

THE EFFECTIVENESS OF USING ISPRING SUITE MEDIA TO TEACH SIMPLE PRESENT AND SIMPLE PAST ON 10TH GRADERS OF SMAN 1 REJOTANGAN

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Abstract (English)

Learning using technology nowadays has many benefits and advantages, but as a teacher you also have to know about the technology that has developed. Good teaching media is teaching media that becomes a bridge or link between teachers and students, besides that it can increase students' interest in learning. Teachers are also required to innovate in teaching using technology, because technology is diverse and has its own benefits, therefore teachers have a responsibility, apart from teaching material in class, to also learn about technology. In this research, researchers used Ispring suite 10 media which was created in the form of an application for learning in class XA at SMAN 1 Rejotangan. This research used quantitative research and pre-experiment type because take and class. Instrument research used worksheet with 20 multiple choice question and used expert validation. The research results showed significance as evidenced by the increase in students' average scores. The result of the finding showed that the mean score of pretest 75.69 to the mean posttest data of 85.14.

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Pembelajaran menggunakan teknologi di masa kini mempunyai banyak manfaat dan keunggulan, namun sebagai guru juga harus tahu tentang teknologi yang telah berkembang. Media ajar yang baik adalah media ajar yang menjadi jembatan atau penghubung antara guru dan murid, selain itu dapat meningkatkan ketertarikan siswa terkait pembelajaran. Guru juga dituntut untuk berinovasi dalam mengajar menggunakan teknologi, karena teknologi beragam dan mempunyai manfaat masing masing, oleh sebab itu guru mempunyai tanggung jawab beart selain mengajar materi di kelas juga belajar terkait teknologi. Pada penelitian ini peneliti menggunakan media Ispring suite 10 yang telah dibuat dalam bentuk aplikasi untuk pembelajaran di kelas XA SMAN 1 Rejotangan. Penelitian ini menggunakan metode kuantitatif yaitu pre-eksperiment dengan mengambil satu kelas. Instrument penelitian berupa lembar kerja kertas berisi 20 soal pilihan ganda yang sudah divalidasi oleh ahli. Hasil penelitian menunjukkan signifikan dibuktikan dengan meningkatnya nilai rata rata siswa. Hasil penelitian menunjukkan nilai rata rata pretest 75.69 meningkat pada nilai rata rata posttest yaitu 85.14.

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Kata Kunci

Ispring suite, Pembelajaran, dan Teknologi

INTRODUCTION

A. Background of the Research

Today's technology has developed rapidly, the benefits of technology have also spread to various sectors, including education. Teaching models are increasingly varied with technology. The educational era has now developed rapidly and the utilization of technology is growing. Media in the form of technology greatly helps educators also experience development. Educational media in the form of technology can increasingly simplify learning problems. Teachers can use laptops and the Internet to solve learning solutions (Zabidi, 2019)

Digital technology can be used as a tool for students in the learning process of teaching in the classroom, but teachers quickly access technological media for their teaching students (Hidayat et al., 2020). And now teachers must be using media for helping teaching and technological media can benefit them.

As teachers must cultivate students' critical power in order to be revolutionary, teachers must also be literate in science and make the classroom non-empty. There are seven elements of ICT literacy, namely: define, access, evaluate, manage, integrate, create, and communicate (Astini, 2019)

Important component in teaching is the teacher, a very decisive position to determine the success of learning, because the teacher's main function is to design, manage, implement and evaluate learning. In addition, the position of teachers in pamphlet activities is also very strategic and decisive. Strategic because it is the teacher who will determine the depth and breadth of the subject matter, while it is decisive because the teacher who sorts and selects the materials, methods, and learning media to be presented to the learners (Abdul, 2018). Interest has a very important role in learning. This interest leads to motivation in learning and it can improve learning outcomes (Sutarto et al., 2020)

Professional educators are required to fulfill 4 basic competencies, including pedagogical, professional, personal and social competences. Pedagogic and professional competencies require educators to design appropriate learning designs. Learning design also supports the development of learning technology which is then used as a reference in developing computer-based learning media and smartphone (Aryanti & Marwan, 2021)

Teachers sometimes must innovate learning, because learning will be more lively and meaningful. The willingness of educators to try to find, explore and look for various breakthroughs, approaches, methods and learning strategies is one of the supports for the emergence of various new innovations. In education interactive learning is novelty and no longer so far. Various developments on interactive learning media have been done a lot. One type of application used in the development of interactive learning media is iSpring (Firdha & Zulyusri, 2022) and iSpring suite is one of most technological media that can benefit teachers. Many features in that application help teachers, and thus, students can be interested in that, and interactive learning will appear in between.

REVIEW OF THE RELATED LITERATURE

A. Theoretical Review

1. Grammar

Studying grammar or language structure is an important material for someone learning English. According (Harmer, 2007) in journal (Singodiwongso & Susilawati, 2021) he said Grammar is a description of words that can change form and be combined into sentences.

a. Simple Present

Simple present tense is a tense that is used to express habits, general truths (facts), or events that are happening at the moment.

Simple Present Formula:

(+) S (I, You, We, They) + V1 + O

(+) S (She, He, it, name) + V1 + s/es + O

ex: - I eat an apple

- She eats an apple

(-) S (I, You, We, They) + do + not + V1

(-) S (She, He, it, name) + does + not + V1

ex: - I do not eat an apple

- She does not eat an apple

(?) Do + S (I, You, We, They) + V1

(?) does + S (She, He, it, name) + V1

ex:-Do you eat an apple?
- does she eat an apple?

Nb. addition –es for last letter verb s, sh, ch, o, and y replaced -ies

Other Example:

a. water boils at 100 degree celcius – Fact

b. I go to school everyda – habit

c. she eats an apple – event now

Adverbs of time used in simple present tense are always, often, usually, everyday, never, hardly ever, etc.

b. Simple Past

Simple past tense is a tense used to express activities that have occurred or past events.

A. Discuss actions that occurred in the past:

ex: Isna went to Malang two month ago

B. Discussing past habits

ex. When I was a senior high school student, I always get up a 4 am to study.

Adverbs of time in simple past tense often use: Ago, yesterday, last week, last month, last year.

Simple Past Formula

(+) S + V2 + O

(-) S + did + V1 + O

(?) did + S + V1 + O

ex:

(+) Ali ate bread yesterday

(-) Ali did not eat bread yesterday

(?) Did Ali eat bread yesterday?

Verb two form are irregular and regular. Regular verb follow a predictable pattern of adding –ed, while irregular verb don't follow a pattern and must be memorized individually.

2. Learning Media

a. Definition of learning media

Learning media is something or objects that can be an intermediary for information from teachers to students with the aim of stimulating students to be motivated and able to participate in the learning process completely and meaningfully. (Hasan et al., 2021)

b. Function of Learning media

The function of learning media can be concluded, namely as an information intermediary, preventing obstacles during the learning process, teachers can provide motivation to students by stimulating, and maximizing the learning process. (Hasan et al., 2021)

c. Ispring suite

Ispring site is software in which in this application there are audio, visual, and audio-visual features. And users are connected in Microsoft power points and can collaborate with other supporters so that they can provide media for active and interactive learning (Pratama et al., 2024) using ispring suite application users can create quizzes, or just slides, there is a timer, voice record. Etc.

Using I spring suite does not require special skills and is not complicated, interactive learning will occur between teachers and students because this media is suitable for all types of material, can be taught face to face or remotely (online)

Features in Ispring suite 10

In thesis (Amelia, 2021) Several components in the I spring suite have their own benefits from their features. The following are the advantages of these components.

1. Quiz maker, this feature allows Ispring suite users to create quizzes and surveys.
2. Ispring talk master is a user conversation simulation to simulate dialogue with customers or other purposes.
3. Ispring screen recorder functions to capture the screen in whole or in part and insert it into the recording on a powerpoint slide. Save as mp4 or publish to YouTube.
4. Ispring visual functions to improve powerpoint presentations and clarify e-learning when interacting.
5. Ispring slide alloy, functions to convert powerpoint to video in MP4 format or publish directly to YouTube when face to face.
6. The video lecture function is to show PowerPoint slides side by side with the video presentation.
7. Ispring cloud hosting and delivery platform for power point presentations, documents from Microsoft and spreadsheets, images, videos, audio and pdf files.
8. Audio/video editor is available while editing videos.

d. Power Point

Power Point is software from Microsoft that functions to display slides or presentations. which in PowerPoint can display text, images, graphics, video and sound which can be adjusted to suit your needs.

PowerPoint also provides several special features such as automatic design, moving transitions, recording with narration, etc. So that Power Point becomes an informative and interesting application according to the creator's wishes. This power point will be connected to the Ispring suite for further development of interactive media during the learning process.

e. Android

Android is an operating system for Linux-based mobile devices that includes an operating system, middleware, and applications. Android provides an open platform for developers to create their applications. Android itself was designed specifically for touch screen mobile devices such as smartphones.

In this research, Android was used to open the Ispring suite media, students can generally access it via their respective smartphones, but students can also open the Ispring suite media in power point form according to the student's wishes.

1. Teaching Simple Present and Simple past in Class with Ispring suite

Researcher will explain why teaching simple present and simple past with Ispring suite Tenses are verb forms based on information and the nature of the activity. There are 16 tenses that are commonly studied in Indonesia. In this thesis the researcher chose 2 tenses, namely simple present and simple past for teaching research using the Ispring suite teaching media.

Teaching simple present and simple past is carried out in one class, treatment is carried out after the pretest to add insight from the Ispring suite teaching media. Teaching to students is carried out directly or face to face. Researchers also opened questions and answers so that students who did not understand could understand the Ispring suite media. Utilizing technology as a medium for teaching makes students more efficient in learning, because the Ispring suite media will be used as an application that can be installed on students' Androids.

The target of teaching simple present and simple past is identifying the two tenses, including identifying changing forms of verbs, understanding time in sentences, and using to be in simple present and simple past. Apart from that, in the Ispring media suite, researchers also added other tenses that could be identified but not in detail.

a. Teach Model

Face to face

Face to face learning is classroom learning that relies on teachers who teach in class. In face to face learning, students engage in spontaneous verbal communication in a permanent physical environment (Anggrawan, 2019). Also, the face to face learning model is a learning concept in a conventional form and gathering students and teachers in one area or room. There is no internal internet connection connected to both, so learning is created that shows expression. Teachers can provide questions and instructions directly to stimulate student activity.

Asynchronous

After the research was completed, the researcher reviewed students in the Ispring media understanding suite. This media can be studied at any time, not necessarily at school. Time is not limited, therefore researchers will answer students' questions at any time while studying at home. Asynchronous learning is carried out outside of treatment time or during research with the aim of this Ispring suite media being able to be studied and developed further.

b. Advantage and Disadvantage Teaching Using Ispring suite media For Student

• Advantage

The advantage for students is that if they understand the teaching media, it will be easier to identify the simple present and simple past. Students who can use technology such as cellphones make teaching media easier and can be a support in understanding each material.

• Disadvantage

Students who do not understand teaching media will have difficulty identifying the simple present and simple past taught by the researcher. Lack of understanding of technology will also affect students who do not understand it. And teaching media in the form of technology cannot fully support it.

For teacher Class

- Advantage

With teaching media, teachers who are able to master technology will be helped in teaching students. Can minimize problems in teaching if there is media. Apart from that, it allows interactive learning with students

- Disadvantage

Lack of understanding of technology means that this media cannot be used, besides that, installing a projector will reduce teaching time because not all classrooms in schools have permanent projectors.

B. Previous Study

In research by (Nasution, 2023) at XI IPA 5 SMA Negeri 4 Medan, result research was conducted by research stages: 1) Giving a pretest, 2) The learning process, and 3) Giving a posttest. This study uses test instruments in the form of multiple choice questions as many as 20 questions that have met the requirements. The results of the research data analysis obtained the average student learning outcomes in experimental class I pretest value (44,16) and posttest value (82,08) with an average increase in learning outcomes of 69,47%, and the average student learning outcomes in experimental class II pretest value (43,88) and posttest value (76,81) with an average increase in learning outcomes of 61,28%

The use of technology in providing learning media is certainly very supportive in the learning process, especially interactive learning media. The use of Inspiring Suite 9 media creates a pleasant learning atmosphere so that the concepts presented can be well received (Dasmo et al., 2020) in that research there is result research concluded that there was a significant influence of the use of interactive learning media based on Inspiring Suite 9 on the physics learning outcomes of class X students at SMA Negeri 1 Babakan Madang, Bogor. This is proven by the results of the t-test, which shows a figure of 4.90, which is much greater than the T table value of 1.70.

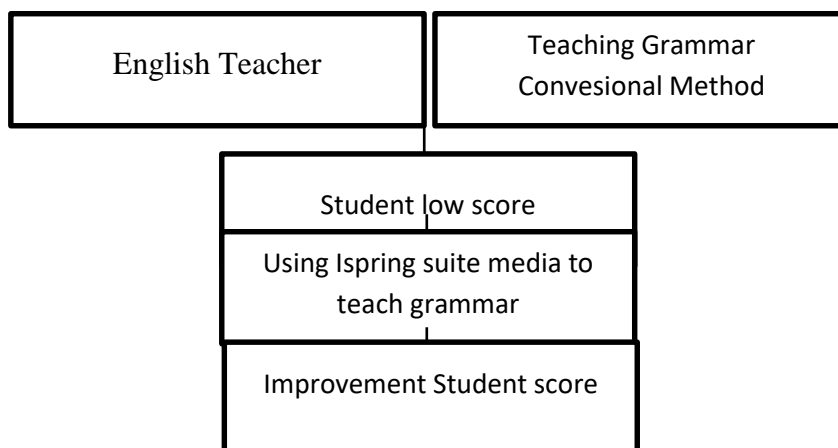
In research title "The development of inspiring suite 8-based instructional media in bacteria material for tenth grade students of senior high school" (Rochma & Ibrahim, 2019) said At the beginning of the iSpring Suite 8 Media display there is a simulation to help students' apperception which contains questions about an event caused by bacteria. iSpring Media Suite 8 contains many interesting images, videos and animations to explain sub-material structure, way of life, reproduction and role of bacteria, and there is a narrator's voice to help convey the material in the form of sound which can be turned on as desired. The research results show that: (1) Media validity obtained a mode score of 4 in the very valid category. (2) Media practicality obtained an average percentage score of 96% in the very practical category.

In research by (Nuraini et al., 2020) "Based on data analysis, obtained an average of media validity is 4.15 (valid). Practicality of the media obtained 93.40% teacher response (very strong) and student responses of 91.40% (very strong). Learning Media has fulfilled the effectiveness criteria, namely 91% of students achieve mastery learning value. Based on the results of the study it can be concluded that the learning media based on Power Point Inspiring Suite 8 on the concept of central and regional government that is developed is valid, practical, and effective."

In (Julianti & Arwin, 2021) results of the questionnaire responses from a teacher and 26 students obtained a very practical level of practicality, with the results of the teacher response questionnaire obtaining a practicality percentage of 100% and the results of the student response questionnaire obtained a practicality percentage of 94.87

C. Framework

Learning is a process of change in a person by interacting with the surrounding environment, where the changes are towards good and bad. According to this theory, with the Ispring suite media, students can learn with the guidance of researchers. Teaching simple present and simple past will be easier because there is a link in the form of teaching media.



English Teacher

Teachers play a major role in educational development, especially those held formally in schools. Teachers also greatly determine the success of students, especially in relation to the learning process (Kinasih & Risminawati, 2017) From this statement it can be said that learning, including understanding grammar, depends on how the teacher educates

Teaching Grammar Conventional Method

In research (Jafar, 2021) based on hypothesis testing, it shows that there is no significant difference in learning outcomes between student learning outcomes before applying conventional learning methods and student learning outcomes after applying conventional methods. The implication of this research is that it is hoped that educators can innovate in choosing teaching methods and adapting them to the material to be taught, so that the value of students' learning outcomes can increase significantly.

Conventional learning that does not attract students' attention makes learning ineffective and boring. Teachers must have innovations in teaching so that the level of student interest and student understanding also increases.

Student Low Score

Based on the 2 problems above, it will give rise to the possibility of low student grades, only a few students are likely to get high grades.

Using Ispring suite media

Teaching media has become a new innovation for learning, including the Ispring suite used by researchers. The use of pretest and posttest is to look at students' scores in understanding simple present and simple past.

Improvement student score

After there is a learning solution in the form of the Ispring suite learning media, students are expected to understand the simple present and simple past. The additional value will be seen in the post test score after the treatment is carried out.

D. Research Hypothesis

The problem in this research focuses on student who do not understand the simple present and simple past, because both tenses often appear in material in high school classes. The Ispring suite media that is show to student aims to make student understand both tenses.

Predictions from researchers are confident that using Ispring suite media is effective for understanding students who don't yet understand. Because the Ispring suite media can benefit teachers who teach English. Teacher can easily teach to student to identify tenses including simple present and simple past.

Ha: there is a significant difference in 10th grade students' score in learning simple present and simple past tense after being taught using Ispring suite media.

RESEARCH METHODOLOGY

A Design Research

This research used a quantitative research type and the design of this research uses pre-experimental methods and the research objects are grouped together. Pre-experimental design is a research design that does not include real experiments. because there are still external variables that influence the formation of the dependent variable (Sugiyono, 2010) Researcher used a pre-experimental design because it proved the clarity of the data taken, and the data taken is stronger than using non-experimental.

Because in this research design the researcher used one group pretest and post test (without a control group), three staged will be carried out, namely pre-test, treatment, and post-test to measure students' abilities.

B. Variable Research

In this part researcher take variable Using media Ispring suite (y) and teaching simple past and simple present as variable (x)

No.	Variable	Indicator	Instrument Type
1.	Using Ispring suite media (y)	Using this media because to helping teacher when teach student	Teach in the class with offline class and face to face (threatment)
2.	Teach simple present and simple past (x)	Simple present and simple past often used in exam and speaking everyday	Pretest and post test

C. Population, Sample, and Sampling Research

In quantitative research, the way to collect objective, value-free and tested data is to measure data variables from research subjects. What is called a sample in research can be a subject or population from which data will be taken for testing. If data is collected from a sample, then the sample must be selected from the population before data collection. Selecting a sample from the population is called sampling. Sampling can be done randomly or not (Susanti, 2019)

1. Population

The population taken by researcher were the class X A SMAN 1 Rejotangan, researcher has made observation in the class during *Pengenalan Lingkungan Sekolah* (PLP) so that already know the research object. For the 2023-2024 academic year there were 31 study groups with the following details: class X has 11 classes, class XI has 10 classes, and class XII has 10 classes.

2. Sample

A sample is a portion selected in a certain way to represent the entire population group (Susanti, 2019) For the research there were 36 student in class X A SMAN 1 Rejotangan, consist of 24 female student and 12 male student.

3. Sampling

Researcher using purposive sampling technicque, because researcher take one class directly, during treatment to find quality of student abilities. Purposive sampling is a technique for determining samples with certain considerations. (Sugiyono, 2010)

D. Technique of Collecting Data Method

1. Method collecting data

The most important research activity is data collection. Developing instruments is an important task in the research step, but collecting data is even more important, especially if the researcher uses a method that is prone to the inclusion of the researcher subjective elements. In this study the researcher used experiments and questionnaires in data collection.

a. Test

In the data collection method, researchers used tests, the tests carried out were in the form of pre-tests and post-tests. This test helped researcher measure students' abilities

b. Step by step research method

Pretest and posttest in the form of 10 multiple choice questions and 10 essay questions, students will take the test within 1 hour. This test was aimed to see whether there is progress in class X A students of SMAN 1 Rejotangan regarding their understanding of the simple present and simple test.

Meeting	Activity
First meeting	students will be given a pretest to determine their ability to understand the simple present and simple past. They will be given at least one hour to work on the questions.
Second until third meeting	treatment will be given to understand simple present and simple past using the Ispring suite media, apart from that, teachers will also be given an understanding regarding this media.
Last meeting	After students have received treatment, a posttest will be carried out to measure understanding of simple present and simple past. Has the value experienced a development, a decrease in value, or remained the same as the initial value

2. Research instrument

a. Validity Research

In (Sahir, 2022) Validity is testing research questions with the aim of seeing the extent to which respondents understand the questions posed by researchers. If the results are invalid, there is a possibility that the respondent does not understand the questions we ask.

b. Expert Validity

In this research, the researcher used expert validity to make sure that the instruments used were valid to take data.

c. Scoring Rubric

Type question	Total of question	True	False
Multiple choice simple present	10	10	0
Multiple choice simple past	10	10	0
Total		20	0

For scoring rubric every correct question is multiplied by 5

Correct question x 5 = score point

If student correct all question also he/her get 100 point. Correct all 20 x 5= 100

d. Description Score

Description score	score	Grade
Student understanding all of Ispring suite media in detail	>81	Very good
Student understanding large part of Ispring suite media	61-80	Good
Student understanding part of Ispring suite media	41-60	enough
Student understanding small part of Ispring suite media	21-40	Not good
Student don't understanding about Ispring suite	<20	Bad

Students who get a score 61-80 are in the good category according to researchers, and students who get a score >81 are considered to really understand the simple present and are able to understand the Ispring suite media. If a student gets a score <60 then the student has not been able to understand the Ispring suite media and has not achieved the expected target score.

E. Research Procedure

1. Giving Letter Permission for Research

The first step in the research was that the researcher delivered a research permit letter to SMAN 1 Rejotangan school, which was given to Curriculum teacher's

2. Meeting with English Teacher

Meet the English teacher at SMAN 1 Rejotangan for permission to carry out research in the class he teaches.

3. Do Research

Time and Place	Place : SMAN 1 Rejotangan Class : 10 th A Time : 60 minute Meeting : 4 meeting (pretest, 2 tretment, and postest)
Material and Leraning Media	Material: Simple present tenses and simple past tenses Media Learning: <ul style="list-style-type: none">• Laptop• Proyektor• Handphone Software: Power point show and Ispring suite
Meeting Process	1. Giving Pretest The pretest aims to see students' abilities regarding understanding the simple present tenses and simple past tenses <ol style="list-style-type: none">a. Open the class to prayb. Giving procedure do pretestc. Provides a pre-test consisting of 20 multiple choice questions. The pretest implementation time is one hour.d. Closing class giving treatment

	<p>2. Giving Tretment</p> <p>The treatment consists of teaching students regarding the Ispring suite media to identify the simple present tenses and simple past tenses. Teaching to students was carried out 2 times.</p> <ol style="list-style-type: none"> a. Open class b. Explain the learning objectives of the Ispring suite media to students. c. Teaching about Ispring media suite 2 times, each lesson consists of 1 hour. d. Give students time to ask questions regarding the learning media that has been explained by the researcher. e. Closing class f. Providing use of Ispring suite media procedures to class teachers.
	<p>3. Giving Posttest</p> <p>The posttest aims to see student learning outcomes related to the Ispring suite media that has been carried out during treatment. Whether the student's grades have increased, stagnated, or there has been a reduction in grades.</p> <ol style="list-style-type: none"> a. Open the class to pray b. Giving procedure do post test c. Provide a post test consisting of 20 multiple choice questions . The time for carrying out the post test is one hour. d. Closing class
<p>Reflection</p>	<p>Reflection for researcher:</p> <ul style="list-style-type: none"> - Is treatment successful for student understand? -Which student need special attention? <p>Reflection for student:</p> <ul style="list-style-type: none"> - Before I studied I.... - After I studied I....

4. Documentation

During and after meeting always take a picture as research evidence. Pictures are taken during each study, including coordinating with the teacher, during the pretest, treatment and posttest.

F. Analysis Data

Data analysis is the process of compiling, categorizing data, looking for patterns or themes, with the aim of finding out its meaning. (Sutriani & Octaviani, 2019)

1. Descriptive Statistics

This research used pretest and posttest to measure student scores. Apart from that, it was conducted the maximum score, minimum score, and mean score to find out descriptive statistical data, researcher analyzed it using SPSS IBM 26.

2. Normality Test

The data normality test is one of the assumptions when data is obtained from Interval-Ratio scale samples, which will be tested using parametric statistics. Basically, the normality test is carried out to find out whether the data obtained comes from a normally distributed population or not (Herawati, 2016).

Ha : if $\alpha > 0.05$ = normal

Ho : if $\alpha \leq 0.05$ = not normal

3. T-test

To test other normal data, namely with the T-test, which is to find out two means and check the influence of variables (Budiwanto, 2017). So to test the data results which are assumed to be normal by the researcher, the researcher uses the T-test

4. Wilcoxon test

If the data results are not normal, the researcher will use the Wilcoxon test. The Wilcoxon test is used to test variables in paired samples or can also be used for before and after research (Rudianto et al., 2020)

5. Hypothesis Testing

Ha: there is significant difference on 10th grade students' score in learning simple present and simple past tense after being taught using Ispring suite media.

Ho: there is no significant difference on 10th grade students' score in learning simple present and simple past tense after being taught using Ispring suite media.

Ha accepted if $\alpha \leq 0.05$

Ho accepted if $\alpha > 0.05$

FINDING AND DISCUSSION

A. Research Finding

Researcher has successfully conducted research at SMAN 1 Rejotangan. The research was carried out systematically according to the theory discussed previously. Researchers have carried out a pretest, treatment, and posttest. Next, the researcher will present the results of the data from the research.

Researchers used SPSS IBM 26 to analyze the available data. This data was taken at SMAN 1 Rejotangan with a population of 36 students. The result of the research findings are elaborated in the sub chapters below.

1. Data Presentation of Pretest and Posttest

In this research, researcher administered pretest and posttest. In the pretest and posttest, the students were asked to answer 20 multiple choice questions. The result of the pretest and posttest are as follows:

a. Pretest Score

A pretest was conducted before the treatment. Here, the researcher wanted to know the students' initial ability before the treatment. The complete result can be seen in table 4.1.

Table 4.1 Pretest Result

No	Name	Score
1	ASH	70
2	ASR	90
3	ARQ	80
4	AAP	60
5	AWS	65
6	CAD	70
7	DAS	75
8	DP	95
9	DFK	85
10	DR	60
11	DMK	80
12	DES	60
13	DNP	65
14	ES	95
15	EAN	75
16	ERK	60
17	FAA	85
18	FF	90
19	IS	75
20	INR	75
21	JSA	90
22	MMO	95
23	MHU	85
24	MF	60
25	MP	70
26	NIB	95
27	NZF	65
28	OAP	95
29	RND	70
30	RDN	75
31	RAN	95
32	SAK	60
33	SNI	70
34	SAP	70

35	UL	50
36	VWR	70

b. Posttest Score

A posttest was conducted after the treatment. Here, the researcher wanted to know the students' ability after the treatment. The complete result can be seen in table 4.2.

Table 4.2 The Posttest Result

No	Name	Score
1	ASH	85
2	ASR	90
3	ARQ	90
4	AAP	95
5	AWS	90
6	CAD	90
7	DAS	45
8	DP	95
9	DFK	85
10	DR	80
11	DMK	80
12	DES	75
13	DNP	95
14	ES	95
15	EAN	75
16	ERK	95
17	FAA	85
18	FF	90
19	IS	80
20	INR	75
21	JSA	85
22	MMO	95
23	MHU	90
24	MF	85
25	MP	90
26	NIB	95
27	NZF	90
28	OAP	95
29	RND	85
30	RDN	85
31	RAN	95
32	SAK	65
33	SNI	80
34	SAP	95
35	UL	65

2. Table of Descriptive Statistics

To simplify the presentation of the pretest result, the researcher analyzed the data using descriptive statistics in IBM SPSS 26.0. The result can be seen in table 4.3.

The table 4.3 The Descriptive Statistics of Pretest and Posttest.

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	36	50	95	75.69	12.937
Posttest	36	45	95	85.14	10.723
Valid N (listwise)	36				

The table above is a descriptive statistical analysis table. The pretest result score have minimum score of 50 and maximum score is 95. The posttest result have minimum score of 45 and maximum score is 95. Furthermore, The mean pretest data is 75.69 and the mean posttest data is 85.14. Thus, it can be seen that there is an increase in the average value of the students in the posttest.

3. Normality Test

Before conducted hypothesis testing, statistical assumption needed to be fulfilled. Here, normality test was administered to know whether the data is normal. If the data was normal, parametric statistics can be used. If the data was not normal, non-parametric statistics should be used to test the hypothesis.

In normality test, the data were normally distributed if the significant value of Kolmogorov Smirnov and Shapiro-Wilk test was higher than level of significance $\alpha = 0.05$. Table 4.4 showed the result of the normality test.

Table 4.4 Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.142	36	.063	.927	36	.020
Posttest	.189	36	.002	.813	36	.000

a. Lilliefors Significance Correction

Researchers conducted a normality test on the results of the pretest and posttest. From the normality test, the researcher focuses on the result of Shapiro-Wilk test of normality because the sample size is below 50. From the normality test of Shapiro-Wilk, it can be seen that the sig. value is below 0.05 in both pretest and posttest. Thus, it can be concluded that the data is not normal and therefore, a non-parametric test is used to test the hypothesis.

4. Wilcoxon Test

According to Cronk (2008), Wilcoxon test can be used to test the differences between pretest and posttest in non-parametric statistics. The result Wilcoxon test can be seen table 4.5

Table 4.5 The Wilcoxon Test

➔ **Nonparametric Tests**

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.	Decision
1	The median of differences between Pretest and Posttest equals 0.	Related-Samples Wilcoxon Signed Rank Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

In this research, the hypotheses of the research were formulated as follows:

Ha: there is a significant difference in 10th grade students' score in learning simple present and simple past tenses after being taught using Ispring suite media.

Ho: there is no significant difference on 10th grade students' score in learning simple present and simple past tenses after being taught using Ispring suite media.

Seeing the result of the Wilcoxon test in table 4.5, the significance value is 0.000. If it is compared to the level of significance 0.05, it can be stated that the sig. value is less than the level of significance ($0.000 < 0.05$). Thus, it can be concluded that H0 is rejected and Ha is accepted. In the other words, it can be concluded that there is a significant difference in 10th grade students' score in learning simple present and simple past tenses after being taught using Ispring suite media.

B. Discussion

Learning simple past tenses and simple present tenses using the Ispring suite media application has an impact on students, especially the increasing grades. However, after conducting the treatment, it can be seen that some students had the same grades and a few students' grades decreased. It shows that this research cannot be optimal. Yet, the mean score of the posttest shows that there is an increase of the mean score from the mean pretest data of 75.69 to the mean posttest data of 85.14.

In relation to the increasing grades of the students and the result of the hypothesis testing, it can be assumed that the students become efficient in working on questions in the form of tenses with the media created by researchers. However, this media has several factors that become obstacles in its use. The following factors become obstacles after researchers conduct research.

1. Student Don't Install Application

Some students cannot install the application that has been created by research, students cannot install it because their memory is full so they cannot install the application. Apart from that, iOS users cannot install the application.

2. Student don't understand using application

A tutorial for using the application has been provided in the tutorial menu, but some students don't know how to use the application to identify questions about tenses.

In a research conducted by (Darmo et al, 2020), one way to improve student grades is to use the Ispring media suite. The Ispring Suite application has various features that can be used to create presentations, quizzes, surveys, interactive conversation simulations, and student worksheets. And in this journal there is a significant influence of the use of interactive learning media based on Ispring Suite 9 on the physics learning outcomes of class X students at SMA Negeri 1 Babakan Madang, Bogor. In this study, reseacher using Ispring suite 10 media, student scores also had a significant influence, shown by the mean pretest data of 75.69 to the

mean posttest data of 85.14. Besides that, there were also many students whose score improved after the treatment, a few students experienced a decrease of score. Further, it can be seen from the result of the hypothesis testing that showed that the significance value is 0.000. Since it is less than level of significant 0.05, it can be concluded that there is a significant difference in 10th grade students' score in learning simple present and simple past tenses after being taught using Ispring suite media.

According (Rochma & Ibrahim, 2019) The Ispring media suite has attractive images, videos and animations so can convey the material as you wish. In this study, researchers also found it easy to convey material with the Ispring media suite. Researcher very helpful because the Ispring media suite is a liaison between students and teachers when teaching (treatment).

CONCLUSION

This research was aimed at investigating the effectiveness of Ispring suite media to teach simple past tense and simple past tense, it is conducted in SMAN 1 Rejotangan, with 36 students as samples. The result of the finding showed that the mean score of pretest 75.69 to the mean posttest data of 85.14. The result of the pretest and posttest showed that there is an increased of the students' mean score after being taught using Ispring suite media. Furthermore, the hypothesis testing using Wilcoxon test showed that the null hypothesis can be rejected. Thus, it can be concluded that there is a significant difference in 10th grade students' score in learning simple present and simple past tenses after being taught using Ispring suite media.

In detail, the conclusion of this researcher can be pointed out as follows:

1. Learning using Ispring media suite is effectively used for learning at 10th grade at SMAN 1 Rejotangan. This is shown by students' scores increasing during the posttest.
2. Researchers are helped by the Ispring suite media because interaction with students is easy to achieve.

SUGGESTION

1. The Future researcher

Researchers hope that researchers will develop the Ispring media suite in the future to make it more efficient when used for learning media. Apart from that, learning tenses or grammar can be more varied. Teacher Class

2. Teacher of English

Researchers hope that English teachers will be able to use this media for learning in class because it creates more interaction between teachers and students. Beside that, teachers can also use other teaching media to create interesting learning. Especially in this era where technology is also developing and as a teacher you must be able to make good use of modern technological developments.

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