two classes consist thirty six students. The research methodology used in this research is experiment research method with quantitative approach. The used experiment method form is Quasi Experimental design. Data collection instrument for learning narrative text uses 10 multiple choices questions, while learning outcome is done by test. The data collection was taken from pre-test and post-test using online learning especially WhatsApp group. The research result data are previously done by making normality test, homogeneity test and T test. Data analysis uses T test with Microsoft excel 2007. The average score of experimental group is 81.66, and the average score of control group is 68.22. Moreover, the hypothesis test shows that H_0 is rejected because t count (4.71) is higher than t tab (2.28). The result of this study indicates that using iSpring Suite 9 gives significant effect to teach narrative reading skill.

Keywords: iSpring Suite 9, WhatsApp Group, Narrative Text.

DOI	:	10.24903/bej.v3i2.771
Received	:	June 2021
Accepted	:	July 2021
Published	:	August 2021
Copyright and License	:	<p>Authors retain copyright and grant the journal right of first publication with the work simultaneously licensed under a <u>Creative Commons Attribution 4.0 International License</u> that allows others to share the work with an acknowledgement of the work's authorship and initial publication in this journal.</p> 

1. INTRODUCTION

An indicator of the quality of learning in education is the opportunity and space for students to develop the potential and strengths of students. According to Purwadinata (2003), the term "learning" is the same as instruction or security. Teaching means how to teach students. Can also be interpreted as student learning activities. This activity is a unity of two unidirectional activities. Learning activities are primary activities which mean the main. Meanwhile, teaching is a secondary activity that aims to run optimally. Therefore, learning is a conscious effort by the teacher to encourage students to learn, which changes can acquire appropriate new abilities in a relatively long time and due to effort. According to Khotib (2012), learning aims to help students' learning process which contains a series of activities designed and arranged in such a way as to support the internal learning process. Defined as guidance that educators do consciously for students who have the goal of forming a strong person physically and spiritually is education. From this explanation, it can be concluded that education aims to be achieved if the learning process runs effectively and efficiently to achieve maximum goals. To create quality learning must also be done with the involvement of students who are active in learning activities and looking for material in learning (Cholik, 2017). In real learning, based on pre-observation with teacher in one of state vocational that studying English the teacher become source of information in learning, in this pandemic COVID-19 using Google Classroom Meeting, teacher also using media such as song, video, picture it depends on material. In this school has not used media which there is explaining about the material and quiz based online before. Not all the students can join the explaining by the teacher because some problems like a low internet connection. Students dependent on what is conveyed by the educator.

Overcoming of problems, educators should be able to provide solutions as an effort to fix these problems. One effort that can be done is to use technology and information both in classroom learning activities and as learning media in the classroom. It is hoped that the learning process carried out will be of higher quality which will increase the quality of Indonesian education. Information technology is a technology that is used to process data, process, get data, compile, store, manipulate data by using various ways to produce quality information, namely information that is accurate, relevant according to the time it occurs and is used for personal, business, education and government are very suitable for decision making (Riwayadi, 2010).

According to Dudeney and Hockly (2008) technology has been used in language teaching for decades, some of people said for centuries, so technology is not something new in this modern era if we classify the blackboard as a form of technology. Since 1960s and 1970s Tape recorders, language laboratories and video have been used, and they are still used in classrooms around the world. In another statement from the Davidson (2014) states that all findings suggested teachers' limited use of technology resulted from inadequate access to equipment, inability of project included professional development training sessions focused on technology use as a teaching tool. Recommendations consist initiating opportunities for teachers to demonstrate proficiency in provide technology training and plant technology in instruction, students may be better prepared to compete in technological society of the 21st century and global workforce

Third, changing the way teachers teach using existing technology. Teacher-centered principles are still widely used by some teachers such as exercises to master basic skills, or to complement activities that are supervised by teachers, on the other hand, there are teachers who use technology for student-centered learning media, so that students are more active in learning , and can do scientific research on their own involved in the facilitator or trainer. According to Walter (2006), in other countries Computer-based assessments are becoming the standard and are becoming increasingly attractive to the field of education. Online exams have advantages, namely direct score reporting, reduced administrative costs, increased testing security and more flexible test implementation, especially during a pandemic like this, students can work on questions anywhere and anytime using a laptop or smart phone.

According to Daryanto (2013), interactive multimedia that is equipped with a controller that can be operated by the user, so that the user can choose what he wants for the next process. Multimedia learning that is simultaneously capable of displaying text, images, graphics, sound, video or animation is called interactive learning multimedia (Efrina et al., 2012). Learning to use multimedia leads to a constructivist approach in the student learning process where they become active and constructive participants their own knowledge (Neo et al., 2009). Interactive features in multimedia also help users to learn and understand material better (Hamidi et al., 2011), so that learning using interactive media can improve students' cognitive abilities (Khoiriah, 2016). The first research on iSpring Suite 9 was conducted by Himmah (2017). The results showed that interactive multimedia based on iSpring Suite 8 on additive sub-material was feasible to use.

Second research conducted by Rusyani, et al. (2010) is to find out the effectiveness of using interactive learning media with iSpring suite 8 presenter to increase motivation and civics education learning outcomes in STIKES Karsa Husada in Garut. The learning result of the experiment group is increase, while the control group is fair. This study shows that students' learning outcome improvement using interactive learning multimedia is better than they use conventional learning.

Third research entitled implementation of multimedia iSpring suite 8 with power point to improve learning result in learning shalat for students' Islamic religion education researched by Irwanto (2020). The learning outcomes of Islamic Religious Education subjects are less than the specified minimum passing criterion. The main objective of this study is to determine whether or not there is a difference in the increase in learning outcomes of Islamic religious education regarding the material for prayer procedures. With the media used in learning, student learning outcomes have increased. The fourth Research conducted by Lestari, et al. (2017). Based on the results of the questionnaire, it is known that the iSpring Suite 8 software can help teachers in preparing learning evaluation questions for students, are easy to learn and develop, and improve teacher competence regarding technology-based learning.

Based on results of research conducted by several researchers (Himmah, 2017; Rusyani, et al., 2010; Irwanto, 2020, Lestari, et al., 2017) who used the iSpring Suite 8 software to make questions about the material that has been explained by the teacher, and in this media there is no explanation of the material being tested. In the research mentioned above, no one has used iSpring Suite 9 for learning English. Therefore, this study used iSpring suite 9 to teach narrative text to tenth grade of one of state vocational school. The media contains material about social function of narrative text, structure text and linguistic elements using the courses menu and at the end of the slide there is an evaluation using the quizzes menu. Some traditional methods have been overcome, but some of the teachers in these schools do not understand how to use the current methods with the increasingly developing use of technology. With the 2013 curriculum, teachers learn more to apply the technology that has been provided by the school. Therefore, teachers need to combine creative and innovative methods with appropriate learning.

This study gives some contribution for teachers: (1) The use of iSpring Suite 9 software can be applied as an online learning medium that can make it easier for teachers to take grades quickly, reduced administrative costs, increased testing security and more flexible test implementation, especially during a pandemic like this, students can work on questions

anywhere and anytime using a laptop or smart phone. (2) Teachers involved in this research will be more creative and innovative in designing questions to measure students' abilities.

This study also provides contribution for students (1) by using this media in working on questions, students can be more enthusiastic because they can get feedback directly. (2) It can increase students' knowledge in the field of technology and information. (3) Students can work on questions given by the teacher anywhere and anytime, this media can be used on laptops or smart phones. In a nutshell, the objective of this study is to know whether there is an effect of using iSpring Suite 9 software to the tenth grade students.

2. METHODOLOGY

In this study, quantitative research design, particularly quasi experimental design, was used. The researchers determined nonrandom sample to find the effect of iSpring Suite 9. Population of this study was all of students in the tenth grade, academic year 2020-2021. The students in the tenth grade consist of 455 students. The population was divided into 13 classes. The sample to be used in this study were students in tenth grade Multimedia 1 and tenth grade Multimedia 2 of in the academic year 2020/2021. Both of two classes consist thirty six students. The first class was an experimental class which was taught using interactive media iSpring Suite 9 and the second class was a control class which is not taught using that media. The technique used to collect the data was from tests, Pre-Test and Post-test. The items of test consisted of 10 questions, and the type was multiple choice. Procedures of treatment this study can be seen in Figure 1.

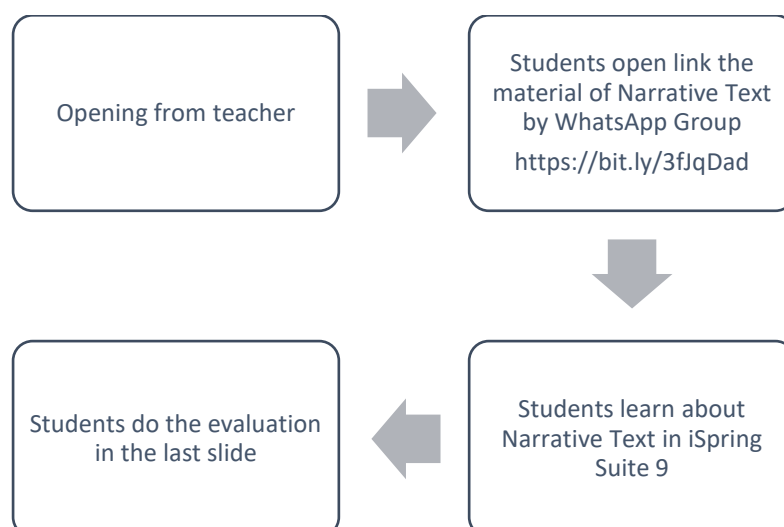


Figure 1. The Implementation of Treatment

3. FINDINGS

To calculate the data of students' result in applied iSpring Suite 9 for students' reading skill in narrative text, the researchers used independent t-test. Before t-test was calculated, normality test and homogeneity test were carried out.

3.1 Normality test

Normality test distribution is obtained from Lilliefors method. The result of normality test can be seen in the table 1.

Table 1. The Result of Normality Test

No	Name of Test	Sig				Result
		Experimental		Control		
		L counting	L _{table}	L counting	L _{table}	
1.	Pre test	0.9288	2.042	0.9134	2.042	Normal
2.	Post test	1	2.042	0.824	2.042	Normal

Based on table 4.6 that $L_{count} < L_{table}$ for all of the data from pre-test and post-test. It means that the data has normal distribution because H_0 is accepted.

3.2 Homogeneity test

The homogeneity test did after normality test that function to know it is homogeneous or not. In this research the researcher used Microsoft Excel 2007 to calculate it.

Table 2. The Result of Homogeneity test

No	Name of Test	Df	F		Result	
			F counting	F table		
			experimental	Control		
1	Pre-test	36	36	1.06	1.75	Homogeneous
2	Post-test	36	36	0.56	0.84	Homogeneous

In the table above there is a significant different between $F_{counting}$ and F_{table} . The data is include the homogeneity test that $F_{counting} < F_{table}$. All of the data in pre-test and post-test it has homogeneous.

3.3 Independent t-test

In independent t-test researchers calculated the result of effect in using iSpring suite 9 for students' reading skill in narrative text between experimental class and control class. The material pressure using the parametric statistical test (t test with $\alpha = 0.05$).

Calculation in this below :

- Experimental Class

$$x = \frac{\sum_{i=1}^n xi}{n} = \frac{2940}{36} = 81.66$$

- F-test formula :

$$X_1 = 81.66$$

$$S_1^2 = 134.28$$

$$N = 36$$

$$\alpha = 0.05$$

- Control Class

$$x = \frac{\sum_{i=1}^n xi}{n} = \frac{2456}{36} = 68.22$$

$$X_2 = 68.22$$

$$S_2^2 = 159.49$$

$$N = 36$$

$$\alpha = 0.05$$

$$F_{\text{count}} = \frac{s_2 \text{ high}}{s_2 \text{ low}} = \frac{159.49}{134.28} = 1.18$$

$$F_{\text{tab}} = F(0.05; 36; 36)$$

$$= 1.74$$

$$F_{\text{count}} (1.18) < F_{\text{tab}} (1.74)$$

T-test formula :

$$T = (n_1 + n_2 - 2)$$

$$= 36 + 36 - 2$$

$$= 70$$

$$T_{\text{tab}} = \left(\frac{\alpha}{2}; n_1 + n_2\right)$$

$$= (0.025; 72)$$

$$= 2.28$$

$$S^2_{\text{gab}} = \frac{(36)134.28 + (36)159.49}{72} = \frac{10575.72}{72} = 146.88$$

$$T_{\text{count}} = \frac{81.66 - 68.22}{\sqrt{\frac{146.88}{36} + \frac{146.88}{36}}} = \frac{13.44}{\sqrt{4.08 + 4.08}} = \frac{13.44}{\sqrt{8.16}} = \frac{13.44}{2.85} = 4.71$$

Tabel of 3 Result of Hypothesis Test

Class	Mean	S ²	F _{count}	F _{tab}	T _{count}	T _{tab}
Experimental	81.66	134.28	1.18	1.74	4.71	2.28
Control	68.22	159.49				

On the table above, mostly students' reading skill on narrative text has significant difference between the students who have been though by iSpring Suite 9 and students who though conventional teaching in reading narrative text.

4. DISCUSSION

From this study there were differences in learning outcomes between experimental groups that use iSpring suite 9 with the control group that uses Microsoft Word for English subjects, Narrative Text material. The average obtained by the experiment group is also higher than the Control group. Furthermore, based on the results of statistics there is also a difference in learning outcomes between the experimental group that uses iSpring with the control group that uses Microsoft Word.

Another research was conducted by Irwanto (2020) showing that iSpring can increase learning outcomes in the experimental group when viewed from the average student outcomes. From the research conducted by Rusyani et al. (2010), it can be obtained: 1. Motivation before using multimedia learning is a low value, but with interactive learning multimedia, it gets higher value, so there is an increase in learning motivation. 2. Learning outcomes from high experimental groups, while the control group is fair. Indicates that increasing student learning outcomes using interactive learning multimedia iSpring suite 8 is better than those who use conventional learning.

A little different from the previous results of studies, it is based on the implementation of workshops for science teachers. According on the results of the questionnaire, it is known that iSpring Suite 8 software can help teachers in preparing questions about learning evaluations for students, it is easy to learn and developed, and increasing teacher competencies related to technology-based learning. This indicates the importance of developing teacher competencies, especially in utilizing IT-based media to help facilitate the process and learning evaluation (Lestari, 2017). According to Himmah's (2017) finding on her studies can be known that Interactive Multimedia Based iSpring Suite 8 In the substance of effective additives based on the dominant student activity, namely studying material on the media of 31.59% and increased student learning outcomes of 0.66 with moderate criteria.

In this study there were problems that 2 students who could not access the material from iSpring Suite 9 because the smartphone used did not support and that students also do not have laptop. In other studies also have several problems such as research conducted by Himmah (2017) not all students have laptop, each group of only two students who have a laptop. In addition, not all laptops brought by students have supporting applications that can display interactive multimedia, so there are two groups that only have one laptop that can be used to display interactive multimedia. Another obstacle is the difficulty of realizing the quiz that is

done through interactive multimedia, this is also due to the limited laptop that students have and the limited time of learning so that not all questions about the quiz are finished by students.

A problem also occurred on Lestari's (2017) study that from 20 groups, there are only 2 groups that have not been able to complete the task of making a matter package so that the performance cannot be evaluated. This is probably due to the limitations of computer media used to compile questions using iSpring. Learning procedures in this study were modifications from Megawati, et al. (2021) that pre- activities in online class didn't through live synchronous online learning, but using WA Group due to practicality and accessibility of students. Lesson plan using iSpring suite 9 in the article using Google Meet to teach tenth grade students about reading skill on narrative text by using WA group. From the results, it can be concluded that iSpring Suite 9 can increase the value and there is positive effect for student learning outcomes, but in the use of this application there are still some problems that must be repaired again.

5. CONCLUSION

The use of multimedia interactive learning with iSpring suite 9 can improve student learning outcomes. In this case the learning outcomes that use interactive learning multimedia experience significantly increasing. Based on the statistical computation shown that $t_{count} (4.71) > t_{tab} (2.28)$. it means that t_{count} than t_{tab} with $\alpha = 0.05$. Then, H_0 is rejected. So, there is an effect of students by using iSpring Suite 9 in reading narrative text.

In addition the use of interactive learning multimedia with iSpring suite 9 can increase student motivation, especially on reading skill for narrative text. It is based on increasing student learning motivation scores after being given learning by using interactive learning multimedia iSpring Suite 9. Thus, it is expected that future research use interactive learning multimedia with iSpring Suite 9 as one step to increase student motivation and learning outcomes.

6. REFERENCES

- [1] Cholik, C. A. (2017). Pemanfaatan teknologi informasi dan komunikasi untuk meningkatkan pendidikan di indonesia. *Syntax Literate; Jurnal Ilmiah Indonesia*, 2(6), 21-30.
- [2] Daryanto. (2013). *Media Pembelajaran*. Yogyakarta: Gava Media.
- [3] Davidson. (2014) "Teachers' Perspective on Using Technology as an Instructional Tool". *Research in Higher Education Journal*.
- [4] Dudeney, G., & Hockly, N. (2007). How to teach English with technology. *EA Journal*, 24(1), 78.

- [5] AR, A. (2012). Pengembangan Multimedia Interaktif pada Pembelajaran Kimia untuk Madrasah Aliyah. *Jurnal Inovasi Pendidikan*, 2(1), 65-78.
- [6] Himmah, F. (2017). Pengembangan Multimedia Interaktif Menggunakan Ispring Suite 8 Pada Sub Materi Zat Aditif Untuk Meningkatkan Hasil Belajar Siswa SMP Kelas VIII. *Pensa E-Jurnal: Pendidikan Sains*, 5(02).
- [7] Hamidi, F., Kharamideh, Z. M., & Ghorbandordinejad, F. (2011). Comparison of the training effects of interactive multimedia (CDs) and non-interactive media (films) on increasing learning speed, accuracy and memorization in biological science course. *Procedia Computer Science*, 3, 144-148.
- [8] Rusyani, H., Hermana, D., & Hamdani, N. A. Penggunaan multimedia pembelajaran interaktif dengan I-spring presenter untuk meningkatkan motivasi dan hasil belajar pendidikan kewarganegaraan. *Pedagogia*, 14(2).
- [9] Irwanto. (2020). *Implementasi multimedia i-spring dengan powerpoint untuk meningkatkan hasil belajar pada pembelajaran salat untuk mata pelajaran Pendidikan agama islam* Pedagogi: Jurnal Penelitian Pendidikan.
- [10] Khoiriah, K., Jalmo, T., & Abdurrahman, A. (2016). The effect of multimedia-based teaching materials in science toward students' cognitive improvement. *Jurnal Pendidikan IPA Indonesia*, 5(1), 75-82.
- [11] Khotib, M. (2012). *Media Komunikasi Pembelajaran*, Jakarta: Kencana Prenada Media Group.
- [12] Lestari, N. A., Rahmawati, E., Suchyo, I., & Supardi, Z. I. (2017). Pemanfaatan software i-Spring untuk pembuatan soal evaluasi berbasis IT bagi guru IPA SMP di Bojonegoro. In *Prosiding Seminar Nasional Fisika (SNF)* (Vol. 1, pp. 194-199).
- [13] Megawati, F., Mukminatien, N., Permana, A. I., Dewi, L. A., & Fitriati, F. (2021). Emergency Remote Teaching and Learning: Technology-Based Instructional Plan across Grade Levels. *Teaching English with Technology*, 21(2), 112-126.
- [14] Purwadinata. (2003). *Psikologi Pembelajaran dan Pengajaran*, Bandung: Yayasan Bhakti Winaya.
- [15] Riwayadi, P. (2010). *Pemanfaatan perkembangan teknologi informasi dan komunikasi untuk kemajuan pendidikan di Indonesia*. Aceh.
- [16] Neo, M., & Neo, T. K. (2009). Engaging students in multimedia-mediated Constructivist learning—Students' perceptions. *Journal of Educational Technology & Society*, 12(2), 254-266.
- [17] Walter. (2006). *Media Pembelajaran*. Jakarta: Rajawali Pers