THE SECOND SEMESTER STUDENTS' RESPONSE TOWARDS THE USE OF ISPRING 8 IN LEARNING INTERMEDIATE ENGLISH GRAMMAR AT THE ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

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Abstract

The purpose of this study is to find out the description of students' responses to the cognitive, affective and conative dimensions of the ispring learning media in grammar learning. This research is a quantitative research with a quantitative descriptive approach, this study aims to make a systematic or detailed description. The data collection technique used is indirect communication. Data collection tools used in questionnaire sheets. The location of this study was conducted in Unirow, Tuban District, Tuban Regency, East Java Province. The population in this study was the second semester of 2021 students with 11 students. The results showed that the percentage of the response of the second semester of students of 2021 to the iSpring learning media in Grammar learning in the cognitive dimension of the Understanding Indicator of Google Classroom's content obtained the percentage of students' responses with an average of 81%, indicators of understanding using Google Classroom on average 81% and understanding indicators to the appearance of Google Classroom an average of 59%. In the affective dimension of student responses in the motivational indicator obtaining a percentage of student response an average of 66%, an average attractive indicator of 78%and a curiosity indicator with an average of 76%. In the conative dimension of students' responses on the questioning indicator and responding to questions obtaining a percentage of student responses with an average of 77%. The conclusion of this study is included in the category Good of student response percentage. The conclusion of students' response ti iSpring learning media in Grammar learning has good criteria in the cognitive, affective and conative aspects.
Keywords: Learning Media, iSpring, Response

INTRODUCTION

The post-covid-19 pandemic has an impact on all aspects of life, such as the economy, technology, education and culture. The impact on the technology sector is the rapid development of technology. Especially in the current generation, namely generation Z, which is very dependent on technology (Hastini et al., 2020); Wardhono, 2018). In the development of gen Z technology, it requires facilities such as laptops, smartphones, and tablets that are used to access information. The use of this information can be used for the development of the industrial revolution 4.0, because the industrial revolution 4.0 depends on the development of the internet (Ghufron, 2018). With this, Gen Z and the industrial revolution 4.0 have an attachment to technological developments, which makes them dependent on technological developments.

The learning media available in schools such as textbooks, magazines, newspapers and blackboards that cause boredom in conducting learning in the classroom. While learning media with audio and visual such as: Television, Radio, and Video while electronic media such as computers. All the media used has not been utilized to the fullest even computers such as decorations in school because it is not used to its full potential. Therefore, it is necessary to have educators' creativity in utilizing media and learning media is one of the ways educators communicate with students, so

that students understand the material presented by educators. In the learning process, the presence of learning media has a very important role. Difficulties in delivering material that is abstract, theoretical, and general can be resolved with the help of learning media.(Yanto, 2019).

iSpring is an application software that can help teachers explain the subject matter. This software converts PowerPoint presentations into flash formats. iSpring also provides learning materials in the form of slides containing images, animations, videos, and audio to be more attractive, practical, and ideal. This has a positive impact on the learning process. Several studies have been conducted to develop learning tools to help facilitate the learning process, iSpring Presenter to increase students' interest in learning (Anwar et al., 2019). The use of iSpring can be easily integrated into Microsoft PowerPoint so that its use does not require complex expertise.

The use of the iSpring application is very helpful in increasing interaction in a learning community in the classroom and can be used as an assistant during the teaching and learning process. Students feel they have a different style of learning English. Using the iSpring application can help the role of the teacher but cannot replace the teacher itself. We must realize that technology is developing very fast and helping students in learning using smartphones is very important because many students have smartphones. Training to digital media is the best option for creating a bridge between teachers and learners (Wardhono *et al.*, 2019). In this study, researcher is looking for responses from intermediate English learning students.

There were three previous researchers who researched iSpring, first (Alfia, 2021) entitled *"Pengembangan Media Pembelajaran Berbasis Ispring Suite 8 Pada Tema Peduli Terhadap Makhluk Hidup Kelas Iv Madrasah Ibtidaiyah Nurul Iman Pematang Gajah"* found that the development of iSpring Suite 8-based learning media is needed by teachers to focus students in the ongoing learning process, so that it can be well received by students. Second (Warda Atiqah, 2021) *"Pengaruh Media Ispring Suite 9 Terhadap Hasil Belajar IPA Siswa Kelas V SD Negeri Romang Rappoa"* found that usage is very influential when implemented in learning and makes learning better. It can be concluded that the use of iSpring is very effective. Third (Indriyani, 2021) "*Developing Grammar Learning Media By Using Ispring Suite 9 On The Eighth Grade Students At SMPN 3 Tarakan*" found that learning media that can stimulate and increase students' learning enthusiasm to be able to learn independently during online learning.

Based on the explanation of pre-observation research on Intermediate English Grammar students at this university (Lestari & Wardhono, 2020), researchers found that there are some students who like to learn using iSpring, because they can do quizzes together and the results can be seen immediately on the monitor. Therefore, it makes students at Unirow more enthusiastic and do better.

RESEARCH METHODOLOGY

The type of research is a quantitative research using a quantitative descriptive approach. According to (Sudargini & Purwanto, 2020) The quantitative descriptive approach in this study produces descriptive data in the form of narrative writing and diagrams to disclose students' responses to iSpring 8 learning media in grammar learning. This study will try to find out the response of students from the second semester intermediate English intermediate students in the English study program from Unirow Tuban. In this study, researchers used quantitative descriptive research model.

The location of this research is Universitas PGRI Ronggolawe Tuban. The subject of this research is the second semester Intermediate English Grammar students at English Study Program of UNIROW Tuban in academic year 2021/2022. The reason why researcher choose the students is because the second semester students are closest to the use of iSpring in Grammar learning.

In this research, the researcher uses procedure of collecting data:

1.) Questionnaire, the Questionnaire will be distributed to find out how interested students in using iSpring 8. According to (Kazi & Khalid, 2012) A questionnaire designed for epidemiological studies should capture information from participants regarding their exposure, possible risk factors, and occurrence of disease of interest. This paper tried to help researcher in designing questionnaire and broadly explained the different method of questionnaire development, validity, types of questionnaire, their style and appearance and mode of administration.

The questionnaire used in this study uses Google's online platform questionnaire, the Google Form as the easiest, efficient and effective alternative to respondents. The questionnaire in this study was in the form of a likert scale consisting of several positive and negative statements.

2.) Likert Scale, the Likert Scale is a tool used by researcher to collect research data in accordance with the selected data collection techniques. The procedure in this study are the questionnaire sheet, the questionnaire sheet was used to determine the response of students to the iSpring 8 learning media. The questionnaire used was a closed questionnaire in the form of a Likert Scale with 4 assessment scales, namely strongly agree, agree, disagree, strongly disagree.

3.) Validation Test, Validation Test are needed that have fulfill the requirements. Based on (Matondang, 2009) before the questionnaire is given to students, the questionnaire needs to be validated to find out the level of validity. Valid Test means the measuring instrument used to obtain data is valid.

Data analysis techniques conducted in this study are:

1.) Reduction of data, Reducing the data means summarizing the main things that focus on the necessary things that are important, sought the theme and the pattern and dispose of unnecessary.

2.) Presentation of data, After the data is reduced, then the next step is to present data. Data The results of student response questionnaires are presented in narrative sentences, tables or graphs. Through data presentation the data will be easier to understand.

3.) Drawing conclusions, The final step taken in quantitative data analysis is the drawing of conclusions. Conclusions in quantitative research may be able to answer my research formulation formulated from the beginning, but may also not, Because the problem or formulation of the problem in quantitative research is still temporary and will develop after the research is analyzed.

RESULTS

Table The Second Semester Students' Response Towards The Use Of iSpring 8 In Learning Intermediate English Grammar At The English Language Education Study Program

Dimension	Indicator	Percentage%	Criteria
Cognitive	Understanding the contents of iSpring 8	81%	Good

	Clarity of learning and information instructions of iSpring 8	81%	Good
	The suitability of the ispring display	59%	Enough
Affective	Motivation	66%	Good
	Attractive	78%	Good
	Curiosity	76%	Good
Conative	Asking questions and responding to questions	77%	Good

Table 1 Result Students' Response

In the table above shows that the percentage of students' responses to iSpring learning media states that each indicator has good criteria. This shows that learning to use iSpring amid the pandemic that occurs today has a positive response in students in distance learning, so that it can be useful in the learning process.

DISCUSSION

From the results of analysis response of the second semester of Unirow Tuban students to the iSpring learning media, it shows that the cognitive, affective and conative dimensions as a whole get a very good response. Student responses based on cognitive dimensions are related to students' knowledge and understanding of the use of iSpring learning media. In the cognitive dimension itself there are several indicators, namely understanding content iSpring, understanding using iSpring, and understanding the appearance of iSpring.

1. Student responses to iSpring learning media in the cognitive dimension with an indicator of understanding of iSpring content included in a good category with an average of 81% on the Understanding Indicator of iSpring's contents obtaining good results because the iSpring learning media can help students to understand the material Intermediate English Grammar.

This iSpring Learning Media helps students in understanding cell material because it uses language according to the rules English. (Rahmawati et al., 2016) stating that the use of standard and communicative language makes the language in learning media easily understood by students.

2. Student responses to iSpring learning media in the cognitive dimension with an understanding indicator using iSpring get a good response with an average of 81% this can be seen from the instructions to use the iSpring media makes it easy for students to apply them. This is in accordance with the statement (Subroto & Qohar, 2020), the media will be easier to use because of the instructions in the use of the media.

3. Student responses to iSpring learning media in the cognitive dimension with an understanding indicator of the iSpring display get a enough response with an average of 59% because this media uses the right appearance and the words color used is interesting and easy to understand so that it makes it easier for students to read it. Because if the use of colors and inappropriate writing can cause difficult students to distinguish one side from one another. According to (DiFonzo & Bordia, 1998) the use of colors that are less contrasting on one side it makes it difficult to distinguish from the other side and the use of the type/size of the letters/writing must be in harmony with the appearance of the media.

4. Student responses to iSpring learning media in the affective dimension with motivational indicators get a good response with an average value of 66% because the use of this iSpring learning media does not only display material in the form of writing, but also displays images, animations and videos in it. This is reinforced by the (Suprapti, 2016) statement, students 'motivation in following the lesson is increasing because iSpring -based learning media attracts students' attention with presentation of materials communicatively in the form of images, animation and video. This is according to (D. A. Lestari, 2015), most of the students' attention will be focused on learning because of students' interest in Teaching materials or learning media so that students will not quickly feel bored.

5. Student response to iSpring learning media on the affective dimension with the indicator of attractiveness obtains a good response with an average of 78% because the iSpring learning media in this study has a full color design so that students will be interested and do not feel bored in the learning process. Besides having a design that is quite attractive to the size of the letters contained therein is right so that it makes it easier for students to apply it. (Amonius, Aloysius Mering, 2021) stated that the existence of media developed using bright colors according to the characteristics of students who like bright colors, so the media can motivate and increase students' enthusiasm in learning.

6. Students' Response to iSpring learning media in Affective Dimensions with curiosity indicators obtaining a good response with an average of 76% due to students' interest in the iSpring learning media used to study grammar materials. Based on (Nugraha et al., 2013), most students' attention will be focused on learning because of student interest in teaching materials or learning media so that students will not quickly feel.

7. Student responses to iSpring learning media in the conative dimension with the indicator of asking questions and responding to questions show a good response with an average of 77%. This indicator gets a strong response because by learning using iSpring, students will be more active in learning grammar material independently. This makes students who have difficulty in understanding the material are motivated to ask questions to teachers.(Yeni Nur Prilanita, 2017) Explain that the more students have information, the more questions produced by these students.

CONCLUSION

Based on the results of the research that has been done it can be concluded that the response of students to iSpring learning media in grammar learning has good criteria in the cognitive, affective and conative aspects. It is said to be good because there is an assessment of several indicators, namely:

In this cognitive dimension there are 3 indicators, namely indicators of understanding iSpring that gets a percentage of students 'responses with an average of 81% in the good category, understanding indicators of using iSpring that gets a percentage of students' responses with an average of 81% included in the good category and understanding indicators Against the iSpring display which gets a percentage of 59% with sufficient categories. Both of these indicators are included in the good category and the third indicator includes sufficient categories as stated in the category of student response percentage category because in iSpring can share a link to work on the quiz and that can help students in the grammar learning process online or luring.

In this affective dimension there are 3 indicators, namely motivational indicators that get a good percentage with an average of 66%. Indicators of attractiveness that get

a good percentage with an average of 78% and the indicator of curiosity that gets a very good percentage with an average of 76%. These three indicators are included in the category of good as stated in the category of student response percentage category because learning using iSpring media has instructions in its application in the grammar learning process daring or luring.

In this conative dimension there is 1 indicator, namely the indicator of asking and responding to questions that get a percentage of students' responses are good with an average of 77%. In this indicator it is included in the good category as stated in the category of student response percentage category due to learning using iSpring media makes students easily if they want to ask the teacher if there are things that are not understood.

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