

## The Effectiveness Of Using Intens Book (Interactive English Book) Media In Learning English

(A Pre-Experimental Research at the First Grade of AKL-3 at SMK PGRI 1 Jombang)

Septian Ragil Anandita<sup>1</sup>, Qonny Muasyifah<sup>2</sup>, Nurul Afidah<sup>3</sup>, Ulfa Wulan Agustina<sup>4</sup>

KH. A. Wahab Hasbullah University  
e-mail korepondensi: [ragil@unwaha.ac.id](mailto:ragil@unwaha.ac.id)

### ABSTRACT

The purpose of this research was to develop ELENA, an Android learning application to promote independent learning and advance student writing abilities specifically regarding letters and announcements. The researcher utilized the Research and Development methodology to build the application, following Maribe Branch's ADDIE model of analysis, design, development, implementation, and evaluation during the creation process. The intended users were 11<sup>th</sup> grade students at SMK Ar-Rahman Peterongan Jombang. Data collection involved interviews and questionnaires. Expert media evaluation indicated a 97.91% suitability score, meaning the application provided an interesting and interactive platform to learn English. The material expert's 87.5% score confirmed appropriate educational content for the learning objectives. The 87.7% implementation score showed increased student engagement and activity applying letter and announcement writing skills. Students were more motivated to write in English on those topics while using the technology. Final assessment demonstrated the application's success at elevating writing proficiency in the target formats of letters and announcements for the participant group based on the metrics utilized in the study. In summary, this customized mobile learning solution enabled independent study and led to measurable writing gains related to the specified skills of letters and announcements for the sample 11<sup>th</sup> grade vocational high school students.

**KEYWORDS:** Learning Media; ELENA; Writing; Letters and Announcements; Senior High School.

### ABSTRAK

Penelitian ini bertujuan untuk mengembangkan ELENA, sebuah aplikasi pembelajaran berbasis ICT yang dirancang untuk mempromosikan pembelajaran mandiri dan meningkatkan kemampuan menulis siswa, khususnya dalam menulis surat dan pengumuman. Penelitian ini menggunakan metodologi Penelitian dan Pengembangan, mengikuti model ADDIE dari Maribe Branch yang mencakup analisis, desain, pengembangan, implementasi, dan evaluasi dalam proses pembuatannya. Aplikasi ini ditujukan untuk siswa kelas XI di SMK Ar-Rahman Peterongan Jombang. Data dikumpulkan melalui wawancara dan kuesioner. Evaluasi oleh ahli media menunjukkan skor kesesuaian sebesar 97,91%, yang mengindikasikan bahwa aplikasi ini menawarkan platform yang menarik dan interaktif untuk belajar bahasa Inggris. Skor 87,5% dari ahli materi menunjukkan bahwa konten edukasi yang disediakan sesuai dengan tujuan pembelajaran. Skor implementasi sebesar 87,7% menunjukkan peningkatan keterlibatan dan aktivitas siswa dalam menerapkan keterampilan menulis surat dan pengumuman. Siswa lebih termotivasi untuk menulis dalam bahasa Inggris mengenai topik-topik tersebut saat menggunakan aplikasi ini. Penilaian akhir menunjukkan bahwa aplikasi ini berhasil meningkatkan kemahiran menulis siswa dalam format surat dan pengumuman sesuai dengan metrik yang digunakan dalam penelitian. Secara keseluruhan, solusi pembelajaran mobile yang disesuaikan ini memungkinkan pembelajaran mandiri dan memberikan

peningkatan kemampuan menulis yang terukur dalam keterampilan surat dan pengumuman bagi siswa kelas XI di sekolah menengah kejuruan.

**KATA KUNCI:** Media Pembelajaran, ELENA, Writing, Surat dan Pengumuman, SMA.

---

#### Article History

---

*Received: 22 Juni 2024*

*Revised: 19 Juli 2024*

*Accepted: 30 Juli 2024*

---

## INTRODUCTION

The teaching and learning process is an absolute activity carried out in an educational institution unit. These learning activities are carried out in a certain class and carried out in tiered stages. Therefore, the treatment in each learning process is always different according to class behavior and the needs in it. Educational institutions must be able to be facilitators to be able to realize the achievement of good and efficient educational goals.

English is one of the sciences studied in educational units. Both from the level of children, to the upper secondary level, or even the level of students studying English. Because English is one of the branches of science that has an important role in the development of science.

Along with the advancement of science and technology in this increasingly globalized era, it is undeniable that the ability in foreign languages, especially English is very important. However, not a few students whose English learning achievement is not adequate. This is due to obstacles in the teaching and learning process of English in schools, including: The ability of teachers is often inadequate to meet the demands of students, especially students who have high proficiency in language and have learning facilities that are more sophisticated than the teachers themselves. The teaching and learning system is often monotonous, lacks variety and is less interesting so that students become bored, not interested in learning. In class, students are often only given theories, rules and laws of language, not the application of these rules and laws in practical use so that students do not feel the benefits of learning English. (Zaifa, 2019).

From various problems in learning, there are important things that must be considered in supporting the success of the teaching and learning process, one of which is learning methods and media. Learning methods can be interpreted as the method used to implement plans that have been prepared in the form of real activities and practical to achieve learning objectives. (Pembelajaran, 2003). While, Media in an educational perspective is a very strategic instrument in determining the success of the teaching and learning process. Because its existence can directly provide its own

dynamics to students. (Arsyad A, 2011).

Media is a word derived from the Latin *medius*, which literally means middle, intermediary, or introduction. In addition, the word *media* also comes from Latin which is a plural form of the word *medium*, which literally means an intermediary or introduction, which is an intermediary or introduction to the source of the message with the recipient of the message (Sadiman, 2007: 6). The notion of instructional media put forward by Gagne 'and Briggs (1975) implicitly says that learning media includes tools that are physically used to convey the contents of teaching material. Asra (2007: 5) suggests the same thing as Arsyad about the notion of media, but Asra separates the notions of "media" and "learning" based on purpose, that the word *media* in "learning media" literally means an intermediary or introduction, whereas the word *learning* is interpreted as a condition that was created to make someone do something learning activities. From some of the explanations of the experts above, it can be concluded that the meaning of the media is a tool used to convey something. While learning media is a tool or intermediary used to deliver learning material. Learning media emphasizes the position of the media as a vehicle for channeling messages or information and learning to condition a person learning. (Prasasti et al., 2019)

In essence, learning media aims to improve the quality of learning. Thus, it can be said that learning media is one of the important instruments in the implementation of the teaching and learning process. And between media and methods are two things that are mutually sustainable and go straight in their application.

But in reality, in terms of the use of learning media, it is still so minimal, and there are still many educators who still survive in the old way. The learning method is carried out through a teacher-centered approach, called the conventional learning method or better known as the lecture method. In English language learning, it is so difficult for students to be able to understand the material using only conventional learning methods. Including in school that have been researched by researcher, that is SMK PGRI 1 Jombang. There are several reasons from students who does not like English lessons. One of them, as stated by the English subject teacher, is that English lessons when faced with students who attend in vocational schools often will not give maximum results. This the students perceive learning that English is only as a termination of obligation, because for students the most important thing is that the subject are in accordance with the vocational field they are taking. As a result, until now the quality of learning English is still relatively low because the students are less enthusiastic about learning English, moreover the methods was used are conventional methods which are still fairly old methods.

Based on the research context that the researcher deccribed above, the researcher is interested in introducing a technology, information, and communication (ICT)-based

learning media. Namely “Interactive English Book” or what researchers usually call it “Intens Book”, because apart from its easily accessible application, it also various English materials are available that correlate with the current curriculum. So, this Intens Book media can be said to be an English learning aid which is very completed in its subject matter.

In this study, the researcher intends to measure the effectiveness of learning by utilizing ICT-based media. Therefore, the researcher took the title "The Effectiveness of Using INTENS BOOK (Interactive English Book) Media in Learning English".

## **METHODOLOGY**

### ***Research Design***

The type of research that researcher use in this research is quantitative research using experimental methods, precisely called pre-experimental research (because the researcher just get the power to researching one class). According to Kasiram (2008: 210), experimental research intends to find out how much purity (truth) the level of effectiveness of X against Y. Experimental research is a research model that provides a stimulus, then observes the influence or effect of changes in stimulation of objects subject to stimulus.

The data obtained from the results of this research was then used as a comparison after being given treatment through the Intens Book media. To see the effectiveness of Intens Book media in the English learning process for grade 10-AKL-3 students, a difference test analysis (t-test) was carried out.

The research design used in this research was *one group pre-test post-test design*. In this design, a *pre-test* is carried out before being given treatment, and *post-test* after being given treatment. The reason researcher took this study was because researcher wanted to see accurate results through several tests carried out, namely by *pre-test* (before treatment) with *post-test* (after treatment).

In this study, researcher conducted research offline or face-to-face directly involving only one class at a school that the researchers studied, namely grade 10-AKL-3 at SMK PGRI 1 Jombang, where one class amounted to 29 students.

### ***Place and Time of the Study***

This research was conducted at SMK PGRI 1 Jombang. The time needed in this research was carried out starting from a visit to the Principal and preliminary studies with English subject's teacher on March 9, 2023 until the last meeting with the provision of post-test on May 19, 2023.

### **Research Instruments**

The research instrument formed by the written test. The written test is divided into pre-test and post-test, the researcher gives a pre-test at the first meeting and a post-test at the last meeting. The questions designed by the researcher have received approval from English subject teachers. The teacher asked the researcher to make 30 questions, with 20 multiple-choice questions and 10 fill-in-the-blank questions.

## **RESEARCH FINDINGS and DISCUSSION**

### **The Description of the Data**

This part presented the result of the research. The researcher obtained two kinds of data: the scores of pre-test and the scores of post-test.

#### 1. The Pre-Test Scores

After the data analyzed it shows that the mean is 66,12, the highest score is 94, and the lowest score is 32.

#### 2. The Post-Test Scores

After the data analyzed, it shows that the mean is 84,12, th highest score is 96, and the lowest score is 48.

### **The Analysis of the Data**

In analyzing the data, the researcher tried to find out the standard of differences ( $SD_D$ ) with the formula below:

$$\begin{aligned}SD_D &= \sqrt{\frac{\sum D^2}{N} - \left[\frac{\sum D}{N}\right]^2} \\SD_D &= \sqrt{\frac{6494}{17} - \left[\frac{-306}{17}\right]^2} \\SD_D &= \sqrt{382 - [-18]^2} \\SD_D &= \sqrt{382 - 324} \\SD_D &= \sqrt{58} \\SD_D &= 7,61\end{aligned}$$

To find out the mean of differences (MD) between variable X and Y, the researcher used the formula below:

$$MD = \Sigma \frac{D}{N}$$

$$MD = \frac{-306}{17}$$

$$MD = -18$$

After gaining the result of  $SD_D = 7,61$ , the researcher calculated the standard error from mean of differences ( $SE_{MD}$ ) between variable X and Y.

$$SE_{MD} = \frac{SDD}{\sqrt{N-1}}$$

$$SE_{MD} = \frac{7,61}{\sqrt{17-1}}$$

$$SE_{MD} = \frac{7,61}{\sqrt{16}}$$

$$SE_{MD} = \frac{7,61}{4}$$

$$SE_{MD} = 1,90$$

The last calculation is determining the result of t observation ( $t_o$ ) of the test with the formula below:

$$t_o = \frac{MD}{SE_{MD}}$$

$$t_o = \frac{-18}{1,90}$$

$$t_o = -9,474$$

The result -9,474 indicated that there was a different of degree as much as -9,474. Regardless the minus, it does not indicate negative score.

Then, to complete the result of the research, the researcher finds out the degree of freedom (df) with the formula below:

$$df = N-1$$

$$df = 17-1$$

$$df = 16$$

$df = 16$  (see table of "t" value at the degree of significance of 5% and 1%)

At the degree of significance 5% = 2,120

At the degree of significance 1% = 2,921

The result is  $2,120 < 9,474 > 2,921$

The result of analyzing the data by using the above formula shows that the coefficient is 9,474. It means that there is significant increase after the Intens Book media is used to learning English.

### *The Interpretation of the Data*

From the result of calculation, it is obtained the value of the t-observation ( $t_o$ ) is 9,474, the degree of freedom (df) is 16 (obtained from  $N-1$ , so  $17-1=16$ ). The researcher used the degree of significance of 5% and 1%. In the table of significance, it can be seen the  $df$  16 and the degree of significance of 5% and 1% the value of degree significance are 2,120 and 2,921. If compared with each value of the degrees of significance, the result is  $2,120 < 9,474 > 2,921$ . According to Sudjiono, as cited by Junaidi Mistar on *Statistics for ELT Studies*, if the result of calculation  $t_o$  (t-observation) is higher than  $t_t$  (t-table),  $t_o > t_t$ : the null hypothesis is rejected. If the result of calculation  $t_o$  (t-observation) is lower than  $t_t$  (t-table),  $t_o < t_t$ : the null hypothesis is accepted. Since the scores obtained from the result of calculating, the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. In other word, the researcher's hypothesis is accepted. It means that there is effectiveness of using the Intens Book media in learning English and there is significant differences between student's achievement in learning English using Intens Book media.

Based on the result of data analysis, it is proven that the student's score of learning taught by using Intens Book media is increase. It means that the use of Intens Book media in learning English is effective. Another reason based on the student's responses is because most students find that the Intens Book media is enjoyable. This reason leads to better attention in learning and stimulate them to participate in learning media activities.

### **CONCLUSION**

From the result of the analysis of the research, it is proven that the student's score of learning English taught by using Intens Book media is increase. This result has answered the research question that the use of Intens Book media in learning English is effective.

The use of Intens Book media makes the class more active and alive. Students are willing to participate without any forces from the teacher.

The use of Intens Book media makes the students more motivated in learning and easier to grasp the lesson.

## REFERENCES

- Adzkiya, D. S., & Suryaman, M. (2021). Penggunaan Media Pembelajaran Google Site dalam Pembelajaran Bahasa Inggris Kelas V SD. *Educate : Jurnal Teknologi Pendidikan*, 6(2), 20. <https://doi.org/10.32832/educate.v6i2.4891>
- Arsyad A. (2011). *Media Pembelajaran*. 23–35.
- Baroroh, I., Agustina, U. W., Nur, N., & Fitri, V. (2021). *Developing INTENS ( Interactive English ) Book For Advance Learners*. 4(2), 95–105.
- College, T. T., & Neamț, P. (2012). *WHY IS LEARNING ENGLISH SO BENEFICIAL NOWADAYS ?*2(4), 374–376.
- Jayeola, F. D., Akintunde, O. S., & Ugwu, A. F. (2019). Archives, Documentation and Ethnomusicology in Nigeria. *International Journal of English Literature and Social Sciences*, 4(5), 1606–1610. <https://doi.org/10.22161/ijels.45.53>
- Ma'arif, I. B., Bahtiar, Y., & Muthoharoh. (2021). Designing LEEF (Learning English Easy and Fun) as Learning Media for the Seventh Grade of Junior High School. *FOSTER: Journal of English Language Teaching*, 2(3), 372–386. <https://doi.org/10.24256/foster-jelt.v2i3.50>
- Montolalu, C., & Langi, Y. (2018). Pengaruh Pelatihan Dasar Komputer dan Teknologi Informasi bagi Guru-Guru dengan Uji-T Berpasangan (Paired Sample T-Test). *D'CARTESIAN*, 7(1), 44. <https://doi.org/10.35799/dc.7.1.2018.20113>
- Pembelajaran, M. (2003). *Pengertian Pendekatan, Strategi, Metode, Teknik, Taktik, dan Model Pembelajaran. 1*.
- Prasasti, T. I., Solin, M., & Hadi, W. (2019). The Effectiveness of Learning Media Folklore Text of North Sumatera Based on Blended Learning by 10th Grade Students of Vocational High School Harapan Mekar-1 Medan. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, 2(4), 480–490. <https://doi.org/10.33258/birle.v2i4.548>
- Yuhaida, Y., Mahathir Lop, A. R., Emran, Y., & Norhayati, M. (2013). *Analysis Design Development Implementation Evaluation. 1*(2), 1–21.
- Zaifa, K. (2019). Penguasaan Kosa Kata Dan Kemampuan Membaca Bahasa. *Academia*, 01, 87–93.